



THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, March 13, 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

Minutes of the January 23, 2018 Meeting in The Senate Record 51:4

B. COMMUNICATIONS TO THE SENATE

Senate Curriculum Report of February 20, 2018

Appendix A

Revised 2018-2019 Senate Calendar

Appendix S

C. REPORT OF SENATE COUNCIL - Meeting of February 20, 2018

D. ANNOUNCEMENTS BY THE CHAIR

E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

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

SPECIAL INFORMATIONAL REPORTS

Senate Committee on University Planning

2017-2018 Operating Budget

Appendix B

G. FORENSIC BUSINESS

H. UNFINISHED BUSINESS

Senate Committee on Committees and Rules

Revisions to Bylaws; Article IV – Committees, Section 6
(Introduced at the January 23, 2018 meeting) Appendix C

I. LEGISLATIVE REPORTS

Senate Committee on Committees and Rules

Revisions to Bylaws; Article I – Officers, Section 1 Appendix D

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

J. ADVISORY/CONSULTATIVE REPORTS

Senate Committee Faculty Benefits

Recreational Facilities Memberships for Faculty at University Park Appendix F

Senate Committee on Global Programs

Global Citizenship and Global Competency Appendix G

Senate Committee on Research, Scholarship, and Creative Activity

Proposed Revisions to Penn State Policy RP06, Disclosure and
Management of Significant Financial Interests (formerly RA20) Appendix H

Senate Committee on University Planning

Dissolution of the Facilities Planning Advisory Board Appendix I

K. INFORMATIONAL REPORTS

Senate Committee on Committees and Rules

Nominating Report for 2018-2019 Appendix J

Senate Council

Nominating Committee Report 2018-2019 Appendix K

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

Faculty Senate Scholarships Awarded to Undergraduates
[5 minutes allocated for presentation and discussion] Appendix L

Elections Commission

Roster of Senators by Voting Units for 2018-2019* Appendix M

Senate Committees on Faculty Affairs and Intra-University Relations

Promotion to the Rank of Professor
[10 minutes allocated for presentation and discussion] Appendix N

Senate Committee on Faculty Benefits

Childcare at The Pennsylvania State University* Appendix O

WorkLion Update 2018
[10 minutes allocated for presentation and discussion] Appendix P

Senate Committee on Intra-University Relations

Interim report on implementation of AC-21
[10 minutes allocated for presentation and discussion] Appendix Q

Senate Committee on Libraries, Information Systems, and Technology

Augmented, Virtual, and Mixed Reality Technologies at Penn
State: Current Projects, Partnerships with Penn State IT, and
Additional Opportunities* Appendix R

* No presentation of reports marked with an asterisk.

L. NEW LEGISLATIVE BUSINESS

M. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

The next meeting of the University Faculty Senate will be held on Tuesday, April 24, 2018, 1:30 p.m., Room 112 Kern Graduate Building.

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



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

COMMUNICATION TO THE SENATE

DATE: February 21, 2018

TO: Matthew Woessner, Chair, University Faculty Senate

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

The *Senate Curriculum Report* dated February 20, 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 **March 15, 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 UNIVERSITY PLANNING

2017-2018 Operating Budget

(Informational)

Provost Jones will present information on the 2017-2018 Operating Budget and the 2018-2019 State Appropriation Request.

SENATE COMMITTEE ON UNIVERSITY PLANNING 2017-2018

- O.Richard Bundy III
- Kevin Cockroft
- Ann Douds
- David Gray
- Lisa Grigley
- Nicholas Jones
- David Lieb
- Hector Lopez
- Sinfree Makoni
- Frantisek Marko
- Mary Lou Ortiz
- Padma Patil
- Laura Pauley, Chair
- Nicholas Pearson
- Thomas Sarabok
- Steinn Sigurdsson, Vice-Chair
- William Sitzabee
- Charles Specht
- Mary Vollero
- Ming Wang
- Robert Zambanini

University Budget Report

An Overview of the 2017-18 Operating Budget and a Look Ahead
to Penn State's 2018-2019 State Appropriation Request

Dr. Nicholas P. Jones, Executive Vice President and Provost

Meeting of the University Faculty Senate – Tuesday, March 13, 2018



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OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST

2017-18 Total Institutional Operating Budget (\$000s)



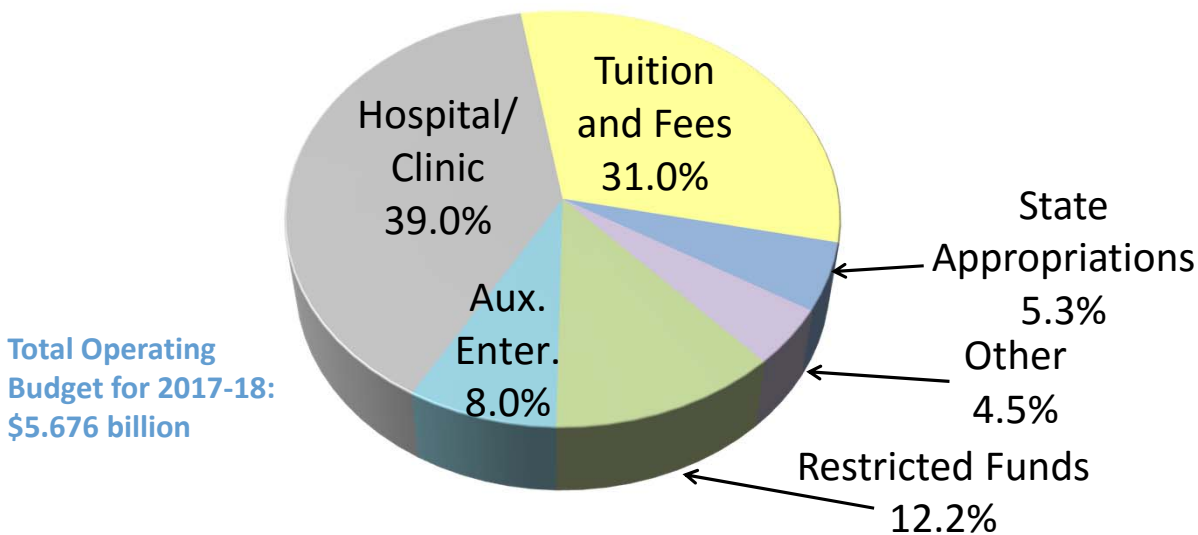
2017-18 Total Budget	\$5,424,272
Budget Changes	94,659
Penn State Health Changes	<u>156,745</u>
2017-18 Total	\$5,675,676



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2017-18 Total Institutional Budget: Income



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General Funds Budget Components



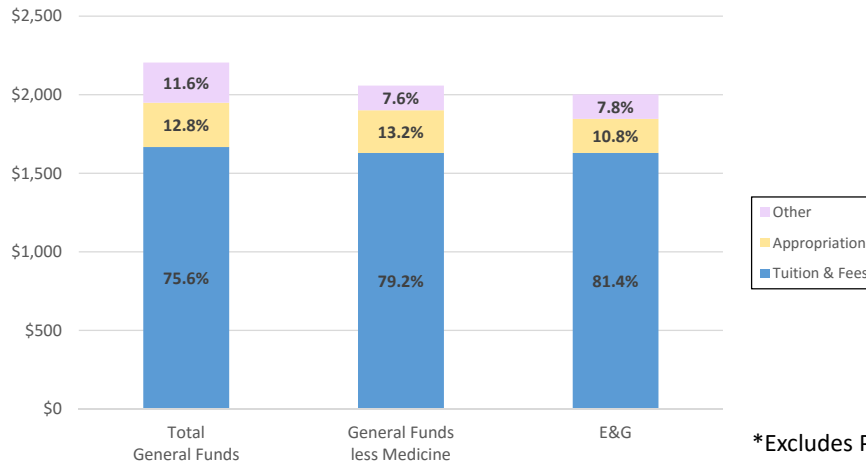
- Educational and General (E&G)
- Agricultural Research and Cooperative Extension
- College of Medicine
- Pennsylvania College of Technology (Penn College)



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General Funds Budget: Income* (\$000s)



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2017-18 State Appropriation (\$000s)

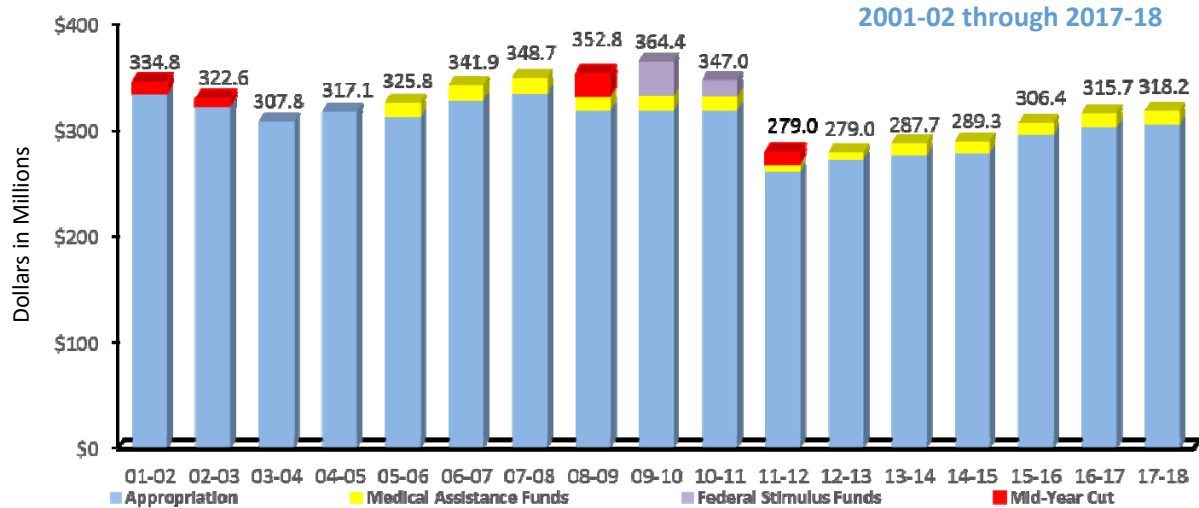
	2016-17 Appropriation	Changes	2017-18 Appropriation
<u>Direct State Appropriation:</u>			
General Support	\$230,436	0	\$230,436
Pennsylvania College of Technology	20,074	2,000	22,074
Sub-Total	250,510	3,000	252,510
<u>Agricultural College Land Scrip Fund:</u>			
Agricultural Research and Cooperative Extension	51,813	500	52,313
<u>PA Department of Public Welfare:</u>			
<u>Milton S. Hershey Medical Center:</u>			
Medical Assistance Funding (estimate)	13,400	0	13,400
Total	\$315,723	\$2,500	\$318,223



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Summary of State Appropriations



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2017-18 E&G Budget Planning: State Appropriation



- September 2016 Appropriation Request: \$25.3 million increase
- February 2017 Governor's Executive Budget: level funding
- 2017-18 Final Appropriation:
 - General Support level funded
 - \$500K increase for Ag R&E
 - \$2M increase for Penn College



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2017-18 E&G Budget: Parameters and Priorities

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



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2017-18 E&G Budget (\$000s)



2017-18 Budget	\$1,941,957
Budget Increases	81,443
Budget Reductions	(21,044)
Net increase	<u>60,399</u>
2017-18 Total	\$2,002,356



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Summary of E&G Expense Changes

- Budget reductions
- Benefits – employer share of health care and retirement
- Contractual and inflationary (merit-based) salary costs
- Student aid and grants-in-aid
- Innovation and Strategic Plan initiatives
- Facilities, utilities, property and liability insurances, and the Capital Plan



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E&G Expense Changes: Reductions

Budget reductions: \$21.0M

- New healthcare plan administrator and prescription drug savings
- Capping and reducing the subsidy to World Campus
- Increasing the overhead tax on Auxiliary Enterprises
- Capturing savings from a review of central budgets that can be closed without having a negative effect on operations



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E&G Expense Changes: Benefits

Employee Benefits: \$27.4M

- Health care: \$12.5M
- Mandatory contributions to retirement plans: \$14.8M



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E&G Expense Changes: Salaries

Salary Costs: \$24.8M

- Contractual and 2.0 percent pool: \$19.8M
- Summer Session and faculty promotions: \$1.6M
- Salary-related benefits costs: \$3.4M



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E&G Expense Changes: Other Key Areas

- Innovation and support for thematic priorities outlined in the 2016-2020 University-wide Strategic Plan: \$9.0M
- Student aid and grants-in-aid: \$5.7M
- Programs supported by student fees: \$3.7M



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E&G Expense Changes: Facilities

- Maintenance and operation of new and recently renovated facilities: \$3.2M
- Utility costs of new and newly renovated facilities and loan amortizations for the West Campus steam plant and energy savings projects: \$4.2M
- Capital Improvement Program: \$3.4M



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E&G Income Changes (\$ in millions)

Tuition		\$50.4
• Rate Increases	44.4	
• Conversion from temporary pool	5.0	
• Summer Session	1.0	
State Appropriation		0.0
Student Fees		3.7
Indirect Cost Recovery and Other		<u>6.3</u>
Total		\$60.4



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



- Aggregate base increase for Pennsylvania resident undergraduates: 2.45%
- No tuition increases for Pennsylvania resident undergraduates at eight Commonwealth Campuses



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2017-18 Tuition and Fee Increases

Tuition Increases per Semester Lower Division	PA Residents		Non-PA Residents	
	%	\$	%	\$
University Park	2.74%	\$232	3.85%	\$605
Altoona, Berks, Erie, Harrisburg	2.49%	\$173	3.85%	\$421
Abington	2.49%	\$164	3.85%	\$400
Brandywine, Hazleton, Lehigh Valley, Schuylkill, W. Scranton, York, World Campus	2.35%	\$155	3.85%	\$397
Beaver, DuBois, Fayette, Greater Allegheny, Mont Alto, New Kensington, Wilkes-Barre	0.00%	\$0	3.85%	\$377
Shenango	0.00%	\$0	3.85%	\$370

Upper Division -- dollar amounts are higher - same %

Student Fees - increases: Student Initiated Fee -- \$8 at campuses, \$36 at UP
 (combination of former Activities and Facilities Fee)
 Information Technology Fee – no increase



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Information Technology Fee



- First assessed in 1990-91
- Technology infrastructure supported with IT fee revenue is essential
- Students want to allocate fee revenue annually



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2017-18 Tuition Increase Percentages for Select Public Universities (resident)

Connecticut ^(a)	6.90%	Virginia Tech ^(b)	2.90%
Ohio State ^(a)	5.50%	Michigan State	2.80%
Nebraska	5.40%	Pittsburgh	2.50%
West Virginia ^(b)	5.00%	Temple	2.50%
Colorado ^{(a) (b)}	4.90%	Penn State – Undergraduate Aggregate	2.45%
Kentucky	4.00%	Virginia	2.20%
Cornell – Contract Colleges	3.75%	Missouri	2.10%
PASSHE	3.50%	Minnesota	2.00%
South Carolina	3.46%	North Carolina ^{(a) (b)}	1.90%
Iowa	3.00%	Indiana	1.40%
Utah	3.00%	Arizona	1.00%
Texas	3.00%	Purdue	0.00%
Michigan	2.90%	Illinois	0.00%
		Wisconsin	0.00%

^(a) Incoming freshmen only

^(b) Tuition and Fees; Note: Gathered from legislative, university, and news web sources.

As of July 17, 2017



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2017-18 Agricultural Research and Cooperative Extension (\$000s)



Agricultural College Land Scrip Fund	\$51,813
2016-17 Appropriation Increase	
Inflationary Costs: \$1,837	
Program Needs: (\$1,337)	<u>500</u>
2017-18 Total Budget	\$52,313



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2017-18 College of Medicine and Hershey Medical Center (\$000s)



College of Medicine

General Funds	\$146,992
Restricted/Auxiliary Funds	<u>101,761</u>
Total College	248,753
Hershey Medical Center	<u>2,214,641</u>
2017-18 Total Budget	\$2,463,394



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2017-18 Pennsylvania College of Technology (\$000s)



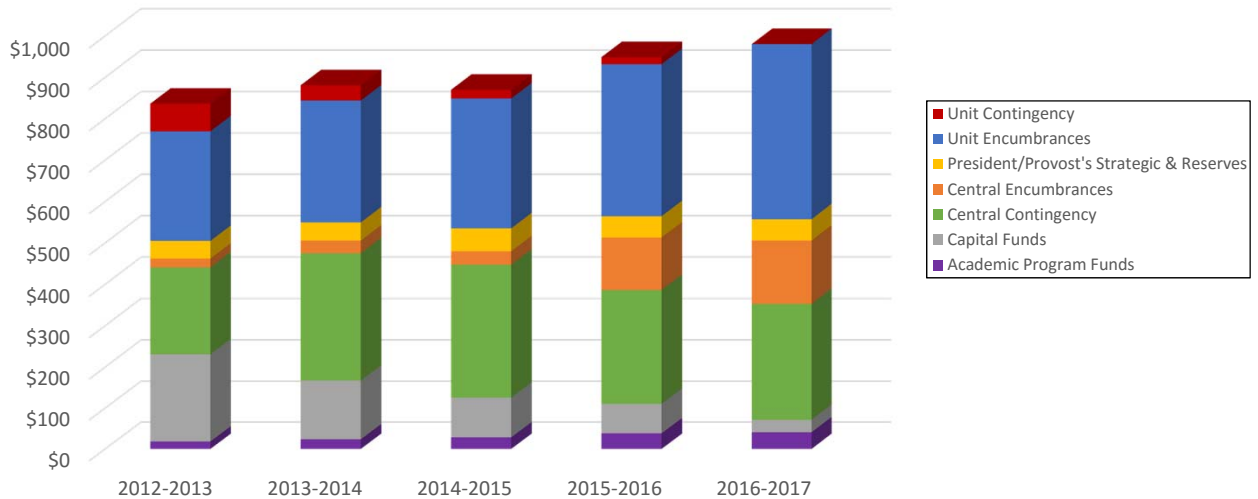
2017-18 Adjusted Budget	\$151,804
Total Changes	<u>1,045</u>
2017-18 Total Budget	\$152,849



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Allocation of Temporary Funds (\$000s)



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2018-19 State Appropriation Request (\$000s)

	2017-18 Anticipated Appropriation	Requested Increases	2018-19 Requested Appropriation
<u>Direct State Appropriation:</u>			
General Support	\$230,436	\$13,826	\$244,262
Pennsylvania College of Technology	22,074	2,000	24,074
Total Direct State Appropriation	252,510	15,826	268,336
<u>Agricultural College Land Scrip Funds:</u>			
Subtotal	52,313	3,139	55,452
	304,823	18,965	323,788
<u>Department of Human Services:</u>			
M.S. Hershey Medical Center			
Medical Assistance Funding (estimate)	13,400	804	14,204
TOTAL APPROPRIATION	\$318,223	\$19,769	\$337,992



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Thank You. Questions or Comments?



