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## THE PENNSYLVANIA STATE UNIVERSITY

### THE SENATE RECORD

Volume 54-----January 26, 2021-----Number 4

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

The publication is issued by the Senate Office, 101 Kern Graduate Building, University Park, PA 16802 (telephone 814-863-0221). The Senate Record is on file in the University Archives and is posted online at <http://www.Senate.psu.edu/Senators> under "Publications."

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

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

Reports that have appeared in the Agenda for the meeting are not included in The Senate Record unless they have been changed substantially during the meeting or are considered to be of major importance. Remarks and discussions are abbreviated in most instances. Typically the Senate meeting is webcast via MediaSite. However, due to the COVID-19 pandemic this meeting was held via Zoom Webinar. All Senate meetings are digitally audio recorded and on file in the Senate office. Transcriptions of portions of the Senate meeting are available upon request.

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

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The University Faculty Senate met on Tuesday, January 26, 2021, at 1:00 p.m. via Zoom Webinar and in person at the Foster Auditorium, with Elizabeth Seymour, Chair, presiding.

**Chair Elizabeth Seymour, Penn State Altoona:** Thank you. It is 1:00 PM Tuesday, January 26, 2021, and the Senate is now in session. We are meeting today via Zoom. Let me go through the instructions for the meeting.

Who can speak in the Senate meeting? Only those who are elected or appointed student faculty administrative, or retired senators, or past chairs have the privilege of the floor. The meetings are public, and others can join and listen, but please, do not try to ask a question if you are not a senator. You can email Executive Director, Dawn Blasko, or me if you would like to request to speak at a future meeting.

Our Zoom capacity is 500, and if we reach capacity, you may not be able to attend. We create a complete record of the meeting that will be available about three weeks after the meeting. This meeting, like all Senate plenary meetings, is being recorded. We brought you in with your microphones muted and your video off.

If you're presenting a report when it is time for your report will unmute you and put your video on. Please, wait to speak until you are introduced by the chair. When you are finished, we will mute you and turn your camera off.

We're continuing to use Zoom features in the following ways. Chat will be turned on for you to communicate with each other, but chat will not be closely monitored. You may use it to post a comment, let us know you're having a technical problem, let us know you joined late, or to tell us you are joining by phone, and your phone number for attendance. But do not use it to ask a question for a presenter or to be recognized to speak and have the floor.

If you have an emergency, you can email Kadi Corter at kkw2. We have Akash, Guneet, and Bailey joining us today as our tech TA's. Thank you for joining us.

And I'll quickly go through how you ask a question. We're doing it the same way we've been doing it. You have two ways to ask a question. You can raise your hand using the raise hand function.

For those of you using the newest version of Zoom, this will now be even easier. There is a yellow hand in your menu at the bottom of your Zoom screen. For those of you not using the newest version, it will still be found by clicking your name in the participant box.

Wait until the chair, me, recognizes you. Like our in-person meetings, you must begin by stating your last name and academic unit, for example, Seymour, Altoona. Please, speak clearly and slowly as the audio is not always clear on the Zoom calls.

You can also invite your question into the Zoom Q&A with your name and unit, and Bonj will be helping me with the Q&A. As always, we might not be able to answer everyone's questions, but we will capture the Q&A and pass along questions that have not been answered.

So how do you vote? In order to get an accurate vote, we're using TallySpace. We practiced it the last time, and we're going to be using it today. So, our first order of business, as with every meeting, a vote on the minutes from the previous meeting.

A final note, please be patient. Running a meeting like this has a lot of moving parts. So, please, give us time.

I want to thank-- I want to welcome everyone and thank you for being here. Your commitment to the Senate is more important than ever. I know that each of us is exhausted and that staying focused and committed to shared governance is harder under these circumstances.

I value your time, commitment, and efforts. I'm also here to support you. So, please, don't hesitate to reach out to me if you need anything.

I want to thank our guests for attending and engaging in the work of the Senate. And I want to thank the Senate Office for their hard work. Without their support, the Senate could not get its work accomplished.

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### MINUTES OF THE PRECEDING MEETING

**Chair Seymour:** So, let us move on to the Agenda. Item A, Minutes of the Preceding Meeting. Today, we'll use TallySpace to take a present vote before we vote on the minutes. This will allow us to easily know how many senators are currently present in the meeting and will also ensure that everyone is able to log in and use TallySpace. So, in essence, it's a bit of a practice.

So, let's get ready for a present vote. Please, open a browser and use the URL in the TallySpace voting instructions that are posted on the senate website homepage. And, basically, go through these instructions, make sure that you follow everything that you need to do to get in.

So, let's go ahead and vote. So, you may cast your votes in TallySpace. To enter-- to indicate that you present please press A. We're going to wait a few minutes so that we have time to tally them.

Anna, when the votes are in, please let us know how many senators are present at this time.

**Anna Butler, Office of the Faculty Senate:** The votes are still tallying.

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

**Anna Butler:** And it looks like we have 132.

**Chair Seymour:** Yeah, it looks like some people are having trouble with using TallySpace. So, Timothy is telling us he had to leave and go back in. So, there's a little bit of hiccups with being able to use it.

That's what practicing is for. So, hopefully, as y'all will get more used to it. Mary Beth Williams said she had to refresh it. That might help.

**Anna Butler:** Yes, you can also refresh your page. And I can keep it open for a little while longer even while you're talking.

**Chair Seymour:** OK. Well, let's move on. So next, Item B.

Oops. Sorry, I'm moving ahead of myself. The December 1, 2020 Senate Record providing a full transcription of the proceedings of the minutes-- of the meeting was sent to the University archives and is posted on the Faculty Senate website. If there are any corrections or additions to these minutes, please send them to Dawn Blasko at [dgb6@psu.edu](mailto:dgb6@psu.edu) at your convenience.

We've got a vote up so we're going to try TallySpace again. So, please, try to vote again on TallySpace. May I hear a motion to tentatively accept the minutes?

**Bonj Szczygiel, College of Arts and Architecture:** So, moved.

**Chair Seymour:** Do I have a second? I see a second in the chat. Well, let's go on ahead and try to vote on the minutes. If there are any changes, we can-- for them-- hopefully, we'll get some of these kinks worked out. I see the people are having trouble logging in, but they were able to do it with a little bit of time.

Have we started the poll for the minutes yet, Anna?

**Anna Butler:** I have started the poll. I want to remind people though, that if you don't see the poll, refresh your browser because that's what brings it in.

**Chair Seymour:** Thank you, Anna. So, please, just have patience and refresh your browser if you're not immediately seeing a poll. Thank you.

I see now it's worked after a half a dozen refreshes, but it's working for some. Just keep trying that. Sorry about the frustrations as we learn how to use a new sySTEMM. We will get the results to this vote later during the meeting. And just to remind everyone, that's how we're going to handle the votes is we'll wait until later.

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## COMMUNICATIONS TO THE SENATE

### Senate Curriculum Report

**Chair Seymour:** Next, Item B, Communications to the Senate. The Senate Curriculum Report of July 12, 2021, is posted on the University Faculty Senate website.

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## REPORT OF SENATE COUNCIL

**Chair Seymour:** Item C, Report of Senate Council. Minutes from the January 12, 2021 Senate Council meeting can be found at the end of your Agenda.

FAC met on January 19, 2021, and discussed these topics, response to the Presidential Commission on Racism, Bias, and Community Safety, COVID-19 strategic plan, admissions and enrollment, searches, consultation process, library acquisitions budget, improving communications, use of student and employee data, data analytics, and state funding and student mental health 2021.

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### ANNOUNCEMENTS BY THE CHAIR

**Chair Seymour:** All right, Item D, Announcements by the Chair. We keep saying that we are living through extraordinary times, so much that it seems-- sometimes seems trite, but we really are living through extraordinary times. We are trying to survive, hopefully, a once in 100-year global pandemic. We are experiencing a period of racial reckoning and one that is long overdue.

We're also experiencing a political crisis that is inextricably tied to institutional racism and inequality. The two latter Items are at least as momentous as we experienced during the 1950s and 1960s when we truly embarked on our growth as a society to an increased equality in most of our institutions, from schools to the ballot box. We grew from those events for the better, but we did not honor, protect, and expand the changes that we started.

The work was not finished. We now have the opportunity to rectify that era so that we can continue the necessary work of building a truly inclusive multiracial democracy, rooting out institutional racism and inequality of all types, and creating communities of true belonging for all. We have much work to do at the University, and I invite you to join me in that work.

The rest of my comments will be spent honoring select work and individuals at the University and a discussion of a resolution from Senate Council. I would like to read a memo sent to Sandy Barbour, Vice President for Intercollegiate Athletics from me serving as chair of the University Faculty Senate and Mark Stephens, Chair of the Intercollegiate Athletics Committee of the University Faculty Senate.

Dear Vice President Barbour, on behalf of the Intercollegiate Athletics Committee and the Penn State Faculty Senate, we would like to provide this letter of appreciation to you and your staff for the extraordinary effort put forth to protect Penn State student athletes during the COVID-19 pandemic this fall. By setting clear standards, holding individuals accountable to those standards, and truly putting student well-being first, you and your team have admirably mitigated the impact of the pandemic within the Penn State community.

As such, please pass along a word of gratitude to your staff, coaches, and administrators who have worked so hard as a unit to protect all of the Nittany nation. While you likely get feedback based on outcomes represented on the scoreboard, please allow us to provide an alternative perspective. While many faculty senators certainly delight in the athletic success of our students, it is our solemn and overriding priority to ensure student well-being, safety, and academic success. The efforts of your team have helped on all fronts, truly representing the sense of community and the spirit of working and winning together that Penn-- that Penn State is all about. Thank you.

In closing, the pandemic will be with us in the spring, so, please, encourage everyone to not let your guard down. We can, we will, we are. And I'd like to take just a moment to thank Mark Stephens for his leadership on the Intercollegiate Athletics Committee for the Senate.



Now, I want to take a few minutes-- sorry-- now, I want to take a few minutes to recognize three of our colleagues who recently passed away. The first is Janet Atwood, who passed away recently. She was a faculty member in Kinesiology at University Park for 30 years and served on the senate.

She received the Evelyn R. Sauble Faculty Award in 1993. She was a long-time donor to PSU establishing three endowments. She served on the Senate as Secretary, and then served as Chair of the Senate in the year 1989 to 1990. I wish her family well and send them our deepest condolences. May her memory be a blessing.

And now, I'd like to recognize George Franz. George Franz recently passed away as well. He was a faculty member of History and American Studies at Penn State Brandywine for nearly 40 years. He also served as Director of Academic Affairs and Interim Chancellor of Penn State Brandywine.

He was a long-standing Senator, serving on this body for most of his time at the University. He served as Secretary Chair in the 1980-1981 year, and Parliamentarian from 2002 to 2007, as well as chairing a variety of our standing committees. I wish his family well and send him our deepest condolences. May his memory be a blessing.

And now, if we could pull up Jim Ruiz. I realize I might be rushing. So sorry about that.

Finally, we'd like to say goodbye to Jim Ruiz. He was a faculty member in Criminal Justice at Penn State Harrisburg. He came to Penn State after a career in the US Coast Guard and the New Orleans Police Department. He served on the Senate for a decade, starting in 2006, sitting on this body as a vocal advocate, serving on a variety of our standing committees, as well as Senate Council and Faculty Rights and Responsibilities.

I wish his family well and send them our deepest condolences. May his memory be a blessing. Many of us worked with Jim, and a few of us worked with George and Janet. And I think I speak for all of us that they will be deeply missed.

And the last part of my comments will be for the Senate Council Resolution Response to Violence in the nation's capital as Appendix U. I would like to ask Nicholas Rowland, Immediate Past Chair, to introduce and discuss the resolution. Nicholas, the floor is yours. Do we have Nicholas?

### **Senate Council Resolution – Response to the Violence in the Nation's Capital**

**Nicholas Rowland, Penn State Altoona:** Greetings, everyone. Can you-- can you hear me, Beth? I'm sorry, I just got-

**Chair Seymour:** Yeah. Yep. No, we can hear you fine, Nicholas.

**Nicholas Rowland:** I'll keep this brief and thank you for the opportunity to speak. The resolution up for a vote today entitled "Response to Violence in the Nation's Capital" is in reference to the events that occurred in the Capitol building in Washington, DC, on January 6, 2021. Members of Senate Council who sponsor this resolution are in full support of reinforcing President Barron's message published in Penn State News on the day of the aforementioned events earlier this month. As a point of clarification, while the president speaks for the University as a whole, the faculty have always had their unique

independent voice and we use our voice as a faculty resolving to denounce the violence at the nation's capital and our commitment to civil discourse in this resolution.

So, to this end, I present you with the following resolution and hope that you will join me in supporting it. The very brief resolution reads, "Whereas the Senate condemns the violence, lawlessness, and affronts to the values of the United States of America that have recently occurred and urges a renewed commitment to civil discourse and the nation's democratic traditions, therefore, be it resolved, the Senate affirms and supports President Barron's message on violence in the Capitol building as Penn State News on June 6th, 2021." Thank you, Beth.

**Chair Seymour:** Thank you, Nicholas. Sorry it was taking me a while to find everything. So, it's already been, of course, moved and seconded. It's on our floor. Any discussion-- any discussion of the resolution?

Just to remind you, if you want to be elevated to speak, raise your hand. If you have a question or you want to pose a question, we can put it in the chat. Do we have anything in the chat, Bonj? Bonj, you're muted.

**Gary Thomas, College of Medicine:** This is Gary Thomas, College of Medicine. Any reason we shouldn't---

**Chair Seymour:** I'm sorry, we're having a really hard time hearing you.

**Gary Thomas:** Can I use the chat function?

**Chair Seymour:** Well, I can hear you now. You were having a lot of feedback.

**Gary Thomas:** Oh. Oh, I'm sorry. I was just wondering if we should broaden the statement to include the need for peace-- peaceful dialogue when we're with protests of any kind rather than focus just on the horrible events of the Capitol building? All of the protests for a variety of things over the year and coming year, should we be making a statement about the need for peaceful dialogue rather than violence and protesting?

**Chair Seymour:** Nicholas, do you want to address the question?

**Nicholas Rowland:** While I don't disagree with the sentiments that were just expressed, I think our endorsement of civil discourse, which was clear and unambiguous, I hope speaks to that. Maybe not directly, but for sure indirectly. So, I think it's consistent with the resolution what was just said. So, I encourage folks--

**Gary Thomas:** Yeah, I just didn't I didn't know if using the-- the word the capitol makes people focus on that only when we had violent protests in Seattle and Portland and New York City since the new year, and we had protests related to lockdowns and other things over the year, BLM, that that had concerning behavior. I just wonder if we should just broaden it and just say all protests for all reasons should be peaceful and dialogue should be peaceful, and violence of any kind is really not appropriate.

**Nicholas Rowland:** I think rather than rewriting the resolution at this moment, I would encourage that senator to put together a resolution to that end in the future.

**Chair Seymour:** Bonj, are there any questions in Q&A?

**Bonj Szczygiel:** Yeah, we've got a comment from Leland Glenna in Agriculture who is asking, can we also say that we're disappointed that some Penn State grads participated? And then, if you want to keep going?

**Chair Seymour:** Yes, please, Bonj.

**Bonj Szczygiel:** There's a comment from Cindy Simmons in Communications. She writes, The Association of American University Professors has also passed a resolution that specifically names four Penn State alums who voted against certifying the legitimate results of the election in Pennsylvania. And then follows up with, my constituent Michelle Rodino-Colocino, President of the Penn State Chapter of AAUP, quickly responded to the events of January 6 with the statement.

**Chair Seymour:** Any comments, Nicholas?

**Nicholas Rowland:** While I'm sympathetic to these comments as well, singling out Penn State graduates as sort of especially responsible is not consistent with the sentiment that was in Senate Council on that particular day.

**Chair Seymour:** Thank you. Any other questions?

**Bonj Szczygiel:** This is from Wong in Lehigh Valley, what will this resolution lead to besides making a statement? Just wondering.

**Nicholas Rowland:** Resolutions are nonbinding agreements. In this case, as a way to show support for statements made by the President condemning these, yeah, it's very straightforward in that regard.

**Bonj Szczygiel:** Another comment from Simmons. To clarify, I was not seeking to amend. Just wanted the record to show that AAUP called out the individual alums. I think that's duly noted.

**Chair Seymour:** Yep. Thank you. Any other comments?

I think it's time to vote. So, if we could vote now. Senators, you may cast your vote on TallySpace. Erin, could you display? To accept the motion, press A. To reject the motion, press B.

I'll give a couple of seconds and then we're going to move on because we'll look at all the votes at the end, just to keep the flow of the meeting a little less interrupted. If you have any difficulty with TallySpace, please just continue to use the chat function, and Anna and others can keep an eye on it. Thank you. Do we have the president here, Erin?

**Erin Eckley, Office Manager, University Faculty Senate Office Staff:** Not yet.

**Chair Seymour:** Well, let's then move on. I'm going to switch my order a little bit while we're waiting on the President to arrive. So rather than do Item E, let's do Item F, Comments by the Executive Vice President and Provost. It is now my pleasure to recognize Provost Jones for his comments. He'll be presenting the Annual Education and General Budget Report, Appendix B, sponsored by the city

committee-- the Senate Committee on University Planning. Twenty-five minutes have been allocated for presentation and discussion. Provost Jones, the floor is yours.

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## COMMENTS BY THE EXECUTIVE VICE PRESIDENT AND PROVOST

**Chair Seymour:** So, Item F is Comments by the Executive Vice President and Provost. It is now my pleasure to recognize Provost Jones for his comments. Thank you, Provost Jones.

### Annual Education and General Budget Report

**Nicholas Jones, Executive Vice President and Provost:** Great. Thank you very much, Beth. Happy to do this. Little bit intimidated about that 25 minutes.

**Chair Seymour:** You don't have to take 25 minutes.

**Provost Jones:** No, I'll do my best to get through this quickly, but, please, please, please, bear with me. Everyone, please bear with me because we got a lot of material to cover as you know always from these budget presentations. So, I will go quickly, but not to suppress any questions, but just get to them more quickly. So, if I could, Erin, I assume that you're running the presentation for me?

**Erin Eckley:** Yes.

**Provost Jones:** OK, is that up? Thank you, very much. OK, so today we want to share the University's approved operating budget for the current 2021 fiscal year.

After the presentation, as I said, happy to take any questions or comments you may have. And then, I'll have comments on just a few other general topics. So next slide, please.

So, this figure shows a comparison of University revenue from the prior fiscal year, fiscal 2020 to fiscal year 2021. The fiscal 2020 total operating budget, you can see, was \$6.81 billion, and the projected 2021 operating budget was just a tad under \$7 billion.

Just for context, I want to describe to you what is in each of the categories because we'll be referring to these several times through the presentation. So, the teal-blue color is education in general. The E&G revenue sources include the appropriation revenue from tuition and fees from facilities and administrative cost recoveries from sponsored projects, investment income, and miscellaneous other sources. I usually like to give the Creamery as an example.

Penn State health in green represents clinical income. And that every year becomes-- well is the largest slice of the pie, and every year becomes a proportionally larger slice of the pie as the clinical revenues associated with the Penn State Health continue to grow. Restricted funds in orange are sponsored research and development revenues, and also include gift and endowment income.

Auxiliary enterprises in yellow represents auxiliary and business services and intercollegiate athletics. Agriculture general and federal funds in red. That's the agricultural appropriation plus federal funds

supporting research and extension activities in the college. And then, Penn College in navy blue represents all revenue sources for Penn College.

You will note if you compare that the two pie charts that in fiscal year 2020, the College of Medicine had its own slice, but that is gone. In fiscal 2021 pie chart, it is being combined with the overall E&G budget. Next slide, please.

So just to set the scene a little bit, obviously planning for fiscal 2021 a year ago was unusually difficult due to anticipated and unanticipated factors. Some of the planned changes that we all knew were coming, a new budget approach, a transition to the new SIMBA business information sySTEMM on July 1, 2020, and ongoing implementation of cost savings strategies that were recommended by a consultant and encouraged by our Board of Trustees to make us a more efficient operation.

Of course, then along came COVID, which made it more challenging still. And so, many of the traditional assumptions that we could count on in the planning process were challenged in ways that we could never have imagined. So those include projections of enrollments, certainly summer enrollments, fall enrollments, and then, ultimately, spring enrollments for 2021. We did not know at the time of budget planning what the fall semester plans would be. You recall the decision was not made until midsummer that we would have a return to in-person instruction at campus locations. So that was unclear.

And also, at the time of budget planning we really had very little idea what the cost of the various aspects of managing COVID-19 would be for the University, testing costs and all kinds of other expenses that were incurred in order to support our transition to a different way of doing business. So, these were difficult to anticipate and predict in advance, and were generally dealt with through the inclusion of contingency amounts. Next slide.

A lot of material on this slide. I'll just hit some of the high points. We, I think, have shared with senate before, we used three scenarios in our core budget planning, a best-case scenario, a most likely case scenario, and a worst-case scenario, each of which produced-- used different assumptions and produce different challenges for the operating budget outcomes for the fiscal year.

The most likely case scenario was the one we ended up using, and that was sort of the one that went up the middle, certainly muddled impacts from COVID, but that certainly didn't take us over a cliff. And it turns out in hindsight that that was a quite reasonable case to use as our core model. And it's probably fair to say we've done a little bit better than that, but not as well as the best-case scenario. So, I think we made the right call on that.

The revenue assumptions are listed there, flat funding for the appropriation, no tuition increase. We had to make adjustments to our projected enrollments due to COVID impact. This was a very complex process, and kudos to all of the people who are involved in coming up with numbers there that we could depend on for our modeling purposes.

And then, as you can see, all other sources are comprised revenues generated at the unit level listed there, expenditure assumptions, no general salary increases, everybody is aware of that, deferral of a portion of the capital plan expenditures that are contributed by education and general funds. We had to hit the pause button and we planned for that.

We did 3% across the board rescissions. Most of you at least indirectly and many of you directly would have felt the impact of those. And then, we were fortunate because the University's efforts around the restructuring of the city's liability actually generated considerable savings for us in this fiscal year, and we were able to take advantage of those savings, and they gave us some budgetary relief. Next slide.

OK, so this slide shows the summary of the education and general funds revenue. Our first column, which is labeled 2019-2020 IOB, or Initial Operating Budget. That was approved by the Board of Trustees in July 2019. So that was our baseline.

Then the 2019-2020 projected actuals was projected year end as of early July of 2020. And then, the final column there was the proposed 2021 fiscal year budget, which was approved by the Board of Trustees in July of 2020.

If you look at the tuition and fee line, the numbers that you see there in the fiscal 2021 column the last one assume a \$130 million reduction in revenues due to the impacts of COVID-19. The academic support line from Penn State Health represents our funding from Penn State Health to support the University's College of Medicine. And all other sources, as I noted in the previous slide, revenues generated at the unit level.

So those are the key takeaways there. I do point out, also, that little footnote that's on the slide. One of the things that bumped up, that tuition and fee number in the middle column was simply an adjustment in accounting practices. And so, that number looks a little bit higher than it was originally projected in part because of that impact. Next slide, please.

OK, so this-- the good news is, this is the worst slide in the deck in terms of its complexity. This reflects a summary of education in general funds expenditures. And then, ends with an assessment of the operating surplus or deficit. So, the three columns are the same as before, the initial operating budget, the projected actuals for fiscal year 2020, and then the current fiscal year 2021 proposed budget.

There is one Item in there that you will see is highlighted. That is the row that is labeled Temporary. One of the important things we did as we moved from fiscal year 2020 to fiscal year 2021 was we have eliminated from the Penn State vernacular the long-standing categories of permanent and temporary dollars.

We've talked about this before. The opportune time to do this was associated with the transition to SEMBA in July of 2020, and we proceeded to do that. So, some of our numbers in this transition here are a little odd, and I'll talk about that in a moment just because of this transition and the combining of what previously was our permanent budget, which was the budget that we generally talked about at Senate meetings and Board of Trustees meetings, and the one time or temporary budget.

We've combined those together now into a single budget category. And this transitional here, as I said, some of the numbers look just a little bit strange because we're doing things differently as we go from one year to another. We've tried to represent it as consistently as possible.

You can see all of the categories there. One of the things we've done this year is adopted the NACUBO-- that's National Association of College and University Business Officers-- functional coding sySTEMMs so we use categories that are consistent with other institutions of higher ed. This is very important in

terms of us being able to compare our expenditures from year-to-year, but also to be able to compare with other institutions.

So, the categories, instruction and research, that's generally things like faculty salaries, laboratory supplies and equipment. Other public service is extension and outreach. Academic support includes support for libraries, the offices of the Deans and Chancellors, academic advising.

Institutional support is really central infrastructure costs, finance, human resources, general counsel, development, and so on. Student services is a hodgepodge of things, but a big piece of it is student affairs, student aid, direct aid to students. Physical plant operations really funds our whole OPP operation. University contingencies-- everyone knows what contingencies are, compensation and employment. Employee benefits adjustment, that includes general salary increase allocation and changes in fringe benefits.

And then, temporary in fiscal year 2020, expenses were not categorized into functional categories. So that's a big roll up. For fiscal 2021, these projected expenses were all reassigned to the appropriate functional category. And so, that should get your attention because that was a pretty big number, almost \$420 million that was really not assigned to categories. So now, we're able to keep much better track of our projected and actual expenditures in that temporary category.

Now, if you look at the line under total expenditures labeled Operating Surplus and Deficit, the that three numbers there, the minus \$34.9 million, the plus \$108, and the minus \$189 million require a little bit of explanation, and it's hard to do that in 30 seconds or less but let me try. The fiscal year 2020 initial operating budget assumed a planned use of \$35 million in prior year balances, also known as carryforward, to support strategic investments and projects for which business areas had set aside funding from prior years. And in other words, that was a planned overspend that was backfilled with carryforward dollars.

In fiscal year 2020, the projected actual of \$108 million in surplus incorporated a number of things, a delay in the timing of expenditures for which funds have been set aside in previous years for commitments because of COVID, for example, startup, transfers to the capital program, and so on. A lot of things were delayed, and so budgeted dollars were not spent. It's expected that these expenditures will be incurred in fiscal 2021 or in future fiscal years, and there was also a one-time increase due to a change in accounting as a result of the SEMBA transition for summer session revenues, as I mentioned a moment ago. So, a number of things there conspired to produce that \$108 million surplus.

Fiscal year 21 as proposed assumes a total deficit of \$189 million. And before you get too concerned about that, that is partially as a result of reduced tuition revenues as modeled in the most likely case scenario discussed previously, as well as a commitment to using prior year balances to cover planned expenditures. So, it looks in this table like it is a significant deficit, but there are planned expenditures from reserves that will be mobilized to cover that gap. Next slide, please.

