



THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

AGENDA

Tuesday, February 29, 2000, at 1:30 PM in
112 Kern Graduate Building

[In the case of severe weather conditions or other emergencies, you may call the Senate Office at (814) 863-0221 to inquire if a Senate meeting has been postponed or canceled. This may be done after normal office hours by calling the same number and a voice mail announcement can be heard concerning the status of any meeting. You may also leave a message at that time.]

- A. MINUTES OF THE PRECEDING MEETING -
Minutes of the February 1, 2000, Meeting in The Senate Record 33:4
- B. COMMUNICATIONS TO THE SENATE - Senate Curriculum Report (Blue Sheets)
of February 15, 2000 Appendix "A"
- C. REPORT OF SENATE COUNCIL - Meeting of February 15, 2000
- D. ANNOUNCEMENTS BY THE CHAIR -
- E. COMMENTS BY THE PRESIDENT OF THE UNIVERSITY -
- F. FORENSIC BUSINESS -
- G. UNFINISHED BUSINESS -
- H. LEGISLATIVE REPORTS --
 - Admissions, Records, Scheduling and Student Aid
 - Proposed Change to Policy 14-00, Nondegree Students Appendix "B"
 - Admissions, Records, Scheduling and Student Aid/Undergraduate Education
 - Revision of Policy 51-50: Cumulative Grade Point Average Appendix "C"
 - Committees and Rules
 - Revision of Standing Rules, Article III, Section 7(b) Appendix "D"

Joint Committee on Academic Integrity

Academic Integrity Report

Appendix "E"

Report on Improving the Academic Integrity Climate (A/C)

Appendix "F"

Undergraduate Education

Revision of Senate Policy 42-50: Credit by Examination/
Proficiency Examination

Appendix "G"

I. ADVISORY/CONSULTATIVE REPORTS -

Faculty Affairs

Proposal to Change the Language in HR-23 Concerning the
Relation of Tenure and Promotion in Tenuring Decisions

Appendix "H"

J. INFORMATIONAL REPORTS -

Faculty Affairs

Promotion and Tenure Summary for 1998-99

Appendix "I"

Faculty Benefits

Activities of the Penn State Travel Services Office

Appendix "J"

Faculty Rights and Responsibilities

Annual Report for 1998-99

Appendix "K"

Undergraduate Education

Grade Distribution Report

Appendix "L"

K. NEW LEGISLATIVE BUSINESS -

L. COMMENTS AND RECOMMENDATIONS FOR THE GOOD OF THE UNIVERSITY -

Note: The next regular meeting of the University Faculty Senate will be held on Tuesday,
March 28, 2000, at 1:30 PM in Room 112 Kern Building.

THE PENNSYLVANIA STATE UNIVERSITY
The University Faculty Senate
Birch Cottage
University Park, PA 16802
(814) 863-1202 – phone (814) 863-6012 – fax

Date: February 18, 2000

To: Murry R. Nelson, Chair, University Faculty Senate

From: Louis F. Geschwindner, Chair, Senate Committee on Curricular Affairs

The *Senate Curriculum Report*, dated February 15, 2000, has been circulated throughout the University. Objections to any of the items in the report must be submitted to the University Curriculum Coordinator at the Senate Office, Birch Cottage, e-mail ID sfw2@psu.edu, on or before **March 16, 2000**.

The *Senate Curriculum Report* is available on the web. It can be accessed via the Faculty Senate home page (URL <http://www.psu.edu/ufs>). Since the Report is available on the web, printed copies were not distributed to the University community. An electronic mailing list is used to notify individuals of its publication. Please contact the Curriculum Coordinator at the e-mail ID indicated above if you would like to be added to the notification list.

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

Proposed Change to Policy 14-00, Nondegree Students

(Legislative)

[Implementation Date: Fall 2000]

Recommendation

- Policy 14-10 Limitations to Enrollment as a Nondegree Student

A nondegree student who has been dropped from degree or provisional status by this University or any other college or university because of unsatisfactory scholarship will be listed as a nondegree conditional student and may enroll in a maximum of ~~10~~12 credits per semester if criteria 1, 2, 3, and 4 are met.

1. The student has completed the prerequisites for the courses to be scheduled or has obtained permission from the instructor to schedule the course.
2. Space is available after degree candidates and provisional students have been accommodated.
3. The student has not been dismissed or suspended for nonacademic reasons from any college or university. An applicant not in good standing at another accredited college or university for disciplinary reasons must consult with the director of Judicial Affairs for admissions clearance.
4. The student has obtained academic advising/counseling from an adviser/counselor designated by the academic unit to which admission, or reinstatement and re-enrollment, is desired.

Rationale for Proposed Change:

The current limit of 10 credits per semester is creating a personal/financial hardship on students and their families. Full-time enrollment status requires 12 credits/semester. Students not enrolled as full-time students are typically ineligible for insurance coverage on parental insurance policies (health, dental, vision, automobile). Losing full time status changes the loan repayment status of some students. This would have no impact on the student's ability to apply/receive student aid – nondegree students are ineligible for student aid regardless of the number of credits enrolled.

ARSSA receives a large number of petitions to waive the 10 credit limit for nondegree conditional students. Based on the review of the student academic record and supporting recommendations, these petitions are routinely (90%) approved. Increasing the semester limit would eliminate unnecessary effort on the part of the Senate Office and the ARSSA committee.

Increasing this limit would allow nondegree conditional students to enroll in 4, three-credit, courses/semester (full time status) but would continue to restrict their enrollment below the credit load typical (16+ credits/semester) of most full time students. If this change were adopted, the ARSSA Committee would not be generally inclined to approve requests beyond the new 12-credit limit.

SENATE COMMITTEE ON ADMISSIONS, RECORDS,
SCHEDULING AND STUDENT AID

Ingrid Blood
JoAnn Chirico, Chair
Lynn E. Drafall
Renata S. Engel, Vice-Chair
Hector Flores
Peter D. Georgopoulos
Anna Griswold
Geoffrey J. Harford
Jeanne Krochalis
Arthur C. Miller
Robert B. Mitchell
Steven M. Paladini
Barbara L. Power
John J. Romano
J. James Wager
Adrian J. Wanner
Gracie Zayas

SENATE COMMITTEES ON ADMISSIONS,
RECORDS, SCHEDULING AND STUDENT AID
and
UNDERGRADUATE EDUCATION
Revision of Policy 51-50 Cumulative Grade-Point Average
(Legislative)
Effective Fall Semester 2000

BACKGROUND

Policy 51-50 addresses the computation of a student's cumulative grade-point average. The current policy resets the grade point-averages to zero for students who move from baccalaureate to associate degree programs, but not for those who move from associate to baccalaureate programs. This policy was first introduced when the University had a two-tier system of undergraduate programs, a baccalaureate tier and an associate tier characterized by an 800-level numbering system. At that time, 800-level courses were considered less rigorous than baccalaureate courses and were not accepted into baccalaureate programs.

