THE PENNSYLVANIA STATE UNIVERSITY
The University Faculty Senate
AGENDA
Tuesday, April 25, 2017 – 1:30 p.m.
112 Kern Graduate Building

Senators are reminded to bring their PSU ID cards to swipe in a card reader to record attendance.

In the event of severe weather conditions or other emergencies that would necessitate the cancellation of a Senate meeting, a communication will be posted on Penn State Live at http://live.psu.edu/.

A. MINUTES OF THE PRECEDING MEETING

Minutes of the March 14, 2017 (Rescheduled for March 21, 2017 due to winter storm) Meeting in The Senate Record 50:5

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of April 4, 2017 Appendix A

C. REPORT OF SENATE COUNCIL – Meeting of April 4, 2017

D. ANNOUNCEMENTS BY THE CHAIR

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

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

G. FORENSIC BUSINESS

H. UNFINISHED BUSINESS

I. LEGISLATIVE REPORTS
Senate Committee on Admissions, Records, Scheduling, and Student Aid

- Revisions to Senate Policy 34-68, Auditing and Visiting Courses Appendix B
- Revisions to Senate Policy 06-20, Articulation Agreements Appendix C

Senate Committee on Committees and Rules

- Revisions to the Standing Rules, Article II, Section 6(f) Committee on Faculty Benefits Appendix D
- Revision of the Standing Rules, Article II, Section 6(b), Committee on Admissions, Records, Scheduling, and Student Aid Appendix E
- Revision of the Bylaws, Article I (Officers) Section 1 Appendix F
- Changes to the Standing Rules, Article II, Section 6(c), Committee on Curricular Affairs Appendix G
- Revisions to the Standing Rules, Article 1 Rules of Procedure (New Section 7, Service Terms for Faculty Senate Board of Trustee Committee Membership) Appendix H
- Revision of the Standing Rules, Article II (Senate Committee Structure), Section 6(i) Committee on Research Appendix I

Senate Committees on Curricular Affairs, Undergraduate Education, and Admissions, Records, Scheduling, and Student Aid

- Revisions to Senate Policy 59-10 Requirements for the Minor Appendix J

Senate Committee on Educational Equity and Campus Environment

- Modification of University Faculty Senate Policy 43-00 Syllabus to Include Report Bias Website Appendix K

Joint Special Committee on First-Year Students’ Well-Being and Safety

- Curricular and Co-Curricular Learning Pathways to Promote the Well-Being and Safety of First-Year Undergraduate Students Appendix L

J. ADVISORY/CONSULTATIVE REPORTS

Joint Special Committee on First-Year Students’ Well-Being and Safety

- Curricular and Co-Curricular Learning Pathways to Promote the Well-Being and Safety of First-Year Undergraduate Students Appendix M
Senate Committee on Libraries, Information Systems, and Technology

Library Space Planning Appendix N

Senate Committee on Undergraduate Education

Report on Grade Distribution Appendix O

Senate Committee on University Planning

Course and Classroom Scheduling Recommendations Appendix P

K. INFORMATIONAL REPORTS

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

Annual Report on the High School Students Enrolled Nondegree Appendix Q in Credit Courses*

Priority Enrollment* Appendix R

Senate Committee on Faculty Benefits

2018 Medical and Prescription Drug Plan Design and Cost Sharing Appendix S
[15 minutes allocated for presentation and discussion]

2016–2017 Report on Faculty Salaries Appendix T
[5 minutes allocated for presentation and discussion]

Senate Committee on Global Programs

Travel Safety Network Appendix U
[10 Minutes for presentation and discussion]

Senate Committee on Outreach

Penn State Cooperative Extension Appendix V
[10 Minutes for presentation and discussion]

Senate Committee on Research, Scholarship, and Creative Activity

New Members Document* Appendix W
L.  NEW LEGISLATIVE BUSINESS

M.  COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next meeting of the University Faculty Senate will be held on Tuesday, September 12, 2017, 1:30 p.m., Room 112 Kern Graduate Building.

All members of the University Faculty Senate are asked to sit in their assigned seats for each Senate meeting. The assignment of seats is made to enable the Senate Chair to distinguish members from visitors and to be able to recognize members appropriately. Senators are reminded to wait for the microphone and identify themselves and their voting unit before speaking on the floor. Members of the University community, who are not Senators, may not speak at a Senate meeting unless they request and are granted the privilege of the floor from the Senate Chair at least five days in advance of the meeting.
COMMUNICATION TO THE SENATE

DATE: April 5, 2017

TO: James A. Strauss, Chair, University Faculty Senate

FROM: Michele Duffey, Chair, Senate Committee on Curricular Affairs

The Senate Curriculum Report dated April 4, 2017 has been circulated throughout the University. Objections to any of the items in the report must be submitted to Kadi Corter, Curriculum Coordinator, 101 Kern Graduate Building, 814-863-0996, kkw2@psu.edu, on or before May 4, 2017.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

Revisions to Senate Policy 34-68 Auditing and Visiting Courses

(Legislative)

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

Introduction
During the fall 2015 semester, the Special Senate Committee on the Implementation of LionPATH proposed changes to Senate policies 34-89 (Course Drop) and 34-87 (Course Add).

Discussion and Rationale
Recently, it came to the attention of members of ARSSA that policy 34-68 still contained outdated language about the drop/add period.

Recommendations
The Senate Committee on Admissions, Records, Scheduling and Student Aid proposes that the following revisions be made to Senate Policy 34-68 so it does not contradict existing senate policies.

Revised Policy

34-68 Auditing and Visiting Courses

1. Auditing. If a student wishes to audit a course officially and to have this fact appear on the academic record, that course must be entered on the student’s schedule with the symbol AU shown under “credits.” When a student audits a course, the credits become part of that semester’s credit load but are not used in the determination of full-time status (section 34-52). In addition, tuition must be paid for the audit. Audits are not considered in the determination of the credit standard for financial aid. No course may be added for audit and if dropped for credit, or vice versa, after the add period. if dropped for credit, or vice versa, after the add period. first ten calendar days of a fifteen-week semester or the same percentage of time if the course is offered under a different time schedule. A student enrolled for official audit may be required to participate in class discussion, do practicum work, submit written work, and take examinations. See also Section 48-80, symbols for Course Audit.

2. Visiting. Students who wish to visit a course may do so, even though they are not officially enrolled for credit or for audit in that course. To visit a course, currently registered full-time students must obtain permission in advance from the course instructor. No tuition is paid for a visit. Course credits do not become part of the semester’s credit load and are not entered on the student’s academic record. Paragraph 1 relating to official audit is not applicable to the student who visits a course.
34-68 Auditing and Visiting Courses

1. **Auditing.** If a student wishes to audit a course officially and to have this fact appear on the academic record, that course must be entered on the student’s schedule with the symbol AU shown under “credits.” When a student audits a course, the credits become part of that semester’s credit load but are not used in the determination of full-time status (section 34-52). In addition, tuition must be paid for the audit. Audits are not considered in the determination of the credit standard for financial aid. No course may be added for audit if dropped for credit, or vice versa, after the add period. A student enrolled for official audit may be required to participate in class discussion, do practicum work, submit written work, and take examinations. See also Section 48-80, symbols for Course Audit.

2. **Visiting.** Students who wish to visit a course may do so, even though they are not officially enrolled for credit or for audit in that course. To visit a course, currently registered full-time students must obtain permission in advance from the course instructor. No tuition is paid for a visit. Course credits do not become part of the semester’s credit load and are not entered on the student’s academic record. Paragraph 1 relating to official audit is not applicable to the student who visits a course.

**Effective Date**
Upon corresponding changes to AAPPM policy and incorporation into LionPATH.
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

Revisions to Senate Policy 06-20, Articulation Agreements

(Legislative)

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

Background: This report is to accompany a report from Committee on Committees and Rules, titled, Revision to the Senate Standing Rules Article II Section 6(b) Committee on Admissions, Records, Scheduling, and Student Aid. Detailed procedures currently listed in that Standing Rule are better contained in policy 06-20. The proposed changes effect the relocation of those procedures to the policy. Bold reflects new text.

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06-20 Articulation Agreements

Articulation agreements may be created between one or more academic units of Penn State (program, department, college) and one or more units of at least one other regionally accredited institution or officially recognized degree-granting institution in the country in which it operates.

All articulation agreements must adhere to the following provisions.

1. The Executive Vice President and Provost is the University officer responsible for administratively authorizing, extending, or terminating articulation agreements with other academic institutions relating to the admission, curricular offerings, enrollments, or awarding of degrees for academic programs and students at all college and campus locations.

2. Academic deans or campus chancellors may propose to enter into, extend, or terminate articulation agreements with external institutions and agencies or with graduate and professional units within the University. Articulation agreement proposals are to be developed after consultation with appropriate academic and administrative officers within the University, including other deans or campus chancellors. Whenever appropriate, articulation agreements shall include the provision for multiple campuses and colleges of the University to participate in the agreement. An articulation agreement should not have a negative impact on any Penn State program or campus in terms of academic quality.

3. An articulation agreement should not have a negative impact on any Penn State program or campus in terms of enrollment. When an agreement is proposed with an institution that is located within the geographic service area of a Penn State campus, the dean/chancellor of that campus must be consulted before an agreement is finalized.

4. All academic and administrative policies of the University will be honored in the proposed articulation agreement. Exceptions to any University academic or
administrative policy must be addressed in the agreement and include appropriate consultation.

5. When a student is admitted to the University through an articulation agreement, admission requirements for enrollment in a college and entrance to a major will be no less than those in effect at the time for Penn State matriculated students. The Undergraduate Admissions Office will evaluate the application and scholastic credentials for undergraduate students seeking entry to the University through an articulation agreement. For articulation agreements involving graduate programs, the admission evaluation will be done by Graduate Enrollment Services and the graduate program involved in the articulation agreement.

6. Articulation agreements involving undergraduate programs will be reviewed by the Senate Committee on Admissions, Records, Scheduling, and Student Aid (ARSSA) before being authorized by the provost. Articulation agreements involving graduate programs will be reviewed by the Graduate Council before being authorized by the provost. Evidence of consultation with affected academic units must be included as supporting documentation.

7. The review process for agreements with agencies or institutions outside the United States must ensure that appropriate legal, language proficiency, and safety factors are addressed. At the very least, this process requires written consultation with the Office of Global Programs and a review by the Senate Committee on Global Programs.

8. Whenever possible, units are encouraged to create templates for articulation agreements that have been reviewed by the Office of Risk Management and the Office of General Counsel.

9. All articulation agreements must have a renewal date (no later than five years beyond the initial date of the agreement) at which time the agreement is to be reviewed and either continued or terminated. If it is to be continued, a new renewal date should be established at that time. This five-year review is to be done internally by the sponsoring academic unit and reported to the Senate Committee on Admissions, Records, Scheduling, and Student Aid (ARSSA) or the Graduate Council, as appropriate.

10. All articulation agreements must contain a process by which the agreement may be terminated at the request of either institution.

11. A record of authorized undergraduate articulation agreements will be maintained by the Vice President and Dean for Undergraduate Education. A record of authorized graduate articulation agreements will be maintained by The Graduate School.

Standing Subcommittee on Articulation
The ARSSA Articulation Review Subcommittee membership shall include two faculty from ARSSA, including the Vice Chair of ARSSA, who serves as chair, in addition to four other representatives: one from the Undergraduate Admissions Office, one from the Office of Student Aid, one from the Office of the University Registrar, and one from the Office of Global Programs. The University Faculty Senate Office (Senate Office) shall facilitate composition by requesting those offices to identify representatives.

The subcommittee shall review articulation agreements to ensure they adhere to the current University policies and provide final recommendations to the entire ARSSA
committee for approval. Recommendations are forwarded to the Office of Undergraduate Education for final University approval and implementation.

Articulation Agreement submissions will include:
For New Submissions:
1. A cover memo
2. The new proposal/agreement which includes:
   • information about the partner institution(s),
   • rationale for the agreement,
   • statistics on the number of students to be impacted by the agreement,
   • the processes for admission, advising, and orientation,
   • guidelines for renewal or termination; and information about the transfer and evaluation of courses.
The proposal should also include:
   • the ACUE prospectus memo,
   • evidence of consultation with relevant units at Penn State, and
   • a draft Memorandum of Agreement that will be signed after final approvals are secured.

For Renewal:
1. A cover memo
2. The current agreement
3. Statistics on the number of students involved per year and the number of students completing their degree through the agreement
4. Justification as to why the agreement is still applicable (e.g., the curriculum is still relevant)
5. A draft Memorandum of Agreement if an update and new signatures are required

Revision/Termination of Agreement:
1. A cover memo
2. The former proposal/agreement with addendum noting changes to the proposal/agreement
3. Statistics on the number of students participating since initial approval or last review
4. A draft Memorandum of Agreement if an update and new signatures are required
5. For termination, an explanation of the reason for discontinuation and plan for phase out

Each year the Office of Undergraduate Education will provide to the Senate Office, a list of agreements that require five-year review. The Senate Office will forward all new or revised articulation agreements as well as agreements that are being renewed or subject to five-year review to ARSSA. Upon completion of each review, ARSSA will forward its review and recommendation to the Office of Undergraduate Education for approval, if warranted. The Senate Office will provide an annual overview to subcommittee members on policies and workflow procedures on the articulation process.
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

- Charles Abdalla
- Steven Andelin
- Martha Aynardi
- Daniel Beaver
- Clark Brigger
- Wei-fan Chen
- Maura Ellsworth
- Galen Grimes
- Anna Griswold
- Michel Haigh, Chair
- Harold Hayford, Vice Chair
- Robert Kubat
- Themis Matsoukas
- George Samuel
- Frederic Weber
- Douglas Wolfe
Appendix D
4/25/17

COMMITTEE ON COMMITTEES AND RULES

Revisions to the Standing Rules, Article II, Section 6(f) Committee on Faculty Benefits

(Legislative)

Implementation: Upon approval by the Senate

Introduction

The Senate Committee on Faculty Benefits reviewed its membership and duties in response to a charge from Senate Chair Strauss. The Committee has requested that those elements be revised to reflect the importance of benefits provided to the faculty and the relationship between the Committee and the Office of Human Resources. Bold indicates new wording; strike-throughs indicate deleted wording.

(f) Committee on Faculty Benefits

1. Membership:

(i) At least seven elected faculty senators

(ii) Associate Vice President for Human Resources*

(iii) Two additional resource members from the Office of Human Resources*

(iv) One retired faculty senator

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

*nonvoting unless Article IV, Section 2 of the Bylaws applies

2. Selection: By the Committee on Committees and Rules

3. Duties: The Committee on Faculty Benefits shall investigate and be the faculty’s voice on the adequacy and other attributes of the University’s provisions for total compensation (salaries, and benefits), and any other perquisites affecting retirement privileges and benefits, sabbatical leaves, hospitalization and medical insurance, life insurance, other insurance, investment and savings plans, travel reimbursement, educational benefits, recreational benefits, and other perquisites, benefits and conditions of faculty employment. It shall maintain liaison with the Joint Committee on Insurance and Benefits (JCIB) and the Health Care Advisory Committee (HCAC) Joint Faculty/Administrative Committee to Monitor Travel Policies.

4. Mandated reports:
a. Faculty Salary Report (Informational)

b. Sponsor annual JCIB report each October, regarding the University Benefits reviewed by the committee in the prior year (Informational)

c. Childcare Report (Informational)
The Committee shall report to and make recommendations to the Senate at least annually. The Committee on Faculty Benefits shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.

COMMITTEE ON COMMITTEES AND RULES
- Jonathan Abel
- Mohamad Ansari
- Dawn Blasko, Chair
- Mark Casteel
- Pamela Hufnagel
- William Kelly, Vice Chair
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana
- Matthew Woessner
The Committee on Admissions, Records, Scheduling, and Student Aid (ARSSA) has recommended some updates to the Standing Rule pertinent ARSSA to reflect current practice and to move procedural details regarding articulation agreements from the pertinent Standing Rules to the relevant policy (06-20, Articulation Agreements). Committees and Rules endorses those recommendations and offers them for Senate approval. Senate passage of this legislative report will be contingent upon passage of the accompanying report, Revision to Senate Policy 06-20, Articulation Agreements.

Strike-throughs indicate deleted text; Bold indicates new text.

1. Membership
   (i) At least ten elected faculty senators
   (ii) One undergraduate student senator
   (iii) Assistant Vice President for Undergraduate Education and Executive Director for Undergraduate Admissions*
   (iv) University Registrar*
   (v) The Assistant Vice Provost for Student Aid* Assistant Vice President for Undergraduate Education and Executive Director for Student Aid *

2. Selection: By the Committee on Committees and Rules

3. Duties. The Committee on Admissions, Records, Scheduling, and Student Aid shall initiate legislation relating to academic admissions and readmission standards for the Senate Policies and Procedures for Undergraduate Students. It shall make recommendations on policies concerning the effect that Admissions, Records, Scheduling, and Student Aid procedures have on the attainment of the University’s overall educational objectives. It shall be the University Faculty Senate advisory body to the Vice President and Dean for Undergraduate Education and it shall maintain liaison with other University officials in these areas. It shall be concerned with policies involving student awards, scholarships, and student aid. It shall have the authority to act on individual problems of reinstatement and certification of credit referred to it by the Vice President and Dean for Undergraduate Education.

4. Standing Subcommittee on Articulation
   The ARSSA Articulation Review Subcommittee membership shall include two faculty from ARSSA, including the Vice Chair of ARSSA, who serves as chair, in addition to four other representatives: one from the Undergraduate Admissions Office, one from the Office of Student Aid, one from the Office of the University Registrar, and one from the Office of Global Programs. The University Faculty Senate Office (Senate Office) shall facilitate composition by requesting those offices to identify representatives.
The subcommittee shall review articulation agreements to ensure they adhere to the current University policies and provide final recommendations to the entire ARSSA committee for approval. Recommendations are forwarded to the Office of Undergraduate Education for final University approval and implementation.

Articulation Agreement submissions will include

For New Submissions:
1. A cover memo
2. The new proposal/agreement which includes:
   a. information about the partner institution(s),
   b. rationale for the agreement,
   c. statistics on the number of students to be impacted by the agreement,
   d. the processes for admission, advising, and orientation,
   e. guidelines for renewal or termination; and information about the transfer and evaluation of courses.

The proposal should also include:
   a. the ACUE prospectus memo,
   b. evidence of consultation with relevant units at Penn State, and
   c. a draft Memorandum of Agreement that will be signed after final approvals are secured.

For Renewal:
1. A cover memo
2. The current agreement
3. Statistics on the number of students involved per year and the number of students completing their degree through the agreement
4. Justification as to why the agreement is still applicable (e.g., the curriculum is still relevant)
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Revision/Termination of Agreement:
1. A cover memo
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3. Statistics on the number of students participating since initial approval or last review
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5. For termination, an explanation of the reason for discontinuation and plan for phase out

Each year the Office of Undergraduate Education will provide to the Senate Office, a list of agreements that require five-year review. The Senate Office will forward all new or revised articulation agreements as well as agreements that are being renewed or subject to five year review to ARSSA. Upon completion of each review, ARSSA will forward its review and recommendation to the Office of Undergraduate Education for approval, if warranted. The Senate Office will provide an annual overview to subcommittee members on policies and workflow procedures on the articulation process.

5. Mandated reports: none
   a. Reserved Spaces Report
   b. Faculty Senate Scholarship Report
   c. High School Students Enrolled in Nondegree Credits
d. Articulation Agreement report based on five-year review
The Committee on Admissions, Records, Scheduling, and Student Aid shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.

*nonvoting unless Article IV, section 2 of Bylaws applies

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Mohamad Ansari
- Dawn Blasko, Chair
- Mark Casteel
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SENATE COMMITTEE ON COMMITTEES AND RULES

Revision of the Bylaws, Article I (Officers) Section 1

(Legislative)

Implementation: Upon Approval by the Senate

**Background:** Establishes that the Chair will assign Faculty Senate representatives to the Board of Trustee Committees; there will be a Faculty Senator seat for each of 6 Standing Committee of the Board of Trustees. Currently there is no procedure for these assignments. Bold indicates new text.

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Article I Officers

Section 1

(a) The officers of the Senate shall be a Chair, a Chair-Elect, an Immediate Past Chair, and a Secretary.

(b) The Senate shall elect annually from among its elected faculty members a Chair-Elect and a Secretary from among members who are serving as elected faculty senators in the current Senate year. The Secretary shall be eligible for reelection, but shall serve no more than three consecutive one-year terms. The Chair-Elect, at the end of one year of service in that office, shall automatically succeed to the office of Chair. The Chair, at the end of one year of service in that office, shall automatically succeed to the office of Immediate Past Chair.

(c) If a senator’s term as representative of an academic voting unit expires while serving as Chair or Chair-Elect, and the senator is not reelected, that senator shall be permitted to succeed to the offices of Chair and/or Immediate Past Chair. While completing terms as Chair and Immediate Past Chair, the officer will have all the rights and privileges of a regular member of the Senate.

(d) When a vacancy occurs in the office of Immediate Past Chair, the elected members of the Senate Council shall elect a faculty member from among Past Chairs to complete the unexpired term. If a vacancy occurs in the office of Chair, the Chair-Elect will move immediately into the office, complete the unexpired term, and continue through a full term as Chair. When a vacancy occurs in the office of Chair-Elect, the elected Secretary of the University Faculty Senate shall, within no more than thirty days of notification of the vacancy, convene a meeting of the Nominating Committee for the purpose of presenting nominees to fill the unexpired term of the Chair-Elect. The Nominating Committee, acting under the procedures enumerated in the Standing Rules, Article I, Section 11 (c), shall present at least two nominees to fill the vacancy. These nominees shall be announced at the next meeting of the Senate. At this time, additional nominations may be made from the floor of the Senate. The Elections Commission shall then conduct a special election to fill the vacancy. The special election shall be conducted in the manner enumerated in the Standing Rules, Article I, Section 1 (b). The name of the new Chair-Elect shall be announced at the next Senate meeting. The new Chair-Elect shall complete the
unexpired term and succeed to the office of Chair. If a vacancy occurs in the office of Secretary, the elected members of the Senate Council shall elect a senator to complete the unexpired term.

(e) Utilizing all four Senate Officers and two additional Faculty Senators by Chair appointment, the Chair of the Senate shall determine appropriate committee assignments for Faculty Senators serving on the Board of Trustees, subject to continuing invitation by the Board of Trustees.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Mohamad Ansari
- Dawn Blasko, Chair
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SENATE COMMITTEE ON COMMITTEES AND RULES

Changes to the Standing Rules, Article II, Section 6(c), Committee on Curricular Affairs

(Legislative)

Implementation: Upon Approval by the Senate

The Senate Committee on Curricular Affairs has requested the addition of a Certificates Subcommittee, to enable more efficient review of new certificate program proposals and renewals. Committees and Rules supports this request. The proposed changes to the Standing Rules adds the subcommittee to the Duties and Standing Subcommittees sections of the Standing Rule and corrects the omission of the existing Integrative Studies Subcommittee in the Duties section.

Strike-throughs indicate deleted text; bold indicates new text.

(c) Committee on Curricular Affairs

1. Membership:

(i) At least 17 elected faculty senators including one faculty senator from each college at University Park and one faculty senator from each of Abington, Altoona, Berks, Erie, Harrisburg, and the University College.

(ii) Two undergraduate student senators

(iii) A member of the Administrative Council on Undergraduate Education (selected by ACUE)*

(iv) Dean of University Libraries and Scholarly Communications or representative*

(v) Chair of the Graduate Council Committee on Programs and Courses*

2. Selection: By the Committee on Committees and Rules

3. Duties: The Committee on Curricular Affairs shall review, evaluate, and approve or reject all course and curriculum proposals including proposals to limit program enrollment submitted by the various departments, colleges, and other appropriate units of the University that have not received delegation or responsibility in this area from the Senate. With regard to program enrollment limitations, restrictions proposed for academic reasons are subject to approval or rejection while restrictions proposed for resource restraints are subject only to consultative review. The Committee shall study the existing courses and curricula of the University with reference to the needs of students and opportunities for service to the Commonwealth and make recommendations for changes where appropriate. It shall develop criteria for evaluating courses
and curricula and recommend procedures for handling courses and curriculum proposals. It shall have oversight of the following subcommittees: Bachelors of Arts, Certificates, General Education, Integrative Studies, Retention and Transfer, United States and International Cultures, and Writing. It shall make recommendations to Senate Council on the establishment, reorganization, or discontinuation of organizational units pursuant to Council duties specified in Article II, Section 1 (d) of the Bylaws. It shall maintain such liaison with University administration and faculty as may be necessary for the implementation of these procedures.

4. Standing Subcommittees:

(i) General Education Subcommittee
It shall consist of nine members to monitor the General Education Program and make recommendations for assuring the delivery of effective general education as mandated in the General Education legislation. The subcommittee shall be led by the vice chair of SCCA; its membership shall be such that the subcommittee has at least one member with expertise in each of the General Education Categories (GWS, GQ, GA, GH, GN, GS and GHW). An effort should be made to include at least one member from a non-University Park location, but with disciplinary expertise remaining the primary consideration. When the subcommittee’s workload is especially intense, the chair of SCCA may appoint additional members, drawn from SCCA or other Senate committees. The Subcommittee shall review all General Education course proposals (except as provided in ii, iii, and iv below) and forward recommendations to the Committee. It shall also develop, revise, and edit official University publications that provide information about General Education. (See Appendix “H,” 1-23-90.)

(ii) Integrative Studies Subcommittee
It shall include at least three members of the General Education subcommittee and shall be led by the vice chair of SCCA; membership shall be such that the subcommittee has at least one member with expertise in each of the Breadth Across Knowledge Domains (GA, GH, GN, GS, GHW). An effort should be made to include at least one member from a non-University Park location, but with disciplinary expertise remaining the primary consideration. When the subcommittee’s workload is especially intense, the chair of SCCA may appoint additional members, drawn from SCCA or other Senate committees. The subcommittee shall be responsible for overseeing the implementation of the Integrative Studies requirement in the undergraduate curriculum. It shall periodically review and revise, as necessary, guidelines for courses intended to fulfill this requirement. It shall also accept and review proposals for integrative coursework year-round and forward recommendations to the Committee. (See Appendix B, 4-28-15).

