

## THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

## AGENDA

**Tuesday, March 15, 2022****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 January 25, 2022 Meeting in The Senate Record**B. COMMUNICATIONS TO THE SENATE**

Senate Curriculum Report of February 15, 2022

Appendix A

**C. REPORT OF SENATE COUNCIL - Meeting of February 15, 2022****D. ANNOUNCEMENTS BY THE CHAIR**

Penn State's 2024 Self-Study Overview

Guests:

Lance C. Kennedy-Phillips, PhD, Vice Provost for Planning, Assessment, and Institutional Research

David Callejo, PhD, Vice President for Commonwealth Campuses

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

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

G. FORENSIC BUSINESS

None

H. UNFINISHED BUSINESS

None

I. LEGISLATIVE REPORTS *(the second report proposes additions of DEI principles to Committee Standing Rules)*

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

Revision to Standing Rules, Article II – Senate Committee Structure,  
Section 6(p) Elected Senator Standing Committee

Appendix B

Senate Committees on Committees and Rules and Education

Revisions to Standing Rules, Article II– Senate Committee  
Structure, Section 6(d) - Committee on Education, Addition of DEI  
Principles

Appendix C

Senate Committees on Committees and Rules and Intercollegiate Athletics

Revision to Standing Rules, Article III – Other Functions of the Senate,  
Section 8 – Faculty Athletics Representatives

Appendix D

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

Proposed Preamble to the Senate Constitution entitled: A Statement  
On the Rule of the Faculty Senate at the Pennsylvania State University  
(to be presented at the 3/15 Plenary Meeting and voted on at the 4/26  
Plenary Meeting)

Appendix E

Senate Committee on Education

Revision to Policy 45-00 Faculty and Student Responsibilities  
Regarding Cancelled Class When a Campus is Closed

Appendix F

## J. ADVISORY/CONSULTATIVE REPORTS

None

## K. POSITIONAL REPORTS

None

## L. INFORMATIONAL REPORTS

Senate Committee on University Planning

Annual Budget Report

[15 minutes allotted for presentation and discussion]

Appendix G

Senate Committee on Outreach

Penn State Outreach: Urban Engagement

[15 minutes allotted for presentation and discussion]

Appendix H

Senate Committee on Committees and Rules

Committees and Rules Nominations Report

[10 minutes allotted for presentation and discussion]

Appendix I

Senate Elections Commission

\*Annual University Faculty Census Report

Appendix J

Senate Council

Senate Council Nominations Report

[10minutes allotted for presentation and discussion]

Appendix K

Senate Committee on Curricular Affairs: Standing Joint Committee  
on General Education Assessment

Update on General Education Assessment

[15 minutes allotted for presentation and discussion]

Appendix L

Senate Committee on University Planning

Capital Budget Report

Appendix M

\*Web-only reports.

## M. NEW LEGISLATIVE BUSINESS

None

#### N. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next regularly scheduled meeting of the University Faculty Senate will be held on Tuesday, April 26, 2022, 1:30 p.m.





**PennState**  
University Faculty Senate

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

*COMMUNICATION TO THE SENATE*

**DATE:** February 15, 2022  
**TO:** Bonj Szczygiel, Chair, University Faculty Senate  
**FROM:** Mary Beth Williams, Chair, Senate Committee on Curricular Affairs

The *Senate Curriculum Report* dated February 15, 2022 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](mailto:kkw2@psu.edu), on or before **March 17, 2022**.

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  
AND SENATE SELF-STUDY COMMITTEE

Revision to Standing Rules Article II — Senate Committee Structure, Section 6(p) Elected Senator  
Standing Committee

(Legislative)

Implementation: Upon approval of the Senate

**Rationale**

In the fall of 2020, the self-study committee was charged to do an in-depth study on the purpose, values, functions, and aspirations of the University Faculty Senate. During multiple listening sessions, this special committee has identified recursive challenges regarding governance, transparency, and efficiency that directly inhibit the Senate’s mission and duties.

Penn State’s University Faculty Senate is composed of elected, appointed, and ex officio members, each with different responsibilities, perspectives, and roles. Elected members of the faculty senate bear the responsibility to represent their constituents, collaborate with other elected senators, and advocate for their units.

Standing senate committees work together on specific charges, but there is no current mechanism for elected members to gather and discuss important topics that affect all Penn State’s faculty and their units. Senate as a whole body convenes to legislate at large plenary meetings, but these meetings have a rigid structure, are extensive and complex, and are not designed to provide a space for open discussion and effective problem solving.

There is a simple need to provide elected members of the senate the opportunity to come together and have an honest discussion on matters that affect all faculty and determine if there is or is not consensus and clarity related to issues within their remit. Various senate chairs have in the past made various attempts to provide such space, (forums, special topic mtgs, listening sessions), however results have been inconsistent due to their informal and idiosyncratic nature. They are valuable tools for unusual circumstances but given their unofficial nature they are not appropriate for “blue sky” reflection. For example, future rebalancing of the size of the senate standing committees or the overall size of the senate will be a tough problem that will require extensive discussion and input primarily from the elected members. This new standing committee would be the ideal place to bring senators together to accomplish this in a transparent and organized fashion before Faculty Affairs and CC&R begin writing legislation to accomplish this.

By creating an “Elected Senators Standing Committee”, the University Senate would provide an official mechanism for elected senators to gather for effective communication and better faculty representation. This may result in sending a report or recommendation to committees for further development, or to bring developed topics to the whole Senate body in a manner consistent with Senate rules for a wider, substantive, and more effective discussion and deliberation in the plenary session. To honor transparency and to provide consistency with structure and function of the other standing committees, agendas, reports, and minutes would be available.

These kinds of mechanisms exist in all organizations. Within Penn State for example, administrative groups meet in varying degrees without the presence of the elected senate representation, and student government bodies meet to deliberate on specific topics. Yet, the elected membership with its unique

representative role does not have any defined mechanism for this. Additionally, the “Elected Senators Standing Committee” would enable elected senators to address emerging special situations that require immediate attention. Consistent with the Senate’s commitment to respect inclusion and equity, it would provide a real opportunity for the minority position to be heard. This would allow the University Faculty Senate of the Pennsylvania State University to strengthen faculty governance, and to fulfill its core mission: to be the representative body of all Penn State’s faculty.

### **Recommendation**

Given the current lack of such a mechanism and its recognized value in academic deliberations; the Self Study Special Committee and the Committee on Committees & Rules recommend the formation of an “Elected Senator Standing Committee.”

This new committee’s membership would include all elected members of the University Faculty Senate and would have the ability to form ad hoc subcommittees to fulfill its role more effectively. It could also act in an advisory capacity to other standing committees, Senate Council, and Senate leadership.

Its functions would be *exclusively* advisory and informational to the whole of the Senate and, as such, it would have no authority to draft legislative reports such as those that might create or change policies or procedures which are under the authority of the Senate’s existing standing committees, nor would it have the authority to draft Advisory and Consultative reports to the President. It would only have the authority to create Positional Reports to express consensus and Forensic Reports to gather information commensurate with its duties, of which the whole Senate membership would have the opportunity to discuss, deliberate, and vote when appropriate.

It is important to emphasize that agendas and minutes from each of the convened meetings of the Elected Senator Standing Committee would be made available to the public as they would for any standing committee. This not only creates an immediate record of discussions and deliberations but also an historical record which would be valuable for future reference. This transparent permanent record of the committee’s discussions is a key benefit of organizing it as a standing committee.

This new committee would have no mandated reports and, unlike other existing standing committees, would have no responsibility to meet regularly. Instead, the elected Senator Standing Committee would be convened and led by the sitting Faculty Senate Chair. Its subcommittees would also have the authority to meet as regularly as necessary when situations of special interest or specific concern to the elected membership might occur.

To formally create this new committee, this legislation recommends that an additional subsection “(p) Elected Senator Standing Committee” be added to our Standing Rules, Article II, Section 6 as detailed below.

### Governance Document Addition

(ADD)

Standing Rules Article II, Section 6

(p) Elected Senator Standing Committee

1. Membership:

(i) All elected senators

2. Duties:

(i) To provide a mechanism for elected membership of the University Faculty Senate to frankly discuss and deliberate concerns, issues, and strategies related specifically to their remit, which could then be brought to the whole body for a wider and more substantive discussion. The Elected Member Standing Committee will be chaired by the Chair of the Faculty Senate, who may appoint a vice-chair of their own choosing.

It will serve only an advisory and informational function to the whole of the Senate and as such will have no authority to draft legislative reports or advisory consultative reports.

However, it can consult or advise other standing committees or Senate Council, who in turn can perform those functions if they so desire as their current duties might allow. Yet, the Elected Senator Standing Committee would have the authority to create informational or positional reports commensurate with its duties, on which the whole Senate membership would then have the opportunity to discuss, deliberate, and vote when appropriate.

The committee would be called as needed by the Senate Chair. However, it and its subcommittees would have the authority to meet as regularly as necessary when situations of special interest or specific concern to the elected membership might occur.

3. Subcommittees:

(I) As per Standing Rules Article II, Section 2, the committee is encouraged to invite individuals to render review or advice on specific questions as circumstances indicate. They are also encouraged to appoint ad hoc subcommittees as needed. The Chair of the Committee on Committees and Rules is to be notified of the charge and personnel of all ad hoc subcommittees at the time of their formation.

4. Mandated reports

(I) None

(END ADD)

**2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES**

Catherine Abendroth  
Kimberly Blockett  
Renee Borromeo  
Stephen Browne  
Lisa Mangel  
Eric Novotny  
Julio Palma (VICE CHAIR)  
Laura Pauley  
Rose Petrilla  
Elizabeth Seymour  
Rob Shannon  
Keith Shapiro  
Amit Sharma

Martin Skadany  
Samia Suliman  
Bonj Szczygiel  
Ann Taylor (CHAIR)  
Kent Vrana

**SELF-STUDY COMMITTEE**

Victor Brunsden  
Michele Duffy  
Julio Palma  
Beth Seymour  
Keith Shapiro (CHAIR)  
Martha Strickland  
Bonj Szczygiel

## SENATE COMMITTEES ON COMMITTEES AND RULES AND EDUCATION

### Revision to Standing Rules, Article II – Senate Committee Structure, Section 6(d) Committee on Education

(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 Education 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 (d) 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.*

#### (d) Committee on Education

##### 1. Membership:

- (i) At least sixteen elected faculty senators, at least one of which must be graduate faculty
- (ii) Two undergraduate student senators
- (III) One graduate student senator
- (iv) Chair of the Academic Affairs Committee, University Park Undergraduate Association
- (v) Vice President and Dean for Undergraduate Education or their designee
- (vi) Executive Director, Division of Undergraduate Studies or their designee
- (vii) Dean of the Schreyer Honors College or their designee
- (viii) Vice Provost for Graduate Education and Dean of the Graduate School or their designee

- (ix) Dean of the College of Medicine or their designee
- (x) Dean of Dickinson Law School or their designee
- (xi) Dean of Penn State Law or their designee
- (xii) Vice Provost for Online Education or their designee
- (xiii) Senate representative to the Graduate Council
- (xiv) Vice President for the Commonwealth Campuses or their designee

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

### Duties

3. Duties: The Committee on Education shall make recommendations on policies relating to [Delete] ~~all~~ [End delete] [Add] **policies relating to academic advising and** [End add] instruction offered for credit by all delivery systems including Resident Instruction, Hybrid Instruction, Online Instruction, Continuing Education, and Independent Learning. [Add] **The committee will promote policies that will enable equity, diversity, and inclusion in educational opportunities and outcomes for all students and attempt to address issues of inequity with respect to degree attainment.** [End add] Furthermore, the Committee oversees activities related to advising. The Committee shall serve as an advisory body to the University Faculty Senate on matters that may affect the attainment of the University's educational mission. It shall be the Senate's review body for the academic standards in all areas of education including all proficiency and placement tests offered by the University. It shall make recommendations to Senate Council on the establishment, reorganization, naming or discontinuation of organizational units and areas of the University's educational mission. The committee shall maintain liaison with other Senate Committees (including, but not limited to, ARSSA, Curricular Affairs, the Libraries, Information Systems, and Technology Committee, and Student Life). Liaison will also be maintained with the Faculty Advisory Committee for the Schreyer Honors College, the Undergraduate Advising Council, and the University Academic Measures Committee. It shall be the University Faculty Senate advisory body to the Vice President and Dean for Undergraduate Education, the Vice Provost for Graduate Education and Dean of the Graduate School, the Deans of the Penn State College of Medicine, Dickinson Law, and Penn State Law.

4. Standing Subcommittees: The membership of the subcommittees shall include at least five members and shall be designated by the Education Committee with a majority of the members of the subcommittees also holding membership on the parent committee.

#### (i) Subcommittee on Undergraduate Petition Review

The subcommittee, chaired by the Vice Chair of the parent committee, and including appropriate resource personnel, shall have responsibility for the Academic Policies and Procedures for Undergraduate Students (except for Academic Admissions Policy) as related to petitions. Unless otherwise specified in the Policies, the subcommittee shall serve as the final review board for petitions for exceptions to the Policies. [Delete] ~~It shall make recommendations to the administration on the procedures necessary for policy implementation.~~ [End delete] [Add] **When a pattern emerges from petitions reviews, the subcommittee will make recommendations to the administration for changes in policy implementation or to the committee for potential changes in policy to address systemic issues of inequity.** [End add]

(ii) Subcommittee on Academic Policy Review

The subcommittee shall make [Add] **equity-minded** [End add] recommendations to the parent committee for transmittal to the Senate for changes in educational policies.

5. Mandated reports: none. The Committee on Education shall send its Informational Reports to the Senate Council.

## **Revised Policy**

(d) Committee on Education

1. Membership:

- (i) At least sixteen elected faculty senators, at least one of which must be graduate faculty
- (ii) Two undergraduate student senators
- (III) One graduate student senator
- (iv) Chair of the Academic Affairs Committee, University Park Undergraduate Association
- (v) Vice President and Dean for Undergraduate Education or their designee
- (vi) Executive Director, Division of Undergraduate Studies or their designee
- (vii) Dean of the Schreyer Honors College or their designee
- (viii) Vice Provost for Graduate Education and Dean of the Graduate School or their designee
- (ix) Dean of the College of Medicine or their designee
- (x) Dean of Dickinson Law School or their designee
- (xi) Dean of Penn State Law or their designee
- (xii) Vice Provost for Online Education or their designee
- (xiii) Senate representative to the Graduate Council
- (xiv) Vice President for the Commonwealth Campuses or their designee

2. Selection: By the Committee on Committees and Rules

### **Duties**

3. Duties: The Committee on Education shall make recommendations on policies relating to policies relating to academic advising and instruction offered for credit by all delivery systems including Resident Instruction, Hybrid Instruction, Online Instruction, Continuing Education, and Independent Learning. The committee will promote policies that will enable equity, diversity, and inclusion in educational opportunities and outcomes for all students and attempt to address issues of inequity with respect to degree attainment. Furthermore, the Committee oversees activities related to advising. The Committee shall serve as an advisory body to the University Faculty Senate on matters that may affect the attainment of the University's educational mission. It shall be the Senate's review body for the academic standards in all areas of education including all proficiency and placement tests offered by the University. It shall make recommendations to Senate Council on the establishment, reorganization, naming or discontinuation of organizational units and areas of the University's educational mission. The committee shall maintain liaison with other Senate Committees (including, but not limited to,



ARSSA, Curricular Affairs, the Libraries, Information Systems, and Technology Committee, and Student Life). Liaison will also be maintained with the Faculty Advisory Committee for the Schreyer Honors College, the Undergraduate Advising Council, and the University Academic Measures Committee. It shall be the University Faculty Senate advisory body to the Vice President and Dean for Undergraduate Education, the Vice Provost for Graduate Education and Dean of the Graduate School, the Deans of the Penn State College of Medicine, Dickinson Law, and Penn State Law.

4. Standing Subcommittees: The membership of the subcommittees shall include at least five members and shall be designated by the Education Committee with a majority of the members of the subcommittees also holding membership on the parent committee.

(i) Subcommittee on Undergraduate Petition Review

The subcommittee, chaired by the Vice Chair of the parent committee, and including appropriate resource personnel, shall have responsibility for the Academic Policies and Procedures for Undergraduate Students (except for Academic Admissions Policy) as related to petitions. Unless otherwise specified in the Policies, the subcommittee shall serve as the final review board for petitions for exceptions to the Policies. When a pattern emerges from petitions reviews, the subcommittee will make recommendations to the administration for changes in policy implementation or to the committee for potential changes in policy to address systemic issues of inequity.

(ii) Subcommittee on Academic Policy Review

The subcommittee shall make equity-minded recommendations to the parent committee for transmittal to the Senate for changes in educational policies.

5. Mandated reports: none. The Committee on Education shall send its Informational Reports to the Senate Council.

## 2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES

- Ann Taylor, Chair
- Julio Palma, Vice Chair
- Catherine Abendroth
- Kimberly Blockett
- Renee Borromeo
- Stephen Browne
- Lisa Mangel
- Eric Novotny
- Laura Pauley
- Rose Petrilla
- Rob Shannon
- Keith Shapiro
- Amit Sharma
- Martin Skladany

- Samia Suliman
- Kent Vrana
- Elizabeth Seymour
- Bonj Szczygiel

**SENATE COMMITTEE ON EDUCATION**

- Vinita Acharya
- Kelly Austin
- Patricia Birungi
- Victor Brunsden
- Penny Carlson
- Danielle Conway
- Renata Engel
- Tonya Evans
- Yvonne Gaudelius
- Elizabeth King
- Charles Lang
- Katherine Masters
- Patrick Mather
- Rajen Mookerjee
- Jacob Moore
- Willie Ofosu
- Richard Page
- Jay Precht
- Linda Rhen
- Paul Riccomini
- Lewis Richardson
- Noah Robertson
- Noelle Schneider
- David Smith
- Michele Stine, Chair
- Stephen Van Hook, Vice Chair
- Michael Verderame
- Ken Vrana
- James Warren
- Tiffany Whitcomb
- Elizabeth Wright
- Suzanne Wright

## SENATE COMMITTEES ON COMMITTEES AND RULES AND INTERCOLLEGIATE ATHLETICS

### Revisions to University Faculty Senate Standing Rules, Article III - Other Functions of the Senate, Section 8 Faculty Athletics Representatives

(Legislative)

Implementation: Upon Approval by the Senate

#### Background and Rationale

The Committee on Intercollegiate Athletics is charged with oversight of Penn State Intercollegiate Athletics. Like the revisions to Faculty Senate Policy 67-00 in 2016, it has become clear that clarifications to the Standing Rules, Article II (i) (Senate Committees – Committee on Intercollegiate Athletics) are necessary as a result of several issues including 1) consistency with language in Faculty Senate Policy 67-30; 2) general housecleaning and updating to match practices and policy interpretations that have evolved over time; and 3) defining the selection process of the FAR on campuses other than University Park to better meet the needs of the five campus NCAA Division III athletic programs and the 14 campuses belonging to the PSUAC.