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OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST

SENATE COMMITTEE ON COMMITTEES AND RULES

Revisions to Bylaws; Article IV – Committees, Section 6

(Legislative)

Implementation: UPON APPROVAL BY THE SENATE

Rationale:

The University Faculty Senate is a deliberative body that relies on the expertise of its committees when considering important questions. While committees often come to a decision by consensus, some questions are decided by a split vote. Under the Senate bylaws, there is no formal mechanism by which members of a committee can disseminate their concerns about recommendations made by the committee as a whole. Permitting committee members with the option of writing a minority opinion, and having it submitted along with the decision of the majority, permits the full Senate to better understand the nature of the disagreement within a committee, and to make more informed judgments when considering whether to support a committee's recommendation.

Recommendation:

That Article IV, Section 6 of the Bylaws be and is hereby amended as follows:
Bold indicates new text.

Article IV

Section 6

Members of a Senate committee may file a minority opinion outlining concerns or objections to a pending committee report, provided that the minority opinion is signed by two or more voting members. If the committee report is approved for the agenda, Senate Council will include the minority opinion(s) in the Senate Agenda for the Senate's consideration. The author(s) of a minority opinion will not present the report or stand for questions during the presentation of the report except by special invitation by the Chair. Committee members, like all Senators, are free to ask questions, or make statements when the Senate considers the pending report.

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérubé

- Victor Brunsden
- Mark Casteel
- Ann Clements
- Amy Dietz
- Beth King
- Richard Robinett
- 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 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~~ a 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)~~ (c) 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 new ~~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.

Appendix 1:
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.

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

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 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 “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 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 Brunsten
- Mark Casteel
- Ann Clements
- Amy Dietz
- Beth King
- Richard Robinett
- James Strauss
- 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~~ **three** ex officio student senators from ~~two~~ undergraduate student government organizations **and one graduate and professional student government organization.**

Section 5(c)(4)

Three ~~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-; **One representative of the Graduate and Professional Student Association.** 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 Bérubé
- Victor Brunsden
- Mark Casteel
- Ann Clements
- Amy Dietz
- Beth King
- Richard Robinett
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana (Chair)
- Nicole Webster (Co-Chair)
- Matthew Woessner

SENATE COMMITTEE ON FACULTY BENEFITS

Recreational Facilities Memberships for Faculty at University Park

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

In response to widely held faculty concerns about changes to the fee structure and availability of recreational facilities for faculty at University Park (UP), Senator Murry Nelson made a statement to the University Faculty Senate on September 12, 2017. He outlined major areas of discontent among faculty including decisions made about faculty and community use of facilities at Recreation Hall (“Rec Hall”) and the lack of faculty involvement in the decision-making process regarding the use of recreational facilities in general. In response, the Committee on Faculty Benefits agreed to respond to the issue, exploring the problem and presenting recommendations, which is the basis for this report.

The Faculty Benefits committee held two informational sessions with Laura Hall, Director of Recreation at UP on September 12th and October 17th, 2017. The first meeting also included two student representatives from UPUA and Diane Andrews (Associate VP for Student Affairs). The purpose of these meetings was to understand why there was lack of consultation with the Senate, and to better understand the motivation for the proposed changes. From these discussions and follow-up correspondence, Faculty Benefits was told:

- The cost of managing and operating the recreational facilities at UP is quite dynamic, varying with the type and size of facility and equipment and activities housed in each building.
- Campus Recreation is responsible for following very clear national standards and best practices related to recreational facility operations, supervision, and risk management. Best practices are set by the National Intermural Sports Association (NIRSA) and the American College of Sports Medicine (ACSM) Health and Fitness Facilities Standards and Guidelines. These standards govern factors such as risk management and liability, safety, and controlled access. Costs of meeting these best practices fluctuate based on the square footage of recreational space being utilized, the sight lines supervisors must maintain during all activities, and the floorplans of the facility. Campus Recreation is charged with monitoring expenditures while being mindful of its mission to ensure safe and accessible facilities. This is especially true for recreational facilities funded through student fees.
- In the case of Recreation Hall, located on the west end of the UP campus, meeting best practices and standards has been a particularly large challenge and has necessitated an abnormally large supervisory staff. These challenges include the layout of the facility, including multiple, segmented locker room spaces, the large number of supervisory sightlines for activity spaces, and the immense number of access doors to the facility.

- Accurate and reliable count data on faculty usage is difficult. A university-wide turnstile project was completed in March 2017, although this data also includes people who access Rec Hall for reasons other than recreational purposes (e.g. Intercollegiate Athletics student-athletes, coaches, staff, and volunteers, Kinesiology class students, and Kinesiology faculty and staff who have requested access to the controlled zones as a means to create a shorter walking distance between their cars and offices). As a result, it is difficult to extract and count individuals who are entering the building for recreational activities. According to the most recent data from Campus Recreation, the card swipe information from the turnstiles has been remarkably consistent, showing less than 76 faculty per weekday at Rec Hall and 136 and 112 per weekday at the IM and White Buildings, respectively.
- The recently formed Student Fee Board, led by UPUA, recommended the implementation of a new student fee structure in which each student pays a set recreation fee rather than individual students choosing to, or not to, purchase a gym membership. The new fee (now called the Student Initiated Fee) combines the previous Student Activities Fee and Student Facilities Fee. The intention of this change was to allow for all students to have access to recreational facilities, provide additional space and equipment, and increase capacity. Of the total student fees in 2017/18 (\$258), \$61.60 is contributed to Recreation (<http://www.studentfee.psu.edu/university-park/up-how-the-fee-is-used/>, accessed January 26, 2018).
- In the past, approximately 700 faculty purchased a membership for some recreational activities at the UP campus, but not all faculty who used the recreational facilities did so. Whether or not faculty paid a fee was determined by their recreational choice. For example, if a faculty member wanted to swim, they had to pay for a membership, but if they preferred to run on the indoor track at Rec Hall, they did not pay a fee. This raised the concern on the part of Campus Recreation that some faculty were paying for facility use, while others were not. Recognizing this potential inequity, the Campus Recreation administrative staff began exploring options for a fee structure that would be fair to all who used the facilities, comparable to the model initiated by the new student fee structure.
- The new model that was chosen is \$230 annually (or roughly \$19/month) for faculty and staff, and provides access to more than 600,000 square feet of indoor recreation and fitness space and three indoor pools. According to Campus Recreation, the ultimate fee structure was benchmarked at Peer Institutions, indexed against the student-initiated fee, yet decidedly below market value off-campus.

The Faculty Benefits committee appreciates the points raised above and the open communication process in which it was recently conveyed to the committee. However, several additional concerns have been raised by committee members.

First, current use data also does not reflect usage in the past. In the case of Rec Hall, usage would be expected to be greater due to the past offering of recreation classes that were housed in Rec Hall, and open access to some parts of the facility.

Second, while Campus Recreation reported to us that they presented a report including these proposed changes at the President's Council meeting in May 2017, there was no communication

with the University Faculty Senate. It is the duty of the Faculty Benefits Committee to *“investigate and be the faculty’s voice on the adequacy and other attributes of the University’s provisions for total compensation (salaries and benefits), and any other perquisites affecting faculty employment.”* Yet, despite this mandate, there is no institutional structure that would facilitate regular communication about Recreational facilities, currently run through Student Affairs, to the Senate, even though potential implication of any changes could have a clear effect on faculty. The lack of faculty consultation about this change may be symptomatic of an institutional blind spot that allows major changes that affect faculty to go forth without adequate faculty representation.

Third, members of the Faculty Benefits committee are concerned that the creation of a new fee/access structure for community members will have a deleterious effect on the relationship between faculty and the community. Community members are now required to join the alumni association and pay an annual fee for use of the same facilities as faculty and staff, and there is a 200-person cap in place. (Recreation will consider expanding this number if demand increases.) Historically, many athletic facilities have had a more open approach to community use, just as the Penn State campuses themselves and their libraries, performances, and athletic events are open to the larger public. Committee members are concerned this is setting an unhealthy precedent.

Fourth, a thematic priority of the University’s Strategic Plan is Enhancing Health: *“Penn State will be a leader in promoting quality of life through comprehensive approaches to enhancing personalized and population health, achieved through a commitment to and investment in relevant research, education, clinical practice, and outreach”*
(<http://strategicplan.psu.edu/thematic-priorities/enhancing-health/>)

As stated on the University’s strategic plan webpage, the centerpiece of this vision is the recognition that multiple factors – *“including individual biology and behaviors, the contexts in which people live and work...”* are critical. As a result, any factor that reduces access (lack of free recreation facilities on the West side of the University Park campus, for example), without alternative incentives, would appear to be impediments to that strategic initiative. Finally, in a competitive market for recruiting and retaining faculty (especially those that are healthy, rested, and unstressed) innovative approaches should be explored that include consideration of faculty well-being and health. Penn State could be granted a competitive edge if it does so. However, it is not clear if alternative fee/access models were considered alongside these concerns.

Recommendations

Based on this background and the current situation, we advance these recommendations:

- (1) Any additional decisions about University recreational facilities that affect faculty, including access and fees, should be deferred until there is adequate, comprehensive consultation with the University Faculty Senate Committee on Faculty Benefits.**
- (2) Mechanisms should be implemented to involve the University Faculty Senate in decisions about changes to recreational facilities, including those at all University**

campuses. These could include the appointment of one representative from the University Faculty Senate Committee on Faculty Benefits on decision-making committees in Campus Recreation, and/or the appointment of a representative of Campus Recreation to sit on the Faculty Benefits committee as an advisory member.

- (3) In light of the University’s goal of enhancing health and its importance in recruitment and retention of faculty, a Task Force should be formed to explore alternative models to promote affordability, access, and use of recreational facilities, including comprehensive data on current demand by faculty for recreational opportunities, the exploration of free or reduced-fee access to all recreational facilities for faculty and staff, and considerations about geographic proximity of accessible facilities to places of work. Task Force membership should include representatives from Faculty Senate Benefits Committee, staff, and representatives from both University Park and Campus locations.**

SENATE COMMITTEE ON FACULTY BENEFITS

- Mary Beahm
- Renee Borrromeo
- Lonnie Golden
- Galen A. Grimes, Chair
- Mark Horn
- Peter Jurs
- Cassandra Kitko
- John Liechty
- Kathleen Noce
- David Post
- Ira Saltz
- Geoff Scott
- Erica Smithwick, Vice Chair
- Gregory Stoner
- William Wenner

Report prepared with the cooperation of Laura Hall, Senior Director of Penn State Recreation

SENATE COMMITTEE ON GLOBAL PROGRAMS

Global Citizenship and Global Competency

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

The Global Programs Committee's Charge for 2017-18 included preparation of a report which identifies ways that Penn State might define "global citizenship" and "global competency" for the purposes of assessment.

The current Penn State Strategic Plan--[Our Commitment to Impact: The Pennsylvania State University's Strategic Plan for 2016 to 2020](#) includes *global understanding* in the mission statement, has *enhancing global engagement* as one of its foundations, and points to the importance of *enhancing global competencies for students* and *global citizenship for students, faculty and staff*. This is in line with similar statements by peer institutions in the U.S. and around the world. While the importance of global engagement is widely recognized, few institutions define what they mean by global competency or what they include in their concept of global citizenship. This report presents a framework for conceptualizing global and intercultural competency that can be tailored to particular disciplinary needs, as well as the proposition that there are multiple pathways to global citizenship.

Major challenges, such as food, energy and water security, poverty, cultural and environmental sustainability, migration, climate change and loss of biodiversity, amongst others, are global. They impact all of us, and they are interconnected. Modern communication technologies ensure that knowledge is available instantly and almost everywhere, helping to drive an increasingly complex and integrated global economy. Over the past several decades, it has become more apparent that we live in a globally connected world—from politics to the price of goods and services, and from potential pandemics to conflict and national security; our daily lives are increasingly touched by events in the global arena. An understanding of global-scale processes and how the global links to the local is now an essential component of everyone's education. Learning how to function in an increasingly interconnected global environment is driving a push toward global competency as a major educational goal.

However, this highly interconnected physical and social environment overlays a world that is still divided into nation states, each with its own social, economic and political structures. People and places exist in a physical and cultural environment conditioned by a particular history and the social landscape around them. This profoundly affects the way in which people interact with the global environment (or even their ability to do so). At the same time, the major global challenges manifest themselves differently in different places and how those problems and potential solutions are perceived is again conditioned by the local physical and cultural environment. This represent both a challenge, but also a benefit--there is value-added in integrating solutions from diverse local, regional and cultural perspectives.

These factors point to the need for education that develops student understanding of global scale processes and the way in which the global interacts with the local; an ability to work and function in an increasingly global society (global competency) as well as the ability to understand, appreciate, and communicate across cultures (inter-cultural competency). While there is considerable scholarship around intercultural competency, discussions of global competency and global citizenship are more recent, there is less agreement in their definitions, and they are often used interchangeably. For our purposes, we present the following basic definitions that can stand as they are, or be enhanced to reflect specific disciplinary needs. Note that what we define as global awareness, literacy and competency, others may group together as global competency. Others, may also mesh global competency, intercultural competency, and global citizenship. Separating them out allows units to expand their definitions in any area; more narrowly focused courses or programs (producing more targeted learning outcomes); and, for assessment, it allows differentiation of metrics and targets across the range from awareness to competency.

Recommendation

#1 The administration incorporates the following definitions of global awareness, global literacy, global competency, intercultural competency, and global citizenry in assessing progress in the university's strategic plan.

Global awareness is being aware that we are part of a global community and that different countries and cultures have different perspectives, languages, values and expectations. It implies a worldview that goes beyond immediate and personal experience. Global awareness is the first step in developing global competency, intercultural competency and global citizenship.

Global literacy goes one step further. It incorporates global awareness but it also includes an understanding of global-scale issues. For example, global climate change, ocean pollution, conflict and migration, or the global economy. In addition, global literacy involves an understanding of how the global interacts with the local.

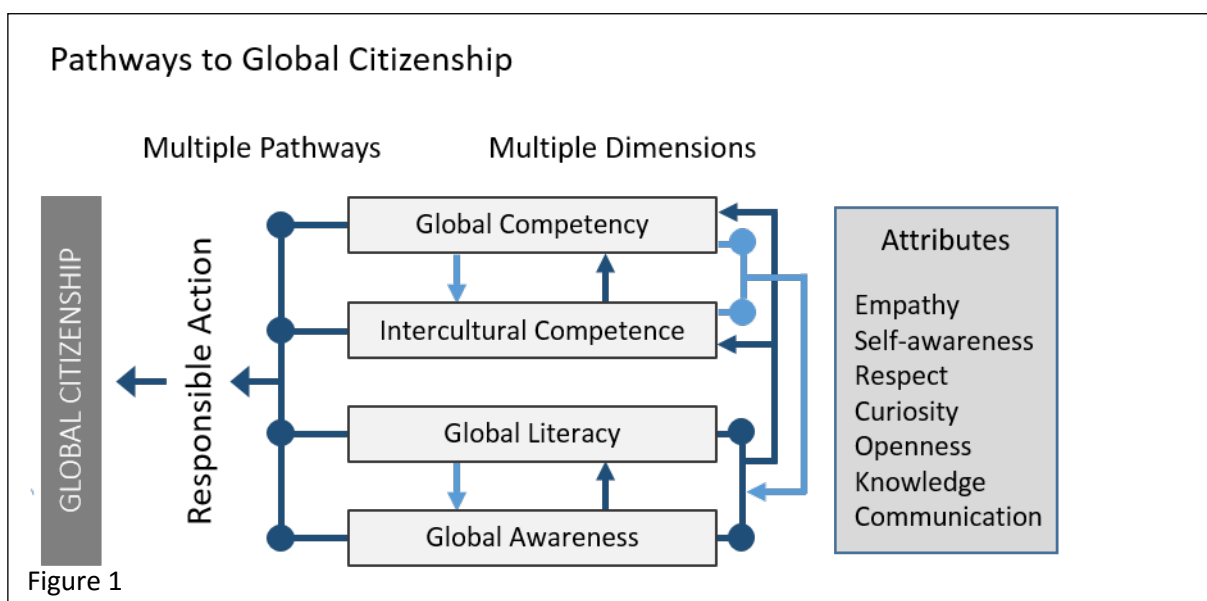
Global competency builds on global literacy by developing the skills necessary to function in a global society. It involves the ability to communicate across cultural barriers, to work on complex questions and develop solutions that are culturally appropriate. This anticipates careers where our students are likely to work in multicultural teams that are continuously reconfigured for different projects in different parts of the world—it does not assume in-depth knowledge of any particular culture or language. Building global competency requires interaction across cultures.

Intercultural competency describes the “appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world” (Spitzberg, B. H., & Chagnon, G., Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 2–52). Thousand Oaks, CA: SAGE, 2009). Like global competency, intercultural competency requires interaction across cultures.

Citizenship carries with it a certain degree of responsibility. For our purposes, the concept of *global citizenship* evolves from our land-grant tradition and involves taking an active role in using global and intercultural skills to enhance the wellbeing of the community—recognizing that the community extends from the local to the global. A global citizen always thinks globally, while acting locally.

#2 The administration endorses the following framework. Framework for Developing Global Citizenship: The framework is illustrated in Figure 1 and incorporates four core principles:

1. These definitions are not mutually exclusive. There is overlap between global awareness and global literacy and between global competency and intercultural competency. Courses and activities that focus on one are likely to help develop the other.
2. Building global or intercultural competency requires some level of awareness and literacy, but while there appears to be a sequence from awareness to competency, this is an iterative rather than linear progression. This is a lifelong journey—there is no endpoint, and students will progress along all four dimensions in parallel.
3. There are common attributes that cross several or all of these dimensions. These are described by Deardorff (2006) and used in the [Association of American Colleges and Universities' Intercultural Knowledge and Competence VALUE Rubric](#). Attributes such as empathy and self-awareness, knowledge or verbal and non-verbal communication are cognitive, behavioral and affective skills that underlie global and intercultural competency.
4. Here we use citizenship not to denote status, but to recognize conduct. Anyone, at any stage of their development toward global or intercultural competency can begin to act as a global citizen. As a university, we can provide opportunities to act as global citizens, but this is not a skill that we teach—it is a behavior promoted by our culture and what we value as a community. Unlike ordinary citizenship, *global citizenship* is a journey, not a destination.



SENATE COMMITTEE ON GLOBAL PROGRAMS

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SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Proposed Revisions to Penn State Policy RP06, Disclosure and Management of Significant Financial Interests (formerly RA20)

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

At the December 5, 2017 meeting of the Senate Committee on Research, Scholarship, and Creative Activity, Debra Thurley (Executive Director of Research Compliance) presented information and answered questions regarding proposed changes to Penn State policy RP06, Disclosure and Management of Significant Financial Interests (formerly RA20).