(iii) United States and International Cultures Subcommittee
It shall be led by a person as appointed by the chair of SCCA and consist of ten members and shall be responsible for overseeing the implementation of the United States cultures and International Cultures requirement in the undergraduate curriculum. It shall periodically review and revise, as necessary, guidelines for courses intended to fulfill this requirement. It shall also review proposals for courses under this requirement and forward recommendations to the Committee. (See Appendix II, 12-4-90 and III, 4-27-04.)
Appendix G
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(iv) Writing Subcommittee
It shall be led by a person as appointed by the chair of SCCA and consist of ten members and shall be responsible for overseeing and reviewing, as necessary, the implementation of Writing Across the Curriculum in the undergraduate curriculum. It shall periodically review and revise, as necessary, guidelines for writing-intensive courses. It shall also review all writing-intensive course proposals and forward recommendations to the Committee. (See Appendix “E” 3-20-90.)

(v) Bachelor of Arts Requirements Subcommittee
It shall be led by a person as appointed by the chair of SCCA and consist of eleven members including a faculty member from each college that offers the BA degree (Abington, Altoona, Arts and Architecture, Berks, Communications, Earth and Mineral Sciences, Erie, Harrisburg, Liberal Arts, Science, and University College). It shall review BA course proposals and monitor and review all BA requirements and it shall consider recommendations for changes in these requirements. These recommendations shall be reported to the Committee and, if approved, shall be forwarded to the Senate for vote. (See Appendix II, 4-13-93 and E, 10-26-04.)

(vi) Retention and Transfer Subcommittee
It shall be led by a person as appointed by the chair of SCCA and consist of five members to review, make recommendations and monitor all holds on student admissions to programs and special or more restrictive academic requirements for entrance into a college, major or minor, and/or for retention in a program, consistent with general academic guidelines established by the Committee on Undergraduate Education. (See Appendix “E,” 10-26-93.)

(vii) Certificates Subcommittee
It shall be led by a person as appointed by the chair of SCCA and consist of at least five members to review and make recommendations about certificate programs. It shall periodically review and revise, as necessary, guidelines for undergraduate credit certificates. It shall also monitor recertification of certificates at the 5-year expiration and review extension requests. (See Appendix “E” 3-15-16)

5. Mandated reports: Senate Curriculum Report. The Committee on Curricular Affairs shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall continue to send its Informational Reports to the Senate Council.

*nonvoting unless Article IV, Section 2 of the Bylaws applies

COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Mohamad Ansari
- Dawn Blasko, Chair
- Mark Casteel
- Pamela Hufnagel
- William Kelly, Vice Chair
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
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- Matthew Woessner
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to the Standing Rules, Article 1 Rules of Procedure
(New Section 7, Service Terms for Faculty Senate Board of Trustee Committee Membership)

(Legislative)

Implementation: Upon approval by the Senate

**Background:** The service term for Faculty Senate Board of Trustee (BOT) membership should be aligned with the BOT schedule. Currently, BOT Committees are populated and charged in July, with each BOT Committee working on a July through May meeting cycle, without membership change. Faculty Senators should have a service term on their respective BOT Committee, reflecting that reality. Bold indicates new text; strike-throughs indicate deleted text.

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Section 7
Six Faculty Senators will attend Board of Trustee meetings, subject to continuing invitation by the Board of Trustees. Those Senators will include the four Senate Officers and two chosen by the Senate Chair. These Senators will staff their respective Board of Trustees committee positions following the July-May Board of Trustee Committee staffing cycle. The immediate Past Chair of Faculty Senate will deliver a final Faculty Senate report to the Board of Trustees in May and the new Faculty Senate Chair will be announced and seated at the May afternoon plenary Board of Trustees meeting. Faculty Senate shall use the July Board of Trustees meeting to staff Board of Trustee committees with new Faculty Senate representatives.

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Section 78
(a) To introduce new legislative or advisory and consultative business, a senator may address a communication to the Chair of the Senate indicating the item of business that the senator wishes to be considered, or to any member of an appropriate Standing Committee or member of Council. The senator may also request, on the Senate floor, referral to committee by the Chair. The above procedures represent the normal means for introducing new legislation in that they provide for detailed study by the appropriate Standing Committee or Committees, but a senator may introduce, by a direct motion from the floor, new legislation that the senator considers to be of exceptional urgency. When such a motion has been made and seconded, it shall be laid on the table until the next regular meeting of the Senate unless the Chair calls a special meeting to consider this item before the next regular meeting.
(b) Forensic business provides an opportunity for any senator to discuss any matter of concern to the University. To introduce forensic business a senator must present in writing a title and brief summary of the matter to be discussed at least seven days before the meeting at which the matter is to be considered. The senator’s name will be placed on the agenda together with the title and summary.

(c) Any member of the University community, not a member of the Senate may request the privilege of the floor on any item of business already before the Senate. Such a request must be made to the Chair, through the Executive Director of the Senate, at least five calendar days before the meeting at which the individual wishes to speak.

(d) Any matter of forensic business under debate shall become legislative or advisory and consultative business when it is made the subject of a motion on which a vote of the Senate is required. When such a motion has been made and seconded, the matter in question shall be laid on the table until the next regular meeting of the Senate unless the Chair calls a special meeting of the Senate to consider this item before the next regular meeting.

(e) Matters of forensic business shall not be the subject of any motion until the Chair declares the forensic discussion period to be at an end. Any senator wishing to make any matter of forensic business a matter of legislative business may do so under the provision of Section 7 (a).

(f) Only members of the Senate may introduce new legislative, advisory and consultative, or forensic business.

(g) At the discretion of the Chair of the Senate, any member of the Board of Trustees, University faculty, administration, student body, staff, or guest of the University not a member of the Senate may be granted the privilege of the floor to make comments and recommendations for the good of the University. Requests shall be made to the Chair, in writing at least five calendar days before the meeting. The time period may be waived by the Chair.

(h) The Chair shall have the authority to place a time limit on the remarks of any nonmember of the Senate.

(i) The rules of this Section may be suspended only by a three-fourths vote of the senators present.

Section 89

New rules for Policies and Procedures for Students, new Standing Rules of the Senate, and amendments to these rules may be acted upon only after they have been presented in writing to all senators six days before a regular meeting of the Senate, except that this section may be suspended by unanimous consent of the senators present.
Section 9

Under the direction of the Executive Director of the Senate, the Senate shall publish an official record (The Senate Record) of its proceedings within fourteen days after each meeting, and this record shall contain:

(a) agenda of the meeting;

(b) verbatim minutes of the meeting except for informational and mandated reports. An executive summary of informational and mandated reports will be included in The Senate Record unless a verbatim transcription is requested by the Chair or the Executive Director;

(c) documents distributed at the door of the meeting;

(d) such other items as the Chair shall direct.

Note: Senate meetings are digitally recorded (audio and video) and the recordings are available in the Senate office.

All Informational Reports will be made available via a link through the Senate website and archived for long-term reference. Copies of The Senate Record shall be deposited in the University Archives of the University Library.

Under the direction of the Executive Director of the Senate, the Senate office shall establish:

(a) A Senate Discussion Forum that will foster open lines of communication between senators

(b) An electronic Senate Newswire.

The Office of the University Faculty Senate shall directly communicate on Senate matters, as appropriate, with faculty governance leaders and with deans/ chancellors. The Senate office shall send pertinent documents directly to the relevant elected leaders of faculty governance units with copies to deans/ chancellors when appropriate.

Section 10

Senators shall be assigned regular seats in the Senate chamber by the Secretary of the Senate. A new seating arrangement shall be made each year immediately after the names of newly elected senators shall have been reported to the Chair. If a senator is replaced by another for any reason during the senatorial year, the new senator shall occupy the seat until the next annual seating arrangement is made.

Section 11
(a) The elective year of the Senate and Senate Council shall begin with the installation of the new officers at the last regularly scheduled meeting, before which meeting the Senate shall elect a Chair, if necessary, a Chair-Elect, and a Secretary. The terms of Senate officers, Council members, and members shall be from this time until the corresponding time at the last regularly scheduled meeting the following Senate year. Names of newly elected senators shall be reported to the Senate office no later than four weeks prior to the next-to-last regularly scheduled meeting of the Senate year.

(b) At any meeting of Senate Council, a petition may be presented to the Chair requesting that any Senate officer be removed from office for neglect of duty or misconduct in office. The petition must be signed by at least two elected Senate Council members. Senate Council after appropriate investigation and discussion shall vote whether the Senate shall be polled to consider the removal of the officer. A majority vote of the total number of elected councilors shall be required. If the Council vote is to poll the Senate, a ballot or e-mail notification of the election website will be sent to all senators allowing at least ten working days for voting. A two-thirds majority vote shall be required for removal of the officer. In the case of the removal of the Senate Chair, the Chair-Elect shall succeed immediately to the Chair. If the Chair-Elect is removed, a new election will be held using regular procedures. If the Secretary is removed, the Senate Council shall elect a replacement.

(c) The Nominating Committee of the Senate shall develop the slate of nominees for the offices of Chair-Elect and Secretary, as well as for a member of the Faculty Advisory Committee to the President. It shall also be responsible for developing the slate of nominees for the Committee on Committees and Rules. The Nominating Committee shall consist of the elected members of Senate Council and the Immediate Past Chair of the Senate, who shall chair the committee. The Chair of the Senate shall activate the Nominating Committee at least four weeks prior to the second regularly scheduled meeting of the spring semester. The committee shall meet at the call of the Secretary, who shall charge the committee. The committee shall present at least two nominees for the offices of Chair-Elect and Secretary. In addition, in the event that the Chair-Elect received a vote of no-confidence or that the Secretary is serving as interim Chair-Elect, the committee shall report a slate of at least two nominees for the office of Chair. The committee shall also report a slate of at least two nominees for a member of the Faculty Advisory Committee to the President (three-year term). Nominations shall reflect the variety of disciplines, functions, and geographic locations of University units. A report of all the nominations for Senate offices and the Faculty Advisory Committee to the President shall be submitted to the Chair of the Senate at least fourteen calendar days before the next-to-last regularly scheduled meeting of the Senate year, and the slate shall be published in the agenda for the next-to-last meeting. These nominations shall be announced to the Senate at the next-to-last meeting by the Chair of the Nominating Committee. At this time additional nominations may be made from the floor of the Senate. Nominations for the Committee on Committees and Rules shall be presented to the Senate Council at their next-to-last regularly scheduled meeting of the Senate year. Senate Council shall then elect the members of the Committee on Committees and Rules in accordance with Article II, section 6 of the Standing Rules of the Senate.
(d) Elections will be conducted by mail or electronically by secret preferential ballot. Ballots or e-mail notification of the election website will be sent to all current senators at least 21 days before the date of the last regularly scheduled meeting of the Senate.

(e) Votes shall be counted or verified by three tellers, appointed by the Chair of the Senate from among the members of the Senate who are not members of the Nominating Committee [see (c)]. The tellers will report the results of the election to the Chair of the Senate by 12:00 noon of the sixth day prior to the last regularly scheduled meeting of the Senate year. The Chair of the Senate will immediately inform the chair of the Committee on Committees and Rules of these results.

(f) The Chair of the Senate for the previous elected year shall preside at the last regularly scheduled meeting of the Senate year until a successor shall have been duly installed.

(g) At the last regularly scheduled meeting of the Senate year, announcement shall be made of the results of elections of Senate officers, of the member of the Faculty Advisory Committee to the President, of the Committee on Committees and Rules, and the Senate Council, and their installation shall be placed on the agenda between Items “j” (informational reports) and “k” (new legislative business). The results of Senate elections, including the number of votes received by each candidate for Chair-Elect, Secretary, Faculty Advisory Committee to the President, Faculty Rights and Responsibilities Committee, University Promotion and Tenure Committee, and Standing Joint Committee on Tenure, will be posted on the Senate website immediately after the last regularly scheduled meeting of the Senate year.

Section 123

(a) Prior to the next-to-last regularly scheduled meeting of the Senate year, the Senate Council shall select the members of the Committee on Committees and Rules. The Committee on Committees and Rules shall consist of ten members serving two-year terms, five members to be selected each year. Appointments shall reflect the variety of disciplines, functions, and geographic locations of University units. If a committee member is no longer an elected senator at the end of the first year of the term on the committee, a vacancy shall occur in that position and a selection shall be made to fill the unexpired term.

(b) The newly selected Committee on Committees and Rules shall be convened immediately following the last regularly scheduled meeting of the Committee on Committees and Rules. In response to the call of the outgoing Chair of Committees and Rules, the incoming Committee shall elect a new Chair and Vice Chair, whose names shall be reported to the Senate at the last regularly scheduled meeting of the Senate year.

(c) The Committee on Committees and Rules shall complete selection of the roster of all committees, including Chairs and Vice Chairs, for the coming Senate year within three weeks of the last regularly scheduled meeting of the Senate year. The membership of each committee will be reported in writing to the Standing Committee Chairs within four
weeks of the last regularly scheduled meeting of the Senate year. This roster will be listed in The Senate Record for the last regular meeting of the Senate year.

(d) The terms of the Committee on Committees and Rules shall be from the conclusion of the last regularly scheduled meeting of the Committee on Committees and Rules of one year until the conclusion of the last regularly scheduled meeting of the Committee on Committees and Rules of the next year.

(e) When a member of a Senate committee resigns before the expiration of the appointment, the Chair of that committee shall notify the Chair of the Committee on Committees and Rules of this circumstance, and the latter group shall name a replacement.

Section 134

At least six regular meetings of the Senate shall be scheduled on Tuesdays during the academic year at times and dates decided upon by Senate Council, except as provided for in Section 4 of this Article. A schedule of regular meetings and starting times for the following academic year will be presented to the Senate at the last meeting of each academic year. The Senate Council may change the time or date of a meeting by notifying all senators in writing at least ten days before the earlier of either the originally scheduled or rescheduled dates.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Mohamad Ansari
- Dawn Blasko, Chair
- Mark Casteel
- Pamela Hufnagel
- William Kelly, Vice Chair
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana
- Matthew Woessner
During Fall 2016 the Senate Committee on Research was charged with reviewing their structure and duties in the process of developing a document for new committee members. That review led to proposed changes in the committee membership and duties, to reflect current and future needs for this important function of the University Faculty Senate, consistent with the complex issues associated with the University’s research programs.

New text is in bold; strike-throughs indicate text to be deleted.

(1) Committee on Research, Scholarship, and Creative Activity

1. Membership:

(i) At least ten elected faculty senators

(ii) One graduate student senator

(ii) One undergraduate student senator

(iv) Six members of the Graduate Council Committee on Graduate Research including the Committee Chair and Vice President for Research and Dean of the Graduate School*

(v) Vice President for Research* Six members of the Graduate Council Committee on Graduate Research including the Committee Chair

(vi) Vice Provost for Graduate Education/Dean of the Graduate School*

(vii) Director of the Office of Sponsored Programs**

(viii) Associate Vice President for Research and Technology Transfer**

(ix) Associate Vice President for Research, Director of Research Protections**
2. Selection: By the Committee on Committees and Rules. Members from the Graduate Council on Graduate Research will be chosen in consultation with the Graduate Council that committee.

3. Duties: The Committee on Research, Scholarship, and Creative Activity is charged with fostering and promoting the creation of new knowledge by faculty and students in all disciplines across the Penn State campuses, as well as with facilitating interdisciplinary and intercampus collaboration in this regard. It shall be the Senate advisory body to the Vice President for Research and to the Vice Provost for Graduate Education/Dean of the Graduate School. In the realm of graduate research, scholarship, and creative activity it works closely with the Graduate Council Committee on Research (whose chair and members serve on the Committee) to achieve common aims and shared objectives. Within the advisory and consultative functions of the Senate, it shall advise and consult on all matters involving research policies and services, as well as on issues relating to intellectual property and technology transfer. In conjunction with the Libraries, Information Systems, and Technology Committee, it shall ensure an active faculty role in the formulation of all research computing and information systems policies as they affect faculty and students. In collaboration with the University Planning Committee, it advises and consults on matters related to facilities, including facilities and administration costs. It shall make recommendations to Senate Council on the establishment, reorganization, or discontinuation of organized research units and institutes. It will maintain a formal liaison with the University Research Council and its chair shall serve as a member of that body.

The Committee on Research is charged with promoting graduate and undergraduate research and scholarly activities and advising the Senate on research policies including research facilities and overhead and fringe benefit computation. It shall, within the advisory and consultative functions of the Senate, be consultative and advisory on all items involving research policies and services. It shall ensure an active faculty role in formulation of all research computing and information systems policies as they affect faculty and students in conjunction with the Libraries, Information Systems, and Technology Committee. It shall make recommendations to Senate Council on the establishment, reorganization, or discontinuation of organized research units and institutes. It will maintain formal liaison with the University Research Council. One member of the committee shall serve on the Penn State Press Editorial Committee. It shall be the Senate advisory body to the Vice President for Research and Dean of the Graduate School.


5. Liaison with other Senate, Administrative, Special or Joint Committees:
One member of the committee shall serve on the Penn State Press Editorial Committee.
The chair shall serve on the University Research Council and act as the committee’s liaison to that body.

*nonvoting unless Article IV, Section 2 of the Bylaws applies
** nonvoting resource person for the committee
SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Mohamad Ansari
- Dawn Blasko, Chair
- Mark Casteel
- Pamela Hufnagel
- William Kelly, Vice Chair
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana
- Matthew Woessner
Introduction:

Revisions to Senate Policy 59-10 Requirements for the Minor were approved by the University Faculty Senate on April 19, 2016 to include clarity in the language describing requirements for minors and to update the policy to enhance the consistency in the application of minor requirements across the university. This proposal would modify that policy to change the necessary requirements for minor completion.

Discussion and Rationale:

The proposed modifications are intended to revise the current policy on academic minors. As it stands, the current policy states that “At least six (6) credits of the minor must be unique from any other degree or minor earned by the student.” After passage in April 2016 and implementation beginning fall semester 2016, the policy has caused considerable confusion and concern among students and advisors, because at face value, the policy adds at least 6 credits to the academic plan for each minor a student chooses to complete, potentially lengthening the stay and increasing costs for any student considering a minor. Prior to the current policy, there were no restrictions on the number of major credits that could potentially be applied toward a student’s minor(s). That is, a student could potentially utilize all credits (whether Prescribed Courses, Additional Courses, Supporting Courses, General Education, or Electives) required for a major toward a minor or minors if that overlap occurred. The current policy eliminates that flexibility and imposes an additional six-credit burden on top of degree requirements for each minor a student wishes to pursue.

Part of the rationale for the current policy was to prevent the intentional embedding of entire minors within the Prescribed Courses of a major program, so that by completing the major, a student would automatically complete a specific minor. However, there is little evidence that this is a widespread practice within Penn State. The proposed revision provides a compromise, allowing students to intentionally apply their “selective” courses, such as General Education, Additional, Supporting, and Elective Courses, toward a minor, but also ensuring students may not complete a minor which is fully prescribed in their major program(s) or secondary minor program(s).

There are several issues of fairness and practicality that make a revision to the current minor policy worth considering:

- Students should have the opportunity to accomplish a minor within eight semesters, adding value to their academic record. Affordability and timely graduation should not be sacrificed.
by adding extra credits “unique from any other degree or minor” for students who wish to obtain a minor.

- The definition of majors at Penn State states that “Each major may have requirements identified in Prescribed, Additional, and Supporting Courses and Related Areas categories. Elective credits are not considered part of the major.” Therefore, students in a major with a high number of Electives more easily complete minors than students in majors with few (if any) Electives.
- Students who enter Penn State with Advanced Placement (AP) or other credits from high school are at an advantage to complete minors because they will likely have additional space in their schedules to take courses beyond the minimum 120 credits without going beyond 15 credits per semester.
- Students should not be dissuaded from earning minors to gain a depth or breadth of learning in multiple areas, particularly if the students are intentional in selecting their non-prescribed courses. Making it more difficult for students to earn minors penalizes both students and academic programs in which faculty have invested significant time in curricular planning.
- Academic requirement accounting in LionPATH (i.e. the degree audit) may allow one student to receive a minor while another may not, and imposes an unnecessary burden on major and minor coordinators to police the current minor policy.
- Many faculty advisors view minors as a value-added opportunity to initiate discussions with students about purposeful planning related to their major and careers. Making the completion of a minor more difficult will discourage those conversations.
- A minor is meant to complement a student’s knowledge in a particular subject area; whether or not those subjects overlap with another list of credentials is irrelevant.
- Additionally, a survey of the minor policies of peer CIC institutions did not identify minor requirements as restrictive as Penn State’s current policy. Imposing these unnecessary restrictions on minors puts our students at a competitive disadvantage relative to other universities with less restrictive policies.

In short, the proposed modification to the current minor policy would benefit students by allowing them to complete a minor, in addition to their major, without needing to earn more credits than are required by their major program. The revisions are fair and do not preferentially benefit students in majors with a high number of elective or AP credits. The revisions also reward students and academic programs for careful planning and intentional course selection.

**Recommendations:**

It is recommended that Senate Policy 59-10 be replaced with the following text. **New text and concepts are in bold.**

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

**59-10 Requirements for the Minor (recommendation)**

A minor is an academic program of at least 18 credits. A minor program may consist of course work in a single area or from several disciplines, but must include at least six
A minor is an academic program of at least 18 credits. A minor program may consist of course work in a single area or from several disciplines, but must include at least six credits at the 400-level. Total requirements for a minor are to be specified and generally limited to 18 to 21 credits. All courses for a minor must be completed with a grade of ‘C’ or above. At least six (6) credits of the minor must be completed in courses offered by the University or in cooperative degree programs that have been established by formal agreement and approved by the University Faculty Senate. At least six (6) credits of the minor must be unique from the Prescribed Courses required by the student’s major program(s). Any other degree or minor earned by the student.

Some minors are generally intended to add breadth to the student’s academic experience and often will have minimal prerequisite preparation required to begin the minor. Other minors are intended to add depth or specialization to the student’s major. Therefore, entrance to some minors may require the completion of a number of prerequisites including courses, portfolios, auditions, or other forms of documentation that are not included in the total requirements for the minor. Any prerequisites necessary to complete minor requirements must be clearly detailed in the minor description.

Requirements for a minor may be completed at any campus location offering the specified courses for the minor. Students may not change from a campus that offers their major to a campus that does not offer their major for the purpose of completing a minor. Minors should be reviewed by the Senate Committee on Curricular Affairs every five (5) years for enrollment and currency.

59-10 Requirements for the Minor (clean copy)

Some minors are generally intended to add breadth to the student’s academic experience and often will have minimal prerequisite preparation required to begin the minor. Other minors are intended to add depth or specialization to the student’s major. Therefore, entrance to some minors may require the completion of a number of prerequisites including courses, portfolios, auditions, or other forms of documentation that are not included in the total requirements for the minor. Any prerequisites necessary to complete minor requirements must be clearly detailed in the minor description.

Requirements for a minor may be completed at any campus location offering the specified courses for the minor. Students may not change from a campus that offers their major to a campus that does not offer their major for the purpose of completing a minor. Minors should be reviewed by the Senate Committee on Curricular Affairs every five (5) years for enrollment and currency.
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• Themis Matsoukas
• George Samuel
• Frederic Weber
• Douglas Wolfe
Modification of University Faculty Senate Policy 43-00 Syllabus to Include Report Bias Website

Introduction and Rationale

The Educational Equity and Campus Environment Committee (EECE) has considered the request of the University Park Undergraduate Association’s (UPUA) to change University Faculty Senate Policy 43-00 Syllabus in order to include the report bias web site (http://equity.psu.edu/reportbias/statement) as a requirement for all syllabi at the Pennsylvania State University. Furthermore, EECE has considered the report titled Addressing Issues of Classroom Climate and Bias in the Classroom, which was accepted by the University Faculty Senate at the January 24, 2017 Plenary Session (report is Appendix K of the Meeting Agenda). As well, the EECE has considered the Senate discussion during the EECE sponsored Forensic Report titled Educational Equity and Faculty in the March 21, 2017 (report is Appendix B of the Meeting Agenda). All of the deliberations have led the EECE to pursue changing University Faculty Senate Policy 43-00 Syllabus in order to include the report bias web site (http://equity.psu.edu/reportbias/statement) as a requirement for all syllabi at the Pennsylvania State University.

Recommendation

The Educational Equity and Campus Environment Committee recommends that the following statement be added to all Pennsylvania State University syllabi:

**Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, [Add] gender identity [End Add] national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: http://equity.psu.edu/reportbias/statement.**

Revised Policy

The addition to Policy 43.00 is given in **bold font**.

43-00 Syllabus

A written (paper or electronic form) syllabus must be distributed to students in each course on or before the first class meeting, and the syllabus must remain available to students electronically until the end of the semester. In addition to course content and expectations, the syllabus must include contact information for all course instructors, the course examination policy, grade...
Appendix K
4/25/17

breakdown by assessment type and percentage, required course materials, and the academic integrity policy for the course, and information on procedures related to academic adjustments identified by the Office of Student Disability Resources, reporting educational equity concerns through the Report Bias site, and information on available Counseling and Psychological Services. Changes to the syllabus shall also be given to the student in written (paper or electronic) form.

SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

- Kimberly Blockett
- Denise Bortree
- Julia Bryan, Vice Chair
- Dwight Davis
- Erinn Finke
- Timothy Lawlor
- Robert Loeb, Chair
- John Malchow
- Adam Malek
- Karyn McKinney
- Dara Purvis
- Eileen Trauth
- Marcus Whitehurst
Appendix 2.

Resolution # 23-11
The University Park Undergraduate Association (UPUA)
The Pennsylvania State University
of the 2016 – 2017 Session
November 9th, 2016

Be it decided by the Assembly, having been considered by the Committee on Academic Affairs, a

Resolution
Support of Report Bias Resources on Course Syllabi
(Decided: [ Y / N / A ])

Nature of the Situation:

The first Faculty Senate meeting of the 2016-2017 academic year began with a student panel discussion focused on the topics of diversity and inclusion. Students were chosen from various backgrounds by Vice-Provost of Educational Equity, Marcus Whitehurst, to speak on both their positive and negative experiences within the classroom at this point in their undergraduate careers. The discussion was led by Robert Loeb, the Chairman of the Senate Committee on Educational Equity and Campus Environment, where each student was asked to speak shortly about themselves and any recommendations they had for making The Pennsylvania State University more inclusive.

Senate Chair Jim Strauss also announced at this meeting, that for the rest of the year and at every Senate meeting, diversity would be included in the conversation. This was to encourage the entire Senate to not only pass pieces of legislation in support of diversity initiatives, but to remain actively aware of ongoing issues.

Additionally, President Eric Barron has made diversity and inclusion a top priority for Penn State with the All In Commitment, as it benefits not only a student’s learning experience but the greater University at large.

According to the latest data on hate crimes nationwide, in 2014 the FBI’s Uniformed Crime Reporting Program reported 5,479 incidents. Of these crimes 47% were racially motivated, 18.6% were based on sexual orientation and 18.6% were based on religion.

Penn State University Policy AD42: “Statement on Nondiscrimination and Harassment,” states, “The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of age, ancestry,
color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status. Discrimination or harassment against faculty, staff or students will not be tolerated at The Pennsylvania State University.”