There are differences between the campus communities and faculty population at University Park, the NCAA Division III campuses, and those of the PSUAC. These differences result in Penn State policy directives that are in many ways unique to the NCAA Division I athletic programs at University Park as compared to the policy directives for Division III and PSUAC athletic programs at the Commonwealth Campuses.

#### Recommendation

We recommend that University Faculty Senate Standing Rules, Article III (Other Functions of the Senate), Section 8 (Faculty Athletics Representatives) 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.*

University Faculty Senate Standing Rules, Article III (Other Functions of the Senate), Section 8

Faculty Athletics Representatives

(a) The Faculty Athletics Representative for University Park shall be appointed by the President following nomination by the Committee on Committees and Rules of the Faculty Senate. The representative shall be a tenured full Professor at University Park with a full-time faculty appointment.

(1) The term of appointment shall be five years and is renewable. Reappointment by the President requires prior endorsement by the Committee on Committees and Rules of the Faculty Senate.

[Delete] The election for [End delete] [Add] Consideration for reappointment of [End add] the Faculty Athletic Representative at University Park will be held in the fourth year of the incumbent representative's term. If the incumbent is [Delete]re-elected and[End delete] re-appointed, that person will complete the fifth year of his or her existing term and then begin a new, five-year term as Faculty Athletic Representative. If a new Faculty Athletic Representative is [Delete] elected [End delete] [Add] nominated [End add] and appointed for the subsequent term, that person will serve [Delete] one year [End delete] as Faculty Athletic Person Elect, concurrent with the [Delete] last year [End delete] [Add] remaining time [End Add] of the incumbent representative's term, and then serve five years as Faculty Athletics Representative.

(2) The Faculty Athletics Representative for University Park shall serve under the direction of the President and represent the faculty in all matters related to varsity athletics at University Park. The representative shall serve as an ex officio member of the Committee on Intercollegiate Athletics and as the primary liaison between the Athletic Director and the Faculty Senate. Under the direction of the Committee on Intercollegiate Athletics and in accord with Policies and Procedures for Students, Section 67-[Delete]00[End Delete][Add]10[End Add], and in compliance with Big Ten and NCAA rules, the representative will act on behalf of the University faculty to certify eligibility for competition and financial aid; approve minor exceptions to 67-[Delete]00[End Delete] [Add]10[End Add] normal progress and GPA policies; approve waivers for outside competition; assist student athletes in pursuing and receiving academic awards; review proposed NCAA and Big Ten legislation and assist in developing an institutional position on such matters; review forms and documents related to compliance with 67-[Delete]00[End Delete] [Add]10[End Add], Big Ten, and NCAA rules; administer the NCAA Coaching Certification examination; facilitate research and data collection related to intercollegiate athletics, in general, and the academic status of student athletes, specifically; assist in preparing waivers related to NCAA and Big Ten rules; consult with the President, Athletic Director, and faculty regarding any matters related to the general status of intercollegiate athletics; participate in investigations of possible rule infractions; and represent Penn State at NCAA, Big Ten, and other appropriate meetings or conventions. After consultation with the chair of the Committee on Intercollegiate Athletics, the Faculty Athletics Representative may approve minor exceptions to committee-approved University Park intercollegiate athletic schedules. The representative will also report to the Committee on Intercollegiate Athletics all University Park varsity athletic schedules prior to the beginning of the sport season and schedule changes as they occur, all excused class absences for athletic teams each semester, and academic eligibility of athletes for both grade-point deficiency and normal progress each semester.

(3) The Faculty Athletics Representative will present to the Senate annually a summary of the year's activities.

(4) He/she will also advise Faculty Athletics Representatives at campuses other than University Park, as appropriate.

(b) Faculty Athletics Representatives (other than University Park) shall be appointed by the chancellor of each campus that participates in any National Collegiate Athletic Association

(NCAA) programs following nomination by the campus faculty organization, to act for the faculty of that campus. [Add] **The Senior Vice President for Commonwealth Campuses shall appoint the Faculty Athletics Representative for those campuses belonging to the Penn State University Athletic Conference** [End Add] [Delete] ~~The Penn State University Athletic Conference (PSUAC) should use the same process to appoint a Faculty Athletics Representative for all Penn State locations that participate in intercollegiate athletic programs. The Faculty Athletics Representatives shall be tenured full-time Penn State faculty members from their respective campuses.~~ [End Delete] [Add] **The Faculty Athletics Representative shall be a faculty member in good standing with a minimum of five years of continuous employment, a commitment to academic integrity, and experience in faculty leadership with committee or administrative involvement at their respective campus.** [End Add]

(1) The term of appointment shall be five years (renewable) and reviewed by the appropriate administrative officers in consultation with the committees or faculty organizations at the end of each term.

(2) The Faculty Athletics Representatives shall act for their respective faculties in accord with Academic Policies and Procedures for Undergraduate Students, Section 67-~~[Delete]00[End Delete]~~ [Add] **30** [End Add], and present a summary of activities annually to the Committee on Intercollegiate Athletics. The Faculty Athletics Representatives also serve as ex-officio members of the extra-senatorial Committee on Campus Athletics. The Faculty Athletics Representatives shall also serve, under the direction of the appropriate administrative officers of their campus, as the representative to the appropriate intercollegiate athletic associations.

### **Revised – Clean Copy**

University Faculty Senate Standing Rules, Article III (Other Functions of the Senate), Section 8

#### Faculty Athletics Representatives

(a) The Faculty Athletics Representative for University Park shall be appointed by the President following nomination by the Committee on Committees and Rules of the Faculty Senate. The representative shall be a tenured full Professor at University Park with a full-time faculty appointment.

(1) The term of appointment shall be five years and is renewable. Reappointment by the President requires prior endorsement by the Committee on Committees and Rules of the Faculty Senate.

Consideration for reappointment of the Faculty Athletic Representative at University Park will be held in the fourth year of the incumbent representative's term. If the incumbent re-appointed, that person will complete the fifth year of his or her existing term and then begin a new, five-year term as Faculty Athletic Representative. If a new Faculty Athletic Representative is nominated and appointed for the subsequent term, that person will serve as Faculty Athletic Person Elect,

concurrent with the remaining time of the incumbent representative's term, and then serve five years as Faculty Athletics Representative.

(2) The Faculty Athletics Representative for University Park shall serve under the direction of the President and represent the faculty in all matters related to varsity athletics at University Park. The representative shall serve as an ex officio member of the Committee on Intercollegiate Athletics and as the primary liaison between the Athletic Director and the Faculty Senate. Under the direction of the Committee on Intercollegiate Athletics and in accord with Policies and Procedures for Students, Section 67-10, and in compliance with Big Ten and NCAA rules, the representative will act on behalf of the University faculty to certify eligibility for competition and financial aid; approve minor exceptions to 67-10 normal progress and GPA policies; approve waivers for outside competition; assist student athletes in pursuing and receiving academic awards; review proposed NCAA and Big Ten legislation and assist in developing an institutional position on such matters; review forms and documents related to compliance with 67-10, Big Ten, and NCAA rules; administer the NCAA Coaching Certification examination; facilitate research and data collection related to intercollegiate athletics, in general, and the academic status of student athletes, specifically; assist in preparing waivers related to NCAA and Big Ten rules; consult with the President, Athletic Director, and faculty regarding any matters related to the general status of intercollegiate athletics; participate in investigations of possible rule infractions; and represent Penn State at NCAA, Big Ten, and other appropriate meetings or conventions. After consultation with the chair of the Committee on Intercollegiate Athletics, the Faculty Athletics Representative may approve minor exceptions to committee-approved University Park intercollegiate athletic schedules. The representative will also report to the Committee on Intercollegiate Athletics all University Park varsity athletic schedules prior to the beginning of the sport season and schedule changes as they occur, all excused class absences for athletic teams each semester, and academic eligibility of athletes for both grade-point deficiency and normal progress each semester.

(3) The Faculty Athletics Representative will present to the Senate annually a summary of the year's activities.

(4) He/she will also advise Faculty Athletics Representatives at campuses other than University Park, as appropriate.

(b) Faculty Athletics Representatives (other than University Park) shall be appointed by the chancellor of each campus that participates in any National Collegiate Athletic Association (NCAA) programs following nomination by the campus faculty organization, to act for the faculty of that campus. The Senior Vice President for Commonwealth Campuses shall appoint the Faculty Athletics Representative for those campuses belonging to the Penn State University Athletic Conference. The Faculty Athletics Representative shall be a faculty member in good standing with a minimum of five years of continuous employment, a commitment to academic integrity, and experience in faculty leadership with committee or administrative involvement at their respective campus.

(1) The term of appointment shall be five years (renewable) and reviewed by the appropriate administrative officers in consultation with the committees or faculty organizations at the end of each term.

(2) The Faculty Athletics Representatives shall act for their respective faculties in accord with Academic Policies and Procedures for Undergraduate Students, Section 67-30, and present a summary of activities annually to the Committee on Intercollegiate Athletics. The Faculty Athletics Representatives also serve as ex-officio members of the extra-senatorial Committee on Campus Athletics. The Faculty Athletics Representatives shall also serve, under the direction of the appropriate administrative officers of their campus, as the representative to the appropriate intercollegiate athletic associations.

#### 2021-2022 SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Daniel Perkins (CHAIR)  
Terry Blakney (VICE CHAIR)  
Jennifer Weld  
Binh Le  
Dwight Davis  
Meg Handley  
Lauren Kramer  
Vikash Gayah  
Richard Shurgalla  
Julie Fanburg-Smith

#### 2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES

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

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

### Proposed Preamble to the Senate Constitution entitled: A Statement on the Role of the Faculty Senate at the Pennsylvania State University

(Legislative)

Implementation: Upon approval by the Senate and President

### Introduction and Rationale

In 2020, as part of commemorating the 100<sup>th</sup> year of the University Faculty Senate (1921-2021), then-Senate Chair Beth Seymour appointed a Senate Self-Study Committee that has considered multiple aspects of the Senate's structure, function, and documentation. The Self-Study Committee has worked in consultation with the Senate Committee on Committee and Rules and has welcomed additional input, including through Senate Listening Forums (the most recent of which was held on January 18, 2022).

The Self-Study Committee is here proposing that a Preamble be added to the Senate's Constitution. Though the Constitution is arguably the Senate's most important document, it presently lacks any initial statement of principles for this crucial faculty organization and for the concepts of shared governance on which it relies. In observation of the centennial of the University Faculty Senate's contributions to this university, what follows is a statement of principles that we hold to be true. It is produced as an affirmation of the Senate's purposes and as a recognition of the faculty's fundamental role in the university's highest and most noble of concerns: that of providing a quality education and advancement in action and mind for current and future generations.

We therefore make the recommendation to add the Preamble shown below.\*

\*We want to thank former Senate Chair Michael Bérubé (2018-2019) for his contribution to this document. He offered additional valuable insight into the history of shared governance at PSU in an essay prepared in advance, and found [here](#). -Senate Chairs: Bonj Szczygiel (2021-2022), Beth Seymour (2020-2021)

### Recommendation

Given that the principles above have been foundational to the University Faculty Senate as an institution and continue to guide our work, it is our recommendation that the University Faculty Senate adopt and include the Statement on "*The Role of the Faculty Senate at the Pennsylvania State University*" as a preamble to the Constitution of our Senate, as shown below.

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



## *SENATE CONSTITUTION*

The [ADD] **faculty governance body underlying the University Faculty Senate first came into existence in 1921.** A [END ADD] new Constitution for the University Faculty Senate was approved by the President of the University and adopted by Faculty Referendum of March 27, 1971, to become effective on June 1, 1971. Since that date other major changes were made in May 1975, [DELETE] ~~and~~ [END DELETE] April 1993, [ADD] **and April 2022.** [END ADD] All changes in this [ADD] **version** [END ADD] are shown as approved by the Senate as of [DELETE] April 28, 2015 [END DELETE] [ADD] **April -- , 2022.**[END ADD]

- [ADD] **Preamble** [END ADD]
- Article I -Functions
- Article II – Membership
- Article III – Amendments

### [ADD]**PREAMBLE**

#### **The Role of the University Faculty Senate at The Pennsylvania State University**

**Faculty perform a fundamental mission of the University’s highest and noble purpose to educate an ethical global citizenry. As the cornerstone of the university, they provide the knowledge-based environment and expansive capacity to address educational issues. Their deep expertise, broad experience, diverse perspectives, multifaceted creativity, and passion to drive innovations in teaching, research, extension and outreach to stakeholders and the public, are critical to the mission of the university.**

**Therefore, we affirm:**

**The faculty of the Pennsylvania State University community, represented by the University Faculty Senate whose Constitution follows, along with the Senate’s elected student members and appointed members, have the right to authentic participation in the shared governance of our institution. Through its senate, faculty have authority over the University's curriculum (programs, requirements, courses, etc.) and all changes must occur through senate action. Furthermore, faculty serve in many ways as participants in the decisions and actions of the University’s administrative and Board leadership. Additionally, faculty, in collaboration with the University’s administrative and Board leadership, share the responsibility to guard and protect the mission of the University by keeping each other accountable.**

**Those principles mean that in addition to its primary role in oversight of an ever-evolving body of curriculum and guidance in implementation of the curriculum, Penn State’s University Faculty Senate operates as a general advisory and consultative body to achieve *shared governance*. This entails an ongoing role beyond that of a conduit of communication between faculty and administration. In the course of their various committee assignments**

or areas of expertise, Senators engage with and influence policies in wide-ranging areas from athletics to ethics, sustainability and planning, human resources and beyond. The purview of the Senate, therefore, is quite broad. The voice of the faculty, expressed individually and collectively through its duly elected representatives on the Senate, is essential for shared governance to exist in principle and in practice.

**It is hereby affirmed that the quality of this institution is, in large part, measured by its success in sharing communication and expertise between the faculty, the University administration, and Board leadership, and in working together in partnership toward the inviolability of its mission. Respect and esteem for the faculty must be strong for our institution to continue its inspiring and successful mandate. Balanced and meaningful collaboration between all parties—*shared governance*—must exist for our institution to successfully continue to fulfill its mandate. [END ADD]**

## **Revised Constitution**

### *SENATE CONSTITUTION*

The faculty governance body underlying the University Faculty Senate first came into existence in 1921. A new Constitution for the University Faculty Senate was approved by the President of the University and adopted by Faculty Referendum of March 27, 1971, to become effective on June 1, 1971. Since that date other major changes were made in May 1975, April 1993, and April 2022.

All changes in this version are shown as approved by the Senate as of April --, 2022.

- Preamble
- Article I -Functions
- Article II – Membership
- Article III – Amendments

## **PREAMBLE**

### **The Role of the University Faculty Senate at The Pennsylvania State University**

Faculty perform a fundamental mission of the University's highest and noble purpose to educate an ethical global citizenry. As the cornerstone of the university, they provide the knowledge-based environment and expansive capacity to address educational issues. Their deep expertise, broad experience, diverse perspectives, multifaceted creativity, and passion to drive innovations in teaching, research, extension and outreach to stakeholders and the public, are critical to the mission of the university.

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## **2021-22 SENATE COMMITTEE ON COMMITTEES AND RULES**

Catherine Abendroth  
Renee Borromeo  
Stephen Browne  
Lisa Mangel  
Eric Novotny  
Julio Palma (VICE CHAIR)  
Laura Pauley  
Rose Petrilla  
Elizabeth Seymour  
Rob Shannon  
Keith Shapiro  
Amit Sharma  
Samia Suliman  
Ann Taylor (CHAIR)  
Bonj Szczygiel  
Kent Vrana

## **SENATE SELF-STUDY COMMITTEE**

Victor Brunsdon  
Michele Duffy  
Julio Palma  
Elizabeth Seymour  
Keith Shapiro (CHAIR)  
Martha Strickland

Bonj Szczygiel

SENATE COMMITTEE ON EDUCATION

Revision to Policy 45-00: Faculty and Student Responsibilities Regarding Cancelled Classes When a Campus is Closed

CORRECTED COPY

(SHADED AREAS IN [SQUARE BRACKETS] REFLECT EDITORIAL REVISIONS MADE BY COMMITTEE AFTER THE SENATE MEETING.)

(Legislative)

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

**Introduction and Rationale**

In March of 2020, the Faculty Senate voted to approve FS policy 45-00 Faculty and Student Responsibilities Regarding Cancelled Classes When a Campus is Closed. This policy was intended to address a relatively new issue regarding the possibility of having remote synchronous classes scheduled immediately after an announced campus closure due to weather or other unforeseen short term events (via Zoom, Google Meets, or other video conferencing software). The original policy prohibited faculty from moving classes that day to synchronous remote meetings when a campus was closed to avoid creating a disadvantage or hardship for those students who may not have adequate internet or computing resources available off campus or who may have other demands on their time as a result of the event causing the closure (e.g., child care responsibilities, additional work responsibilities).

