THE PENNSYLVANIA STATE UNIVERSITY
The University Faculty Senate
AGENDA
Tuesday, October 18, 2016 – 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 September 6, 2016, Meeting in The Senate Record 50:1

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of October 4, 2016 Appendix A

C. REPORT OF SENATE COUNCIL – Meeting of August 23, 2016

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

SPECIAL INFORMATIONAL REPORT

University Planning
2016-2017 Operating Budget Appendix B
[15 minutes allocated for presentation by Provost Jones and discussion]
G. FORENSIC BUSINESS

Educational Equity and Campus Environment

Office of the Vice Provost for Educational Equity
[20 minutes allocated for presentation and discussion] Appendix C

Student Life

Student Presentation by the Presidents of the University Park Undergraduate Association (UPUA) and the Council of Commonwealth Student Governments (CCSG)
[15 minutes allocated for presentation and discussion] Appendix D

H. UNFINISHED LEGISLATIVE BUSINESS

None

I. LEGISLATIVE REPORTS

Committees and Rules

Establishment of the Standing Joint Committee for General Education Assessment WITHDRAWN BY COMMITTEE PRIOR TO MEETING Appendix E

Revisions to Senate Standing Rules Article II Section 6 Committee on Research Appendix F

Intercollegiate Athletics

Revisions to Senate Policy 67-00, Athletic Competition Appendix G

Undergraduate Education

Change to Senate Policy 43-00 (Syllabus) Appendix H

J. ADVISORY/CONSULTATIVE REPORTS

Faculty Benefits and Student Life

Smoking/Tobacco Use Policy Appendix I
K. INFORMATIONAL REPORTS

Faculty Benefits

Health Plan Options for 2017: PPO Blue and PPO Savings
[30 minutes allocated for presentation and discussion] Appendix J

Admissions, Records, Scheduling and Student Aid

Admissions Processes
[5 minutes allocated for presentation and discussion] Appendix K

Raise.me
[5 minutes allocated for presentation and discussion] Appendix L

Committees and Rules

Confirmation of Voting Rights for Fixed Term Faculty in Senate Elections
[10 minutes allocated for presentation and discussion] Appendix M

Intercollegiate Athletics

Annual Report of Academic Eligibility and Athletic Scholarships for 2015-2016
[5 minutes allocated for presentation and discussion] Appendix N

Joint Committee on Insurance and Benefits, and Faculty Benefits

2015-2016 Annual Report on the Status of Benefit Changes
[5 minutes allocated for presentation and discussion] Appendix O

Outreach

Science-U and the Eberly College of Science Outreach Office
[5 minutes allocated for presentation and discussion] Appendix P

New Member Reports

Admissions, Records, Scheduling, and Student Aid*
Appendix Q

Curricular Affairs*
Appendix R

Educational Equity and Campus Environment*
Appendix S

Faculty Affairs*
Appendix T
Faculty Benefits* Appendix U
Intra-University Relations* Appendix V
Libraries, Information Systems, and Technology* Appendix W
Outreach* Appendix X
Student Life* Appendix Y

* No Presentation of reports marked with an asterisk.

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, December 6, 2016, 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: October 5, 2016

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

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

The Senate Curriculum Report dated October 4, 2016 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 November 3, 2016.

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 UNIVERSITY PLANNING

2016-2017 Operating Budget

(Informational)

Provost Jones will present the 2016-2017 Operating Budget

SENATE COMMITTEE ON UNIVERSITY PLANNING

- James Adair
- Kevin Cockroft
- Peter Eberle
- David Gray
- Hengameh Hosseini
- Nicholas Jones
- Rodney Kirsch
- Binh Le
- David Lieb
- Frantisek Marko
- John Marsh
- John Messner
- Laura Pauley, Chair
- Vansh Prabhu
- Gavin Robertson
- Jeff Robzen
- Ira Saltz
- Shuang Shen
- Steinn Sigurdsson, Vice-Chair
- Rachel Smith
- H. Ford Stryker
- Ming Wang
- Jong Yun
2016-2017 Operating Budget

Report to the University Faculty Senate

Dr. Nicholas P. Jones
Tuesday, October 18, 2016

2016-17 Total Institutional Operating Budget ($000s)

- 2015-16 Total Budget: $4,901,966
- Budget Changes: 85,000
- Hershey Medical Center Changes: 154,738

2016-17 Total: $5,141,704
2016-17 Total Institutional Budget: Income

- Hospital/Clinic: 35.1%
- Tuition and Fees: 32.8%
- Other: 4.5%
- Aux. Enter.: 8.4%
- Total Operating Budget for 2016-2017: $5.142 billion

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>32.8%</td>
</tr>
<tr>
<td>Hospital/Clinic</td>
<td>35.1%</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>5.9%</td>
</tr>
<tr>
<td>Restricted Funds</td>
<td>13.3%</td>
</tr>
<tr>
<td>Other</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

General Funds Budget Components

- Educational and General (E&G)
- Agricultural Research and Cooperative Extension
- College of Medicine
- Pennsylvania College of Technology (Penn College)
2016-17 General Funds Budget: Income

General Funds: $2.108 billion

- Tuition and Fees: 75.7%
- State Appropriations: 13.4%
- Other: 10.9%

Excluding Penn College

2016-17 General Funds Budget: Income

General Funds: $1.971 billion

- Tuition and Fees: 79.1%
- State Appropriations: 13.6%
- Other: 7.3%

Excluding the College of Medicine and Penn College
### 2016-17 State Appropriation ($000s)

**Direct State Appropriation:**

- **General Support:**
  - 2015-16: $224,816
  - Changes: 5,620
  - 2016-17: $230,436

- **Pennsylvania College of Technology:**
  - 2015-16: $19,584
  - Changes: 490
  - 2016-17: $20,074

- **Sub-Total:**
  - 2015-16: $244,400
  - Changes: 6,110
  - 2016-17: $250,510

**Agricultural College Land Scrip Fund:**

- **Agricultural Research and Cooperative Extension:**
  - 2015-16: $50,549
  - Changes: 1,264
  - 2016-17: $51,813

**PA Department of Public Welfare:**

- **M.S. Hershey Medical Center:**
  - Medical Assistance Funding (estimate):
    - 2015-16: $11,444
    - Changes: 1,956
    - 2016-17: $13,400

- **Total:**
  - 2015-16: $306,393
  - Changes: $9,330
  - 2016-17: $315,723

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### Summary of State Appropriations

**2001-02 through 2016-17**

- **Appropriation:**
  - Dollars in Millions

- **Medical Assistance Funds:**
  - Dollars in Millions

- **Federal Stimulus Funds:**
  - Dollars in Millions

- **Mid-Year Cut:**
  - Dollars in Millions

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**Appendix B**

10/18/16
2016-17 E&G Budget: Income

E&G Budget: $1.916 billion

- Tuition and Fees: 81.4%
- State Appropriations: 11.2%
- Other: 7.4%

General Funds less Agricultural Research and Cooperative Extension & College of Medicine

2016-17 E&G Budget Planning: State Appropriation

- November 2015 Appropriation Request: $39.5 million increase
- February 2016 Governor’s Executive Budget: $11.2 million increase
- July 2016 Final Appropriation: $5.6 million increase
2016-17 E&G Budget: Parameters and Priorities

- Lowest possible tuition increases and increased student aid
- Identify expense reductions and budget reallocations
- Invest in innovation toward Strategic Plan priorities
- Fund mandated increases for health care and retirement
- Advance the Capital Plan and address facility maintenance
- Satisfy contractual obligations and provide salary increases to address inflation and to maintain competitive position to attract and retain top talent

2016-17 E&G Budget ($000s)

<table>
<thead>
<tr>
<th></th>
<th>2015-16 Budget</th>
<th>Budget Increases</th>
<th>Budget Reductions</th>
<th>Net increase</th>
<th>2016-17 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Total</td>
<td>$1,858,282</td>
<td>77,191</td>
<td>(19,816)</td>
<td>57,375</td>
<td>$1,915,657</td>
</tr>
</tbody>
</table>

PennState
OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST
Summary of E&G Expense Changes

- Budget reductions
- Contractual and inflationary (merit-based) salary costs
- Benefits: employer share of health care and retirement
- Facilities, utilities, property and liability insurances, and the Capital Plan
- Innovation- and Strategic Plan-related initiatives
- Remaining budget gap from 2015-16
- Student aid and grants-in-aid

E&G Expense Changes: Reductions

**Budget Reductions: $19.8 million**

- Restructuring the post-retirement health care liability
- Capping and reducing the subsidy to the World Campus
- Increasing the overhead tax on Auxiliary Enterprises
- Capturing savings from prior efforts to reduce worker’s compensation, health care, and dependent grant-in-aid costs
**E&G Expense Changes: Salaries**

**Salary Costs: $25.0 million**

- Contractual and 2.0 percent pool: $20.1 million*
- Summer Session and Faculty promotions: $1.4 million
- Salary-related benefits costs: $3.5 million

* Includes Dickinson Schools of Law

**E&G Expense Changes: Benefits**

**Employee Benefits: $11.8 million**

- Health care: $6.5 million
- Mandatory contributions to retirement plans: $5.3 million
E&G Expense Changes: Insurances, Facilitates, and Utilities

- Property and liability insurances: $750,000
- Maintenance and operation of new and newly renovated facilities: $4 million
- Utility costs of new and newly renovated facilities and loan amortizations for the waste water treatment plant and energy savings projects: $5.0 million
- Capital Improvement Program: $5.0 million

E&G Expense Changes: Other Key Areas

- Innovation and the thematic priorities outlined in Penn State’s Strategic Plan for 2016-2020: $8.0 million
- Student aid and grants-in-aid: $4.4 million
- Instructional resources for higher-cost programs: $2.0 million
- Recurring funds to close the 2015-16 budget gap: $5.2 million
- Dickinson Schools of Law budget changes: $5.4 million
- Programs supported by student fees: $600,000
# E&G Income Changes

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$48.7 million</td>
</tr>
<tr>
<td>Rate Increases</td>
<td>$33.6 million</td>
</tr>
<tr>
<td>Rate Increases – Law Schools</td>
<td>$6.1 million</td>
</tr>
<tr>
<td>Enrollment Increase</td>
<td>$6.0 million</td>
</tr>
<tr>
<td>Upper Division and Summer Session</td>
<td>$3.0 million</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>$5.6 million</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$600,000</td>
</tr>
<tr>
<td>Indirect Cost Recovery and Other</td>
<td>$2.5 million</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$57.4 million</strong></td>
</tr>
</tbody>
</table>

## No. 1 Priority: Keep Tuition Increases Low or at Zero

- The aggregate base increase for Pennsylvania resident undergraduates is 1.76%.
- There are no tuition increases for Pennsylvania resident undergraduates at eight Commonwealth Campuses,
2016-17 Tuition and Fee Increases

<table>
<thead>
<tr>
<th>Tuition Increases per Semester</th>
<th>PA Residents</th>
<th>Non-PA Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division</strong></td>
<td>%</td>
<td>$</td>
</tr>
<tr>
<td>University Park</td>
<td>2.29%</td>
<td>$190</td>
</tr>
<tr>
<td>Altoona, Berks, Erie, Harrisburg</td>
<td>1.54%</td>
<td>$105</td>
</tr>
<tr>
<td>Abington</td>
<td>1.54%</td>
<td>$100</td>
</tr>
<tr>
<td>Brandywine, Hazleton, Lehigh Valley, Schuylkill, W. Scranton, York, World Campus</td>
<td>1.25%</td>
<td>$81</td>
</tr>
<tr>
<td>Beaver, DuBois, Fayette, Greater Allegheny, Mont Alto New Kensington, Wilkes-Barre, Shenango</td>
<td>0.00%</td>
<td>$0</td>
</tr>
</tbody>
</table>

Upper Division: Dollar amounts are higher, same %
Upper Division Program Differential: Small additional increase per semester

Student Fees Increases:
- Student Activities Fee: $1 or $2 per semester
- Facilities Fee: $2 per semester
- Information Technology Fee: No increase

Information Technology Fee

- First assessed in 1990-91
- Technology infrastructure supported with IT fee revenue is essential
- Students want to allocate fee revenue annually
### 2016-17 Tuition Increase Percentages for Select Public Universities (resident)

<table>
<thead>
<tr>
<th>State</th>
<th>Increase (%)</th>
<th>State</th>
<th>Increase (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>6.70%</td>
<td>Texas</td>
<td>3.10%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>5.00%</td>
<td>Virginia</td>
<td>3.00%</td>
</tr>
<tr>
<td>West Virginia*</td>
<td>5.00%</td>
<td>Virginia Tech*</td>
<td>2.90%</td>
</tr>
<tr>
<td>Massachusetts*</td>
<td>4.90%</td>
<td>Temple</td>
<td>2.80%</td>
</tr>
<tr>
<td>Iowa</td>
<td>4.40%</td>
<td>Minnesota</td>
<td>2.50%</td>
</tr>
<tr>
<td>Colorado*</td>
<td>3.97%</td>
<td>Nebraska</td>
<td>2.50%</td>
</tr>
<tr>
<td>Michigan</td>
<td>3.90%</td>
<td>Pittsburgh</td>
<td>2.30%</td>
</tr>
<tr>
<td>Utah</td>
<td>3.90%</td>
<td>Maryland</td>
<td>2.00%</td>
</tr>
<tr>
<td>Cornell – Contract Colleges</td>
<td>3.75%</td>
<td>Indiana</td>
<td>0.00%</td>
</tr>
<tr>
<td>Michigan State</td>
<td>3.70%</td>
<td>Ohio State</td>
<td>0.00%</td>
</tr>
<tr>
<td>North Carolina*</td>
<td>3.70%</td>
<td>Purdue</td>
<td>0.00%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>3.25%</td>
<td>Illinois</td>
<td>0.00%</td>
</tr>
<tr>
<td>Arizona</td>
<td>3.20%</td>
<td>Missouri</td>
<td>0.00%</td>
</tr>
<tr>
<td>Clemson*</td>
<td>3.14%</td>
<td>Wisconsin</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

*Tuition and Fees Note: Gathered from legislative, university, and web news sources.

### 2016-17 Agricultural Research and Cooperative Extension ($000s)

- **Agricultural College Land Scrip Fund**: $50,549
- **2016-17 Appropriation Increase**
  - Inflationary Costs: $1,034 (est.)
  - Program Needs: $230
  - **2016-17 Total Budget**: $51,183
## 2016-17 College of Medicine and Hershey Medical Center ($000s)

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>$137,694</td>
</tr>
<tr>
<td>Restricted/Auxiliary Funds</td>
<td>101,700</td>
</tr>
<tr>
<td>Total College</td>
<td>239,934</td>
</tr>
<tr>
<td>M.S. Hershey Medical Center</td>
<td>1,804,431</td>
</tr>
<tr>
<td><strong>2016-17 Total Budget</strong></td>
<td>$2,043,825</td>
</tr>
</tbody>
</table>

## 2016-17 Pennsylvania College of Technology ($000s)

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Adjusted Budget</td>
<td>$154,187</td>
</tr>
<tr>
<td>Total Changes</td>
<td>(3,772)</td>
</tr>
<tr>
<td><strong>2016-17 Total Budget</strong></td>
<td>$150,415</td>
</tr>
</tbody>
</table>
### Proposed 2017-18 State Appropriation Request ($ in 000’s)

<table>
<thead>
<tr>
<th></th>
<th>2016-17 Anticipated Appropriation</th>
<th>Projected Increases</th>
<th>2017-18 Requested Appropriation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct State Appropriation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Support</td>
<td>$230,436</td>
<td>$25,348</td>
<td>$255,784</td>
</tr>
<tr>
<td>Pennsylvania College of Technology</td>
<td>20,074</td>
<td>2,208</td>
<td>22,282</td>
</tr>
<tr>
<td><strong>Total Direct State Appropriation</strong></td>
<td>250,510</td>
<td>27,556</td>
<td>278,066</td>
</tr>
<tr>
<td><strong>Agricultural College Land Scrip Funds:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>51,813</td>
<td>5,699</td>
<td>57,512</td>
</tr>
<tr>
<td><strong>Department of Human Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.S. Hershey Medical Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistance Funding (estimate)</td>
<td>13,400</td>
<td>1,474</td>
<td>14,874</td>
</tr>
<tr>
<td><strong>TOTAL APPROPRIATION</strong></td>
<td><strong>$315,723</strong></td>
<td><strong>$34,729</strong></td>
<td><strong>$350,452</strong></td>
</tr>
</tbody>
</table>

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Thank You.

Questions? Comments?
This Forensic investigation will address the following questions:

What is the Office of the Vice Provost for Educational Equity doing to foster diversity at Penn State?

Does the Faculty Senate have suggestions on how this office can further advance diversity?

Penn State was among the first universities to establish a senior executive for diversity, the Vice Provost for Educational Equity (1989); an extensive Office of the Vice Provost for Educational Equity (1990) to advance diversity, equity, and inclusive excellence throughout the Penn State student body, faculty, staff, and leadership; and a strategic planning approach to diversity, equity, and inclusion (1998). We are also one of the few universities to keep a continuity throughout the diversity strategic planning process.

The Office of the Vice Provost for Educational Equity is charged with fostering diversity, equity, and inclusive excellence throughout the Penn State student body, faculty, staff, and leadership. This mission comprises educational access programs for targeted groups of low-income, potential first-generation college students; academic success services and Federal TRIO Programs for low-income, first-generation, and underrepresented/underserved students; and serving as a catalyst, advocate, and resource for Penn State’s diversity and inclusion initiatives by coordinating University-wide strategic planning for diversity and providing University-wide leadership to increase Penn State’s capacity for diversity and inclusion.

The Office of the Vice Provost for Educational Equity supports and evaluates the many diversity initiatives and serves as an advocate for a range of populations. These include historically underrepresented/underserved racial/ethnic groups; persons with disabilities; persons from low-income families who would be the first generation to attend college; veterans; lesbian, gay, bisexual, and transgender persons; and women. Development efforts have significantly exceeded the campaign goal, which results in the awarding of over 1.2 million dollars in need-based scholarships annually to the student constituents of the Office of the Vice Provost for Educational Equity. The three President’s commissions for equity are administratively housed and supported through this office: Commission for Women, Commission on Racial/Ethnic Diversity, and Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity. The belief of the office is that diversity and inclusion are central to the University’s overall mission of excellence.

More information about particular offices and programs can be found at the following links:
Appendix C
10/18/16

Educational Opportunity Center (Philadelphia): http://equity.psu.edu/eocphila
Multicultural Resource Center: http://equity.psu.edu/mrc
Student Disability Resources: http://equity.psu.edu/student-disability-resources
Office of Veterans Programs: http://equity.psu.edu/veterans
Upward Bound: http://equity.psu.edu/ub
Upward Bound Math and Science Program: http://equity.psu.edu/ubms
Upward Bound Migrant: http://equity.psu.edu/ubm
Senior Faculty Mentor: http://equity.psu.edu/sfm
Equal Opportunity Planning Committee: http://equity.psu.edu/eopc
Talent Search: http://equity.psu.edu/ts
Talent Search York: http://equity.psu.edu/tsyork

The Talent Search Program recently expanded from two to three projects plus an additional Educational Opportunity Center program. Due to this expansion of their projects, the Talent Search website is currently under construction with a target completion date of January 2017. Documents related to diversity strategic planning and assessment; the Penn State Statement on Diversity, Equity, and Inclusive Excellence; and the President’s commissions for equity are located at the following links:

Diversity Strategic Planning and Assessment (Fostering and Embracing a Diverse World): http://strategicplan.psu.edu/foundations/
Penn State Statement on Diversity, Equity, and Inclusive Excellence: http://equity.psu.edu/diversity-statement

Background information on the President's commissions for equity are available at the following links:

Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity (founded in 1991): http://equity.psu.edu/clgbtqe
Commission on Racial/Ethnic Diversity (founded in 1989): http://equity.psu.edu/cored
Commission for Women (founded in 1981): http://equity.psu.edu/cfw

External assessment indicates that Penn State is “at the high end of its peers” in terms of the University’s diversity strategic plan, organizational capacity, effectiveness, and impact, and is a leader in strategic assessment. Our institution-wide efforts have also been noted by Insight Into Diversity, which named us one of its Higher Education Excellence in Diversity award recipients (2013, 2014, 2015, and 2016 Diversity Champion) for our strategic planning approach, robust, institution-wide infrastructure for diversity, and numerous college access and student success programs. Other leading institutions have benchmarked against us and drawn heavily from Penn State.

External Assessment, Halualani & Associates: http://equity.psu.edu/workshop/fall13
Remarks from Daryl Smith (leading researcher on diversity in higher education): http://equity.psu.edu/workshop/spring-2009
Peer Institution Diversity & Inclusion Comparative Study Report conducted by Virginia Tech Institute for Policy and Governance:

Campus Pride Index (Five-Star LGBT-Friendly Campus Climate Index Rating since the inception of the ratings system in 2008): https://www.campusprideindex.org/

Strategic Diversity Plans Among Selected Peer Institutions, a report prepared by the National Center for Institutional Diversity, University of Michigan (the report is available for review in the Office of the Vice Provost for Educational Equity)

http://news.psu.edu/story/292013/2013/10/18/administration/penn-state-receives-higher-education-excellence-diversity
http://news.psu.edu/story/376488/2015/10/21/campus-life/penn-state-receives-prestigious-heed-award-diversity

Finally, the Office of Educational Equity’s mission is central to President Barron’s imperatives of Diversity and Demographics and Accessibility, and to Provost Jones’s vision of Fostering and Embracing a Diverse World as a foundational principle of the University’s strategic direction. The mission of the Office intersects with additional strategic priorities and imperatives and is central to the land-grant mission.

SENEATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

- Kimberly Blockett
- Julia Bryan, Vice Chair
- Dwight Davis
- Erinn Finke
- Timothy Lawlor
- Robert Loeb, Chair
- John Malchow
- Adam Malek
- Dara Purvis
- Samia Suliman
- Eileen Trauth
- Marcus Whitehurst
SENATE COMMITTEE ON STUDENT LIFE

Student Presentation by the Presidents of the University Park Undergraduate Association (UPUA) and the Council of Commonwealth Student Governments (CCSG)

(Forensic)

President Terry Ford of the University Park Undergraduate Association and President Pavel Shusharin of the Council of Commonwealth Student Governments will answer the question, “What efforts are being made by UPUA and CCSG to better student life for all undergraduate students?”

SENATE COMMITTEE ON STUDENT LIFE

- Sidharth Agrawal
- Gilbert Ambler
- Paul Barney
- Mark Brennan
- Terry Ford
- Kevin Harwell
- Katie Jordan
- Matthew Kaag
- Barrett Lee
- Martha Levine
- Shawn Lichvar
- Mary Miles, Co-Chair
- Alex Shockley, Co-Chair
- Damon Sims
Establishment of the Standing Joint Committee for General Education Assessment

Implementation: Upon approval by the Senate

BACKGROUND
On April 19, 2016 the University Faculty Senate approved a legislative report entitled "Recommendations for General Education Assessment," which was brought forward by the Special Joint Senate Committee on General Education Assessment. This report included three recommendations for the establishment of a new committee entitled "Standing Joint Committee on General Education Assessment." This committee will guide regular curricular review and the on-going assessment of student learning as it pertains to General Education.

Standing Joint Committee for General Education Assessment

SCOPE
The new standing joint committee should recommend the development of datasets to inform general education assessment. Such datasets should include, but not be limited to:

1. A General Education Curricular Inventory that shows patterns of course offerings, student enrollment, and student grades by major and location.
2. General Education curriculum mapping that shows the relationship between General Education and undergraduate majors.
3. General Education course objective mapping that shows the relationship to General Education learning objectives.
4. The new standing joint committee should collect and use data in an ongoing way to examine student outcomes, such as (1) student success (e.g., time-to-degree, graduation rate, and other institutional data) and (2) student learning (e.g., course work, engaged scholarship projects, and other factors that provide evidence of learning). The data should also be used to inform curricular improvement, including but not limited to: (1) decisions about the General Education curriculum, including questions about the efficacy of pathways to support integrative thinking; (2) effective assessment practices and processes, especially those that can be shared across disciplines; and (3) decisions about availability of General Education curricular components across the University, including gaps and trends. The goal should be to develop an analytic assessment plan, supported by data, that informs curricular improvement and evolves over time

MEMBERSHIP

i. Associate Vice Provost for Learning Outcomes Assessment; Co-Chair;
ii. Chair of the Curricular Affairs Committee; Co-Chair
iii. An associate vice president and associate dean for Undergraduate Education, appointed by the Vice President and Dean for Undergraduate Education
iv. A representative from the Office of Learning Outcomes Assessment to be appointed by the Vice Provost for Planning and Assessment
v. A member of the Graduate Council, appointed by the Vice Provost for Graduate Education and the Dean of the Graduate School
vi. An associate dean from Penn State Libraries, appointed by the Dean of Libraries and Scholarly Communications;
vii. A student government representative (either UPUA or CCSG), appointed by the Committee on Committees and Rules;
viii. Six University Faculty Senators, to represent Commonwealth Campuses and University Park Colleges, appointed by the Senate Committee on Committees and Rules. Faculty Senators will serve rotating three-year, renewable terms.