RP06 is designed “to maintain the objectivity and integrity of Research at The Pennsylvania State University (the ‘University’) and to ensure transparency in relationships with outside Entities and individuals as they relate to the academic and scholarly mission of the University.” The policy states, “Disclosure of financial interests to the University will protect both investigators and the University from potential criticism or even government sanctions in the event such relationships are subsequently called into question.”

The revisions to RP06 have been proposed by the Office of Research Protections in response to recommendations made by the Provost’s Task Force on Conflict of Interest, which was convened in AY 2015-16. Those changes include (1) the insertion of clarifying language regarding gifts as potentially constituting “significant financial interest”; and (2) the inclusion of language regarding income from University-held intellectual property as constituting “significant financial interest” that must be disclosed.

Before reaching the Senate Committee on Research, Scholarship, and Creative Activity, the proposed revisions had been vetted by:

- Office of Research Protections
- Members of the COI Task Force
- Office of General Counsel
- Internal Audit
- Office of Sponsored Programs
- Office of Technology Management
- College of Medicine COI staff and faculty
- Faculty who currently receive income from University-held IP

Recommendation

At its December 5, 2017 meeting, the Committee on Research, Scholarship, and Creative Activity voted to endorse the proposed revisions to policy RP 06, Disclosure and Management of Significant Financial Interests (formerly RA20), and to recommend that the Senate also offer its endorsement of the revised policy.

SENATE COMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

- Thomas Andrews
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- Raghu Garud
- Nathan Geiger
- John Hanold
- Kathleen Hodgdon
- Janet Hughes
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- Todd LaJeunesse
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- George Moldovan
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- Neil Sharkey
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- Kayley Swope
- Regina Vasilatos-Younken
- James Warren
- Candice Yekel
- Jong Yun
- Christopher Zorn



Policy RP06 DISCLOSURE AND MANAGEMENT OF SIGNIFICANT FINANCIAL INTERESTS (Formerly RA20)

Policy Steward: Associate Vice President for Research, Director of the Office for Research Protections

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PURPOSE:

The purpose of this Policy is to maintain the objectivity and integrity of Research at The Pennsylvania State University (the “University”) and to ensure transparency in relationships with outside Entities and individuals as they relate to the academic and scholarly mission of the University. Among its many missions, the University seeks to foster interactions between the private sector and academia, as interdisciplinary and translational research is of ever-increasing importance in transforming newfound knowledge into useable technologies and scholarship that benefit the public. There is, however, the potential for financial conflicts of interest in such collaborations. In most cases those conflicts can be managed appropriately, rather than eliminated, thereby enabling those involved in University Research to engage in that Research objectively and with integrity and at the same time maintain acceptable financial relationships with outside Entities and individuals. Disclosure of financial interests to the University will protect both investigators and the University from potential criticism or even government sanctions in the event such relationships are subsequently called into question.

POLICY:

All Significant Financial Interests (“SFI”) (defined below) shall be disclosed **by all Investigators (defined below) at least** annually, and within thirty (30) days of the discovery or acquisition (e.g. through purchase, marriage, or inheritance) of a new SFI, to the Conflict of Interest Official (“COIO”), who reports to the Executive Vice President and Provost. All SFI shall be disclosed prior to an application for **sponsored** funding as required by this Policy and/or by the sponsoring agency (see, e.g., Department of Health and Human Services, 42 C.F.R. § 50.604(e)(1)).

If the SFI is evaluated by the COIO or the Conflict of Interest Committee (“Committee”) and found to present a Financial Conflict of Interest (“FCOI”), the FCOI shall be properly managed or eliminated, and the Investigator shall agree in writing to the FCOI Management Plan, if one is implemented, before any related contract, grant, sponsored project (e.g., research, instruction or outreach), dedicated gift, or other transaction is executed, any relationship is initiated, or any action is taken that could be influenced by the SFI. All Investigators shall be required to complete FCOI training identified by the University at least every four (4) years or immediately upon the occurrence of one of the three circumstances referenced in “**Implementation**”, Section ~~IV~~-E, below.

This policy is in compliance with:

- [Title 42 Code of Federal Regulations \(CFR\), Part 50, Subpart F, Responsibility of Applicants for Promoting Objectivity in Research for Which PHS Funding is Sought](#)
- [Title 45 Code of Federal Regulations \(CFR\), Part 94, Responsible Prospective Contractors](#)
- [Title 21 Code of Federal Regulations \(CFR\), Part 54, Financial Disclosure by Clinical Investigators](#)

DEFINITIONS:

Conflict of Interest Committee (“Committee”) means the committee(s) established by the University to assist the Conflict of Interest Official (“COIO”) in implementing and enforcing this Policy. The University shall establish at least one Conflict of Interest Committee but may establish more than one. Members shall be appointed by the Executive Vice President and Provost. The membership of each Committee shall represent the diversity of academic disciplines at the University, but shall include at least one individual who conducts Research at the University involving human participants. The COIO (or the individual to whom this responsibility has been delegated at the College of Medicine) shall serve as Chair or appoint a Chair for each Committee, and shall also serve as the liaison to the University's Institutional Review Board(s) (“IRB”). Responsibilities of the Committee shall include:

- Review of all SFI disclosures referred to it by the COIO;
- FCOI determinations (as outlined below);
- Development and implementation of FCOI Management Plans (as outlined below);

- Review of noncompliance issues brought to it by the COIO and recommendations for sanctions to ensure compliance with this Policy and federal regulations.

Conflict of Interest Official (“COIO”) means the Associate Vice President for Research and the Director of the Office for Research Protections (“ORP”), who shall be responsible for overseeing the implementation and enforcement of this Policy and shall report directly to the Vice President for Research, and for matters related directly to this Policy, to the Executive Vice President and Provost. The COIO is responsible for developing, promulgating, and updating procedures and guidelines for the implementation of this Policy and for providing administrative support to the Committee. The COIO also shall be responsible for ensuring compliance with all federal regulations and requirements concerning conflicts of interest (see, e.g., 42 C.F.R. §§ 50.604(d) and 50.605(A)(1) – (3)), including but not limited to: conflict of interest training, FCOI management (as more fully described below), FCOI reporting to sponsoring agencies, monitoring for compliance with FCOI Management Plans, enforcement of sanctions for noncompliance with this Policy and/or federal regulations, and maintenance of all records relating to disclosures and FCOI management. The COIO shall make an annual report to the **Executive Vice President and Provost** of matters managed pursuant to this policy. The COIO may delegate responsibilities under this Policy to staff within the ORP and to the Associate Dean for Administration at the College of Medicine.

“Dependent Child(ren)” means a natural or adopted child of the Investigator who is under the age of 18.

“Entity” means any domestic or foreign, public or private, for-profit or not for-profit, business, organization, or association; including but not limited to, a sole proprietorship, partnership, corporation, limited liability company (excluding U.S. federal, state, and local government agencies).

“Equity Interest” means any ownership interest in an Entity, including but not limited to, stock or stock option, or partnership interest, as determined through reference to public prices or other reasonable measures of fair market value.

“Financial Interest” (“FI”) means anything of monetary value, whether or not that value is readily ascertainable.

“Financial Conflict of Interest” (“FCOI”) means any situation in which an SFI could directly and significantly affect the design, conduct, or reporting of Research.

“FCOI Management Plan” means the action(s) taken to address an FCOI, which may include reducing or eliminating the FCOI to ensure, to the extent possible, that the design, conduct and reporting of Research will be objective and free from bias.

“Gift” means a Charitable Contribution from an individual, a for-profit organization, or a non-profit organization. To qualify as a Gift, the Financial Assistance (as defined in RA04) must be accompanied by a letter clearly identifying it as a Gift or Donation. Gifts can be targeted to a specific area (e.g., Ceramic Science), but there can be no obligation to submit

detailed technical or financial reports beyond a Stewardship Report (as defined in RA04), nor can there be any contractual terms and conditions. See policy RA04 for more information.

“Institutional Responsibility(ies)” (“IR”) means an Investigator’s professional responsibilities on behalf of the University. Examples of an IR include, but are not limited to:

- 1) research (regardless of whether or not it is funded);
- 2) research consultation;
- 3) teaching;
- 4) outreach;
- 5) professional practice (e.g., clinical medical practice, veterinarian practice, practice of law);
- 6) University committee memberships (e.g., Faculty Senate, Purchasing Committees); and
- 7) service on University panels, such as an Institutional Review Board (“IRB”) or Data or Safety Monitoring Boards.

“Investigator” means any individual, regardless of his or her title or position, whether faculty, staff, or student, who has the ability to make independent decisions related to the design, conduct or reporting of University Research, but not including individuals who perform only incidental or isolated tasks related to a University Research project.

“Remuneration” means salary and any payment for services not otherwise identified as salary, including, but not limited to, consulting fees, honoraria, and paid authorship.

“Research” means systematic investigation, study or experiment designed to develop or contribute to generalizable knowledge. The term encompasses basic and applied research that may or may not be published in an article, book or book chapter and product development (e.g., a diagnostic test or drug). As used in this Policy, the term includes, but is not limited to, any such activity for which ~~research~~ **sponsored** funding is available from a federal, state or local government agency, or a public or private Entity, through a grant, contract or cooperative agreement (e.g., a research grant, career development award, center grant, individual fellowship award, infrastructure award, institutional training grant, program project, ~~or~~ research resources award), **training grant, or outreach award), or gift**. As used in this Policy, Research also includes research activities that are not funded or sponsored. **NOTE: Gifts may be considered Research projects requiring COI management when they are used for purposes related to an Investigator’s SFI. If so related, such gifts must be listed as a project in COINS.**

“Senior or Key Personnel” means the project director or principal Investigator and any other person identified as senior or key personnel in the grant application, progress report, or any other report required to be submitted by law or regulation.

“Significant Financial Interest” (“SFI”) means an FI consisting of one or more of the following interests of the Investigator (and those of the Investigator’s spouse or partner and dependent child(ren)) that reasonably appears to be related to the Investigator’s Institutional Responsibilities:

1. For publicly traded Entities, if the value of any Remuneration received from the Entity in the twelve months preceding the disclosure combined with the value of any Equity Interest of the Investigator in the Entity as of the date of disclosure, when aggregated, exceeds \$5,000.
2. For non-publicly traded Entities (including but not limited to private “start-up” companies, closely held corporations, partnerships or sole proprietorships), if either:
 - a. the value of any Remuneration received from the Entity in the twelve months preceding the disclosure, when aggregated, exceeds \$5,000, or
 - (b) the Investigator holds any Equity Interest (i.e., there is no *de minimis* amount for Equity Interests in a non-publicly traded Entity) in the Entity;
3. ~~Intellectual Income from intellectual~~ **Intellectual Income from intellectual** property rights and interests (e.g., patents, **trademarks**, copyrights) ~~upon receipt of income related to such rights and interests (including but not limited to royalties, or licensing revenues)~~ that exceeds \$5,000 in the previous twelve months; or
4. All reimbursed or Sponsored Travel exceeding \$5,000 from an Entity in the twelve months preceding disclosure; however, travel that is reimbursed or sponsored by a federal, state, or local government agency in the United States, an American institution of higher education as defined at [20 U.S.C. 1001\(a\)](#), an American academic teaching hospital, an American medical center, or a research institute that is affiliated with an American Institution of higher education does not need to be disclosed as an SFI.

The term SFI does NOT include the following types of FI:

1. salary, ~~royalties, wages~~ or other ~~remuneration~~ **compensation for work** paid by the University (~~this includes any intellectual property rights assigned to the University and any agreements to share in royalties or licensing revenue related to the intellectual property rights~~) provided that the remuneration was not routed to the University by an Entity and intended for the Investigator at the direction of the Investigator in order to avoid disclosure as required by this Policy;
2. income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles;
3. income from seminars, lectures, or teaching engagements sponsored by a U.S. federal, state, or local government agency, an American institution of higher education as defined at [20 U.S.C. §1001\(a\)](#), an American academic teaching hospital, an American medical center, or a research institute that is affiliated with an American institution of higher education; or
4. income from service on advisory committees or review panels for a federal, state, or local government agency in the United States, an American institution of higher education as defined at [20 U.S.C. §1001\(a\)](#), an American academic teaching hospital, an American medical center, or a research institute that is affiliated with an American institution of higher education.

“*Sponsored Travel*” means travel that is paid for on behalf of an Investigator and not reimbursed to the Investigator directly.

IMPLEMENTATION:

A. Disclosure:

Investigators shall disclose all SFI (i) prior to the submission of an application for Research funding, (ii) at least annually and (iii) within thirty (30) days of the discovery or acquisition (e.g., through purchase, marriage, or inheritance) of a new SFI. Disclosures of reimbursed or Sponsored Travel shall include the following details:

- Purpose of the travel;
- Identity of the sponsor or source of reimbursement;
- Destination;
- Duration of the travel; and
- Amount of Sponsored Travel or reimbursed travel, if known by the Investigator.

All disclosures shall be made by completing the financial disclosure form on the University's electronic [Conflict of Interest System](#) (“COINS”). All SFI must be disclosed prior to an application for Research funding when the proposed Research is related to the SFI (see below for more information on relatedness to Research) and when required by the funding agency (see generally 42 C.F.R. § 50.605(a) – (b))). This requirement for prior disclosure applies to all Investigators, including principal investigators, project directors and any other person who is responsible for the design, conduct or reporting of the Research. Thus, all Investigators should disclose in a timely manner according to this Policy so they do not delay the submission of funding applications.

All disclosures submitted are first routed electronically by COINS to the Investigator's department/unit head for review. If the Investigator has no SFI to disclose, then his/her disclosure will bypass department/unit head review and be electronically routed directly to the COIO. Department/unit heads may view such disclosures within COINS but need not review them. Once department/unit head review, if required, is completed all disclosures will be electronically routed by [COINS](#) to the COIO.

Disclosures made under this Policy shall be reported by the University to governmental agencies or to the general public as required by law or regulation.

B. FCOI Review and Determination:

The COIO shall be responsible for (i) the review of all SFI disclosed in order to determine whether the SFI is related to Research and (ii) if so related, referral to the Committee in order to determine whether the SFI is a FCOI, unless the Committee has delegated its authority to the COIO to make this determination.

1. Related to Research: An SFI will be deemed to be related to Research if the SFI could be affected by the Research or is in an Entity or individual whose financial interest could be affected by the Research. The COIO may seek the input of the Investigator and/or his/her department/unit head in the determination of whether the SFI is related to Research. **NOTE: For help in determining whether a gift is related to an SFI, see the Gift Questionnaire.**

The COIO shall refer SFI disclosures related to Research to the Committee for review and determination of whether an FCOI is present; provided, however, that the Committee is authorized to delegate to the COIO its authority to determine whether an SFI constitutes an FCOI, and in the event the Committee has delegated that authority to the COIO through specific guidelines set forth in a Standard Operating Procedure, the COIO may determine whether the SFI constitutes an FCOI without referral to the Committee.

2. FCOI Determination: The Committee or the COIO, under authority granted by the Committee, shall determine whether the SFI could directly and significantly affect the design, conduct or reporting of related Research. If the Committee or COIO shall find that an FCOI exists, then it shall also determine whether the FCOI shall be managed or eliminated prior to the expenditure of funds for the related Research.

If, in the course of on-going Research, an Investigator who is new to the Research discloses an SFI or an existing Investigator discloses a new SFI, then the COIO or Committee shall review the SFI, make an FCOI determination, as provided in the previous paragraph and, if the SFI is determined to constitute an FCOI, implement an FCOI Management Plan (see Section ~~IV~~. C below) within sixty (60) days of the date of the disclosure. If, in the course of on-going Research, an Investigator discloses an SFI that was not disclosed in a timely manner as required by this Policy (see Section ~~IV~~.A above), the COIO or Committee shall review the SFI, make an FCOI determination, as provided in the previous paragraph and, if the SFI is determined to constitute an FCOI, implement an FCOI Management Plan (see Section ~~IV~~. C below) within sixty (60) days of the date of the disclosure. See **Noncompliance** Section ~~VI~~ below for more details on failure to properly disclose according to this Policy.

If human participants are involved in the **Research** related ~~research~~ to a SFI, the Committee also shall determine whether the SFI will adversely affect the protection of participants. If the Committee has determined that the SFI will adversely affect the protection of human participants, then disclosure to potential participants or the public cannot be used as the sole method of FCOI management (see Section ~~IV~~.C below).

C. FCOI Management Plans:

The Committee or COIO shall document its FCOI Management Plan, which shall specify the actions that have been, and/or shall be, taken to manage the FCOI. The Investigator's input regarding what actions should be included in the FCOI Management Plan shall be considered by the Committee or COIO. Examples of conditions and restrictions that may be imposed to manage an FCOI, either as a single condition or restriction, or as a combination of conditions and restrictions, and on either an interim or permanent basis include, but are not limited to:

- Public disclosure of the FCOI (e.g., in public presentations or publications of the related Research);

- Disclosure of the FCOI to human participants, if applicable;
- Appointment of an independent monitor capable and willing to take appropriate measures to protect the design, conduct and reporting of the Research against potential bias resulting from the FCOI;
- In instances in which students are involved in the Research, given the educational mission of the University, taking steps, to the extent possible, to protect the students' academic progress, intellectual property interests, and welfare (e.g., appointment of an independent monitor);
- Modification of the Research plan;
- Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the Research, including interim disqualification of personnel from the Research between the date of disclosure and the completion of the University's review of the matter;
- Reduction or elimination of the SFI (e.g., sale of an equity interest); or
- Severance of the relationship giving rise to the FCOI.
- **When a Gift from an entity in which the Investigator holds an SFI is used to support University Research, a management plan may require a third party, e.g., department/unit head, to oversee or control the gift funds.**

The COIO shall communicate to the IRB summary information about the nature and amount of any SFI related to human participants in research, along with the Committee's findings, FCOI determination and any FCOI Management Plan approved by the Committee. Investigators conducting Research involving human participants should note that review of SFI and implementation of an FCOI Management Plan, if such a Plan is necessary, by the Committee or the COIO does not constitute approval of the Research proposed. The IRB has final authority on whether the proposed Research should be approved and shall not render its decision until after the Committee has reviewed the SFI and implemented any necessary FCOI Management Plan. The IRB shall consider the FCOI Management Plan, if any, in its final determination and also may include additional protections to the FCOI Management Plan if it deems they are necessary for the protection of human participants.

The Investigator shall document his/her agreement to abide by the FCOI Management Plan before the FCOI Management Plan may be finalized. This documentation of agreement may be recorded within COINS. The Investigator may request changes to the provisions set forth in the FCOI Management Plan, if such changes are requested within five (5) days of the FCOI Management Plan being sent electronically to the Investigator by COINS. The COIO or Committee shall consider the changes requested and make a determination whether to accept any of them.