This is just the slide that you've seen in past years of the historical structure of the general fund revenues. Shows the amount we get from tuition and fees a little-- currently a little less than 77%. The proportion, that is the state appropriation, and the proportion that comes from other categories. And you can see that over the years of these five-year periods, you will note, except for the last one, that in general, just a reminder the state contribution to our total revenues through appropriation continues to decrease. Next slide, please.

I think everybody would wonder that all was not well in the world if we didn't show this figure because we do like to show it every year, and it shows the history of state appropriations to Penn State. And I note, again, that we are a state-related University, not a state University. You all know that. It is worth mentioning at this time.

This shows appropriations over time in absolute terms. And so, you can see that really since the beginning of this century, going back to '01-'02 on the left, our appropriations have gone up and down a little bit but basically stayed about constant. And so, in terms of whether we're talking about a '01-'02 dollars or 2021 dollars, clearly this is producing a gap in the resources necessary to fund the E&G budget at the University, which, of course, is primarily made up for over time with annual increases in our tuition revenue. Before we move from that slide, let me just say that that number at the end there, \$338.9 million is a large amount of money, and we, as a state-related University, are very grateful to the Commonwealth of Pennsylvania that we get that contribution. Next slide.

This is the detailed breakdown of the state appropriation request and what you actually received. The fiscal 2021 breakdown is shown here compared to fiscal 2020. It includes our general support line of \$242 million, just under \$55 million for ag research and extension, 15 million for Penn State Health and the College of Medicine, and just under \$27 million for our Penn College.

The appropriation request for fiscal 2021 assumed a 6% appropriation increase that was not approved. And you can see there the approved change was zero. Given everything that was happening, frankly we were happy to not see a reduction in our appropriations so we're thankful for what we received there.

OK, so with the approved appropriation along with targeted cost savings, we were able to keep tuition flat this current year for Pennsylvania resident and non-resident undergraduates. This was an important statement by the University, I think, in these really difficult times where students and their families across the nation are financially challenged, the fact that we did not increase tuition. In fact, last summer were able to affect a slight reduction in the average tuition across all campus locations, I think, was a really strong statement of commitment by the University to access and affordability.

Next slide, please. Oops. Back one. Yeah, that one. Thank you.

This is the most boring slide in the presentation, so I won't dwell on it. This is the approved tuition and fees schedule. And you can see that in the second and fifth column there's a bunch of zeros.

Those are the increases. So basically fiscal 2021 tuition and fees-- or tuition, was the same as the prior year. Next slide.

This shows the total cost of attendance and reflects the efforts to minimize tuition and room and board rate growth. These are reflected in declining or flat costs in overall cost of attendance. And if we compare total cost of attendance from fiscal 2020 to fiscal 2021, undergraduate cost of attention-- cost of attendance, no tuition increases and a reduction in room and board, an overall decline of 1.3% for Pennsylvania residents, and just under 1% for nonresidents.

The graduate cost of attention was flat for Pennsylvania residents and non-residents. And that included, again, a 0% tuition increase. And for international students, cost of attendance declined by nearly 1% from fiscal 2020 to fiscal 2021 due to lower pricing for room and board. Tuition rates were flat again year-to-year. Next slide.



This is just a somewhat colorful slide as we get towards the end that shows education in general funds expenditures by function. The left pie chart is fiscal year 2020. The right pie chart is our current fiscal year at 2021.

65% of the budget is dedicated to students and instructional and research support, which includes instruction and research, academic support, student services, and student aid. Categories in the pie chart by functional category, again, instruction and research in blue, just under 36%, academic support, 15.6%, institutional support is down to 20%, student services, 7.2%, student aid, 6.1%, physical plant operations, just under 13%, and then a bunch combined in that other category. Next slide.

This figure refers to, or shows, education and general funds centrally managed expenditures in seven categories from left to right, student fees, student aid, insurances, facilities, other, health care and retirement, and salaries. The color coding is as follows; the teal blue color is the base budget. That's really where we began from, and this shows total expenditures and each of these categories, not changes as some of the other figures have focused on.

So, the teal color is the base. The green color shows discretionary increases. For example, if there had been a general salary increase program, they would show in green. You don't see a lot of green in there because there wasn't one.

Yellow is nondiscretionary increase. These were increased expenditures that to which we were contractually obligated, for example, salary increases for our technical tech service employees. Purple represents a strategic investment. You can see in the figure, we're a little bit thin last year or this year in the purple department for obvious reasons.

And then, red reflects cost savings. And it shows usually always at the bottom, so negative numbers such as the red section extend below the horizontal axis excess. Cost savings of nearly 10% in two categories facilities, and health care and retirement are evident. And the savings, and certainly on the retirement side, have been facilitated by the activity with. Next slide.

This is the summary just to wrap things up. In many years of budget planning, I would have to say that for me and all of us, actually, all my colleagues, fiscal year 2021 was just an incredibly challenging process due to both anticipated and unanticipated factors. Certainly, the transition to SIMBA and a new budget model were planned, and they were big. And then, along came COVID, which threw a big wrench in the works and made things very complicated.

The budget, as budgets always do, represents our best-informed judgment and estimate given the challenges on the revenue side, as well as our best attempts at aggressive expenditure management. And depending on the path of COVID-19 reserves and/or the line of credit we may need to make some adjustments as the year goes on to cover any operating deficits. The one thing that is not reflected in these budget documents that I think is important is I think you're all aware that there is a new round of funding from the federal government.

We got about \$54 million in the last fiscal year. Twenty-seven of it was used for student aid and \$27 for institutional relief. We have received this time, I think that the total number is \$85 million, \$27 billion again for students, which we are working on a plan for disbursement. And the balance is to offset University related expenses. And so, while we don't have all of the details figured out yet, we do

anticipate that there may be some relief for the education and general fund budget from that source. So that is not reflected in these slides, but we will be very happy to make those modifications.

Before I finish, I did want to just quickly touch on a topic that I know has been of some concern and some sensitivity for the past 12 months, and it is-- obviously, I've talked about numbers here, but, ultimately, numbers because of the distribution of our expenditures, numbers are a proxy for people, right? And so, I know there's been a lot of concern about the impacts of these budget challenges on our workforce. And I think you're all aware that that President Barron made the commitment way early in this pandemic to ensure that our people were protected and supported to the best of our ability and we have been committed to that. Erin, if you can go to the next slide, please.

One of one of the concerns that was often expressed was, and we've seen this play out at many of our peer institutions, was that some of our faculty may be vulnerable, and in particular some of our non-tenured faculty may be vulnerable. And so, we put a lot of energy and effort into that particular aspect starting about a year ago to ensure that we had checks and balances in the sySTEMM to minimize the impact on, in particular, our non-tenure lined faculty. What this table represents is a summary at University Park and across the Commonwealth Campuses of the reasons for which non-tenure lined contracts were not renewed during the 2020-2021 fiscal year.

And I would just say that if you look at the numbers, there are a few takeaways. First, efforts to offer contracts to those non-tenure line faculty members whose contracts were expiring on June 30, 2021, appear to have been successful. To our knowledge, there were zero situations across the University where a contract was not offered due to COVID related conditions. And I just note that in the chart the total number of fixed-term faculty who did not receive a contract as of September 30, 2020, and the primary reasons for why contracts were not renewed as summarized is a wide range of reasons, including resignation, going to graduate school, accepting another position, retirement, and other non-COVID related issues, but that none directly to COVID.

So, I just wanted to finish with that because I think it's actually pretty good news and wanted to share that. So, Beth, with that, I will stop, and I am happy to take any questions.

**Chair Seymour:** All right it looks like we have a question from Josh Wede.

**Josh Wede, College of the Liberal Arts:** Hey, Provost Jones. Can everybody hear?

**Chair Seymour:** Yep, I can hear you, Josh. Please, state your last name and your unit just for the record.

**Josh Wede:** Josh Wede, College of the Liberal Arts. Provost Jones, I was wondering if you could comment on the fixed-term faculty contract language, and if there might be any changes for the upcoming year.

**Provost Jones:** Yes, thank you for asking that question. We know that-- and I think we've said several times-- I've said it. President Barron has said it. Probably we've said it too often that the language that was put in those contracts was in part to affect the outcome that I just shared with you in that last slide. But we understand that some of the-- a component of the language was that was very troublesome to many.

We've had a number of conversations. Kathy Bieschke, I know, has worked very closely with folks from Senate. We are going to remove that language. We are going to leave a piece of it in, mainly because our Office of General Counsel pointed out to us that this is language that should be in any contract, we offer to anyone, and that was the second part of the language. But the language around giving 12 weeks of notice, that language has been removed.

I'm a little concerned, frankly, we're taking it out. That was put in, as we've discussed, to provide flexibility to budget executives, and give them confidence to be able to extend contracts. The language will be removed, so I'm a little bit concerned about what the impact will be, but we will just have to track that.

**Chair Seymour:** Thank you, Provost Jones. Bonj, do we have any questions in Q&A?

**Bonj Szczygiel:** We have a question from Joe Mahoney in Berks. And the question is, how is low enrollment not COVID related?

**Provost Jones:** I think lower than budgeted enrollment is COVID related. I'm assuming that you are referring to the line in the table.

**Chair Seymour:** I believe that is what he's referring to, Provost Jones.

**Provost Jones:** Yeah, so I think what that line specifically refers to is, on a fairly routine basis, if there is under enrollment in a course or courses, and those courses are not offered, and the services of a fixed-term faculty member are not required, then that contract may be not renewed. And so, often that refers to a fixed-term 2 contract, which as you know is generally a contract for teaching an individual course. If there is no enrollment in the course, then it doesn't need to be offered, and so the contract is not extended.

**Chair Seymour:** It looks like John Liechty has a hand raised. John are you there?

**John Liechty, Smeal College of Business:** Sorry. That was a Zoom mistake. I'm fine.

**Chair Seymour:** No worries.

**Provost Jones:** Hi, John. It's nice to hear from you.

**John Liechty:** Yes, sorry. Nice to hear-- nice to-- I'll stop.

**Chair Seymour:** No worries. I understand. Bonj, do we have any questions in Q&A?

**Bonj Szczygiel:** We do. We've got Julie Gallagher from Brandywine. And first she says, thank you for your presentation. Do we have a comparison of the number of non-tenure contracts not renewed from prior years? The breakdown is very helpful and would also help us put these numbers in a larger context.

**Provost Jones:** I don't have those numbers handy. We can certainly see if those data are available. I think last year we paid very close attention to the numbers.

I see Kathy has raised her hand. Could we maybe call on Kathy who did the bulk of the work assembling these data She may be able to speak to that.

**Chair Seymour:** She should be able to speak. Kathy, can you speak?

**Kathy Bieschke, Vice Provost for Faculty Affairs:** Sure. We have not typically aggregated the data like we have this year in previous years. So, we could probably do a rough comparison of how many non-tenured line faculty we have from year-to-year, but we have not questioned why or why not a new contract was not extended. And I'm not sure Joe Mahoney's question was answered, but low enrollment problems preceded COVID in a couple of instances, as indicated on the table.

**Chair Seymour:** Bonj, do we have any other questions in Q&A?

**Bonj Szczygiel:** Got a question or questions from David Smith, Division of Undergraduate Studies. Thank you for the overview, Provost Jones. I fully recognize the challenges present with budgeting in our current environment. I am glad to see increases in student aid and even student services. One of the very few expenditure areas to see a decrease though is academic support, which you mentioned included academic advising. Can you provide any additional information on the decrease in this category?

**Provost Jones:** Probably not off the cuff, David. I know that Mary Lou Ortiz is here with us. Mary Lou, I don't know if you can recall offhand what may have driven it.

**Mary Lou Ortiz, Associate Vice President for Budget and University Budget Officer:** Hi, there. Can you hear me?

**Chair Seymour:** Yep, I can hear you Mary Lou.

**Mary Lou Ortiz:** OK, so part of the reason for the change, actually, and I would have to drill down into academic support specifically, but when we change to this new way of coding, it also involved a relook at how different units categorized things previously. And in some cases, resulted in making sure that we were applying some of these things in a standard way. So, it's not an apples-to-apples comparison to go from FY2020 to FY2021 both because the things that used to be in the temporary category then got dispersed across the other functional categories, and also because this review by every business area to make sure that we were adhering to more standardized practices.

So, it's not necessarily the case of that dropped. It just dropped in relation to a previous year. That is not the great comparator.

**Provost Jones:** Thanks, Mary Lou.

**Mary Lou Ortiz:** But we can look into that to see if there was a real change.

**Chair Seymour:** Thank you, Mary Lou.

**Provost Jones:** I don't-- I don't really sense that there was a diminution in the commitment to that area. So, I think that's probably a more plausible explanation, and it's just one of several reasons, as I indicated before, why the head-to-head comparison of fiscal 2020 to fiscal 2021 is difficult because there's been so many changes in the way that we have accounted for things. It's just a little tricky to do those comparisons.

**Chair Seymour:** Right, Mary Lou, could I ask you to give us your title too. I realize not everyone knows who everybody is.

**Mary Lou Ortiz:** I'm sorry. It's Mary Lou Ortiz, University Budget Officer.

**Chair Seymour:** Thank you. And so, any other questions in Q&A, Bonj?

**Bonj Szczygiel:** Yeah, we've got a question from Ken Keiler who's in Eberly College of Science. Issues surrounding the pandemic limited discussion of the impact on SIMBA implementation and the University community. In science, many faculty still do not have access to their budget information several months after SIMBA.

What is the University doing to help units that still have backlogs relating to SIMBA implementation? That sentiment has been supported by Senator Gaia in Engineering. Again, basic budget information cannot be obtained.

**Provost Jones:** Thanks for that question. And I appreciate actually having the opportunity to speak to this in front of the senate. These issues started to bubble up in the late fall and sort of reached a bit of a boiling point in December.

About maybe three weeks ago, I charged a task force consisting of representatives, faculty and financial staff representatives from multiple divisions to come together identify where the problem areas were specifically, where were the areas of the greatest pain and angst and make recommendations as to how these challenges could be addressed and could be addressed quickly and efficiently. And I think I gave them four weeks to do this and report because the issue is a pressing one. So they are hard at work and I've asked them to, obviously, if there's any low hanging fruit that they identify as part of their deliberations, to let us know immediately so we can get the SIMBA team working on making the adjustments that they need to make, but more importantly to identify areas where probably additional support and personnel may be necessary, whether it's centrally or locally, and whether it is long term or short term with really a longer term view that we want to be positioning ourselves to make sure that our research operation in particular is fully and robustly supported.

So, I told them to come forward with recommendations and we will move very quickly to make sure that resources are available to make the investments to move past this. Some of it, I will say, and I don't offer this as an excuse in any way, is associated with the transition from one enterprise sySTEMM to another, particularly a home-grown enterprise sySTEMM which is well tuned to the operations of the University. When you go to a new one, there's going to be teething issues as there were for both WorkLion and LionPATH. Some of them would just work themselves out over time, but there was sufficient concern around this area that I felt the formation of a task force was necessary to really, really pin this down and be specific about suggestions for addressing the concerns. Thanks for bringing that up, and I hope we will get to resolution very quickly on that.

**Chair Seymour:** Any other questions, Bonj?

**Bonj Szczygiel:** We do. We've got Aakash Viramgama, who is the Commonwealth Campus Student Government Vice President. Thank you for the detailed breakdown, Provost Jones. I wanted to ask about how student leaders could potentially help boost state appropriations besides capitol day visits?

**Eric Barron, President, Penn State University:** If you don't mind, I'll just chime in there for that one.

**Provost Jones:** Yes, absolutely.

**President Barron:** So, one thing in addition to capitol day, now Zack Moore in government affairs actually has groups of students that are engaged as advocates for the University budget. And so, they meet with legislators more frequently, and it's a very active group among other things there in government affairs, box and football. Hopefully, we'll get to do that again next year where they're actually talking to legislators. So, this is a very active group that if people were interested in, they could talk with Zack Moore, who is the VP that governs government affairs.

It is a challenge right now. The deficit is about \$3 and 1/2 billion that they're thinking it might be. And this is a budget that I think last year was about \$36 million. So, this is not a small number.

However, our focus is to have the Fed support a stimulus bill that includes the Commonwealth of Pennsylvania and local governments because history tells us that enables them to weather this storm for a couple of years and maintain our budget. I think we have a lot of legislators and others that would like to increase our budget. But by holding our own is a better scenario than actually what we projected at the beginning of COVID. So we do see a strong amount of support, but that strong amount of support is tending to keep us whole as opposed to an increase or a cut. hopefully, that helps.

**Chair Seymour:** Thank you, President Barron. I think there's one more question. Let's have that be the final question for the provost. Bonj, if you don't mind. You're muted, Bonj.

**Bonj Szczygiel:** This is from Greg Shearer, Health and Human Development. Curious about the breakdown between research expenditures and teaching expenditures. Is that available? Thanks for all your work. And that was and supported by Josh Wede, Liberal Arts who agrees, it would be helpful to have that information.

**Provost Jones:** Could you-- would you mind just jumping on and just maybe expanding that a little bit. I'm not 100% sure what you mean. Or alternatively, you could email me and I'm happy to send it to you. I might not have the answer offhand, so email would be an option as well.

**Chair Seymour:** I see he raised his hands so I'm giving you the opportunity to speak, Greg. I think we can hear you.

**Greg Shearer, College of Health and Human Development:** Yeah, hey, thanks. Yeah, if you could--

**Chair Seymour:** Name and unit, Greg.

**Greg Shearer:** Greg Shearer, sorry. Yeah, I'll just--

**Chair Seymour:** And your unit, Greg, sorry.

**Greg Shearer:** And my unit, College of Health and Human Development.

**Chair Seymour:** Thank you.

**Greg Shearer:** So sorry about that, but, yeah, if I could just get that breakdown, or if it's available somewhere, I just wanted to see the breakdown and thought it'd be helpful to see it.

**Provost Jones:** On the expense side, Greg, is that what you're asking about, or on the revenue side?

**Greg Shearer:** Perhaps I'm confused, but I thought you showed a pie chart with the teaching and research expenditures roughly 35%.

**Provost Jones:** OK, yeah, I thought that-- I think we had some other slides where that was broken out a little bit, but I'm happy to-- I'm happy to get for you a breakdown. I'll work with Mary Lou just to respond to that question.

**Greg Shearer:** Thank you.

**Provost Jones:** Yeah.

**Chair Seymour:** Thank you. Thank you, Provost Jones.

**Provost Jones:** Beth, could I just say-- could I just speak. It would be a kind of an elephant in the room to not mention COVID just before. So, could I just pinch five minutes to very, very briefly.

**Chair Seymour:** Yeah, please, keep it brief. We've got a very long meeting.

**Provost Jones:** Yes, I will. So, a lot of information has come out just over the course of the last week. So, I don't need to dwell on it, but just to emphasize, again, as we roll into the spring semester. We're all, of course, focused on a return for February 15.

On the testing side, we have really improved our testing footprint from the fall, mainly because we've just gotten better at it. We have upgraded the task lab to be CLIA certified, which gives us more capability. And the advent of more readily available rapid testing really has been quite transformative, both in terms of the ease of doing the tests, but also the quickness with which we can identify and respond to students who test positive.

I think you're all aware, we have a battery of testing from pre-arrival, to on-arrival, to what I would call enhanced surveillance, and walk-off as we proceed through the semester. And I was just shown a demo this morning of our new implementation of the enterprise sySTEMM known as Salesforce, which we are going to be using for tracking and management of all things COVID. And really in eight weeks, the team has done an amazing job, and that will facilitate communication and sharing of data with you on a more regular basis.

On the vaccine side, I think many of you will have seen in on the virus site and in the FAQs, Penn State is not a distributor of the vaccine. We continue to advocate with the State Department of Health. We are anxious and happy to do anything and everything we can do to help our community as well as the broader Pennsylvania community with vaccine distribution.

And so, we're on it. At this point, the vaccine is still in short supply, but we are ready and willing to support vaccine distribution. So, let me just stop there. Beth. As promised, that's COVID in two minutes, which is pretty amazing for me.

**Chair Seymour:** I should give the senators an opportunity to ask a question and I think there may be one in Q&A, Bonj.

**Bonj Szczygiel:** Mary Beth Williams, Engineering. Thank you, Provost Jones, for addressing the elephant. It was great to learn that nursing faculty and students have received priority vaccinations.

Many of our experiential courses, like labs, studios, clinicals require in-person instruction, some of which extend for several hours. Among the instructors are a significant number of undergraduate and grad students serving as teaching assistants and learning assistants. How is the University advocating for our student's TAs and faculty who are teaching in person for vaccination in the next phase analogous to teachers in K through 12? When do you anticipate these coming?

**Provost Jones:** Thanks, Bonj. That's Mary Beth Williams from Engineering?

**Bonj Szczygiel:** Engineering. Yes, it was.

**Provost Jones:** OK, so thanks. Great question. The support for our nursing program for faculty and students in nursing actually came from Geisinger. They reached out and offered to provide vaccinations for students and faculty, and we're very grateful for that commitment.

I think to the specific part of your question about support for graduate students, TAs, and so on, I think from our perspective, we're talking about approaching phase 1B. We're still-- really the priority is still in 1A, which is the umbrella under which nursing was covered because of the exposure of many of those students and faculty in clinical settings. We certainly will take the position that anyone who is involved in face-to-face instruction or interaction with students in more intimate settings in particular, but also in the classroom should be in the 1B category of educator. We're just not there yet but, but we would certainly consider graduate students and teaching assistants to be in that category. Anyone involved in face-to-face instruction.

**Chair Seymour:** So, the last question, Julio Palma has his hand raised. Julio, you should be able to speak.

**Julio Palma, Penn State Fayette:** Yes, thank you. Palma, Fayette. I've raised these questions in our meeting in October, and I raise again, the pandemic has disproportionately affected people of color and unprivileged communities and I ask if we have the results of demographics of the results of our testing in Penn State University. I have taken the test three times with both, and every time I take it, I have to fill out the options of race, ethnicity. So, do we have the results of our test done in Penn State University?

**Provost Jones:** I think we-- Julio, we probably have access to those data. I think Kelly Wolgast is on. I'm not sure where we are in the analysis of that information. Kelly, I don't know if you can jump on with a response to that, or, Julio, we can certainly get back to you.

**Chair Seymour:** Yeah, we'll just get back to Julio and make sure that we move along. So, thank you, Julio. And I just, for the record, wanted to make sure the record records that Mary Beth Williams is in the College of Science, not Engineering.

**Provost Jones:** I thought maybe she'd transferred.



**Chair Seymour:** And just note, just so we're clear. There is one last quick question I think from-- in Q&A, Bonj, if you could quickly read it.

**Bonj Szczygiel:** Sure, this is Jim Strauss, ECOS. Is it possible to have our dormitory staff made high priority in terms of receiving a vaccine? Those workers are in the front line and vital to student and University support. Thank you.

**Provost Jones:** Yeah. Thanks. Thank you, Jim, and appreciate you calling it out.

I think we have made a priority and Damon Sims, VP Sims, has certainly been a strong advocate for his staff in residence life to receive the vaccine. And Penn State Health has made available a good number of doses. And I know that many of Damon's staff have signed up and have been vaccinated as a result. So, certainly, our folks who are in close contact with students in those residential environments are a priority for us to the extent that they can be relative to the tier categories.

**Chair Seymour:** Thank you, Provost Jones, and thank you for being willing to answer all other questions and for shifting very quickly.

**Provost Jones:** Beth, no problem. Thanks, Beth.

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#### COMMENTS BY THE PRESIDENT OF THE UNIVERSITY

**Chair Seymour:** So, if I can go to Item E, Comments by the President of the University. It's my pleasure to recognize President Barron for his comments.

**President Barron:** Thank you and my apologies for missing the beginning part of the meeting and making you shift quickly. But four Items of interest to the administration and significant interest to the board. One of these is the activities that are related to addressing racism and bias.

You probably noted that the student code of conduct was revised. Student affairs looked at it to make sure they could implement things, and then even-- and had legal examiners and the board subcommittee on legal and compliance also looked at it. And it is now final and has been implemented for the spring.

The select commission, as you know, provided their report, which was published. It was then my job to begin to discuss them, not only with the chairs, but with the board, proposals on what would come out of the gate first. I have done that in terms of leadership and creating an enterprise effort and additional accountability focus on onboarding and mentoring, the senate's work on a curriculum, the creation of a scholarship enterprise, and anti-racism and anti-bias, among other things.

And the board held a discussion on the commission report. They held a discussion on my proposals. And my expectation is, for the February meeting, we will be able to announce a way forward February board meeting coming up in a couple of weeks that we will be able to announce the way forward. I think we're going to make some significant progress, maybe not in every single category, but we will be able to make some significant progress.

So, I just wanted to make sure you knew how those things were evolving. Another focus was equity scholarships. And so, I'm pleased to report that as of today, we have 167 new equity scholarships and

more than \$22 million that is sitting there behind me supporting those scholarships. So those are I think some significant development in terms of our efforts to address racism and bias. And I'm just signaling to expect more as we begin to put money behind some of the ideas in the commission report and put our effort forward.

Another keen interest I think of everybody given the importance of external activities outside the classroom in supporting student life, and supporting education, and in supporting well-being that this is an incredibly important topic, and one for which basically was shut down because of COVID. So, student affairs is now developed on-ramps-- four phases of on-ramps to add student activities. So, we will see opening again.

The IM building, we proved that we can do this safely. University museum will open, also with safety rules. Ice rink will open again with safety rules when the students are back. That also has an impact on the community.

But there's a broad range of things that in a combination of virtual and in-person can be managed, all the way to activities in the spring, which can be done out outdoors. And rather than describe some of the details of this, I just want you to know that we will work to do this as conditions-- conditions occur that allow us to do it, like, for example, I'm intending to sponsor a University wide cornhole competition with prizes that get people outside having a good time. I just gave you that example for a little bit of levity in the process.

But this is a very deliberate effort that as we can. And Damon describes this as a carrot approach, not a stick approach. As we discover that people can handle these events and are well behaved, we will do more and more. So, I'm looking forward to that and I know our students are looking forward to it. And I know the board has a great interest given all the comments they receive about what the Penn State experience is, and that Penn State experience, of course, is one of the reasons why Penn State has such a strong interest in terms of applications.

A third topic relates to innovation dollars. I know that there are Universities out there, and Nick made a comment about it, out there that have to have been rolling things back, everything from Olympic sports to faculty lines and et cetera. We have a very strong commitment to our employees and to our students. I look at this very differently.

If I look back in history in 2008 forward, those institutions that found a way-- find a way to invest are the ones that came out of that recession much, much stronger. I believe that's also true for Penn State. So, there are several areas of investment that the research enterprise and anti-racism and anti-bias is an example, but we are going to take a deep, deep look in terms of the health enterprise at Penn State and the College of Medicine.