In the late 1980s (1988 for associate degree engineering technology course work), the 800-level course designations were changed to 100 or 200 levels for all but one program, the associate degree in Forest Technology (2FORT). As it is now offered at Penn State Mont Alto, the degree in 2FORT has four courses numbered at the 800-level.

Because associate degree programs currently articulate into designated baccalaureate programs at the campus colleges, because the renumbering of 800-level courses was intended to support the acceptance of associate degree courses into designated baccalaureate programs, and because students in some associate degree programs (e.g., Letters, Arts, and Science) take identical courses as their baccalaureate colleagues, Policy 51-50, as it stands, no longer reflects the goals or mission of the University.

RECOMMENDATION

51-50 Cumulative Grade-Point Average

A student's cumulative grade-point average is the weighted mean value of all grade points (see Section 51-30) earned either by enrollment or examinations in courses at the University, except for the following: (Note: the words student and undergraduate student are used to designate a baccalaureate or associate degree candidate, a provisional student, or a non-degree student.)

1. a baccalaureate degree candidate WHO HAS COMPLETED 800-LEVEL COURSES— whose cumulative grade-point average is- WILL BE based on all courses completed, other than 800-level or their equivalents;
2. ~~A candidate who is changing his or her major from a baccalaureate degree program to an associate degree program cumulative grade point average will be based only on courses completed after enrolling in the associate degree program;~~

- ~~3. A candidate who is changing from an associate degree program to a baccalaureate degree program or a candidate who completes the requirements for an associate degree and who is re-enrolled as baccalaureate degree candidate cumulative grade-point average will be based on all courses numbered under 800, except as described in item 4;~~
- ~~4. A candidate who completes the requirements for an associate degree and is re-enrolled to a baccalaureate program which awards at least 60 credits' standing to candidates who have completed the associate degree cumulative grade point average will be based on all courses completed after enrolling in the associate degree program;~~
- ~~5.4. 2. a baccalaureate degree or an associate degree graduate who is re-enrolled to a sequential degree program in accordance with section 61-00—cumulative grade-point average for this program will be computed using only the grades earned in courses taken after re-enrollment to the second degree program;~~
3. a student who has been approved for academic renewal—CUMULATIVE GRADE POINT AVERAGE WILL BE COMPUTED in accordance with Senate Policy 58-60. NOTE: A STUDENT WHO IS CHANGING FROM A BACCALAUREATE DEGREE PROGRAM TO AN ASSOCIATE DEGREE PROGRAM MAY PETITION FOR A SPECIAL CASE OF ACADEMIC RENEWAL WITHOUT FOUR YEARS IN ABSENTIA FROM THE UNIVERSITY.

RATIONALE

The present policy of resetting grade point averages to zero when students move from baccalaureate to associate degree programs implies that course work in baccalaureate programs is of greater academic rigor than that in associate programs. The movement away from a two-tier system of academic programs, began with the renumbering of 800-level courses and continues with the on-going articulation of associate degrees into designated baccalaureate programs at campus colleges, supports a revision to Senate Policy 51-50. As of fall semester 1998, a total of 3,523 students were enrolled in associate degree programs that articulate directly into baccalaureate programs at the junior level (2BA, 2ENGR, 2FS, 2LAS, 2OT). This number constitutes 74% of all associate degree enrollments university-wide.

In an effort to understand the impact of the recommendation the committee reviewed data from four different time frames (S96 to F96, S97 to F97, F97 to S98, F98 to S99) for students who moved from a baccalaureate degree program to an associate degree program. (Refer to the Appendix for the data summaries.) Not surprisingly, most of the changes in the four time frames are generated by students in DUS, followed by either Engineering or Health and Human Development. While most of the changes occurred for students within their third semester standing, some students were waiting until their 7th, 8th, and even 11th semester standing before formalizing the change from a baccalaureate degree program to an associate degree program. The majority of students are in good academic standing when their GPA's are reset (11% were above a 3.50 while only 7% were below a 2.00). Of the 7% (37 students in four semesters) whose GPA's were lower than 2.00, 15 were below a 2.00 during the following semester, 22 were at 2.00 or above

(some significantly). All students in the sample were categorized as nc (no change), +, or -, based on whether the GPA the semester following the change of program was within ± 0.25 , increased by 0.25 or greater, or decreased by 0.25 or greater, respectively. The distribution is split fairly evenly in each category.

The current provisions in policy 51-50 are outdated with regard to the present university goals. The recommended changes reflect a more uniform and consistent policy for cumulative grade point average for all students.

Submitted by:

ADMISSIONS, RECORDS,
SCHEDULING AND STUDENT AID

I. Blood
J. Chirico, Chair
L. Drafall
R. Engel, V-Chair
H. Floros
P. Georgopoulos
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G. Zayas

Ad-hoc committee appointed by J. Cahir
E. Danis, Chair
G. Gilchrest,
E. Hovanec
S. Meyer
R. Williams

UNDERGRADUATE EDUCATION

C. Achterberg
G. Bugyi
J. Cahir
W. Campbell
J. Crawford
J. Cecere
G. Farber
E. Fullerton
M. Galligan
C. Harmonosky
L. Hendrickson
G. Hile
W. Lasher
J. Mayer
J. Meyers, Chair
L. Miller
M. Munn
R. Ricketts, V-Chair
I. Seybert
C. Smith
J. Sutton
E. White
U. Yucelt
R. Zelis

APPENDIX

Data set summary that includes information about college and program, and grade point average before and after change. The data set includes four time frames (S96 to F96, S97 to F97, F97 to S98, F98 to S99)

Table 1. Number and percentage of students in the colleges when the program change originated