Additionally, according to the Office of Educational Equity, thirty-nine reports were filed in the Spring 2015 and Summer/Fall semesters. The motives of the bias or target issue(s) include ethnicity/culture, race, color, gender, ancestry, national origin, religious beliefs, age, sexual orientation, and status as a veteran as seen in the Bias Motivated Incidents Report (APPENDIX A).

Currently students, faculty, staff, alumni, and guests can use an anonymous web form found at equity.psu.edu/reportbias to report any type of hate or intolerance(s) that occurs at Penn State. All reports are handled by the Report Bias officer under the Office of Educational Equity.

Current non-course related information mandated through Senate Policy 43-00 Syllabus to be included on all syllabi includes the University’s academic integrity policy, information for procedures relating to academic adjustments from the Student Disability Resources office and recently- information on available Counseling and Psychology Services at Penn State.

During the UPUA 10th Assembly, Academic Affairs committee members and student faculty senators advocated for the addition of Mental Health Resources to all course syllabi. These documents are the only consistent resource students have access to on a semester-basis, as most University-affiliated documents are distributed during New Student Orientation and First-Year information sessions. Although it is recognized that syllabi are not supposed to be a “catch-all” of information that needs to be relayed to students, it is with hopes that there will soon be an Online Syllabi Database system that makes this easier for all parties involved.

Members of the UPUA presented to the full meeting of the President’s Commission on Race and Ethnic Diversity (CORED), Title IX Office, Vice-Provost of Educational Equity Marcus Whitehurst and the Report Bias Officer Debra Simpson-Buchanan, to advocate for their support of Report Bias resources to course syllabi. The Commission has been preparing both a report and presentation to the University Faculty Senate, in which they agreed to advocate for the revision to Faculty Senate Policy 43-00 to include these resources.

**Recommended Course of Action:**

The University Park Undergraduate Association, on behalf of the University Park undergraduate student body, commends the University Faculty Senate’s efforts to advance discussion on Diversity and Inclusion at The Pennsylvania State University. However, the UPUA recognizes the disconnect between the University's resources for such issues and the student body’s general knowledge of their existence.

Thus, the UPUA resolves to support the following addition to Faculty Senate Policy 43-00 Syllabus:
“A written (paper or electronic form) syllabus must be distributed to students in each course on or before the first class meeting. In addition to course content and expectations, the syllabus must include contact information for all course instructors, the course examination policy, grade breakdown by assessment type and percentage, required course materials, and the academic integrity policy for the course, information on procedures related to academic adjustments identified by the Office of Student Disability Resources, information on available Counseling and Psychological Services as well as the Office on Report Bias. Changes to the syllabus shall also be given to the student in written (paper or electronic) form.”

The University Park Undergraduate Association also charges the Department of Communications with disseminating this stance through all appropriate platforms including, but not limited to, all UPUA social media accounts and news sources such as Onward State and The Daily Collegian.

Respectfully submitted,

Samantha Geisinger  
Eberly College of Science  
Chair of Academic Affairs

Kyra Rogan  
At-Large Representative  
Chair of Student Life

Jorge Zurita-Coronado  
At-Large Representative  
Vice Chair of Student Life

The University Park Undergraduate Association
JOINT SPECIAL COMMITTEE ON FIRST-YEAR STUDENTS’ WELL-BEING AND SAFETY

Curricular and co-Curricular Learning Pathways to Promote the Well-Being and Safety of First-Year Undergraduate Students

(Legislative)

Implementation: Upon Approval by the Senate

CHARGE:

On July 2, 2014, President Eric Barron announced his appointment of the Task Force on Sexual Assault and Sexual Harassment. After a six-month long extensive inquiry, the Task Force Report was completed and presented to the President, on January 23, 2015. On February 16, 2015, President Barron publicly accepted all eighteen of the recommendations made by the Task Force stating that “everyone has merit and when combined the actions will present a strong and comprehensive response to sexual violence” Further, the President emphasized that they provide “a roadmap for moving Penn State into a national leadership position in the struggle to address sexual misconduct” (see http://news.psu.edu/story/345185/2015/02/17/health-and-safety/president-accepts-all-18-recommendations-presented-sexual). The administration has used this roadmap for the implementation of numerous enhanced and new policies and practices surrounding the issue of sexual assault and sexual harassment. The President aims to have Penn State be a national leader in dealing with these issues and enhancing the well-being and safety of its students.

Of the Task Force recommendations, #13 read as follows: “The Task Force recommends the creation and implementation of various educational experiences that reflect their [students’] evolving developmental needs during the course of their college experience, including a required course for all first-year students that explores issues of student well-being and safety, with an emphasis on building positive relationships and preventing sexual misconduct and alcohol misuse.”

From this recommendation emerged the creation of the Special Joint Committee on First-Year Students’ Well-Being and Safety, originally charged by Faculty Senate Chair Ansari on June 18, 2015 and recharged by Faculty Senate Chair Strauss on August 28, 2016. The current charge states that the Joint Special Committee is: “to develop curricular and/or co-curricular learning pathways with respect to educational programming on well-being and safety beginning with first-year students. Such programming should emphasize the building of positive relationships and the prevention of alcohol misuse and sexual misconduct. To help ensure financial well-being, issues of financial literacy can be addressed as well. To this end, the Special Joint Subcommittee should consult and maintain liaisons with and provide any reports to the University Faculty Senate Standing Committees on Curricular Affairs, Student Life, and Undergraduate Education.”

Please Note: The Curricular and Co-Curricular Learning Pathways are dealt with in two separate reports. Since curriculum is the purview of the faculty, it will be presented in a
Legislative Report (this current report) and the complementary and collaborative co-curricular recommendations, which are aimed towards the administration, will be presented in a companion Advisory and Consultative Report.

RATIONALE:

The issues of students’ well-being and safety (as identified in the charge as the prevention of alcohol misuse and sexual misconduct), as well as concerns about financial literacy, are timely and of critical importance, as described below.

Well-being and Safety (Focusing on Sexual Misconduct and Alcohol Misuse):

A critical issue of well-being and safety for students on all campuses throughout the United States, as well as at Penn State, is sexual assault and its major contributing factor of alcohol misuse (Abbey, Ross, McDuffie, & McAuslan, 1996; Caldeira, et al, 2009). As noted in the report released by the White House Council on Women and Girls on Rape and Sexual Assault: A Renewed Call to Action (January, 2014), campus sexual assault is a particular problem with 1 in 5 women being sexually assaulted while in college (although sexual assaults can happen to anyone no matter their sex/gender). A particular risky time for the occurrence of campus sexual assault is the first few months of a new academic year, referred to as the “Red Zone”, when campus sexual assaults spike among new incoming women (Kimble, Neacsiu, & Flack, 2008). Sexual assaults are most often committed by someone the victim knows and fueled by alcohol consumption (Abbey, et al., 1996) and occur in students’ free or leisure time (Murphy, Hoyme, Colby, & Borsari, 2006). Excessive alcohol consumption is a significant challenge on many U.S. college campuses, including Penn State (https://engemannshc.usc.edu/files/2012/11/owhp.ncha_.2012.pdf).

At Penn State, for example, about one-half of the students (51.3%) who responded to a 2015 student drinking survey reported engaging in high-risk drinking behavior (consuming four or more drinks in a two-hour period for women and five or more drinks in a two-hour period for men). Approximately one-quarter of students (23.9%) had engaged in high-risk drinking 3 or more times during a two-week period (Penn State Student Affairs Research and Assessment, 2015: http://studentaffairs.psu.edu/assessment/analysisreports.shtml). Students who report high levels of alcohol use also have higher rates of negative consequences, including blacking out, getting hurt or injured, and having policy and legal violations. Studies also find an association between drinking and risky and non-consensual sexual experiences (Caldeira et al., 2009). Nationally more than 100,000 college students between the ages of 18 and 24 reported having been too intoxicated to know if they consented to having sex during the preceding year (Hingson et al., 2002).

The 2015 Penn State Sexual Misconduct Climate Survey (see Summary Report: University Park attached) reports some alarming findings specific to Penn State. The following percentages of undergraduate students at University Park reported sexual assault involving non-consensual penetration or attempts at penetration (Women- 27.5%, Men -6.2%, LGBTQ – 25.7%; Overall – 18.1%). Unfortunately only about one-half (54.8%) of the students surveyed reported that they know how to prevent sexual misconduct and only about one in ten of them are “very” to “extremely aware” of the campus resources that target prevention and treatment of sexual assault. Further, less than two-thirds (62.3%) of students believe that Penn State is “likely” or “very likely” to “take
action to address factors that may have led to sexual misconduct.” These findings should be seen as a call to action to us all to provide more comprehensive and accessible education to every undergraduate student regarding sexual misconduct and alcohol misuse. Further, the federal government has mandated that sexual assault prevention programs be conducted on all college campuses that receive federal funding. Underscoring this mandate, the Department of Education’s Office for Civil Rights has asserted that schools have a duty to develop comprehensive plans for educating students about sexual assault. Research has provided insights into the types of educational interventions that are effective (Anderson & Whiston, 2005; Banyard & Moynihan, 2007; Lonsway & Kothari, 2000). The factors of such programs include 1) being longer in duration and focused, 2) having multiple sessions presented across a student’s college career, 3) having clear goals and measurable objectives, 4) include content addressing attitudes and beliefs as well as factual information, 5) describing specific risk reduction techniques (e.g., responsible use of alcohol, bystander interventions), and 6) being tailored to the needs of specific audiences (e.g., males, student-athletes, fraternity and sorority members, LGBT individuals, people of differing races and ethnicities). Research from programming/coursework at other campuses, as well as conducted with courses at Penn State (BBH 146, RPTM 120), has demonstrated that attitudes and risk behaviors related to sexual assault can be significantly changed to enhance well-being and safety. Yet, it has been generally observed on college campuses that “sexual assault prevention programming remains a confused, scattered, and sporadic enterprise with little scientific underpinning” (Anderson & Whiston, 2005). We aim to make sure that this is not the case for our university.

Financial Literacy:

Another critical issue for students on college campuses throughout the United States, including Penn State, is the need for financial literacy education. The U.S. Department of Treasury, on behalf of the Financial Literacy and Education Commission, published a report on Opportunities to Improve the Financial Capability and Financial Well-being of Postsecondary Students (2015) stating that at the end of March 2015: 1) outstanding federal student loan debt stood at over $1.1 trillion, not including private student loan debt, and 2) there were more than 41 million federal student loan borrowers (U.S. Department of Education 2015). More specifically, in 2014-15, 10,029 baccalaureate students graduated from Penn State with loan debt, representing approximately 64% of graduates. The average debt among those who borrowed was $37,623. This compares to Pennsylvania and national rates of average debt at $28,950 and $29,661, respectively, for 75% and 69% of graduating students, respectively. For a standard 10-year repayment plan, the monthly loan repayment would be $425 per month.

In addition to making choices about paying for college expenses, young adults, often for the first time, make a number of other important financial decisions in college, such as whether to secure credit cards. As students graduate and transition to the workplace, they are faced with other complex financial decisions such as budgeting, buying a car and/or house, securing health insurance, saving for retirement, and a series of other complex consumer spending decisions. These types of decisions may have a long-term impact on their future, making the college years an important opportunity to address these critical issues in financial literacy. Financial education is one strategy to equip college students with the skills and resources needed to make informed decisions regarding their money management, college access and completion, as well as other lifelong financial health issues.
Given this background literature and information our Special Committee focused on developing recommendations for both curricular and co-curricular learning pathways since these should be complementary to and integrated with one another. Thus, they should share the same guiding principles, goal and objectives as described below.

GUIDING PRINCIPLES FOR THE RECOMMENDED CURRICULAR (AND CO-CURRICULAR) LEARNING PATHWAYS

- The topics emphasized in the charge (i.e., alcohol misuse, sexual misconduct, and financial literacy) are the ones addressed by these recommendations.
- Alcohol misuse/sexual misconduct and financial literacy are different issues that deserve separate attention but can be addressed collaboratively when appropriate.
- Learning pathways must be accessible to all Penn State students at all locations (including World Campus).
- Learning pathways must be flexible so that they are appropriate for and adaptable to differing campuses/locations, as well as differing needs of students.
- Learning pathways must be feasible. In addition to any new initiatives, courses and programs that are already in place will be built upon and enhanced and thus unnecessary duplication will be avoided.
- Curricular and co-curricular learning pathways should complement one another and be integrated.
- Learning pathways will be aligned with Penn State’s on-going efforts in related areas (described under “Placing the Recommendations into Context”).
- Learning pathways will be aligned with federal mandates, state laws, and Penn State policies for the protection of student safety and enhancement of well-being.
- Penn State Values will be an integral part of all learning pathways.
- The optimization of student engagement will be a goal.
- Recognition of and respect for diversity will be imbedded in the learning pathways.
- Learning pathways will be systematically assessed.

LEARNING PATHWAYS FOR PREVENTION OF ALCOHOL MISUSE AND SEXUAL MISCONDUCT

The recommended learning pathways would consist of collaborative curricular and co-curricular opportunities that would facilitate students’ examination of effective ways to engage in positive relationships with others and with one’s community. More specifically, they would focus on the areas of alcohol use/misuse and sexual relationships/sexual misconduct. They would highlight the exploration and application of the Penn State Values vis-à-vis the enhancement of personal, interpersonal, and community well-being and safety.

Overarching Goal and Objectives

Goal: To sustain and enhance a positive and supportive Penn State environment that promotes healthy relationships and enhances well-being and safety while reducing the risks involved with alcohol misuse and sexual misconduct.
Objectives: The objectives for learning pathways to reach this goal are based upon the results of research of effective education to prevent sexual misconduct and alcohol misuse (Anderson & Whiston, 2005; Banyard & Moynihan, 2007; Lonsway & Kothari, 2000). They include:

- Increase awareness of and knowledge about risks to well-being and safety, particularly posed through alcohol misuse and sexual misconduct.
- Increase awareness of and knowledge about strategies and resources for enhancing well-being and safety (e.g., positive relationships and constructive community engagement) and for reducing risk (e.g., alcohol misuse and sexual misconduct).
- Explore and examine how intrapersonal factors (e.g., attitudes, beliefs, self-efficacy, etc.), interpersonal factors (e.g., relationships, networks, support systems, etc.) and/or community factors (e.g., engagement, cultural awareness, Penn State Values, etc.) affect alcohol use/misuse and sexual relationships/misconduct.
- Develop skills (e.g., communication, decision-making, assertiveness, critical thinking, healthy use of free time, etc.) that will enhance well-being and safety and reduce risk.

Overview of Curricular Learning Pathways with Recommendations:

The Special Committee has worked diligently to identify opportunities available within the current curricular structure that could be expanded in order to provide education to a greater number of students. For example, first-year seminars (FYS; offered at University Park) and first-year experiences (FYE; offered at other campuses) would be appropriate places for first-year students to be exposed early in their college careers to important well-being and safety content. In fact, such content is already included in the FYE of students on many of the commonwealth campuses. In our discussions with other committees and faculty members, the suggestion that all first-year seminars be consistent in covering the topics emphasized in this report was made repeatedly. However, restructuring of FYS was not in the purview of our special committee but should be considered by a committee specifically dedicated to this topic.

Another appropriate venue for first-year students to receive education on the topics emphasized in this report is in general education courses. General education courses offered at University Park whose focus seems to most closely align with the goal and objectives put forward in this report (e.g., information on alcohol and other drugs, gender & sexuality, relationships, sexual health, or sexual risks, including sexual victimization and domestic or relationship violence) are listed in Appendix A. Note that this is not an exhaustive list and that there is a dearth of courses particularly focusing on the topic of alcohol and other drugs. More courses on this topic need to be developed. Other appropriate general education courses may also be currently offered at University Park, the Commonwealth Campuses, and through World Campus. However, due to the popularity of many of these courses, students are often not able to enroll in them until their senior year. This defeats the purpose of students learning this valuable information early in their college careers in order to enhance their own well-being and safety, as well as being effective bystanders when they observe potential risk or harm towards others. Thus, it is imperative that students have the opportunity to access courses early in their college careers. It is important to note that content on well-being and safety may appear in courses other than FYS/FYE and general education as well (e.g. upper-level and major courses).
We must keep in mind that most students have reported, through focus groups and a survey, that they had not been exposed through their formal coursework to the issues falling within the Task Force’s purview. Therefore, it must be emphasized that the only way to ensure that all Penn State undergraduate students have at least one formal educational experience emphasizing well-being and safety, as defined in this charge, is to require every student to take a course that includes such content. Yet, the Special Committee, in consultation with other standing faculty senate committees, is mindful of not adding any additional number of credits or requirements for graduation. Therefore, in the spirit of other university required courses, such as courses designated as United States (US) and International Cultures (IL), the committee recommends that a WS designation be applied to Well-being and Safety courses. The specific characteristics of WS designated courses will be further elucidated by an implementation committee.

The Task Force has identified a number of general education courses that might include information on alcohol and other drugs, gender & sexuality, sexual health, or sexual risks, including sexual victimization and domestic or relationship violence (see Appendix A.) In addition, there are a number of courses offered at the 400 level, which are most frequently taken by students in related majors. Other non-permanent special topics courses on these subjects are offered periodically, and these topics may be covered in other courses, too.

**Recommendations for Curricular Learning Pathways:**

**Recommendation 1:** The University should provide the financial resources to expand the offering of general education courses at University Park and the Commonwealth Campuses that focus on the areas of the use of alcohol and other drugs, gender & sexuality, relationships, sexual health, or sexual risks, including sexual victimization and domestic or relationship violence. Sections of these courses could be offered through resident instruction and online to make them more broadly available to more Penn State students at all locations.

**Recommendation 2:** Sections of the aforementioned general education courses should be designated for first-year students only so that these courses can be better accessed by underclassmen.

**Recommendation 3:** The University should establish a “Well-being and Safety” (WS) designation for any course having at least 25% content that relates to such matters as the development of healthy relationships and the prevention of substance abuse and sexual misconduct, in order to meet the goal and objectives set forth in this Legislative Report. WS courses should be able to double-count with other requirements.

**Recommendation 4:** Baccalaureate and associate degree candidates must complete 3 credits of courses designated as Well-being and Safety (WS) before graduation. Students are encouraged to take WS courses as early in their college career as possible.

**Recommendation 5:** The courses focusing on well-being and safety, as defined in this report, should undergo regular and systematic assessment via the processes and procedures that the University has in place to determine course effectiveness in meeting the overall goal and the objectives of these courses.
Comments about and Suggestions for Implementation:

- An “Implementation Committee” to oversee the process of implementation of the approved recommendations should be established by Faculty Senate and administration. For example, this committee could work with faculty of targeted general education courses, and their corresponding departments, to develop new and expand access to targeted courses with the goal of offering them system-wide online and through the World Campus.
- Funds for the development of new general education courses could be provided through the Office of General Education. When appropriate and possible, courses dealing with these topics could be linked to permit satisfaction of the integrative studies option in the revised general education curriculum.
- Any redesignated and/or new courses would be approved by the appropriate Curricular Affairs Committee.
- Communication among faculty teaching these courses should be facilitated and resources made available for faculty use. This has already been accomplished by the establishment of a Well-being and Safety site in the “Tools and Resources Repository” at Schreyer Institute for Teaching and Learning web site. Dr. Mary Ann Tobin has been designated as the Well-being and Safety liaison and is already working with a Well-being & Safety Faculty Teaching and Learning Group to identify and post materials and resources.
- Academic courses should link with appropriate co-curricular activities. Such co-curricular activities will also be listed on the Well-being and Safety web site.
- Courses should encourage student engagement.
- Courses should include information regarding how people from diverse backgrounds (e.g. race/ethnicity, gender, sexual orientation, (dis)ability, country of origin) may experience the issues of well-being and safety that are addressed.
- Questions should be added to the university-wide Sexual Misconduct Survey, when it is conducted periodically, to assess students exposure to academic courses on the topic as well as their perceptions of the effectiveness of these courses.
- Two years following implementation, a report should be submitted to update Faculty Senate on the progress of achieving the recommendations.

LEARNING PATHWAYS FOR FINANCIAL LITERACY

The recommended learning pathways for financial literacy would consist of collaborative curricular and co-curricular opportunities that would facilitate students’ examination of effective ways to acquire financial skills and knowledge as a life skill to make informed financial decisions during and after graduation from the university. More specifically, these pathways would focus on the areas of budgeting, building assets, investment in education, acquiring and using credit cards, student loans, the impact of compounded interest, and debt management. They would highlight the exploration and application of personal and consumer principles such as seeking present and future financial
stability, freedom and security. Note: that the curricular pathways and recommendations are presented in this current Legislative Report, whereas the collaborative co-curricular learning pathways and recommendations are presented in a companion Advisory and Consultative Report.

Overarching Goal and Objectives for Financial Literacy Learning Pathways

**Goal:** To sustain and enhance a positive and supportive Penn State environment that is committed to provide students with the resources needed to make informed financial decisions regarding their money management while promoting financial literacy education centered around the concepts of financial security and freedom.

**Objectives:** The objectives for learning pathways to reach this goal are based upon the principles of personal finance, consumer trends and behavior, mathematics of money, and principles of economics. They include:

- Increase awareness of and knowledge about personal finance, particularly budgeting, credit card use and student loans.
- Increase awareness of and knowledge about strategies and resources for making informed financial decisions, increasing assets and reducing debts.
- Explore and examine how intrapersonal factors (e.g., attitudes, beliefs, self-efficacy, etc.), interpersonal factors (e.g., relationships, networks, support systems, etc.) and/or community factors (e.g., engagement, cultural awareness, Penn State Values, etc.) affect financial well-being, security and freedom.
- Develop skills (e.g., communication, decision-making, assertiveness, critical thinking, etc.) that will enhance financial education, and behavior modification to reach financial stability and success.

Recommendations for Curricular Learning Pathways:

**Recommendation 6:** The University should support the offering of more sections of MATH 034 and AYFCE 270 across campuses and online.

**Recommendation 7:** The courses identified in the preceding recommendation should undergo regular and systematic assessment via the processes and procedures that the University has in place to determine course effectiveness in meeting the overall goal and the objectives for financial literacy education.

Comments about and Suggestions for Implementation:

- Implementation of the approved recommendations will be overseen by the Financial Literacy and Wellness Center.

PLACING THE RECOMMENDATIONS INTO CONTEXT:

This is the opportune time to initiate learning pathways at Penn State to improve students’ well-being and safety and to enhance students’ financial literacy since there are other Penn State
initiatives that are supportive and with which meaningful collaboration could be established. These include the recognition and diffusion of the Penn State Values, The University’s Strategic Plan for 2016-2020, the recent revisions to the general education curriculum, the expansion of student engagement, the expansion of learning assessment, and the establishment of the Office of Sexual Misconduct Prevention and Response.

**Penn State Values**

Through an inclusive and comprehensive process facilitated by the Office of Ethics and Compliance, the Penn State Community has endorsed a set of values that represent our core ethical aspirations for all our daily activities and actions as students, faculty, staff, and volunteers at Penn State. These include respect, integrity, responsibility, and community, as well as excellence and discovery. (See: http://universityethics.psu.edu/penn-state-values). These are certainly core values at the heart of ensuring student well-being and safety, as well as developing financial literacy and would be incorporated into all learning experiences on these topics.

**Penn State’s Strategic Plan for 2016-2020**

Two of the five thematic priority areas in the Strategic Plan, relevant to students’ well-being and safety, are “Transforming Education” and “Enhancing Health” (see http://www.psu.edu/trustees/pdf/Penn%20State%20Strategic%20Plan%202016-2020%20-%20CoGLRP%20Review%2001-04-16.pdf). A particular area of emphasis involving the enhancement of health is the fostering and enabling of wellness “because our university is only as strong as its people” (p. 10). More specifically, the Plan states: “we will invest in innovative, multi-pronged, institution-wide health initiatives that inspire faculty, staff, and students to focus proactively on their physical, mental, and emotional health.” (p.10). This is exactly what the recommendations for improving well-being and safety and enhancing financial literacy would do.

**Revised General Education Curriculum**

A Task Force, charged to make recommendations for enhancing/revising the general education curriculum, submitted its report to Faculty Senate in April 2015 and received support from the senators for approval of the recommendations. In 2016, further reports were submitted to Faculty Senate and were approved for the implementation regarding the foundation and domain courses in general education, as well as a new requirement for integrative studies. Plans for the assessment of general education courses were also approved. A new Office for General Education has been established to oversee these recommendations. (See http://www.gened.psu.edu/). Recommendations in this current report regarding general education courses would follow the policies, procedures, and practices endorsed by the Office for General Education and the Faculty Senate Committee on Curricular Affairs.

**Expansion of Learning Assessment**

In 2015, the University added a Learning Outcomes Assessment Office (LOA) to the Office of Planning and Institutional Development under the auspices of the Office of Planning and Assessment (http://www.opia.psu.edu/). The LOA Office coordinates University-wide studies of
undergraduate and graduate education, including general education assessment. With expanded expectations of and resources for learning assessment, the learning pathways that are recommended in this report can be examined for their effectiveness in reaching the goal and objectives for enhancing students’ well-being and safety, as defined in this report.

The Office of Sexual Misconduct Prevention and Response

In August of 2016, the Title IX Office was renamed the Office of Sexual Misconduct Prevention and Response. (http://titleix.psu.edu/). This Office helps people to report incidents, get help, support a friend, as well as identifying campus resources. Both Paul Apicella, Title IX Coordinator, and Any Cotner, Educational Programs Coordinator, have been instrumental in the preparation of this report and its recommendations.

SUGGESTIONS FOR FUTURE CONSIDERATION:

1. Examine issues of alcohol misuse and sexual misconduct past the first-year of students’ college careers. For example, how do these issues change once a student moves off-campus or reaches the age of 21? What other initiatives should be implemented throughout students’ college careers?
2. Consider ways to better educate/train faculty and staff around the issues emphasized in this report so that they will be better resource people for the students.
3. Examine the first-year seminars (FYS) and first-year experiences (FYE) to see if they should be restructured to better deal with the topics focused on in this report.
4. Consider ways that curricular and/or co-curricular learning pathways can be implemented with graduate students.

