THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, April 24, 2018 – 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 News at http://news.psu.edu/.

A. MINUTES OF THE PRECEDING MEETING

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B. COMMUNICATIONS TO THE SENATE

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C. REPORT OF SENATE COUNCIL - Meeting of April 10, 2018

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(Introduced at the March 13, 2018 meeting)  
Appendix B

Revisions to Constitution; Article II – Membership, Section 5(c)
(Introduced at the March 13, 2018 meeting)  
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L. NEW LEGISLATIVE BUSINESS

M. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next meeting of the University Faculty Senate will be held on Tuesday, September 18, 2018, 1:00 p.m., Room 112 Kern Graduate Building.

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

DATE: April 11, 2018

TO: Matthew Woessner, Chair, University Faculty Senate

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

The Senate Curriculum Report dated April 10, 2018 has been circulated throughout the University. Objections to any of the items in the report must be submitted to Kadi Corter, Curriculum Coordinator, 101 Kern Graduate Building, 814-863-0996, kkw2@psu.edu, on or before May 10, 2018.

The Senate Curriculum Report is available on the web and may be found at: http://senate.psu.edu/curriculum/senate-curriculum-reports/
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Bylaws; Article I – Officers, Section 1

(Legislative)

Implementation: UPON APPROVAL BY THE SENATE

Background:

On May 7, 1974, the University Faculty Senate adopted a series of recommendations made by the Joint Senate Administrative Select Committee on Faculty Participation in University Governance. The committee was charged with examining “the faculty’s role in the governance of the University with special attention to the role of the Senate; to recommend means for its improvement, if necessary; and to recommend means for better communication with the University community.” Among the report’s 35 proposals, recommendation #17 stated:

“The Committee also recommends that the Senate elect a Chairman-elect, who will serve one year in that capacity prior to service as Chairman and that the individual serve as Past Chairman in the year following his Chairmanship. The Chairman-elect should serve as Vice-Chairman of the Senate. These three individuals together with the Secretary will serve on the Faculty Executive Committee as well as on the University Coordinating Council.”

The recommended change, subsequently adopted in the December 10, 1974 legislative report, altered University Senate bylaws from a traditional executive structure with an independently elected Vice-Chair and Chair, which had been the case since 1965, to the current rotating system wherein the Senate elects a Chair-Elect, who subsequently becomes Chair of the Senate and then the Immediate Past Chair.

Rationale:

In order to strengthen the faculty’s voice in University governance, we propose that the Senate adopt changes to the bylaws that would both restore the independent election of a Vice-Chair and Chair, and also permit the Chair to stand for reelection. Furthermore, we propose a change in the manner in which the Chair’s senior advisor, currently the Immediate Past Chair, is determined. These proposed changes would enable the Senate to be more agile, would limit executive political authority, minimize the long-term consolidation of political power, ensure that Senate officers are accountable to their constituencies, strengthen the influence of the Senate, and provide more flexibility for Senators interested in running for office.

Beyond giving future Chairs a potentially longer term of service, moving away from our current rotating system would make the Senate more politically nimble. By giving Chairs an introductory year of service as the Chair-elect, the Senate now creates a lengthy delay between the outcome of one’s election as Chair-elect and the time the successful candidate assumes the
office of Chair. While there must be some time to facilitate a transition, excessive delays make it hard for the Senate to choose leaders to address urgent concerns.

Furthermore, in terms of governance, short terms of office and term limitations can be tools that limit an executive’s political authority and minimize the long-term consolidation of political power. In the context of a faculty Senate, CC&R believes that it is counterproductive and overly-restrictive to constrain a Chair’s term of office to one single-year term, as this tends to diminish the Senate’s influence with both the administration and the Board of Trustees. Additionally, a mechanism that requires the Chair to run for reelection in order to serve for a second year has the added benefit of ensuring that executives remain attentive to their core constituency. Chairs who during their first year act in a manner that runs counter to the collective judgment of the Senate, or simply become too complacent in their role as the faculty’s chief representative, will risk losing their bid for reelection. The ability to serve more than a single one-year term would both strengthen the influence of the Senate and hold Chairs more accountable for their actions.

An additional goal of moving away from our rotating system is to provide more flexibility for Senators to run for a specific office, serve for a narrowly defined period of time, and have the option of returning to their normal duties at the end of their term. Under a revised (non-rotating) executive system, both the Secretary and the Vice Chair would be able to choose to step away from their duties at the conclusion of their term, rather than feel obliged to continue to serve as an officer.

In our rotating system, the outgoing Chair is required to succeed to the office of Immediate Past Chair, adding a third year of service as a Senate officer to their obligations. CC&R believes that that Senators should be free to return to the faculty upon completion of their year(s) as Chair. The changes proposed in the recommendations that follow would change the role of the Chair’s senior advisor from “Immediate Past Chair” to a more broadly defined “Past Chair.” In other words, this Senate Officer, who is frequently the current Chair’s senior advisor on Senate matters, would not necessarily have to be the immediate past Chair, but could, instead, be another former Senate Chair. In this model, the outgoing Chair would have the option of serving in the office of Past Chair or returning to their normal faculty duties. If the outgoing Chair chose to step away from further service, the Senate Council would elect a faculty member from the Council of Past Chairs to serve as this Senate Officer. CC&R believes that this flexibility preserves the best of both systems.

It is noteworthy that, when the Senate adopted the rotating executive in 1974, there is no indication in the Record that it considered the implications of precluding the reelection of the Senate Chair. There are no examples of any Senate Vice-Chair or Chair serving a second term prior to the adoption of the rotating system. We presume that this had been prohibited, or at least discouraged, since the elected Chair position was established in 1965. The present national trend to move away from longstanding practices of shared governance, makes it all the more important that the Senate take steps to both empower future Chairs with potentially longer terms, while at the same time, through reelection, binding them more closely to the views of their faculty colleagues.
Among our peer institutions, the rotating executive, such as we have now, is fairly common. The Senate officers conducted an extensive study of Senates within the Big Ten schools (see the enclosed table). Approximately two thirds of Big Ten senates have a rotating executive. Indeed, the rotating system is also used frequently to govern academic organizations, and professional societies. At the 2017 meeting of the Big Ten Academic Alliance shared governance conference (held this year at University Park), Senate chairs held lengthy discussions about governance structures. It is noteworthy that when asked why they had a rotating executive or an independent Vice-Chair and Chair, many Senate Chairs cited precedent. For most Big Ten senates, their current system had been in place so long, it had not occurred to the leadership to consider alternative executive structures. Discussions of the alternative models of executive leadership generated considerable interest among senate leaders within the Big Ten. Presently, the University of Illinois, Michigan State, the University of Minnesota and Rutgers University have Senate Chairs who can stand for reelection to continuous terms.

The proposed reform of the Senate executive includes two further alterations to the standing rules (See Appendix A: Proposed Changes to the University Faculty Senate Standing Rules). First, as Chairs will not be required to serve as a Chair-Elect before assuming office, nominees will have to meet a minimum standard of Senate experience, including two full years of elected service, and service in a leadership post (i.e., a senate officer, a committee chair, two years as a vice chair, Senate Council, CC&R or the Faculty Advisory Committee to the President). Additionally, in the second to last meeting of the full Senate, when nominations for the Senate officers are closed, Chair candidates will have an opportunity to make brief remarks before the plenary session of the Senate. By providing the candidates an opportunity to address the full Senate, it will give all Senators the opportunity to hear from the candidates, and make a more informed judgment about the upcoming election.

One of the most significant reforms to come out of the 1974 governance report was the creation of the office of Immediate Past Chair. Prior to the adoption of the rotating executive, there was no formal role for a former chair among the Senate officers. Many Senate Chairs have found it useful to have the former chair function as a senior advisor available to the Chair to provide insight, guidance and perspective. In proposing that the Senate give chairs the opportunity to seek re-election, CC&R felt it was important to maintain this innovation, in a manner that was compatible with an independently elected Vice-Chair and a Chair who may serve a second term.

Finally, the standing rules reduces the term limit of the Senate Secretary from three one-year terms to two one-year terms to increase the number of Senators who will serve as an officer, thus expanding the pool of candidates prepared to run directly for Chair.

As an aid to Senators, CC&R elected to include a list of Frequently Asked Questions (F.A.Q.) which came up during the committee’s deliberations and during consultation with senators.
#1 Why does the executive need reform? What benefits does the Committee on Committees and Rules expect will result from this change?

Although the Senate’s rotating executive serves the basic needs of the Senate, the structure almost certainly weakens the Senate’s influence with respect to both the administration and the Board of Trustees. First, executives who govern for exceptionally short terms of office are limited in their ability to serve the Senate as they often lack the time to pursue important reforms or projects that require more than one year for their realization. Second, by prohibiting them to stand for reelection, executives are, by nature, less sensitive to the interest and demands of their constituency. The option of seeking re-election creates an institutional incentive to be responsive to the views of the Senate, and to confront difficult issues (e.g., concerns about transparency and small merit increases) that sometimes divide the faculty and the administration. The possibility of re-election thus creates rational incentives for incumbents to press for the administration to address issues that are important to the faculty.

#2 Do the potential advantages of having a re-electable Chair outweigh the loss of the 'internship' year as Chair-Elect?

The Committee on Committee and Rules is mindful of the need to mitigate the potential loss of the Chair’s “internship” year. Whereas some Chairs might be elected immediately after serving as the Senate’s Vice-Chair, this is by no means guaranteed. Therefore, to maximize the number of Senators who have exposure to the work of the Senate officers, the revised bylaws limit Vice-Chairs to a single one-year term. Since the Vice-Chairs would have a more restrictive term limit than the Chairs, there will tend to be considerably more senators who serve as Vice-Chair than senators who are elected Chair. This will, over time, broaden the pool of faculty who serve as Senate officers, and who thereby become familiar with the day-to-day responsibilities of the Chair.

Additionally, the committee feels that, on the whole, the benefits of these changes will outweigh the loss of the “internship” year. It should be noted that the value of the year as Chair-Elect as a learning period has, in the past, been very strongly influenced by the relationship between the current Chair and their Chair-Elect. Past Chairs also report that, in addition to Chair-Elect, the position of Senate Secretary often provides a valuable perspective on the work of the Chair. To expand the pool of Senators who serve as Senate Secretary, CC&R also proposes changing the term limit from three one-year terms to two one-year terms.

As a precaution against the possibility that the Senate would nominate an inexperienced and inadequately prepared candidate, CC&R proposes changes to the standing rules so that only senators with significant leadership experience can run for Chair. See #3 for details.
#3 Is it possible that someone will be elected as Chair who does not have the experience to immediately step into the position?

CC&R had lengthy discussions about how to ensure that a Senator would be capable of stepping directly into the office of Chair without first serving as a Chair-Elect. The proposed reforms have three safeguards that makes it unlikely that someone would be elected Chair without the necessary qualifications. First, under the revised bylaws, Chair nominees will have to meet a minimum standard of Senate experience, including two full years of elected service, and service in a leadership post (e.g. a senate officer, a committee chair, two years as a committee vice-chair, Senate Council, membership on the CC&R or the Faculty Advisory Committee to the President). Second, the qualifications listed in the bylaws are minimum qualifications. The nominating committee would continue to identify highly qualified candidates, presumably giving preference to candidates with a strong track record and diverse leadership experience. Third, the elected Senators who choose the Chair will be the ultimate screening mechanism, as the membership will weigh experience as one of many factors in deciding between alternative candidates. Candidates with comparatively few qualifications will prevail only if they have other significant strengths that outweigh the experience of the electoral alternatives.

#4 Why not simply increase the length of the terms for Chair-Elect/Chair to 2 years?

Theoretically, within a rotating system, it is possible to permit a Chair to serve for two years, by extending the term of service of the Chair-Elect, Chair and Immediate Past Chair. This type of restructuring would create additional problems. First, exacerbating the already long time commitment, it would require six years of service as a Senate officer to serve for two years as Chair. Second, a six-year commitment might exclude faculty on fixed-term contracts as the rotation may very well exceed the length of their contract. Third, a two-year term for the Vice-Chair and Chair would create a delay of two years between the election of a Chair-Elect and the time they take office. Long delays between elections and the start of an office-holder’s term tends to undermine the democratic process and make leaders less responsive to changing constituent needs. Fourth, short of invoking the Senate’s version of impeachment (see Article I, Section 6 and Standing Rules, Article I, Section 11 (b)), it precludes the Senate from changing course if the Chair has an unsuccessful first year.

#5 Why not permit the Chairs to run for more than two one-year terms?

The Committee on Committees and Rules felt that it was important to strengthen the influence of the Senate by providing the Chair the option of serving for more than a single term. Accordingly, CC&R seriously considered providing the Chair with the option of serving for up to three one-year terms, as is the case for the Chair of the Rutgers University Senate. However, the committee felt that the utility of increasing the length of the Chair’s potential term of service is subject to diminishing returns. While the Chair would benefit from having an additional year, having too much time in office could eliminate the sense of urgency often required to move initiatives forward. If, at a later date, the Senate finds that two one-year terms are insufficient to accomplish faculty objectives, the bylaws can be altered to include a third term, as experience dictates.
#6 How do other Big Ten schools organize their Senate executives?

Among our peer institutions, the rotating executive is fairly common. The Senate officers conducted an extensive study of Senates within the Big Ten schools (see the enclosed table). Approximately two thirds of Big Ten senates have a rotating executive. Indeed, the rotating system is used frequently to govern academic organizations, and professional societies. At the 2017 meeting of the Big Ten Academic Alliance shared governance conference (held this year at University Park), Senate chairs held lengthy discussions about governance structures, including the trade-offs between traditional and rotating executive systems. It is noteworthy that when asked why they had a rotating or traditional executive structures, many Senate Chairs cited precedent. For most Big Ten senates, their current system had been in place so long, it had not occurred to the leadership to consider alternative executive structures. Discussions of the alternative models of executive leadership generated considerable interest among senate leaders within the Big Ten. Presently, the University of Illinois, Michigan State, the University of Minnesota and Rutgers University have Senate Chairs that can stand for reelection.

#7 Do the powers and responsibilities of the Chair meaningfully change under these proposed reforms?

CC&R concluded that, in proposing reforms to the Senate executive structure, it was prudent to make the fewest possible changes to the power and responsibilities of the officers. Accordingly, the office of Chair has no more authority than it does in the present system. In fact, combined with other proposed reforms (e.g., permitting the Senate Council to convene a meeting of the body over the objections of the Chair), in some respects, the executive will have less autonomy from the full Senate. Presuming the Senate approves the reforms, once the new system is in place, future CC&R committees might wish to consider adjustments in the duties of Senate leaders. It seemed imprudent to simultaneously propose reforms to the structure of the executive and reforms in the balance of responsibilities among Senate officers.

#8 Did CC&R consider any other alternatives to reestablishing the independent election of a Chair and Vice-Chair?

Yes. CC&R considered a range of reorganization plans, including one system that permitted the Chair and Vice-Chair to run as a “ticket” like that of the President and Vice President in U.S. national elections. However, in an effort to make the proposed reforms as consistent with the existing system as possible, CC&R adopted a plan that merely provides that Chair and Vice-Chairs stand for separate elections, much as the University Faculty Senate did from 1965 to 1974. While CC&R considered the possibility that there are other, potentially more advantageous models, members concluded that to minimize risk and uncertainty, it was important that the proposed reforms adhere, as closely as possible, to the existing Senate configuration.
#9 Why does the Senate propose changing the title of "Immediate Past Chair" to simply "Past Chair?"

CC&R had extensive discussions about whether to make changes to the office of “Immediate Past Chair.” The committee concluded that the office, designed to provide the Chair with a senior advisor, works reasonably well. It was inadvisable to make dramatic changes to its responsibilities or method of selection. However, to accommodate the potential re-election of the Chair, CC&R proposed that service as immediate past chair should be optional. If an officer served for a year as Vice-Chair and two years as Chair, outgoing chairs might be reluctant to serve for another one or even two years as the Immediate Past Chair. To provide outgoing chairs with a degree of flexibility, the proposed reform changes the name of the office to “Past Chair,” and provides that if the most recent chair wishes to return to his or her normal faculty responsibilities, Senate Council will elect a replacement from the Council of Past Chairs. It was CC&R’s judgment that this modest revision captures the best of both worlds. In many (and perhaps most cases) the outgoing Chair will serve at least one year to aid in the transition. Particularly in a Chair’s second term, the outgoing Chair would have an opportunity to retire from continuing as a Senate officer, thus giving outgoing Chairs the flexibility to serve in a way that balances the needs of their college, their department, and the Senate as a whole.

#10 If Senate Chairs have the opportunity to run as incumbents, won’t this make some Chair elections less competitive?

Yes. When Chairs have a successful first year, CC&R presumes that the incumbent will enjoy an advantage in seeking reelection. This is not a bug; it is a feature. The purpose of a system that permits office-holders to seek reelection is to create incentives for executives to work hard, solve problems and attend to the needs of the faculty constituency. Chairs who attend to their duties, and demonstrate a commitment to representing the views of the Senate will, in all likelihood, enjoy an electoral advantage. Where circumstances force a Chair to choose between the wishes of the administration and the desires of the Senate, a retention election provides a mechanism whereby the officeholders who are seen to have made the “wrong” choice can be eased into retirement. If the system works as it is intended, the need to seek reelection will encourage Chairs to govern in a manner that enhances their prospect to serve a second term. Conscious of the need to provide the electorate with contrasting perspectives on elected office, changes to the standing rules will provide Chair candidates with an opportunity to address the full Senate prior to the election. In the next to last plenary session, when the chair nominations are officially closed, the new rules would give the candidates a chance to briefly address the Senate, describe their governance philosophy, and lay out an agenda for the coming year. By providing the candidates an opportunity to address the full Senate, the elected Senators will be in a position to make a more informed judgment about the upcoming election. Indeed, regardless of whether a Chair is standing for reelection, these presentations will make it easier for voters to focus on the issues.
Recommendation:

That Article I, Section 1 of the Bylaws be and is hereby amended as follows:

Please note that the following contains bold text for additions and strikeouts indicating deleted text.

Article I – Officers

Section 1

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

(b) Elected senators shall elect annually a Chair, a Vice-Chair-Elect and a Secretary from among faculty members who are serving as elected faculty senators in the current Senate year. The Secretary shall be eligible for reelection, but shall serve no more than three two consecutive one-year terms. The Vice-Chair shall not be eligible for reelection. The Chair shall be eligible for reelection, but shall serve no more than two consecutive one-year terms. The Chair-Elect, at the end of one year of service in that office, shall automatically succeed to the office of Chair. The Chair, at the end of one year of service in that office, shall automatically may succeed to the office of Immediate Past Chair. If the immediate past chair elects not to serve in the office of Past Chair, the elected members of the Senate Council will elect a replacement from the Council of Past Chairs. Nominees for Past Chair must be full-time university faculty members who have served as Chair and who do not, at the time of their nomination, hold an administrative appointment as defined in Article II, Section 1 of the Constitution. No person may serve in the office of Past Chair for more than two consecutive one-year terms.

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

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

(d) Partial terms, resulting from mid-year elections, will not count toward the incumbent’s term limits. Restriction on re-election shall apply only to complete Senate terms.

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

(f) In a transitional year, where a Chair-Elect is scheduled to assume the office as Chair, the Senate shall elect a Vice-Chair who will assume office at the beginning of the new Senate term.

Section 2

(a) The Chair shall be the presiding officer of the Senate and shall appoint a faculty member as Parliamentarian who shall not vote unless otherwise entitled.

(b) The Chair, after consultation with the other Senate officers and the President of the University, shall have the authority to declare the existence of a situation of special Senate concern and convene the Senate Council. If the Senate Council acts on behalf of the Senate, the Chair shall also convene a special meeting of the Senate within a week following the announcement unless a regular meeting of the Senate is scheduled within that period. At either the special or a regular meeting of the Senate, the Chair shall report the actions taken under authority of Article II, Section 1, below, and the Senate shall then take appropriate action.

Section 3

The Vice-Chair-Elect shall convene the officers and the chairs of the Standing Committees of the Senate before each Senate meeting for the purpose of exchanging information on committee activities and advising the officers. The Vice-Chair-Elect shall also assume the duties of the Chair in the absence of the Chair.

Section 4

The Immediate-Past Chair shall serve on the Faculty Advisory Committee to the President and shall also assume the duties of the Chair when the Chair and Vice-Chair-Elect are both absent.
Proposed Changes to the University Faculty Senate Standing Rules

Provided the Senate approves reforms to the Senate executive under Article I, Section 1 of the Bylaws, the standing rules must be amended to reflect the new names for the Chair-Elect and the Immediate Past Chair. Additionally, since Senate officers would have the opportunity to run directly for the office of Chair, CC&R concluded that it was useful to provide minimum qualifications for the office of Chair, based on time served in the Senate, and basic leadership experience. Finally, to help Senators make a more informed judgement of the election for Chair, the revisions to the standing rules require that Senate Council set aside time for candidates to briefly address the plenary session of the Senate.

Recommendation:

That Article I, and Article II of the Standing Rules be and is hereby amended as follows:

Please note that the following contains bold text for additions and strikeouts indicating deleted text.

Article I

Section 12

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

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

(c) The Nominating Committee of the Senate shall develop the slate of nominees for the offices of Chair, Vice-Chair-Elect, and Secretary, as well as for a member of the Faculty Advisory Committee to the President. It shall also be responsible for developing the slate of nominees for the Committee on Committees and Rules. The Nominating Committee shall consist of the elected members of Senate Council and the Immediate Past Chair of the Senate, who shall chair the committee. The Chair of the Senate shall activate the Nominating Committee at least four weeks prior to the second regularly scheduled meeting of the spring semester. The committee shall meet at the call of the Secretary, who shall charge the committee. The committee shall present at least two nominees for the offices of Chair, Vice-Chair-Elect, and Secretary.

(d) Nominees for Chair shall have a minimum of two complete years of Senate experience, and leadership experiences in one or more of the following categories:
(i) At least one year of service as a Senate Officer, a member of Senate Council, a member of the Committee on Committees and Rules, or a member of the Faculty Advisory Committee to the President.
(ii) At least one year of experience as the Chair of a standing committee or special committee.
(iii) At least two years of experience as the Vice Chair of a standing committee or special committee.
(iv) For the purposes of establishing a nominee’s qualifications to stand for election as Chair, a partially completed term shall count as a year of leadership experience.

(e) In addition, in the event that the Vice-Chair-Elect received a vote of no-confidence or that the Secretary is serving as interim Vice-Chair-Elect, the committee shall report a slate of at least two nominees for the office of Vice-Chair. The committee shall also report a slate of at least two nominees for a member of the Faculty Advisory Committee to the President (three-year term). Nominations shall reflect the variety of disciplines, functions, and geographic locations of University units. A report of all the nominations for Senate offices and the Faculty Advisory Committee to the President shall be submitted to the Chair of the Senate at least fourteen calendar days before the next-to-last regularly scheduled meeting of the Senate year, and the slate shall be published in the agenda for the next-to-last meeting. These nominations shall be announced to the Senate at the next-to-last meeting by the Chair of the Nominating Committee immediately following the remarks of the President and the Provost. At this time, additional nominations may be made from the floor of the Senate. Candidates for Chair, including those nominated from the floor, will have an opportunity to offer brief remarks to the Senate. Nominations for the Committee on Committees and Rules shall be presented to the Senate Council at their next-to-last regularly scheduled meeting of the Senate year. Senate Council shall
then elect the members of the Committee on Committees and Rules in accordance with Article II, section 6 of the Standing Rules of the Senate.

(d) (f) Elections will be conducted by mail or electronically by secret preferential ballot. Ballots or e-mail notification of the election website will be sent to all current senators at least 21 days before the date of the last regularly scheduled meeting of the Senate.

(e) (g) Votes shall be counted or verified by three tellers, appointed by the Chair of the Senate from among the members of the Senate who are not members of the Nominating Committee [see (c)]. The tellers will report the results of the election to the Executive Director of the Senate Office who will immediately inform the Senate officers, candidates, and the chair of the Committee on Committees and Rules of these results. The full Senate will be notified of the results in a timely fashion.

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

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

Article II – Senate Committee Structure

Section 1

The Chair of the Senate as an ex officio member of all Standing Committees may authorize the Vice-Chair-Elect, the Secretary, the Immediate Past Chair, or any elected member of the Senate Council to be a representative at meetings of any committee.

Section 2

All Standing Committees may add to their membership (consistent with the distribution requirement imposed by the Constitution, and with the approval of the Committee on Committees and Rules) nonvoting resource personnel on the basis of their position, interest, expertise, or membership in a particular sector of the University community. Committees may
add resource personnel on either a continuing or an ad hoc basis depending on the issues before the committee.

All Standing Committees are encouraged to invite individuals to render testimony or advice on particular questions as circumstances indicate. They are also encouraged to appoint ad hoc subcommittees as needed. The Chair of the Committee on Committees and Rules is to be notified of the charge and personnel of all ad hoc subcommittees at the time of their formation. These ad hoc subcommittees shall be terminated no later than the end of the Senate year unless reappointed by the new Standing Committee. Their reports, if any, are an internal responsibility of the parent Standing Committee. All Standing Committees shall file reports of their actions with the Senate office for inclusion in The Senate Record.

Most standing committee duties include liaison with other University bodies. Liaison implies information sharing. Membership on other bodies is pre-scribed by the appointing authority. The Chair of the Senate has full authority to decide which Committee has responsibility for considering and proposing legislation and/or consultation on any item which may overlap the responsibilities of more than one Committee. Committees may speak on behalf of the Senate on items specifically delegated in their charge in the Standing Rules.

Section 3

Elected members of the Committee on Committees and Rules of the Senate may not serve as members of [other] Standing Committees of the Senate except in such ex officio capacities as may now or in the future be designated. This restriction on committee membership may be suspended on an individual basis by a two-thirds vote of the senators present at a regular or special meeting.

Section 4

Except for the Committee on Committees and Rules all committee positions held by elected faculty senators are normally tenable for two years ending on May 31 and beginning on June 1. Administrative and Student senator positions are tenable for one year, unless otherwise specified. In any given year the Committee on Committees and Rules may assign senators one year terms of membership on a committee in order to balance membership. As far as practicable at least half of any committee’s elected faculty membership should extend for two years. No senator may serve longer than six consecutive years on a given committee nor more than three consecutive years as its chair. However, under extenuating circumstances the Committee on Committees and Rules may allow, by a two-thirds vote in the affirmative, a Senator to serve a seventh consecutive year as a committee member, or a fourth consecutive year as the committee chair. Committee chairs are selected annually by the Committee on Committees and Rules in consultation with the Senate Chair.
Section 5

All Senate committees will be available for consultation with the Office of the President of the University.

Section 6

Senate Committees:
(a) Committee on Committees and Rules
1. Membership:
   (i) Ten (10) elected faculty senators
   (ii) Vice Chair-Elect of the Senate (non-voting)
   (iii) Immediate Past Chair of the Senate (non-voting)
   (iv) Secretary of the Senate (non-voting)

2. Election: By the Senate Council for a term of two years. Elected members of the Committee may serve no more than four consecutive years nor more than three consecutive years as its chair. Elected members of Senate Council may not serve on the Committee on Committees and Rules.

3. Duties: The Committee on Committees and Rules shall review and make recommendations on the Senate’s committee structure. It shall appoint the members of all Standing Committees. It shall be responsible for proposing changes in the Constitution, Bylaws, and Standing Rules of the University Faculty Senate for action by the Senate. This committee shall serve as a Nominating Committee to the administrative officers of the University in the selection of University faculty to serve on University-wide committees. In addition, this committee has the investigative function in determining the constitutionality of acts of the Senate, failures to implement Senate legislation, problems resulting from conflicting legislation, and errors in the implementation of legislation. The Committee on Committees and Rules shall have the authority to interpret the Senate Constitution, Bylaws, and Standing Rules subject to review by the Senate.

Each spring, the Committee on Committees and Rules shall select a pool of faculty members who will be available to serve as a member of all Division I Intercollegiate Head Coach athletics searches. The Committee on Committees and Rules will ask for nominations from faculty members who are currently participating in or have participated within the last four calendar years on the Senate Committee on Intercollegiate Athletics, the Athletics Integrity Council, and/or the Faculty Partners Program. The assignment of faculty members to serve on a head coach search committee will be the prerogative of the Senate Chair but under most circumstances, it is expected that the faculty member will be drawn from the pool of candidates identified each year by the Committee on Committees and Rules.

Each year the Committee on Committees and Rules shall ask returning and new senators to rank their preferences for committee assignments. The Committee on Committees and Rules will then select the senatorial members of each Standing Committee, taking into consideration the preferences of senators. Where a representative of an administrative office is to be an ex officio member of a committee, this member will be selected by the Committee on Committees and
Rules in consultation with the appropriate administrative officer. Appointments to all committees should reflect the variety of disciplines, functions, and geographic locations of University units. Annually, the Committee on Committees and Rules shall elect its own Chair and Vice Chair. In consultation with the Senate Chair, the Committee shall designate the leadership of all other Standing Committees of the Senate.

While the Senate officers are the primary faculty representatives to the Committee on Institutional Cooperation (CIC), the Committee on Committees and Rules shall be informed and consulted on faculty governance issues that arise in the CIC. Such items will be periodically reported to the Senate.

4. Mandated reports: Nomination report. The Committee on Committees and Rules shall have the authority to approve its mandated Informational Reports for publication to the Senate Agenda. The committee shall send its Informational Reports to the Senate Council.

SENATE COMMITTEE ON COMMITTEES AND RULES
- Jonathan Abel
- Michael Bérubé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Beth King
- Richard Robinett
- James Strauss
- Keith Shapiro
- Jane Sutton
- Ann Taylor
- Kent Vrana, Chair
- Nicole Webster, Co-Chair
- Matthew Woessner
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Constitution; Article II – Membership, Section 5(c)

(Legislative)

Implementation: UPON APPROVAL BY THE PRESIDENT

Background:

This report was passed during the January 23rd, 2018 Senate meeting, however it was incorrectly labeled a Bylaws change when it should have been identified as a change to the Senate Constitution. Therefore, the report is being resubmitted with the only change that it is now a revision to the Constitution and goes into effect by approval of the President.

Rationale:

Student senator representation to the Senate is detailed in the Constitution, Article II, Section 5(c) where it states that, “The full-time, degree-seeking students at the University shall be represented by student senators elected by their units and by two ex officio student senators from undergraduate student government organizations.”

The Constitution goes on to stipulate the election of student representatives from various colleges, locations and units (including the Graduate School, Dickinson Law, Penn State Law, and the College of Medicine).

Article II, Section 5(c)(4) goes on to allocate student senators as:
“Two leaders of undergraduate student government organizations as follows: One representative of the University Park Undergraduate Association; One representative of the Council of Commonwealth Student governments. Whenever comparable units are added to the University or created through reorganization, each new unit shall elect one student senator. The term of a student senator shall be one year.”

Given that each undergraduate and graduate student unit is represented by an elected student senator, it seems inequitable that undergraduate student government organizations are provided representation, while the graduate and professional student government is not afforded similar representation.

The duly recognized Graduate and Professional Student Association was established in 1951 (originally as the Graduate Student Association and then reorganized in its current form in 2014). Moreover, there is already a provision for adding representation as needed.

It is therefore the opinion of the CC&R that this inequity in representation be redressed by providing for a senator from the Graduate and Professional Student Association.
Recommendation:

That Article II, Section 5(c) of the Constitution be and is hereby amended as follows:

**Bold indicates new text; strikethroughs indicated deleted text.**

Article IV

Section 5(c)
The full-time, degree-seeking students at the University shall be represented by student senators elected by their units and by two ex officio student senators from two undergraduate student government organizations and one graduate and professional student government organization.

Section 5(c)(4) Three leaders of undergraduate student government organizations as follows:

i. One representative of the University Park Undergraduate Association;
ii. One representative of the Council of Commonwealth Student governments;
iii. One representative of the Graduate and Professional Student Association;
iv. Whenever comparable units are added to the University or created through reorganization, each new unit shall elect one student senator. The term of a student senator shall be one year.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérbé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Beth King
- Richard Robinett
- James Strauss
- Keith Shapiro
- Jane Sutton
- Ann Taylor
- Kent Vrana (Chair)
- Nicole Webster (Co-Chair)
- Matthew Woessner
CORRECTED COPY
(Shaded areas in [square brackets] reflect revisions made during the Senate meeting.)

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

SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

Aligning Policies to Promote Student Academic Recovery and Success: Changes to Policies
47-80 Repeating Courses; 51-50 Cumulative Grade Point Average; 54-00 Academic Progress; 54-20 Academic Warning; 54-40 Academic Suspension; 54-50 Academic Dismissal; 54-90 Academic Renewal; 58-20 Persons to Whom Policy is Applicable; 58-50 Conditions for Re-enrollment as a Degree Candidate. New Policies: 51-70 Recovery Points; 58-80 Re-enrollment From Warning, Suspension, and Dismissal

(Legislative)

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

This joint report and legislative recommendations from our committees is written with the goal of reducing the numbers of students in academic difficulty who reach the suspension stage, by aligning and unifying our policies and putting into place interventions and support for academic recovery. Our philosophy is that we want all of our students to learn and to be successful.

The academic warning and suspension policies that have been implemented in the last year represent Senate’s desire to intervene when students are experiencing academic difficulties, and to prevent these students from deepening their financial and academic difficulties. Our committees have examined how the academic warning and suspension policies are working as well as how they relate to several other policies aimed at student success. The recommendations below therefore represent a holistic look at how better alignment of several Senate policies would shape and inform intentional interventions aimed at student recovery and success.

Academic warning and suspension are interventions, intended to prompt students to identify and address the factor(s) that led to their significant academic difficulty. Through meaningful interventions when a student is placed on academic warning, the ideal outcome is for the student to improve their academic performance and move forward in a positive fashion. For those students reaching the level of academic suspension, there is a continuing critical need to focus on helping them identify and address the factor(s) impeding their academic progress with the overarching goal being the successful completion of their Penn State degree. Through early intervention and coordinated efforts, academic recovery and success should be the outcome and is the driving force behind the recommendations in this report.

As academic recovery and success are the intended goals, interventions need to occur early so as to better align support with individual student needs. In its current state, our policies on academic warning and suspension provide too much time where students are in academic
difficulty without required interventions. The goal should be to actively engage students when indicators of academic difficulty become evident, particularly in terms of cumulative grade point average. Helping students to identify the causes of academic difficulty and ensuring that they are accessing appropriate support for academic recovery will ideally minimize the number of students who reach academic suspension. If students are not able to achieve academic recovery and reach a point of academic suspension, the University needs to remain engaged so that these students understand that we have a vested interested in their academic success. Helping students, whether in academic warning or suspension, to identify and resolve barriers and to develop realistic plans for academic recovery stands at the core of how we envision the redesign of these policies.