SELECTION

i. The University Faculty Senate, the Office of Undergraduate Education and the Office of Planning and Assessment shall jointly appoint the committee

DUTIES

i. The committee shall work in cooperation with the University-wide assessment working group chaired by the Vice Provost for Planning and Assessment and any subsequently formed University-assessment coordinating body to ensure that assessment efforts are coordinated across General Education, baccalaureate degree programs, and other assessments of academic areas (such as engaged scholarship, minors, certificate programs, etc.).

ii. The committee shall develop data sets to be used for general education assessment, such as curricular inventories that show patterns of course offerings, student enrollment, and student grades by major and location; curriculum mapping that shows the relationship between General Education and undergraduate majors; and course objective mapping that shows the relationship to General Education learning objectives.

iii. The committee shall collect and use data to examine student learning outcomes and to develop an analytic assessment plan, which evolves over time and informs curricular improvement.

COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Mohamad Ansari
- Larry Backer
- Dawn Blasko, Chair
- Mark Casteel
- Pamela Hufnagel
- William Kelly, Vice Chair
• Richard Robinett
• Keith Shapiro
• James Strauss
• Jane Sutton
• Ann Taylor
• Kent Vrana
• Matthew Woessner
CORRECTED COPY: (Shaded areas in [square brackets] reflect changes made at the Senate Meeting
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Senate Standing Rules Article II Section 6 Committee on Research

(Legislative)

Implementation: Upon Approval by the Senate

Rationale
The membership of the Senate Committee on Research currently includes in Section 6 (iv) Vice President for Research and Dean of the Graduate School. This position has since been split into two positions; the Vice Provost for Graduate Education and Dean of the Graduate School, and the Vice President for Research. The revision below separates these two positions in the membership of the committee.

Article II Section 6
(i) Committee on Research
1. Membership:
   (i) At least ten elected faculty senators
   (ii) One graduate student senator
   (iii) One undergraduate student senator
   (iv) Vice President for Research and Dean of the Graduate School*
   (v) Vice Provost for Graduate Education and Dean of the Graduate School *
   (vi) Six members of the Graduate Council Committee on Graduate Research including the Committee Chair
2. Selection: By the Committee on Committees and Rules. Members from the Graduate Council on Graduate Research will be chosen in consultation with that committee.
3. Duties: 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. [Vice Provost for Graduate Education and Dean of the Graduate School.] Added on Senate floor.
4. Mandated reports: none. The Committee on Research shall send its Informational Reports to

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

COMMITTEE ON COMMITTEES AND RULES
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SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

Revisions to Senate Policy 67-00, Athletic Competition

(Legislative)

Implementation: Upon Approval by the Senate

Background and Rationale

The Committee on Intercollegiate Athletics is charged with oversight of Penn State Intercollegiate Athletics, including Senate Policy 67-00 and its sections: I) General; II) Eligibility of Athletes; III) Grants-in-Aid; IV) Athletic Contests; V) Athletic Schedules; and VI) Delegation of Authority. It has become clear that a number of clarifications in Policy 67-00 are necessary as a result of numerous issues, but primarily due to 1) the establishment of the extra-senatorial Committee on Campus Athletics focusing exclusively on NCAA Division III and Penn State University Athletics Conference (PSUAC) athletic programs; 2) lack of a consistent guiding philosophy of the entire policy document; and 3) general housecleaning and updating to match practices and policy interpretations that have evolved in the last several years. A recent and significant revision to 67-00 that primarily consisted of changes to Athletic Contests was specific to Division I athletics at University Park and was accepted by the University Faculty Senate. The present proposed changes are the second installment to bring Policy 67-00 completely up to date.

NCAA Division I, III, and PSUAC

A persistent challenge for the Intercollegiate Athletics Committee has been the maintenance of Policy 67-00 such that it simultaneously meets the divergent needs of the University Park NCAA Division I athletic programs, the five campus NCAA Division III athletic programs, and the PSUAC athletic programs. Because policies for each of the three unique athletic programs have evolved with time, the policy distinctions between DI, DIII, and the PSUAC have gradually become increasingly cluttered when presented in one document. This proposed Policy 67-00 legislation separates the current policy into two policies: Policy 67-10 for Division I Athletics Competition at University Park and Policy 67-30 for Division III/PSUAC Athletics at Commonwealth Campuses.

There are numerous differences between the regulation and expectations of NCAA Division I athletic programs as compared to NCAA Division III and the PSUAC. These differences result in Penn State policy directives that are in many ways unique to the NCAA Division I athletic programs at University Park as compared to the policy directives for Division III and PSUAC athletic programs at the Commonwealth Campuses. Maintaining a single athletics policy that accommodates these differences, while still providing clarity as to what those differences are, has become impractical, therefore, two distinct policy sections will simplify both policy implementation and the maintenance across the multiple Penn State athletic programs. As a result of this separation decision, all 67-00 policies were reviewed. Where current Policy 67-00
is not in alignment with DI, DIII, or PSUAC practice or needs, those policies are proposed to be revised such that they will in fact align in proposed Policy 67-10 and Policy 67-30.

Policy 67-00 Guiding Philosophy

As Policy 67-00 has come to its current state under an evolving Senate and Intercollegiate Athletics Committee leadership, it has become clear that a concise policy philosophy is not included in the text but is needed to inform those authors who would consider proposals to athletic policy. To that end, we propose adding the following sentence to section I General under both Policy 67-10 and Policy 67-30:

“The intent of this Faculty Senate Policy is to stipulate policy where The Pennsylvania State University has an interest in a standard of performance that exceeds that of the NCAA, Big Ten, or other associated athletic conferences.”

The implication of this proposed overarching philosophy, by design, is to remove all restated NCAA and Big Ten policy from 67-10 and 67-30, for three primary reasons: 1) restating external policy in Policy 67-10 and 67-30 that Penn State is separately obliged to follow is redundant; 2) the Intercollegiate Athletics Committee is not responsible for NCAA or Big Ten policy; and 3) revising Policy 67-10 and 67-30 statements taken from NCAA and Big Ten policies as they are revised by those external bodies becomes an unnecessary administrative burden. Therefore, we propose removal of a number of provisions that are specifically NCAA related or Big Ten, or out of date NCAA Division I related or Big Ten.

Revisions to Reflect Practice and General Housecleaning

Finally, certain sections of Policy 67-00 have not been revised for many years resulting in the need for a general housecleaning and updating to match practices and policy interpretations that have evolved in the recent several years. There is a general correction of the duties performed by the Faculty Athletics Representatives at the DI, DIII and PSUAC levels, and a clarification of the student-athlete eligibility process at the different division levels as these procedures are necessarily different at the Commonwealth Campuses from those at University Park. It is also necessary to clarify the Grants-in-Aid sections as appropriate, under each division since Division I athletics allows for athletics aid scholarships whereas Division III and PSUAC do not. Finally, the definition of a missed class time full- and half-day are defined differently for Division III due to a large number of later afternoon and evening classes.
67-10  Division I – Athletic Competition (University Park)

I. General

A. Jurisdiction and Oversight

The University Faculty Senate Committee on Intercollegiate Athletics (IA) shall have jurisdiction over all academic matters pertaining to intercollegiate athletics. The Intercollegiate Athletics Committee shall have oversight of the processes determining eligibility of student-athletes for practice and competition, review and approve of athletic schedules, and taking appropriate actions when student-athletes have not met or violated the policies set forth in Faculty Senate Policy 67-10 (referred to as 67-10) this rule. The Intercollegiate Athletics Committee shall have overall responsibility for ensuring 67-10 policies are enforced. The intent of this Faculty Senate Policy is to stipulate policy where The Pennsylvania State University has an interest in a standard of performance that exceeds that of the NCAA, Big Ten, or other associated athletic conferences.


B. Faculty Athletics Representative

To meet NCAA requirements and to assist the Intercollegiate Athletics Committee in fulfilling its responsibilities, a Faculty Athletics Representative to the NCAA Division I is appointed. Authority granted this Faculty Athletics Representative for University Park to the respective Faculty Athletics Representatives for athletic programs and similar authority delegated to representatives of locations other than University Park is outlined in subsequent provisions of 67-10 this rule. The Faculty Athletics Representative to the National Collegiate Athletic Association (NCAA) Division I is appointed by the President of the University.

II. Eligibility of Athletes*

A. In order for student-athletes to be eligible to practice and compete they must meet certain status conditions. Conditions for eligibility for practice and eligibility for competition are certified through two different processes.

1. On behalf of the Intercollegiate Athletics Committee, the Faculty Athletics Representative will certify student-athletes for practice.
2. On behalf of the Intercollegiate Athletics Committee, the Faculty Athletics Representative will oversee the certification of student-athletes for competition; the final determination of eligibility for competition is determined by the Registrar’s Office.

B. Minimum Grade Point Average

A student-athlete at any location is eligible to represent the University in an intercollegiate athletic contest only if the student meets the minimum cumulative grade point requirements at the beginning of the appropriate semester (in residence) as follows:

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<thead>
<tr>
<th>Semesters in Residence</th>
<th>Minimum Cumulative GPA</th>
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<tr>
<td>2</td>
<td>1.80</td>
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<td>3</td>
<td>1.90</td>
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<td>4</td>
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A student-athlete from a campus location other than University Park who is deemed ineligible for not meeting the minimum cumulative grade point requirements at the beginning of the appropriate semester (in residence) may petition to have his or her eligibility re-evaluated due to a change in the academic record.

C. Enrollment Status

Student-athletes must be enrolled in at least a minimum full-time program of baccalaureate studies to be eligible to practice and participate in intercollegiate athletic contests.

Student-athletes in their final semester may schedule fewer than the minimum requirements for full-time status if they need fewer than twelve credits to meet graduation requirements.

A full-time graduate student (attained a baccalaureate degree and scheduling a minimum of nine credits), or a student enrolled in a second baccalaureate degree program at the same institution (campus), with competitive eligibility remaining, may also practice and compete.

1. Courses offered through World Campus may not be used to establish the minimum requirements for full-time status.

If a student athlete drops below full-time status any time during the semester (except as noted above) that student will be immediately ineligible to practice or compete.
2. Degree-seeking provisional, non-degree regular and non-degree conditional students are not eligible to practice or compete.

A student-athlete from the University Park campus shall represent the University in an intercollegiate athletic contest only if the student has acquired the designated number of credits at the beginning of the appropriate semester (in residence) as follows:

Semesters in Residence — Minimum Number Credits Required

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<th>Semesters in Residence</th>
<th>Minimum Number Credits Required</th>
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<tr>
<td>3</td>
<td>24</td>
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<tr>
<td>5</td>
<td>40% of degree credits completed</td>
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<td>7</td>
<td>60% of degree credits completed</td>
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<td>9</td>
<td>80% of degree credits completed</td>
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</table>

NCAA Division I athletic program student-athletes must meet the NCAA Division I earned credit requirements unless proceeding under NCAA or Big Ten waiver.

A student-athlete from a campus location other than University Park shall represent the University in an intercollegiate athletic contest only if the student has acquired the designated number of credits at the beginning of the appropriate semester (in residence) as follows:

Semesters in Residence — Minimum Number Credits Required

<table>
<thead>
<tr>
<th>Semesters in Residence</th>
<th>Minimum Number Credits Required</th>
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A student-athlete from a campus location other than University Park who is deemed ineligible for not meeting the designated number of credits at the beginning of the appropriate semester (in residence) may petition to have his or her eligibility re-evaluated due to a change in the academic record.

A student-athlete at University Park also must comply with the current eligibility requirements of the NCAA and the Big Ten Conference, Inc. A student-athlete at other campus locations must comply with current eligibility requirements of the NCAA and/or any other athletic conference that governs the athletic contests in which the student expects to compete.

D. Other Eligibility
A graduate student may be eligible to participate in intercollegiate athletics if the student has completed a baccalaureate degree, has not exceeded the calendar-year limitations on remaining competitive eligibility, and is a full-time student in a degree program, with one exception: students who have graduated, and return to the same institution (Penn State University Park Campus) to complete their athletics eligibility within the five-year period, may enroll as a non-degree seeking graduate student, provided the student enrolls in courses that are approved by a particular graduate program as counting toward any graduate degree.

Student athletes transferring from another four year institution to University Park shall not be eligible to participate in intercollegiate athletic contests until the students have completed a residence requirement of at least one full academic year, and one calendar year has lapsed since registering at the University. Exceptions may be granted as prescribed by the NCAA. However, a student who transfers to University Park from a junior college and did not fulfill the requirements of the NCAA bylaws concerning initial eligibility must complete one academic year (two semesters) and one calendar year must lapse before the student is eligible to compete. Student-athletes transferring to Penn State baccalaureate degree granting Campuses must comply with NCAA Division III regulations. A student-athlete transferring to other Penn State Commonwealth College locations must comply with the eligibility requirements that govern the athletic contests at that location.

A student-athlete at University Park who has participated in organized practice or competition during any academic term semester, and who has not continued in residence through that term semester, shall not become eligible until at least one calendar year has lapsed from that date of the student’s re-entry according to Big Ten Conference academic eligibility rules.

*Detailed information about student-athlete eligibility requirements are stipulated may be found in the current NCAA Division I Manual, for University Park and the Handbook of the Big Ten Conference and for the Commonwealth Campuses the Athletic Conference Policy Manual, as applicable.*

### III. Grants-in Aid

A. A student-athlete may receive from the athletic department a grant-in-aid that includes all or part of the educational expenses associated with tuition, fees, room, board, and required course-related books, and cost of attendance.

B. Student-athletes may not receive a grant-in-aid unless they are otherwise eligible for participation in intercollegiate athletics.

C. Grants-in-aid are awarded for one year or less and may not be cancelled during the award period unless one of the prescribed NCAA exceptions applies.

D. In cases where a grant-in-aid is not renewed before the student completes his or her eligibility, the student-athlete may request the Committee to review the decision.
At other Penn State baccalaureate degree granting campuses, a student-athlete’s financial aid must be consistent with NCAA Division III criteria.

At Commonwealth College Locations, no financial aid based on athletic talent may be awarded.

IV. Athletic Contests

A. A student-athlete who represents the University in an athletic contest shall be excused from class and provided with an official excuse form.

B. No student-athlete shall be allowed to represent the University in an athletic contest unless the student has been officially approved for participation.

C. A list of student-athletes expecting to participate in the contest must be submitted to the appropriate Faculty Athletics Representative at least twenty-four hours in advance of the contest.

V. Athletic Schedules

A. All schedules of athletic competitions must be submitted to the Intercollegiate Athletics Committee through the Faculty Athletic Representative for approval.

Competitions that involve varsity teams or individual team members serving as official representatives of the University and that are scheduled annually must be approved at the time season schedules are approved by the IA Committee. Example competitions include annual invitational meets, regional conference tournaments, and NCAA regional competitions.

It is the responsibility of the Intercollegiate Athletics Committee to ensure that all intercollegiate athletic competition schedules are within established university regulations and policies.

1. Division 1 Schedules for all athletic contests scheduled during the fall semester must be submitted to the Faculty Athletic Representative no less than two weeks prior to the regularly scheduled April meeting of the Intercollegiate Athletics Committee.

2. Division 1 Schedules for all athletic contests scheduled during the spring semester must be submitted to the Faculty Athletic Representative no less than two weeks prior to the regularly scheduled September meeting of the Intercollegiate Athletics Committee.

3. Regular season, non-conference* athletic travel or competition shall not take place during official university final exam periods.

4. Regular season, non-conference* athletic travel or competition shall not take place on official university study days.
5. Waivers, submitted in writing to the Faculty Athletics Representative requesting approval for non-conference* competitions scheduled on a study day, will be considered by the Intercollegiate Athletics Committee. Waiver requests must be received no less than 15 weeks prior to the anticipated competition and must include:
   
   a. full rationale for the need to schedule a competition on a study day, including reasons alternate dates are not possible;
   
   b. actual study day hours occupied for the competition, including preparations, travel, completion, and post competition activities;
   
   c. current team academic performance measures including team cumulative GPA, recent semester GPA, and academic progress rate;
   
   d. team academic progress rate ranking as compared to Big Ten competitors and all Penn State intercollegiate athletics teams;
   
   e. de-identified individual Penn State student athlete cumulative GPA of those student athletes who will participate in the study day competition in question;
   
   f. a specific plan that replaces official university study day hours lost to the competition in question with alternative, supervised study hours;
   
   g. a plan to avoid future competitions on official university study days; and
   
   h. the number of team missed class days scheduled for the semester in question.

6. Where a team competition schedule that has been approved by the Intercollegiate Athletics Committee must be revised due to unforeseen circumstances:
   
   a. If a team competition schedule revision results in no increase, or a decrease, beyond the approved schedule missed class time, the Faculty Athletics Representative must be notified of the schedule change.
   
   b. If a team competition schedule revision results in an increase in the missed class days previously approved, but there are fewer than eight (8) missed class days in the revised schedule, the Faculty Athletics Representative must review the schedule change.
   
   c. If a team competition schedule revision results in an increase resulting in greater than eight (8) missed class days in the revised schedule, the Faculty Athletics Representative will review the schedule change in
collaboration with the Intercollegiate Athletics Committee, or its designated scheduling review subcommittee, and provide a decision.

d. The Intercollegiate Athletics Committee must be notified of all team schedule revisions where missed class days exceed eight (8) in a summary report by the Faculty Athletics Representative or Intercollegiate Athletics Committee designated scheduling review subcommittee.

* “Non-conference” means that contest arrangements, including time and date of the competition, are under the control of Penn State University and not the Big Ten, NCAA, USCAA, or other outside agency.

7. Every effort must be made by Intercollegiate Athletics to avoid league (Big Ten, NCAA, etc.) scheduled contests and associated travel on university scheduled final exam days and study days. Where league contests are scheduled during official university final exam periods or study days, Intercollegiate Athletics is strongly encouraged to replace official university study day hours lost to the competition in question with alternative, supervised study hours.

B. Where Intercollegiate Athletics competition contracts include, or may include, competitions during official university exam periods or on study days, the competition date(s) must be approved by the Intercollegiate Athletics Committee prior to execution of the contract.

C. Athletic teams or individual team members may be absent from the University for no more than eight (8) class days in one semester. The number of class days missed by each Intercollegiate Athletics team shall be kept on record by the Intercollegiate Athletics Committee and Intercollegiate Athletics. It shall be the joint responsibility of those bodies to enforce these limitations.

1. One full class day absence is counted if student athletes are absent from classes beginning prior to 12:00 pm.

2. One half class day absence is counted if student athletes are absent from Monday, Wednesday or Friday classes beginning between 12:00 pm and 2:15 p.m.

3. One half class day absence is counted if student athletes are absent from Tuesday or Thursday classes beginning between 12:00 pm and 2:50 p.m.

4. No absence is counted when student-athlete absences begin Monday, Wednesday or Friday after 2:15 p.m.

5. No absence is counted when student-athlete absences begin Tuesday or Thursday after 2:50 p.m.
6. No absence is counted for absences due to championship competitions.

D. Participation in special events outside approved scheduled events by varsity teams or individual team members (such as football bowl games) must be approved by the IA Committee at least ten days prior to participation. As in all events, NCAA and/or other athletic conference regulations and University regulations will be followed.

E. Team practice times must be arranged so as to allow student-athletes flexibility in scheduling and attending classes each semester. Expected team practice times should be made available prior to student-athlete class preferential scheduling for the semester affected – typically February 1 for Fall, and September 1 for Spring. Every effort should be made to adjust team practice times to avoid conflict with student-athlete class schedules.

1. Morning team practices should conclude with sufficient time to allow 3rd period (10:10 a.m. – 11:00 a.m.) class attendance on Monday, Wednesday, and Friday.

2. Morning team practices should conclude with sufficient time to allow 14th period (10:35 a.m. to 11:50 a.m.) class attendance on Tuesday and Thursday.

3. Afternoon team practices should begin sufficiently after 6th period concludes (2:15 p.m.) on Monday, Wednesday, and Friday to allow class attendance.

4. Afternoon team practices should begin sufficiently after 16th period concludes (2:50 p.m.) on Tuesday and Thursday to allow class attendance.

5. Morning Team practices should not be scheduled during both Fall and Spring semesters.

6. Significant departures from the practice guidelines listed above must be approved by the University Park Faculty Athletics Representative. The Faculty Athletics Representative will provide an annual report of cases where significant departures have occurred and submit for review by Intercollegiate Athletics Committee.
67-30 Division III and PSUAC – Athletic Competition (non-University Park)

I. General

A. Jurisdiction and Oversight

The University Faculty Senate Committee on Intercollegiate Athletics shall have jurisdiction over all academic matters pertaining to intercollegiate athletics. The Intercollegiate Athletics Committee shall have oversight of the processes determining eligibility of student-athletes for practice and competition, approval of athletic schedules, and taking appropriate actions when student-athletes have not met the policies set forth in Faculty Senate Policy 67-30 (referred to as 67-30). The Intercollegiate Athletics Committee shall have overall responsibility for ensuring 67-30 policies are enforced. A student-athlete who has not met any of the provisions of 67-30 shall be subject to appropriate action(s).

The intent of this Faculty Senate Policy is to stipulate policy where The Pennsylvania State University has an interest in a standard of performance that exceeds that of the NCAA, Big Ten, or other associated athletic conferences.

Current NCAA Manuals can be found at:

B. Faculty Athletics Representative

To meet NCAA requirements and to assist the Intercollegiate Athletics Committee in fulfilling its responsibilities, Faculty Athletics Representatives are appointed.

- A Faculty Athletics Representative to the NCAA Division III is appointed by each of the Chancellors of the respective campus locations.
- A Faculty Athletics Representative for Penn State University Athletics Conference (PSUAC) athletics programs is appointed by the Vice-President of Commonwealth Campuses.

Authority granted to the respective Faculty Athletics Representatives is outlined in subsequent provisions of 67-30.

II. Eligibility of Athletes*

A. For student-athletes to be eligible to practice and compete they must meet certain status conditions. Conditions for eligibility for practice and eligibility for competition are certified by the applicable Division III or PSUAC Faculty Athletics Representative, on behalf of the Intercollegiate Athletics Committee.
B. Minimum Grade Point Average

A student-athlete is eligible to represent the University in an intercollegiate athletic contest only if the student meets the minimum cumulative grade point requirements at the beginning of the appropriate semester (in residence) as follows:

<table>
<thead>
<tr>
<th>Semesters in Residence</th>
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A student-athlete who is deemed ineligible for not meeting the minimum cumulative grade point requirements at the beginning of the appropriate semester (in residence) may petition the Faculty Athletics Representative to have his or her eligibility re-evaluated due to a change in the academic record.

C. Enrollment Status

1. NCAA Division III
   a. Student-athletes shall be enrolled in at least a minimum full-time program of studies.
   b. A student-athlete enrolled in a two-year degree program shall be eligible only if that student-athlete was admitted to the institution under the same standards as four-year degree-seeking students and if the two-year degree program is not a terminal program.
   c. Student-athletes in their final semester may schedule fewer than the minimum requirements for full-time status if they need fewer than twelve credits to meet graduation requirements.
   d. A full-time graduate student (attained a baccalaureate degree and scheduling a minimum of nine credits), or a student enrolled in a second baccalaureate degree program at the same institution (campus), with competitive eligibility remaining, may also practice and compete.
   e. Up to 3 credits of coursework offered through World Campus may be used to establish the minimum requirements for full-time status.
   f. If a student-athlete drops below full-time status any time during the semester (except as noted above) that student will be immediately ineligible to practice or compete.
   g. Degree-seeking provisional, non-degree regular and non-degree conditional students are not eligible to practice or compete.
2. Penn State University Athletic Conference
   a. Only full-time students are eligible to practice and participate in intercollegiate athletic contests.
   b. Exceptions to full-time status may be made for baccalaureate and associate degree student-athletes during their final semester if they need less than twelve credits to meet graduation requirements.
   c. If a student-athlete drops below full-time status any time during the semester (except as noted above) that student will be immediately ineligible to practice or compete.

3. Student-athletes may represent the University in an intercollegiate athletic contest only if the student-athlete has acquired the designated number of credits at the beginning of the appropriate semester (in residence) as follows:

<table>
<thead>
<tr>
<th>Semesters in Residence</th>
<th>Minimum Number Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
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<td>5</td>
<td>48</td>
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<td>6</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>84</td>
</tr>
<tr>
<td>9</td>
<td>96</td>
</tr>
</tbody>
</table>

A student-athlete who is deemed ineligible for not meeting the designated number of credits at the beginning of the appropriate semester (in residence) may petition the Faculty Athletics Representative to have his or her eligibility re-evaluated due to a change in the academic record.