REFERENCES USED IN REPORT


**PEOPLE/GROUPS CONSULTED FOR REPORT**
- Paul; Apicello, Title IX Coordinator
- Adam Christensen, Director, Student Affairs Research & Assessment
- Curricular Affairs Committee of Faculty Senate
- Angela Linse, Executive Director & Associate Dean, Schreyer Institute for Teaching Excellence
- Dan Murphy, Director, Student Orientation & Transition Programs
- Mark Rameker, Senior Director, Residence Life
- Damon Sims, Vice President of Student Affairs
- Maggie Slattery, Interim Director, Office for General Education
- Student Life Committee of Faculty Senate
- Katie Tenney, Coordinator, Stand for State
- Undergraduate Education Committee of Faculty Senate

The **2015 PENN STATE SEXUAL MISCONDUCT CLIMATE SURVEY SUMMARY REPORT: UNIVERSITY PARK** can be viewed at: [https://studentaffairs.psu.edu/assessment/reports/UniversityParkSMCS2015SummaryReport.docx](https://studentaffairs.psu.edu/assessment/reports/UniversityParkSMCS2015SummaryReport.docx)
2016-17 JOINT SPECIAL COMMITTEE ON FIRST-YEAR STUDENTS’ WELL-BEING AND SAFETY

- Martha Aynardi
- Asad Azemi
- Linda Caldwell
- Colleen Connolly-Ahern
- Amy Cotner
- Yvonne Gaudelius, Co-chair
- Katie Jordan
- Patricia Koch, Co-chair
- Linda LaSalle
- Shawn Lichvar
- Peggy Lorah
- Daad Rizk
## Appendix A: Sample of Potential WS General Education Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>General Ed Code</th>
<th>Diversity Code</th>
<th># of Credits</th>
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<td>AF AM083S</td>
<td>First-Year Seminar in African American Studies</td>
<td>GH</td>
<td>USI</td>
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<td>AF AM100</td>
<td>Living While Black: Themes in African American Thought and Experience</td>
<td>GS</td>
<td>US</td>
<td>3</td>
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<td>The African American Woman</td>
<td>GH</td>
<td>US</td>
<td>3</td>
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<td>Women of Color: Cross-Cultural Perspective</td>
<td>GH</td>
<td>IL</td>
<td>3</td>
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<td>AF AM110</td>
<td>Introduction to African American Studies</td>
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*Note: Courses with an * may serve as “model” courses.*
JOINT SPECIAL COMMITTEE ON FIRST-YEAR STUDENTS’ WELLEING AND SAFETY

Curricular and co-Curricular Learning Pathways to Promote the Well-Being and Safety of First-Year Undergraduate Students

(Advisory/Consultative)

Implementation: Upon Approval by the President

CHARGE:

On July 2, 2014, President Eric Barron announced his appointment of the Task Force on Sexual Assault and Sexual Harassment. After a six-month long extensive inquiry, the Task Force Report was completed and presented to the President, on January 23, 2015. On February 16, 2015, President Barron publicly accepted all eighteen of the recommendations made by the Task Force stating that “everyone has merit and when combined the actions will present a strong and comprehensive response to sexual violence” Further, the President emphasized that they provide “a roadmap for moving Penn State into a national leadership position in the struggle to address sexual misconduct” (see http://news.psu.edu/story/345185/2015/02/17/health-and-safety/president-accepts-all-18-recommendations-presented-sexual). The administration has used this roadmap for the implementation of numerous enhanced and new policies and practices surrounding the issue of sexual assault and sexual harassment. The President aims to have Penn State be a national leader in dealing with these issues and enhancing the well-being and safety of its students.

Of the Task Force recommendations, #13 read as follows: “The Task Force recommends the creation and implementation of various educational experiences that reflect their [students’] evolving developmental needs during the course of their college experience, including a required course for all first-year students that explores issues of student well-being and safety, with an emphasis on building positive relationships and preventing sexual misconduct and alcohol misuse.”

From this recommendation emerged the creation of the Special Joint Committee on First-Year Students’ Well-Being and Safety, originally charged by Faculty Senate Chair Ansari on June 18, 2015 and recharged by Faculty Senate Chair Strauss on August 28, 2016. The current charge states that the Joint Special Committee is: “to develop curricular and/or co-curricular learning pathways with respect to educational programming on well-being and safety beginning with first-year students. Such programming should emphasize the building of positive relationships and the prevention of alcohol misuse and sexual misconduct. To help ensure financial well-being, issues of financial literacy can be addressed as well. To this end, the Special Joint Subcommittee should consult and maintain liaisons with and provide any reports to the University Faculty Senate Standing Committees on Curricular Affairs, Student Life, and Undergraduate Education."
Please Note: The Curricular and Co-Curricular Learning Pathways are dealt with in two separate reports. Since curriculum is the purview of the faculty, it will be presented in a companion Legislative Report and the complementary and collaborative co-curricular recommendations, which are aimed towards the administration, are presented in this current Advisory/Consultative Report. The rationale, guiding principles, overarching goal and objectives, and context are identical in both reports.

RATIONALE:

The issues of students’ well-being and safety (as identified in the charge as the prevention of alcohol misuse and sexual misconduct), as well as concerns about financial literacy, are timely and of critical importance, as described below.

Well-being and Safety (Focusing on Sexual Misconduct and Alcohol Misuse):

A critical issue of well-being and safety for students on all campuses throughout the United States, as well as at Penn State, is sexual assault and its major contributing factor of alcohol misuse (Abbey, Ross, McDuffie, & McAuslan, 1996; Caldeira, et al, 2009). As noted in the report released by the White House Council on Women and Girls on Rape and Sexual Assault: A Renewed Call to Action (January, 2014), campus sexual assault is a particular problem with 1 in 5 women being sexually assaulted while in college (although sexual assaults can happen to anyone no matter their sex/gender). A particular risky time for the occurrence of campus sexual assault is the first few months of a new academic year, referred to as the “Red Zone”, when campus sexual assaults spike among new incoming women (Kimble, Neacsiu, & Flack, 2008). Sexual assaults are most often committed by someone the victim knows and fueled by alcohol consumption (Abbey, et al., 1996) and occur in students’ free or leisure time (Murphy, Hoyme, Colby, & Borsari, 2006). Excessive alcohol consumption is a significant challenge on many U.S. college campuses, including Penn State (https://engemannshc.usc.edu/files/2012/11/owhp.ncha_.2012.pdf).

At Penn State, for example, about one-half of the students (51.3%) who responded to a 2015 student drinking survey reported engaging in high-risk drinking behavior (consuming four or more drinks in a two-hour period for women and five or more drinks in a two-hour period for men). Approximately one-quarter of students (23.9%) had engaged in high-risk drinking 3 or more times during a two-week period (Penn State Student Affairs Research and Assessment, 2015: http://studentaffairs.psu.edu/assessment/analysisreports.shtml). Students who report high levels of alcohol use also have higher rates of negative consequences, including blacking out, getting hurt or injured, and having policy and legal violations. Studies also find an association between drinking and risky and non-consensual sexual experiences (Caldeira et al., 2009). Nationally more than 100,000 college students between the ages of 18 and 24 reported having been too intoxicated to know if they consented to having sex during the preceding year (Hingson et al., 2002).

The 2015 Penn State Sexual Misconduct Climate Survey (see Summary Report: University Park attached) reports some alarming findings specific to Penn State. The following percentages of undergraduate students at University Park reported sexual assault involving non-consensual
penetration or attempts at penetration (Women- 27.5%, Men -6.2%, LGBTQ – 25.7%; Overall – 18.1%). Unfortunately only about one-half (54.8%) of the students surveyed reported that they know how to prevent sexual misconduct and only about one in ten of them are “very” to “extremely aware” of the campus resources that target prevention and treatment of sexual assault. Further, less than two-thirds (62.3%) of students believe that Penn State is “likely” or “very likely” to “take action to address factors that may have led to sexual misconduct.” These findings should be seen as a call to action to us all to provide more comprehensive and accessible education to every undergraduate student regarding sexual misconduct and alcohol misuse. Further, the federal government has mandated that sexual assault prevention programs be conducted on all college campuses that receive federal funding. Underscoring this mandate, the Department of Education’s Office for Civil Rights has asserted that schools have a duty to develop comprehensive plans for educating students about sexual assault. Research has provided insights into the types of educational interventions that are effective (Anderson & Whiston, 2005; Banyard & Moynihan, 2007; Lonsway & Kothari, 2000). The factors of such programs include 1) being longer in duration and focused, 2) having multiple sessions presented across a student’s college career, 3) having clear goals and measurable objectives, 4) include content addressing attitudes and beliefs as well as factual information, 5) describing specific risk reduction techniques (e.g., responsible use of alcohol, bystander interventions), and 6) being tailored to the needs of specific audiences (e.g., males, student-athletes, fraternity and sorority members, LGBT individuals, people of differing races and ethnicities). Research from programming/coursework at other campuses, as well as conducted with courses at Penn State (BBH 146, RPTM 120), has demonstrated that attitudes and risk behaviors related to sexual assault can be significantly changed to enhance well-being and safety. Yet, it has been generally observed on college campuses that “sexual assault prevention programming remains a confused, scattered, and sporadic enterprise with little scientific underpinning” (Anderson & Whiston, 2005). We aim to make sure that this is not the case for our university.

**Financial Literacy:**

Another critical issue for students on college campuses throughout the United States, including Penn State, is the need for financial literacy education. The U.S. Department of Treasury, on behalf of the Financial Literacy and Education Commission, published a report on Opportunities to Improve the Financial Capability and Financial Well-being of Postsecondary Students (2015) stating that at the end of March 2015: 1) outstanding federal student loan debt stood at over $1.1 trillion, not including private student loan debt, and 2) there were more than 41 million federal student loan borrowers (U.S. Department of Education 2015). More specifically, in 2014-15, 10,029 baccalaureate students graduated from Penn State with loan debt, representing approximately 64% of graduates. The average debt among those who borrowed was $37,623. This compares to Pennsylvania and national rates of average debt at $28,950 and $29,661, respectively, for 75% and 69% of graduating students, respectively. For a standard 10-year repayment plan, the monthly loan repayment would be $425 per month.

In addition to making choices about paying for college expenses, young adults, often for the first time, make a number of other important financial decisions in college, such as whether to secure credit cards. As students graduate and transition to the workplace, they are faced with other complex financial decisions such as budgeting, buying a car and/or house, securing health
insurance, saving for retirement, and a series of other complex consumer spending decisions. These types of decisions may have a long-term impact on their future, making the college years an important opportunity to address these critical issues in financial literacy. Financial education is one strategy to equip college students with the skills and resources needed to make informed decisions regarding their money management, college access and completion, as well as other lifelong financial health issues.

Given this background literature and information our Special Committee focused on developing recommendations for both curricular and co-curricular learning pathways since these should be complementary to and integrated with one another. Thus, they should share the same guiding principles, goal and objectives as described below.

**GUIDING PRINCIPLES FOR THE RECOMMENDED CO-CURRICULAR (AND CURRICULAR) LEARNING PATHWAYS**

- The topics emphasized in the charge (i.e., alcohol misuse, sexual misconduct, and financial literacy) are the ones addressed by these recommendations.
- Alcohol misuse/sexual misconduct and financial literacy are different issues that deserve separate attention but can be addressed collaboratively when appropriate.
- Learning pathways must be accessible to all Penn State students at all locations (including World Campus).
- Learning pathways must be flexible so that they are appropriate for and adaptable to differing campuses/locations, as well as differing needs of students.
- Learning pathways must be feasible. In addition to any new initiatives, courses and programs that are already in place will be built upon and enhanced and thus unnecessary duplication will be avoided.
- Curricular and co-curricular learning pathways should complement one another and be integrated.
- Learning pathways will be aligned with Penn State’s ongoing efforts in related areas (described under “Placing the Recommendations into Context”).
- Learning pathways will be aligned with federal mandates, state laws, and Penn State policies for the protection of student safety and enhancement of well-being.
- Penn State Values will be an integral part of all learning pathways.
- The optimization of student engagement will be a goal.
- Recognition of and respect for diversity will be imbedded in the learning pathways.
- Learning pathways will be systematically assessed.

**LEARNING PATHWAYS FOR PREVENTION OF ALCOHOL MISUSE AND SEXUAL MISCONDUCT**

The recommended learning pathways would consist of collaborative curricular and co-curricular opportunities that would facilitate students’ examination of effective ways to engage in positive relationships with others and with one’s community. More specifically, they would focus on the areas of alcohol use/misuse and sexual relationships/sexual misconduct. They would highlight
the exploration and application of the Penn State Values vis-à-vis the enhancement of personal, interpersonal, and community well-being and safety.

**Overarching Goal and Objectives**

**Goal:** To sustain and enhance a positive and supportive Penn State environment that promotes healthy relationships and enhances well-being and safety while reducing the risks involved with alcohol misuse and sexual misconduct.

**Objectives:** The objectives for learning pathways to reach this goal are based upon the results of research of effective education to prevent sexual misconduct and alcohol misuse (Anderson & Whiston, 2005; Banyard & Moynihan, 2007; Lonsway & Kothari, 2000). They include:

- Increase awareness of and knowledge about risks to well-being and safety, particularly posed through alcohol misuse and sexual misconduct.
- Increase awareness of and knowledge about strategies and resources for enhancing well-being and safety (e.g., positive relationships and constructive community engagement) and for reducing risk (e.g., alcohol misuse and sexual misconduct).
- Explore and examine how intrapersonal factors (e.g., attitudes, beliefs, self-efficacy, etc.), interpersonal factors (e.g., relationships, networks, support systems, etc.) and/or community factors (e.g., engagement, cultural awareness, Penn State Values, etc.) affect alcohol use/misuse and sexual relationships/misconduct.
- Develop skills (e.g., communication, decision-making, assertiveness, critical thinking, healthy use of free time, etc.) that will enhance well-being and safety and reduce risk.

**Overview of Current Co-Curricular Programming:**

There are numerous co-curricular activities that exist university-wide for students to engage in before from the time of their acceptance at Penn State and throughout their college careers. The Presidential Task Force found that from 2010 through 2013, 273 educational programs on sexual assault, sexual harassment, and domestic or relationship violence were offered at University Park, and another 415 programs were conducted at other Penn State campuses. Many of the current co-curricular activities have defined learning outcomes that align with the goal and objectives enumerated in this report and with the academic mission of the institution, and are supported by college student development theory (Pascarella & Terenzini, 2005; Upcraft & Gardner, 2004).

The amount of programming, however, was not necessarily matched by rigor. An in-depth analysis by the Presidential Task Force’s Education & Training subcommittee concluded that these many and varied programs lacked clearly stated or measurable goals, had not been tailored or adapted to particular populations, were poorly attended, and were not assessed for effectiveness. Most students reported, through focus groups and survey research, that they rarely attended such programs voluntarily. They claimed that when they do attend, it usually has been
mandated due to a residence hall floor meeting, a fraternity or sorority obligation, or a program offered by a student organization to which they belong.

Thus, the Presidential Task Force found “insufficient consistency in the programmatic effort on sexual assault, including alcohol misuse, from year-to-year and campus-to-campus.” Further, the Task Force found “no intentional or systematic programming effort at the University to engage students in these issues throughout their college ‘life cycle.’ As students develop cognitively, emotionally, and socially, and as their legal context changes at the age of twenty-one, such life cycle programming, tailored to their various developmental stages, could be beneficial.” In addition, the Task Force found “insufficient ongoing assessment to determine the effectiveness of the various educational experiences.” For these reasons, the Task Force included among its recommendations a call for a thorough reconsideration of these many well-intentioned efforts aimed at raising awareness and understanding among students.

The various types of co-curricular programming are described below:

**SAFE and AWARE Online Modules**

SAFE and AWARE are two interactive online modules that deal with alcohol use and sexual assault. The University requires all incoming, first-year students to complete Penn State SAFE (Student Alcohol Feedback and Education module) and Penn State AWARE (A Relationship and Sexual Violence Awareness Learning module) before arriving for classes. The University began requiring SAFE and AWARE completion in summer 2011. Approximately 14,000 students take the modules each year. Both SAFE and AWARE feature student narrators who provide information and tips designed to help first-year students make good decisions, and be healthy and safe during their time at Penn State. University Health Services, Center for Women Students, Office of Student Conduct, Residence Life, Office of Sexual Misconduct Prevention and Response, and Student Legal Services collaborate on the content for SAFE and AWARE.

Penn State SAFE is a 1-hour module that includes personalized normative feedback, a research-based strategy. Students complete an alcohol-use survey and receive immediate feedback comparing their drinking to campus drinking norms. The module provides information about a variety of health-related issues including the effects of alcohol on the mind and body, blacking out, mixing alcohol and prescription medication, and the link between alcohol and sexual violence. The module includes information about Penn State alcohol policies and related consequences, and state and local laws related to alcohol consumption.

Penn State AWARE is designed to help students learn facts about relationship violence, sexual violence, stalking and sexual harassment, as well as develop practical skills to keep safe. AWARE is a 30-minute module that includes several short videos about consent, risk reduction strategies, and the importance of seeking medical help following an assault. Students learn about a variety of relevant University resources.
Overall, student feedback about these programs is positive. Students consistently report high levels of agreement when asked about whether or not the programs increased their knowledge about alcohol use and sexual violence. A randomized control trial of SAFE, conducted in 2011 by Dr. John Hustad from Penn State Hershey, showed that students who received Penn State SAFE reported drinking less alcohol on a typical drinking occasion than students who did not receive SAFE (i.e., the waitlist control group) and this difference was statistically significant. There was a trend for students in the SAFE group to report fewer alcohol-related consequences at follow-up versus the waitlist control group.

Starting in summer 2015, Student Affairs Research and Assessment began an evaluation project for AWARE. Students completed a pre-program and post-program survey about attitudes toward rape. Results of the evaluation show statistically significant differences in attitudes toward rape when comparing pre and post program responses.

In spite of strong evidence demonstrating the effectiveness of SAFE and AWARE, students consistently provide feedback indicating the programs are not engaging and are too long. Unfortunately, most students participating in the Task Force focus group luncheon in November 2015 said the online modules have little impact. Some described them as too long or uninteresting; others complained that they were neither interactive, nor relatable. And more than a few expressed the belief that these topics simply do not apply to them; their attention to these educational offerings was limited at best. Based on this feedback, both modules should be improved to integrate more up-to-date multimedia components that better address the expectations and needs of young adult learners. A committee designated to make improvements in the modules met with Penn State Public Media to discuss modifications and have been provided with a proposal. If funds are allocated for the 2017-2018 fiscal year, the recommended modifications can be in place for implementation in the summer of 2018.

**Recommendation 1:** The University should allocate the funds needed to update and enhance SAFE and AWARE.

**New Student Orientation (NSO)**

The topic of student well-being and safety is discussed throughout the New Student Orientation curriculum at University Park. An introduction to the topics is provided in the “Welcome to Penn State” session, the individual topics are discussed more in depth with both students and parents/family members in breakout sessions throughout NSO. Student sessions are presented by Orientation Leaders, trained peer leaders, while sessions for parents and family members are presented by faculty and staff. Subject-matter and functional-area experts serve on content development committees that generate outlines, scripts, and talking points for each of the sessions highlighted below.
The student session, *Smart & Safe at State*, was developed by staff from the following areas: Bystander Intervention, Campus Recreation, Center for Women Students, CAPS, Student Conduct, University Health Services, and University Police. The following topics are discussed with students:

- General Safety Tips: Blue lights, Night map, Safe Walk, “Piggybacking,” Enter University Police number into your cell phone
- Timely Warnings & Crime Alerts: Required by Clery Act to notify campus community to certain crimes in a timely manner to aid in the prevention of similar crimes; Come in the form of email alerts, flyers, or PSUAlert messages
- Title IX Reporting: University definitions; Reporting resources available to students who experience/witness sexual harassment, assault or violence; Consent; Victim services; Center for Women Students; Student Conduct; University Health Services; CAPS
- Bystander Intervention: Tips to educate and empower students to safely identify and respond in risky or abusive situations
- Health & Wellness: Services provided by UHS, CAPS, and Campus Recreation
- Alcohol/Drug Use & Abuse: Role of RA; RL alcohol policy & related sanctions; Underage drinking law, Public drunkenness; How to intervene when necessary; Buddy system; Signs of alcohol poisoning; Penn State’s Responsible Action Protocol; Student Legal Services

The Presidential Task Force concluded that “the time allotted to both sexual assault and alcohol programming during New Student Orientation falls short of what might be required for the in-depth, targeted, face-to-face, and interactive educational experiences some students claim to appreciate and take seriously.” However, realistically there will never be enough time at NSO to do more than introduce these topics. In addition, students need to hear this information multiple times, at different points during their college careers, and in different contexts. We therefore encourage faculty to include these topics in FYS and FYE whenever possible. Targeted general education courses also will provide students with additional information on these issues.

**Recommendation 2:** The University should ensure that *Smart & Safe at State* is included in NSO and ITO (International Student Orientation) programming at all campuses. This material is critical for all students, regardless of the campus that they attend, even while the material may need to be tailored to meet the needs of individual campuses and student backgrounds.

**Residence Hall Programs**

The Office of Residence Life provides intentional educational opportunities to students living in the residential communities on topics of sexual assault, substance abuse, and financial literacy. The staff of residence life use a holistic approach to provide education to students through meetings (both individual and group), emails, stall stories, bulletin boards, to more structured programs and presentations. These efforts primarily reach first-year students living in university housing.
Of all these approaches, 90% of students have reported they receive most of their information from *Stall Stories*\(^1\), educational materials that are placed in bathrooms in the halls (see Appendix B for an example.) Because of the effectiveness in reaching students with this method, we encourage the university to institutionalize this effort, finding resources to make *Stall Stories* available to the greater university community in restrooms in all buildings at all campuses. Resources needed for this expansion include costs for stall story holders in the restrooms, printing, and funds for work study students to place the stall stories in the restroom areas. We recommend that this outreach be consistent across all university locations.

**Recommendation 3:** The University should expand the use of Residence Life materials, particularly *Stall Stories*, to strategic university buildings at all locations. This will ensure that these messages reach the broader university population to include faculty, staff, and students not living in university housing.

Residence Life consistently provides programing in support of the goal and objectives of learning emphasized in this report. Residence Life is intentional about the program offerings through their co-curricular learning plans and ensure completion of efforts. These efforts are discussed below.

**Stand for State**

Stand for State is Penn State’s bystander intervention program, focusing on sexual and relationship violence, mental health concerns, acts of bias, and risky drinking and drug use. The Stand for State program was established university-wide in January, 2016. Stand for State’s purpose is to create an environment so that everyone plays a role in watching out for each other and is willing to intervene when necessary. This includes knowing and implementing the 3Ds – direct, distract, and delegate - to ensure well-being and safety. Expanding the program’s outreach and training to the entire university community is the key for success in creating this university community norm.

**Recommendation 4:** The University should ensure that all students, staff, and faculty members have access to Bystander Intervention programming that teaches them the skills to create safer communities for all.

**Additional Programing**

A wide range of co-curricular programs and activities occur throughout the academic year, so that faculty can incorporate them into their syllabi and course scheduling. Examples of programs brought to campuses include The Vagina Monologues, “Can I Kiss You,” and “A Call to Men.” In addition, at University Park, programs on sexual assault, dating and domestic violence, stalking, alcohol use, safety, behavioral threats, healthy relationships, sexual ethics, and body image are presented by staff from Student Health Services, CAPS, the Center for Women Students, the Office of Student Conduct, and

\(^1\) It is important to note that Stall Stories are educationally focused and are therefore different from materials that announce events and activities.
Residence Life, University Police Services, and Student Affairs generalists, and these are all available for faculty use in their classes or as extra-credit assignments. At other campus locations, Student Affairs staff are available to provide similar programming.

In addition to traditional programming, there are several on-line modules that faculty and staff can access and that can be targeted to World Campus students. These modules include “Students in Distress” and “Relationship and Sexual Violence.” An example of a free service that is already available is Brief Alcohol Screening and Intervention for College Students (BASICS). This tool is typically used in the student conduct process, but any student can participate, and faculty are encouraged to use BASICS as a learning tool in the classroom as well. Links to these will be available at the WS Teaching and Learning Tools web site under the Schreyer Teaching and Learning Institute.

**Recommendation 5:** Throughout the academic year, campus offices and organizations should notify the Well-being and Safety liaison at the Schreyer Teaching and Learning Institute of available co-curricular programming opportunities that can be posted on the Teaching and Learning Tools web site for faculty use. Faculty members are encouraged to use these offerings as opportunities to enhance what they are teaching in the classroom and to reinforce the messages that students are receiving outside of the classroom.

**Recommendation 6:** Co-curricular programming focusing on well-being and safety regarding alcohol misuse and sexual misconduct should undergo regular and systematic assessment in meeting the overall goal and the objectives set forth in this report via the processes and procedures that the University has in place to determine the effectiveness of co-curricular programming.

**Comments about and Suggestions for Implementation:**

- Coordination among the university offices and organizations that sponsor activities and programming regarding alcohol use and sexual misconduct needs to occur in order to facilitate the sharing of ideas, establish consistent messaging, and improve the efficient use of resources, as well as to facilitate coordination with curricular initiatives. The Coalition to Address Relationship and Sexual Violence (CARSV), an advisory group to the Office of Sexual Misconduct Prevention and Response, could be enhanced to better fulfill all of these responsibilities.
- A university-wide initiative (like “All In at Penn State”) could be focused on PSU students being SAFE and AWARE with various well-publicized events happening throughout the year.
- Co-curricular activities/programming should undergo regular and systematic assessment to determine their effectiveness in reaching the goal and objectives set forth in this report. The University Committee on Assessment of Learning, in the Office of Planning and Assessment, is charged to “foster coordination, communication, and collaboration in assessment processes across academic and co-curricular programs, colleges, and campuses,” as well as to “review and facilitate sharing of assessment findings with the University community.” As such, this
Committee should be granted the personnel (via relevant committee members) and resources needed to achieve Recommendation #6.

- Two years subsequent to the approved of the recommendations, a follow-up report should be presented to Faculty Senate regarding implementation and effectiveness.

Overview of Current Financial Literacy Co-Curricular Programming

Financial Literacy efforts at Penn State started in early 2013 as a pilot initiative to promote financial education to adult learners and World Campus students. Co-Curricular programming, including workshops, webinars and presentations resulted in a successful pilot, but quickly uncovered the need to promote financial literacy to all Penn State students and particularly first year students. The logic in targeting entering students is to provide an early intervention in promoting positive financial behaviors to prevent students from making costly financial decisions. The idea of creating a financial literacy center became a strategic focus of the current university administration and became reality in October 2016. Starting with 2017, the newly approved Financial Literacy and Wellness Center will focus on promoting financial education as follows:

1. Currently, 40% of the First Year Experience Classes offer a session in financial literacy. All first year seminar instructors will be invited by the Center to participate in promoting financial education.
2. The Center will offer one-on-one professional meetings for all students.
3. The Center will collaborate with colleges to offer peer-to-peer programs across the university. Currently, University Libraries and the College of Health and Human Development are invested in offering such services at University Park.
4. The Center will work with Commonwealth campuses to establish a liaison and offer financial literacy events as needed by each campus. Technology to offer online workshops and webinars and collaborate to create peer-to-peer programs will also be used.
5. The Center is developing self-study modules in financial literacy to be used as needed.