**Rationale**

To better ensure academic success, our Committees recommend developing systematic interventions aimed at helping students to identify and overcome barriers that impede degree completion. Working with dedicated academic advisers at the local level, students facing academic difficulties should develop specific academic plans that are not only viable, but that also enable the student to identify the barriers to their academic success. While students must be open and honest in acknowledging their unique barriers to academic success, the institution must also invest in the capacity to provide meaningful interventions and support systems to ensure that our students can achieve viable academic degree programs.

**Recovery points**: An important measure of the level of academic difficulty a student has experiences is the number of grade points below the minimum average 2.0. Penn State has previously referred to this as grade point deficits or deficiency points, but in the context of this report we refer to them as recovery points – that is, a quantitative measure of credits a student needs to complete with a B or better to return to good academic standing. Recovery points are a useful numerical value for determining the appropriate academic plans for recovery, and for individual conversations between advisers and students. Recovery points are calculated when the cumulative gpa is below 2.0, using this formula:

\[
\text{Recovery points} = \text{credits attempted} \times [2 - \text{gpa}]
\]

A visual representation of the number of recovery points based on the cumulative gpa and total attempted credits is shown in Figure 1 below. The green box indicates students who have 16 or fewer recovery points, that is, students who could return to good standing in a single, full-time semester with a B (3.0) average.

With academic recovery the intended outcome of our policy, we need to recognize that interventions need to start early in a student’s academic career. The goal needs to be to prevent students from accumulating significant deficiency in their grade points. In order to help students recover, we need to develop interventions that use the amount of recovery required to determine the appropriate form of intervention. Recovery points (in Policy 51-70) help to determine the extent/depth of academic difficulty and therefore help guide recovery plans as well as eligibility for and consideration of a successful appeal.
Early intervention: Our current policy (54-00) is to exclude students who have taken fewer than 18 credits from the warning and suspension actions, since early difficulties with the adjustment to college expectations are not uncommon. None of our peer institutions (Table 2) exempt first year students from warning and suspension interventions. We examined the outcomes for students who begin in the summer or fall semester and experience academic difficulty (cumulative/semester gpa < 2.0) but who were not eligible to be placed on warning until the spring semester, by which time potentially as many as 40 total credits may have been attempted.

We observe a significant number of students who struggle in their first year, but for whom the academic warning and suspension policies are not applied and thus interventions are not evenly enacted. With academic success as the core factor of our approach, interventions need to happen as soon as students show indicators of academic difficulty. If we are able to help students recover before they enter serious academic difficulty, we will be better positioned to ensure student success. Under our existing policy 54-40, students have the potential to emerge from their first year on academic warning with 80 or more recovery points. In 2016, there were nearly 500 first year students who completed the fall semester with a semester gpa below 2.0 and as many as 38 recovery points. These students were not put on academic warning, following our current policy. The next semester a third of these students continued to experience difficulty (semester and cumulative gpa < 2.0), more than half did not enroll at Penn State, and only about 10% academically recovered (cumulative gpa > 2.0). Our goal is to adjust our policies so that interventions can be brought into action earlier for students in serious academic difficulty, before they reach the suspension stage.

Our committees also recognize that the depth of students’ academic difficulty differs; for example a student with a 1.90 gpa is in a different position than a student with a 0.25 gpa. Therefore, in policy 54-40 we also recommend that there be a petition process for students to appeal an academic suspension, specifically for those students who have recovery points that could be mitigated within a single semester of successful work.

All students, including first-year students who begin in the summer, who experience academic difficulty should be placed on academic warning when their cumulative gpa initially falls below 2.0 (54-00) and be subject to suspension if they do not meet the standards for continuing. Students with 16 or fewer recovery points are eligible to petition an academic suspension action (54-40).

In the current policy, students returning from suspension who again experience academic difficulty (semester and cumulative gpa < 2) are able to repeat this cycle of suspension/re-enrollment three times. This essentially equates to at least four semesters of work with a cumulative grade point average and semester grade point average below 2.0, and at least four semesters of tuition. Because of the potential accumulation of a large number of recovery points and student debt, our committees recommend adjusting the policy so as to minimize the use of suspension as an effective intervention. The overarching goal should be academic recovery through the shared efforts of students and effective university-developed interventions, and to also bring a petition process by which students with a small number of recovery points can be considered for a stay of dismissal.
A suspended student who re-enrolls in the University and is unable to achieve a semester GPA of at least 2.0 will be dismissed (58-50); students with 18 or fewer recovery points can appeal dismissal.

**Repeating Courses.** Per Senate policy, students can repeat a course only if they have previously earned less than a C, unless an exception is granted by the college/unit of enrollment; and may repeat a course a maximum of three times. In policy 47-80, we clean up language and permit exceptions to both of these rules in unusual/rare circumstances by academic deans.

In addition, with an underlying goal of supporting students’ learning and success, we view learning as a process in which failure often occurs. When students are able to academically recover, their past difficulties in earlier courses can be detrimental to their success and to attaining their goals within the determination of the cumulative grade point average. We recommend allowing students to use only the most recent grade of a repeated course in their grade point average to aid in their academic recovery by eliminating recovery points and encouraging continued learning. All grades will appear on the transcript. This practice is consistent with what is done at our peer institutions (see Table 1).

We recommend reducing the number of course repeats from 3 to 2 and enforcing the C or better rule in policy 47-80; both of these can be appealed to the college/unit. For 12 credits that are repeated, the most recent grade will also only be included only once in the calculation of the cumulative grade point average (47-80).

**Appealing warning and suspension actions.** Under current policy students who have been academically warned, suspended or dismissed from the University, under certain circumstances, may request academic renewal and re-enrollment after sitting out of the University for 4 calendar years (policy 54-90). We recommend adding a petition process for exceptions to this policy. We recognize that extraordinary circumstances may exist which could convince academic units to support the return of a student before the 4 calendar year window opens. In fact, this is already occurring, and students are successfully petitioning this policy and re-entering the University before the 4 calendar year window opens. We add this language in policy both to make it a more transparent process for all students and academic units and to recognize the individualized nature of student academic recovery.

**Recommendation:** Based on the above rationale, our committees recommend alignment of our policies to promote student academic recovery and success by making changes to the policies shown below.
Figure 1.

Plot of the number of recovery points that a student would have after 12, 16, 46, or 60 attempted credits, if the earned cumulative grade point average is below 2.0.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Course repeat permitted?</th>
<th>Grades in repeated courses</th>
</tr>
</thead>
</table>
| Minnesota           | Yes (once)               | • Both appear on transcript  
• New grade used in GPA calculation                                                                                                                         |
| Iowa                | Yes                      | • Students apply to “restart” program; permitted for 3 courses, once per course. Both grades appear on transcript  
• New grade used in calculation of GPA                                                                                                                     |
| Michigan            | Yes (when $< C$ was earned) | • All grades on transcript  
• New grade used in GPA calculation                                                                                                                         |
| Illinois            | Yes                      | • All grades on transcript  
• Grade replacement in GPA calculation (limited cases)                                                                                                     |
| Michigan State      | Yes (when D or below was earned), up to 20 credits | • All grades on transcript  
• Last grade earned is used in GPA calculation                                                                                                               |
| Northwestern        | Yes (when D or below was earned) | • Both grades appear on transcript                                                                                                                         |
| Maryland            | Yes (once), up to 18 repeated credits | • Both grades appear on transcript  
• When course from first semester/first 24 credits is repeated, the higher grade is used in the GPA calculation                                             |
| Nebraska            | Yes (when $C$- or below was earned) | • All grades appear on transcript  
• Most recent grade is used to calculate the GPA                                                                                                               |
| Ohio State          | Yes                      | • All grades appear on transcript  
• Grades in up to 3 courses may be used to replace grades in GPA calculation (petition required, most recent grade is used, even if lower) |
| Purdue              | Yes (twice)              | • All grades on transcript  
• Most recent grade used in GPA calculation                                                                                                                   |
| Wisconsin           | Yes                      | • All grades used in GPA calculation                                                                                                                           |
| Indiana             | Yes (when less than A was earned) | • All grades on transcript  
• Students may petition to replace a grade in GPA calculation for up to 3 courses/10 credits                                                                 |
| Rutgers             | Yes                      | • All grades on transcript  
• For up to 16 credits, most recent grade can be used to replace a D or F in the GPA calculation                                                                 |
Table 2. Summary of Warning and Suspension Policies in Peer Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Academic Probation/Warning</th>
<th>Academic Suspension/Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>Suspended if, while on probation, both the semester and cumulative gpa &lt; 2.0</td>
</tr>
<tr>
<td>Iowa</td>
<td>Gpa &lt; 1.85 (&lt; 30 credits)</td>
<td>Dismissal if, while on probation, semester gpa &lt; 2.0</td>
</tr>
<tr>
<td></td>
<td>gpa &lt; 2.0 (40+ credits)</td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>Suspension and dismissal determined by review of grades by board; can occur after a single semester</td>
</tr>
<tr>
<td>Michigan State</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>One-year recess if, while on probation, student semester gpa and cumulative gpa &lt; 2.0</td>
</tr>
<tr>
<td>Northwestern</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>Dismissal if academic deficiency is not corrected in one term</td>
</tr>
<tr>
<td>Maryland</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>Suspended if semester gpa and cumulative gpa &lt; 2.0 while on probation</td>
</tr>
<tr>
<td>Nebraska</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>Students on probation are reviewed on case-by-case basis; dismissal when prolonged academic difficulty is evident</td>
</tr>
<tr>
<td>Purdue</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>Academic drop when a student on probation semester and cumulative gpa &lt; 2.0</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Gpa &lt; 2.0 = probation (not in summer)</td>
<td>Suspension after two semesters probation and gpa &lt; 2.0</td>
</tr>
<tr>
<td>Indiana</td>
<td>Gpa &lt; 2.0 = probation</td>
<td>Dismissal if gpa falls in critical probation range a second semester.</td>
</tr>
<tr>
<td></td>
<td>Gpa &lt; 1.33 = critical probation (&lt; 16 credits, scaled higher for larger # of credits)</td>
<td></td>
</tr>
<tr>
<td>Rutgers</td>
<td>Gpa &lt; 2.0 (fall or spring) – warning</td>
<td>Probation if gpa &lt; 2 for a second semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suspension in spring if gpa &lt; 1.5, 1.7, 1.9, 2.0 after 2nd, 4th, 6th, or 8th+ semester</td>
</tr>
</tbody>
</table>
54-00 Academic **Difficulty and Recovery Progress**

To graduate, a degree candidate must complete the requirements for the candidate’s major and earn at least a C (2.00) average for all courses taken at this University as stated in 82-40, subject to the conditions of 51-00.

When a student **does not** make adequate progress towards meeting and maintaining this 2.00 grade-point average, various academic progress statuses are used to serve as notification of such failure and to assist the student in correcting his/her academic difficulties. These statuses include academic warning (54-20) and academic suspension (54-40) and are summarized in the table below.

<table>
<thead>
<tr>
<th>STATUS AT BEGINNING OF SEMESTER *</th>
<th>CUMULATIVE GPA</th>
<th>SEMESTER GPA</th>
<th>STATUS AT END OF SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>2.00 or higher</td>
<td>2.00 or higher</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Good Standing</td>
<td>2.00 or higher</td>
<td>Less than 2.00 ±</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Good Standing</td>
<td>Less than 2.00</td>
<td>Less than 2.00</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>2.00 or higher</td>
<td>2.00 or higher</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>Less than 2.00</td>
<td>2.00 or higher</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>Less than 2.00</td>
<td>Less than 2.00</td>
<td>Academic Suspension</td>
</tr>
</tbody>
</table>

*First semester Students are exempted for the first 12 attempted credits. (Summer semester credits are excluded) since their semester GPA is the same as their cumulative GPA.

± Students will receive a notification when their semester grade-point average drops below a 2.00.
54-20 Academic Warning

Academic warning serves as official notification that the student has not earned a 2.00 cumulative grade-point average. A student placed on academic warning will have a hold placed on registration and will be required to meet with an academic adviser in order for this registration hold to be removed. Through this meeting, students will be encouraged to identify issues that have impeded their academic success and work with an adviser to develop a meaningful plan for academic recovery.

A student in academic warning status may continue to enroll for classes as long as the semester grade-point average continues at a 2.00 or higher. To remove academic warning, the cumulative grade-point average must be 2.00 or higher. A student in academic warning who does not maintain a semester grade-point average of 2.00 or higher will be academically suspended (54-40).

54-40 Academic Suspension

Academic suspension is a university-level intervention used when a student has earned a semester grade-point average of less than 2.00 while on academic warning. Suspension will be deferred at the end of the student’s second semester at Penn State if they completed seven or fewer credits in at least one of the semesters.

A student who has been academically suspended may not enroll at the University or attend classes for two consecutive semesters (Note: Summer session is equal to one semester and includes all courses offered after Spring semester and before Fall semester). Students with 15 or fewer recovery points may petition the Faculty Senate for a reduction in or stay of the suspension. Petitions will not be automatically granted.

A student returning from academic suspension must apply for re-enrollment as defined in policy 58-00 and returns to the University in academic warning status, with his/her the former cumulative grade-point average, and with a hold placed on the registration. The student must receive written support obtained in the college/major (or DUS) the student intends to pursue. Students must meet with an academic adviser to develop a plan for academic recovery prior to the hold being lifted.

A student can be academically suspended from the University two times. Students who have returned from academic suspension and do not achieve at least a 2.00 semester GPA are subject to academic dismissal (54-50).

A student may apply for academic renewal four years after academic dismissal.
54-50 Academic Dismissal

A student who has been placed on returns from academic suspension two times and fails to does not achieve at least a 2.00 semester GPA is subject to academic dismissal and is no longer permitted to take courses at the University. Students with 18 or fewer recovery points may petition the dismissal through the Faculty Senate. Petitions will not be automatically granted.

After a period of four calendar years, a student who has been academically dismissed from the University may seek re-enrollment to the University by requesting academic renewal (54-90).

54-90 Academic Renewal

Students, including those who have been academically warned, suspended, or dismissed, may request approval for Academic Renewal and Re-enrollment if:

- They have a cumulative grade-point average less than 2.00 and
- They have been absent from Penn State for at least four calendar years during which they have not been enrolled in any Penn State credit courses. Students may petition the Faculty Senate for early consideration of academic renewal.

If Academic Renewal is granted:

- The student’s cumulative average will start over at 0.00 in academic good standing.
- All prior courses and grades remain unchanged on the student’s academic record.
- The notation of Academic Renewal will be recorded on the student’s transcript.
- Courses passed with a grade of “C” or better during the earlier enrollment and approved by the dean of the college may be used to fulfill graduation requirements.
- Courses taken prior to Academic Renewal will not count towards the repeated courses limit as specified in Policy 47-80.

47-80 Repeating Courses

A student is limited to attempt any given course repeat a course only when a grade of less than C was obtained, for a maximum of three (3) times two (2) attempts. Attempts are defined as earning a grade in a class or late-dropping the class. Any exceptions to these rules to the three-try attempt limit must be approved by the appropriate academic official within a student’s college of enrollment.

In situations where a student withdraws from the university (Policy 56-30) these courses will not be counted as one of the three two allowed attempts on given courses.
A course in which a grade of C or better was obtained may only be repeated if written evidence of consultation is obtained from the student's adviser and a copy is submitted to the Office of the University Registrar.

The grades earned during all attempts in a course appear on the transcript. Any course repeated under this policy will may be counted no more than once as for entrance to major and graduation requirement requirements. Under this policy both grades are included. For up to 12 repeated credits, the most recent grade is used in the computation of the cumulative grade-point average.

This policy does not apply to courses designated as “repeatable.”

51-50 Cumulative Grade-Point Average

A student’s cumulative grade-point average is the weighted mean value of all grade points (see Section 51-30) earned either by enrollment or examinations in courses at the University. The cumulative GPA for a student who is completing more than one undergraduate major program, either a sequential or concurrent degree, will be computed using the grades earned in all courses taken at the University, except for the following: (Note: the words student and undergraduate student are used to designate a baccalaureate or associate degree candidate, or a nondegree student.)

1. a baccalaureate degree candidate who has completed associate degree 800-level courses—cumulative grade-point average will be based on all courses completed, other than associate degree 800-level;
2. a student repeating a course, in accordance with Senate Policy 47-80.

51-70 Recovery Points (New Policy)

Recovery points are calculated by:

Recovery points = credits attempted \times [2 – cumulative gpa]

Courses for which “no grade” and “deferred grade” symbols have been recorded are not included in the computation of recovery points.

58-20 Persons to Whom Policy is Applicable
The University recognizes that a student’s progress toward an undergraduate degree may be interrupted for a variety of reasons. This policy applies only to former degree candidates and allows individuals in the following situations to request permission for the resumption of status as a degree candidate:

1. **Students who left the university in good standing:**
   
   - A student who has withdrawn as a degree candidate from the University in accordance with the policies and procedures for withdrawal in Section 56-30;
   
   - A student degree candidate who has interrupted continuous enrollment by not enrolling in credit courses for one semester, except:
     
     - A student degree candidate who is not enrolled in courses during the summer session;
     
     - A student degree candidate who is on academic leave of absence and returns to the University under Section 56-70;
     
     - A student degree candidate who is identified as an adult learner and is enrolled in a program that permits a break in otherwise continuous fall/spring enrollments for adult learners.
   
   - A degree candidate who voluntarily changed to a non-degree student;
   
   - A student who wishes to return for a semester other than the one approved for a leave of absence in accordance with Section 56-70;
   
   - A student who has been dismissed or suspended from the University for nonacademic reasons and who has been cleared for re-enrollment by the director of the Office of Student Conduct;
   
   - A student who has received a baccalaureate or an associate degree from the University and wishes to pursue a second undergraduate degree

2. **Students who left the university not in good standing:**
   
   - A student who has been placed on academic warning, suspension, or dismissal.
   
   - A student who has been dismissed or suspended from the University for nonacademic reasons and who has been cleared for re-enrollment by the director of the Office of Student Conduct.

**Note:** Under certain circumstances, it may not be possible for a person who requests re-enrollment as a degree candidate to be re-enrolled into the degree program in which the person was previously enrolled. These circumstances include, but are not limited to, changes in the candidate’s academic credentials and the candidate’s previous degree program, including termination of that degree program.
58-50 Conditions for Re-enrollment from Good Standing as a Degree Candidate

Re-enrollment is a two-step process. The University approves re-enrollment; the college approves enrollment into an academic program.

Students who left the University in good standing, with a cumulative grade point average of 2.0 or higher, may request re-enrollment to the University. Action for approval or denial of a request for re-enrollment is covered under one of the following cases:

1. If the student is requesting re-enrollment:
   a. into the same program in which the student was previously enrolled, and;
   b. the student was not last enrolled in the Division of Undergraduate Studies or in a common year designation, and;
   c. that program is not approved for administrative enrollment control, and;
   d. when last enrolled the student’s cumulative grade point average was 2.00 or higher, depending on program requirements*

   then the re-enrollment request is immediately approved. The Registrar will inform the student and the dean of the college of the re-enrollment decision.

2. If the student is requesting re-enrollment:
   a. into a different program than the one in which the student was previously enrolled, or;
   b. the student was last enrolled in the Division of Undergraduate Studies or in a common year designation, or;
   c. that program is approved for administrative enrollment control, or;
   d. when last enrolled the student’s cumulative grade point average was less than 2.00 or higher, depending on program requirements*

   then the re-enrollment request requires review of the dean of the college or director of the Division of Undergraduate Studies. After final determination by the dean or director, the Registrar is notified of the re-enrollment decision and the Registrar notifies the student.

3. If a student is not approved to re-enroll into the requested program, the student may apply for re-enrollment into a different program. This subsequent request is considered under condition (2) above.
*For example, the Pennsylvania Department of Education and Penn State require a minimum cumulative grade point average of 3.00 for all Teacher Certification Programs offered at the University.

58-80 Re-enrollment from Warning, Suspension, and Dismissal (New Policy)

Students who withdrew or left the University who were not in good standing, as a result of either academic or nonacademic warning, suspension, or dismissal, may request re-enrollment to the University. Action for approval or denial of a request for re-enrollment is covered under one of the following cases:

1. If the student is requesting re-enrollment:

   when last enrolled the student’s cumulative grade point average was less than 2.00 or higher, depending on program requirements*

then to be considered for re-enrollment, students must submit an academic recovery plan and a statement from an academic adviser.

If re-enrollment is approved, the student will remain in academic warning status. Colleges may request the Registrar’s Office to place a registration hold after the re-enrollment request has been approved to ensure that proper advising occurs. A registration hold will prevent the student from registering for courses but will not impede the re-enrollment process.

If a student is not approved to re-enroll into the requested program, the student may apply for re-enrollment into a different program.

2. If the student is requesting re-enrollment following dismissal or suspension from the University for nonacademic reasons, the student must cleared for re-enrollment by the director of the Office of Student Conduct.
54-00 Academic Difficulty and Recovery

To graduate, a degree candidate must complete the requirements for the candidate’s major and earn at least a C (2.00) average for all courses taken at this University as stated in 82-40, subject to the conditions of 51-00.

When a student does not make adequate progress towards meeting and maintaining this 2.00 grade-point average, various academic progress statuses are used to serve as notification and to assist the student in correcting academic difficulties. These statuses include academic warning (54-20) and academic suspension (54-40) and are summarized in the table below.

<table>
<thead>
<tr>
<th>STATUS AT BEGINNING OF SEMESTER *</th>
<th>CUMULATIVE GPA</th>
<th>SEMESTER GPA</th>
<th>STATUS AT END OF SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>2.00 or higher</td>
<td>2.00 or higher</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Good Standing</td>
<td>2.00 or higher</td>
<td>Less than 2.00</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Good Standing</td>
<td>Less than 2.00</td>
<td>Less than 2.00</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>2.00 or higher</td>
<td>2.00 or higher</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>Less than 2.00</td>
<td>2.00 or higher</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>Academic Warning</td>
<td>Less than 2.00</td>
<td>Less than 2.00</td>
<td>Academic Suspension</td>
</tr>
</tbody>
</table>

Students will receive a notification when their semester grade-point average drops below a 2.00.
54-20 Academic Warning

Academic warning serves as official notification that the student has not earned a 2.00 cumulative grade-point average. A student placed on academic warning will have a hold placed on registration and will be required to meet with an academic adviser for this registration hold to be removed. Through this meeting, students will be encouraged to identify issues that have impeded their academic success and work with an adviser to develop a meaningful plan for academic recovery.

A student in academic warning status may continue to enroll for classes as long as the semester grade-point average continues at a 2.00 or higher. To remove academic warning, the cumulative grade-point average must be 2.00 or higher. A student in academic warning who does not maintain a semester grade-point average of 2.00 or higher will be academically suspended (54-40).

54-40 Academic Suspension

Academic suspension is a university-level intervention used when a student has earned a semester grade-point average of less than 2.00 while on academic warning.

A student who has been academically suspended may not enroll at the University or attend classes for two consecutive semesters (Note: Summer session is equal to one semester and includes all courses offered after Spring semester and before Fall semester). Students with 15 or fewer recovery points may petition the Faculty Senate for a reduction in or stay of the suspension. Petitions will not be automatically granted.

A student returning from academic suspension must apply for re-enrollment as defined in policy 58-00 (or admission, if a degree-seeking student conditionally enrolled in DUS) and returns to the University in academic warning status, with the former cumulative grade-point average, and with a hold placed on the registration. Students must meet with an academic adviser to develop a plan for academic recovery prior to the hold being lifted.

Students who have returned from academic suspension and do not achieve at least a 2.00 semester GPA are subject to academic dismissal (54-50).

A student may apply for academic renewal four years after academic dismissal.

54-50 Academic Dismissal

A student who returns from academic suspension and does not achieve at least a 2.00 semester GPA is subject to academic dismissal and is no longer permitted to take courses at the
University. Students with 18 or fewer recovery points may petition the dismissal. Petitions will not be automatically granted.

After a period of four calendar years, a student who has been academically dismissed from the University may seek re-enrollment to the University by requesting academic renewal (54-90).

**54-90 Academic Renewal**

Students, including those who have been academically warned, suspended, or dismissed, may request approval for Academic Renewal and Re-enrollment if:

- They have a cumulative grade-point average less than 2.00 and
- They have been absent from Penn State for at least four calendar years during which they have not been enrolled in any Penn State credit courses. Students may petition the Faculty Senate for early consideration of academic renewal.

If Academic Renewal is granted:

- The student’s cumulative average will start over at 0.00 in academic good standing.
- All prior courses and grades remain unchanged on the student’s academic record.
- The notation of Academic Renewal will be recorded on the student’s transcript.
- Courses passed with a grade of “C” or better during the earlier enrollment and approved by the dean of the college may be used to fulfill graduation requirements.
- Courses taken prior to Academic Renewal will not count towards the repeated courses limit as specified in Policy 47-80.

**47-80 Repeating Courses**

A student is limited to repeat a course only when a grade of less than C was obtained, for a maximum of two (2) attempts. Attempts are defined as earning a grade in a class or late-dropping the class. Any exceptions to these rules must be approved by the appropriate academic official within a student’s college of enrollment.

In situations where a student withdraws from the university (Policy 56-30) these courses will not be counted as one of the two allowed attempts on given courses.

The grades earned during all attempts in a course appear on the transcript. Any course repeated under this policy will be counted no more than once for entrance to major and graduation requirements. For up to 12 repeated credits, the most recent grade is used in the computation of the cumulative grade-point average.

This policy does not apply to courses designated as “repeatable.”
51-50 Cumulative Grade-Point Average

A student’s cumulative grade-point average is the weighted mean value of all grade points (see Section 51-30) earned either by enrollment or examinations in courses at the University. The cumulative GPA for a student who is completing more than one undergraduate major program, either a sequential or concurrent degree, will be computed using the grades earned in all courses taken at the University, except for the following: (Note: the words student and undergraduate student are used to designate a baccalaureate or associate degree candidate, or a nondegree student.)

1. a student who has been approved for academic renewal–cumulative grade-point average will be computed in accordance with Senate Policy 58-60.
2. a student repeating a course, in accordance with Senate Policy 47-80.

51-70 Recovery Points

Recovery points are calculated by:

\[
\text{Recovery points} = \text{credits attempted} \times (2 - \text{cumulative gpa})
\]

Courses for which “no grade” and “deferred grade” symbols have been recorded are not included in the computation of recovery points.

58-20 Persons to Whom Policy is Applicable

The University recognizes that a student’s progress toward an undergraduate degree may be interrupted for a variety of reasons.

1. Students who left the university in good standing:
   - A student who has withdrawn from the University in accordance with the policies and procedures for withdrawal in Section 56-30;
   - A student who has interrupted continuous enrollment by not enrolling in credit courses for one semester, except:
     - A student who is not enrolled in courses during the summer session;
• A student who is on academic leave of absence and returns to the University under Section 56-70;

• A student who is identified as an adult learner and is enrolled in a program that permits a break in otherwise continuous fall/spring enrollments for adult learners.

• A student who wishes to return for a semester other than the one approved for a leave of absence in accordance with Section 56-70;
• A student who has received a baccalaureate or an associate degree from the University and wishes to pursue a second undergraduate degree

2. Students who left the university not in good standing:
   • A student who has been placed on academic warning, suspension, or dismissal.
   • A student who has been dismissed or suspended from the University for nonacademic reasons and who has been cleared for re-enrollment by the director of the Office of Student Conduct.

Note: Under certain circumstances, it may not be possible for a person who requests re-enrollment as a degree candidate to be re-enrolled into the degree program in which the person was previously enrolled. These circumstances include, but are not limited to, changes in the candidate’s academic credentials and the candidate’s previous degree program, including termination of that degree program.

58-50 Re-enrollment from Good Standing

Students who left the University in good standing, with a cumulative grade point average of 2.0 or higher, may request re-enrollment to the University. Action for approval or denial of a request for re-enrollment is covered under one of the following cases:

1. If the student is requesting re-enrollment:
   a. into the same program in which the student was previously enrolled, and;
   b. the student was not last enrolled in the Division of Undergraduate and;
   c. that program is not approved for administrative enrollment control;

   then the re-enrollment request is immediately approved. The Registrar will inform the student and the dean of the college of the re-enrollment decision.

2. If the student is requesting re-enrollment:
   a. into a different program than the one in which the student was previously enrolled, or;
   b. the student was last enrolled in the Division of Undergraduate or;
   c. that program is approved for administrative enrollment control;
then the re-enrollment request requires review of the dean of the college or director of the Division of Undergraduate Studies. After final determination by the dean or director, the Registrar is notified of the re-enrollment decision and the Registrar notifies the student.

If a student is not approved to re-enroll into the requested program, the student may apply for re-enrollment into a different program. This subsequent request is considered under condition (2) above.

**58-80 Re-enrollment from Warning, Suspension, and Dismissal**

Students who withdrew or left the University who were not in good standing, as a result of either academic or nonacademic warning, suspension, or dismissal, may request re-enrollment to the University. Action for approval or denial of a request for re-enrollment is covered under one of the following cases:

1. If the student is requesting re-enrollment when last enrolled the student’s cumulative grade point average was less than 2.00 or higher, depending on program requirements*, then to be considered for re-enrollment, students must submit an academic recovery plan and a statement from an academic adviser.

If re-enrollment is approved, the student will remain in academic warning status. Colleges may request the Registrar’s Office to place a registration hold after the re-enrollment request has been approved to ensure that proper advising occurs. A registration hold will prevent the student from registering for courses but will not impede the re-enrollment process.

If a student is not approved to re-enroll into the requested program, the student may apply for re-enrollment into a different program.

2. If the student is requesting re-enrollment following dismissal or suspension from the University for nonacademic reasons, the student must cleared for re-enrollment by the director of the Office of Student Conduct.
Senate Committee on Admissions, Records, Scheduling, and Student Aid

- Steven Andelin
- Victoria Braithwaite
- Clark Brigger
- Wei-fan Chen
- Harold Hayford, Vice Chair
- James Jaap
- Robert Kubat
- Melissa Kunes
- Maura Shea
- Shuang Shen
- Jake Springer
- Darryl Thomas
- Mary Beth Williams, Chair
- Douglas Wolfe

Senate Committee on Undergraduate Education

- Andrew Ahr
- Jonna Belanger
- Joseph Bauman
- Gretchen Casper
- Theodore Cios
- Delia Conti
- Joyce Furfaro, Vice Chair
- Yvonne Gaudelius
- David Han
- Peter Heaney
- Karen Henninger
- Vicki Hewitt
- Peggy Johnson
- Peter Linehan
- Karen Pollack
- Vansh Prabhu
- Janina Safran
- George Samuel
- Elizabeth Seymour, Chair
- David Smith
- Michele Stine
- Samia Suliman
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Constitution: Article II – Membership, Section 1

(Legislative)

Implementation: UPON APPROVAL BY THE PRESIDENT

Rationale:

At its meeting on March 21, 2017, the University Faculty Senate voted to pass an Advisory and Consultative report recommending a standardization of ranks and titles for non-tenure line faculty across the University. On April 20, 2017, President Barron sent a memo to Chair Strauss, stating his concurrence with the recommendations and asking the Vice President for Human Resources to implement its recommendations. University Policy AC 21 (Definition of Academic Ranks, formerly HR21) was revised accordingly.

With the new ranks and titles now in place within University Policy AC21, the Constitution of the University Faculty Senate needs to be updated to reflect the new ranks and titles.

Recognizing that future changes may be made to AC21, CC&R recommends that, instead of enumerating each qualifying rank/title, we update Article II, Section 1 of the Constitution to refer directly to University Policy AC21. This will avoid having to revise our Constitution each time changes are made to University Policy AC21.

Finally, we recommend eliminating extraneous wording from the list of those excluded from the University Faculty electorate.

Recommendation:

That Article II, Section 1 of the Constitution be and is hereby amended as follows:

Please note that the following contains bold text for additions and strikeouts indicating deleted text.

Article II – Membership

Section 1

For the purpose of defining the electorate of the Senate, the term “University faculty” shall mean all persons who hold full-time academic appointments, and who hold one of the following ranks: Lecturer, Instructor, Senior Lecturer, Senior Instructor, Research Assistant, Senior Research Assistant, Senior Scientist, Research Associate, Senior Research Associate, Professor of Practice, Assistant Librarian, Associate Librarian, Librarian, Assistant Professor, Associate
Professor, or Professor including instructors and all professorial ranks and equivalent ranks as defined in University Policy AC21, with the following exclusions:

(a) The President’s immediate staff;
(b) The immediate staff of the Executive Vice President and Provost, including Vice Provosts and Associate and Assistant Vice Provosts;
(c) Other Vice Presidents, including Associate and Assistant Vice Presidents, Academic Deans and Chancellors;
(d) Those holding affiliate academic appointments;
(e) Faculty members of the Pennsylvania College of Technology are not included in the electorate of the University Faculty Senate.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérubé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana, Chair
- Nicole Webster, Vice Chair
- Matthew Woessner
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Bylaws; Article II – Senate Council, Section 3

(Legislative)

Implementation: UPON APPROVAL BY THE SENATE

Rationale:

The Senate Council plays an important role in shared governance. Article II, Section 1 of the bylaws provides that the council review pending reports, and that it provides council to the Senate officers on important matters before the university. Article I, Section 12 of the standing rules charges Senate Council with indicating a vote to remove a Senate Officer in cases of “neglect of duty or misconduct in office.” Currently, however, Senate Council has no mechanism to call itself into session absent the consent of the Senate Chair.

To properly exercise its oversight authority over Senate Officers, Senate Council must have the ability to call itself into session, even over the objections of the Senate Chair. While this authority may never be exercised, providing Senate Council with a degree of independence in initiating special meetings will ensure that Chairs are responsive to the concerns of its members.

Recommendation:

That Article II, Section 3 of the Bylaws be and is hereby amended as follows:

Please note that the following contains bold text for additions.

Article II

Section 3

The Senate Council shall be convened by the Chair of the Senate at least as often per annum as the Senate. The Chair shall convene a special meeting of Senate Council at the request of two-thirds of its voting members.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérubé
- Victor Brunsden
• Mark Casteel
• Ann Clements
• Beth King
• Richard Robinett
• Keith Shapiro
• James Strauss
• Jane Sutton
• Ann Taylor
• Kent Vrana, Chair
• Nicole Webster, Vice Chair
• Matthew Woessner
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Bylaws; Article X – Amendments

(Legislative)

Implementation: UPON APPROVAL BY THE SENATE

Rationale:

There is currently no provision for making minor changes to the Bylaws or Standing Rules without formal submission to the Senate. For example, this might include changes in software, committee names, University offices or titles. To render the Senate more nimble, the Committee on Committees and Rules proposes that such editorial changes of a non-substantive nature be directly submitted by CC&R to Senate Council for approval. If approved by Senate Council, the changes would be communicated to the members of the Senate in the next Senate agenda, where any senator would have the ability to formally request that the changes be brought before the entire Senate via normal legislative practice. Should the Council not approve the changes, they could still be subject to submission through normal procedures. Provided the Senate approves the recommended changes to the Senate Bylaws (Article X) described below, the Standing Rules would then be amended to include the same process for editorial changes of a non-substantive nature.