Funding for the related Research shall not be released unless and until the FCOI Management Plan has been implemented and agreed to by the Investigator. If funding has already begun, the COIO or Committee may request the funding to be held pending the FCOI determination and the Investigator's agreement to the FCOI Management Plan, if any.

D. Required Updates:

All SFI disclosures shall be updated at least annually and within thirty (30) days after any new SFI is discovered or acquired.

E. Required FCOI Training:

The University shall identify appropriate training regarding this Policy that shall be completed by all Investigators at least once every four (4) years or immediately upon the occurrence of one of the circumstances listed below. The training shall inform each Investigator of this Policy, the Investigator's responsibilities regarding disclosure of his/her SFI, and of the federal regulations pertaining to FCOI (e.g., 42 C.F.R. § 50.601 *et seq.*). Immediate training for Investigators shall be required under the following circumstances:

1. When the University makes revisions to this Policy that impact an Investigator's responsibilities under this Policy;
2. When an Investigator is new to the University; and
3. When the University finds that an Investigator is not in compliance with this Policy or with his/her FCOI Management Plan

RESPONSIBILITIES:

A. Investigators:

1. Investigators are responsible for complying with the requirements of this Policy.
2. Investigators are responsible for making disclosures, both annually and as they arise (within 30 days), as outlined in this Policy (see Sections ~~Ion~~ **Policy** and **IV Implementation** above).
3. Investigators are responsible for completing FCOI training at least once every four (4) years or as outlined above (see **Implementation** Section ~~IV-E~~ above).
4. Investigators are responsible for providing to the COIO and/or Committee information requested in order for the COIO or Committee to review and make an FCOI determination regarding the Investigator's disclosure.
5. Investigators are responsible for accepting the FCOI Management Plan, or making a timely request for any changes to the FCOI Management Plan as outlined above (see **Implementation** Section ~~IV-C~~ above), and for providing documentation of his/her agreement to abide by the FCOI Management Plan. Investigators are responsible for abiding by all the terms, conditions and actions set forth in the FCOI Management Plan. This responsibility carries with it the responsibility to respond to requests from the COIO or Committee for information and/or meetings related to the University's responsibility to monitor compliance with this Policy, the applicable FCOI Management Plan, if any, and applicable federal regulations (see, e.g., 42 C.F.R. § 50.601 *et seq.*).
6. If the University finds the Investigator is not in compliance with this Policy, his/her FCOI Management Plan, if any, and/or federal FCOI regulations (42 C.F.R. 50.601 *et seq.*), the Investigator is responsible for complying with all corrective actions, enforcement mechanisms and/or sanctions imposed by the University.

B. The University:

1. The University is responsible for maintaining this Policy, making it available publicly as required by law or regulation, and ensuring it complies with all applicable federal FCOI regulations (42 C.F.R. § 50.601 *et seq.*) and rules (National Science Foundation, Grant Policy Manual, Ch. 510, Conflict of Interests Policy (“NSF 510)). See the University’s Standard Operating Procedure/Guidelines for Federally Sponsored Research (“SOP”).
2. The University shall make available FCOI training to Investigators that complies with this Policy and all applicable federal FCOI regulations and rules.
3. The University shall provide all FCOI reports to Research sponsors as required by federal FCOI regulations (42 C.F.R. §§ 50.604(h) and 50.605(b)) and rules (NSF 510), sponsor terms and conditions, and/or as may be required by an FCOI Management Plan.
4. The University shall be responsible for establishing enforcement mechanisms (See **Noncompliance** Section VI below) to ensure Investigator compliance with this Policy and federal FCOI regulations (42 C.F.R. § 50.604(g) and (h)) and rules (NSF 510). See SOP.
5. The University shall maintain records relating to Investigator SFI disclosures and the University’s review and determination related to each disclosure (whether or not an FCOI was found and any FCOI Management Plan required) as is required by federal FCOI regulations (42 C.F.R. § 50.604(i)).
6. The University shall be responsible for making information relating to Investigator SFI disclosures and the University’s review and determination related to each disclosure (whether or not an FCOI was found and any FCOI Management Plan required) available upon request to the sponsoring agency as outlined in federal FCOI regulations (42 C.F.R. § 50.605(a)(5)(i)-(iii) and rules (NSF 510).

APPEAL:

An Investigator may appeal a determination made by the Committee if new information regarding the conflict becomes available, or if the Investigator believes there was a procedural error in the COI review process. A written appeal based upon the availability of new information shall be directed at the Committee making the COI determination. A written appeal based upon a procedural error shall be directed to the Provost for Investigators at all Penn State locations except the College of Medicine and to the Dean of the College of Medicine for Investigators at the College of Medicine.

NONCOMPLIANCE/INVESTIGATOR FAILURE TO DISCLOSE OR TO ABIDE BY FCOI MANAGEMENT PLAN:

Any suspected non-compliance with this Policy, including but not limited to an Investigator’s failure to disclose according to this Policy and an Investigator’s failure to abide by an applicable FCOI Management Plan, shall be handled by the COIO as described in the applicable procedures on the handling of non-compliance as approved by the Committee and incorporated herein by reference, and in accordance with any applicable regulatory requirements (see, e.g., 42 C.F.R. § 50.605(a)(1)-(6)). See SOP. The COIO or Committee is authorized to stop Research or hold Research funding in order ensure compliance with this Policy, an FCOI Management Plan and/or

applicable federal FCOI regulations (see 42 C.F.R. § 50.605(a)(1)(i)-(vii) and (a)(2) or rules (NSF 510). See SOP. If the Investigator has no active, funded Research, the COIO or Committee shall recommend other appropriate sanctions, including but not limited to actions related to the Investigator's employment at the University, to the appropriate administrator for action.

FURTHER INFORMATION:

For questions, additional detail, or to request changes to this policy, please contact the Office of the Associate Vice President for Research, Director of the Office for Research Protections.

CROSS REFERENCES:

Other Policies may have specific application and should be referred to, especially:

[AD47](#) - General Standards of Professional Ethics;

[AD77](#) - Engaging in Outside Professional Activities (Conflict of Commitment);

[AD83](#) - Institutional Financial Conflict of Interest;

[FN14](#) - Use of Tangible Assets, Equipment, Supplies and Services;

[HR35](#) - Public Service by Members of the Faculty and Staff;

[HR42](#) - Personal Compensation by a State Agency or Department;

[HR80](#)[AC80](#) - Private Consulting Practice;

[HR91](#) - Conflict of Interest;

[IP01](#) - Ownership and Management of Intellectual Property (Formerly RA11 - Patents and Copyrights [Intellectual Property]);

[IP03](#) - Courseware (Formerly RA17);

[IP04](#) - Royalty Payments for Course Materials (Formerly AD17);

[BS07](#) - Authority and Procurement;

[BS17](#) - Use and Procurement of External Consultants;

RA01 - Position Statement on Research;

RA06 - Small Business Innovation Research (SBIR) Collaboration

[RA07](#) – ~~Use of Equipment Purchased on Federally Sponsored Programs~~ **Small Business Technology Transfer (STTR) Collaboration;**

[RA12](#) - Technology Transfer and Entrepreneurial Activity (Faculty Research):

[RP02](#) - Addressing Allegations of Research Misconduct (Formerly RA10, Handling Inquiries/Investigations Into Questions of Ethics in Research and in Other Scholarly Activities)and

[RPG01](#) - The Responsible Conduct of Research

Effective Date: June 8, 2015

Date Approved: June 4, 2015

Date Published: June 8, 2015

Most recent changes:

- June 8, 2015 - This policy was previously a Research Administration policy, Policy RA20. It has been moved from the Research Administration section to the Research Protections section to reflect the reorganization, and links/cross references have been edited as appropriate.

Revision History (and effective dates):

- September 10, 2013 - Editorial change in CROSS REFERENCES section; replaced reference to Policy RA21 - *Institutional Financial Conflict of Interest Involving Sponsored Projects, Dedicated Gifts, Research, Scholarship, and Technology Transfer* (obsoleted) with Policy AD83- *Institutional Financial Conflict of Interest*.
- August 14, 2013 - Editorial changes in the DEFINITIONS section, clarifying details in the definition of “*Significant Financial Interest*” (“*SFI*”). Correction/clarification of RA11, RA17 and AD17 in the CROSS REFERENCES section; these policies are now IP01, IP03 and IP04, respectively.
- August 16, 2012 - This policy, formerly entitled *Individual Conflict of Interest*, has been renamed *Disclosure and Management of Significant Financial Interests* and revised to reflect current operations.
- January 1, 2010 - Editorial changes. Title changed FROM "Senior Vice President for Research and Dean of the Graduate School" TO "Vice President for Research and Dean of the Graduate School," to reflect position changes, effective January 1, 2010.
- June 17, 2009 - Revisions made to the POLICY, DEFINITIONS and IMPLEMENTATION sections, per AAHRPP (accreditation for the human research program) requirements/expectations.
- May 24, 2007 - Revisions made to the POLICY, DEFINITIONS and IMPLEMENTATION sections to clarify the handling of conflicts of interest.
- November 8, 2006 - Editorial change - changed Vice President for Research to Senior Vice President for Research.

- April 17, 2006 - Revisions made to the POLICY section, clarifying that any real or perceived conflict of interest must be "disclosed" as well as properly managed, and that this applies to all research, whether sponsored or unsponsored. Multiple revisions made throughout the DEFINITION section. In the BACKGROUND section, clarification on when "no De minimis" applies. The Executive Vice President and Provost added for reporting on such matters in the IMPLEMENTATION section.
- December 15, 2005 - verbiage added to the "Disclosure Process" section to clarify the handling of consulting activities involving the licensing or other transfer of University technology to third parties and potential conflicts of interest.
- December 3, 2003 - New Policy.

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SENATE COMMITTEE ON UNIVERSITY PLANNING

Dissolution of the Facilities Planning Advisory Board

(Advisory/Consultative)

Implementation: Upon Approval by the President

Introduction and Rationale

At the Faculty Senate meeting on October 10, 1989, the Faculty Senate approved an Advisory & Consultative Report requesting that the Facilities Planning Advisory Board (FPAB) be formed to facilitate the input of faculty in the planning process for university facilities including: new buildings, significant building alterations, reconfiguration of roadways and pedestrian ways, land planning studies.

FPAB has usually met twice a year. The timing of the FPAB meetings is usually not aligned with the timing of construction projects, particularly projects during the summer. Since the time that FPAB was formed, there have been alternate and more effective ways for faculty to provide input into facilities decisions. Faculty are now actively involved in construction and renovation projects within their unit. Input from faculty for a particular construction project can occur in a more timely and impactful manner than through scheduled FPAB meetings.

The Project Decision Review Board (PDRB) reviews capital projects over \$5 million in order to determine if the projects should be advanced, changed, postponed or cancelled as they pass through the various stages. The normal stages for a capital project are: planning, programming, design, construction, and operation. Voting members of PDRB include the President, Senior Vice President for Finance and Business, Provost, Senior VP for Development and Alumni Relations, Associate Vice President for Finance/Corporate Controller, Budget Officer, a Student Representative (President of UPUA) and the Chief Facilities Officer. The University Project Manager responsible for project leadership attends the PDRB meeting and presents projects to the PDRB. The College and/or Administrative Unit leader and/or principle 'user' also attend the PDRB meeting in support of their associated project.

The Board of Trustees provide final approval for projects over \$10M at the recommendation of the FBCP committee and are informed on projects between \$5M-\$10M.

Recommendation

It is recommended that the Facilities Planning Advisory Board be dissolved. Concurrent with the dissolution of FPAB, it is recommended that a Faculty Representative be added as a voting member to the Project Decision Review Board, with the Faculty Representative reporting to the University Planning Committee as an ex-officio member.

It is recommended that all faculty (except those in administrative positions) and emeritus faculty be eligible for the Faculty Representative to PDRB. Nominations for the Faculty Representative can be made by any Faculty Senator to the University Planning Committee. The University

Planning Committee will recommend to the Provost a representative and an alternate. The Faculty Representative to the Project Decision Review Board will serve for a term of three years.

SENATE COMMITTEE ON UNIVERSITY PLANNING

- O. Richard Bundy III
- Kevin Cockroft
- Ann Douds
- David Gray
- Lisa Grigley
- Nicholas Jones
- David Lieb
- Hector Lopez
- Sinfree Makoni
- Frantisek Marko
- Mary Lou Ortiz
- Padma Patil
- Laura Pauley, Chair
- Nicholas Pearson
- Thomas Sarabok
- Steinn Sigurdsson, Vice-Chair
- William Sitzabee
- Charles Specht
- Mary Vollero
- Ming Wang
- Robert Zambanini

SENATE COMMITTEE ON COMMITTEES AND RULES

Nominating Report for 2018-2019

(Informational)

The Senate Committee on Committees and Rules identified the following nominees to stand for election to three extra-senatorial standing committees. Additional nominations may be made from the floor of the Senate on March 13, 2018.

Committee on Faculty Rights and Responsibilities

University Park *Elect four* (two members; two alternates)

- **Val Beasley**, Professor of Veterinary, Wildlife, and Ecological Toxicology, College of Agricultural Sciences
- **Linda Musser**, Distinguished Librarian and Head of the Fletcher L. Byrom Earth and Mineral Sciences Library, University Libraries.
- **Curtis Omiecinski**, Professor of Veterinary and Biomedical Sciences, College of Agricultural Sciences
- **Robert Voigt**, Professor of Industrial and Manufacturing Engineering, College of Engineering
- **Gregory Ziegler**, Professor of Food Science, College of Agricultural Sciences

Deans/Chancellors *Elect two* (one member; one alternate)

- **Barbara Dewey**, Dean, University Libraries and Scholarly Communications
- **Jacqueline Edmondson**, Chancellor and CAO, Penn State Greater Allegheny
- **R. Keith Hillkirk**, Chancellor, Penn State Berks
- **V. Dale Jones**, Chancellor, Penn State Wilkes-Barre.
- **David Monk**, Dean, College of Education

University Promotion and Tenure Review Committee *Elect six* (Three members, three alternates)

- **Kevin Cannon**, Professor of Chemistry, Penn State Abington
- **Sophie De Schaepdrijver**, Walter L. and Helen P. Ferree Professor of Modern European History, College of the Liberal Arts
- **Abdullah Konak**, Professor of Information Sciences and Technology, Penn State Berks
- **Sadan Kulturel-Konak**, Professor of Management Information Systems, Penn State Berks
- **Daniel Purdy**, Professor of German, College of the Liberal Arts
- **Margaret Signorella**, Distinguished Professor, Psychology and Women's, Gender, and Sexuality Studies, Penn State Brandywine
- **David Witwer**, Professor of American Studies, School of Humanities, Penn State Harrisburg

Standing Joint Committee on Tenure *Elect five* (two members; three alternates)

- **Hester Blum**, Associate Professor of English, College of the Liberal Arts
- **Michael E. Brown**, Professor of Management, Penn State Erie

- **Mark Casteel**, Associate Professor of Psychology, Penn State York
- **Leonard Gamberg**, Professor of Physics, Penn State Berks
- **Amy Greenberg**, Edwin Erle Sparks Professor of History and Women's Studies, College of the Liberal Arts
- **Robert Loeb**, Professor of Biology and Forestry, Penn State Dubois
- **Todd Schell**, Professor of Microbiology and Immunology, College of Medicine

SENATE COMMITTEE ON COMMITTEES AND RULES

- Jonathan Abel
- Michael Bérubé
- Victor Brunsdén
- Mark Casteel
- Ann Clements
- Amy Dietz
- Beth King
- Richard Robinett
- James Strauss
- Jane Sutton
- Ann Taylor
- Kent Vrana, Chair
- Nicole Webster, Co-Chair
- Matthew Woessner

SENATE COUNCIL

Nominating Committee Report for 2018-2019

(Informational)

The Nominating Committee consisting of the elected representatives of Senate Council was convened on January 9, 2018. Additional nominations may be made from the floor of the Senate on March 13, 2018.

CHAIR-ELECT OF THE SENATE

- **Laura Pauley**, Professor. Mechanical and Nuclear Engineering, College of Engineering
- **Nicholas Rowland**, Associate Professor of Sociology and Environmental Studies, Penn State Altoona

SECRETARY OF THE SENATE

(One to be elected to one-year term)

- **Lisa Mangel**, Lecturer in Biology, Penn State Erie
- **Ann H. Taylor**, Assistant Dean for Distance Learning and Director of the John A. Dutton Institute, College of Earth and Mineral Sciences

FACULTY ADVISORY COMMITTEE TO THE PRESIDENT

(One to be elected, term expires 2021)

- **Caroline Eckhardt**, Professor of Comparative Literature and English, College of the Liberal Arts
- **Galen Grimes**, Associate Professor of Information Science, Penn State Greater Allegheny
- **Margaret "Meg" Meloy**, Professor of Marketing, Smeal College of Business
- **Rosemarie Petrilla**, Associate Teaching Professor, Health and Human Development Physical Therapy Program Coordinator, Penn State Hazleton
- **Steinn Sigurdson**, Professor of Astronomy and Astrophysics, Eberly College of Science

ACADEMIC TRUSTEE*

(One to be elected to three-year term)

- **William Butler**, Fowler Professor of Law, Dickinson School of Law
- **David Han**, Physician, Professor of Surgery and Radiology, College of Medicine
- **Carolyn Mahan**, Professor of Biology and Environmental Studies, Penn State Altoona
- **James Strauss**, Teaching Professor, Biology, Eberly College of Science
- ~~**Bonj Szezygiel**, Associate Professor, Landscape Architecture, College of Arts and Architecture**~~

*Chair recused from discussion; Mohamad Ansari, Nicholas Rowland provided oversight for discussion and nominations.

**Candidate asked to be removed from the ballot.

SENATE COUNCIL NOMINATING COMMITTEE

- Mohamad Ansari
- Caroline (Carey) Eckhardt
- Galen Grimes
- Lisa Kitko
- John Nousek
- Judith Ozment
- Julia Plummer
- Lisa Posey
- Nicholas Rowland
- Robert Shannon
- Richard Shurgalla
- Erica Smithwick
- Jim Strauss, Chair
- Martha Strickland
- Bonj Szczygiel
- Rodney Troester
- William Wenner
- Douglas Wolfe

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

Faculty Senate Scholarships Awarded to Undergraduates

(Informational)

On behalf of the Faculty Senate, the Office of Student Aid facilitates the awarding of University Scholarships designated as ‘Faculty Senate Scholarships.’ Twenty-one endowments and one annually funded source generate the support for these undergraduate awards. As a whole, the Faculty Senate endowments require recipients to be academically talented and demonstrating financial need. Individually, most of the endowments have a unique eligibility *preference* that we are required to honor. Donors agree to scholarship guidelines that can include both general eligibility criteria and specific *preferences* that donors have chosen. For instance, several guideline preferences specify students from a particular high school, city, or county; more specify students who have demonstrated leadership skills, service to community and school, and/or participation in extra-curricular activities.

