



**PennState**  
University Faculty Senate

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## THE PENNSYLVANIA STATE UNIVERSITY

### THE SENATE RECORD

Volume 56-----September 13, 2022----Number 1

The Senate Record is the official publication of the University Faculty Senate of The Pennsylvania State University, as provided for in Article I, section 9 of the Standing Rules of the Senate, and contained in the Constitution, Bylaws, and Standing Rules of the University Faculty Senate, The Pennsylvania State University.

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Except for items specified in the applicable Standing Rules, decisions on the responsibility for inclusion of matters in the publication are those of the Chair of the University Faculty Senate.

When existing communication channels seem insufficient, Senators are encouraged to submit brief letters relevant to the Senate's function as a legislative, advisory and forensic body to the Chair for possible inclusion in The Senate Record.

Reports that have appeared in the Agenda for the meeting are not included in The Senate Record unless they have been changed substantially during the meeting, or are considered to be of major importance. Remarks and discussions are abbreviated in most instances. Every Senate meeting is recorded via Zoom and recordings are posted on the Senate website. For older Senate Records, please contact the Senate Office or view recordings on Mediasite.

Individuals with questions may contact Dr. Laura Pauley, Executive Director, Office of the University Faculty Senate.

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The University Faculty Senate met on Tuesday, September 13, 2022, at 1:30 p.m. via hybrid with Michele Stine, Chair, presiding.

**Michele Stine, College of Health and Human Development:** Good afternoon. It is 1:30, Tuesday, September 13th, 2022 and the Senate is now in session. Today we are meeting in a hybrid format. Let me begin by going through some instructions. Who can speak at a Senate meeting?

The privilege of the floor in the Senate meeting is given only the members of one of the following categories: elected or appointed student, Faculty or Administrative Senators, Senators elected to represent retired faculty, or past chairs of the Faculty Senate.

The meetings are public and others can join and listen, but please do not try to ask a question. You can email Erin Eckley, and Erin's email will be in the chat. In the Senate Office, if you would like to request to speak at a future meeting, we've placed her email address in the chat for you.

Our Zoom capacity is 1,000 people. I do not think we will hit that, but you never know. We normally do not have to be concerned about reaching that level, but should you have to miss a meeting? A record will be available within three weeks of the meeting.

This meeting, like all Senate plenary meetings is being recorded. Please be mindful of the microphone so that we don't have background noise interfering with the meeting. If you are comfortable doing so and able, please do share your bright and smiling faces on the screen.

Regarding the use of chat in Zoom, the chat feature is available for attendees to communicate with each other as appropriate in a professional meeting. It should be used to post relevant comments, links to resources and such, or to report a technical problem.

Please remember that chat posts are not anonymous and they are not private. I ask that those who wish to engage do so, but with restraint and consideration for everyone attending the meeting. Everybody play nice.

If you are presenting a report, when it is time for your report, we will call on you. Please wait to speak until you are introduced by the chair. When you are finished, please mute. If you have an emergency technical or otherwise email Kadi Corter, likewise her email address is being placed in the chat is [kkw2@psu.edu](mailto:kkw2@psu.edu) for those of you in the room.

If you are in the meeting room, you can raise your hand to ask a question in Zoom, please use the Raise Hand feature to ask a question. Either way, wait until the chair recognizes you. Begin by stating your name, last name, and academic unit, for example, Stine, Health and Human Development.

Please speak slowly and clearly as the audio is not always clear on Zoom calls. I promise I will try really hard to slow down my speech. I know I speak really fast. As a final note, please be patient. Running a meeting like this has a lot of moving parts, and believe me when I tell you, the Senate Office staff here with us now are working behind the scenes.

I want to welcome everyone and thank you for being here. Your commitment to the Senate is more important now than ever, and I know it can be exhausting as well as incredibly rewarding. Know that I see you, and value your time and your commitment and your efforts.

I'm here to support you, so please don't hesitate to reach out to us. I want to thank our resource people and our guests for attending and engaging with us in the work of the Senate. I want to thank the Senate Office staff for their hard work. Without their support, believe me, nothing we want to do could get done.

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**MINUTES OF THE PRECEDING MEETING**  
**Minutes of the April 26, 2022, Meeting in The Senate Record**

**Chair Stine:** On to the Agenda, Item A, Minutes of the Preceding Meeting, the minutes of the Senate meeting are now in two forms. A video recording of the meeting that is posted within a few days from today, and the formal Senate record providing a full transcript of the proceedings of the meeting.

The transcription process takes quite a bit of time, so if it is not yet ready, approving the minutes may mean approving the recording that is posted to the Senate website. In this case, both have been posted.

Are there any additions or corrections to the April 26th, 2022 plenary minutes? May I have a motion to accept the minutes? All in favor, please say aye.

**Michael Krane, College of Information Sciences and Technology:** Aye.

**Jozef Malysz, College of Medicine:** Aye.

**Chair Stine:** Motion carried. The minutes of the meeting have been approved. Please remember to mute your microphones unless you have been called on to speak.

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**COMMUNICATIONS TO THE SENATE**  
**Senate Curriculum Report of August 30, 2022**

**Chair Stine:** Communications to the Senate. The Senate Curriculum Report of August 30th, 2022 is posted on the University Faculty Senate website and as listed on the Agenda as Appendix A.

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**REPORT OF SENATE COUNCIL**  
**Meetings of June 7, 2022; June 21, 2022; and August 30, 2022**

**Chair Stine:** Report of Senate Council. Minutes from the meetings of the summer Senate Council on June 7th, June 21st, and August 30th can be found in the link on your Agenda. At the June 21st meeting, Senate Council supported the unit name change of the School of Engineering, Design, Technology and Professional Programs, SEDTAPP, to becoming the school of Engineering, Design and Innovation, SEDI.

At the August 30th meeting, Senate Council supported the P4 closure of the Fayette Associate Mining Technology Program. Included in the Senate Council minutes of August 30th are topics that were discussed the Faculty Advisory Committee to the President on July 13th.

Please feel free to submit any topics for the Faculty Advisory Committee, sorry, consideration for any of the Senate Officers, Bonj Szczygiel, Josh Wede, or myself, or any elected FAC member, Judy Ozment, Julio Palma, Doug Wolfe, and Kent Vrana. We're open and always interested in hearing from you.

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### ANNOUNCEMENTS BY THE CHAIR

**Chair Stine:** Announcements from the Chair. Welcome to the 101st year of the University Faculty Senate. If you are surprised to see me here, you should probably read your email more often. Seriously, Kim has accepted an amazing opportunity at another institution and while we miss her very much, we wish her nothing but happiness and success in her new role.

We are starting an exciting new chapter here at Penn State. We are delighted to welcome our President, Dr. Neeli Bendapudi, to her first Faculty Senate Plenary, along with our new Senior Vice President and Chief of Staff, Dr. Michael Wade Smith, and our new Interim Executive Vice President and Provost, Dr. Justin Schwartz.

I could not be more excited to have the opportunity for the Faculty Senate to forge a new relationship with a new administration and I look forward to us all working together in the coming two years, you all know you're stuck with me for two years in moving Penn State forward.

I would like you to note that all of us from the President to the Provost to the Senate Officers, everyone up here except for Keith, thank God, we are all new in our roles and so we are truly turning a page here at Penn State and I ask you to be the patient, gracious people I know you all to be as we navigate this new chapter together.

As part of that new chapter, we are using a new format for voting. I know everyone is tired of learning new systems. We won't talk about SIMBA, but stay with me because I think you're really going to like this one. I am going to turn things over to Destiny for a few moments so that she can explain it to you. Are you ready, Destiny?

**Destiny Anderson, Senate Office Staff:** I think I'm all ready, thank you so much for the very kind introduction. I am Destiny Anderson. I'm the Communication Specialist in the Senate Office. You probably won't see me around because I'm fully remote, but I'm pretty accessible via email.

**Chair Stine:** Destiny, we can't hear you.

**Destiny Anderson:** Not at all?

**John Mauro, College of Earth and Mineral Sciences:** We can hear her answer.

**Destiny Anderson:** You can hear I'm answering okay. That's weird.

**Michael Krane, College of Information Sciences and Technology:** We're all on Zoom.

**Jozef Malysz, College of Medicine:** Many on Zoom can hear. I can hear you.

**Destiny Anderson:** Interesting. Let us work out some technical difficulties for a sec.

**Daniel Mansson, Penn State Hazleton:** It might be more of a problem in that classroom or the room for the live meeting, actually.

**Destiny Anderson:** Whenever it's all I'm going to say.

**Chair Stine:** There we go.

**Destiny Anderson:** How about that?

**Chair Stine:** We can hear you now.

**Destiny Anderson:** Yeah. Great. You didn't miss much. I was just saying that I am Destiny Anderson. I'm the Communications Specialist for the Senate Office this summer when we worked to build a new voting and attendance portal.

You use Microsoft Outlook, like the same login you would use for that, so just Microsoft 365, and it should be pretty simple process as long as we have all the moving parts correct. I'm going to show you a demonstration of how to use it today if you would be interested.

Just give me one sec and I can open the links for you. Pull them all up. We have instructions on our website as well and I'll share that in chat for you. It looks like I'm disabled from screen-sharing. If someone could give me screen-sharing permissions that would be very helpful.

**Chair Stine:** We should be good now.

**Destiny Anderson:** Great. Thank you. We have a voting portal. As you can see, it should allow you to log in and just see the votes. I'll show you what it looks like when you log in, in an incognito window. You would login like you're doing on any Outlook version, and it'll ask you to authenticate with Duo, should be pretty straightforward.

The first time you login, it may give you an issue where it says that you don't have all your permissions enabled, you will just have to click "Allow." If there is not a option to press "Allow," you can just fix the connections by pushing the Fix Connection button.

Once you're in, it will show you the votes as I showed before. If you go on right now, you should see a test vote. You can accept or reject. It doesn't quite matter. Then if you want to do attendance, you would do similar and let me pull it up for you real quick.

If you have issues with this process, feel free to send me an email. I can put my email on chat in just a moment as well. I know it's definitely a learning curve with all these new things. We definitely understand if you have issues, and if we can't get it fixed for you today, we can fix it in the coming days and we're able to vote and count your attendance on the back end for you, so you don't have to worry about missing out on anything.

As you can see, it'll say that your attendance was recorded for today's meeting. If you logged in before noon, it should count as your attendance for your committee, which we have recorded on the back end. If we have record that you're on ARSSA, it'll automatically counts you towards the ARSSA.

This probably won't be relevant to most of you. But if you prefer using the Power Apps application on your phone or on an iPad, there's a different link for voting, but there's the same link for attendance.

All those instructions are on our link that I sent in chat, titled, "Voting attendance instructions." Again, if you missed anything or if you have any issues, you can send me an email, I'll put my email on chat and we can do our best to help you.



Does anyone have any questions right now? If you do, you can raise your hand and Shelli can call on you.

**Chair Stine:** Other questions for Destiny? Could you hold on for just a moment. We need a microphone over here.

**Destiny Anderson:** I should also say in the meantime that if you are a resource member that doesn't usually vote, you don't have to worry about logging your attendance either. It's only senators, whether you are appointed, elected, ex-officio, student, or retired, you will have to use this system.

**Eduardo Mendieta, College of Liberal Arts:** I think that might have answered my question.

**Chair Stine:** Can you identify your name and your unit?

**Eduardo Mendieta:** Yes. Professor Eduardo Mendieta, College of Liberal Arts, University Park. I just signed in physically outside does that count as attendance or do I need to do a digital as well?

**Destiny Anderson:** In theory, you should do a digital as well. The outside is for our offices record-keeping, whereas this is our database record keeping, if that makes sense, but if you are unable to sign up, we could use that list to help fill in the blanks as well.

**Chair Stine:** Any other questions for Destiny?

**Charlene Gross, College of Arts and Architecture:** Charlene over here. Gross, AA. If we didn't have attendance taken this morning and our committee meetings, do we need to worry about that at this point?

**Destiny Anderson:** You don't necessarily have to worry, but if you'd like your attendance to be recorded, feel free. As you can imagine, a lot of blanks will probably crop up, so we're not super-fast about it for attendance. But if you feel so inclined, definitely feel free to send us a message.

**Charlene Gross:** Will do. Thank you.

**Destiny Anderson:** Thank you. Hopefully, as all these bugs work out, they should be a little easier than TallySpace. Thank you all for your time.

**Chair Stine:** Thank you, Destiny. For those of you who joined us last night for the centennial celebration. Thank you so much for joining us. It was an amazing event, and it was incredible to see so many of you, so many folks from across the University.

Roger did an extraordinary presentation on the history of the Senate. I would encourage all of you who were not there for it to talk to him about it. He has a wealth of knowledge of the history, some really interesting facts about the history of the Senate.

But more than anything, I want to acknowledge the amazing work done by our Senate Office staff. They were simultaneously planning that event while also getting ready for this first plenary session of the new Senate year, so please join me in giving them a round of applause and thanking them for all of their hard work.

You may notice that several of us are wearing these very lovely 100th anniversary Centennial pins. If you were not there last night and would like a pin, please make sure that you speak with Laura and you can pick one up today.

Now, I would like to offer special recognition to Laura Pauley, who accepted the position of Executive Director of the Faculty Senate Office in June, after having served for 28 years in the University Faculty Senate.

Laura has been a University senator from June 1993 to December of 2021, when she stepped down to take over as the Interim Executive Director of the Faculty Senate Office. She was a member of the Faculty Affairs Committee.

She was Chair of the University Planning Committee, Chair of Educational Equity and Campus Environment. A member of the senate council representing the College of Engineering. She was a member of the Committee on Committees and Rules.

She was chair and vice chair of Undergraduate Education and vice chair of the Faculty Benefits Committee. Please join me in thanking Laura for her service. Laura, would you please come and accept your certificate.