Recommendation:

That Article X of the Bylaws be and is hereby amended as follows:

Please note that the following contains bold text for additions and strikeouts indicating deleted text.

Article X – Amendments

Amendments of the Bylaws may be adopted at any meeting of the Senate by a two-thirds (2/3) vote of those senators present, provided that the amendments shall have been presented in writing at a preceding regular meeting.

In those cases where amendments are deemed to be editorial changes of a non-substantive nature (e.g., issues of nomenclature, committee names, or faculty titles), the Committee on Committees and Rules may submit them to Senate Council for approval by a two-thirds vote. If the vote fails, they will be returned to the Committee on Committees and Rules to be submitted via the regular legislative process. If the vote succeeds, the changes shall be
published in a Communication to the Senate in the next Senate agenda. For five days following the Senate meeting, any faculty senator who feels that the changes require a more careful review may place their objections in writing to the Senate Chair who will return them to the Committee on Committees and Rules to be submitted via the regular legislative process. If there are no objections after five days the changes will go into effect.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérubé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana, Chair
- Nicole Webster, Vice Chair
- Matthew Woessner
SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Standing Rules; Article I, Section 12 & Article II, Section 1 and 6

(Legislative)

Implementation: UPON APPROVAL BY THE SENATE

(REPORT WITHDRAWN ON FLOOR OF SENATE)

Rationale:

Provided the Senate approves reforms to the Senate executive under Article I, Section 1 of the Bylaws, the standing rules must be amended to reflect the new names for the Chair-Elect and the Immediate Past Chair. Additionally, since Senate officers would have the opportunity to run directly for the office of Chair, CC&R concluded that it was useful to provide minimum qualifications for the office of Chair, based on time served in the Senate, and basic leadership experience. Finally, to help Senators make a more informed judgement of the election for Chair, the revisions to the standing rules require that Senate Council set aside time for candidates to briefly address the plenary session of the Senate.

Recommendation:

That Article I, and Article II of the Standing Rules be and is hereby amended as follows:

Please note that the following contains bold text for additions and strikeouts indicating deleted text.

Article I

Section 12

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

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

(c) The Nominating Committee of the Senate shall develop the slate of nominees for the offices of Chair, Vice Chair-Elect, and Secretary, as well as for a member of the Faculty Advisory Committee to the President. It shall also be responsible for developing the slate of nominees for the Committee on Committees and Rules. The Nominating Committee shall consist of the elected members of Senate Council and the Immediate Past Chair of the Senate, who shall chair the committee. The Chair of the Senate shall activate the Nominating Committee at least four weeks prior to the second regularly scheduled meeting of the spring semester. The committee shall meet at the call of the Secretary, who shall charge the committee. The committee shall present at least two nominees for the offices of Chair, Vice Chair-Elect, and Secretary.

(d) Nominees for Chair shall have a minimum of two complete years of Senate experience, and leadership experiences in one or more of the following categories:

   (i) At least one year of service as a Senate Officer, a member of Senate Council, a member of the Committee on Committees and Rules, or a member of the Faculty Advisory Committee to the President.

   (ii) At least one year of experience as the Chair of a standing committee or special committee.

   (iii) At least two years of experience as the Vice Chair of a standing committee or special committee.

   (iv) For the purposes of establishing a nominee’s qualifications to stand for election as Chair, a partially completed term of no less than six months shall count as a year of leadership experience.

(e) In addition, in the event that the Vice Chair-Elect received a vote of no-confidence or that the Secretary is serving as interim Chair-Elect, the Nominating Committee shall report a slate of at least two nominees for the office of Vice Chair. The Nominating Committee shall also report a slate of at least two nominees for a member of the Faculty Advisory Committee to the President (three-year term). Nominations shall reflect the variety of disciplines, functions, and geographic locations of University units. A report of all the nominations for Senate offices and the Faculty Advisory Committee to the President shall be submitted to the Chair of the Senate at least fourteen calendar days before the next-to-last regularly scheduled meeting of the Senate year, and the slate shall be published in the agenda for the next-to-last meeting. These nominations shall be announced to the Senate at the next-to-last meeting by the Chair of the Nominating Committee immediately following the remarks of the President and the Provost. At this time, additional nominations may be made from the floor of the Senate. Candidates for Chair, including those nominated from the floor, will have an opportunity to offer brief remarks to the Senate. Nominations for the Committee on Committees and Rules shall be presented to the Senate Council at their next-to-last regularly scheduled meeting of the Senate year. Senate Council shall then elect the members of the Committee on Committees and Rules in accordance with Article II, Section 6 of the Standing Rules of the Senate.
Appendix H

4/24/18

(d) (f) Elections will be conducted by mail or electronically by secret preferential ballot. Ballots or e-mail notification of the election website will be sent to all current senators at least 21 days before the date of the last regularly scheduled meeting of the Senate.

(e) (g) Votes shall be counted or verified by three tellers, appointed by the Chair of the Senate from among the members of the Senate who are not members of the Nominating Committee [see (c)]. The tellers will report the results of the election to the Executive Director of the Senate Office who will immediately inform the Senate officers, candidates, and the chair of the Committee on Committees and Rules of these results. The full Senate will be notified of the results in a timely fashion.

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

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

Article II – Senate Committee Structure

Section 1

The Chair of the Senate as an ex officio member of all Standing Committees may authorize the Vice Chair-Elect, the Secretary, the Immediate Past Chair, or any elected member of the Senate Council to be a representative at meetings of any committee.

Section 2

All Standing Committees may add to their membership (consistent with the distribution requirement imposed by the Constitution, and with the approval of the Committee on Committees and Rules) nonvoting resource personnel on the basis of their position, interest, expertise, or membership in a particular sector of the University community. Committees may add resource personnel on either a continuing or an ad hoc basis depending on the issues before the committee.

All Standing Committees are encouraged to invite individuals to render testimony or advice on particular questions as circumstances indicate. They are also encouraged to appoint ad hoc subcommittees as needed. The Chair of the Committee on Committees and Rules is to be notified.
of the charge and personnel of all ad hoc subcommittees at the time of their formation. These ad hoc subcommittees shall be terminated no later than the end of the Senate year unless reappointed by the new Standing Committee. Their reports, if any, are an internal responsibility of the parent Standing Committee. All Standing Committees shall file reports of their actions with the Senate office for inclusion in The Senate Record.

Most standing committee duties include liaison with other University bodies. Liaison implies information sharing. Membership on other bodies is prescribed by the appointing authority. The Chair of the Senate has full authority to decide which Committee has responsibility for considering and proposing legislation and/or consultation on any item which may overlap the responsibilities of more than one Committee. Committees may speak on behalf of the Senate on items specifically delegated in their charge in the Standing Rules.

Section 3

Elected members of the Committee on Committees and Rules of the Senate may not serve as members of [other] Standing Committees of the Senate except in such ex officio capacities as may now or in the future be designated. This restriction on committee membership may be suspended on an individual basis by a two-thirds vote of the senators present at a regular or special meeting.

Section 4

Except for the Committee on Committees and Rules, all committee positions held by elected faculty senators are normally tenable for two years ending on May 31 and beginning on June 1. Administrative and Student senator positions are tenable for one year, unless otherwise specified. In any given year the Committee on Committees and Rules may assign senators one year terms of membership on a committee in order to balance membership. As far as practicable at least half of any committee’s elected faculty membership should extend for two years. No senator may serve longer than six consecutive years on a given committee nor more than three consecutive years as its chair. However, under extenuating circumstances the Committee on Committees and Rules may allow, by a two-thirds vote in the affirmative, a Senator to serve a seventh consecutive year as a committee member, or a fourth consecutive year as the committee chair. Committee chairs are selected annually by the Committee on Committees and Rules in consultation with the Senate Chair.

Section 5

All Senate committees will be available for consultation with the Office of the President of the University.

Section 6

Senate Committees:
(a) Committee on Committees and Rules
   1. Membership:
      (i) Ten (10) elected faculty senators
Article I

Section 12

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

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

(c) The Nominating Committee of the Senate shall develop the slate of nominees for the offices of Chair, Vice Chair, and Secretary, as well as for a member of the Faculty Advisory Committee to the President. It shall also be responsible for developing the slate of nominees for the Committee on Committees and Rules. The Nominating Committee shall consist of the elected members of Senate Council and the Past Chair of the Senate, who shall chair the committee. The Chair of the Senate shall activate the Nominating Committee at least four weeks prior to the second regularly scheduled meeting of the spring semester. The committee shall meet at the call of the Secretary, who shall charge the committee. The committee shall present at least two nominees for the offices of Chair, Vice Chair, and Secretary.

(d) Nominees for Chair shall have a minimum of two complete years of Senate experience, and leadership experiences in one or more of the following categories:
(i) At least one year of service as a Senate Officer, a member of Senate Council, a member of the Committee on Committees and Rules, or a member of the Faculty Advisory Committee to the President.

(ii) At least one year of experience as the Chair of a standing committee or special committee.

(iii) At least two years of experience as the Vice Chair of a standing committee or special committee.

(iv) For the purposes of establishing a nominee’s qualifications to stand for election as Chair, a partially completed term of no less than six months shall count as a year of leadership experience.

(e) In addition, in the event that the Vice Chair received a vote of no-confidence the Nominating Committee shall report a slate of at least two nominees for the office of Vice Chair. The Nominating Committee shall also report a slate of at least two nominees for a member of the Faculty Advisory Committee to the President (three-year term). Nominations shall reflect the variety of disciplines, functions, and geographic locations of University units. A report of all the nominations for Senate offices and the Faculty Advisory Committee to the President shall be submitted to the Chair of the Senate at least fourteen calendar days before the next-to-last regularly scheduled meeting of the Senate year, and the slate shall be published in the agenda for the next-to-last meeting. These nominations shall be announced to the Senate at the next-to-last meeting by the Chair of the Nominating Committee immediately following the remarks of the President and the Provost. At this time, additional nominations may be made from the floor of the Senate. Candidates for Chair, including those nominated from the floor, will have an opportunity to offer brief remarks to the Senate. Nominations for the Committee on Committees and Rules shall be presented to the Senate Council at their next-to-last regularly scheduled meeting of the Senate year. Senate Council shall then elect the members of the Committee on Committees and Rules in accordance with Article II, Section 6 of the Standing Rules of the Senate.

(f) Elections will be conducted by mail or electronically by secret preferential ballot. Ballots or e-mail notification of the election website will be sent to all current senators at least 21 days before the date of the last regularly scheduled meeting of the Senate.

(g) Votes shall be counted or verified by three tellers, appointed by the Chair of the Senate from among the members of the Senate who are not members of the Nominating Committee [see (c)]. The tellers will report the results of the election to the Executive Director of the Senate Office who will immediately inform the Senate officers, candidates, and the chair of the Committee on Committees and Rules of these results. The full Senate will be notified of the results in a timely fashion.

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

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

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Article II – Senate Committee Structure

Section 1

The Chair of the Senate as an ex officio member of all Standing Committees may authorize the
Vice Chair, the Secretary, the Past Chair, or any elected member of the Senate Council to be a
representative at meetings of any committee.

Section 2

All Standing Committees may add to their membership (consistent with the distribution
requirement imposed by the Constitution, and with the approval of the Committee on
Committees and Rules) nonvoting resource personnel on the basis of their position, interest,
expertise, or membership in a particular sector of the University community. Committees may
add resource personnel on either a continuing or an ad hoc basis depending on the issues before
the committee.

All Standing Committees are encouraged to invite individuals to render testimony or advice on
particular questions as circumstances indicate. They are also encouraged to appoint ad hoc
subcommittees as needed. The Chair of the Committee on Committees and Rules is to be notified
of the charge and personnel of all ad hoc subcommittees at the time of their formation. These ad
hoc subcommittees shall be terminated no later than the end of the Senate year unless
reappointed by the new Standing Committee. Their reports, if any, are an internal responsibility
of the parent Standing Committee. All Standing Committees shall file reports of their actions
with the Senate office for inclusion in The Senate Record.

Most standing committee duties include liaison with other University bodies. Liaison implies
information sharing. Membership on other bodies is pre-scribed by the appointing authority. The
Chair of the Senate has full authority to decide which Committee has responsibility for
considering and proposing legislation and/or consultation on any item which may overlap the
responsibilities of more than one Committee. Committees may speak on behalf of the Senate on
items specifically delegated in their charge in the Standing Rules.

Section 3

Elected members of the Committee on Committees and Rules of the Senate may not serve as
members of [other] Standing Committees of the Senate except in such ex officio capacities as
may now or in the future be designated. This restriction on committee membership may be
suspended on an individual basis by a two-thirds vote of the senators present at a regular or special meeting.

Section 4

Except for the Committee on Committees and Rules all committee positions held by elected faculty senators are normally tenable for two years ending on May 31 and beginning on June 1. Administrative and Student senator positions are tenable for one year, unless otherwise specified. In any given year the Committee on Committees and Rules may assign senators one year terms of membership on a committee in order to balance membership. As far as practicable at least half of any committee’s elected faculty membership should extend for two years. No senator may serve longer than six consecutive years on a given committee nor more than three consecutive years as its chair. However, under extenuating circumstances the Committee on Committees and Rules may allow, by a two-thirds vote in the affirmative, a Senator to serve a seventh consecutive year as a committee member, or a fourth consecutive year as the committee chair. Committee chairs are selected annually by the Committee on Committees and Rules in consultation with the Senate Chair.

Section 5

All Senate committees will be available for consultation with the Office of the President of the University.

Section 6

Senate Committees:
(a) Committee on Committees and Rules
1. Membership:
(i) Ten (10) elected faculty senators
(ii) Vice Chair of the Senate (non-voting)
(iii) Past Chair of the Senate (non-voting)
(iv) Secretary of the Senate (non-voting)

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérubé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
• Ann Taylor
• Kent Vrana, Chair
• Nicole Webster, Vice Chair
• Matthew Woessner
Rationale:
In recent years, the Senate Committee on Curricular Affairs (SCCA) has experienced an expansion in such areas as subcommittees, scope of curricular review (including but not limited to certificate programs, general education recertification, general education and five-year reviews, and prerequisite updates), and representation on standing and special committees. A review and recertification of US/IL courses is forthcoming (See Appendix “D”, 4-19-16). To define and distribute the duties of the Curricular Affairs leadership, the SCCA has had two vice chairs appointed over the past two academic years. In the interest of allowing the continuation of the practice of appointing two vice chairs and to define the role of each vice chair, changes to the Standing Rules Article II, Section 6-c are outlined below.

Recommendation:
It is recommended that the Standing Rules Article II, section 6-c be replaced with the following text.

Please note that the following contains bold text for additions.

Article II, Section 6-c

(c) Committee on Curricular Affairs

1. Membership:
   (i) At least 17 elected faculty senators including one faculty senator from each college at University Park and one faculty senator from each of Abington, Altoona, Berks, Erie, Harrisburg, and the University College.
   (ii) Two undergraduate student senators
   (iii) A member of the Administrative Council on Undergraduate Education (selected by ACUE)*
   (iv) Dean of University Libraries and Scholarly Communications or representative*
   (v) Chair of the Graduate Council Committee on Programs and Courses*

2. Selection: Committee members shall be selected by the Committee on Committees and Rules. One Chair and two vice chairs shall be chosen from the elected faculty senate members.

3. Duties: The Committee on Curricular Affairs shall review, evaluate, and approve or reject all course and curriculum proposals including proposals to limit program enrollment submitted by the various departments, colleges, and other appropriate units of the University that have not received delegation or responsibility in this area from the Senate. With regard to program enrollment limitations, restrictions proposed for academic reasons are subject to approval or
rejection while restrictions proposed for resource restraints are subject only to consultative review. The Committee shall study the existing courses and curricula of the University with reference to the needs of students and opportunities for service to the Commonwealth and make recommendations for changes where appropriate. It shall develop criteria for evaluating courses and curricula and recommend procedures for handling courses and curriculum proposals. It shall have oversight of the following subcommittees: Bachelors of Arts, Certificates, General Education, Integrative Studies, Retention and Transfer, United States and International Cultures, and Writing. **It shall disperse vice chair duties such that one vice chair shall oversee General Education efforts including serving as subcommittee chair for General Education and Integrative Studies subcommittees, and one vice chair shall support all general business of the committee and shall oversee at least two remaining subcommittees.** 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.

**SENATE COMMITTEE ON COMMITTEES AND RULES**

- Jonathan Abel
- Michael Bérubé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana, Chair
- Nicole Webster, Vice Chair
- Matthew Woessner
At the beginning of the 2016-17 academic year, concurrent with the implementation of LionPATH, a new Penn State policy began that separated student registration from financial payments for tuition, room, and board costs. Whereas in the past students remained in scheduled status until their bursar accounts were paid in full, this change in policy now allows students to register for courses and complete academic transactions (for example, drop/add) before their bursar accounts are paid in full.

To do this, students sign a Consent to Conduct University Business Electronically and a Student Financial Responsibility Agreement prior to registration. The Financial Responsibility Agreement (FRA) informs students of their financial obligations to the university, including the assessment of 1.5% late fee on any outstanding balance owed to the University and the placement of financial holds if the student does not pay all charges assessed to the student account. By clicking “I Agree” on the FRA, the student acknowledges having read and understood the FRA in its entirety and consenting to be bound by the Agreement. The Bursar’s web site (bursar.psu.edu) notes that students with a delinquent account are subject to late fees and other consequences. Students with unpaid balances:

- Are charged a late fee of 1.5% of the balance of the account each month, beginning with the first overdue bill
- Have a hold placed on their account
- Cannot register for/enroll in classes in future semesters
- Cannot get an official copy of their transcript or diploma

Students can avoid late fees if they enroll in the Installment Payment Plan; this plan requires that a third of the tuition and a non-refundable enrollment fee of $45 are paid by the first installment due date each semester. Other institutions also have late fees for overdue accounts, see Table 1. With three exceptions, these institutions apply a standard fee rather than a compounding rate. Although the range of total late fees accrued by students at these institutions is not known, for comparison their tuition, room, and board rates are also listed.

In the fall 2017 semester, more than 20,000 undergraduate students across all Penn State campuses were assessed a late fee; the total assessed was more than $3.3M, and the amounts by
campus are listed in Table 2. The amounts of late fees assessed to individual students during the fall 2017 semester ranged as high as $3,657.

Students who were assessed late fees included 23% who identified as under-represented minorities (URM = Hispanic, Black/African American, Hawaiian/Pacific Islander, Native American) and 11% as first generation; 66% of students with late fees have financial need. Of the students who were assessed late fees of $250 or more during this period, that is, with the largest unpaid balances, >62% have financial need, >30% are students of color, and 13% are first generation students. (see figures)

Late fees were waived for almost 3000 students for this term, totaling ~$300k, so that the net late fees assessed in fall 2017 was just under $3M. According to the Office of the Bursar, “a late fee waiver is granted for the following:

1. As a one-time courtesy
2. Internal administrative circumstances causing a late fee – no fault of the student
   (i.e. a backlog in processing student aid which causes a late fee)”

**Recommendations:**

The late fee should not exceed a maximum total of $200 to any individual enrolled student during a single semester (spring, summer, or fall).

The University should postpone the first bill date of a semester (spring, summer, or fall) until after the regular drop/add period of that term and enrolled course(s).

The University should create a more flexible installment payment plan, including: (1) a schedule with four or five payments; (2) automatic enrollment for students who have demonstrated financial need; and (3) waive the plan enrollment fee for students with high financial need.
## Table 1. Late Fees at Peer Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Late Fee*</th>
<th>Tuition, room &amp; board * (in state – out of state)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illino is</td>
<td>$1 or 1.5%, whichever is greater, per month</td>
<td>$27,176 – 43,296</td>
</tr>
<tr>
<td>Indiana</td>
<td>$1.5%/month</td>
<td>$20,792 – 45,104</td>
</tr>
<tr>
<td>Maryland</td>
<td>5% first month</td>
<td>$22,403 – 45,610</td>
</tr>
<tr>
<td></td>
<td>1.5% subsequent months</td>
<td></td>
</tr>
<tr>
<td>Michigan State</td>
<td>$25</td>
<td>$23,846 – 47,674</td>
</tr>
<tr>
<td>Minnesota</td>
<td>$40 monthly</td>
<td>$24,269 – 36,455</td>
</tr>
<tr>
<td>Northwestern</td>
<td>$100 - 200</td>
<td>$68,725</td>
</tr>
<tr>
<td>Ohio State</td>
<td>$200</td>
<td>$22,843 – 41,947</td>
</tr>
<tr>
<td>Penn State</td>
<td>1.5%/month</td>
<td>$25,526 – 47,612**</td>
</tr>
<tr>
<td>Pitt</td>
<td>$50 month 1</td>
<td>$30,030 – 41,592</td>
</tr>
<tr>
<td></td>
<td>$200 month 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$100 month 3, referred to collections</td>
<td></td>
</tr>
<tr>
<td>Rutgers</td>
<td>$125</td>
<td>$27,090 – 43,031</td>
</tr>
<tr>
<td>Temple</td>
<td>$100</td>
<td>$28,224 – 39,984</td>
</tr>
<tr>
<td>West Virginia</td>
<td>10%, not to exceed $125</td>
<td>$18,952 – 34,192</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>$100</td>
<td>$21,375 – 45,652</td>
</tr>
</tbody>
</table>

* Data from University web sites, accessed 2/16/2018

** Range of tuition rates at Penn State is the variance across all campuses and state of residence.
Table 2. Late Fees Assessed to Undergraduates in Fall 2017

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Sum of Late Fee Amount (# of students)</th>
<th>Sum of Waived Amount (% of Late Fee Amount)</th>
<th>Sum of Net Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>$204,917.37 (1,504)</td>
<td>-$17,758.88 (9%)</td>
<td>$187,158.49</td>
</tr>
<tr>
<td>Altoona</td>
<td>$164,305.13 (1,052)</td>
<td>-$16,569.38 (10%)</td>
<td>$147,735.75</td>
</tr>
<tr>
<td>Beaver</td>
<td>$40,094.87 (246)</td>
<td>-$2,794.90 (7%)</td>
<td>$37,299.97</td>
</tr>
<tr>
<td>Berks</td>
<td>$170,654.12 (979)</td>
<td>-$14,325.52 (8%)</td>
<td>$156,328.60</td>
</tr>
<tr>
<td>Brandywine</td>
<td>$99,037.47 (616)</td>
<td>-$6,261.45 (6%)</td>
<td>$92,776.02</td>
</tr>
<tr>
<td>DuBois</td>
<td>$13,614.87 (137)</td>
<td>-$826.70 (6%)</td>
<td>$12,788.17</td>
</tr>
<tr>
<td>Erie</td>
<td>$170,669.03 (1,569)</td>
<td>-$56,066.38 (33%)</td>
<td>$114,602.65</td>
</tr>
<tr>
<td>Fayette</td>
<td>$22,230.08 (200)</td>
<td>-$1,516.90 (7%)</td>
<td>$20,713.18</td>
</tr>
<tr>
<td>Greater Allegheny</td>
<td>$39,505.59 (232)</td>
<td>-$4,415.34 (11%)</td>
<td>$35,090.25</td>
</tr>
<tr>
<td>Harrisburg</td>
<td>$177,886.47 (1,141)</td>
<td>-$36,142.82 (20%)</td>
<td>$141,743.65</td>
</tr>
<tr>
<td>Hazleton</td>
<td>$49,684.41 (296)</td>
<td>-$476.95 (1%)</td>
<td>$49,207.46</td>
</tr>
<tr>
<td>Lehigh Valley</td>
<td>$44,108.84 (328)</td>
<td>-$5,457.19 (12%)</td>
<td>$38,651.65</td>
</tr>
<tr>
<td>Mont Alto</td>
<td>$30,130.29 (243)</td>
<td>-$4,340.73 (14%)</td>
<td>$25,789.56</td>
</tr>
<tr>
<td>New Kensington</td>
<td>$23,695.07 (212)</td>
<td>-$3,189.94 (13%)</td>
<td>$20,505.13</td>
</tr>
<tr>
<td>Schuylkill</td>
<td>$40,315.87 (274)</td>
<td>-$3,229.45 (8%)</td>
<td>$37,086.42</td>
</tr>
<tr>
<td>Shenango</td>
<td>$13,313.76 (159)</td>
<td>-$2,917.81 (22%)</td>
<td>$10,395.95</td>
</tr>
<tr>
<td>University Park</td>
<td>$1,496,324.03 (7,378)</td>
<td>-$130,786.44 (9%)</td>
<td>$1,365,537.59</td>
</tr>
<tr>
<td>Wilkes-Barre</td>
<td>$23,734.44 (167)</td>
<td>-$1,972.75 (8%)</td>
<td>$21,761.69</td>
</tr>
<tr>
<td>World Campus</td>
<td>$386,325.98 (3,177)</td>
<td>-$23,476.04 (6%)</td>
<td>$362,849.94</td>
</tr>
<tr>
<td>Worthington Scranton</td>
<td>$61,211.85 (401)</td>
<td>-$9,408.49 (15%)</td>
<td>$51,803.36</td>
</tr>
<tr>
<td>York</td>
<td>$41,337.60 (255)</td>
<td>-$2,206.45 (5%)</td>
<td>$39,131.15</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$3,313,097.14 (20,583)</strong></td>
<td><strong>-$344,140.51 (10%)</strong></td>
<td><strong>$2,968,956.63</strong></td>
</tr>
</tbody>
</table>
2015 OIR population report: 15.9% of undergraduates defined as low income (defined as income < 150% poverty level)
Penn State fact book:
Undergraduate population fall 2017 = 12.8% URM

White 46%
URM 31%
International 10%
Asian 7%
Two or more races 4%
Race/Ethnicity Unknown 2%
Senate Committee on Admissions, Records, Scheduling, and Student Aid

- Steven Andelin
- Victoria Braithwaite
- Clark Brigger
- Wei-fan Chen
- Anna Griswold
- Harold Hayford, Vice Chair
- James Jaap
- Robert Kubat
- Maura Shea
- Shuang Shen
- Jake Springer
- Darryl Thomas
- Mary Beth Williams, Chair
- Douglas Wolfe

Senate Committee on Educational Equity and Campus Environment

- Gilbert Ambler
- Asad Azemi, Chair
- Denise Bortree
- Julia Bryan, Vice-Chair
- Dwight Davis
- Alicia Decker
- N. Christopher Giebink
- Tom Hogan
- Timothy Lawlor
- Grant Littke
- Bing Pan
- Ketul Patel
- Alex Shockley
- Marcus Whitehurst
- Cynthia A. Young
SENATE COMMITTEE ON COMMITTEES AND RULES

Recommendation for Standardized Support for Senate Officers

(Advisory/Consultative)

Implementation: UPON APPROVAL BY THE PRESIDENT

Rationale:

As Penn State grows larger and ever more complex, it is appropriate to periodically reexamine the scope of the responsibilities delegated to faculty and administrators who support the University’s overall mission.

Attending to the ever-growing list of responsibilities of the Senate is a significant challenge for its officers. Even with a highly skilled staff, officers are responsible to identify the Senate’s additional leadership positions, staff and charge 15 standing committees, staff and charge special committees, meet regularly with the Senate Council, serve on the Senate’s Committee on Committees and Rules, serve on the Faculty Advisory Committee to the President, and conduct annual half-day visits with one-third of the University’s campuses and one-third of the University’s colleges and academic units. In addition, individual officers represent the Senate on a number of University committees, including the Academic Leadership Council, the Advisory Committee on Naming University Facilities, the Executive Board of the Alumni Association, the Martin Luther King Commemoration Planning Committee, the Administrative Council on Undergraduate Education (ACUE), and the Committee on Undergraduate Enrollment (CUE).

Most recently, the Senate Officers have been charged with serving as non-voting members on the committees of the Penn State Board of Trustees. They continue to attend the Board’s plenary sessions and functions. These welcome reforms ensure that the Senate officers are not passive participants in Board operations. The Board’s committees regularly invite Senate Officers to give presentations or field questions on issues that fall within the Senate’s jurisdiction. While the officers’ incorporation into the Board of Trustees is a welcome development, demonstrating better cooperation in University governance, this responsibility requires a significant additional service commitment on the part of Senate officers.

Recognizing the need to support the programs that contribute to the Senate’s operations, the Office of the Provost provides the Chair’s home unit with financial support equal to 50% of her base salary with the intent of facilitating a partial release of that individual’s duties during their year of service as a Senate officer. However, the level of support
provided to Senate Chairs has been negotiated on an ad-hoc basis, making such support inconsistent and potentially inequitable. For example, many Chairs who are appointed to a University Park unit are released from all teaching duties in the year they serve as Senate Chair. By contrast, some Chairs from the Commonwealth Campus locations have been expected to maintain a partial teaching load while commuting back and forth to State College. These variations in unit support raise questions about the logic and equity of the current system.

Despite also having significant responsibilities to provide support to the University through their Senate work, neither the Chair-Elect, Immediate Past Chair, nor the Secretary are guaranteed any support for their service.

With no official policy mandating support for Senate officers, faculty are required to negotiate with local administrators over release time. This ad-hoc release policy potentially impedes Senate operations in two ways.

- Few local administrators understand the considerable obligations of serving as a Senate officer. Even administrators who wish to provide adequate support for Senate Officers probably underestimate the time needed to allow faculty to properly discharge their duties. Accordingly, when administrators, in good faith, misjudge the time required to complete the assigned duties, officers are forced to either neglect their other responsibilities (i.e., teaching or research), or struggle to meet their basic obligations to the University Faculty Senate.

- In the absence of a set policy on release time, local administrators are free to vary their level of release time depending on whether they wish to encourage (or discourage) faculty from serving in Senate leadership positions. This potentially compromises the independence of the Senate by giving local administrators undue influence over who will stand for election.

Concerns about providing adequate support for Senate Officers is not new. On May 7, 1974, the University Faculty Senate issued an advisory-consultative report with a series of recommendations meant to strengthen shared governance. One of the recommendations (#16) states:

“In order to attract the ablest possible person and to enable that person to discharge his duties effectively, the Committee recommends that the Chairman be relieved of most of his non-Senate duties during the year of his service as Chairman. His involvement in non-Senate activities during that year should be primarily on a voluntary basis.”
It is unclear if the administration made a change in policy as a result of the request. Presently, there is no set policy mandating that Chair or other officers be released from “most,” let alone all, of her duties.

In the 43 years since this report was issued by the Senate, the work of the officers has become far more complex. In 1974, student enrollment was 57,764. In 2016 it was 99,133. The Senate itself has expanded from ten committees to 15 committees. Additionally, the Senate now conducts yearly visits with all of the campuses and colleges throughout University Park and the Commonwealth. Given their current duties as outlined above, the work of the Senate Officers is a very time consuming responsibility, even for faculty who reside in State College.

To ensure Senate officers are provided the needed support to carry out their duties, to provide a consistent and equitable level of support across all academic units, and to promote transparency for Senators considering running for an officer’s post, the administration should take steps to establish a uniform policy of support based on the following recommendations.

Recommendations:

1. Consistent with the scope of their responsibilities as Senate officers, the administration will establish a uniform policy that provides faculty with release from mandatory unit obligations, including teaching, research, and departmental service.

2. Expectations for Senate Officers will be defined as follows:

<table>
<thead>
<tr>
<th>Office</th>
<th>Teaching</th>
<th>Research</th>
<th>Non University Senate Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>100% Release</td>
<td>100% Release</td>
<td>100% Release</td>
</tr>
<tr>
<td>Chair-Elect / Vice Chair</td>
<td>50% Release</td>
<td>50% Release</td>
<td>50% Release</td>
</tr>
<tr>
<td>Past Chair &amp; Secretary</td>
<td>25% Release</td>
<td>25% Release</td>
<td>25% Release</td>
</tr>
</tbody>
</table>

3. Senate Officers from the Commonwealth Campuses will receive additional release time commensurate with the time required to travel to and from University Park. The additional release time will apply to work related responsibilities in teaching, research and non-University Senate service. A memorandum of understanding will be developed between the Senate Officer and the relevant dean/chancellor, in consultation with the Vice Provost for Faculty Affairs in consultation with the academic dean and the faculty member. An ongoing record of travel-related releases, and procedures for estimating travel-related release time will be made available to faculty considering running for a Senate officer position.

4. In the case where the immediate release of a portion of overall duties would be too disruptive to departmental operations, the Senate officer would have the option of
deferring a portion of the release for no more than a total of three years in consultation with the academic unit head and the Vice Provost for Faculty Affairs.

5. The Office of the Provost should continue to support a one semester administrative leave when an officer has completed a term as a Past Chair.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérubé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Beth King
- Richard Robinett
- Keith Shapiro
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana, Chair
- Nicole Webster, Vice Chair
- Matthew Woessner
SENATE COMMITTEES ON FACULTY AFFAIRS AND RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Revision of AC-80 “Private Consulting Practice”

(Advisory/Consultative)

Implementation: Upon Approval by the President

Rationale

Several years ago, the Executive Vice President and Provost asked the Office for Research Protections (ORP) to take over responsibility for administering policy AC-80 (formerly HR-80) “Private Consulting Practice.” While the policy has been on record at Penn State since 1974, it has been enforced over the years. It was deemed desirable for the University to have more uniform oversight of the policy and process across all colleges, as well as to provide more meaningful reports to University and college leadership.

A detailed review of the policy and extensive benchmarking against peer institutions by the ORP made it clear that AC-80 should be revised to make it easier to follow and apply consistently across the University, as well as to avoid inconsistencies with other Penn State policies.

Description

In current form, AC-80 contains numerous provisions that are unclear or conflict with other University policies. Following is a summary of changes proposed to the policy:

1. As currently titled (“Private Consulting Practice”), the policy name implies that it only applies to consulting per se, when in fact the text indicates that the policy applies to any outside activity related to one’s area of expertise at the University. The proposed revision renames the policy to “Outside Business Activities and Private Consulting” to better reflect its scope.
2. In current AC-80, faculty are required to obtain prior approval for all outside consulting or other business activities. The proposed revision requires prior approval for only certain kinds of outside business activities.
3. The proposed revision clearly defines which activities require prior approval, which are required to be reported annually but with no approval requirement, and which types are not subject to the policy.
4. The proposed revision adds a reasonableness requirement for prior approvals by department heads and others.
5. Current AC-80 does not include an appeals process. The proposed revision adds a right for faculty to appeal a decision to the Faculty Senate Faculty Rights and Responsibilities Committee.
6. Current Policy AC-80 does not address teaching at other institutions, whereas Policy AD-77 “Conflict of Commitment” requires each college to maintain a
policy on outside teaching, and it specifically applies to non-appointment time. The proposed revision to AC-80 adds a requirement for faculty to report teaching semester length courses at other institutions of higher education during non-appointment time (e.g., summer) to maintain consistency with policy AD-77.