Because the remainder of the spring 2020 semester was moved to remote instruction as a result of the emerging COVID-19 pandemic, the full impact of this policy did not occur until the spring 2021 semester when many classes resumed in person instruction. After a year of university wide remote instruction and hybrid instruction, faculty and students have far more experience in adapting to changing instructional modes. Further, it has become evident that the disadvantages presented for students at some campuses as a result of a sudden, short term move to remote instruction do not present themselves to students at other campuses. Therefore, the committee is proposing to adapt the policy to allow more flexibility for instructors to meet the needs of their students on their campuses.

**Recommendation**

The committee recommends a change to the policy 45-00 which allows for faculty to use synchronous instruction during short term campus closures, under some circumstances.

*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.*

**Revised Policy/Policies (when applicable)**

In the event of a campus closure, all University activities are cancelled for the time period specified in the closure. This cancellation can cause significant issues to course schedules and assessments. Faculty should strive to minimize the impact of the cancellation when possible. [Delete] However, it [End Delete] [Add] **It** [End Add] is important [Delete] ~~that faculty~~ [End Delete] to recognize that during a campus closure, all students **[(Add) and faculty (End add)]** will not have equal access to the same necessary

University resources and may have other commitments (e.g., childcare) during the closure. When a campus closes, faculty *[Add] may [End add] [Delete]not move a cancelled residential instruction class meeting to a synchronous online meeting, per Senate Policy 34-83 Change in Class Meeting Time. However, faculty may[End Delete]* provide asynchronous online instruction to make up for the cancelled class as long as students are given a reasonable time after the closure to complete it. Faculty should be mindful of the increased demand on student time from such make-up assignments. *[(Add) In extenuating circumstances (e.g., an accelerated course for which one week constitutes a significant portion of the course period, or the course is already offered in hybrid mode), (End add)] [(Add) faculty may offer a remote synchronous option during the regularly scheduled class time, but student attendance and participation cannot be required. If a remote synchronous option is offered, students should be given an opportunity to participate asynchronously (e.g., watch a recording) if at all possible. Exams and other high stakes assessments should be postponed. (End Add)]*

If the closure causes an in-class exam to be rescheduled, the faculty will administer the exam no sooner than the next regularly scheduled class period. If the exam is taking place outside of class, students will be given a reasonable and timely notice to reschedule the exam. In the case of an exam administered through an online learning management system on the day of the closure, faculty will communicate an opportunity to make up the exam to students who are unable to take it that day. The same considerations will be given to previously announced assessments and/or assignments with submission deadlines on the day of a closure.

*[Add]Procedures for dealing with a campus closure should be clearly spelled out in the syllabus, recognizing that specific circumstances may necessitate an immediate change in plans. [End Add]*

### Clean Copy

In the event of a campus closure, all University activities are cancelled for the time period specified in the closure. This cancellation can cause significant issues to course schedules and assessments. Faculty should strive to minimize the impact of the cancellation when possible. It is important to recognize that during a campus closure, all students and faculty will not have equal access to the same necessary University resources and may have other commitments (e.g., childcare) during the closure. When a campus closes, faculty may provide asynchronous online instruction to make up for the cancelled class as long as students are given a reasonable time after the closure to complete it. Faculty should be mindful of the increased demand on student time from such make-up assignments. In extenuating circumstances (e.g., an accelerated course for which one week constitutes a significant portion of the course period, or the course is already offered in hybrid mode), faculty may offer a remote synchronous option during the regularly scheduled class time, but student attendance and participation cannot be required. If a remote synchronous option is offered, students should be given an opportunity to participate asynchronously (e.g., watch a recording) if at all possible. *[(Add) Exams and other high stakes assessments should be postponed. (End Add)]*

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to previously announced assessments and/or assignments with submission deadlines on the day of a closure.

***(Add) Procedures for dealing with a campus closure should be clearly spelled out in the syllabus, recognizing that specific circumstances may necessitate an immediate change in plans. (End Add)***

#### **SENATE COMMITTEE ON EDUCATION**

- Vinita Acharya
- Kelly Austin
- Patricia Birungi
- Victor Brunsden
- Penny Carlson
- Danielle Conway
- Renata Engel
- Tonya Evans
- Yvonne Gaudelius
- Elizabeth King
- Charles Lang
- Katherine Masters
- Patrick Mather
- Rajen Mookerjee
- Jacob Moore
- Willie Ofosu
- Richard Page
- Jay Precht
- Linda Rhen
- Paul Riccomini
- Lewis Richardson
- Noah Robertson
- Noelle Schneider
- David Smith
- Michele Stine, Chair
- Stephen Van Hook, Vice Chair
- Michael Verderame
- Ken Vrana
- James Warren
- Tiffany Whitcomb
- Elezabeth Wright
- Suzanne Wright

## SENATE COMMITTEE ON UNIVERSITY PLANNING

### Annual Budget Report

(Informational)

#### **Background/Introduction**

The University Planning Committee reviews, approves, and sponsors the annual Penn State Budget Report. Data for this budget presentation is assembled by the University Office of Finance and Business and contains charts and tables that explain the Penn State budget and important subcomponents. One featured subcomponent is the Education and General Budget, which funds undergraduate, graduate, and College of Medicine education. The Penn State budget report is traditionally delivered by the Provost at the Faculty Senate plenary meeting. The UPC members acknowledge the challenging work assembling these budget data and thank the members of University Office of Finance and Business and the Provost for this presentation.

#### **SENATE COMMITTEE ON UNIVERSITY PLANNING**

- James Strauss, Chair
- Frantisek Marco, Vice Chair
- Bryan Anderson
- Michael de Bunton
- Randy Hauck
- Elizabeth Kadetsky
- Agnes Kim
- Kathleen Mulder
- Raymond Najjar
- Brian Saunders
- Alok Sinha
- Fariboz Tavangarian
- Gary Thomas
- Eric Walker
  
- Richard Bundy
- Megan Hoskins
- Nicholas Jones
- David Leib
- Daniel Newhart
- Mary Lou Ortiz
- Paul Shirvastavo
- William Sitzabee



- Sarah Thorndike

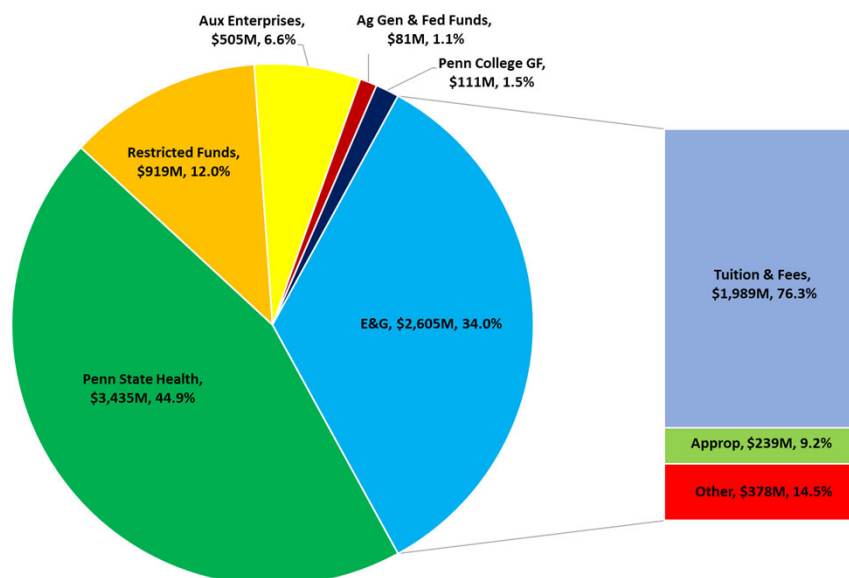
# 2021-22 Approved Operating Budget

Dr. Nicholas P. Jones, Executive Vice President and Provost  
Meeting of the University Faculty Senate  
Tuesday, January 25, 2022



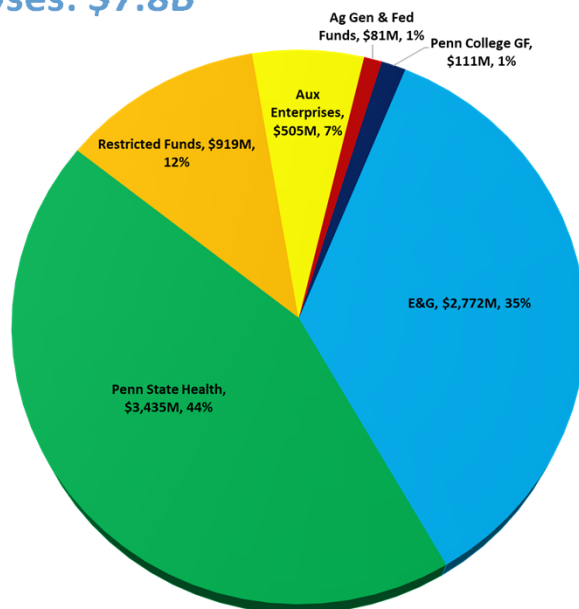
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## 2021-22 Total Revenue: \$7.7B



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## 2021-22 Total Uses: \$7.8B



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3

## 2021-22 E&G Planning Assumptions: Sources

- Tuition: \$41.9M
  - Full return to in person delivery of instruction in Fall 2021
  - 2.5% increases for PA undergraduate
  - 2.75% for non-PA undergraduate and all graduate students
  - Recovery to AY 2019-20 undergraduate enrollment levels starting in FY 2022-23 (e.g., international enrollments)\*
- Appropriation: 0% increase
- All Other Income
  - 0% increase in F&A and Investment Income
  - \$22K increase in Student Initiated Fee
  - Final year of reduction of College of Medicine subsidy (\$1M)

\*Sensitivity: 1% change in undergraduate enrollment: = \$13.5M  
1% change in tuition rate (average): \$16M



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4

## 2021-22 State Appropriation (\$000's)

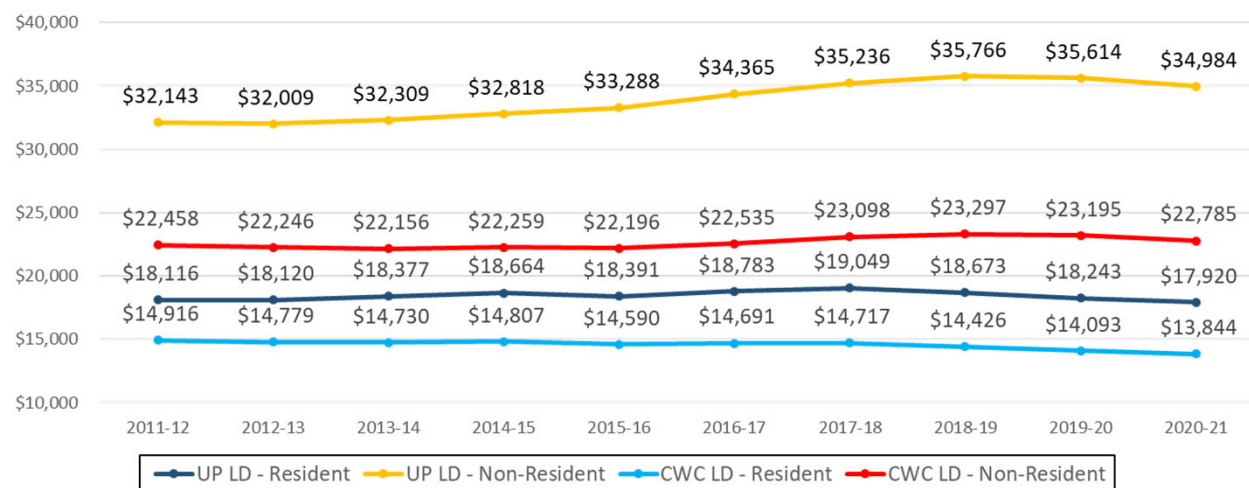
	2020-21 Appropriation	Requested Increase*	2021-22 Requested Appropriation	Approved Change	Approved 2021-22 Appropriation
<b>Penn State (excl PS Health &amp; Penn College)</b>					
General Support	\$242,096	\$7,263	\$249,359	\$0	\$242,096
Agricultural Research & Extension	54,960	3,298	58,258	0	54,960
Special Request: Economic Development	0	2,350	2,350	0	0
Total Penn State University	297,056	12,911	309,967	0	297,056
<b>Penn State Health and College of Medicine</b>	15,112	453	15,565	0	15,112
<b>Pennsylvania College of Technology</b>	26,736	802	27,538	0	26,736
<b>TOTAL APPROPRIATION</b>	<b>\$338,904</b>	<b>\$14,166</b>	<b>\$353,070</b>	<b>\$0</b>	<b>\$338,904</b>
% Increase			4.2%		0.0%

\*PSU's September 2021 submission assumed a 6% appropriation increase for Ag Research & Extension, new funding to support economic development through Invent Penn State, and a 3% increase for all other line items.



5

## Penn State Historical Tuition Rates in 2021 Dollars\*



\*Lower Division tuition rates adjusted to 2021 dollars based on annual CPI growth.



6

## Approved 2021-22 Tuition and Fee Schedule\*

Approved Tuition Increases and Rates per Semester	PA Residents			Non-PA Residents		
	% Inc	\$ Inc	Rate	% Inc	\$ Inc	Rate
<b>Lower Division</b>						
University Park	2.50%	\$224	\$9,184	2.75%	\$481	\$17,973
Altoona, Berks, Erie, Harrisburg	2.50%	\$184	\$7,543	2.75%	\$336	\$12,550
Abington	2.50%	\$176	\$7,198	2.75%	\$319	\$11,935
Brandywine, Hazleton, Lehigh Valley, Schuylkill, Scranton, York, World Campus	2.50%	\$175	\$7,169	2.75%	\$316	\$11,805
Beaver, DuBois, Fayette, Greater Allegheny, Mont Alto, New Kensington, Wilkes-Barre	2.50%	\$165	\$6,776	2.75%	\$300	\$11,207
Shenango	2.50%	\$162	\$6,651	2.75%	\$294	\$10,995
<b>Undergraduate Aggregate Increase</b>	<b>2.50%</b>			<b>2.75%</b>		

Student Fee changes:

Student Initiated Fee: \$1 at campuses, \$0 at UP  
(combination of former Activities and Facilities Fee)

\*Tuition and fee rates apply regardless of the method of instruction (that is, whether in-person or otherwise) and will not be refunded in the event instruction occurs remotely for any part of the Academic Year.



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7

## Sources of Student Aid (Total University)\*

- Federal student aid: \$617M with 49K recipients
- State student aid: \$43.7M with 14K recipients
- Private/external funds and third-party payments: \$285.7M with 22K recipients
- Institutional aid: \$322M with 42K recipients, including:
  - Provost Awards and Discover Awards
  - Multi-year awards to students at all locations to offset tuition expenses
  - Open Doors Programs
  - RaiseMe, STEP, PaSSS, Smart Track, and Complete Penn State
  - Trustee Awards
  - Bunton Waller Merit Awards and Scholarships
  - LiveOn Housing Grant

\* Source: 2019-20 Office of Student Aid Annual Report



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8

## Expense Management and Revenue Enhancement Activities

- Centrally Managed Savings
  - SERS Liability: \$42.5M annually
- Ongoing Unit-Level Savings
  - FY 2019-20: 1% rescission (\$11.3M)
  - FY 2020-21: 3% rescission (\$33.8M)
  - FY 2021-22: 2% rescission (\$22.1M)
  - Centralized efforts to reduce procurement and IT spend have facilitated the ability to absorb these across-the-board rescissions
- Increased Revenues
  - World Campus provides budget resources to participating units
  - Professional Master's programs (e.g., Engineering, Business)
  - Commonwealth Campuses – Tuition Task Force and Enrollment Modeling Task Force

## 2021-22 E&G Planning Assumptions: Uses

- Salaries
  - 2% GSI (\$23.7M) increases
  - Contractually obligated increases and promotions: \$3.8M
- Benefits: 6% health care increase and 1.5% retirement decrease (\$10.1M)
  - Additional SERS savings as a result of lower interest rates
- Insurance: 18% increase (\$4.8M)
- Facilities: 0% major maintenance increase and \$9.1M debt service increase
- New facilities and utilities: 5% increase (\$4.0M)
- Student aid: \$10M increase for need-based students
- Strategic investments: \$12M
- Across-the-board budget rescission: 2% (\$22M)
  - Additional 1% rescission may be imposed depending on actual tuition revenue received for Fall 2021 term

## 2021-22 Approved Centrally Managed E&G Changes

	<u>% Change</u>	<u>\$ Change</u>
<b>Revenue Assumptions</b>		
Appropriation	0.0%	0
Tuition		
PA Residents - Undergraduate	2.50%	20,016
Non-PA Residents - Undergraduate	2.75%	18,800
Graduate and Other Tuition	2.75%	3,089
All Other Income		1,022
<b>TOTAL REVENUE</b>		<b>42,927</b>
Non-Discretionary Costs		27,537
Cost Savings & Expense Adjustments		(28,481) *
<b>Total Fixed Costs</b>		<b>(944)</b>
<b>BALANCE AVAILABLE FOR DISCRETIONARY EXP</b>		<b>43,871</b>
<b>Discretionary Expenses</b>		
Salary Incr & Related Benefits - Merit	2.00%	23,723
Facilities: Maintenance		0
Facilities: Capital Plan		9,117
Priority & Strategic Investments		12,000
Student Aid		10,000
<b>Total Discretionary Expenses</b>		<b>54,840</b>
<b>OPERATING SURPLUS/(DEFICIT) INCL DISCR EXP</b>		<b>(10,969)</b>

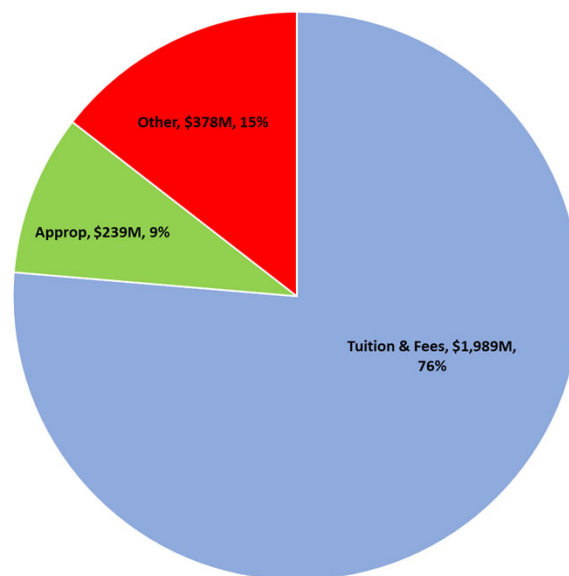
\* Includes \$22M in across-the-board rescissions