College	S96-F96		S97-F97		F97-S98		F98-S99		Combined	
	N	%	N	%	N	%	N	%	N	%
DUS	43	31.6	44	29.1	49	35.3	31	29.8	167	31.5
ENGR	21	15.4	37	24.5	37	26.6	19	18.3	114	21.5
HHD	28	20.6	22	14.6	12	8.6	10	9.6	72	13.6
BUS	7	5.1	7	4.6	5	3.6	7	6.7	26	4.9
ED	8	5.9	8	5.3	6	4.3	5	4.8	27	5.1
LA	17	12.5	17	11.3	10	7.2	3	2.9	47	8.9
Others	12	8.8	16	10.6	20	14.4	29	27.9	77	14.5
TOTAL	136	100.0	151	100.0	139	100.0	104	100.0	530	100

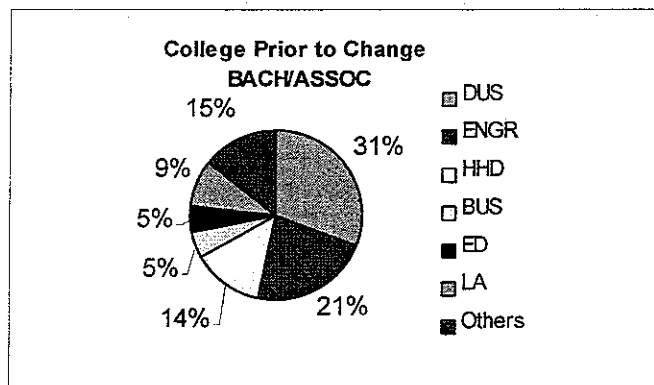


Figure 1. Proportion of students in Colleges at the time of the program change

Table 2. Number and percentage of students categorized by academic semester standing at the time of program change

Academic Standing	S96-F96		S97-F97		F97-S98		F98-S99		Combined	
	N	%	N	%	N	%	N	%	N	%
1	6	4.4	4	2.6	15	10.8	10	9.6	35	6.6
2	30	22.1	35	23.2	32	23.0	30	28.8	127	24.0
3	55	40.4	62	41.1	25	18.0	20	19.2	162	30.6
4	22	16.2	19	12.6	35	25.2	26	25.0	102	19.2
5	14	10.3	16	10.6	17	12.2	7	6.7	54	10.2
6 or above	9	6.6	15	9.9	15	10.8	11	10.6	50	9.4
TOTAL	136	100.0	151	100.0	139	100.0	104	100.0	530	100.0

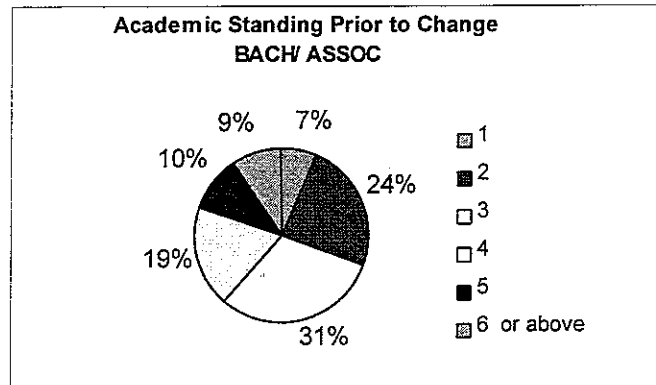


Figure 2 Proportion of students at various academic standing levels at the time of program change

Table 3. Number and percentage of students in different GPA categories at the time of program change

GPA	S96-F96		S97-F97		F97-S98		F98-S99		Combined	
	N	%	N	%	N	%	N	%	N	%
<2.00	9	6.6	7	4.6	13	9.4	8	7.7	37	7.0
2.00-2.49	31	22.8	45	29.8	48	34.5	30	28.8	154	29.1
2.50-2.99	39	28.7	40	26.5	35	25.2	33	31.7	147	27.7
3.00-3.49	42	30.9	40	26.5	27	19.4	24	23.1	133	25.1
3.50-4.00	15	11.0	19	12.6	16	11.5	9	8.7	59	11.1
TOTAL	136	100	151	100	139	100	104	100	530	100

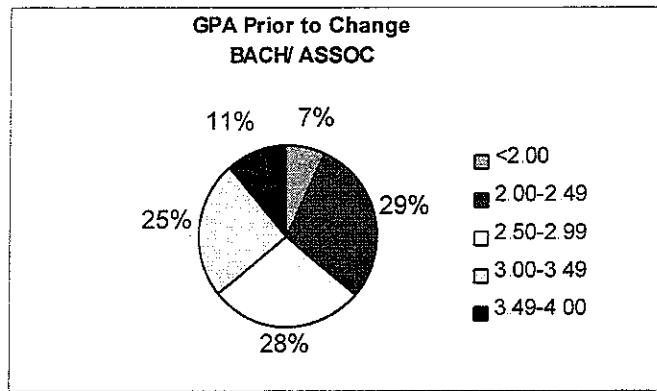


Figure 3. Distribution of students based on GPA at the time of the program change

Table 4. Numbers and percentages of students categorized by the change in their GPA the semester immediately following the change in program

Change in GPA	S96-F96		S97-F97		F97-S98		F98-S99		Combined	
	N	%	N	%	N	%	N	%	N	%
no change	48	35.3	57	37.7	47	33.8	32	30.8	184	34.7
increase by 0.25 or more	38	27.9	40	26.5	60	43.2	47	45.2	185	34.9
decrease by 0.25 or more	50	36.8	54	35.8	32	23.0	25	24.0	161	30.4
TOTAL	136	100.0	151	100.0	139	100.0	104	100.0	530	100.0

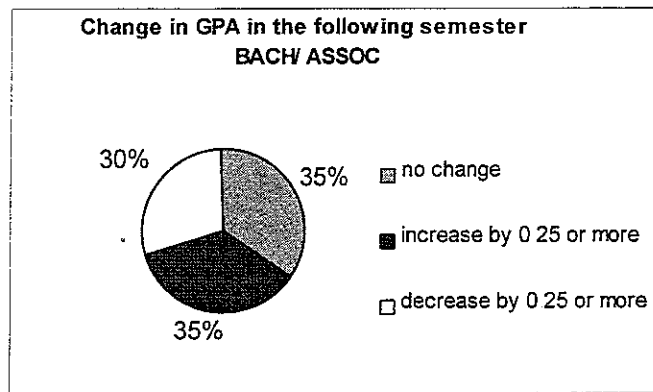


Figure 4. Distribution of students based on the GPA comparison from before to immediately following the program change

SENATE COMMITTEE ON COMMITTEES AND RULES

Revision of Standing Rules, Article III, Section 7(b)

(Legislative)

Implementation Date: Upon passage by the Senate

INTRODUCTION

The Joint Faculty/Administrative Committee to Monitor Travel Policies was established to advise and consult with members of the University community involved in the University travel program. It is also to act in an advisory and consultative capacity to the University Travel Services Office.