7. Current AC-80 makes no mention of how noncompliance with the policy is to be addressed. The proposed revision outlines responsibilities for addressing failures to comply, including a de minimis exception, and an explicit right to appeal an action taken under the section.

8. Current AC-80 includes a lengthy section in its Appendix A outlining intellectual property issues. The proposed revision includes reduced language on intellectual property to refer readers to intellectual property policies and avoid addressing those issues in this policy.

Recommendation
Recommended changes to AC-80 are as follows.

Please note that the following contains bold text for additions and strikeouts indicating deleted text.

Policy HR80–AC80 Outside Business Activities and Private Consulting Practice (formerly HR80 Private Consulting Practice)

POLICY’S INITIAL DATE: June 27, 1974
THIS VERSION EFFECTIVE: July 1, 2013

Contents:

- Purpose
- Definitions
- Policy
  - Faculty
  - Staff
  - Graduate Students and Post-Doctoral Scholars or Fellows
- Required Prior Approval
- Required Reporting
- Responsibility for Private Consulting Services
- Use of University Facilities and Resources
- Involvement of Students and Staff
- Rate of Compensation and Tax Consequences
- Internal Consulting
PURPOSE:

This Policy has two principal purposes. The first is to outline the conditions governing private consulting by individuals holding a faculty appointment.

A faculty member is expected to perform his or her University duties in the most effective manner of rules under which he or she is capable. The faculty member's first duty and first responsibility is to the University. Outside professional services, or private consulting, should be viewed as a privilege and thus should not be undertaken, with or without pay, if Business Activities, such as consulting, interferes with the discharge of a faculty member's duties and responsibilities as Private Consulting, can be engaged by University faculty during their respective Appointment Periods. The second is to provide a basis for reporting Outside Business Activities of faculty to the University. University faculty are encouraged to engage in outside activities, as defined below, when such activities enhance the mission of the University, are related to the employees' field of expertise, do not violate any University policies or regulations, and do not compete with the University. There are a number of outside activities that clearly enhance the University's mission, such as serving on a peer review boards, serving as a referee for a scholarly journal, attending or presenting at a professional meeting, visiting other sites in connection with accreditation/audits, etc. Thus, the purpose of this Policy is not to discourage external activities, but to ensure that all such activities are reasonable and appropriate in light of our faculty's abiding obligation to the University.

This policy does not apply to University staff or graduate students.

This Policy is not intended to discourage Outside Business Activities and Private Consulting, but aspires to ensure that all such activities do not conflict or materially
interfere with any faculty member's appointment with the University, with reference to the University's mission. The University affirms the right of employees, including faculty, over their own personal autonomy, including their authority over their own labor and undertakings. The University affirms that the employment relationship between the University and its employees must be reasonably interpreted to balance the right of the University to the value of the employment services for which it has contracted against the fundamental right of individuals to govern their own personal activities, including their labor.

This Policy does not apply to Fixed Term II (FT2) faculty (see Policy HR103), staff, or graduate students. University staff are expected to follow all University Human Resource policies concerning time worked and time reporting applicable to staff. Permission to engage in Outside Business Activities by staff and how those hours are accounted for is at the discretion of his/her supervisor and not subject to this Policy. Engaging in Outside Business Activities by students and post-doctoral scholars or fellows is at the discretion of his/her supervisor or academic program and must comply with all applicable University policies related to his/her University appointment, employment, or contractual agreement.

DEFINITIONS:

Consulting, private consulting

Outside Business Activities

Outside Business Activities are defined as entrepreneurial or outside consulting:

An outside activity that is a professional service intended to further the interests of an outside party, regardless of whether such services are provided as an employee of the outside party, an independent contractor, a business owner, or as a director, manager or volunteer. This term does not include teaching engagements at other institutions of higher education. Teaching engagements at other institutions of higher education are governed by Policy AD77 Engaging in Outside Professional Activities (Conflict of Commitment). This term also does not include outside activities outside the faculty's field of expertise. A faculty member's field of expertise shall be as defined by his/her department head or unit head and/or Dean or cognizant Administrative Officer.

Outside activity:

Outside consulting or other professional activity or service, paid or unpaid, that is beyond the scope of the individual's University employment responsibilities. Such consulting or other professional activity or service is in the general area of expertise for which the faculty member is employed by the University. Outside commitment involves but are beyond the scope of the individual's University employment responsibilities. A faculty member's area of expertise shall be as defined by his/her department or unit head and/or Dean or cognizant Administrative Officer.

- Private Consulting
One type of Outside Business Activity that is intended to further the interests of a third party entity or person.

- Teaching for an Entity other than the use of the employee's expertise, the practice of his or her profession, or any activity University

This instruction is defined as a form of Outside Business Activity which includes teaching engagements for semester length courses at a post secondary institution of higher education other than the University. Teaching engagements shorter than semester length courses are not subject to the policy, but may be addressed by Policy AD77 Engaging in Outside Professional Activities (Conflict of Commitment).

Appointment Period

A faculty member’s academic appointment period (usually either nine or twelve month), including periods covered by supplemental University appointments, e.g., twelve week summer appointment, constitute the Appointment Period. This Policy applies to Outside Business Activities that contribute to the employee’s professional competence and development occur during the Appointment period. Related policies may apply regardless of the appointment period, e.g., Use of Facilities and Resources, Involvement of Students (see Policy RP06, Disclosure and Management of Significant Financial Interests and Policy HR91, Conflict of Interest). This Policy does not otherwise limit or constrain the application of other University rules and policies.

Activities Not Subject to this Policy

Certain activities are expected of a faculty member as part of his or her normal scholarly activities and are not considered Outside Business Activities, as defined by this Policy (it does not matter whether a faculty member is paid to do them by a person or entity other than the University). The following are examples of activities that do not require disclosure by faculty:

- Peer review of articles and grant proposals;
- Presentations at professional meetings or other similar gatherings;
- Leadership positions in professional societies;
- Preparation of scholarly publications;
- Unpaid scholarly collaboration at another institution of higher education;
- Editorial services for educational or professional organizations;
- Service on advisory committees or evaluation panels for governmental funding agencies, nonprofit foundations, or educational organizations;
- Service with accreditation agencies;
- Conducting workshops for professional societies; or
• Musical and other creative performances and exhibitions, if there is an expectation in the faculty member's discipline that he/she will engage in such performances or exhibitions.

POLICY:

Faculty:

With prior approval, when required and as outlined below (“Required Prior Approval”), a faculty member may engage in consulting Outside Business Activities up to an equivalent of four (4) days per month, for a maximum of forty (40) hours per month, during throughout the duration of his/her appointment period. Thus, faculty with a thirty-six (36) week appointment may consult for a maximum of forty (40) hours per month for the nine months of his/her appointment period, but no more than 360 hours total during that nine month period; and, faculty with a forty-eight (48) week appointment may consult for a maximum of forty (40) hours per month for the twelve months of his/her appointment period, but no more than 480 hours total during that twelve month period. Any consulting engaged in by faculty:

Any Outside Business Activities engaged in by faculty:

1. Shall not interfere with the performance of his/her University duties or other contractual obligations to the University (including non-classroom and non-research responsibilities expected of all faculty members);
2. Should enhance strive to be consistent with his/her professional stature or academic proficiency;
3. Shall not adversely affect the University's interests or mission or violate this Policy or any other University policies or regulations including, but not limited to, policies or regulations related to intellectual property, conflict of interest, private consulting, use of University's name, logo, letterhead, or its other resources, etc.; and
4. Shall not exceed the maximum monthly time as outlined above. In extraordinary circumstances, if faculty need to exceed the monthly limit of hours (but not exceed the total appointment limit of either 360 or 480 hours), Shall require prior approval of this exception must be obtained as outlined below ("Required Prior Approval") if it exceeds the monthly time limits;
5. Shall not involve routing remuneration for such services to the University or any University account (e.g., a gift account), unless it is considered to be within the scope of employment, e.g. College of Medicine faculty who are asked to serve as expert or fact witnesses in their role as Hershey Medical Center physicians (Policy L-24HAM).
Additionally, private consulting Outside Business Activities and Private Consulting may create the potential for or perceptions of a conflict of interest between the faculty's financial interests created by the consulting Outside Business Activity and his/her related Penn State University research. In addition to any prior approval process necessary to engage in consulting that is outlined required by this Policy, such potential or perceived conflicts may need to be disclosed and properly managed or eliminated prior to consulting, in accordance with Policy RP06, Disclosure and Management of Significant Financial Interests.

Certain activities are expected of a faculty member as part of his or her normal scholarly activities and are not regulated by this Policy (even if a faculty member is paid to do them by a person or entity other than the University). These include, but are not limited to:

- Presentations at professional meetings and other similar gatherings
- Peer review of articles and grant proposals
- Leadership positions in professional societies
- Preparation of scholarly publications
- Editorial services for educational or professional organizations
- Service on advisory committees or evaluation panels for governmental funding agencies, nonprofit foundations, or educational organizations
- Service with accreditation agencies (e.g., AAALAC, AAHRPP, etc.)
- Conducting workshops for professional societies
- Musical and other creative performances and exhibitions, if there is an expectation in the faculty member's discipline that he/she will engage in such performances or exhibitions

Staff:

This Policy does not apply to consulting by staff. Staff must follow all University Human Resource policies concerning time worked and time reporting applicable to staff. Permission to engage in consulting by staff and how those hours are accounted for is at the discretion of his/her supervisor and not subject to this Policy.

Graduate Students and Post-Doctoral Scholars or Fellows:

This Policy does not apply to consulting by graduate students and post-doctoral scholars or fellows. Consulting by these individuals is at the discretion of his/her supervisor or academic program and must comply with all applicable University policies related to his/her University employment or contractual agreement.

REQUIRED PRIOR APPROVAL:
A faculty member must request and obtain prior written approval from his/her department head or unit head prior to engaging in private consulting. (For consulting that occurs entirely outside the faculty members' academic appointment period, prior approval is not required. However, all other provisions of this Policy (e.g., Use of Facilities and Resources, Involvement of Students) and all other following Outside Business Activities:

- Exceeding the monthly or annual time limits defined above;
- Involving undergraduate or graduate students, or University policies will still apply; staff, in Outside Business Activities;
- Starting a company;
- Teaching a semester length course at another institution of higher education;
- Assuming an executive or management position for a third party entity (e.g., as President, Chief Scientific Officer, etc.).

Such requests are made by completing the Consulting Approval Form and submitting an Outside Business Activities Request in the completed Form to the appropriate department head or unit head. University’s electronic compliance system. Department heads and unit heads shall review all Consulting Approval Forms submitted Outside Business Activities Requests in the electronic compliance system for approval to ensure the proposed consulting does not violate this Policy and is appropriate in relation to the performance of the faculty member's regular University duties. Department heads and unit heads may request and require additional information or clarification from the faculty member regarding the proposed consulting Outside Business Activities if such information or clarification is deemed necessary in order to make a decision to approve or disapprove the consulting request. A written decision regarding the proposed consulting will be recorded on the submitted Consulting Approval Form and the original Form shall be maintained by the department/unit head and a copy shall be returned to the faculty member request. Such approvals will be completed within the University’s electronic compliance system.

If the request to engage in consulting exceeds the monthly consulting time limits set forth above in this Policy (see "Policy" above), then the proposed consulting and Consulting Approval Form must be approved by both the relevant department/unit head and dean's office or next highest level of authority.

Completed Consulting Approval Forms shall be maintained by department/unit heads for a period of three (3) years from the conclusion of the consulting relationship.

Approval for Outside Business Activities shall not be unreasonably withheld. Where a department or unit heads declines to approve a request to exceed the 40 hour per month limit, the faculty member may request a written explanation, outlining 1) the reason for denying the request, 2) the specific provision(s) of this policy potentially violated by the activity 3) a description for how the Outside Business Activity will
have an adverse impact on the faculty member’s teaching, or service responsibilities to the University. The unit or department head will not withhold approval unless it can be clearly shown that the interests of the University are actually and substantially affected by the proposed Outside Business Activities for which the request is made.

In extraordinary circumstances, with an articulated University need, the Dean may request permission from the Provost to exceed the annual hours limit set forth in this policy. Outside commitments requiring extensive time may require a leave of absence pursuant to Policy HR16, Leave of Absence without Salary, and should be discussed and decided upon with the faculty member’s department/unit head or another cognizant University administrator. Leaves of absence are not governed by this policy.

The Office for Research Protections Faculty Consulting Program will serve as a policy guidance resource to faculty, department heads, and Colleges and will help to promote consistency in the prior approval and annual reporting process across the University.

A faculty member may not provide special service to the Commonwealth for additional compensation without prior written approval of the President of the University. Please see Policy HR42 Payment of Personal Compensation by a State Agency or Department of the Commonwealth for more information on this topic.

Appeals Process

Any faculty member may appeal any action or decision taken under this policy to the University Faculty Senate Faculty Rights and Responsibility Committee.

REQUIRED ANNUAL REPORTING:

Reports on Outside Business Activities and Private Consulting shall be submitted available from the University’s electronic compliance system upon request from the Office for Research Protections, and shall be distributed annually by to department heads and, chancellors to their, deans or vice presidents, who shall in turn submit a summary report to the Provost, concerning the levels and amount, and the Provost. Reports may be shared, as needed, with other University offices or officials.

Examples of private consulting by those faculty and staff within their administrative authority. The reports shall Outside Business Activities which require annual disclosure in an electronic compliance system, but do not identify individuals by name require prior approval from a department or unit head when practiced within the monthly or annual time limits defined above, include (but are not limited to) the following:
Reports from department heads and chancellors to their deans or vice presidents are due by June 1. Summary reports from those officials to the Provost are due by July 1. External Consulting Summary forms for department head use, and Consulting Summary Report forms for submittal to the Provost, are available.

- Consulting;
- Serving as an expert witness;
- Practicing a licensed profession, (e.g., veterinarian, architect, nurse, attorney);
- Teaching for a third party during non-appointment time;
- Outside Business Activities/Private Consulting for a third party entity in which the faculty member holds non-public equity;
- Becoming an employee of a company or other third party entity;
- Serving on a board of directors outside of the University.

RESPONSIBILITY FOR PRIVATE CONSULTING SERVICES:

The University assumes no responsibility for private consulting services Outside Business Activities performed by members of its faculty. The name of the University is not in any way to be connected with the service rendered or the results obtained. The faculty member must make it clear that his or her consulting work is Outside Business Activities are a personal matter. A faculty member shall not accept or retain employment which would bring him or her as an expert or in any other capacity, into material conflict or in competition with the interests and purposes of the University or the Commonwealth of Pennsylvania and federal agencies. (See Policy AD07 Use of University name, Symbols and/or Graphic Devices).

Please see Appendix A for important information regarding intellectual property issues that can arise in consulting and for recommendations regarding these, and other related, issues.

USE OF UNIVERSITY FACILITIES AND RESOURCES:

Policy FN14 Use of University Tangible Assets, Equipment, Supplies and Services prohibits the use of University facilities and resources including specialized equipment, specialized software, supplies and services for faculty consulting activities Outside Business Activities. Faculty consultants may access University facilities for consulting Outside Business Activities in the same manner available to non-University personnel. The utilization of University resources for consulting purposes must be approved by University administrators and documented in, with a Facility Use Agreement. The Facility Use Agreement clearly identifies the extent and nature of the facilities being utilized and establishes use charges based on the cost to the University of maintaining said facilities. The financial officer of the College or administrative unit
should establish a written agreement executed through the appropriate charge out rate channels. Faculty consultants may utilize standard office facilities, including internet, local telephone, University-provided computers, etc., if reasonable and if the University inures no additional incremental cost for said personal use. No administrative approval—not use the University’s name, logo, letterhead, or email in their Private Consulting or Facility Use Agreement is needed for the use of standard office facilities as described above. Outside Business Activities.

INVOlVEMENT OF STUDENTS AND STAFF:

The involvement of students and staff in faculty consulting activities Outside Business Activities should be undertaken with caution. Faculty cannot involve students or staff in consulting activities Outside Business Activities within the scope of the student's or staff member's University duties. Faculty may hire students or staff to assist with faculty consulting activities Outside Business Activities outside the scope of the student's or staff member's University duties. Such arrangements require the full knowledge and prior approval of the faculty's department head or unit head and the student's faculty advisor or dean of undergraduate or graduate education or the staff member's direct supervisor. There is a section on the Consulting Approval Form Outside Business Activities Request form to request and document the required approval related to staff and students. Safeguards must be instituted on a case-by-case basis to ensure that the performance of University duties and the scholarly mission of the University are not compromised. In particular, faculty must avoid even the appearance of directing students into research activities that primarily serve their own personal interests at the expense of the students’ educational or scholarly achievement interests and needs. Such arrangements with students may also require review and approval by the University's Individual Conflict of Interest Committee pursuant to the requirements outlined in Policy RA20, Individual Conflict of Interest - Policy RP06, Disclosure and Management of Significant Financial Interests.

RATE OF MANAGEMENT AND OVERSIGHT

In some situations, a plan for managing a faculty member’s Outside Business Activities and Private Consulting, insofar as they interact with, or relate to, the faculty member's University duties, may be developed by the relevant department head, dean, and/or Faculty Consulting Program, in collaboration with the faculty member.

NONCOMPLIANCE

Any non-compliance with this Policy, including but not limited to a faculty member’s failure to obtain prior approval when required, or exceeding the time limits outlined above, shall be referred to the relevant department/unit head, dean or next highest level of authority, and the Provost, by the Faculty Consulting Program. Said University Administrators may consult with the Faculty Consulting Program to best determine any corrective or disciplinary actions to implement due
to non-compliance with this Policy and shall be managed in accordance with all other applicable University policies and procedures. It is understood that de minimis (non-intentional) failures of compliance shall in ordinary course be subject to correction but not discipline. Intentional noncompliance, however, shall be treated as a serious matter meriting discipline appropriate to the circumstances. Faculty aggrieved by abuses of discretion or administrative failures to apply this HR Policy in a reasonable manner under the particular circumstances may appeal to the Faculty Rights and Responsibility Committee for redress.

COMPENSATION AND, TAX CONSEQUENCES:, AND LEGAL ADVICE

The University will not comment on or offer input regarding the rate of compensation or the tax consequences associated with faculty consulting activities. Outside Business Activities and Private Consulting. The University will not provide legal advice on the terms of any Outside Business Activities or Private Consulting or any disputes arising therefrom.

INTERNAL CONSULTING: AND CONTRACTING

Faculty and staff members University faculty cannot serve as paid consultants and/or contractors for University activities, either directly as private consultants, or through a third-party. (for guidance, see Policy BS17, Use and Procurement of External Consultants). In situations where consulting extra services are required from currently employed faculty and staff, compensation must be as an employee, whether within the scope of their appointment or through supplemental compensation.

CROSS REFERENCES:

AD47 - General Standards of Professional Ethics.

FN14 - Use of University Tangible Assets, Equipment, Supplies and Services

HR35 - Public Service by Members of the Faculty and Staff.

HR42 - Payment of Personal Compensation by a State Agency or Department of the Commonwealth.

HR91 - Conflict of Interest.

AD77 - Engaging in Outside Professional Activities (Conflict of Commitment)

RP02 - Handling Inquiries/Investigations Into Questions of Ethics in Research and in Other Scholarly Activities.

RP06 - Technology Transfer & Entrepreneurial Activity (Faculty Research).
APPENDIX A

INTELLECTUAL PROPERTY ISSUES:

All faculty are required to sign the Penn State Intellectual Property Agreement which states that all faculty agree as a condition of employment by the University to abide by the University's Intellectual Property Policies and Procedures. It is possible, in certain circumstances, to assign Intellectual Property to outside entities, with advance written agreement through the Office of Technology Management.

- Faculty may, within the scope of a consulting agreement, assign rights to intellectual property developed under consulting agreements to organizations engaging their services where the organization has a legitimate prior claim to the technology being developed. Examples include consulting activity leading to the refinement of an organization's existing product or process or to a development for which the organization has background patents or prior art claims.
- It is inappropriate for faculty consultants to assign Penn State intellectual property to organizations engaging their services.
- Consulting agreements should be examined to ensure that the assignment of rights to intellectual property evolving from consulting activities does not conflict with the Penn State Intellectual Property Agreement.
- Faculty consultants must avoid entering into consulting agreements that are in violation of the terms of their employment by the University.
- Faculty members should be cautious that by assigning intellectual property rights to organizations engaging their services faculty consultants may: 1) be prohibited from further activities in that field, 2) limit opportunities to profit from commercial applications or their work, 3) limit opportunities to obtain funding from industry and 4) restrict freedom to publish.

TERMS AND CONDITIONS RECOMMENDED FOR INCLUSION IN FACULTY CONSULTING AGREEMENTS:

- Consulting agreements should recognize that all faculty members have signed the Penn State Intellectual Property Agreement and that Penn State intellectual property cannot be transferred to a company via a consulting agreement. Consulting agreements should also recognize that a faculty member's first duty and first responsibility is to Penn State. The University recommends including the following language:

"Company agrees and understands that Consultant is an employee of The Pennsylvania State University. Consultant's primary responsibility is to the University. In connection with such employment, Consultant has entered into certain agreements with the University relating to ownership of intellectual
property rights, conflicts of interest and other matters, and is subject to certain policy statements of the University (collectively the "Institutional Agreement"). If any provision of this Agreement is hereinafter determined to be in conflict with the Institutional Agreement, then the Institutional Agreement will govern to the extent of such conflict, and the conflicting provisions of this Agreement will not apply. Consultant is not aware of any such conflict."

Consulting agreements should acknowledge the importance of documenting the nature and scope of the consulting activities and outline a process for preparing a written summary or minutes of the consulting activities. All written information provided by the company to the consultant should be clearly marked "Confidential" or "Proprietary". The University recommends including the following language:

"The Company shall from time to time prepare a written summary or "minutes" of the consulting activities of Consultant. Consultant shall also record all documentation relative to Consulting Services separate from his/her other work, including work for the University. The parties shall have the right to periodically compare said documentation to ensure both parties have a consistent understanding as to the scope and nature of consulting services provided hereunder."

Consider including language such that the consultant has the right to refuse to accept company confidential information. The University recommends including the following language:

- "Prior to disclosure of Confidential Information hereunder, Company shall make a non-enabling summary disclosure to Consultant so that Consultant may determine whether to accept disclosure. Said summary shall be sufficient to enable Consultant to determine whether the disclosure involves technology or information already under development in Consultant's University Laboratory, or whether he/she is otherwise bound by confidentiality concerning related information and/or technology."
- "Company will take reasonable precautions to clearly mark information disclosed hereunder as "confidential" or "proprietary." Company will provide to Consultant a written summary of the matters discussed or considered during consulting provided hereunder in a timely manner."
- "The confidentiality restrictions hereunder will not apply where the information was previously known to or developed by Consultant or Consultant's research group, where the information is part of the public domain, or where the information came into the possession of Consultant through no fault or wrongdoing of Consultant."
 TERMS AND CONDITIONS TO BE AVOIDED IN FACULTY CONSULTING AGREEMENTS:

- Consultants required to accept "fiduciary" responsibility should be covered by insurance protection provided by the company.
- Consulting activities should be performed in a relatively narrow and well-defined field. Avoid broad definitions such as "Company Business".
- Avoid or use caution in accepting exclusive consulting arrangements. Consider the ramifications of agreeing to consult with only one company in a broad field.
- Carefully consider the term (duration) of the consulting agreement. Is there an exit? Can the faculty member terminate the consulting agreement "without cause"?
- Carefully review any requirements for representations and warranties, especially with regard to intellectual property issues.

CROSS REFERENCES

AD07 - Use of University Name, Symbols, and/or Graphic Devices
AD47 - General Standards of Professional Ethics.
AD77 - Engaging in Outside Professional Activities (Conflict of Commitment).
BS17 – Use and Procurement of External Consultants
FN14 - Use of University Tangible Assets, Equipment, Supplies and Services.
HR35 - Public Service by Members of the Faculty and Staff.
HR42 - Payment of Personal Compensation by a State Agency or Department of the Commonwealth.
HR91 - Conflict of Interest.
HR103 - Employment Conditions for Part-Time, Intermittent/Short-Term & Full-Time Student Employees
IP01 - Ownership and Management of Intellectual Property.
RP02 – Addressing Allegation of Research Misconduct.
RP06 – Disclosure and Management of Significant Financial Interests.
RPG01 - The Responsible Conduct of Research
Policy HR80 OUTSIDE BUSINESS ACTIVITIES and PRIVATE CONSULTING (formerly Private Consulting Practice)

POLICY’S INITIAL DATE: June 27, 1974
THIS VERSION EFFECTIVE:

Contents:

- Purpose
- Definitions
- Policy
- Required Prior Approval
- Required Annual Reporting
- Responsibility for Private Consulting Services
- Use of University Facilities and Resources
- Involvement of Students and Staff
- Management and Oversight
- Noncompliance
- Compensation, Tax Consequences, and Legal Advice
- Internal Consulting and Contracting
- Intellectual Property
- Cross References

PURPOSE

This Policy has two principal purposes. The first is to outline the rules under which Outside Business Activities, such as Private Consulting, can be engaged by University faculty during their respective Appointment Periods. The second is to provide a basis for reporting Outside Business Activities of faculty to the University.

This Policy is not intended to discourage Outside Business Activities and Private Consulting, but aspires to ensure that all such activities do not conflict or materially interfere with any faculty member’s appointment with the University, with reference to the University’s mission. The University affirms the right of employees, including faculty, over their own personal autonomy, including their authority over their own labor and undertakings. The University affirms that the employment relationship between the University and its employees must be reasonably interpreted to balance the right of the University to the value of the employment services for which it has contracted against the fundamental right of individuals to govern their own personal activities, including their labor.
This Policy does not apply to Fixed Term II (FT2) faculty (see Policy HR103), staff, or graduate students. University staff are expected to follow all University Human Resource policies concerning time worked and time reporting applicable to staff. Permission to engage in Outside Business Activities by staff and how those hours are accounted for is at the discretion of his/her supervisor and not subject to this Policy. Engaging in Outside Business Activities by students and post-doctoral scholars or fellows is at the discretion of his/her supervisor or academic program and must comply with all applicable University policies related to his/her University appointment, employment, or contractual agreement.

DEFINITIONS

Outside Business Activities

Outside Business Activities are defined as entrepreneurial or professional services, paid or unpaid, that are in the general area of expertise for which the faculty member is employed by the University but are beyond the scope of the individual's University employment responsibilities. A faculty member's area of expertise shall be as defined by his/her department or unit head and/or Dean or cognizant Administrative Officer.

- Private Consulting

  One type of Outside Business Activity that is intended to further the interests of a third party entity or person.

- Teaching for an Entity other than the University

  This instruction is defined as a form of Outside Business Activity which includes teaching engagements for semester length courses at a post secondary institution of higher education other than the University. Teaching engagements shorter than semester length courses are not subject to the policy, but may be addressed by Policy AD77 Engaging in Outside Professional Activities (Conflict of Commitment).

Appointment Period

A faculty member’s academic appointment period (usually either nine or twelve month), including periods covered by supplemental University appointments, e.g., twelve week summer appointment, constitute the Appointment Period. This Policy applies to Outside Business Activities that occur during the Appointment period. Related policies may apply regardless of the appointment period, e.g., Use of Facilities and Resources, Involvement of Students (see Policy RP06, Disclosure and Management of Significant Financial Interests and Policy HR91, Conflict of Interest). This Policy does not otherwise limit or constrain the application of other University rules and policies.

Activities Not Subject to this Policy
Certain activities are expected of a faculty member as part of his or her normal scholarly activities and are not considered Outside Business Activities, as defined by this Policy (it does not matter whether a faculty member is paid to do them by a person or entity other than the University). The following are examples of activities that do not require disclosure by faculty:

- Peer review of articles and grant proposals;
- Presentations at professional meetings or other similar gatherings;
- Leadership positions in professional societies;
- Preparation of scholarly publications;
- Unpaid scholarly collaboration at another institution of higher education;
- Editorial services for educational or professional organizations;
- Service on advisory committees or evaluation panels for governmental funding agencies, nonprofit foundations, or educational organizations;
- Service with accreditation agencies;
- Conducting workshops for professional societies; or
- Musical and other creative performances and exhibitions, if there is an expectation in the faculty member's discipline that he/she will engage in such performances or exhibitions.

POLICY

With prior approval, when required and as outlined below ("Required Prior Approval"), a faculty member may engage in Outside Business Activities up to an equivalent of forty (40) hours per month, throughout the duration of his/her appointment period. Thus, faculty with a thirty-six (36) week appointment may consult for a maximum of forty (40) hours per month for the nine months of his/her appointment period, but no more than 360 hours total during that nine month period; and, faculty with a forty-eight (48) week appointment may consult for a maximum of forty (40) hours per month for the twelve months of his/her appointment period, but no more than 480 hours total during that twelve month period.

Any Outside Business Activities engaged in by faculty:

6. Shall not interfere with the performance of his/her University duties or other contractual obligations to the University (including non-classroom and non-research responsibilities expected of all faculty members);
7. Should strive to be consistent with his/her professional stature or academic proficiency;
8. Shall not adversely affect the University's interests or mission or violate this Policy or any other University policies or regulations including, but not limited to, policies or regulations related to intellectual property, conflict of interest, use of University's name, logo, letterhead, or other resources, etc.;
9. Shall require prior approval as outlined below ("Required Prior Approval") if it exceeds the monthly time limits;
10. Shall not involve routing remuneration for such services to the University or any University account (e.g., a gift account), unless it is considered to be within the scope of employment, e.g., College of Medicine faculty who are asked to serve as expert or fact witnesses in their role as Hershey Medical Center physicians (Policy L-24HAM).

Additionally, Outside Business Activities and Private Consulting may create the potential for or perceptions of a conflict of interest between the faculty's financial interests created by the Outside Business Activity and his/her related University research. **In addition to any prior approval required by this Policy, such potential or perceived conflicts may need to be disclosed and properly managed or eliminated prior to consulting, in accordance with Policy RP06, Disclosure and Management of Significant Financial Interests.**

**REQUIRED PRIOR APPROVAL**

A faculty member must request and obtain prior written approval from his/her department head or unit head prior to engaging in the following Outside Business Activities:

- Exceeding the monthly or annual time limits defined above;
- Involving undergraduate or graduate students, or University staff, in Outside Business Activities;
- Starting a company;
- Teaching a semester length course at another institution of higher education;
- Assuming an executive or management position for a third party entity (e.g., as President, Chief Scientific Officer, etc.).

Such requests are made by submitting an Outside Business Activities Request in the University’s electronic compliance system. Department heads and unit heads shall review all Outside Business Activities Requests in the electronic compliance system for approval to ensure the proposed Outside Business Activities do not violate this Policy and are appropriate in relation to the performance of the faculty member's regular University duties. Department heads and unit heads may request and require additional information or clarification from the faculty member regarding the proposed Outside Business Activities if such information or clarification is deemed necessary in order to make a decision to approve or disapprove the request. Such approvals will be completed within the University’s electronic compliance system.

Approval for Outside Business Activities shall not be unreasonably withheld. Where a department or unit heads declines to approve a request to exceed the 40 hour per month limit, the faculty member may request a written explanation, outlining 1) the reason for denying the request, 2) the specific provision(s) of this policy potentially violated by the activity 3) a description for how the Outside Business Activity will have an adverse impact on the faculty member’s teaching, or service responsibilities to the University. The unit or department head will not withhold approval unless it can be clearly shown
that the interests of the University are actually and substantially affected by the proposed Outside Business Activities for which the request is made.

In extraordinary circumstances, with an articulated University need, the Dean may request permission from the Provost to exceed the annual hours limit set forth in this policy. Outside commitments requiring extensive time may require a leave of absence pursuant to Policy HR16, Leave of Absence without Salary, and should be discussed and decided upon with the faculty member’s department/unit head or another cognizant University administrator. Leaves of absence are not governed by this policy.

The Office for Research Protections Faculty Consulting Program will serve as a policy guidance resource to faculty, department heads, and Colleges and will help to promote consistency in the prior approval and annual reporting process across the University.

A faculty member may not provide special service to the Commonwealth for additional compensation without prior written approval of the President of the University. Please see Policy HR42 Payment of Personal Compensation by a State Agency or Department of the Commonwealth for more information on this topic.

Appeals Process. Any faculty member may appeal any action or decision taken under this HR 80 to the University Faculty Senate Faculty Rights and Responsibility Committee.

REQUIRED ANNUAL REPORTING

Reports on Outside Business Activities and Private Consulting shall be available from the University’s electronic compliance system upon request from the Office for Research Protections, and shall be distributed annually to department heads, chancellors, deans, and the Provost. Reports may be shared, as needed, with other University offices or officials.

Examples of Outside Business Activities which require annual disclosure in an electronic compliance system, but do not require prior approval from a department or unit head when practiced within the monthly or annual time limits defined above, include (but are not limited to) the following:

- Consulting;
- Serving as an expert witness;
- Practicing a licensed profession, (e.g., veterinarian, architect, nurse, attorney);
- Teaching for a third party during non-appointment time;
- Outside Business Activities/Private Consulting for a third party entity in which the faculty member holds non-public equity;
- Becoming an employee of a company or other third party entity;
- Serving on a board of directors outside of the University.
RESPONSIBILITY FOR PRIVATE CONSULTING SERVICES

The University assumes no responsibility for Outside Business Activities performed by members of its faculty. The name of the University is not in any way to be connected with the service rendered or the results obtained. The faculty member must make it clear that his or her Outside Business Activities are a personal matter. A faculty member shall not accept or retain employment which would bring him or her as an expert or in any other capacity, into material conflict or in competition with the interests and purposes of the University (See Policy AD07 Use of University name, Symbols and/or Graphic Devices).

USE OF UNIVERSITY FACILITIES AND RESOURCES

Policy FN14 Use of University Tangible Assets, Equipment, Supplies and Services prohibits the use of University facilities and resources including specialized equipment, specialized software, supplies and services for Outside Business Activities. Faculty may access University facilities for Outside Business Activities in the same manner available to non-University personnel, with a written agreement executed through the appropriate channels. Faculty may not use the University’s name, logo, letterhead, or email in their Private Consulting or Outside Business Activities.

INVOLVEMENT OF STUDENTS AND STAFF

The involvement of students and staff in faculty Outside Business Activities should be undertaken with caution. Faculty cannot involve students or staff in Outside Business Activities within the scope of the student's or staff member's University duties. Faculty may hire students or staff to assist with faculty Outside Business Activities outside the scope of the student's or staff member's University duties. Such arrangements require the full knowledge and prior approval of the faculty's department head or unit head and the student's faculty advisor or dean of undergraduate or graduate education or the staff member's direct supervisor. There is a section on the Outside Business Activities Request form to request and document the required approval related to staff and students. Safeguards must be instituted on a case-by-case basis to ensure that the performance of University duties and the scholarly mission of the University are not compromised. In particular, faculty must avoid even the appearance of directing students into research activities that primarily serve their own personal interests at the expense of the students’ educational or scholarly interests and needs. Such arrangements with students may also require review and approval by the University's Individual Conflict of Interest Committee pursuant to the requirements outlined in Policy RP06, Disclosure and Management of Significant Financial Interests.