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11

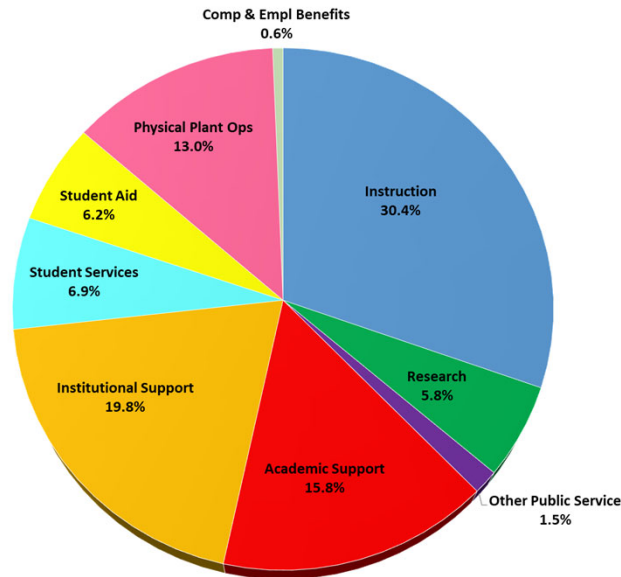
## 2021-22 Education & General Revenues



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12

## 2021-22 Education & General Expenditures by Function



## E&G Budget: 2020-21 Projected and 2021-22 Approved

	2020-21 Budget and Projected Year-End				2021-22 Approved		
	Initial Oper Budget	Projected Year-End			Centrally Managed	Unit Managed	Total E&G
		Central	Unit	Total			
<u>Sources</u>							
State Appropriation	242,096	237,064	5,032	242,096	238,580	3,516	242,096
Tuition & Fees	1,872,072	1,670,223	269,029	1,939,252	1,712,129	276,590	1,988,719
F&A Recovery	112,963	86,556	20,000	106,556	91,810	22,000	113,810
Invest Income	22,445	22,594	0	22,594	22,445	0	22,445
All Other Sources	297,039	0	283,600	283,600	0	251,016	251,016
Budget Allocations	0	(1,234,405)	1,234,405	0	(1,237,676)	1,237,676	0
All Other E&G Transfers	0	(114,855)	174,806	59,951	(162,636)	149,691	(12,945)
<b>TOTAL SOURCES</b>	<b>2,546,615</b>	<b>667,177</b>	<b>1,986,872</b>	<b>2,654,049</b>	<b>664,652</b>	<b>1,940,489</b>	<b>2,605,141</b>
<u>Uses</u>							
Salaries	1,274,189	0	1,292,020	1,292,020	0	1,315,753	1,315,753
Benefits	521,821	504,558	0	504,558	558,579	0	558,579
Facilities O&M	114,383	73,048	39,465	112,513	94,113	42,283	136,396
Debt Service	71,542	71,542	0	71,542	80,659	0	80,659
Innovation and Access & Affordability	0	0	0	0	22,000	0	22,000
All Other Expenses	753,583	21,991	659,330	681,321	25,970	632,168	658,138
<b>TOTAL USES</b>	<b>2,735,518</b>	<b>671,139</b>	<b>1,990,815</b>	<b>2,661,954</b>	<b>781,321</b>	<b>1,990,204</b>	<b>2,771,525</b>
<b>Operating Surplus/(Deficit)</b>	<b>(188,903)</b>	<b>(3,962)</b>	<b>(3,943)</b>	<b>(7,905)</b>	<b>(116,669)</b>	<b>(49,715)</b>	<b>(166,384)</b>
Balance From/(To) Reserves	188,903	3,962	3,943	7,905	116,669	49,715	166,384



## Questions/Discussion



## SENATE COMMITTEE ON OUTREACH

### Penn State Outreach: Urban Engagement

(Informational)

#### **Background/Introduction**

The Senate Committee on Outreach invited leaders from the Urban Engagement programs at the Penn State Centers in Philadelphia and Pittsburgh to present on their activities with the intention of sponsoring an informational report. That report will be shared with the University Faculty Senate at the March 2022 plenary meeting.

Penn State's Urban Engagement effort began as part of the College of Agricultural Science's 2005-2008 Strategic Plan. Originally focused on Pittsburgh, a second center was later opened in Philadelphia, with the intention of bringing outreach programming to those communities. Faculty and students from all of Penn State's College's and Campuses can participate in the Centers' activities. The City Semester Program, which allows students to spend a semester in residence taking classes and interning with local organizations is just one example. All the programming involves community partners and public participation and addresses emerging issues central to urban life.

The Committee on Outreach is sponsoring this report to acknowledge what we believe to be the excellent work done through Urban Engagement, and to make the University community more aware of their opportunity to support its efforts.

#### **SENATE COMMITTEE ON OUTREACH**

- Harold Aurand, Vice Chair
- Margaret Bachelier
- Peter Boger
- Valerie Braman
- Ali Demirici
- Owen Haddad
- Brent Hales
- Melissa Hardy
- Federico Harte
- Tracey Huston
- Rena Kass
- Kathleen Noce
- Cynthia Simmons, Chair
- Nicole Williams



## URBAN ENGAGEMENT



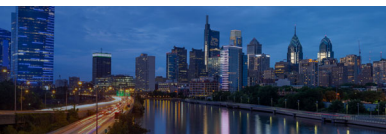
## HISTORY IN PITTSBURGH

- 2005-2008** ■ College of Agricultural Sciences' strategic plan included the vision of a Metro Center in Pittsburgh
- 2006** ■ Outreach Urban Taskforce recommends Metro Portals as a model for urban engagement
- 2008** ■ Outreach and the College of Agricultural Sciences announce a joint initiative called the Metro Research and Outreach Center located in the greater Pittsburgh area.
- SEP 2008** ■ Launch the Pittsburgh Center in the Pittsburgh Recruitment office.
- JUN 2011** ■ Pittsburgh Center expands into new offices in the Federated Tower.
- MAY 2015** ■ Moved to the Energy Innovation Center
- NOV 2016** ■ Tom Bartnik hired as the Center's second director

## HISTORY IN PHILADELPHIA

- 2010** ▪ Penn State Extension established its relationship with the Stuckeman School of Architecture and Landscape Architecture
- 2011** ▪ Extension and Stuckeman found a joint location within the Charter High School for Architecture and Design (CHAD)
- 2014** ▪ Penn State Center Philadelphia opens and includes Extension, Outreach, and Stuckeman School
- FEB 2016** ▪ Shivaani Selvaraj joined the staff of Outreach
- 2017-2018** ▪ Outreach assumed responsibility for both Centers and colleges remained partners

## FOCUS ON ENGAGEMENT



- Guide Penn State students to career development, community engagement and experiential learning
- Collaborate with Penn State faculty to engage communities in mutual learning, discovery, and positive social impact
- Explore and expand opportunities and resources for alternative/non-traditional community education and engagement
- Assure that community engagement is collaborative, inclusive and addresses community needs
- Investigate opportunities for joint efforts or assistance between the Philadelphia and Pittsburgh Centers





## SPECIAL ENGAGEMENT EVENTS



Faculty Conference 2018

June 25-26 | Pittsburgh, PA



## SPECIAL ENGAGEMENT EVENTS

POETICS *in* DIVERSITY




CONTEMPORARY ART FROM CUBA | PUERTO RICO | MEXICO








## PILOT PROJECTS






**National Green Infrastructure Certification Program**



**Pittsburgh Water & Sewer Authority**

## CITY SEMESTER PITTSBURGH



- **Internship Placement:** 20 hour with PSCP community partner, 3 to 6 CR
- **EARTH 412 - Urban Sustainability Course:** Class held at the Pittsburgh Center, 3 CR
- **Field Trips:** 2 Urban Sustainability Field Trips as part of the 497 course
- **On-Line Courses:** On-Line courses for full-time semester, 6 to 9 CR
- **Housing:** In Downtown Pittsburgh's Golden Triangle



## GREEN BUILDING PARTNERS

Phipps Center for  
Sustainable Landscapes



LIVING  
BUILDING  
CHALLENGE™



Tree Pittsburgh  
Education Center



the Sustainable  
SITES  
Initiative®



Frick Environmental Center



BREEAM® USA

## CITY SEMESTER INTERNSHIPS



Animal Science  
Anthropology  
Biobehavioral Health  
Community Economic Development (Grad)  
Community Environment & Development  
Earth Science  
Earth Science & Policy  
Economics  
Environmental Resource Management  
Geography  
Geoscience  
Health Policy Administration  
International Politics  
Landscape Architecture  
Material Science Engineering  
Meteorology & Atmospheric Science  
Political Science  
RPTM  
Wildlife & Fisheries Sciences

CITYSemester  
PITTSBURGH

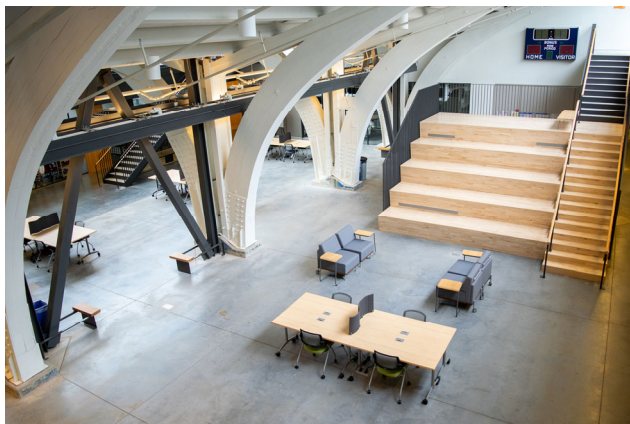


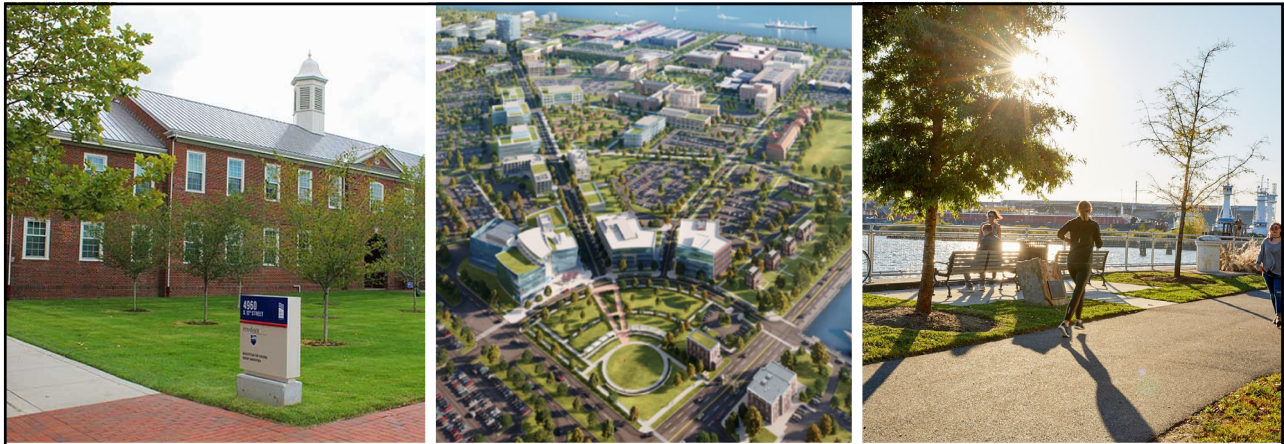
## EMERGING RESEARCH & PROGRAMS

**BREATHE  
PROJECT**  
The Air We Share



**Penn State Center Philadelphia at the Naval Yard**  
*"Penn State at the Navy Yard has a wide variety of capabilities"*





## Community Driven Engagement

Penn State Center Philadelphia at the Navy Yard







## The People's Kitchen







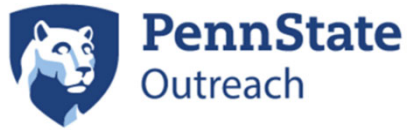
## Seed Grants and Consultation

Diverse portfolio of initiatives  
Increasing student engagement  
Strategic partnerships



## Social Justice Internships/Student Cohorts

## QUESTIONS ?



## SENATE COMMITTEE ON COMMITTEES AND RULES

### Committee on Committees and Rules Nominating Report for 2022-2023

(Informational)

The Senate Committee on Committees and Rules identified the following nominees to stand for election to three extra-senatorial standing committees. Additional nominations may be made from the floor of the Senate on March 15, 2022.

#### **Committee on Faculty Rights and Responsibilities**

Faculty *Elect two members* (from UP to rebalance location)  
(*Tenure Line – TL; Non-Tenure Line – NTL*)

- **Sue Rutherford Siegel (NTL)** Research Professor of Human Genetics, College of Health and Human Development
- **Kaamran Raahemifar (NTL)** Teaching Professor, College of Information Sciences and Technology
- **Valerie Braman (NTL)** Assistant Teaching Professor of Labor and Employment Relations, College of Liberal Arts
- **Chris Garrison, (NTL)** Associate Teaching Professor, College of Nursing
- **Laura Leites (NTL)** Associate Research Professor of Quantitative Forest Ecology, College of Agricultural Sciences
- **Linda Trevino (TL)** Distinguished Professor of Organizational Behavior and Ethics, College of Business
- **Mark Gough (TL)** Associate Professor of Labor and Employment Relations, College of Liberal Arts

Deans/Chancellors *Elect one member*

- **Marwan Wafa**, Chancellor, Penn State Scranton
- **Charles Patrick**, Chancellor and Chief Academic Officer, Penn State Fayette
- **George Grant**, Chancellor and Dean, Penn State Berks
- **Justin Schwartz**, Dean, College of Engineering

#### **University Promotion and Tenure Review Committee** *Elect three members*

- **Andrew Kleit**, Professor of Energy and Environmental Economics, College of Earth and Mineral Sciences
- **Qiming Zhang**, Distinguished Professor of Electrical Engineering, College of Engineering
- **Pauline Thompson**, Professor of Psychology, Penn State Brandywine
- **Linghao Zhong**, Professor of Chemistry, Penn State Mont Alto
- **Linda Miller**, Distinguished Professor of English, Penn State Abington

- **Salih Hakan Can**, Professor of Criminal Justice, Penn State Schuylkill
- **Peter Dendle**, Professor of English, Penn State Mont Alto
- **Robin Qiu**, Professor of Information Science, Penn State Great Valley
- **Arvind Rangaswamy**, Distinguished Professor of Marketing, College of Business

**Standing Joint Committee on Tenure** *Elect one member*

- **Steven Rubin**, Professor of Art, College of Arts and Architecture
- **Javed Siddique**, Associate Professor of Mathematics, Science, Penn State York
- **Jen Hirt**, Associate Professor of Creative Writing and Composition, Penn State Harrisburg
- **Anthony Buccitelli**, Associate Professor of American Studies and Communication, Penn State Harrisburg
- **Amy Camodeca**, Associate Professor of Psychology, Penn State Beaver
- **Kurt Torell**, Associate Professor of Philosophy, Penn State Greater Allegheny
- **Stephen Cimbala**, Distinguished Professor of Political Science, Penn State Brandywine
- **Khaled Amleh**, Associate Professor of Engineering, Penn State Mont Alto
- **Ray Petren**, Associate Professor of Human Development and Family Studies, Penn State Scranton
- **Delia Conti**, Associate Professor of Communication Arts and Sciences, Penn State Fayette
- **Leland Glenna**, Professor of Rural Sociology and Science, Technology, and Society, College of Agricultural Sciences
- **Tina Chen**, Associate Professor of English and Asian American Studies, College of Liberal Arts
- **Kirt Wilson**, Associate Professor of Communication Arts and Sciences and African American Studies, College of Liberal Arts
- **Christopher Zorn**, Professor of Political Science, College of Liberal Arts
- **Somjit Barat**, Associate Professor of Business, Penn State Mont Alto
- **Dan Cahoy**, Professor of Business Law, College of Business
- **David Williamson**, Associate Professor of Kinesiology, Penn State Harrisburg
- **Aaron Rubin**, Professor of Classics and Ancient Mediterranean Studies, Jewish Studies, and Linguistics, College of Liberal Arts

**SENATE COMMITTEE ON COMMITTEES AND RULES**

- Catherine Abendroth
- Renee Borromeo
- Stephen Browne
- Lisa Mangel
- Eric Novotny
- Julio Palma (VICE CHAIR)
- Rose Petrilla

- Elizabeth Seymour
- Rob Shannon
- Keith Shapiro
- Amit Sharma
- Martin Skladany
- Samia Suliman
- Ann Taylor (CHAIR)
- Bonj Szczygiel
- Kent Vrana



## ELECTIONS COMMISSION

### Annual University Faculty Senate Census Report 2022-2023

(Informational)

#### **University Faculty Senate Membership**

The Senate Office works annually with the University's academic units to determine how many full-time faculty each unit has, who comprise that unit's Senate "electorate." (An electorate is the body allowed to vote for an elected position. A constituency is the political entity represented by an elected official.) This "census" is then used to determine how many representatives that unit may have on the University Faculty Senate. According to Article II, Section 4 of the Senate's Constitution (<https://senate.psu.edu/senators/faculty-senate-governance-documents/#membership>):

The University Faculty Senate will be set at a fixed size of 200 elected faculty seats. Each unit (as defined in Section 3) will initially be allocated one elected faculty Senate seat. The remaining Senate seats, up to the total size, will be allocated proportionately to each academic unit based on the ratio of full-time faculty in each unit to the total of all full-time faculty. No academic unit may have more than 15 percent of the elected faculty senators. Seats will be allocated on the basis of the Senate census preceding the election. The University faculty of each unit shall elect their senators. The normal term of elected faculty senators shall be four years. One-fourth of the total number, as nearly as practicable, of faculty senators from each voting unit shall be elected each year. The Elections Commission may, on request, permit the voting unit to elect a senator for a term of less than four years.