We're going to look at this in terms of the aspirations, what we'd like our College of Medicine and health and medical enterprise to look like, what the priorities are to move forward, what the investment costs may be, where we would get that revenue, and we will be looking carefully at-- carefully at the relationship between Penn State Health, and the clinical enterprise, and the Penn State education and general enterprise as we work to move forward in this space.

And so, hopefully, a little bit of time here before we might report out on what might occur. We're having as a basis what the College of Medicine is developing strategic plan and health council's plan for

biomedical enterprises University wide. So, in my mind this is an important area. It's one of the impacts the world areas. It's one of the areas where we're raising money from philanthropy.

And this is an institution that should be looking at the future. A lot of institutions that have stopped at some point from now will have to restart their engines, where I think in our particular case where a robust enough institution, we can start to think about what some of those investments are. A quick update if you haven't heard it in terms of the stimulus dollars, the stimulus dollars netted us over \$80 million. We're ranked fifth in the nation in terms of the number of stimulus dollars that we got.

A similar amount has to go to our student population as last time. That was \$27.9 million and we're looking at some of those direct costs. Our direct cost for COVID for things like testing and PPE is already exceeded \$25 million. This is a significant amount of money for which the stimulus money will help us.

Other parts of that are designed to keep people employed, despite the fact that their workload has changed. So that's that a priority for us. And we will be advocating for more. I know that many are advocating more for the research universities and for their focus on COVID related research, as an example. But I think also the focus, it will take a few weeks I think at the very least to focus on support for Pennsylvania and local communities because this is what allows them to balance their budget in this stressful time and keep the allocation to Penn State at least flat. So that's what we're working on. So, four quick topics there, and happy to take any kind of questions.

**Chair Seymour:** Thank you, President Barron. I see we have Ira Saltz has his hand up. So, Ira.

**Ira Saltz, Penn State Shenango:** OK, can you hear me?

**Chair Seymour:** I can, Ira.

**Ira Saltz:** OK, yes, President Barron--

**Chair Seymour:** Saltz, where which unit are you from?

**Ira Saltz:** Yes, Saltz, Shenango.

**Chair Seymour:** Thank you.

**Ira Saltz:** President Barron, as you know, Shenango is one of the two campuses that will be piloting the First Day Complete Program in the fall. But I just wanted to sort of explain to you why. We did a lot of exploring. I had faculty give me the textbooks that they plan to use for their courses. And in more than 90% of the classes, First Day Complete was more expensive than if the students simply bought textbooks on their own, bought or rented textbooks on their own.

So, we know that this is a program which will cost students more money. But the reason why the campus has chosen to participate in the pilot, is because it does solve one problem, and that is a problem of access to textbooks for a lot of our low-income students. Many of our students cannot afford their textbooks until their financial aid checks come in, which often isn't until the third or fourth week of classes.

So, under First Day Complete, they'll at least get their textbooks on the first day. But I think we can all agree that this is probably an inequitable solution. Our lower income students will be in the same class having paid more for their textbooks through First Day Complete than our students from better financial backgrounds, who will have had the chance to shop around before the semester began to find a lower price somewhere online.

So, I guess I want-- I'm hoping that the University understands why we agreed to do this pilot, and that we could hopefully find a better solution. One which won't cost our low-income students more money, but another way though that we can get them access to their textbooks at the beginning of the semester.

**Chair Seymour:** Thank you, Ira. Excuse me, President Barron, if I could just step in for a second. We have an advisory and consultative report on this where we will be discussing it in detail.

So, your comments are on the record. We'll be discussing it in detail in a little bit. President Barron, you can say anything if you wish or not.

**President Barron:** Oh, I think that makes better sense. I mean, that's why we look at this carefully. But I think we have two objectives. One is to make sure that there are not those that are disadvantaged, but also to save money for the students. I think it's important that we find a way to address both issues, not just one of them.

**Chair Seymour:** So, thank you. Any other questions for President Barron? I've done the requisite pause and I don't see anything, President Barron.

**President Barron:** That's fine.

**Chair Seymour:** So, thank you very much.

**President Barron:** Sure. Take care.

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### Capital Revisions Report

**Chair Seymour:** Next, I'd like to invite-- so we skipped past the provost. Next, I'd like to invite Bill Sitzabee, Associate Vice President for Facilities Management and Planning to give the Capital Revisions Report, Appendix C, sponsored by the Senate Committee on University Planning. So, Bill, the floor is yours.

**Bill Sitzabee, Associate Vice President for Facilities Management and Planning:** Yes, good afternoon. And I think y'all are going to bring up the slides.

**Chair Seymour:** Yes.

**Bill Sitzabee:** So, while that's coming up, I'll just kick off real briefly. This is a capital plan update. I gave a comprehensive capital plan update last year, and this is really focused on the major changes since last year. And as you know, COVID has had a significant impact, so I'll try to work through some of those.

If you go to the next slide. As you know, we started with a borrowing centric approach that planned on \$750 million of total of borrowing over a five-year period. This was relying on a 2% tuition increase, each of the five years of the plan, to cover the debts service associated with that borrowing.

As you also know, we held flat tuition for five of the last six years. And so, the plan had to adjust accordingly. And you can see those incremental steps from \$750 to \$720, to \$640 to \$610. All were part of that flat tuition approach to address the plan.

You can also see that we went through several steps as we lowered the borrowing and replaced some of that funding with DGS funding. So, if you look towards the bottom where it says capital of-- Commonwealth Capital Plan, you'll see that the money actually went up from \$200 up to \$290. Due to COVID, we've further contracted the capital plan from the \$610 million of borrowing to \$499.3.

This contraction in borrowing and the corresponding changes to the capital plan was needed to create the headroom in borrowing capacity to open up the line of credit that is now in support of the operating budget. And I think Nick had mentioned that briefly in his report. I also wanted to point out that the major maintenance was reduced due to a series of operating budget shortfalls that required us to lower the overall budget by \$3 million per year.

I will recall that in the plan, the original plan, there was an expected \$3 million per year increase in the major maintenance budget to address our significant backlog. Losses in year two equated to a \$12 million total impact on the capital plan, and losses in year three resulted in a \$9 million impact. You'll see that reserves from central were initially increased to offset the reduction in education in general borrowing as a result of the 0% tuition increase in the first half of the year. However, reserves from central have since been reduced due to the COVID pandemic.

The good news is that we built the plan based on a year-over-year expectation from the state of \$40 million of capital infused. And in the last three years, we've received a \$70 million support from the state. The first two years of that, the \$30 million extra we used to offset the tuition, and as I showed you on the bottom of that last slide, and then in this last year we took the \$30 million increase and recycled it back into the plant. And I'll just kind of show-- the numbers don't add up exactly, it's because we took out a certain amount of cash from the plan, and then we also took out a certain amount of borrowing.

The debt service related to the borrowing is about a 15 to 1 project of value to borrow a dollar. Program contingencies have been reduced as well. Make sure that I'm looking at the right spot here.

And so, if we go to the next slide, you'll see there an additional \$30 million of capital funding from the Commonwealth offset the corresponding reallocation of education in general borrowing funds on the College of Engineering Research and Teaching Space 1 Project. We held back \$3 million of that funding to do some additional work on that project, and then redistributed the remaining \$27 million back into the plan.

You'll see the Nursing Science Building renovation was originally set at \$5 million. And due to COVID, we had deferred it to the next capital plan. However, the project has since been restarted with the capital infusion from the state and because of a corresponding reallocation that we expect a proposed gift to the College of Nursing. This project will only move forward at the increased value if that material-- if that gift materializes. I should say when that gift materializes.

Due to the COVID-19 pandemic, the ENG boring component of the Sackett renovation, which was originally a \$60 million project in this capital plan that would have been executed in terms of construction in the next capital plan, we moved that funding to the next plan, but held back \$6 million to cover the design of it so we'd be ready to go immediately in the next plan. We reduced the capacity of the studies for the projects. And this \$5 million was originally envisioned to help launch the next plan and get us started on design. And then, due to slowdowns in the construction program, we had to cover about a million of additional claims that went beyond the ability of the projects to cover them in the contingency.

If you go to the next slide, you'll see that this is the catch up in new buildings for the Commonwealth Campuses. And right off the bat, you'll see that we had originally deferred the Abington project to the next capital plan. We had had DGS funds, or state funds, on the Abington project. We moved those to the Academic Learning Center at Harrisburg because we were able to lower the overall program and cover it with some other funds. And then, actually, we put the project back on the plan when we shifted the ENG borrowing from Harrisburg to Abington.

So, a little bit of a dance back and forth there. The bottom line is, this allows us to enable or activate the DGS funds immediately. And that project has been launched. The Abington project is still waiting for some rezoning issues to be resolved from the township.

The Erie Hall project was delayed about a year because of COVID. And so, as such we had to put some additional funding on it to cover the escalation costs. You'll see there that the multipurpose building in DuBois was originally deferred to the next plan. But taking the capital infused from the state that went to the College of Engineering, we were able to move that borrowing over to the DuBois project and put it back on the current capital plan using borrowing. And, again, there was some increased escalations due to slip in schedule there.

You will see that the \$20 million of Abington phys ed was taken off the plan. And those were part of the funds that we pushed to the academic building for Abington, which was the higher priority. And then, there was a series of smaller projects all below the \$10 million threshold that we had to lower the overall impact, reduce the scope on those.

If you go to the next slide, you can see that in one area the smaller renovation projects, which is a list of those \$5 to \$10 million range projects, we actually went up in that category because we had to add the chemical and radiation accumulation facility onto the list, which was an emerging need. Typically, that would have been covered through the program contingencies that we had built into the plan. But the program contingencies were reduced to provide the cash to offset the operating budget.

And so, that went up slightly. The Commonwealth Campus smaller projects went down a little bit. We didn't necessarily take projects off, but we reduced the scope across the breadth of those.

SySTEMM upgrades are those wide projects. These are things like pavements and roofs and elevators that we do as a program. And we reduced a little bit in that category, both for University Park and the Commonwealth Campuses. And then, like I said, the corresponding impact for the major maintenance this year was a reduction in major maintenance allocation to both University Park and the Commonwealth Campuses.

If you go to the next slide, you'll see we had one minor increase on the water reclamation facility. And that, again, was due to increased cost. This is the waste treatment plant that's under construction, and COVID stopped us right in the peak of construction, which cost us some delays on that project. So, we had to balance that out.

All of the other education and general projects remained as planned on the plan. So, I won't brief those, but I'm happy to answer any questions on those. We'll do that after I address auxiliary business in the self-supported units.

So next slide shows the Auxiliary and Business. This was probably the area of the single biggest impact to the overall plan. As you know, when we moved to remote operations, the residential halls were hit pretty significantly. Although they're grayed out, you'll see that the East Hall renovation phase 2B and 2C remain on the plan, but we slipped them by 2 years. So those would have been under construction now and kicking off this May. We've actually moved them to the last year of the plan, but still expect to try to execute those.

We had planned on in this plan executing the first parts of the Pollock Hall Residence renovations. And both of those projects phase, 3A and 3B, we have taken off the plan and deferred them until sometime in the future when we can rebuild the capital reserves in the housing and food service area. And likewise, also the Waring Dining Commons was also deferred.

Quite simply, the reserves that were in the auxiliaries went to covering the losses that we had due to COVID. And that had a significant impact on our ability to execute capital projects. Interestingly enough, usually when you lower your capital investment, you would want to increase your major maintenance, but we had to also reduce the major maintenance investment. So, the reality is that the losses across the auxiliary and business sector will have a significant impact on the growing backlog for their facilities. And we'll have to very thoughtfully figure out how to navigate that moving forward.

If you go to the next slide, you'll see the Intercollegiate Athletics. A minor change there for them with the Jeffrey Field being reduced. But I will point out, for athletics, this is primarily a philanthropic based program. And as the money comes in from gift money is when we advance those projects. So even though those projects are there and they're on the plan, many of them haven't really moved because we don't have the funding source identified yet.

And then, the Applied Research Lab, we're actually making some greater investments in. ARL was able to stay in fully active over this past year and is doing fairly well in terms of their mission. And so, their capital plan took a very small hit. So pretty much that stayed the same. You can see the numbers there, but the projects all haven't changed.

And then, finally, the College of Medicine on the next slide. You'll see-- this was an area that was very thoughtful prior to COVID, the Innovation pavilion was on pause while we were working through some master's plan efforts. In addition to the Innovation pavilion being paused and the impact of COVID, that project was removed from the list and the subsequent borrowing was also reduced.

But we did recognize some significant needs in the College of Medicine. And so, we added the animal research improvements, which really is a series of projects. It's about six projects, one large project and several smaller ones to improve the animal research down there.

And then, we did recognize that the educational spaces in the megastructure require some investment, and we put a wedge in there for about \$25 million to cover that. And I know that you asked me to try to keep this to 10 million-- 10 minutes. So, from there I'm happy to stop.

I think there might be some slides that were passed forward and that was the resolutions that were shared with the Board of Trustees. But they basically just recap what's on the medical-- the College of Medicine slide right there. And I'm happy to take any questions.

**Chair Seymour:** Thank you, Bill. Are there any questions from senators? Either raise your hand or put your question in Q&A. Please remember to have your last name and unit listed as well.

Give them a minute. I think floored them, Bill. So, if we have any questions, and if I get anything, I'll forward them to you.

**Bill Sitzabee:** All right, thank you so much, Beth, and thank you for giving me this opportunity to update you on where we were for the last year and the impacts of COVID.

**Chair Seymour:** Thank you so much. Next, we have a report from The Graduate School that is sponsored by Senate Council. Dr. Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of The Graduate School presents the report. So, Regina, I think the floor is yours.

### Graduate School Report

**Regina Vasilatos-Younken, Vice Provost for Graduate Education and Dean of The Graduate School:** Thank you Beth, and if I could share my screen, and turn on my video.

**Erin Eckley:** You should be able to.

**Regina Vasilatos-Younken:** OK, my video is on, but I don't have it. OK, there we go. Just came up. Thank you.

All right, does everybody see that?

**Chair Seymour:** Yes, we do. Thank you.

**Regina Vasilatos-Younken:** All right, thanks so much, Beth. In deference to that full Agenda in the time allotted, this is going to be what our graduate students would call a lightning round. I'm going to try to give you a very quick overview of the scope and scale of graduate education at the University, and then very briefly pivot to talk a little bit about the national landscape. What are some of the top priorities in graduate schools, especially at research intensive universities, including at Penn State?

So, first, just to give you that very 16,000 foot view of graduate education at the University. In addition to graduate degree programs that are offered remotely, online through the World Campus, we actually have five graduate campuses that offer graduate degrees in residence. So, University Park has the largest graduate enrollments.

But in addition, Capital College, or Penn State Harrisburg, the Great Valley School of Graduate Professional Studies, Behrend College, Penn State Erie, and the College of Medicine at Hershey all offer



graduate degree programs in residence. We have a very large portfolio of graduate fields of study, almost 200 graduate majors. And if you layer onto that the number of different degree types in each of those fields, you come up with over 300-- 305 as of fall semester graduate degree programs.

Now that includes 93 PhD programs, seven professional doctoral degree programs. The DED is actually offered in several different fields, that's why there are seven, but four professional doctoral degrees. 110 research master's, the MA or MS. Generally, every field with a PhD offers one or the other, and in a few cases both, and a very large growing portfolio of professional masters. As of fall semester, we had 95.

And if you look at the last complete academic year for which we have degree conferral data, so if we go back to the summer of 2019, we always look at the preceding summer, the fall of 2019, and the current spring of 2020, Penn State conferred over 4,300 graduate degrees. That included 711 doctoral degrees, the vast majority of those are the PhD, and 3,668 master's degrees.

And I would point out with respect to the master's, almost exactly half of those are delivered to students who were enrolled online through the World Campus in graduate degree programs, primarily professional masters. And then, the other half are students who were in resident master's programs. Now, I know there are a lot of numbers on this table, but I just want to point out a few important enrollment trends. And this is looking at graduate enrollment by citizenship. These are fall enrollment numbers.

And I wanted to go back to 2008 for the reason that that was the beginning of when we started to have significant enrollments in our first online graduate degree programs. So, over the course of that 12-year period, up to this most current fall of 2020, a very significant increase in domestic student enrollments by about a third, a little under 3,000 student growth in that period. Also, a significant increase in international student enrollments, a little over 1,000 students. And on a percentage basis, that was about a 55% increase.

So, in total over that 12-year period, a growth of about 37%, pretty significant in graduate school enrollments looking at fall enrollments. If we drill down though to resident-- resident graduate enrollments, again, by citizenship over that same period, what you actually will find is a decrease in domestic student numbers by about 22%, a little under 1,500 student decrease in that 12-year period. At the same time, about the same number for international student increase on a percentage basis about 51%, but that number of around 1,000 students represents almost the total international student population in The Graduate School because the vast majority of our international students are actually resident students, about 88% of them.

And overall, we are looking at for resident enrollments a drop of a little under 7% in that 12-year period. So, the next slide I want to really focus your attention on major degree categories. And here, we're seeing a very significant increase in PhD enrollments, 37% in that 12-year period. That is not unique to Penn State or surprising given the growth in our research enterprise over that period of time.

As everyone here knows, we've passed the \$1 billion mark in sponsored research-- research expenditures, excuse me-- and that is the similar trend at other medical research universities. As the research enterprise has grown, enrollments in the research doctorate has increased as well. But then, I want to also bring your attention to the professional master's growth, which has almost doubled in that period of time, and the concomitant decrease in certificate and non-degree enrollments, which went down by almost 50%.

The other thing I would bring your attention to on this table, I'm deliberately showing you instead of just full enrollments what we would call unduplicated headcount for the entire academic year for the prior-- for the summer, fall, and spring of each of these academic years. And the reason for that is our enrollments of online graduate students are often not continuous through the year, but maybe for one or two semesters. And so, the point here is if you look at the total, in the past academic year, we had over 17,651 unique graduate students enrolled in The Graduate School.

Now, I want to go one more granular layer, and actually tease apart those professional master's degree enrollments, which has been the huge growth area. And when you take a look at the resident versus World Campus or online student enrollment, it's very clear that resident enrollments have actually gone down 28%, a little over that and that 12-year period. But an absolute-- I would almost use the term explosion in online enrollments in our professional master's program. In that 12-year period, 5- and 1/2-fold growth, which accounts for the vast majority of our enrollment growth in The Graduate School.

So just to summarize these enrollment trends very succinctly, if we group our enrollments in The Graduate School by major degree type, doctoral enrollments, master's degree enrollments, and that category of certificate and non-degree. And those are certificate enrollments of students who are not also enrolled in a degree program. So those are non-degrees certificate enrollments.

Since the fall of 2008, so over a 12-year period, a slight increase in the percentage of doctoral enrollments from a little over 29% to over 32%, but a very large increase in master's enrollments, from about 50% to just under 60% this most recent fall 2020. And at least half of those have come from converting more of what used to be non-degree enrollments that were around 21% in the fall of 2008 and are now under 9%. And so, I want to summarize these enrollment trends by saying that there is no doubt the growth of our professional online master's degree programs through the World Campus have really enabled Penn State to achieve certainly revenue growth, which is important, but very importantly to extend and expand our educational reach and impact.

And I will tell you, the ability to reach populations of students in parts of the US primarily, some outside the US, but primarily within the US, has really enabled us to deliver high quality graduate education to students who would never have been able to come to Pennsylvania and to a resident campus to be able to achieve those degrees. And also, extremely significant is the degree of scholarship and expertise that Penn State has developed in online education. I would say that it has put us at the forefront in this particular respect, and that was extremely important in helping with the ability to pivot as we needed to do during the pandemic in helping instructors deliver resident education in the remote and mixed mode formats that were necessary through the broad sharing of those techniques, the expertise, and scholarship as well, which were critically important.

So, now, let me very quickly give you a sense of what some of those national priorities are. I will tell you that these have been top of the lists for graduate schools, including here at Penn State, before the pandemic, but they have become even more pressing, and they will continue to be priorities into the immediate future, even when we are past COVID. Top of the list is diversity, equity, inclusion.

It is critical that we bring more diversity to the graduate education community. And that means both faculty diversity, graduate faculty and students. And especially, in graduate education as we get greater diversity among our faculty, graduate student diversity follows with it as well.

And our focus is across the entire pipeline. Recognizing that in graduate education decisions around admitting students, the final decisions, those rest within the graduate programs within the academic units with the faculty admissions committees. And so, a great focus is on looking at that admissions process, emphasizing, and helping to promulgate what are called holistic review practices, including the use of rubrics.

Also, looking at what we can do to increase yield. When an offer is made, not every offer is accepted. And in many cases in the past, some of that has been structural. I think we've made some great strides in improving the competitiveness of our support packages that are offered, but frankly, in some cases that also means what I call holding up a mirror so that our academic units can take a look and really examine the culture and climate, especially for diverse students and some of the unique challenges that they have.

And, finally, when we do have students here, and we are making great strides on that front, making sure that we provide the support necessary, especially given some of the unique needs of our diverse students to make sure they're successful. We do very well with degree completion for our URM students in comparison to majority students, but especially supporting the career pathways of those students.

The second area that is a very top priority, and has been for quite a long time, is that of faculty mentoring. I would encourage everyone to take a look at a report that came out recently, 2019, was a joint effort by the National Academy of Sciences, Engineering, and Medicine called The Science of Effective Mentoring in "STEMM." The double M is for math and medicine.

But I will tell you that the outcome of the report is really applicable to a broad diversity of fields, not only STEMM. And what was really important about this report is it focused on research, hard core research in mentoring. It demonstrated that effective mentoring is leading to shorter time to degree for graduate students, and also to a reduced incidence of some of those mental health concerns that we see among graduate student population.

It also calls out the competencies that are really important for effective mentoring. I don't think anything that's in that bullet would surprise anyone here, and also highlighted that some of the most successful mentoring models recognize that it can take more than one mentor. Even the most earnest and committed faculty advisor may not have the full suite of skills set to fully support graduate student success in every domain.

And continuing with faculty mentoring, as I've mentioned, with the additional stress and strain that COVID has brought, especially because it has put additional stress not only on our students, but, of course, on our faculty as well, those particular skills that have been highlighted as important to effective mentoring become even more important during the pandemic. And at an institutional level, the need to more effectively promulgate effective mentoring practices, we and The Graduate School have been in some great conversations with Kathy Bieschke's office around bringing some content around effective faculty mentoring to things like new faculty orientation, but the need for us to provide professional development opportunities in this regard on an ongoing basis for all faculty.

And when I talk about effective mentoring, those would-be things that have evidence of student-centered outcomes. And a continuing question being discussed across graduate education nationally is the challenge of how to best assess effective faculty mentoring. What are some of the measures of that? How can you objectively assess it?

And, finally, the importance of really beginning to focus on a recognition with respect to graduate students, supporting them in their professional development and career pathways. It is long past the time where we recognize that students in fields that traditionally have been focused on academic placements, many of those students are looking beyond the academy for their professional goals. And the need to support them in those career pathways outside the academy, that begins with things like tracking the career pathways of those students and beginning to align program learning objectives with those career pathways.

In doctoral education, a recognition of the need for what are called individualized development plans. That really allow a student when they walk in the door to objectively evaluate their strengths and weaknesses and to position them by providing opportunities to enhance their skill set, even outside their academic program, to really position them for their desired career placement. And, finally, the need to focus on really teaching experiences that can translate above and beyond academic placements because of the value that teaching expertise brings to a variety of career pathways. So, I've probably gone just a little over 10 minutes, Beth. But I'll stop there and I'm very happy to take questions.

**Chair Seymour:** Thank you, Regina. I really appreciate it. Any questions from senators?

Just a reminder to either raise your hand or to put the questions in the chat. Not chat, sorry. Q&A. Should be now, Q&A. Always remember as well, last name, unit. Oh, Bonj.

**Bonj Szczygiel:** I don't know if you can see me because my hand was up in panelists. Regina, thank you. This is Szczygiel from Arts and Architecture.

Really fascinating numbers that you presented. It was so great to see them. And, especially, the professional masters are-- we have one in my particular department, I know you just briefly in your wrap-up mentioned some sort of follow-up about tracking and what are they doing postgraduation. Is that in place now because that would really be very helpful to know if after getting a professional degree are, they able to go on and continue.

**Regina Vasilatos-Younken:** I love that question because I really want to share the answer here. Right at this moment, we had piloted just a few years ago because this took us quite a long time to build a-- I call it a technology assisted framework and database for capturing career placements, first placements but annual checkup on where those students are going for doctoral students. We started with that just because it was a smaller population to work out the technology. We have every doctoral program in it now, and we have been tracking those placements.

And this is in partnership with the programs because they more than anyone know where the students go. But we have other ways of capturing the data. And since the summer of 2016, we know where 98% of every cohort, that's every semester because we have three commencements a year, where those students are going across every PhD program.

Our intent is, now that we are getting the bugs out of that, if you will, we're going to clone that technology and also begin to track all of the master's students, including those that are in professional programs because it is critically important. And the assets that come with that, the most important being for programs to know where students are going, and to really pivot to supporting that. But think about the recruitment of students that is possible when you can talk about where your students are.

And I would point out to folks because there's some phenomenal work that Lance Kennedy-Phillips has done, there is already a dashboard available that can show you, assuming there is a large enough group of students who have graduated for the last year, the last, I think, 5 years and 10 years, what their earning capacities are as well. And that is on the OPAIR website. So that data are immediately available and we will be looking to clone-- we call it the placement portal for master's students.

**Chair Seymour:** Thank you, Regina. Bonj, I think there's a question in Q&A.

**Bonj Szczygiel:** Yes, this one is from Kirby-- Josh Kirby in Education. Is it possible to revisit our tuition model to offer our students a tuition costs that is competitive within Pennsylvania and nationally, especially for professional degree programs?

**Regina Vasilatos-Younken:** Well, the one thing, and this is where someone like our colleagues in World Campus, Renata Engel may want to weigh in as well. I don't know if she's here in the Senate meeting. But I can tell you that many of our-- if we're talking about online in particular, master's programs are actually priced at the Pennsylvania resident tuition rate.

The ones that are higher than that are very often what are called price to market programs because they are in specific areas. They are very competitive. And nationally, the example I would give you, is the online MBA program just because, generally, MBA education is more costly to deliver, and the market for it will carry a higher price as well. But many of our professional master's programs are actually offered at the Pennsylvania resident rate for students, which I can tell you is a great way to recruit students, but a lot of it really does have to do with the costs of delivering those programs. So, there is some variance there.