E. Other Eligibility

1. Transfer Students
   Student-athletes transferring to campus locations that compete in NCAA Division III athletics must comply with NCAA Division III transfer regulations. Student-athlete transferring to campus locations that compete in PSUAC athletics must comply with the eligibility requirements that govern the athletic contests at that location.

2. Graduate Students
   A graduate student may be eligible to participate in intercollegiate athletics if the student has completed a baccalaureate degree, has not exceeded the limitations on competitive eligibility, and is a full-time student in a degree program, with one exception: students who have graduated, and return to the same institution (Penn State Campus) to complete their athletics eligibility within the five-year period, may enroll as a non-degree seeking graduate student, provided the
student enrolls in courses that are approved by a particular graduate program as counting toward any graduate degree.

*Detailed student-athlete eligibility requirements are stipulated in the current NCAA Division III Manual, the PSUAC Athletic Conference Policy Manual, and the applicable athletic conference manuals that governs the athletic contents in which the student athlete expects to compete.

III. Athletic Contests

A. A student-athlete who represents the University in an athletic contest shall be excused from class and provided with an official excuse form.

B. No student-athlete shall be allowed to represent the University in an athletic contest unless the student has been officially approved for participation.

C. A list of student-athletes expecting to participate in the contest must be maintained by each campus athletics department. This list is to be available for review by the appropriate Faculty Athletics Representative, the Committee on Campus Athletics, or the Intercollegiate Athletics Committee, upon request.

IV. Athletic Schedules

A. All schedules of athletic competitions must be submitted to the Committee on Campus Athletics through the Faculty Athletic Representative for approval. It is the responsibility of the Committee on Campus Athletics, on behalf of the Intercollegiate Athletics Committee, to ensure that all athletic competition schedules are within established university regulations and policies.

1. Schedules for all athletic contests scheduled during the fall semester must be submitted to the applicable Faculty Athletic Representative no less than two weeks prior to the first regularly scheduled fall semester meeting of the Committee on Campus Athletics.

2. Schedules for all athletic contests scheduled during the spring semester must be submitted to the applicable Faculty Athletic Representative no less than two weeks prior to the first regularly scheduled spring semester meeting of the Committee on Campus Athletics.

3. Regular season, non-conference* athletic travel or competition shall not take place during official university final exam periods.

4. Regular season, non-conference* athletic travel or competition shall not take place on official university study days.
5. Waivers, submitted in writing to the applicable campus/PSUAC Faculty Athletics Representative requesting approval for non-conference* competitions scheduled on a study day, will be considered by the Committee on Campus Athletics. Waiver requests must be received with the applicable fall and/or spring schedules as noted in a. or b. above and must include:

   a. full rationale for the need to schedule a competition on a study day, including reasons alternate dates are not possible;

   b. actual study day hours occupied for the competition, including preparations, travel, completion, and post competition activities;

   c. a specific plan that replaces official university study day hours lost to the competition in question with alternative, supervised study hours;

   d. a plan to avoid future competitions on official university study days; and

   e. the number of team missed class days scheduled for the semester in question.

6. Where a team competition schedule that has been approved by the Committee on Campus Athletics must be revised due to unforeseen circumstances:

   a. If a team competition schedule revision results in no increase, or a decrease, beyond the approved schedule missed class time, the applicable campus/PSUAC Faculty Athletics Representative must be notified of the schedule change.

   b. If a team competition schedule revision results in an increase in the missed class days previously approved, but there are fewer than eight (8) missed class days in the revised schedule, the applicable campus/PSUAC Faculty Athletics Representative must review the schedule change.

   c. If a team competition schedule revision results in an increase resulting in greater than eight (8) missed class days in the revised schedule, the applicable campus/PSUAC Faculty Athletics Representative will review the schedule change in collaboration with the Committee on Campus Athletics and provide a decision.

   d. The Committee on Campus Athletics and the Intercollegiate Athletics Committee must be notified of all team schedule revisions where missed class days exceed eight (8) in a summary report by the applicable campus/PSUAC Faculty Athletics Representative.
* “Non-conference” means that contest arrangements, including time and date of the competition, are under the control of the applicable Penn State University campus and an applicable Division III conference, the PSUAC, NCAA, USCAA, or other outside agency.

7. Every effort must be made by to avoid league (applicable conference, PSUAC, NCAA, etc.) scheduled contests and associated travel on university scheduled final exam days and study days. Where league contests are scheduled during official university final exam periods or study days, campus athletics programs are strongly encouraged to replace official university study day hours lost to the competition in question with alternative, supervised study hours.

B. Where competition contracts include, or may include, competitions during official university exam periods or on study days, the competition date(s) must be approved by the Committee on Campus Athletics, on behalf of the Intercollegiate Athletics Committee, prior to execution of the contract.

C. Athletic teams or individual team members may be absent from the University for no more than eight (8) class days in one semester. The number of class days missed by each team shall be kept on record by the Committee on Campus Athletics and each Division III and PSUAC campus athletic department and Faculty Athletics Representative. It shall be the joint responsibility of those bodies to enforce these limitations.

1. One full class day absence is counted if student athletes are absent from classes beginning prior to 12:00 pm.

2. One half class day absence is counted if student athletes are absent from classes beginning between 12:00 pm and 5:00 p.m.

3. No absence is counted when student-athlete absences begin after 5:00 p.m.

4. No absence is counted for absences due to championship competitions.

Start time to determine missed class time shall be based on the class dismissal time as stipulated on the schedule and not on the contest start time. Dismissal time is determined by the appropriate athletic department personnel (i.e. coaches and athletic directors) in consultation with the applicable campus/PSUAC Faculty Athletics Representative.

D. Participation in special events outside approved scheduled events by teams or individual team members must be approved by the Committee on Campus Athletics, in consultation with the Intercollegiate Athletics Committee, at least ten days prior to participation. As in all events, NCAA Division III and/or other athletic conference regulations and University regulations will be followed.
E. Team practice times should be arranged so as to allow student-athletes flexibility in scheduling and attending classes each semester. If possible, team practice times should be made available prior to student-athlete class preferential scheduling for the semester affected. Every effort should be made to adjust team practice times to avoid conflict with student-athlete class schedules.

1. Morning team practices should conclude with sufficient time to allow 1st period (8:00 a.m. – 8:50 a.m.) class attendance on Monday, Wednesday, and Friday.

2. Morning team practices should conclude with sufficient time to allow 13th period (9:05 a.m. – 10:20 a.m.) class attendance on Tuesday and Thursday.

3. Afternoon team practices should begin sufficiently after 8th period concludes (4:25 p.m.) on Monday, Wednesday, and Friday to allow class attendance.

4. Afternoon team practices should begin sufficiently after 17th period concludes (4:20 p.m.) on Tuesday and Thursday to allow class attendance.

5. Morning Team practices should not be scheduled during both Fall and Spring semesters.

6. Significant departures from the practice guidelines listed above must be approved by the applicable Division III or PSUAC campus Athletics Director, in consultation with the campus/PSUAC Faculty Athletics Representative. The applicable campus/PSUAC Faculty Athletics Representative shall provide an annual report of cases where significant departures have occurred and submit for review by Committee on Campus Athletics.

V. Delegation of Authority

A. The Division III Faculty Athletics Representatives shall perform such duties as specified by their respective campus Chancellor.

B. The PSUAC representative shall perform such duties as specified by the Vice-President of Commonwealth Campuses.

C. The Faculty Athletics Representatives shall act on behalf of their respective faculty to certify student-athlete eligibility, to monitor class absences, and to review and approve athletics schedules prior to submission to the Committee on Campus Athletics.

D. Each of the Faculty Athletics Representatives shall report a summary of their activities annually to the Committee on Campus Athletics and biennially to the Intercollegiate Athletics Committee.
Committee on Intercollegiate Athletics (2015-2016)

- Sandy Barbour
- John Boehmer
- Linda Caldwell
- Richard Duszl, Vice Chair
- Charmelle Greene
- Benjamin Hickerson
- Kane High
- Mark Patzkowsky
- Jeffrey Laman, Chair
- Craig Meyers
- Mahdi Nasereddin
- Kimberlyn Nelson
- Robert Pangborn
- Thomas Poole
- Chester Ray
- John Regan
- Madeline Fortin
- Jenny Kline

Committee on Intercollegiate Athletics (2016-2017)

- Sandy Barbour
- Eric Baumer
- Terry Blakney
- John Boehmer
- Ken Brentner
- Linda Caldwell
- Julie Del Giorno
- Morgan Goranson
- Charmelle Green
- Kane High
- Lynn Holleran
- Raymond Jones
- Jonna Kulikowich, Chair
- Craig Meyers
- Russell Mushinsky
- Mahdi Nasereddin
- Kimberlyn Nelson, Vice Chair
- John Nichols
- Robert Pangborn
- Thomas Poole
- Robert Ricketts
- Matthew Stolberg
SENATE COMMITTEES ON UNDERGRADUATE EDUCATION

Change to Senate Policy 43-00 (Syllabus)

(Legislative)

Implementation: Upon Approval by the Senate

Introduction and Rationale

One in four college students have been diagnosed with or treated for a mental illness nationwide (http://www.nami.org/Learn-More). As a university, we strive for student success and one factor in a student’s ability to achieve success is their mental health. As reported by President Barron in his April 7, 2016 blog post:

Universities across the country are facing a major challenge – the mental health of our students.... Our Division of Student Affairs has added 20 positions related to student health and CAPS (Counseling and Psychological Services). The growth in positions has had a positive impact, but the challenge remains as the number of students seeking assistance continues to grow.... Through the Center for Collegiate Mental Health our faculty and staff are working to connect practice, research and technology to benefit students, mental health providers, administrators, researchers and the public. (http://diggingdeeper.psu.edu/)

In many cases, students are unaware of the resources available to them and do not receive the help they need. At the same time, faculty are not trained to recognize the signs that might indicate a student needs help and may not also be aware of the resources that are available. The revision proposed here would add a provision to Senate Policy 43-00 that would require faculty to include a statement on their syllabus related to counseling and psychological services, similar to the already required disability statement. The addition of a statement on counseling and psychological services will not only better inform students of the resources available to them, but strengthen faculty ties to the issue of mental health.

This legislation further proposes to add to Senate Policy 43-00 model language for both the disability statement and the new counseling and psychological services statement. (The former is currently only found on the website for the Office of Disability Services.) Incorporating model language directly into the policy statement will make it easier for faculty to comply with these requirements.

CURRENT 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, and the syllabus must remain available to students electronically
Appendix H
10/18/16

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 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. Changes to the syllabus shall also be given to the student in written (paper or electronic) form.

RECOMMENDATION:

Please note that the following contains bold text for additions.

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, 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.

Related resources:

- Academic Integrity
- Student Disability Resources
- Counseling and Psychological Services

CLEAN COPY:

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Related resources:

- Academic Integrity
- Student Disability Resources
- Counseling and Psychological Services
SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

- Andrew J. Ahr
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- Jesse Barlow
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SENATE COMMITTEE ON FACULTY BENEFITS
SENATE COMMITTEE ON STUDENT LIFE

Smoking/Tobacco Use Policy

(Advisory/Consultative)

Implementation: Upon approval by the President

Introduction and Rationale

The Senate Committee on Faculty Benefits and the Committee on Student Life have been asked to consider the question of possible change to the Penn State University Smoking policy. The present policy (AD 32) reads:

*Smoking of any material is prohibited in all University facilities, at all locations, including University-owned vehicles. It also is prohibited in any outside area adjacent to a facility whose configuration and/or other physical circumstances allow smoke either to enter and affect the internal environment or to unduly affect the environment of those entering or exiting the facility. Exemptions to this policy may be made by the Smoking Policy Review Committee if the committee deems granting the exemption to be reasonable for business or research reasons as submitted by the unit that requests the exemption.*

According to Policy AD 32, “smoking” may include but is not limited to, “the burning of any type of lighted pipe, cigar, cigarette, or any other smoking equipment, whether filled with tobacco or any other type of material.”

The University Park Undergraduate Association (UPUA) presented a report to President Barron in the spring of 2016 in support of a smoke-free and tobacco-free University Park campus. This report cites that nine of the fourteen Big Ten universities have more restrictive smoking policies than Penn State and they provided a list of sixteen recommendations for consideration by the PSU administration. This report was included as an appendix to the Faculty Benefits/Student Life forensic report on the smoking policy presented to the University Faculty Senate in September, 2016. ([http://senate.psu.edu/senators/agendas-records/september-6-2016-agenda/appendix-d/](http://senate.psu.edu/senators/agendas-records/september-6-2016-agenda/appendix-d/))

The Faculty Benefits Committee was given the charge in the summer of 2016 to work with the Student Life committee to explore the policy in question, present a forensic report, and make recommendations regarding possible changes to the policy. Additional inquiry by the committee revealed that thirteen PSU campuses have implemented more restrictive smoking and tobacco use policies than those dictated by the University, and two of the 13 campuses are smoke-free and tobacco-free. The Faculty Benefits Committee and Student Life Committees co-sponsored a forensic report to the full Senate on September 6, 2016, with the following questions to be discussed during the plenary session:
1. Does the Faculty Senate support Penn State moving towards tobacco-free campuses? This includes not only the items listed in AD 32, but also vaping, e-cigarettes and smokeless tobacco.

2. (What is the role of) or How should the Faculty Senate engage with student organizations and administration to overcome challenges resulting from implementing a tobacco-free policy?

3. What does the Faculty Senate recommend as “next steps”?

The forensic session generated discussion along 3 main categories: (1) health-related risks associated with smoking and second-hand smoke; (2) implementation/enforcement of restrictive policies; and (3) personal rights infringements associated with more restrictive policies.

There is a strong sentiment among some senators, particularly those involved in health-care and medicine, that the health risks to smokers and non-smokers with PSU’s present smoking policy are significant and the University should implement a smoke-free tobacco-free policy that will protect students, faculty, staff, and visitors from exposure to tobacco products. Other faculty senators expressed the opinion that while they believed the risks associated with second-hand smoke indoors are significant, they believed the risks in outdoor areas are exaggerated.

Faculty expressed concern that a Smoke-Free Penn State policy would impact smokers from many parts of our broader Penn State Community including international students, staff, OPP, Housing and Food Services, employees of Penn State hotels and restaurants, outside contractors, as well as alumni and public visitors to our campus. Some of these groups likely have higher proportions of smokers than present in our faculty and it is unknown at the time of this writing how the smoke-free Penn State policy might affect union contract agreements. Faculty also noted that the large property area of the Penn State University Park Campus would make work-day travel off campus, to smoke, impractical. As such, there might be a need for designated smoking areas and potentially accommodations for public social events such as football tailgates. Faculty also wondered whether Penn State might offer smoking cessation programs to smokers, should Smoke-Free Penn State be adopted as policy.

Enforcement of a more restrictive smoke-free policy was a concern for some who spoke. With a campus the size of University Park, some inconvenienced smokers would likely take a smoking breaks on campus. The question was asked, “Whose job would it be to enforce the policy?” Some faculty said they would be uncomfortable asking others not to smoke or reminding them of a no-smoking policy.

The underlying idea of personal rights and freedoms was also identified as an issue associated with a more restrictive smoke-free policy. It was noted that there are many unhealthy habits among students, staff, and faculty at Penn State, but all should have right to choose a “healthy lifestyle,” or not. Some senators expressed the opinion that smoking is a personal choice and smoking outdoors does not pose an infringement on non-smokers rights, while a smoke-free policy imposes significant infringements on the rights of smokers.
The Faculty Benefits and Student Life Committees noted that other Big Ten institutions have adopted smoke-free and tobacco free policies. Both committees noted it would be very instructive to learn more about implementation issues experienced and strategies employed at both Ohio State University and the University of Michigan, as both of their “Tobacco Free” and “Smoke Free” Policies were included as supporting materials for our Forensic discussion.

The Senate Committee on Faculty Benefits considered the responses expressed during the forensic session, as well as responses received through informal email polling of committee members’ units. The Faculty Benefits Committee is concerned for the health and well-being of all Penn State employees, students, and visitors, and presented a list of principles for the administration to consider in developing and implementing policy regarding health-care and insurance. One of the guiding principles identified in the report in the Faculty Benefits Advisory/Consultative Report, “Principles for the Design of Penn State Health Care Plans” approved by the University Faculty Senate on March 15, 2016 reads:

6) A principle of fostering and promoting a culture of health, which is included as a thematic priority in the university’s 2016-2020 strategic plan, should guide the design of plan features and programs that promote healthy choices and activities, shared efforts to establish tobacco-free campuses, and support the consistent and effective management of health risks.

With this principle in mind, considering community and personal health, campus cleanliness, and costs associated with smoking (health issues, cleaning issues), and weighing such considerations against personal freedom, the Faculty Benefits committee has reviewed the UPUA recommendation:

*The UPUA recommends the University revise the University Park smoking policy to ban smoking from university owned property. Additionally, the UPUA recommends the university create a taskforce to oversee the altering of the policy and the necessary changes that will come with it. In order to create a smooth and effective transition it is imperative a committee of relative parties including representatives from the three student governments, UPUA, CCSG, and GPSA, to oversee the altering of the policy and the necessary changes that will come with it. This taskforce will create a plan for implementation and make official recommendations to the university to be adopted.*

Many important questions were raised during the University Faculty Senate forensic session and it is noted that Faculty Senate did not have consultation with constituencies beyond University Park students and the Faculty Senate. Following the forensic, consultation did take place with the Staff Council, which is also discussing the potential impact of “smoke-free Penn State” on their constituency. Considering all of these factors, the Faculty Benefits and Student Life Committees present the following recommendations for full Senate consideration and endorsement.
Recommendations

1. Faculty Senate endorses the spirit of the UPUA Smoke-Free Penn State Proposal, which has commendable merits in creating a smoke-free campus with longer-term goals of establishing a healthier Penn State community.

2. Faculty Senate recommends our Penn State Administration create a Task Force to investigate the merits of a Smoke-Free Penn State Policy and explore implementation issues. Task Force membership should include representatives from Penn State stakeholder groups identified in this report and include Faculty Senate representatives from both University Park and Campus locations.

3. Faculty Senate Representatives appointed to the Task Force are charged with reporting Task Force progress to the Committee on Faculty Benefits.

SENATE COMMITTEE ON FACULTY BENEFITS

- Susan Basso
- Renee Borromeo, Chair
- Victor Brunsden
- Amy Dietz
- Mark Horn
- Peter Jurs
- Cassandra Kitko
- James Miles
- Jamie Myers
- Willie Ofosu
- Erica Smithwick, Vice-Chair
- Greg Stoner

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- Alex Shockley, Co-Chair
- Damon Sims
SENATE COMMITTEE ON FACULTY BENEFITS

Health Plan Options for 2017: PPO Blue and PPO Savings

(Informational)

Susan Basso, Vice President for Human Resources, and Greg Stoner, Senior Director of Compensation and Benefits, will present a report explaining changes to the PPO Blue and PPO Savings Plans for 2017.

Health Plan Options for 2017 are outlined at: http://openenrollment.psu.edu/#

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- Greg Stoner
Introduction
This report is submitted to the Senate to provide an overview of the Undergraduate Admissions Process and to address the fluctuation in enrollment.

Undergraduate enrollment management (EM) is an extremely difficult task because of attempting to predict the behavior of 17 year-old high school students. This becomes even more complicated within a complex institution. EM is not only about the correct number, but also about the correct “mix” of students that best fulfills the institution’s mission. One can think of it as a huge puzzle where a single goal for overall enrollment becomes multiple goals for undergraduates, residents, nonresidents, first-year students, transfer students, students of color, academic quality, retention and graduation rates, and any number of other student subgroups depending on an institution’s unique circumstances.

Information
The Undergraduate Admissions Office strives to bring in a highly qualified cohort of students every year. The process begins much earlier than the senior year for both the Undergraduate Admissions Office (UAO) and for a high school student. For example, a student may have previously visited Penn State or attended a camp on campus wherein UAO has already established a prospect record. Alternatively, UAO:

- purchases approximately 350,000 prospect contacts from College Board and ACT of students who have taken these exams, and subsequently loads these into the customer relationship management (CRM) tool (CampusNexus).
- has established relationships with hundreds of high schools and counselors around the country through routine visits by UAO staff or alumni in the respective area.
- delivers information sessions and walking tours of campus to more than 55,000 visitors annually.
- hosts the Spend A Summer Day program for approximately 4,000 students and 10,000 family members.
- hosts approximately 250 high school counselors for campus visits, including public, prep, charter schools.
- has an admissions office in Philadelphia and in Pittsburgh.
- has full-time regional recruiters on the ground in NJ, NYC, and DC.
- has alumni around the country (two in NJ, one in NYC, one in MA, one in Los Angeles, two in Chicago, one in Houston) that are paid hourly wages to attend on UAO’s behalf. This number will increase by three in the current academic year by adding one alum in Miami, Fort Lauderdale, and San Diego.
- travels to 20-25 international countries with other peer institutions.
- partners with Global Programs to recruit internationally.
The application for admission becomes live on September 1 each season. In the current year, Penn State will have its traditional home grown application, and will have an alternative application in the Coalition for Access, Affordability, and Success. This Coalition Application is a new initiative to make it easier for students who are already applying to peer institutions to complete their application to Penn State.

Why did Penn State join the Coalition for Access, Affordability and Success?

The Coalition for Access, Affordability and Success is grounded in some fundamental values and beliefs that align closely with Penn State's:

- We believe that students come first and that the platform we are developing will provide a supportive college exploration and application process that encourages reflection and self-discovery;
- We believe that early engagement supports under-resourced students during the college preparation process;
- We believe that our individual efforts to promote access can be significantly enhanced through the efforts of the Coalition and this free tool to schools and community-based organizations;
- We believe that the college admission process needs ongoing innovation and improvement and that competition is a positive force for change;
- We believe that we can leverage technology to level the playing field in college preparation.

Penn State has a priority consideration deadline of November 30. Applications that are submitted in their entirety (the application, test scores, and a high school transcript) will have the best chance of admission to their first choice campus and/or major. These students will receive an admissions decision no later than January 31.
Undergraduate Applications for Admission 2006-2016 Slide:
Bar chart showing the annual number of Undergraduate Applications for Admission from Fall 2006 to Fall 2016 with the lowest number in 2006 being 61,103 and the highest number being 87,859 in 2015, with the second highest number, albeit slightly lower, in 2016 of 86,403 (data as of August 27, 2016).

First Year (FY) enrollment targets are set annually in October or November by the Central Enrollment Management Group (CEMG). Participating in this group in 2015-2016 were the following:

- Nicholas P. Jones, Executive Vice President and Provost
- Robert N. Pangborn, Vice President and Dean of Undergraduate Education
- Madlyn L. Hanes, Vice President for Commonwealth Campuses
- Damon Sims, Vice President for Student Affairs
- Marcus Whitehurst, Vice Provost for Educational Equity
- Regina Vasilatos-Younken, VP Graduate Education and Dean of the Graduate School
- Lance Kennedy-Phillips, Vice Provost Planning and Assessment
- Rachel E. Smith, University Budget Officer
- Lori Stania, Director Graduate Student Services
- James A. Strauss, Chair Faculty Senate
- Clark V. Brigger, Executive Director for Undergraduate Admissions
- Rachel E. Smith, University Budget Officer
- Anna M. Griswold, Asst. VP and Executive Director for Student Aid
- Martha H. Jordan, Director of Admissions Services for World Campus
- Jody M. Heckman, Budget Director and Special Asst. to EVP and Provost
- Robert A. Kubat, University Registrar
The University uses predictive modeling in an attempt to maintain the student population at University Park (UP) at approximately 46,000 including continuing students at University Park, change of campus, transfer, graduate, non-degree, and new first-year students. The entering class first-year number is a combined summer and fall number. Summer accounts for approximately 2,100 incoming students and serves to relieve pressure on fall courses while better utilizing campus infrastructure.

The UAO starts admitting the highest caliber applicants in late October via rolling admissions. After evaluating all of the applicants that have applied by the November 30 priority filing deadline, the UAO sets the admissions criteria for the November pool of applicants in mid-January. After the November pool is admitted, the UAO completes a similar exercise for the December pool of applicants, and so on. The high school grade-point average (GPA) accounts for approximately two-thirds of the admission decision. The remaining one-third is based on other factors, including: standardized test scores, the personal statement, and activities list. Class rank is also considered for students with honors or Advanced Placement courses whose schools do not supply a weighted GPA. The optional personal statement and activity list are sometimes considered for students whose applications require additional review. The UAO attempts to bring in a class of approximately 800 business, 800 international, 3,000 STEM, and 3,000 non-science students.

There are some majors that are populated by direct admission. Eight of these are talent based in the College of Arts and Architecture, some of which require an audition; one is in the College of Health and Human Development (PGA Golf Management); another is pre-med medical in the Eberly College of Science; and one is the bachelor of science in nursing in the College of Nursing.