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### COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

**Chair Stine:** Agenda item E, Comments by the President of the University. I would now like to recognize Dr. Neeli Bendapudi for her first remarks to the University Faculty Senate.

**Neeli Bendapudi, President, Pennsylvania State University:** Thank you so much, Shelli. Everybody, I'm so excited to join you and we're being nervous. It's like all of the faculty members and I'm coming to you via Zoom. Can you all hear me okay? Excellent. I want to leave plenty of time for any questions you might have.

I'd like to begin by sharing what Shelli said last evening, celebrating 100 years of Faculty Senate at Penn State was fantastic. As Roger shared, it was supposed to be held last year but selfishly, I was glad it was delayed because I got to be part of that.

It was wonderful to see, and I especially enjoyed this thing with some of our emeritus faculty who had been chairs of Faculty Senate themselves. All of these go to show that great institutions endure and each of us, while we are here are temporary stewards of phenomenal institutions, so very much enjoyed that so thank you Roger.

This is Week 19 on the job for me. It's Month 5 and it's been a joy. Yes, there have been challenges I will not deny, but all in all, I could not be more excited to be here. First of all, I also want to extend thank you to Shelli. She found herself in this role sooner than maybe she anticipated, but to Shelli and to all the members of FAC, thank you of FAC, because you have been wonderful collaborators and I hope that we continue this spirit of shared governance.

I've tried very hard to make sure that you all are in the loop as much as possible, and that I benefit from your wisdom and your experience at this institution. Last time, I know it wasn't in this formal setting, but many of you knew that I spent quite a bit of time on our Commonwealth Campuses.

I want to tell you that these past couple of months, I've been focused on visiting with each of our deans. That of course includes Hershey Medical Center and Dickinson Law, not just University Park, but it's

been fabulous because meeting one-on-one with each dean, learning about what their proudest of their programs, the faculty, staff and students, that's been a real joy.

In the coming months, I'm hoping to come see each of you at your academic homes. That'll take a little doing I know, but it's been great. It's also been a wonderful opportunity for me to connect with our alumni, with our students, with our donors and with the community at large.

Finally, I thought you might all enjoy this for the first time in 12 years, I'm actually teaching the class, the Presidential Leadership Academy. How they're a joy. It's every Tuesday and maybe if I'd known how busy it would be, I would have had second thoughts, but I'm glad I didn't know and I said yes, because they are some incredible students and I'm enjoying that opportunity very much.

My biggest impression so far. I want to tell you what a member of our board said. We have, as you know, a large board, 38 people. It's been wonderful to work with them. One of them said to me, A highly accomplished individual, a leader with global presence, we were discussing what I found, what we'll do.

This individual said to me, Penn State is the most resilient and most loyal organization I have ever seen. I thought that was high praise from someone who's literally worked with organizations around the world. I wanted to share that with you.

I agree. I feel very optimistic about our future, and I don't know if you all feel this maybe, maybe not but it's the weirdest thing to me as someone who came to this country at 23, 24. I've been at so many places and here I just feel like I'm where I'm supposed to be. I don't know how to describe it, but it feels right.

The family's settling in, we are happy to be here. I want to maybe make comment about two personnel actions that I took that I wanted you to know about. I know you probably heard about it, seen something about it. Then I really want to open it up to questions.

One, as you know, I made a change in salary for Sara Thorndike. When you come in new to an organization, you try to look at your senior leadership team. This is something a few members of our Board had alerted me to, and I want you to know when I looked at my senior leadership team, it was interesting.

The women, we try to be at the median, so 50th percentile among a peer group. All of the women were significantly below the median and the majority of the men were significantly above the median, and one thing that I want to tell you is that as is typical, this was me correcting it for the women because I thought that equity needed to be maintained.

Even now, with the bump that Sara got, remember she moved from 30 percent of the budget to 100 percent of the budget responsibility. She's still being paid less than her predecessor was paid when he left.

I had nothing to do about respect. I don't know the individual, but just wanted to put it in perspective that this was an important thing that I believed absolutely needed to be done. The second issue that I wanted to bring up is when I met with the chancellors on the campus tours almost to a person and you can reach out to them, they will tell you.

They all expressed real concerns about enrollment management and the need for more thoughtful strategic perspective on enrollment management. I knew that we were asking our people to do a whole lot very quickly and the only part of our revenue that we truly control is tuition.

We were almost alone among our Big Ten counterparts in not having a separate office for enrollment management. I'm very delighted. I did not think we could wait do a search and take the Penn State way of months and months.

This is an individual who reports to me. I've tried to hire Matt Melvin away many times when I was Provost, work closely with this individual and when there was an opening, I wanted to make sure I took advantage of it.

Hopefully, you will hear from Shelli and from others that I've tried to keep, not just Faculty Senate, but our Staff Advisory Council also. I'm very closely involved, inviting to my entire leadership team meeting, being part of the Budget Planning Committee, being on the Provost Selection Committee.

You will see that I will do my best to be very collaborative, but I'm delighted that we have someone here. You will see hopefully good changes coming up. All this was putting three departments together so we can look overall at an institutional level, how we will manage enrollment.

With that, Shelli is there anything else you would like to make sure that I address?

**Chair Stine:** I think let's have Sara make her presentation then we will do Q&A.

**President Bendapudi:** Yes, please, that would be great. Remember when Sara makes her presentation, the only overarching comments I will make is this is a challenge. Sara has only had the entire budget for a few months.

We're trying our best to be transparent. She has weekly calls with all of the Deans, all of the Chancellors, all of the Fiscal Officers, and we are tackling it by cutting costs, increasing revenue, and looking at our business model.

With that, let's have Sara present and I'd be happy to take any questions you may have. Thank you.

**Chair Stine:** We will hold questions for President Bendapudi until after Ms. Thorndike makes her presentation, so Sara.

### **Budget Update**

**Sara Thorndike, Senior Vice President Finance & Business/Treasurer:** Good afternoon. Do you hear me okay? Great, thank you so much for having me here. I really appreciate it. As I was trying to think about what might be helpful since last spring, I really tried to come up with the highlights and I would imagine you will have questions and that's completely [inaudible] and please always know you can reach out to me anytime, even after the meeting and ask those questions as well.

We'll go to the first slide, please. I always so I always like to frame our budget discussion [inaudible].

**President Bendapudi:** Sara, I cannot hear you. I don't know if others are able to.

**Mary Beth Williams, Eberly College of Science:** It looks like the 102 current or 112 current was booted off. See if we can get them back.

**Mitchel Ray, Penn State Erie:** I believe they're muted.

**Sara Thorndike:** Neeli, can you hear me now?

**President Bendapudi:** Yes, Sara.

**Sara Thorndike:** Okay, great thank you.

**Chair Stine:** They're working on technology. If anything, we've all learned to be flexible with technology over the last couple of years.

**Sara Thorndike:** You ready? Great. I'm not sure that folks on Zoom could hear me before, but basically, what I was saying is I'm really going to try to cover the highlights of what's happened over the last multiple months with the budget.

I'm sure you have plenty of questions, I'm happy to answer those today, but I'm also happy to answer them if you just reach out anytime as well. On the next slide, I always like to start by framing our budget around President Bendapudi's budget priorities.

There are a couple of things that are key that we are trying to achieve. One is our priority for access and affordability. This is going to be a focus on enrollment management. As Neeli mentioned, we've hired a new VP for enrollment management to help us with that.

We've had quite a decline at the Commonwealth Campuses, and we have a lot of opportunity if that enrollment recovers. We also want to be very thoughtful about what we charge our students so that we don't out price ourselves and make access impossible for students who just can't afford, frankly, the really high price point we already are at.

We also wanted to be very sensitive to particularly our low and middle-income students. What you're going to see in a couple of slides is, even though we did do quite a large tuition increase, we were very mindful to make sure that we, back to that up with intentional financial aid to keep are low and middle-income families at the same net price for this next year.

We also know that we need to invest in our employees, and our faculty, and our staff. We're doing a comp modernization study. We're bench marking positions, and we know that we're going to need to identify funding in order to make sure that we can offer competitive salaries to retain talent.

You could go to the next slide, please. There are several steps that we're taking, and I will readily admit it at the very beginning of this, it's a very aggressive timeline. It really is an aggressive timeline out of necessity because we are operating in a budget deficit.

The Board has told us we have to get out of this deficit, and so there are a number of things we need to do to get our house in order. Normally, this process might take years to get done. Frankly, Penn State, as I understand it has been talking about many of these things for quite some time.

Now we're really working to get this done as quickly and as orderly as possible, and with a ton of communications. I've really, really appreciated Shelli's partnership as we've been talking over the last couple of months about our budget.

As Neeli mentioned, the budget responsibilities did move to my position in the late spring. They used to be in this office about 10 years ago and had moved at that time. It's not uncommon at all for the budget functions to be with the CFO, and it is essential, absolutely essential that there is a really, really strong partnership with the provost.

I appreciated working with Nick, I appreciate working with Justin, and there's still a ton of autonomy that happens within the academic budget that is determined by the provost. I'm sure Justin to be happy to speak to that too, at any point in time.

We really want to have a clear, and accurate, and transparent, and timely communication. If you get to spend a little bit of time with me, which I hope you do, you'll find that I'm very direct, open, and transparent.

I really want you to feel like you have the information you need so you have a better sense of the challenges that are before us, because frankly, it's going to take all of us to overcome the challenges that we have.

We're doing more communications with the Board, more communications with president's council, more communications with the Academic leadership council, department heads and chairs. I visited many individual units.

I'm hoping you'll have me back on a regular basis so that I can keep you up to speed and can answer your questions, and the same thing with a staff advisory council. You could go to the next slide, please.

Improving our financial reporting, our planning, and our accountability are all critical as we move into this fiscal year and frankly, the next several fiscal years. We have hired a consultant from the National Association of College and University Business Officers.

They have a consulting wing that basically takes individuals who typically have retired from higher ed that are either in some kind of Chief Budget role, Chief Financial role, or some other equivalent position to help us think through our budget model.

He's just been a great resource to a group of us that includes Shelli and myself and Justin, and others to help us think through our budget model. That budget working group, which was appointed by Neeli, includes two deans, both Tracy and Marie, Chancellor Margo, Justin, Shelli.

We have John Chest Lock, he's great, he works in the College of Education. This is what he does, he studies higher ed, and how it's financed, and he's been a great contributor for us as well, and he can be a resource to you also, myself, our Senior Vice President Chief of Staff, our Senior Vice President of Research, Kelly Austin, our Vice President of Commonwealth Campuses, the Staff Advisory Council Chair, OPAIR is with us.

From a data perspective, we have folks from budget and finance and change management. This group meets every Thursday for two hours, and often it goes longer because I usually don't let us end until we get to some decision points.

We have been spending a lot of time working together to design a new budget allocation model. This is a Herculean task. A kind of joke, but it's somewhat serious that our current budget allocation model may have come from 1855.

We really don't know exactly how it was derived, it's an incremental budget. It started with some purpose and over time, it's just add a little bit of money typically added to it, not taken from it, but it really has not been adjusted as enrollments have changed or research has changed or other important priorities for us have changed.

This budget working group is using a document from EAB, which I'm sure if you haven't seen it yet, we'd be more than happy to share with you. Not as a Bible, not as a rule book, but as a guideline to help us think through 13 decision points that are important as we think about what a new budget allocation model might look like.

This is super important because it's what determines based budget allocations for our colleges and for all of our administrative units. We're really working through these decision points. We've gotten through about half of them, and it is hard work because frankly, one size fits one.

There is not a one size that fits all, and we're so different, even with the advice of an approval consultant and all the EAB thoughts about how other institutions do things, we are Penn State, we are unique, and so we're trying to take all of that into account as well.

We need to finish this work by Thanksgiving. It's a huge lift. But we really need to do that because we need to give your financial officers in your budget executives several months to absorb the information they're receiving and think about how it affects their college and their units so that we can then have a conversation with them in the spring.

Sometimes in the past those conversations went even beyond the point where we took the budgets to the Board, and that's just not a good practice. We really want to have plenty of time in the spring to have a conversation about what the fiscal year '24 and '25 budgets are going to look like.

Why are we doing two years? We're doing two years because right now we don't know what general salary increases are, and more importantly, we don't know what tuition rates are until just a couple of weeks before the students get here.

We can't approve them in the spring because of the way we work with the legislature, you can't get ahead of the legislature. But we really believe in talking with our government relations office that if we get a whole year ahead of the cycle, we actually can go ahead and set our tuition rates a year ahead.

Much better for planning, much better for our students, that way they know what they're paying when they come in. This first cycle, we're going to approve budgets for fiscal year '24 and '25. A lot of work to do, there going to be multi-fund budgets, meaning it won't just be general funds, it'll be all your restricted funds and any other funds you receive so we really can see the full financial landscape of where we are.

Again, it'll be at least over those two years, but we'll probably do a whole five like we did this year, we had a good practice run, so we really can project and plan appropriately. What we do know is that we have to get to a balanced budget by summer of 2025. You could go to the next slide, please.

Let me just talk a little bit about our finances before I tell you where we're at from a budget perspective right now. We have a healthy balance sheet, so from a ratings perspective, from a Moody's and Standard and Poor's perspective, we're in good shape.

But frankly, we're in good shape a lot because of the endowment, and in the endowment is restricted. We can never, ever, ever spend a dollar that's given to us in an endowment. Even though we've got billions in there, they can only be used for the purposes that the donors set forward, and it's only the income off of what the endowment earns.

We're very, very appreciative of those funds, and they give us a healthy balance sheet, but they aren't great for our operating budget. The other piece that's really good for us from a balance sheet perspective is having diverse revenues like all of our research and having Penn State Health.

But again, the reality is, those aren't monies that come in from a day-to-day operations perspective and give us very much flexibility. You may be saying, "This is the first time I'm hearing about this, I don't understand where this is coming from. Where are these budget challenges originating from?"