**Chair Seymour:** Renata, I think you can probably unmute yourself if you want to add anything.

**Renata Engel, Vice Provost for Online Education:** Sure, I'm happy to reinforce what Regina said. I think you captured it really quite well. I would say that as you-- the point you concluded on, which is the cost of the education, is I think really one of the elements that goes into certainly that those costs that we have for the institution, it is a tuition.

And, of course, the instructional cost really is so much dependent on our faculty, right? So those are the scholars and the experts that are teaching. So that certainly is really an important element.

The other thing I think I would point out is that one of the things that our teams do in World Campus for every one of those professional master's programs as they do look at the landscape for every one of them, looking at who else is delivering such a program. And for the most part, for many of our programs, we are sort of sitting right in the middle of what that range of tuition costs are. One thing that we are able to provide that some other institutions are not, is we do have the single tuition, that is we do not distinguish between in-state and out-of-state. So, it is something that we look at every single year and we will continue to do that. So, you can be assured that that's something that is examined every year.

**Chair Seymour:** Thank you, Renata. I see there's a comment from Lance Kennedy-Phillips from AuPair of the website if you want to find it is [weearn.psu.edu](http://weearn.psu.edu). And I think Rosemary Jolly has her hand up. So, I'd like to recognize Rosemary.

**Rosemary Jolly, Liberal Arts:** Hi, Rosemary Jolly, can you hear me?

**Chair Seymour:** I can.

**Rosemary Jolly:** OK, so I just wanted to--

**Chair Seymour:** College, Rosemary, college.

**Rosemary Jolly:** Sorry. Jolly, Liberal Arts.

**Chair Seymour:** Thank you.

**Rosemary Jolly:** We hope Liberal Arts is jolly. So, I just wanted to comment on the question of mentoring a diversity of students and point out that there are two areas that are really important that do not only come from faculty. One is the development of mentoring amongst PhD students themselves globally. That is really valuable and has certainly in the Department of Comparative Literature been crucial to the student's success.

And the second is just recognizing and facing the limitation that we do the best we can, some of us, on campus. But often it is off-campus encounters that play a negative role in graduate student resident experience in state college. So, I just wanted to point to those two elements, and, especially, the place where I feel we can do more is encouraging pathways for a student-to-student graduate mentorship. Thank you.

**Regina Vasilatos-Younken:** Yeah, I could not agree with you more, Rosemary, and I appreciate your pointing that out. And, in fact, in recognition of how important that peer-to-peer mentoring is, we do have an award for peer mentoring for graduate students, and I would encourage programs to nominate students for that award which is given at the graduate student awards luncheon under the auspices of President Barron. And those award solicitations have already gone out, so we encourage programs to nominate students who absolutely have that impact.

And I would not dismiss in any way the impact of other interactions that graduate students have. But I will tell you, in many of our fields and because we are very large with STEMM, because of the funding relationship, I'll put it that way, that really does lock graduate students, especially at the PhD level and with a particular faculty member, that's where the mentoring relationship can become, I guess, oversized in the sense that if it is not effective relationship it can be very difficult to resolve. But there is no question that other graduate students play a key role in supporting and helping to mentor peers as well. So, thank you for that.

**Chair Seymour:** Thank you both. I just want to read into the record. Bonj, if you wouldn't mind, the comment that's been put in. I don't think it requires an answer, but just read it into the record. Bonj, you need to unmute.

**Bonj Szczygiel:** Might we have a location for Star? Sorry. This is someone from the Grad and Professional Student Association, Star Sharp.

While it is a best practice for students to have multiple mentors, this should not be an excuse for majority faculty to ask faculty of color to quote, help them, mentor students of color. Read help as pass off. While these are issues that disproportionately burden students of color, white faculty must do the homework and

learn to mentor those that do not look like them. Otherwise, you risk overburdening the tiny fraction of faculty of color across campus.

Turning to faculty of color to mentor all students of color loathes them with an additional unpaid labor. This is certainly not what the dean suggested, but it is an unintentional consequence of increased mentoring efforts. Furthermore, because this is a University graduating students of all backgrounds, it's everyone's job.

**Chair Seymour:** Thank you. So, thank you Dr. Vasilatos-Younken for taking the time to be with us here today.

**Regina Vasilatos-Younken:** Thank you.

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### FORENSIC BUSINESS

**Chair Seymour:** Moving on, Item G, Forensic Business, there is none.

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### UNFINISHED BUSINESS

**Chair Seymour:** And Item H as well. There is no unfinished business.

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### LEGISLATIVE REPORTS

**Chair Seymour:** So, let's move to Item I. We've got a lot of reports today that we need to discuss. And these are legislative reports. We have two Legislative Reports jointly sponsored by the Senate Committees on Admissions, Records Scheduling and Student Aid and Education.

The first report is "Revisions to Registration Policies 34-20, Registration 34-87 Course Add," found in Appendix K. Chairs Phillips and Stine, the floor is yours.

#### **Revisions to Registration Policies 34-20 Registration and 34-87 Course Add**

**Michele Stine, College of Health and Human Development:** Thank you, Chair Seymour. These are revisions to policies that were-- the policies themselves were revised a couple of years ago. And what has the data on these. And we were asked to think about lowering that total during a semester.

So originally when the policy was revised, that cap was set at 30. We went back and looked at the data and found that, while student performance really drops off dramatically 30 credits or more in the semester, performance really begins to decline at 24. And so, it made a lot of sense to drop that credit cap from 30 to 24.

So, the revised version of 34-20. The essential change here is that no student may be permitted-- or no student shall be permitted to enroll in more than 24 credits per semester. Exceptions may be granted in rare cases by the appropriate Dean or designee. So, allowing for students to designate policy, but as a policy, students can register for no more than 24 credits in a semester.

And then the piece that goes along with this, 34-87. This policy is a small change in late add. So that students may not late out of class once 80% of the class. Those are the only two major changes to this policy.

**Chair Seymour:** Shelli, you broke up a little bit. But I think we probably-- I'm hoping the senators did their homework and actually read it. I think we heard most of the major points.

**Michele Stine:** I can summarize it quickly in two sentences. No more than 24 credits in a semester. You can't add after week 12.

**Chair Seymour:** Thank you. Do we have any discussion? Senators, if you have any questions, you want to make any comments, please raise your hand or put a comment or question in the Q&A. Remember to state your last name and unit please. Or write it, if it's in Q&A. Bonj, I think I see something in Q&A?

**Bonj Szczygiel:** Yeah, we've got Jen Baka from EMS. Is a maximum of 24 credits still too much? Can students successfully take on this high a credit load?

**Michele Stine:** The answer to that is 24 credits is probably the danger zone for those students. But students can be successful at so that the data suggests-- and admittedly, the original report with the data is a couple of years old now.

But it does suggest that students some more than what might seem wise for a number of reasons. So, we wanted to make sure that we were allowing for students who could be successful at that level. But that's really the maximum credit level where students are being successful.

**Bonj Szczygiel:** And we have another question from Ellie or Eli Byrne. And folks, Christopher, from Eberly. Can the 12-week limit for late add be overridden with appropriate approval, same as the 24-credit limit?

**Michele Stine:** There's nothing in the policy that would allow for that to be petitioned. Any policy can be petitioned. Although, from a practical sense, that would be difficult to do. Any policy can be petitioned overriding that.

**Bonj Szczygiel:** Yup, we've got another question. Paul Frisch from Scranton-- with the 24-credit limit, will LionPATH then be changed to prevent students from adding credits above this during the drop-add period, which has been an issue on my campus, with some taking advantage of this period to schedule over 30 without listening to the advice of advisors?

**Michele Stine:** That is a very good question, and that is on the implementation side. I don't know what would have to happen with LionPATH to prevent that. I would hope that there would be some reprogramming in LionPATH to prevent that from happening.



**Bonj Szczygiel:** OK, we've got another question from Roger Egolf, Lehigh Valley. Eighty percent of the duration of the course seems far too late to land late adds. Why is it set at that time point?

**Michele Stine:** To be honest with you, it's better than where it was. Because originally, the deadline for late add was the last day of class. So, this does allow for some situations where it may be appropriate to late add a student who may have been auditing the class. There may be issues where there's a reason why we late.

**Chair Seymour:** Shelli, you're breaking up again. You might want to take off your video. It might help you.

**Michel Stine:** Yes. Sorry about that.

**Chair Seymour:** That's OK.

**Michele Stine:** Do you need me to repeat any of that?

**Chair Seymour:** Bonj, keep going. I think [INAUDIBLE].

**Chair Seymour:** I think it's OK. Bonj, could you keep going?

**Bonj Szczygiel:** Yeah. Ira Saltz, Shenango-- should we be more specific about exceptions? If we're not, we might see significant unevenness across units, causing some students to declare the policy unfair.

**Michele Stine:** We went back and forth about specifics, spelling out specifics. And we felt like once we start spelling out specifics, really, once we start that list, we're going to have of something that might have been a reasonable exception. So, we're relying on the good sense of our deans and associate deans and their designees to make those appropriate choices for their units.

**Bonj Szczygiel:** Cindy Simmons from Communications-- there's been some fear that students are loading up on difficult classes while they have the expectation of credit-no credit grading. Any data on how much this is happening?

**Michele Stine:** I don't have any specific data on how much that is happening. I know that is a concern, and I have heard that concern expressed from other senators in Education. I'm going to toss that to Kat. Do you have any more specific information on that?

**Kathleen Phillips, University Libraries and Scholarly Communications:** That I would need to toss to our registrar to provide some of those numbers for us, looking at those specific credit-no credit numbers.

**Bonj Szczygiel:** So, the next question is from Maureen Jones from HHD, which I think you've already answered. But she's asking, can you share the rationale for choosing 12 weeks rather than earlier?

**Michele Stine:** Maureen, did I answer your question?

**Chair Seymour:** She doesn't have the ability to speak.

**Michele Stine:** Yeah, the 12 week is to allow for what may be appropriate use of that late add.

**Bonj Szczygiel:** OK. Here's one, a question from Deirdre Folkers, York. I strongly support the adoption of the 24-credit limit. I have personal knowledge of students who have scheduled in excess of 55 credits per semester, a level that cannot possibly be completed with integrity or sanity.

I have knowledge of students who have hired outside individuals to complete a course on their behalf. While this is hopefully not a widespread issue, I see no good reason for the University to facilitate potential abuse of this type.

**Chair Seymour:** Thank you.

**Bonj Szczygiel:** Fifty-five. Another question-- Beth, if you wanted to go on, you just tell me when to stop. This is from William Kenyon in Arts and Architecture. Due to the nature of many of the performance degrees, a student might be added to a caster band near the end of the semester. Capping this at the 12-week mark with no easy override is a significant issue for us.

And then he follows up-- we really need to be able to add students up through the last week as it currently stands or at least be able to sign off on such. Would that be an exception?

**Michele Stine:** That would be an exception. That is an interesting occurrence that we hadn't considered. There's nothing in the policy that explicitly spells out a policy for exceptions. There's nothing that explicitly disallows those exceptions or an override. So, my suggestion would be that those cases could go to the dean of that unit.

**Bonj Szczygiel:** Well, another question, issue about the 12-week marker comes from Byrne again from HHD, I believe. You can correct me if I'm wrong, Eli. There are reasons if you really want me to chew up the clock talking about them. Again, referencing the 12-week marker.

I have had a few very late adds over the years. I'm not challenging the lack of appeal. Can my colleagues not push back on the 12-week marker?

**Chair Seymour:** And just to clarify, Chris Byrne is from the College of Science, just for the record.

**Bonj Szczygiel:** Thank you. Thank you.

**Chair Seymour:** I think maybe read into the record Mary Beth Williams' question or comment.

**Bonj Szczygiel:** Williams, of course, from the College of Science, as we should all know. I think we had previously passed the 12-week late add deadline on March 19, 2019. This cleans up the language but does not change that policy.

**Michele Stine:** Yes, that's true.

**Bonj Szczygiel:** Hoxha from Harrisburg-- sorry about that. Can we get a sense of how many students are getting overloaded with classes, especially now with the expectation of adoption of alternate grading? As an advisor, I have students taking 30 credits against my advice.

**Michele Stine:** I don't have the data at my fingertips. And I don't have recent data on that, unfortunately.

**Bonj Szczygiel:** And we have Rick Robinett from Eberly-- not a question, but a comment. Could committees in the future that propose changes that require LionPATH changes ask LP about whether they are durable or at least how much work is involved, LP being LionPATH, I assume.

**Michele Stine:** Yes, although we try to focus on policy that makes good educational sense and put that into the expertise of the folks who are able to make those programming changes. But yes, we can absolutely try and check with our colleagues on what would be required.

**Bonj Szczygiel:** And that was followed up by a comment from Nathan Tallman, Libraries. He says, I'm not sure we should let technology dictate our policy.

**Michele Stine:** We try not to do that.

**Chair Seymour:** Nice discussion, everybody. I think we are-- looks like we're probably ready to vote. I will try to remind everyone to refresh TallySpace so that you can be ready to vote again. So, it's time to vote. Senators, you may cast your votes on TallySpace. To accept the motion, press A. To reject, press B.

Give us just a minute to make sure we've got everything working. And we're fixing any of the problems that you might have before we move on. I'll just remind everybody that we will report out the votes at the end of the meeting to save time.

**Bonj Szczygiel:** There's a relevant comment from Yvonne Gaudelius.

**Chair Seymour:** Undergraduate Education.

**Bonj Szczygiel:** And indicating that AQ takes up issues related to LionPATH and other implementation factors when we work to implement Senate policies.

**Chair Seymour:** If I could ask Kathe and some others to help with any of the problems that I see maybe popping up for TallySpace. You may need to re-login. And so just try to work on that. And if I can ask you if we're getting some votes in.

**Anna Butler:** Yes, we are receiving votes.

**Chair Seymour:** OK, thank you. So, let's move on. The next report is also sponsored by the Senate Committee on Admissions, Record Scheduling, and Student Aid and the Senate Committee on Education and is the PIE Task Force Alternative Grading Recommendation to Senate found in Appendix F. Chair Phillips and Stine, the floor is yours.

### **PIE Taskforce Alternative Grading Recommendation to Senate**

**Kathleen Phillips:** Thank you. Hi, this is Kat Phillips. I'm the chair of the ARSSA Committee. And I'll be presenting this report with David Smith and Jeff Adams, the co-chairs of the PIE Task Force. David and Jeff, are you ready?

**Jeff Adams, Associate Vice President and Senior Associate Dean for Undergraduate Education:** I'm ready. Thanks, Kat.

**David Smith, Division of Undergraduate Studies:** Thank you, Kat.

**Kathleen Phillips:** Lovely. So, in November, we were charged as the Alternative Grading Task Force to take a look at alternative grading for the spring of 2021 semester and to make a recommendation to Senate as to whether or not we would recommend alternative grading be implemented again.

So, the Alternative Grading Task Force is now called PIE, Policies Influencing Equity. And I think that this really demonstrates our commitment to working on the short-term goals of having this resolution today and the long-term goals, looking at the issues surrounding equity in many of our policies and procedures.

So, David and Jeff, did you want to talk a little bit about the background and how we came to our decision as a task force?

**Jeff Adams:** Sure. Want to start, David?

**David Smith:** Thank you, Jeff. And thank you, Kat. Thank you, Beth and others for having us here this afternoon to present these recommendations.

The group convened in December under a charge from both Chair Seymour and Interim Vice President and Dean of Undergraduate Education Yvonne Gaudelius to both look at short-term issues, particularly around spring and alternative gradings, but really long-term as well as to, what are factors that really lead us to need a safety net in the first instance? And are there policy changes or recommendations that could be made to help create more equitable outcomes across the University as a whole?

The committee met weekly through December into January. We discussed a number of different options. We did straw polls. We looked at whether we could make changes to process around alternative grade.

We entertained actual proposals to look at ways to revamp pass-fail in a really broad way that might be sustainable over a longer period of time, but ultimately landed on the decision that in the short term, adding more complexity, adding broader changes would really complicate the environment for our students and others.

And so, as you'll see in this report, there is a recommendation that we hold with the alternative grading scheme that we've used, particularly in the fall of 2020, as we go forward into spring 2021 as well. Jeff, I don't know if you want to add anything to that. But that's sort of where we're at in terms of the background and how we got to this set of recommendations.

**Jeff Adams:** Yeah, thanks, David. Probably just a couple of points to emphasize-- one, just to thank the other members of our task force. They worked tremendously hard on this, and I appreciate that.

Two, a point that I think several have emphasized. This is not a perfect solution to a really imperfect situation. And I don't think anybody on the task force would argue that there aren't some real problems with alternative grading that we're concerned about.

But I think we, having considered the alternatives-- and I think early on, there was a real-- an interest in looking for a sustainable suggestion or recommendation to Senate, something that we could do

potentially that would be for spring of 2021, but potentially something that might act as a sort of appropriate academic safety net into the future.

And really, when we kept interrogating those options, we kept coming up to so many challenges and what ifs that brought us to the point of backing off and saying, no way. I think we really need to either recommend that we move forward where we were with minimal changes for spring. The alternative being, essentially, that we return to regular grading.

And the other piece, maybe jumping to the end, is there's another piece I know people have read-- and I appreciate reading the report-- is that we would continue to investigate the potential for providing some sort of an unmasking process, whereby students, once they'd left Penn State, would have the opportunity to basically get a document that would tell those in the future the letter grade that was behind the alternative grade.

I just want to be clear that nobody is proposing that students be able to toggle back and forth between these in real time during their Penn State career. The reality is many things we do at Penn State require a GPA. And that has to be fixed, and we can't allow that to be toggled. Thank you.

**Chair Seymour:** Thank you all. And I just want to let, as well, the Senate know-- it's in the report, but the work of PIE is ongoing to try to find some longer-term ways to help support our students. But this is their short-term recommendation. I think there is a question in Q&A, Bonj. Bonj, you're muted.

**Bonj Szczygiel:** Trying to avoid all the beeps and whistles. Susan Fredricks from Brandywine-- if this gets passed, what will happen for summer? We seem to have missed summer 2020, and that threw off students and did not give them the same advantages.

**David Smith:** I think I could maybe offer some response to that. I think what we've agreed within the committee and in conversations with others that these decisions at the moment are semester by semester.

I agree that there is some oddity to the summer of 2020 being out of the mix. But I think we need to look at the spring. We really don't know where we'll be come summer of 2021. But I think certainly something that we should as a committee start thinking actively about and be prepared to bring some recommendation to the April meeting in the event that we have some better insight as to where we're headed going into summer 2021.

**Chair Seymour:** Thank you, David. Do we have any other questions? A reminder to senators, raise your hand or write your question into Q&A. Also, please put your last name and unit either stated or written.

**Ira Saltz:** Somebody unmuted me, but I didn't have a question.

**Chair Seymour:** Yeah, I did not. So that's fine, Ira.

**Ira Saltz:** OK, sorry.

**Jeff Adams:** I see the Provost has his hand up.

**Chair Seymour:** Nick.

**Provost Jones:** Yeah, thanks, Beth. Yeah, I just wanted to-- I know this was a jointly-sponsored group. But I just felt it was appropriate for me to weigh in a little bit. I understand the motivation for doing this and absolutely 100% support us doing everything that we can do to support our students in these difficult periods.

But I just have a couple of concerns about the bigger picture and the context here that I feel it's appropriate that I share for the record. One is we've had a look around the Big Ten to see what other institutions are doing. And my sense is-- and of course, things could change as they did for us at the end of the semester last year.

But as of now, it appears that we're an outlier in the Big Ten, which I worry moving forward could be a potential disadvantage to our students when they're out in the workforce, looking to change jobs, looking to go to graduate school, and they are potentially competing against students from other Big Ten institutions.

Several of our peers in the Big Ten are doing no form of alternative grading, while others seem to be taking an approach that offers a little bit of flexibility to students who are in difficulty because of COVID, but places limits on the use of alternate grading.

These approaches really attempt to make flexibility available to those who need it, but without making it available to everybody to choose all of their courses. For example, Maryland's placed a limit of seven credits on alternative grading. Northwestern is allowing students to choose alternate grades for up to a third of their courses.

So, this notion of putting some kind of limit on the number of credits, I think, is something that our peers are recognizing as being an important step.

The other thing I would just mention is a few years ago, Senate took on very seriously the need to place students who were having academic difficulty on academic warning based on cumulative GPA. And then if the academic performance didn't turn around with a semester GPA above 2.0, the student was placed on suspension.

This was from the Senate a very deliberate way of intervening with students who were in academic difficulty, rather than allowing these students to continue to register, pay tuition, incur other costs, potentially getting further in debt, even while they weren't really making academic process.

And I worry a little bit that enabling students who are in academic difficulty to use alternate grading to avoid having a GPA that would trigger academic warning or suspension actually puts these students at further risk by allowing them to continue to enroll.

And I worry just a little bit that we're not necessarily doing all that we should be doing to really work with these students and help them with the challenges that they may be facing, alternatively, just giving them sort of a pass and potentially get themselves into more academic difficulty.

So, I'm not expecting my words will change the sense of the Senate and the decision that we're about to vote on. But I just felt for the record I should share these concerns that I think some of us in the administration have about going to another semester of alternative grading.

**Chair Seymour:** Would anybody like to respond?

**David Smith:** I can certainly respond to that. I wholeheartedly appreciate Provost Jones's comments and agree with it in many ways. The challenges that face our students who are in academic difficulty and those policy changes that were made a few years ago are critical.

I think as a committee we talked about this and really pained over it because that is part of the challenge that we face right now is that there really is no good solution as to how we can best support students in this environment.

I think as a whole, the committee felt that the magnitude of the current pandemics is profound. The ability to predict who's going to encounter difficulty, who's not going to, and how do we shape a policy that can really be responsive to those students who are genuinely affected in some negative ways by the pandemics that are facing our society at the moment.

Within the Big Ten, I do think there are a couple schools in addition to Maryland that are doing things that allow for D's and F's or their equivalent of those grades to be rendered into an alternative grade. They're facing the same kinds of challenges around academic warning, suspension processes.

What we also decided is that we can't really predict who's going to encounter some challenges with the pandemics. And so, the effect on a student that is at the B, C level, should we afford them an opportunity to use this as well if they're truly impacted by that?

And there's no good litmus test as to who's really impacted by the pandemics and who's not, who's taking advantage of it. I think the broad challenge that we have is really the ways in which the cumulative GPA drives so many of our decisions and processes within University. And that, again, is one of the broader things that we're talking about in the long term within the committee. It's just a difficult, difficult situation.

**Chair Seymour:** Thank you, David. I think we have a hand raised by Hoxha. So, let me see if I can unmute you.

**Indrit Hoxha, Penn State Harrisburg:** Hoxha, Harrisburg here.

**Chair Seymour:** Yeah. Thank you. I can hear you.

**Indrit Hoxha:** OK, thank you. Well, I want to thank the task force for their hard work, actually. And in our last meeting that we discussed alternate grading, I was against alternate grading. And I actually predicted that for consistency, we were going to have to do this in spring.

And we would be very optimistic to think that we will be back completely as in fall 2019 starting next fall. Somehow, we have to be realistic. Somehow, we will be in this kind of mode or at least in a similar mode.

So, I think we should start thinking now for a long term and set up policies that do not distort incentives of students to study.

If we look at the data, we see that in fall 2020, alternative grades were used heavily by students who got-- 83% of them got C or less. I wonder, or at least, I suspect that out of that 83%, overwhelming majority will be students who got D's and F's.

If you look at public forums such as reddit.com, it takes you five minutes to see, actually, that most of students are using it only to improve their GPA. Actually, there is even students who are using it to bring up their GPA from 3.60, 3.63. So, it's to the point where they are only thinking about GPA and not about necessity of it.

While it's a well-intentioned policy that, unfortunately, has huge negative impacts on short term and long term for Penn State, mostly it will lead to inflation of GPA, which will hurt mostly our best students, which will be negatively impacted through no fault of their own.

As faculty, it is imperative on us to be fair to all of our students, not only to the ones who, for one reason or another, have failed to excel. If we are in touch with our students, many of them are strategically planning to take courses that they need just for credit so that they can study enough just for a C to convert into a satisfactory grade.

I have had a few students who have 30 credits. It's impossible for them to succeed academically. How much effort would these students put towards a class if they enter just to pass the class? How much engagement would they have? How would this disengagement add to the difficulty of class engagement both for faculty and for students, especially now with various teaching modes?

I'm not even starting to bring the long-term negative effects of this policy that will have on quality of education, endurance of our students, diminishing valuable of the Penn State degrees, which will hurt Penn State overall, faculty and students in the future.

As faculty, we have to put policies in place that serve best for all of our students, not only some of them. And I know personally students with D's and F's that have not changed their grades. Students have shared that they have not taken advantage of alternative grading for ethical reasons. I can ask these students to come forward if the audience needs them.

Are we setting up policies that put disadvantaged students with a strong sense of ethics and helping the rest? And the whole thing of alternative grading started from a survey of students. Another point that I want to bring is, if we ask students if--

**Chair Seymour:** I do ask the Senator to be aware, other people need to speak. I'm sorry.

**Indrit Hoxha:** I will be done in less than 15 seconds. If we ask students if every exam should include a 20% or 30% bonus, we all know it would be voted as a favorable policy by students. But how many faculty members would objectively agree that this is a great idea? So, I suggest better fix a wrong late than be consistently wrong just for the sake of consistency. Thank you.

**Chair Seymour:** Thank you and thank you for those comments. I do want to add a clarification. Our alternative grading policy did not start with a student survey. It actually started with the Faculty Senate last spring. I just wanted to make that clarification. I think you're referring to our implementing it in the fall and not the original policy.



**Indrit Hoxha:** I apologize, in the fall.

**Chair Seymour:** And let's go, if you don't mind, Bonj, to one of the questions in the Q&A.

**Bonj Szczygiel:** Sure. We've got Rose Jolly, Liberal Arts. I'm actually pleased that alternative grading is not announced in advance because I have some experience of students using this to strategically take classes in which they're weak in this time period. I'm concerned that such planning is becoming part of the picture. If-- and go on?

**Chair Seymour:** Yeah, keep going because we have more in Q&A.

**Bonj Szczygiel:** Yeah, we've got Matt Jordan from Communications. We in Communications are experiencing downstream challenges from alternative grading and in our administratively controlled majors since courses that are pass-fail are not counted.

While this made sense during spring 2020, this is causing us stress now for both students and advising. Students who have taken alternative grades do not meet the credit window, which is reducing the number of students able to enter into these controlled majors.

In advertising and PR, for example, we have 34 students who had to delay and another 70 who would have to be reviewed individually for admission. All of these downstream impacts are stressing advising.

Additionally, we have seen a disturbing increase in students who are taking 25-plus and sometimes 30-plus credit hours to stack credits. We'd like to see limiting the amount of credit hours.