RECOMMENDATION

The Committee on Committees and Rules recommends the following changes to duties of the Joint Faculty/Administrative Committee to Monitor Travel Policies. The recommendations are in caps.

Article III

Section 7 - Joint Faculty/Administrative Committee to Monitor Travel Policies
(b)Duties: The Joint Faculty/Administrative Committee to Monitor Travel Policies shall advise and consult with others involved in the University travel program on all University travel policies. It shall include in its activities ways to publicize programs, disseminate information to travelers and facilitate the development of policies to eliminate obstacles to the effective functioning of the program. It shall act in an advisory and consultative capacity to the University Travel Services Office. It shall act in a similar capacity to facilitate and improve relations between the University Travel Services Office and University travelers. It shall act as liaison between the University travel program and the University Faculty Senate to maintain a well understood, efficient and economic ongoing program for the University. It shall receive suggestions for improvement to the program and shall ~~inform the Senate in a timely manner of forthcoming changes in travel policy~~ **SUBMIT A WRITTEN REPORT ANNUALLY TO THE SENATE COMMITTEE ON FACULTY BENEFITS.**

RATIONALE

The Committee on Committees and Rules wishes to facilitate the communication of changes in travel policies, to provide a mechanism for surfacing faculty and staff suggestions on how the service could be improved, advancements in services by the University Travel Services Office and any other aspect in University travel by mandating

an annual report by the Joint Faculty/Administrative Committee to Monitor Travel Policies to the Senate Committee on Faculty Benefits. After receiving the report from the Joint Faculty/Administrative Committee to Monitor Travel Policies, the Faculty Benefits Committee can decide whether to sponsor the report from the joint committee, to sponsor it with comments, or to have it presented and present its own Advisory and Consultative report.

COMMITTEE ON COMMITTEES AND RULES

Leonard J. Berkowitz
Christopher J. Bise
Edward W. Bittner
Barton W. Browning
Mark A. Casteel
Caroline D. Eckhardt, Vice Chair
Terry Engelder
Deidre E. Jago
Murry R. Nelson
Jean Landa Pytel
Cara-Lynne Schengrund
Tramble T. Turner
Nancy J. Wyatt, Chair

JOINT COMMITTEE ON ACADEMIC INTEGRITY

Academic Integrity Report

(Legislative)

[Implementation date: Upon approval by the President]

Introduction

The following report recommends a substantial revision of Penn State University's definition of academic integrity and its procedure for handling allegations of academic dishonesty. It is based on several years of internal study and consultation with university lawyers, administrators, students, and faculty.

The issue of academic integrity has concerned the university for many decades. In 1915, Penn State President Edwin Erle Sparks attempted to deal with it by installing an honor system, but this program was discontinued shortly after his retirement in 1920. While Senate Policy 44-40 continues to allow colleges and campuses to create "a formal honor system under the supervision of an honor council," for the most part student dishonesty has been handled through a Byzantine system of potential charges, hearings, and possible appeals.

Finding it confusing, internally inconsistent, and legalistic, many faculty are reluctant to invoke it even in blatant cases. The majority of honest students likewise find the policy ineffective. Meanwhile, cheating is becoming commonplace: a recent Pulse survey to which 734 full-time Penn State students at University Park responded, showed that 17% said they themselves had cheated on tests and 44% said they had cheated on class assignments. For these reasons, all parties have called for an overhaul of the policy.

On June 12, 1996 a report was forwarded from the Judicial Affairs Process Review Working Group, chaired by Vice Provost Dr. Robert Secor, to President Graham Spanier. Several of the report's recommendations encouraged the Colleges and the Office of Judicial Affairs to take more leadership in responding to academic integrity and related issues. In particular, the report recommended that "Academic dishonesty cases should be handled through the Colleges, with perhaps some involvement by the Faculty Senate and Student Affairs administrators to insure procedural consistency across the University, regardless of where the offense occurred." The working group therefore asked the University Faculty Senate Student Life Committee to establish a Subcommittee on Academic Integrity to study changes in policy.

In fall 1996, this group was formed with Dr. Tom Eakin, Assistant Vice President for Student Affairs as chair. Dr. Eakin led this group for a year until spring 1998, when Joseph Puzycki, Director of Judicial Affairs, replaced him as chair. In April 1999, the subcommittee presented its preliminary report to the University Faculty

Senate for a forensic session. Discussion showed that many faculty were confused by the legalistic language of the present policy, so the sense of the proposed revisions did not come through clearly. Rather than continue to patch over the language of existing policies, Student Life chose to rewrite the policy from scratch.

The revised report initially was approved at the October 6, 1999, Senate Council meeting for inclusion on the Senate agenda, but was withdrawn from the October 26, 1999, Senate meeting by the committee in response to a request for further simplification and streamlining.

A joint committee was formed that included members from the two previous committees, the University Faculty Senate Committee on Student Life and a committee of academic deans appointed by former Executive Vice President and Provost John Brighton, that had been addressing the academic integrity issue in parallel. Representatives from the Undergraduate Student Government were also involved. Dr. Cara-Lynne Schengrund, Chair-Elect of the Senate, was appointed Chair of the committee.

The charges of the joint committee were:

1. Clarify and streamline the policy and procedures for handling allegations of academic dishonesty at Penn State, building upon the previous Report of the Senate Committee on Student Life (Revision of University policy on Academic Integrity [Senate Policy 49-20 and ACUE Procedure G-9] completed earlier this fall.
2. Make the steps for faculty to follow as clear and simple to use as possible in pursuing cases of academic dishonesty, retaining the fundamental right of faculty to assign grades, while preserving necessary due process rights of students. These elements are critical if faculty are to be expected to aggressively pursue cases of academic dishonesty, and students are to be expected to understand the consequences of dishonest behavior and their avenues of recourse to challenge sanctions that are imposed.
3. Examine, with the assistance of counsel, the legal liabilities for faculty and the University of this process as well as any other implications for faculty that need to be covered.
4. Propose a clear procedure and proposed assignment of responsibilities for the implementation of this process.