Finally, the Faculty Senate allows for approximately 350 Reserved Spaces which are administered by the UAO. These spaces are for students that can only be accommodated at University Park, such as, Division I athletes, Blue Band, ROTC, talent-based programs, or for academic review committee appeals.

The UAO holds Admitted Student Programs (ASPs) throughout the Spring Semester at UP with the colleges, at the campuses, and out-of-state to encourage students to pay their deposits by the national acceptance deadline of May 1 each year.

In a typical year, the UAO receives approximately 68,000 baccalaureate applications, with 53,000 applying to University Park, and 15,000 applying directly to the Commonwealth Campuses (CWC) as their first choice. In 2016, the breakdown was as follows (data as of August 27, 2016):
2016 First-Year Baccalaureate Application Flow

<table>
<thead>
<tr>
<th>Campus</th>
<th>Applications</th>
<th>Admits</th>
<th>Paid</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP</td>
<td>52,608</td>
<td>29,974</td>
<td>8,836</td>
<td>29.5%</td>
</tr>
<tr>
<td>CWCs</td>
<td>14,357</td>
<td>23,679</td>
<td>8,768</td>
<td>37.0%</td>
</tr>
<tr>
<td>World</td>
<td>1,091</td>
<td>640</td>
<td>537</td>
<td>83.9%</td>
</tr>
<tr>
<td>Total</td>
<td>68,056</td>
<td>54,293</td>
<td>18,141</td>
<td>33.4%</td>
</tr>
</tbody>
</table>

Data as of Aug 27, 2016
CWC admits exceed applications due to referral offers

2016 First-Year Baccalaureate Application Flow Slide:
A table showing the application flow of numbers of First-Year Baccalaureate Undergraduate Applications for Admission for Summer and Fall 2016 and the respective yield (the number of those that paid a deposit indicating their intent to enroll divided by the number of admitted students).

2016 First-Year Residency Baccalaureate Composition

<table>
<thead>
<tr>
<th>Campus</th>
<th>In-State</th>
<th>Out-of-State</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP</td>
<td>52%</td>
<td>38%</td>
<td>10%</td>
</tr>
<tr>
<td>CWCs</td>
<td>74%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>World</td>
<td>28%</td>
<td>69%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>62%</td>
<td>28%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Data as of Aug 27, 2016
2016 First-Year Baccalaureate Residency Composition Slide:
A table showing the residency composition of First-Year Baccalaureate students for Summer and Fall 2016 which displays that the Commonwealth Campuses have a larger proportion of residents than either UP or the World Campus (data as of August 27, 2016).

Penn State’s largest out-of-state enrollment comes from the following states in rank order:
- New Jersey
- New York
- Maryland
- Virginia
- California
- Connecticut
- Florida
- Massachusetts
- Texas
- Illinois

The largest international enrollment comes from the following countries in rank order:
- China
- India
- Republic of South Korea
- Saudi Arabia
- Taiwan
- Canada
- Turkey
- United Arab Emirates
- Thailand
- Venezuela

Penn State has completed its fourth year of the Provost Award with excellent results. The Provost Award is a $4,000 renewable scholarship for four years. It has components that address merit, need, and diversity. All CWC Provost Award recipients at the 14 University College campuses also received a $3,000 Chancellor Award, renewable for a second year, until the funds ran out. Some results of the awardees are detailed below:
- Awardees attained a higher average GPA by 0.1 to 0.2
- Awardees retention is higher by 1 to 3 percent at UP, and 2 to 6 percent at CWCs

Discussion and Conclusion
During the last fiscal year’s prolonged period without a state budget and uncertainty regarding the University’s state appropriation, and given the smaller entering class in 2015, Penn State’s enrollment management leadership decided it would be prudent to err on the higher side of the target rather than to risk enrolling two smaller classes in a row. Additionally, the transition to a new student information system presented many challenges related to admitting and enrolling students. The nuances of configuring the system for such a complex university made full testing of the admissions module before it went live very difficult. As a result, some caches of applicants
became temporarily hidden and parts of some students’ application packages, such as standardized test scores and high school transcripts, did not load properly. Once identified, many of these students were determined to be qualified for the November and December applicant pools and in the interest of fairness were provided decisions according to their respective pool dates. These aggregated groups represent approximately 550 additional students at University Park for the combined Summer and Fall 2016 enrollment.

Responding to the larger than anticipated entering class required a combination of flexibility, creativity and adaptability. Some examples:
- Housing delayed renovation of a residence hall until at least the spring to make additional beds available on campus;
- Colleges and departments added class sections to accommodate students in the introductory and foundational courses;
- The Provost provided funds to offer scholarships to 300 students originally admitted to University Park for the fall who took advantage of a 1+3 program, starting at a Commonwealth Campus with the option to transition to UP after the first year.

Below is a graph detailing the past eleven years of first-year baccalaureate enrollment:

2016 Baccalaureate First-Year Enrollment Slide:
A graph displaying the fluctuation of baccalaureate first-year enrollment at UP, at the campuses and in totality across the past 11 years. Total first-year baccalaureate enrollment in 2006 was 16,125; dropped to a low of 14,936 in 2007; and attained a new high of 16,734 in 2016 (data as of August 27, 2016).
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

- Charles Abdalla
- Steven Andelin
- Martha Aynardi
- Daniel Beaver
- Clark Brigger
- Wei-Fan Chen
- Madhuri Desai
- Maura Ellsworth
- Galen Grimes
- Anna Griswold
- Michel M. Haigh, Chair
- Harold Hayford, Vice Chair
- Robert Kubat
- Themis Matsoukas
- George Samuel
- Douglas Wolfe

*Prepared by the Undergraduate Admissions Office*
**SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID**

**Raise.me Report**

*(Informational)*

**Introduction**
In November 2014, the Office of Undergraduate Education offered Raise.me micro-scholarships to high school students in select schools. The program provides opportunities for students to earn scholarship dollars toward their college education by successfully completing specific academic and co-curricular requirements set by the University.

The Pennsylvania State University’s Strategic Plan (2016–2020) includes “enabling access” as one of its six foundations. This foundation emphasizes the priority the University is placing on helping students to pursue and complete a Penn State education. The micro-scholarship program is a creative way to address some of the barriers students face as they seek access to the university. Students have the potential to earn up to $4,000 per year for four years ($16,000 total) if they are offered admission to Penn State. This scholarship is added to other awards, which helps close the gap, but does not exceed the cost of attendance.

**Information**
Micro-scholarship programs attach financial incentives to academic and co-curricular accomplishments that lead to student achievement in high school. They increase student awareness of financial aid and reinforce knowledge, skills, and practices that should lead to success in college. These accomplishments can include earning an “A” in a class, increasing high school GPA, participating in a club or student organization, or community service, among others.

Raise.me began as a start-up in 2012. It won an annual joint business plan competition hosted by the University of Pennsylvania’s Graduate School of Education and the Milken Family Foundation in 2013. It was then launched nationally. The program was considered to be revolutionary as it made financial aid processes more transparent, reinforced positive behaviors and practices that boost student performance in high school, and connected universities and prospective students in new ways (Zimmer, 2014).

**Penn State History**
During the first year of the program (2014-2015), Penn State partnered with **five high schools** in Philadelphia and the Philadelphia area to make Raise.me scholarships available to students. These schools included: Academy Park, Girls High School, High School of the Future, Norristown, and Northeast.

The 2015-2016 class of students included 77 students with offers of admission who earned Raise.me scholarships. The students were offered admission to one of five Penn State campuses based on their applications including: Abington, Berks, Brandywine, Schuylkill, and University Park.
Fifty-five of these students accepted offers to Penn State, and completed courses at Abington, Berks, Brandywine and University Park. They pursued majors in Business, Communications, Education, Engineering, HHD, IST, Liberal Arts, Math, Nursing and Science. More than one-third of the students (25 students) enrolled in the Division of Undergraduate Studies. At the end of their first year of study, the average GPA of these students was 3.04.

Of these 55 students, 26 are low income, 42 are Pell eligible, and 37 are first generation. The students are diverse: 24 percent are African American, 40 percent were Asian American, 20 percent were Caucasian, and 13 percent were Hispanic/Latino. The remaining students were American Indian/Alaskan American or did not report.

The 2015-2016 cohort earned a total of $112,642 scholarship support, averaging $1,053 per student each semester.

In 2015-2016, Penn State expanded Raise.me access to six rural schools in the Bedford, Somerset, Cambria, and Blair Counties (Intermediate Unit 8). These schools include: Claysburg-Kimmel, Ferndale, Meyersdale, North Star, Rockwood, Salisbury-Elk Lick

The second cohort of Penn State Raise.me students (2016-17) was yielded from 214 students who “followed” Penn State on Raise.me during their senior year of high school. Of these, 63 percent (135 students) applied to Penn State, and 87 percent of the applicants (121 students) were offered admission. These 121 students are diverse: 69 are first generation, and 71 are on free or reduced lunch programs. In addition, 33 percent are Asian or Asian American, 18 percent are African American, 12 percent are Hispanic/Latino, 17 percent are White, and the remaining students identify as multi-racial or other. Fifty-nine of these students accepted offers of admission to the University.

The 2016-2017 cohort earned a projected total of $125,094 in scholarship support, an average annual projected award of $1,060 per student each semester. The total projected 2016-2017 costs for all students in 2016-2017 is $236,936.

In 2016-2017, Raise.me will be available to three additional Philadelphia schools (West Philadelphia, Esperanza, Upper Darby), eight schools in the Pittsburgh area (McKeesport, West Mifflin, Steele Valley, South Allegheny, Perry, Brashear, Carrick, Allderdice), and two additional schools in rural Pennsylvania (Montrose and Wallenpaupack).

Currently, the Office of Undergraduate Education is working to develop wrap-around programming for the high school students who participate in Raise.me. This programming will focus on academic and co-curricular needs related to the regions the program is offered in, and it will recognize differences in rural and urban community orientation to higher education. Academic programming may provide support in key areas such as mathematics, writing, study skills, and time management. Co-curricular programming will focus on financial literacy and parent education.

The Division of Undergraduate Students has established a plan for a mentoring program to develop a community for Raise.me students who attend Penn State.
Assessment of the program is three-pronged and includes analysis of recruitment, retention, and student success data:

1. Recruitment data will help realize higher yield rates from participating schools and lower gaps in costs of attendance for Raise.me students. Higher yield rates from these schools will increase diversity of the Penn State student population, including the number of first generation, Pell eligible, and racial and ethnically diverse students.
2. Retention data will focus on student academic performance. This includes information choices of major (including entrance to major success rates for controlled majors), course grades, overall GPA, and credits earned per year.
3. Student success data will include data on co-curricular participation, time to degree, and post-graduation plans.

Data from this three-pronged approach will be used to inform the scholarship criteria, programming for high school students, and other supports for Raise.me students at Penn State.

Conclusion
Raise.me is an innovative way to address issues related to access, affordability, student retention and success. It has benefits to both students and the University. Students benefit as their high school experiences become focused in areas that foster the knowledge, skills, and habits that should lead to success at a university. They also will benefit from community support once they enter Penn State.

Penn State will benefit as a more diverse student body enters the University better prepared for academic success and student engagement. These students will have lowered costs in attendance, a sense of community, strong academic experiences, and higher graduation rates.

SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID
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*Prepared by the Office of Undergraduate Education*
On January 26, 2016, the University Faculty Senate approved an advisory and consultative report recommending the inclusion of new language into HR23:

“Only tenured and tenure-line faculty are eligible to vote for members of all peer tenure and promotion committees”

In his April 4, 2016 response to the advisory consultative report, President Barron agreed to adopt the recommended change to HR23. He also expressed the opinion that the new language might be in conflict with the Senate Constitution:

“I am accepting both reports because we need consistent and parallel voting approaches that promote equity and fairness. However, implementation of the change to HR-23 will require the Senate to change its constitution.”

On September 6, 2016, CC&R met to consider the issue of the potential ambiguity in the construction of the HR 23 Advisory and Consultative Report, and its effects on the interpretation of the University Faculty Senate’s Constitution, Bylaws and Standing Rules. In considering the issue, CC&R reflected on pertinent articles and sections of the Senate Constitution, Bylaws, and Standing Rules:

Article I § 1 vests the University Faculty Senate with legislative, advisory consultative, forensic, informational, and recognition functions to be exercised by the University Faculty Senate as a whole.

Article II § 2 of the University Faculty Senate Constitution provides that “The Senate shall be elected by the University faculty from among its members, except for ex officio, student, and appointed members as provided in Section 5. All members of the Senate shall have full voting rights.”

Article III § 1 of the University Faculty Senate Bylaws provides for the election of Senate members without regard to their rank or title.

Article III § 2, 4, and 5 of the University Faculty Senate Standing Rules limit appointment of faculty members thereof to tenured faculty members, and in each case the members thereof are nominated by CC&R and thereafter elected by the Senate.

Article II § 6(a)(3) of the Standing Rules provides that the “Committee on Committees and Rules shall have the authority to interpret the Senate Constitution, Bylaws, and Standing Rules subject to review by the Senate”
Having considered the issue, CC&R determines as follows:

1. We start with first principles. The Constitution of the University Faculty Senate, along with its Bylaws and Standing Rules, constitutes the supreme rules governing the operation of the Senate. It follows that all rules and policies of the University that may have application to the Senate’s organization and operation should be read consistently with the text and intent of the Constitution and the related basic documents of the Senate. Only when rules and policies cannot be interpreted consistently with the text and intent of the Constitution should CC&R decline to apply the rules or suggest changes to the Senate’s basic documents. In this case CC&R sees no inconsistency between the changes to HR 23 and the interpretation and operation of the Senate as currently set forth in its basic documents.

2. HR 23 has as its objective the management of tenure and promotion for faculty who are tenure eligible. It is focused on those processes within departments that are organized to that effect. HR 23, in the first instance, has no direct application to the Senate—with respect to its organization and operation. HR 23 applies specifically to the processes of tenure as and to the extent it is relevant to those processes.

3. The plain text of the changes to HR 23 proposed and approved by the Senate make clear that it is meant to apply solely to those committees established to review tenure track faculty members for 2-year, 4-year and tenure and promotion. The plain language of the changes indicates no intent to change the rules under which the Senate organizes itself or operates in accordance with its basic documents. As detailed in the report’s rationale, the purpose of the additional language was to provide uniform rules for voting among the Penn State campuses, and within academic units. The effect of the rule change was to ensure that HR 23 tenure and promotion committees considering individual applications for promotion and tenure be limited to tenured faculty.

4. Indeed, had that been the intent or effect of the changes to HR 23, such changes would have been invalid and void. The Senate itself provides the procedures for amending its Constitution, Bylaws and Standing Rules. None of these procedures were invoked. And CC&R finds it implausible to infer such intent from either the text or the course of debate about the changes to HR 23 as approved by the Senate.

5. As described above, the Senate’s governing documents make it clear that all senators enjoy equal authority to engage in the business of the Senate. The only exceptions to that basic principle of participation are set forth explicitly in the Senate governing documents. There is nothing in the Senate’s governing documents that would restrict the voting rights of fixed term Senators.

6. The changes to HR 23 can be read consistently with these principles and can be made to conform to those practices. HR 23 affects the course of tenure determinations for individual applicants. It has no effect and does not extend to the operation of the Senate and its consideration of policy or other acts of shared governance that have no direct effect on specific applications for tenure or promotion.
7. It follows that no changes to the Senate’s basic documents are necessary to accommodate the changes to HR 23 at issue. Nor has the HR23 had any effect on the operation or rules for the organization of the Senate.

8. **CC&R therefore concludes that HR 23 has no effect on its operations nor on the role and function of any faculty Senator, irrespective of his or her status or rank and no changes in the Constitution are warranted regarding this issue.**

Voted on by the Committee on Committees and Rules

**COMMITTEE ON COMMITTEES AND RULES**
- Jonathan Abel
- Mohamad Ansari
- Larry Backer
- Dawn Blasko, Chair
- Mark Casteel
- Pamela Hufnagel
- William Kelly, Vice Chair
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana
- Matthew Woessner
Introduction

Each year the Senate Committee on Intercollegiate Athletics is mandated to provide a report on Penn State athletic activities to the Senate. This report focuses on Division 1 athletics at University Park. Included in this report are basic descriptive data, a summary of the Committee on Intercollegiate Athletics activities and related legislation passed during AY 2015-16, student-athlete academic highlights, team-by-team data on the Academic Progress Rate (APR), reports on the Graduation Success Rate (GSR) and the Federal Graduation Rate (FGR).

Information

Descriptive Data of Student-Athletes (31 Varsity Teams) for Academic Year 2015-16*

1. Total number of student-athletes = 773
2. Total number of student-athletes not eligible for competition for academic reasons = 5
3. Total number of scholarship student-athletes = 554
4. Total number of medical non-counter student-athletes = 6
5. Total number of exhausted eligibility student-athletes = 7

*Based on those student-athletes enrolled during the Spring 2016

Summary of Committee on Intercollegiate Athletics Activities during AY 2015-16

1. Major Activities

Three task forces were formed that focused on (1) governance and oversight of intercollegiate athletics, (2) updating athletic schedule legislation, and (3) updating the language in 67-00 to reflect current practice as well as to differentiate and clarify the roles and responsibilities of Division I intercollegiate athletics from Division III and PSUAC intercollegiate athletics.

These efforts led, in part, to the following Senate informational and legislative reports. The work of the task force on governance and oversight is still in progress.

Senate Informational and Legislative Reports
September 15, 2015
Informational Report: FAR Annual Report, Appendix L

December 8, 2015
Legislative Report: Revision to Standing Rules, Article III, Section 7 (University Athletics Representative), Appendix G.
http://senate.psu.edu/senators/agendas-records/december-8-2015-agenda/appendix-g/

Summary: Made allowance for a Faculty Athletic Representative elect to serve concurrent year with incumbent Faculty Athletic Representative to serve as transition year.

Informational Report: Faculty Partners Program, Appendix M.
http://senate.psu.edu/senators/agendas-records/december-8-2015-agenda/appendix-m/

Summary: Provided update on Faculty Partners Program.

January 26, 2015
Legislative Report: Revisions to Senate Policy 67-00, Athletic Competition, Section 5 Athletic Schedules – Appendix E.
http://senate.psu.edu/senators/agendas-records/january-26-2016-agenda/appendix-e/

Summary: Updated language, specified process and requirements for waiver to compete on a study day, updated class times to reflect upcoming course schedules, provided updated guidelines for practice times, and specified submission dates and procedures for submitting and approving missed class time schedules.

Annual Report on the Reserved Spaces Programs – Appendix I.
http://senate.psu.edu/senators/agendas-records/january-26-2016-agenda/appendix-i/

Summary: Report provides examination of grades of student-athletes who entered University Park on the reserved spaces allowance compared to others students entering on the same allowance.

March 15, 2016
Legislative Report: Revision to the Standing Rules, Article III, Section 7 (b) Faculty Athletics Representative (other than University Park) – Appendix J.
http://senate.psu.edu/senators/agendas-records/march-15-2016-agenda/appendix-j/

Summary: Updated wording to reflect current practice (e.g., eliminated the phrase “two-year intercollegiate athletic “programs””).

2. Self-monitoring of Student-Athlete Academic Excellence
The Committee on Intercollegiate Athletics continues to monitor various metrics of student-athlete academic performance. The Committee reviews three types of monitoring reports that are reported on a rotating basis. These reports include (1) student-athlete distribution in majors and colleges and enrollment data, (2) student-athlete grade distribution data, and (3) academic performance of student-athletes admitted to UP through the reserved spaces mechanism. This year the committee reviewed a report on the academic performance of student-athletes admitted to UP through the reserved spaces mechanism.

3. Approval of Competition Schedules and Waivers for Competitions on Study Days

IAC routinely approves competition schedules for each of the 31 ICA teams, paying particular attention to making sure the 8-day rule has been followed.

Waivers for competitions on study days are also considered and approved as appropriate if adequate study time is built into the schedule before, during and after the competition period.


Annually all student-athletes are surveyed to better understand their experiences and concerns around topics such as academics, coaching, equipment, competitive schedule, travel, facilities, medical care, and so on. The average response rate over the course of five years has been around 68%.

This year the report highlighted trends in student-athlete responses from 2010 through 2014. Selected findings are presented here.

- The response to the item “If recruited again I would come to Penn State” has remained very positive, with about 85% endorsing “yes” in 2010 and close to 95% endorsing “yes” in 2014.
- In response to the items “Penn State Athletics supports gender equity” and “Penn State Athletics does not tolerate discrimination for any reason,” the percentages who agree and/or strongly agree approach 100%. What is interesting is that the percentage who strongly agreed with both items was at 54% and 55% (respectively) in 2010, followed by 60% and 58% (respectively in 2011, followed by two years of 45-47% for both items. In 2014 there was an increase in the percentage who endorsed strongly agree to both items (52% and 54% respectively).
- Satisfaction with the “overall learning experience at Penn State” shows a slightly disturbing trend. Combining both agree and strongly agree responses, student-athletes have responded that about 95% of them across the years 2010 through 2014 are satisfied. But there is small, growing percentage of student-athletes who have rated their experiences poor, as well as fair.
- When asked for suggestions for improvement, 32% of student athletes noted some aspect of equipment and facilities in their responses. The next highest category for improvement was regarding academics. The following are quotations from comments from student-athletes that represent some of their views.
  - Do not push "struggling" students to easy majors. Find something they care about as opposed to finding what’s easiest.
To get more support in relation to helping student athletes outside of athletics. My professors weren't very considerate of athletes and whenever I needed help and I often wasn't given the opportunity to make up work.

Hold student-athletes to a higher academic standard. They are given a lot of support which is great, but I believe they can be more greatly challenged.

Improve the tutor system by making sure the tutors are fully qualified and can help students effectively.

Work on getting tutors in an orderly and timely fashion.

...as I have reached my higher level courses I have had a few rough semesters that have put my eligibility in jeopardy. I think there should be more available help for upper class students, without taking time away from the lower class-men.

5. Other Reports, Tasks, and Discussions of the Committee on Intercollegiate Athletics

- ICA budget and financial report, facilities master plan, and town hall meetings presentations and discussion
- NCAA academic misconduct proposed legislation presentation and discussion
- At the NCAA and Big Ten levels there is much discussion related to time demands. These issues have been discussed in the committee and will continue to be a major topic for discussion in 2016-17
- Reports and discussion from extra-senatorial committee on IA
- Student-athlete survey report
- Student-athlete led discussion about time demands and other student-athlete issues.
- Big Ten Scholarship selection committee formed

Student-Athlete Academic Highlights

1. Post-graduate Scholarships

- Two student-athletes were awarded Big Ten post-graduate scholarships: Christian Kashack (men’s soccer) and Rebecca Stanley (women’s fencing).

2. General Academic Highlights

- The NCAA reported that 13 Penn State teams earned perfect one year APR scores of 1,000 in 2014-15, up from 10 the previous year. Teams with a perfect one-year APR score included: women’s cross country, men’s fencing, women’s fencing, men’s golf, men’s gymnastics, women’s hockey, men’s soccer, women’s soccer, softball, women’s tennis, men’s volleyball, women’s volleyball and wrestling.

- The Penn State women’s soccer, women’s volleyball and wrestling squads have all won NCAA Championships since December 2014.
• Four Penn State squads earned perfect multi-year (2011-12 through 2014-15) APR scores of 1,000: women’s cross country, women’s hockey, women’s soccer and women’s tennis

3. Fall 2015 Semester – Academic Highlights

• Penn State student-athletes again broke the school standard during the 2015 fall semester, with a record 516 earning a grade point average of 3.0 or higher (previous high of 500 in 2014).

• Among the 516 student-athletes earning at least a 3.0 GPA, 234 garnered Dean's List honors during the 2015 fall semester by posting a GPA of 3.50 or higher, the second highest semester total in school history.

• The number of student-athletes posting at least a 3.0 GPA during the fall semester (2015) has increased 10.5 percent since 2012 (516 vs. 463).

• Penn State’s varsity student-athletes earned an average Fall 2015 semester team GPA of 3.11 and a record-tying 23 squads earned a team GPA of 3.0 or higher.

• During fall 2015, Haleigh Washington (women’s volleyball) and Tyler Yazujian (football) were Academic All-Americans.

4. Spring 2016 Semester – Academic Highlights

• Penn State’s varsity student-athletes earned an average Spring 2016 semester team GPA of 3.10. (This number counts indoor track, outdoor track, and cross-country as separate teams, even though many student-athletes are members of all three teams.)

• 22 Penn State varsity athletic teams (out of 31) had a Spring 2016 semester GPA over a 3.00. (This number counts indoor track, outdoor track, and cross-country as separate teams, even though many student-athletes are members of all three teams.)

• 224 Penn State student-athletes made the Dean’s List after the Spring 2016 semester (3.50 GPA with at least 12 credits earned for the semester).