**Chair Seymour:** Well, just for the record, I think we just-- well, we'll see if we passed it, but that was what we were just talking about in our last report. Jeff, do you have a comment you want to make?

**Jeff Adams:** Yeah, just we did pull some data. And for spring of 2021-- because we had heard the same concern. The number of overall students that were registered for courses with-- for more than 24 credits didn't seem out of line with where we were in spring of 2020 and spring of 2019.

There may be a shift, and there may be some localized problems. I get that. But it didn't seem to be a University-wide problem.

**Chair Seymour:** Thank you, and I'd like to recognize Erin Boas unmute you.

**Erin Boas, College of the Liberal Arts:** Erin Boas, Liberal Arts and UPUA. I first want to thank Senate leadership for allowing the area for the PIE task force to convene. I was extremely humbled and honored to be able to serve on this task force. And I want to thank every single committee member for their just shows of empathy and creating that culture of care at Penn State that we had talked about last fall as well.

I'm highly in support of continuing alternative grading for this semester and for this recommendation. I think one of the greatest reasons to continue alternative grading, mainly I think COVID itself- it's kind of hard to draw the line of, when are we going to decide when the pandemic isn't affecting the students?

However, the University's statement of continuing the remote period for this first month has solidified that University is acknowledging COVID is still impacting our students at such a high level.

The survey that UPUA had put together last fall we have still continued to receive responses from even in the spring. And a lot of the different focus areas that students had expressed in their testimonies are still impacting students if not more in the spring than they have in the fall.

I just want to realign us. I know that administratively it can be hard to look at the situation and find some different ways of how to continue and what the best way to continue is.

But the issues that students bring up surrounding mental health, physical health, financial burdens, family obligations, University responsibility, the differences in course structures, academic success, accessibility of resources, impact on international students, and just the overall need for that culture of care at Penn State, I think, highly emphasizes the need for alternative grading at the same level, if not more in the spring as it was in the fall and in last spring as well.

I urge us to look at Penn State being an outlier possibly in the Big Ten as something to pat ourselves on the back for. I think more often than not, we look to our Big Ten peers, and we look to follow them as a University. And we look for ways that we can find similarities. I think that emphasizing this culture of care at Penn State distinguishes us in quite possibly one of the best ways.

I know that there's some of my friends who go to high schools, and they're looking at different universities. And they've seen what we've done with alternative grading, and they've seen what great strides that we've put to emphasize this need for a culture of care of students and putting students' success both in the classroom and out of the classroom at the forefront of our priorities. And it has actually urged them to choose Penn State over other schools.

I think while some students might use sySTEMMs to their advantage, you'll find that with every sySTEMM, quite possibly any sySTEMM that we can impose as a safety net.

The task force looked in-depth at so many different data sets, as well as heard from many different people across the University and outside of the University. And we strongly believe that this is the greatest safety net that we can give to students, both on the short term and the long term. So, I really urge you to support this recommendation and continue the culture of care at Penn State. Thank you.

**Chair Seymour:** Thank you, Erin. Bonj, could you read another of the Q&A?

**Bonj Szczygiel:** From Deirdre Folkers, York, while I'm sympathetic to the ongoing issues due to the pandemic, I'm also concerned about unintended consequences?

To follow up on Provost Jones's comment, I have an advisee who passed one course with a C, failed all other courses. Thanks to alternative grading, the student has a 2.0 GPA. This is a student who would otherwise be on academic warning.

I'm also concerned about the impact on controlled majors. As more students will certainly qualify to majors based on GPA given the ability to eliminate problematic grades, for example, in math or science.

**Chair Seymour:** Could you go to the next one as well?

**Bonj Szczygiel:** Sure. Joe Mahoney, Berks. Do you have the breakdown of the intended major of students that used alternative grading? So, breakdown of the majors.

**Chair Seymour:** Do we have that kind of data?

**Jeff Adams:** We have a couple of very large reports. I would honestly have to go back and dig. I will say, we did take a special look at those administratively controlled majors. There's a reason why we had associate deans from especially Colleges of Engineering and Smeal because of their large number of students in that situation that were on our committee.

And we've done a deep dive on those particular groups. And that's also why the implementation policy around administratively controlled majors changed from spring to fall, right? It was a very permissive policy in spring. And in fall there were specific lists of courses that students could not use to meet those interest major requirements.

**Chair Seymour:** All right, thank you. Can we keep going through the Q&A? I see you've got a call for an amendment. So, I want to make sure we get down to that.

**Bonj Szczygiel:** Sure. Josh Kirby, Education. I'm torn about this issue from the equity standpoint. And I believe we can lead across the higher education landscape in supporting our students who face hardship due to COVID.

But administratively and for the sake of our academic records, transcripts, and for valuing instructors' evaluations of students' abilities on a full grading scale, it is challenging to continue to allow this option to continue.

There's a comment from Michael Tyworth, Smeal. Why aren't we imposing a deadline for opting for alternative grading, perhaps the late drop deadline? It doesn't make sense to me. Students get to choose after final grades are posted.

**Chair Seymour:** Could someone to help address the logic of that? I mean, that was from our original legislation in the spring.

**Jeff Adams:** Yeah, I can, again, admit that there's a tension in those two directions. And I think ultimately the-- and this really was a decision made back in the spring-- was the challenge of basically, in some sense, students having to place a bet on what grade they thought they were going to get, and then the risk that they would have discovered that they essentially placed the wrong bet.

That would not help to release and lessen the tensions associated with the spring semester. But this, again, is something that we did look at.

**Michele Stine:** Can I add to that for just a second?

**Chair Seymour:** Sure.

**Michele Stine:** Part of the original-- sorry, you want my name, right? Stine, HHD. Part of the original policy from spring 2020, reason that we had implemented it with the allowing students to see their grade is because there is just such a disparity on what students know about their final grade even by the late drop deadline.

So, in some cases, students would really, as Jeff mentioned, be flying blind, making that decision. They would essentially be throwing darts to make a decision.

**Chair Seymour:** All right. Can we keep going, Bonj?

**Bonj Szczygiel:** Yeah, and I think let's jump down to John Yen's question, College IST. Rena Kass from Hershey, I think your comment will be addressed. So, John Yen, College IST-- can I make an amendment to add a cap for alternative grading? Matt Jordan seconds that, and Jordan is in Communications.

**Chair Seymour:** And so that's a motion. And so, I ask Keith to step in here. But that's a motion to amend the current recommendation to cap alternative grading, correct? Keith?

**Keith Shapiro, Parliamentarian:** Yes, that is a motion. However, since it's going to change the language in the legislation, it needs to be specific. So, if you're going to make a motion, I would recommend that the specific language for what the cap is and where it appears in the document be specified.

**Chair Seymour:** Yes, so I asked John Yen or Matt Jordan to raise their hands so that we can-- thank you-- pull them up.

Dr. Vasilatos-Younken, could you mute yourself? So, I think you should be able to speak, John. You should be able to unmute yourself.

**John Yen, College of Information Sciences and Technology:** Thank you. Yeah, this is John Yen from College of IST. Yeah, I think the rationale of the cap can address the concern of the potential negative implications of the alternative grading while addressing the concern that some students may have negative impact due to COVID situation.

So, I think it's a good compromise. And also adding to the, I think, current situation with COVID, we understand there's uncertainty and so forth. But obviously, compare now to, let's say, fall. I think we are looking forward in a much more positive half year, year down the line.

**Chair Seymour:** John, we need some specificity for that amendment, not necessarily the rationale, though that helps people understand what you're thinking. But number of credits, some sort of specificity.

**John Yen:** So, what was the cap of Maryland being quoted by provost? Was it nine or twelve? I was just curious.

**Chair Seymour:** This is what happens when we amend documents on the fly. It can be difficult to figure out what we want to do.

**Provost Jones:** Maryland was seven.

**John Yen:** Seven. So, I'd go with seven.

**Keith Shapiro:** Beth, can I ask a question, please?

**Chair Seymour:** Yes.

**Keith Shapiro:** What's the very specific language you would like to put into the legislation that creates the cap? Because we're going to need to change this in a way that we can vote on it. So, do you have a place you want to put it or something very specific you want to put in that people can vote on? The language needs to be specific and clear.

**Chair Seymour:** And I'll just point out just so everybody knows, John, that people in the chat have called the question-- not in the chat-- the Q&A have also called the question. So, I guess a question for you at this point is, are you committed to us trying to edit the document on the fly, or would you rather just us vote on the original document?

**John Yen:** Well, I think because the cap is just to add into the document that the maximum credits for alternative grading will be seven. And that can be added somewhere in the--

**Chair Seymour:** Somewhere in the document doesn't help us for knowing what it looks like. That's the problem with amending on the fly.

**Kathleen Phillips:** May I make a comment regarding this proposed amendment?

**John Yen:** Sure.

**Kathleen Phillips:** I think that we need to really think about adding this, especially on the fly, because we need to look at this from a full-time student, part-time student-- how many credits are students taking? If someone is taking nine credits versus 12 credits versus 15 credits, et cetera, how does that impact them?

So, this is something, I think, that needs to be taken into consideration if we are putting a cap in as an amended language.

**Chair Seymour:** Yeah, I would strongly suggest, John, that you just maybe withdraw your amendment. But I can't force you to do that.

**John Yen:** Well, I understand the concern. But I think the concept of cap is relatively easy to add, and it's straightforward. And I don't think it's related to the stat of the student as much.

**Chair Seymour:** Her points about whether students are full time, part time is relevant. Also, as well, is whether this can even be implemented this semester is also another question. That's why it can be tough to do this on the fly. If you want us to vote on it, we can.

**John Yen:** OK, let's try.

**Chair Seymour:** You want us to vote on it?

**John Yen:** Yeah.

**Chair Seymour:** All right, could I create a poll? I'm just going to go on ahead and move to a vote because I think it's too hard for us to figure out what we're doing here on the fly, but to make an amendment for seven credits being a cap somehow worked into the document, not specifying whether it's a part-time or full-time student or any other thing. Is that fair, John?

So, let's go ahead and create that poll if you don't mind. Do we know what we're voting on? We're not voting on the document itself. We're voting on an amendment to change the document to limit to a cap of seven credits. That's what we're voting on, just so everybody's clear that we know what we're voting on. And have you been able to set that up?

**Anna Butler:** Yes, I have.

**Chair Seymour:** Thank you. We're going to have to wait for this vote. So that's why we stopped.

**Anna Butler:** I do have votes coming in.

They are still coming in, Beth.

**Chair Seymour:** That's OK. We can be patient for this.

**Anna Butler:** OK, so I have 75 Reject and 58 Accept.

**Chair Seymour:** Has the poll closed?

**Anna Butler:** Yes.

**Chair Seymour:** OK, so the motion is rejected. Let's go back to a discussion of the original-- the original report. Sorry. And Bonj, were there any other questions before we go to the call the question?

**Bonj Szczygiel:** Well, we've got an indication from Ira Saltz in Shenango that he is against continuing alternative grading. It's associated, he's experienced, with a significant decline in student effort. Already in our third semester of alternative teaching, and students have had plenty of time to adjust to these alternative grades. We're causing more harm allowing this to continue.

There is Lisa Chewning from Abington. Not quite sure what reference this is, but she writes, well-said, Erin. I agree that while some students may work the sySTEMM, there are many who still need it. I spent a lot of time between Friday and yesterday working with a student whose parents came down COVID. He had to take care of them, and then missed the alternative grade change deadline. Because he failed classes, he's now lost his financial aid and could not register for the semester.

I also worked with several first-year students who struggled last semester with Zoom classes and are now repeating classes. Many students are still struggling.

And then there's a few people who are in agreement, none of which are giving me their locations. So, Jacqueline Reid-Walsh, I completely agreed. Ken Keiler, agree. This is a desperately needed effort. Chris Zorn, agreed. And I can look those locations up later. Folks, please add your locations.

Michael Tyworth has a comment, and he is a Smeal. I understand that it made sense in spring of 2020, but I don't see how it applies almost a year in. Want me to go on, Beth?

**Chair Seymour:** I'm going to recognize Sydney Gibbard, who's been having her hand up. So, Sydney.

**Sydney Gibbard, College of Engineering:** Hi, Sydney Gibbard, Student Senator from the College of Engineering at University Park. I was just going to speak in extreme support for the recommendation to reimplement alternative grading.

When I think about the ethical decisions behind this policy, I think about the fact that students sit in their dorms, their apartments, or basements all day, attempting to learn at the highest level they can while surrounded by a once-in-a-lifetime global pandemic.

And I personally am an engineering student where most of my education would be hands-on and collaborative. And I appreciate all that my professors have done to replicate this environment online to absolutely no end.

But I still have to admit that it isn't the same. And I can't display my strengths in the same way. Despite these effects to my education caused by the COVID-19 pandemic, personally, I'm a student that will never utilize alternative grading, personally, because I know that it's not going to help when I apply to medical school. And I know that it's unpredictable about how my grades will be received.

But I made this decision because every student has the ability to be informed and think about their futures. And I think that advisors are also really informed and helped me make that decision for myself.

And I also am not so simple to think only about myself as I've met students who have been impacted astronomically by this pandemic. And I must think about them when I vote on this and speak about this.

There are a few students who may use this to their advantage. But I don't think it's OK to prevent the sySTEMM entirely when we put other students at extreme disadvantages who have been affected disproportionately due to this pandemic. And even though I can't relate to their scenarios, I feel like I have to speak on their behalf in this situation.

**Chair Seymour:** Thank you, Sydney. Bonj, how many more until we get to call the question?

**Bonj Szczygiel:** We've got three more. Amy Lynch from Political Science-- I'm all for a culture of care and recognizing the different burdens that students are bearing as a result of the pandemic. I do not understand why the alternative grade sySTEMM is an expression of care.

There are many ways that faculty are caring for students who are struggling, including with extended deadlines, extra time, et cetera. Giving students a way to opt out of a course while earning credits seems to be a shortsighted way to offer such care.

There is Alexander from Hershey. Is there a mechanism for grading the professors as well? Forgive my ignorance on this issue. If there are many students dropping a course, is it possible that the problem lies with us in our teaching methodology?

I think Michael Tyworth is responding to that. Tyworth is, again, Smeal. I'm skeptical of that claim. James Fairbank is now calling the question. And Mr. Fairbank is with Behrend.

**Chair Seymour:** Yeah, and if I can just move ahead, both Ray Najjar and Brian King of EMS also second and third the calling of the questions. So, at this point, let's organize ourselves for a vote on the report itself.

So, senators, you may cast your vote on TallySpace. To accept the motion-- and we're voting on the report itself-- press A. To reject, press B. And basically, if you accept it, we will reimplement alternative grading for spring 2021. Oh, sorry, yes, we have to vote on calling the question. I just got-- correct, Keith?

**Keith Shapiro:** Well, it depends, Beth. We've had quite a bit of debate on this. Have we reached the end of the debate time for it? If we've reached the end of the debate time, there's no reason to have a specific vote for calling the question that requires a 2/3 vote to pass.

**Chair Seymour:** Yes, I agree. I think we've reached the point where the debate is over. So yes, we're voting on-- sorry about the confusion. Yes, we're voting on the report itself.

**Keith Shapiro:** Great.

**Chair Seymour:** So, thank you, Keith. Do we want to keep ourselves in suspense? We probably should. We'll give it a couple of minutes of voting. Everything going OK with the voting, Anna?

**Anna Butler:** Yes.

**Chair Seymour:** Just to remind everyone, we're voting either to reimplement alternative grading for the spring or-- that's if you accept it-- or if you reject that then, vote B. I'm going to move us on because we've got a robust Agenda, as we like to say.

**Bonj Szczygiel:** Beth, could we just clarify what people are voting for is the original proposal, the original--

**Chair Seymour:** Yes, I thought I made that clear, Bonj. I'm sorry. Yes, we're voting on the original. There are no amendments to it. This is the original report. We voted down-- we only had the one amendment. We voted it down. So, we were voting to either implement alternative grading in the spring-- that would be the A-- or not. If you reject that, then it's B.

Any confusion about what we're voting on? If you do, please put it in chat or in question.

I realize we're frustrated with the whole process of trying to do this remotely. I'm sorry. It is clunky and frustrating.

All right, let's move on. We'll figure out the vote. We'll get the vote at the end. We now have five reports from the Senate Committee on Committees and Rules. The first report Revisions to Senate Bylaws Article VII, Delegation of Authority, Section II is in Appendix E.

**Victor Brunsten, Penn State Altoona:** Thank you.

**Chair Seymour:** This was-- let me just finish. This was presented to the Senate, the December 1 meeting, so we can vote on it today. Sorry, Victor. Chair Brunsten, the floor is yours.

## **Revisions to Senate Bylaws, Article VII – Delegation of Authority, Section 2**



**Victor Brunsdn:** Thank you. So, this is a small change. We already had a presentation from Dean Vasilatos-Younken. This is also a change to require a report from Graduate Council.

Now the reports may be combined. This is between Graduate Council and The Graduate School, how they wish to divvy up those reports. It is a fairly small change, but one that helps to keep the Senate apprised of the graduate curriculum. And we've delegated responsibility for that to the Graduate Council.

**Chair Seymour:** Any questions or discussions on this? If you have a question, raise your hand or put it in Q&A.

Let me ask Anna a question. Anna, it seems like people are frustrated with the alternative grading vote.

**Anna Butler:** In what way?

**Chair Seymour:** Well, they're commenting in chat that they tried to vote, and it says they already voted. So, there's a little bit of frustration with how that played out.

**Anna Butler:** If they already voted, they can only vote once.

**Chair Seymour:** Was it open before we got to it to vote?

**Anna Butler:** I'm sorry?

**Chair Seymour:** Could they have voted on it earlier by mistake?

**Anna Butler:** They could have voted on it. At the beginning of when we started talking about this, I did have it open. But they can only vote on it once. But if they want to change their mind, they can. All they have to do is click on what they voted, and then click on-- so for instance, if they voted accept, and they want to change it to reject, click back on the accept, and then click on the reject. And it should change it for them and say, save vote.

**Chair Seymour:** Yeah, just to let everybody know, I'm talking about the alternative grading just to make everything completely confusing right now.

**Anna Butler:** Yeah, It's the only poll that's up right now is the alternative grading.

**Chair Seymour:** So sorry, Chair Brunsdn. I know that stomped on your buzz. But people are very confused.

**Anna Butler:** But if they already did vote, it will only take the one vote. That's why it's saying you've already voted. But if they go back into the poll, they can change their vote if they'd like. And that's on the instructions if they'd like to read that as well.

**Chair Seymour:** So, there's some clarification. Once you leave and go back home, it won't let you go back in, right? And so, I think some people have gone out, and they're trying to come back in again, Anna. And so that's what cause--

**Anna Butler:** If they get timed out, is that what it is?

**Victor Brunsdn:** No, it is not that. Once you go back home, you cannot get back into the poll.

**Chair Seymour:** So, do people have problems? Should we rerun the poll? Are people nervous that they didn't get the vote they needed on that one?

**Anna Butler:** So, Victor, are you able to go back in and re-login and see anything?

**Chair Seymour:** That's what people are trying to tell us, Anna, is they can't do that.

**Anna Butler:** They can't log back in.

**Chair Seymour:** Well, they can log back in, but they can't see the original poll.

**Victor Brunsdn:** I'm in TallySpace, but it says I voted and will not let me go back into that vote. Because I went back to the home page.

**Chair Seymour:** I think what we're going to need to do, Anna, if it's possible-- and I hate to do this to everybody--

**Anna Butler:** Restart it?

**Chair Seymour:** I think we're going to need to rerun that vote. I think people are nervous enough about this particular vote that I just don't think we can accept what we think we just did.

**Victor Brunsdn:** I agree. I think we need to redo this.

**Anna Butler:** All right. I'm going to reset the results back to zero.

**Chair Seymour:** All right, so back to not Victor's report, but the prior report from PIE on alternative grading.

**Anna Butler:** Right.

**Chair Seymour:** This is what we're voting on. And we're just going to wait and count the votes for this one because this is a tense vote. So, we're just going to wait on this one. Sorry, Victor. I think it just might be the most efficient way to do this.

**Victor Brunsdn:** I'm repeatedly refreshing, but it's telling me there are no open polls. Check back later.

**Anna Butler:** OK, I just opened it. So, try refreshing the page again.

**Victor Brunsdn:** OK, now we can go in.

**Chair Seymour:** Now you should be able to go in. If you want to accept the recommendation to accept the report-- it's a recommendation to reinstitute alternative grading for spring 2021-- please press A. If you want to reject that, please press B. There are no amendments. This is the original-- this is the report you see today.

And we're going to wait on the result before we move on.

**Anna Butler:** The votes are 79 Accept and 61 Reject.

**Chair Seymour:** Thank you. That was very close. I think it reflected our conversation. I couldn't have predicted which way on that line it was going to land. So, the motion passes. The report is accepted.

### **Revisions to Senate Bylaws, Article VII – Delegation of Authority, Section 2**

**Chair Seymour:** So, let's move on, Victor. Thank you. Sorry about that. So, this is the revisions to Senate Bylaws, Article VII, Delegation of Authority, Section II is in Appendix E. This was presented to the Senate at the December 1 meeting. So, we can vote on it today. Chair Brunsdan, the floor is back to being yours.

**Victor Brunsdan:** Thank you. I'm glad we've got that cleared up. So, this is a fairly small change. Are there any questions?

**Chair Seymour:** Any questions, senators? Ozment from Abington is eager to vote.

**Victor Brunsdan:** I think we all are. We've still got a long way to go, and it is 4:30.

**Chair Seymour:** Yes, so let's go on ahead and vote. Senators, you may cast your vote on TallySpace. As I don't anticipate this one is going to be particularly nerve-wracking, to accept the motion, press A. To reject the motion, press B.

And I'll give you a minute just to get your votes in before we move on to the next item. I don't want you piling too many votes on top of each other. Anna, let me know if that becomes an issue.

**Anna Butler:** OK, I will.

**Chair Seymour:** As we learn how to do TallySpace, we want to make sure that we're not piling our votes on top of each other too much.

**Anna Butler:** One of the good things about TallySpace is I can have more than one poll open at the same time. I couldn't ever do that with Poll Everywhere. So, if I can still see maybe people are still having votes coming in, I can still have it open, along with the next one I open up.

**Chair Seymour:** That is good. Thank you for letting us know that. That helps us to get some context. So, I think that may be enough time that most people might have had a chance to vote. So, if I can ask, the next report from the Senate Committee on Committee and Rules is revisions to the Standing Rules, Article I, Rules of Procedure, Appendix I. As a revision to the Standing Rules, it can be voted on today. Chair Brunsdan.

### **Revisions to Standing Rules, Article I, Rules of Procedure**

**Victor Brunsdan:** Thank you. So, this modification to the Standing Rules, it was motivated by, of course, the pandemic. So last semester we ended up having to have a sequence of extraordinarily called meetings, which we did valuable work in those.

And it's not a criticism of that, but in part, the necessity for that was because of our own rules and procedures. We are hamstrung currently by our inability to put something important into a meeting if it comes in new business.

So, this is an attempt-- well, the rationale for this change to the Standing Rules is to allow us to consider some new business in the meeting in which it is proposed and so that we can get things done in a timely fashion rather than having to call an extraordinary meeting.

So, the modification to the Standing Rules, Article I, Section 8(a), simply allows that to happen, but with a few safeguards on it. So, we are no longer hamstrung by the requirements that we put on ourselves. That is the rationale for this legislation. Does anybody have any questions, comments, rants, raves, praises, curses, or whatever?

**Chair Seymour:** Any questions from any senators, please raise your hand or put them into the Q&A. Nathan, you've got your hand raised. So, I think you can speak now. Nathan Tallman? Nathan Tallman, do you have a question?

**Nathan Tallman, University Libraries and Scholarly Communications:** OK, Tallman, Library. Sorry, the wrong input was on. I have a question. The original rule about not voting on new business in the same meeting, did we, the Senate, derive that rule from a standard parliamentary code? Or is that our own rule to begin with? Because I'm curious how much of a deviation it is from standard practice to have that. Thank you.

**Victor Brunsden:** Thank you, Nathan. It's unclear to me whether that's the case. In this case, and to answer a question that Chris Byrne has put in the Q&A, we do require a 2/3 vote. This is a relatively high bar for us.

It's unclear whether this was something we came up with on our own. I am inclined to believe that we simply came up with this on our own since we seem to have done that in so many other cases. But that is that purely conjectural on my part.

**Chair Seymour:** Yup, and to just help everyone get some context, the 2/3 is standard for Robert's Rules.

**Victor Brunsden:** Yeah, so that is-- and some of the legislation that we will be presenting it later on in this meeting but will be voting on in March also regularizes that 2/3.

**Chair Seymour:** Any other questions? If you have a question, please put it in Q&A or raise your hand.

**Victor Brunsden:** Judy.

**Chair Seymour:** Hold it. Let Bonj read it out, Victor. That's our format.

**Bonj Szczygiel:** Yeah, this is a comment from Judy Ozment from Abington. Members of the Senate represent a constituency. I think consulting constituents is the primary reason for holding new business.

**Victor Brunsden:** Fair enough. However, we are a representative body. And yes, we should, in fact, consult with our constituents. But at the same time, we are still free to vote our consciences.

I agree that we should be consulting our constituents. It is unlikely that we are going to be using this very often. The first time we've really needed to do this was this past calendar year.

Hopefully, even though 2021 appears to be the year that has told 2020, hold my beer, so hopefully, we won't need to use this much.

**Keith Shapiro:** Victor, could I step in here quickly?

**Victor Brunsden:** Yes, thank you, Keith.

**Keith Shapiro:** The bar on this is a 2/3 supermajority. So that's the provision in the legislation that adds a level of protection. It would require a pretty high level of support in the Senate for something like this to pass.

Under normal circumstances, if a piece of legislation was presented and then voted on the next meeting, it would only require a majority vote on most things. But for this, in order for this to work, you got to have really strong support across the Senate.

But that's the failsafe that's built into it. It's intended really to deal with that issue of nimbleness that we've been talking about for the last 10 or 12 years.

**Chair Seymour:** Any other questions by senators? Seeing none, I say let's move on for a vote. Senators, you may cast your vote on TallySpace. To accept these changes, please press A. To reject, please press B.

And before I start moving on, Anna, if you could give me a sense of how things are going. We do not have to get a count before we move on. But I want to make sure people have gotten an ability to vote.

**Anna Butler:** Yes, there are many people voting.

**Chair Seymour:** OK, thank you. We will look at all the votes at the end of the meeting. The next report from the Committee on Committee and Rules is Revisions to Standing Rules, Article III, Other Functions of the Senate, Section 4, Standing Joint Committee for General Election Assessment, Appendix J. Chair Brunsden, the floor is yours.