The proposed academic integrity report may be viewed as the first important step toward a system that will present a positive message to students and faculty about the value of academic integrity. The success of such a system will require a common effort among students, faculty, and staff to substantially elevate the expectations, the visibility, and the importance of academic integrity.

The legislative report on academic integrity is accompanied by an advisory/consultative report that includes recommendations on how University faculty, administration, and students should foster a broader understanding of academic integrity and develop specific programs to promote it.

To implement the above conclusions the Joint Committee on Academic Integrity and the Senate Committee on Student Life make the following recommendation: *That the definition of academic integrity and the process governing alleged infractions of academic integrity be amended as follows:*

EXISTING LANGUAGE

49-20 Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. At the beginning of each course, it is the responsibility of the instructor to provide a statement clarifying the application of academic integrity criteria to that course. A student charged with academic dishonesty will be given oral or written notice of the charge by the instructor. If students believe they have been falsely accused, they should seek redress through informal discussions with the instructor, department head, dean, or campus executive officer. If the instructor believes that the infraction is sufficiently serious to warrant referral of the case to Judicial Affairs, or if the instructor will award a final grade of F in the course because of the infraction, the student and instructor will be afforded formal due process.

ACUE Procedure G-9 (not Senate Policy; given here for reference)

1. Committee on Academic Integrity. Each college dean/campus executive officer, and provost and dean of Penn State-Behrend and Penn State Harrisburg, shall appoint a committee on academic integrity, which may be an existing committee with related functions. The committee has no authority to impose sanctions. Its duties include (a) the communication of scholarly expectations to all members of the college or campus; (b) the promotion of attitudes and practices to fulfill these expectations; (c) the review of cases of academic dishonesty referred to it by faculty or students for consultation and recommendations to resolve the disputed case; and (d) the referral of cases that are sufficiently severe to warrant disciplinary actions beyond academic sanction to Judicial Affairs for further review.

2. Distinction between Minor and Major Infractions. The University Faculty Senate has made a distinction between minor and major infractions of academic integrity. Minor infractions or misunderstandings are considered less serious acts of academic dishonesty as described in Section 49-20 and are to be treated informally. Major infractions are acts of academic dishonesty considered sufficiently serious to warrant either an academic sanction of an F for the course or a referral to Judicial Affairs for possible disciplinary sanctions. Formal due process procedures should apply for major infractions.

3. Academic and Disciplinary Sanctions. Academic sanctions are actions taken by an instructor that affect the student's grade and/or enrollment in a course in which an act of academic dishonesty was committed. Disciplinary sanctions may be imposed only by Judicial Affairs or by the University Hearing Board. They include warnings, probation, suspension, dismissal, expulsion, or loss of privilege, and may be imposed for acts of academic dishonesty or for other misconduct.

4. For Minor Infractions. For cases of alleged minor infractions of academic integrity, the instructor and student should informally seek resolutions. Informal discussions about minor infractions may involve others, including the department head, campus director for academic affairs, or the College/Campus committee on academic integrity. Academic sanctions short of assigning an F grade for the course may be imposed if deemed appropriate by the instructor.

5. For Major Infractions. Formal due process procedures should apply for major infractions of academic integrity. The student accused of academic dishonesty will be given oral or written notice of the allegations by the instructor. If the allegations of academic dishonesty are not denied by the student, the instructor may impose academic sanctions or refer the allegations for review for more stringent disciplinary sanctions to Judicial Affairs. The instructor should not immediately impose an academic sanction if a referral is being made for possible disciplinary sanctions. Both academic and disciplinary sanctions may be imposed later if deemed appropriate.

a. A student charged with academic dishonesty will not be allowed to drop the course under Section 34-89, nor will the symbol W be reported for the course if the student withdraws from the University under Section 56-30.

b. By memo, the instructor informs the Office of the University Registrar and the department head or campus director of academic affairs of the action to be taken: Assign an F if only an academic sanction is to be imposed or assign a DF if the case is to be forwarded to Judicial Affairs for review.

c. The department head or the campus director of academic affairs informs the student, the student's college dean, and Judicial Affairs in writing what action has

been taken. If referral for possible disciplinary action is being made, Judicial Affairs is to be supplied with the written allegation and any other supporting evidence.

If the student denies the allegations of academic dishonesty, the student is to be provided an explanation of the evidence in support of the allegations. If the student continues to deny the allegations, the instructor or the student may seek the services of other offices to help reach a resolution. The department head, the campus director of academic affairs, or the college or campus committee on academic integrity may be asked to review the evidence and positions and to recommend possible resolutions. Ultimately, either the instructor or the student may refer allegations to Judicial Affairs to bring formal academic dishonesty adjudication procedures into operation.

- a. The instructor, by memo, should inform the Office of the University Registrar and the department head or campus director of academic affairs that the student should be assigned a DF symbol for the course and that the student should not be allowed to drop the course under Section 34-89 nor be assigned a W symbol if the student withdraws from the University under Section 56-30.
- b. The department head or campus director of academic affairs informs the student, the student's college dean, and Judicial Affairs in writing what action has been taken.
- c. If the case has not been adjudicated by the end of the semester, the instructor should submit a DF symbol for the course. At the end of the sixth week of the following semester, the Office of the University Registrar will contact the instructor's college dean or the campus director of academic affairs and request the status of the case. If adjudicated, the appropriate grade should be submitted. If not adjudicated, the college dean or campus director of academic affairs should inform the Office of the University Registrar to extend the deferred grade until a specific date; on that date, the University registrar will again request a grade.
- d. For all cases of academic dishonesty referred to it, Judicial Affairs is to determine the nature of the charges, evidence, and any recommended sanctions up to that point, and is to contact the instructor and student involved to confirm their positions. When appropriate, the office refers cases to the University Hearing Board.
- e. Judicial Affairs shall maintain records of major infraction cases in which academic sanctions or disciplinary sanctions have been imposed under allegations of academic dishonesty. Such information may be used by Judicial Affairs to initiate its own proceedings when an individual has been involved in multiple infractions. The College/Campus committee on academic integrity may request information about whether individual students currently involved in particular cases of alleged academic dishonesty have been given academic or disciplinary sanctions for

previous acts academic dishonesty. The information from the files is not to be used as a basis for judging the student's guilt in the current case; it may be used only as a basis for deciding whether the current case should be referred to Judicial Affairs for adjudication and for possible disciplinary action. All entries in the record for a particular student are removed when the student graduates.

f. The University Hearing Board is to adjudicate only those cases of academic dishonesty that cannot be resolved at the College/Campus level or for which a disciplinary sanction is recommended or required. The hearing board may recommend academic or disciplinary sanctions for acts of academic dishonesty.

g. Judicial Affairs informs the student, the student's college dean or campus director of academic affairs, the instructor, and the instructor's college dean or campus director of academic affairs of the outcome of the formal adjudication procedures and what actions are recommended.

h. The instructor submits an appropriate change of grade to the University registrar: an F if the academic sanction is to be imposed; the earned grade if no academic sanction is to be imposed. If the instructor chooses some action other than that recommended by the hearing board, the student may appeal to the dean of the college in which the violation occurred. If not resolved at that level, the executive vice president and University provost shall make the final decision.