Faculty and staff at each campus nominate students who have reached at least their third semester of enrollment at Penn State. In most cases, financial aid officers solicit nominations from faculty, rank order the nominees, and submit names and brief comments about the academic merit and extra-curricular activities of each nominee. The Office of Student Aid then matches a pre-determined number of nominees to appropriate guidelines and funds. Typically, in late July or early August, students receive formal scholarship award letters sent from the Faculty Senate Office. Each letter identifies the name of the Faculty Senate Scholarship, the award value, and the one-year term of the award, as well as provides the donor name and a request for a thank you note. If original scholarship recipients do not enroll or choose not to return mid-year, funds are awarded to the next nominees from those particular campuses.

In consultation with the Faculty Senate Office and under guidelines developed by the committee on Admissions, Records, Scheduling and Student Aid (ARSSA), the Office of Student Aid ensures the equitable distribution of scholarships across all campuses. Campus allotments are in proportion to campus undergraduate enrollments.

In the 2016-17 academic year, Penn State undergraduates received a total of \$258,566 in Faculty Senate Scholarship awards. The majority of recipients are from Pennsylvania (82%), and they are enrolled in 19 different academic colleges. Available spending tends to fluctuate year to year based on the value of the University’s investment pool and the available endowment earnings. A three-year comparison follows and confirms this fluctuation in available dollars and resulting awards.

Faculty Senate Scholarship Awarding: A Three-Year Comparison			
	<i>2016-17</i>	<i>2015-16</i>	<i>2014-15</i>
Student Recipients	244	238	224
Dollars Awarded	\$258,566	\$254,380	\$234,725
Median Award Value	\$1,000	\$1,000	\$1,000
Average Award Value	\$1,060	\$1,068	\$1,049
Median GPA	3.81	3.78	3.8

The below tables show the distribution of scholarships across campuses, colleges and class.

2016-17 Faculty Senate Fund Distribution

Student Recipients	244
Dollars Awarded	\$258,566
Median Award Value	\$1000
Average Award Value	\$1060
Median GPA	3.81
Average Need Index	084

A. Faculty Senate Scholarships are awarded to undergraduates across all campuses.

The number of awards made per campus is in proportion to campus vs. total undergraduate enrollment figures from the University Budget Office's fall head count, prior to the year of awarding.

Campus Distribution				
Campus	# of Awards	% of Total Awards	Fall '15 Enrollment	% of Total Enrollment
Abington	13	5.3%	4027	5.6%
Altoona	13	5.3%	3865	5.4%
Beaver	2	0.8%	708	1.0%
Berks	10	4.1%	2973	4.1%
Brandywine	5	2.1%	1511	2.1%
Dubois	2	0.8%	619	0.9%
Erie	14	5.9%	4259	5.9%
Fayette	2	0.8%	713	1.0%
Greater Allegheny	2	0.8%	590	0.8%
Harrisburg	12	5.0%	3930	5.5%
Hazleton	3	1.2%	855	1.2%
Lehigh Valley	3	1.2%	872	1.2%
Mont Alto	3	1.2%	921	1.3%
New Kensington	2	0.8%	671	0.9%
Schuylkill	3	1.2%	799	1.1%
Shenango	2	0.8%	515	0.7%

University Park	142	58.0%	41260	57.5%
Wilkes Barre	2	0.8%	522	0.7%
Worthington Scranton	4	1.7%	1101	1.5%
York	4	1.7%	1111	1.6%
Total	244		71,822	

B. The majority of Faculty Senate Scholarship recipients are from Pennsylvania.

Residency Distribution		
	# of Awards	% of Total
PA	201	82
Non-PA	43	18
Total	244	

C. At least one Faculty Senate Scholarship recipient is enrolled in each academic College.

The table below shows the distribution of recipients for the last three years across all academic colleges. This table is not intended to compare to Table A since the student's academic college is not a factor in the selection of Faculty Senate Scholarship recipients. This distribution is an outcome of the selection process and varies from year to year. This table is provided for informational purposes only.

College Distribution			
College	2016-17	2015-16	2014-15
Abington College	9	9	10
Agricultural Sciences	10	8	9
Altoona College	9	10	7
Arts & Architecture	8	2	7
Behrend College	15	11	12
Berks College	7	8	6
Smeal Business	18	29	18
Capital College	9	10	11
University College	25	24	20
Communications	5	7	7
Division of Undergraduate Studies	6	1	6
Earth & Mineral Science	12	8	7
Education	17	16	16
Engineering	31	26	29
Health & Human Development	11	21	12
Information Sciences &	5	6	6

Technology			
Liberal Arts	19	14	22
Nursing	4	9	1
Science	24	19	22
Total	244	238	224

D. Faculty Senate Scholarship recipients are predominantly juniors and seniors.

Class Distribution			
Semester Standing	# of Awards	% of Total	
3	21		
4	5	11%	Sophomores
5	14		
6	14	11%	Juniors
7	37		
8	91		
9	42		
10	10		
11	10	78%	Seniors
Total	244	100%	

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

ELECTIONS COMMISSION

Roster of Senators by Voting Units for 2018-2019

(Informational)

Abington

SENATORS (5)

Term Expires 2019

Golden, Lonnie M.

Ozment, Judith

Term Expires 2021

Love, Yvonne

Term Expires 2022

Le, Binh P.

Volk Chewning, Lisa

Agricultural Sciences

SENATORS (9)

Term Expires 2019

Braithwaite, Victoria A.

Brennan, Mark A.

McDill, Marc E.

Term Expires 2020

Elias, Ryan J.

Term Expires 2021

Glenna, Leland

Perkins, Daniel F.

Term Expires 2022

Boyer, Elizabeth

Maximova, Siela

Shannon, Robert D.

Altoona

SENATORS (6)

Term Expires 2019

Hayford, Harold S.
Seymour, Elizabeth M.
Singer, Richard

Term Expires 2020

Brunsdon, Victor W.

Term Expires 2021

Rowland, Nicholas J.

Term Expires 2022

McKinney, Karyn D.

Arts and Architecture

SENATORS (6)

Term Expires 2019

Kenyon, William C.
Shapiro, Keith D.

Term Expires 2021

Clements, Ann C.
Kalisperis, Loukas

Term Expires 2022

Costanzo, Denise
Szczygiel, Bonj

Berks

SENATORS (5)

Term Expires 2019

Snyder, Stephen J.

Term Expires 2020

Ansari, Mohamad A.
Maurer, Clifford

Term Expires 2021

Bartolacci, Michael
Zambanini, Robert A.

Business

SENATORS (5)

Term Expires 2020

Guay, Terrence
Thomchick, Evelyn A.

Term Expires 2021

Liechty, John

Term Expires 2022

Posey, Lisa L.
Tyworth, Michael

Communications

SENATORS (3)

Term Expires 2019

Connolly-Ahern, Colleen

Term Expires 2020

Jordan, Matthew

Term Expires 2021

Shea, Maura E.

Earth and Mineral Sciences

SENATORS (7)

Term Expires 2019

Heaney, Peter
King, Elizabeth F.
Taylor, Ann H.

Term Expires 2020

Robinson, Brandi

Term Expires 2021

King, Brian

Term Expires 2022

Mathews, Jonathan
Najjar, Raymond

Education

SENATORS (6)

Term Expires 2019

Duschl, Richard A.
Plummer, Julia D.

Term Expires 2020

Bryan, Julia

Term Expires 2021

Reid-Walsh, Jacqueline J.

Term Expires 2022

Kirby, Joshua
Prescod, Diandra

Engineering

SENATORS (14)

Term Expires 2019

Giebink, Noel Christopher
Hodgdon, Kathleen K.
Horn, Mark W.
Lang, Teresa

Term Expires 2020

Koudela, Kevin
Melton, Robert G.
Suliman, Samia

Term Expires 2021

Eden, Timothy
Pauley, Laura L.

Term Expires 2022

TBD
TBD
TBD
TBD
TBD

Erie
SENATORS (9)

Term Expires 2019
Lobaugh, Michael J.
Warren, James

Term Expires 2020
Blakney, Terry
Troester, Rodney L.

Term Expires 2021
Kahl, David
Noce, Kathleen J.

Term Expires 2022
TBD
TBD
TBD

Great Valley
SENATORS (2)

Term Expires 2020
Jablokow, Kathryn W.

Term Expires 2021
DeFranco, Joanna

Harrisburg
SENATORS (7)

Term Expires 2019
Sliko, Jennifer L.
Wilson, Matthew T.

Term Expires 2020
Douds, Anne

Term Expires 2021
Strickland, Martha
Thompson, Paul

Term Expires 2022
Subramanian, Rajarajan
Kakuturu, Sai

Health and Human Development
SENATORS (8)

Term Expires 2019

Belanger, Jonna
Jones, Maureen C
Pan, Bing
Sharma, Amit

Term Expires 2020

Duffey, Michele L.

Term Expires 2021

Stifter, Cynthia
Stine, Michele

Term Expires 2022

Rutherford Siegel, Susan
Shearer, Gregory

Information Sciences and Technology
SENATORS (3)

Term Expires 2020

Glantz, Edward J.

Term Expires 2021

Forster, Peter

Term Expires 2022

Fusco, David

International Affairs
SENATORS (1)

Term Expires 2022

Jett, Dennis C.

Liberal Arts
SENATORS (20)

Term Expires 2019

Hanses, Mathias
Linn, Suzanna

Makoni, Sinfree B
Shen, Shuang
Wagner, Johanna

Term Expires 2020

Abel, Jonathan
Bérubé, Michael
Casper, Gretchen
Furfaro, Joyce A.
Miles, Mary C.

Term Expires 2021

Decker, Alicia
Dietz, Amy R.
Nelson, Keith E.
Young, Cynthia
Zorn, Christopher

Term Expires 2022

Eckhardt, Caroline D.
Jolly, Rosemary J
Gutierrez, Borja
Rubio, Ronzalo
Townsend, Sarah

Dickinson Law
SENATORS (2)

Term Expires 2019

Pratt, Carla

Term Expires 2020

Butler, William E.

Penn State Law
SENATORS (2)

Term Expires 2019

Scott, Geoffrey

Term Expires 2021

Farmer, Susan Beth

Libraries

SENATORS (3)

Term Expires 2020

Hughes, Janet A.

Term Expires 2021

Novotny, Eric

Term Expires 2022

Phillips, Kathleen

Military Sciences

SENATORS (1)

Term Expires 2019

Young, Richard S.

Medicine

SENATORS (30)

Term Expires 2019

Andreae, Michael

Berg, Arthur S.

Bruno, Michael A.

Cios, Theodore

Cockroft, Kevin M.

Enama, Joseph L.

Levine, Martha P.

Palmer, Timothy W.

Wenner, William J., Jr.

Term Expires 2020

Kaag, Matthew

Lopez, Hector

Robertson, Gavin

Ruggiero, Francesca

Silveyra, Patricia

Truica, Cristina

Term Expires 2021

Ropson, Ira J.

Saunders, Brian

Specht, Charles

Stephens, Mark

Wang, Ming

Term Expires 2022

Acharya, Vinita J.
Davis, Dwight
Fausnight, Tracy
Freiberg, Andrew
Han, David
Liu, Dajiang J.
Lowden, Max
Mulder, Kathleen
Thomas, Gary
Vrana, Kent

Nursing

SENATORS (2)

Term Expires 2021

Snyder, Melissa

Term Expires 2022

Kitko, Lisa

Science

SENATORS (14)

Term Expires 2019

LaJeunesse, Todd C.
Mazzucato, Anna L.
Nelson, Kimberlyn
Nousek, John A.
Williams, Mary Beth

Term Expires 2020

Banyaga, Augustin
Fox, Derek

Term Expires 2021

Keiler, Kenneth C.
Larson, Daniel J.
Robinett, Richard W.

Term Expires 2022

Masters, Katherine M.
Mocioiu, Irina
Sigurdsson, Steinn
Van Hook, Stephen J.

Retired Faculty Senators
SENATORS (2)

Term Expires 2020
Clark, Mary Beth

Term Expires 2022
TBD

UNIVERSITY COLLEGE

Beaver
SENATORS (2)

Term Expires 2020
Pierce, Mari Beth

Term Expires 2022
Mookerjee, Rajen

Brandywine
SENATORS (3)

Term Expires 2019
Lawlor, Timothy M.

Term Expires 2021
Gallagher, Julie

Term Expires 2022
Blockett, Kimberly

DuBois
SENATORS (2)

Term Expires 2021
Breakey, Laurie
Vollero, Mary

Fayette

SENATORS (2)

Term Expires 2019

Eberle, Peter M.

Term Expires 2020

Conti, Delia B.

Greater Allegheny

SENATORS (2)

Term Expires 2020

Grimes, Galen A.

Term Expires 2021

Jaap, James A.

Hazleton

SENATORS (2)

Term Expires 2019

Petrilla, Rosemarie

Term Expires 2022

Frantisek Marko

Lehigh Valley

SENATORS (2)

Term Expires 2020

Egolf, Roger A.

Term Expires 2022

Krajsa, Michael J.

Mont Alto

SENATORS (3)

Term Expires 2019

Borromeo, Renee L.

Term Expires 2020
Linehan, Peter

Term Expires 2022
Moore, Jacob

New Kensington
SENATORS (2)

Term Expires 2019
Bridges, K. Robert

Term Expires 2022
Larson, Allen

Schuylkill
SENATORS (2)

Term Expires 2019
Andelin, Steven L.

Term Expires 2020
Aurand, Harold W.

Shenango
SENATORS (2)

Term Expires 2020
McDade, Kevin

Term Expires 2021
Saltz, Ira S.

Wilkes-Barre
SENATORS (2)

Term Expires 2020
Chen, Wei-Fan

Term Expires 2022
Ofosu, Willie K.

Worthington Scranton
SENATORS (2)

Term Expires 2019
Bishop-Pierce, Renee

Term Expires 2020
Aebli, Fred J.

York
SENATORS (2)

Term Expires 2019
Sutton, Jane S.

Term Expires 2022
Folkers, Deirdre A.

SENATE COMMITTEES ON FACULTY AFFAIRS AND INTRA-UNIVERSITY RELATIONS

Promotion to the Rank of Professor

(Informational)

Introduction

In 2017, the Chair of the University Faculty Senate charged the Intra-University Relations Committee (IRC) and the Faculty Affairs Committee (FA) to jointly “write an informational report exploring the reasons why a relatively low proportion of faculty from the Commonwealth Campuses are promoted [to the rank of Professor] than those at University Park.” This charge was initiated due to an examination of 2016 data that indicate 46% of University Park (UP) faculty from all Colleges and Schools (excluding Law) have earned the rank of Professor while 21% of faculty from Commonwealth campuses (excluding Medicine, Law, Great Valley) have earned that rank (Penn State, University Budget Office, 2016). Additional 2016 cohort data provided by the Office of Planning and Assessment (OPA) indicate that 6 years after achieving tenure and promotion to Associate Professor, 22.4% of UP faculty had earned the rank of Professor, while 2.6% of Commonwealth campus faculty had earned this rank. Additionally, over the past 10 years, and regardless of location, the time that tenure-line faculty remain in the rank of Associate Professor has increased by approximately 1 year.

Accounting for Differences

According to the Vice Provost for Faculty Affairs, one reason for this discrepancy (i.e., the promotion gap) may be differences in teaching loads between UP and Commonwealth campus faculty. Therefore, promotion discrepancies would be expected to disappear over time (Figure 1). For context, the typical teaching load for tenured faculty at Commonwealth campus locations is 3, 3-credit courses per semester (a “9-9” load).

Examining a static snapshot of the Penn State faculty provide insight into this supposition. Based upon a 2016 snapshot of Penn State faculty, Associate Professors appear to vary in their time in rank between UP and Commonwealth campuses until they have been in rank for 16 years (Figure 1).

- For UP, tenured Associate Professors, 64% had been in that rank for 0-6 years, 12% had been in that rank for 7-10 years, 12% had been in that rank for 11-15 years, 7% had been in that rank for 16-20 years, and 5% had been in that rank for > 20 years.
- For Commonwealth campus, tenured Associate Professors, 44% had been in that rank for 0-6 years, 26% had been in that rank for 7-10 years, 15% had been in that rank for 11-15 years, 7% had been in that rank for 16-20 years, and 8% had been in that rank for > 20 years.

Regardless of location, 7% of Associate Professors have been in rank for 16-20 years. However, because a snapshot analysis of time in rank is incomplete, additional OPA data

will be provided to IRC in late spring 2018 to provide further understanding regarding promotion rates to Professor among locations, units, and disciplines.

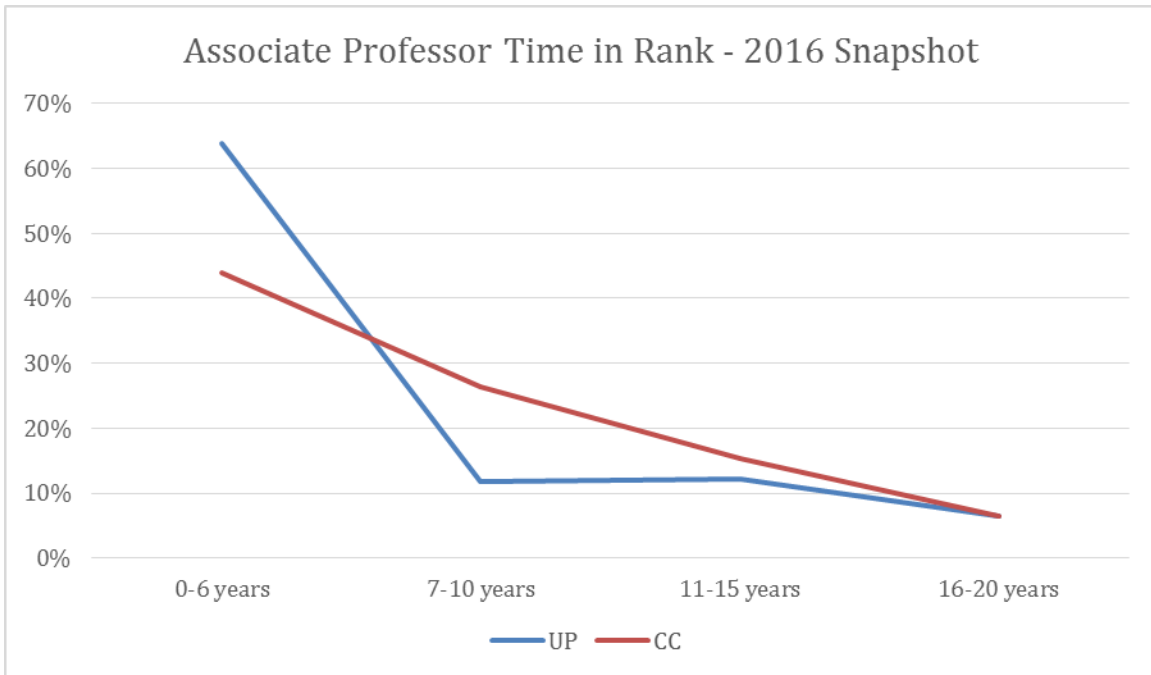


Figure 1. A 2016 snapshot of Penn State faculty showing the proportion of tenured Associate Professors who have been in rank for 0-6, 7-10, 11-15, and 16-20 years. Data are presented for University Park (UP) and Commonwealth campus (CC) faculty. Data provided by Penn State’s Office of Planning and Assessment (OPA).