### **Revisions to Standing Rules, Article III – Other Functions of the Senate, Section 4 – Standing Joint Committee for General Education Assessment**

**Victor Brunsden:** Thank you. This came to us from the Committee on Curricular Affairs. Thank you to Mary Beth Williams for priming us on this.

When the Senate reexamined its general education curriculum about five, six years ago now, it was decided that we needed a committee that would look at and continue to assess our General Education Committee.

Our first pass at this contained a few gaps. There was no feedback mechanism from this committee back into the other standing committees of the Senate that would pass the results of the assessment of the general education curriculum back to Curricular Affairs and Education.

So, the essence of this legislation is to add that feedback mechanism. So, it's based on the results of several years of experience with this committee and trying to get the feedback from it back into our curriculum processes.

**Chair Seymour:** Thank you, Chair Brunsdn. Any senators have any questions, please raise your hand or put a question in Q&A. Give you a minute to give you time to do that. We will vote on this. Whenever Standing Rules are brought to us, we can vote on it the same meeting.

Seeing no questions, I think it's time to vote. Senators, you may cast your vote on TallySpace. To accept the motion, please press A. To reject the motion, please press B. I'll give you a moment. And Anna, if I could just ask you to let me know when we've got a good number of votes coming in.

**Anna Butler:** OK. Yes, we have many people voting.

**Chair Seymour:** Thank you. Thank you. The next two reports are changes to the Constitution and Bylaws, so will be introduced today and voted at our next meeting on March 16, 2021. So that's the shorthand. If you get brought Standing Rules changes, we can vote on them in the day. If you get brought changes to the Constitution and Bylaws, then you look at them one meeting, and you vote on them the next meeting.

The first report from the Senate Committee on Committee and Rules is Revisions to the Constitution, Article III, Amendments, Appendix G. Chair Brunsdn, the floor is yours.

### **Revisions to the Constitution, Article III – Amendments**

**Victor Brunsdn:** Thank you. This report-- this revision to the Constitution, along with the next report, which is revisions to our Bylaws, and a subsequent report to change our Standing Rules, which will be introduced in the March meeting when we will vote on all three reports, a cleanup.

We do not have a standard for what a supermajority is. Chair Seymour actually mentioned this just a little bit ago. The standard in Robert's Rules of Order is 2/3. And we have not settled on a standard. In some places in the Standing Rules, it is unanimous consent of all senators present at a meeting.

In some places, it's 3/4. In some places, it's something else entirely. We are all over the map. But there's an even more significant problem with all the requirements that we have. It's not just the numerical requirement. It is that we have often put in that we require that it be a percentage of the senators present in the meeting. This is a fundamentally anti-democratic requirement, which Robert's Rules itself actually recommends against adopting.

So why is that? It is because it converts any abstention vote into an effective no vote. It provides for a way for minority rule. We have seen problems with these sorts of things in other bodies-- the US Senate for one.

And this is a serious problem with our rules. Why we adopted this, who knows? I suspect that it was a bunch of old, white guys, even older and uglier than I am, sitting in a room. And a significant minority didn't trust the others. So, they had this inserted.

We've been burdened with it ever since. It really hasn't mattered until recently. And so, the votes that we took in the fall, many of them required that there be members present. This presents not only a significant administrative overhead in running the meeting, but it is a fundamentally anti-democratic requirement. That is the rationale for both this report and the modification to the Bylaws.

**Chair Seymour:** I thank you, Chair Brunsdn, for making it efficient so that we're basically talking about both of these at the same time. Any questions from the senators? Remember, we are not voting on this today. We will vote on it at the next meeting. Looks like G. Thomas has his hand up. All right, if you could give me your last name and unit please. Unmute.

**Gary Thomas, College of Medicine:** Sorry. My name is Gary Thomas. I'm from the College of Medicine. Something you said just you struck a nerve with me. I don't think requiring a percentage is anti-democratic. I think that the whole concept-- and you mentioned the Senate, the government Senate as in just our Senate.

The whole concept is that we need to develop consensus. We don't need to develop 51%. If we have a vote, and 51% of the people think it should happen, whatever it is, and 49% of the people think it shouldn't happen, whatever it is, even if I'm in the 51%, I'm concerned that we haven't developed consensus.

And so, you actually sold me. I was going to vote for this. But you're sort of selling me not to allow this. I think that 49% is a concern for me no matter what the issue is. Why do 49% feel concerned about a vote that they would vote against something? And maybe we haven't addressed all those issues then.

I don't think this inhibits democracy. I think this allows minority voices to be heard. Most of the policies we've had over the years at a University or nationally that we realize are really bad at one point was a majority's opinion. And then having people talk this out is really valuable, I think.

**Victor Brunsdn:** So, if I can correct a couple of things, these areas where we are making this change are not in voting for policy, but they are to modify-- these are areas where we are modifying how the Senate proceeds, right?

These are matters of procedure. And they all require supermajorities. It is not a simple majority vote. Part of this is to regularize what counts as a supermajority to be 2/3. We are requiring 2/3.

But the requirement that it be of all senator's present forces somebody who would otherwise prefer to not express an opinion one way or the other, if they do so, that effectively changes that non-expression into a no vote.

**Keith Shapiro:** Victor, could I step in for just a moment as well?

**Victor Brunsdn:** Yes, Keith.

**Keith Shapiro:** We generally don't do this. In fact, it's very rare for us to count all the senators who happened to be in the room at the time. And that's what it means we say of the senators present.

Usually, when we take a vote, we just do a percentage of the members who have voted. The members present provisions come from a day when we used to meet in a room, and everybody would stand up.

And they would be counted by hand. So, you'd know exactly who was there. And then you could get a percentage of that amount.

But in the days of Zoom, it's very hard to know how many senators are in a room at a given time. And even when we were meeting in Kern, people were coming and going all the time.

So, Robert's Rules describes that provision of members present as opposed to members voting, which is really what we're talking about, as being generally undesirable, because including problems of abstain votes counting as no votes or not counting as positive votes.

For members present, you have got to have a certain number of positive votes rather than that idea of a percentage of those members who have voted.

**Chair Seymour:** I am going to move us on. Great comments and clarifications, so thank you, everyone. But we're not voting on these today, just to remind everybody. These are just being introduced today. We can debate it more when we vote on it in March.

**Keith Shapiro:** Thank you.

#### **Revisions to the Bylaws, Article V – Meetings: Section 4 AND Bylaws, Article X – Amendments**

**Chair Seymour:** OK, thank you. We will look at all the votes at the end of the meeting. The next report from the Committee on Committees and Rules is Revisions to the Bylaws, Article V – Meetings: Section 4 AND Bylaws, Article X – Amendments – Appendix H . Chair Brunsdn, the floor is yours.

**Victor Brunsdn:** These revisions are the companions to the Constitutional revision we just discussed. The two revisions are to normalize the proportion required for a super-majority (when that's required) and more importantly, to remove the requirement of the vote being relative to the Senators present rather than of just the votes cast.

**Chair Seymour:** Thank you, Chair Brunsdn. Any senators have any questions, please raise your hand or put a question in Q&A. Give you a minute to give you time to do that. We will vote on this. Whenever Standing Rules are brought to us, we can vote on it the same meeting. Thank you, Chair Brunsdn, and thank you, Parliamentarian Shapiro.

#### **Amending Policy 37-70 Academic Classification of Students by Semester to Include Alternative Grades**

**Chair Seymour:** Our final Legislative report is from the Senate Committee on Education, Amending Policy 37-70, Academic Classification of Students by Semester to Include Alternative Grades, which is located in Appendix L. Chair Stine, the floor is yours.

**Michele Stine:** Thank you, Chair Seymour. This will be very short, I really hope. Policy 37-70 is our policy by which we delineate semester standing by the number of credits a student has earned. This slipped through the cracks last spring in our swing of COVID-related legislation to account for the alternative grading sySTEMM that created brand new letter grades that did not exist before and therefore are not reflected in this policy.



All this legislation does is it adds SAT and V grades to the grades that can accumulate credit so that a student can advance in semester standing.

**Chair Seymour:** Thank you, Shelli. Any questions or comments from any senators, please raise your hand or put them in Q&A.

Seeing none, it's now time to vote. Senators, you may cast your vote on TallySpace. To accept the motion, press A. To reject the motion, press B. Anna, if you could let me know once we've got a good bunch of votes in, we can move to the next report.

**Anna Butler:** We have many people voting.

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### ADVISORY/CONSULTATIVE REPORTS

**Chair Seymour:** Thank you, Anna. So, item J, Advisory and Consultative reports. We have one Advisory/Consultative Report. It's the Senate Committees on Education and Libraries Information SySTEMMs and Technology, titled Recommendations for the Barnes & Noble First Day Complete Program and Emerging Textbook Models in Appendix M.

Before we get to the report, I would like to take a moment, though, to recognize Ann Clements for service to the Senate. This is her last meeting with us as she has accepted a new position as the Assistant Vice Provost for Faculty Affairs, Faculty Development. Thank you, Ann, for your work for the Senate.

And let me take a little bit of time to give you a brief summary of her work with the Senate since 2013. She's consistently supported our work of governance and faculty engagement. She chaired the Senate standing committees on Educational Equity and Campus Environments and is currently chairing Libraries Information SySTEMMs and Technology. That's why I take this opportunity.

She chaired the Senate Special Committee on First Year Engagement and served on the Special Committees of General Education Reform and Engaged Scholarship. She served on the Senate Committee on Committees and Rules. She's currently serving as a Senate counselor for Arts and Architecture and serves as a Faculty Senator to the Board of Trustees.

Personally, I'd like to thank you, Ann, for your counsel that you have provided me over the last few years. I'm going to miss you as a colleague in Senate. But I look forward to continuing to work with you in your new role. Congratulations, my friend.

#### **Recommendations for the Barnes & Noble First Day Complete Program and Emerging Textbook Models**

**Ann Clements, Assistant Vice Provost for Faculty Affairs:** Thank you so much. I'm very humbled by that. I appreciate it. The Senate has been a great part of joy in my life as a faculty member here at Penn State. I am going to yield the time on the floor to Dr. Jennifer Sparrow, who is the-- let me make sure I get the title correct-- the Associate Vice President of Teaching and Learning with Technology, and to Rebecca Waltz, who is the head of Library Learning Services, to present this report.

**Chair Seymour:** Thank you. Jennifer and Rebecca.

**Rebecca Waltz, Head of Library Learning Services:** Thank you. I believe Jennifer is going to go ahead and start sharing our presentation. So, while she does that, I will set us up and hopefully be pretty quick with this. We are here on behalf of the list and education committees.

We've been asked to talk a little bit about the Barnes & Noble First Day Complete Program and the emerging textbook models that represent the affordable textbook marketplace. Jennifer and I both serve on the Open and Affordable Educational Resources working group, where a lot of this work has been discussed and analyzed and talked about.

So really quickly, what we're going to talk about today is the Barnes & Noble proposal for decreasing textbook costs to students. That has been proposed to be piloted for the fall 2021 semester at Commonwealth Campuses that have chosen to participate.

But we're also going to briefly talk about some alternatives to the Barnes & Noble model, since, again, this is a larger marketplace as well. And we want to talk about all of the options that exist as part of that.

All right, I think we can go on to the next slide. If you've read the report, then you have a pretty good idea of what First Day Complete is. But just to hit some of the highlights here, it is a program where students receive course materials for a per-credit-hour fee. And that fee is \$19.75 per credit hour. And then later on in the presentation, we're going to show you some examples of what this actually looks like for various programs.

The way that this program works is that full campus participation sets the scene so that everyone is part of the program. It's an inclusive access program. Students are able to opt out. And when they opt out, they will opt out for their full semester rather than just on a class basis.

If faculty have chosen to use open educational resources, they will be exempted from that \$19.75 per credit hour fee. And this program does include both physical and electronic course materials.

Just a quick little comparison here, thinking about some of the advantages and disadvantages of the program. This program does offer potential savings for students up to 50% off of what their current textbook fees may be. This, of course, allows students to plan for what their costs might be for any given semester and does ensure that they have access to course materials on the first day of course. And it is user-friendly.

There are, of course, some disadvantages that make it a little more difficult potentially for students and faculty to use. The opt out is, again, not by course, only by the fall semester.

Some of our more vulnerable or at-risk students might not know about the process or be able to take advantage of the various options that are part of it. Faculty are not able to opt out of the program, which limits their choice and student choice. And the access to the materials is for the single semester-- the current semester the students are in.

So again, we mentioned that there are a number of other programs that are similar. While almost every major publisher has an inclusive access or affordable textbook model sort of like this, we actually have either licensed or are part of groups that do have alternative models right now.

Unison Engage is one of those. And we're going to show you a comparison in just a minute of what that looks like with the First Day Complete program. And Top Hat, which is, of course, the curriculum engagement tool that we've been using this year, also has affordable content that the First Day Complete program could make it a little more difficult to use.

And then, of course, as all of this is changing and evolving so quickly, we want to keep in mind that other emerging models will probably be happening that we will want to consider as we're thinking about the best options for our students for their access and for our equity here.

**Jennifer Sparrow, Associate Vice President of Teaching and Learning with Technology:** And thanks, Rebecca, for that background information. If you read the report, you'll notice that there are two comparison charts in there. And I just wanted to call out some of the highlights.

We looked at the top five enrolled courses at Penn State. And we wanted to compare the average textbook cost. So, if it wasn't a standard textbook across, what was the average textbook cost. And what that would be for, the Barnes & Noble First Day Complete.

And then what would it be with our Unison partnership that we already have in place? And we utilize that as one example because we have the data available to us. Our peers within Unison at the Big Ten, in particular, Indiana and Iowa, have been huge utilizers of the Unison platform and can show those savings.

And so, if you look specifically, I'll just touch on one of these, the English 15. We have 11,000 enrollments. If the student costs using the First Day Complete model would be \$281,000, we think that with the course materials that were chosen that we would be able to provide the similar or exactly the same materials for about \$133,000.

You will notice that if you look at the Stats 200 model, Stats 200 class where we have 7,500 students in there, the First Day Complete is actually a better deal for our students. And I think that's important to tell that story that there are many models here that we may want to bring into play here and have an opportunity to look at.

So, beyond that, we looked at full majors. So, we looked at mechanical engineering and psychology. And we looked at those required courses and those courses that had course materials identified.

And so just a brief comparison of the mechanical engineering-- you can see there's a few hundred-dollar difference between what it would cost a student if we were in the First Day Complete program versus if we were utilizing Unison to provide those textbooks through the e-reader that's available through that.

So, as we prepared these materials in conjunction with List and the Education Committee, we put together some recommendations. And there are several pieces at play here. The first recommendation we've got is to review the Barnes & Noble contract to revise or remove the exclusive e-textbook sales clause that we have with Barnes & Noble.

So, we're able to pilot right now with Barnes & Noble. They've been a very good partner with us in starting to look at some of these alternatives. But if we want to roll these out sorts of bigger picture-wise, we would need that contract language to be changed.

As Rebecca mentioned, we're both a part of the Open and Affordable Educational Resources Working Group. There's an opportunity here to allow that group to conduct a deep investigation report back here to Faculty Senate on course textbook and resource alternatives.

And so again, this is not just necessarily Unison or Top Hat. But these are additional emerging models as well that we know are on the horizon and may be able to be leveraged at Penn State either on a small scale or large scale.

We do want to continue to prioritize and not duplicating OER are affordable resources that are already available to the University community. There are a significant number of library resources that are widely available. And we want to ensure that faculty are aware of those. These are licensed e-textbooks or other OER materials that are available to and/or created by our University community.

And we appreciate the provost's sponsorship of those activities because we know it does make education more affordable.

And finally, for our last three recommendations here, we want to ensure that the appropriate University offices and working groups and personnel are involved in these things. We will know that the bursar and the registrar and LionPATH, Canvas all need to be a part of these conversations, along with the OAER working group.

And so, as we move down the path of these pilot programs, either with Barnes & Noble or Beyond, we want to ensure that we have an opportunity to get the right voices at the table.

We are assuming that the Barnes & Noble contract could be renegotiated. We would suggest launching a pilot with Unison Engage because it's something that we know and have control over to do an apples-to-apples comparison of the First Day Complete versus the Unison option that we have for the fall of 2021.

And then we want to ensure that we are clear about developing this communication strategy, which, I think, is incredibly complex any time we have significant changes in projects here at Penn State. We have lots of things that need to be communicated about textbook choices, what's available from an OER standpoint. And we want to ensure that faculty are fully informed as they make these decisions about their course materials.

I'll stop there. We'll go to questions if you have any questions. And Rebecca and I will try to answer them. And we also have John available to answer questions.

**Chair Seymour:** Thank you very much for that presentation. I already see there's a few questions in Q&A. Can we get to those questions, Bonj?

**Bonj Szczygiel:** Sure. William Kenyon from Arts and Architecture-- since the access to the materials is per semester, what would happen for a student who needed to take an incomplete, especially in the spring semester? They would then have until partway into the fall, the following semester to complete the course. Will the access to the materials automatically extend for the needed weeks or months to ensure that the student has access to them?

**Jennifer Sparrow:** Sure. I'm going to ask John to answer that question about the First Day Complete. I know with Unison; the students have access to the materials as long as they are a student at Penn State.

**Chair Seymour:** And let me thank you, John, for being here. This is John Papazoglou. He's Associate Vice President for Auxiliary and Business Services. So, thank you for being here to answer questions.

**John Papazoglou, Associate Vice President for Auxiliary and Business Services:** Thank you for introducing me. As far as the incomplete question, that is actually something that we would need to address in the pilot. One of the reasons we want to do the pilot is, for example, from an incomplete standpoint, this is a semester-by-semester program.

If a student, for example, is using the same material over two semesters, they would return the book at the end of one semester, and then re-receive it from Barnes & Noble in the second semester.

How we would do that with incompletes, I don't honestly know. I think that's something that we would need to address in the pilot program.

**Chair Seymour:** Thank you, John. Could you continue with the next few questions?

**Bonj Szczygiel:** Sure.

**Chair Seymour:** Oh, sorry. Bonj has to read them out, John. I'm sorry.

**Bonj Szczygiel:** No, but you stay right there, John. Don't go anywhere. This is from Charlene Gross in Arts and Architecture. Does this program provide other non-book course materials like art supplies or equipment?

**John Papazoglou:** That's a great question, and that's come up in the past. So this is for textbook and required textbook and learning materials. If they are required course books to facilitate exams or coursework, yes. But things like stethoscopes and art supplies, it does not. It is for textbook material and those that facilitate that.

**Bonj Szczygiel:** We've got an observation from Roger Egolf from Lehigh Valley-- observes, First Day Complete may be beneficial to some students, but for most it will be a negative. If they shop around or buy used, I believe that most of them can save more money.

It is mostly, it seems, a marketing gimmick for Barnes & Noble. It is likely to prey on the most financially unsophisticated students who do not understand what they're getting.

**John Papazoglou:** Was that a question?

**Chair Seymour:** It's just a statement. If you wish to engage it, you can or not. It's completely up to you. OK. Any other questions, Bonj, and Q&A?

**Bonj Szczygiel:** Yes. Karl Reichard, Engineering-- if a student decides they need long-term access to a material, do they get a credit toward purchasing such long-term access?

**John Papazoglou:** Yes, it is the same today. If a student wants to buy their textbook at the end of the-- because essentially, this manifests itself as a textbook rental program. They can do that now. Our data suggests that universally less than 2% of students actually opt to buy their textbooks at the end of the rental period.

**Bonj Szczygiel:** Another question from Karin Sprow Forte in Harrisburg. Thank you for the report. What did you mean by faculty having fewer options? Are students able to decide if they want print or electronic materials? Have students been consulted in these discussions?

**Jennifer Sparrow:** We did have a student on the initial committee about First Day Complete, I believe an undergrad and graduate student representative in those conversations. John, correct me if I'm wrong. The student will not have a choice if it's print or electronic. That is decided by the faculty member, correct?

**John Papazoglou:** Correct. It's the faculty choice on what format they want to adopt. And the student would be informed of that at the time that they register for the class.

**Bonj Szczygiel:** And we've got a question from Denise Costanzo from Arts and Architecture. Are students also charged \$20 a credit hour for courses that do not require purchase materials, but rely on libraries or other non-commercial resources?

**Jennifer Sparrow:** As long as the faculty members indicate that they are relying on those materials, the student will not be charged the \$20 per credit hour.

**John Papazoglou:** In that case, to just augment that, any material that is either-- just as Jennifer described, it would be designated as OER material. So, if the classes-- it's important that the faculty do adopt the material so that it's known when the students register what the material is. If it's designated OER, then yes, it's charged out at zero.

**Bonj Szczygiel:** Another question from Bob Zambanini from Berks. Oh, I'm sorry. He's asking-- OK, I'm going to skip down to Carrie Eckhardt, Liberal Arts. Can faculty be allowed to opt in so that faculty would still have the same range of academic freedom in choosing course materials? And can students be invited to opt in rather than having only an opt out option, under which they'd automatically be billed?

**Jennifer Sparrow:** Caroline, great question. John, go ahead. Sorry.

**John Papazoglou:** Yeah, so there's actually two parts to that question. From an academic freedom standpoint, faculty are not restricted to any publisher. Barnes & Noble has access to all publishers. And if there is a publisher they're not currently using, they will go out and acquire that material once it's adopted, regardless of whether they have a relationship with that vendor or not.

As far as opting out and why it's opted out, because there's a commitment for Barnes & Noble to buy the material, have it available at the lowest possible price. And in meeting the need of having-- when students register for the course, we need to have the title and the cost and the format of the book available when they register for the class.

If we made it opt in, by the time students opted in, there would be no visibility into the amount of inventory that needs to be acquired.

Now I do want to remind for those that haven't seen this yet that students can opt out up to two weeks after the first day of classes. So even if they decide at the end of the period that they have been able to acquire material or don't need it because they may have other access, they can wait until two weeks after the first day of class then to opt out. And they just return the books to the bookstore.

**Chair Seymour:** Williams from Abington is asking, why is this being piloted to Commonwealth students, and at which campuses?

**John Papazoglou:** Right now, from an opt-in standpoint, Schuylkill, Hazleton, and Shenango have expressed interest in participating in a pilot. The Commonwealth Campuses have demonstrated-- obviously, have the greatest financial need of those students, with median income being half that of University Park students.

It also requires complete campus engagement from on-store staff, academic leaders, academic faculty, student leaders. Because there is a lot of information that we want to collect during the pilot, including for those that don't use and rent or purchase outside of the program.

So, there is a lot of data that is to be collected to gauge the success of the program. But mostly, it's the greatest need in the Commonwealth Campuses is why we're piloting it there first.

**Bonj Szczygiel:** Another question from Jay Precht at Fayette-- are the anticipated savings based on comparisons to Barnes & Noble costs now or what students actually spend?

**John Papazoglou:** Right now, our data for Penn State suggests that students are spending on average of-- and again, we put out there publicly that the textbook cost is \$1,600 a year. The question is, what are Penn State students really spending?

And actually, the purpose of the pilot, by being able to survey what the real costs are for our students, whether they use the program or not, that would actually wind up being our final determination of cost savings-- based on actual usage.

**Bonj Szczygiel:** There's just a comment from Laura Pauley in Engineering that students should be encouraged to keep their textbooks as references for later classes such as for senior design courses.

A question from Demirci at Ag Sciences-- are students allowed to print certain parts of the book if they want to have a hard copy to read or mark on it?

**John Papazoglou:** I believe when material is delivered electronically, the typical standard is that they can print out from the electronic. But I can find out further on that because I don't know the extent of-- every publisher may be different. I don't know the exact answer to that. I'm sorry.

**Chair Seymour:** Yeah, and let me just make a comment. Ira, I will call on you. I'm just letting people who haven't had a chance to speak yet get the floor for a minute, but I will call on you. I know that your hand is raised.

**Bonj Szczygiel:** Blockett from Brandywine-- what happens when students' courses or course materials change? For example, when faculty load changes and a new instructor may change the text. So how do you do with change overall?

**John Papazoglou:** I think the intent of the program-- and Barnes & Noble knows that we hire faculty late in the year. We also know that students may not register until the first day of classes or the day before the first day of classes. They are committed to acquiring the inventory needed so that if a student

has a late drop, late add, again, changes, that they can swap out material and get the textbooks they need for whatever they've changed to.

And as a side note, too, one of the things to consider is even if they're not participating in the program, and they decide to rent their textbooks, Barnes & Noble's purchasing of the inventory actually makes the available of inventory available for rental greater for the students that opt out of the program.

**Bonj Szczygiel:** Jen from Eberly-- how does this restrict the faculty selection of textbooks?

**Jennifer Sparrow:** It doesn't restrict the faculty selection of textbooks. But a faculty member on a campus that has chosen to participate must have their course materials ordered through this Barnes & Noble First Day Complete program. Everything that's available currently will be available to the Barnes & Noble catalog.

**Chair Seymour:** Bonj, I'm going to unmute Ira to let him speak. Ira, you should be--

**Ira Saltz:** Yeah, yeah. OK, thank you. Just a couple of things here--

**Chair Seymour:** And Saltz, where are you from?

**Ira Saltz:** Oh, Saltz, Shenango. Yes, one of the campuses that agreed to pilot this program. But I think it's important to understand why we agreed to pilot it. But first, I noticed that there was no response to Roger's very, very apt comment about the comparisons in the presentation.

I asked faculty to send me their textbook information from Shenango. And I did a comparison of the First Day Complete price versus what if the student had either rented the textbook or bought the textbook from Amazon and maybe had an opportunity to resell the textbook on some other website.

And in over 90% of the courses, First Day Complete was considerably more expensive. So, let's not delude ourselves into thinking that this is a textbook cost savings program. It absolutely is not. This will raise textbook prices for our students.

But the reason why we agreed in Shenango to adopt this was really because it does solve one problem, and that is that a lot-- because our students are low income, they can't afford to buy their textbooks until they get their financial aid, which often doesn't happen until three or four weeks after the semester begins.

But this seems to be a very inequitable solution. So, our low-income students will pay more for their textbooks than the other students who have the financial means to have shopped around before the semester began.

So, this seems like, again, Barnes & Noble is trying to fix its loss of market share. And if you read the business pages, Barnes & Noble is in a lot of financial trouble because they've lost considerable market share to lower-cost book buyers.

And that this is a scheme to gain back market share through now exploiting our most needy and lower-income students. And I say shame on us for doing this.



But yes, it would be nice to see in this report-- I'm glad there was at least a comparison to Unison. But how about a comparison of the cost based on students who can either rent the book through Amazon or some other online book retailer or buy the book and resell it?