We have had enrollment declines. The Commonwealth Campuses in the last five years, we've gone down 20 percent. It was hard to know whether that was temporary or permanent, how much of it was related to COVID. I think a lot of it is related to demographic changes, but we are one Penn State, and because of that, we really rely a lot on the overall tuition of all units, and so it's been challenging having enrollment declines.

We have lots of capacity at our campuses, they are gems, jewels for us. Hopefully we can adjust our strategy, and help people see what great value they are for potential students and have more of those seats filled in optimized where we're at at University Park as well so that overall enrollments can increase.

We've had flat appropriations with the Commonwealth for the last several years, but the reality is, our state funding is lower now than it was in year 2010, 2011. We haven't had State funding go up since then.

That is amazing when you think about the fact that the biggest buckets of money for us, our tuition and state funds and both are down, and both are sub inflation. It makes it really difficult for us to do anything even like a reoccurring general salary increase.

It's very challenging just on the operating side. We've also had tremendous COVID related losses. We spent about \$100 million on the expense side. But when you count for the lost revenues in addition to the expenses, net of what we got from the federal government, it cost us about \$400 million.

The reserves that we had, much of it went to respond to COVID, that's affected the capital plan. It's affected our reserves. It's affected how much flexibility we have when we have operating deficits. You may be saying, okay, but we had this great capital campaign, completely true.

Wonderful capital campaign. We raised more than two billion dollars. Ninety-nine percent of it was restricted. I can't use restricted funds to fix broken windows, to replace carpet, to pay staff, faculty. It really doesn't give us a lot of room for our operating budget.

You all know, labor is really tight right now. Wages are high, people have high expectations. Inflation is going up. Goods, services, farm equipment, food, anything you can think of is costing us more. I just heard that our IT contracts are projected at 45-60 percent next year.

Our utilities are going up another four million dollars next year. Those are the expenses. If I don't have new revenues coming in, that we've got to figure out how to cover by redistributing the expenses and that's really a tough environment to be in.

Next slide, please. As I mentioned, we did do it. Tuition fee increase. We did not take this lightly. These are higher tuition increases than we have done in quite some time. We've only done two tuition increases in the last five years.

We did do more University Park because frankly the demand is higher at University Park. Again, I mentioned we have all these empty seats at the Commonwealth Campuses. We didn't want to out price ourselves, so we made a point to provide differentiated tuition increases.

Next slide, please. But what we did is we made a point to put access and affordability as a priority. This came right from Neeli. She said, If we're going to increase tuition, it cannot hurt are low and middle-income families.

In the US and in Pennsylvania, the median income is between 67 and \$63,000. We said any family that has a family income of 75,000 or less would not pay any more in tuition, we realized 75,000 is still a low



number, we realize it's different if you're a family of five versus a family of one. But we needed to pick something, and we wanted to make sure that at least we were hitting the median household income.

We invested of that tuition increase, \$14 million of it to keep those families at the same net price. We also put another \$25 million into financial aid to permanently fund the Provost Awards, which are extremely important.

It's a form of financial aid that we'd been giving out for four years, but funding one year at a time because we didn't have the permanent money to fund it. I'm finding frankly that we have a lot of that right now, so we're trying to figure out how to provide permanent funding, reoccurring money for expenses that we've made commitments to.

Next slide, please. I realized this is really small and hopefully people can get copies of it so you can see the numbers. But what I want to point out to you is what the Board approved for a budget for the year we just finished was a loss of 166 million.

We're going to come in at a loss of 119. That's before Penn College, they have their own reserves to cover their losses. They are consolidated with us, but they don't use our cash. Our fiscal year '23 budget is 140 million.

What we originally got from the units for requests back in May, this number was 240 million. Everybody worked extremely hard over the summer to figure out how to get that number down by almost \$100 million.

We have made significant strides about 30 million of it came from central Changes. For example, our fundraising offices are now being funded off the endowment because remember I mentioned 99 percent of what we raise goes into restricted funds, it makes sense that that office is not funded off a tuition and state appropriations.

We're not saving money, but we are helping the general fund. We also went back, and we were able to save some money on insurance. We had some increases in F&A. But we also then went to the units instead, we just can't afford to do everything that you asked for.

We delayed capital projects, we delayed spending. We did the strategic hiring freeze. We've taken a number of steps in order to get what was it \$240 million request down to 140. We've got to get this number down to zero by summer of 2025.

If you could go to the final slide, please. What we're doing is looking at ways to increase our revenues, enrollments. Again, key, the new VP of Enrollment Management. He's not going to be our hero, but he's going to be a critical player to help us as we think about how to increase our enrollments.

Our state appropriations, we're going big this year. If you watch the Board meeting next week, you're going to see that we are way underfunded state appropriations per student. We get about \$5,600 in state appropriations per student, we double that and give more than 13,000 between the difference between our resident's students and our non-resident students.

At 5,600, we are the lowest within Pennsylvania, and Pennsylvania is 47th out of 50 in the nation. If you do that math, we are way under funded from a state perspective. We're asking them to match just what Temple gets.

You may say, well, we're better than Temple. Many of us thinks so, but that's a \$115 million more a year just to get to what Temple gets per student. Will we get it, don't know. But we're going to try and we're going to lobby and we're going to work really hard to get more in state appropriations.

We're also going to try to raise unrestricted gifts. It's not easy. People don't typically like to give or just whatever we want to use it for, but we're going to try. We also have new initiatives like a corporate sponsorship, which arrangement which you all may have gotten some emails with my name on them, we're trying to think of other ways to optimize revenues by using corporate partners and other partners to help us think about how we can raise money without doing it through tuition are relying on the state.

Again, many other resource optimization and monetization efforts will be looking at does it make sense to keep doing what we're doing, or are there better ways to keep our cost of attendance down?

We're trying to decrease our expenses. The strategic hiring freeze has been really important for us to slow spending down, so that we have some runway to think about how we might be able to redistribute expenses.

Again, we know we need to fund a general salary increase next year. We know expenses are continuing to go up. We know we've got comp modernization. How can we make our existing dollars go as far as possible?

You hopefully heard about the health care plan. I spent about nine months with a great group of people negotiating that contract. Not only will it provide better health care, I truly believe in my heart as a consumer to our employees and provide a great value.

It's also going to save us \$130 million. Now, during that same three years, our health care expenses are projected to go up more than 40. It's still only going to save us about \$20 million a year because it's a three-year contract.

But it's \$20 million. We don't have to save elsewhere while we're still getting great service for health care plan and we have not increased our employee health care costs in five years, our health care costs have gone up a lot in five years.

We really are trying, even though we can't give large salary increases, we're really trying to continue to provide great benefits for our employees. We're re-looking at insurance were re-looking at our capital projects and we're re-looking at this new budget allocation model.

We're trying to hit it from all cylinders. I can't do this by myself. There has been an army of people around me who I am so, so very grateful for and all the collaboration and communication with folks like Shelli and Justin and others who have just been so critical in these efforts.

Again, really appreciate the engagement and the opportunity to talk with you about them and to answer your questions. Neeli, I defer back to you. I'm finished.

**President Bendapudi:** Thank you very much, Sara. First of all, everybody please say thank you. To the financial officers, the budget officers. They've all been working very hard. We appreciate the good work. The most important thing is for all of us to have access to the same information.

As long as we agree on the facts, we can have very different opinions. It's taken us a while, but I really applaud what Sara and the whole team working with Justin as our Provost, our deans, our chancellor, Kelly Austin.

Slowly but surely, we're getting to agreement on Establishing common vernacular, common ways of sharing information. I want to especially thank Shelli Stine for being on that small groups so that there's as much transparency for Senate as possible on what the realities are and what we are trying to do.

**Chair Stine:** I think we're going to start with I know that Cindy has had her hand raised for a while. If you could please, when you are called on, remember your name and your unit, but also let us know who you are directing your questions to, either Neeli or to Sara. Cindy.

**Cynthia Simmons, College of Communications:** Cynthia Simmons, Bellisario College of Communications, UP. First on a personal note, there were many of us in the Faculty Senate who pushed hard to have a woman considered for this job against jaw dropping opposition or statements that there were no qualified women.

Clearly, there were. Thank you for coming here. My question is actually from Michelle Rodino Casino, who is the president of AAUP. For those who don't remember, our Chapter of AAUP was reactivated here about seven years ago, when women who wanted to use the Penn State Insurance were required to state whether or not they intended to become pregnant.

That is a recent history that is disturbing to those of us who value women's contribution and privacy. I'm going to read this question from Michelle. Given that our audited financial statement for 2021 shows that our operating revenue was a half billion more than our operating expenses.

She says that's page 2-3, and a reported loss of 200 million still leaves us with 300 million. Page 9 of the document shows that Penn State has five billion in unrestricted funds, not donor restricted, and not in buildings.

She asks, in the interest of transparency, can Penn State administration please recognize the significant surplus and our financial strength? Sara or Neeli, either one of you.

**President Bendapudi:** Thank you for the question. I will ask Sara to address that.

**Sara Thorndike:** I need to look at the financial statements to tie back to the exact dollar. But what I can tell you is when audit and perspective, reverberation stand back here.

**President Bendapudi:** Would everybody mute yourself and see if that helps?

**Sara Thorndike:** Is that better? From an audited financial perspective, that's very different available cash and there are also assets that are considered unrestricted that again, are still not available for us from an operating perspective.

We started this year with about a billion dollars and operating carry forward. Based on our current spend, we are expecting that by the end of next year, that's down to about 300 million. For an institution that has an \$8.4 billion annual operating budget, that is practically nothing.

So part of what you also might be seeing in the unrestricted, I'd have to dissect it to look at the financial statements could be other money that's already been committed for things like capital projects that are in process, it could be for our retirement plan, we have to make State retirement contributions.

It could be unrealized gains on our investment that in the last few months have decreased substantially, so there are a lot of fact. I'm a CPA myself, there are a lot of factors that go into audited financial reports versus an operating budget.

Again, I'd be more than happy to sit down and look at the numbers with anybody who has questions.

**President Bendapudi:** I would strongly, again, we could do a whole session on that or answer questions for individuals. I wish that we didn't have this financial situation. I will just tell you that I would much rather be in a different situation, but we are where we are, but I'd be confident we'll get past this.

**Chair Stine:** I think we have a question in the back.

**Daniel Perkin, College of Agricultural Sciences:** Hi, it's Daniel Perkins, College of Ag Sciences. My question is, as the nation's second oldest land grant university, what are we going to do to help our legislators understand what that means? Because it's embarrassing to say we're in the bottom 10 of state funding for the land grant university of this Commonwealth.

I really hope we figure out a way to make that clear. It's more than agriculture. It's about a mission of Outreach, and I really think we aren't using that to the way we should.

**President Bendapudi:** Thank you. I am trying my level best. Many of you may have seen to talk about how the Land-Grant Mission is about access and affordability. How we are the only land-grant university for Pennsylvania, and how critical we are to economic development.

We're trying, as Sara mentioned, let us see what we will do for the past 60 years or so, us and Temple and Pitt, we're all my understanding is given the same allocation we kept growing and they have not.

What is happening for us is that we are now not only is Pennsylvania overall 47 or 50 states for higher education, Penn State gets the least amount of funding per Pennsylvania student compared to the PASSHE system, compared to Temple, compared to Pitt.

We're not saying they shouldn't get the support they do, but we are trying to do a better job. So, stay tuned. We're having lots of discussions with the Board and internally, and I think we should take a little more aggressive posture.

It won't change overnight and do stay tuned because we're going to come back to you once the Board says we can go ahead with this, we need everybody to lobby. Zach Moore will send the information.

We need to really communicate the tremendous value we provide, especially with our Commonwealth Campuses.

**Chair Stine:** There's another hand up online.

**Cynthia Simmons:** Josh, can you see with that?

**Chair Stine:** Alok.

**Alok Sinha, College of Engineering:** I'm Alok Sinha from College of Engineering. This question is for our President Bendapudi. Starting you with the US News and World Report ranking came and we were ranked number 77. Not too long ago we were a top 50 school in that ranking, should that be a matter of concern for us?

**President Bendapudi:** Rankings. It's a funny thing we like to say, it doesn't matter at all. But the reality is students, parents, alumni, donors do look at the rankings. However, as you hopefully saw in the communication that went out to you, there are all problems, particularly with US News and World Report methodology in this particular instance of how they calculated our overall rate.

For discipline specific rates they get peer review. What do your peers think about you? But for overall, some of the data they have, it's not apples to apples. They're looking at overall graduation rate as a system, whereas for Michigan, it could be Ann Arbor, for Ohio State, it would be Columbus. I hope that makes sense, and some of the issues there.

My candid answer is, when we have concerns about particular rankings, we should bring it to their attention. But we also need to be honest and say, it does matter to at least some segments of the population.

In this particular case, Professor Sinha, we're fairly confident that they changed the methodology from last year to this year in what they reported as our graduation rate, and that had some impact. I'm not saying it's completely attributed to that.

**Alok Sinha:** Thank you.

**Ann Taylor, College of Earth and Mineral Sciences:** Thank you. There we go. Taylor, Earth and Mineral Sciences, and for full disclosure, I'm an Assistant Dean for Distance Learning. You'll see why my question, I think Sara, probably—this is on but its maybe not picking up. Here we go.

Taylor, Earth and Mineral Sciences. Full disclosure Assistant Dean for Distance Learning, question for Sara. I also lead an institute within my college that is focused on just making sure that our instructors and our students have the best teaching and learning environments possible.

A really important source of revenue for all of our academic campuses and units is World Campus revenue. I wondered if you could speak to how that may or may not be factoring into the new budget model you're considering.

**Sara Thorndike:** Great question. It is critically important, and we actually had Renata Engel come talk to us as a budget working groups specifically to make sure that whatever decisions we're making, lift all votes and don't unintentionally create harm to anyone.