**Recommendation 7:** The University should support the development and offering of a financial literacy online module to be completed by matriculated students before arriving on campus for their first semester. This would be parallel to the SAFE and AWARE modules that students complete before arriving on campus. In addition, financial literacy education should be included in First Year Seminars and First Year Experiences whenever appropriate.

**Recommendation 8:** Co-curricular programs focusing on financial literacy should undergo regular and systematic assessment in meeting the overall goal and the objectives set forth in this report via the processes and procedures that the University has in place to determine the effectiveness of co-curricular programming.
PLACING THE RECOMMENDATIONS INTO CONTEXT:

This is the opportune time to initiate learning pathways at Penn State to improve students’ well-being and safety and to enhance students’ financial literacy since there are other Penn State initiatives that are supportive and with which meaningful collaboration could be established. These include the recognition and diffusion of the Penn State Values, The University’s Strategic Plan for 2016-2020, the recent revisions to the general education curriculum, the expansion of student engagement, the expansion of learning assessment, and the establishment of the Office of Sexual Misconduct Prevention and Response.

Penn State Values

Through an inclusive and comprehensive process facilitated by the Office of Ethics and Compliance, the Penn State Community has endorsed a set of values that represent our core ethical aspirations for all our daily activities and actions as students, faculty, staff, and volunteers at Penn State. These include respect, integrity, responsibility, and community, as well as excellence and discovery. (See: http://universityethics.psu.edu/penn-state-values). These are certainly core values at the heart of ensuring student well-being and safety, as well as developing financial literacy and would be incorporated into all learning experiences on these topics.

Penn State’s Strategic Plan for 2016-2020

Two of the five thematic priority areas in the Strategic Plan, relevant to students’ well-being and safety, are “Transforming Education” and “Enhancing Health” (see http://www.psu.edu/trustees/pdf/Penn%20State%20Strategic%20Plan%202016-2020%20-%20CoGLRP%20Review%2001-04-16.pdf). A particular area of emphasis involving the enhancement of health is the fostering and enabling of wellness “because our university is only as strong as its people” (p. 10). More specifically, the Plan states: “we will invest in innovative, multi-pronged, institution-wide health initiatives that inspire faculty, staff, and students to focus proactively on their physical, mental, and emotional health.” (p.10). This is exactly what the recommendations for improving well-being and safety and enhancing financial literacy would do.

Revised General Education Curriculum

A Task Force, charged to make recommendations for enhancing/revising the general education curriculum, submitted its report to Faculty Senate in April 2015 and received support from the senators for approval of the recommendations. In 2016, further reports were submitted to Faculty Senate and were approved for the implementation regarding the foundation and domain courses in general education, as well as a new requirement for integrative studies. Plans for the assessment of general education courses were also approved. A new Office for General Education has been established to oversee these recommendations. (See http://www.gened.psu.edu/). Recommendations in this current report regarding general education courses would follow the policies, procedures, and practices endorsed by the Office for General Education and the Faculty Senate Committee on Curricular Affairs.
Expansion of Learning Assessment

In 2015, the University added a Learning Outcomes Assessment Office (LOA) to the Office of Planning and Institutional Development under the auspices of the Office of Planning and Assessment (http://www.opia.psu.edu/). The LOA Office coordinates University-wide studies of undergraduate and graduate education, including general education assessment. With expanded expectations of and resources for learning assessment, the learning pathways that are recommended in this report can be examined for their effectiveness in reaching the goal and objectives for enhancing students’ well-being and safety, as defined in this report.

The Office of Sexual Misconduct Prevention and Response

In August of 2016, the Title IX Office was renamed the Office of Sexual Misconduct Prevention and Response (http://titleix.psu.edu/). This Office helps people to report incidents, get help, support a friend, as well as identifying campus resources. Both Paul Apicella, Title IX Coordinator, and Any Cotner, Educational Programs Coordinator, have been instrumental in the preparation of this report and its recommendations.

SUGGESTIONS FOR FUTURE CONSIDERATION:

1. Examine issues of alcohol misuse and sexual misconduct past the first-year of students’ college careers. For example, how do these issues change once a student moves off-campus or reaches the age of 21? What other co-curricular initiatives should be implemented throughout students’ college careers?
2. Consider ways that co-curricular initiatives regarding alcohol misuse and sexual misconduct can be better targeted towards high-risk groups, including fraternities, sororities, and student athletes so that every member in these organizations/teams will receive education.
3. Consider ways that co-curricular learning pathways can be implemented with graduate students.

REFERENCES USED IN REPORT


**PEOPLE/GROUPS CONSULTED FOR REPORT**

- Paul; Apicello, Title IX Coordinator
- Adam Christensen, Director, Student Affairs Research & Assessment
- Curricular Affairs Committee of Faculty Senate
- Angela Linse, Executive Director & Associate Dean, Schreyer Institute for Teaching Excellence
- Dan Murphy, Director, Student Orientation & Transition Programs
- Mark Rameker, Senior Director, Residence Life
- Damon Sims, Vice President of Student Affairs
- Maggie Slattery, Interim Director, Office for General Education
- Student Life Committee of Faculty Senate
- Katie Tenney, Coordinator, Stand for State
- Undergraduate Education Committee of Faculty Senate

**2016-17 JOINT SPECIAL COMMITTEE ON FIRST-YEAR STUDENTS’ WELL-BEING AND SAFETY**

- Martha Aynardi
- Asad Azemi
- Linda Caldwell
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- Amy Cotner
- Yvonne Gaudelius, Co-chair
- Katie Jordan
- Patricia Koch, Co-chair
- Linda LaSalle
- Shawn Lichvar
- Peggy Lorah
- * Daad Rizk
Appendix B: Stall Stories (example)

Stall Stories

Nov. 14 - Nov 20, 2016

STAYING ON CAMPUS OVER THANKSGIVING BREAK?

THE MIX will be OPEN November 19th - 27th
8:00am - 4:00pm
(Kitchen: 9am - 3pm)
"CLOSED on Thanksgiving Day 11/24"
POLLUT will be OPEN for DINNER 11/25
5:00pm - 7:00pm

This publication is available in alternative media. Please contact stallstories@psu.edu
SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

Library Space Planning

(Advisory/Consultative)

Implementation: Upon Approval by the President

This Advisory and Consultative report was prepared by LIST at the request of the Chair of the University Senate with the charge to review library space planning, considering the priorities of student workspace needs and the digital access and physical storage landscape for the Paterno/Pattee Library facilities at University Park. In preparation of this report, the members of LIST made multiple site visits to the off-site storage facilities of the University Library as well as to the Paterno/Pattee facility.

Central Role of Library in Research University

In a research-oriented University, the Library is the single most enduring component: multiple generations of students and faculty rely on the library for study space, learning space, and knowledge connections for current and past information research. Over time, the Library serves succeeding generations of faculty and students and is cumulative in character: the accessions of one generation form the research foundation for those that follow. As such, library administrators, faculty, and staff must plan for the future and make critical decisions regarding space utilization, materials access, and increasingly, the physical storage of materials and resources in a transformative, digital environment. In a research environment, the Library is a critically important resource on creative, collaborative, physical, and digital fronts.

Challenges Confronting the Penn State Library

Given the rapid changes in digitally available resources and limited space on central campuses, many of these challenges discussed are common to University libraries throughout the country. Among the most salient are:

1) Collection development. Although Penn State recently celebrated its 160th anniversary, the Library collections and the multi-disciplinary research mission of the University are comparatively recent in origin. The strength of the 6.5-7 million volume library lies in recent materials more than older acquisitions. For older materials, the Library relied principally upon microforms and digital resources. Of the latter, some sources are physically available at Penn State; however, the great majority originate from sources outside the University, through purchase, licensed rental, or open access resources.

2) Collection access. Access to Library holdings is directly contingent upon storage facilities. The majority of these materials are full text searchable through library portals and physically available to all users. For reasons of space efficiency, some of these materials are moved to off-site storage units. Such materials are accessible
through online catalog resources and search engines and physically available to users upon request and usually deliverable within two days.

(3) **Special Collections.** These materials are available through online catalog resources and search engines, with access closely supervised under custodial arrangements, specially-designated curators, and specially-designed storage facilities. High priority collections have been digitized and are continually evaluated in the libraries’ digitization program to make content widely accessible.

(4) **Reader and other user capacity.** Of all the libraries in the University system known to LIST, Paterno/Pattee appears to be the unit that approaches or exceeds seating capacity, particularly during the afternoon and evening hours on most, if not all, days of the week. This includes seats supplied with University computers as well as carrels or tables where students may bring their own laptops. During high use times, some students sit on the steps in the stacks. It is not determined whether student occupancy at these high levels reflects the attractiveness of the library study environment or directly relates to the ability to access physical materials, on-line resources, and technology and collaborative resources specific to the library.

LIST does not have comparative data, for example, on the use of the Student Union premises and whether students using seats in the Library are performing tasks that could as easily be performed elsewhere. We have no breakdown on undergraduate/graduate student/faculty use of Paterno/Pattee.

Nevertheless, LIST has been advised by the Library that, since 2010, 646,172 volumes have been removed from public spaces at University Park and certain Commonwealth locations. These volume removals are done with a priority to create more student study space and collaborative environments with multimedia access. Examples provided by the Library include:

- The Tombros McWhirter Knowledge Commons in Pattee Library
- Expanded student study space in the Schreyer Business Library on the third floor of Paterno Library and the Physical and Mathematical Sciences Library
- The construction of two classrooms for dual campus and library use at Harrisburg
- Expanded study space and a wireless group study room in the Eiche Library at Altoona
- A new student study space on the ground floor of Kelly Library shared with student services at Greater Allegheny
- An upcoming One-Button Studio and two group study rooms at Hazleton
- An expanded student study space at Wilkes-Barre
- Partnerships with student services in library facilities at Behrend and Brandywine

The Tombros and McWhirter Knowledge Commons opened in 2012 and features state-of-the-art study and collaboration spaces accompanied by library and technology-based services. Additionally, the IT Help Desk and the Media Commons were relocated in the Knowledge Commons. As part of the project, the Barbara Franklin Atrium was renovated, adding additional seating. These renovations serve as the model for many subsequent projects and plans.
To facilitate continued reallocation of on-campus space and consolidation of off-site collection storage, the University authorized purchase of a property on Sandy Drive which is now called the Science Park Library Annex. Once renovated, this property will house Special Collections, Archive materials, and the Conservation Department. Purchase of this space will facilitate moving a number of collections and staff in the Pattee and Paterno Library, resulting in expansion of public space. Once the Science Park Library Annex is completed, the Libraries will permanently vacate the collections located in Scientific Stores.

(5) Collection preservation and deterioration. All materials kept in the Library are subject to risks of physical deterioration and potential destruction over time. Books, journals, and newspapers, including their bindings, become increasingly fragile with age and will ultimately disintegrate, without intervention using modern preservation methods. Materials from the nineteenth-century are particularly at risk, given the transition in paper and fabric manufacturing methods and use of materials with higher acidity levels.

Additionally, there are the usual external risks of human use of physical materials: abusive use by readers, including the physical mutilation of books, accidental liquid spills, theft, as well as larger calamity events including flood, fire, or other environmental damages to the larger Library infrastructure. Historically, Penn State collections have experienced loss from these kinds of actions and events.

Microforms and digital resources also have inherent lifespans and deterioration concerns. Microfilms acquired in past decades are coming to the end of their useful life; although microfiches, if of archival quality, have potentially longer lifespans and stability. The ability to convert these mediums to digital form is often constrained by intellectual property rights. CD-Rom and DVD resources are known to be unstable mediums with lifespans averaging 5-25 years, depending upon the disk composition. Early digital resources may be superseded by technological advances that can render the earlier versions inaccessible and often non-convertible to more modern formats. Digital files on the file serve also need active preservation to prevent from digital deterioration and file format upgrades.

It is important to note that the majority of digital resources are not in directly owned by Penn State and are leased or rented from commercial, government, or academic sources. Because the direct ownership is not the Penn State Libraries, longer-term access to these resources is controlled and potentially threatened by the licensor. Access risks include downloading restrictions, licensing limitations, service interruptions, textual manipulation, scanning defects, database hacking, and financial insolvency of the archival entity. For these reasons, it can be very important for Penn State to maintain its own physical collections of some materials that are now digitally available; however, this is not always the case. Penn State Libraries participates in several robust national preservation systems for digital resources in case publisher access is no longer and many digital resources are owned outright.

The virtues of microforms and digital items are considerable: in some instances their longevity may be longer than the originals. They are relatively convenient to store,
being in a “micro” or digital format. Digital format, in particular, offers search resources that enable the materials to be located using keywords, phrases, or content domains. These digital formats allow fast, efficient scholarly research in comparison to traditional manual searches. They are also easily distributable, and they offer economies and shortcuts to publication in print and/or digital form. Unless subjected to self-imposed (usually commercial) restrictions or copyright limitations, they can be open access and available to all assuming they survive the risks enumerated above.

(6) Collection suspension and interruptions. Budgetary constraints beyond the control of the Library and the University as a whole (including research and State budgetary appropriations), can make it necessary to cancel periodical or serial subscriptions, with consequential loss to the scope of the Library holdings. Digital subscriptions may offer less flexibility by reason of contractual conditions that require a notice period, or cancellation fees, or minimum contractual periods. Decisions on suspension or cancellation are taken by the Library in consultation or advice from the faculties or schools most directly affected, although not all faculty track these discussions. As a result, faculty and sometimes academic units may be uninformed.

(7) Scanning defects. Scanning defects may exist in early digitization projects to which the library subscribes. Such defects can arise from the originals themselves which might exist in variant copies, lack pages or illustrations, or are otherwise incomplete. Additionally, scanning defects can be generated by the scanning process itself: pages are inadvertently skipped, or the page is folded over in ways that obscure the text. Authorities estimate that up to a 5% error may exist under mass scanning techniques. Academic librarians have made concerted efforts to preserve, though shared repositories, physical copies of periodicals and other items identified with these problems. As a general rule, when the Penn State Library itself performs the scanning, the results meet or exceed national standards.

Off-Site Collection Storage Arrangements

The Library presently uses four off-site storage facilities within close proximity to Paterno/Pattee. It is noted that one facility was below standards and will be replaced by a more suitable facility during Spring 2017. Collectively, these facilities are purposeful, but less than ideal; some are in leased buildings, others are owned by the University, but adapted for temporary book storage use. If substantial financial resources were available, an ideal situation would unite the four off-site storage facilities into a single, purposeful designed facility, with closer proximity to main campus.

Two issues arise: (1) what should be the proper relationship between off-site library holdings and on-site open stack library holdings in a digital age; (2) what should be the proper relationship between off-site storage facilities and the faculty or departmental libraries other than Pattee/Paterno within the University system? The second question is beyond the scope of this Report, although our responses to the first question would affect answers to the second.

The many virtues of the digital age are discussed in this report. Digital materials are readily accessible by users, that convenience is immense, and there is a reduction in the use and therefore, wear and tear of the original items, potentially extending their longevity. For some materials a “virtual” library is created, accessible from around the planet. Users may search for items they
know exist online or through various search engines seeking materials otherwise unknown to them. Online searches can identify relevant research materials purely by the serendipity of the search and lead researchers into enormously productive paths of inquiry that would not ordinarily come to mind or would be physically possible.

These virtues considered, searches are limited to what is available online and to the connections made, or potentially not made, by the computer or search algorithm. Productive lines of inquiry can be missed by digital resources, especially if relevant materials are not digitized, included in a database, or included in the design of the search algorithm.

Experienced researchers who rely upon traditional print materials are aware that, apart from subject-organized card catalogues, footnote references in other works, or standard bibliographies, physically scanning the shelves with the trained eye can generate finds and relationships of immense value. Off-site storage limits this dimension of research – out of sight, out of mind. The ideally, one huge library in which all holdings are on-site would be preferred; but practically, such libraries are few and far between, especially with large academic institutions with an expansive research profile. The next best option would be a library with substantial on-site capacity and an off-site facility that properly preserves collections and is accessible to users for viewing the shelves, but has minimal work space.

Under present circumstances at Penn State, off-site storage is distributed among four facilities and faculty and students have access to these materials by request. The principle access issue might simply be education and marketing: making it clear to interested faculty and students that if they wish to view the off-site materials, this can be arranged. Currently, this library access amenity is not widely known or used.

Additionally, off-site materials are not shelved in the sequence that would be observed if they were held on-site, in large part because the off-site facilities are maximizing storage efficiency over immediate access and perusal. Again, in a perfect world, a single, large off-site facility would enable the Library to undertake a cohesive re-shelving arrangement that could integrate collection structuring, spatial storage optimization, and access and find the appropriate balance between these goals.

At present time, the Library is able to retrieve items from the off-site storage upon request from users with reasonable expedition and efficiency, so long as the user knows precisely which materials are desired. However, an important limitation of the current off-site storage arrangement is access to materials is challenging if the user does not know precisely what he or she wishes to retrieve or instead desires to preview the range of holdings.

Awareness of Library Resources

Off-site storage exacerbates a problem inherent to libraries generally: what does the library have that may be useful to researchers. The primary issue is off-site materials are not routinely available to be consulted on the spot by someone who is seeking relevant materials. It follows that few individuals know what has been moved off-site and therefore what the true holdings of Penn State actually are, although all holdings are listed and can be requested through the online catalog regardless of location. Guides to collections can help and presumably include on-site, off-site, and digital materials. Special collections are received and integrated into library holdings. Digital materials annually enhance their coverage, improve their software, and become more accessible
or user-friendly over time. Keeping pace with these changes is the responsibility of every scholar, although there is no straight-forward, systematic method for doing so, and methods can vary according to discipline.

**Advisory and Consultative Recommendations:**

[1]. LIST endorses the current Strategic Plan of the Library for the next planning period and supports the priorities identified in that Plan. Many of the near-future projects, identified below, will generate additional student space, collaborative learning opportunities, and technology access, are not generally known by students and faculty. Given the important public presence of the Library, LIST strongly recommends the Library to promote these projects, both on-line and on-site to enhance public awareness.

LIST recognizes the Library plans to undertake a number of important projects in the immediate future that will increase and expand undergraduate student space and technology access. LIST strongly recommends their awareness and promotion:

A. Planning and construction of the Central Atrium in Pattee and Paterno Library will begin in the fall of 2017 with an approximate completion date of 2020. Significant student space will be gained by enclosing the courtyard, unifying the ground floor of Pattee with the Paterno Library complex, and adding an additional floor above the Central Atrium’s beautiful ceiling.

B. Fundraising is beginning to renovate the space directly under the Knowledge Commons to create the Collaboration Commons. The Collaboration Commons will greatly expand individual and collaborative technology spaces and seating similar to the Knowledge Commons. Completing these future construction projects with an eye on increasing capacity for students remains the Library’s highest priority.

C. The Schreyer Business Library will open the Business Commons in advance of the Fall 2017 semester. This action will create space for students to co-learn and collaborate in former staff space, enhancing student work space for a significant enrollment undergraduate major at University Park.

D. Five campuses included library renovations in their submissions to the master plan. All five projects are anticipated to create additional student space by relocating collections.

[2]. LIST acknowledges that undergraduate workspace is a very important Strategic Plan priority for the Library, but given the current Pattee/Paterno configuration and materials storage needs, student capacity remains an issue. LIST notes that several near-future projects identified in Recommendation 1 will offer additional student space. Anecdotally, it is reported to LIST that student seating space in the Pattee/Paterno library approaches or exceeds capacity by late afternoon/evening on most days. LIST also notes there is no recently compiled turn-style data on library usage from a time of day, days of the week, times during a semester, nor is recent data on faculty/undergraduate/graduate usage breakdown available. As such, LIST encourages the Library and LIST committee to work together to compile and review turn-style data, identifying time utilization, and potentially develop a survey to further elucidate which students utilize space (graduate, undergraduate, by major), for what purpose, and whether that use requires direct use of
library materials or technology. Such data could potentially become an important future report by LIST and would be useful for future Library planning.

[3]. If it is determined that excessive demand exists for student study space in the Pattee/Paterno library, unrelated to requiring access to the library’s collections, materials, and digital portals, appropriate solutions should be reviewed that might provide additional quiet student study space in the student union building and/or other University Park facilities.

[4] LIST notes that suspension or cancellation decisions for library materials are not always made with consultation or advice from all the faculty or academic units directly affected. In some instances, faculty or academic units might be unaware of such decisions. LIST recommends adoption of a formal system for consultation of units potentially affected by suspension or cancellation of library materials, along with notification of these same units when materials are cancelled.

[5]. LIST observes that the current four, off-campus library storage facilities maximize materials storage, offer materials by request, but are not designed for routine faculty/student access. One of these leased facilities was inadequate and is being replaced by another facility in the Cato Park area Spring 2017, which is a major improvement for storage. Considering the longer-term future, LIST recommends consolidation of the four, off-site facilities into a single, close-to-campus, purpose-built facility that could incorporate all contemporary best practices for the preservation and conservation of library holdings. LIST acknowledges such a facility would be financially expensive and likely beyond current budgeting, but makes this recommendation from the perspective of an ideal future.

[6]. Related to item [5], LIST recognizes that faculty and students are not generally aware of the Library Service that allows users to request materials from off-site storage. LIST encourages the library to promote this important retrieval service for physical access to stored materials.

SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

- William E. Butler, Chair
- Anna L. Mazzucato, Vice Chair
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- Lydia Scheel
- Bradley Sottile
- Jennifer Sparrow
- Eric A. Walker
SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

Report on Grade Distribution

(Advisory/Consultative)

Implementation: Upon Approval by the President and development of procedures when applicable

Introduction and Rationale

The question related to grade distribution that we should concern ourselves with should be focused on how well the grades that students earn in a given course reflect the learning that has taken place and how well the student has met the learning goals for the course. We also should concern ourselves with questions related to how our university policies and procedures impact student and faculty attitudes towards grades and learning.

According to many researchers and scholars, over the past several decades, students’ mean Grade Point Average (GPA) has been steadily increasing at universities and colleges across the country. According to Rojstaczer (2016) and others, prior to the Vietnam War, the most common grade on college campuses was a C. By the early seventies, the average GPA at a college campus rose to 2.9. Beginning in the early eighties, grades began to rise again but at a much smaller, almost indiscernible pace. By the mid-1990s, an A was the most common grade at an average four-year college campus. According to Rojstaczer’s (2016) review of grades from 400 schools, by 2015, the average college student had a 3.15 GPA. Review of the biannual grade distribution report published by Penn State’s Faculty Senate indicates that when looking at GPAs in the aggregate, average GPAs have risen from 3.07 in 2005 to 3.12 in 2015.

There is a debate in the literature about what factors are influencing this increase in the mean GPA. Some authors suggest that this steady increase reflects “grade inflation.” In other words, these scholars are asking whether students are receiving grades commensurate with their ability. Kuh and Hu (1999), for example, cite several factors that may influence mean GPA, including students enrolling in majors where average grades are higher, the consumer orientation of students and their families, university policies that allow students to avoid the negative impact of a low grades, and changing student demographics that may influence persistence.

Others, however, question whether “grade inflation” is the appropriate term for the average increase in the GPAs of college students. Pattison, Grodsy, and Muller (2013) assert that increases in the mean GPA do not necessarily reflect that grade inflation is at work. Pattison et al. build upon a chapter written in 2008 by Adelman’s (2008) that debates whether grade inflation is occurring and highlights the importance of examining the distribution of data and using representative, transcript-based data. Pattison and her colleagues establish that focusing on changes in measures of central tendency, such as a mean, is misleading. They argue that what is of most importance is the “signaling power” of GPA, that is, the ability of grades to provide
important information both to and about students. Their findings indicated that the signaling power of grades has not diminished. GPA was associated with educational plans, persistence to degree, occupational prestige, and long-term earnings.

Boretz (2004) argues that the average increase in GPA is a “harsh judgment on the quality of student learning in higher education” (p. 42). She cites such factors as high grade expectations, increases in faculty development programs, a mastery approach to learning, changes in grading policies, the lack of clarity about how teaching evaluations are used in personnel decisions, and an increase in a variety of student services as possible reasons for increases in average GPAs. Boretz strongly advocates for campus-specific approaches, rather than focusing on national trends.

We recommend taking Boretz’s suggestion one step further. Given the breadth and scope of Penn State, this committee is in agreement that it is not useful to look at these data in the aggregate. Rather, we believe these data are far more useful at the department/division and college/campus levels. In particular, we suggest that units work closely with the Office of Planning and Assessment to determine appropriate means of assessing learning outcomes across the curriculum. In addition, it would be helpful to develop best practice guidelines for and for assisting performance reviews that include evaluations of teaching, including providing department heads with relevant data to aid such reviews. With respect to the role of grades in performance reviews, it is important to note that authors such as Millet (2016) caution against solely using grades as a metric to evaluate faculty members as this may have unintended consequences; for example, instructors may, in an attempt to improve their grading reliability scores, use GPAs to assign grades in a course. As Millet stresses, grading reliability is strongly influenced by variance in students’ GPA’s and such data should be incorporated into any interpretation of the influence of leniency on grading reliability.

In examining grade distributions at Penn State, another factor that this committee identified is the combination of institutional policies and student practices that contribute to a culture of GPA protection. We also strongly believe that there are steps Penn State can take to counter this culture of GPA protection, including reviewing “entrance to major” standards and other university policies and procedures. As students face increasingly high standard of entrance to major GPA thresholds, competition for internships, entrance to graduate and professional schools, and career placement, students may be selecting courses on perceived grade outcome as opposed to taking more challenging courses in which they are interested in order to protect their GPA. In addition, students have more opportunity to withdraw from courses in which they are doing poorly in order to protect their GPA.

Finally, as the university invests additional resources in areas related to student success, we should expect (and welcome) students receiving higher grades. This support ranges from faculty development in the area of pedagogy, to more clearly defining learning outcomes in courses, to changes in teaching methods to include models such as mastery, to the engagement of students in more project and group-based work in the classroom, to the expansion of student support services across both academic and student life areas. All of these efforts clearly support our university goals related to access and retention as we work to proactively advise and work with students who come from a range of backgrounds and preparation. This represents a significant
change in culture from seeing the university as a place to “weed out” under-performing students to one in which we believe that every student who is admitted to Penn State belongs here and has the potential to succeed.

Recommendations

1. **Analysis and evaluation of grade distribution should take place at the departmental/division level.** We recommend that dashboards be created that provide department/division heads data on grade distribution in courses in their unit. In addition, we recommend that best practice guidelines be developed to assist unit heads in both analyzing these data and in using these data to assist with pedagogical, curricular, and performance review discussions.