MANAGEMENT AND OVERSIGHT

In some situations, a plan for managing a faculty member’s Outside Business Activities and Private Consulting, insofar as they interact with, or relate to, the faculty member’s
University duties, may be developed by the relevant department head, dean, and/or Faculty Consulting Program, in collaboration with the faculty member.

NONCOMPLIANCE

Any non-compliance with this Policy, including but not limited to a faculty member’s failure to obtain prior approval when required, or exceeding the time limits outlined above, shall be referred to the relevant department/unit head, dean or next highest level of authority, and the Provost, by the Faculty Consulting Program. Said University Administrators may consult with the Faculty Consulting Program to best determine any corrective or disciplinary actions to implement due to non-compliance with this Policy and shall be managed in accordance with all other applicable University policies and procedures. It is understood that de minimis (non-intentional) failures of compliance shall in ordinary course be subject to correction but not discipline. Intentional noncompliance, however, shall be treated as a serious matter meriting discipline appropriate to the circumstances. Faculty aggrieved by abuses of discretion or administrative failures to apply this HR Policy in a reasonable manner under the particular circumstances may appeal to the Faculty Rights and Responsibility Committee for redress.

COMPENSATION, TAX CONSEQUENCES, AND LEGAL ADVICE

The University cannot comment on or offer input regarding the rate of compensation or the tax consequences associated with Outside Business Activities and Private Consulting. The University will not provide legal advice on the terms of any Outside Business Activities or Private Consulting or any disputes arising therefrom.

INTERNAL CONSULTING AND CONTRACTING

University faculty s cannot serve as paid consultants and/or contractors for University activities, either directly as private consultants, or through a third-party (for guidance, see Policy BS17, Use and Procurement of External Consultants). In situations where extra services are required from current employees, compensation must be as an employee, whether within the scope of their appointment or through supplemental compensation.

INTELLECTUAL PROPERTY

All faculty are required to sign the Penn State Intellectual Property Agreement which states that all faculty agree as a condition of employment by the University to abide by the University's Intellectual Property Policies and Procedures. It is possible, in certain circumstances, to assign Intellectual Property to outside entities, with advance written agreement through the Office of Technology Management.

CROSS REFERENCES
AD07 - Use of University Name, Symbols, and/or Graphic Devices
AD47 - General Standards of Professional Ethics.
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SENATE COMMITTEES ON FACULTY AFFAIRS
AND
RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Retiring AC-24 “Professional Dual Titles for Research Rank Faculty”

(Advisory/Consultative)

Implementation: Upon Approval by the President

Rationale
In 1982, policy HR-24 “Professional Dual Titles for Research Rank Faculty” (now AC-24) was initiated. The policy contained eligibility requirements, a robust annual review process, and specified the relationship between dual titles and rank. The policy’s purpose was to “provide recognition and credit to research faculty who profess in academic programs administered within the colleges, the Graduate School, and the Office of the Vice President and Dean for Undergraduate Education.” Thus, a faculty member in a research position (e.g., with the title “Research Scientist”) could, through the process outlined in AC-24, be granted a second or “dual” title (e.g., the title “Professor of Psychology”) to be applied when the faculty member was “professing” (i.e., teaching, advising graduate students, serving on doctoral committees, etc.).

The relationship between title and rank contained in AC-21 “Definition of Academic Ranks” (formerly HR-21) implies that faculty members adopt one title. Consultation with Senate officers confirms that changes to AC-21, which resulted in the current relationship between title and rank at Penn State, were meant to standardize and simplify faculty ranks and titles such that each faculty member was assigned one rank and one title.

Research faculty members, according to AC-21, can be titled “Researcher,” “Assistant Research Professor,” “Associate Research Professor,” or “Research Professor.” The provision of secondary or dual titles provided by AC-24 is not consistent with the spirit or the letter of AC-21, and, thus, AC-24 should be retired as a policy.

Recommendation
Recommend that AC-24 “Professional Dual Titles for Research Rank Faculty” be retired.

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SENATE COMMITTEES ON FACULTY AFFAIRS
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RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Revision to AC-21 “Definition of Academic Ranks”

(Advisory/Consultative)

Implementation: Upon Approval by the President

Rationale
AC-24 “Professional Dual Titles for Research Rank Faculty” (formerly HR-24) was recommended for retirement. It follows that references to AC-24 should be removed from existing Penn State policies, the sole reference to the policy being in AC-21 “Definition of Academic Ranks.”

Recommendation
1. Recommend the following change to AC-21 section “PROFESSORIAL TITLES FOR RESEARCH FACULTY.”

Please note that strikeouts indicate deleted text. There are no additions.

PROFESSORIAL TITLES FOR RESEARCH FACULTY:

Research faculty who profess are entitled to professorial titles in accordance with AC24 (Professional Dual Titles for Research Faculty).

The equivalency of rank, indicated above, is followed in granting such titles.

2. Recommend also that the table of contents to AC-21 be updated to reflect the removal of the section “PROFESSORIAL TITLES FOR RESEARCH FACULTY.”

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Attached is the annual report on High School Students Enrolled Nondegree in Credit Courses compiled by Clark V. Brigger, Assistant Vice President for Undergraduate Education and Executive Director for Undergraduate Admissions. The ARSSA committee recommends that this report be posted to the Faculty Senate website without formal presentation on the Senate floor.
Date: March 1, 2018

From: Clark V. Brigger

To: Mary Beth Williams, Chair, Senate Committee on Admissions, Records, Scheduling, and Student Aid

Subj: High School Students Enrolled Nondegree in Credit Courses from Summer 2015 through Spring 2017

In accordance with 1974 Senate action and Academic Administrative Policy and Procedure (AAPPM) A09 governing enrollment of high school students (http://www.psu.edu/oue/aappm/A-9-admission-high-school-students-and-experimental-admissions.html) the attached tables and graphs provide the information the Senate requires annually from the Undergraduate Admissions Office and additional historical data from the two previous academic years. This information is now reported from iTwo, previous years the information was from ISIS.

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

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

<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Seniors Offered Admission</th>
<th>HS Seniors Enrolled</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU14-SP15</td>
<td>347</td>
<td>214</td>
<td>62%</td>
</tr>
<tr>
<td>SU15-SP16</td>
<td>345</td>
<td>215</td>
<td>62%</td>
</tr>
</tbody>
</table>
The peak of high school student enrollment from this cohort was during SU08-SP09 when 1,609 high school students were enrolled at all 20 undergraduate campuses. The total number of high school students enrolled across the system has declined 53% (858 students) from SU08-SP09 to SU16-SP17. More enrollment information follows in the tables below:

<p>| SU16-SP17 | 272 | 180 | 66% |</p>
<table>
<thead>
<tr>
<th>Terms</th>
<th>HS Students at campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU14-SP15</td>
<td>825</td>
</tr>
<tr>
<td>SU15-SP16</td>
<td>859</td>
</tr>
<tr>
<td>SU16-SP17</td>
<td>752</td>
</tr>
</tbody>
</table>

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

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

Of the 752 high school students enrolled from SU16-SP17, 48.4% reported ethnicity as White; 5.5% reported ethnicity as Hispanic/Latino; 2.0% reported ethnicity as Black or African American; 3.0% reported ethnicity as Asian; 3.2% reported ethnicity as two or more races, and 37.8 did not report (Table 4). It is not surprising that underrepresented students do not make up more of this cohort due to socio-economic factors.

During SU16-SP17 female high school students represented 60.1% of the total enrollment compared to 39.8% male high school students, with one student not identifying (Table 5).

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

Application should be made at the Admissions Office at the campus the student plans to attend by completing a Nondegree Enrollment form. Nondegree Enrollment forms can be accessed on the web: https://www.registrar.psu.edu/student_forms/nondegree_form.cfm and are available in some high school guidance offices. The student’s high school guidance counselor must also submit an official high school transcript, SAT/ACT or PSAT/PLAN scores and a statement in support of the student’s enrollment at Penn State. Students who are approved may register for eight credits per semester or session.
<table>
<thead>
<tr>
<th>Campus</th>
<th>SU14-SP15</th>
<th>SU15-SP16</th>
<th>SU16-SP17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington</td>
<td>17</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Altoona</td>
<td>5</td>
<td>5</td>
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GPA Analysis for Summer 2016 to Spring 2017

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High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2015 to Spring 2016

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High School Students Enrolled Nondegree in Credit Courses at Penn State
GPA Analysis for Summer 2014 to Spring 2015

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### Table 2A

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

**Summer 2016 to Spring 2017**

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<th>Campus</th>
<th>Sophomore 1</th>
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<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
<th>Yield</th>
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1. Completed freshman (9th) year in high school
2. Completed sophomore (10th) year in high school
3. Completed Junior (11th) year in high school
Table 2B
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Admissions Status
Summer 2015 to Spring 2016

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<th>Campus</th>
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<th>Senior 3</th>
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1 Completed freshman (9th) year in high school
2 Completed sophomore (10th) year in high school
3 Completed Junior (11th) year in high school
Table 2C
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Admissions Status
Summer 2014 to Spring 2015

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<th>Senior 3</th>
<th>Seniors Who Applied to PSU</th>
<th>Seniors Offered Admission</th>
<th>Seniors Accepted Offer</th>
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### Table 4
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Summer 2014 to Spring 2017
by Academic Year (Summer to Spring)

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<td>0.1%</td>
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</tr>
<tr>
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Ethnicity collected and reported following federal requirements beginning in 2009.

### Table 5
High School Students Enrolled Non-Degree in Credit Courses at Penn State
Enrollment by Gender
Summer 2014 to Spring 2017
by Academic Year (Summer to Spring)

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<tr>
<th>Gender</th>
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<th>%</th>
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<tbody>
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<td>452</td>
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<tr>
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<table>
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<th>%</th>
<th>SU16-SP17</th>
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<td>859</td>
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COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

The Red Folder Initiative

(Informational)

This report provides an overview of the progress and impact that Counseling and Psychological Services (CAPS) has made at The Pennsylvania State University in the past year due to increased funding. Further, the report outlines the “Red Folder Initiative,” which is a program seen at a number of institutions across the country that provides resources to faculty and staff members assisting students who may be distressed or in need of mental health support.

Background

CAPS provides a number of services to students across the Commonwealth, ranging from group and individual counseling to crisis intervention and psychological and psychiatric evaluations. In 2013, CAPS recognized a growing demand for services and began to reach out to various groups for funding. In recent years, CAPS received allocations from University Administration and the University Park Student Fee Board and Commonwealth Student Fee Board, allowing it to significantly increase its services. During the January 2017 University Faculty Senate meeting, Director of CAPS, Dr. Benjamin Locke, presented an overview of CAPS services and the need for expansion due to increased demand. During the past year, CAPS has created 13 new positions within its offices, purchased a Crisis Line for Penn State, integrated an online wellness service, provided counseling, and assistance via online video-chats, and obtained a Crisis Text Line.

Due to the increased services, CAPS has seen increased utilization by students. At University Park, the number of students served increased 22% from the 2016-17 year to the 2017-18 year. Additionally, twelve of the Commonwealth campuses are fully operational with the Penn State Crisis Line and have seen substantial utilization. Lastly, due to increased funding, CAPS was able to double their psychiatric services and provide medication-only treatment, ultimately resulting in a 75% increase in students served.

Future Development

As CAPS continues to look to the future to expand its services, one of the projects it is currently working on is the creation and implementation of the Red Folder Initiative. The Red Folder Initiative is a popular program used at a number of institutions across the country. The Red Folder provides information and resources for faculty and staff members to reference when they encounter a student who may seem distressed or in need of mental health support. CAPS is partnering with the University Park Undergraduate Association (UPUA) to design and distribute the Red Folder. The program will consist of distributing red folders to all faculty members across the University Park campus. Further, a website will be developed that provides more detailed reference information for faculty, staff, and students in case they are seeking additional information. Following a successful launch at the University Park campus, the program will be implemented at all campuses across the Commonwealth.
Elizabeth Toepfer (CAPS Assistant Director of Campuses), Katharine Staley (CAPS Assistant Director of Community Education and Outreach), and Alex Shockley (UPUA Vice President) will present an informational report on the Red Folder Initiative and what resources it will offer to faculty members.

Senate Committee on Educational Equity and Campus Environment
- Gilbert Ambler
- Asad Azemi, Chair
- Denise Bortree
- Julia Bryan, Vice-Chair
- Dwight Davis
- Alicia C. Decker
- N. Christopher Giebink
- Tom Hogan
- Timothy Lawlor
- Grant Littke
- Bing Pan
- Ketul Patel
- Alex Shockley
- Marcus Whitehurst
- Cynthia A. Young
CAPS Update
Ben Locke, Ph.D. – Senior Director

Penn State University - Faculty Senate – April 24th, 2018

CAPS Themes, 2016-2018:

- **Crisis Services** - streamline and strengthen 24/7 services for students and those who support them
- **Expand clinical service capacity**
  - New funds for FY17-18
  - 16 new multi-disciplinary positions
  - 3rd Location – Allenway Building
- **Diversify help-seeking pathways** – multiple new services
- **Shifting the narrative** – Movement towards wellness; address the normative nature of depression and anxiety
New CAPS Services

- **Penn State Crisis Line** - (877) 229-6400
  - One number for all students at all campuses, 24/7.
  - Consultation for faculty/staff/peers. Reports returned to CAPS.
- **Crisis Text Line** - (Text “LIONS” to 741741)
  - National hotline (CrisisTextLine.org) to respond to student concerns by text. No reports to PSU.
- **Well Track** –
  - Web-based self-assessment and self-treatment (5-6 week modules) for Depression and Anxiety.
  - Available to the entire PSU community here: [https://studentaffairs.psu.edu/health-wellness/psychological-counseling/wellness-self-help-resources](https://studentaffairs.psu.edu/health-wellness/psychological-counseling/wellness-self-help-resources)
- **CAPS Chat** - drop-in consultation to students. Free, no registration required. Nine locations around campus: [https://studentaffairs.psu.edu/health-wellness/psychological-counseling/caps-chat](https://studentaffairs.psu.edu/health-wellness/psychological-counseling/caps-chat)
- **Life Hacks** - Drop in workshops available each week on popular topics [https://studentaffairs.psu.edu/health-wellness/psychological-counseling/life-hacks-workshops](https://studentaffairs.psu.edu/health-wellness/psychological-counseling/life-hacks-workshops)

Red Folder Initiative

- Under the theme of “streamline and strengthen” student crisis services
- Inform and educate faculty and staff via a standardized manner
- Utilizes a known template and approach
- Printed “Red Folder” distributed to faculty/staff with additional online content and details
- **Goal:**
  - University Park: distribute Fall 2018
  - Commonwealth Campuses: Spring 2019
COMMITTEE ON EDUCATIONAL EQUITY AND CAMPUS ENVIRONMENT

Inclusion of the All-In Video & World-In-Conversation in Classroom Settings

(Informational)

Background

As per the duties of The Committee on Educational Equity and Campus Environment, the committee “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.” With this commitment in mind, the Committee on Educational Equity and Campus Environment was charged with the following: (i) Consider drafting an informational report on ways the “All In” video could be more effectively used in the college classroom, (ii) consider the utility of showing the video at either first-year orientation or other venues, and (iii) consider making the World in Conversations presentations widely available to incoming students. To obtain a broader perspective, the committee has also looked into course offerings that could educate students about diversity and inclusion and experiences that make up the world, throughout the University, and the results are included in this report.

The All-In Commitment and Current Use of Video

“All-In at Penn State: A Commitment to Diversity and Inclusion” launched in the fall semester of 2016. This effort seeks to highlight Penn State’s past and current work to make the University as inclusive as possible. The campaign hopes to raise awareness, foster discussion, and advance progress on what it truly means to be “All-In.” As part of the launch, the University created a video that highlights various students’ experiences and journeys during their time as a student. The video lasts for almost 9 minutes and includes a multitude of student narratives. The video is available on the All-In webpage (www.allin.psu.edu).

Along with the video, the webpage invites students to reach out if they wish to start a dialogue around the video or sponsor a facilitated conversation about it. They are invited to contact experienced facilitators at the World in Conversation Center for Public Diplomacy.

World in Conversation Center for Public Diplomacy

The World in Conversation Center for Public Diplomacy was created in 2002 by Dr. Sam Richards and Dr. Laurie Mulvey. The mission of the Project is “To provide facilitated dialogues that expand perspectives and invite greater understanding between people, locally and globally.” World in Conversation offers three services – local dialogues, global dialogues, and facilitator training. Since its creation in 2002, the Center has facilitated over 10,000 dialogues for students, enhancing their perspective and understanding surrounding controversial topics, such as culture, drinking, faith, climate, and gender equity. A number of academic colleges require

1 http://worldinconversation.org/
students to participate in at least one World in Conversation dialogue during their time at Penn State, but not all.

**Diversity and Inclusion and Utilizing the All-In Video and World in Conversations**

To obtain a general picture of academic-related diversity and inclusion activities, the committee, with the assistance of the Vice President for the Commonwealth Campuses, asked each campus, excluding the University Park campus, the following four questions (activities completed, in progress, or planned for the 2017-2018 academic year):

1. How many courses (i.e., course sections) do you offer per year that educate students about diversity and inclusion and experiences that make up the world?
   - How many of those are General Education courses?
   - Approximately how many students enroll in those courses per year?
2. In what other ways beyond taking courses does your campus/college provide educational experiences for students and the larger Penn State community about diversity and inclusion and experiences that make up the world?
3. Have you collaborated with the “World in Conversation” program sponsored by the Center for Public Diplomacy? If so, in what way? If not, do you foresee a way for future collaborations?
4. Have you utilized the University’s “All-In Video”? If so how? If not, have you used something similar? (Please name)

Data for question one was provided by the Registrar’s Office and the summary is given in Tables 1-3. It is worth mentioning that although we have assessment processes for academic programs, since we do not consider diversity and inclusion as a "program," we do not have such processes installed for this category. To obtain some insight about the data, we have calculated the ratio of the students taking the diversity courses (US + IL courses) over campus enrollment and have called it “diversity selection/exposure index.” This value has been calculated for fall 2017 using the official enrollment numbers and for spring 2018 based on unofficial numbers, due to the availability of enrollment numbers at the time this report was put together. In general, the higher the number, the more offerings (or high enrollment) of General Education courses with the US and/or IL designations and therefore the higher chance of exposure to diversity and inclusion topics for the students.
### Table 1. US & IL Courses and Enrollments (Fall 2017)

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<tr>
<th>Campus</th>
<th># of IL courses</th>
<th>Total enrollment for IL</th>
<th># of US courses</th>
<th>Total enrollment for US</th>
<th>Total # of IL+US courses</th>
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Table 2. US & IL Courses and Enrollments (Spring 2018)

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<th># of US courses</th>
<th>Total enrollment for US</th>
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* Unofficial enrollment number
Table 3. US & IL Courses and Enrollments (2017-2018 Academic Year)

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Regarding question 2, the overwhelming majority of activities that were reported by the campuses, which do not offer a degree that directly relates to diversity and inclusion, were initiated by their Student Affairs office. Most lack a direct or strong relationship with the academic courses that are offered. The detailed responses from each campus are provided in the appendix.

Responses to questions 3 and 4 are in Table 4. The detailed answers are included in the appendix.

The Committee on Educational Equity and Campus Environment recognizes the importance of the inclusion of discussion on educational equity in First-Year Seminar courses. The Committee also recognizes the University's commitment to All-In, the awareness that the All-In program provides, and the role that it plays in creating an All-In mindset. The All-In video offers a resource to engage students in conversations surrounding diversity and inclusivity. The Committee also recognizes that watching the video alone without reflection cannot take us to this All-In mindset, nor will it likely contribute to it.

The Committee believes that the All-In video and the World in Conversation discussions can be selectively incorporated into students’ educational experiences in the following ways:

- Where appropriate, the All-In video could be shown in first-year seminar/experience, and the follow-up conversations could be directed to the World in Conversation Center for Public Diplomacy.
- Where appropriate a workshop (or taped workshop) linked to the All-In video could be included in the first-year seminar/experience list of resources.
- A list of relevant courses offered in the Departments of African Studies, African American Studies, Asian and Asian-American Studies, Comparative Literature, Jewish Studies, Latinx Studies, Middle Eastern Studies, and Women's, Gender, and Sexuality Studies could be added to the first year experience list of resources.
- Where appropriate, the All-In video could be shown at Convocations at the Commonwealth campuses, and the follow-up conversations could be directed to the World in Conversation Center for Public Diplomacy.
- Clips of the All-In video could be displayed on video screens in University Park and on Commonwealth campuses.
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<th>Possible future collaboration with World in Conversation</th>
<th>Utilized the University’s “All-In” Video</th>
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* No response received  
** Women’s, Gender and Sexuality Studies; African American Studies; Latinx Studies; Asian and Asian-American Studies; Comparative Literature
Senate Committee on Educational Equity and Campus Environment

- Gilbert Ambler
- Asad Azemi, Chair
- Denise Bortree
- Julia Bryan, Vice-Chair
- Dwight Davis
- Alicia C. Decker
- N. Christopher Giebink
- Tom Hogan
- Timothy Lawlor
- Grant Littke
- Bing Pan
- Ketul Patel
- Alex Shockley
- Marcus Whitehurst
- Cynthia A. Young
International Emergency Medical Insurance

Annually, approximately 8000 Penn State faculty, students, and staff travel abroad for university purposes. Given the recent change in third party administration of Penn State medical and prescription drug benefits for active employees and under age 65 retirees to Aetna and CVS Caremark beginning January 1, 2018, and recent changes to contracted healthcare for University Affiliated International Travel (through United Healthcare Global (UHCG), (https://members.uhgglobal.com/Default.aspx)), the purpose of this report is to review the coverage provided to employees and their dependents during such travel.

Emergency medical care while participating in University-affiliated international travel is covered by the United Healthcare Global policy purchased by the University as a blanket policy to cover faculty/staff/students and the accompanying dependents of faculty/staff. Detailed information on health coverage during international travel can be found at https://global.psu.edu/category/international-health-insurance-0. The major difference between UHCG and Aetna is that Aetna does not cover emergency evacuation and repatriation, especially in the case of political or natural disasters.

Some key aspects of the UHCG program are described below:
All students, faculty, and staff who are traveling outside of the United States on university business, with university funds or with a university organization are covered by Penn State’s international health insurance. This coverage provides 24/7 coverage for emergency medical, travel, and personal security assistance anywhere in the world.

As a university faculty or staff member or student you are automatically enrolled in this health plan for the duration of your university-affiliated travel at no additional costs, have access to the 24/7 UHCG Emergency Response Center and other benefits, including medical referrals, sickness and accident coverage, coordination of emergency medical evacuation and repatriation, as well as evacuation for political reasons or natural disasters. This coverage also includes your travel days, to and from, when traveling abroad. Up to seven days before, between, or after University-affiliated travel is also covered by this policy. The policy can be extended, at the traveler’s cost, for personal travel beyond seven days.

The definition of “university affiliated international travel” is under the purview of the University (not UHCG) and is intentionally broad and can include (but not limited to):

- Academic conference attendance and presentations
- Study/teaching abroad
- Academic research, includes data gathering

Further details on definitions and other travel related policies can be found in the TR01 International Travel Requirements (https://policy.psu.edu/policies/tr01). Up to seven days before,
between, or after University-affiliated travel is also covered by this policy. The policy can be extended, at the traveler’s cost, for personal travel beyond seven days. Questions about coverage should be directed to the Global Safety Office under the Directorate of Global Operations & Learning.

This coverage includes those with Professor Emeritus status.

The coverage can last 364 days, and thus is suitable for sabbaticals.

UHCG international emergency insurance policy includes a home country benefit that applies in certain circumstances, including if the Covered Person is in his or her Home Country and obtains treatment for: 1) an Injury or Sickness within 30 days of returning from a Trip to his or her Home Country; or 2) for a continuation of benefits for treatment that began during the course of a trip.

This insurance will be primary over any other health insurance the individual may carry, including health care benefits secured through the University’s employee benefit plans, and there will be no out-of-network or deductible/co-pay on the part of the employee for services covered by UHCG. In an emergency, travelers in need of medical care should go to the nearest medical facility and then contact UHCG to establish a case. Once a case is established, UHCG will begin to manage the patient’s care. Managing care includes actions such as arranging payment, confirming treatment plans, coordinating medical evacuation, etc. There is no requirement to seek treatment at a UHCG-networked facility. UHCG can be contacted prior to any medical need for inquiries about available care, nearby facilities, prescription availability, or other personal needs. In some situations, particularly when using a non-UHCG facility, the patient may have to provide payment to the facility and then seek reimbursement from UHCG for the care received. UHCG may be contacted at +1. 410.453.6330 or via email at assistance@uhcglobal.com or visit the PSU member portal and click on the link for United Healthcare Global Intelligence Center (PSU Authentication Required)

If a Penn State traveler would like to extend their University Affiliated travel for personal reasons, they may do so by logging in to the Global Intelligence Center to purchase coverage. If the travel is purely personal then the UHCG coverage does not apply and the traveler can choose to purchase coverage from any provider they choose.

If employees experience difficulties accessing these resources, they are asked to contact UHC Global (+1) 410-453-6330 or the Penn State Global Safety Office (+1) 814-863-8788. In addition, the University and UHCG recommend the following:

1. Always carry your UnitedHealthcare Global Assistance ID card when traveling. Cards can be downloaded from the UnitedHealthCare Global portal (https://global.psu.edu/article/international-insurance-university-affiliated-travel).
2. If you suffer a medical emergency, go immediately to the nearest physician or hospital without delay and then contact UnitedHealthcare Global Assistance.
3. For help with medical, travel, and security problems, call UnitedHealthcare Global Assistance using one of the country-specific toll-free numbers printed on the back of the
If you are in a country not listed, call the Emergency Response Center collect (1-410-453-6330).

4. A multilingual Assistance Coordinator will ask your name, your organization's name, your UnitedHealthcare Global Assistance ID number (shown on your ID card) and a description of the situation.

5. Assistance will be given and UnitedHealthcare Global Assistance will monitor your case until the situation is resolved.

Additional information about the plan, including information about medical travel alerts can be found at the links below (accessible by logging with the Penn State ID.)

https://members.uhcglobal.com/MedicalIntel/
https://members.uhcglobal.com/ProgramInformation/ProgramDocuments.aspx
https://members.uhcglobal.com/ProgramInformation/Default.aspx
https://members.uhcglobal.com/Default.aspx

Coverage includes: $500,000 injury/sickness + evacuation, repatriation of remains, reunion of family members, home country benefit (continues for 30 days after arrive back home), political or natural disasters.

In addition, all students, faculty, and staff traveling either in a group or individually for university purposes (with a club, organization, team, college, or department) or with university funding, must record international travel in the Travel Safety Network (TSN) database (https://global.psu.edu/article/travel-safety-network-tsn) prior to departure. This includes travel for international research, conferences, and internships. Travelers are expected to complete a new travel record for each of their university-affiliated international trips at least 30 days before departure. For each travel record, the TSN system will identify which forms are needed to be completed. Once travelers have completed all of the web-based forms in the TSN system for their travel record, and attended an Emergency Preparedness Workshop (required for students and any group leaders), their record will be reviewed for completeness by university experts and they will receive a TSN confirmation email once reviewed. The review process may take up to a few weeks before they receive their final confirmation.

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• William Wenner
SENATE COMMITTEE ON FACULTY BENEFITS

2018 Report on Faculty Salaries in 2016-2017

(Informational)

Introduction

The Report on Faculty Salaries is an informational report provided to the Committee on Faculty Benefits that analyzes faculty salaries at Penn State. The report is accompanied by a set of tables and figures compiled by the Office of Planning and Assessment (OPA), with thanks to the College of Medicine, the University Budget Office, and the University Libraries for providing data. This report highlights several observations that may be of interest to the general audience of the University Faculty Senate. More detail is available in the tables and figures, including comparisons with other institutions and comparisons among the colleges and campuses within Penn State. These supporting materials are available to senators online in the Senate Faculty Salary reports Box folder. Anyone else who is interested in the supporting materials can contact OPA@psu.edu for a copy of the tables.

There are many factors that may contribute to differences in salary statistics making it difficult to draw inferences from these data. Market forces, non-monetary compensation and benefits, and cost of living differences are often not reflected in the data. Comparisons across institutions or across units within institutions can be complicated by unequal distributions in key dimensions such as discipline, rank, length of time in rank, and length of employment.

Furthermore, 2016-17 represents a unique year at Penn State due to the Voluntary Retirement Program (VRP), where eligible faculty and staff were offered one lump-sum payment of 100% of annual base salary to retire on December 31, 2016 or June 30, 2017 (see “University to offer voluntary retirement package”). The VRP was implemented as a long-term cost-savings strategy for Penn State and would predominantly impact faculty who had senior ranks, including the 214 faculty who accepted the voluntary retirement offer (see “Hundreds of Penn State employees take retirement offer”). It is possible that the VRP has impacted the average salaries of professors and associate professors at Penn State, and subsequently how Penn State salaries compare to other institutions.

The data presented here may be limited and may not provide sufficient detail for drawing inferences about important issues pertaining to faculty compensation such as gender or racial inequities. However, these data may be useful for informing discussion and prompting further inquiry. The Committee on Faculty Benefits encourages the members of the faculty at Penn State to use these data as a reference.

Comparisons to Other Institutions

Salaries among faculty in Penn State’s University Park–based colleges continue to be competitive with comparable salaries among institutions participating in the Association of American Universities Data Exchange (AAUDE). A current listing of the Association of

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1 The data in the report lag one year behind the year the report is published. For example, the 2018 report is based on 2016-2017 data and the 2017 report was based on 2015-2016 data.
American Universities (AAU) member institutions can be found in Table 5. For the most recent year, 2016–2017, the ratio of Penn State salaries to AAUDE salaries is within three percent of the AAUDE average salary for 33% of the college/rank comparisons. Penn State salaries are more than three percent above the AAUDE average salary for 58% of the college/rank comparisons. This percentage has decreased since the last reporting cycle, where in 2015-16, 67% of Penn State salaries were more than three percent above AAUDE average salaries. Overall, however, the ratios of Penn State to AAUDE salaries remain very consistent with last year. Compared to 2015-16, 89% of the college/rank comparisons are within three percent of the same ratio in 2016-17. The highest ratio among all the college/rank comparisons is 1.26 for professors in the College of Communications. The lowest ratio is .91 for professors at Penn State Law (Table 1).

Table 2 compares the salary progression at Penn State and AAUDE institutions. At Penn State, average associate professor salaries range from 58 - 86% of average professor salaries, and average assistant professor salaries range from 51 - 76% of average professor salaries. Penn State’s salary progression is similar to AAUDE institutions (see the AAUDE and PSU columns under “% of Professor”). For 67% of college/rank comparisons for associate professors and 80% of comparisons for assistant professors, the percentage of those average salaries as a percent of average professor salary at Penn State is within five percent of the same colleges/ranks at AAUDE institutions.

The cumulative percent changes presented in Table 3 show that average salaries at Penn State tended to increase in 2016-17 at a rate similar to AAUDE institutions. There were three Penn State ranks that experienced an average percent decrease in salaries from 2015-16 to 2016-17: College of Communications professors, College of Earth and Mineral Sciences assistant professors, and College of Information Sciences and Technology professors. However, the PSU average salary is higher than the AAUDE average for each of these three ranks by $31,489, $7,438 and $25,526, respectively.

The data show a modest increase in terms of raw dollar value for all ranks at University Park and the Commonwealth Campuses (Figure 1 and Figure 2). With the exception of full professors at the Commonwealth Campuses, the increases appear to be keeping pace with inflation (Figure 3 and Figure 4).

Penn State salaries have remained competitive with peer institutions (Table 4). Among a group of 21 institutions that participate in AAUDE, Penn State’s salaries rank 4th among professors, 4th among associate professors, and 9th among assistant professors. Penn State salaries are not as highly ranked in recent years, but the current rankings are an improvement from the 2011-12 reporting period when the ranks were 10th, 8th, and 13th, respectively.

Among the 12 Big Ten public institutions that participate in AAUDE, Penn State’s salaries rank

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2 Typically between 50 and 60 percent of the member institutions submit data to AAUDE each year.

3 In previous years, the rankings were incorrectly entered as 4th, 9th, and 14th, respectively, for Professors in 2012-2013, Professors in 2011-2012, and Assistant Professors in 2009-2010. The rankings were corrected in this report and are accurate in Table 4.
3rd among professors, 3rd among associate professors, and 6th among assistant professors. Historically, Penn State’s average salary for assistant professors has not been as highly ranked compared to professors and associate professors. Since 2009-10, however, the salary for assistant professors has remained in the top half of reporting Big Ten public institutions (Table 4). Table 6 provides a more detailed comparison of salaries at Penn State University Park and Big Ten institutions in 2016-17. This table lists individual Big Ten institutions and includes Northwestern and Rutgers. Instructor salaries are also included in this comparison.

Table 7 compares campuses of similar institution types (i.e., AAU Category IIA, IIB, and III4) at Penn State to campuses at other Big Ten institutions. Compared to campuses at other Big Ten institutions, most faculty salaries at Penn State’s campus-based colleges rank in the middle or the upper half of the salary comparisons. Table 8 compares salaries at other Pennsylvania institutions to Penn State University Park, the Campus Colleges, and University College. Caution should be noted when comparing salaries across different campuses and institution types.

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

**Comparisons within Penn State**

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

Variation in range of salaries seems to increase with each higher rank (Table 10 and Table 11). This increase in variation is apparent when the data are displayed graphically (Figure 1, Figure 5, Figure 6, and Figure 7). The interquartile range (IQR)—the difference between the 75th and 25th percentiles—is typically greatest for professors. For instance, the IQR for standing appointment professors at Penn State University Park is $54,729. The IQR for standing appointment assistant professors at Penn State University Park is $15,516. The mean years in rank also increases with each higher rank, which may account for some of the variation in salary. While there is some increase in variation with each higher rank among the salaries at the Commonwealth Campuses, the IQR for standing appointment professors at the Commonwealth Campuses, $21,849, is much narrower than University Park. The IQR for standing appointment assistant professors at Commonwealth Campuses, $17,496, is slightly wider than University Park.

With the exception of instructors/lecturers, median salaries for faculty on standing appointments at Penn State’s Commonwealth Campuses are lower overall than median salaries for the same academic rank at University Park (Table 10). This pattern appears to also be true when comparing the median salaries in the academic divisions within the campus-based colleges (Table 14) with median salaries in colleges of similar disciplinary composition at University

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Park (Table 11). For faculty on fixed-term appointments, the differences in median salaries do not show as definitive of a trend. For example, the median salary for fixed-term assistant professors is higher at the Commonwealth Campuses than at University Park (Table 10).