#### **University Faculty Senate Membership Exceptions**

Article II, Section 4 of the Senate's Constitution states there will be a fixed size of 200 elected faculty seats, however there will be times when this number may fluctuate.

1. Fluctuation in unit full-time faculty – The normal term of elected faculty senators is four years. The number of unit allocated seats may rise or fall during a senator's elected term. It is viewed as unfair to revoke a current elected senator's membership based on census changes after their election. This situation could temporarily increase the fixed 200 elected faculty seats.
2. Request to take a leave of absence from the Faculty Senate – For many reasons (e.g., sabbatical, leaving the University) elected faculty senators may need to remove themselves from their senate duties. If there is no alternate senator for their unit and the senator's term is ending in a relatively short period, their unit may choose not to run a special election for that seat. This situation could temporarily decrease the fixed 200 elected faculty seats.

## **University Faculty Senate Census Background and Timelines**

The annual census has been largely a manual process in the past, but a new online portal was created for the Senate Office to facilitate the process. The portal enables a designated representative from each academic unit to update that unit's electorate information (which includes names and contact information of that unit's full-time faculty) at any time during the year.

The Census process is as follows:

1. The census is initiated with units each October and completed in November.
2. At that point, the Senate Office runs the census calculation (a process overseen by the Elections Commission, a subcommittee of the University Faculty Senate Committee on Committee and Rules).
3. In December, the Senate Office communicates the results of the census to each unit.
4. Elections for faculty senators are run at the unit level starting in January and ending no later than March 1.
5. The new Senate is seated during New Business at the April plenary meeting.

## **University Faculty Senate Census 2022-2023**

The census results for the 2022-23 academic year are shown in the following table. You will note there is one issue that needed to be addressed by the Senate's Elections Commission:

- Scranton lost one Senate seat for 2022-2023 however they do not have any Senate Seats expiring in Spring 2022. Their numbers will be recalculated for the 2023-2024 University Faculty Senate Census.

VOTING UNITS		Total Faculty as of 1/24/22	2022- 2023 Senate Seats Allotted	Total Faculty as of 10/31/20	2021- 2022 Senate Seats Allotted	Net Change in Senate Seats	Number of Seats Expiring in Spring 2022
Abington		161	5	160	5	0	2
Agricultural Sciences		312	9	312	9	0	2
Altoona		203	6	202	6	0	3
Arts & Architecture		215	6	211	6	0	1
Berks		129	4	130	4	0	0
Business		176	5	175	6	-1	2
Communications		82	3	78	3	0	0
Dickinson Law		18	2	16	2	0	0
Earth & Mineral Sciences		251	7	227	7	0	2
Education		197	6	206	6	0	2
Engineering (ENGR 465, ARL 113)		578	15	531	14	1	4
Erie		273	8	282	8	0	3
Great Valley		36	2	35	2	0	0
Harrisburg		249	7	245	7	0	2
Health & Human Development		278	8	273	8	0	1
Information Sciences & Tech.		70	3	68	3	0	1
International Affairs		9	1	10	1	0	1
Liberal Arts		839	22	846	22	0	5
Libraries		77	3	82	3	0	1
Medicine		1351	30	1247	30	0	8
Military Sciences		30	1	30	1	0	0
Nursing		62	3	38	2	1	1
Penn State Law		52	2	52	2	0	0
Science		481	13	468	13	0	4
University College							
	Beaver	37	2	34	2	0	1
	Brandywine	64	3	67	3	0	0
	DuBois	40	2	39	2	0	0
	Fayette	43	2	43	2	0	0
	Greater Allegheny	40	2	41	2	0	0
	Hazleton	47	2	48	2	0	1
	Lehigh Valley	39	2	39	2	0	1
	Mont Alto	54	2	56	3	-1	1
	New Kensington	39	2	40	2	0	1
	Schuylkill	43	2	43	2	0	0
	Shenango	30	2	32	2	0	0
	Wilkes-Barre	31	2	32	2	0	1
	Scranton	60	2	55	3	-1	0
	York	49	2	51	2	0	1
	<i>University College subtotal</i>		29				
<b>TOTAL</b>		<b>6745</b>	<b>200</b>	<b>6544</b>	<b>201</b>	<b>-1</b>	<b>52</b>

**Census Summary**

Number of Senate Seats:		200	
Number of Units:		38	*
24 Stand alone			
14 under University College			
Additional Medicine seats:		29	**
Additional Military seats:		0	***
Available seats to distribute:		133	
Number of faculty without Medicine and Military:		5364	
Fraction:		0.02479	
*Each unit receives at least 1 seat			
**Maximum of 30 seats, 1 seat under number of units and 29 here			
***Military Sciences requests only one seat			
<i>Example:</i>			
Allotted Seats equals 1 plus (.02479*total number of the unit's faculty)			
Abington	$1 + (.02479 * 161) = 4.9912$		

\*Each unit receives at least 1 seat

\*\*Maximum of 30 seats, 1 seat under number of units and 29 here

\*\*\*Military Sciences requests only one seat

Allotted Seats equals 1 plus (.02479\*total number of the unit's faculty)

*Example:* Abington:  $1 + (.02479 * 161) = 4.9912$

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2021-22 Election Commission

Lisa Mangel (Chair)

Keith Shapiro

Ann Taylor

## **SENATE COUNCIL**

### **Senate Council Nominating Committee Report for 2022-2023**

(Informational)

The Nominating Committee consisting of the elected representatives of Senate Council was convened on January 11, February 1, and February 16, 2022. Additional nominations may be made from the floor of the Senate on March 15, 2022.

### **CHAIR-ELECT OF THE SENATE**

(One to be elected)

- **Denise Potosky**, Professor of Management and Organization, Penn State Great Valley
- **Michele Stine**, Associate Teaching Professor of Biobehavioral Health, College of Health and Human Development
- **Martha Strickland**, Associate Professor of Education, Penn State Harrisburg

### **SECRETARY OF THE SENATE**

(One to be elected to one-year term)

- **Galen Grimes**, Associate Professor of Information Sciences and Technology, Penn State Greater Allegheny
- **Samia Suliman**, Associate Teaching Professor, College of Engineering
- **Joshua Wede**, Teaching Professor of Psychology, College of Liberal Arts

### **FACULTY ADVISORY COMMITTEE TO THE PRESIDENT**

(One to be elected, term expires 2025)

- **Julie Gallagher**, Associate Professor of History, Penn State Brandywine
- **Julio Palma**, Assistant Professor of Chemistry, Penn State Fayette
- **Martha Strickland**, Associate Professor of Education, Penn State Harrisburg
- **Kent Vrana**, Professor of Pharmacology, Penn State College of Medicine

## **SENATE COUNCIL NOMINATING COMMITTEE**

- Patricia Birungi
- Victor Brunsden
- Wendy Coduti
- Michele Duffey
- Caroline Eckhardt
- William Kenyon
- Beth King
- Lisa Kitko

- Frantisek Marko
- Siela Maximova
- Judy Ozment
- Tim Palmer
- Lisa Posey
- Beth Seymour, chair
- Alok Sinha
- Stephen Snyder
- Karin Sprow Forte
- Jim Strauss
- Matthew Swinarski

## STANDING JOINT COMMITTEE FOR GENERAL EDUCATION ASSESSMENT

### Update on General Education Assessment

(Informational)

#### **Introduction**

Regular and sustained assessment of General Education is critical for the University. It provides the University and Faculty Senate data on the effectiveness of the curriculum. This allows for timely adjustments and provides assurance to stakeholders and accreditors that we are aware of and responsive to strengths and areas for improvement. Such responsiveness allows the University to create, deliver, and demonstrate excellence in undergraduate education. This report serves as an update on General Education assessment at the University and follows a report that was presented to the University Faculty Senate in January 2020.

[\(https://senate.psu.edu/senators/agendas-records/january-28-2020-agenda/appendix-h/\)](https://senate.psu.edu/senators/agendas-records/january-28-2020-agenda/appendix-h/)

Penn State faculty are responsible for the General Education curriculum and its delivery. Assessment of General Education is a requirement that has long been supported by the Faculty Senate and is a requirement of our accreditor, The Middle States Commission on Higher Education (MSCHE). We have an obligation as an institution to engage in the assessment of the breadth of General Education; as such, collecting evidence of student learning in General Education courses will eventually impact all faculty members who teach General Education courses. For that reason, the information in this report is of particular importance as it provides background, rationale, as well as expectations for these processes.

After reviewing the data presented in this report, we make three recommendations:

1. The General Education recertification goals need to be refined and the process should be aligned accordingly.
2. The Integrative Studies component needs to be simplified and the Linked course pathway should be phased out based on a lack of course availability.
3. There is a need to establish and support greater opportunities for faculty to gain awareness of and be involved in collaborative discussions and learning assessment to maintain and strengthen the quality of students' experiences in General Education.

#### **Characterizing our General Education Program**

##### Course Recertification

In 2015, the University Faculty Senate approved updated General Education student requirements and new General Education Learning Objectives (GELOs). Subsequently, in 2016, the Foundation/Knowledge Domain criteria were updated by Senate legislation. To understand how our existing General Education courses mapped to the new Learning Objectives and to ensure those courses reflected the updated domain criteria, the Senate initiated a course recertification process. All General Education courses were recertified via normal curricular processes using a course change proposal. A curricular proposal was created for each General Education course documenting the course content, course learning objectives, and demonstrating alignment with select domain criteria and GELOs. Each proposal was reviewed by relevant

consultants across the academic community and was finalized through a review process undertaken by the Senate Committee on Curricular Affairs. Given the large number of courses designated as part of the General Education program, this process has been ongoing for the past 5 years.

The review process has recertified just over 800 courses. During the same period, over 300 new General Education courses have been proposed, approved, and listed in the undergraduate catalog (LionPATH; September 14, 2021). There are approximately 230 courses that have not been recertified because they have not completed the process. As the recertification process concludes, any course that has not yet been recertified will lose its General Education designation (e.g., GA, GN). To avoid the incorrect decertification of any courses, there was final review and opportunity for courses to be identified for recertification during the FA 21 semester. This process was undertaken in collaboration with ACUE and was similar to the routine 5-year drop process. As a result, approximately 60 courses were found to have been missed in recertification; these have already begun the curricular process. An additional 162 courses have been identified as those that will not be recertified. These courses will have the General Education attributes dropped via an administrative process with support from the University Registrar's office as approved by vote by the Senate Committee on Curricular Affairs at their January 2022 meeting. Finally, there are a very small number of MATH GQ courses that are under redevelopment and the decision on the General Education status of those courses will be made by SU 23.

#### Recommendation: Future Recertification Processes

With the introduction of a new General Education paradigm, it was imperative to review General Education courses to ensure courses aligned with the learning objectives and updated domain criteria. Though this was accomplished through normal curricular procedures, it is apparent that the approach was overly time-consuming and bureaucratic for the outcomes it produced. In some cases, it did not advance the University as we consider our strategic initiatives such as One Penn State 2025 and supporting the development of our shared curriculum. One goal of the recertification process was to help connect faculty across the Commonwealth that teach the same courses or in the same discipline. Unfortunately, in most cases this did not happen. The consultation process did not support engagement with disciplinary networks, and it failed in welcoming all faculty who teach our General Education curriculum to contribute to the process.

Current Senate policy requires that General Education courses need to be reviewed every 5 years and a new 5-year cycle is about to begin. Before we embark upon that new cycle, however, we have an opportunity to re-envision the processes that are needed to keep our General Education courses up to date, address curricular drift, and ensure that our courses reflect the General Education program that the University aspires to deliver. The Senate Committee on Curricular Affairs has discussed various strategies to change the recertification processes. Our recommendation is that the process be external to normal curricular workflow, support the development of educational communities, contribute to developing a culture of collaboration amongst those teaching the same or related courses, and help faculty recognize the contribution the courses make to the General Education curriculum.

#### Distribution of Courses by Domain and Learning Objective



There are two main ways to characterize and describe General Education courses at Penn State, by the 7 Foundations or Knowledge Domains areas, or by the seven GELOs.

The Foundation/Knowledge Domain attributes of General Education courses include Arts (GA), Humanities (GH), Health and Wellness (GHW; previously GHA), Natural Sciences (GN), Quantitative Reasoning (GQ), Social and Behavioral Sciences (Social Sciences), and Writing and Speaking (GWS). A course is approved as a Foundation (GQ or GWS) course, a knowledge domain course (GA, GH, GN, GS, GHW, and Linked courses), or as an Inter-domain course (carry two of the previously listed domain attributes). The knowledge domains form the basis of how students' General Education requirements are operationalized.

The 7 GELO reflect specific types of learning the University community has collaboratively identified as important for all undergraduate students to engage in, and achieve, by completing their General Education courses. Each course has been identified (as part of the recertification or curricular process) as being aligned with, or mapped to, between 2 and 4 GELO.

Table 1 below summarizes the number of all schedulable General Education courses by domain and GELO (LionPATH; June 2021 with GE attribute). This includes some Inter-domain courses that carry two domain designations, so the sum does not reflect the total number of General Education courses. Table 2 summarizes the number of General Education courses mapped to each of the seven GELO. This includes courses that have been created since the 2017 curriculum update or that have been recertified through the curricular process. Each of these courses has been certified as aligned with between 2 and 4 GELO (LionPATH; June 2021). In addition, the distribution of courses is presented as a percentage of courses mapped to each Learning Objective in each Domain (Table 3). The overall large number of GH courses is apparent in this figure as GH courses make up a majority of courses for many of the GELOs. Some predictable trends are also apparent; for example, more than 40% of Integrative Thinking courses are also Inter-domain courses, and more than half of the courses that address Creative Thinking are Arts (GA) courses. Some of these trends are expected, but it is also important to note that courses are University courses rather than owned by any unit and no unit inherently owns a domain.

**Table 1: Number of General Education courses approved for each Foundation or Domain area**

Foundation/Domain	# of Courses
GA	358
GH	927
GHW (formerly GHA)	136
GN	300
GQ	64
GS	521
GWS	38

**Table 2: Number General Education courses that map to each GELO**

General Education Learning Objective	# of Courses
Effective Communication	570
Key Literacies	970
Critical and Analytical Thinking	1162
Integrative Thinking	712
Creative Thinking	224
Global Thinking	467
Social Responsibilities and Ethical Reasoning	393

**Table 3: The percentage of courses aligned with each General Education domain by Learning Objective (GELO). The percentage of courses mapped to each Learning Objective in each Domain. For example - 53% of all the Creative Thinking courses are also GA and 47% of all Global Learning courses are also GH. Note: Percentages in columns may not sum to 100% due to rounding.**

GELO/ Domain	Effective Communic ation	Key Literacy	Critical & Analytic Thinking	Integrative Thinking	Creative Thinking	Global Learning	Social Resp. & Ethical Reasoning
<b>GA</b>	7%	15%	14%	7%	53%	9%	3%
<b>GHW</b>	4%	9%	8%	2%	5%	1%	8%
<b>GH</b>	30%	34%	25%	23%	8%	47%	29%
<b>GN</b>	13%	10%	10%	7%	4%	3%	5%
<b>GQ</b>	1%	6%	5%	1%	2%	0%	0%
<b>GS</b>	15%	10%	14%	14%	6%	13%	23%
<b>GWS</b>	6%	2%	2%	1%	1%	0%	1%
<b>Inter-D</b>	23%	12%	19%	41%	19%	26%	29%
<b>Linked</b>	2%	3%	2%	4%	1%	2%	3%

### Student Enrollment by General Education Domain

Regardless of how a student may approach their General Education requirements, there are a large number of courses available in which they could enroll. One of the key interests faculty

routinely express for General Education is its capacity to help students experience the breadth of academic expertise that is encompassed by and expressed through our extensive catalog of courses. The 2020 General Education report referenced in the introduction presented data detailing the General Education courses that comprise 70% of credit hours in each domain in 2016/2017 (see Appendix A for reference). These data presented the courses in which students most commonly enroll. This knowledge can help in designing assessment activities because it shows courses where evidence about students learning in the domain is most easily accessible. At the same time, it revealed that students at that time were not experiencing the breadth of possible offerings. Furthermore, it was noted in the earlier report that the data could be compared to the same dataset in future years to reveal trends or determine if student enrollments were to shift or remain static over time. In Table 4 below, the same data are presented for the 2019/2020 AY, revealing a nearly identical course list 5 years later. Some of this is most likely due to large number of highly prescribed courses for majors that double count with General Education (e.g., GQ, ECON 102/104), but even with that consideration, the remarkable similarities are worth noting. Given faculty interest in supporting students' abilities to explore the breadth of the General Education curriculum, further study the ways majors prescribe or otherwise restrict students' choices is likely warranted. While it is difficult to draw a specific recommendation from this data comparison, it is important to contend with the fact that despite a rich catalog of over 1200 available General Education courses, the overwhelming majority of students do not, or perhaps cannot, experience the breadth of offerings we have for students.