Related Policy and Guidelines

IRC and FA also examined policies, guidelines, and criteria for promotion to Professor from a sample of UP and Commonwealth units. Penn State policy AC-21, formerly HR-21, “Definition of Academic Ranks” defines the academic rank of Professor in the following manner:

The professor should possess the same qualifications as the associate professor, but must also provide evidence of a substantial record of advanced research and/or creative work, and of leadership in his/her field of specialization. This rank should be reserved for persons of proven stature in teaching and/or research.

Although AC-21 defines the rank, units are responsible for developing guidelines and criteria to earn this rank. IRC and FA noted variations among these guidelines and criteria that raise questions about differences in the numbers of Professors within and among units (see Attachment A for excerpted guidelines and criteria).

Other Potential Explanations

With knowledge of the variability among guidelines and criteria, committee members canvassed faculty and administrators to identify other potential explanations for promotion differences that warrant further investigation:

- Outside reviewers: Outside peer-reviewers play an important role in determining the significance and quality of creative and scholarly activity of faculty. It is therefore imperative that administrators clearly and specifically define unit-specific expectations to external reviewers. In addition, unit administrators may wish to explain resources available to faculty to external reviewers. For example, the availability of institutionally supported graduate students, post-doctoral researchers, and grantsmanship assistance could be explicitly stated to all reviewers where appropriate. External reviewers could be asked to provide their recommendations in light of these expectations and resources.
- Unit/campus priorities and pressures: There may be differences among units and campuses in the balance of responsibilities assigned to teaching, research, and service. These differences, in part, may be due to the size of the faculty. For example, smaller campuses may necessarily require more service per faculty member. In some cases, this increased service load is unavoidable because base-level service (e.g., search committees, promotion and tenure committees, senate, etc.) must be shared by fewer individuals. Higher service loads for tenured faculty may be defended to defer service requirements from Assistant Professors.
- Absence of Professors: Having fewer Professors at a Penn State campus or unit (or within a discipline) decreases opportunities for mentorship of junior faculty. In some cases, Commonwealth campus programs typically have few, if any, Professors in a given discipline. This situation may suggest that the promotion gap is both a consequence of the small departments at the Commonwealth campuses as well as a byproduct of the promotion gap itself.
- Insufficient research support: The absence of standard, institutionally-supported research assistance and infrastructure at the Commonwealth campuses (e.g., lack of graduate assistantships, equipment upgrades or access, laboratory facilities) might make it more difficult for faculty to secure promotion outside of UP. The promotion gap, therefore, may be a reflection of resources invested in research support and infrastructure at UP as compared to the Commonwealth campuses. While Commonwealth campuses typically have lab spaces to teach undergraduate courses, this may not be sufficient to support disciplinary research. These facility disparities would place Commonwealth campus faculty at a disadvantage, even when accounting for different research expectations related to the heavier teaching load. Ideally, research expectations should align with research support and disciplinary requirements. Additionally, these expectations should be communicated clearly to faculty when they are hired and maintained for faculty both seeking tenure and promotion to Professor.

- Lack of clear process and transparency: Unlike promotion to Associate Professor, candidates interested in promotion to Professor typically are required to secure the support of their dean or chancellor. However, unlike deans at discipline-specific UP units (e.g., Science, Engineering, Communications, Liberal Arts), chancellors/deans at Commonwealth campuses are called upon to evaluate the scholarship of faculty in disparate disciplines. Absent recommendations from a disciplinary community, a better approach to determining readiness for promotion may include a peer-driven process that includes recommendations from Penn State Professors in a candidate's discipline.

Concluding Remarks

It is unclear whether the promotion gap is a recent development and what factors must be considered in the ultimate explanation for the gap. What is clear is that long-term data on the promotion rate of tenured Associate Professors both at and for the Commonwealth campuses is needed to understand the gap in historical context. These data could be supplemented with survey data and faculty interviews to provide a clearer understanding of the situation across the University. Informative future reporting could examine the discrepancies in promotion to Professor in light of time-since-promotion (as the Vice Provost suggests), academic unit (or program), campus, discipline, resource availability, and/or service load.

In sum, transparent processes for promotion to Professor and timely, clear communication of expectations to the faculty continue to be essential for equity in the promotion process. Routine reviews of criteria for promotion to Professor in light of campus resources, teaching loads, and unit mission also continue to be essential for equity in the promotion process as is ensuring that this information is readily available and accessible to faculty. IRC and FA acknowledge that not all faculty will seek promotion to Professor; however, for those who do, equity in promotion at Penn State will be determined by the extent to which the process is transparent, the communication is timely and clear, and the support and criteria are fair and appropriate for the faculty based on the circumstances of their unit.

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- Carolyn Mahan
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- Stephen Snyder

Attachment A. Various excerpted criteria and guidelines for promotion to Professor from select Penn State academic units.

GENERAISUMMARY

This appendix is not a complete list of all promotion and tenure guidelines and criteria at Penn State but it is representative and provides excerpts specific to promotion to Professor. These guidelines and criteria were not always easy to find. For some University Park units, promotion guidelines and criteria were not found on-line (e.g., Smeal, Health and Human Development), were protected by an Intranet firewall (Liberal Arts), or were not explicit regarding promotion to Professor (Education).

For those units for which we found information regarding promotion to Professor, we noted most include a statement about excellence in teaching, scholarship and research, and service. In many cases, a national or international research reputation is required as explicitly stated in the guidelines from Altoona, Abington, Eberly College of Science, College of Earth and Mineral Sciences, and Information Science and Technology (IST).

In some cases, criteria and guidelines are vague which permit promotion and tenure committees the latitude to evaluate a candidate's accomplishments in a holistic way. This variability and vagueness of language, however, also may contribute to a perceived uncertainty among faculty as to whether they are suitable candidates for the promotion process. Therefore, potential candidates may wish to seek advice from administrators and peers in each unit before attempting the process.

Penn State Altoona

For promotion to Professor, candidates must demonstrate significant accomplishments beyond those presented at the time of promotion to Associate Professor. The candidate must show continued effectiveness as a teacher; ongoing service to the University, society and the profession; and a level of research and/or creative accomplishments sufficient to earn a national reputation for excellence in their area of expertise.

Penn State Behrend

The review process for tenure and promotion is concerned with the academic and professional merits of particular candidates, judged in reference to all alternative candidates, including prospective faculty members. Tenure and promotion standards, therefore, cannot be fixed and absolute, but will reflect to some extent the varying competitive positions of the University in attracting faculty. Accordingly, evaluations will be influenced by such considerations of relative standing. Likewise, progressively more exacting scrutiny will take place as the faculty member advances in academic rank.

[For promotion to professor, the candidate must display scholarly] competence usually demonstrated through publication, exhibition, performance, or presentation of scholarly papers, to carry out research or creative work of high quality and scholarly significance

and the ability to train students in research methods and practice; evidence of thorough understanding of the field; maintenance of high levels of academic performance; recognized reputation in the subject matter field; evidence of continued professional growth and active contribution to professional organizations.

Penn State Harrisburg

A favorable recommendation for promotion depends on the presentation of clear and consistent evidence of a significant contribution in the scholarship of research and/or creative accomplishment.

Evidence of the scholarship of research and/or creative accomplishment should originate from an active program that leads to a portfolio of high quality work as recognized by the individual academic disciplines. The record of accomplishment may include refereed publications, juried artistic contributions, consulting or contracted work, and other examples of scholarly or creative achievement.

Penn State Abington

The primary mission of the Abington College is to provide a high-quality undergraduate education. For promotion to Professor, candidates must present evidence of continued effectiveness and excellence as teachers beyond that which was evident at the time of tenure and/or promotion to Associate Professor. [Regarding scholarship], for promotion to Professor, candidates will have a national or international reputation in their field of research or creative accomplishment. Moreover, candidates must demonstrate significant accomplishment beyond that presented at the time of promotion to Associate Professor. [Regarding service], for promotion to Professor, candidates must present a record of continued contributions to their Division, the College, the University, the profession, and the public. Further, it is expected that the record of service will result in some evidence of leadership in one or more areas.

Commonwealth College—General

For promotion to Professor, the successful candidate must present a record of research, creative accomplishment, or scholarship that includes evidence of a marked capacity for creative work, leadership in the candidate's discipline, and significant recognition and respect beyond the University. Evidence of research, creative accomplishment, and scholarship should originate from an active program that leads to refereed publication or juried exhibition appropriate to the discipline and may include pedagogical or interdisciplinary scholarship. Evaluation by expert peers within the University may provide essential, helpful information, and external peer evaluations of the quality of the candidate's record will be made by professors of national standing in the candidate's discipline.

College of Agriculture

In addition to possessing the qualifications of the Associate Professor, the candidate must have demonstrated ability to effectively organize and direct a productive research program. Supporting evidence may include, but is not limited to, such items as:

- the conduct of independent and cooperative research,
- research results published in scientific journals and semi-technical or popular articles in other media
- financial support obtained for the research program
- guidance of independent student study and research
- growth in professional competence
- the emergence of a regional and national reputation among peers.

The candidate must have demonstrated continuous growth in scholarship and mastery of subject matter. Supporting evidence may include, but is not limited to, such items as:

- participation in and presenting papers at professional meetings and workshops
- growing recognition by students, peers, and clientele of his/her above average academic performance (recipient of special awards and honors, student performance records, patents, consultant record, etc.)
- special academic or administrative assignments.

Eberly College of Science

The University Promotion and Tenure document, requires that the weighting of the criteria be consistent with the overall mission of the academic unit; faculty at both University Park and at other locations will be expected to demonstrate comparable levels of overall excellence. As amplified below, for University Park faculty, research and scholarship sufficient to confer upon the candidate national or international prominence will be central to the evaluation, while research and scholarship sufficient to confer significant recognition beyond the University will play a similar role for faculty at other locations. In some cases, candidates may be formally assigned a set of responsibilities differing from that of most faculty in the unit. In such cases, the relative weighting of the three criteria will reflect that difference.

Professor at University Park

[For promotion to Professor, the candidate must have gained] a position of international eminence. A continuing record of high-quality teaching must be evident and a sufficient level of service must be maintained. In exceptional cases, promotion to full professor may be justified by a distinguished and nationally recognized record of outstanding scholarship, teaching and service.

Professor at non-University Park locations

A continuing record of high-quality teaching must be evident, and appropriate levels of service must be maintained. The successful candidate will have realized the promise implicit in the award of tenure by demonstrating a level of research and/or scholarship sufficient to earn a national reputation for excellence as measured by the external letters of assessment requested by the dean.

College of Earth and Mineral Sciences

For promotion to the rank of Professor, it is necessary that the person be an established, internationally recognized scholar and a superior teacher. Truly outstanding performance in one area may be considered to compensate to some degree for less than superior performance in the other. Demonstrated ability to direct others in research and participation in University-wide decision making or formulation of national science policy are desirable.

College of Arts and Architecture

All guidelines and criteria are discipline-specific:

Architecture

For early or final tenure review and/or for promotion to full Professor, the [promotion] process shall be an extension of the external evaluations normally conducted at these times and defined by the College P&T guidelines, but with a targeted focus on the quality of the candidate's creative accomplishments and their appropriateness for tenure and/or promotion. *At least four of the external reviewers invited shall be associated with institutions that are members of the AAU (Association of American Universities).*

Visual Arts

Professor: Evidence of continuing dedicated, knowledgeable, skillful, innovative instruction and advising. Evidence of significant, substantial and sustained contributions in at least one of the areas of research, creative activity or scholarly inquiry. Evidence of sustained active contributions in this area as described under Associate Professor.

Theatre

Professor: In addition to the characteristics of the members of the lower ranks, the professor should give evidence of a marked capacity for creative work and/or leadership in his/her area of expertise. Criteria: (1) Evidence of significant achievement and national recognition in his/her area; (2) demonstrates depth and versatility in teaching and creative activities; (3) demonstrate the ability to direct efforts of others in committee work, chair or direct School and College committees, program; (4) must have been recognized by peers both internal and external to the University.

College of IST

Consideration for Promotion to Professor involves the same three areas of criteria (viz. 1/research, 2/teaching and 3/service) as for promotion to Associate Professor, but at a commensurately higher level of achievement. In promotion to Professor, it is necessary that the candidate be an established, internationally recognized scholar, and an accomplished teacher and mentor. It is expected that the candidate will not only carry out the teaching, research and service responsibilities at a level expected of tenured faculty, but will provide leadership in some areas including membership on government advisory boards and panels or leadership in state, national, and international decision making.

College of Engineering

For promotion to Professor, a faculty member should be recognized by professional peers as an authority or leader in a major area of professional activity. The record of performance and external letters should clearly demonstrate that the individual has made important and recognized contributions.

SENATE COMMITTEE ON FACULTY BENEFITS

Childcare at The Pennsylvania State University

(Informational)

This report is a summary of child care services (availability, cost, University contributions) and related research, education, and service activities associated with child care centers at Penn State University campuses. The report summarizes changes since the implementation of recommendations from the [“*Presidential Task Force on Child Care at Penn State: Findings and Report to President Rodney Erickson.*”](#)

BACKGROUND

Penn State is a national leader in the provision of on-campus child care services and early childhood education through research, teaching and service activities associated with eight child care centers across the University. Historically the University has supported the philosophy that investment in early childhood education and care should be available to accommodate the changing population and to attract and retain competent and dedicated faculty, staff, and students (HR-48). Child care provided to families outside the University strengthens the connection between Penn State and its local communities. In addition, many centers serve as training sites for pre-service students in Early Childhood Education and faculty and students also teach and conduct research in child care centers.

Providing care to children at University Park since 1929, Penn State currently serves approximately 1,000 children daily across the Commonwealth. Managed and/or contracted centers are located at University Park, Harrisburg, Behrend, Altoona, Hershey Medical Center and Saint Joseph’s Hospital (through Penn State Health). The majority of children served at these centers have University affiliated faculty, staff and/or student parents.

TASK FORCE ON CHILD CARE

In 2013, a Presidential Task Force on Child Care was developed after a decision to outsource the Bennett Family Center at the University Park campus was reversed following strong objections from parents and staff. In January, 2014 the task force issued a Report [“*Presidential Task Force on Child Care at Penn State: Findings and Report to President Rodney Erickson.*”](#) This report contained a number of recommendations that were reviewed and supported by President Erickson.

In December, 2015 a re-instituted Child Care Advisory Committee (CCAC) and newly hired Director of Early Child Care Programs and Services, Holley Rochford, met with President Barron who gave his support for addressing recommendations made in the Task Force Report.

UPDATE ON REPORT RECOMMENDATIONS

Since the report was issued in January, 2014 a number of key recommendations have been addressed. Additionally, The Office of Human Resources including, the Director of Early Child Care Programs and Services and the CCAC are working to address remaining recommendations. An immediate focus is reviewing employee and student data to assess potential child care needs across the Commonwealth. CCAC is also working to ensure consistency in service delivery across centers while also effectively managing costs for parents and the University. Another focus is enhanced engagement of faculty and students in teaching, research and service opportunities within our centers, including domains outside of early childhood education.

From Finding 1 (“The Penn State community cares about the care and education of young children”), it was recommended that the University provide leadership in early childhood education and care through research, teaching, and service; establish faculty lines; establish scholars-in-residence programs; and, provide incentives for faculty to conduct research.

Update:

- At the Bennett Family Center and the Child Care Center at Hort Woods in 2017, 303 students spent over 8,756 hours completing coursework assignments and working as work-study or America Reads students.
- Changes to the Music Program at Penn State led to over 200 less students participating at Bennett and Hort Woods in 2017.
- The Behrend Early Learning Center in 2016-2017 had 32 students participate in coursework and/or were employed at the center.
- From 2014-2017, 16 research studies were conducted at the Bennett Family Center and Child Care Center at Hort Woods
- In 2016, the Director of Early Child Care Programs and Services launched a diversity and inclusion training initiative. The Child Care Centers partnered with the Center for Education and Civil Rights, as well as other faculty and subject area experts to offer an on-going Lunch & Learn series open to the University community and training for all Penn State child care center employees on topics such as, raising racially literate children and anti-biased curriculum approaches. In 2017, a new [Commitment to Diversity Statement](#) and objectives for educators was announced which will guide the Child Care Centers future work in this area.

From Finding 2 (“Penn State Parents are mostly satisfied with services, but needs exist across the University”), it was recommended that the university continue to address child care needs, including availability, financial support for parents, and educational resources.

Update:

- Penn State was awarded an \$824,768 CCAMPIS (Child Care Access Means Parents in School) grant from the U.S. Department of Education to provide financial assistance for child care to qualifying low-income undergraduate and graduate student parents at University Park and 20 campus locations. The four-year grant will provide \$206,192 in first year funding for the Student Parent Child Care Subsidy Program in 2017-2018. For

two decades the program has also been additionally funded by student fees at University Park and participating campus locations.