   Department/division heads bring critical knowledge to an analysis of grade distribution patterns including an understanding of the pedagogy used in the course, the composition of the cohort of students who are earning a high grade in a course, the size of the course, etc. For example, in small seminar courses that are taught using a mastery model, we would expect to see a high percentage of students earning ‘A’ and ‘B’ grades, no matter the level of the course. Likewise, in courses that involve a lot of team work, we expect to see stronger students lifting the learning and hence the grades of weaker students in any given group. This is one of the purposes of group work (Yamarik, 2010). If a course is composed of students who are majoring in that discipline, we again might expect higher grades given the interest level of the students (Main & Ost, 2014). Unit heads also are in the best position to examine other patterns of grade distribution such as those that there might be across sections of a given course or whether or not grade distribution varies between major courses and general education courses.

   Knowledge such as this and streamlined access to grade distribution data gives department/division heads the tools to have conversations about the learning that is occurring and how this learning relates to the goals of the course. This shifts the conversation from an examination of grades to one that indicates whether or not students have earned their grades by learning the materials and meeting the goals of the course. It is for these types of reasons that grade distribution is best understood at the local level.

2. **We recommend that the annual report produced by the Committee on Undergraduate Education on grade distribution be discontinued.** As currently produced, the report is not particularly useful in gauging learning outcomes among our students.

   Given what we believe is the necessity for the analysis and evaluation of grade distribution on the local level, the committee questions the utility and necessity for an annual grade distribution report for the whole university.
3. Examine university policies and procedures and external requirements that may lead to a culture of GPA protection.

The number of controlled entry majors at the university has increased over the last decade and the cumulative GPA requirement to enter many of the majors typically is in the 3.2-3.5 range. In addition, some majors have State requirements such as the 3.0 GPA needed in Education to be certified as a teacher. In addition, as discussed earlier in this report, students face increased competition for internships, entrance to graduate and professional schools, and career placement and therefore students may not be taking challenging courses in which they are interested in order to protect their GPA.

Given increased enrollments over the last ten years or so, conversations are starting to take place to examine better ways to find the right balance of students in various majors relative to the available departmental/college resources. While no definite changes are on the table at this point, discussions are emerging that recognize that our current Entrance to Major process, which relies on a student’s cumulative GPA, does not provide a good mechanism to accurately manage enrollments in departments with limited instructional capacity. To counter the culture of GPA protection, active steps to change institutional policies would be beneficial.

References


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SENATE COMMITTEE ON UNIVERSITY PLANNING

Course and Classroom Scheduling Recommendations

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction
The members of the University Planning Committee have been asked by Faculty Senate Chair Strauss to review and evaluate the course and classroom scheduling process. With the adoption of LionPath and the CollegeNET Optimizer for classroom and event scheduling, the University has experienced a large number of scheduling difficulties since the beginning of the Fall 2016 semester. As we approach the end of the first full academic year with these systems it is imperative that specific problems be addressed as soon as possible. Although the list below is not exhaustive, we believe that it represents the most important immediate problems that we face. A list of recommendations that address how to correct these problems is included. Further improvements to the system will need to be examined in the future.

The Current Course Scheduling Process Summary:
Each semester, the administrative staff within each department must add all details, including course time, estimated enrollment, room requirements, and other information for each course. Once the information is entered into LionPath, then the CollegeNET Optimizer will import the information from LionPath, and then automatically schedule all courses through the prioritization within the CollegeNET Optimizer. After an initial optimizer runs for all standard time periods, then there is a second run of the optimizer to assign classrooms to non-standard time periods. Following the automated scheduling with the optimizer, then departments can request remaining available rooms if their classroom was not scheduled, or there is a desire to alter the room.

It is important to note that the current process differs significantly from the previous system used prior to the Fall 2016 semester. The previous system (ISIS) was set up to comply with the classroom prioritization defined within Policy AD-82 - Classroom Scheduling, which outlines three levels of prioritization for classes [1) Roll-over; 2) Priority scheduling of general purpose classrooms; 3) General credit] along with prioritizing other classroom uses [4)Instructional support; 5) Co-curricular; and 6) Non-credit and events.] The current process simply selects rooms based on availability within a particular partition (building or cluster of buildings), with an initial priority to standard course times, and then a second run for non-standard course times.

The current classroom scheduling approach does not ensure that a classroom will be available for each course in the requested time period, and there are multiple examples of departments who have altered their course scheduling to identify acceptable classroom assignments. The shifting of time periods of classes between semesters and years can have a significant impact on students and departments who are striving for consistency within semester schedules, especially for departments that offer required courses once per year. While consistency is not always possible, predictability should be a goal to assist students in avoiding scheduling conflicts that can delay their degree completion.
During the initial implementation of the new LionPath system and the CollegeNET Optimizer, there were 53 departmentally controlled rooms reclassified to general purpose classrooms, but with a promise that these rooms would not be scheduled frequently, and that they would be primarily available for department use, except for several hours of classes per week. These rooms were previously used by departments for research seminars, faculty candidate presentations, thesis proposal and defense presentations, guest lectures, student organization meetings and departmental classes. These classrooms have been added into the CollegeNET Optimizer as General Purpose Classrooms, and there are no different priorities on these classrooms as compared to other general purpose classrooms. Through an analysis of these rooms, they have an overall utilization of 44.1% in Fall 2016 and 37.8% in Spring 2017, which significantly exceeds the initial estimated use of these rooms. In fact, 21 of these newly reassigned GPCs had usage rates over 50% in the Fall 2016, and 14 were above 50% in the Spring 2017.

**Recommendations**

After reviewing the challenges encountered by departments within the classroom scheduling process, the University Planning Committee provides the following recommendations to improve the process effectiveness and efficiency.

**Recommendation 1:**
Add functionality to LionPath to allow for course information to be automatically populated for each semester from the previous year's information. This would significantly reduce the staff time required to develop the initial classroom request and it will also reduce the possibility for data entry errors, especially with the settings that support the CollegeNET Optimizer.

**Recommendation 2:**
Add functionality to LionPath to enable the automatic roll-over of classrooms from the previous year. This would be similar to the previous approach that prioritized the previous use of the room, provided that the room was used to a 70% capacity per Policy AD-82 - Classroom Scheduling.

**Recommendation 3:**
Add functionality to the CollegeNET Optimizer to allow for an instructor to be scheduled in the same classroom when teaching multiple sections of a course within two adjacent standard time periods. This will reduce the disruption to class instructors by not having to relocate to a new classroom.

**Recommendation 4:**
Add functionality to LionPath and CollegeNET Optimizer to include prioritized classroom scheduling for departments in a similar manner as the previous ISIS system, and in compliance with Policy AD-82 - Classroom Scheduling.

**Recommendation 5:**
Add functionality to the CollegeNet Optimizer to only schedule classes in the 53 newly reassigned GPCs that were previously used for departmental functions when a room that meets
the scheduling criteria is not otherwise available. This would enable the departments to continue to have a priority for these spaces, except when the rooms are needed for classes due to full capacity at the time period. The departments can then schedule classes or other department activities within these classrooms.

Recommendation 6:
Evaluates the class schedule time periods to ensure that departments are complying with the 45% maximum classroom scheduling from 10 - 2 pm, and minimum of 15% of course offerings on each day of the week (Monday to Friday), and Maximum of 30% of course offerings on any day of the week (Monday to Friday), as stated in Academic Administrative Policy C-1.

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

Annual Report on the High School Students Enrolled Nondegree in Credit Courses

(Informational)

Attached is the annual report on High School Students Enrolled Nondegree in Credit Courses compiled by Clark V. Brigger, Assistant Vice President for Undergraduate Education and Executive Director for Undergraduate Admissions.

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

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Date: March 1, 2017
From: Clark V. Brigger
To: Michel M. Haigh, Chair, Senate Committee on Admissions, Records, Scheduling, and Student Aid
Subj: High School Students Enrolled Nondegree in Credit Courses from Summer 2013 through Spring 2016

In accordance with 1974 Senate action and Academic Administrative Policy and Procedure (AAPPM) A-9 governing enrollment of high school students (http://www.psu.edu/oue/aappm/A-9-admission-high-school-students-and-experimental-admissions.html) the attached tables and graphs provide the information the Senate requires annually from the Undergraduate Admissions Office and additional historical data from the two previous academic years.

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

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

<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Seniors Offered Admission</th>
<th>HS Seniors Enrolled</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU13-SP14</td>
<td>367</td>
<td>216</td>
<td>59%</td>
</tr>
<tr>
<td>SU14-SP15</td>
<td>367</td>
<td>233</td>
<td>63%</td>
</tr>
<tr>
<td>SU15-SP16</td>
<td>366</td>
<td>226</td>
<td>62%</td>
</tr>
</tbody>
</table>

The peak of high school student enrollment from this cohort was during SU08-SP09 when 1,609 high school students were enrolled at all 20 undergraduate campuses. The total number of high school students enrolled across the system has declined 43% (691
students) from SU08-SP-09 to SU15-SP16. More enrollment information follows in the table below:

<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Students at campuses</th>
<th>Change in number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU08-SP09</td>
<td>1,609</td>
<td>0</td>
</tr>
<tr>
<td>SU09-SP10</td>
<td>1,464</td>
<td>-145</td>
</tr>
<tr>
<td>SU10-SP11</td>
<td>1,363</td>
<td>-101</td>
</tr>
<tr>
<td>SU11-SP12</td>
<td>1,134</td>
<td>-229</td>
</tr>
<tr>
<td>SU12-SP13</td>
<td>1,070</td>
<td>-64</td>
</tr>
<tr>
<td>SU13-SP14</td>
<td>997</td>
<td>-73</td>
</tr>
<tr>
<td>SU14-SP15</td>
<td>901</td>
<td>-96</td>
</tr>
<tr>
<td>SU15-SP16</td>
<td>918</td>
<td>17</td>
</tr>
</tbody>
</table>

Some of the enrollment decline can be attributed to the demographic decline in the number of students enrolled and graduating from Pennsylvania high schools. In parts of the Commonwealth, high school graduates have decreased by as much as 20% from 2005 to 2015. Another factor contributing to the decline in enrollments is the cost of attendance. College-level courses taken during high school were an affordable opportunity for many in SU08-SP09 with state grant funding awarded to Pennsylvania school districts who met approved guidelines. Commonwealth Campuses matched state grants for many students which contributed to a record number of high school student enrollments. Students have found more affordable options either by attending community colleges, taking advanced placement (AP) courses and earning college credits in their high school through partnerships developed by competitor colleges in the area.

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

Of the 918 high school students enrolled from SU15-SP16, 55.8% reported ethnicity as White; 3.6% reported ethnicity as Hispanic/Latino; 2.9% reported ethnicity as Black or African American; 3.5% reported ethnicity as Asian; 32.2% reported ethnicity as two or more races (Table 4). It is encouraging that the two or more category is increasing. It is not surprising that underrepresented students do not make up more of this cohort due to socio-economic factors.

During SU15-SP16 female high school students represented 59.7% of the total enrollment compared to 40.3% male high school students (Table 5).

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

Application should be made at the Admissions Office at the campus the student plans to attend by completing a Nondegree Enrollment form. Nondegree Enrollment forms can be
accessed on the web:  https://www.registrar.psu.edu/student_forms/nondegree_form.cfm
and are available in some high school guidance offices. The student’s high school
guidance counselor must also submit an official high school transcript, SAT/ACT or
PSAT/PLAN scores and a statement in support of the student’s enrollment at Penn State.
Students who are approved may register for 8 credits per semester or session.
### Table 1

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

**Enrollment by Campus**

**Summer 2013 to Spring 2016**

by Academic Year (Summer to Spring)

<table>
<thead>
<tr>
<th>Campus</th>
<th>SU13-SP14</th>
<th>SU14-SP15</th>
<th>SU15-SP16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>21</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Altoona</td>
<td>7</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Beaver</td>
<td>81</td>
<td>52</td>
<td>62</td>
</tr>
<tr>
<td>Berks</td>
<td>41</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>Brandywine</td>
<td>27</td>
<td>44</td>
<td>55</td>
</tr>
<tr>
<td>DuBois</td>
<td>66</td>
<td>76</td>
<td>66</td>
</tr>
<tr>
<td>Erie</td>
<td>88</td>
<td>66</td>
<td>60</td>
</tr>
<tr>
<td>Fayette</td>
<td>78</td>
<td>35</td>
<td>16</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>15</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>31</td>
<td>14</td>
<td>36</td>
</tr>
<tr>
<td>Hazleton</td>
<td>36</td>
<td>57</td>
<td>107</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>72</td>
<td>76</td>
<td>64</td>
</tr>
<tr>
<td>Mont Alto</td>
<td>58</td>
<td>57</td>
<td>49</td>
</tr>
<tr>
<td>New Kensington</td>
<td>38</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>9</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>Shenango</td>
<td>27</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>University Park</td>
<td>86</td>
<td>71</td>
<td>86</td>
</tr>
<tr>
<td>SSPS*</td>
<td>42</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Wilkes-Barre</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>World Campus</td>
<td>11</td>
<td>22</td>
<td>11</td>
</tr>
<tr>
<td>Worthington Scranton</td>
<td>12</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>York</td>
<td>146</td>
<td>150</td>
<td>96</td>
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<tr>
<td></td>
<td>997</td>
<td>901</td>
<td>918</td>
</tr>
</tbody>
</table>

*Summer Study Penn State is a contracted program available only at University Park*
GRAPH A
High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2015 to Spring 2016

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>61.76</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>3.05</td>
</tr>
<tr>
<td>3.01 – 3.33</td>
<td>10.24</td>
</tr>
<tr>
<td>2.67 – 3.00</td>
<td>14.92</td>
</tr>
<tr>
<td>2.34 – 2.66</td>
<td>0.00</td>
</tr>
<tr>
<td>2.00 – 2.33</td>
<td>6.21</td>
</tr>
<tr>
<td>1.01 – 1.99</td>
<td>0.00</td>
</tr>
<tr>
<td>0 – 1.00</td>
<td>1.85</td>
</tr>
<tr>
<td>OTHER</td>
<td>1.96</td>
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</tbody>
</table>
### GPA Analysis for Summer 2014 to Spring 2015

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>57.38</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>4.66</td>
</tr>
<tr>
<td>3.01 – 3.33</td>
<td>10.21</td>
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<td>2.67 – 3.00</td>
<td>17.42</td>
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<td>2.34 – 2.66</td>
<td>0.00</td>
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<td>2.00 – 2.33</td>
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<tr>
<td>1.01 – 1.99</td>
<td>0.00</td>
</tr>
<tr>
<td>0 – 1.00</td>
<td>2.89</td>
</tr>
<tr>
<td>NO GRADE</td>
<td>1.55</td>
</tr>
<tr>
<td>OTHER</td>
<td>1.33</td>
</tr>
</tbody>
</table>
GRAPH C
High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2013 to Spring 2014

<table>
<thead>
<tr>
<th>GPA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67 – 4.00</td>
<td>56.57</td>
</tr>
<tr>
<td>3.34 – 3.66</td>
<td>4.01</td>
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<td>3.01 – 3.33</td>
<td>11.94</td>
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<td>2.67 – 3.00</td>
<td>16.35</td>
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<tr>
<td>2.34 – 2.66</td>
<td>0.00</td>
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<td>6.32</td>
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<tr>
<td>1.01 – 1.99</td>
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<tr>
<td>0 – 1.00</td>
<td>3.41</td>
</tr>
<tr>
<td>OTHER</td>
<td>1.40</td>
</tr>
</tbody>
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Table 2A  
High School Students Enrolled Non-Degree in Credit Courses at Penn State  
Admissions Status  
Summer 2015 to Spring 2016

<table>
<thead>
<tr>
<th>Campus</th>
<th>Sophomore 1</th>
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1 Completed freshman (9th) year in high school  
2 Completed sophomore (10th) year in high school  
3 Completed Junior (11th) year in high school  
*Summer Study Penn State is a contracted program available only at University Park
## Table 2B
High School Students Enrolled Non-Degree in Credit Courses at Penn State Admissions Status
Summer 2014 to Spring 2015

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<tr>
<th>Campus</th>
<th>Sophomore 1</th>
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<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
<th>Yield</th>
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</table>

1 Completed freshman (9th) year in high school
2 Completed sophomore (10th) year in high school
3 Completed Junior (11th) year in high school
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<th>Seniors Accepted Offer</th>
<th>Yield</th>
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1 Completed freshman (9th) year in high school  
2 Completed sophomore (10th) year in high school  
3 Completed Junior (11th) year in high school  
*Summer Study Penn State is a contracted program available only at University Park
### Table 3A

**High School Students Enrolled Non-Degree in Credit Courses at Penn State**
**Courses Taken Summer 2015 - Spring 2016**

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<thead>
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<th>Course</th>
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<th>No. of Students</th>
<th>Course</th>
<th>No. of Students</th>
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## Table 3C

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

#### Courses Taken Summer 2013 - Spring 2014

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<th>Course</th>
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<th>Course</th>
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### Table 4
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Ethnicity
Summer 2013 to Spring 2016
by Academic Year (Summer to Spring)

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<th>Ethnicity</th>
<th>SU13-SP14</th>
<th>%</th>
<th>SU14-SP15</th>
<th>%</th>
<th>SU15-SP16</th>
<th>%</th>
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<tr>
<td>Not Reported</td>
<td>121</td>
<td>12.2%</td>
<td>15</td>
<td>1.7%</td>
<td>0</td>
<td>0</td>
</tr>
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<td>American Indian</td>
<td>2</td>
<td>0.2%</td>
<td>2</td>
<td>0.2%</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>38</td>
<td>3.8%</td>
<td>28</td>
<td>3.1%</td>
<td>32</td>
<td>3.5%</td>
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<tr>
<td>Black or African American</td>
<td>24</td>
<td>2.4%</td>
<td>14</td>
<td>1.5%</td>
<td>27</td>
<td>2.9%</td>
</tr>
<tr>
<td>Foreign (In US on Student or Temporary Visa)</td>
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<td>0.3%</td>
<td>6</td>
<td>0.7%</td>
<td>12</td>
<td>1.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>49</td>
<td>4.9%</td>
<td>42</td>
<td>4.7%</td>
<td>33</td>
<td>3.6%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>0.1%</td>
<td>4</td>
<td>0.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
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<td>11.9%</td>
<td>179</td>
<td>20.0%</td>
<td>296</td>
<td>32.2%</td>
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<td>64.3%</td>
<td>614</td>
<td>68.0%</td>
<td>512</td>
<td>55.8%</td>
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<td></td>
<td>997</td>
<td>0%</td>
<td>901</td>
<td>0%</td>
<td>918</td>
<td>0%</td>
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</table>

Ethnicity collected and reported following federal requirements beginning in 2009.

### Table 5
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Gender
Summer 2013 to Spring 2016
by Academic Year (Summer to Spring)

<table>
<thead>
<tr>
<th>Gender</th>
<th>SU13-SP14</th>
<th>%</th>
<th>SU14-SP15</th>
<th>%</th>
<th>SU15-SP16</th>
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<td>F</td>
<td>604</td>
<td>60.6%</td>
<td>531</td>
<td>59.0%</td>
<td>547</td>
<td>59.0%</td>
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<tr>
<td>M</td>
<td>393</td>
<td>39.4%</td>
<td>370</td>
<td>41.0%</td>
<td>371</td>
<td>41.0%</td>
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<tr>
<td>-</td>
<td>997</td>
<td>0%</td>
<td>901</td>
<td>0%</td>
<td>918</td>
<td>0%</td>
</tr>
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</table>
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

Priority Enrollment

(Informational)

Introduction
Senate Policy 34-20, Registration, discusses the registration process and links to The Academic Administrative Policies and Procedures Manual (AAPPM) Policy C-2. There is not a senate policy that discusses priority enrollment. However, the AAPPM C-2 policy states the Senate Committee on Admissions, Records, Scheduling, and Student Aid (ARSSA) should report annually to the Senate about priority registration. The term “scheduling” is replaced with “enrollment” in this report to reflect the language used in LionPATH. ARSSA provided its first Priority Enrollment Informational Report to the senate during the Spring 2016 semester. The AAPPM policy is provided below.

The section of the AAPPM Policy C-2 related to ARSSA’s involvement in the priority enrollment process states: The process for determining priority registration needs for categories of students is as follows: Requests for priority registration shall be endorsed by a university dean or delegate.

1. Requests for priority registration shall be in writing and submitted to the University Registrar.
2. The request shall specify:
   a. the group of students for whom priority registration is requested,
   b. the rationale for priority registration status and how the request meets the criteria guidelines (see below),
   c. the number of students in the group,
   d. the requested time frame for implementation.
3. The University Registrar will bring new requests to the Admissions, Records, Scheduling and Student Aid (ARSSA) Committee of the Faculty Senate for review.
4. The requestor, or designee, will come to present their request to ARSSA at a regularly scheduled committee meeting.
5. ARSSA will deliberate in closed session, make a determination, and notify the requestor of the decision.
6. Guiding principles used in considering requests:
   a. Compelling Scheduling Need - some factor of the group restricts the times that the group may take classes.
   b. Overall benefits outweigh detriment to the university community at large.
7. The ARSSA Committee shall report annually to the Faculty Senate on the status of Priority Registration.

All student cohorts granted priority registration must re-apply for the privilege every five years. A written proposal should be submitted to ARSSA by the dean justifying the need for
the practice to continue. If approved, priority registration for the requested cohort will be extended for an additional five years.

**Information**
It was unclear when groups had last completed the five-year review mandated in the AAPPM C-2 policy. ARSSA stated in its Spring 2016 senate report that it would conduct a five-year review of all groups receiving priority enrollment during the Fall 2016 semester. A letter was sent to the chief academic officer (associate dean, DAA, etc.) for groups to reapply for priority enrollment in October 2016.

**Discussion**
In January, ARSSA approved all groups currently receiving priority enrollment for another five years. The table includes numbers provided by the specific locations. (See Table 1).

**Effective Date**
Upon corresponding changes to AAPPM policy and incorporation into LionPATH.

**SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID**
- Charles Abdalla
- Steven Andelin
- Martha Aynardi
- Daniel Beaver
- Clark Brigger
- Wei-Fan Chen
- Maura Ellsworth
- Wendell Franklin
- Galen Grimes
- Anna Griswold
- Michel M. Haigh, Chair
- Harold Hayford, Vice Chair
- Robert Kubat
- Themis Matsoukas
- George Samuel
- Douglas Wolfe
Table 1: Priority Enrollment Numbers by Campus and Group  
*Please note some of the figures in the table are fluid. Some of the numbers are from Fall 2016 and others from Spring 2017 depending on when the unit provided the response.*

<table>
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<th>Campus</th>
<th>Unique Groups</th>
<th>Athletes</th>
<th>Campus Honors</th>
<th>Schreyer Honors</th>
<th>Disability Services</th>
<th>Military</th>
<th>Percent Receiving Priority Enrollment Compared to Total Student Enrollment</th>
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<td>44</td>
<td>25</td>
<td>46</td>
<td>88</td>
<td>10.90%</td>
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<td>–</td>
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<td>52</td>
<td>5</td>
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<td>87</td>
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<tr>
<td>Behrend</td>
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<td>63</td>
<td>46</td>
<td>11</td>
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<tr>
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<td>–</td>
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<td>44</td>
<td>–</td>
<td>6</td>
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<tr>
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<td>–</td>
<td>111</td>
<td>28</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>21.60%</td>
</tr>
<tr>
<td>Brandywine</td>
<td>–</td>
<td>190</td>
<td>35</td>
<td>3</td>
<td>15</td>
<td>33</td>
<td>18.40%</td>
</tr>
<tr>
<td>DuBois</td>
<td>–</td>
<td>98</td>
<td>28</td>
<td>–</td>
<td>–</td>
<td>26</td>
<td>25.20%</td>
</tr>
<tr>
<td>Fayette</td>
<td>–</td>
<td>76</td>
<td>17</td>
<td>–</td>
<td>3</td>
<td>16</td>
<td>15.90%</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>–</td>
<td>–</td>
<td>30</td>
<td>1</td>
<td>3</td>
<td>–</td>
<td>5.60%</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>–</td>
<td>251</td>
<td>126</td>
<td>26</td>
<td>12</td>
<td>118</td>
<td>11.40%</td>
</tr>
<tr>
<td>Hazleton</td>
<td>–</td>
<td>127</td>
<td>42</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td>22.70%</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>–</td>
<td>62</td>
<td>60</td>
<td>–</td>
<td>7</td>
<td>13</td>
<td>15.90%</td>
</tr>
<tr>
<td>Mont Alto</td>
<td>–</td>
<td>130</td>
<td>50</td>
<td>–</td>
<td>2</td>
<td>32</td>
<td>24.00%</td>
</tr>
<tr>
<td>New Kensington</td>
<td>–</td>
<td>8</td>
<td>20</td>
<td>–</td>
<td>4</td>
<td>4</td>
<td>4.60%</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>–</td>
<td>12</td>
<td>45</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>8.70%</td>
</tr>
<tr>
<td>Shenango</td>
<td>–</td>
<td>0</td>
<td>3</td>
<td>–</td>
<td>7</td>
<td>2</td>
<td>2.40%</td>
</tr>
<tr>
<td>University Park</td>
<td>75-90</td>
<td>1,000</td>
<td>–</td>
<td>1,334</td>
<td>465</td>
<td>106</td>
<td>7.20%</td>
</tr>
<tr>
<td>Wilkes-Barre</td>
<td>–</td>
<td>0</td>
<td>21</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>6.60%</td>
</tr>
<tr>
<td>Worthington</td>
<td>–</td>
<td>78</td>
<td>43</td>
<td>–</td>
<td>26</td>
<td>11</td>
<td>15.30%</td>
</tr>
<tr>
<td>Scranton</td>
<td>–</td>
<td>69</td>
<td>26</td>
<td>–</td>
<td>–</td>
<td>49</td>
<td>13%</td>
</tr>
<tr>
<td>York</td>
<td>–</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>75-90</td>
<td>3,238</td>
<td>777</td>
<td>1,448</td>
<td>682</td>
<td>822</td>
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</tr>
</tbody>
</table>
SENATE COMMITTEE ON FACULTY BENEFITS

2018 Medical and Prescription Drug Plan Design and Cost Sharing

(Informational)

Introduction

This report is being presented to provide an overview of the medical and prescription drug plans that will be provided to eligible employees of The Pennsylvania State University effective January 1, 2018.

This report and accompanying slides highlight several considerations used for plan development, as well as important features and changes of the 2018 medical and prescription drug plans. In addition, the presentation will include brief explanations of how self-funded health care plans work; how each of the PPO plans work; specific plan design changes for each of the PPO plans; cost sharing for each of the PPO plans; employee premium contributions under each of the PPO plans; and, total out-of-pocket costs under each of the PPO plans.