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

**Gender Differences**
Table 12 and 13 provide the salary quartiles by gender. At the highest levels of aggregation found in Table 12, the salaries for females are lower than those of males in most cases. These results should be interpreted with caution, however, as the male faculty members typically have higher mean years in rank and the level of aggregation does not take into consideration disproportionate representation among colleges and departments. Table 13 provides the salary quartiles by gender at the college level. At this level, the difference in salaries between females and males seems to diminish within units. Graphically, many of the salary ranges by gender seem to overlap with their college counterparts (Figures 5-9). Where differences do exist, the higher salary range often coincides with higher mean years in rank. Further differentiation, by department and/or academic discipline for example, may explain some of the remaining differences. However, the data become sparser with each additional dimension. Already at the college level there are data elements that must be suppressed due to a low number of individuals. Further differentiation would only increase the amount of data that must be suppressed to protect the privacy of individual faculty members.

**Fixed-Term Faculty**
Historically the phrase “fixed-term” has referred to individuals on fixed-term appointments with an academic rank of instructor or lecturer. In fall 2017, the University began to implement a new rank system for faculty, which affects the number of fixed-term faculty reported in these tables. Approximately 11% of all fixed-term faculty were assigned to one of the new teaching ranks; these fixed-term teaching faculty are not included in the count of fixed-term lecturers and instructors in this report. In Table 10, approximately 59% of the individuals on fixed-term academic appointments have an academic rank of instructor, lecturer, senior instructor, or senior lecturer. Approximately 97% of the individuals holding those ranks are on fixed-term appointments. It should be noted that under the University’s human resources structure, an individual’s academic rank and their appointment type are separate and distinct. There exist individuals on fixed-term appointments holding nearly every possible academic rank.

Our discussion of fixed-term faculty is limited specifically to the population of individuals on full-time, fixed-term appointments holding an academic rank of instructor, lecturer, senior instructor, or senior lecturer. Even looking solely at this population, there are cautions to note. For instance, at University Park, there are 336 individuals from this population in the College of the Liberal Arts alone (Table 11). With nearly 43% of the population coming from just one
college, it may be difficult to discern whether any conclusions drawn from the data reflect the University-wide population or are attributable to circumstances that exist solely within that one college.

Nearly 60% of the fixed-term instructors, lecturers, senior instructors, and senior lecturers are located at University Park (Table 10). As with standing appointment professorial salaries, the highest fixed-term instructor/lecturer salaries at University Park are found in the Smeal College of Business, the College of Information Sciences and Technology, and Penn State Law (Table 11).

As stated above, the fixed-term teaching faculty in the new rank system are not included in this report, but they account for 11% of all faculty at Commonwealth Campuses. 32% of faculty at Commonwealth Campuses are fixed-term instructors, lecturers, senior instructors, and senior lecturers. Combined, he fixed-term instructors/lecturers and teaching faculty comprise 43% of the total faculty at Commonwealth Campuses. This proportion has remained relatively consistent over time.

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

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

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

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

5 For more information on the AAU, see http://www.aau.edu/home.aspx.
data available in the AAUDE are for an institution’s “main campus” only.

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

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

American Association of University Professors (AAUP) Tables
The American Association of University Professors (AAUP) conducts an annual survey of faculty compensation, the Faculty Compensation Survey (FCS). The results of the FCS are published in the March–April issue of the AAUP magazine, Academe, as part of their “Annual Report on the Economic Status of the Profession.” The data from the FCS are used as the source for Tables 6–8. The availability of the FCS data permits direct inter-institutional comparisons. Table 6 presents Penn State’s average salaries ranked among the average salaries for the other institutions in the Big Ten.

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

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

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6 For more information on CIP codes see http://nces.ed.gov/ipeds/cipcode/.
7 For more information on the ARL, see http://www.arl.org/index.php.
institutions in the Big Ten.

**Internal Data Tables**
The intra-institutional comparisons are based on Penn State’s internal data sources. Tables 10–16 are based on a snapshot of the human resource database taken at the end of September 2015. These snapshot data are used for the University’s official reporting activities. The data used in Tables 10-15 include all individuals classified as “academic” with a full-time appointment type—standing, fixed-term 1, or fixed-term multi-year. Table 16 additionally includes those individuals classified as “academic administrators.” Table 17 is provided by the Hershey Medical Center to provide information on average salaries for faculty at the Medical Center.

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

The salary quartiles for the campus-based colleges are presented in Table 14. Again, the data are presented by rank within appointment type category. The data are aggregated by college and by division or department within the college. Table 15 presents average salary for professors and associate professors at University Park and the Commonwealth Campuses based on time in rank. Table 16 presents salary quartiles based on rank and employment classification for individuals classified as “academic” or “academic administrators” on standing appointments at University Park and the Commonwealth Campuses.

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

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

Comparisons based on internal data may seem to be an opportunity to exercise more control over the chosen statistic. Many of the supporting tables accompanying this report present salary quartiles, which are much less likely to be influenced by extreme values. But interpreting differences between percentiles can be more difficult than differences based on the average. Unequal proportions among the groupings within the organization could create paradoxical situations where conclusions based on data at one level of aggregation may not be supported at a finer level of detail.
The data presented in the supporting tables reflect the entire population. Therefore, any differences between groupings are actual differences and the statistical significance of the difference is not an issue. Before drawing any conclusions from those differences, readers are reminded that there are many factors that affect an individual’s salary. The data presented in the supporting tables reflect a few factors that seem most relevant to the interests of the Faculty Senate. Properly controlling for the number of factors known to affect an individual’s salary would require an analysis beyond the scope of this report. There are also factors such as market forces, non-monetary compensation and benefits, lifestyle choices, professional reputation, and individual personality that are not reflected in the data.

Conclusion
In the most recent reporting cycles, salaries for senior-level ranks at Penn State (associate professors and professors) have been higher than the AAUDE average. In 2016-17, this trend has continued and the salaries at Penn State still compare favorably for these ranks; the positive difference for Penn State faculty, however, is smaller than previous years. As briefly mentioned in the introduction, it is possible that the modest gains in 2016-17 reflect the implementation of the Voluntary Retirement Program as senior ranking faculty exited the University in larger numbers than typical years.

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

SENATE COMMITTEE ON FACULTY BENEFITS
- Mary Beahm
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- Lonnie Golden
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- Mark Horn
- Peter Jurs
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- John Liechty
- Kathleen Noce
- David Post
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- Geoff Scott
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- Gregory Stoner
- William Wenner
SENATE COMMITTEE ON GLOBAL PROGRAMS

Supporting International Students and Scholars at Penn State University

(Informational)

Introduction
The Global Programs subcommittee was charged to draft a report recommending how the university can address the perception that, in light of the recent political climate, international students and scholars are unwelcome in the United States.

There was a diversity of representation and opinion from Penn State in compiling this report, including faculty and graduate students at University Park campus, administrative staff members, student representatives, and current students from Great Valley campus where there is a large population of full-time international students. The subcommittee charged with the initial report had a town hall in December that invited undergraduate and graduate students to share their perspectives. Members of the subcommittee also spoke with Jennifer Campbell (Director, Global Operations & Learning) and Masume Assaf (Director, Global Programs – DISSA). Additionally, this report has been distributed to the international student advisors at all of the university campuses to generate feedback on future actions.

International students and scholars are a vital component of the mission of Penn State University. While expressing enthusiasm for the educational opportunities being offered at Penn State, international students face a number of challenges.

Visa Issues
A recent report in the Wall Street Journal examined student visas issued in 2017 and found a decline of 17 percent. This was particularly notable (28 percent) for students from India, one of the major sources of international students in the U.S.

Students express anxieties about visas required to pursue their degrees. J-1 visa students are unable to work outside the University and get paid. They can work 20 hours in the university but not outside of it. International students shared that they feel at a disadvantage compared to resident students in receiving internships and other work opportunities to help advance their careers. Recently, international students have been having difficulties securing practical training visas (OPT) and internships. Employers are reluctant to sponsor international students for internships and practical training and as such opportunities for pre or post completion training are limited. In light of these changing conditions, students are reluctant to apply to American universities.

It was suggested that the University could be more proactive in arranging career fairs with employers who are willing to sponsor internships, practical training and H-1B visas. This could be done by networking with Career Services or alumni networks. The current schedule of career fairs in the fall semester and Jan/February seems to work well but they could be more targeted to support international students. Some disciplines/subjects are under scrutiny such as entrepreneur visas that are needed for certain STEAM fields.
Additionally, international students shared they were concerned about leaving the country for fear of not being allowed back in. The processing of visas can be arbitrary based upon the specific border agent, and so if Global Programs could have hotline for a quick response this would be useful. This could be synchronized with the TSN program, which already has an existing infrastructure for faculty, staff, and students traveling internationally.

Some participants suggested that faculty could support students with visa issues by allowing Skype sessions or other opportunities for ongoing classes in the event that a student is delayed, or prevented, from returning to campus.

**Successful Transitions to Campus and Community**

Penn State faculty, staff and students need to appreciate the benefits of having international students and scholars as members of our communities. There are benefits in engaging with international students to provide a more diverse and rich academic experience.

Transitioning to campus can be challenging for incoming students. Undergraduates explained that they need help in identifying banks, shopping areas, and other necessities for day-to-day living. Having a designated mentor would be useful. Students said the Directorate of International Student and Scholar Advising (DISSA) website is helpful, though a contact number would be valuable for an immediate response.

There are mental stress issues with being on campus as an international student and so resources need to be committed to provide support. Counseling resources that are culturally responsive for international students must be available to the University Community and Global Programs. Additionally, a mentoring program to help international students feel supported at Penn State should be instituted. There could be a Global Lion Ambassador to provide mentoring to international students.

Definitive statements by administration officials, especially President Barron, that affirm a commitment to international students are clearly appreciated by the Penn State community, and international students in particular.

**Local Climate**

The committee understands the need to make the university environment a friendly, welcoming and relevant for our international students.

It has been shared to members of the subcommittee that international students are subject to increased inspection at local establishments. In the event that a driver’s license is not on hand, students are being asked to produce their passports and their visas are also inspected. Some establishments do not recognize a passport as valid proof of age.

Although Penn State cannot directly influence the environment for international students in the communities that surrounded the university’s many campuses, faculty, students and administrators can work together to set a positive example.
SENATE COMMITTEE ON GLOBAL PROGRAMS

- Michael Adewumi
- Augustin Banyaga
- Mark Brennan
- Joanna DeFranco
- Beth Farmer
- L. Sam Finn
- Dennis Jett, Vice Chair
- Jyotsna Kalavar
- Loukas Kalisperis
- Brian King
- Michael Krajsa
- Dena Lang
- Jacqueline Markle
- Willie Ofosu, Chair
- Peter Rinehart
- Martha Strickland
INTRODUCTION

The World Campus celebrated its 20th anniversary in January of 2018. Now a staple in the array of educational offerings of the university, the World Campus began rather modestly in 1998 with five academic programs, 41 students, and 10 faculty. At the inception of the World Campus, the university recognized that the success would depend on broad ownership by academic and administrative units. It was important for academic units to be responsible for the integrity of the curricula, content and instruction, and World Campus to provide learning design and assistance to the faculty to support the instruction and their roles as online educators, and marketing to reach adult learners with an array of offerings that were viable in the market. Additionally, World Campus would provide students with academic support and student services, including career resources. World Campus, built with a strong business acumen and market knowledge, grew steadily and in a fiscally responsible manner such that in the budget academic year (BAY) 2016-2017, more than 18,000 students enrolled across more than 150 credit programs delivered by more than 1,000 faculty selected and appointed by the appropriate college and campus.

Overall the success of World Campus comes from the support and vision of faculty, staff, academic partners, and leadership across the University. Together, we are able to provide a comprehensive set of degree programs designed and delivered through the integration of high-quality content, complemented with a broad set of student services, and delivered to learners from around the world who choose to study at a distance.

This report provides an update on Penn State World Campus programs, faculty-type and trend data for headcount, course enrollment, and number of offerings. The report also provides an update on the process that influences the program pipeline and the processes that help launch programs.

OVERVIEW

The World Campus first launched in 1998 with a portfolio of five academic programs. Today, the World Campus offers more than 150 degrees, minors, and academic credit certificates, and more than 160,000 students have taken World Campus courses in the last ten years. In the budget academic year (BAY) 2016-2017—comprised of the summer 2016, fall 2016, and spring 2017 semesters—18,668 students were identified as pursuing their program through World Campus. Another 6,300 students from other Penn State locations also took World Campus courses during this period. These 24,000-plus students accounted for 83,677 course enrollments in BAY 2016-2017 and represented a growth rate of 8% from BAY 2015-16 to 2016-17. Projected course enrollments for the World Campus are on track to reach 91,627 in BAY 2017-18.
In addition to the success Penn State has achieved in expanding enrollments, Penn State’s World Campus has also enabled the faculty and instructional designers to explore pedagogical approaches and student learning in the online environment. There have been, and continue to be, examples of new instructional models and strategies developed through the efforts of faculty, learning designers, and others across the university who are involved with the World Campus. What is incredibly significant is that these innovations are not restricted to World Campus but are being integrated into core resident instruction. With the proliferation of learning designers embedded throughout the University (more than 200 professionals are working in the area of learning design) there has been a significant focus on elevating the learning process and the integration of all of instruction, whether face-to-face or online.

Penn State is a leader in online postsecondary education due to many factors, including:

- **True to its origins, the World Campus is integrated within Penn State’s academic and administrative structure.** All World Campus offerings are embedded within the academic units. They set the admission and program requirements, select the faculty, design the curricula, and assess the learning outcomes. Administratively, all World Campus services report to or are closely aligned with the appropriate University administrative units (e.g., Admissions, Registrar, and Financial Aid) and adhere to University policies.

- **Students earn Penn State degrees.** This is foundational to our success and of significant importance to our students. The degrees earned through World Campus are truly earned from the academic colleges, not World Campus.

- **The World Campus offers students a complete Penn State experience.** It just happens to be virtual. Faculty and staff work diligently to provide an array of opportunities that enhance the curricular experience. From student organizations to career services and community engagement, Penn State faculty and staff are exploring and expanding the connection with online learners inside and outside of the classroom.

- **Faculty and staff who serve World Campus students demonstrate daily an extraordinary commitment to distance learners.** Students' successes are their success. It is indeed the people who work with World Campus students every day who make the difference. From faculty and advisers to student aid experts and communications staff, these individuals bring dedication to help improve the learner experience.

- **The World Campus is built upon strong business acumen and market knowledge.** When the World Campus was established there were only a handful of institutions offering online programs. Today, online offerings are available with more than 3,000 institutions, including many of our academic peers.

The World Campus continues to focus primarily on adult part-time learners at a distance. As a result, World Campus has brought new learners (undergraduate and graduate) to Penn State. This approach is built upon the foundation established by Penn State’s 100-year history in serving similar audiences through correspondence study. These students represent a unique population with needs that are different from traditional-aged students who attend residential campuses.

*As of 13 March 2018*
They often have families and full-time jobs. They do not continuously enroll but start and stop as time and finances permit. They are spread across multiple time zones. As a result, they are unlikely to set foot on a physical Penn State campus. They also cannot easily stop by faculty members’ offices or University offices if they have issues to resolve. The World Campus therefore must maintain a robust presence of online services with extended hours in order to meet the needs of these learners.

**STUDENT PROFILE**

The number of students with a campus identifier of World Campus has been steadily climbing, reaching approximately 18,600 (unduplicated headcount) in 2016-2017. In the early years of the World Campus, there were many more undergraduate students than graduate students because of the transition of Penn State’s Independent Learning Program (correspondence study) into the World Campus, a program that was completely focused on undergraduate education. As graduate programs were added to the World Campus, however, the number of graduate students has steadily risen to the point where the undergraduate and graduate student head counts are both growing at double-digit rates each year (see Figure 1).

![World Campus Students*](image)

*Only students whose campus designation is “World Campus” are included and headcount includes

**Final BAY headcounts include Registered/Enrolled students only

**Figure 1. World Campus Unduplicated Headcount from 2007-2008 to 2016-2017

The demographics of World Campus students represent a diverse student population that is largely composed of adult learners who enroll part-time during a significant portion of their education. The average age for the undergraduate student population in World Campus is 32 and the average age for the graduate student population in World Campus is 35. Currently, World Campus serves learners in all 50 states, the District of Columbia, four territories, and 85
countries. Approximately 36% of the enrollments are Pennsylvania residents and 4% are international. The gender breakdown is balanced, although skewed higher toward male in graduate programs and female in undergraduate programs (GR: 47% female and 53% male; UG: 51% female and 49% male.) In recent years, enrollment of military personnel (active duty and veterans) has been rising significantly. In 2016-17, 19% of World Campus enrollments were from current or former military members. The racial and ethnic diversity for the undergraduate and graduate enrollments is shown in the following charts.

Undergraduate Demographics

Graduate Demographics

As of 13 March 2018
FACULTY PROFILE

All faculty members who teach courses delivered through the World Campus are approved and appointed by Penn State academic colleges and departments.

The World Campus is also unique in the context of online postsecondary education in that most (95%) of those who teach courses via the World Campus are Penn State faculty and staff with a range of responsibilities beyond their teaching courses for World Campus. Approximately 5% are appointed as “independent contractors,” which are defined for this purpose by the University as part-time instructors whose sole responsibilities involve teaching an online course via the World Campus. In budget academic year (BAY) 2016-17, 59% of the 1,329 instructors who taught World Campus courses delivered were either standing or fixed-term full-time Penn State employees. In addition, 4% of the instructors were Penn State graduate students, and 33% were adjuncts with fixed-term part-time status, wage-payroll employees, fellows, or post-doc scholars. In BAY 2016-17, the majority of instructors teaching World Campus-offered courses (75%) were affiliated with the University Park campus.

In BAY 2016-17, 27% of the 1,329 faculty teaching courses via the World Campus had professorial titles: 134 (10%) Professors, 126 (9%) Associate Professors, 93 (7%) Assistant Professors, 7 (<1%) Professor of Practice, and 23% had tenure or were on tenure-track.

WORLD CAMPUS SUPPORT FOR STUDENTS

Penn State's World Campus offers an integrated suite of services and academic support to learners who are pursuing their degrees entirely online. With a focus that is adult-friendly, learner-centric the support is designed to assist students from the time they apply, through their years of study and as alumni—all with the intent to foster a positive experience with Penn State.
World Campus Admission Services is often the first point of contact for prospective students who are interested in earning their Penn State degree through World Campus. Admission counselors respond to inquiries, assist students in completing the application for admission, and provide basic financial aid information. Inside Track, in partnership with World Campus, also provides individualized coaching to prospective students on the development of skills and confidence needed to be a successful student.

The World Campus Registrar's Office is comprised of records specialists and managers whose primary duties include processing incoming student requests and troubleshooting any issues a student may have throughout the registration process. They provide support to re-enrolling students who have taken a semester or more off which is a key service for adult learners who may need to space out their studies due to life circumstances. The unit also maintains all student records electronically, as required by the University.

Financial Aid is available to World Campus students through scholarships, as well as federal and state aid. Approximately 74% of World Campus undergraduate students use financial aid. When these students graduate, they leave the University owing an average of $39,322, in contrast to the overall average debt for Penn State students at $37,625—both higher than the national average of $28,950 (according to an October 2015 release from The Project on Student Debt). World Campus undergraduate students who receive aid have an average median household income of $40,462, which is much lower than the $76,383 average median household income for all Penn State undergraduates receiving aid, which contributes to the debt upon graduation being higher. Finally, only 33% of World Campus undergraduates are Pell Grant eligible, demonstrating the funding gap that exists for individuals at this income level.

World Campus and the University aggressively pursue financial support for distance learners. Working with government relations, efforts have been undertaken to enhance aid and regulations that enable distance learners to have access to funding. Additionally, private philanthropy has been a focus of Outreach and Online Education development to increase scholarship support for students pursuing their degrees through World Campus. The endowments currently provide more than $1.2M annually in scholarship awards. With an average award of $1,235 in 2016-2017, more than 1,000 students received a scholarship award from Penn State World Campus. In addition to scholarships, the World Campus offers the Military Grant-In-Aid, which lowers undergraduate tuition by approximately 40% for currently serving service members and their spouses—leading to more than $800,000 awarded annually.

Academic Advising and Student Disability Services and Academic and Enrollment Support Services provide vital links between online adult distance learners and the University. These teams work closely with academic and campus partners, advocating for adult-friendly processes and creating innovative support resources. Academic advisers within this unit assist learners with planning their academic paths, provide ongoing moral support, and connect students to academic and career resources. Of course, many colleges and campuses also provide advising for undergraduate World Campus students and all advising for World Campus graduate students. Online tutoring resources are also available through partnerships between World Campus, Penn State Learning, and Tutor.com. Specialty programs such as New Student Orientation, Smart Track for Success, and Transitions were created and are offered through World Campus to assist
students as they embark on their education online. Disability services liaisons help students with disabilities identify and receive the academic accommodations and support they need to be successful online learners and they work to address access issues specific to special audiences, such as members of the military.

Partnering with Penn State Information Technology, the World Campus information technology team offers a wide range of technical support and training for World Campus students and faculty, with extended weekday and weekend hours to serve a geographically dispersed audience with access to support via email, phone, and online chat.

The Accessibility team provides leadership in identifying and facilitating implementation of accessibility standards and best practices. This team develops partnerships with external accessibility service providers and conducts user testing with students who use assistive technologies. In addition, Accessibility staff evaluate course materials, develop accessibility solutions, maintain testing tools and software, and build awareness of related best practices and University policies.

World Campus Student Affairs was established in January 2016 in a joint endeavor between World Campus and the Office of Student Affairs. Prior to this formal structure, World Campus relied on the central offices of Student Affairs to support the requests and processes for student conduct, psychological services, and career services. As World Campus grew, the stresses on those offices and the ability to address the online learner required World Campus to take a closer look at what it means to have student affairs professionals design and work with learners who pursue their degree entirely online. As a result, World Campus and the Office of Student Affairs worked together to evaluate the scope of support and the manner in which the positions would be constructed, situated, and supported. Created in 2016, the World Campus Student Affairs unit provides an array of support that best addresses the co-curricular support and student support service needs for today’s online learners. The team promotes opportunities for engaged scholarship, student programming, and support for student organizations. As a result, the following areas of support and programming have been created or expanded: the WC Student Advisory Board, student clubs and organizations, Penn State Reads: Virtual Book Club, the Virtual Internship Program, study abroad, Virtual Student Activities Fair, career counseling, career education and exploration, job search guidance and resume review, mental health advocacy and case management, community resources referrals, psychoeducational workshops, student conduct case management, and Code of Conduct training.

Penn State may be unique in the way it has designed this dedicated Student Affairs model in an integrated fashion with the rest of the university. As a result of leveraging knowledge about online learners and bringing together student affairs professionals, Penn State World Campus is in a very strong position to support its online learners and extend some of those online resources to support resident instruction students. In the past two years, World Campus Student Affairs has

- held an online research symposium for undergraduate psychology students, which had 23 student presenters and ~100 faculty, staff, and students participate,
- designed and launched a virtual internship program fall 2017,
- held multiple virtual career fairs,
- engaged hundreds of first-year World Campus students in the Penn State Reads program
• created a WC student advisory board (>200 people applied for ~35 spots),
• established a position (case manager in CAPS) to assist WC students in need of referrals to mental health providers, and
• fostered the creation, participation, and expansion of study abroad programs for online learners.

*World Campus Marketing* also contributes to the support of students in order to create a consistent positive user experience for those who interact with or attend the World Campus. This team of marketing communication and engagement professionals carefully plan, execute, and analyze programs to connect students, prospective students, and alumni to World Campus and Penn State. They provide information about Penn State experts, accomplishments, and the university’s recognitions; highlights of degree or certificate programs to connect current students to others in their major and to inform prospective students of World Campus’ broad array of offerings; and tips for how to be successful and to help students through their educational journey with World Campus.

The marketing team also produces an online student newsletter that contains information on upcoming events and deadlines, resources, and student stories. The team facilitates a blog in which students, staff, and faculty contribute to share their perspectives, experiences, and expertise. Penn State World Campus also participates in All University Day during which World Campus hosts a tailgate for students, staff, faculty, and alumni, providing a special opportunity for interaction. World Campus also hosts a graduation celebration each semester to recognize graduates’ educational achievements and to enable them to meet each other prior to attending the commencement exercises over the weekend.

Finally, the *Penn State World Campus Alumni Society*, formally launched in 2014, with 4,200 initial members provides a way for Penn State World Campus alumni to meet and network with graduates from other colleges and campuses. World Campus is developing new programs and opportunities to engage these alumni and to harness their enthusiasm to help continuously drive the growth of Penn State World Campus and Penn State.

**WORLD CAMPUS SUPPORT FOR FACULTY**

The *World Campus Learning Design* team works with academic and administrative partners to envision and develop engaging, high quality experiences for online students. The staff focuses on the needs of adult learners and integrates learning theory with instructional design principles. The resulting courses offer a blend of rich media, contextual activities, and assessment strategies that engage students in the overall learning experience. The Learning Design team works with faculty to explore the use of educational technologies, such as adaptive learning, and augmented reality to enhance learning.

The World Campus Learning Design team is not the only means by which learning design is advanced at Penn State. Much of this work is also accomplished by quality design units within the colleges and campuses. These positions are usually funded through World Campus revenue sharing or directly supported by the World Campus. Most important, these embedded designers apply their expertise to also improving resident instruction.
The *World Campus Faculty Development* unit partners with faculty, programs, departments, and colleges to meet the needs of online faculty in a rapidly changing landscape of technology, research, markets, and faculty culture. Resources, services, and programs are provided in three key areas of professional development:

- Competency-based training to teach online
- Onboarding of new faculty
- Scholarly life of fixed-term, remote, and residential online faculty

The mission of the World Campus Faculty Development unit is to improve instruction by supporting online faculty and instructors throughout their careers. Examples of support include a curriculum of free Online Learning (OL) courses focusing on use of the learning management system and other technologies, learner accessibility, best practices for effective instruction, online presence, teaching the adult learner, and teaching the military learner. Additionally, the unit offers a five-course OL Teaching Certificate, the OL Graduate Student Teaching Certificate, college and program level onboarding workshops, and topical webinars.

Teaching online for the World Campus requires knowledge and skills unique to having adult learners as students. Adult learners are autonomous, bring considerable life and work experiences to their courses, need flexibility in when and how they learn, and need to see how new ideas and concepts apply to their day-to-day lives. Additionally, online teaching requires special instructional competencies in the areas of pedagogy, technology, and course administration for asynchronous learning. While not all effective practices of residential teaching translate to the online space, many online practices improve residential teaching. This means specific training and professional support in online instruction benefit all teaching at Penn State. In order to assist faculty in developing these competencies, the World Campus created the Faculty Development unit in 2008. The unit focuses on three areas of service: self-directed and cohort training through Online Learning (OL) Courses for effective online instruction; face-to-face and virtual faculty onboarding and orientation; and, face-to-face virtual support of the scholarly life of fixed-term, online faculty.

Success in these three areas relies on collaboration between the Faculty Development unit, other units within World Campus, academic programs, departments, and colleges, and the University-wide community of faculty development practitioners. The mission of the World Campus Faculty Development unit is to support online faculty at key stages of their careers in order to positively impact student success. To fulfill this mission, the unit has a robust list of free services and resources available to Penn State faculty course authors and teachers, academic program administrators and staff, and others involved in Penn State’s online presence. And they offer *Specialized Topic Offerings* in The Military Learner, Teaching the Adult Learner, Assessment in Online Teaching, Grouping and Teamwork Online, Course Design in collaboration with World Campus Learning Design, and webinars for faculty and staff across the University.

The World Campus Faculty Development website, found at *wcfd.psu.edu*, curates research topics, resources, and registration for OL Courses, certificates, webinars, and other services and activities. The University also provides resources and support through units such as the Schreyer...
Institute for Teaching Excellence, E-learning Institute in the College of Arts and Architecture, e-Dutton Institute in the College of Earth and Mineral Sciences, the Fillipelli Institute in the College of the Liberal Arts, the University Libraries, and Teaching and Learning with Technology. Collectively, they provide strong leadership and resources to online faculty, including guidelines for peer evaluation of online teaching, and access to Quality Matters—an assessment tool for evaluating online course structure, design, and resources.

TRENDS IN WORLD CAMPUS PROGRAMS

The World Campus launched in 1998 with five programs. Today, the World Campus offers a range of undergraduate degrees, graduate degrees, undergraduate certificates, and graduate-level certificates—over 150 undergraduate and graduate degree programs, minors and credit certificates.

The World Campus partners with all University Park colleges, Penn State Altoona, Penn State Erie, Penn State Harrisburg, Penn State Great Valley, and the Commonwealth College in the delivery of programs. Table 1 summarizes the course enrollments by the offering college or campus for budget annual year for 2016-2017. Appendix 1 provides more detail on the enrollments by indicating the “Program(s)” such as type of degree major or minor, undergraduate certificates, post-baccalaureate certificates, and graduate certificates and provides enrollment projections for (BAY) 2017-2018. The enrollments shown in both Table 1 and Appendix 1 are not restricted to students in World Campus majors.

Table 1. Course enrollments by college and campus for BAY 2016-2017

<table>
<thead>
<tr>
<th>University Park Colleges</th>
<th>Agricultural Sciences</th>
<th>1,899</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts and Architecture</td>
<td>2,897</td>
</tr>
<tr>
<td></td>
<td>Smeal College of Business</td>
<td>2,031</td>
</tr>
<tr>
<td></td>
<td>Donald P. Bellasario College of Communications</td>
<td>1,557</td>
</tr>
<tr>
<td></td>
<td>Earth and Mineral Sciences</td>
<td>3,652</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>4,516</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>1,164</td>
</tr>
<tr>
<td></td>
<td>Health and Human Development</td>
<td>4,900</td>
</tr>
<tr>
<td></td>
<td>Information Sciences and Technology</td>
<td>7,168</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts</td>
<td>25,853</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>1,662</td>
</tr>
<tr>
<td></td>
<td>Eberly College of Science</td>
<td>8,670</td>
</tr>
<tr>
<td>Commonwealth Campus</td>
<td>Altoona</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Erie – Behrend College</td>
<td>1,599</td>
</tr>
<tr>
<td></td>
<td>Harrisburg – Capital College</td>
<td>3,964</td>
</tr>
<tr>
<td></td>
<td>Great Valley</td>
<td>3,570</td>
</tr>
<tr>
<td></td>
<td>University College</td>
<td>6,203</td>
</tr>
<tr>
<td>Special Mission and Intercollege Graduate</td>
<td>Hershey College of Medicine</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Intercollege Graduate</td>
<td>2,102</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>83,677</strong></td>
</tr>
</tbody>
</table>
Table 2 illustrates the five-year trend by summarizing the number of graduating students beginning with 2012-2013. These numbers represent those students who have earned their Penn State degrees by attending the World Campus. Appendix 2 supplements this table by providing the details of each program. Note that some students may have completed portions of their degree at another campus.

### Table 2. The Five-Year Trend of the Numbers of Graduates

<table>
<thead>
<tr>
<th>Student Level</th>
<th>BAY 12/13</th>
<th>BAY 13/14</th>
<th>BAY 14/15</th>
<th>BAY 15/16</th>
<th>BAY 16/17</th>
<th>Total Degrees Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>707</td>
<td>1,029</td>
<td>1,189</td>
<td>1,299</td>
<td>1,458</td>
<td>6,622</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>769</td>
<td>934</td>
<td>1,051</td>
<td>1,229</td>
<td>1,287</td>
<td>6,288</td>
</tr>
<tr>
<td><strong>Total Degrees</strong></td>
<td><strong>1,476</strong></td>
<td><strong>1,963</strong></td>
<td><strong>2,240</strong></td>
<td><strong>2,528</strong></td>
<td><strong>2,745</strong></td>
<td><strong>12,910</strong></td>
</tr>
</tbody>
</table>

World Campus enrollments have evolved through two distinct periods. Between its launch in 1998 and 2006, enrollment growth was steady but not dramatic. The budget academic year 2005-2006 saw enrollments surpass 10,000. Significant growth continued to occur in the subsequent years, averaging 12% during the last ten budget academic years. Figure 2 illustrates this growth. Note that this graph represents enrollments in World Campus courses, which includes students from other Penn State campuses taking World Campus courses.

![Figure 2. Ten-Year Trend in Course Enrollments in World Campus Section.](image-url)
As of 13 March 2018

When considering only the course enrollments by students enrolled in programs offered through the World Campus, Figure 3 illustrates the ten-year trend by distinguishing the undergraduate and graduate course enrollments.

![Diagram: Student Level of World Campus Course Enrollments]

**Student Level of World Campus Course Enrollments**

*Home location code = WD*

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>7,863</td>
<td>6,525</td>
</tr>
<tr>
<td>08/09</td>
<td>11,360</td>
<td>7,929</td>
</tr>
<tr>
<td>09/10</td>
<td>15,072</td>
<td>9,399</td>
</tr>
<tr>
<td>10/11</td>
<td>19,502</td>
<td>11,108</td>
</tr>
<tr>
<td>11/12</td>
<td>24,555</td>
<td>13,741</td>
</tr>
<tr>
<td>12/13</td>
<td>29,255</td>
<td>15,825</td>
</tr>
<tr>
<td>13/14</td>
<td>33,256</td>
<td>18,204</td>
</tr>
<tr>
<td>14/15</td>
<td>39,220</td>
<td>19,814</td>
</tr>
<tr>
<td>15/16</td>
<td>45,458</td>
<td>22,468</td>
</tr>
<tr>
<td>16/17</td>
<td>48,938</td>
<td>24,536</td>
</tr>
</tbody>
</table>

**Final BAY enrollments include Registered/Enrolled students only**

**Figure 3. Ten-Year Trend in Course Enrollments by Degree Program Level.**

Penn State resident-based students at University Park and the campuses may and do take World Campus courses. However, since the primary role of the World Campus is to provide access to the students pursuing degrees online, World Campus courses are not made available to resident students until seven days before the beginning of the fall and spring semesters. This ensures that World Campus students have an opportunity to enroll in World Campus courses first. Note that adult learners from any Penn State location may register for a World Campus course during the normal registration period. The seven-day limitation does not apply for the summer semester.

Figure 4 shows the number and percent of resident-based students taking World Campus courses over the last several years. The percent has remained fairly consistent; however, over the last five years many colleges and campuses have offered an increasing number of online courses, outside of the World Campus, for their resident students during the summer session and throughout the year. Future reports will be able to include that information in the course taking patterns of students.
WORLD CAMPUS PROGRAM PIPELINE

The World Campus continually works with Penn State academic units to explore online program opportunities, identifying those that are viable and putting them on a schedule to move them into development and delivery. Program ideas originate from two sources: they are either suggested by academic units or are identified in the market scans completed on a regular basis by Outreach Market Research. All ideas are subject to evaluation using a process that precedes a curriculum proposal development but which is aligned with the consultative processes established in the Faculty Senate curricular procedures. (See Appendices 3 and 4).