• 482 Penn State student-athletes earned a GPA of 3.00 or above in the Spring 2016 semester. This is 62% of the 773 Penn State student-athletes (this counts student-athletes only once even if they are on more than one team roster).

• During Spring 2016 Nico Megaludis and Zain Retherford, both on the wrestling team, earned Academic All-Americans status.
  • Penn State’s 193 CoSIDA Academic All-Americans rank 4th among all Division I institutions.
5. **Big Ten Conference Distinguished Scholar Award Recipient History (established in February 2008)**

- *2008-2009 academic year; 62 student-athletes recognized
- *2009-2010 academic year; 57 student-athletes recognized
- *2010-2011 academic year; 45 student-athletes recognized
- *2011-2012 academic year; 51 student-athletes recognized
- *2012-2013 academic year; 68 student-athletes recognized
- *2013-2014 academic year; 73 student-athletes recognized
- *2014-2015 academic year; 69 student-athletes recognized
- *2015-2016 academic year; 81 student-athletes recognized

*Overall PSU Seven-Year Total; 506 student-athletes recognized*

5. **Big Ten, Academic All-Big Ten Selections Fall, Winter and Spring**

- 80 Penn State student-athletes (in 7 fall sports) earned Academic All-Big Ten honors. Below is the number of selections from each team.

<table>
<thead>
<tr>
<th>Team</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>22</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>14</td>
</tr>
<tr>
<td>Men’s Soccer</td>
<td>12</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>6</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td>7</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>9</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>10</td>
</tr>
</tbody>
</table>

- 79 Penn State student-athletes (in 8 winter sports) earned Academic All-Big Ten honors. Below is the number of selections from each team.

<table>
<thead>
<tr>
<th>Team</th>
<th>Selections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Swimming &amp; Diving</td>
<td>7</td>
</tr>
<tr>
<td>Women’s Swimming &amp; Diving</td>
<td>23</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>3</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>3</td>
</tr>
<tr>
<td>Men’s Gymnastics</td>
<td>9</td>
</tr>
<tr>
<td>Women’s Gymnastics</td>
<td>4</td>
</tr>
<tr>
<td>Wrestling</td>
<td>14</td>
</tr>
<tr>
<td>Men’s Ice Hockey</td>
<td>16</td>
</tr>
</tbody>
</table>
• 140 Penn State student-athletes (in 14 spring/at-large sports) earned Academic All-Big Ten honors. Below is the number of selections from each team.

<table>
<thead>
<tr>
<th>Team</th>
<th>Selections</th>
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<tbody>
<tr>
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<tr>
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<td>15</td>
</tr>
<tr>
<td>Women’s Fencing</td>
<td>6</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>5</td>
</tr>
<tr>
<td>Women’s Tennis</td>
<td>10</td>
</tr>
<tr>
<td>Women’s Track (In/Out)</td>
<td>18</td>
</tr>
<tr>
<td>Men’s Volleyball</td>
<td>4</td>
</tr>
<tr>
<td>Baseball</td>
<td>7</td>
</tr>
<tr>
<td>Men’s Lacrosse</td>
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<tr>
<td>Men’s Fencing</td>
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<td>8</td>
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<td>10</td>
</tr>
<tr>
<td>Women’s Ice Hockey</td>
<td>21</td>
</tr>
</tbody>
</table>

• Overall, Penn State had 299 Academic All-Big Ten selections during the 2015-2016 academic year.

• Through (23) years of full membership in the Big Ten Conference, 5,576 Penn State student-athletes have been recognized as Academic All-Big Ten Conference selections.

**Highlights of Penn State's Academic Progress Rate (APR) for the Cohort of AY 2011-12 through AY 2014-15 Federal Graduation Rate (FGR), Graduation Success Rates (GSR) for 2005-08**

*(See appended tables for further detail).*

NOTES: The APR is based on four years of data, with the most current year's data added and the oldest year removed to create a four-year (multi-year) rolling rate. The APR scores are a measure of eligibility and retention/graduation for each student-athlete receiving athletic aid during the identified academic semester/year. Retention is evaluated for each student-athlete with the following question in mind: Did that student-athlete return to the institution the next semester (students can earn 2 points after the fall semester and 2 points after the spring and summer semesters). Eligibility is evaluated using NCAA, conference (if applicable), and institutional standards.

APR is calculated by dividing all possible points for all scholarship athletes into total points earned.
The APR minimum academic standard to participate in postseason competition is 900. Beginning with 2012-13 championships, teams must earn a minimum 900 four-year APR or a 930 average over the most recent two years to be eligible to participate. For 2014-15 championships, teams must earn a 930 four-year average APR or a 940 average over the most recent two years to participate in championships. In 2015-16 and beyond, teams must earn a four-year APR of 930 to compete in championships.

The Graduation Success Rate (GSR) is a percentage of scholarship student athletes graduating during a six-year window. Each cohort includes freshmen (fall and mid-year) plus incoming transfer students less any athletes who left the institution in good academic standing.

The Federal Graduation Rate (FGR) measures the percentage of fall, first-time, full-time freshman who graduate within six years of entering their original four-year institution.

NCAA Graduation Success Rate (GSR) for 2005-2008 Cohort and Federal Graduation Rate (Class of 2008-2009) Information and Summary

- The class of 2005-2008 had a graduation success rate of 88% - Division I average is 83%.
  - The Penn State GSR for male student-athletes was 84% and for female student-athletes it was 94%. Overall Division one percentages were 78% and 90% respectively.
  - The Penn State GSR for African American male student-athletes was 79% and for African American female student-athletes it was 75%. Overall Division one percentages were 65% and 80%, respectively.
- The 2008-09 Federal Graduation rate is 80% - Division I average is 67%.
- The four-class Federal Graduation rate is 79% - Division I average is 66%.
- For Penn State African American student-athletes the 2008-09 Federal Graduation rate is 45% - Division I average is 56%.
- For Penn State African American student-athletes the four-class Federal Graduation rate is 62% - Division I average is 55%.

Intercollegiate Athletics Committee Summary Comments

The committee regards the academic picture of Penn State student-athletes to be very healthy and applauds the student-athletes, coaches, Athletics staff, and staff at the Morgan Academic Support Center for Student-Athletes for their continued hard work together to support student-athletes in their academic journey. There is a concern regarding the Graduation Success Rate for African American female student athletes, which is below the national average.
Note: This report has been prepared by Dr. Linda Caldwell, Faculty Athletics Representative, and Mr. Russell Mushinsky, Director of the Morgan Academic Support Center for Student-Athletes.

NCAA ACADEMIC PROGRESS RATE (APR) INFORMATION
2014-2015 (FOUR-YEAR DATA) / RELEASED IN APRIL 2016
PENN STATE RANKINGS
<table>
<thead>
<tr>
<th>PENN STATE INTERCOLLEGIATE ATHLETIC TEAMS</th>
<th>MULTI-YEAR TEAM APR</th>
<th>APR RANKING W/IN BIG TEN CONFERENCE</th>
<th>APR ALL DIVISION I AVERAGE</th>
<th>APR PUBLIC INSTITUTION AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>990</td>
<td>6\textsuperscript{th} (13)</td>
<td>970</td>
<td>966</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>970</td>
<td>9\textsuperscript{th} (14)</td>
<td>964</td>
<td>960</td>
</tr>
<tr>
<td>Men’s Cross Country</td>
<td>970</td>
<td>9\textsuperscript{th} (12)</td>
<td>977</td>
<td>972</td>
</tr>
<tr>
<td>Men’s Fencing</td>
<td>974</td>
<td>1\textsuperscript{st} (2)</td>
<td>984</td>
<td>970</td>
</tr>
<tr>
<td>Football</td>
<td>960</td>
<td>14\textsuperscript{th} (14)</td>
<td>959</td>
<td>956</td>
</tr>
<tr>
<td>Men’s Golf</td>
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<td>983</td>
<td>980</td>
</tr>
<tr>
<td>Men’s Gymnastics</td>
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<td>986</td>
</tr>
<tr>
<td>Men’s Ice Hockey</td>
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<tr>
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<tr>
<td>Men’s Swimming</td>
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<td>976</td>
</tr>
<tr>
<td>Men’s Tennis</td>
<td>993</td>
<td>Tied for 2\textsuperscript{nd} (12)</td>
<td>979</td>
<td>978</td>
</tr>
<tr>
<td>Men’s Track Indoor &amp; Outdoor</td>
<td>967</td>
<td>Tied for 10\textsuperscript{th} (13)</td>
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<td>965</td>
</tr>
<tr>
<td>Men’s Volleyball</td>
<td>982</td>
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<td>982</td>
</tr>
<tr>
<td>Wrestling</td>
<td>992</td>
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<tr>
<td>Women’s Basketball</td>
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<tr>
<td>Women’s Cross Country</td>
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<tr>
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<td>961</td>
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<tr>
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<tr>
<td>Women’s Golf</td>
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<td>Softball</td>
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<tr>
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<td>976</td>
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<tr>
<td>Women’s Tennis</td>
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<td>978</td>
</tr>
<tr>
<td>Women’s Track Indoor &amp; Outdoor</td>
<td>992</td>
<td>4\textsuperscript{th} (13)</td>
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<td>977</td>
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<tr>
<td>Women’s Volleyball</td>
<td>995</td>
<td>Tied for 8\textsuperscript{th} (14)</td>
<td>984</td>
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</tbody>
</table>

(\#) = Number of schools in the Big Ten Conference who sponsor the sport.
**GRADUATION SUCCESS RATE**  
**2005-2008 COHORT**  
**PENN STATE RANKINGS, BIG TEN CONFERENCE**

<table>
<thead>
<tr>
<th>PENN STATE VARSITY TEAMS</th>
<th>FEDERAL FOUR-YEAR GRADUATION RATE</th>
<th>FEDERAL GRADUATION RATE -DIVISION I AVERAGE</th>
<th>GRADUATION SUCCESS RATE (GSR)</th>
<th>GRADUATION SUCCESS RATE (GSR) - DIVISION I AVERAGE</th>
<th>GRADUATION SUCCESS RATE (GSR) RANKING - (BIG TEN CONFERENCE)</th>
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</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>56</td>
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<td>89</td>
<td>92</td>
<td>Tied for 7th (14)</td>
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<tr>
<td>Women's Gymnastics</td>
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<td>87</td>
<td>90</td>
<td>96</td>
<td>9th (10)</td>
</tr>
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<td>96</td>
<td>95</td>
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<td>73</td>
<td>90</td>
<td>90</td>
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<td>92</td>
<td>86</td>
</tr>
<tr>
<td>Women's Volleyball</td>
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<td>77</td>
<td>70</td>
<td>92</td>
<td>91</td>
</tr>
</tbody>
</table>

(*#*) = Number of schools in the Big Ten Conference that sponsor the sport.
## NCAA Graduation Success Rate (GSR) Rankings, Big Ten Conference
### 2005-2008 Cohort

<table>
<thead>
<tr>
<th>Student-Athlete GSR (4-Year Percentage)</th>
<th>Male Student-Athlete GSR (4-Year Percentage)</th>
<th>Female Student-Athlete GSR (4-Year Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern: 97%</td>
<td>Northwestern: 96%</td>
<td>Northwestern: 99%</td>
</tr>
<tr>
<td>Iowa: 89%</td>
<td>Ohio State: 85%</td>
<td>Illinois: 96%</td>
</tr>
<tr>
<td>Michigan: 89%</td>
<td>Penn State: 84%</td>
<td>Indiana: 96%</td>
</tr>
<tr>
<td>Ohio State: 89%</td>
<td>Michigan: 83%</td>
<td>Michigan: 96%</td>
</tr>
<tr>
<td>Penn State: 88%</td>
<td>Minnesota: 83%</td>
<td>Iowa: 95%</td>
</tr>
<tr>
<td>Minnesota: 88%</td>
<td>Iowa: 82%</td>
<td>Minnesota: 95%</td>
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<tr>
<td>Illinois: 87%</td>
<td>Michigan State: 80%</td>
<td>Penn State: 94%</td>
</tr>
<tr>
<td>Indiana: 87%</td>
<td>Nebraska: 80%</td>
<td>Maryland: 94%</td>
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<tr>
<td>Michigan State: 87%</td>
<td>Illinois: 79%</td>
<td>Michigan State: 94%</td>
</tr>
<tr>
<td>Rutgers: 86%</td>
<td>Indiana: 79%</td>
<td>Nebraska: 94%</td>
</tr>
<tr>
<td>Nebraska: 86%</td>
<td>Rutgers: 79%</td>
<td>Rutgers: 94%</td>
</tr>
<tr>
<td>Wisconsin: 85%</td>
<td>Wisconsin: 79%</td>
<td>Ohio State: 93%</td>
</tr>
<tr>
<td>Maryland: 85%</td>
<td>Maryland: 78%</td>
<td>Purdue: 93%</td>
</tr>
<tr>
<td>Purdue: 84%</td>
<td>Purdue: 78%</td>
<td>Wisconsin: 92%</td>
</tr>
</tbody>
</table>

**Overall Division I:**
- Male: 83%
- Female: 78%
- Overall: 90%
### NCAA Graduation Success Rate (GSR) Rankings, Big Ten Conference 2005-2008 Cohort

<table>
<thead>
<tr>
<th>African American Student-Athlete GSR (4-Year Percentage)</th>
<th>African American Male Student-Athlete GSR (4-Year Percentage)</th>
<th>African American Female Student-Athlete GSR (4-Year Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern: 94%</td>
<td>Northwestern: 97%</td>
<td>Illinois: 100%</td>
</tr>
<tr>
<td>Nebraska: 81%</td>
<td>Penn State: 79%</td>
<td>Michigan: 100%</td>
</tr>
<tr>
<td>Rutgers: 80%</td>
<td>Nebraska: 79%</td>
<td>Minnesota: 100%</td>
</tr>
<tr>
<td>Penn State: 78%</td>
<td>Rutgers: 75%</td>
<td>Purdue: 100%</td>
</tr>
<tr>
<td>Ohio State: 78%</td>
<td>Indiana: 72%</td>
<td>Wisconsin: 100%</td>
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<tr>
<td>Maryland: 77%</td>
<td>Maryland: 72%</td>
<td>Indiana: 93%</td>
</tr>
<tr>
<td>Indiana: 76%</td>
<td>Michigan: 70%</td>
<td>Nebraska: 92%</td>
</tr>
<tr>
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<td>Ohio State: 70%</td>
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</tr>
<tr>
<td>Purdue: 75%</td>
<td>Purdue: 69%</td>
<td>Rutgers: 91%</td>
</tr>
<tr>
<td>Minnesota: 70%</td>
<td>Minnesota: 67%</td>
<td>Maryland: 90%</td>
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<td>Illinois: 69%</td>
<td>Illinois: 62%</td>
<td>Northwestern: 88%</td>
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<tr>
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<td>Michigan State: 50%</td>
<td>Penn State: 75%</td>
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<td>Iowa: no data</td>
<td>Iowa: no data</td>
<td>Iowa – no data</td>
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<td><strong>Overall Division I:</strong> 69%</td>
<td><strong>Overall Division I:</strong> 65%</td>
<td><strong>Overall Division I:</strong> 80%</td>
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</tbody>
</table>
# NCAA Graduation Rate Rankings, Big Ten Conference Class of 2008-2009, Federal Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>All Students (2008-2009)</th>
<th>All Students (4-Year Average)</th>
<th>All Student-Athletes (2008-2009)</th>
<th>All Student-Athletes (4-Year Average)</th>
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</thead>
<tbody>
<tr>
<td>Northwestern</td>
<td>93%</td>
<td>Northwestern: 94%</td>
<td>Northwestern: 93%</td>
<td>Northwestern: 90%</td>
</tr>
<tr>
<td>Michigan</td>
<td>91%</td>
<td>Michigan: 90%</td>
<td>Michigan: 85%</td>
<td>Michigan: 80%</td>
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<tr>
<td>Penn State</td>
<td>86%</td>
<td>Penn State: 86%</td>
<td>Penn State: 80%</td>
<td>Penn State: 79%</td>
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<tr>
<td>Wisconsin</td>
<td>85%</td>
<td>Illinois: 84%</td>
<td>Purdue: 77%</td>
<td>Ohio State: 75%</td>
</tr>
<tr>
<td>Maryland</td>
<td>85%</td>
<td>Maryland: 83%</td>
<td>Illinois: 73%</td>
<td>Illinois: 75%</td>
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<tr>
<td>Ohio State</td>
<td>84%</td>
<td>Wisconsin: 83%</td>
<td>Nebraska: 73%</td>
<td>Iowa: 74%</td>
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<tr>
<td>Illinois</td>
<td>84%</td>
<td>Ohio State: 82%</td>
<td>Michigan State: 72%</td>
<td>Minnesota: 73%</td>
</tr>
<tr>
<td>Rutgers</td>
<td>80%</td>
<td>Rutgers: 79%</td>
<td>Minnesota: 72%</td>
<td>Purdue: 72%</td>
</tr>
<tr>
<td>Michigan State</td>
<td>79%</td>
<td>Michigan State: 78%</td>
<td>Wisconsin: 71%</td>
<td>Wisconsin: 71%</td>
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<tr>
<td>Minnesota</td>
<td>78%</td>
<td>Indiana: 76%</td>
<td>Iowa: 71%</td>
<td>Rutgers: 70%</td>
</tr>
<tr>
<td>Indiana</td>
<td>78%</td>
<td>Minnesota: 74%</td>
<td>Maryland: 70%</td>
<td>Michigan State: 70%</td>
</tr>
<tr>
<td>Purdue</td>
<td>74%</td>
<td>Purdue: 71%</td>
<td>Ohio State: 70%</td>
<td>Maryland: 69%</td>
</tr>
<tr>
<td>Iowa</td>
<td>70%</td>
<td>Iowa: 70%</td>
<td>Rutgers: 68%</td>
<td>Nebraska: 67%</td>
</tr>
<tr>
<td>Nebraska</td>
<td>67%</td>
<td>Nebraska: 66%</td>
<td>Indiana: 64%</td>
<td>Indiana: 66%</td>
</tr>
</tbody>
</table>

**Overall Division I:**
- 65%
# NCAA Graduation Rate Rankings, Big Ten Conference

**Class of 2008-2009, Federal Graduation Rates**

<table>
<thead>
<tr>
<th>All Male Student-Athletes (2008-2009)</th>
<th>All Male Student-Athletes (4-Year Average)</th>
<th>All Female Student-Athletes (2008-2009)</th>
<th>All Female Student-Athletes (4-Year Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern: 89%</td>
<td>Northwestern: 90%</td>
<td>Northwestern: 96%</td>
<td>Northwestern: 91%</td>
</tr>
<tr>
<td>Michigan: 80%</td>
<td>Penn State: 73%</td>
<td>Michigan: 91%</td>
<td>Michigan: 91%</td>
</tr>
<tr>
<td>Penn State: 76%</td>
<td>Michigan: 72%</td>
<td>Michigan State: 87%</td>
<td>Penn State: 86%</td>
</tr>
<tr>
<td>Purdue: 70%</td>
<td>Ohio State: 68%</td>
<td>Illinois: 86%</td>
<td>Illinois: 85%</td>
</tr>
<tr>
<td>Nebraska: 67%</td>
<td>Purdue: 67%</td>
<td>Purdue: 85%</td>
<td>Iowa: 83%</td>
</tr>
<tr>
<td>Minnesota: 64%</td>
<td>Minnesota: 67%</td>
<td>Penn State: 84%</td>
<td>Ohio State: 83%</td>
</tr>
<tr>
<td>Wisconsin: 64%</td>
<td>Iowa: 66%</td>
<td>Minnesota: 84%</td>
<td>Minnesota: 81%</td>
</tr>
<tr>
<td>Iowa: 63%</td>
<td>Illinois: 66%</td>
<td>Ohio State: 83%</td>
<td>Wisconsin: 81%</td>
</tr>
<tr>
<td>Maryland: 63%</td>
<td>Wisconsin: 63%</td>
<td>Nebraska: 82%</td>
<td>Rutgers: 80%</td>
</tr>
<tr>
<td>Illinois: 62%</td>
<td>Maryland: 63%</td>
<td>Iowa: 81%</td>
<td>Michigan State: 79%</td>
</tr>
<tr>
<td>Ohio State: 60%</td>
<td>Michigan State: 62%</td>
<td>Rutgers: 81%</td>
<td>Purdue: 78%</td>
</tr>
<tr>
<td>Michigan State: 59%</td>
<td>Rutgers: 62%</td>
<td>Wisconsin: 78%</td>
<td>Maryland: 77%</td>
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<tr>
<td>Rutgers: 57%</td>
<td>Nebraska: 61%</td>
<td>Maryland: 75%</td>
<td>Indiana: 76%</td>
</tr>
<tr>
<td>Indiana: 56%</td>
<td>Indiana: 58%</td>
<td>Indiana: 72%</td>
<td>Nebraska: 74%</td>
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<tr>
<td><strong>Overall Division I:</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>60%</strong></td>
<td><strong>59%</strong></td>
<td><strong>74%</strong></td>
<td><strong>73%</strong></td>
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### NCAA Graduation Rate Rankings, Big Ten Conference Class of 2008-2009, Federal Graduation Rates

<table>
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<th></th>
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<td>79%</td>
<td>79%</td>
<td>83%</td>
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<tr>
<td>Maryland</td>
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<td>76%</td>
<td>82%</td>
<td>65%</td>
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<td>Illinois</td>
<td>75%</td>
<td>73%</td>
<td>80%</td>
<td>65%</td>
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<tr>
<td>Rutgers</td>
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<td>73%</td>
<td>78%</td>
<td>65%</td>
</tr>
<tr>
<td>Ohio State</td>
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<td>72%</td>
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<td>64%</td>
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<tr>
<td>Wisconsin</td>
<td>72%</td>
<td>69%</td>
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<td>62%</td>
</tr>
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<tr>
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<td>33%</td>
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<td>52%</td>
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<td>33%</td>
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<td><strong>46%</strong></td>
<td><strong>56%</strong></td>
<td><strong>55%</strong></td>
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Appendix N

10/18/16
## 2015 FEDERAL GRADUATION RATE/NCAA GRADUATION SUCCESS RATE (GSR) – NATIONAL COMPARISON

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<tr>
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</thead>
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<td>86 (T12th)</td>
<td>80 (5th)</td>
<td>79 (5th)</td>
<td>88(T8th)</td>
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<td>77</td>
<td>69</td>
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<td>85</td>
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<td>Wake Forest</td>
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<tr>
<td>DIVISION I Average</td>
<td><strong>65</strong></td>
<td><strong>64</strong></td>
<td><strong>67</strong></td>
<td><strong>66</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>
SENATE COMMITTEE ON INTERCOLLEGIATE ATHLETICS

- Sandy Barbour
- Eric Baumer
- Terry Blakney
- John Boehmer
- Ken Brentner
- Linda Caldwell
- Julie Del Giorno
- Morgan Goranson
- Charmelle Green
- Kane High
- Lynn Holleran
- Raymond Jones
- Jonna Kulikowich, Chair
- Craig Meyers
- Russell Mushinsky
- Mahdi Nasereddin
- Kimberlyn Nelson, Vice Chair
- John Nichols
- Robert Pangborn
- Thomas Poole
- Robert Ricketts
- Matthew Stolberg
This report is a summary of Penn State University benefit changes, changes under consideration, and issues discussed, for which the Joint Committee on Insurance and Benefits provided consultation with the administration between September 14, 2015 and September 6, 2016.

Changes to Penn State Benefits

Health Plan Benefit changes in 2016

The PPO Blue and PPO Savings remained the two health plan choices in 2016, and the premium contribution strategy and plan design remained the same, with one exception. Due to Internal Revenue Service Regulations, the Total Deductible and Out-of-Pocket Coinsurance Maximum for the PPO Savings plan was reduced from $4,300 Individual/$8,600 Family In-Network and $8,600 Individual/$17,200 Family Out-of-Network to $3,400 Individual/$6,800 In-Network and $6,800 Individual/ $13,600 Family Out-of-Network.

Long-Term Disability rates paid by employees increased in 2016. The rates had remained the same for years until the provider, Prudential, increased them for the remaining two years of our contract, which ends December 31, 2017. A request for proposal will be initiated in early 2017 to be effective January 1, 2018, which will also include life insurance, accidental death and dismemberment, and the potential offering of short-term disability benefits.

Retiree health care plans for 2016 had an increase in premiums and out-of-network deductibles for retirees under age 65. The premium has remained the same since 2011. Premiums increased for the Freedom Blue Medicare Advantage Plan based on the fully-insured plan renewal. Members utilize in-network providers almost entirely because of the national reach of the Highmark Blue Cross Blue Shield network.

Teamsters’ health plan premium contributions follow the terms of the Collective Bargaining Agreement, which runs through June 30, 2017.