- Table 1 documents the current potential capacity at all campus locations

TABLE 1- CAPACITY (TOTAL MAX NUMBER OF CHILDREN SERVED)

<u>Center</u>	<u>Total Capacity</u>
Altoona- Penn Mont Academy	30
Behrend- Early Learning Center	90
University Park- Bennett Family Center	147
University Park- Daybridge KinderCare Education	177
Harrisburg Children’s Learning Center	65
Hershey Medical Center KinderCare EDUCATION	140
University Park- Child Care Center at Hort Woods	219
Penn State Health- Saint Joseph’s Hospital-Creative Beginnings	189
TOTAL CAPACITY=	1,057

- Table 2 documents the current availability at all campus locations

TABLE 2-CENTER OPENINGS at University and Penn State Health child care centers (AS OF October 31, 2016)

<u>Center</u>	<u>Total Openings</u>	<u>Infant</u>	<u>Toddler</u>	<u>Preschool</u>	<u>School-Age/ Kindergarten</u>
Altoona- Penn Mont Academy	8	0	0	8	N/A
Behrend- Early Learning Center	5	0	3	2	N/A
University Park- Bennett Family Center	2	0	0	0	2
University Park- Daybridge KinderCare Education	0	0	0	0	4
Harrisburg Children’s Learning Center	19	3	6	10	N/A
Hershey Medical Center KinderCare	26	0	1	15	4/6
University Park- Child Care Center at Hort Woods	0	0	0	0	N/A
Penn State Health- Saint Joseph’s Hospital- Creative Beginnings	38	5	0	19	11/3

- Table 3 documents current tuition rates at all campus locations

TABLE 3- TUITION RATES (Current tuition rates for Penn State Child Care Centers)

<u>Center</u>	<u>Infant</u>	<u>Toddler</u>	<u>Preschool</u>	<u>School-Age</u>	<u>Kindergarten</u>
Altoona- Penn Mont Academy <i>*9 monthly payments (does not include summer)</i>	N/A	N/A	\$635 (PSU rate at 5 full days), \$669 (Community Rate at 5 full days)	N/A	N/A
Behrend- Early Learning Center <i>*Weekly rates listed</i>	PSU Rates- \$219 (5 days), \$155 (3 days) \$104 (2 days); Community Rates- \$229 (5 days), \$164 (3 days), \$109 (2 days)	PSU Rates- \$209 (5 days), \$149 (3 days) \$99(2 days) Community Rates- \$218 (5 days), \$157 (3 days), \$105 (2 days)	PSU Rates- \$190 (5 days), \$143 (3 days) \$100 (2 days) Community Rates- \$200 (5 days), \$151 (3 days), \$100 (2 days)	\$175 (5 days), \$131 (3 days), \$93 (2 days) <i>*Summer school-age program new in 2017</i>	N/A
University Park- Bennett Family Center and Child Care Center at Hort Woods <i>*Monthly sliding scale rates listed at 5 full days</i>	\$897 (30K or less); \$1,027 (30,001-70K); \$1,169 (70,001-110K); \$1,436 (110,001-160K), \$1,708 (160K or more)	\$897 (30K or less); \$1,027 (30,001-70K); \$1,169 (70,001-110K); \$1,436 (110,001-160K), \$1,708 (160K or more)	\$712 (30K or less); \$803 (30,001-70K); \$905 (70,001-110K); \$997 ((110,001-160K); \$1,087 (160K or more)	\$849	\$1,007 (Bennett only)
University Park- Daybridge KinderCare Education <i>*Monthly rates listed</i>	PSU Rates- \$1,077 (5 days); \$808 (3 days); \$538 (2 days) Community Rates- \$1,099 (5 days);	PSU Rates- \$991 (5 days); \$742 (3 days); \$495 (2 days) Community Rates- \$1,011 (5 days); \$843 (3 days); \$561 (2 days)	PSU Rates- \$773 (5 days), \$579 (3 days); \$387 (2 days) Community Rates- \$857 (5 days); \$644 (3 days); \$428 (2 days)	\$959	N/A

	\$914 (3 days); \$608 (2 days)				
Harrisburg Children's Learning Center <i>*Weekly rates listed</i>	PSU Rates-\$216 (5 days); \$167 (3 days); \$127 (2 days) Community Rates-\$231 (5 days); \$180 (3 days); \$137 (2 days)	PSU Rates- \$207 (5 days); \$163 (3 days); \$124 (2 days) Community Rates-\$220 (5 days); \$173 (3 days); \$131 (2 days)	PSU Rates- \$182 (5 days); \$143(3 days); \$107 (2 days) Community Rates-\$193 (5 days), \$153 (3 days); \$115 (2 days)	N/A	N/A
Hershey Medical Center KinderCare EDUCATION <i>*Weekly rates listed</i>	PSU Rates-\$271 (5 days); \$216 (3 days); \$163 (2 days) Community Rates-\$314 (5 days); \$250 (3 days); \$187 (2 days)	PSU Rates-\$260 (5 d); \$207 (3 days); \$156 (2 days) Community Rates-\$300 (5 days); \$240 (3 days); \$180 (2 days)	PSU Rates-\$227 (5 days); \$182 (3 days); \$137 (2 days) Community Days-\$263 (5 days); \$211 (3days); \$158 (2 days)	PSU Rates-Before /After \$108 (5 days); \$87 (3 days); \$65 (2 days) Community Rates- Before /After-\$126 (5 days); \$101 (3 days); \$76 (2 days)	PSU Rate-\$232 Community Rate-\$269
Penn State Health-Saint Joe's Creative Beginnings <i>*Weekly rates</i>	Penn State Health Rates- \$200 (5 days); \$135 (3 days); \$98 (2 days) Community Rates-\$254 (5 days), \$178 (3 days), \$122 (2 days)	Penn State Health Rates-\$188 (5 days); \$129 (3 days); \$93 (2 days) Community Rates- \$240 (5 days), \$171 (3 days), \$117 (2 days)	Penn State Health Rates- \$165 (5 days), \$115 (3 days), \$79 (2 days) Community Rates-\$211 (5 days), \$148 (3 days), \$100 (2 days)	Before School-\$71 (5 days); \$43 (3 days); \$29 (2 days) After School- \$82 (5 days), \$49 (3 days), \$33 (2 days)	\$211

From Finding 3 (“Institutionalize attention to child care needs for Penn State families”), it was recommended that campus-level decision-making be supported; HR-48 should be enforced; child care should move from HHD to HR; AD-39 applicability be evaluated; and that costs and benefits be consistently evaluated.

Update:

- The Child Care Advisory Committee (CCAC) was re-constituted in the summer of 2014.
- The Universities policy on the provision of child care (HR-48) was enforced by hiring a Director of Early Child Care Programs and Services in January of 2015.
- Oversight of Child Care was moved from the College of Health and Human Development to Human Resources in 2015, under the Director of Early Child Care Programs and Services.
- Human Resources continues to see Early Child Care Services as an important benefit for recruitment and retention of faculty, staff and students.
- A newly formed Child Care Needs subcommittee of the CCAC will work with the Director of Early Child Care to benchmark funding models and survey the University on Child Care Needs in the spring of 2017. The committee will also review current employee and student data to assess the number of employees and students with young children. The committee will issue a report summarizing their findings and recommendations to strengthen and/or expand child care services in the fall of 2018.
- Altoona began a child care advisory committee in August, 2016.
- [HR-48](#) was revised to include additional guidelines to support health and safety requirements for our managed and contracted child care centers such as, handling medical emergencies, medication administration and required CPR/First Aid Certification.
- Table 4 shows budget information for all campus locations, documenting significant university investment in child care, largely through supplementation of employee fringe costs and in-kind support (not shown here, such as building maintenance), costs which are not currently met by tuition and grant income.

TABLE 4- BUDGET INFORMATION (CURRENT FISCAL YEAR JULY 1, 2016-JUNE 30, 2017)

FY17/18	Bright Horizons Managed Centers					
	<i>The Bennett Family Center at University Park</i>	<i>The Child Care Center at Hort Woods, University Park</i>	<i>Behrend Early Learning Center</i>	<i>Harrisburg Children's Learning Center</i>	<i>Saint Joe's Children's Creative Beginning</i>	Total
Expenses						
Employee Salary	\$1,232,042	\$1,732,882	\$801,065	\$501,087	\$859,717	\$5,126,793
Fringe	\$448,792	\$666,442	\$-	\$-	\$-	\$1,115,234
Total Salary + Fringe	\$1,680,834	\$2,399,324	\$801,065	\$501,087	\$859,717	\$6,242,027
Operating Expenses (Food, equipment, materials, etc.)	\$210,414	\$212,040	\$240,682	\$147,423	\$199,639	\$1,010,198
Total Operating Expenses	\$1,891,248	\$2,611,364	\$1,041,747	\$648,510	\$1,059,356	\$7,252,225
Income						
Tuition, subsidies	\$1,500,200	\$2,380,284	\$822,016	\$532,886	\$1,503,577	\$6,738,963
Total Income	\$1,500,200	\$2,380,284	\$822,016	\$532,886	\$1,503,577	\$6,738,963
					\$-	
Penn State contribution	\$391,048	\$231,080	\$219,731	\$115,624	\$20,417	\$977,900

*Penn Mont Academy and KinderCare EDUCATION (Daybridge and Hershey) Centers do not report budget information. Penn State also does not currently provide a subsidy to these three centers. NOTE: Rochford and Lucas salary and fringe charged to Bennett and Hort Woods based on percentage of income

From Finding 4 (“Peer-institutions are addressing similar issues and concerns”), it was recommended that a CIC consortium be formed on the topic and that continued models and cost-structures across peer institutions be explored.

Update:

- As mentioned above CCAC will explore these structures and share findings in the future.

From Finding 5 (“Future management of Bennett Family Center and the Child Care Center at Hort Woods needs to be determined as soon as possible”), it was recommended that University Park campus should maintain teacher status as Penn State employees for BFC and former-Child Development Lab (CDL) employees at Hort Woods, evaluate the feasibility of an outsourced management model to compete with salaries and benefits commensurate with Penn State benefits and salaries, and improve collaboration and coordination of center activities.

Update:

- In May of 2015 Bright Horizons acquired Hildebrandt, LLC moving management of the Child Care Center at Hort Woods along with the Harrisburg Child Learning Center over to Bright Horizons.
- On August 18, 2015 Rochford and members of the CCAC met with Provost Nick Jones, Senior VP of F&B, David Gray and VP of Human Resources, Susan Basso. A recommendation was made to maintain management of the Bennett Family Center and move the Child Care Center at Hort Woods in-house to be managed by Penn State beginning July 1, 2016 when the centers contract expired with Hildebrandt/Bright Horizons.
- On August 31, 2015 University officials announced that they accepted the recommendation making the decision to manage both centers, moving Hort Woods in-house July 1, 2016.
- The transition of the Child Care Center at Hort Woods went smoothly with no disruption to the care and safety of children.

Additional Recent Changes

- In 2017 Penn State Health at Hershey Medical Center began to offer a new child care benefit to Hospital and College of Medicine employees through Bright Horizons. Back-up child care services, including in-home and center based child care is available to employees for unplanned child care needs, including school snow days, child care break down/center closures, child with a mild illness, etc. Employees get 10 days per calendar year with a daily co-pay of \$15/child at participating centers and \$6/hr. for participating in-home child care providers. Hershey Medical has decided to offer this benefit again to Hospital and COM employees in 2018.

SENATE COMMITTEE ON FACULTY BENEFITS

- Mary Beahm
- Renee Borromeo
- Lonnie Golden
- Galen A. Grimes, Chair
- Mark Horn
- Peter Jurs
- Cassandra Kitko
- John Liechty
- Kathleen Noce
- David Post
- Ira Saltz
- Geoff Scott
- Erica Smithwick, Vice Chair
- Gregory Stoner
- William Wenner

Report prepared with the cooperation of Holley Rochford, Director of Early Childhood Programs and Services

SENATE COMMITTEE ON FACULTY BENEFITS

WorkLion Update 2018

(Informational)

Lauri Catalano and Michael Busges will present a report on the new WorkLion system and information about faculty-specific transactions.

SENATE COMMITTEE ON FACULTY BENEFITS

- Mary Beahm
- Renee Borromeo
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Faculty Senate



March 13, 2018



WorkLion Timeline



WorkLion
A personalized portal to all things Penn State HR

<p>WORKDAY®</p> <p>A cloud-based HR and payroll system that includes time-tracking, benefits, payroll, and much more.</p>	<p>HR KNOWLEDGE BASE</p> <p>A searchable HR library of frequently asked questions, policies, and procedures.</p>	<p>HR INQUIRY MANAGEMENT</p> <p>A two-way communications tool that links employees to Penn State HR experts for quick, reliable service.</p>	<p>LEARNING RESOURCE NETWORK</p> <p>A professional development system that makes accessing, registering for, and tracking learning opportunities easier than ever.</p>
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PennState Human Resources 3

**Launched:
December 10, 2017**

- A. Searchable Knowledge Base
- B. Workday
- C. Learning Resource Network
- D. New Employees – Onboarding
- E. Key Messages and Tools
- F. Inquiry Management
- G. Forms for Submission

* WorkLion is intended for use by all Faculty, Staff, Technical Service, Student Employees, and Graduate Assistants/Fellows.

The screenshot shows the WorkLion portal with the following callouts:

- A**: Search bar with the text "Find the answers you need."
- B**: Workday logo and icons.
- C**: Learning Resource Network section with the text "ENGAGE, DEVELOP, AND GROW AT PENN STATE".
- D**: "Welcome to Penn State" banner.
- E**: "NEWS AND ANNOUNCEMENT" section.
- F**: "MY INQUIRY" section.
- G**: "MY INFORMATION" section.

PennState Human Resources 4

Workday Modules

- Human Capital Management (employee data, salary changes, etc.)
- Payroll
- Benefits
- Timekeeping
- Performance Management (to be rolled out Spring 2018)
- Recruitment (future module to be developed)



Why Workday...

1. 24/7 access
2. Available on multiple technologies: smartphones, tablets, PCs, and Macs
3. Verify and update personal information, pay-slips, and beneficiaries
4. Update and add direct deposit accounts
5. Review benefits and update during open enrollment or due to life event
6. Reduction of paperwork and duplication of entry
7. Consistent implementation University-wide



Faculty-Specific Transactions

1. *Will the tenure & promotion process take place in Workday?*
 - The tenure and promotion process will continue to take place outside of Workday. However, the tenure eligibility and status will be tracked in Workday.
2. *Can Faculty, who supervise staff employees, delegate their responsibilities?*
 - Faculty should discuss delegation options with their HR Consultant or HR Strategic Partner. **Time worked and time off approvals can be delegated to a unit-based Timekeeper**, if needed, depending upon the college's guidelines. However, performance reviews can not be delegated.



Questions?



SENATE COMMITTEE ON INTRA-UNIVERSITY RELATIONS

Interim report on implementation of AC-21

(Informational)

Introduction

During the March 21, 2017 plenary session, the Senate approved revisions to AC 21 Definition of Academic Ranks (formerly HR 21) in the advisory and consultative report titled **Recommendation for Standardizing Titles for Non-tenure-line Faculty across Units** submitted by the Senate committee on Faculty Affairs. President Barron approved the recommendations outlined in this report and asked the Vice President of Human Resources and the Vice Provost for Academic Affairs to implement the recommendations. AC 21 was updated on July 1, 2017. On December 5, 2017, both the Senate and the president approved further revisions to AC 21, which incorporated language to include standing, non-tenure-line faculty to the policy.

The policy clearly indicates that *Colleges should have their own guidelines for distinguishing between lecturer/instructor, assistant/associate/full professor positions or for promoting from one rank to the other, but all units should operate under the following University assumptions:*

1. Although there can be exceptions, positions above the first rank are designed to be promotion opportunities, with a recommended period of at least five years in rank as an instructor or lecturer (or, for fixed-term and standing faculty without tenure who hold terminal degrees, assistant teaching/research/clinical professors) before consideration for promotion. Fixed-Term and Standing non-tenure-line faculty should become eligible for promotion to the second rank after five years in rank, and would be permitted to compile their promotion dossiers in their fifth year. There should be no fixed time period for promotion to the third rank. Reviews for promotions should be conducted solely with regard to the merit of the candidate.
2. Reviews for promotion of the full-time fixed-term faculty shall be conducted by Fixed-Term Promotion Review Committees. Fixed-Term Promotion Review Committees shall be constituted as follows: each of the colleges at University Park shall establish a committee for that college; each of the five stand-alone campuses (Abington, Altoona, Behrend, Berks, Harrisburg) shall establish a committee for that campus; each of the Special Mission Campuses (Great Valley, College of Medicine, and Dickinson Law) shall establish a committee for that campus; and the University College shall establish one committee composed of full-time fixed-term faculty from the campuses within the University College, with no more than one member from any campus. If a unit shall have fewer than seven fixed-term faculty members, at least two members of that unit's Fixed-Term Review Committee shall be drawn from another unit's Fixed-Term Review Committee. Only full-time fixed-term faculty members in each unit are eligible to serve on and to vote for the members of the review committee in their unit. Only faculty of higher rank than the candidate should make recommendations about promotions. If there

should be insufficient numbers of higher-ranked fixed-term faculty, exceptions to this provision may be permitted by the Executive Vice President and Provost at the request of the academic unit.

3. The promotion procedure itself should include recommendations by both (a) campus/department faculty committee, (b) the DAA or department/division head, and (c) the approval of the campus chancellor and/or dean of the college.
4. All promotions should be accompanied by a promotion raise, in addition to a merit raise, to be determined and funded by the college.
5. The exceptions to this policy are the College of Medicine, the Colleges of Law (Dickinson and University Park), and the University Libraries, since their faculty have for many years been hired off the tenure-track and do not create confusion about their relation to tenure-track faculty.

Charge

The charge to the Committee on Intra-University Relations was to “Conduct a mid-year report on the status of the fixed-term promotions committee. Have they established their committees? Have they met? Are they actively reviewing candidates?”

Survey Results

The committee developed a survey for both faculty governance leaders and administrators. The survey was open between December 7, 2017 and January 12, 2018. This study focused on the assumptions listed in AC-21, knowledge of the changes, implementation of the policy at the individual units, development and composition of the individual committee, development of guidelines for the committee to utilize for candidates, and number of expected candidates for the upcoming year. It is difficult to draw global inferences regarding the process throughout the University, as the response rate was 19% for faculty governance representatives and 38% from the pool of administrative staff. However, there are particular themes for further exploration noted in the commentary sections of the survey.

Many units indicated they have begun the process but are in various levels of implementation. This may stem from two areas. One faculty respondent noted that many faculty thought there were three levels of promotion, rather than two. Another noted that “having the specific guidelines sooner would have been helpful.” However, all of the administrators answered positively to the two first questions: “Do you feel that the information regarding AC-21 was communicated to your unit in a timely manner?” and “Do you feel that your unit was given adequate information to effectively implement the changes to fixed-term promotion?” The questions about resources may indicate a similar inconsistency of focus. Based on the limited survey results, faculty seemed focused on logistical difficulties such as lack of faculty of suitable rank to serve, and the need for committee members from other units while administration respondents seemed more focused on financial resources.

Some units have been proactive with adaptation of existing promotions and tenure processes for the new committee. Most appear to have devised systems for their specific needs for the election or assignment of committee members. However, there are three areas of concern within the commentary of faculty respondents. The administrators have generally written the guidelines with review by the faculty. Department heads appoint candidates for a controlled election. However, there are two separate comments related to the idea that “no changes were made based on faculty input” and another regarding the eligibility for the third level for those faculty without a terminal degree, indicating they would be eligible at the college level, in this case, not at the discipline level. AC 21 specifically states:

- The promotion procedure itself should include recommendations by both a campus/department faculty committee, (b) the DAA or department/division head, and (c) the approval of the campus chancellor and/or dean of the college.
- **Ranks for non-tenure-line (fixed-term or standing) teaching faculty**
Associate Teaching Professor - Alternatively, the associate teaching professor without a terminal degree should possess at least a master's degree or its equivalent in an academic field related to his/her teaching specialization; must have demonstrated exceptional ability as a teacher and adviser while in the rank of senior lecturer or instructor; and must have shown evidence of professional growth, scholarship, and/or mastery of subject matter at a level of distinction beyond that of the assistant teaching professor.