**Table 4: General Education Courses that comprise 70% of enrollment in each domain (2019/2020) in decreasing order of enrollment. See Appendix A to compare with 2016/2017 data.**

GQ	GA	GH	GH (2 <sup>nd</sup> )	GN	GS	GHA	GWS	Inter-Domain
STAT 200	MUSIC 4	HIST 21	COMM 168	CHEM 110	ECON 102	NUTR 251	ENGL 15	ASTRO 7N
MATH 140	THEA 100	HIST 20	CAMS 33	PHYS 211	PSYCH 100	KINES 61	CAS 100A	COMM 150N
MATH 141	MUSIC 7	RLST 1	HIST 203	PHYS 212	ECON 104	NUTR 100	ENGL 202D	GEOG 30N
MATH 110	ART 20	PHIL 103	HIST 173	BIOL 110	SOC 1	BBH 101	ENGL 202C	ANTH 216N
MATH 21	ENGL 50	HIST 10	PHIL 2	CHEM 111	HDFS 129	KINES 82	—	ANTH 45N
MATH 22	ARTH 112	CAMS 45	PHIL 13	ASTRO 1	IST 110	BBH 119	—	COMM 100N
MATH 220	MUSIC 109	HIST 11	ASIA 100	PHYS 250	ANTH 140	KINES 77	—	BIOL 120N
CMPS 200	INART 5	HIST 1	PHIL 7	BISC 3	SOC 119	KINES 81	—	HDFS 249N
SCM 200	ARTH 111	PHIL 119	PHIL 3	CHEM 112	PSYCH 212	KINES 88	—	WMNST 106N
—	ARTH 100	HIST 144	CMLIT 153	PHYS 251	PLSC 1	BBH 143	—	ANTH 2N
—	THEA 112	CI 280	ENGL 184	BIOL 161	SRA 111	KINES 68	—	GEOG 6N
—	THEA 105	PHIL 14	CAS 175	PHYS 214	HDFS 229	HPA 57	—	AFR 110N
—	PHOTO 100	CAMS 25	PHIL 4	GEOSC 10	PSYCH 221	KINES 72	—	GEOG 1N
—	MUSIC 9	CMLIT 108	AFR 191	CHEM 113	CRIMJ 100	BBH 146	—	GEOG 2N
—	MUSIC 5	PHIL 1	RLST 107	BIOL 162	ECON 302	KINES 17	—	CAS 101N
—	ART 50	ENGL 83	ENGL 201	BIOL 230W	SOC 5	KINES 84	—	ARTH 202N
—	AA 121	CAS 352	AG 160	BISC 4	HDFS 239	—	—	CAS 271N
—	LARCH 60	HIST 2	HIST 101	BIOL 240W	PLSC 14	—	—	WMNST 105N
—	ARCH 100	HIST 121	HIST 181	—	SOC 12	—	—	AA 120N
—	ART 1	PHIL 10	CMLIT 143	—	CRIM 100	—	—	CMLIT 191N
—	ART 10	HIST 12	AFR 192	—	PSYCH 243	—	—	GLIS 101N
—	DANCE 100	SPAN 131	PHIL 5	—	LER 100	—	—	BBH 197J
—	GD 100	AMST 100	PHIL 106	—	COMM 100	—	—	GLIS 102N
—	MUSIC 8	PHIL 105	AFAM 110	—	—	—	—	THEA 101N
—	THEA 102	PHIL 103W	APLNG 200	—	—	—	—	—
—	AA 100	CMLIT 10	ENGL 136	—	—	—	—	—
—	—	HIST 130	HIST 143	—	—	—	—	—
—	—	PHIL 132	ENGL 191	—	—	—	—	—
—	—	RUS 100	CAMS 5	—	—	—	—	—
—	—	CAS 301	RLST 104	—	—	—	—	—
—	—	COMM 110	CAS 210	—	—	—	—	—
—	—	AFR 150	HIST 108	—	—	—	—	—
—	—	SPAN 130	IT 131	—	—	—	—	—
—	—	AMST 105	CAS 215	—	—	—	—	—

A New General Education Requirement: Integrative Studies

The 2016 update to General Education, which first applied to students matriculating in Summer 2018, included the introduction of a 6-credit Integrative Studies requirement that can be completed by students through two possible pathways – Inter-domain courses or Linked courses. To satisfy the requirement, students must either complete two 3-credit Inter-domain courses, or complete one Linked Course experience (two courses, 6 credits total). Integrative Studies courses may also concurrently satisfy General Education domain requirements. Every campus was able to choose how they wanted to implement the new Integrative Studies requirement and while two pathways were approved by Faculty Senate, the availability of multiple pathways was intended to provide flexibility for campuses. There was no requirement that both pathways be provided at every campus.

Table 4 summarizes the number of distinct courses that are currently available in the course catalog for each of these pathways. Some Linked Course pairs are part of a three-course set that can be utilized by students in pairs, thus creating multiple combinations. The Linked Course search tool in LionPATH shows all historical Linked sets. This database includes some pairs that were only approved for a single semester using one-semester x97 courses and have not been offered again and are thus not available.

**Table 4: The number of Integrative Studies courses, Inter-domain and Linked, that are available in the course catalog. (LionPATH June, 2021; see also LionPATH Linked Course search)**

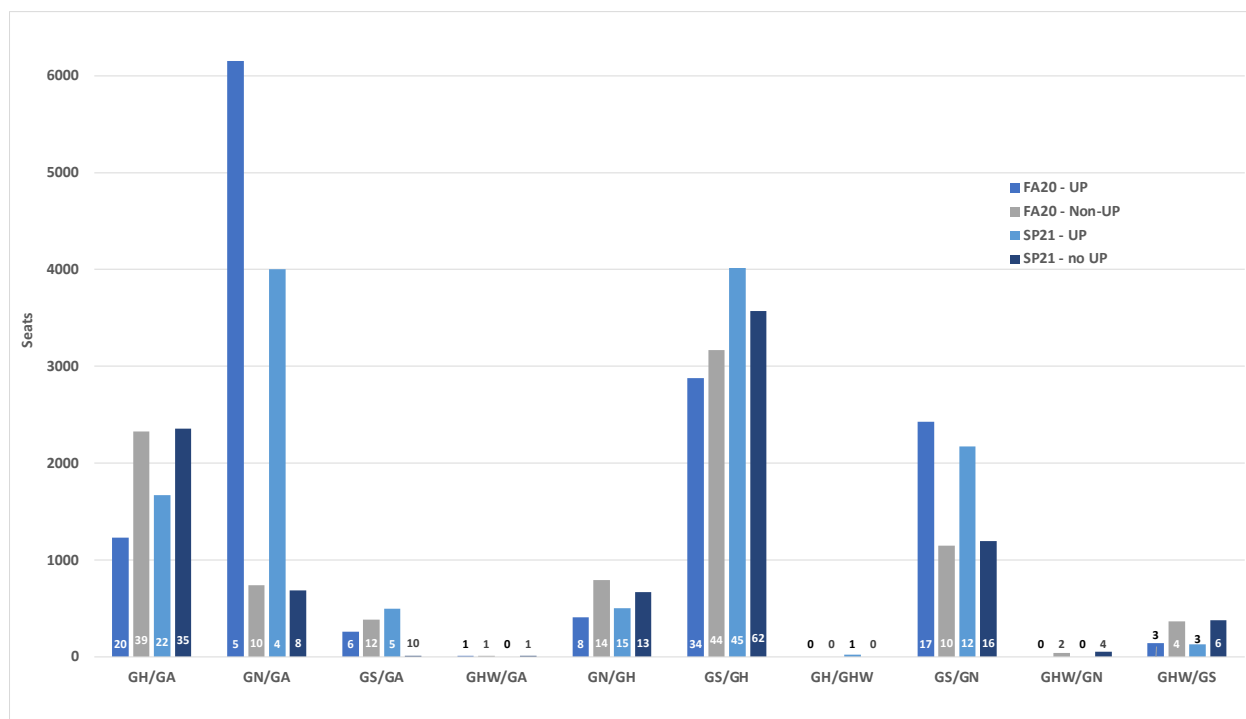
Integrative Studies pathway	# of courses
Inter-domain	381
Linked courses (pairs)	29 (18)

The relatively small number of Linked courses suggests that the development and implementation of the Linked course pathway was not particularly successful, and that further, the paucity of Linked Course offerings indeed makes it effectively unavailable as a pathway for most students. Table 5 details the Linked Course offerings at each campus from FA18-SP21. At University Park—despite being the campus with the most Linked Courses—there were never more than 12 Linked course sections offered in any one semester. At other campuses during the same 9 semester timeframe, no campus offered more than 8 Linked course sections in total. Most telling, however, is the fact that at World Campus and 6 Commonwealth campuses there have never been any Linked Course sections offered. From an advising perspective, this pathway has created additional barriers to success for students who have completed one Linked course but who have then struggled to complete the requirement when they have found the paired course not to be offered.

**Table 5: Linked Course offerings by campus from FA18 through FA 21.**

<b>Campus</b>	<b>Maximum # of Linked courses sections in any one semester</b>	<b>Total # Linked Course Sections over 9 semesters</b>
<b>Abington</b>	1	5
<b>Altoona</b>	3	4
<b>Beaver</b>	2	4
<b>Berks</b>	2	8
<b>Brandywine</b>	3	8
<b>Dubois</b>	0	0
<b>Erie</b>	3	6
<b>Fayette</b>	1	2
<b>Greater Allegheny</b>	2	2
<b>Harrisburg</b>	3	5
<b>Hazleton</b>	1	2
<b>Lehigh Valley</b>	0	0
<b>Mont Alto</b>	1	2
<b>New Kensington</b>	2	3
<b>Schuylkill</b>	0	0
<b>Scranton</b>	0	0
<b>Shenango</b>	0	0
<b>University Park</b>	12	58
<b>Wilkes-Barre</b>	0	0
<b>World Campus</b>	0	0
<b>York</b>	2	2

In contrast, implementation of Inter-domain courses has been more successful and serves as the primary pathway by which most students complete the Integrative Studies requirement. Figure 1 below presents the number of distinct Inter-Domain courses offered (number inside each column) and the enrollment capacity (bars on the graph) of Inter-Domain course by domain pair for the 1) UP campus and 2) all campuses except UP during the Fall 2020 and Spring 2021 semesters. The variety and prevalence of Inter-domain offerings is apparent.



**Figure 1. Seats available in Inter-domain courses offered at either the University Park campus (UP) or all campuses other than UP (Non-UP) for FA 20 and SP 21. The number of distinct courses is noted in each column. For Fall 2020 at UP there were 20 distinct GH/GA courses with an enrollment capacity of 1230 (left most bar- medium blue). In the same semester at non-UP locations, there were 39 distinct GH/GA courses with an enrollment capacity of 2329 (far left- grey bar).**

### Recommendation: Integrative Studies Pathways

When the Senate approved the Integrative Studies requirement in 2015, it was an entirely new proposition for the University. Not knowing how to best implement the program and to accommodate our varied campus and college structures, the University Faculty Senate approved two possible pathways for its completion. It is clear from the data above, however, that the Linked pathway—in its current structure—is not viable. Intentions aside, our University does not offer it in a way that it is available to any significant portion of the student population. By offering a pathway in name only, one that is not a truly viable as an option, we create unneeded confusion for students and unnecessarily use University resources. We recommended that the Senate Committee on Curricular Affairs weigh this issue and draft a Senate report recommending phasing out the Linked course pathway for Integrative Studies from the General Education curriculum.

### **Assessment of Student Achievement of General Education Learning Objectives**

The Standing Joint Committee on General Education Assessment is called on to collect and use data to examine student outcomes including student learning. Direct assessment of student learning and performance with respect to GELOs is not something that has been done before at Penn State. Given that such study would represent a new endeavor that would require

development of both methodological and cultural approaches and practices, the Committee decided to pursue pilots to help identify study models that would elicit sustainable success and which could inform the direct assessment of additional GELOs in the future. The 2020 General Education Assessment report referenced in the introduction details the initial efforts to study student learning with respect to the Integrative Thinking learning objective. When that report was published the results of the Fall 2019 assessment effort had not been aggregated and analyzed. Therefore, we pick up from there and report those results here.

In October 2019, a link to an Integrative Thinking Qualtrics form, an instructional document, and Integrative Thinking rubric, were sent to all 413 instructors teaching a course mapped to the Integrative Thinking learning objective. A total of 97 faculty responses were received, for a 23% response rate. While this assessment study garnered a lower participation rate than the Fall 2018 pilot study, the use of the common Integrative Thinking rubric to score student assignments across courses provided more easily interpretable data that could be aggregated.

Integrative thinking as defined by our General Education program as approved by the University Faculty senate was divided into two components, noted as IT 1 and IT 2 and defined below.

IT 1: Synthesizes knowledge across multiple domains, modes of inquiry, historical periods, or disciplinary perspectives.

IT 2: Identifies connections between existing knowledge and new information.

The rubric for this assessment has three levels to rate a student's ability: Exemplary, Satisfactory and Developing and is available in Appendix B for reference.

The results reveal that nearly 80% of students across all courses received Satisfactory or Exemplary ratings, and student performance on integrative thinking components (IT1 & IT2) were reported comparably. Specifically:

- 37% of students received Exemplary ratings for IT1; 33% received Exemplary marks for IT2.
- 42% of students received Satisfactory ratings for IT1; 46% receiving Satisfactory marks for IT2
- 21% of students scored as Developing for both IT1 and IT2 across all courses

Further results from the Fall 2019 study included information about the amount of course preparation faculty reported having undertaken prior to delivering their integrative thinking courses:

- 29% wrote or submitted the integrative thinking course proposal for their course
- 45% had the opportunity to read the course proposal
- 37% received a syllabus for their course
- 22% received supplemental materials for the course
- 18% received a brief introduction to teaching the course
- 11% had not had any of the above preparatory opportunities
- 6% were unaware that the course addressed the integrative thinking objective.



Students enrolled in the Integrative Thinking courses were also solicited to participate in a survey designed to complement the findings from the direct assessment. The survey elicited over 1900 anonymous student responses; the self-reported student characteristics are detailed in Tables 6 and 7. Table 8 summarizes student responses addressing whether faculty articulated that the course was intended to address Integrative Thinking as well as if the course utilized activities associated with teaching Integrative Thinking.

**Table 6: Enrollment unit demographics of student respondents to the Integrative Thinking survey**

Campus/College or Group	Response Percentage
University College	12.8%
World Campus	4.5%
University Park	65.3%
College campuses	17.4%

**Table 7: Semester Standing demographics of student respondents to the Integrative Thinking survey**

Semester standing	Response Percentage
1 - 2	39%
3 - 4	33%
5 - 6	17%
7 or more	11%

**Table 8: Student responses on the Integrative Thinking Survey**

Survey Item	Yes	No
Did your instructor communicate that the course you selected above addresses the General Education learning objective integrative thinking?	1110 (79%)	291 (21%)
Did the activities (readings, in-class activities, discussion) and/or assignments in the course you selected above differ from other courses you have taken?	1133 (80%)	269 (20%)

These efforts represent part of a first attempt at studying General Education courses, broadly, and assessing their contribution to the program as well as how they forward learning related to a distinct GELO rather than the specific content of a given course. In addition to the encouraging results that nearly 80% of students were meeting faculty expectations for Integrative Thinking, this study provided the foundation for a process and structure of future assessments. A study of the Effective Communication GELO was initiated in FA 21 and will run through SP 22. It follows a similar structure, with improvements, concerning how we communicate expectations to relevant faculty, provide mechanisms for faculty to provide responses, and streamline data

collection. Preliminary outcomes indicate increasing rates of participation by faculty while the study continues this semester. We will report the results of this study in a future Senate report.

In future semesters, assessments will address the remaining 5 GELOs. Rubrics for these Learning Objectives are under development and testing by the General Education Scholars and in collaboration with OPAIR and the Standing Joint Committee on General Education Assessment. Faculty teaching their own courses (often of their own design) who are most expert in their disciplines and who know their students are best positioned to evaluate performance of GELO in those contexts. We are very appreciative of the support and feedback from faculty as we develop these processes and work to provide data to the University Faculty Senate so that the best curricular decisions can be made.

#### **STANDING JOINT COMMITTEE ON GENERAL EDUCATION ASSESSMENT**

- Jeffrey Adams
- Anne Behler
- Lisa Chewning
- Jessica Deslauriers
- Kirsten Hochstedt
- Kirstin Purdy Drew
- Betty Harper
- Harold Hayford
- Geoff Mamerow, Co-chair
- Richard Page
- Keith Shapiro
- Margaret Slattery
- Mary Beth Williams, Co-chair

## Appendix A

*Table 4 General Education Courses that comprise 70% of enrollment by domain (16/17) from Senate report titled General Education Assessment 2015 – 2019 (Jan 2020) for comparison.*

GQ	GA	GH	GH	GN	GS	GHA	GWS
STAT200	COMM150	HIST20	AFR191	CHEM110	ECON102	NUTR251	ENGL15
MATH140	PHOTO100	HIST21	HIST143	CHEM111	PSYCH100	NUTR100	CAS100A
MATH21	MUSIC7	RLST1	AFR192	ASTRO1	ECON104	KINES61	ENGL202D
MATH141	ART20	PHIL103	PHIL103W	PHYS211	SOC1	KINES77	ENGL202C
MATH110	MUSIC4	HIST11	SPAN131	CHEM112	IST110	BBH101	CAS100B
MATH22	THEA100	HIST144	CAS201	BIOL141	HDFS129	BBH119	-
MATH220	ENGL50	CAMS45	HIST181	BIOL110	SOC119	BBH143	-
MATH26	INART115	WMNST106	COMM168	PHYS212	COMM100	KINES88	-
CMPS121	ARTH100	COMM110	SC297	BISC3	ECON302	KINES68	-
-	ARTH112	PHIL1	RLST101	EGEE101	PSYCH212	BBH146	-
-	ARTH111	HIST1	PHIL105	GEOSC10	ECON304	KINES81	-
-	MUSIC5	CMLIT108	HIST130	CHEM113	PLSC1	KINES82	-
-	MUSIC109	PHIL119	CAMS33	BISC4	SRA111	KINES17	-
-	MUSIC9	HIST10	PHIL2	BIOL142	HDFS229	HPA57	-
-	INART116	CAMS25	SPAN130	BIOL129	CRIMJ100	KINES72	-
-	ART1	PHIL14	HIST175	CHEM101	PSYCH221	KINES84	-
-	ART50	HIST121	ENGL184	PHYS250	LER100	FDSC105	-
-	INART5	CI280	PHIL7	PHYS214	AFR110	-	-
-	THEA105	AMST105	RLST104	EGEE102	PLSC14	-	-
-	INART125	AMST100	PHIL102	MICRB106	HDFS239	-	-
-	MUSIC8	HIST150	GEOG122	-	SOC5	-	-
-	INART126	HIST2	PHIL132	-	WMNST100	-	-
-	ART10	CMLIT10	HIST173	-	SOC12	-	-
-	LARCH60	CMLIT153	CMLIT143	-	PSYCH243	-	-
-	THEA102	CMLIT191	AFAM110	-	CRIM100	-	-
-	ARCH100	ASIA100	APLNG200	-	SOC30	-	-
-	-	PHIL10	AG160	-	-	-	-
-	-	AFR150	CMLIT120	-	-	-	-
-	-	ENGL105	CAS175	-	-	-	-
-	-	PHIL3	ENGL136	-	-	-	-
-	-	HIST12	HIST100	-	-	-	-
-	-	RUS100	-	-	-	-	-

## Appendix B

### Integrative Thinking Rubric -

[https://gened.psu.edu/sites/default/files/docs/integrative\\_thinking\\_assessment\\_memo\\_and\\_instructions.docx](https://gened.psu.edu/sites/default/files/docs/integrative_thinking_assessment_memo_and_instructions.docx)

Please use this rubric to score your students on a significant assignment related to integrative thinking. You will score one or both criteria, depending on the assignment. **The rubric enables consistent scoring of students across multiple courses regardless of the type of assignment or how each instructor grades.** You do not need to include these scores in your students' grades. You will report the scores on a Qualtrics survey (link).