And part of the other problem with this is that--

**Chair Seymour:** Thank you, Senator Saltz. Let's leave time for other people to ask questions as well. I'm sorry. Does anyone want to respond to any of Senator Saltz's comments?

**Jennifer Sparrow:** I think it's a great piece for us to be able to look at when we collect this data, again, depending on what pilots we determine to go with in the fall, is where students are actually purchasing their textbooks and how much they're spending, and what are they getting if they're reselling them?

So, I think that's an important part of our data collection point. So, Ira, I've written that note down, along with some other information about the incomplete. So, we can get back to you with that.

**Chair Seymour:** Thank you. Bonj, do you want to keep reading some of the Q&A?

**Bonj Szczygiel:** Sure. Lisa Chewning, Abington-- I want to put on the record that our Abington Student--

**Chair Seymour:** Government Association.

**Bonj Szczygiel:** Thank you. My mind just went dead. President of the Student Government Association put forth a resolution against First Day Complete to the Council of Student Governments this past spring, which resulted in a nearly unanimous passing.

Some issues seem to be, one, it's an automatic billing program targeted for pilot at the Commonwealth Campuses, where students already face a higher number of barriers and disadvantages. Two, students would have to go through an opt-out process each semester and opt out for all courses.

Three, there are barriers to faculty who want to use OER and library-licensed content like course reserves. Four, students have to pay an additional fee if they want to keep any of their books. That was a lot. Sorry. If you want me to go through those one by one.

**Chair Seymour:** No.

**Jennifer Sparrow:** I'm not sure there's a question in there other than [INAUDIBLE] statement.

**Chair Seymour:** Yeah, I'm not sure there's a question in there. Yeah. Have you read it into the record? Could you--

**John Papazoglou:** I could speak to one of those. I think the question that came up with the student groups was the opt in, opt out. The functionality of the program to even acquire the material at the price in the quantities needed necessitates it being an opt-out program.

And a majority of students that opt out, even if they procrastinate and decide at the end, a great deal of them end up opting back in. Again, they can opt in or out up to two weeks after the first day of classes.

And again, this is why the total campus engagement is important to communicate this to students to become familiar with the program. So just from the opt out, opt in language, that's why it exists. But the mechanism-- it does give the student the most flexibility that we could put together for them to opt out after classes start.

**Chair Seymour:** Let me go with Kim Blockett, who has her hand raised.

**Kimberly Blockett, Penn State Brandywine:** Hi, thank you. Blockett at Brandywine. I have grave concerns about a program that requires opt out and is another financial burden-- could be a financial burden for our students.

We spend a lot of time trying to work on financial literacy for our students, who for many are first generation. So, they don't have necessarily folks to help them through the maze of what things actually cost.

And this, to me, seems to be yet another issue then that students would need to be highly aware of and smacks really of predatory lending. It guarantees that they can have something that they often struggle to get early on, which are books.

But they are paying a much higher price than they otherwise would if they had other options and were counseled on those options appropriately. Our University can do better. So, let's just figure out a better plan.

You're muted, Beth.

**Chair Seymour:** Thank you, Senator Blockett. See, it was my turn. Now could you grab another Q&A for me, Bonj?

**Bonj Szczygiel:** Sure. Bob Zambanini from Berks-- does this mean that faculty will be forced to require a textbook?

**Jennifer Sparrow:** No, not at all.

**Bonj Szczygiel:** From Binh Le at Abington, will these options be available to part-time students?

**Jennifer Sparrow:** If they are enrolled at a campus that is a participating part of the Barnes & Noble First Day Complete, yes, this will be a part of their program.

**Bonj Szczygiel:** And we have just a few comments. This is from Deirdre Folkers at York. First, she seconds Roger's comment that occurred a little bit earlier, expressing concerns.

Secondly, it is already difficult to convince students that they will need to use materials from one course, and then in the next course. By limiting student access to textbooks, we make it impossible for students to go back and review past course materials in follow-on courses.

As a person who hires adjunct faculty, I would also point out that, as noted, adjunct faculty are often not in place by March 15. This will limit their ability to make their own textbook choices and frankly, may impact our ability to recruit them.

Finally, I would point out that not all students prefer electronic materials. Anecdotally, many have indicated that they learn better from physical text.

**Jennifer Sparrow:** Yeah, I'll answer the last one first. Whether or not the student receives the materials electronically or on a hard copy is up to the faculty member. And so, I would think that faculty would ask their students-- their current students for the future what they might want in terms of a choice for that. But that access will be different. And John, you might want to add something in on that second point, which is about the March 15 date.

**John Papazoglou:** Yeah, right now our adoption date is March. And again, the goal, the requirement is that students are-- when they register for a class, they are informed at the time that they register for a class the title, the format, and the price of the book.

And in order to guarantee that, that's why the target is 100% adoption so we can inform students of that. The target adoption date is not changing with this. And yes, understanding that we will still have faculty that are not able to meet that deadline or are hired late. Those are typically the exceptions. But we are really focused on the majority of faculty.

**Elizabeth Seymour:** Bonj, do we have any unique questions? I see they're starting-- some of them double up a little bit.

**Bonj Szczygiel:** Can we go with William Kenyon from Arts and Architecture? There are many independent studies on the books throughout the sySTEMM. Can these be designated as no textbook needed ever and have that stick with the course number? Or as a faculty member, am I going to have to specify that every semester?

**John Papazoglou:** The mechanism for-- I'm not an expert on the adoption portal. If a majority of faculty are reusing the titles that they've used in previous semesters, I believe the portal will just allow them to carry those over to the next adoption period. But I will talk to Barnes Noble on the mechanics of the adoption portal. That should be easy for them to do, I would assume.

**Chair Seymour:** I see that G. Thomas has his hand up. Let me go to him. You should be able to unmute. Can you unmute yourself, G. Thomas?

Well, let's go to Rosemary Jolly. I see she's got her hand up. Rose Jolly, can you unmute?

**Rosemary Jolly:** Rose Jolly, Liberal Arts. I just want to underline what Kimberly Blockett said. But my question, too, is not only on the side of the students and predatory practices. I'm wanting to know-- I use a number of small, indigenous, and independent publishers. And I'd like to know what the arrangement is for acquiring that material by Barnes & Noble? Is it fair pricing, or is it predatory?

And I also want to know if the Penn State University is getting any-- one would assume that Penn State is not getting any benefit from this arrangement financially.

**John Papazoglou:** I can answer those. Those are two separate questions. As far as using independent or, as you mentioned, indigenous publishers, Barnes & Noble is committed to working with faculty to acquire them.

Again, it's an all-inclusive price. So, what Barnes & Noble ends up paying for that, even if it exceeds the cost of the program, doesn't affect the end price that the students are going to pay.

And again, with an all-inclusive course, there are going to be students that do need to look at-- if they're taking five classes, they need to look at all five classes. And there are times when a student should opt out of the program just based on that, on what they're taking.

The other piece of that is-- what was the second part of that question? I'm sorry. Can you remind me again?

**Rosemary Jolly:** OK, the first part I'm not sure I got an answer to, which is I'm just trying to make sure not only the students, but the independent publishers are treated fairly. And the second one was about Penn State and potential financial benefit.

**John Papazoglou:** Oh. Yeah, well, on the first one, it is really dependent on what the publisher is charging for the title. Barnes & Noble has to acquire that whether they have a contract with them or not. So, they're not dictating the price that they're paying the publisher or the person that's writing the title.

The second part is from a financial interest of the University, Barnes & Noble pays typically commissions on all their sales. In pilot programs that are doing this, there is actually a negotiated lower commission structure, recognizing the fact that it is a lower-margin product.

And from their perspective, because they are also paying rent and other scholarship fees back to the University to support student scholarship and other programs.

**Chair Seymour:** At this point, I think we've had a pretty robust discussion. I would like us to move on ahead and vote at this point. Any other--

**Jennifer Sparrow:** Can we review those recommendations just so we're sure--

**Chair Seymour:** I was going to do that. Let me just finish speaking.

**Jennifer Sparrow:** Perfect. Thank you. Sorry.

**Chair Seymour:** That's OK. So, as I was trying to say, I was trying to help the senators realize that if they have questions, they need answered that we will be answering them. I just was trying to get that point out first.

Could I ask you, Jennifer, now to review the recommendations? And I'm reminding everyone, it's an advisory and consultative report. We don't have legislative authority here.

**Jennifer Sparrow:** Perfect. Are you seeing my slides now, Beth?

**Chair Seymour:** I am.

**Jennifer Sparrow:** OK, so our recommendations are we review the Barnes & Noble contract in order to remove or revise the exclusive e-textbook sales clause. This will permit Penn State the flexibility to pilot and potentially enable additional solutions.

Provide the OEAR resource working group to conduct a deep investigation into course textbook and resource alternatives and help our faculty make more informed recommendations and decisions.

Prioritize leveraging, integrating, and not duplicating OER and affordable resources already available at the University, including library resources and materials created by the University community.

And then the final three-- ensure that the appropriate University offices, working groups, and personnel are involved in the development and facilitation of any related pilot programs. This includes but not limited to the OEAR working group, the bursar, registrar, LionPATH, campus, and the University libraries.

Fifth, assuming the Barnes & Noble contract can be renegotiated, we suggest launching a pilot for the fall of 2021 to explore Unison Engage in parallel to the First Day Complete.

And finally, develop a clear communication strategy that includes faculty, students, and other stakeholders in the Penn State community about these pilots and platforms in order to ensure that all stakeholders have the information they need to make informed decisions about course materials.

**Chair Seymour:** Thank you, and thank you, everyone, for contributing to the conversation. At this point, I'd like us to move to vote. So, senators, you may cast your vote on TallySpace. And it's those six recommendations that Jennifer just reminded us of. I'll ask Anna to let me know when our voting looks like it's robust.

So, a no vote means, as it does with any report, that you don't agree with the recommendations in the report. So, if you agree with the recommendations in the report, and you want to move those forward, press A. If you don't agree with the recommendations in the report that were just read, then please press B.

**Anna Butler:** Beth, we do have quite a few people voting.

**Chair Seymour:** Thank you, Anna. We'll have those at the end. So, let's move on. And thank you, guests. John, Jennifer, and Rebecca, thank you, and of course, Ann and Shelley for your work and your committees' works. So, thank you very much.

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## INFORMATIONAL REPORTS

**Chair Seymour:** Item K, Information Reports. We have seven additional informational reports today. Some of them are online. So, we're doing good. The first report is sponsored by the Senate Committee on Global Programs, Update from Global Programs, Appendix N.

It is my pleasure to introduce Roger Brindley, Vice Provost for Global Programs. Welcome to the University. I have already welcomed you, but welcome to the Senate. Roger, the floor is yours.

### Update from Global Programs

**Roger Brindley, Vice Provost for Global Programs:** Thank you, Beth. And I think Erin's got my slides if she can pop them up on screen. Are you there, Erin, or do you need me to go ahead?

**Erin Eckley:** No, I got it. Just one moment please. It's giving me some trouble. One moment.

**Roger Brindley:** Sure. No problem.

Terrific. Thank you, Erin. And thank you so much, the Faculty Senate. I've been at Penn State nine months now. And it's a great opportunity for me to introduce myself and to share my thoughts about the ways in which Global Programs looks forward to working with the faculty across the Commonwealth in the years to come.

And I would like to take a moment just to introduce myself briefly on one slide, then talk about why I find coming to Penn State so exciting and the work that's going on at Penn State, I think, is so important.

I would like to take a moment to talk a little bit about my philosophy for global and international, how we think about global and international as an academic and research enterprise, recognize [INAUDIBLE] already been going on in the Faculty Senate, and share a little bit about the Global Program's strategic plan for the next five years.

And I'll do that very quickly because I know you're well into a long meeting. And you've got other items behind me. So, Erin, if we could just go to the next slide.

I am a proud faculty member. I spent 24 years at the University of South Florida as an assistant, associate, and full professor, then as the senior international officer of the University for 10 years. And I also was pleased to be the dean of the College of Education, representing the college faculty there.

I'm delighted to be a tenured faculty in the College of Education at Penn State. And I look forward to meeting my colleagues in that college when we all get past COVID.

As a senior international officer, I spent six years on the APLU Commission of International Initiatives. And I worked very closely with the Faculty Senate at my previous institution and with faculty leaders and college administrators to really build the global footprint at the University of South Florida. And you get a sense of that from those boxes in the middle of this slide.

I tend not to read my slides, but you can see some of the work we achieved there, working as a community. And those bullets at the bottom really speak to the fact that USF became a national, if not a global leader in global programs.

But the victory isn't mine. The victory was the faculty and the staff and the extraordinary students working together in communities of practice. And so, the award is the University's.

But I want to share with you up front to get a little bit of sense of who I am, coming to Penn State. Thanks, Erin.

So, I wasn't looking to leave USF. But I want everybody at Penn State to know, and I want the Faculty Senate to know that there are very, very few top Research I universities in the United States today who have built global engagement into their strategic plan.

Coming to Penn State, and I highlighted a paragraph there that's straight off the website page. It was a wonderful opportunity for me to get to one of the truly top global land grant universities in the United States.

And you'll notice in the bottom left-hand corner a nod to the Senate Committee on Global Programs. I'll come back to the recommendations related to global citizenship and global competency. But I've already been warmly welcomed by Chair Elizabeth Seymour and by the Senate Committee on Global Programs Chair Brian King. And I want to thank everybody.

The challenge and the opportunity is how do we think of Penn State as a faculty, as a global land grant University for the 21st century. And that was what drew me to Penn State. Thanks, Erin.

So, I want to take a moment to talk just a little bit about philosophy because sometimes there's confusion between internationalization and globalization. And I'm a great believer that globalism overseas-- it certainly includes overseas-- and internationalization is a vital component of that.

But global sySTEMMs and processes are found right here in our own communities, right here in our own academic communities, in our local communities as we walk off campus. I often say to folks, if you want to see globalization in ag sciences, you don't need to go to Chile. You just go to the apple orchards of Central Pennsylvania during the fall harvest. You'll see globalization right here at home.

And with that spirit then, we can begin to talk about global learning. We can begin to talk about global literacy and what it means to graduate truly globally competent students.

The state of Pennsylvania has the highest percentage of high school graduates who stay home in state to study as an undergraduate of any state in the United States. So, this notion of global learning, supporting students, helping the faculty think through this work and working to strengthen the global curriculum, the global research of the University is a pervasive effort.

And you can see that notion of pervasiveness in this slide. And that is philosophically what I hope that we can help the faculty by liaising, facilitating, and supporting the work of the faculty across the Commonwealth. Thanks, Erin.

At the heart of that work is the 2018 Report on Global Citizenship and Global Competency that came out of this august body and the recommendations that we continue to build our notions of global competency and intercultural competency, global citizenry, and how we assess that in the University's strategic plan, and how we think about developing the global new of the University.

I really appreciated the diagram that came in that report. And so, I just picked it up and dropped it into the slide. For me, those attributes of empathy, self-awareness, respect, curiosity, openness, knowledge, and communication, when built into notions of awareness and competence and being interculturally competent, really leads us to graduating the future leaders in society, our graduates who are going to lead and work to develop positive societal change here in Pennsylvania, here in the United States, and around the world.

So, I'm really excited. And this slide, for me, speaks to the call for me to work with the Faculty Senate, work with the champions of global curriculum and research around the University, but also help those faculty who are thinking about how to do more, but with no more time.

For me, global is not a bolt on. It's not something supplemental. It's not something I'll get to if I can. As a faculty member, I understand the stresses of trying to get critical objectives into a course and teach over 45 contact hours.

And so, for me, this has to be authentic, and it has to be real and related to the discipline and to the content. And that's part of what we're going to look to achieve in Global Programs through our strategic plan. Erin, if you'll just pop that up for me.

And we have three parts to our strategic plan. Goal one is to do with the structures and the sySTEMMs of the universities. We all run into barriers. We all run into policy and procedure that may or may not make sense.

Or at a point-- there comes a point-- and I've experienced this personally-- where I'd love to do this, but I just can't do all this extra that's required of me. So, I really want to help understand that at Penn State. I'm new here. I'm still learning the culture.

But that communication, that work, building and understanding of the footprint of the University, and you'll notice that also the alumni development-- I think we have a lot to do with our international alumni, your international graduates. And around international development as a University, and I look forward to goal one.

Goal two of our 2025 strategic plan gets to that globally engaged community. How do we help students become global learners? What response has been from global programs to help co-curricular, as well as curricular endeavor of the University, and support University as we continue our global mission as written in foundation for enhancing global engagement.

And where do faculty need support? Where would faculty like to have opportunities to talk and discuss and find out the connections that faculty have with each other that may not be clear to them? That's very exciting to me, and I look forward to that work around the globally engaged community.

And finally, goal three, last but not least, are our research goals and our scholarship goals and how we think about impact and applied studies and scholarship and the longitudinal effects of our very, very important research as a University, not just overseas, but certainly overseas, but also in our local communities.

How do we help our local communities through their own sySTEMMs and processes to be more effective and to build positive societal change?

So, when we think about globalization, we should think about, for instance, the first generation of diaspora in Scranton or in New Kensington. We should think about how we help our local business and industry that is working with an international footprint and international clients.

How we recognize our extraordinary wealth in sociolinguistic and sociocultural expertise across our University. So, we want to bring that local to global partnership.

And I would be remiss if I didn't speak to one particular part of that, which is Rob Crane-- many of Rob, a wonderful, wonderful colleague. And I talk often about how we bring the underrepresented world into our research folio.



And we talk a lot about South America and Central America and Africa, South Asia, Southeast Asia. And that's going to be an area that we're going to want to have lots of discussion with the faculty and the Faculty Senate about as well.

So, to wrap, and then I promised Elizabeth I'd try and be 10 minutes or done, the last slide, Erin, just to close. It takes a village. It takes an institutional community of practice. In Global Programs, we want to serve. We want to lead. We want to advocate. We want to facilitate. We want to collaborate.

And we want to recognize the communities of practice within the Commonwealth Campuses at UP, across those campuses, across UP. How do we build digital and virtual communities? How do we help build this global experience of the faculty, the staff, and the student body of the University?

And of course, none of that will happen without the goodwill, the expertise, the wisdom, the experience of the faculty of the University. And so, we hope in Global Programs to bring our folio and our career expertise to help with the vision of the faculty. And we look forward to working with you.

And thank you for this chance to introduce myself and to share a little bit about the next five years in Global Programs.

**Chair Seymour:** Thank you, Roger. I really appreciated that. Do any of the senators have any questions? Please raise your hand or put a question in Q&A.

It looks like you're off the hook, Roger.

**Roger Brindley:** Well, it's a long meeting. They're getting tired. Thank you for the opportunity, and it's a real pleasure to be here. And I'm looking forward to the work ahead. Thanks, Elizabeth.

**Chair Seymour:** Thank you, Roger. I'd be remiss if I didn't notice that Mary Beth Williams, College of Science, thanks you for the presentation. And so, does David Smith thank you for the presentation. People are still here. Thank you.

### **Assessing Teaching Effectiveness Committee**

**Chair Seymour:** Our second report is from the Senate Committee on Faculty Affairs, Assessing Teaching Effectiveness Committee in Appendix O. And this report is online only.

### **JCIB Annual Report**

**Chair Seymour:** We have two reports also from the Senate Committee on Faculty Benefits. The first report is the JCIB annual report in Appendix P. And this report is also online only.

### **Report on Childcare at Penn State University**

**Chair Seymour:** The second report from the Senate Committee on Faculty Benefits is the report on childcare at Penn State University Appendix Q. Chair Saltz, the floor is yours. You need to unmute yourself. There you go.

**Ira Saltz:** Is Greg Stoner still here? Greg?

**Gregory Stoner, Senior Director of Compensation and Benefits:** I am, Ira. Thank you.

**Ira Saltz:** OK, good. Yeah, you were going to talk about this.

**Gregory Stoner:** Yeah, I can. Can somebody project the report? Is that possible?

**Ira Saltz:** I've got it.

**Gregory Stoner:** OK, thank you.

**Chair Seymour:** And Greg, could you introduce yourself to the senators?

**Greg Stone:** Yes, thank you, Chair Seymour. My name is Gregory Stoner. I'm the Senior Director for Compensation and Benefits.

**Chair Seymour:** Thank you.

**Gregory Stoner:** Thank you, Ira. Thought it'd be helpful just to provide a synopsis of this report to the Faculty Senate. This is the fifth annual report that comes up through the Faculty Senate Benefits Committee to the full Senate.

And really, for 2020, the primary focus was the safe reopening of the University childcare centers following the closure of the childcare centers for all but essential personnel, which happened last March on order by Governor Wolf. And by essential personnel, that would mean the center in Hershey as one example because the College of Medicine and Penn State Health staff, many of them had to be available in the health care industry.

What added to some of the complications and challenges was turnover experienced at the leadership level for the Penn State managed childcare centers. However, there was strong interim leadership that was put into place and remains in place at both the Penn State manage centers.

It has been supported by the Associate Vice President of HR Operations, who has been handling the compliance and operation sides on a day-to-day basis. And the curriculum in education has been handled by Linda Duerr, who is a former educator and a director at Hort Woods.

Additionally, there was a faculty advisory group that was assembled who provided a review and support of the reopening plans, which happened last August, and will continue to provide advice on the future of early childhood education at Penn State now that all the centers have reopened successfully.

As the report indicates, there is still a significant investment of the University, which supplements a lot of the operational costs for the centers.

One additional note-- there was a center in Harrisburg that supported that campus and the community. That center closed June 30 of 2020. And I also wanted to add that the search for permanent directors of both Hort Woods and Bennett is planned to be launched in the next several weeks.

Ira, those were my comments. Did you have anything else to add?

**Ira Saltz:** No, just that, right, there was a lot of concerns that went on during the summer about when the centers were going to reopen and how they were going to reopen just around the time that leadership was being turned over.

But yeah, new leadership came in and worked tirelessly, I know, to get standards in place. And they were successful and safely reopened. If I recall, too, capacity was down, and therefore, enrollments were down even after they did reopen.

**Chair Seymour:** Ira, do we want to see if there are any questions?

**Ira Saltz:** Sure. Yeah.

**Chair Seymour:** Do any of the senators have any questions? And I do appreciate everybody's patience. We're running a very long meeting. Just so everybody knows, there's still 155 people in the Zoom room. Any questions for either Greg or Ira? I think, Bonj, one just popped up.

**Bonj Szczygiel:** This is from Kat Phillips, University Libraries. I would like to reiterate the importance of on-campus University childcare centers and express concern that the report does not reflect the fact that there was no tuition for half of March and all of April and June. So, it's not full context for planning. Also, there is still much need for childcare on campuses, not just UP.

**Ira Saltz:** Greg, do you want to respond, or--

**Gregory Stoner:** I didn't see a question, so I didn't have any comments.

**Ira Saltz:** OK.

**Chair Seymour:** All right. Could someone check to make sure Irina is a senator. But I'm going to unmute you. You should be able to speak, Irina. Are you able to unmute?

Do any other senators have any questions for either Greg or Ira? Well, thank you both. Thank you very much.

**Gregory Stoner:** Thank you.

### **Under COVID-19, Penn State Outreach Delivers Meaningful Experiences**

**Chair Seymour:** Our next two reports are from the Senate Committee on Outreach. The first report is Under COVID-19, Penn State Outreach Delivers Meaningful Experiences in Appendix R. And this report is online only.

### **Youth Programs Report**

**Chair Seymour:** The second report from the Senate Committee on Outreach is the Youth Programs Report, Appendix S. And Sandra Weaver, Youth Programs Compliance Specialist in the Department and Ethics and Compliance will present this report. Thank you, Sandra, for being here.

**Sandra Weaver, Youth Programs Compliance Specialist in the Department and Ethics and**

**Compliance:** Thank you so much for having me. Think my slides are coming up now. Thank you, Erin. And you can go ahead to the next.

So, I think it has been quite some time since I've been here. We just wanted to provide an update of youth programming and youth program compliance at Penn State to this group.

And as you all know what our vision statement is here at Penn State, and we carry this out in multiple ways with youth programming through community services, recruitment, student engagement, readiness skills, University alignment with STEAM, et cetera, and Impact.

Next. I always say to people, if you change the way you look at things, the things you look at will change. And at Penn State, over the last several years what we have found out is that we actually work with more children than we do work with undergrad-graduate students combined. So, when we say we're an institution of higher education, we're also an institution of youth education.

Next. This is a slide that shows our org chart. It's hard to read, but I think the point of the slide is to show you the units, the departments across this campus and across all campuses and the University at large that I have interacted with from a youth protection standpoint in compliance.

As you can see, again, most of these are highlighted where we have initiatives working with children. And I must say, over in 2020, it actually probably grew because we switched to virtual youth programs. And I worked with so many different units that I hadn't in the past, including IT and other areas as we went virtual.

Next. Tracking programs, activities, and services. I just wanted to show you this that when I first got here, my wall-- that's what it looked like, trying to figure out in 2013, where were the children? And so I went on the first six months of a hunt of, where are the children at Penn State? And where do we work with children?

And we grew to a point that we're innovative, and we now have this online-- what we call the youth program inventory. And every youth program is added into this inventory. And now we can run reports that show us how many youth programs there are, how many children there are, where they're located.

And this inventory also-- it doesn't include-- we have additional 2,500 4-H clubs around the state as well. So again, just showing again the impact that we have on children and where we're serving them.

Next. There's also been many national initiatives since I've been here in 2013. And Penn State really because of who we are and what we went through was really at the forefront of all of this.

And the American Camp Association, who is a leader of working with children, we quickly became involved and also then through that were able to impact the American Camp Association in establishing what they call an affinity group. It's a member section, and it's called Camps on campus. So again, at the national level, there's been recognition of children in camps on campus.

The other national initiative is-- when I first started, there was four of us that got on the call to talk about children in higher education. Since then, we developed an association. It's the Higher Education Protection Network. And there's over 150 members at this point.

And we represent colleges and Universities higher education across the nation and into Canada now. So, we're becoming the best practice group of how to work with children in higher ed.

Next. I'm going to go quickly through these next few slides and just talking about how the program was developed over the last several years. I do work in the Office of Ethics and Compliance. And the US Sentencing Guidelines do point out-- yeah, there's eight elements of developing an effective compliance program. And so, we've used these elements in developing the Youth Protection Program here at Penn State.

Next. So, the first three elements, I call them the elements of prevention. And that includes standards, oversight, and education and training. And so, this is where most of our focus is because we want to be proactive in promoting a safe environment for children.

So, as you know, we have in Pennsylvania the Child Protective Services law that governs a lot of our training and our background clearances. We have policy AD39 that really is geared toward how we actually manage programs with minors.

We have policy AD72, which focuses on reporting suspected child abuse. And again, as I mentioned, before the American Camp Association, I am on the National Standards Commission that oversees the accreditation standards. We are not accredited. However, we are informed, and we try to make sure we run our programs with those standards in mind.