At this point, what we're evaluating is, do we think about treating World Campus income similar to resident instruction as far as how we allocate out the proceeds. Renata has been a tremendous partner for us as we're thinking about how to do that.

She's been extremely open-minded. We're still evaluating it, but World Campus is critically important. I'm a product of getting my doctorate in a hybrid mode, and so I'm a big fan. Frankly, if our demographics are getting smaller and the college age students, we have got to attract more of the non-traditional learners, that's where more growth in enrollment opportunities are.

I'm sure that will continue to be a great focus for us and then we'll help the finances as well. Thank you.

**Amit Sharma, College of Health and Human Development:** Thank you. Sharma, HHD. This question is for Sara. Thank you for your presentation. I have a question about the Budget Working Group. One of the stakeholders that you had identified for the Department Heads and School Directors.

Can you talk about the approach that you're using to get their input given that they are on the ground dealing with budgets all the time?

**Sara Thorndike:** Yeah. No, that's a great question. I always welcome opportunities to engage more particularly now that we're back into the fall session. I think part of it is getting opportunities again for you all to help me make those connections.

I've been talking regularly with the deans at ALC as well, and the Chancellors to see what opportunities we can have to meet with those departments as well. It's extremely important because there's a lot of rumors and things that float around that people don't understand and the best way to manage that is by just having face-to-face conversations.

I actually have a conversation with a faculty member after Faculty Senate today, in Economics, who has just some questions so please reach out to me so that we can make those connection points because I'm more than happy to do it.

We've done it with the staff as well and frankly, I have a little bit more closeness to the staff just because of my role, so I've been meeting more with them, but please invite me to come out and I will be there. Thank you. That's okay. I'm going to do it.

**President Bendapudi:** Sara, when you talk to the FOs, we need to make sure to be enforced for them to go back to the department chairs and center directors as well.

**Sara Thorndike:** Great point. Absolutely.

**Justin Schwartz, Interim Executive Vice President and Provost:** [inaudible].

**Sara Thorndike:** I was just saying Tracy, Dean Lynn Kilde was in the department as a Department Head before she was Dean and she's extremely active in the group which we're very grateful for.

**Kathy Bieschke, Vice Provost for Faculty Affairs:** Sara, this is Kathy Bieschke, VPFA.

**Sara Thorndike:** I get you.

**Kathy Bieschke:** We meet with the academic unit heads monthly in my office, dean department heads, school directors, DAAs, division heads. So, we would like to invite you to come and meet with us. If that would work out.

**Sara Thorndike:** Love it outward.

**Kathy Bieschke:** Great. Thank you.

**Sara Thorndike:** I'm and I'm counting on all of you to share what you've learned today too, because I'm only one person and if you all can help share it, that will get it even further out as well. Thank you.

**Chair Stine:** Agnes, we're going give you the last question in this round?

**Agnes Kim, Penn State Scranton:** No pressure. I did walk in late, so I hope I'm not repeating any questions. My apologies if that's the case, you can just tell me. I'm Agnes Kim at the Scranton Campus. I believe there's a question for Dr. Bendapudi.

For the second year in a row now, we've had flat salary increases where everyone gets the same. I'm on Faculty. That's just my knowledge, I'm faculty. We got all the same pay raise, so we're happy we get a pay raise, but it's the same for everyone, and that's the second year in a row.

Now, of course, last year, we were in the middle of the shutdowns and there was this was to address and inequity issue. That was my understanding. This year, I don't have an understanding because nothing was communicated that I saw.

I guess I have two questions this one do you have any insights as to the logic and I know it comes out of the Board of Trustees. But you have any insights on that and also any thoughts maybe?

**President Bendapudi:** Sure. I cannot tell you that. There are two things that I wanted to share. One is that the Board hasn't passed our budget as you know, it was "hey, you need to come back. this is unacceptable with \$245 million, so we are going to be working on it," and then it's September a couple of weeks, we get it approved.

We really went to bat thinking that our faculty and staff are also facing huge inflationary burdens, so that's why we asked for the tuition increase and for salary adjustment. Hopefully, Agnes, as we take control of our financial situation, we still are facing quite a challenge.

The 140 million that we need to address over the next couple of years and bring it down to zero. Certainly, the goal is to recruit and retain so that we have some merit-based recognition as well. We'll have to figure out a way to do it so that it's a three-year rolling average of your performance or something, so that if you've got an exceptional or great, it just doesn't go away.

I just also want to say that we'll come back to you on the ask about the financial statements. Again, Sara has had this for four months and I'm literally in month five on the job, we will come back to you.

Let's give each other a little bit of grace and I promised you we are sharing it with ALC, with FOs, everybody is saying the same information. As we get closer, we'll hopefully get to that point, Agnes.

**Chair Stine:** I lied. We're going to do one more question.

**Paul Frisch, Penn State Scranton:** Thank you, Chair Stine. Paul Frisch, Scranton also, that's just coincidence. This is not about the budget. A faculty member on my campus asked me to bring this subject up and it's the subject of harassment against faculty on university campuses.

To give you some background of why I'm bringing this up, he's been a faculty member for about 18 years prior to that, he was a Marine Corps Major for 12 years. So, we're not talking about someone who's brand new.

In September 2021, a former student contacted him about a simple question and he answered it, and since then, he got over 4,000 threatening and vile emails from this person. Every time that he tried to get any help from the University, he was met with the answers of, "I don't know. We don't know. We can't help you."

He got this from general counsel, saying, "I understand where you're going through, but we can't help you." My Chancellor talked to another General Council member and who told him, "Well, I've gotten threatening emails also." Like that matters.

At one point in October, after six weeks of getting emails, he got the former student banned from our campus. But it was not until May of '21 that they actually gave him a picture of who this person is because they kept saying, "we couldn't get you one."

All of our campus police are now replaced. We don't know if our campus knows that this person is banned from our campus. No one on our campus knew about this. The picture he got was about 15 years old.

This student, former student was upset at University, not him. It wasn't an individual issue. It was a university issue. He just was the target of it. This is not the only types of harassment that faculty are getting.

I've heard stories of another faculty member who was getting sexual harassment by an Adjunct. The campus almost hired the Adjunct full-time, until she basically sent an email saying if this person is hired, I will quit very loudly.

That Adjunct did not get the job, but then was invited back to campus for about two years to give guests speeches because, well, they're a good speaker. I've heard other instances of faculty being harassed by students in class because I always get an A. Why am I not getting an A here?

In campus administrators then side with the harasser and then report the Faculty to HR, who then get punished. Obviously, this all happened under the past administration. I wish they were here to hear this. But how will your administration deal with faculty that are harassed?

Because right now it seems that the University position is, we don't care if you're getting harassed. We're going to side with the harasser, not the harassee. If the University's position overall is that we're not going to help, can we get that in writing so that faculty know what our rights are and what the University is going to do to help us if we are being harassed because we are doing our job? Thank you.

**President Bendapudi:** Hi. First of all, I'm so sorry. That sounds like a horrific experience for anyone. But one of the things I have learned is personal matters like this, I really don't have enough context to answer. I know it's not okay. If you wouldn't mind, let me do some research into this.

I'll ask Kelly Austin to look into this, our Vice President for Commonwealth Campuses to work with Justin Schwartz, our Provost, and if I could get back to you on this, would that be okay?

**Paul Frisch:** Yes. Here we go.

**President Bendapudi:** Who should I reach out to? Or sorry, I didn't catch your name.

**Paul Frisch:** No, its okay. I'm at the Scranton campus. You can reach out to me at PUF3.

**President Bendapudi:** Or through your Chair Chancellor, maybe.

**Paul Frisch:** If you want to do with Dr. Wafa, my Chancellor, you could also do with him. He knows a lot of this stuff.

**President Bendapudi:** He probably knows who the faculty member is?

**Paul Frisch:** Yes.

**President Bendapudi:** That would be best, because let's ideally follow up and learn more. That's serving to say the least.

**Chair Stine:** Thank you, Neeli. At this time, I would like to recognize our new Provost, Justin Schwartz. Justin.



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## COMMENTS BY THE EXECUTIVE VICE PRESIDENT AND PROVOST OF THE UNIVERSITY

**Provost Schwartz:** Good afternoon. Thank you, Chair Stine. I learned already one of the difficult parts of this job is I always come after Neeli, and that's never ideal case. She mentioned that she is in Month 5, while I'm in Week 5 after serving here for five years.

I will say that while I've been here five years, there's a lot of familiarity, but I'm looking at this position as taking a look at everything through this new lens. I am of course in Week 5, so still learning quite a bit and I appreciate all the interactions I've had with so many people already.

I can say this with clarity, that I strongly show Neeli's optimism or Penn State's future. We are dealing with some challenges as Sara discussed. But I think at the core of the University is the faculty and because our core is our faculty, we are extremely strong, and our future is very strong and bright.

I'm excited to be in this role and I'm very happy to be working with Neeli to help move us forward. Both of us share an attitude that leadership roles in a university are really service and support positions, and so my number one goal is to support the faculty in pursuing our mission and vision of advancing our students, our research, and our service and outreach.

I am a very strong believer in shared governance. I'm going to keep these comments brief and then be happy to take questions, but I didn't want to take a moment, introduce myself in a way similar to that I did it at Senate Council.

I'm a strong believer in shared governance because I come from literally a lifetime of existence within academia. My mother was a faculty member, Special Education was her specialty, and my stepfather was a Penn State PhD in Psychology and Career Academic.

My father was an engineering professor, so between the four of us, I did the math today and maybe gasped. Between the four of us we literally have 100 years of service as faculty at universities. It would be in four different colleges here at Penn State.

I grew up in a household that while my parents certainly did not believe in shared governance in terms of the things my sister and I hoped would be shared. They definitely imbued in us the important role that, the key role that faculty play in a university environment.

In that context, I really do look forward to working with and engaging with all of you as much as possible. I have already started planning campus visits. I know that Nick did campus visits every year in the spring.

I didn't want to wait that long, so I have a couple already scheduled for the fall and we'll continue with that important tradition of visiting the campuses annually. I've also started in more informal approach of interacting with faculty as much as possible.

I will be meeting monthly with groups of UP faculty and campus faculty, tenure line and non-tenure line. What I'm telling the faculty that I'll be meeting with is that I expect them to come with the Agenda and I expect them to do most of the talking.

This is intended to be an opportunity for me to hear from them, not for me to simply tell them things that are happening from the previous perspective and so I'm looking forward, I think the first one is, I think next week. I put the groups together in strategic ways.

This semester I'm starting with a group of tenure-track assistance of UP as well as a group of faculty via Zoom tenure line from the campuses, as well as a group of non-tenure line from the campuses, and then I'm looking also on how to get more contact with the non-tenure line at UP as well.

I also view our Evan Pugh Faculty, the other end of the experience demographic as being a critical team of faculty resource on campus. I think in the past, they were brought together maybe monthly or so of every semester, more on a social basis.

What they're going to learn at our first launch is that I'm actually going to be expecting them to serve in another capacity of advisory and advisory role to me were again, I'll be asking them to bring forward the issues that they see from their perspective as faculty as well.

My view is that we are one faculty, but we are one very heterogeneous faculty in terms of discipline, in terms of geography, in terms of levels of experience, in terms of being non tenure track, research focused, teaching focused.

We have so many faculty who are all contributing to our mission that I need to have as many points of contact with as many faculty as I can to truly fully understand what's happening within our university.

If there are groups that are missing as I build out these engagement efforts, please feel free to reach out and remind me, we are a big, complicated university. Five years as Dean of one college does not give me the basis to be able to identify every group that I need to engage with.

I'm counting on you to politely point out where maybe there are gaps in the spectrum of people that I'm interacting. One other thing that I'll mention that I've started, and then I'm happy to take whatever questions are on your mind.

I think one of the important things that leadership needs to do at every level is set the standard for expectations and culture within the unit. In engineering, it's not uncommon for large companies to want to have a safety culture, and so many large corporations, Exxon, Mobil, Eastman, every leadership meeting begins with about a five-minute discussion on some topic related to safety.

It could be safety at home. It could be safety while driving, it could be safety in the laboratory. You can let your fear go. I'm not going to start every meeting with you talking about safety. I do hope you are all doing things safely, but the idea here is that by talking about something briefly every time amongst leadership, you set the stage, you set the standard that, that is a cultural expectation within that organization.

I've already started the habit, and this will continue as long as I'm in this role. Any leadership meeting, I chair, which includes ALC and CADs and others, we'll start with a five-minute equity moment. We've been doing this already for about a month.

So far, I've been demonstrating it and bringing the equity moment topic to the group, but I've also shared with them the expectation that at some point, other members of ALC or cards or others, will let me know in advance that, hey, I'd like to do the equity moment for this meeting, here's the topic and here's what we're going to talk about.

This week, we talked about issues related to equal pay. As there's huge pay gaps based on gender and based on race around the globe. That was a topic we spoke of this week. We've previously spoken about the history of slavery in the US and recognize that how the slave rebellion led to the Haitian Revolution a couple of 100 years ago.

But how we still have on this planet, amongst our species, issues regarding slavery and treatment of people. These are two examples, but this will continue. It's not confined to any one particular type of demographic.

The core meaning here is that we should talk about all issues that relate to equity. With that, I'm happy to take questions from the floor or from the screen.

**Elana Farace, College of Medicine:** Hi. Farace, from College of Medicine. Is this on? I'm just thinking about equity and also thinking about all the budget challenges that we've heard about. I've three kids in college, two at Penn State.

I was thrilled with a 2.5 percent pay raise. I was disappointed with a five percent tuition raise within my family. I hear as moving forward, the decision that, this is a problem for families with multiple children.

I just want to raise that it's also in the setting of the FAFSA changing to where it used to be that the EFC, the amount you're supposed to be able to contribute to college was divided between the number of children you had in college and now it is not, so both at the federal level and at the Penn State level, it's been a challenge.