Criterion	Developing (1)	Satisfactory (2)	Exemplary (3)
<b>IT1: Synthesizes knowledge across multiple domains, modes of inquiry, historical periods, or disciplinary perspectives.</b>	<p>Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied <b>in a rudimentary, mechanistic way and/or integrated through superficial criteria.</b></p> <p>Response <u>may</u> include: <b>concepts and theories presented as matter of fact; no evidence that purpose of multi-disciplinary approach was considered; misconceptions are evident.*</b></p>	<p>Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied <b>adequately with appropriate emphasis.</b></p> <p>Response <u>may</u> include: <b>use of metaphor, conceptual framework, causal explanations or other devices provides evidence of growing understanding; purpose of multi-disciplinary approach present, but not completely addressed; and/or no major misconceptions are evident.*</b></p>	<p>Knowledge, skills, abilities, theories, or methodologies from multiple disciplines are combined or applied and <b>balanced coherently, elegantly and creatively, resulting in a hybrid form or new insight.</b></p> <p>Response <u>may</u> include: <b>use of metaphor, conceptual framework, causal explanations, or other devices demonstrates a clear and mature understanding; purpose for multi-disciplinary approach is fully articulated; and/or no misconceptions are evident.*</b></p>
<b>IT 2: Identifies connections between existing knowledge and new information.</b>	<p>Connections between students' prior knowledge and new information are present, but not articulated clearly or thoroughly.</p>	<p>Connections between students' prior knowledge and new information are clearly and thoroughly articulated.</p>	<p>Connections between students' prior knowledge and new information are complex, integrated, and articulated clearly and thoroughly.</p>

\* Mansilla, V.B., Duraisigh, E.D., Wolfe, C.R.. & Haynes, C. (2009) Targeted Assessment Rubric: An empirically Grounded Rubric for Interdisciplinary Writing, *The Journal of Higher Education*, 80:3, 334-353.

## Update on General Education Assessment

STANDING JOINT COMMITTEE FOR GENERAL EDUCATION  
ASSESSMENT

March 2022

University Faculty Senate Plenary Meeting

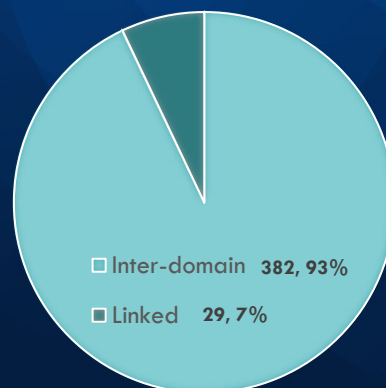
### Recommendation 1: The General Education recertification goals need to be refined and the process should be aligned accordingly.

- In 2015, new Gen Ed curricular recommendations were approved by UFS. This included a requirement of learning outcome assessment with the goal of continual curricular improvement.
- Recertification is currently legislated to occur on a 5-year cycle; the next cycle will need to start soon.
- The most recent recertification process aligned courses with new GELOs and Domain Criteria; other goals of recertification were missed.

## Recommendation 2: The Integrative Studies component needs to be simplified, and the Linked course pathway phased out based on a lack of course availability.

Looking at FA18-SP21

- UP- never more than 12 Linked course sections offered in any one semester
- CWC campuses - no campus offered more than 3 Linked course sections in one semester or 8 in total over 9 semesters.
- World Campus and 6 Commonwealth campuses have never offered Linked Course sections



Number of approved Integrative Studies courses

## Recommendation 3: There is a need to establish and support additional opportunities for faculty collaborative discussions and participation in learning assessment, to maintain and strengthen students' learning in General Education.

- As a University, prioritizing and recognizing time and effort for learning outcomes assessment
- Support educational communities' collaboration and develop digital tools for sharing and integrating assessment and curriculum
- Increase familiarity of Gen Ed Learning Objectives as part of the Gen Ed courses and courses as part of the larger Gen Ed program
- Increase recognition of excellence in Gen Ed teaching

## Other highlights in the report:

- Results of the Integrative Thinking assessment including a student survey
  - 80% of students received Satisfactory or Exemplary ratings based on both components of the Integrative Thinking rubric
- There is a high degree of similarity in course taking patterns between AY 16/17 and AY 19/20. In the future we should examine why student do not, or perhaps cannot, experience the breadth of offerings available. Some possibilities include:
  - Lack of flexibility in programs,
  - Super courses,
  - Limited offerings at campuses

## Thank you.

Questions, comments, or discussion:

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Maggie Slattery – [mjs436@psu.edu](mailto:mjs436@psu.edu)

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## SENATE COMMITTEE ON UNIVERSITY PLANNING

### **Penn State Capital Budget Report**

(Informational)

#### **Background/Introduction**

The University Planning Committee reviews, approves, and sponsors the annual Penn State Capital Budget Report. This report will be presented by William Sitzabee, the Vice President and Chief Facilities Officer for Penn State. Data for this budget presentation is assembled by the Facilities Office in consultation with the University Office of Finance and Business. This report contains tables and financial figures that explain the Penn State Capital Budget, which is used to fund Penn State's important building, renovation, and infrastructure projects. This presentation features funding updates for the overall capital plan, some of which have been changed due to the pandemic. Additionally, this presentation discusses the funding for projects at both University Park and Commonwealth Campus locations and discusses projects that are in both construction and design phases. The UPC members acknowledge the important campus planning and improvement contained in this report and thank Vice President William Sitzabee, the members of Facilities Office, and the University Office of Finance and Business for assembling this presentation.

#### **SENATE COMMITTEE ON UNIVERSITY PLANNING**

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- Randy Hauck
- Elizabeth Kadetsky
- Agnes Kim
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- Richard Bundy
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- Nicholas Jones
- David Leib
- Daniel Newhart
- Mary Lou Ortiz
- Paul Shirvastavo
- William Sitzabee
- Sarah Thorndike



# University Capital Plan Update

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

November 2021


 **PennState**  
Physical Plant




## Education and General – Funding Sources

		Actual (\$M)	Planned (\$M)
<i>Borrowing</i>	Education and General Borrowing	\$ 437.2	\$ 750.0
	Capital Leases and Contingencies	167.0	166.3
<i>Operating Budget</i>	Major Maintenance	176.0	200.0
	Utilities Renewal Program	75.0	75.0
	Reserves (from Capital Assessment)	56.0	70.0
	Student Initiated Fee Projects	20.0	20.0
<i>Capital Reserves</i>	Reserves (from Central)	387.0	320.0
	Debt Proceeds from Prior Capital Plan	70.0	70.0
	Unit Reserves, Energy Savings Program, and 'Other'	180.0	180.0
<i>External</i>	Commonwealth Capital*	340.0	200.0
	Philanthropy	80.0	80.0
	<b>Total</b>	<b>\$ 1,988.2</b>	<b>\$ 2,131.3</b>

\* Additional Funding Anticipated

 **PennState**  
Physical Plant



## Commonwealth Capital (DGS) Funding

Fiscal Year	Funding (\$M)	Fiscal Year 2021-2022 Projects	Funding (\$M)
2018-2019	\$ 70.0	Liberal Arts Research and Teaching Building	\$ 40.0
2019-2020	70.0	Capital Renewal - Phase VII – University Park	35.0
2020-2021	70.0	Medical and Education Facilities – Milton S. Hershey Medical Center	10.0
2021-2022	90.0	Capital Renewal - Phase IV (Central Region) - Commonwealth Campuses	5.0
		<b>Total</b>	<b>\$90.0</b>

## Recent Major Changes to the '19-'23 University Capital Plan

### University Park

- Liberal Arts Research and Teaching Building (\$125.7M) is now funded with \$40.0M DGS
- Water Reclamation Facility (\$68.4M) increased \$2.2M
- West Campus Steam Plant - Combined Heat and Power System (\$53.9M) increased \$4.9M
- Breazeale Nuclear Reactor Addition (\$9.9M) has been added back to the Capital Plan

### Commonwealth Campuses

- Smith Building Renovation - Altoona (\$18.4M) has been deferred
- Physical Fitness, Athletics and Wellness Center Renovation - DuBois (\$17.3M) increased \$2.0M

## Reduced Programs and Deferred Projects

Project	Funding (\$M)
Sackett Building Renovation (and Addition) (Construction)	\$ 54.0
Major Maintenance (UP \$18/CWC \$6)	24.0
Physical Education Building - Abington	20.0
Smith Building Renovation (and Addition) - Altoona	18.4
Systems Upgrades (UP \$4.7/CWC \$9.3)	14.0
Boucke Building - Envelope Upgrades and HVAC Upgrades	13.0
Kelly Library Renovation - Greater Allegheny	7.0
Woodland Building - Biology Laboratories - Abington	5.0
Science Building - Biology Laboratory Renovation - Wilkes-Barre	2.0
<b>Total Deferred/Reduced</b>	<b>\$ 157.4</b>

## Major Project Status Update

### *Projects Under Construction*

## Major Project Status Update – Under Construction

Education and General – University Park	
<b>College of Engineering Research and Teach Space (West) I</b> Approved in May 2021 • Construction Started in June 2021 2% Complete • Anticipated Substantial Construction Complete in December 2023	\$ 228.0
<b>Animal, Veterinary and Biomedical Sciences Building (Henning Building Replacement)</b> Approved in September 2019 • Construction Started in October 2019 100% Complete • Substantial Construction Completed in November 2021 • Anticipated Occupancy in January 2022	98.3
<b>College of Engineering Research and Teaching Space (West) II</b> Approved in September 2020 • Construction Started in October 2020 30% Complete • Anticipated Substantial Construction Complete in October 2022 • Anticipated Occupancy in February 2023	88.0
<b>Palmer Museum of Art</b> Approved in May 2021 • Construction Started in July 2021 2% Complete • Anticipated Substantial Construction Complete in June 2023 • Anticipated Occupancy in October 2023	85.0
<b>Water Reclamation Facility</b> Approved in February 2019 • Construction Started in March 2019 80% Complete • Anticipated Substantial Construction Complete in August 2022 Schedule has been impacted due the COVID-19 pandemic, concrete issues, and realignment of the entrance driveway	68.4



7

## Major Project Status Update – Under Construction (Continued)

Education and General – University Park	
<b>West Parking Deck and West Campus Road Extension</b> Approved in November 2019 • Construction Started in December 2019 100% Complete • Substantial Construction Completed in May 2021	\$ 60.8
<b>Penn State Innovation Hub (James Building Replacement)</b> Approved in November 2019 • Construction Started in December 2019 100% Complete • Substantial Construction Completed in October 2021	56.8
<b>West Campus Steam Plant - Combined Heat and Power System</b> Approved in May 2019 • Construction Started in September 2019 100% Complete • Substantial Construction Completed in September 2021	53.9
<b>Willard Building Renovation (and Addition)</b> Approved in September 2019 • Construction Started in September 2019 100% Complete • Substantial Construction Completed in May 2021	47.6
<b>West Campus Chiller Plant Expansion</b> Approved in September 2020 • Construction Started in November 2020 50% Complete • Anticipated Substantial Construction Complete in January 2022	9.5



8



## Major Project Status Update – Under Construction (*Continued*)

Education and General – Commonwealth Campuses	
<b>Beaver Athletics and Wellness Center Renovation (and Addition) – Berks</b> Approved in February 2020 • Construction Started in March 2020 75% Complete • Anticipated Substantial Construction Complete in February 2022	\$ 30.4
<b>Erie Hall Replacement - Behrend</b> Approved in July 2021 • Construction Started in July 2021 1% Complete • Anticipated Substantial Construction Complete in January 2023	28.2
<b>Physical Fitness, Athletics and Wellness Center Renovation – DuBois</b> Approved in July 2021 • Construction Started in August 2021 1% Complete • Anticipated Substantial Construction Complete in December 2022	17.3
<b>Ostermayer Laboratory Renovation - Greater Allegheny</b> Approved in February 2020 • Construction Started in February 2020 100% Complete • Substantial Construction Completed in May 2021	14.6

## Major Project Status Update – Under Construction (*Continued*)

Education and General – Commonwealth Campuses	
<b>Lehigh Valley Building Renovation (and Addition) - Lehigh Valley</b> Approved in February 2020 • Construction Started in November 2019 100% Complete • Substantial Construction Completed in June 2021	\$ 14.4
<b>Allied Health Building - Mont Alto</b> Approved in July 2020 • Construction Started in August 2020 100% Complete • Substantial Construction Completed in November 2021	13.0
<b>Forker Laboratory Renovation – Shenango</b> Approved in November 2020 • Construction Started in July 2020 100% Complete • Substantial Construction Completed in May 2021	7.9

## Major Project Status Update – Under Construction (*Continued*)

Auxiliary and Business Services – Housing and Food Services	
<b>East Halls Renovation - Phase 2A - Geary Hall and Sproul Hall</b> Approved in February 2019 • Construction Started in May 2019 100% Complete • Substantial Construction Completed in November 2020	\$ 60.7
Intercollegiate Athletics	
<b>Lasch Football Building Renovation (and Addition) - Phase I</b> Approved in February 2021 • Construction Started in March 2021 15% Complete • Anticipated Substantial Construction Complete in July 2022	48.3
Applied Research Laboratory	
<b>Steam Plant Relocation</b> Approved in February 2019 • Construction Started in March 2019 100% Complete • Substantial Construction Completed in July 2020	14.5

## Major Project Status Update

### *Projects in Design*

## Major Project Status Update – In Design

Education and General – University Park	
<b>Physics Building and Osmond Laboratory Renovation</b> Anticipated Approval in May 2022 • Anticipated Construction to Start in May 2022 Anticipated Substantial Construction Completed in July 2026	\$ 148.8
<b>Liberal Arts Research and Teaching Building</b> Anticipated Approval in July 2022 • Anticipated Construction to Start in July 2022 Anticipated Substantial Construction Completed in November 2024	125.7
<b>Deike Building Renovation</b> Anticipated Approval in February 2022 • Anticipated Construction to Start in March 2022 Anticipated Substantial Construction Completed in August 2023	20.0
<b>East Campus Thermal Storage Tank</b> Anticipated Approval in May 2023 • Anticipated Construction to Start in May 2023 Anticipated Substantial Construction Completed in September 2024	12.5
<b>Chemical and Radiation Accumulation Facility</b> Anticipated Approval in May 2022 • Anticipated Construction to Start in July 2022 Anticipated Substantial Construction Completed in December 2023	7.1



13

## Major Project Status Update – In Design (*Continued*)

Education and General – Commonwealth Campuses	
<b>Academic Building - Abington</b> Schedule to be Determined Due to Regulatory Requirements	\$ 50.0
<b>Academic Learning Center - Harrisburg</b> Schedule to be Determined Due to Regulatory Requirements	45.0
<b>Classroom-Library Building Renovation - Scranton</b> Anticipated Approval in November 2022 • Anticipated Construction to Start in December 2022 Anticipated Substantial Construction Completed in December 2023	12.5
<b>Booth Student Union Renovation (and Addition) - New Kensington</b> Anticipated Approval in February 2023 • Anticipated Construction to Start in February 2023 Anticipated Substantial Construction Completed in July 2024	8.9
<b>General Classroom Building Renovation - Beaver</b> Anticipated Approval in July 2022 • Anticipated Construction to Start in July 2022 Anticipated Substantial Construction Completed in March 2023	8.4



14



## Major Project Status Update – In Design (*Continued*)

Auxiliary and Business Services – Housing and Food Services	
<b>East Halls Renovation - Phase 2B - Bigler Hall, Curtin Hall, and Packer Hall</b> Approved in November 2021 • Anticipated Construction to Start in January 2022 Anticipated Substantial Construction Complete in July 2023	\$ 82.5
<b>East Halls Renovation - Phase 2C - Hastings Hall, Snyder Hall, and Stone Hall</b> Anticipated Approval in February 2023 • Anticipated Construction to Start in February 2023 Anticipated Substantial Construction Completed in August 2024	81.5
<b>Pollock Halls Renovation - Phase 3A - <u>Ritner</u> Hall, <u>Shulze</u> Hall, and Wolf Hall</b> Procurement Paused • Deferred to the next University Capital Plan	98.6
<b>Pollock Halls Renovation - Phase 3B - Heister Hall, Porter Hall, and <u>Shunk</u> Hall</b> Procurement Paused • Deferred to the next University Capital Plan	92.0

## Major Project Status Update – In Design (*Continued*)

Applied Research Laboratory	
<b>Garfield Thomas Water Tunnel Renovation (and Addition)</b> Anticipated Approval in February 2022 • Anticipated Construction to Start in March 2022 Anticipated Substantial Construction Completed in December 2023	\$ 33.1
<b>Applied Research Laboratory Replacement</b> Schedule to be Determined Due to Master Plan Discussions	TBD
College of Medicine	
<b>Comparative Medicine Facility Expansion and Modernization</b> Anticipated Approval in September 2022 • Anticipated Construction to Start in Fall 2022 Anticipated Substantial Construction Completed in Fall 2023	\$ 29.0

## Additional University Capital Plan Initiatives

		Planned (\$M)	Actual (\$M)
<i>Smaller Renovation Projects</i>	University Park (22 24 Projects)	\$ 114.2	\$ 99.0
	Commonwealth Campuses (9 11 Projects)	43.8	42.9
<i>Systems Upgrades</i>	University Park	133.4	125.7
	Commonwealth Campuses	50.6	41.3
<i>Major Maintenance</i>	University Park	150.0	133.8
	Commonwealth Campuses	50.0	42.2
<i>Energy Savings Program</i>	Energy Savings Program	79.0	79.0
<i>Information Technology</i>	System for Integrated Management, Budgeting, and Accounting (SIMBA)	100.0	100.0

## MINUTES OF SENATE COUNCIL

Tuesday, February 15, 2022 – 1:30 p.m.  
Remote via Zoom

**Members Present:** P. Birungi, K. Blockett, V. Brunsden, W. Coduti, M. Duffey, C. Eckhardt, W. Kenyon, B. King, L. Mangel, F. Marko, J. Ozment, T. Palmer, L. Posey, B. Seymour, S. Snyder, K. Sprow-Forte, J. Strauss, M. Swinarski, B. Szczygiel

**Guests/Others:** K. Austin, K. Bieschke, R. Bishop-Pierce, E. Eckley, R. Egolf, R. Engel, Y. Gaudelius, C.N. Jackson, N. Jones, L. Pauley, K. Shapiro, S. Stine, A. Taylor, K. Vrana, M. Whitehurst,

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**Absent:** L. Kitko, S. Maximova, A. Sinha, D. Wolfe

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**A. CALL TO ORDER.** Chair Szczygiel, called the meeting to order at 1:30 p.m. on Tuesday, February 15, 2022.