Oversight-- we have the Office of Ethics and Compliance and their senior leadership buy-in to this. There's myself, and then I also oversee a youth program council. So, we make sure-- again, you saw from the inventory, we know where all the programs are. So, we can provide oversight.

And then there's education and training. We have the reporting suspected child abuse training, but our training goes beyond that. Because keeping children safe is beyond-- while that's an important training.

We have the annual youth program director meeting. It's actually coming up this week. It's a two-day-- usually, in person. We're doing it virtual, where we cover topics everywhere from diversity to risk management to we're going to speak on COVID this year. But all of those other areas that youth program directors need information and continued education to make sure that they are following some of the guidelines.

We have luncheon learns, and we had so many this year, pulling people together about how to go virtual with youth programming. We have individual coaching sessions. My office is always available to work with youth program directors. This morning, I actually met with a subgroup from Commonwealth Campuses and a peer mentoring program they want to initiate.

And then we have University-wide presentations. So, there's a lot that goes in up front to help make sure we're compliant, promoting a compliant, safe environment.

Next. The next two elements for our compliance program, what we refer to the elements of detection. And so, there's reporting. As you said, there's-- or as I showed, there's the reporting child abuse. But there's also ways that individuals or groups can report internally to report misconduct or concerns.

Title IX and Clery-- I work a lot with them. We collaborate if there's anything that needs to go across all of those organizations. And then we have documentation for confirming reports. And externally, there's state and federal mandatory reporting. But through reporting, it's always good to let people know there is an indemnification for good faith reports. We want people to be able to report.

We also-- one of the elements is auditing and monitoring. Again, we have the inventory where we can look to see where these art programs are happening. We do site visits. I must say, this last summer was extremely sad for me. I didn't get to put on my sneakers and go out and visit all those programs and see what we're doing.

But we also do documentation review. So, these are things that we can-- the information that comes in for the detection, we look for patterns and trends and see if there's other areas that we can go back and train and educate again.

Next. The next elements are what we call elements of correction. We have through the enforcement and discipline, we really in our office try to promote the horizontal compliance model that we're all responsible for compliance and making sure that people are doing what they're supposed to do.

There's consequences for inappropriate behaviors, and there's documentation. There was a program one year that we put, quote unquote, "on probation," and we documented that to make sure that they were OK the next year to go ahead and reopen their program.

Response and prevention-- again, as I mentioned, we take all of this, and it's a process improvement type of modality where we take all of this, and then take it into continuing education and develop additional tools.

Next. And the final element is an occasional risk assessment. And we have done that across all programs and have worked with the risk management offices to identify, prioritize, and then respond by putting additional controls.

So that was really quick, I know. But it's the end of the day and 10 minutes that I have just to show you how we've set this up. And just want to mention again that we had to quickly turn on a dime this summer. But we had a very successful lacrosse camp virtually, theater camp, music camp. We did a lot of things virtually this summer.

Next slide. I'd be remiss if I didn't say that we got national recognition for some of our programs. And this is one that if you have not watched the series on PBS, it is great. It's the Finding Your Roots-- The Seedlings and where they came and worked with us.

Oh, that someone's son in the background. OK, well, we do have permission to share this photo, so thank you. It's great to see these children and how they use the-- I think it was the 23andMe, one of those DNA kits. And they really-- these kids took a dive into learning about DNA and finding their ancestors. It's the greatest show, and these children, and how exciting it was for them.

Next slide. And this is the build, Erin. You can go right through. This, though, to me, I still get the little chills when I look at this slide. This is why we do this. This is a camp from Altoona. It's called Sensational Endeavors, and it's a camp for children on the autism spectrum.

This child the first year would not come out of his bag when they were playing the bongos. The second year, what happened with this child, how he progressed and was able to stand up and play the bongos. And then the third year was fully integrated into another camp.

So, this is, to me, I always show these pictures of this is why we do this, right? We are helping these children in camp. But many of these children then stay in camp and end up coming back to campus as fully matriculated students.

That's my presentation. That's where we are with youth protection and youth programs. And we will continue to always improve upon what we're doing and innovative ideas of how we can engage with children. Are there any questions?

**Chair Seymour:** Thank you, Sandy, for such a wonderful presentation. Senators, do you have any questions? Please raise your hands or put them in Q&A.

**Andrew Freiberg, College of Medicine:** I have one. Yeah, Andy Freiberg, Medicine. That's excellent. As a pediatrician, that's near and dear to my heart. I wanted to ask you about the 4-H programs. You said that Penn State has been in contact with 2,500 4-H programs.

**Sandra Weaver:** Yeah. Yeah, so 4-H-- and I didn't mention the number. In a quote unquote, "normal" year, we work with over 200,000 children at Penn State. And about 85,000 of those children are enrolled in 4-H.

As the land grant school in Pennsylvania, Penn State does oversee 4-H. And every county has a 4-H office. And through that, we have over 2,500 clubs, whether it's the bunny club or sewing club, or they even have STEMM and STEAM clubs. So that's there, Andrew.

**Andrew Freiberg:** That's very visible. So, in other words, if there's a 4-H club in the state, it has something to do with Penn State.

**Sandra Weaver:** Yes, it's Penn State. The state 4-H office is located at University Park. So, there's a statewide administrative office. And then every county has a county educator administrator who manages those clubs and the volunteers. We have over 7,500 volunteers-- adult volunteers in 4-H that help run those programs.

**Chair Seymour:** Thank you. Any other questions? Other people are saying they love 4-H. So that was a nice thing to talk about. Any other questions or comments? This is fabulous work that you're doing. Thank you. Thank you so much for the work. I'll give them a minute to see if anyone has anything. And sorry we took-- we had to wait till after 6:00 to get to your presentation. Thank you for your patience as well.

**Sandra Weaver:** That's quite all right. Thank you for having me.

### **PSU Fall 2020 Enrollment Report**

**Chair Seymour:** We still have 144 people in the meeting, so we're still doing well. Thank you. Our final report-- and that's a happy sound, isn't it-- is from the Senate Committee on University Planning, PSU Fall 2020 Enrollment Report, Appendix T. Yvonne Gaudelius, Interim Vice President and Dean for

Undergraduate Education, will present the report. Thank you for your patience, Yvonne. Yvonne, the floor is yours.

**Yvonne Gaudelius, Interim Vice President and Dean for Undergraduate Education:** Thanks very much, Beth. Erin, are you able to share the screen? Show the report?

**Erin Eckley:** Sure. I can. It will just take me a moment to queue it up.

**Yvonne Gaudelius:** Thank you. First of all, I want to say thank you to everybody for your patience and for sticking with this. I am impressed that there's still 144 people on. And in part, I think we owe that to not sitting in the seats in 112 Kern. And I hope you're all in much more comfortable chairs in your home or wherever you are. I also want to thank Jim Strauss and the Committee on University Planning for the invitation to talk about this.

Just give Erin a minute to get it up. Thanks, Keith, one of my colleagues from Arts and Architecture. Terrific.

If we can just go to the next slide, please, Erin. Thank you. The nice thing maybe about ending with us is that it is a report that there is overall good news for the University. And I think one of our concerns from last March onward was, what was enrollment going to look like?

You heard Provost Jones at the beginning of the meeting talking about the budget. You heard Vice Provost Younken talking about graduate enrollment. And this, I think, maybe wraps that up nicely and really talks about bringing this to a place where we are in a really good point.

Across the University, throughout the spring and summer, we put a lot of effort into helping continuing and new students understand their options to enroll and to continue to enroll.

And this included some new programs like the Start At Home and Continue At Home programs, sharing more information with students on a temporary change of campus so they could either live closer to home or switch to World Campus if all of their coursework was available through World Campus, the Penn State First programs in Shanghai and in Seoul, and the option to use multi-campus registration to take classes that students needed to make progress towards their degree, but taking those across all of Penn State. So, in some ways, really moving One Penn State 2025 forward through that as well.

Previously, some of these things had policy limitations, or they were things that we did, but we just didn't talk about an awful lot with students. And so really making students, making advisors more aware of these options.

Our message throughout this was one of flexibility and helping students use the multiple existing resources throughout Penn State so that they could enroll. And I do want to just do a shout-out to everybody who helped smooth out all these details. There was an awful lot and great collaboration with Senate and with so many of you to really make this work for our students to give them the best advice so they could move forward and continue to make progress towards their degrees despite the pandemic.

You'll see here just sort of a very high-level overview. University Park enrollment has a small decline of 1.8%. Commonwealth Campus enrollment has a decline of 5.1%. And that's as a combined group across all campuses.



You'll also see the World Campus enrollment increase of 4.5%. And this is in part due to what I was just talking about, this sort of emphasis to students that they could do this temporary change of campus.

So, we did have a number, actually, of University Park and Commonwealth Campus students who did a temporary change of campus to World Campus. Because they were able to get all of their coursework. In a typical year, we have about 400 students who do that. This past fall, we had just over 600 students who did that.

Some other good highlights-- diversity enrollment continued to increase. So, we saw 13%, which is a 2.2% increase over 2019. And we've continued to see increases since switching to the common app a couple of years ago for admissions.

Dean Younken talked extensively about grad school enrollment. So, I'll spend less time on that. But we also saw increases in College of Medicine and Dickinson Law. Penn State Law was down a little bit, but that was in part-- a very large part-- due to international master's degree students changing to a spring 2021 start. And we have seen those numbers rebound.

To give you a bit of a larger context for what this might mean, National Student Clearinghouse Research Center showed that nationwide, overall enrollment was down 3% compared to 1.8% at Penn State. Undergraduate enrollment down 4% compared to 2.2% at Penn State. And enrollment among first-time students down 16% compared to 2.3% at Penn State.

Erin, could you go to the next slide, please? Thank you. Where did we end up for fall? With 74,446 undergraduate students, just over 14,000 graduate students, and 1,300 medical and law students, so a total of 89,816 students.

Within this, one of the interesting things about Penn State is we have just under 42,000 female students and just under 48,000 male students. This is very different from many other schools in the country. Nationally, the balance is 57% female students out of a typical population.

One of the reasons it's different at Penn State is because we do have large colleges where the disciplines still are traditionally heavily enrolled with male students, for example, the College of Engineering. This, of course, is changing as engineering works very hard to have more programs for women and to diversify their population.

Again, looking at overall enrollment, diversity at Penn State continues to grow for the second year in a row. The number of students from underrepresented groups-- and this is defined in the application as those who self-identify as Black or African American, Hispanic or Latino, American Indian or Native Alaskan, or Native Hawaiian-Pacific Islander-- represent 13.6% of the total student population, which is an increase of 2.2% from 2019. And since 2018, that's gone up by 3.8%.

Of course, it's an area where we're continuing to work hard. And one of the challenges facing us is to make sure that when those students arrive, too, that they find a culture that's welcoming and inclusive so that we can help those students succeed.

We also had just over 9,000, 9,229 international students who enrolled at the University despite the challenges of having to try to travel in the midst of a pandemic and visa policies that made enrollment very difficult for many of our students.

And you just heard Roger Brindley talk about some of these issues. But I also do want to credit Roger and all of the staff in the Office of Global Programs, who were just incredibly creative and came up with programs like Penn State First, which I mentioned earlier, which really created an opportunity for some of our international students to begin their Penn State education in Shanghai or in Seoul.

We had over 600 students who actually began their education that way and other international students who navigated differences in time zones and the challenges of COVID. And I'm tremendously grateful for all of the faculty who worked with those students to accommodate those time zone differences so that students wouldn't have to do their exams at 3 o'clock in the morning and that things could run in a way that really supported student success.

Could we go to the next slide, Erin, please? Thank you. Just breaking this down a little bit more, the Commonwealth Campus enrollment for fall 2020 with 25,772 undergraduate students, 785 graduate students for a total enrollment of 26,557 students.

And you can see one of the differences here that we start to see with the Commonwealth Campuses, too, is that that full-time equivalent for those of 785 graduate students is 450 graduate students. So clearly, we are helping there meet the needs of part-time graduate students and part-time students.

And especially in the graduate student area, many of these are adult learners who are completing graduate degrees while they're employed full-time, or they have other full-time responsibilities. So, it really does meet the needs of many adult learners across the Commonwealth.

And next slide, please, Erin. The World Campus enrollment for fall of 2020. Again, 8,865 undergraduate students, 6,486 graduate students for a total of 15,351 students.

We see the same difference in terms of when we look at full-time enrollment, and again, recognizing that many World Campus students are enrolled part time as they're adult learners who are completing their programs while balancing their other responsibilities.

One of the things I think we've certainly been very appreciative of is the sensitivity of the Faculty Senate towards creating policies that are friendly towards adult learners, that recognize the circumstances through which they're completing their education.

And of course, we'd like to continue to see that kind of support and recognizing that when we talk about students, we're not just talking about our traditional 18- to 22-year-old students and that we really do need to have policies and procedures that encompass the breadth of the type of students who we have.

Next slide, please, Erin. These ones I'll go through fairly quickly. And again, Dean Younken talked about grad enrollment and the fact that we do have graduate students at Hershey in addition to our medical students.

This is a very consistent population of students in terms of-- I'll talk more about the medical students. We did see an increase up from 657 to 673 students in terms of medical students. And these are primarily full-time students.

And if we could have the next slide, please. Penn State Law-- and as I mentioned earlier, we did see a dip in the fall of 14%. And this was in large part due to the international master's degree students who

changed to a spring 2021 start because they just were not able to arrive or were not able to figure out how to start their education.

The really encouraging news is looking at the spring numbers, Penn State law is now up to 657 students. Those students stayed with Penn State, stayed with Penn State Law, and are now enrolling.

And then next slide, please, Erin. Oops, I think I've gotten out of whack here-- sorry-- with my slides. Let me just say, can you go back one? I think I got out of sync. Thank you. Dickinson. And again, very consistent enrollment at Dickinson and an increase of enrollment by 3.8%.

And now the next slide, please. And I promise you this is the last slide and I think the last slide of this meeting, perhaps, unless-- well, I guess we have vote tallies to go still, but the last maybe PowerPoint slide that you'll have to endure tonight.

Looking ahead a little bit to spring 2021, and while the committee had originally asked for a report on fall 2020 enrollment, Beth also asked me to look forward a little bit.

Again, enrollment is robust. We were just doing more enrollment projections on Monday and really finding that what we had predicted back in September as we were looking at this, in many cases, especially in graduate and professional degree programs, we were exceeding those projections.

We did see a slight decrease by 800 students across our 24 campuses, which, considering the scale of Penn State, is a very small decrease. As you can see there, 0.9%.

Looking at how that breaks out across the University then, the University Park overall headcount increased by 0.8%. The Commonwealth Campus enrollment, including Great Valley, decreased by 4.4%. Penn State Law Schools saw combined enrollment increases of 5.1%. And the College of Medicine had an enrollment increase of 7.1%.

Again, we're still seeing some of this movement in the undergraduate population as students are choosing between different campuses, finding different ways. We did have some students who did decide to take a leave of absence for the spring semester because of challenges that we're facing. Again, working with those students, though, we're pleased where we are in terms of number.

The undergraduate enrollment declined by 2.2% in 2021, while The Graduate School enrollment increased by 4.3%. Many of those undergraduate students have deferred admission until next fall. So, they are students who are admitted. We're expecting them to come.

And what we're hearing from many students, many parents as they're reaching out to us is that they're really waiting to see what the situation is with vaccine availability, with the pandemic, and then making their decisions about when to enroll.

So, it's not that they're thinking that they're not going to come. They're just not sure when they're going to come.

International students, of course, still face challenges. We did see an overall decline in international student enrollment of 8.3% from spring 2020. And again, much of this has to do with just availability of visas, consulates being closed, all of those issues that, I think, we're all very aware of.

I do want to end up on a good note, though, looking ahead to the future. And I'm going to speak here specifically to our undergraduate admissions. And I'm very pleased to report that in terms of applications to the University-- and these are first year baccalaureate students, who are applying to begin either next summer next fall-- our applications to the University are up by 11.63%.

To date, we've received 96,383 applications, which, I think, just shows tremendous confidence that prospective students and their families still have in Penn State and the recognition of how well Penn State has done in the response to COVID, how well we've done in being able to offer students courses that are going to enable them to continue to make progress towards their degrees.

Right now, we just have only 58,000 offers of admission out, which is up by 4.6%. Again, we're seeing very highly qualified students who are applying. We are a little bit late on offers. And this was in large part to our response to students and their families, and also what we were hearing from guidance counselors.

Our original early action deadline-- and this is early action, which means that we guarantee students, if they apply by a certain date, they will receive their decision from us prior to the December break. That deadline was originally November 1.

As we heard about the challenges that students and guidance counselors were having, we pushed that back to November 15. So, it has delayed our cycle a little bit. For any of you who might be watching admissions numbers closely and who are looking at this, just be aware that things are about two weeks off.

But it's still-- I know I get really excited when I see the number of students who are applying to Penn State and the confidence that that expresses in Penn State, in the quality of the education, and in our response to the pandemic.

It's a very dynamic time of year for admissions, and more to come on that. And with that, Beth, I am happy to try to answer any questions.

**Chair Seymour:** Thank you, Yvonne. That was a very thorough report. Senators, if you have any questions, please raise your hand or put them in Q&A. Give them just a second. Nick, I see you have your hand up.

**Nicholas Jones:** Yes. I just wanted to jump in again. I know I made this comment when I presented the budget earlier, and Yvonne mentioned it. But I just want, again, do a huge shout-out to not only the folks in admissions and undergraduate aid in particular and The Graduate School, of course, but really the people across the entire University.

Those numbers that Yvonne just reported are really extraordinary given what we've faced over the past 12 months. And it was just widespread commitment at every part of the University that really got us through this year and made a big difference. So just a big shout-out and a thank you to everybody for everyone's role in this. Thanks.

**Chair Seymour:** Thank you for that, Nick. We would be remiss, so thank you, if we did not recognize all the efforts across the University in support of our students. Thank you. Any other questions from senators? Thank you, Yvonne.

## NEW LEGISLATIVE BUSINESS

**Chair Seymour:** Item L, New Legislative Business. Is there any new business? I have to give everybody a moment in case there's new business out there. Please raise your hand or put it in Q&A. I should let everybody know we're still at 139 people.

Seeing no new business, let's move on to the results of our votes. Anna, if you could please share your screen and announce the results of all the votes.

**Anna Butler:** OK, can you see this?

**Chair Seymour:** Yes, I can.

**Anna Butler:** OK. So, starting with the attendance vote, there were 185 senators in the room when we took the vote. The vote on accepting the minutes for the preceding meeting. 146 Accept and 0 Reject. It passed.

Senate Council Resolution – Response to the Violence in the Nation's Capital, there was 165 Accept and 8 Reject. It passed.

Revisions to Registration Policies 34-20 Registration and 34-87 Course Add, 137 Accept and 10 Reject. It passed.

The PIE Taskforce Alternative Grading Recommendation to Senate, there were 79 Accept and 62 Reject. That passed.

The amendment on that report for a cap of seven credits on alternative grading, we had 60 Accept and 75 Reject, and it failed.

Revisions to Senate Bylaws, Article VII – Delegation of Authority, Section 2, we had 131 Accept and 3 Reject. That passed.

Revisions to Standing Rules, Article I, Rules of Procedure, we had 109 Accept and 22 Reject. It passed. Revisions to Standing Rules, Article III – Other Functions of the Senate, Section 4 – Standing Joint Committee for General Education Assessment, 120 Accept and 4 Reject. It passed.

Amending Policy 37-70 Academic Classification of Students by Semester to Include Alternative Grades, 116 Accept and 6 Reject. It passed.

And then the Advisory/Consultative Report Recommendations for the Barnes & Noble First Day Complete Program and Emerging Textbook Models, 71 Accept and 35 Reject. It passed.

**Chair Seymour:** Thank you, Anna. Thank you so much for doing that for us.

**Anna Butler:** You're welcome.

## COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY

**Chair Seymour:** Item N, Comments and Recommendations for the Good of the University. Are there any Comments for the Good of the University?

I think the only comment I'll have-- I know it's a little rude since I always have the floor. But I think we may be the longest meeting ever at the Senate, for what that's worth. We'll check the Senate Records. Any other Comments for the Good of the University?

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## ADJOURNMENT

**Chair Seymour:** I see a motion to adjourn.

**Victor Brunsden:** Second.

**Chair Seymour:** Second. OK. All in favor, give a thumbs up or raise your hand or whatever you want to do to-- yes, there you go. Thank you, everybody. I see all the hands raised.

Thank you. Thank you. The Senate is now adjourned. The motion carries until March 16, 2021. Thank you for your patience, everybody. And thank you for the patience and working through TallySpace. Thank you so much.

The next meeting of the University Faculty Senate will be held on Tuesday, March 16, 2021, 1:00 p.m., via ZOOM.

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The following Senators were noted as having participated in the January 26, 2021 Senate meeting via Zoom.

- Acharya, Vinita
- Alexander, Chandran
- Amador Medina, Melba
- Aurand, Harold
- Baka, Jennifer
- Bansal, Saurabh
- Barron, Eric
- Bartolacci, Michael
- Bieschke, Kathleen
- Bird, Douglas
- Birungi, Patricia
- Bishop-Pierce, Renee
- Blakney, Terry
- Blockett, Kimberly
- Blood, Ingrid
- Boas, Erin
- Borromeo, Renee
- Breakey, Laurie
- Brunsdon, Victor
- Byrd, Amanda
- Byrne, Christopher
- Calore, Gary
- Cardenas, Artemio
- Chen, Wei-Fan
- Clements, Ann
- Coduti, Wendy
- Costanzo, Denise
- Czymoniewicz-Klippel, Melina
- Dare, Tyler
- D'Artenay, Tamrya
- Davis, Dwight
- Davis, Felecia
- DeFranco, Joanna
- Demirci, Ali
- Dube, Sibusiwe
- Eckhardt, Caroline
- Eden, Timothy
- Egolf, Roger
- Engel, Renata
- Evans, Edward

- Fairbank, James
- Farnan, Kaitlin
- Fausnight, Tracy
- Foley-DeFiore, Rainier
- Folkers, Deirdre
- Ford, Karly
- Fredricks, Susan
- Freiberg, Andrew
- Frisch, Paul
- Gallagher, Julie
- Gayah, Vikash
- Gibbard, Sydney
- Glantz, Edward
- Glenna, Leland
- Goffe, Lorraine
- Grimes, Galen
- Groome, Dermot
- Gross, Charlene
- Han, David
- Handley, Meredith
- Hanes, Madlyn
- Hardin, Marie
- Hardy, Melissa
- Hardyk, Andrew
- Harte, Federico
- Hayford, Harold
- Holden, Lisa
- Hoxha, Indrit
- Hu, Margaret
- Huang, Tai-Yin
- Hufnagel, Pamela
- Iliev, Peter
- Iyer, Anush
- Jaap, James
- Jett, Dennis
- Jolly, Rosemary
- Jones, Maureen
- Jones, Nicholas
- Jordan, Matthew
- Kadetsky, Elizabeth
- Kahl, David
- Karpa, Kelly
- Kass, Lawrence
- Kass, Rena



- Keiler, Kenneth
- Kennedy-Phillips, Lance
- Kenyon, William
- King, Brian
- King, Elizabeth
- Kirby, Joshua
- Kitko, Lisa
- Kramer, Lauren
- Kranc, Stan
- Kubat, Robert
- Kunes, Melissa
- Laman, Jeffrey
- Lang, Dena
- Larson, Allen
- Larson, Daniel
- Le, Binh
- Libby, C
- Liechty, John
- Linch, Amy
- Linn, Suzanna
- Liu, Dajiang
- Mahoney, Joseph
- Mangel, Lisa
- Marko, Frantisek
- Marshall, Megan
- Mathews, Jonathan
- Maximova, Siela
- McBride, M.Scott
- McKinney Marvasti, Karyn
- Melton, Robert
- Michels, Margaret
- Mocioiu, Irina
- Mookerjee, Rajen
- Moore, Jacob
- Mulder, Kathleen
- Najjar, Raymond
- Neves, Rogerio
- Noce, Kathleen
- Nousek, John
- Novotny, Eric
- Ofosu, Willie
- Ozment, Judith
- Palma, Julio
- Palmer, Timothy

- Pauley, Laura
- Perkins, Daniel
- Petrilla, Rosemarie
- Phillips, Kathleen
- Pierce, Mari Beth
- Posey, Lisa
- Precht, Jay
- Pyeatt, Nicholas
- Quinnan, Kaleigh
- Reichard, Karl
- Reid-Walsh, Jacqueline
- Rhen, Linda
- Riccomini, Paul
- Robicheaux, Timothy
- Robinett, Richard
- Robinson, Brandi
- Ropson, Ira
- Rowland, Nicholas
- Ruggiero, Francesca
- Rutherford Siegel, Susan
- Saltz, Ira
- Sangwan, Raghu
- Saunders, Brian
- Schultz, Brian
- Scott, Geoffrey
- Seymour, Elizabeth
- Shannon, Robert
- Shapiro, Keith
- Sharma, Amit
- Sharpe, Starlette
- Shea, Maura
- Shearer, Gregory
- Shen, Wen
- Sigurdsson, Stinen
- Sillner, Andrea
- Simmons, Cynthia
- Sims, Damon
- Sinha, Alok
- Skladany, Martin
- Smith, Cori
- Smith, David
- Snyder, Kelly
- Snyder, Stephen
- Specht, Charles

- Sprow Forté, Karin
- Stephens, Mark
- Stine, Michele
- Strauss, James
- Strickland, Martha
- Strohacker, Emily
- Subramanian, Rajarajan
- Swinarski, Matthew
- Szczygiel, Bonj
- Tallman, Nathan
- Tavangarian, Fariborz
- Taylor, Ann
- Taylor, Jonté
- Thomas, Gary
- Tyworth, Michael
- Van Hook, Stephen
- Vasilatos-Younken, Regina
- Viramgama, Aakash
- Volk Chewning, Lisa
- Vollero, Mary
- Vrana, Kent
- Wagner Lawlor, Jennifer
- Wang, Ming
- Warner, Alfred
- Wede, Joshua
- Weld, Jennifer
- Whitehurst, Marcus
- Williams, Mary Beth
- Williams, Nicole
- Williams, Tealine
- Wolfe, Douglas
- Wong, Jeffrey
- Yen, John
- Zambanini, Robert
- Zilleruelo, Arturo
- Zorn, Christopher

<b>Elected</b>	<b>179</b>
<b>Students</b>	<b>13</b>
<b>Ex Officio</b>	<b>5</b>
<b>Appointed</b>	<b>10</b>
<b>Total</b>	<b>208</b>