My three kids all had to get FEA grants in order to go to college, only as an adult or as a parent, you can only take out one FEA alone. I took out one for, I guess my favorite child and then my husband countersigned one for another one and we had to go to my 83 year-old grandfather who lives in a retirement village for kid number 3.

My story is not at all unique. It all came ahead in the same week or two. I want the the fact that the family data is that, particularly with blended families, the number of kids particularly who overlap in age are increasing and so a tuition raise is not actually something it's support of 2.5 percent salary raise.

**Provost Schwartz:** As Number 5 of 6 from a blended family, I hope you chose the favorite wisely. I will tell you that and I can't speak to the specific details without getting more into the understanding the whole process, but I will say that the conversation of affordability is not one that's occasional, but it really is a bedrock of every conversation.

Sara made reference to the budget allocation working group and really the themes that come up resoundingly over and over again are affordability, equity, and interdisciplinarity is really the third.

When Neeli talks about access and affordability, I can tell you from my five weeks that this is something that she talks about all the time with every audience. Hopefully, we're moving in a direction that the tuition increases are not often.

I think this was the first one we had in a number of years and hopefully the last one will have for a number of years. Minor in eighth grade and high school right now. I know who my favorite would be, but I won't say publicly. There's a question here about.

**Chair Stine:** Rose?

**Rosemary Jolly, Collage of the Liberal Arts:** Hi, Am I muted? Can you hear me?

**Chair Stine:** Yes, we can hear you now.

**Rosemary Jolly:** Great. It's Rosemary Jolly, College of the Liberal Arts. I have two quick questions. The first is, there obviously has been some transitioning in terms of budgetary, I know that there's a new budget framework coming down sometimes towards thanksgiving, so I understand that.

I think that there has been a change where the former Provost was at the head of the budget, and now there have been changes in who is leading that budgetary process.

To put it bluntly, I think there is some concern, including by me, of the fact that we really want an academic officer such as the Provost in charge of the budget and will that go back to the Provost office in the way that it did before?

If it does not, how will that affect hiring a permanent Provost, no matter who that person may be? That's question number 1. Question number 2, when Bonj Szczygiel was Chair of Senate, she put forward the idea of a Budgetary Advisory Committee in the same way that there's a Faculty Advisory Committee.

Both sides picked members of that committee. I happen to be one of them. Then that committee never met because of changes in the transition. When you ask what other factors or what other groups it might be good to engage, even if I'm not included, although I would hope to be.

I think that it was a very good idea to have an Advisory Committee for the budget process from Senate that was going to work in the same way as Advisory Committee to the President. That is to ensure advice for confidentiality as is appropriate to a budget.

Those are my two questions. I hope they were clear. Thank you.

**Provost Schwartz:** Thank you. Yes. I'm going to ask Neeli, maybe I can refer the first question to her.

**President Bendapudi:** Absolutely. Then you have to excuse me. I have a three o'clock with another group for 15 minutes and then I'll come back and join you all. Rosemary, you raised a very good question. I want to tell you that in any good institution, you want one person to really see the entire financial picture, that's the CFO.

Just to elaborate for you, the CFO is not in charge of any hiring for academics. That is what the Provost does as the Chief Academic Officer. Just so you know, I too talk about--I'm the daughter of academics, I'm a faculty member, I'm married to a faculty member, my sister, brother-in-law—I am an academic. I get this, but just so you know, I will not be going back to the CFO not being the one that sees the entire budget.

I'll give you two reasons for that. One, the President's Council meets every week. It's a group of about 20 people. At our retreat, I asked how many of them knew that last year that the Board had passed a budget of a \$167 million in deficit and only two people knew.

It's important to have one CFO that can really keep an eye on what's happening across. The CFO only had 30 percent, the Provost had 70 percent. I have full confidence, and Justin will tell you, no academic hire is approved or disapproved by somebody other than the Provost.

The only time it would come back is if Justin says yes to particular hires and we might say, where's the money, how are we going to do it? The academic side is always with the Provost. We are also an \$8.4 billion institution.

I want to be in a position as your president to get us to a place where we are able to invest in our faculty and staff. As for the idea of advisory groups, I will leave that to Justin. I do think it's incredibly important to tap into and amplify the message.

We're trying to create transparency where Sara's slides will be shared. What we tell the Board, what we tell the senate, what we tell staff is all uniformly shared. Justin, would you mind sharing who does the academic requests for hiring, which is a very real concern. You always want that to be the Provost.

**Provost Schwartz:** Yes, I'd be happy because I had that teed up in mind. Thank you, Neeli, for stepping in.

**President Bendapudi:** Thank you.

**Provost Schwartz:** Can you hear me? I'll go in the opposite order. I love the idea of a Faculty Budget Advisory Committee. I would love to see us put that together or back together. I'm sure Sara would welcome meeting jointly with that Committee on a regular basis.

I will tell you, I've known Sara since she joined and have enjoyed working with her from day 1. She has at no point ever tried to insert herself in Academic Affairs. In fact, I think if I asked her to, she would run. There is a strong partnership here.

Purely ironically, she and I had lunch, I don't know if it was January or February, so it was two or three months before she was asked to take the full lead on the budget and six or seven months before I stepped into this role.

We actually had a discussion about how should budget authority at a large university be and we were actually on the same page and just about every aspect of it. That conversation was fortuitous. I think from that perspective, I'm very confident working with her.

I'll give you an example. When the strategic hiring freeze came in, we knew that we had a large number of searches going on and recruitments going on particularly for non-tenure line faculty to meet the immediate demands of the fall semester, I was still in the transition period, fortunate as one could be to have Kathy Bieschke right down the hall.

She offered also to step in and play a role in this. Every one of those positions were submitted by the Deans through Kathy and me. Kathy reviewed them all. I approve every one of them, and Sara then approved every one of them as well.

There was no hesitancy whatsoever. That assessment was done by the Provost Office. For this year's tenure online searches which have launched in every college, the process was I asked each dean to submit their list of requests.

I asked them to rank order one through, however many they were asking for. The bigger colleges, my expectation was the dean would work with the department heads and put that list together.

In a couple of cases, I had to go back to deans and explain that we can't have 10 number ones and five number twos and call that priority. But sometimes deans need to have a back-and-forth. Those lists came in from the deans. I reviewed every one of them.

In some cases, I went back-and-forth with the dean a few times for clarity. In cases where there was an institute co-hire, I asked the dean to confirm that the cohere funds were still there because the institutes are going through their budget changes also.

Then I made the decision on which positions to approve. I made a very brief table just by college. How many requested and how many approved, how many were still in discussion because of the Institute money. I sent that note to Sara as an FYI.

I think on two of the 14 she asked me one or two quick questions. I responded. That was the end of it. There was no veto power or authority. There was a reference. When I asked her early on how we should do this, because this is new for all of us, her comment was that the academic responsibilities with the Provost and that her viewpoint was to trust the Provost Office to make these decisions.

These were purely academic conversations. Yes, we're in a budget situation where we, one, have a recurring deficit and, two, are going to new budget models. I had to have discussions with deans about what positions are critical to go forward right now, which ones maybe can wait a year, what would you do if you had to wait a year for that one? Are there other ways to address the needs?

We had to have those types of conversations. But the meat of the conversation was always, what is the academic need for your college to move forward and continue to support your students and advance your research and scholarship mission.

**Rosemary Jolly:** Thank you for the clarification. It might be preventative to say when we might expect, is the hiring freeze going to remain in place after the new budget model or do we not yet know?

**Provost Schwartz:** If I could just add some word of clarity, it's a strategic hiring freeze, not a total hiring freeze. The current plan is that it will go through this fiscal year. Next summer, we would expect it to end. The idea is being that we're going through these transitions and transformations in terms of budget allocations.

The goal is by having a two-year budget with the deans all know the budgets for their units, they can go ahead and make the decisions in terms of how they want to allocate the resources within the college.

**Rosemary Jolly:** Thank you. I think that clarification is extremely important in the sense of expectation. I appreciate the clarity. Thank you.

**Provost Schwartz:** Absolutely.

**Jennifer Nesbitt, Penn State York:** Jennifer Nesbitt, York. First, I want to thank you for your efforts at outreach to faculty across the University. I think this is a very important way to keep in touch with what the concerns of the faculty are.

But of course, as a faculty member, I always have something to complain about. I believe from what you said that you plan to consult with the Pugh professors on a regular basis. I will simply point out that those are all University Park based professors and that there is a group of distinguished professors at the Commonwealth Campuses and that they maybe should be added to that list so that we don't unwittingly replicate issues.

**Provost Schwartz:** I'm typing that now. Thank you very much.

**Martha Strickland, Penn State Harrisburg:** Martha Strickland, Penn State Harrisburg proud. We're a college, not a campus. I have two questions for you, one in light of what was just said and that question is related to decision-making. First, I want to appreciate what Jennifer just said, that are you tapping into all of the expertise of professors across the University?

For example, when health insurance decisions are made, when leadership decisions are made, when mentoring decisions are made, when budget decisions are made, are we leveraging all of our experts that are literally experts across the world on these topics?

I would suggest not yet. I would ask very sincerely that the expertise of our professors be tapped into. We have people that study higher ed financing, higher ed education, higher ed leadership. They sit on the sidelines. Please I would encourage that. But my question then is leadership.

You talked a lot about deans. I'm wondering what your mentorship, accountability, and transparency of decision-making related to their decision-making. You said you tap into and ask them questions about hiring. What is the transparency on their decision-making, and how are you mentoring that? Thank you.

**Provost Schwartz:** Thank you. I'll comment on your comment in terms of tapping into the resources. I wouldn't say we do some and we need to do quite a bit more. I will give Sara credit. I think she referred to the one faculty member who is an expert in higher ed budgeting.

In the health care decision, Dennis Coleman was also very involved. I tell people all the time that we have hundreds of the smartest people in the planet at Penn State in our faculty and we need to use them as a free consulting firm.

Well, not really free as the budget shows, but a very valuable consulting firm. Yes, I welcome that. I would just encourage everyone that we will often, hopefully not too often, but we will on occasion miss an opportunity to do that.

We rely on the Faculty Senate and others to point out when additional expertise can be inserted into a process, so thank you. The question of mentoring deans. The dean for the department heads the department, heads to Faculty.

One thing on the personal side, I'll say every time I've looked at new opportunities, and this is my fourth university, one looks at the University, one looks at the opportunity. But for me, I always ask myself if I take this new position, if I go into this new institution or internally, who will my mentor be?

Because I view mentoring as something that one should want to have throughout one's career and not until one reaches a certain level. In my conversations with the deans on a one-on-one basis and I mean with each of them monthly at the least, that is part of the conversation is, how are you working with your department heads?

When there's a challenge in a unit, what was the discussion with the department head so the department head doesn't just address whatever the challenge of situation is? But then all those situations become learning experiences for our leadership.

We talk often about not only how are we going to say address the budget long-term, but how are we going to use the budget model working group to help mentor and develop future leadership within the University.

We think about not only how do we, your first point, bringing expertise into a conversation, but also how do we bring in our up and coming leaders at all of these different levels into the conversation so they can both contribute, but also learn and expand their own experience base.

It is a challenge. I come from a large college and you come from a college and Campus because Harrisburg is both, if I'm not mistaken. We often had to have those conversations in a large college. How do we do mentorship at every level within the structure?

**Chair Stine:** Cat Rios.

**Catherine Anne Rios, Penn State Harrisburg:** Hey. Hi, Michele. Hi, I'm Catherine Rios at Penn State Harrisburg. I think my comment/question might be a nice transition from both Martha's and Jennifer's because you're talking about grappling with really tangible challenges like budget and structural tangible challenges.

But I want to address the issue of culture and as we talked about the disparities and salary and equity at the executive level, that's the result of a long and entrenched culture. My question is, there are a lot of faculty who've been buried in that culture for quite some time.

They may have been working towards supporting the strategic mission and vision of the University and striving for innovation. But being running up against barriers, cultural and institutional barriers that are the same issues that lead to these inequities in salary and other concrete things.

There's a lot of intangibles that actually is a symptom of. How will you work with faculty to bring some of those people back into perhaps what might be a new chapter in Penn State's culture?

I see big change in the upper-level leadership. What is your vision for that? How will you reach out to faculty that may be marginalized and disenfranchised in that culture that's led to some of these issues that you're having to grapple with?

**Provost Schwartz:** Thank you, Catherine. I mentioned earlier that the equity moment was focused on equity and pay and the impacts of both gender and race and demographics on pay distributions across disciplines.

What I said to them was not only, there's an awareness of situations in the US and around the world, but this is an opportunity for our leadership to both look at the pay distributions in their own units.

We have a dashboard thanks to OPAIR, where a unit leader can actually pull up a graphic that shows the salary for every individual faculty, and a chart set based on the x-axis is either a number of years at Penn State or years since receiving terminal degree.

Then there's different symbols used to differentiate visually by gender and by race. One, I've asked every dean to look through every unit, every department that's under them. One can very quickly see visually where the disparities are in that context, to look at that.

In the case of a college that maybe has a number of departments, to use that as an opportunity to work with their department head, look at it together, to mentor the department head as well, and do that assessment of are their clear gaps in your unit that could be attributed to gender or racial issues? To address them to try to level set where things could be.



Going back to combining these two questions from the great campus of Harrisburg, which is also a college. To use the opportunity to talk to the department heads about how to talk to their faculty.

I've been in cases where I've seen, not at this university, but in power positions where a faculty may have a large research group and there would be disparities in pay between grad students, male or female or domestic versus international or by race.

To use this conversation to talk to faculty about this. The other piece of this equation is in fact to talk to our students so that they recognize their value so that when they go to negotiate their first salary, their first position that they're aware of this trend across the globe and to value themselves appropriately and learn how to negotiate for themselves.