For 2016 health plan enrollment data indicated (as of January, 2016):

- 12,899 or 80.1% of employees enrolled in the PPO Blue plan
- 33,362 total members in PPO Blue plan
- 3,034 or 19.0% of employees enrolled in the PPO Savings plan
- 6,989 total members in PPO Savings plan
In March, 2016 the senate passed and the President accepted the report on “Principles for the design of Penn State health care plans.” The committee participated in the development of this report. In the report, principle four stated: “A principle for overall cost sharing of 75% university and 25% employee should guide the determination of contributions to meet the annual full cost of healthcare (university cost, plus employee premiums, plus employee out-of-pocket costs).” The annual report of JCIB includes the following tables of health care contribution data to monitor this year-to-year cost-sharing principle.

Table 1: Actual and Budgeted Costs with Premium Cost Share

<table>
<thead>
<tr>
<th>CALENDAR YEAR INFORMATION</th>
<th>Total Claims Paid (change)</th>
<th>Employee Premium Contributions (% of Total Claims)</th>
<th>Net PSU Cost (change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>217,677,285</td>
<td>41,167,636</td>
<td>176,509,649</td>
</tr>
<tr>
<td></td>
<td>5% from 2012</td>
<td>18.91%</td>
<td>4.5% from 2012</td>
</tr>
<tr>
<td>2014 budgeted</td>
<td>239,138,418</td>
<td>41,383,917</td>
<td>197,754,501</td>
</tr>
<tr>
<td></td>
<td>10% projected</td>
<td>17.31%</td>
<td></td>
</tr>
<tr>
<td>2014 actual</td>
<td>220,479,189</td>
<td>42,747,904</td>
<td>177,731,285</td>
</tr>
<tr>
<td></td>
<td>1.3% increase from 2013</td>
<td>19.39%</td>
<td>0.7% increase from 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.7% increase from 2013</td>
<td></td>
</tr>
<tr>
<td>2015 budgeted</td>
<td>250,868,027</td>
<td>44,441,055</td>
<td>206,426,972</td>
</tr>
<tr>
<td></td>
<td>5% projected</td>
<td>17.71%</td>
<td></td>
</tr>
<tr>
<td>2015 actual</td>
<td>236,236,199</td>
<td>45,286,942</td>
<td>190,949,257</td>
</tr>
<tr>
<td></td>
<td>7.1% increase from 2014</td>
<td>19.17%</td>
<td>7.4% increase from 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.9% increase from 2014</td>
<td></td>
</tr>
</tbody>
</table>

In 2014, the budgeted medical trend percentage for health care projected higher costs than the finalized actual year-end results. For 2015, the actual medical trend was higher than projected. Premiums were set for each year based on the projected budgeted costs with a target share by employees of 17.5%, but when actual year-end costs were determined, employee premiums fell in the 19% share range, and increased 3.7% from 2013 to 2014, then increased another 5.9% from 2014 to 2015. Because premiums are based on individual salary, even when the premium formulas applied to salaries were held steady from 2015 to 2016, salary increases generated higher premium contributions, as did changes in the number of employees participating in the medical plan. In addition to employee contributions through premiums, out-of-pocket contributions by employees detailed in Table 2 below are paid directly by employees to medical providers.
Table 2: Employee out-of-pocket contributions

<table>
<thead>
<tr>
<th>CALENDAR YEAR INFORMATION</th>
<th>Employee Medical Out-Of-Pocket (% change)</th>
<th>Employee Prescription Drug Out-Of-Pocket (% change)</th>
<th>Total Employee Out-Of-Pocket Cost (% change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>15,890,082</td>
<td>6,460,526</td>
<td>22,350,608</td>
</tr>
<tr>
<td>2014</td>
<td>17,179,997</td>
<td>6,277,005</td>
<td>23,457,002</td>
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<tr>
<td>2015</td>
<td>18,073,639</td>
<td>6,649,340</td>
<td>24,722,979</td>
</tr>
</tbody>
</table>

The change in employee out-of-pocket costs are in the 5% range over the previous year in both 2014 and 2015. When these contributions are combined with premium and university contributions, the full cost of medical plans can be examined below in Table 3.

Table 3: Cost-sharing of total health care contributions between the university and employees

<table>
<thead>
<tr>
<th>CALENDAR YEAR INFORMATION</th>
<th>Total Health Care Cost (% change)</th>
<th>Employee Premium and Out-Of-Pocket Contributions (% change)</th>
<th>Net University Cost (% change)</th>
<th>University % Share of Total Health Care Cost (% change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>240,027,893</td>
<td>63,518,244</td>
<td>176,509,649</td>
<td>73.5%</td>
</tr>
<tr>
<td>2014</td>
<td>243,936,191</td>
<td>66,204,906</td>
<td>177,731,285</td>
<td>72.9%</td>
</tr>
<tr>
<td>2015</td>
<td>260,959,178</td>
<td>70,009,921</td>
<td>190,949,257</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

Health care costs have increased each of the last two years as reported in Table 3. Both employee (5.7%) and university (7.4%) contributions experienced increases from 2014 to 2015. From 2013 to 2014, the university contribution remained relatively flat at 0.7%, while employee contributions had a 4.2% overall increase with 3.7% premium and 5.0% out-of-pocket increases.

For 2013, 2014, and 2015, cost-sharing between the university and the employee fell short of the guiding 75% - 25% principle. The university share ranged between 72.9% to 73.5% and the employee share ranged between 27.1% to 26.5%. An employee 25% share in 2015 would equal a total contribution of $65,239,794, indicating that employees contributed $4,770,127 in excess of the cost-sharing goal expressed by principle 4. A contributor to the imbalance is the higher projected costs budgeted each year that are used to set premiums. To implement the cost-sharing Principle Four accepted by the President in 2016, the design of future plans should attempt to
remedy the imbalance in cost-sharing between the university and employees evident over 2013-2015 plan years.

**Health Plan Benefit Changes for 2017**

The total allowed medical costs for calendar year 2017 are projected to increase to $262,030,000, continuing the Penn State self-insured group trend of 4.1% in yearly increases since 2011. The 2017 projection is 7.6% over the projected costs of $243,443,000 for 2016. The medical plan costs and cost-sharing projections used to develop the 2017 plan design and contribution levels are in Table 4 below.

Table 4: 2017 Medical Health Plan Cost Projections

<table>
<thead>
<tr>
<th>CALENDAR YEAR INFORMATION</th>
<th>2016 Projected Costs</th>
<th>2017 Projected Costs if Plans remained the same</th>
<th>2017 Projected Costs with Plan changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of Allowed Charges</td>
<td>$243,443,000</td>
<td>$262,919,000</td>
<td>$262,030,000</td>
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<tr>
<td>PPO Blue Plan Cost Share</td>
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<tr>
<td>Participant OOP</td>
<td>8.6%</td>
<td>8.6%</td>
<td>11.2%</td>
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<tr>
<td>Premium Contributions</td>
<td>18.1%</td>
<td>18.1%</td>
<td>16.8%</td>
</tr>
<tr>
<td>HSA seed</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Penn State Cost Share</td>
<td>73.3%</td>
<td>73.3%</td>
<td>72.1%</td>
</tr>
<tr>
<td>PPO Savings Plan Cost Share</td>
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</tr>
<tr>
<td>Participant OOP</td>
<td>13.7%</td>
<td>14.1%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Premium Contributions</td>
<td>7.1%</td>
<td>7.1%</td>
<td>8.8%</td>
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<tr>
<td>HSA seed</td>
<td>4.7%</td>
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<td>5.0%</td>
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<tr>
<td>Penn State Cost Share</td>
<td>74.5%</td>
<td>74.5%</td>
<td>70.1%</td>
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<tr>
<td>Contribution by University</td>
<td>$181,124,000</td>
<td>$195,438,000</td>
<td>$190,717,000</td>
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<td>Employee</td>
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<td>$67,481,000</td>
<td>$71,313,000</td>
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<td>Cost Sharing</td>
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<td>Employee % share</td>
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<td>25.7%</td>
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<td>Increase in Overall Costs</td>
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<tr>
<td>University</td>
<td>7.3%</td>
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<td>-2.4%</td>
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<tr>
<td>Employee</td>
<td>7.6%</td>
<td></td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Given the projected increase in overall medical plan costs for 2017, the plan changes to the PPO Blue and PPO Savings plans were reviewed by the committee and evaluated using the 75% university - 25% employee cost-sharing principle. The committee noted an increase to the PPO Savings plan premiums and out-of-pocket contributions that bring the overall employee contribution to 24.8% for 2017, up from the 20.8% contribution in 2016, bringing this plan closer to the guiding principle. This change was in response to a question of disparity raised by
the Faculty Senate to establish more parity between the PPO Blue and PPO Savings plan contribution strategies. The committee noted the effort to keep PPO Blue plan premiums at prior year levels, and recognized the need to increase out-of-pocket contributions that have remained the same for many years in order to keep the medical plans affordable and competitive. The changes do increase total projected employee contributions under the PPO Blue plan from 26.7% in 2016 to 28.0% in 2017.

The increased contributions for the projected 2017 plan design are very favorable in comparison to the 2015 actual costs and contributions. The 2017 plan design increases projected employee contributions in the PPO Savings plan closer to the desired 25% cost sharing for employees, but also increases the employee contributions to the PPO Blue plan 3% above the 25% contribution target. The overall employee contribution of 27.2% in the 2017 plan exceeds the guiding principle cost share of 75% university and 25% employee contribution. This 2017 projected employee cost share of 27.2% is similar to the range of 26.5% -- 27.1% for contributions made by employees to the actual costs in 2013, 2014, and 2015 as reported in Table 3. The lower contribution of 25.6% projected for 2016 in Table 4 may be the result of an overall lower total medical cost projected for the 2016 calendar year. It will be important to continue monitoring the actual cost share contributed by employees and for the university to make an effort to migrate closer to the 75%/25% cost-sharing objective outlined in the guiding principles.

The committee also discussed various contribution strategies, different salary caps for indexing, and different ways to support employees at lower salary levels, including an indexed Health Savings Account and Flexible Spending Account contribution by the university. The committee examined pharmacy costs which are expected to increase to 25% of plan costs by 2018. In 2015, pharmacy costs increased 14.6% overall, with the specialty drug costs increasing by 38.5%.

Specific changes for health care plans effective January 1, 2017 include:

- **PPO Blue Plan**
  - Premium formulas (percent of salary) remain the same.
  - Deductibles increase for individual from $250 to $375, and for all other plan tiers from $500 to $750.
  - Out-of-pocket maximums (excluding deductible) increase for individual from $1,000 to $1,250, and for all other plan tiers from $2,000 to $2,500.
  - Co-pay increases for office visits from $10 to $20, for specialist visits from $20 to $30, and for urgent care from $20 to $30. Emergency room copays remain at $100.
  - Co-insurance rates remain the same.
  - The separate pharmacy deductible increases from $1,000 for individual/$6,000 per family subscriber to $2,000 per member/$8,000 per employee subscriber.

- **PPO Savings Plan**
  - Premium formulas (percent of salary) increase for monthly contributions for each tier:
    - Employee only from 0.52% to 0.63%
    - Employee plus spouse from 1.25% to 1.53%
Employee plus child(ren) from 1.16% to 1.42%
Family from 1.60% to 1.95%
- Deductibles increase for individual from $1,300 to $1,600, and for all other plan tiers from $2,600 to $3,200.
- Out-of-pocket maximums (excluding deductible) decrease for individual from $2,100 to $1,975, and for all other plan tiers from $4,200 to $3,950. Federal limits on out-of-pocket maximums establish a minimum amount for high-deductible plans at $3,575 for individual plans and $7,150 for family plans.
- Co-insurance rates remain the same for retail and mail order generic drugs, but increase for other pharmacy costs from 10% to 20% for formulary and 40% for non-formulary, retail or mail order, and the additional cost for specialty drugs at 20% with a $65 minimum for formulary and 40% with a $100 minimum for non-formulary.
- The Health Savings Account Seed contributed by the university to the employee remains the same at $400 individual/$800 family for those earning over $60,000, but increases to $600 individual/$1,200 family for those earning $60,000 or less.

- Dental Plan
  - Premiums remain the same and the annual maximum remains at $1,500 per member covered.
  - Annual deductibles increase from $0 for in-network and $25 individual/$50 family for out-of-network to $50 individual/$150 family for both in and out of network services, excluding Class I diagnostic and preventive services.
  - Co-insurance remains the same for in-network services, but decreases for out-of-network services from 80% covered to 60% covered for Class II basic services, and from 60% covered to 50% covered for Class III major services.
  - Orthodontics remains the same for all subscribers.

- All other coverages remain the same.

2017 Benefits Open Enrollment is November 1, 2016-November 18, 2016 with all changes effective January 1, 2017.

**Retiree Healthcare Billing**

Retiree medical insurance billing is now administered by Lifetime Benefits Services, who also administers COBRA payments. Retirees can now have quarterly billing or monthly automatic withdrawals for their health care premiums.

**Laboratory Services**

Penn State is conducting an awareness campaign, communicating a lower cost lab services option beginning in September, 2016. Quest Services will establish offices within 5 miles of every university campus location, and offer online appointment scheduling to expedite visits for routine laboratory services. The committee reviewed this development with specific attention to access and affordability for employees.

**Acute Care Center on the University Park Campus**
An acute care clinic will be run by the College of Nursing in collaboration with Hershey Medical Group and the Office of Human Resources and plans to be open in January 2017. The center will offer walk-in acute care initially, and provide additional services in 2017. The center will be a model for the development of other centers at other University campuses.

**Carry-over for Flexible Spending Accounts**

The committee examined data on the utilization of Flexible Spending Accounts for 2013, 2014, and 2015 through November 3, 2015, and the amounts forfeited back to the university at the end of each calendar year. The university decided to begin providing carry-over to the maximum amount of $500 permitted by the IRS.

**Changes to TIAA retirement funds and the refund of service fees to participating employees**

TIAA is paid recordkeeping fees to administer the Alternate Retirement Plan and tax-deferred annuities. Some funds share revenue from which the administration costs are paid to TIAA. Excess revenues are reallocated to participants. Prior to 2015, the reallocation was done on the basis of account balances for all participants, regardless of what funds in which they were invested. Beginning with the last reallocation in 2015, reallocation was directed to just those participants who participated in revenue generating investments. It is the case that the TIAA fees are paid by just those participants who invest in revenue generating funds. The committee felt it was a good decision that just those participants in revenue generating funds shared in the reallocation based on their account balances in those funds. Because of the existing individual contracts for TIAA and CREF investments, it is not possible to separate out revenue sharing provisions for certain funds in order to equitably distribute the cost of TIAA’s administration fee across all TIAA participants, rather than just those who choose to invest in those particular revenue sharing funds. Not all fund choices share revenue. The Retirement Oversight Committee, as required by federal regulations, guides these decisions, adhering to its Investment Policy Statement and Committee Charter. The industry is heading towards no revenue sharing and a fee distributed across all participants. The Retirement Oversight Committee has recently negotiated lower administrative fees with TIAA.

**Central funding for health and well-being programs at all campus locations**

Central funding for health and well-being programs at all campus locations ended in the Spring 2016 semester. Wellness Ambassadors continue to be advocates at each location and activities are locally directed and funded.

**Benefit Changes under Consideration at this Time**

**Adding a Short-Term Disability Program**

The university does not currently offer a short-term disability insurance program because of the relative generous sick leave policy and prohibitive costs which were recently evaluated. However, new hires without leave accumulation may have a gap between a disability and the
Long Term Disability benefits that being after a 180 day elimination period. A request for proposal will be initiated in early 2017 to be effective January 1, 2018, which will also include life insurance, accidental death and dismemberment, and the potential offering of short-term disability benefits. A relevant change to the policy on donating vacation days is being piloted, when employees within the same budget line only can donate sick leave as well as vacation time to fellow employees who are experiencing an emergent medical need have expended all of their sick leave and vacation time.

**Addition of eligible dependents over whom employees and/or spouses are legal guardians**

A child for whom you and/or your spouse is legal guardian has been added as benefit eligible dependents beginning January 1, 2017. The estimated costs for this change is between $500,000 and $1,000,000. A comparison with peer institutions found Penn State to be an exception to the vast majority.

**Topics Discussed with No Change at this Time, or for Informational Purposes**

**Healthcare Provider Contract Negotiations**

The Joint Committee on Insurance and Benefits also discussed the Highmark contract that will expire at the end of 2017. Beginning fall 2106, the University will embark on a bidding process with other healthcare vendors to provide third party claims processing services. The RFP process will be supported by an external consultant and include University Faculty Senate consultation. The possibility of multiple providers for specific health care services, geographic areas, and pharmacy services will be explored through the RFP process.

**Retirement health care plan for post 2010 hires**

Employees hired after January 1, 2010 are enrolled in a TIAA managed retirement account and accumulate savings for retiree healthcare. Currently these employees receive $144 per month and are vested at age 60 with 25 years of service, or age 65 with 15 years of service. The university is considering changes in the vesting that would make the benefit more competitive for hiring new employees.

**Health Care Advisory Committee University Wide Survey Results**

At the beginning of the Fall 2015 semester, the Employee Benefits Division surveyed all employees enrolled in medical benefits with the university, with nearly a 30% response rate. The survey requested responses on their decision-making process when it came to selecting their medical coverage, risk tolerance and preferred approach to saving for future healthcare costs. The committee discussed the results of quantitative and qualitative analyses of the responses by survey participants, their relevance for future health care plan design, and how to report survey results to the University Faculty Senate and the university community.

**Support for employees to participate in health and well-being activities during the workday**
The committee discussed a potential policy change to HR 34 that would specify the ability of employees in all units to participate in health and well-being activities 3 hours each week. If all employees could not have a benefit of work time allocated to health and well-being activities, perhaps it could be extended to those with specific health needs, such as those who were newly diagnosed with a condition or had experienced a health event for which exercise and healthy behaviors are essential. Reinforcing policies allowing flextime and more flexibility for exempt and non-exempt staff was discussed as a way to enable staff to engage in health and well-being activities.

JOINT COMMITTEE ON INSURANCE AND BENEFITS, 2015/2016
- Larry C. Backer
- Sheila Cartwright
- Susan McGarry Basso
- Joseph J. Doncsecz
- Nyriis D. Hinton
- Krishna Jayakar
- Peter C. Jurs
- Cassandra Kitko
- Jonathan M. Light
- Jamie Myers, Chair
- James A. Miles
- Jill M. Musser
- Willie Ofosu
- Ira J. Ropson
- Gregory Stoner
- Jeremy Warner

SENATE COMMITTEE ON FACULTY BENEFITS
- Susan McGarry Basso
- Renee Borromeo, Chair
- Victor Brunsden
- Amy Dietz
- Mark Horn
- Peter Jurs
- Cassandra Kitko
- James Miles
- Jamie Myers
- Willie Ofosu
- Erica Smithwick, Vice-Chair
- Greg Stoner
SENATE COMMITTEE ON OUTREACH

Science-U and the Eberly College of Science Outreach Office

(Informational)

Michael J. Zeman, Director of Science Outreach in the Eberly College of Science will deliver a presentation on “Science U” as a model for delivering academic science content to K-12, engaging current PSU faculty and undergraduates in delivery, inspiring the next generation of STEM (Science, Technology, Engineering, and Math) professionals, and serving as a recruitment tool for future undergraduate students. Appendix 1 provides the slides for the presentation.

SENATE COMMITTEE ON OUTREACH

- Richard Brown
- Dennis Calvin
- Jill Eckert
- Brad Garrett
- Terry Harrison
- Alex Hristov
- Beth King, Vice Chair
- Lisa Mangel
- John Potochny
- Rama Radhakrishna
- Elizabeth Seymour, Chair
- Cristina Truica
- Craig Weidemann
Eberly College of Science
Science Outreach Office
Program Overview and Future Outlook

October 18th, 2016

Agenda

• Outreach Office Mission and Goals
• Our Impact: 2014 - Today
• Overview of Programs, Events, and Activities
• Way Forward
LOCAL Reach 2014-16
Exploration-U Family Science Nights – BEA, Bellefonte, Centre Hall Elem, PA Cyber, SCASD
Think Outside the Beaker After School Program – Bellefonte MS Students

STATE-WIDE Reach 2014-16
Haunted-U
Expanding Your Horizons STEM Career Day for Girls
Insoluble Science Challenge Applicants
### Outreach Office Mission and Goals

#### ECOS MISSION (STRATEGIC PLAN 2015-2020)

- **Advancing frontiers of knowledge in basic science through research**
- **Enabling PSU students to seek high levels of intellectual and personal growth**
- **Share knowledge with the public to improve comprehension of science and bring benefits of science to society**

#### OUTREACH MISSION

- **Support and empower faculty in the efficient planning and implementation of compelling Broader Impacts activities**
- **Engage PSU students in experiential learning opportunities that enhance their personal and professional development**
- **Develop and sustain community partnerships and programs that increase public science appreciation and comprehension**

#### 2015-2016 OUTREACH GOALS

<table>
<thead>
<tr>
<th>2015-2016 OUTREACH GOALS</th>
<th>Faculty BI</th>
<th>Students</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a user-friendly resource center that will enable ECOS faculty and graduate students to efficiently plan compelling Broader Impacts activities</td>
<td>✔️ ✔️ ✔️</td>
<td>✔️ ✔️ ✔️</td>
<td></td>
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<tr>
<td>2. Assist PSU student volunteers and paid staff in developing metacognitive self-assessment skills, in addition to traditional Science Outreach skills</td>
<td>✔️ ✔️ ✔️</td>
<td>✔️ ✔️ ✔️</td>
<td></td>
</tr>
<tr>
<td>3. Collaborate with faculty, staff, and students to increase the impact and rigor of Science Outreach programs and events</td>
<td>✔️ ✔️ ✔️</td>
<td>✔️ ✔️ ✔️</td>
<td></td>
</tr>
<tr>
<td>4. Improve and/or implement programs to increase science career pathway awareness, excitement, and access for underrepresented groups in STEM</td>
<td>✔️ ✔️ ✔️</td>
<td>✔️ ✔️ ✔️</td>
<td></td>
</tr>
<tr>
<td>5. Continue to broaden the reach of Science Outreach programs through both in-person events and digital platforms</td>
<td>✔️ ✔️ ✔️</td>
<td>✔️ ✔️ ✔️</td>
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</tr>
</tbody>
</table>
Our Impact: 2014 – Today

**Faculty BI**
- Worked with ECOS faculty on Broader Impacts activity planning/implementation: 26
- Written into successful NSF grants led by ECOS faculty: 8
- “Planning Broader Impacts is often a last-minute scramble for faculty. That’s why Science Outreach is important – it provides an infrastructure for them to use.”

**Students**
- Engaged: 924 Penn State students as staff/volunteers
- ~52% of these are ECOS students
- Science-U student staff regularly report growth in science communication and teaching skill areas
- “Science-U is not just a summer camp. It really becomes a family of excellent Penn State students and staff who want nothing more than to share our passion for science with young future scientists.”

**Community**
- Reached: 3106 students and 1201 adults through core programs
- 96% of surveyed Exploration-U attendees agreed that the event got them excited about science!
- “This week [at Science-U] helped my child become more focused on what science program he may want to choose. It also definitely helped my child decide that his future college career will be at Penn State!!”

---

Our Main Programs and Events

**Introductory**
- **Exploration-U**
  - A University Science Camp
  - Faculty BI, Students, Community
  - Average Annual Participation*: 1181

- **Haunted-U**
  - A Haunted Science Camp
  - Students, Community
  - Average Annual Participation*: 82

**Exploratory**
- **Expanding Your Horizons**
  - All-STAR! Science Day for Girls
  - Faculty BI, Students, Community
  - Average Annual Participation*: 86

- **Think Outside the Beaker**
  - Faculty BI, Students, Community
  - Average Annual Participation*: 29

**Immersive**
- **SCIENCE-U**
  - Penn State Summer Science Camp
  - Faculty BI, Students, Community
  - Average Annual Participation*: 120

- **SEECOS**
  - Science Experience at the Co-Op
  - Faculty BI, Students, Community
  - Average Annual Participation*: 31

---

# Introductory Event Highlight: Exploration-U Bald Eagle

Exploration-U events are family science nights where groups from PSU and the community set up interactive tables to engage attendees in STEM. The Bald Eagle date was Feb 25, 2016.

<table>
<thead>
<tr>
<th>WHO ATTENDED:</th>
<th>WHO CONTRIBUTED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>423 total attendees from Bald Eagle, which has 38.2% BEASD enrollment in free/reduced lunch vs. 13.4% in State College</td>
<td>Where Exhibitors Came From: 27 total exhibitor groups</td>
</tr>
</tbody>
</table>

## THE IMPACT:

100% of surveyed student and community volunteers felt that participating in the event influenced their understanding of the positive difference they can make through science outreach.

"I enjoyed having an opportunity to reach a new (to me) audience that is less well-served by the Penn State science education and outreach community."