The costs of putting a degree program online are substantial. In addition, online education is becoming an increasingly competitive enterprise, with the number of providers growing annually. As a result, it is imperative to make good decisions with regard to what programs are put online. Market research plays a key role in evaluating all programs that are considered for World Campus delivery.

As of 13 March 2018
As of 13 March 2018

The World Campus places primary emphasis on adding degree programs to its portfolio rather than individual courses, although an expanded course portfolio is being explored as the means to test potential program areas for online programs and to attract students interested in a single course that leverage Penn State’s expertise. A key marketing goal is to attract degree students who will come back to Penn State over and over to take courses to complete their degree rather than having to recruit students to take individual courses, which is a highly expensive proposition. The General Undergraduate Portfolio (GUP) contains individual courses primarily from the Colleges of Arts and Architecture, Health and Human Development, the Liberal Arts, and Science to enable World Campus degree-seeking students to meet their general education requirements.

Program Planning and Management within the Outreach and Online Education Academic Affairs unit strategically guides the selection, development, and delivery of online programs and courses. The team utilizes market research, enrollment and financial analyses, and an understanding of the market forces that influence the viability of online distance education programs. Program Planning and Management staff members apply knowledge of Penn State academic partners, their faculty, and the curricula, and an understanding of online distance education, in their work. Utilizing a partnership approach, they use project management skills to ensure effective and efficient development and delivery of programs in a timely fashion. In addition, they serve as the hub that links partner academic units with support services available through the World Campus, such as Advising and Learner Success, Admissions, Faculty Development, Learning Design, and Marketing.

The World Campus Budget and Financial Operations unit provides financial reporting, planning, budgeting, forecasting, and analysis (historical trends, strategic performance indicators, benchmark data, and projection methodologies). Through these analyses, the unit is able to provide recommendations to World Campus, academic units, and University committees on how to make well-informed, strategic decisions related to finances and enrollments. This includes tuition income and enrollment projections, as well as information related to overall management of income and expenditures. It also manages the distribution of gross revenue sharing funds to academic partners that offer programs and courses through the World Campus.

WORLD CAMPUS RECOGNITION

Academic oversight of World Campus program and course offerings by Penn State’s academic colleges helps to ensure that students receive the same quality instruction and earn the same degrees as resident students. All World Campus program and course offerings are based within the academic colleges and departments of the University. The academic units provide leadership for selecting and approving the faculty for the online classes. This commitment to quality and partnership with academic units continues to result in national recognition. For the second year in a row, Penn State World Campus is the most recognized institution in U.S. News and World Report online programs rankings. Penn State World Campus ranked in the top 10 in six categories of U.S. News and World Report’s 2018 Best Online Programs, which is the most of any institution.

Rankings in U.S. News & World Report’s 2018 Best Online Programs:
• No. 4, online graduate engineering
• No. 5, online graduate business
• No. 7 (tie), online bachelor’s degrees
• No. 8 (tie), online graduate computer information technology
• No. 8 (tie), online graduate education
• No. 10, online MBA

US News also ranked Penn State World Campus in six categories in its Best Online Programs for Veterans, and the rankings are:

• No. 1, online graduate education
• No. 3, online graduate business
• No. 3 (tie), online graduate computer information technology
• No. 4, online graduate engineering
• No. 6 (tie), online bachelor’s programs
• No. 6, online MBA

WORLD CAMPUS TUITION AND REVENUE SHARING

In 2011, the University Budget Office approved a new revenue sharing model, referred to as "Revenue Distribution Categories." This model simplified the previous model and provided a more balanced approach to sharing revenue earned on courses delivered through the World Campus. While the elevated focus on student learning and success has been a genuine benefit of the World Campus, the revenue generated has been a significant value to the University. Briefly, the revenue sharing model permits the World Campus to collect and distribute the tuition revenue. Revenue share rates are based on program level (undergraduate and graduate) and the level of support provided by World Campus in the area of learning design. The revenue is disbursed to the academic units based on enrollments. On occasion, seed funds are also disbursed to academic units to address immediate needs for the timely launch of high demand and high enrolling programs. Recurring funds are also disbursed for ongoing support of central services, such as Undergraduate Admissions, the Libraries, Graduate School, Risk Management, etc.

Figure 5 illustrates the recent growth in tuition revenue and the distribution of that revenue to the colleges/campuses, academic and administrative units, and the World Campus. The growth in revenue mirrors the enrollment growth shown in Figure 1. Specifically, from 2014-2015 to 2016-2017, total headcount increased by 20.5%. The blend of the programs and the tuition increases led to a 25% increase in revenue generated in that same time period as shown in Figure 5. Also shown in Figure 5 is a 29% increase in revenue share distribution to colleges and campuses, and a 6% increase in revenue retained by the World Campus in that same time period.
WORLD CAMPUS CHALLENGES AND OPPORTUNITIES

Without question, the aggressive growth, as shown in the breadth and depth of the program portfolio and the student enrollments, presents a host of challenges. At the same time, the position of leadership that the Penn State has in online education provides leverage to new opportunities. Many of the challenges are connected to opportunities. A few examples of ongoing challenges illustrate our approach to address scaling services and instructional capacity, responding to increased regulations, remaining accountable, and providing access via relevant and appropriate technologies, all while remaining steadfast in an unwavering commitment to Penn State quality.

- Our technical infrastructure must remain current and be effective, robust and reliable. World Campus offers approximately 1,300 sections of courses per semester for its 150+ academic programs through the learning management system. Behind this student interface there are a variety of technologies that must work in synergy to ensure a quality online student experience. For World Campus, these systems create the classroom experience for our learners. Emerging technologies enable the faculty and the university to explore effective approaches while staying at the forefront of online education.

- The university must remain attentive to, and comply with, federal, state, and international regulations as they relate to distance learners. In order to ensure proper assurances, the Outreach and Online Education compliance team has worked with state regulators to understand requirements, gather documentation, track compliance progress, and maintain information on regulations at large. As an example, with respect to financial aid for distance learners, monitoring the participation and reporting of accurate last date of attendance is expected as part of the regulatory...
requirements. The virtual classroom has to incorporate this monitoring aspect in the delivery of instruction and access to courses.

- Instructional capacity requires ongoing planning particularly with respect to programs that continue to grow. A particular challenge occurs when planning for growth in advanced technical areas or disciplines that require specialized faculty credentials, particularly at the graduate level. Equally challenging is the need to scale access to online advising or student support services and maintain an effective faculty-to-student ratio for the program. When new programs launch, World Campus develops a roll out plan that includes course development and enrollment projections to anticipate student and faculty needs and prepare accordingly.

- With increased competition and disruptive technologies, the necessity to be strategic while exploring opportunities is vital in our ability to remain relevant. World Campus balances the importance of meeting contemporary needs (immersive experiences, simulations, personalized learning) with the need to provide reliable support and access. Additionally, with increased competition, online learners have access to greater choice in terms of length of programs, breadth of study, flexibility, cost, consideration and evaluation of transfer credits, etc. Our ability to explore alternatives with pilot projects enables us to be responsive to learner needs and responsible with university resources.

- Increasing costs of higher education are mirrored with the increasing expectations for accountability in higher education. Recognizing and responding to student needs with pathways to successful completion benefit from the advances in learning analytics, targeted and timely interventions, and integrated systems that work together by providing broad access to expert knowledge. World Campus’ student facing units attack a list of priority projects to improve the student experience. The World Campus Smart Track for Success for incoming students, New Student Orientation, personalized coaching, online tutoring services, Smarter Measure, are a few examples of support.

CONCLUSION

The World Campus celebrates its 20th anniversary in 2018. Starting in 1998, it is now an integral part of access to a Penn State education with a focus on reaching learners who otherwise could not attend the University.

The World Campus continues to be a thriving delivery unit, integrated within Penn State and maintaining strong support from University leadership. Its mission continues to be serving adult learners studying at a distance, which helps the University attract net new students. Among traditional universities, the World Campus is a leader in online learning and teaching, with other institutions benchmarking against its success. Its leadership position is built upon quality education, which continues to evolve and improve to address the needs of students.

As of 13 March 2018
The success of the World Campus is based on its strong relationships with University colleges and campuses, dedicated faculty, a learner-centric focus, and a high level of student service. Strong business acumen, market knowledge, and staff committed to the adult learner has positioned Penn State for success in online education while providing additional resources to the University. Working closely with Penn State’s academic colleges, the World Campus is able to extend the educational reach of the University beyond the walls of the classroom to national and international student audiences.

American higher education has entered a most challenging time. There are numerous forces impinging on colleges and universities including disruptive technologies, increased federal and state government regulation, decreased public subsidies, increased competition, more voices demanding greater accountability, an increased emphasis on performance outcomes, and the very concerning challenge of rising student debt, which cannot be ignored.

The future of the World Campus is bright. It has a strong foundation. It has the infrastructure in place to continue building Penn State’s reputation and stature in online learning at the postsecondary education level. Its future continues to benefit from, and is dependent upon, a University-wide collaborative and disciplined approach to strategic growth. That is the task before all of us—to think, operate, and build as one Penn State.
# Appendix 1 - Enrollments and Projections by Program by College/Campus

<table>
<thead>
<tr>
<th>College or Campus</th>
<th>Programs</th>
<th>BAY 2016-17 Course Enrollments</th>
<th>BAY 2017-18 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>Associate of Science in Turfgrass Science and Management, Bachelor of Science in Turfgrass Science, and Undergraduate Certificates in Turfgrass Management - Basic and Advanced</td>
<td>766</td>
<td>820</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Bachelor of Science in Agribusiness Management</td>
<td>230</td>
<td>250</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>General Undergraduate Portfolio Agriculture</td>
<td>474</td>
<td>491</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Master of Professional Studies and Graduate Certificate in Community and Economic Development</td>
<td>344</td>
<td>375</td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>Master of Professional Studies in Turfgrass Management</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>Altoona College</td>
<td>Entrepreneurship Minor</td>
<td>79</td>
<td>85</td>
</tr>
<tr>
<td>Arts and Architecture</td>
<td>Bachelor of Design in Digital Multimedia Design</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td>Arts and Architecture</td>
<td>General Undergraduate Portfolio Arts &amp; Architecture</td>
<td>2,352</td>
<td>2,560</td>
</tr>
<tr>
<td>Arts and Architecture</td>
<td>Master of Professional Studies and Graduate Certificate in Geodesign</td>
<td>48</td>
<td>60</td>
</tr>
<tr>
<td>Arts and Architecture</td>
<td>Master of Professional Studies in Art Education</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Arts and Architecture</td>
<td>Undergraduate Certificate in Digital Arts</td>
<td>480</td>
<td>600</td>
</tr>
<tr>
<td>Behrend College</td>
<td>Bachelor of Science and Minor in Finance, BCBUS Pre-Major, and Undergraduate Certificate in Financial Planning</td>
<td>519</td>
<td>655</td>
</tr>
<tr>
<td>Behrend College</td>
<td>Bachelor of Science in Software Engineering and BCGEN Pre-Major</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Behrend College</td>
<td>Master and Graduate Certificate in Project Management</td>
<td>864</td>
<td>905</td>
</tr>
<tr>
<td>Behrend College</td>
<td>Undergraduate Certificate in ERP Certificate with SAP</td>
<td>216</td>
<td>220</td>
</tr>
<tr>
<td>Capital College</td>
<td>Bachelor of Science and Minor in Criminal Justice and CAHSS pre-major</td>
<td>1,389</td>
<td>1,420</td>
</tr>
<tr>
<td>Capital College</td>
<td>Bachelor of Science in Accounting and CABUS Pre-Major</td>
<td>174</td>
<td>216</td>
</tr>
<tr>
<td>Capital College</td>
<td>Bachelor of Science in Marketing</td>
<td>114</td>
<td>165</td>
</tr>
<tr>
<td>Capital College</td>
<td>Homeland Security Minor</td>
<td>272</td>
<td>280</td>
</tr>
<tr>
<td>Capital College</td>
<td>Master of Engineering in Electrical Engineering</td>
<td>42</td>
<td>80</td>
</tr>
<tr>
<td>Capital College</td>
<td>Master of Professional Accounting and Graduate Certificate in Accounting</td>
<td>79</td>
<td>150</td>
</tr>
<tr>
<td>Capital College</td>
<td>Master of Professional Studies and Graduate Certificate in Homeland Security</td>
<td>793</td>
<td>820</td>
</tr>
<tr>
<td>Capital College</td>
<td>Master of Public Administration and Graduate Certificates in Public Budgeting and Financial Management, Public Sector HR Management, and Policy Analysis and Evaluation</td>
<td>1,101</td>
<td>1,180</td>
</tr>
<tr>
<td>College of Medicine</td>
<td>Graduate Certificate in Public Health (no longer offered)</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>

As of 13 March 2018
<table>
<thead>
<tr>
<th>College or Campus</th>
<th>Programs</th>
<th>BAY 2016-17 Course Enrollments</th>
<th>BAY 2017-18 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing</td>
<td>Bachelor of Science in Nursing, Undergraduate Certificates in Nursing Informatics, in Nursing Forensics, and in Nursing Management</td>
<td>1,302</td>
<td>1,380</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Doctor of Nursing Practice</td>
<td>68</td>
<td>80</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Graduate Certificate in Geriatric Nursing Education</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Master of Science in Nursing and Graduate Certificates in Nurse Administrator and in Nurse Educator</td>
<td>288</td>
<td>300</td>
</tr>
<tr>
<td>Communications</td>
<td>Bachelor of Arts in Advertising and Public Relations, Strategic Communications Option, Media Studies Minor, and COMM Pre-Major</td>
<td>1,557</td>
<td>1,580</td>
</tr>
<tr>
<td>Communications</td>
<td>Bachelor of Arts in Digital Journalism and Media</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>Bachelor of Arts and Bachelor of Science in Energy and Sustainability Policy and EM SC Pre-Major</td>
<td>407</td>
<td>460</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>General Undergraduate Portfolio Earth &amp; Mineral Sciences and Energy Business and Finance Minor</td>
<td>757</td>
<td>790</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>Geography Minor</td>
<td>89</td>
<td>127</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>Master &amp; Post baccalaureate Certificate in Geographic Information Systems, Master in Homeland Security - Geospatial Intelligence Option, Graduate Certificate in Geospatial Intelligence Analytics, Graduate Certificate in Remote Sensing and Earth Observation, and Post baccalaureate in Geospatial Intelligence Applications</td>
<td>1,777</td>
<td>1,858</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>Master of Education in Earth Sciences and Graduate Certificate in Earth Science Education</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>Undergraduate Certificate in Earth Sustainability</td>
<td>364</td>
<td>406</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>Undergraduate Certificate in Weather Forecasting</td>
<td>220</td>
<td>255</td>
</tr>
<tr>
<td>Eberly College of Science</td>
<td>General Undergraduate Portfolio Science</td>
<td>6,627</td>
<td>7,055</td>
</tr>
<tr>
<td>Eberly College of Science</td>
<td>Graduate Certificate in Applied Bioinformatics</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Eberly College of Science</td>
<td>Master of Applied Statistics and Graduate Certificate in Applied Statistics</td>
<td>1,983</td>
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As of 13 March 2018
<table>
<thead>
<tr>
<th>College or Campus</th>
<th>Programs</th>
<th>BAY 2016-17 Course Enrollments</th>
<th>BAY 2017-18 Goals</th>
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<td>Great Valley</td>
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<td>950</td>
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As of 13 March 2018
<table>
<thead>
<tr>
<th>College or Campus</th>
<th>Programs</th>
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<th>BAY 2017-18 Goals</th>
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<td>Smeal College of Business</td>
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<td>The Liberal Arts</td>
<td>Bachelor of Arts, Bachelor of Science, and Minor in Psychology</td>
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<td>3,500</td>
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<td>The Liberal Arts</td>
<td>General Undergraduate Portfolio Liberal Arts - Associate &amp; Bachelor of Arts in Letters, Arts, and Sciences, Bachelor of Arts in Law and Society, Bachelor of Science in Integrated Social Sciences, Sociology Minor, History Minor, Undergraduate Certificate in Organizational Communication, and Pre-Majors in LA and DUS</td>
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<td>Homeland Security Core &amp; Electives</td>
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<td>350</td>
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As of 13 March 2018
<table>
<thead>
<tr>
<th>College or Campus</th>
<th>Programs</th>
<th>BAY 2016-17 Course Enrollments</th>
<th>BAY 2017-18 Goals</th>
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<td>The Liberal Arts</td>
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<td>Total</td>
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As of 13 March 2018
Appendix 2 - Five-Year Trend of Degrees Granted by Undergraduate and Graduate Majors

<table>
<thead>
<tr>
<th>Undergraduate Degrees Granted</th>
<th>BAY 13/14</th>
<th>BAY 14/15</th>
<th>BAY 15/16</th>
<th>BAY 16/17</th>
<th>Total Degrees Granted</th>
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<tbody>
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<td>Accounting (B S)</td>
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<td>5</td>
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As of 13 March 2018
### Graduate Degrees Conferred

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<th>BAY 14/15</th>
<th>BAY 15/16</th>
<th>BAY 16/17</th>
<th>Total Degrees Granted</th>
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<td>Finance (M FIN)</td>
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<td>Information Sciences (MP S)</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Nuclear Engineering (M ENG)</td>
<td>21</td>
<td>22</td>
<td>12</td>
<td>16</td>
<td>71</td>
</tr>
<tr>
<td>Nursing (M SN)</td>
<td>1</td>
<td>8</td>
<td>13</td>
<td>38</td>
<td>60</td>
</tr>
<tr>
<td>Organization Development and Change (M P S)</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>Project Management (MP M)</td>
<td>33</td>
<td>33</td>
<td>22</td>
<td>36</td>
<td>124</td>
</tr>
<tr>
<td>Psychology of Leadership (M PS)</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Public Administration (MP A)</td>
<td>60</td>
<td>73</td>
<td>69</td>
<td>82</td>
<td>284</td>
</tr>
<tr>
<td>Renewable Energy and Sustainability Systems (MP S)</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Software Engineering (M SE)</td>
<td>44</td>
<td>65</td>
<td>81</td>
<td>88</td>
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</tr>
<tr>
<td>Special Education (M ED)</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Supply Chain Management (MP S)</td>
<td>123</td>
<td>184</td>
<td>150</td>
<td>118</td>
<td>575</td>
</tr>
<tr>
<td>Systems Engineering (M ENG)</td>
<td>80</td>
<td>54</td>
<td>70</td>
<td>48</td>
<td>252</td>
</tr>
<tr>
<td>Turfgrass Management (M PS)</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td><strong>1,029</strong></td>
<td><strong>1,189</strong></td>
<td><strong>1,299</strong></td>
<td><strong>1,458</strong></td>
<td><strong>4,975</strong></td>
</tr>
</tbody>
</table>

*As of 13 March 2018*
Appendix 3 – Penn State World Campus Program Proposal and Review Process

All undergraduate and graduate courses and programs delivered through the Penn State World Campus are approved through the same curricular affairs processes that govern undergraduate and graduate courses and programs in residence. The University Faculty Senate has legislative authority on all curricular matters. The Penn State World Campus has, however, developed a process for identifying which University courses and programs may be identified and extended for online delivery.

World Campus program identification involves a multi-step process to review new program ideas. This process has been in place for two decades. Over that period of time, the process has been continuously refined to ensure efficient and effective decisions are made regarding the development of new programs and the revision of existing programs. It has brought a thorough and systematic process for rigorously analyzing risk and financial viability in launching and supporting academic programs online.

As the process has been refined, the yield has improved. Over the past 15 years, more than 90% of the programs that were selected have consistently met enrollment and financial goals, for both the academic partner and the World Campus.

Origination of Ideas
Program ideas for World Campus typically originate from one or more of three sources. These include:

- **Academic Units**: Faculty members, department heads, and deans may propose a program idea to World Campus.
- **Existing World Campus Program Teams**: Some ideas are generated through day-to-day discussions among existing World Campus program teams and staff around the curriculum of undergraduate and graduate degrees as well as certificate programs offered by the World Campus. These discussions can reveal opportunities to expand curriculum as well as points of synergy.
- **World Campus Market Research Scans**: Outreach Marketing Research completes market scans for World Campus on a regular basis. Changing employment trends and hiring patterns can suggest emerging markets and the need for new programs.

Initial Criteria-Based Assessment
The World Campus Directors of Academic Affairs (DAAs) are responsible for leading the review of new programs. They each have the authority to make an initial assessment of the idea based on past experience and the program selection criteria that was one of the first guiding elements developed following the creation of the World Campus in 1997. The criteria focus on six areas.

As of 13 March 2018
Six areas of focus in World Campus Program Selection Criteria:
- Academic Readiness and Faculty Capacity
- Academic Reputation
- Ability to Deliver the Program Online
- Market Sustainability
- Income Potential
- Scalability

These six areas weigh heavily in the selection of a program to be offered by the World Campus. Not only are they used in the initial assessments made by the DAAs, but they are used throughout the review process. Early in the review process the DAAs use these criteria to identify programs that are likely not to weather a review. For example, the proposed program is the idea of one faculty member and there is not apparent interest among colleagues. Or, the idea falls outside the four major areas of interest among adults pursuing online education: Business, Education, Health, and Technology.

The criteria are applied, regardless of whether the program idea originated from an academic unit or within the World Campus.

Academic Unit Consultation
The World Campus DAAs have responsibility for leading the early and earnest consultation with other Penn State academic units and faculty who deliver similar programs in residence or have related scholarly interest. The Office of Undergraduate Education and the Graduate School support the World Campus development of unique programs that do not replicate existing programs that are already offered and marketed online at considerable cost and investment. Hence, it is very likely that delivery of a program via the World Campus will be a collaborative effort across multiple colleges and campuses, with revenue shared among those partners. Collaboration adds academic diversity to a program and increases faculty capacity as program enrollment grows.

Program ideas that are not ready to move forward are tabled for possible reconsideration in the future. After initial review by a World Campus DAA and the identification of academic partners, the review of a program idea progresses through a series of internal steps.

Program Intake Form
For program ideas that clear the initial review by a World Campus DAA, the program champion – typically a faculty member, professor in charge, department/division head – is identified and asked to work with colleagues to complete a short Program Intake Form.

The DAA and/or the World Campus program manager who typically works with the college or campus will review the intake form with to ensure the program idea is fully captured and arrange
for a market analysis to be completed. If the market researcher has any questions, he or she also will follow-up.

The Program Intake Form has been designed to gather information about the program idea that will assist Outreach Market Research in determining the type of market analysis that will be completed and in guiding the market analysis. The market analysis process can take six to eight weeks to complete and scheduling the analysis may add time to the process.

**Market Research**

To determine the viability of a proposed program, World Campus Market Research typically conducts a market analysis. In the first step, the academic partner completes a World Campus Program Intake Form. This form includes key pieces of information used in planning the market analysis. Upon receipt of the completed Program Intake Form, a meeting is scheduled with the academic partner and World Campus marketing staff to review the program characteristics and factors most likely to lead to successful online development and delivery. The four key factors are typically assessed in the market analysis:

- Economic/employment trends
- Demographic trends
- Program demand
- Competition

Depending on the proposed program, other factors may need to be considered.

The typical World Campus student is an adult learner, often working full-time, having family obligations that make education in traditional settings a challenge. In most cases World Campus students are location-bound – unable to relocate to continue their education at a residential campus. Most adult learners are seeking education programs that advance them in their careers or help them pursue a new career. For that reason, the market analysis focuses on the occupations and careers that are related to the proposed program.

**Trends**

The economic trends that are assessed may include employment growth, industry demand for education and training, and new and emerging technologies that may drive the need for education and training.

Demographic trends such as retirement and turnover rates, educational attainment, average and median salary are reviewed to determine if there will be possible job openings for graduates. Gender, ethnicity, and residency status may also be significant factors, depending on the proposed program.

**Program Demand**

The number of degrees conferred national and the student pipeline for the proposed program are analyzed based on national data sources. The number of existing students completing programs
is an indication of program demand. Programs that have very low conferral or enrollment rates are likely to have very small target audiences. Current laws governing the delivery of online programs outside the United States make it very difficult for U.S. institutions to gain authorization to deliver online programs internationally.

**Competition**

The number of institutions awarding credentials related to the proposed program is a good indicator of the level of competition. The more institutions offering the program, the more choices the target audience has for an education provider. Key competitor programs are reviewed for tuition rates, curriculum, credentials, admission requirements, and program features. Competing programs are compared to the proposed program to determine the relative Penn State World Campus market advantage. After compiling the market information, recommendations are made based on the:

- Market potential for the program
- Ability to compete with similar offerings
- Ability to reach and attract the target audience

There is no set formula for a go/no-go decision. In some cases, other factors such as industry relationships, faculty expertise, and Penn State’s reputation may uniquely position the program, potentially making it more viable than the market would indicate. In these cases, the intake form can provide crucial information that can allow market research to make a more accurate assessment of the market.

**Internal Review of Market Research**

All market research on proposed programs is thoroughly reviewed prior to sharing it with academic partners in a meeting. This will include the market researcher who completed the analysis, representatives from World Campus Marketing who will develop the marketing plan for the program if it moves forward, the World Campus DAA or program manager who will manage the program during development and delivery, and other relevant staff.

**Enrollment and Financial Profile**

The enrollment and financial profile shows how enrollments and finances are anticipated to develop over an initial five- or six-year period. The market research and patterns of growth in similar programs offered via the World Campus are used to inform the development of enrollments. World Campus tuition rates and the University’s Revenue Distribution Categories (RDC) Policy are used to predict total tuition income and revenue the academic units and World Campus should expect to receive if the enrollments materialize. The World Campus completes a further analysis for its own use that shows the resource investment it will need to make to the delivery of the program. The information in the profile facilitates a similar analysis by the academic partner(s).
Project Timeline
At least a half dozen or more new or revised programs are planned to hit a target open each year. The planning, development and delivery processes for each of these programs needs to be coordinated across as many as 50 people, spread between the academic unit(s) and multiple World Campus and Outreach units. Therefore, the use of a project management tool, MS Project, has been implemented by World Campus to facilitate management of these tasks and associated activities by World Campus DAAs and program managers.

If the market research report is positive, the World Campus program manager for the propose program will use MS Project to develop an initial draft of a project timeline that covers the tasks involved in moving the program through development and into delivery.

Internal Review Steps Culminate in meeting with Academic Unit(s)

- **“Yes” Decision – Move Forward**  
  A “Yes” decision moves the program into planning, development and delivery guided by the MS Project Timeline.

- **Need for Further Exploration – Recycle**  
  There may be the need to recycle, for example, do more market research or consider new information, before moving forward.

- **“No” Decision – Idea Tabled**  
  Or, the joint decision may be to not move forward – to table the idea for a period of time. An example is a master’s degree idea that was tabled for five years while the number of individuals with bachelor’s degrees increased.

A “Yes” decision leads to a hand-off to the World Campus DAA or program manager who will develop a formal agreement between the new Academic Partner and the World Campus to offer the program, and move the program through development and delivery guided by the MS Project Timeline.

If You Have a Question
If you have a question or have an undergraduate or graduate degree or certificate idea to propose for World Campus delivery, please contact:

Karen Pollack, Assistant Vice Provost for Online and Blended Programs, kiw1@psu.edu
Appendix 4 – World Campus Program Approval Process

Penn State Program Approval Process

**STANDARD CURRICULAR PROCESS**

- **Program Idea**
  - Circulate Program Idea:
    - **Undergraduate**: announce on ACUE listserv
    - **Graduate**: submit prospectus to ACGE for distribution within each college/campus with graduate programming

- **2 Months**
  - Planning meetings with interested academic partners and WC. Include Graduate and Undergraduate college administrators as needed.

- **2 Months**
  - **Undergraduate**: Submit prospectus to ACUE
  - **Graduate**: Submit revised prospectus to ACGE if significant changes from original

- **6 Months**
  - Faculty develop proposal with appropriate consultation and submit for college/campus review

**WORLD CAMPUS (WC) PROCESS**

- **Program Idea**
  - Initial WC market scan and map against WC criteria

- **2 Months**
  - Lead Academic Partner completes WC intake form

- **WC formal market research**

- **6 Months**
  - WC enrollment and financial analysis

- **12 Months Total**
  - **Undergraduate**: Submit P-1 to Faculty Senate Committee on Curricular Affairs or P-3 to the Office of Undergraduate Education
  - **Graduate**: Submit proposal to Graduate Council Joint Curricular Committee

  - MOA and program rollout

As of 13 March 2018
SENATE COMMITTEE ON OUTREACH

- Dennis Calvin
- Timothy Eden
- Renata Engel
- Andrew Freiberg
- Brad Garrett
- Terry P. Harrison, Vice Chair
- Alex Hristov
- Lisa Mangel, Chair
- Cristina Truica
World Campus Report

Renata Engel, Interim Vice Provost for Online Education

Outreach Committee of the Faculty Senate

World Campus: A Penn State success story
20 years and counting
1992: Task force recommended distance education be placed in the mainstream of the University

1996: World Campus Study Team formed to establish a technology-based distance education “virtual” campus

1998-1999: Penn State acknowledged that the success of World Campus was dependent on broad ownership by academic and administrative units

World Campus: Then and Now

<table>
<thead>
<tr>
<th>In the beginning...</th>
<th>And in 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees, minors, certificates</td>
<td>5 → 150+</td>
</tr>
<tr>
<td>Student headcount</td>
<td>41 → 18,683*</td>
</tr>
<tr>
<td>Faculty</td>
<td>10 → 1,329</td>
</tr>
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</table>

* As of April 6, 2018, the headcount for 2017-2018 was 20,070
Delivering on the expectation of administratively and academically integrated into the University.

<table>
<thead>
<tr>
<th>Function</th>
<th>College, Campus</th>
<th>World Campus</th>
<th>Central Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum (course requirements)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (hires, teaching assignments)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Support (Instructional design, faculty development)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Program and course delivery (technology infrastructure)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Marketing (market research, strategy, prospective student recruiting, military and corporate marketing)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Marketing (program marketing, vendor booths, brochures, press releases webinars)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Undergraduate Admissions (counseling, decisions, transfer credit)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Graduate Admissions (program counseling, decisions)</td>
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<td></td>
<td>✓</td>
</tr>
<tr>
<td>Student support (academic advising, academic resources)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Student affairs (mental health services, student organizations, career services)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

A team approach to student success.

Delivering on the expectation by distance learners to have access to a quality Penn State experience.
The number of students pursuing their degree entirely online (i.e., through the World Campus) continues to grow. In 2016-17, more than 18,000 students (10,919 undergraduate and 7,764 graduate students) were in World Campus programs. In 2017-18, the total undergraduate and graduate exceeded 20,000 students. Another 8,000 resident students enrolled in World Campus courses.
84% between the ages of 24-49  
Average undergraduate is 32  
Average graduate student is 35  
52% male, 48% female  
19% are military

**Course enrollments are tied to the unit with academic authority for the course.**

<table>
<thead>
<tr>
<th>University Park Colleges</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>1,899</td>
</tr>
<tr>
<td>Arts and Architecture</td>
<td>2,897</td>
</tr>
<tr>
<td>Smeal College of Business</td>
<td>2,031</td>
</tr>
<tr>
<td>Donald P. Bellasario College of Communications</td>
<td>1,557</td>
</tr>
<tr>
<td>Earth and Mineral Sciences</td>
<td>3,652</td>
</tr>
<tr>
<td>Education</td>
<td>4,516</td>
</tr>
<tr>
<td>Engineering</td>
<td>3,164</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>4,900</td>
</tr>
<tr>
<td>Information Sciences and Technology</td>
<td>7,168</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>25,853</td>
</tr>
<tr>
<td>Nursing</td>
<td>3,162</td>
</tr>
<tr>
<td>Eberly College of Science</td>
<td>8,670</td>
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</table>

<table>
<thead>
<tr>
<th>Commonwealth Campus</th>
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</thead>
<tbody>
<tr>
<td>Altoona</td>
<td>79</td>
</tr>
<tr>
<td>Erie – Behrend College</td>
<td>1,599</td>
</tr>
<tr>
<td>Harrisburg – Capital College</td>
<td>3,964</td>
</tr>
<tr>
<td>Great Valley</td>
<td>3,570</td>
</tr>
<tr>
<td>University College</td>
<td>6,203</td>
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</table>

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Hershey College of Medicine</td>
<td>191</td>
</tr>
<tr>
<td>Intercollege Graduate</td>
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</tr>
</tbody>
</table>
Degrees Awarded (*projected)

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th>2017-2018*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>1,458</td>
<td>1,517</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1,287</td>
<td>1,787</td>
</tr>
<tr>
<td>Total</td>
<td>2,745</td>
<td>3,304</td>
</tr>
</tbody>
</table>

Opportunities Abound

- Attracting new students to the university and increasing access to quality higher education
- Elevating online education (global experiences, virtual internships, online teamwork, etc.)
- Expanding access to the university expertise across many disciplines

New Challenges Emerge

- Maintaining quality across all aspects of the student-alumni life cycle (transfer credit, class size, alumni support)
- Scaling student support services, faculty capacity, and new technologies in support of effective pedagogies
- Increasing costs and increasing expectations for accountability
- Implementing practices that support federal/state regulations.
Thank you.
SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Course Buyout Policies

(Informational)

Introduction
In the Fall of 2017, the Faculty Senate Committee on Research, Scholarship and Creative Activity was asked to consider drafting an informational report on the varying policies for “course buyouts.” A Course Buyout is when grant funds “buy” a faculty member release time from course instruction by paying a portion of their salary so that the equivalent amount of effort can be spent working on the externally-funded grant. Course buyout policies are also listed as “course release”, “course buy out” and “buying out courses”.

One motivation for a review of course buyouts was the concern that the variation in buyout policies might be a source of inequities among colleges and campuses. Course buyouts enable flexibility that can be very important for a research program.

Overview
A subcommittee was charged to gather information related to course buyout policies. Searching Penn State websites did not yield complete information as only a few policies could be found. Queries were sent to various units to try to determine whether policies existed, and if policies were in place, how they were structured and administered. Not all units responded.

Questions that were asked included:
1) Is there a unit-wide policy that guides course buyouts in your unit?
2) If a policy is available, does it specify how course buyout rates are set?
3) If there is no policy specific to your unit, do you follow a centralized policy, and if so, whose?
4) Are you aware of any issues arising from how your course buyouts are set? If so, please explain in general terms (sense of unfairness, lack of transparency, etc.)

A quick benchmark via a Google search for policies at other universities revealed that many institutions have college-wide policies, but only smaller institutions seem to have university-wide policies (see Appendix B for examples).