Because we know that a person's first salary can actually drive long-term tendencies in terms of their compensation for her life. I hope that helps answer your question. If there's other angles to it, please do follow up.

**Catherine Anne Rios:** That's one metric for an inequity, but another is just a much more insidious cultural climate that doesn't support equal opportunities towards innovation or contribution to the University. I'm not even talking about research and inequities and research money allocation.

But having opportunities to contribute towards the mission and strategic vision of the University and being an environment that may shut down certain populations and the Faculty more than others.

**Provost Schwartz:** That's a great comment. I hesitated to answer because I was actually typing a note to myself. We are having our academic leadership council retreat in just under two weeks. One of our main themes is going to be on the big topic of, all aspects of equity.

I'm typing this down now so that we can bring in this question. Because the goal of the entire retreat is how do we develop leadership in Penn State? We have four different topics that we're going to talk about.

But each is a long that theme of leadership development. The different ways that we think about and talk about equity. I'll describe what you said is equity of opportunity, if that's fair. Then we'll include that in the conversation. Thank you for bringing that forward.

**Catherine Anne Rios:** Thank you.

**Provost Schwartz:** I think he's been waiting for a while. Thank you for your patience, David.

**David Smith, Executive Director of the Division of Undergraduate Studies:** No worries. Thank you, Dr. Schwartz, for your comments this afternoon. Appreciate you being here and being a new leader for us as Provost. I'm David Smith, Division of Undergraduate Studies. A couple of comments that help perhaps think about the role of staff in really advancing the educational mission of the institution.

We talk a lot about equity and helping in that space, and I think we need to do more in terms of really academic advising for example. We're asking a lot of our advising community in the support of creating more equitable outcomes.

We're also in an environment of the strategic hiring freeze that makes it incredibly difficult to envision how we're going to move that forward and really create the capacity to support our students in the way that, I think, they really deserve.

I think the final comment is really just, in your invitation for others to listen to, I think that would be another really good group. Our policy in Academic Advising actually comes from the Faculty Senate, and so it squarely part of the educational mission of the institution that then, in part, falls to staff, but also a partnership with faculty who also serve as advising us or as advisors.

If there are ways to think about that, and perhaps, bring together a group that could give some insight as to some of the challenges that our students have, perhaps in navigating the curricular and other policies that we have as an institution, I think, this would be a good group to give insight on that. Thank you.

**Provost Schwartz:** Thank you. It's all noted. I will say that I mentioned with the earlier question that, in the transition on the initial phase of the strategic hiring freeze when we went through all of the non-tenure online faculty, the other category of hiring quests that was 100 percent approved was advisors, because the mindset was, we can't disturb students success.

But I take your point, and I will stand on my record as Dean in terms of engaging with advising, and I quoted that Faculty Senate report quite often to my predecessor in this role, because Engineering was short of advisors.

But your point is well taken, and I will absolutely recognize the need to engage discipline in undergrad studies advisors, because I do recognize that the advising discipline to discipline is quite difficult. I appreciate it. Thank you.

**Chair Stine:** [inaudible] Thank you, Justin.

**Provost Schwartz:** I appreciate it. Thank you all.

**Chair Stine:** Fair enough. Thank you all of you for your patience. I know that was much longer than we usually go, but I think that that was critical for us to have the chance to engage with our new President and our new Provost, and I think Sara's presentation was absolutely crucial.

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## FORENSIC BUSINESS

**Chair Stine:** Thanks to all of you, and thank you for your very thoughtful questions and participation. Forensic Business. We do not have any forensic discussions today.

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## UNFINISHED BUSINESS

**Chair Stine:** Unfinished Business. There are three reports presented at the April meeting that will now be discussed and voted on.

[inaudible] do we have Annie and Beth? We have three reports from the Senate Committee on Committees and Rules that are being considered together.

## **Revisions to Bylaws, Article III, Election to Senate**

### **Revision to Standing Rules, Article II, Section 6(a) Establishing Subcommittees**

### **Revisions to Standing Rules, Article I, Section 12(e) Tellers**

**Chair Stine:** The first report is a change to the Bylaws. It was presented in April and will be voted on today. Since the other two reports are related to the first report, the vote on the other two reports were also delayed.

Here to introduce the reports are Annie Taylor, Chair of Committees on Committees and Rules, and Beth Seymour, Chair of the Elections Subcommittee of CC&R. Sorry. The first report is, "Revisions to Bylaws, Article III, Election to Senate," found in Appendix B. Annie and Beth, do you have comments you would like to make?

**Ann Taylor:** Yes. Thanks everyone. We're happy to finally get to vote on this, I'm going to turn it immediately over to Beth, because Beth is the lead of our election's subgroup. This has been her hard work.

**Beth Seymour, Penn State Altoona:** Hi everybody. Actually, full kudos to the committee itself. For those of you who are continuing Senators and for those of you who are new Senators, just to explain this process a little bit, Bylaws have to be presented a meeting before they're voted on.

We consider these three pieces of package. One is in the Bylaws change, the other two are Standing Rules Changes. Those could have been voted on in April, but we held them so that we can vote on all three of these together, just reminding everyone of the rules.

What these do, let me just discuss all three of them together, the Bylaws changes, explain what the Elections Commission does. It has evolved over the 50 years that this document existed. This helps to give it more clarity as to what their role is.

Also clarifies that the role extends beyond just the Elections process, but also for our body, but also the census, which is where our membership comes from and how it's allocated, and also the extra Senatorial Elections.

It helps to pull all of that together in one more clear space. The other two, to help give the Elections Commission more accountability and structure, we're specifying membership in it more.

It has always been the Secretary of the Senate, but now it's also the Chair of CC&R, because they do a lot of this work anyway as well as the Parliamentarian. It can meet other members too if CC&R so decides, but that's the minimum membership. That's what that explains. It also explains, I don't know, I lost my thought.

**Ann Taylor:** Tellers.

**Beth Seymour:** The last one is about the Tellers. The second one too, puts it as a subcommittee of CC&R. That also gives it more accountability, and more visibility. It's often been somewhat mysterious as to who these bodies are, both the Tellers and the Elections Commission. This helps to make that clear.

In the past, and this is the last one, the Tellers were appointed by the Chair of the Senate. Frankly, it often just happened to be whoever was in the Senate Office when the Electronic Election was finalized and wasn't that formally done.

This makes sure it's more formal process, so there's more transparent to the Senate who the Tellers are. Any questions?

**Ann Taylor:** That's three reports right there in a row.

**Chair Stine:** Way to be efficient. Do we have any questions for Annie or Beth?

**Beth Seymour:** For any of the three pieces?

**Chair Stine:** No?

**Beth Seymour:** We do have to vote on them one at a time, but I thought it was better to understand them as a package.

**Chair Stine:** We will vote on the first report then. Anna, do you have the poll ready? Please start the poll.

**Anna Butler, Senate Office Staff:** The voting is open.

**Chair Stine:** Actually, do not press A and B, press "Accept" or "Reject." Old habits die hard.

**Anna Butler:** Many votes are coming in. If you want to move forward to the next one, I can keep this open.

**Chair Stine:** We are ready to move on to report number 2. Again, you are going to press "Accept" or "Reject". Are we not getting them? You may need to refresh to get the second poll. That's not his complaint.

Yeah, because you can see everybody's screen. That is something we will take under consideration, Ira. Thank you. Hope this was not—Anna, are we able to move on to the third one?

**Anna Butler:** Yes, you can move on.

**Chair Stine:** All right. Stay with me, guys. I know it's getting late. Anna has opened Poll number 3 for report number 3. Again, see it is getting late. Please press "Accept" or "Reject". You may have to refresh to get the third poll.

**Anna Butler:** We have many votes coming in for the third Poll as well.

**Chair Stine:** Are we ready to move on and you can continue to vote?

**Anna Butler:** Yes.

**Chair Stine:** All right. Thank you, Annie and Beth.

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## LEGISLATIVE REPORTS

### Revisions to Standing Rules, Article II – Senate Committee Structure Section 6(b) – Committee on Admissions, Records, Scheduling and Student Aid (DEI Addition)

**Chair Stine:** Item I, Legislative Reports. We have five Legislative Reports. Our first Legislative Report is from the Senate Committee on Committees and Rules and Admissions Records Scheduling and

Student Aid, "Revisions to Standing Rules, Article II – Senate Committee Structure Section 6(b) – Committee on Admissions, Records, Scheduling and Student Aid (DEI Addition)," can be found in Appendix E here to present the report is Annie Taylor and Janet Hughes, Chair of the ARSSA Committee.

**Ann Taylor:** I will pick the whole thing up. Yeah. We'll pick the whole thing up. Thank you, everybody. This is for those who were on the Senate last year. This will seem very familiar as we are continuing to make sure that every one of our Standing Committees has a strong statement of commitment to diversity, equity, inclusion in their Standing Rules.

This is ARSSA's. Just a side note that we're not going to stop here. We already today at our CC&R meeting, agreed to form a subgroup to look at how we can really continue to implement all these good intentions across the work of the Senate and Amit is going to chair that subgroup.

Be on the lookout for that. But thank you. I don't know if anyone has questions or if Janet wanted to make any comments, but it should be a fairly straightforward, I would think, report.

**Chair Stine:** Do we have any questions for Annie or Janet? Anna, please start the poll. This will be poll number four. Again, you may need to refresh, press "Accept" or "Reject".

**Anna Butler:** Poll is open now.

**Chair Stine:** Thank you, Anna. I think now that we've given everyone a chance to refresh and get to the poll. I think we will move on to the next report. Are we ready to move on to the next report?

**Anna Butler:** Yes.

**Revision to Standing Rules, Article II – Senate Committee Structure Section 6(e) – Committee on Educational Equity and Campus Environment (DEI Addition)**

**Chair Stine:** Our next Legislative Report is from the Senate Committee on Committees and Rules and Educational Equity and Campus Environment titled, " Revision to Standing Rules, Article II – Senate Committee Structure Section 6(e) – Committee on Educational Equity and Campus Environment (DEI Addition)," found in Appendix E.

Here to present the report is Annie Taylor and Doug Bird, Chair of EECE.

**Ann Taylor:** Again, this is another one of our Standing Committees integrating DEI and B into their Standing Rules. Obviously, this is an extremely important committee to have that, but they're not the only ones we need this across our Senate work. If there any questions, I'm sure I will let Doug handle them.

**Chair Stine:** Any questions for Annie or preferably Doug? Anna, I think we're ready to start this poll as well. Again, press "Accept" or "Reject". If you are not seeing the poll, please make sure to refresh your screen.

**Anna Butler:** Poll is open now.

**Ann Taylor:** Refresh your browser window. That works.

**Chair Stine:** Are we able to vote?

**Anna Butler:** Yes, I have many votes coming in.

### **Revision to Standing Rules, Article II – Senate Committee Structure Section 6(i) – Committee on Outreach (DEI Addition)**

**Chair Stine:** Great. Then we will move on. Our next legislative report is from the Senate Committee on 'Committees and Rules and Outreach, titled, " Revision to Standing Rules, Article II – Senate Committee Structure Section 6(i) – Committee on Outreach (DEI Addition)" found in Appendix G.

Here to present the report is Annie Taylor. It is the Annie Taylor show today and Paul Frisch, Chair of Outreach.

**Ann Taylor:** Once again, a very important addition. I'm happy to have the Committee Chair answer any questions you may have.

**Chair Stine:** Do we have questions for Annie or Paul? I'm back. Anyone on Zoom? I am stretching it out to give Anna some time. Anna, please go ahead and start the next poll. Wait until Anna tells us the poll is ready before you try and refresh.

**Anna Butler:** The poll is open.

**Chair Stine:** Thank you Anna. So again, please press "Accept" or "Reject". I do not need to tell all of you that, but I feel like I should say it. [inaudible] designated. Anna, are we getting votes? Can we go ahead and move on?

**Anna Butler:** Yes, we can move on.

### **Legislative Updates to FYE/FYS, Policies 150-60, 150-65, 150-68, 171-40**

**Chair Stine:** Thank you, Anna. Our next legislative report is from the Senate Committee on Curricular Affairs, titled, "Legislative Updates to FYE/FYS, Policies 150-60, 150-65, 150-68, 171-40," found in Appendix H.

Mary Beth Williams is on Zoom because she is under the weather and so here in person with us to present the report, Jonna Belanger, sorry, I don't know why I blanked on that. Designee of the Chair of the Curricular Affairs Committee.

Do we have questions for Jonna? Or Jonna, do you want to go ahead and present the report? Sorry.

**Jonna Belanger, College of Health and Human Development:** Actually, I'll present the report, Shelli, if it's okay.

**Chair Stine:** Thank you, Mary Beth.

**Mary Beth Williams:** I didn't ask Jonna to do that. If you don't mind, I am pleased to present the first of several reports coming from the Committee on Curricular Affairs following a really productive year in summer of effort on their part.

This report is the first in of I think a couple. This one makes the recommendation to Faculty Senate to take a look at our first-year seminar and first-year engagement plan to make an update after nearly two decades to reflect our current expectations for first-year engagement and the learning environment that we wish to create for them.

Along the way, we recognize there are two changes that we'd like to make in the current policy language. One is to be inclusive of the broad community of instructors who are already ably teaching first-year seminar for our students, which includes both staff and faculty.

We make a change in the language to say instructor. We also want to open up the opportunity that there may be topics of interests that span departments and colleges, and so we created a new first-year seminar number should anyone wish to create a seminar course in, for example, sustainability.

Finally, we're recommending that a committee come together to discuss the learning goals and objectives of the first-year engagement plans, to make that update recommendation to the Senate body. We'd be happy to take any questions and thank you, Karin and Jonna for being there today.

**Chair Stine:** Do we have questions for Mary Beth or for Karin and Jonna? Karin, my apologies for not announcing you.

**Karin Sprow-Forte, Penn State Harrisburg:** That's okay. I am from the great Penn State Harrisburg. As noted and quoted now by the Provost.