**B. MINUTES OF THE MEETING OF JANUARY 11, 2022**

Senate Council Minutes were approved on a Ozment/Kenyon motion

**C. ANNOUNCEMENTS AND REMARKS****Chair Szczygiel.**

- The governance subcommittee of CC&R is looking for Senate Council members interested in joining as we start working on the governance documents. Victor B. and Michele D. volunteered
- Chair Szczygiel mentioned that Senate Council is NOT bound by any limits when setting times for reports including informational, forensics, and legislative reports.
- Chair Szczygiel noted that in the old days of face-to-face meetings the chair had far more leverage to select which speakers are given the floor. In Zoom, there is exasperation about the tendency of the same set of senators to dominate the microphone and discussions during plenary meetings (especially when these were off topic). Senators should raise your hand, and the chair will go out of the way to acknowledge senators who do not often request to speak.

The **Faculty Advisory Committee to the President** met this morning. The topics covered were:

1. Covid, Enrollment and Budget
2. General Safety re: Faculty/Student interactions and need for enhanced faculty resources; Oversight regarding problems within any given **campus or college**;

Please submit any topics for FAC consideration to any of the Senate or the elected FAC members: Renee Bishop-Pierce, Judy Ozment, and Doug Wolfe.

### **Provost, Nicholas Jones**

The number of Covid cases at Mount Nittany Medical Center has been going down. Currently there are 24 patients with Covid. Not are in ICU or using a ventilator.

At University Park there are 11 students in quarantine or isolation. Across the campuses there is a total of 12 students in quarantine or isolation. Yesterday the rate of positive tests was 1.2%, much lower than at the beginning of the semester.

Masking is required in all buildings at all campuses. Changes to the masking requirements are being considered after Spring Break. The policies on weekly testing for students without a Covid vaccine are also being examined, especially for students living out-of-state who likely do not visit a campus.

Extra expenses due to Covid has caused planning for a 3% recission of funds next fiscal year.

On February 9 there was a round table forum sponsored by Senator Casey for Presidents and Provosts from universities and colleges in Pennsylvania. Some items discussed were financial issues such as ways to increase Pell Grants at the institutions and economic issues such as the success of the Penn State Launch Boxes.

### **Vice Presidents' and Vice Provosts' Comments**

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

##### Searches

- Dean, Penn State Law and Dean, School of International Affairs-candidates are currently coming to campus and we expect to bring the search to a close by the middle of March.
- Vice Provost and Dean of the Graduate School-currently in the process of reviewing proposals from search firms and will re-engage with the search committee soon.
- Dean of the College of Medicine-our search firm, Witt Kiefer, is in the process of developing a profile for the position.

- Executive Director, University Faculty Senate-the committee was charged February 4<sup>th</sup> and is in the process of reviewing applications. Stated deadline is February 16 but we will review applications for at least another week past the deadline.

### Annual Review Process

The annual review process of administrators will launch soon. We have made several revisions to the process, specifically increasing the number of items and determining whether we can reduce the suppression threshold so as to maximize the amount of feedback administrators receive while protecting the identity of respondents. Kathy will send the Senate a timeline of the roll-out of the survey so that they can remind faculty to complete the survey by the deadline.

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

- Enrollment and Budget
  - Finalized Enrollment and Retention Conversation with Campuses
    - Service Areas, Staffing, Branding, Value Proposition, and Aid Deployment
  - Budget conversations with the campuses throughout the spring semester
- Advisory Board Chairs Meeting
- Leadership Searches
  - (Hazleton, Great Valley, and Altoona in process)
  - Dubois - Jungwoo Ryoo, head of the division of business, engineering and information sciences and technology at Penn State Altoona, has been named chancellor and chief academic officer of Penn State DuBois, effective April 4.

### **Vice President and Dean of Undergraduate Education, Yvonne Gaudelius**

#### **Undergraduate Applications:**

We are seeing very, very strong interest from potential students although the focus has shifted from applications to offers and yielding those students who have offers. We'll still work to recruit students and encourage applications, especially at the CWC as those applicants, especially adult learners, often apply later than our UP applicants. All domestic applicants who had submitted their materials by the end of December have received their admission decision. We are still working on offers to some international students in situations where we needed more information.

First-year baccalaureate applications for 2022 summer and fall admission are up 24.68% percent over 2019 cycle with 111,458 applications received so far. This is an 9.73% increase over 2020. Earlier we had avoided comparing to 2020 because of pushing the Early Application date back to 11/15 last year due to complexities of the pandemic but this shift has now evened out so we can use comparisons to 2020.

It is important to note that this increase in applications comes at a time when the overall pool of applicants is not substantially increasing. This likely means that students are applying to more schools and so it will be more difficult to yield these students. It also could mean that the large national universities are picking up more than our share of the increase. We won't know this for some time. The lower rate of FAFSA filing, regardless of the underlying reason, is also a signal of lower affinity in the application pool. For these reasons, we are increasing the number of offers that we are making. The admitted group is more racially diverse, has more first-gen, and is as talented as last year's great incoming class.

This uncertainty about yield will make programs an incredibly important part of our yield efforts. The connections that potential students make with faculty and staff at the CWC and in the colleges are critical. This continues through NSO as we have continued to see some students accept an offer and attend NSO at more than one school and then finalize their decision about where to attend.

To further break this down and comparing to 2020, **for the CWC**, international applications are up 24.01% at 1,684 applicants (+326), OSS applications are up 0.96% at 9,945 applicants (+95), and PA applicants are down 2.82% at 7,366 applicants (-214). We are hearing concerns from potential PA applicants about the value proposition of higher education, and this is an area where Undergraduate Admissions is working hard with the OVPCC and the CWC DEMs. **For UP**, international applications are up 15.25% at 11,651 applicants (+1,542), OSS applications are up 13.59% at 60,295 applicants (+7,216), and PA applicants are up 4.92% at 19,772 applicants (+928).

### **Offers:**

Compared to 2020, we have 71,061 offers of admission out, an increase of 10.6% (+6,812 offers). Of those 30,767 are at the **CWC** (+2,199 offers over 2020, an increase of 7.70%). We have made 40,007 offers of admission at **UP** (+4,639 offers over 2020, an increase of 13.12%).

### **Offers Accepted:**

We have 4,887 applicants who have accepted their offer an increase of 2.93% over 2020 (+139). Of those, 2,041 are at a **CWC** (+11 acceptances, +0.54% over 2020). **UP** has 2,710 students who have accepted (+134 acceptances, +5.2% over 2020).

Note that it is important at this stage to remember that the numbers are small so a relatively small change in the number of accepted offers can look like a big percentage change. We need to continue our focus of working with each student who has an offer of admission in order to yield these students.

**The Office of Student Aid** began making financial aid offers to students who have an offer of admission. We know that this is an important piece of information that students are waiting for and over the last few years we have worked to deliver these aid packages as early as possible.

**Vice Provost for Educational Equity, Marcus Whitehurst.**

Proposals are being accepted from DAA's and Chancellors from campuses for opportunity funds for the recruitment and retention of the most high-need students including first generation students and scholarship/identity opportunities. Collaborative proposals are encouraged.

### **Vice Provost of On-line Education, Renata Engel**

Since our last meeting, the USN&WR rankings for online programs were released. The U.S. News and World Report develops the rankings based on statistical surveys submitted by colleges and universities as well as data collected in a separate peer-reputation survey. Surveys for the bachelor's programs ranked more than 350 institutions on the categories of engagement, services and technology, faculty credentials and training, and expert opinion. The surveys for graduate degree programs measured those four categories as well as student excellence.

For the **2022 U.S. News and World Report – Best Online Programs**, Penn State World Campus ranks:

- 3<sup>rd</sup> (tie), graduate engineering programs
- 8<sup>th</sup> (tie), graduate education programs
- 12<sup>th</sup> (tie), graduate business (non-MBA) programs
- 13<sup>th</sup>, graduate computer/IT programs
- 15<sup>th</sup>, MBA
- 16<sup>th</sup> (tie), bachelor's degree programs

Additionally, there are specialty rankings of disciplines, Of the 14 where we are recognized we are in the top 5 for eight of them. And U.S. News also ranked Penn State World Campus in the top 10 of six categories of its Best Online Programs for Veterans lists. These rankings are based on the same factors as its Best Online Programs rankings, in addition to an institution's ability to make college more affordable and accessible through the GI Bill or other grant-in-aid programs designed for military students.

For the **2022 U.S. News and World Report – Best Online Programs for Veterans Rankings**, Penn State World Campus rankings are:

- 11<sup>th</sup> (tied with 1 other institution), Bachelor's Programs
- 5<sup>th</sup>, Master's Business Programs (Non-MBA)
- 8<sup>th</sup>, Master's Computer Information Technology Programs
- 3<sup>rd</sup>, Master's Education Programs
- 3<sup>rd</sup>, Master's Engineering Programs
- 10<sup>th</sup> (tied with 2 other institutions), MBA

These rankings reflect the consistent strength of Penn State's online programs, which could not be achieved without the commitment to excellence from faculty, college and campus leaders, and World Campus staff. I will add that the real success story here is reflected in the success of our graduates and the access to quality online education that helps them achieve their dreams. In 2020-2021, more than 3400 students earned their Penn State degrees through the online offerings via Penn State's World Campus. And during the most recent graduation—fall 2021—Penn State hit a milestone. We crossed the 30,000 mark. At some point during the Fall commencement, the 30,000<sup>th</sup> student graduated having earned their Penn State degree through Penn State's World

Campus. These are individual achievements for the students and a collective accomplishment by Penn State to deliver on our mission to provide access to quality online education.

**Senate Officers: None**

**Interim Executive Director, Laura Pauley: None**

**D. ACTION ITEMS:** Unit Constitution Changes (These documents can be found in the Faculty Senate - Senate Council TEAM space in the folder “Agenda for February 15, 2022/Constitutions”)

Abington, Arts & Architecture, Fayette, Graduate Council, Harrisburg, Libraries, Shenango, York

All were approved on an Ozment/Seymour motion

**E. DISCUSSION ITEMS:**

Chair Szczygiel has invited Lance C. Kennedy-Phillips, PhD, Vice Provost for Planning, Assessment, and Institutional Research David Callejo, PhD, Vice President for Commonwealth Campuses to speak at the Plenary meeting on Penn State’s 2024 Self-Study Overview Description: Every eight years, MSCHE requires the University community to engage in the self-study process, which is a comprehensive self-assessment of educational quality and success in meeting institutional mission. For the next two years, a steering committee will oversee seven working groups (one for each MSCHE standard) who will draft chapters of a self-study report documenting evidence of compliance with all accreditation requirements as well as analyses and assessment of institutional policies, processes, and procedures. The groups will also identify opportunities for improvement and innovation. The final report will be submitted to MSCHE in December 2023, after which a team of peer evaluators will conduct a site visit and make recommendations to MSCHE whether the University has substantially met the requirements and standards of accreditation. The goals of the self-study process are reaffirmation of accreditation as well as involving the entire University community in a transparent and meaningful process of institutional assessment.

**F. REPORT OF GRADUATE COUNCIL**

There is no news to report since has not been a Graduate Council meeting since the last Senate Council meeting. On January 19, Kent Vrana met with Dr. Kathryn Drager who is the Interim Dean of the Graduate School and Vice Provost for Graduate Education.

**G. SENATE AGENDA ITEMS FOR MARCH 15, 2022**

**FORENSIC BUSINESS: None.**

**UNFINISHED BUSINESS: None.**



## **LEGISLATIVE REPORTS**

### **SENATE COMMITTEE ON COMMITTEES AND RULES AND THE SENATE SELF-STUDY COMMITTEE**

Revision to Standing Rules, Article II, Section 6 - Senate Committee Structure

(P) Elected Senator Standing Committee

Edits were approved to clarify that the Elected Senator Standing Committee cannot prepare Legislative or Advisory/Consultative reports. Approved on an Ozment/Brunsdens motion.

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

Proposed Preamble to the Senate Constitution entitled: A Statement on the Role of the Faculty Senate at the Pennsylvania State University\

Editorial correction of “noble” to “noblest” in the first line of the Preamble. Approved on a Brunsdens/Duffey motion.

### **SENATE COMMITTEES ON COMMITTEES AND RULES AND EDUCATION**

Revision to Standing Rules, Article II – Senate Committee Structure, Section 6(d)  
Committee on Education

Approved on an Ozment/Brunsdens motion.

### **SENATE COMMITTEES ON COMMITTEES AND RULES AND INTER-COLLEGIATE ATHLETICS**

Revisions to University Faculty Senate Standing Rules, Article III – Other  
Functions of the Senate, Section 8 – Faculty Athletics Representatives

Approved on a Seymour/Palmer motion.

### **SENATE COMMITTEE ON EDUCATION**

Revisions to Policy 45-00 Faculty and Student Responsibilities Regarding Cancelled  
Class When a Campus is Closed

Approved on a Brunsdens/Eckhardt motion.

**ADVISORY/CONSULTATIVE REPORTS: None.**

## **INFORMATIONAL REPORTS**

### **SENATE COMMITTEE ON COMMITTEES AND RULES**

Committees and Rules Nomination Report

Approved on a Duffey/Ozment motion.

### **SENATE ELECTIONS COMMISSION**

Annual University Faculty Census Report 2022-2023

This report is posted on the web only. Approved on an Ozment/Eckhardt motion.

### **SENATE COUNCIL**

Senate Council Nomination Report

Approved on a Duffey/Brunsdan motion.

### **SENATE COMMITTEE ON OUTREACH**

Penn State Outreach: Urban Engagement

Approved on an Ozment/Eckhardt motion. The committee has requested 15 minutes for presentation and questions.

### **SENATE COMMITTEE ON CURRICULAR AFFAIRS: STANDING JOINT COMMITTEE ON GENERAL EDUCATION ASSESSMENT**

Update on General Education Assessment

Approved on a Brunsdan/Duffey motion. The committee has requested 15 minutes for presentation and questions.

### **SENATE COMMITTEE ON UNIVERSITY PLANNING**

Capital Budget Report

Approved on a Marko/Ozment motion. The committee has requested 15 minutes for presentation and questions.

The Annual Budget Report will also be included in the Plenary agenda. The committee has requested 15 minutes for presentation and questions.

## **APPROVAL OF AGENDA FOR March 15, 2022**

E. Eckley displayed the requested presentation times and all requested times were approved by Senate Council. B. Szczygiel requested that Annual Budget Report be put at the beginning of the Informational Reports. The Informational Report from Outreach will be the second Informational Report to be presented. The requested time limits for all Informationl Reports were approved. No time limits were placed on the Legislative Reports. The Plenary Agenda with these changes in report order was accepted on an Ozment/Brunsdan motion

**NEW BUSINESS: None.**

## **ADJOURNMENT**

On an Eckhardt/Seymour motion, the meeting was adjourned at 3:28 PM

Minutes respectfully submitted by Laura Pauley, 2/23/2022.



**Date:** March 7, 2022

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

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

## **Commonwealth Caucus Forum**

**Monday, March 14, 2022, 8:15 p.m. – 9:15 p.m. via Zoom**

*Topic: Conversation with Dr. Kelly Austin, the new Vice President for  
Commonwealth Campuses and Executive Chancellor*

### **Zoom Connectivity Information:**

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

Or iPhone one-tap (US Toll): +16468769923,92989520449# or +13017158592,92989520449#

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

Meeting ID: 929 8952 0449

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## **Commonwealth Caucus Business Meeting**

**Tuesday, March 15, 2022, 11:15 a.m. – 12:45 p.m. via Zoom**

Agenda of the meeting:

- I. Call to Order
- II. Announcements
- III. Candidate Presentations:
  - A. Chair Elect (five minutes allotted each) Shelli Stine, Martha Strickland, and Denise Potosky
  - B. Secretary (three minutes allotted each) Galen Grimes, Josh Wede, and Samia Suliman
  - C. Faculty Advisory Committee to the President (FAC) (one minute allotted each) Julie Gallagher, Julio Palma, Martha Strickland, and Kent Vrana
- IV. Other Items of Concern/New Business
- V. Adjournment

### **Zoom Connectivity Information:**

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

Or iPhone one-tap (US Toll): +16468769923,92989520449# or +13017158592,92989520449#

Or Telephone:

Dial:

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

+1 669 900 6833 (US Toll)  
+1 253 215 8782 (US Toll)  
+1 346 248 7799 (US Toll)  
Meeting ID: 929 8952 0449