Overview of Decision-Making Process

Human Resources, in collaboration with the Joint Committee on Insurance and Benefits, the Committee on Faculty Benefits, and the Health Care Advisory Committee prepared and reviewed several scenarios, being mindful of adherence to the Six Guiding Principles, which include:

1. Choice of health care plans
2. Overall cost sharing of 75% University/25% employees
3. Affordability and equity in both premium contributions and total out-of-pocket costs
4. Informed utilization through a data warehouse and cost transparency tools
5. Quality, accessibility, transparency, and cost effectiveness
6. Fostering and promoting a culture of health

The committees were very sensitive to the first three guiding principles and developed plan design and cost sharing recommendations that include the following changes:

PPO Blue Plan

1. A four-tiered deductible structure based on salary bands
   a. Deductibles will decrease or remain the same for employees earning less than or equal to $60,000
   b. Deductibles will increase for employees earning greater than $60,000
2. Lower employee premium contribution percentages
3. All other plan provisions the same as 2017
PPO Savings Plan

1. A four-tiered HSA seed contribution schedule based on salary bands
   a. Seed will increase or remain the same for employees earning less than or equal to $60,000
   b. Seed will decrease or remain the same for employees earning greater than $60,000
2. Slight increases to employee premium contribution percentages
3. All other plan provisions the same as 2017

Summary

The Joint Committee on Insurance and Benefits, the Committee on Faculty Benefits, and the Health Care Advisory Committee concur that the Six Guiding Principles have been maintained in developing health care plan design and cost sharing considerations that are reasonable. Specifically, the medical and prescription drug plans address concerns regarding lower income employees facing higher deductibles while maintaining comparable percent salary costs across all salary tiers. The plans adhere to the Guiding Principle of 75% / 25% cost sharing under each of the PPO Blue and PPO Savings plans. While employees will notice some changes to their current health care plans, the changes should be manageable, as there was great effort in plan development to avoid complexity. All eligible employees will continue to have a choice between a traditional plan and a plan that includes a health savings account and higher deductibles. The committees concur that the University should continue to devote time and resources to focus on education to create understanding of the operations of the health care plans so that all employees are able to make an informed decision regarding the best health care plan for themselves and their families. The committees also agree that Penn State should continue to foster and promote a culture of health (Guiding Principle Six) in an effort to improve the overall community health and decrease the cost of health care for the University and its employees.

SENATE COMMITTEE ON FACULTY BENEFITS

- Susan McGarry Basso
- Renee L. Borromeo, Chair
- Kenneth Brentner
- Victor W. Brunsden
- Amy R. Dietz
- Peter C. Jurs
- Cassandra Kitko
- James Miles
- Jamie Myers
- Willie K. Ofosu
- Erica Smithwick, Vice-Chair
- Gregory Stoner
Introduction

The Report on Faculty Salaries is an informational report of the Committee on Faculty Benefits offering an analysis of faculty salaries at Penn State. The report is accompanied by a set of tables and figures provided by the Department of Planning and Institutional Research (PIR), with thanks to the College of Medicine, the University Budget Office, and the University Libraries for providing data. This report highlights several observations that may be of interest to the general audience of the University Faculty Senate. More detail is available in the supporting materials including comparisons with other institutions and comparisons among the colleges and campuses within Penn State. The supporting materials are available to senators on Box at https://psu.app.box.com/files/0/f/3589773215/Senate_Faculty_Salary_reports. Anyone else who is interested in the supporting materials can contact PIR@psu.edu for a copy of the tables.

There are many factors that may contribute to differences in salary statistics making it difficult to draw inferences from these data. Market forces, non-monetary compensation and benefits, and cost of living differences are often not reflected in the data. Comparisons across institutions or across units within institutions can be complicated by unequal distributions in key dimensions such as discipline, rank, length of time in rank, and length of employment. The data presented here may be limited and may not provide sufficient detail for drawing inferences about important issues pertaining to faculty compensation such as gender or racial inequities. However, these data may be useful for informing discussion and prompting further inquiry. The Committee on Faculty Benefits encourages the members of the faculty at Penn State to use these data as a reference.

Comparisons to Other Institutions

Salaries among faculty in Penn State’s University Park–based colleges continue to be competitive with comparable salaries among institutions participating in the Association of American Universities Data Exchange (AAUDE). For the most recent year, 2015–2016, the ratio of Penn State salaries to AAUDE salaries is within 3 percent of the AAUDE average salary for 31% of the college/rank comparisons. Penn State salaries are more than 3 percent above the AAUDE average salary for 67% of the college/rank comparisons. The highest ratio among all the college/rank comparisons is 1.30 for professors in the College of Communications. The lowest ratio is 0.91 for professors at Penn State Law (Table 1). The ratios of Penn State to AAUDE salaries presented in Table 1 are consistent with last year. For 92% of the college/rank comparisons, the ratio in 2015-16 is within 3 percent of the same ratio in 2014-15.

Penn State’s salary progression is similar to that at AAUDE institutions (Table 2). For 75% of college/rank comparisons for associate professors and 80% of comparisons for assistant professors, the percentage of professor salary at Penn State is within 5 percent of comparable AAUDE institutions. Average associate professor salaries range from 56-81% of professors, while average assistant professor salaries range from 51-75% of professors.
The cumulative percent changes presented in Table 3 show that average salaries at Penn State and AAUDE institutions tended to increase in 2014-15, and at a similar rate. A current listing of the Association of American Universities (AAU) member institutions can be found in Table 5.

The data show a fairly steady increase in terms of raw dollar value (Figure 1 and Figure 2), with the increases appearing to be keeping pace with inflation (Figure 3 and Figure 4). Among a group of select AAUDE public institutions, Penn State has maintained a competitive ranking (Table 4). Penn State’s salaries rank 3rd among professors, 4th among associate professors, and 6th among assistant professors. This is a big improvement over just a few years ago, where in 2011-12 the ranks were 9th, 8th, and 13th, respectively.

Among the group of Big Ten public institutions, Penn State’s average salaries have been ranked in the top consistently over recent years (Table 4). The average salary for professors and for associate professors has been among the top in the Big Ten public institutions since at least the 2004–05 academic year. Historically, Penn State’s average salary for assistant professors has not been as highly ranked. In 2015-16, however, the average salary for assistant professors ranks 4th, showing an improvement from a dip in ranking between the years 2006-07 through 2011-12.

Table 6 provides another look at salaries at Penn State University Park compared to other Big Ten institutions, where Penn State is in the top 50% of average salaries across all ranks.

Salaries in Penn State’s campus-based colleges seem to rank in the middle among campuses at other Big Ten institutions (Table 7). When compared with campuses of the same type, salaries at Penn State’s campus-based colleges appear to be higher than campuses at other Big Ten institutions. These differences may reflect regional differences as Penn State’s average salaries appear to be below the average salaries at other universities in Pennsylvania (Table 8), including the other state-related and state-owned universities.

Salaries for Penn State’s librarian faculty rank competitively compared to their peers at other institutions in the Big Ten (Table 9). Penn State’s average librarian salary ranks fourth among institutions in the Big Ten. Penn State salaries are above average for associate and assistant librarians, and below average for affiliate librarians, among institutions in the Big Ten.

**Comparisons within Penn State**

Among Penn State University Park–based colleges, the faculty in the Smeal College of Business have the highest salaries followed by the faculty in the College of Information Sciences and Technology and Penn State Law. Faculty in the College of Arts & Architecture have the lowest salaries among the Penn State University Park–based colleges. Of all the units with faculty, the University Libraries have the lowest salaries (Table 11).

Variation in range of salaries seems to increase with each higher rank (Table 10 and Table 11). This increase in variation is apparent when the data are displayed graphically (Figure 1, Figure 5, Figure 6, and Figure 7). The interquartile range (IQR)—the difference between the 75th and 25th percentiles—is typically greatest for professors. For instance, the IQR for standing appointment professors at Penn State University Park is $54,648. The IQR for standing appointment assistant professors at Penn State University Park is $15,795. The mean years in rank also increases with each higher rank, which may account for some of the variation in salary. While there is some increase in variation with each higher rank among the salaries at the Commonwealth Campuses,
the IQR for standing appointment professors at the Commonwealth Campuses tends to be much narrower at $24,723. The IQR for standing appointment assistant professors is slightly wider at $17,019.

With the exception of Instructor/Lecturers, median salaries for faculty on standing appointments at Penn State’s Commonwealth Campuses are lower overall than median salaries for the same academic rank at University Park (Table 10). This pattern appears to also be true when comparing the median salaries in the academic divisions within the campus-based colleges (Table 14), with median salaries in colleges of similar disciplinary composition at University Park (Table 11). For faculty on fixed-term appointments, the differences in median salaries does not show as definitive of a trend. For example, the median salary for fixed-term associate professors and assistant professors is higher at the Commonwealth Campuses than at University Park (Table 10).

Table 15 provides average salaries for professors and associate professors in standing appointments aggregated based on time in rank. For professors at University Park, generally as years in rank increase, average salary also increases. For associate professors at University Park, average salary decreases as years in rank increase. For faculty at the Commonwealth Campuses, there are no clear trends between years in rank and average salary. Caution should be used in interpreting any of these trends, since average salary is influenced heavily by outliers and since data is aggregated across many units.

Summary information is provided in Table 16 for individuals classified as “academic” or “academic administrators” on standing appointments. Academic administrators are those who hold academic rank and who hold an administrative position in a major academic function (e.g. Associate Dean, Assistant Dean). Academic administrators make up approximately 60% of the administration, where the administration is comprised of academic administrators, administrators, and executives1. Generally speaking, the salaries for academic administrators are higher than those of academics.

Salary data for Penn State Hershey is presented in Table 17. This presents quartile distributions of salaries of full-time basic science faculty and clinical faculty broken down by rank, and presented alongside Association of American Medical Colleges (AAMC) salary percentiles. For basic science faculty, the Penn State data is also broken out by gender. Overall, Penn State salaries appear to be comparable with the standards in the field.

**Gender Differences**

Tables 12 and 13 provide the salary quartiles by gender. At the highest levels of aggregation found in Table 12, the salaries for females are lower than those of males in most cases. These results should be interpreted with caution, however, as the male faculty members typically have higher mean years in rank and the level of aggregation does not take into consideration

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1 Administrative breakdowns were retrieved from the current employee table from the OHR database in March 2017. A count of active employees in standing positions at locations other than Hershey were used for this calculation.
disproportionate representation among colleges and departments. Table 13 provides the salary quartiles by gender at the college level. At this level, the difference in salaries between females and males seems to diminish within units. Graphically, many of the salary ranges by gender seem to overlap with their college counterparts (Figures 5-9). Where differences do exist, the higher salary range often coincides with higher mean years in rank. Further differentiation, by department and/or academic discipline for example, may explain some of the remaining differences. However, the data become sparser with each additional dimension. Already at the college level there are data elements that must be suppressed due to a low number of individuals. Further differentiation would only increase the amount of data that must be suppressed.

**Fixed-Term Faculty**

The phrase “fixed-term” is commonly used when referring to individuals on fixed-term appointments with an academic rank of instructor or lecturer. This is understandable as more than 66% of the individuals on fixed-term academic appointments have an academic rank of instructor, lecturer, senior instructor, or senior lecturer and approximately 96% of the individuals holding those ranks are on fixed-term appointments (Table 10). However, it should be noted that under the University’s human resources structure, an individual’s academic rank and their appointment type are separate and distinct. There exist individuals on fixed-term appointments holding nearly every possible academic rank.

Our discussion of fixed-term faculty is limited specifically to the population of individuals on full-time, fixed-term appointments holding an academic rank of instructor, lecturer, senior instructor, or senior lecturer. Even looking solely at this population, there are cautions to note. For instance, there are 318 individuals from this population in the College of the Liberal Arts alone (Table 11). With nearly 40% of the population coming from just one college, it may be difficult to discern whether any conclusions drawn from the data reflect the University-wide population or are attributable to circumstances that exist solely within that one college.

Nearly 50% of the fixed-term instructors, lecturers, senior instructors, and senior lecturers are located at the Penn State University Park location. As with standing appointment professorial salaries, the highest fixed-term instructor/lecturer salaries at University Park are found in the Smeal College of Business.

While the other Penn State campuses combined make up slightly less than half of the population of fixed-term instructors University-wide, the population of fixed-term instructors/lecturers is the largest category of faculty among the Commonwealth Campuses, where about 40% of all faculty are fixed-term instructors/lecturers or senior instructors/lecturers (Table 10).

**Description of the Supporting Materials**

The complete set of data accompanying this report consists of 17 tables and 9 figures. The tables may be considered in two major sections: the inter-institutional comparisons presented in Tables 1–9 and the intra-institutional comparisons presented in Tables 10–17. The figures are based on data from Tables 10–14 and may also be considered part of the intra-institutional comparisons. The inter-institutional comparisons in Tables 1–9 may be further divided according to the source of the data: the Association of American Universities Data Exchange, the American Association of University Professors, and the Association of Research Libraries.
**Definition of salary**

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

The salary data are defined on the basis of a 9-month (36-week) appointment. Unless otherwise noted, salaries for faculty members on 12-month (48-week) appointments are converted to a 9-month equivalent using a standard conversion factor of 0.818 (9/11).

**Association of American Universities Data Exchange (AAUDE) Tables**

The Association of American Universities Data Exchange (AAUDE) is an organization composed of Association of American Universities (AAU) institutions that contribute their institutional data to the data exchange. The AAU describes itself as “a nonprofit organization of 62 leading public and private research universities in the United States and Canada.” A recent listing of AAU member institutions is presented in Table 5. While all AAU institutions are eligible to participate in the data exchange, typically only between 50 and 60 percent of the member institutions will submit data to the AAUDE in any given year. The data available in the AAUDE are for an institution’s “main campus” only.

The AAUDE comparisons allow Penn State to benchmark our faculty salaries with other leading research institutions. Direct comparison to other institutions is not available as the confidentiality rules governing participation in the AAUDE prohibit individually identifying institutional data. However, the data may be useful for indicating Penn State’s relative position among the group of AAUDE institutions. Tables 1–3 present comparisons with averages based on all institutions reporting to the AAUDE in the given year. Table 4 uses the AAUDE data to present Penn State’s ranking among a select group of public institutions in the AAUDE and among the other public institutions of the Big Ten.

College level comparisons are possible using the AAUDE data because of Classification of Instructional Programs (CIP) code data available in the AAUDE data set. The CIP codes are a taxonomic scheme developed by the U.S. Department of Education’s National Center for Education Statistics (NCES) to support tracking and reporting of fields of study and program completion activity. The college level comparisons in Tables 1–3 compare each of Penn State’s colleges with a composite of equivalent CIP codes from other AAUDE institutions.

**American Association of University Professors (AAUP) Tables**

The American Association of University Professors (AAUP) conducts an annual survey of faculty compensation, the Faculty Compensation Survey (FCS). The results of the FCS are

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

3 For more information on CIP codes see [http://nces.ed.gov/ipeds/cipcode/](http://nces.ed.gov/ipeds/cipcode/)
published in the March–April issue of the AAUP magazine, *Academe*, as part of their Annual Report on the Economic Status of the Profession. The data from the FCS are used as the source for Tables 6–8. The availability of the FCS data permits direct inter-institutional comparisons. Table 6 presents Penn State’s average salaries ranked among the average salaries for the other institutions in the Big Ten.

While Table 6 only includes the “main campuses” for each institution, Table 7 and Table 8 present Penn State’s average salaries for University Park as well as for each of the campus-based colleges. Table 7 presents the average salaries at Penn State University Park and at each of the campus-based colleges ranked among the average salaries for other institutions in the Big Ten with satellite campuses. Table 8 focuses on more regional comparisons, presenting the average salaries for Penn State University Park and each of the campus-based colleges in comparison to other institutions in Pennsylvania including a composite of the Pennsylvania State System of Higher Education (PASSHE) institutions.

*Association of Research Libraries (ARL) Tables*

The Association of Research Libraries (ARL⁴) is a “nonprofit organization of 124 research libraries at comprehensive, research institutions in the United States and Canada that share similar research missions, aspirations, and achievements.” Through membership in the ARL, Penn State shares salary-related data for our librarian faculty. Table 9 presents Penn State’s librarian salaries in comparison to other institutions in the Big Ten. The ARL data are also aggregated with the AAUP data in Table 6, which also compares Penn State’s salaries with other institutions in the Big Ten.

*Internal Data Tables*

The intra-institutional comparisons are based on Penn State’s internal data sources. Tables 10–16 are based on a snapshot of the human resource database taken at the end of October 2016. These snapshot data are used for the University’s official reporting activities. The data used in Tables 10-15 include all individuals classified as “academic” with a full-time appointment type—standing, fixed-term I, or fixed-term multi-year. Table 16 additionally includes those individuals classified as “academic administrators.” Table 17 is provided by the Hershey Medical Center to provide information on average salaries for faculty at the Medical Center.

Tables 10–13 present salary quartiles and mean years in rank along a few key dimensions. Table 10 and Table 11 each present these data by rank within appointment type category—standing or fixed-term. Table 10 aggregates the data according to location category while Table 11 aggregates the data by college or unit for the faculty at Penn State University Park. Tables 12 and 13 expand the presentation in Tables 10 and 11, presenting the data by gender within rank and appointment type category. Table 12 aggregates the data according to location category. Table 13 presents the quartiles aggregated by college or unit for the faculty at Penn State University Park.

⁴ For more information on the ARL, see [http://www.arl.org/index.php](http://www.arl.org/index.php)
The salary quartiles for the campus-based colleges are presented in Table 14. Again, the data are presented by rank within appointment type category. The data are aggregated by college and by division or department within the college. Table 15 presents average salary for professors and associate professors at University Park and the Commonwealth Campuses based on time in rank. Table 16 presents salary quartiles based on rank and employment classification for individuals classified as “academic” or “academic administrators” on standing appointments at University Park and the Commonwealth Campuses.

**Changes to the Report from the Previous Year**

This report, and the associated data tables, have been produced for several years. There are a few changes to this year’s report that regular consumers of this information should be aware of:

- Table 1, Table 2, Table 3, and Table 7: These tables no longer use 1995-96 as the base year for comparisons, but instead use a 5-year comparison by looking at 2010-11 as the base year.
- Table 4: This table no longer goes back to 1995-96 for comparisons, but instead provides 15 years of data, using 2001-02 as the first year presented.
- Table 17, which contains salary data for Penn State Hershey, was labeled as Table 15 in previous years.
- Figures 1-4 now present five years of data, and are labeled to reflect the timing of the underlying salary data, which is available during the fall semester.

**Limitations of the Data**

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

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

Comparisons based on internal data may seem to be an opportunity to exercise more control over the chosen statistic. Many of the supporting tables accompanying this report present salary quartiles, which are much less likely to be influenced by extreme values. But interpreting differences between percentiles can be more difficult than differences based on the average. Unequal proportions among the groupings within the organization could create paradoxical situations where conclusions based on data at one level of aggregation may not be supported at a finer level of detail.

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

**Conclusion**

The data available in the tables accompanying this report present a number of perspectives on faculty salaries at Penn State. Despite these many perspectives, these data reflect a limited view of faculty compensation. While it can be difficult to draw inferences from these limited data, the Committee on Faculty Benefits hopes that these data can be useful in enabling Penn State’s faculty members to be better informed about their salary relative to their colleagues both within Penn State and at some of Penn State’s peer institutions.

**SENATE COMMITTEE ON FACULTY BENEFITS**

- Susan McGarry Basso
- Renee L. Borromeo, Chair
- Kenneth Brentner
- Victor W. Brunsden
- Amy R. Dietz
- Peter C. Jurs
- Cassandra Kitko
- James Miles
- Jamie Myers
- Willie K. Ofosu
- Erica Smithwick, Vice-Chair
- Gregory Stoner
Dr. Michael Adewumi, and Jennifer Campbell from Global Programs along with Michael Krajsa will present a report on the Travel Safety Network (TSN) with updated information, statistics on how it is being used, improvements, along with the study abroad and embedded study abroad statistics to date that it gathers.

SENATE COMMITTEE ON GLOBAL PROGRAMS

- Adewumi, Michael
- Banyaga, Augustin
- Farley, Timothy
- Finn, L. Sam
- Freiberg, Andrew
- Jett, Dennis, Vice Chair
- Kalavar, Jyotsna
- Krajsa, Michael, Chair
- Linehan, Peter
- Luke, Nancy
- Makoni, Sinfree
- Pannaman, Joshua
- Song, Jim
- Teye, Emmanuel
- Webster, Nicole
Intro

Jennifer Campbell
Director, Student Engagement and Operations

GLOBAL
PENN STATE

A Short Time Ago...

Executive Order on Immigration

International Scholars

Planned Travel

Penn State travelers at Risk!
This slide has a map of the world with faculty traveler numbers by country?

### Travelers in 2015

Penn State travelers in 2015 – Total 3,321

### Travelers in 2016

Penn State travelers in 2016 – Total 7,026
Embedded 2014-15

Penn State embedded program participants in 2014-15

# of Penn State Travelers

North America (Canada)  |  Central/South America, Caribbean  |  Africa/North Africa  |  Middle East  |  Europe and Eurasia  |  Central Asian Republics, Asia, East Asia  |  Australia, New Zealand, Oceania

University Park  |  Commonwealth Campuses/Other Campuses  |  Total

Participation by Region and Campus

Embedded 2015-2016

Penn State embedded program participants in 2015-16

# of Penn State Travelers

North America (Canada)  |  Central/South America, Caribbean  |  Africa/North Africa  |  Middle East  |  Europe and Eurasia  |  Central Asian Republics, Asia, East Asia  |  Australia, New Zealand, Oceania

University Park  |  Commonwealth Campuses/Other Campuses  |  Total

Participation by Region and Campus
Why TSN?

- Natural Disasters
- Pandemics
- Political Unrest
- Terrorist Attacks

**Travel Insurance thru TSN Offers:**

- Medical Evacuation
- Repatriation of Remains

TSN Resources

- Mental Health Resources
- Doctor/Clinic Support
- Emergency Hospital Support
- Dental Services Finder
- Prescription Equivalent Services
- Student Conduct Support
- Arrest and Detainment
Benefits of TSN

- Access to 24 hour emergency assistance
- Access to automatic International Insurance
- Increased direct billing medical payments
- Access to expansive international network of pre-approved facilities
- Group Registration for U.S. Dept. Of State Smart Traveler’s Enrollment Program (STEP)
- Access to specific travel resources – trip planning, logistics, safety and security advice/analysis
- Export Control Regulations and Customs Compliance Reviews for University Affiliated Travel

TSN’s purpose...

Confidence in...
- ...Travelers’ preparation
- ...University’s preparation

Students and Faculty

University Leaders
Big Ten Schools

National Peers
Post Travel Survey 1

Please rate Pre-Departure Preparation support services regarding your travel?

- Satisfied (82%)
- Dissatisfied (18%)

14% Response Rate

Post-Travel Survey 2

Please rate the medical insurance regarding your travel?

- Satisfied (94%)
- Dissatisfied (6%)

14% Response Rate
Post-Travel Survey 3

Please rate Penn State staff support regarding your travel?

- Satisfied (93%)
- Dissatisfied (7%)

14% Response Rate

Positive Feedback

- It's nice to have Penn State's support in international travel.
- System is more streamlined than past versions and this is nice.
- Always impressed with flexibility and willingness to help.
- I found the process leading to the travel to be straightforward...
- It looked cumbersome at the beginning but proved very useful at the end.
- If I had not had any concerns I would have been reluctant to register; now I am glad I did, and will continue to do so in the future.
- It was helpful and reassuring while abroad to have support from Penn State.
## Positive Feedback: Highlights

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## Feedback: Actionable Items

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Distributed International Shared Services
Who shares in supporting your travel?

- Education Abroad
- University Risk Management
- Student Engagement and Operations
- University Park Police
- Office of Ethics and Compliance
- Insurance Provider
- Office of Student Affairs
RFP for International Travel Insurance Provider

- Changeover takes effect July 1, 2017
- Negotiating blanket coverage for faculty, staff and students
- Seeking integrated insurance and services
- Require robust global medical network

The Risks of Traveling without Insurance

[Video]
Questions to Consider?

• What additional services can the TSN provide to support your safety and security while traveling overseas?
• For future developments, are there additional suggestions for TSN?
Executive Summary

Cooperative Extension continues to make major changes in both its administrative and program delivery structures. Extension has responded to the Provost’s Core Council recommendations and our own internal change process (Reframing, Outreach “Reset 2020” and The College of Agricultural Sciences “Ag Futures”). Extension has established a new Strategic Plan with four major objectives and strategies to accomplish each objective. This is a short update on Penn State Extension’s accomplishments and an overview of its ongoing efforts to implement the new Strategic Plan. The report was prepared by Penn State Cooperative Extension.

SENATE COMMITTEE ON OUTREACH
New membership list
• Richard Brown
• Dennis Calvin
• Anne Douds
• Jill Eckert
• Renata Engel
• Terry Harrison
• Alex Hristov
• Lisa Mangel
• John Potochny
• Rama Radhakrishna
• Elizabeth Seymour, Chair
• Jonathan Stephens
• Cristina Truica
Introduction

This is the fourth in a series of informational reports to the Faculty Senate on Penn State Extension’s response to the University Core Counsel recommendations and input from our customers. The original report was submitted on December 7, 2010. It was followed by two updates, one in 2012 and the second in 2014.

The original report provided the history of Penn State Extension and discussed its legislative beginning, its evolution over time, internal and external forces driving change, Extension’s funding model and the initial efforts to begin transforming Extension into a 21st Century organization.

The first update to the original report focused on Penn State Extension’s response to the 2012 Core Counsel Committee recommendations, including the specific actions taken to implement their suggested changes. It discussed the initial efforts to implement a new business model, including right-sizing personnel, shifting from a county to a district administrative model, implementation of a new leadership and program model, implementation of new educational technologies, a shifting financial model, and improved brand recognition and value. The second update primarily focused on progress toward the implementation of Penn State Extension’s new business model. The current report discusses the next generation of change that is currently underway for Extension and when completed will finish the transformation process. While this phase of transformation will finish our initial efforts, Penn State Extension will continue to evaluate its operations and business model to assure that it remains relevant and valued by our customers.

Atlas, an on-line business and education platform

More than three years ago, Penn State Extension began the implementation of a new business strategy to dramatically increase the reach, relevance, and effectiveness of our noncredit educational programs, products, and services. This initiative, called Atlas, is a complex and comprehensive change in business practices and an integrated technology infrastructure, not unlike the scope of World Campus.