# Exploratory Event Highlight: Expanding Your Horizons

EYH is a STEM Career day that connects middle and high school girls to STEM possibilities through mentorship and interactive workshops. EYH 2016 took place on Jan 30, 2016.

<table>
<thead>
<tr>
<th>WHO ATTENDED:</th>
<th>WHO CONTRIBUTED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>133 girls in grades 6-11 came to EYH from across 18 PA counties</td>
<td>Faculty and students from across Penn State led interactive sessions throughout the day</td>
</tr>
</tbody>
</table>

## THE IMPACT:

95% of surveyed attendees said they would recommend EYH to a friend, sharing comments such as:

"I would recommend this event because before I came here I thought I wasn’t very good at science but I learned how capable I am and that I am good at science."

"It was very enjoyable and educational and made me want to pursue a career in science"
**Immersive Event Highlight: Science-U Summer Camps**

Science-U summer camps are 1-week camps designed to develop critical thinking skills and interest in STEM in all campers. The information below applies to Summers 2014 and 2015.

**WHO ATTENDED:**
- 941 campers from grades 2-12 attended
- 49% female
- 12% URM

**WHO CONTRIBUTED:**
- 72 PSU student staff and volunteers
- 49% ECOS students
- 24 Faculty Directors and Instructors
- 63% ECOS faculty

**THE IMPACT + WHAT’S NEXT FOR 2016:**
- 87% of surveyed 4th-12th grade campers said their camp experienced helped further their understanding of science.

"Science-U provided me with the opportunity to test my science knowledge while developing pedagogical skills. These will be applicable in many different areas of my life..."

The 4-phase staff training and on-the-job experiences prepare PSU students for success in college and beyond.

**Coming in Summer 2016**
- 2 new mini-camp experiences for students on the autism spectrum and students with visual impairment!

---

**Faculty – Broader Impacts**

**Current Faculty BI Programs/Partnerships:**
- Partnership with MRSEC for Science Leadership Camp
- $15K Annual Scholarships
- 35.6% URMC HS Students
- Involvement of ECOS faculty across the full spectrum of Science Outreach events in roles such as:

**New Broader Impacts Activities:**

**Broader Impacts Resources Center**
- Creating online resource center to assist faculty with BI planning/implementation
- Development of rigorous assessment tools that could lead to publications
- Working with a user group to design based on concrete needs

**National Broader Impacts Development**
- Presenting at National Alliance for Broader Impacts meeting (April)
- Hosting Broader Impacts workshop for faculty (May)
- Presenting at Huck Life Science Symposium (May)

**Engaged Scholarship**
- Working with the Office of Science Engagement to improve Engaged Scholarship opportunities for students
- Coordinating with the Council on Engaged Scholarship
Penn State Students

Current Student Involvement:

- PSU Student Involvement in Science Outreach Programs

Other Student-Centered Activities:

- Updating Staff Training and Evaluation
  - Rigorous 4-part training including online, in-person, and on-the-job elements

- “Scaling the Scholarship” Initiatives
  - Chem 297A: Service Learning in Chemistry
  - Biology 497X: Science Outreach and Communication
  - Internships: Science, Marketing, Communications, Science Education, and Elementary Education

- Student Staff/Volunteer Profile Portal
  - Purpose: To encourage self-assessment that contributes to future career success

- Even though this event was for the middle school/high school girls, I myself gained a little more confidence in myself and my ability to succeed. (EYH Mentor quote)

Community

Current Community Impact:

- Participation of Youth in Science Outreach Programs

Key Projects to Broaden Community Impact through Digital Platforms:

- WPSU Videos
  - Five 60-90s videos produced and distributed via PBS channels, reaching thousands of viewers
  - Educator resources to go with the videos
  - Going forward – seeking funding in order to continue creating videos (K-5 and MS levels) and target marginalized groups

- Even though this event was for the middle school/high school girls, I myself gained a little more confidence in myself and my ability to succeed. (EYH Mentor quote)

- These short bites of science are engrossing and communicate Big ideas in science with clarity and fun!
  - Richard Hudson, Director of Science Production, Twin Cities Public Television

Exploration-U Events (2014-Today)
- Involved 29 K-12 teachers from 3 school districts and reached 1201 adult attendees
Going Forward

- Develop Broader Impacts Resource Center for faculty
- Evolve quality and value of Penn State student staff/volunteer experience during Outreach programs and events
- Increase reach of programs to marginalized groups

APPENDIX
### All Programs and Events

<table>
<thead>
<tr>
<th>Program or Event</th>
<th>Faculty BI</th>
<th>Students</th>
<th>Community</th>
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</thead>
<tbody>
<tr>
<td><strong>INTRODUCTORY</strong></td>
<td></td>
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</tr>
<tr>
<td>Exploration-U</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Haunted-U</td>
<td>✔</td>
<td>✔</td>
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<td>THON Wish</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>School Visits</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Tabling Events (Summer Youth Fair, PA Military Family Child Day, USA Science and Engineering Festival, Central PA Festival of Arts Children’s Day)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>EXPLORATORY</strong></td>
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<td></td>
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<tr>
<td>EYH</td>
<td>✔</td>
<td>✔</td>
<td></td>
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<tr>
<td>Think Outside the Beaker</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Teacher Workshops (collaboration events)</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>PSU Campus Visits</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Insoluble Science Challenge</td>
<td>✔</td>
<td>✔</td>
<td></td>
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<tr>
<td>Polar Day (collaboration event)</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td><strong>IMMERSIVE</strong></td>
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<tr>
<td>Science-U</td>
<td>✔</td>
<td>✔</td>
<td></td>
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<tr>
<td>SEECoS</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

### ECOS Faculty Involvement (Jan 2014 – Mar 2016)

**Astronomy and Astrophysics:**
- Charlton, Jane
- Eracleous, Mike
- Luhman, Kevin

**Biochemistry and Molecular Biology:**
- Delehoy, Meredith
- Datta, Arup
- Hanna-Rose, Wendy
- Howell, James
- Ko, Teh-Hsi
- Li, Zh-Chun
- Miyashiro, Tim
- Nho, Melissa
- Snider, Carl

**Biology:**
- Anderson, Charlie
- Asarnow, Sally
- Axel, Mike
- Baums, Baina
- Brethauer, Victoria
- Cattadori, Isabella
- Gong, Chen
- Hines, Heather
- Hughes, David
- Ing, Timothy
- Laskoszewski, Todd

**Biology (cont):**
- Longhido, Tracy
- Liu, Aron
- Makos, Janelle
- Ma, Yangwen
- Medino, Monica
- Richter, Kristin
- Salamone, Marcel
- Schaefer, Steve
- She, Katrina
- Strauss, James
- Thomas, Graham
- Vanderghe, Kurt
- Waten, John

**Chemistry:**
- Asbury, John
- Boddy, John
- Beck, Phil
- Beatty, David
- Bortynskyi, Jacek
- Freedman, Mike
- Janzen, Lance
- Kaiser, Joe
- Lee, Ben
- Malikal, Tom
- Miao, Ali
- Mihaljek, Brad
- Phillips, Scott
- Radovick, Alexander
- Rizk, Sheryl
- Van der Sluys, Lori
- Williams, Mary Beth

**Forensics:**
- Holland, Mitchell
- McHenry, Ian
- Roy, Reena
- Smith, Jennifer

**Math:**
- Bauer, Andrew
- Baruah, Drupi
- Carroll, Vincent
- Grenander, Kristen
- Henderson, Diane
- Lew, Mark
- Nguyen, Tran
- Schweidel, Karl
- Seelen, James
- Shen, Wen
- Tsubokahira, Sergey
- Zelt, David

**Statistics:**
- Bobo, Inen
- Chou, Yisong
- Lock Morgan, Kari

**Physics:**
- Albert, Pete
- Crego, Vincent
- DeYoung, Tyce
- Gamelle, Yada
- Kim, Hoping
- Leblond, Louis
- Liu, Chongning
- Lu, Ying
- Mck, Ena
- Shandera, Sarah
- Tardos, Mauric
- Van Hoek, Stephen
Faculty Involvement By College  
(Jan 2014 – Mar 2016)

<table>
<thead>
<tr>
<th>College</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECOS (Eberly College of Science)</td>
<td>85</td>
</tr>
<tr>
<td>AGSCI (College of Agricultural Sciences)</td>
<td>1</td>
</tr>
<tr>
<td>CEMS (College of Earth and Mineral Sciences)</td>
<td>5</td>
</tr>
<tr>
<td>ED (College of Education)</td>
<td>2</td>
</tr>
<tr>
<td>ENGR (College of Engineering)</td>
<td>15</td>
</tr>
<tr>
<td>HHD (College of Health and Human Development)</td>
<td>1</td>
</tr>
<tr>
<td>LA (College of the Liberal Arts)</td>
<td>2</td>
</tr>
<tr>
<td>IST (College of Information Sciences and Technology)</td>
<td>1</td>
</tr>
<tr>
<td>NURSING (College of Nursing)</td>
<td>0</td>
</tr>
<tr>
<td>COMM (College of Communications)</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>112</strong></td>
</tr>
</tbody>
</table>

Student Organization Involvement  
(Jan 2014 – March 2016)

- 3-D Printing Club
- American Helicopter Society, Penn State Chapter
- American Institute of Chemical Engineers (AICHE) – Penn State Chapter
- Academic and Experimental Organization for Neuroscience Students (AXIONS)
- Biology Graduate Student Association
- Biomedical Engineering Society (BMES)
- Institute of Electrical and Electronic Engineers (IEEE) – Penn State Chapter
- Department of Astronomy & Astrophysics and Astronomy Club
- ECOS Student Council
- Ecology Graduate Student Organization
- Engineering A Sustainable World – Penn State Chapter
- Engineering Ambassadors
- Engineering Graduate Student Council
- Engineers Without Borders – Penn State Chapter
- Forensic Science Club
- Graduate Women in Science
- LionTech Rocket labs
- Material Advantage - Penn State Chapter
- Materials Science Student Society
- Nittany Chemical Society
- Penn State Acoustic Society of America (ASA) Student Chapter
- Penn State Advanced Vehicle Team
- Penn State Chemistry Graduate Student Council
- Penn State Entomology Graduate Student Association
- Penn State Food Science Club
- Penn State Lunar Lion Team
- Penn State Postdoctoral Society
- Penn State SPIE OSA Student Chapter
- Penn State Teach Ag! Avengers
- Physics and Astronomy for Women (PAW)
- Pre-Vet Club
- Science LionPride
- Society of Hispanic Professional Engineers - Penn State Chapter
- Society of Women Engineers – Penn State Chapter
- Student National Medical Association - Penn State Chapter
- Student Pennsylvania State Education Association- STEMpsu
- Women in IST (WIST)
- Women in Nuclear (WIN)
SENATE COMMITTEE ON ADMISSIONS, RECORDS, SCHEDULING, AND STUDENT AID

New Members Orientation

(Informational)

This document is a reference that provides information about the structure and function of the Admissions, Records, Scheduling, and Student Aid Membership

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

Selection:
By the Committee on Committees and Rules

Duties (from Senate Standing Rules, Article II, Section 6 b)
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.

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.

**Mandated reports: none.** ARSSA shall send its Informational Reports to the Senate Council. However, when reading through Senate policy and the Academic Administrative Policies and Procedures Manual (AAPPM), there are several mandated reports:

a. Reserved Spaces Report
b. Faculty Senate Scholarship Report
c. Priority Enrollment Report
d. High School Students Enrolled in Nondegree Credits

ARSSA 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.
Relevant AD policies, HR Policies, or Faculty Senate Academic Policies and Procedures that are routinely used or referenced by ARSSA:

Almost any Senate policy referencing undergraduate education could be sent to ARSSA to examine/update.

Liaison with other Senate, Administrative, Special or Joint Committees

1. ARSSA works with the chair of the UE and the chair of SCCA of the senate to co-sponsor legislation.
2. ARSSA works closely with the Office of Undergraduate Education to work through the updating of AAPPM when there are questions regarding a change in senate policy. Many of the “mandated” ARSSA reports are mentioned in the AAPPM.

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

- Charles Abdalla
- Steven Andelin
- Martha Aynardi
- Daniel Beaver
- Clark Brigger
- Wei-Fan Chen
- Madhuri Desai
- Maura Ellsworth
- Galen Grimes
- Anna Griswold
- Michel M. Haigh, Chair
- Harold Hayford, Vice Chair
- Robert Kubat
- Themis Matsoukas
- George Samuel
- Douglas Wolfe
SENATE COMMITTEE ON CURRICULAR AFFAIRS

New Member Information

(Informational)

The purpose of this document is to provide a brief overview of duties, membership, subcommittee structure, and relevant policies often cited by members of the Senate Committee on Curricular Affairs. Additional documents are provided to members to assist with conducting undergraduate curricular reviews and understanding the scope of the undergraduate curricular process.

Duties
The Committee on Curricular Affairs shall review, evaluate, and approve or reject all program, course and curriculum proposals, including proposals to limit program enrollment submitted by the various departments, colleges, and other appropriate units of the university. The Committee 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, General Education, Integrative Studies, Retention and Transfer, United States and International Cultures, and Writing. It 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 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.

Membership
Senate Committee on Curricular Affairs membership is selected by the Committee on Committees and Rules and is comprised of the following members (http://senate.psu.edu/senators/standing-committees/curricular-affairs/members/):

- At least seventeen (17) elected senators: one from each college at University Park, and one each from Abington, Altoona, Berks, Erie, Harrisburg, and the University College
- Two (2) undergraduate student senators
- A member of Administrative Council on Undergraduate Education (ACUE)*
- Dean of University Libraries and Scholarly Communications or representative*
- Chair of Graduate Council Committee on Programs and Courses*

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

Membership Responsibilities
Members of the Senate Committee on Curricular Affairs are expected to:

- Represent his/her college and disciplinary community in the review of all proposals and reports brought before SCCA

[Appendix R 10/18/16]
Thoroughly review curriculum proposals from his/her college before signing and be prepared to speak on behalf of the proposals as they are reviewed (i.e. in SCCA meetings and on-line)

Review curriculum proposals from other colleges and disciplines for impact on his/her college and disciplinary community

Review and approve proposals on-line and add comments in a timely fashion adhering to communicated deadlines

Serve on at least one standing SCCA subcommittee

Assist in the resolution of holds placed on proposals from his/her college

Disseminate Senate information and curriculum actions to college curriculum committee, faculty, administration, and University community

Members must be familiar with course review system(s) for the review of proposals on-line

Monitor and review 5-year drops

Standing Subcommittees

The Senate Committee on Curricular Affairs has six (6) standing subcommittees.

1. Bachelor of Arts Requirements Subcommittee is comprised of eleven (11) members including a faculty member from each college that offers the Bachelor of Arts (BA) degree. The subcommittee duties include: reviewing BA course proposals; monitoring and reviewing all BA requirements; and considering recommendations for changes in these requirements.

2. General Education Subcommittee is led by the SCCA vice-chair and is comprised of nine (9) members including at least one member with expertise in GWS, GQ, GA, GH, GHW, GN, and GS, at least one non-University Park member, and a representative from the Undergraduate Education Committee. The subcommittee duties include: monitoring the General Education Program and making recommendations for assuring the delivery of effective general education as mandated in the General Education legislation; reviewing all General Education course proposals and forwarding recommendations to the SCCA; and developing, revising, and editing official University publications that provide information about General Education.

3. Integrative Studies Subcommittee is led by the SCCA vice-chair and is comprised of at least three (3) members of the General Education Subcommittee, at least one member with expertise in GWS, GQ, GA, GH, GHW, GN, and GS, at least one non-University Park member, and a representative from the Undergraduate Education Committee. The subcommittee duties include: overseeing the implementation of the Integrative Studies requirement in the undergraduate curriculum; periodically reviewing and revising, as necessary, guidelines for courses intended to fulfill this requirement; and accepting and reviewing proposals for integrative coursework year-round and forward recommendations to the SCCA.

4. Retention & Transfer Subcommittee is comprised of five (5) members including representatives from the University Registrar, Undergraduate Education Committee, and Senate Committee on Admissions, Records, Scheduling, and Student Aid. The subcommittee duties include: reviewing, making recommendations and monitoring 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.

5. United States and International Cultures Subcommittee is comprised of ten (10) members
including Vice Provost for Educational Equity, representative for Office of
Undergraduate Education, representative for Undergraduate Education Committee, and
Associate VP for International Programs. The subcommittee duties include: periodically
reviewing and revising, as necessary, guidelines for courses intended to fulfill this
requirement; and reviewing proposals for courses under this requirement and forwarding
recommendations to the SCCA.

6. Writing Subcommittee is comprised of ten (10) members including a representative for
Office of Undergraduate Education, representative for Undergraduate Education
Committee, and the Department of English. The subcommittee duties include:
overseeing and reviewing the implementation of Writing Across the Curriculum in the
undergraduate curriculum; periodically reviewing and revising guidelines for writing-
intensive courses; and reviewing all writing-intensive course proposals and forwarding
recommendations to the SCCA.

Committee Meetings

The SCCA typically meets at 8:30am in 102 Kern Building on the morning of each slated
Faculty Senate assembly, though the committee may occasionally meet approximately one week
prior to expedite the curricular process. Members should expect the SCCA meeting to be
approximately 2 hours in length, and longer if the University Curriculum Report is unusually
large. Due to the complexity of curricular review, the SCCA typically holds an orientation prior
to the start of the Fall semester.

Mandated Report
Senate Curriculum Report, published seven (7) times per year

Relevant Policies and Procedures and Other Resources Routinely Referenced by SCCA
A number of resources are available and may be helpful for the routine operations of the SCCA.
Some commonly referenced materials are listed below.

1. Academic Administrative Policies and Procedures Manual (AAPPM): The AAPPM
(http://undergrad.psu.edu/aappm/) provides guidance on the implementation of Senate
and University policies and procedures concerning undergraduate education. In
particular, some useful procedures include:
   (i) Undergraduate Curricular Procedures (http://undergrad.psu.edu/aappm/P-curricular-
       procedures.html) for programs and courses.
   (ii) Degree Programs, Options, Other Programs (http://undergrad.psu.edu/aappm/M-
        degree-programs.html) such as concurrent majors, intercollege programs, and
        education abroad.
Graduation Requirements (http://undergrad.psu.edu/aappm/L-graduation-requirements.html) such as first-year seminar, entrance to minor, degree audits, and issues of retention.

2. Senate Curriculum Resources and Publications (http://senate.psu.edu/curriculum/): Several resources are available via the Senate website. Useful resources include:
   (i) Guide to Curricular Procedures (http://senate.psu.edu/curriculum/guide-to-curricular-procedures/) addresses issues in curriculum including: majors, minors, and options; course adds, drops, and changes; BA requirements; first-year seminar and engagement; general education; university US/IL and Writing Across the Curriculum; and cites Senate policies regarding curriculum.
   (ii) Curricular Consultation (http://senate.psu.edu/curriculum/guide-to-curricular-procedures/glossary/#consultation-statement) guidelines are housed in the Guide to Curricular Procedures and offer suggested consultation for course and program adds, changes, and drops.
   (iii) Senate Curriculum Reports (http://senate.psu.edu/curriculum/senate-curriculum-reports/) list all programs and course under review for the given time period.
   (iv) Curricular Deadlines (http://senate.psu.edu/curriculum/curricular-deadlines/) are listed for the current academic year including proposal due dates to reach Senate to be published on the current Senate Curriculum Report and SCCA meeting dates.
   (v) The Curricular Flow Process (http://senate.psu.edu/curriculum/26829-2/) is representative of various stages of proposal movement with an appreciation for consultation throughout the university. It is important to note that some departments and colleges may have differing procedures within the initial stages, but the signatory placements are uniform.

3. LionPATH (https://www.lionpath.psu.edu) is useful for viewing current course descriptions and course prerequisites as well as viewing specific campus offerings.

4. Curriculum Review and Consultation System (https://curriculum.psu.edu/) is the system used to submit, review, and perform consultation for all programs and courses.

5. The Division of Undergraduate Studies Undergraduate Advising Handbook (http://handbook.psu.edu/) includes links to abundant information including, but not limited to the AAPPMM, the university bulletin, degree requirements, general education, and faculty senate policies.

SENATE COMMITTEE ON CURRICULAR AFFAIRS
- Asad Azemi
- Michael Bartolacci
- Raymonde Browne
- Colleen Connolly-Ahern
- Michele Duffey, Chair
- Marc Friedenberg
- James Jaap, Co-Vice Chair
- Paul Kalapos
- Lawrence Kass
- Kenneth Keiler
- William Kenyon
• Suzanna Linn, Co-Vice Chair
• Robert Melton
• Judith Ozment
• Timothy Palmer
• Mari Pierce
• Julia Plummer
• Lisa Posey
• Felisa Preciado
• Ljubisa Radovic
• Ling Rothrock
• Robert Shannon
• Richard Singer
• Jennifer Sliko
• Rodney Troester
SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

New Member Orientation

(Informational)

Membership

The membership of the Educational Equity and Campus Environment Committee (EECE) includes:

- University Faculty Senators (from both University Park and Commonwealth Campuses)
- An Undergraduate Student
- A Graduate Student
- A Representative of the Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity
- A Representative of the Commission on Racial/Ethnic Diversity
- A Representative of the Commission for Women
- The Vice Provost for Educational Equity

The EECE achieves much of its duties through collaboration with the Office of the Vice Provost for Educational Equity. In particular the Vice Provost has been of vital importance to the work of the Committee. Also, the three representatives of the Presidential Commissions have moved from simple sharing of information on their respective commission’s activities to being full partners in working on EECE reports. Considering the breadth of the EECE membership, deliberations of matters put before the EECE benefit from a broad array of perspectives.

Policies for EECE Duties

There are no particular policies that serve as the foundation of EECE actions but the following policies and statements serve to guide the EECE.

- Policy AD29 - STATEMENT ON INTOLERANCE (http://guru.psu.edu/policies/AD29.html)
- Policy AD85 - DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT AND RELATED INAPPROPRIATE CONDUCT (http://guru.psu.edu/policies/AD85.html)
- Policy HR01 - FAIR EMPLOYMENT PRACTICES (http://guru.psu.edu/policies/OHR/hr01.html)
- Policy HR09 - REASONABLE ACCOMMODATION FOR UNIVERSITY EMPLOYEES (http://guru.psu.edu/policies/OHR/hr09.html)
- Policy HR11 - AFFIRMATIVE ACTION IN EMPLOYMENT AT THE PENNSYLVANIA STATE UNIVERSITY (http://guru.psu.edu/policies/OHR/hr11.html)
- Nondiscrimination Statement (http://www.psu.edu/dept/aaoffice/statements.htm)
- Statement on Diversity, Equity, and Inclusive Excellence (http://equity.psu.edu/diversity-statement)

Faculty Senate Statement of Duties
The statement of duties for the EECE available at the University Faculty Senate web site (http://senate.psu.edu/senators/standing-committees/educational-equity-and-campus-environment/) is:

The Committee on Educational Equity and Campus Environment, in conjunction with other Senate Committees and other bodies outside of the University Faculty Senate (e.g., Commission on Racial/Ethnic Diversity), will recommend policy and advise the University on activities to improve the campus environment and educational equity across the entire University at all of its campuses. The Committee will initiate joint explorations and investigations with other Senate standing committees to ensure diversity and equity issues are integrated throughout Senate deliberations.

It shall be the Senate advisory body to the Vice Provost for Educational Equity. The purview of the Committee shall include but not be limited to recruitment efforts, admissions policy, housing practices, curriculum review and development, graduation demographics, student life issues and outreach as they relate to matters of equity and diversity. The Committee will not only participate in the current strategic planning activities for the University but will also develop and maintain an action plan for the University Faculty Senate specifically addressing the challenges as outlined in the University’s diversity strategic plans.

Mandated Reports
There are no mandated reports listed in the Committee Priority Form for EECE. Traditionally, the EECE sponsors reports prepared in collaboration with one or more of the President's Commissions for Equity (Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity; Commission on Racial/Ethnic Diversity; and Commission for Women).

SENATE COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT
- Kimberly Blockett
- Julia Bryan, Vice Chair
- Dwight Davis
- Erinn Finke
- Timothy Lawlor
- Robert Loeb, Chair
- John Malchow
- Adam Malek
- Dara Purvis
- Samia Suliman
- Eileen Trauth
- Marcus Whitehurst
Welcome to the Faculty Affairs Committee! Faculty Affairs covers a great deal of ground, all of it of central importance to the work we do as faculty members at Penn State. So you will be engaged in critical discussions that affect a wide range of issues.