At Penn State, information about policies was gathered for the University College campuses, for some stand-alone colleges, and for some colleges at University Park. Information about the policies at the special mission campuses Hershey, Great Valley and the Law schools was also obtained.

Many buyout policies are embedded in the faculty workload policies of the units, and in some cases, where faculty buyouts are not explicitly stated, workload policies may still guide buyouts and therefore are included.
Most units require faculty to pay a percentage of their salary to opt out of a course to provide time for research. The rates for course buyouts and the way they are calculated vary from location to location. Some units charge a flat percentage of salary across the board with no consideration of teaching workload. In other cases, course buyouts represent the percentage of effort a 3-credit course would comprise of the faculty member’s workload and teaching expectations. Buyouts based on salary generally use the 36-week base salary, but some may also include the cost of benefits in the calculations. Other units base the course buyout rates on replacement costs using adjunct or fixed-term faculty.

Using a percentage of salary as the buyout is beneficial for young faculty who have lower salaries and less resources, because this allows them to keep more of their grants for equipment and other research needs. More established faculty would pay more, but one expects they would already have equipment and other resources in place. There was a suggestion that there should be a “cap” on the total amount of the buyout, since the salary of full professors in some disciplines can be substantial, and therefore the percentage would comprise a large sum that the grants may not be able to accommodate.

It was also noted that faculty in some disciplines typically lack external funding. It is unclear whether there are separate buyout policies for faculty using sources other than external grants (e.g. giving back some weeks of their own salaries).

Units with course buyout policies generally require approval of the buyout by department heads or other administrators; approval is not guaranteed, even with sufficient funding; lack of suitable alternative instructors is a major reason for rejecting a buyout request. This is especially relevant for faculty at smaller campuses, or even at University Park in certain specialized departments, who cannot be granted course buyouts due to a lack of qualified substitute instructors to teach the courses that the faculty wish to buyout from. It is therefore interesting that some units stipulate a hierarchy of courses to buyout from (e.g. upper level courses should be targeted for buyout rather than buying out from foundational courses). This seems counter-intuitive since upper level courses would be more specialized and potentially more difficult for which to find a suitable replacement instructor. It may be that upper level courses have more flexibility in scheduling.

As a sidebar, the potential difficulties for faculty at smaller campuses to be granted course buyouts complement the findings in the Informational Report on Promotion to the Rank of Professor, presented as Appendix N at the March 13, 2018 Faculty Senate meeting by the Senate Committees on Faculty Affairs and Intra-University Relations (see http://senate.psu.edu/senators/agendas-records/march-13-2018-agenda/). Although that report focused on explanations for the discrepancy in percentages of full professors at University Park and the Commonwealth Campuses, it mentioned unit/campus pressures, noting that smaller campuses or units may require more service per faculty due to the limited pool of faculty to fill committees and such. That increased service might also be a barrier to course buyouts, and that potentially adverse impact on research output might be a factor in promotion.

While there was wide variability found in course buyout policies, a more striking finding was the range of faculty workload policies. Faculty teaching workloads vary among locations, colleges, and departments within colleges. Different teaching loads are often found based on faculty status
as non-tenure-track, tenure-track or tenured. Loads can also vary due to research output, service or other administrative duties, and a few other factors. In general, non-tenure-track faculty have higher course loads than tenure-line faculty, and faculty at non-UP campuses have larger course loads than faculty at UP. Some units give new faculty a slight reduction in course loads to allow them to establish their research program.

Excerpts of responses and policies found are included in Appendix A.

Summary
Because information about course buyout policies was not obtained for all units, any summaries and/or conclusions must be tempered with the knowledge that important information may be lacking. That caveat notwithstanding, it does appear that there is a wide range of policies amongst the units. Not all units seem to have a clear policy. Some have separate buyout policies; others embed the information in policies about faculty workload or instructional expectations. When percentages of salaries required for buyout are given, they are generally based on expected instructional workload.

It might be expected that differential instructional workloads would impact course buyouts; therefore, when these policies were found, they were noted. Instructional workloads could vary substantially due to location, college, department and faculty status.

Concluding Remarks
Reasonable course buyout policies are necessary to promote research; however, many units lack policies. Among units with policies, there was considerable variability based on location, college, department and faculty status. While it would not be feasible to have a central policy, it is confusing that there are differences between departments in the same college at University Park. Where they don’t exist, college-wide guidelines should be considered, acknowledging that the departments would have the final say because the departments are the units most affected by course buyouts.

The wide range of course buyout policies, and the large discrepancies in teaching workload expectations, may have adverse impacts on research. These disparities should be investigated further to elucidate the impact on scholarship and potentially on promotion.

SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY
- Thomas Andrews
- David Atwill
- Raghu Garud
- Nathan Geiger
- John Hanold
- Kathleen Hodgdon
- Janet Hughes
- Dan Larson, Vice-Chair
- Todd LaJeunesse
• Kevin Luhman
• Carleen Maitland
• Siela Maximova
• George Moldovan
• Gavin Robertson
• Andrew Schulz, Chair
• Neil Sharkey
• Jim Song
• Kayley Swope
• Regina Vasilatos-Younken
• James Warren
• Candice Yekel
• Jong Yun
• Christopher Zorn
APPENDIX A. Excerpts from email replies and published policies regarding course buyout policies across Penn State

1) The University College campuses follow practices administered by the Office of the Vice President for Commonwealth Campuses.

According to the Manager, University College Grant Relations, they budget 12.5% of a year’s effort per course, based on the calculation that UC tenure-track faculty have a 3:3 course load, (i.e. 6 courses per year), which comprises 75% of their expected work. One course would then be worth 12.5% of the effort (fixed term faculty are on a 4:4 course load but that is 100% of their expected work, so a buyout for them would also be 12.5%). The workload policy was adopted in 2012. It was noted that sometimes the sponsor’s budget restrictions make it impossible to ask for the full 12.5%; in those cases, adjunct replacement costs are used. That amount varies by campus and a budget requires obtaining a quote from the campus Director of Academic Affairs (the chief academic officer) or the Finance Officer.

More information can be found at [http://www.campuses.psu.edu/faculty-resources/sponsored-research/write-proposal/budget-faqs#S3Q1](http://www.campuses.psu.edu/faculty-resources/sponsored-research/write-proposal/budget-faqs#S3Q1).

2) At other Commonwealth Campuses, there were some policies found or conveyed via email response.

At Abington College, there is a campus-wide policy specifying course buyout costs at 10% of the salary for each 3-credit course. No problems were noted.

Altoona’s policy for Fall and Spring Semester courses mandates that a single course reduction for ONE semester is 20% of that semester’s salary and benefits (see [http://altoona.psu.edu/offices-divisions/academic-affairs/research-sponsored-programs/grant-resources-policies/college-policies-regarding-research](http://altoona.psu.edu/offices-divisions/academic-affairs/research-sponsored-programs/grant-resources-policies/college-policies-regarding-research)). Altoona’s faculty workload policy stipulates a basic teaching assignment as 24 credits per year, but only 18 credits per year for provisional tenure track faculty to facilitate their research and creative activities (see [http://altoona.psu.edu/offices-divisions/academic-affairs/faculty-handbooks-policies/faculty-workload-policy](http://altoona.psu.edu/offices-divisions/academic-affairs/faculty-handbooks-policies/faculty-workload-policy)).

Behrend has a Faculty Workload policy that only tangentially references teaching reassignments, by mentioning that tenured faculty research productivity may cycle with reallocation of effort to teaching or service responsibilities. There is no mention of grant-funded course buyouts. The teaching loads for tenured and tenure-track faculty is 18-credits per year, and 24-credits for fixed-term faculty.

Berks has a Faculty Workload policy but it does not mention course release/buyouts except to say that tenured faculty returning to active research may negotiate their teaching loads with the chief academic officer. The teaching loads for tenured and tenure-track faculty who are active in research/extension is at least 18-credits per year, and 24-credits for tenured faculty who are not active in research and for fixed-term faculty. There is mention of release time using Research Development Grants but only states there should be discussion to determine which course
offered would be the easiest to cover (see http://berks.psu.edu/research-development-grant-guidelines).

Harrisburg has a policy (http://harrisburg.psu.edu/policy/faculty-salary-supplements) that mentions course buyouts for sponsored projects. It states the cost for “buy-out” of 1 course (3 credit hours) in any semester at 12.5% of the faculty member’s base 36-week salary and notes approval must be gained from the School Director prior to proposal submission. These guidelines were discussed by Harrisburg Faculty Senate in January and February 2014. In Fall 2014, there was some concern about this number raised to the Harrisburg Faculty Senate and an administration official provided some insight. The percentage is based on the workload structure, which is divided into eight sections and parsed out to scholarly research, courses taught, and service. According to the minutes of the September 2014 Harrisburg Faculty Senate, a more concise policy was supposed to be crafted, but such a policy was not located.

Harrisburg’s Faculty Workload Policy https://harrisburg.psu.edu/page/f-11-faculty-workload-policy states the standard teaching load for tenured and tenure-track faculty engaged in significant scholarly research is 18 credit hours per academic year, and this could go up to 24 hours per year for tenured faculty who are not significantly engaged in research, for non-tenure track faculty, and for untenured faculty past their first two academic years. Newly hired tenure-track faculty get the equivalent of one 3-credit course release during each of their first two academic years. Otherwise, the only other mention of course buyouts is that course releases are “generally for a limited time only”.

3) At University Park, some colleges have policies that could be found online but most did not and there was little response to email queries. We continue to pursue more responses.

The College of Agricultural Sciences has an Office of Grants and Contracts, but no policy was found. An email was sent to L-AG-contgrts@lists.psu.edu without response so far. CAS also has an Instructional Workload Guidelines document (http://agsci.psu.edu/faculty-staff/teaching-and-learning/instructional-workload-guidelines) but it does not mention course release/buyouts. Faculty have blended appointments among Resident Instruction, Research, and Cooperative Extension. Some faculty have 50% Resident Instruction appointments, and carry a 2-2 (6 credits per semester) teaching load. A more common appointment has 25% Resident Instruction and maintains a 1-1 (3 credits per semester) teaching load.

The College of Arts and Architecture mentions “course and/or workload reassignments due to the administration of an externally funded grant or contract that includes salary release” in its Faculty Workload Guidelines. It then stipulates that because the “governance, load, and schedule of each unit is unique, each unit of the College has developed its own plan.” It suggests consulting the College website for unit specifics; however, these were not located. A current grant proposal document (http://aaresearch.psu.edu/sites/default/files/fac_grant_2017.pdf) mentions the grant could be used for “Course buyouts for ‘Project Funding’ applications, so long as your unit’s buyout rate is below the funding ceiling” and suggests checking with your unit head to confirm, again implying diversity among units, but details were not found searching the unit websites. Research active tenure track and tenured faculty have a 2-2 course load (or 6-18 contact hours per week for studio based courses). Fixed term faculty teach 3-3 loads.
The Donald P. Bellarsario College of Communications has a very brief workload policy which states tenure-track and tenured faculty teach 2-2 loads, and fixed term faculty teach 3-3 loads. No course buyout policy was found, although a page on grants notes course buyouts are not permitted as costs (see http://bellarsario.psu.edu/page-center/grants/legacy-scholar-grants/guidelines-for-grant-applications), so clearly the College is aware of the issue of course buyouts.

The College of Earth and Mineral Sciences notes teaching buyout policies on their faculty workload policy and suggests each department within the College can have separate policies: “teaching buyout policies are subject to proper departmental compensation for time being released to perform research and/or service duties. Buyout policies will be set in each of the departments, consistent with departmental needs, and subject to approval by the EMS dean.” The normal teaching load for tenured or tenure-eligible faculty is four courses per calendar year (usually as a 2-2 teaching load).

Departments within EMS include Energy and Mineral Engineering which EME does not have an official course buy-out guideline. Faculty are expected to teach four courses per academic year. The Department of Geography’s current course buyout policy for using grant funds (or other units’ funds, such as PSU institutes) is 15% of the professor’s 36-week salary. For next year, it may change that to 11% of 36-week salary to come more in-line with other EMS units. Professors may combine grant, institute, and other funds (such as a retention budget) to build that total. Course buyouts are required to be taken from their advanced courses (4xx or grad seminar) first and then further buyouts can apply to intro or intermediate courses. Geography teaching assignments are balanced with an equal number of advanced and intro classes taught by each professor across two years.

Geography’s teaching responsibilities are higher than other EMS departments, based on Russell’s data collection for EME that was shared--I appreciated that view and it’s helping me adjust responsibilities. Since it is so difficult to build buy-out funds into grant budgets, I also have proposed that a professor who funds four grade-12 half-time RAs over two years (or whose advisees generate their own external grant awards that cover four semesters) will earn one course release in alternating years. This mechanism will be used to reduce teaching to a minimum of three courses a year (i.e., 12 RAs over the two years does not generate three releases). They will be voting on that proposal in a faculty meeting.

The Department of Geosciences’ course buy-out is 11% of a professor’s 36-week salary. Faculty are expected to teach three courses per academic year.

Materials Science and Engineering (MatSE) does not have a course buy-out option. Faculty are expected to teach two courses per year, with the exception of MatSE administrators, who teach one or two courses per year.

In Meteorology and Atmospheric Science, all tenured faculty are expected to teach 3 courses per year. If a faculty member releases two weeks of salary to the Department, then the yearly course load is reduced by one course. In special circumstances, and after consultation with the Department Head, the voluntary release of an additional two weeks of salary can lead to teaching
one course per year. This typically is reserved only for those faculty members who have extensive research projects. During unusual circumstances, faculty members may be asked to teach 4 courses per year.

The College of Education has a policy updated in 2016 that specifies the prevailing practice is to charge 15% of a faculty member’s time for a course buyout (see https://ed.psu.edu/internal/research-office/funding-opportunities/course-buyout-guidelines). Guidelines for a Research Initiation Grant stipulated that if grant money is used for a course buyout, a cost-sharing agreement must be established with the faculty member’s department and approved by the Associate Dean of Research, Outreach and Technology (see https://ed.psu.edu/internal/research-office/rig/RIGLvl1). A workload policy was located via a web search, but the document is from 2007 (see https://ed.psu.edu/internal/deans-office/workload-guidelines-10). It specifies a typical 2-2 course teaching load of 6 credits per semester for tenure-line faculty with active research programs.

The College of Engineering has an Instructional Workload Policy that stipulates with “department head approval, faculty members may reduce their course assignments by supporting a portion of their academic-year salaries on research funds. The research salary support should range from 15-25% of academic-year salary per course.”

The College of the Liberal Arts has a Tenure-line Faculty Teaching Expectations document based on that of the College of Education. Tenure line faculty with active research programs typically carry a 2-2 course teaching load (6 credits per semester). It mentions faculty may “buy out teaching time through external grants and contracts or internal awards, both on the financial terms set by the College”; however, those terms were not listed.

The College of Nursing has “guidelines for teaching responsibilities for tenure track faculty” written when it was still the School of Nursing. The guidelines state that course releases “are provided in consultation with the School of Nursing Dean. Course releases can be obtained for a variety of reasons, most typically the administration of an externally funded grant or contract that includes salary release”. The guidelines go on to stipulate that external funding of at least 15% salary support is required for one unit of course release. Tenured and tenure-track faculty with active research programs are expected to carry a 2-2 course teaching load. Faculty without active research teach 3-3 loads. Non-tenured faculty are assigned 8 units per academic year. A 3-credit course equals 1 unit; units can also consist of clinical supervision and service responsibilities.

The Eberly College of Science apparently has guidelines for faculty buyout of teaching, but it could only be found off a link in the Department of Mathematics site (see https://www.math.psu.edu/sites/default/files/public/migration/ECOS%20buyout%20guidelines%20final%20April%2030%202010.pdf). This document states the appropriate rates for buyout of teach will vary among departments, but should generally be in the range of 5-10% of the faculty member’s 36-week salary base per credit.

Further details can be found on the ECOS Instructional Workload Policy for University Park Tenure-Line Faculty that states faculty members may, with the department head’s approval, reduce their teaching assignments by supporting a portion of their academic-year salaries on
research funds. The research salary support should range from 15-25% of academic-year salary per course. The standard teaching assignment is the equivalent of four courses per year (usually a 2-2 teaching load but can be unbalanced if needed).

A policy for the Department of Astronomy & Astrophysics agrees with this policy (see http://astro.psu.edu/images/pdfs/Workload%20Policy.pdf). However, a workload policy for the Department of Mathematics has different guidelines that stipulate a normal teaching workload for tenure-track faculty and for tenured faculty with effective, externally funded research programs as 9 credits (3 courses) per year, which is lower than that set by the College. Newly hired Math faculty will also receive a temporary reduction in teaching workloads while they establish their research programs (see www.math.psu.edu/about/policy/workload-policy-tenure-line-faculty).

The Department of Mathematics also has separate policies for teaching buyouts for tenure line faculty and for graduate teaching (see https://math.psu.edu/about/policy/teaching-buy-outs-graduate-teaching). The policy for tenure line faculty reflects the aforementioned ECOS buyout policy, but adds in several caveats concerning limits to buyouts and added fringe and overhead deductions (see https://math.psu.edu/about/policy/teaching-buy-outs-tenure-line-faculty).

The College of Information Sciences and Technology has an Office of Research Administration, but no policy was found.

No Course Buyout policy, Faculty Workload policy nor grants office could be found for the Smeal College of Business despite the fact there are many research institutes contained therein. Neither were these found for the College of Health and Human Development.

4) The special mission campuses/colleges approach research and teaching differently than most other units.

Great Valley has a policy governing faculty workload that states the ‘buy-out’ rate for a first course is 15% of the base salary. Further course ‘buy-outs’ would be 10% of base salary. Teaching loads for tenured, tenure-track and fixed term faculty is 6 courses (18 credits) per academic year.

At Hershey, the Associate Dean for Research noted that as a professional school, “The College of Medicine does not have a significant amount of teaching for the number of faculty that we have. Therefore, tenure-track faculty are hired with clinical expectations or research expectations. This is outlined in our academic compensation plan. Because of this, faculty are not hired with course teaching requirements, so there is no mechanism for buy out.”

Dickinson Law does not have a policy, according to the Financial Officer there. Neither does Penn State Law currently have a policy, although the Dean has prioritized creating a policy. They have dealt with it on a case by case basis. The last few buyouts were $20,000 for a 3 credit course according to their Financial Officer.
There were also policies found for some institutes and other units but these were not explored further.
APPENDIX B. Selected policies found at other institutions.

College wide policy for College of Engineering at the University of Washington but department chairs each determine the buyout rate for his/her department based on the needs of the department including typical teaching load, replacement instruction costs and other relevant factors. The buyout rate is typically the same for everyone in the department (see https://www.engr.washington.edu/mycoe/faculty/course-buyout-policy.html).

The University of Illinois-Springfield has an institution wide policy, and a website that explains the policy, guidelines about funders’ limits to salaries, and give an FAQ and a link to a with request form (http://www.uis.edu/research/sponsored-programs-pre-award/proposals/course-buyout/).

The New York University Steinhardt School of Culture, Education, and Human Development has an explicit formula for calculating course buy-out rates based on a teaching allocation of 68% of Faculty effort. Other criteria are also noted, including written approval from the academic Department Chair (see http://steinhardt.nyu.edu/research/faculty/course_buyout).

University of Wisconsin Department of Geography buyout calculation: the required faculty teaching load is 2 courses a semester or 4 courses in an academic year. A course is equal to 20% of total faculty salary plus the applicable fringe benefit rate. For academic year 2015-16 the fringe benefit rate is 37.0%. The fringe benefit rate changes every year, check the UW Research and Sponsored Programs fringe rate page.

Example: A 9-month salary is $80,000. Calculation to figure what the cost of buying out a course at this salary level in AY2016: $80,000 x 20% = $16,000 x 1.37% = $21,920.
https://kb.wisc.edu/uwgeography/page.php?id=61949

The University of Virginia has 2 policies, one for partial buyout, one for full release (which they call top-off) http://as.virginia.edu/guidelines-faculty-buy-outs
The Bylaws to the Senate’s Constitution provide for an annual report from the Dean of the Graduate School. Article VII, Section 2 (c) states [emphasis added]:

**Article VII – Delegation of Authority**

**Section 2**

The faculty of the Graduate School, as represented by the Graduate Council, is delegated authority for the interests of the Graduate School except in those matters that have University-wide implications; it shall administer its own affairs subject to review by the Senate.

(a) The review process shall include a report of actions of the Graduate Council to the Senate through the Senate Council. On special motion of the Senate Council, any of those actions may be placed on the agenda of the Senate for appropriate action.

(b) The Senate Council will provide for liaison with the Graduate Council.

(c) The Dean of the Graduate School shall present an annual report to the University Faculty Senate.

Accordingly, the Senate Council has invited Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of the Graduate School, to present an informational report on recent trends and activities in the Graduate School. Dean Vasilatos-Younken or her designate will present the report and respond to questions.

**SENATE COUNCIL**

- Mohamed Ansari
- Eric Barron
- Michael Bérubé
- Victor Brunsden
- Caroline Eckhardt
- Galen Grimes
- Rosemary Jolly
- Nicholas Jones
- Lisa Kitko
- John Nousek
- Judy Ozment
- Lisa Posey
- Julia Plummer
- Nicholas Rowland
• Robert Shannon
• Richard Shurgalla
• Erica Smithwick
• James Strauss
• Martha Strickland
• Bonj Szczygiel
• Ann Taylor
• Rodney Troester
• Douglas Wolfe
• William Wenner
• Matthew Woessner
REPORT OF 2018-2019 SENATE ELECTIONS

Senate Council

- To be determined, Penn State Abington
- Robert Shannon, College of Agricultural Sciences
- Elizabeth Seymour, Penn State Altoona
- Boni Szczygiel, College of Arts and Architecture
- Mohamad A Ansari, Penn State Berks
- Lisa Posey, Smeal College of Business
- Brian King, College of Earth and Mineral Sciences
- Julia Plummer, College of Education
- To be determined, College of Engineering
- Michael Lobaugh, Penn State Erie
- Paul Thompson, Penn State Harrisburg
- To be determined, College of Health and Human Development
- Caroline D Eckhardt, College of the Liberal Arts
- To be determined, College of Medicine
- To be determined, Eberly College of Science
- Janet Hughes, Units with fewer than four senators: Communications, Great Valley, Information Sciences and Technology, International Affairs, Dickinson Law, Penn State Law, Libraries, Military Science, and Nursing
- To be determined, University College

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

- Jonathan Abel, College of the Liberal Arts, 2019
- Renee Borromeo, Penn State Mont Alto, 2020
- Beth King, College of Earth and Mineral Sciences, 2020
- Binh Le, Penn State Abington, 2020
- Keith Shapiro, College of Arts and Architecture, 2020
- Rodney Troester, Penn State Erie, 2020

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

Faculty from University Park:

- Linda Musser, University Libraries, member
- Gregory Ziegler, College of Agricultural Sciences, member
- Robert Voigt, College of Engineering, alternate
- Val Beasley, College of Agricultural Sciences, alternate
Deans/Chancellors:

- Jacqueline Edmondson, Penn State Greater Allegheny, *member*
- Barbara Dewey, University Libraries and Scholarly Communications, *alternate 2021*
- David Monk, College of Education, *alternate 2020*

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

- Margaret Signorella, Penn State Brandywine, *member*
- Sophie De Schaepdrijver, College of the Liberal Arts, *member*
- David Witwer, Penn State Harrisburg, *member*
- Kevin Cannon, Penn State Abington, *alternate*
- Daniel Purdy, of the Liberal Arts, *alternate*
- Abdullah Konak, Penn State Berks, *alternate*

Standing Joint Committee on Tenure - *Elected for three-year terms*

- Robert Loeb, Penn State Dubois, *member 2021*
- Amy Greenberg, College of the Liberal Arts, *member 2019*
- Mark Casteel, Penn State York, *alternate 2021*
- Hester Blum, College of the Liberal Arts, *alternate 2020*
- Todd Schell, College of Medicine, *alternate 2019*

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

- Caroline Eckhardt, College of the Liberal Arts, *member*
- Rosemarie Petrilla, Penn State Hazleton, *alternate*

Senate Secretary for 2018-2019

- Ann H Taylor, College of Earth and Mineral Sciences

Senate Chair-Elect for 2018-2019

- Nicholas Rowland, Penn State Altoona
Date: April 16, 2018

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Following is the time and location of all Senate meetings April 23 and 24, 2018. Please notify the University Faculty Senate office and committee chair if you are unable to attend.

MONDAY, APRIL 23, 2018

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

TUESDAY, APRIL 24, 2018

8:00 a.m.
Intercollegiate Athletics – 102 Burrowes Building

8:30 a.m.
Committees and Rules – 201 Kern Graduate Building
Curricular Affairs – 102 Kern Graduate Building
Educational Equity and Campus Environment – 613 Kern Building
Faculty Affairs – 202 Hammond Building
Faculty Benefits – 213 Business Building
Intra-University Relations – 504 Agricultural Sciences and Industries Building
Libraries, Information Systems, and Technology – Room 4, Shields Building (the Dreamery)
Outreach – 114 Kern Building
Research, Scholarship, and Creative Activity – 502 Keller Building
University Planning – 324 Agricultural Sciences and Industries Building
9:00 a.m.
  Admissions, Records, Scheduling, and Student Aid – 203 Shields Building
  Global Programs – 412 Boucke Building
  Student Life – 409H Keller Building
  Undergraduate Education – 110C Chandlee Lab

11:00 a.m.
  Student Senator Caucus – 114 Kern Building

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

1:30 p.m.
  University Faculty Senate – 112 Kern Graduate Building
Date: April 17, 2018

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

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

MONDAY, APRIL 23, 2018 – 8:15 PM
102 KERN BUILDING

Guest Speakers:

Madlyn Hanes, Vice President for Commonwealth Campuses
Nicholas Jones, Executive Vice President and Provost

Zoom Connectivity Information:

Join from PC, Mac, Linux, iOS or Android: https://psu.zoom.us/j/567212895
Or iPhone one-tap (US Toll): +14086380968,567212895# or +16468769923,567212895#
Or Telephone:
Dial: +1 408 638 0968 (US Toll), +1 646 876 9923 (US Toll), +1 669 900 6833 (US Toll)
Meeting ID: 567 212 895

International numbers available: https://zoom.us/u/cnizCi3NL
Or an H.323/SIP room system:
H.323: 162.255.36.11 (US East), Meeting ID: 567 212 895
SIP: 567212895@zoomcrc.com

TUESDAY, APRIL 24, 2018 – 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
   Nominations for Co-Chairs
III. Committee Reports
IV. Other Items of Concern/New Business
V. Adjournment and Lunch
MINUTES OF SENATE COUNCIL  
Tuesday, April 10, 2018 – 1:30 p.m.  
102 Kern Graduate Building  


Absent: R. Jolly, E. Smithwick  

CALL TO ORDER  

Chair Woessner called the meeting to order at 1:30 p.m. on April 10, 2018, in 102 Kern Graduate Building.  

MINUTES OF THE MEETING OF FEBRUARY 20, 2018  

The minutes of the February 20, 2018 meeting were approved.  

ANNOUNCEMENTS AND REMARKS  

Chair Woessner reported that the Faculty Advisory Committee met this morning with Provost Jones and discussed the following topics: Discuss possible revisions to the "consensual relationships" provision in AD85, A discussion of Penn State Security, Commonwealth Campus perspectives on the Penn State Admissions Process, Current status of the new tobacco-free Penn State initiative. Admissions, LionPath, Searches, Simba, Strategic Plan, WorkLion, Discuss/respond to the presentation at the last Senate meeting regarding faculty time to promote at campuses.  

The next regularly scheduled FAC meeting will be held on Tuesday, June 26, 2018. Please submit any topics for discussion at that meeting to elected FAC members Victor Brunsden, Rosemary Jolly, and newly elected member, Carey Eckhardt, or to any of the Senate officers.  

Chair Woessner reported that Mark Dambly and Matt Schuyler, Chair and Vice Chair of the University Board of Trustees, respectively, will be attending the April 24 Senate meeting. Chair Dambly will be delivering some remarks.
COMMENTS BY THE EXECUTIVE VICE PRESIDENT AND PROVOST JONES AND VICE PRESIDENTS/VICE PROVOSTS

Provost Jones began by discussing executive searches. The search for a new Dean of the College of Arts and Architecture will start this summer. The will also be a search for a Dean of the Dickinson Law School. The search for a Vice President for Human Resources and Chief Human Resources Office continues. The search for the Dean of the College of the Liberal Arts has been paused and will resume under new search committee chair, Marie Hardin.

The Lion Path team continues to work on improvements, focusing primarily on improving the user experience for faculty and staff. Work is ongoing to support curricular changes such as ways to manage interdomain and linked courses. In July 2019 there will be a LionPath update. Work Day also has a new user interface with a new look and feel. End of year performance reviews are upcoming.

Rob Pangborn, Vice President and Dean for Undergraduate Education, gave an update on admissions which has improved from earlier estimates. At this point we are at 10,600 paid accepts, which puts us on track for a UP target of 7,400 and campus target of 7,800. Applications from International students continue to be down, but out of state students are filling the gaps. SAT and ACT for incoming students are all up compared to last year. The number of transfer students is also up. The Undergraduate Exhibition is next Wednesday 5-8 pm.

Vice President of Commonwealth Campuses, Madlyn Hanes, announced that the search has concluded for the new chancellor of Penn State Harrisburg. John Mason Jr. was the vice president for research and economic development at Auburn University. The committee is now interviewing candidates for a new chancellor of Penn State York and a search is underway for a Chancellor of Penn State Schuylkill. Campus visits were just concluded and students were very positive about their campus experience overall, although at some locations students were concerned about not have the common hour available for students activities.

Vice Provost for Educational Equity, Marcus Whitehurst reported that that with the Office of Planning and Assessment, a new University climate survey was being completed, that would survey faculty, staff and students.

Councilor Eckhardt reported that current discussion in Graduate Council has focused on improving the relationship between supervising faculty and graduate students. She confirmed that these are guidelines, a set of ideals, not a contract. The next meeting will be Wednesday April 11, 2018.

Chair Woessner, reported that at the April meeting, the recipients of the Reverend John White Fellowships will be introduced and qualified Senators who are leaving the Senate will be presented service certificates. The Report on Senate Elections will be included in the Senate agenda as an Informational Report. The newly-elected Senate officers will be introduced after that report and the 2018-2019 Senate officers will be seated, followed by remarks by the outgoing Chair, and any remarks by the incoming Chair. Michael Bérubé will then conduct the rest of the meeting to adjournment.
SENATE AGENDA ITEMS FOR APRIL 24, 2018

There was no forensic or unfinished business.

LEGISLATIVE REPORTS

Admissions, Records, Scheduling, and Student Aid and Undergraduate Education –
Aligning Policies to Promote Student Academic Recovery and Success. This report was
placed on the Agenda on an Eckhardt/Ozment motion.

Committees on Committees and Rules - Revisions to Bylaws; Article II – Membership,
Section 1. This report was placed on the Agenda on a Strickland/Eckhardt motion.

Committees on Committees and Rules - Revisions to Bylaws; Article II – Senate Council,
Section 3. This report was placed on the Agenda on a Posey/Ozment motion. (Because it
is a change to the Bylaws, it will be presented at the April meeting and voted on during
the September Senate meeting.)

Committees on Committees and Rules - Revisions to Bylaws; Article X – Amendments.
This report was placed on the Agenda on a Brundsen/Grime motion. (Because it is a
change to the Bylaws it will be presented at the April meeting and voted on during the
September Senate meeting.)

Committees on Committees and Rules - Revisions to Standing Rules; Article I, Section
12 & Article II, Section 1 and 6. This report was placed on the Agenda on a
Nousek/Eckhardt motion.

Committees on Committees and Rules - Revisions to Standing Rules; Article II, Section
6c. This report was placed on the Agenda on an Ozment/Rowland motion.

ADVISORY/CONSULTATIVE REPORTS

Admissions, Records, Scheduling, and Student Aid and Educational Equity and Campus
Environment committees - Late Fees Assessed to Undergraduate Students. This report
was placed on the Agenda on a Nousek/Rowland motion.

Committees on Committees and Rules - Recommendation for Standardized Support for
Senate Officers. This report was placed on the Agenda on an Eckhardt/Shannon motion.

Faculty Affairs - Revision of AC-80, Private Consulting Practice. This report was placed
on the Agenda on a Szczygiel/Strickland motion.

Faculty Affairs and Research, Scholarship, and Creative Activity - Retiring AC-24;
Professional Dual Titles for Research Rank Faculty. This report was placed on the
Agenda on an Ozment/Nousek motion.

Faculty Affairs and Research, Scholarship, and Creative Activity, Revision to AC-21;
Definition of Academic Ranks. This report was placed on the Agenda on a Strickland/
Nousek motion.
INFORMATIONAL REPORTS

Admissions Records, Scheduling, and Student Aid - Annual Report on the High School Students Enrolled Nondegree in Credit Courses. This report was placed on the Agenda on an Eckhardt/Shannon motion. The report will be presented on the Senate website.

Educational Equity and Campus Environment - The Red Folder Initiative. This report was placed on the Agenda on an Ansari/Posey motion. Ten minutes was allocated for presentation and discussion.

Educational Equity and Campus Environment - Inclusion of the All-In Video & World-In-Conversation in Classroom Settings. This report was placed on the Agenda on an Eckhardt/Brunsden motion. The report will be presented on the Senate website.

Faculty Benefits - International Emergency Medical Insurance. This report was placed on the Agenda on an Eckhardt/Ozment motion. The report will be presented on the Senate website.

Faculty Benefits - 2018 Report on Faculty Salaries in 2016-2017. This report was placed on the Agenda on an Eckhardt/Posey motion. The report will be presented on the Senate website. Additional tables will be available to senators in box.

Global Programs - Supporting International Students and Scholars at Penn State University. This report was placed on the Agenda on an Eckhardt/Brunsden motion. The report will be presented on the Senate website.

Outreach - Penn State World Campus. This report was placed on the Agenda on an Eckhardt/Ozment motion. Ten minutes was allocated for presentation and discussion.

Research, Scholarship, and Creative Activity - Course Buyout Policies. This report was placed on the Agenda on a Szczygiel/Strickland motion. The report will be placed on the Senate website.

Student Life - Student Time Management Resources. This report was placed on the Agenda on an Ozment/Posey motion. This report will be held until the fall meeting due to the length of the April meeting.

University Planning – 2017-2018 Campus Planning and Capital construction. This report was placed on the Agenda on an Eckhardt/Brunsden motion. This report will be held until the fall meeting due to the length of the April meeting.

The Agenda for the April 24, 2018 meeting was approved unanimously.

NEW BUSINESS: None
ADJOURNMENT

Chair Woessner thanked Council members for their attendance and participation. The meeting was adjourned at 3:30 p.m.

Dawn G. Blasko, Executive Director