The second area of concern expressed was that part of the plan for promotion included maintaining departmental average grade distributions. For example: One respondent's interpretation was that above average teachers whose learners have better grades may be penalized. In cases where there is only one instructor for a course, or few instructors, the grade distribution could be skewed. AC 21 specifically states:

- There should be no fixed time period for promotion to the third rank. Reviews for promotions should be conducted solely with regard to the merit of the candidate.

The units seem to be in various stages of changing their bylaws and constitutions to incorporate AC-21. Some are awaiting completion of the formal guidelines, while others have plans for making the changes in the near future timelines of March or April 2018. Timelines for promotion appear to be planned in the cases of most respondents. Many of the respondents in both groups anticipate promotions for fixed-term faculty this year, though it appears that faculty are not aware of those candidates that have been identified in many cases, and Human Resource matters are confidential.

Summary

As the surveys were conducted two months before the publication of this informational report, the Office of the Vice Provost of Academic Affairs will have made additional changes in the implementation of AC-21, presumably fixing some of the issues outlined above. Based on the

respondents it appears that there is progress in the promotion of non-tenured faculty in the establishment of committees, and interim plans for lack of faculty of the appropriate rank to serve on the promotion committee. Working with the Office of the Vice Provost of Academic Affairs, the Senate will continue to monitor the progress of implementation.

INTRA-UNIVERSITY COMMITTEE

- Andrew August
- Harold Aurand
- Matthew Clifford
- Will Dunn
- Peter Eberle
- Ryan Elias
- Raymond Funk
- David Kahl
- Kevin Koudela
- Carolyn Mahan
- Tiyanjana Maluwa
- Clifford Maurer
- Kevin McDade
- Timothy Palmer, Vice Chair
- Rosemarie Petrilla, Chair
- Carla Pratt
- Francesca Ruggiero
- Brian Saunders
- Ann Schmiedekamp
- Richard Shrugalla
- Roger Subramanian
- Johanna Wagner

SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

Augmented, Virtual, and Mixed Reality Technologies at Penn State: Current Projects, Partnerships with Penn State IT, and Additional Opportunities

(Informational)

Immersive technologies such as Virtual Reality (VR) and Augmented Reality (AR) are poised to become the next big technology platform. Growth through 2016/2017 has put this technology on a path for educational applications to conservatively take a \$700M piece of an \$80B market by 2025. As the technology continues to shrink in cost, and approaches the size of traditional eye glasses, it's reasonable to expect widespread appeal amongst Penn State students. With several million dollars in active funding tied to Penn State projects, immersive reality has already proven to be a productive outlet for faculty scholarship, with significant opportunity for growth in the coming years.

Penn State IT, the university libraries, and several faculty in a cross-section of colleges and campuses are currently working in the creation and consumption of mixed reality learning materials. The partnership with Adobe in providing the Creative Cloud to all students and faculty has put the tools for the creation of VR/AR and 360 video into the hands of all PSU students and faculty. Some of this work is being directly supported through Teaching and Learning with Technology (TLT) a division of Penn State IT. The library is working on developing a mechanism to catalog and add meta-data to VR/AR learning objects. The library is planning on a mixed reality studio as a part of the library renovation. This will increase the access students and faculty have to the technology for both creation and consumption of mixed reality learning objects.

Projects and Partners in Immersive Experiences

Alex Klippel (Professor of Geography, TLT Faculty Fellow, Head of ChronoPhronesis research lab). Alex has worked with TLT on a variety immersive experience projects, including the creation of a general education virtual reality course and the creation of VR field lab activities for GeoSci 001. While GeoSci 001 is the specific class being explored, this project could serve as a blueprint for using VR to improve educational outcomes, while simultaneously improving access and scalability of field and lab activities. In addition, Alex has used VR and AR to allow users to map the inside of a Volcano, explore Mayan ruins in Belize and view historical maps of Penn State's campus.

Conrad Tucker (Associate Professor of Engineering Design and Industrial Engineering, TLT Faculty Fellow). Conrad served as a TLT research fellow, spearheading Penn State's first ever event dedicated to bringing together partners from education, industry and government - the Immersive Reality Symposium. In addition, Conrad has explored immersive reality technologies in a variety of contexts, including in support of lab safety and engineering education, as well as the design of haptic equipment, to improve the physical realism of experiencing VR environments.

Ty Hollett (Assistant Professor of Learning Design and Technology, TLT Faculty Fellow). Ty has worked with TLT to develop a virtual reality program aimed at assessing VR as a learning space as well as kinesthetic learning, built around the topic of sustainable food systems.

Ann Clements (Associate Professor of Music Education, TLT Faculty Fellow, Graduate Program Chair for Music Education). Ann has worked with TLT to develop First Class, a mixed reality classroom management simulation which allows pre-service teachers to use natural movement, gestures and voice to practice basic classroom management techniques.

Spenta Bamgi (undergraduate student in Kinesiology) is spending the early part of the SP18 semester exploring the potential for VR to improve kinesiology education, working in TLT's Dreamery space.

Kate Morgan (Director, Instructional Design and Virtual Learning), TLT has helped to support the creation of a new Virtual Reality lab at Penn State **Lehigh Valley**, which opened in the FA17 semester.

Daniel Foster (Associate Professor of Agricultural and Extension Education, TLT Faculty Fellow) and **Melanie Miller Foster** (Assistant Professor of International Agriculture, TLT Faculty Fellow). Daniel and Melanie used their fellowship project to investigate the applications for 360° video for future agriculture teachers. They learned the process of creating 360° video to create their own reusable learning object then crafted an assignment that engaged students in the process of planning, filming, and editing their own 360° video teaching tool.

Marietta Scanlon (Assistant Teaching Professor of Engineering, Penn State Berks). Marietta has pursued the use of VR as a teaching tool for the engineering lab at the Berks campus in a number of different ways. Most recently, Marietta and a student created a series of 360° training videos on using lab equipment and proper safety protocols. They designed these videos in collaboration with TLT's Immersive Experiences Lab.

TLT's Dreamery has, for the past year, served as a public showcase for a variety of emerging technologies, including several immersive experience tools. It has been used to provide the first hands on exposure to VR and AR for a wide range of students, faculty and staff, including hosting a variety of undergraduate and graduate classes for hands on sessions.

Immersive Experiences Lab In Spring 2018, TLT has officially opened the Immersive Experiences Lab - a Media Commons focused on the creation and consumption of 360° video and VR content. The goal of the lab is to help faculty from any discipline meaningfully engage with and create immersive experiences. The lab is initially focusing on best practices for creating 360° video and will evolve with the technology and demand from faculty and students.

Additional Immersive Reality Efforts

Shyam Sundar (Distinguished Professor of Communications, Co Director of the Media Effects Lab) has explored the impacts of 360 video in journalism.

Ping Li (Professor of Psychology and Linguistics) has developed an application designed to promote second language acquisition using Virtual Reality (the virtual zoo).

John Messner (Professor of Architectural Engineering) has been leveraging mixed reality, virtual reality and simulation technologies for years in support of improving practices in construction management through his iCon (Immersive Construction) lab.

Jose Duarte (Stuckeman Chair in Design Innovation and Director of the Stuckeman Center for Design Computing) leveraged 360 images and video to design a virtual field trip of a Brazilian favela for urban design students.

Penn State's **College of Nursing** has launched the SAFE-T center, which will use VR technologies to support the education of forensic nurses. In addition, the College has developed a series of 360 video experiences, designed to help promote learning and understanding in a variety of novel experiences, including inside of the nursing simulation lab, inside of life lion emergency helicopter and inside of a courtroom.

Penn State Athletics has explored the use of 360 video content to connect fans more deeply with athletic content, through their Lion Vision VR platform.

What to Expect

- Penn State's continuing effort to improve access to the technology for students and faculty across the Commonwealth will yield more spaces to consume IE content.
- The Increasing ubiquity of immersive reality experiences (YouTube 360, Snapchat AR filters, Facebook Spaces, Apple AR Kit and Google AR Core) will increase student expectations of such content in support of their educational experiences.
- Augmented reality experiences will expand dramatically as hardware becomes less intrusive.

SENATE COMMITTEE ON LIBRARIES, INFORMATION SYSTEMS, AND TECHNOLOGY

- Fred Aebli
- Robert Bridges
- Mary Beth Clark
- Barbara Dewey
- Roger Egolf, Chair
- Joseph Enama
- Mathew Krott
- Michal Kubit
- Anna Mazzucato
- John Messner
- Terry O'Heron
- Barry Pawlowski
- Jacqueline Reid-Walsh
- Jennifer Sparrow
- Eric Walker, Vice Chair

REVISED 2018-2019 SENATE CALENDAR

Council Reports and Curriculum Proposals Due	Senate Council Meetings and Curriculum Report Publication Date	Senate Meetings
August 10, 2018	August 28, 2018	September 18, 2018*
September 21, 2018	October 9, 2018	October 23, 2018
October 26, 2018	November 13, 2018	December 4, 2018
December 14, 2018	January 15, 2019**	January 29, 2019**
February 1, 2019	February 19, 2019	March 12, 2019
March 22, 2019	April 9, 2019	April 23, 2019
June 14, 2019	June 25, 2019***	

*Please note that on September 18, 2018 the plenary session of the Senate will begin one half hour earlier at 1:00 pm.

** Please note the date change for the January Senate Council and Senate Meetings.

***Tentative



MINUTES OF SENATE COUNCIL
Tuesday, February 20, 2018 – 1:30 p.m.
102 Kern Graduate Building

Members Present: M. Ansari, M. Bérubé, V. Brunsten, C. Eckhardt, G. Grimes, N. Jones, L. Kitko, J. Nousek, J. Ozment, J. Plummer, L. Posey, N. Rowland, R. Shannon, Smithwick, J. Strauss, M. Strickland, B. Szczygiel, A. Taylor, R. Troester, W. Wenner, M. Woessner, D. Wolfe

Guests/Others: K. Bieschke, D. Blasko, P. Brown, R. Engel, M. Hanes, R. Pangborn, E. Seymour, M. Whitehurst.

Absent: R. Jolly, R. Shurgalla,

CALL TO ORDER

Chair Woessner called the meeting to order at 1:30 p.m. on February 20, 2018, in 102 Kern Graduate Building.

MINUTES OF THE MEETING OF JANUARY 9, 2018

The minutes of the January 9, 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:

- Discussion of Multi-Year Contracts
- Updates on Search, Admissions, Strategic Plan, LionPath and WorkLion

The next regularly scheduled FAC meeting will be held on Tuesday, April 10, 2018. Please submit any topics for discussion at that meeting to elected FAC members Victor Brunsten, Rosemary Jolly, and Galen Grimes or to any of the Senate Officers.

Comments by the Executive Vice President and Provost Jones and Vice Presidents/Vice Provosts

Provost Jones updated the group on efforts to improve cyber security by “phishing” the faculty and staff. These efforts caught hundreds of people, who will receive training on how to avoid phishing scams. They are becoming more sophisticated and harder to detect with time.

There was an update on applications for admission. Overall, we are somewhat lower than normal, with larger drops in international students from some countries such as South Korea.

Rob Pangborn is working with a team to make the application process easier; by having better communications and an easier application. Financial aid information can also be streamlined so students do not get multiple letters with offers of aid.

The new version of the Bulletin is nearly ready. With a better user interface, it should provide better search functions and make it easier for students to explore different programs.

The Strategic Plan Committee has funded 22 proposals for projects that will forward the principles of the Strategic Plan.

Kathy Bieschke, Vice President of Faculty Affairs, reported that the new Dean of Nursing would be announced very shortly. There are four candidates coming to interview for Director of Millennium Science. The search for a dean of the College of Liberal Arts is underway.

Vice President of Commonwealth Campuses, Madlyn Hanes, announced that the search for a new chancellor for Penn State York will get started after spring break and the search for the chancellor of Schuylkill with began at the end of spring. Launch boxes across the University need Commonwealth Campus faculty to get involved.

Vice Provost for Educational Equity, Marcus Whitehurst, reported that Friday, the 23rd was interview weekend for a new group of Millennium scholars. The Martin Luther King Day of Service was very successful with students and faculty participating in service work across the University. Sonia DeLuca Fernández, Assistant Vice Provost for Educational Equity at Penn State, began Nov. 28. She will work on diversity and inclusion at UP and the campuses.

Interim Vice Provost for Online Education, Renata Engel reported that the One Penn State 2025 report has been accepted by the Provost and will be presented to leaderships groups including the Faculty Senate. The five guiding principles of the reports will be opened up to discussion.

Comments by the Senate Officers

The Officers had no comments.

Senate Executive Director, Dawn Blasko, reminded members that nominations were still be sought for the Faculty Rights and Responsibilities Committee, University Promotion and Tenure Committee and the Standing Joint Committee on Tenure. Recommendations for nominees can be sent to dgb6@psu.edu at the Senate office. Nominations can also be made on the floor of the Senate.

ACTION ITEMS

Annie Taylor, Chair of the Unit Constitution Subcommittee, presented the approved the revision of the Penn State Abington Constitution. Senate Council voted to approve the revision and the chancellor and faculty leadership of Penn State Abington will be notified.

An election for new members of CC&R was conducted by secret ballot. The five newly elected members of CC&R for 2018-2019 are listed below:

Renee Borrromeo, 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)

.DISCUSSION ITEMS

None

REPORT OF GRADUATE COUNCIL

Councilor Eckhardt reported that current discussion in Graduate Council has focused on improving the relationship between supervising faculty and graduate students. She reported that these are guidelines, a set of ideals, not a contract. Chair Woessner announced that Graduate Council will have their next meeting on Wednesday, March 14, 2018.

SENATE AGENDA ITEMS FOR JANUARY 23, 2018

FORENSIC BUSINESS

None

UNFINISHED BUSINESS

None

LEGISLATIVE REPORTS

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

Committees and Rules - Revisions to Constitution; Article II – Membership, Section 5(c). This report was placed on the agenda on an Eckhardt/Ozment motion.

ADVISORY/CONSULTATIVE REPORTS

Faculty Benefits - Recreational Facilities Memberships for Faculty at University Park. This report was placed on the agenda on a Nousek/Rowland motion.

Global Programs - Global Citizenship and Global Competency. This report was placed on the agenda on a Szczygiel/Strickland motion contingent on changes for clarification.

Research, Scholarship, and Creative Activity - Proposed Revisions to Penn State Policy RP06, Disclosure and Management of Significant Financial Interests (formerly RA20). This report was placed on the agenda on an Ozment/Nousek motion.

University Planning - Dissolution of the Facilities Planning Advisory Board. This report was placed on the agenda on an Eckhardt/Shannon motion.

INFORMATIONAL REPORTS

Admissions Records, Scheduling, and Student Aid - Faculty Senate Scholarships Awarded to Undergraduates. This report was placed on the agenda on a Eckhardt/Shannon motion. Five minutes was allocated for presentation and discussion.

Committees and Rules - Nominating Report for 2018-19. This report was placed on the agenda on a Brunsdn/Grimes motion. A motion was approved to place this nominating report at the beginning of the informational report section of the agenda.

Elections Commission - Roster of Senators by Voting Units for 2018-2019. This report was placed on the agenda on a Ozment/Nousek motion. The report will be placed on the Senate website.

Faculty Affairs and Intra-University Relations - Promotion to the Rank of Professor. This report was placed on the agenda on an Eckhardt/Ozment motion. Ten minutes was allocated for presentation and discussion.

Faculty Benefits - Childcare at The Pennsylvania State University. This report was placed on the agenda on a Rowland/Brunsdn motion. This report will be placed on the Senate website.

Faculty Benefits - WorkLion Update 2018. This report was placed on the agenda on a Eckhardt/Ozment motion. Ten minutes was allocated for presentation and discussion.

Intra-University Relations - Interim report on implementation of AC-21. This report was placed on the agenda on a Smithwick/Posey motion contingent on revisions. Ten minutes was allocated for presentation and discussion.

Libraries, Information Systems, and Technology - Augmented, Virtual, and Mixed Reality Technologies at Penn State: Current Projects, Partnerships with Penn State IT, and Additional Opportunities. This report was placed on the agenda on a Nousek/Ozment motion. This report will be placed on the Senate website.

Senate Council - Nominating Committee Report 2018-2019. This report was placed on the agenda on an Eckhardt/Brunsdan motion. A motion was approved to move this nominating report to the beginning of the informational report section of the Senate agenda.

Senate Council - Annual Report from the Dean of the Graduate School. This report was placed on the agenda on a Szczygiel/Strickland motion. Ten minutes was allocated for presentation and discussion. *The report will now be presented at the April meeting due to scheduling conflicts.*

University Planning, 2017-2018 Operating Budget. Twenty minutes was allocated for this report. Provost Jones will present the report as part of the comments by the Executive Vice President and Provost of the University.

NEW BUSINESS

None

ADJOURNMENT

Chair Woessner thanked Council members for their attendance and participation. The meeting was adjourned at 3:15 p.m.

Dawn G. Blasko
Executive Director



Date: March 6, 2018

To: All Senators and Committee Members

From: Dawn Blasko, Executive Director

Following is the time and location of all Senate meetings March 12 and 13, 2018. Please notify the University Faculty Senate office and committee chair if you are unable to attend.

MONDAY, MARCH 12, 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, MARCH 13, 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 – 510A Paterno Library

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-Assembly Room

1:30 p.m.

University Faculty Senate – 112 Kern Graduate Building

Date: March 6, 2018

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

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

MONDAY, MARCH 12, 2018 – 8:15 PM
102 KERN BUILDING

Guest Speaker:

Dr. John Hinshaw

President of the Pennsylvania Division of the American Association of University Professors

Topic:

American Association of University Professors answers questions about
the pros and cons of unionization

Join from PC, Mac, Linux, iOS or Android: <https://psu.zoom.us/j/487122242>

Or iPhone one-tap (US Toll): +16468769923,487122242# or +16699006833,487122242#

Or Telephone:

Dial: +1 646 876 9923 (US Toll), +1 669 900 6833 (US Toll), +1 408 638 0968 (US Toll)

Meeting ID: 487 122 242

International numbers available: <https://psu.zoom.us/join?m=u8luyupe9Ugv72kHfqorwVRwxXt7OHO>

Or an H.323/SIP room system:

H.323:

162.255.36.11 (US East)

Meeting ID: 487 122 242

SIP: 487122242@zoomcrc.com

TUESDAY, MARCH 13, 2018 – 11:15 AM
ASSEMBLY ROOM, NITTANY LION INN

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

Agenda

- I. Call to Order
- II. Announcements
Nominations for Caucus Co-Chairs
- III. Candidate Forum: Introduction of and discussion with nominees for the following positions
(Appendix K):
Senate Chair-Elect (5 each minutes allotted)
Senate Secretary (3 each minutes allotted)
Academic Trustee (3 each minutes allotted)
Faculty Advisory Committee to the President (1 each minute allotted)
- IV. Adjournment and Lunch