Atlas fully integrates a web-based content management system (Plone), an ecommerce system (Magento), a customer relations management system (Salesforce), an on-line registration system (Cvent) and an online course development tool (Open edX). Once fully implemented, Atlas will provide Penn State Extension customers with 24/7 access to a robust digital educational experience, featuring online articles, publications and manuals, face-to-face educational events, online webinars, learn-now videos, how-to videos, online courses, and other educational tools. The anticipated target date to launch the new web design is May 1, 2017. At its launch the system will provide access to around 4,000 unique articles, 135 learn-now videos/how-to videos,
35 online courses, 150 publications/manuals, and over 1,000 educational events delivered on-line and/or face-to-face across the commonwealth.

Reaching the point of launch has required our Marketing and Communications team, along with our seven Penn State Extension units to review every online and hardcopy piece of content for accuracy, relevance, and readability. Any content not meeting the quality standards was withheld from the system until it is up-dated. All articles, learn now videos, how to videos and online courses have been designed to meet quality and consistency standards. Every piece of content is branded according to Penn State branding and quality standards. The Atlas system meets all Penn State policies and practices (ADA compliant, on-line security, credit card payment, CAN-SPAM law, etc.).

The customer database in Salesforce is the result of aggregating over 800 individual customer databases that were held at the county office level into one centralized database. The 800 databases were imported and purged of all duplicates and individuals that are no longer customers. The final clean database includes around 200,000 customers. Each of these customers had the opportunity to reaffirm their interest in continuing to receive information from Penn State Extension. In doing so, they were given the opportunity to select the types of content they would like to receive or that they would like be kept informed about.

Salesforce allows all our Extension educators, faculty and staff access to customer preference and activity information, as well as the ability to update information when interacting with customers. They are able to see the types of information and educational products that each customer is interested in and provide better service and build a long-term relationship. The customer benefits because Penn State Extension can better customize its educational products and keep them informed of relevant new opportunities for themselves, their families or business. In addition, our internal teams utilize Salesforce to share real-time information, collaborate, and solve problems more effectively and efficiently.

Financial Model Changes

Significant progress has been made in restructuring the Penn State Extension financial model, but it is still a work in progress. Current financial management is extremely complex with income coming from multiple sources: federal, state and county appropriated funds, grants and contracts, alternative revenues (e.g. fees, development, etc.) and expenditures occurring at multiple units that are distributed across the state (67 county offices). These units each used different budget categories making it impossible to aggregate expenditures by standard categories.

In addition, each funding source has specific restrictions on who controls the funding and how the funds can be used. Thus, a high level of attention must be spent tracking each source to assure the funding is used according to the expectations of the funder. A major goal of the new financial model is to simplify management of Penn State Extension funds and assure that funds are focused on the highest priority needs and used efficiently. New standard procedures and practices are being developed and implemented to accomplish these goals.
All funding sources are controlled by Penn State with the exception of county appropriated funding. County funds are controlled and managed by the county in support of our county offices. There are several models that counties use to manage their funds. The counties provide direct support for administrative support staff, office equipment, educator travel, and other operational expenses. In addition to direct funding (county appropriation), the counties provide in-kind support for office space and/or rent, utilities, etc. While these funds contribute to the operations of Extension, they must be directed toward operations of the county office and cannot be used as general funding in a centralized Extension budget. Discussions are underway to see if we can work with the counties to implement standard accounting categories and processes that align with those used by Penn State.

Aside from the county appropriated funds and the 4-H local budgets, all other funds are in the process of being centralized and managed at Penn State. Centralization will provide a mechanism to better track and allocate Extension financial resources in a manner that will assure expenditures are focused on providing our customers with high quality, relevant and valued programs, products and services. While a significant amount of change has already been implemented, restructuring the financial model for Penn State Extension is a difficult process and will remain an on-going effort.

**Program Structure Changes**

Penn State Extension currently has 11 teams of expertise providing educational content and learning opportunities. These teams have tended to program within their team and seldom reach out across teams to work on cross-cutting issues. In the new business model, these groups will no longer be called teams, but Extension Units similar to academic units. We will also reduce the number of teams to comprise seven Extension Units. They will essentially be aggregates of individuals with common types of expertise. The main purpose of the units is as a reporting and management structure. These new units will include: Animal systems, Horticulture, Field and Forage Crops/Renewable Natural Resources, 4-H youth, Food, Family and Health, Entrepreneurship, Energy and Economic Development and Food Safety & Quality.

The new program teams will be focused on important and relevant cross-cutting issues that are important to the state and/or nation. Examples of the new teams would be FSMA (Food Safety Modernization Act), Water Quality and Quantity, Biosecurity, Plant Protection, Healthy Lifestyles, Positive Youth Development, etc.

To populate these cross-cutting teams, individuals from the seven extension units and nine academic units with relevant expertise on the issue will be assigned a percentage of their time as a team member addressing one of the issues; not unlike developing a team of faculty from multiple disciplines to work as co-investigators on a complex grant. Once the teams are established they will be given the task of proposing the educational topics that are necessary to fully address the issue and identify the educational support material needed. These will then pass through a Product Development Process (PDP) to prioritize these new products and get them into the development queue. Once the products are approved and ready for use, the teams will begin their educational programming and our Customer Relations Managers will be tasked with assuring that our customers are aware of and have access to all of these opportunities.
Administrative Structure Changes

In 2012, Penn State Extension moved from a county based to a district based administrative structure. At that time, the number of individuals with administration duties was reduced from 57 County Extension Directors to 19 District Directors and two Urban Center Directors. In 2015, one additional district was added by splitting one district into two new districts.

As a result of the New Business Model Taskforce recommendation, Penn State Extension is now in the process of shifting away from 20 district and two Urban Centers to a new 10 district and two Urban Unit model. Administrative duties of these new larger districts will be shared by two individuals. The first individual will be the Customer Relations Manager and the second will be the Business Operations Manager.

The Customer Relations Manager is responsible for building strong relationships with key customers (e.g. County Commissioners, County Extension Councils, key farm organizations, state and federal legislators, and other local government officials), listening to their needs, securing county based funding, assisting our development office, and assuring that all customers are aware of the breadth of programs, products and services offered by Penn State Extension. These 10 individuals will report to the Associate Director of Client Relations.

The Business Operations Manager is responsible for management of all county offices in their district. They are responsible for assuring that all financial matters follow Penn State policy and efficient processes are implemented, management of any local facilities (e.g. 4-H Centers, etc.), managing and directing all county funded employees (administrative support staff), and assuring that proper Human Resource practices and procedures are followed. These 10 individuals will report to the Associate Director of Business Operations.

While both individual have distinct responsibilities there will be times when they will need to work together in the county budget process.

The Assistant Directors of Programs (ADP) will report to the Associate Director of Programs. They will be responsible for managing Extension Units and cross-cutting program teams. All extension educators and program assistants will report to the ADPs. The ADPs and their teams will be responsible for program and product development and any services provided. It is their job to assure that programs are relevant and meet the needs of our customers. They will work closely with the Client Relations Manager team to position Extension products in the marketplace and assure that these products are delivered to our customers as promised.

The three Associate Directors, along with the Director of Extension will form the Executive Committee or team. These four individuals will be responsible for coordinating all activities in Extension and make sure that the organization has the appropriate resources to accomplish its goals.

Penn State Extension has come a long way in a very short period of time. It is on the verge of transforming itself from an organization that was slow to change and adapt to the needs of its customers, to an agile, responsive organization that provides consistently high quality relevant
educational programs, products and services. No other Extension organization across the county has attempted this level of transformation. Penn State Extension is leading the way and others are watching us very closely. We have the opportunity to reshape the way Extension operates and enhance the value and relevance of Extension nationally, as well as in Pennsylvania. This is a revolutionary change that has required shifting a long-term culture and operational approach. For those involved in this transformation process, it is close to a miracle that we are making it happen.

Organization Chart for Penn State Extension
SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

New Members Document

(Informational)

This document has been prepared for new committee members, as charged by Chair James Strauss. It reflects changes proposed by the Senate Committee on Research, the predecessor of this committee regarding the name, membership, and duties. Those proposed changes are the subject of a Legislative Report considered by the Senate at its April 25, 2017 plenary session.

This document, drawn from the Senate Standing Rules, is a reference that provides information about the structure and function of the Committee on Research, Scholarship, and Creative Activity.

1. Membership
(i) At least ten elected faculty senators
(ii) One graduate student senator
(iii) One undergraduate student senator
(iv) Six members of the Graduate Council Committee on Graduate Research including the Committee Chair
(v) Vice President for Research*
(vi) Vice Provost for Graduate Education / Dean of the Graduate School*
(vii) Director of the Office of Sponsored Programs**
(viii) Associate Vice President for Research and Technology Transfer**
(ix) Associate Vice President for Research, Director of Research Protections**

*nonvoting unless Article IV, Section 2 of the Bylaws applies
**nonvoting resource person for the committee

2. Membership Selection
Made by the Committee on Committees and Rules. Members from the Graduate Council Committee on Graduate Research will be chosen in consultation with the Graduate Council.

3. Duties
The Committee on Research, Scholarship, and Creative Activity is charged with fostering and promoting the creation of new knowledge by faculty and students in all disciplines across the Penn State campuses, as well as with facilitating interdisciplinary and intercampus collaboration in this regard. It shall be the Senate advisory body to the Vice President for Research and to the Vice Provost for Graduate Education/Dean of the Graduate School. In the realm of graduate research, scholarship, and creative activity it works closely with the Graduate Council Committee on Research (whose chair and members serve on the Committee) to achieve common aims and shared objectives. Within the advisory and consultative functions of the Senate, it shall advise and consult on all matters involving research policies and services, as well as on issues
relating to intellectual property and technology transfer. In conjunction with the Libraries, Information Systems, and Technology Committee, it shall ensure an active faculty role in the formulation of all research computing and information systems policies as they affect faculty and students. In collaboration with the University Planning Committee, it advises and consults on matters related to facilities, including facilities and administration costs. It shall make recommendations to Senate Council on the establishment, reorganization, or discontinuation of organized research units and institutes. It will maintain a formal liaison with the University Research Council and its chair shall serve as a member of that body.

4. Mandated reports
None. The committee shall send its Informational Reports to the Senate Council.

5. Liaison with other Senate, Administrative, Special or Joint Committees
One member of the committee shall serve on the Penn State Press Editorial Committee. The chair shall serve on the University Research Council and act as the committee’s liaison to that body.

6. Policies and Guidelines That Are Routinely Used or Referenced by the SCRSCA
AD89 University Export Control Policy
ADG09 Export Compliance Definitions, Procedures, and Implementation Guidelines

IP01 Ownership and Management of Intellectual Property
IP02 Co-Authorship of Scholarly Reports, Papers and Publications
IP06 Technology Transfer and Entrepreneurial Activities
IPG01 Faculty Guidance on Student Intellectual Property Rights
IPG02 Special Student IP Agreement Forms
IPG03 What to Expect When Licensing a Penn State Technology to a Start-Up
IPG04 Acceptance of Donated PI by PSU

RA All Research Administration Policies and Guidelines
RP All Research Protections Policies and Guidelines

COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

- Ali Borhan
- Yohchia Frank Chen
- Alison Franklin
- Andrew Geller
- Michael Hickner
- Kathleen Hodgdon
- Janet Hughes
- Andrey Krasilnikov
- Derek Kreager
- Todd LaJeunesse
• Joshua Lambert
• George Moldovan
• Sudarshan Nelatury
• Rogerio Neves, Vice Chair
• Kevin Reuning
• Andrew Schulz, Chair
• Alok Sinha
• Mort Webster
REPORT OF 2017-2018 SENATE ELECTIONS*

Senate Council

- Judy Ozment, Penn State Abington
- To be determined, College of Agricultural Sciences
- Nicholas Rowland, Penn State Altoona
- Bonj Szczygiel, College of Arts and Architecture
- Mohamad A Ansari, Penn State Berks
- To be determined, Smeal College of Business
- Erica Smithwick, College of Earth and Mineral Sciences
- Julia Plummer, College of Education
- Douglas Wolfe, College of Engineering
- Rodney Troester, Penn State Erie
- Anne Douds, Penn State Harrisburg
- To be determined, College of Health and Human Development
- Caroline D Eckhardt, College of the Liberal Arts
- To be determined, College of Medicine
- To be determined, Eberly College of Science
- Lisa Kitko, Units with fewer than four senators: Communications, Great Valley, Information Sciences and Technology, International Affairs, Dickinson Law, Penn State Law, Libraries, Military Science, and Nursing
- Galen Grimes, University College

Senate Committee on Committees and Rules Elected for two-year terms

- Victor Brunsden, Penn State Altoona
- Ann Clements, College of Arts and Architecture
- Amy Dietz, College of the Liberal Arts
- Richard Robinett, Eberly College of Science
- Nicole Webster, College of Agricultural Sciences

Senate Committee on Faculty Rights & Responsibilities Elected for three-year terms

Faculty from University Park:

- Keith Shapiro, College of Arts & Architecture, member
- Gregory Ziegler, College of Agricultural Sciences, alternate
- Chris Marone, College of Earth & Mineral Sciences, alternate
- Jennifer Boittin, College of the Liberal Arts, alternate through 2018
Faculty other than University Park:

- Barbara Miller, College of Medicine, member

Deans/Chancellors:

- Marie Hardin, College of Communications, member
- R Keith Hillkirk, Penn State Berks, alternate

University Promotion and Tenure Review Committee Elected for two-year terms

- Loukas Kalisperis, College of Arts & Architecture, member
- Frantisek (Frank) Marko, Penn State Hazleton, member
- Steinn Sigurdsson, Eberly College of Science, member
- Mark Widome, College of Medicine, member
- Mark Roberts, College of the Liberal Arts, alternate

Standing Joint Committee on Tenure Elected for three-year terms

- Linda Patterson Miller, Penn State Abington, member
- Pamela Silver, Penn State Erie, alternate

Faculty Advisory Committee to the President Elected for three-year term

- Rosemary Jolly, College of the Liberal Arts, member
- Galen Grimes, Penn State Greater Allegheny, alternate

Senate Secretary for 2017-2018

- Ann H Taylor, College of Earth and Mineral Sciences

Senate Chair-Elect for 2017-2018

- Michael Bérubé, College of the Liberal Arts
MINUTES OF SENATE COUNCIL
Tuesday, April 4, 2017 – 1:30 p.m.
102 Kern Graduate Building


Absent: S. Geisinger


CALL TO ORDER
Chair Strauss called the meeting to order at 1:35 p.m. on Tuesday, April 4, 2017, in 102 Kern Graduate Building.

MINUTES OF THE MEETING OF February 21, 2017
The minutes of the February 21, 2017, meeting were approved on a Le/Wilson motion.

ANNOUNCEMENTS AND REMARKS

Chair Strauss welcomed all members. He thanked the Senate councilors who will not be returning to Council next year. Their terms end on April 25.

The following topics were discussed at the Faculty Advisory Committee meeting: Aftermath of Spanier Trial; $2 Billion proposal for deferred maintenance/renovations vs. $450 million Athletics Infrastructure Plan; Diversity and Infrastructure opportunities at PSU Abington; LionPath issues for Spring Graduation and PSU Alumni Society; Update on Searches: Schreyer Honors College Dean, Executive Director, Faculty Senate, College of Engineering Dean, Earth and Mineral Sciences Dean, University Budget Officer; Update on Vice Provost for Academic Affairs position, College of Nursing Dean; Updates: Admissions, Canvas, LionPath, WorkLion.

Chair Strauss announced that an FAC meeting and Senate Council meeting are scheduled for Tuesday, June 27, 2017.

Executive Vice President and Provost Jones gave the status of administrative searches: deans of Schreyer Honors College, Engineering, and Earth and Mineral Sciences; Faculty Senate
Executive Director; and University Budget Officer. Searches for dean of Nursing and Vice Provost for Academic Affairs will be launched soon.

Vice Provost Blannnie Bowen reported the process of identifying Administrative Fellows for 2017-18 continues. Provost Jones, Vice President Neil Sharkey, and Senior Vice President David Gray will mentor the fellows. Penn State is hosting the Big Ten Academic Alliance Fellows this week.

Vice President Madlyn Hanes announced the third round of Invent Penn State at the campuses. Twelve campuses are involved in projects funded in the first two rounds of the program.

Vice President Rob Pangborn reported 9800 paid accepts for summer and fall 2017-18, approximately 2/3 of the goal. About 4000 of the paid accepts are at the campuses. International applications are up, but the yield is lower than last year. The impact of the proposed travel ban from six countries remains to be determined. However, Provost Jones pointed out the change in H1B visa processing is negatively affecting bringing new international hires on board. Rob Pangborn also reminded Councilors of the Undergraduate Research Exhibition at the HUB on April 5.

Vice Provost Marcus Whitehurst reported the All-In Conference scheduled for April 8 is fully subscribed; there is a waiting list. The first All-In Awards will be presented to one faculty member and one student during the conference.

Interim Vice Provost Renata Engel followed up on three issues that were brought up at the February meeting. A comprehensive solution to the Canvas space issue will be developed. A work-around for the immediate need has been effected. There is no impact of World Campus on overall summer enrollments over the past four years. Reductions in classroom RI enrollments have been balanced by increases in web RI enrollments. Faculty compensation for teaching Resident Instruction courses is determined by the offering unit; World Campus does not determine those rates.

Senate officers thanked Chair Strauss for his leadership this year.

Executive Director Hagen thanked the Councilors for their service this year and pointed out the record number of reports the Councilors reviewed.

**ACTION ITEMS:**
Revisions to the Altoona Constitution were approved as presented. The Chancellor will be notified of Council’s action.

The election for the University Faculty Ombudsperson-Elect was held. Mohamad Ansari, Associate Professor at Penn State Berks, was elected to serve one year in this position and then four years as University Faculty Ombudsperson.

**DISCUSSION ITEMS:** none
REPORT OF THE GRADUATE COUNCIL
Minutes from the February 15, 2017, Graduate Council meeting are available on the Graduate School website. Steinn Sigurdsson mentioned a proposed solution to the issue of levels of graduate faculty is being considered.

AGENDA ITEMS FOR APRIL 25, 2017

A. FORENSIC BUSINESS:  none

B. UNFINISHED BUSINESS:  none

H. FORENSIC BUSINESS: none

I. LEGISLATIVE REPORTS
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID. Revisions to Senate Policy 34-68. This report was placed on the Agenda on an Eckhardt/Koch motion.

SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID. Revisions to Senate Policy 06-20, Articulation Agreements. This report was placed on the Agenda on a Grimes/Wilson motion.

SENATE COMMITTEE ON COMMITTEES AND RULES. Revisions to the Standing Rules, Article II, Section 6(f) Committee on Faculty Benefits. This report was placed on the Agenda on an Eckhardt/Wilson motion.

SENATE COMMITTEE ON COMMITTEES AND RULES. Revision of the Standing Rules, Article II, Section 6(b), Committee on Admissions, Records, Scheduling, and Student Aid. This report was placed on the Agenda on a Wolfe/Wilson motion. Some corrections on committee member titles were noted.

SENATE COMMITTEE ON COMMITTEES AND RULES. Revision of the Bylaws, Article I (Officers) Section 1. This report was placed on the Agenda on a Grimes/Aynardi motion. The current procedures will be added for clarity.

SENATE COMMITTEE ON COMMITTEES AND RULES. Changes to the Standing Rules, Article II, Section 6(c), Committee on Curricular Affairs. This report was placed on the Agenda on a Koch/Eckhardt motion.

SENATE COMMITTEE ON COMMITTEES AND RULES. Revisions to the Standing Rules, Article I Rules of Procedure (New Section 7, Service Terms for Faculty Senate Board of Trustee Committee Membership. This report was placed on the Agenda on a Wolfe/Aynardi motion.

SENATE COMMITTEES ON CURRICULAR AFFAIRS, UNDERGRADUATE EDUCATION, AND ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID. Revisions to Senate Policy 59-10 Requirements for Minors. This report was placed on the Agenda on a Grimes/Eckhardt motion.
SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS
ENVIRONMENT. Modification of University Faculty Senate Policy 43-00 Syllabus to Include Report Bias Website. This report was placed on the Agenda on a Grimes/Szczygiel motion.

JOINT SPECIAL COMMITTEE ON FIRST-YEAR STUDENTS’ WELL-BEING AND SAFETY. Curricular and Co-Curricular Learning Pathways to Promote the Well-Being and Safety of First-Year Undergraduate Students. This report was placed on the Agenda on a Grimes/Wilson motion.

SENATE COMMITTEE ON RESEARCH. Revision of the Standing Rules, Article II (Senate Committee Structure), Section 6(i) Committee on Research. This report was placed on the Agenda on a Szczgiel/Aynardi motion. The appropriate sponsor for this report was discussed relative to the Standing Rules.

J. ADVISORY/CONSULTATIVE REPORTS

SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT. Gender Equity and Female Faculty Recruitment, Retention, and Advancement. This report was removed from the agenda.

UNIVERSITY FACULTY SENATE SPECIAL COMMITTEE ON ENGAGED SCHOLARSHIP. Recognition Framework for Engaged Scholarship. At the request of the chair of the Special Committee, this report was removed from consideration at this time.

JOINT SPECIAL COMMITTEE ON FIRST-YEAR STUDENTS’ WELL-BEING AND SAFETY. Curricular Learning Pathways to Promote the Well-Being and Safety of First-Year Undergraduate Students. This report was placed on the Agenda on a Wilson/Miles motion. The title will be changed to, “Curricular and co-curricular Learning…”

SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS. Provision of Multi-Year Contracts for Fixed Term Faculty. After lengthy discussion about the genesis and sponsorship of the report, Council voted not to place the report on the Agenda.

SENATE COMMITTEE ON LIBRARIES, INFORMATION SCIENCE, AND TECHNOLOGY. Library Space Planning. This report was placed on the Agenda on a Wolfe/Wilson motion.

SENATE COMMITTEE ON UNDERGRADUATE EDUCATION. Report on Grade Distribution. This report was placed on the Agenda on a Grimes/Wilson motion.

SENATE COMMITTEE ON UNIVERSITY PLANNING. Course and Classroom Scheduling Recommendations. This report was placed on the Agenda on a Wolfe/Wilson motion.

K. INFORMATIONAL REPORTS

SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID. Annual Report on the High School Students Enrolled Nondegree in Credit Courses. This report was placed on the Agenda on a Wolfe/Wilson motion as web only. There will be no presentation.
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID. **Priority Enrollment.** This report was placed on the Agenda on a Wolfe/Eckhardt motion as web only. There will be no presentation.

SENATE COMMITTEE ON FACULTY BENEFITS. **2018 Medical and Prescription Drug Plan Design and Cost Sharing.** This report was placed on the Agenda on an Eckhardt/Wilson motion. Ten minutes was allocated for presentation and discussion.

SENATE COMMITTEE ON FACULTY BENEFITS. **Salary Reports.** This report was placed on the Agenda on a Grimes/Aynardi motion. Five minutes was allocated for presentation and discussion.

SENATE COMMITTEE ON GLOBAL PROGRAMS. **Travel Safety Network.** This report was placed on the Agenda on a Wilson/Wolfe motion. Ten minutes was allocated for presentation and discussion.

SENATE COMMITTEE ON OUTREACH. **Penn State Cooperative Extension.** This report was placed on the Agenda on a Wilson/Koch motion. Ten minutes was allocated for presentation and discussion.

SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY. **New Members Document.** This report was placed on the Agenda on a Wolfe/Wilson motion as web only. There will be no presentation.

APPROVAL OF AGENDA FOR APRIL 25, 2017.
The Agenda was approved on a Koch/Nousek motion.

NEW BUSINESS
Jamie Myers and Carey Eckhardt discussed a document regarding proposing that ACUE change its P4 procedures. This proposal was approved on an Eckhardt/Koch motion. The proposal will be sent to Vice President Pangborn.

Jamie Myers suggested inclusion of Senate committee chairs in administrative committees, mirroring the inclusion of administrators on many Senate standing committees. Administrators indicated concurrence with this suggested.

Chair Strauss discussed a proposed statement regarding comments made recently by a member of the University Board of Trustees. Council expressed its concurrence with being included in the statement, along with Academic Leadership Council and the Staff Advisory Committee.

ADJOURNMENT
The meeting was adjourned at 4:23 p.m.

Next meeting: June 27, 2017

Dan Hagen
Executive Director
Date: April 18, 2017

To: All Senators and Committee Members

From: Daniel R. Hagen, Executive Director

Following is the time and location of all Senate meetings April 24 and 25, 2017. Please notify the Senate office and committee chair if you are unable to attend.

MONDAY, APRIL 24, 2017

6:30 p.m. Officers and Chairs Meeting – 102 Kern Graduate Building

8:15 p.m. Commonwealth Caucus Meeting – 102 Kern Graduate Building

TUESDAY, APRIL 25, 2017

8:00 a.m.

Intercollegiate Athletics – 502 Keller Building

8:30 a.m.

Admissions, Records, Scheduling, and Student Aid – 203 Shields Building
Committees and Rules – 201 Kern Graduate Building
Curricular Affairs – 102 Kern Graduate Building
Educational Equity and Campus Environment – 213 Business Building
Faculty Affairs – 102 Burrowes Building
Faculty Benefits – 519 J.M. Elliott Building
Intra-University Relations – 504 Agricultural Sciences and Industries Building
Outreach – 216 Business Building
Research – 214 Business Building
University Planning – 324 Agricultural Sciences and Industries Building
9:00 a.m.

Global Programs – 412 Boucke Building

Libraries, Information Systems and Technology – 510A Paterno Library

Undergraduate Education – 110C Chandlee Lab

9:30 a.m.

Student Life – 409H Keller Building

11:00 a.m.

Student Caucus – 114 Kern Building

11:15 a.m.

Commonwealth Caucus Meeting - Nittany Lion Inn Boardroom

1:30 p.m.

University Faculty Senate – 112 Kern Graduate Building
Date: April 24, 2017

To: Commonwealth Caucus Senators (includes all elected campus senators)

From: Galen Grimes and Nicholas Rowland, Caucus Co-chairs

MONDAY, APRIL 24, 2017 – 8:15 PM
102 KERN BUILDING

Guest Speaker: Paula Milone-Nuzzo
Will speak on Smoke Free/Tobacco Free Task Force charges and progress.

To join the evening caucus meeting by phone or video, dial 440351 for video or 814-867-5845 and enter the ID# 440351 for phone.

TUESDAY, APRIL 25, 2017 – 11:15 AM
ASSEMBLY ROOM, NITTANY LION INN

A buffet luncheon will be provided at 12:15 p.m.

Agenda

I. Call to Order

II. Announcements

III. Committee Reports

IV. Other Items of Concern/New Business

V. Adjournment and Lunch