PROPOSED REVISION

49-20 ACADEMIC INTEGRITY

Definition and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate

high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments.¹ At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

Committee on Academic Integrity: Each College Dean² shall appoint a Committee on Academic Integrity made up of faculty, students, and academic administrators with faculty being the majority. This committee shall:

1. Promote expectations for academic integrity consistent with the definition in this policy.
2. Ensure fairness and consistency in processes and outcomes. To ensure University-wide consistency, College Committees will work with the Office of Judicial Affairs and the Office of the Provost of the University to develop procedures for handling and sanctioning dishonesty infractions.
3. Review and settle all contested cases in which academic sanctions are applied. If necessary, further disciplinary action will be taken by Judicial Affairs.
4. Record all cases of academic dishonesty within a college and report them to Judicial Affairs.

PROCEDURES

When Academic Dishonesty Is Suspected: The instructor will offer to meet to discuss the situation and give the student an opportunity to respond. The student should be told what the allegation is and what the college procedure is for handling such cases. A drop of or withdrawal from the course after this point may be reversed³. The instructor may assign an academic sanction ranging from failure on the assignment to failure in the course. College Committees will provide guidelines on ranges of appropriate sanctions for given types of infractions.

If the student accepts responsibility for the violation and the proposed academic sanction, the instructor will have the student sign the Academic Integrity form, which closes the case. The instructor will forward this form to the College Committee, which will forward it to the Office of Judicial Affairs for record keeping.

If the student signs that he/she did not accept responsibility, the student can appeal the case to the College Committee. In this case, the instructor will forward all relevant case materials to the Committee, which will review the facts of the case and/or the proposed academic sanctions. For academic sanctions, the decision of the College Committee is final. At the close of proceedings, the College Committee will

notify all relevant parties of its decision and (if the student is found responsible) forward the outcome to the Office of Judicial Affairs for record keeping.

Referring Cases to Judicial Affairs: Cases must be referred to the Office of Judicial Affairs when the College Committee recommends the application of formal University disciplinary sanctions. In these cases, in accordance with University procedure for handling disciplinary incidents,⁴ Judicial Affairs will review the facts of the case and assign disciplinary sanctions when appropriate. Under current University policy and practice, Judicial Affairs has the authority to initiate disciplinary sanctions for repeat offenders.

The "XF" Grade: An "XF" grade is a formal University disciplinary sanction that indicates on the student's transcript that failure in a course was due to a serious act of academic dishonesty. To record an "XF," the instructor, College Committee, and Judicial Affairs must concur that this penalty is appropriate. Each College Committee must develop conditions that, if met to the Committee's satisfaction, would allow a student to change an "XF" mark to an "F."

Record Keeping: The appropriate Assistant or Associate Deans⁵ shall be responsible for convening Committees of Academic Integrity and seeing that students and faculty have ready access to such bodies. They shall also be responsible for seeing that all cases handled on the college level, in which a student was found responsible for dishonesty, are reported to Judicial Affairs. Judicial Affairs alone will be responsible for central record keeping of all academic dishonesty cases. These records are confidential and kept for five years, or in accordance with University guidelines concerning students' educational records.⁶

A Committee on Academic Integrity, dean, or faculty member may request information from Judicial Affairs on whether students found responsible for academic dishonesty had previously been sanctioned for other acts of dishonesty. This information may not be used as a basis for judging a student's guilt; but it may be used as a basis for imposing sanctions or deciding whether disciplinary action is warranted.

¹ See Senate Policy 44-40: Proctoring of Examinations.

² Or Campus Executive Officer as determined by College policy.

³ If the student is found guilty and assigned an F for the course the drop or withdrawal from that course will be reversed.

⁴ Office of Judicial Affairs "Procedures for the Discipline System 1999-2000." November 4, 1999. Available: <http://www.sa.psu.edu/ja/procediscp/html>

⁵ Or Directors of Academic Affairs at other locations.

⁶ Penn State Student Affairs. Office of Judicial Affairs. "Student Discipline Records." August 10, 1998. Available: <http://www/sa/psu.edu/ja/records.html>

SENATE COMMITTEE ON
STUDENT LIFE

Henry Abromson
William Asbury
John Bardi
David Barnes
Dennis Calvin
Nicholas Carter
Wayne Curtis
Joanna Floros, Chair
Arthur Goldschmidt, V-Chair
Nichola Gutgold
Laura Munro
Deborah Preston
Joseph Pyzycki
Mario Sznaier

JOINT COMMITTEE ON ACADEMIC
INTEGRITY

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John Cahir
Bill Ellis
Tonya Faust
Joanna Floros
Lynn Hendrickson
Jan Jacobs
Daniel Larson
Joseph Puzycki
Cara-Lynne Schengrund, Chair
Valerie Stratton
Linda Trevino

JOINT COMMITTEE ON ACADEMIC INTEGRITY
Report on Improving the Academic Integrity Climate
(Advisory and Consultative)

[Implementation Date: Upon approval by the President]

The Joint Committee on Academic Integrity was charged with streamlining the University's policy for dealing with violations of academic integrity. If we expect faculty to support and enforce expectations of academic integrity, it is essential that we have a policy that is clear and easy to follow. One goal of having a clear, easy-to-follow policy is to reduce the incidence of academic dishonesty. Recent surveys on the national and local level indicate a rise in various forms of cheating on college campuses¹. In the Penn State Pulse survey conducted in March 1999, 66% of the 734 students that responded said that the chance of getting caught is a deterrent to cheating. Thus, if faculty acted to punish more cases of cheating, there should be a reduction in such violations.