**Chair Stine:** We do have one question online. John.

**John Champagne, Penn State Erie:** Hi, John Champagne, Penn State Erie. Mary Beth, I was here 20 years ago when we first considered these. Was there any discussion about the difference between one-credit and three-credit seminars and the efficacy of each?

For some of the history of this, this was one of those unfunded mandates to the campuses coming from University Park. While we were told three credits is best, but if you want to do it on the cheap, you can do one credit.

My experience at a campus was we're going to do it on the cheap for one credit. So again, has there been repeated discussion? Is there going to be discussion about the value of one versus three credit seminars and encouraging everyone across the system, now that we're one Penn State to think more carefully about one versus three seminars as a standard?

**Mary Beth Williams:** I think that's a great question, John. That's not something that we've even started talking about here. I know there are lots of people who are very interested in having that conversation, one versus two versus three.

There are couple of colleges at University Park who would say that it is also an unfunded mandate at University Park. There is interest in really thinking about whether we can do what we want to do in a single credit and how we might get that done to best benefit our students and their engagement as they come into the University.

I would hope that the committee that will be looking at this would tackle that topic too. Absolutely.

**John Champagne:** Thank you.

**Mary Beth Williams:** Thanks.

**Chair Stine:** We have other questions. Anyone on Zoom? Are we ready to vote? All right. Anna, please start the poll. Again, press "Accept" or "Reject." While all of you are voting.

**Update General Education Policies 142-00, 143-10, 143-20, 160-20, 190-10, 192-00, 192-10, 192-20, 193-30**

**REPORT POSTPONED UNTIL OCTOBER 18, 2022 SENATE MEETING**

**Chair Stine:** The legislative report, titled, " Update General Education Policies 142-00, 143-10, 143-20, 160-20, 190-10, 192-00, 192-10, 192-20, 193-30." We are making some clarifications based on feedback that we have received and going through to make sure that we have dotted all the I's and crossed all the T's.

The report will come back for consideration in October, so we will not review, discuss, or vote on that report today. Are we ready to move on to our last legislative report?

**Anna Butler:** Yes.

**Policy 67-10 Division I – Athletic Competition (University Park)**

**Chair Stine:** Right. Our last legislative report is from the Senate Committee on Intercollegiate Athletics, titled, " Policy 67-10 Division I – Athletic Competition (University Park)," found in Appendix J, and here to present the report is Daniel Perkins, Chair of the Intercollegiate Athletics Committee.

I feel like there should be music playing while Daniel is coming down.

**Daniel Perkins:** I'll be brief. We had a fair amount of editing that went on in the report. But the major thrust of the change was Faculty Senate's Policy on a no more than eight days of this class time for student athletes.

In the past, that had to be voted even if it was eight or less days by the entire committee even though we're within the policy of eight or less days in order to make it more efficient. Quite frankly, there wasn't as many summer emails about approving something that was really within the policy of eight or fewer days.

We went ahead and put forth a subcommittee that includes the Faculty Athletic Representative, the chair of the committee, and the vice chair to approve those teams that are eight or fewer days. That's really the gist of the change.

**Chair Stine:** Are there any questions for Daniel? Anyone on Zoom? Are we ready to vote? Anna, please start the poll.

**Anna Butler:** Poll is open.

**Chair Stine:** Say it with me now. Press "Accept" or "Reject". Are we good to move on, Anna?

**Anna Butler:** It is okay to move on.

**Chair Stine:** Thank you.

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## ADVISORY/CONSULTATIVE REPORTS

### Revisions to AC-22: Search Procedures for Academic Administrative Positions (Formerly HR-22)

**Chair Stine:** Item J, Advisory and Consultative Reports. We have 1, Advisory and Consultative report from the Committee on Faculty Affairs and Intra-University Relations titled, "Revisions to AC-22: Search Procedures for Academic Administrative Positions (Formerly HR-22)," found in Appendix K.

Here to present the report is Michele Duffey, Chair of IRC, and Kathy Bieschke, Vice-Provost for Faculty Affairs.

**Kathy Bieschke:** This Revision to AC-22, which is for hiring academic administrators, aligns this policy with the Revision passed by the Senate in April of 2019 for Faculty hiring full-time faculty. The revisions are very similar to one another.

They basically align with our standard practice and put an emphasis on diversity, equity, and inclusion. They add specificity about search committee composition. They emphasize the importance of having a recruitment plan.

It clarifies responsibilities of the different people involved in the process and what their responsibilities are. Then specify things like confidentiality and posting of job announcements and those things.

**Chair Stine:** Do we have any questions for Kathy or Michele? Anyone on Zoom? Are we ready to vote? Anna, please start the poll.

**Anna Butler:** The poll is open.

**Chair Stine:** Anna, are we ready to move?

**Anna Butler:** Yes, I think you can move on.

**Chair Stine:** Thank you, Anna.

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## POSITIONAL REPORTS - NONE

**Chair Stine:** Item K, Positional Reports, we have no Positional Reports.

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## INFORMATIONAL REPORTS

### Report on Fall 2021 Academic Unit Visits Report on Spring 2022 Academic Unit Visits 2021-22 Annual Ombudsperson Report

**Chair Stine:** Item L, Informational Reports, we have seven informational reports on our Agenda today, five are web-only. The first two reports sponsored by the Senate Council are reports from the Senate Officers visits to the Campuses in the fall of 2021 and spring of 2022.

You will find these reports as Appendices L, and M, and they are submitted as web-only. The third report also sponsored by the Senate Council is the "2021-22 Annual Ombudsperson Report." This report can be found in Appendix N and is also submitted as web-only.

### **US/IL Curricular Requirements**

**Chair Stine:** The next two reports are from the Senate Committee on Curricular Affairs. The first of these reports is titled, " US/IL Curricular Requirements," and can be found in Appendix O. Mary Beth Williams, Karin Sprow-Forte, and Amy Linch will present this report.

Fifteen minutes are given for presentation, and discussion.

**Amy Linch, College of the Liberal Arts:** There should be some slides.

**Mary Beth Williams:** I'm just handing the mic to Amy, and Karin. Thank you.

**Amy Linch:** Thank you, Mary Beth. This is not what the thing is showing.

**Chair Stine:** Got it. Josh has them up. You should be able to share. Everyone, I'm sorry. There you go.

**Amy Linch:** For the 2021-2022 academic year, the Faculty Senate Standing Committee for Curricular Affairs was charged with providing an update to the intercultural competence, also known as US/IL.

**Chair Stine:** Hang on. Just one minute. Hold on. Just one more minute so we get the Zoom folks back. Folks on Zoom, can you give us a thumbs up if you can still hear us?

**Mary Beth Williams:** We can hear you. Thank you.

**Chair Stine:** Excellent. Thank you, Mary Beth.

**Amy Linch:** We just need the report back up.

**Chair Stine:** All good?

**Amy Linch:** I mean, I do have them here so we can go through them.

**Chair Stine:** Erin is trying to share, and that's what keeps kicking her off of zoom.

**Amy Linch:** I don't have my computer. Can you make Mary Beth the host, and can she share?

**Chair Stine:** Yes. Can we make very about the co-host, and she can share it.

**Mary Beth Williams:** If I had the slides, I'd be happy to do that.

**Chair Stine:** Someone send Mary Beth the slides.

**Amy Linch:** While we wait, the criteria hadn't been reviewed, or revised.

**Chair Stine:** I think Destiny got it. Can everyone see the slides? Everyone on Zoom?

**Amy Linch:** Yes. Thank you, Destiny. The criteria hadn't been reviewed or revised for upwards of 20 years, and so we convene to subcommittee to address this. For those who don't know the US/IL requirement, and criteria fall under the purview of the Office of General Education.

What students are required to take a three-credit course that addresses the U.S. requirements one three-credit course that addresses the international cultures requirements, and these can be combined under the current rules into one three-credit course that meets both requirements.

These courses play an important role in addressing key literacies. They are really crucial to Penn State students being able to acquire skills, knowledge, and experiences of living in an interconnected context so they can contribute to making life better for others, themselves, and the world.

We're charged with reviewing, or updating these criteria, looking at the existing criteria, and how they're working. This seems like a relatively easy task, but we're confronted with a challenge of a lot of uncertainty about what US/IL are supposed to do, and then the fact that these criteria intersect with three other really important initiatives that were before the Senate.

These included anti-racism, and social justice, Global Learning, and Sustainability. One of the things we thought was important was first we had to figure out whether US/IL learning objectives, or whether these courses were a way of achieving these other three goals, or whether they were a standalone set of concerns that were not consumable under those criteria.

What we did was we decided we would evaluate how the current criteria are functioning in the course approval process, and then we'd look for ways to improve alignment between the curricular goals of US/IL, and the courses that do have this designation.

We thought we'd look at what other institutions are doing, then we'd look at of course proposals, and how in these criteria are presented in those proposals, and then we consider developments at Penn State regarding global learning in this context.

[inaudible] For those who aren't familiar with them, I just want to draw your attention to the fact that two, and three, and sorry that they're not actually numbered, focus on conveying knowledge of different US values, traditions, beliefs, and customs, and then increasing knowledge of the range of achievements and those two are really just about knowing what is happening, knowing other cultures.

But one focus on the interaction between different cultures, and draw much more attention to issues of identity, structural inequalities to issues that essentially of social justice. This is true of US cultures criteria is also true of the international cultures criteria.

The preponderance of the objectives are focused on the interaction between cultures, but since you only to get the US/IL designation, you only actually have to choose two of these. You have to show that your course will meet two of these goals, so you can choose the goal that all you're doing is providing an understanding that these other things exist.

One of the things that really is most prevalent in, particularly in international relations courses, are the idea that the thing that's being taught falls outside of the United States. We'll come back to why that matters.

**Karin Sprow-Forte:** On the next slide is the existing IL criteria, which you can see behind me. All of this is available, this information is available on the General Education website that has all the information about the course.

We don't need to read through those, but it is the same requirements for the IL courses as for the US courses that your course only has to meet two of the objectives. In our process because we were on the

US/IL subcommittee, along with other esteemed colleagues, we did find that we were having some trouble in articulating exactly what it was that we weren't having the problem, but the proposals were not accurately reflecting some of these objectives, or any of the objectives in many cases, unfortunately.

We're going to talk a little bit about some recommendations in a few minutes, but right now we're going to move to the next slide, which details some of our findings in looking at what other institutions are doing.

Other institutions, our peer institutions, for example, Temple. There's a full list in the report of the institutions that we looked at. They have the same types of objectives, the same goals that we have as an institution in conveying these key literacies, but they are doing it a little bit differently than we are.

It's typically the same number, or ballpark for the number of credits that are required for those other institutions that as what we do. But what was notable is, as Amy told us, it's been 20 years since these objectives were looked at.

You can see that our objectives use very limited verbs, they're certainly not the type of active language that we would want to see today with our increased knowledge of pedagogical practices.

Other institutions are using these very active verbs that show that their students are engaging with the content where it's ours are more increased student knowledge. But are they really taking away the literacies that we want them to have?

We also aren't acknowledging that there are different values, and beliefs that are different from our own in what we see in the existing objectives. That's what we found in our comparison with other institutions.

**Amy Linch:** Then when we looked at the existing proposals, we found that there was a pretty significant variation in how the proposals address the US/IL criteria. Some of them gave like really we have some examples in the report, some of them gave really robust defenses of how the course is actually addressing US and IL criteria and some of them really would just have these addresses, this considers art outside of the United States or something like that.

We attribute a lot of this to the kind of questions that are asked in contrast to some of the other objectives that one has to defend in the course proposal. US and IL doesn't guide the course proposer at all as to asking what aspects of the course would achieve these goals and so forth.

One of the things that was most notable was that there would be very little relationship between the course description and the US/IL course goals. There may be a course that addressed a certain topic and the bulletin description would describe that this course was a survey of something.

There may be an explanation in the US/IL description that said that the class was going to explore these topics in various ways. But then the list of course topics wouldn't align with that. One of our concerns is that if these course proposals and the course descriptions are meant to achieve these goals or to indicate somehow to the course instructor, because the course descriptions are shared across various course offerings and campuses and so forth.

If that's supposed to guide the instructor of that class to the fact that this is meant to achieve a US and IL criteria, then there ought to be some sort of relationship between the defined course content and the US/IL goals.

**Karin Sprow-Forte:** Also, as the slide indicates, there are descriptions of what we would consider to be good descriptions of the US/IL components of a course and those that were lacking in that area. Again, I think a lot of that is attributable to the CRCS system and what was expected or really not explained appropriately in the proposal.

The other item that I wanted to just mention quickly is the lack of assessment of reaching these goals. There's often nothing connected to that would show that the students have in fact engaged, interacted with this type of material and concepts.

We just had some general thoughts. I just want to say before I go any further that one of the things that Amy and I wanted to make sure that we pointed out to everyone is that this is just an informational report to let you all know that we're thinking about these things and we're looking at revising these requirements and we're very eager to have your feedback.

That's the purpose of us providing this to you, to let you know we're working on it and are looking for input. These are some thoughts that our committee had after we went through this process and that some of this, the criteria that are listed under the US objectives that we have there, the criteria, these just seem like general guidelines in many cases that all or most of our courses should include anyway.

It's just something that we should think about. Shouldn't all of our courses cultivate this knowledge about social identity and the effects that it has on all of the content that we teach? I don't know.

There are some courses where that may not be true, but in many cases, we want to address these issues openly and frequently in most or all of our courses. Another issue that we talked about is that the structural inequities that exist in society that are so much a part of discussions today and our understanding of institutions and societal structure, those are not addressed in the US cultures criteria.

We would like to hopefully add something that addresses those. I'll note that our peer institutions also, that's a strong component of their US cultures requirements. We also had in the rules about US and IL that 50 percent of the course content needs to be devoted to US.