As you’ll find on the Senate webpage:

The Committee on Faculty Affairs shall advise the Senate on matters of policy concerning faculty affairs; on matters regarding the cultural, social, and material welfare of the faculty; and on matters affecting the educational environment in which the faculty works. Among the policy matters of concern to the Committee on Faculty Affairs are the following:

(a) faculty appointments
(b) policies on promotions in rank
(c) tenure
(d) policies on leaves including sabbatical leaves
(e) academic freedom
(f) rights and responsibilities including due process
(g) matters of faculty privacy
(h) affirmative action and equal opportunity
(i) faculty development
(j) faculty/student assessment outcomes issues
(k) issues that concern all faculty irrespective of the character of their appointment

We handle this potentially daunting workload by distributing our charges among three subcommittees: Faculty Development (FacDev); Faculty Rights and Privacy (FRPI); and Promotions, Tenure, and Leaves (PTAL). One of our first items of business this year will involve sorting ourselves into these subcommittees and naming chairs for each.

Please send Michael your preferences (first, second, third) by Friday, September 16.

The charges for each committee are generated by Senate Chair James Strauss, working with each committee chair. We then decide which charges are to be delegated to which subcommittee. The committee includes, as its representative from central administration, Blannie Bowen, Vice Provost for Academic Affairs. Vice Provost Bowen is invaluable as a source of policy information and advice, as you’ll see for yourselves over the course of the year.
SENATE COMMITTEE ON FACULTY AFFAIRS

- Michael Bérubé, Chair
- Blannie Bowen
- Michael Bruno
- Delia Conti
- Ann Copeland
- Peter Dendle
- Marcia DiStaso
- N. Christopher Giebink
- Edward Glantz
- Terrence Guay
- Betty Harper
- Patricia Hinchev
- Sharon Holt
- Zaryab Iqbal
- Rosemary Jolly
- Lisa Kitko
- Angela Linse
- Barrie Litzky
- Michael Lobaugh
- Carolyn Mahan
- Marc McDill
- Rajen Mookerjee
- John Nousek
- David Passmore
- Mark Patzkowsky
- Geoff Scott
- Amit Sharma
- Patricia Silveyra
- Stephen Snyder
- Bonj Szczegiel, Vice-Chair
- Jane Wilburne
As for policy: in recent years, this Committee has made major changes to the following:

**AD14**, the review process for administrators (providing post-review feedback to all members of the relevant unit);

**AD77**, the conflict of commitment policy (scaling back an overly broad definition of “conflict” that would have included coaching a youth soccer team or working at a church social);

**HR21**, governing the definitions of academic ranks; to create Fixed-Term Review Committees, elected by and consisting of FT faculty members, to handle promotions within the FT ranks; we also created a third rank beyond that of Senior Instructor / Lecturer (we are asked to revisit this revision this year);

**HR23**, regarding promotion and tenure procedures (increasing the number of permissible stays of the tenure clock from one to two, and expanding the reasons for stays to include adoption and elder care); and,

**HR25**, regarding emeritus status (making FT faculty eligible for emeritus status).

This year the committee will begin with two issues in our Priority Form: one is to revisit **HR21** (definition of academic ranks, [http://senate.psu.edu/senators/agendas-records/march-15-2016-agenda/appendix-k/](http://senate.psu.edu/senators/agendas-records/march-15-2016-agenda/appendix-k/); as accepted by President Barron April 4, 2016); and another to weigh in on **AD88** (Code of Responsible Conduct; [https://guru.psu.edu/policies/AD88.html](https://guru.psu.edu/policies/AD88.html)). Please familiarize yourself with these immediately.

Some other policies potentially relevant to the scope of our committee are:

AD47  General Standards of Professional Ethics  
AD83  Institutional Financial Conflict of Interest  
AD85  Discrimination, Harassment, Sexual Harassment and Related Inappropriate Conduct  
HR06  Types of Appointments (this policy is under review)  
HR09  Reasonable Accommodation for University Employees  
HR16  Leave of Absence without Salary (Other than for Active Military Service or Training)  
HR17  Sabbatical Leave  
HR40  Evaluation of Faculty Performance  
HR64  Academic Freedom (it is worth memorizing this one)  
HR70  Dismissal of Tenured or Tenure-Eligible Faculty Members  
HR76  Faculty Rights and Responsibilities  
HR91  Conflict of Interest

In addition, we are also routinely asked (in conjunction with the Curricular Affairs committee) to approve the renaming, consolidation, or closure of academic programs. These are usually pro forma affairs, even the closures; our most recent involved Penn State Erie, the Behrend College, which requested a P-4 closure of their Bachelor of Arts in Science while maintaining their Bachelor of Science in Science. (We approved of this.) We will circulate all such requests to you via BoardEffect, and ask for a simple yes/no vote within a week or so. Of course, if you have any comments on any of these proposals, they are always welcome.

Looking forward to a very productive year—
SENATE COMMITTEE ON FACULTY BENEFITS

New Member Information

(Informational)

This document is a reference that provides information about the structure and function of the University Faculty Senate Committee on Faculty Benefits.

Membership (Assigned by the Committee on Committees and Rules) (subject to CC&R recommendation and Senate Approval)

(i) At least seven elected faculty senators
(ii) Vice President for Human Resources (non-voting)
(iii) Two additional resource members from the Office of Human Resources (non-voting)
(iv) One retired faculty senator
(v) One representative from the Joint Committee on Insurance and Benefits (JCIB)
(vi) One representative from the Health Care Advisory Committee (HCAC)

Duties (amended from Senate Standing Rules, Article II, Section 6.0) (subject to CC&R recommendation and Senate approval)

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 associated perquisites affecting conditions of faculty employment. It shall maintain liaison with the Joint Committee on Insurance and Benefits (JCIB) and the Health Care Advisory Committee (HCAC).

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.

Relevant AD, HR, or other Policies (subject to change as University policies and programs warrant)

(https://guru.psu.edu/policies/)
Salaries and Compensation
- HR05 - "Regular" and "Nonregular" University Employees (Replaced by HR103)
- HR07 - University Appointments without Remuneration
- HR31 - Determination of Payroll Classification Categories
- HRG05 - 'No-Pay' Days in Lieu of Short-Term Leave of Absence
- HRG06 - Vacation, etc. for Staff Schedules in an Academic Setting
- HR41 - Setting Hourly Wage Payroll Rates for Part-Time and Casual Employees
- HR42 - Payment of Personal Compensation by a State Agency or Department of the Commonwealth
- HR90 - Extra Compensation for Exempt Staff Employees
- HR88 - Full-time Equivalent Appointments

Retirement privileges and benefits
- HR29 - Voluntary Phased Retirement
- HR54 - Continuation of Group Insurance After Age 60, Age 65, and After Retirement or Death

Sabbatical leaves
- HR17 - Sabbatical Leave
- HR16 - Leave of Absence without Salary (Other Than for Active Military Service
- HR19 - Leave of Absence for Active Military Service or Training
- HRG15 - Support Funds and Outside Compensation During Sabbatical

Hospitalization and medical insurance
- AD23 - Use of Institutional Data
- AD22 - Health Insurance Portability and Accountability Act (HIPAA)
- AD32 - Smoking Policy and Guideline
- AD33 - A Drug-Free Workplace
- AD43 - Statement on HIV/AIDS
- AD53 - Privacy Policy (formerly Privacy Statement)

Travel reimbursement – In liaison with Global Programs for International Travel
- Penn State Travel Policy
- International Travel Requirements

Educational benefits
- HR37 - Grant-in-Aid for Dependents

Other
- AD73 - Accessing Athletic and Recreational Facilities
- HR20 - Breastfeeding Support
- HR48 - Child Care Program Policy
- HRG18 - Paid Parental Leave for Faculty
- HRG11 - Family and Medical Leave
- HRG02 - Alternate Work Arrangements
- HRG03 - Charging Sick Leave When Emotionally Ill
- HRG04 - Charging Sick Leave When Hospitalized While on Vacation
- HRG07 - Absence From Work for Pregnancy or Childbirth
SENATE COMMITTEE ON FACULTY BENEFITS

- Susan Basso
- Renee Borromeo, Chair
- Victor Brunsden
- Amy Dietz
- Mark Horn
- Peter Jurs
- Cassandra Kitko
- James Miles
- Jamie Myers
- Willie Ofosu
- Erica Smithwick, Vice-Chair
- Greg Stoner
SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS

New Members Orientation

(Informational)

This document is a reference that provides information about the structure and function of the Intra-University Relations Committee, along with some suggestions for extra information for inclusion in the Standing Rules by the Committee on Committees and Rules.

Membership: (Assigned by the Committee on Committees and Rules)

(i) At least 16 elected faculty senators including:

   (a) One faculty senator each from Abington, Altoona, Berks, Erie, Harrisburg, Law, and Medicine; four faculty senators from the University College, and five faculty senators from different colleges at University Park; and

   (b) At least two faculty senators who hold a fixed-term appointment.

(ii) Two student senators (including one from a campus other than University Park)

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

(iv) A representative of the Graduate Council Committee on Programs and Courses*

Standing Subcommittees: The membership of the standing subcommittee shall consist of at least five members, all designated by the parent committee, with a majority of the members also holding membership on the parent committee. Additional duties may be assigned.

(i) Subcommittee on Fixed-Term Faculty - It shall be responsible for considering all matters related to and issues of concern for fixed-term faculty. It shall be responsible for submitting an annual report to Intra-University Relations, copied to Faculty Affairs, on the status of fixed-term faculty across the University. The chair, or one of two co-chairs, shall hold appointment as fixed-term faculty.

Duties: (from Senate Standing Rules, Article II, Section 6.0)
The Committee on Intra-University Relations shall make recommendations to the Senate on policies and procedures of an inter-campus nature or concerning the relation of one or more campuses to other units of the University. In consultation with the appropriate college(s) it shall review, evaluate, and make recommendations on issues pertaining to the University which cut across disciplinary and geographic lines. In this context it shall review, evaluate, and make recommendations on issues concerning all faculty irrespective of the character of their appointment.

Other information not currently in the Senate Standing Rules to be considered for inclusion by the Committee on Committees and Rules:
As the Senate committee responsible for issues of interest to the faculty at the campuses outside of University Park, we take on a wide variety of topics, many of which cannot be easily codified into the “Duties” section of the Standing Rules since new things come along every year. An effective member of this committee should familiarize themselves with the full range of AD and HR policies in GURU, with an eye towards how they affect faculty outside of State College. Many of the reports we work on are done jointly with other committees who have primary responsibility for those subjects, but need our advice on how changes in policy will affect the campuses.

SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS
- Harold Aurand
- Jogesh Babu
- James Boyle
- Claudia Brown
- Joseph Cusumano
- Roger Egolf, Chair
- Raymond Funk
- Frederico Harte
- Michael Healy
- William Lasher
- Hector Lopez
- Steven McMillan
- Alexei Novikov
- Rosemarie Petrilla, Vice Chair
- Nicholas Rowland
- Francesca Ruggiero
- Ann Schmiedekamp
- Richard Shurgalla
- Rajarajan Subramanian
- Darryl Thomas
- Johanna Wagner
- Nancy Welsh
- William Wenner
- Naseem Zomorodi
COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS AND TECHNOLOGY

New Members Orientation

(Informational)

The present document provides reference information about the structure and functions of the Committee on Libraries, Information Systems, and Technology (LIST).

Membership (Assigned by the Committee on Committees and Rules)

(i) At least eight elected faculty senators
(ii) One undergraduate student senator
(iii) One graduate student
(iv) Vice Provost for Information Technology
(v) Dean of University Libraries and Scholarly Communications

Duties (from Senate Standing Rules, Article II, Section 6.j)

The Committee on Libraries, Information Systems, and Technology shall advise the Senate and University administration on strategic issues involving the University libraries and information technology. These include such areas as: the use of information technology and University libraries to support research, instruction and education; information security, access, retrieval and content stewardship; telecommunication and knowledge dissemination; library access and information technology training; collections and administrative issues; and open access and scholarly communication issues.

It shall ensure an active faculty role in considering policies affecting the University Libraries and information systems, and supporting infrastructure. It shall carry on studies, surveys, and advisory activities either on request or its own initiative. It shall be the Senate advisory body to the Dean of University Libraries and Scholarly Communications and to the Vice Provost for Information Technology. One member of the Committee shall serve on Penn State Press Editorial Committee, and one member shall serve on the Faculty Advisory Committee on Academic Computing. It shall also maintain liaisons with other Senate Committees, where appropriate, as well as with students and faculty University-wide through the Senate.

Mandated Reports

a. technology fee (biennial)
b. Faculty Advisory Committee on Academic Computing Surveys of faculty, staff and students (biennial)

The Committee on Libraries, Information Systems and Technology 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.
For information the full list is appended of AD policies, HR policies, and other guidelines and policies that may or may not at any given time come before LIST.

COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS AND TECHNOLOGY

- Fred Aebli
- Robert Bridges
- William Butler, Chair
- Mary Beth Clark
- Ann Clements
- Marina Cotarelo
- Barbara Dewey
- Joseph Enama
- Anna Mazzucato, Vice-Chair
- Fynn Mott
- Terry O'Heron
- Ira Ropson
- Lydia Scheel
- Bradley Sottile
- Jennifer Sparrow
- Eric Walker
SENATE COMMITTEE ON OUTREACH

New Members Orientation Document

(Informational)

This document provides information (from Senate Standing Rules, Article II, Section 6.0) about the structure and function of the Committee on Outreach.

Membership (Assigned by the Committee on Committees and Rules)

(i) At least seven elected faculty senators (the Committee proposes an increase in the mandated number of elected faculty senators to facilitate work)

(ii) One student senator

(iii) Vice President for Outreach and Vice Provost for Online Education (nonvoting, *ex officio*)

(iv) Director of Penn State Extension (nonvoting, *ex officio*)

(v) add the Associate Vice Provost for Online Programs as a resource member

Duties

The Committee on Outreach recommends policy and advises the University on outreach activities. Outreach is the exchange of information and the creation of meaningful collaborations between the University and its external audiences. Responsibilities for the Outreach Committee include: identifying University outreach activities, establishing evaluation methods to ensure quality, and creating recognition measures to reward outstanding performance. Its responsibilities focus on the University’s outreach and public scholarship mission as realized through community engagement, research, credit and noncredit instruction, service through continuing and online education, cooperative extension, public broadcasting, and other programs beyond the sphere of resident education. These outreach activities are located in Penn State Outreach and Online Education, Penn State Extension, and in Penn State Colleges and the Commonwealth Campuses. The Committee on Outreach liaises with the Senate Committee on Undergraduate Education, the Council on Engaged Scholarship, and other bodies as appropriate.

Mandated Reports

None.

Relevant AD policies, HR policies or Faculty Senate Academic Policies and Procedures that are routinely used or referenced by the Committee on Outreach

AD02, AD03, AD39, AD55

Liaison with other Senate, Administrative, Special or Joint Committees
SENATE COMMITTEE ON OUTREACH

- Richard Brown
- Dennis Calvin
- Jill Eckert
- Brad Garrett
- Terry Harrison
- Alex Hristov
- Beth King, Vice Chair
- Lisa Mangel
- John Potochny
- Rama Radhakrishna
- Elizabeth Seymour, Chair
- Cristina Truica
- Craig Weidemann
From: Mary Miles [mailto:mcm114@psu.edu]
Sent: Tuesday, September 20, 2016 3:12 PM
To: Brown, Paula <PMG1@psu.edu>
Cc: Alex Shockley <alexshockley2014@gmail.com>; Hagen, Daniel <DRH@psu.edu>; Jim Strauss (jas43@psu.edu) <jas43@psu.edu>
Subject: Re: Forensic Report

While we're all on email: Alex and I scrutinized our committee's description and asked for suggestions from our current committee. We did not find anything in need of change. The original description covered all that we hoped for.

Thanks!
Mary

Mary Miles, Ph.D.
Department of English
Chair, Liberal Arts Faculty Senate Caucus
Co-Chair, Faculty Senate Student Life Committee
The Pennsylvania State University
www.marymiles.net

SENATE COMMITTEE ON STUDENT LIFE
- Sidharth Agrawal
- Gilbert Ambler
- Paul Barney
- Mark Brennan
- Terry Ford
- Kevin Harwell
- Katie Jordan
- Matthew Kaag
- Barrett Lee
- Martha Levine
- Shawn Lichvar
- Mary Miles, Co-Chair
- Alex Shockley, Co-Chair
- Damon Sims
MINUTES OF SENATE COUNCIL
Tuesday, October 4, 2016 – 1:30 p.m.
102 Kern Graduate Building


CALL TO ORDER

Chair Strauss called the meeting to order at 1:30 p.m. on Tuesday, October 4, 2016, in 102 Kern Graduate Building.

MINUTES OF THE MEETING OF AUGUST 23, 2016

The minutes of the August 23, 2016, meeting were approved on a Grimes/Eckhardt motion.

ANNOUNCEMENTS AND REMARKS

Chair Strauss welcomed all members and special guests.  He stressed the importance of communication in Senate operations and with administration, reported on some of the activities he has participated in as Senate Chair, and mentioned that many university policies are being reviewed and will be reorganized into more categories in the future.

The Faculty Advisory Committee met this morning with Provost Jones and discussed the following topics: Commonwealth Faculty Senators and the Senate Budget, Transparent Faculty Senate Budget and an “Officer’s or Chair’s Budget”, The Conflict of Interest document: its scope, what it is intended to solve and its communication strategy, Senate-Old Main communication, The Code of Ethics document, Utilizing underused dormitory space at the campuses, Incentives for summer tuition to address access and affordability, Update on Searches--Dean, Penn State Law; Dean, Dickinson Law; CISO; Vice President for Information Technology; and Updates—Canvas; Admissions and LionPath; WorkLion; and Strategic Plan.
Chair Strauss announced that there will be an FAC meeting and Senate Council meeting to be held on Tuesday, November 15, 2016.

Executive Vice President and Provost Nick Jones spoke about communication, the Voluntary Retirement Program, the impact of the Fair Labor Act on the University, and Work Lion. He mentioned a new business information system is being planned, and reported on progress on implementation of the strategic plan and the status of searches for the Chief Information Officer, the Chief Information Security Officer, and deans of the law schools and Schreyer Honors College.

Vice Provost Blannie Bowen mentioned promotion and tenure workshops are underway for faculty and support staff. Hershey is developing a system of three levels for fixed term faculty appointment.

Vice President Madlyn Hanes reported searches for Chancellors at Dubois and Wilkes Barre are underway. Strategic plan workshops will be held to address the five themes in the plan.

Vice President Rob Pangborn mentioned the reporting of the official student count for fall semester will be delayed due to the new system for counting students associated with LionPATH. This does not affect student rosters in classes. Penn State is now a participant in a common application, which allows applicants to apply to multiple institutions simultaneously.

Vice Provost Marcus Whitehurst thanked Chair Strauss for including the student diversity panel in the September Senate meeting. He also reported that he and President Barron met recently with four groups of students about impact, reminded Councilors of the All In event on October 6, and encouraged Councilors to attend the panel on First Amendment rights scheduled for October 27.

Vice President and Vice Provost Craig Weidemann reported the transition to Canvas is going well; challenges include sign-in of students at the Pollock Testing Center, some conversion issues, and Starfish transition with Canvas.

The Senate officers had no comments; councilors had no questions or comments.

**ACTION ITEMS**

Revisions to the Brandywine constitution. On a Southwick/Aynardi motion, Senate Council voted to support this request. The campus will be notified of Senate Council’s action.

**DISCUSSION ITEMS**

Pamela Hufnagel, University Faculty Ombudsperson, presented her annual report. Councilors suggested changing the annual ‘survey’ instrument for unit ombudspersons to ‘report’, to
increase response rate and to consider modifying the instrument so that ombudspersons who had no cases know to report that situation.

REPORT OF THE GRADUATE COUNCIL

Minutes from the September 14, 2016, Graduate Council meeting were not available on the Graduate School website. Steinn Sigurdsson reported some unresolved issues in centralization of the Graduate School processes and an issue on accreditation of graduate faculty in one college.

AGENDA ITEMS FOR OCTOBER 18, 2016

Forensic Business:

*Educational Equity and Campus Environment.* Office of the Vice Provost for Educational Equity. After discussion on a question about the category of this report—forensic vs. informational, This report was placed on the agenda on a Brunsden/Myers motion, after a question was added to the report. Twenty minutes was allocated for presentation and discussion.

*Student Life.* Student Presentation by the Presidents of the University Park Undergraduate Association (UPUA) and the Council of Commonwealth Student Governments (CCSG). This report was placed on the Agenda on a Le/Szczygiel motion. Fifteen minutes was allocated for presentation and discussion.

Legislative Reports

*Committees and Rules.* Establishment of the Standing Joint Committee for General Education Assessment

This report was placed on the Agenda on a Southwick/Brunsden motion.

*Committees and Rules.* Revisions to Senate Standing Rules Article II Section 6 Committee on Research. This report was placed on the Agenda on an Aynardi/Eckhardt motion. It was suggested that the rationale be added for including the Dean of the Graduate School on the committee.

*Intercollegiate Athletics.* Revisions to Senate Policy 67-00, Athletic Competition. This report was placed on the Agenda on an Eckhardt/Brunsden motion.

*Undergraduate Education.* Change to Senate Policy 43-00 (Syllabus). This report was placed on the Agenda on an Aynardi/Szczygiel motion.
Advisory/Consultative Reports

*Faculty Benefits and Student Life.* Smoking/Tobacco Use Policy. This report was placed on the Agenda on a Wolf/Nelatury motion.

Informational Reports

*Admissions, Records, Scheduling and Student Aid* Admissions Processes. This report was placed on the Agenda on a Grimes/Aynardi motion. Five minutes was allocated for presentation and discussion.

*Admissions, Records, Scheduling and Student Aid.* Raise.me. This report was placed on the Agenda on a Brunsden/Aynardi motion. Five minutes was allocated for presentation and discussion.

Committee on Committees and Rules. Confirmation of Voting Rights for Fixed Term Faculty in Senate Elections. This report was placed on the Agenda on a Grimes/Szczygiel motion. Ten minutes was allocated for presentation and discussion.

*Faculty Benefits* Health Plan Options for 2017: PPO Blue and PPO Savings. This report was placed on the Agenda on a Grimes/Aynardi motion. The slide set for the presentation will be placed in the Senate Agenda, and a link to the health care web site will be added to the report. Thirty minutes was allocated for presentation and discussion.

*Intercollegiate Athletics* Annual Report of Academic Eligibility and Athletic Scholarships for 2015-2016 This report was placed on the Agenda on a Szczygiel/Le motion. Five minutes was allocated for presentation and discussion.

*Joint Committee on Insurance and Benefits,* and *Faculty Benefits.* 2015-2016 Annual Report on the Status of Benefit Changes This report was placed on the Agenda on an Eckhardt/Le motion. Five minutes was allocated for presentation and discussion.

*Outreach.* Science-U and the Eberly College of Science Outreach Office. This report was placed on the Agenda on a Brunsden/Wolfe motion. Five minutes was allocated for presentation and discussion.

*University Planning* 2016-2017 Operating Budget. This report was placed on the Agenda on an Eckhardt/Brunsden motion. Fifteen minutes was allocated for presentation and discussion. The report will be presented during the Agenda item, Comments by the Executive Vice President and Provost.

Committee New Member Reports (submitted by Admissions, Records, Scheduling, and Student Aid, Curricular Affairs, Educational Equity and Campus Environment, Faculty Affairs, Faculty Benefits, Intra-University Relations, Libraries, Information Systems, and Technology, Outreach, and Student Life) were approved on an Ansari/Aynardi motion. The reports will be posted on the web only; there will be no presentation during the meeting.
APPROVAL OF THE AGENDA FOR OCTOBER 18, 2016

The Agenda was approved on an Eckhardt/Szczygiel/motion.

NEW BUSINESS  None

ADJOURNMENT
Chair Strauss thanked Council members for their attendance and participation, and for their support during his year as Chair of the Senate. The meeting was adjourned at 4:00 p.m.

Daniel R. Hagen
Executive Director
Date: October 5, 2016

To: All Senators and Committee Members

From: Daniel R. Hagen, Executive Director

Following is the time and location of all Senate meetings October 17 and 18, 2016. Please notify the Senate office and committee chair if you are unable to attend.

MONDAY, OCTOBER 17, 2016

6:30 p.m. Officers and Chairs Meeting – 102 Kern Graduate Building
8:15 p.m. Commonwealth Caucus Meeting – 102 Kern Graduate Building

TUESDAY, OCTOBER 18, 2016

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 – 202 Hammond Building
Faculty Benefits – 519 J.R. Elliot 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

11:15 a.m.
Commonwealth Caucus Meeting - Nittany Lion Inn Boardroom

1:30 p.m.
University Faculty Senate – 112 Kern Graduate Building
Date: October 10, 2016

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

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

MONDAY, OCTOBER 17, 2016 – 8:15 PM
102 KERN BUILDING

Guest Speaker, Michael Büsges, Enterprise Project Management Office

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

TUESDAY, OCTOBER 18, 2016 – 11:15 AM
BOARDROOM, 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