However, the committee feels strongly that developing a clear policy and procedures is not sufficient to accomplish the goal of increasing academic integrity. For integrity is at the heart of all that is done in a great university; Penn State people practice it and live it, and new members of our community, notably freshman, should learn about the high expectations that are customary to a Penn State education. Accordingly, steps must be taken to establish a stronger climate of academic integrity at Penn State.

The responsibility for supporting and promoting academic integrity lies first of all, with the administration and faculty. The Center for Academic Integrity, a consortium of 200 colleges and universities of which Penn State is a member, identifies five fundamental values underlying academic integrity: honesty, trust, fairness, respect, and responsibility. The Center suggests that a climate of integrity is built by continuous conversations about how these values are, or are not, embodied in institutional life. The members of this committee believe that the University faculty and administration must implement specific steps aimed at enhancing the climate of academic integrity at Penn State. Students must also actively participate in this effort. Penn State has clearly committed itself to pursuing excellence in research, scholarship, and teaching, but without a commitment to academic integrity, those other activities become suspect and meaningless. Thus, the Joint Committee on Academic Integrity and the Senate Committee on Student Life make the following recommendations:

1. That the goal of pursuing academic integrity be added to the University's list of strategic goals.

2. That the University community fosters a broader understanding of academic integrity which encompasses the values identified above.
3. That the University develop specific programs to promote academic integrity. These programs should include discussions about the importance of ethical behavior as well as information about the University's values, expectations, policies, recommended sanctions, and case outcomes. Specific recommendations include:
 - a. Student organizations should be actively involved in developing and maintaining a climate of academic integrity through participation in and consultation with College Academic Integrity Committees.
 - b. Faculty organizations on the College, Department, and Campus levels should develop and promote means of clarifying academic integrity standards in courses of all kinds, as well as strategies for deterring unethical behavior. This may include materials intended to create dialogue between students and faculty in First-Year Seminars and in other relevant courses.
 - c. Academic administrators should provide for orientation and training of all faculty and TAs on strategies promoting academic integrity and handling dishonesty cases. Those who uphold academic integrity policies and procedures should be supported.
 - d. The University should consistently emphasize the importance of integrity to students in contexts such as recruiting materials, admission letters, orientation sessions, department and advising meetings, and residence hall programs. Information should be available to all faculty and students to clarify the rights and responsibilities of both students and faculty in dishonesty cases.
4. That the department head or appropriate academic administrator will be responsible for ensuring that faculty articulate academic integrity policies at the start of each course.
5. That the University Faculty Senate Student Life Committee and Committee on Undergraduate Education regularly assess the effectiveness of academic integrity policies and procedures and recommend changes as necessary.

¹McCabe, D.L. & Trevino, L.K. 1996. What we know about college cheating. *Change*. January/February.

SENATE COMMITTEE ON
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Linda Trevino

SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

Revision of Senate Policy 42-50: Credit by Examination/Proficiency Examination

(Legislative)

[Implementation Date: Fall 2000]

Background:

Senate Policy 42-50 describes how students can earn credit through the successful completion of comprehensive examinations. While credit by examination differs from initial placement exams, both provisions require the student to have completed at least one three credit course at Penn State before credit is recorded on the student transcript. We believe that this provision may have been put in place so students could not initiate a Penn State transcript, then not complete any additional courses. This scenario has not occurred. Instead, the delay causes advising difficulty for students because their transcript does not have all of the essential information required for appropriate advising and scheduling of future course work. This is especially a problem for new students.

Rationale:

The proposed legislation eliminates the notation that students must have completed three credits at Penn State before credit by examination or proficiency examination results are recorded on the student transcript. The delay in recording these exam results distresses students and makes appropriate advising impossible as students plan for their first semesters at Penn State. At the point of these exams students have already paid an admission fee and achieved registration status, so there is no need to make them wait until the completion of their first semester of courses before proficiency exam results are posted. Recording results immediately is also congruent with transfer credits which are entered on the student record at admission before any courses are taken.

Recommendation:

The Faculty Senate recommends the removal of the following note from two places within Senate Policy 42-50:

Note: A student must have enrolled and completed at least one course of three credits or more at Penn State before any credit earned appears on the student record.

SENATE COMMITTEE ON
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Gregory K. Farber
Ericka R. Fullerton
M. Margaret Galligan
Andrzej J. Gapinski
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Carol A. Smith
Jane Sutton
Eric R. White
Charles E. Yesalis
Robert Zelis

SENATE COMMITTEE ON FACULTY AFFAIRS
Proposal to Change the Language in HR-23 Concerning the Relation of
Tenure and Promotion in Tenuring Decisions

(Advisory/Consultative)

[Implementation Date: July 1, 2000]

RATIONALE

History

Twenty-five years ago, Penn State was not the research University it is today. Only in 1974 did the Senate approve a version of HR-23 that required systematic reviews for tenure and promotion, including a full-scale review of faculty for whom a sixth-year decision needed to be made. Our faculty on our campuses particularly was not the strong faculty it is today, and many of the faculty with academic rank did not have terminal degrees. That has changed markedly in recent decades, particularly since the 1980s and President Jordan's commitment to make Penn State one of the major research universities in the country. TO AN EVER GREATER DEGREE WE HAVE ALSO BEEN INSISTING THAT TEACHING BE A MAJOR CONSIDERATION IN TENURE AND PROMOTION DECISIONS FOR FACULTY AT ALL LOCATIONS. (FOR EXAMPLE, IN 1998 THE FACULTY SENATE VOTED TO INCLUDE EXTENSIVE REVISIONS IN THE *ADMINISTRATIVE GUIDELINES FOR HR-23* IN ORDER TO PLACE GREATER EMPHASIS ON THE EVALUATION OF TEACHING IN THE P&T PROCESS.) Today we are proud of a system-wide faculty that consists of strong teachers and researchers.

Changes in Practice

One sign of that strength is that in the tenuring process all of our units assume that tenure is to be granted only to faculty who can be advanced in rank, either at the time of tenure or in the immediate future. Historically, this has not been the case. There are still 169 tenured assistant professors at Penn State--21 at University Park. These are largely long-time assistant professors, mostly tenured before the "modern" period. Most of these tenured assistant professors have served us well for a number of years, and we do not mean to undervalue their contributions and what they have given Penn State over the years. However, if they were tenured with an expectation that promotion was just a step away, this has not been the case as the years have passed.