If they're asking for the US designation or 50 percent for IL, if they're asking for the IL designation. Some courses have both US and IL designation. That would mean that all of the course content is only US and IL concepts, which seems unlikely, so we're reflecting on that and thinking about what that means, if that should be happening.

The other thing, I'm just reminding myself about what we talked about. Yeah, this goes back to what Amy was talking about, about the course descriptions, which is, when you do your proposal and you include the course description, that that's the exact description that goes into the bulletin and it's not reflective of the US and IL criteria.

Then back to the accountability for achieving those objectives that I mentioned on the last slide there, there's no real assessment.

**Amy Linch:** Just to quickly follow up about the structural inequity.

**Chair Stine:** Amy, they can't hear you if you're not directly in front of the mic.

**Amy Linch:** Sorry. Just quick about structural inequality and the relationships between groups, if you look at the history of US and IL criteria, it does seem that there was just no agreement about it, it seems

like these were designed to address those types of concerns and to introduce them to students, but that there was this way out that's built into the criteria.

One of the things that we're concerned about is how important do we really think that those things should be, if they're really central to what these learning objectives are meant to achieve, then should they not be prioritized so that you can't have US/IL courses that don't achieve those goals.

Doing that requiring only two of those objectives allows that. But we are aware obviously that people have different opinions about issues, but we need to make sure that we're very clear on what it means to have these objectives. Yeah, back to you.

We have essentially four recommendations and the first is to use the report from the Joint Curricular Taskforce to revise and focus the criteria of the US/IL. We should consider how these courses relate to issues like global learning and race and social justice and sustainability, for example.

Secondly, to reduce and focus the number of criteria that would qualify, of course, for this distinction. Also, the idea that these criteria should be embedded in the content of the course rather than just as an afterthought. That those criteria also be embedded in the objectives of the course in a way that makes it possible to assess students' achievement.

**Chair Stine:** Thank you both very much and thank you, Mary Beth. We are out of time, so if you have questions or comments, I will ask you to direct them to the Committee on Curricular Affairs. Thank you again.

### **Integrated Undergraduate-Graduate Programs**

**Chair Stine:** The next report is from Curricular Affairs and titled "Integrated Undergraduate-Graduate Programs." It can be found in Appendix P and is submitted as a web-only report.

### **2021-2022 Annual Report on the Status of Benefits Changes**

**Chair Stine:** The next report is from the Senate Committee on Faculty Benefits and the Joint Committee on Insurance and Benefits, titled, "2021-2022 Annual Report on the Status of Benefits Changes," can be found as Appendix Q and is submitted as a web-only report.

### **Library Renegotiations with Elsevier**

**Chair Stine:** The last report is from the Senate Committee on Libraries, Information Systems, and Technology and is titled "Library Renegotiations with Elsevier," and can be found in Appendix R.

Ira Saltz, Chair of Libraries Information Systems and Technology will present the report. Ten minutes are given for presentation and discussion.

**Ira Saltz, Penn State Shenango:** I don't much to add, basically the University went through negotiations with Elsevier publishers who provide a lot of the databases that gets [inaudible] particularly in science. There has been very steep rises in the journal prices over the years, and the budget's going down rather than going up, it became an untenable situation.

The task before the libraries was to try and negotiate, certainly using the power of Penn State, and how big we are, and also to recognize that there might be some reductions in our holdings, but how to do so without disadvantaging faculty, and students.

The report talks about the various constituents, and how they were engaged in those discussions on this, and the negotiations were confidential anyway so there isn't very much about that aspect of it.

The library was able to achieve the needed degree of savings and slowing down the price increases. At the same time, we're confident that no journals have been discontinued that were actively being used, or any indication from faculty that those journals would be needed [inaudible]

**Chair Stine:** Are there any questions for Ira? Janet, and back? Do we have questions for Ira, or Kelly?

**Ira Saltz:** Somebody is on zoom. Was there anything more that needed to be said?

**Chair Stine:** Kelly, did you want to add anything?

**Kelly Thormodson, Associate Dean for Library & Information Services Library Director:** I don't have anything to add. I was correct in saying that a lot of the negotiation is considered confidential. There isn't a lot of information that we can give specifically at something that is open, such as this. But if anybody has any questions, if I can answer them, I'm happy to do so.

**Chair Stine:** Going once, going twice.

**Ira Saltz:** Sold.

**Chair Stine:** Thank you, Ira, and thank you, Kelly.

**Kelly Thormodson:** You're welcome.

**Chair Stine:** Now, we are going to look at the results of our earlier votes. Anna, can you share your screen, and read out each report's name, and the results of the vote for the record. Thank you.

**Anna Butler:** I will try. Can you see that?

**Chair Stine:** We can see it in the room, yes.

**Anna Butler:** The Revisions to Bylaws, Article III, Election to Senate, that was Appendix B, passed 174 to 2. Revision to Standing Rules, Article II, Section 6(a) Establishing Subcommittees, Appendix C, passed 174 to 2.

Revisions to Standing Rules, Article I, Section 12(e) Tellers, Appendix D, passed 173 to 4. Revisions to Standing Rules, Article II – Senate Committee Structure Section 6(b) – Committee on Admissions, Records, Scheduling and Student Aid (DEI Addition), passed 159 to 4.

Revision to Standing Rules, Article II – Senate Committee Structure Section 6(e) – Committee on Educational Equity and Campus Environment (DEI Addition), passed 170 to 4. Revision to Standing Rules, Article II – Senate Committee Structure Section 6(i) – Committee on Outreach (DEI Addition), passed 164 to 3.

Legislative Updates to FYE/FYS, Policies 150-60, 150-65, 150-68, 171-40, Appendix H, passed 167 to 7. Policy 67-10 Division I – Athletic Competition (University Park), Appendix J, passed 175 to 4, and the last one, Revisions to AC-22: Search Procedures for Academic Administrative Positions (Formerly HR-22), passed 165 to 6.

**Chair Stine:** Thank you, Anna.

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## NEW LEGISLATIVE BUSINESS - NONE

**Chair Stine:** Item M, New Legislative Business. Is there any New Legislative Business?

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## COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

**Chair Stine:** Item N, Comments and Recommendations for the Good Of The University. Are there any comments for the good of the University?

**Beth Seymour:** Hi everybody. Can you hear this? Seymour, Altoona. I just wanted to thank you Shelli. You became Chair way before you expect it to become Chair, and it's going to be a long slog for you, but I just wanted to stand here, and thank you for being willing to take that service.

**Chair Stine:** Thank you, Beth, and thank all of you. It is truly my honor, and privilege, and it is a joy to work with all of you, and I mean that from the bottom of my heart.

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## ADJOURNMENT

**Chair Stine:** I am looking forward to the next 13, yes, 13 more meetings, but on that note, do I have a motion to adjourn?

**Chair Stine:** Do I have a second? All in favor?

**Julio Urbina, College of Engineering:** Aye.

**Chair Stine:** We are adjourned. Next regularly scheduled meeting of the University Faculty Senate will be Tuesday, October 18th, 2022, at 1: 30. I will see you then.

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The following Senators were noted as having attended the 9/13/2022 hybrid Senate Meeting.

- Achampong, Francis Kofi
- Adu, Kofi W
- Alexander, Chandran P
- Allen, Natalie
- Amador, Melba
- Anstrom, Joel Robert
- Asadi, Somayeh
- Aurand Jr., Harold Wilson
- Ax-Fultz, Laura J.
- Baka, Jennifer E
- Bansal, Saurabh
- Barton, Jennifer
- Baumer, Mande B
- Baweja, Raman
- Belanger, Jonna J
- Berish, Diane E
- Berzsenyi, Christyne E
- Bieschke, Kathleen
- Bird, Douglas
- Bishop-Pierce, Renee E
- Bixler, Brandon Scott
- Blakney, Terry Mark
- Borromeo, Renee L
- Bourjaily, Jacob L
- Bower, Robin Mary
- Bowley, Kevin Andrew
- Braman, Valerie M
- Brown, Nate
- Browne, Stephen Howard
- Calore, Gary Stephen
- Champagne, John Gerard
- Chen, Wei-Fan
- Chetlen, Alison L
- Chewning, Lisa Volk
- Clarke, Giani Nanette
- Cohen, Stephen F
- Costantino, Daniel
- Demirci, Ali
- Drager, Kathryn D R
- Duffey, Michele Lee
- Eckhardt, Caroline (Carey)
- Egolf, Roger

- Emami-Meybodi, Hamid
- Engel, Renata
- Fanburg-Smith, Julie
- Farace, Elana
- Farnan, Kaitlin
- Fausnight, Tracy B
- Findley, Samuel Joseph
- Fox, Derek Brindley
- Frank, Jennifer L
- Frederick, Samuel Mark
- Fredricks, Susan Marie
- Frisch, Paul
- Fuller, Edward J
- Furfaro, Joyce Adele
- Gallagher, Julie A.
- Gralewski, Genevieve Ann
- Griffin, Christopher H
- Grimes, Galen A
- Gross, Charlene A
- Grozinger, Christina M
- Haddad, Owen Zephir
- Halmi, Tracy Ann
- Hardy, Melissa
- Harte, Federico Miguel
- Hauck, Randy Milton
- Hayford, Harold Scott
- Hemerly, Nathan
- Higgins, Jeanmarie
- Holden, Lisa
- Hufnagel, Pamela P
- Hughes, Janet
- Iliev, Peter G
- Jackson, Savannah C
- Jenkin, Rachel
- JETT, DENNIS COLEMAN
- Johnson, Timothy S
- Joseph, Rhoda
- Kadetsky, Elizabeth Nicole
- Kahl, Alandra Frances
- Kase, Everly Elizabeth
- Kass, Lawrence E
- Kass, Rena B
- Keller, Cheryl A
- Kennedy-Phillips, Lance C
- Kenyon, William

- Kim, Agnes
- King, Beth Fletcher
- Kramer, Lauren Caryl
- Krane, Michael H
- Kubat, Robert
- Lang, Dena
- Lawrence, Shamara Shanti
- Lear, Matt
- Lenkey, Stephen
- Linch, Amy T
- Linn, Suzanna
- Liu, Dajiang
- Livert, David
- Love, Jeff M
- Luttfiring, Sara D
- Lutzkanin III, Andrew
- Majewski, Michael James
- Malcos, Jennelle
- Malysz, Jozef
- Marshall, Megan Nicole
- Mason, John M
- Mauro, John C
- Mazza, Chloe M
- Mccloskey, Andrea Vujan
- McCoy, Heather
- Melton, Robert G.
- Mendieta, Eduardo
- Mets, Berend
- Monahan Lang, Molly Bernice
- Mong, Mary Anne
- Moore, Jason Zachary
- Nesbitt, Jennifer P
- Nichols, John
- Nichols, Renea D
- Noce, Kathleen Jo
- Nousek, John Andrew
- Novotny, Eric Charles
- Nurkhaidarov, Ernek S
- O'Toole, Nora Etain
- Oliver, Nataly Alexandra
- Ozment, Judith
- Page, Richard
- Palma Anda, Julio L
- Palmer, Timothy W
- Parizek, Heather Hennessey

- Paudel, Anju
- Perkins, Daniel F
- Petricini, Tiffany Alana
- Petrilla, Rosemarie
- Pfeifer Reitz, Dawn
- Phillips, Ava Catherine
- Pierce, Mari B
- Plants, Aria R
- Potosky, Denise
- Prawdzik, Brendan Mark
- Precht, Jay
- Prins, Esther Susana
- Pueschel, Kristen
- Purdy Drew, Kirstin R
- Quinn, Kyle
- Ray, Mitchel C
- Rhen, Linda O
- Rios, Catherine Anne
- Robinson, Brandi J.
- Roman, Eric A
- Roy, Matthew Hayden
- Ruggiero, Francesca M
- Saad, Bassel
- Saltz, Ira S
- Sandberg (she/her), Chaleece
- Sangwan, Raghu
- Saunders, Brian D
- Schrauf, Robert William
- Schwartz, Justin
- Scott, Geoffrey Randal
- Sears, Andrew
- Setzenfand, Ryan Michael
- Seymour, Elizabeth Marzee
- Shannon, Robert David
- Shapiro, Keith
- Sharma, Amit
- Shea, Maura
- Shen, Wen
- Shriver, Mark
- Shurgalla, Richard Neil
- Siegel, Sue Rutherford
- Signorella, Margaret L.
- Simmons, Cynthia J
- Sinha, Alok
- Sirakaya, Beatrice

- Skladany, Martin
- Slot, Johanna H
- Smedile, Vincent
- Smeltzer, Joan H.
- Smith, David Raymond
- Snyder, Stephen James
- Springall, Robert G
- Sprow Forte, Karin M
- Stager, Sarah J
- Sternfeld, Lior Betzalel
- Strauss, James Albert
- Strickland, Martha
- Strohacker, Emily Ruth
- Swallow, Nicole Ann
- Swinarski, Matthew
- Szczygiel, Bonj
- Tavangarian, Fariborz
- Taylor, Ann Hamilton
- Taylor, Jonte Charez
- Thomas, Emily Hope
- Thomas, Kristin L
- Undar, Akif
- Urbina, Julio
- Vrana, Kent
- Walker, Eric A
- Wang, Ping
- Wang, Yong
- Warner, Al
- Wede (he/him), Josh
- WELD, JENNIFER LIZABETH
- Whitcomb, Tiffany Lynn
- Williams, Mary Beth
- Wilson, Shomir
- Wolfe, Douglas Edward
- Wong, Jeffrey
- Wright, Suzanne
- Yang, Yi
- Zacharia, Thomas
- Zaman, Methila
- Zhang, Qiming
- Zorn, Christopher

**Elected: 207**

**Ex Officio & Appointed: 11**

**Total: 218**