Over the years, however, as we have become a stronger University system-wide; we have been reducing our proportion of tenured assistant professors because we have been making significantly fewer decisions to tenure without promotion. In the PAST three years, 161 assistant professors were ~~reviewed~~ RECOMMENDED for tenure and promotion. Of those, all but six (two each year) did not receive promotion. At the same time, 21 other assistant professors received promotion, even before their tenure decision. (See records for 96-97, 97-98, and 98-99, attached.) Clearly, there is no longer an assumption that tenure and promotion is a two-step process, with tenure the first step in the process and promotion granted at a later date.

Reason to Review Policy

Why is this important? To begin with, to change our language so that policy is not at odds with practice. The statement in HR-23 is as follows: "Promotion and tenure decisions are separate decisions, although these general criteria apply to both promotion and tenure. Promotion shall be based on recognized performance and achievement in each of the several areas, as appropriate to the particular responsibilities assigned to the faculty member. Tenure

shall be based on the potential for future advancement in the several areas enumerated above as indicated by performance during the provisional appointment." The language, passed by the Senate in 1974, and never revised, was once behind an assumption of a two step process for tenure and promotion, and mirrors a world where many faculty were tenured and then had to earn promotion at a future date. (There would frequently be two committees, one to consider tenure--and often consisting of largely tenured assistant professors--and another to consider promotion.) It was this policy that led to assumptions behind the creation of a cadre of 168 tenured assistant professors. Some still point to this language as justifying tenure decisions based on "promise" but little achievement. However, over the past 25 years, the recognized "performance" that the statement says is necessary to signify promise for tenure has risen to a level where it is reasonable to assume that promotion to associate professor is also warranted.

Benchmarking with the CIC

Our counterparts in the CIC either tie tenure to promotion absolutely by policy (Chicago, Illinois, Indiana, Iowa, Michigan, Ohio State, Wisconsin), or by practice (Michigan State says that they haven't had separate decisions in 15+ years and Minnesota says that, while its policy says only that "the granting of tenure will ordinarily be accompanied by promotion," "our current practice is that tenure is granted with promotion to associate professor"). Only Purdue suggests that it is still possible for a decision to be made to tenure without promoting, but only rarely and in exceptional circumstances. Several of these schools talk about old codes that separated the two decisions before they were replaced by the new ones that have tied them. Penn State is now the only CIC school to have a statement--placed in our P&T policy document over 25 years ago and never revised--that makes separate decisions the basis of understanding.

Reasons for Changing the Presumption from Separate Decisions to Linkage

The reasons to consider changing the presumption behind the current wording are therefore twofold: 1) Major universities, like Penn State and our counterparts in the CIC, do not wish to create a faculty that is identified as not promotable beyond the assistant professor level; and 2) if we can make the case for tenure for a faculty member in a University where that case has to be multiple times stronger than it was in 1974, then we should assume that the case is also strong enough to promote the faculty member under review. We do not create a happy, productive, and loyal faculty by recognizing them with tenure while withholding the rank that most of their counterparts at Penn State--and virtually all of their counterparts at other major universities--receive with it.

Arguments for the Presumption of Separation

The arguments for the present language are usually as follows:

1) Faculty being reviewed are disadvantaged if it is an "up or out" presumption, since many of our valued faculty members today would, by that presumption, not be with us. In any case, it is easier to achieve tenure if the case is not strong enough for promotion if only a tenure recommendation is being made.

Response: The policy as it is applied in practice probably does more to benefit the faculty member whom we want to tenure than it does to disadvantage them. In the few cases where we have granted tenure without promotion in recent years, it is more likely that both would have been granted if the candidate had been recommended for both tenure and promotion, than that the candidate would have been denied both if both decisions had to be made to agree. Moreover, it is not true that a weak candidate has a better chance of receiving tenure if promotion is not simultaneously recommended in the sixth year. A weak candidate is a weak candidate, and calling attention to that weakness by not recommending promotion does not strengthen the case, even though tenure and promotion are, by policy, separate decisions.

2) Faculty members at campus colleges teach more and more is expected in the way of service than is true of their colleagues at University Park; they therefore have fewer hours, as well as fewer resources, for research, and so should be allowed more time before a promotion decision is made.

There are two responses to this consideration. First, efforts in faculty development need to be made to give provisional faculty at all locations the best opportunity to succeed, and success should include promotion as well as tenure. Campus administrators need to monitor candidates' service time and teaching schedules so that neither are all-consuming, and initiatives should be taken to support and advise faculty in their research agendas.

Second, where expectations for promotion are not reasonable within a six year period, they need to be made reasonable, rather than assume that the timetable for promotion to associate professor should extend beyond the provisional period (with the possibility that such promotion may never be achieved after the tenure decision). All campus colleges are now tenure-granting units, and they should construct tenure and promotion guidelines in the context of their mission, with reasonable expectations for what faculty in a research university at a campus location with a strong mission for teaching and service should achieve in the provisional period before the granting of tenure.

The Faculty Affairs Committee, therefore, recommends that the language in HR-23 be changed so that the presumption is that a positive sixth-year tenure decision of an assistant professor ~~will be accompanied by~~ IS SUFFICIENT FOR promotion to associate professor, although in exceptional cases a decision can be made to tenure but not to promote.

Recommendation:

The Senate Committee on Faculty Affairs Committee recommends that the language in HR-23 be changed as indicated below so that the presumption is that a positive TENURE decision of an assistant professor ~~will be accompanied by~~ IS SUFFICIENT FOR promotion to associate professor; in an exceptional case, a decision can be made to tenure but not to promote. The change in wording has no impact on the possibility of promoting before tenure.

~~"Promotion and tenure decisions are separate decisions, although these general criteria apply to both promotion and tenure. Promotion shall be based on recognized performance and achievement in each of the several areas, as appropriate to the particular responsibilities assigned to the faculty member. Tenure shall be based on the potential for future advancement in the several areas enumerated above as indicated by performance during the provisional appointment." The presumption is that a positive tenure decision for an assistant professor will be accompanied by IS SUFFICIENT TO WARRANT promotion to associate professor. In an exceptional case, a decision can be made to tenure but not to promote; HOWEVER, THE BURDEN WOULD BE ON THE COMMITTEE(S) OR ADMINISTRATOR(S) WHO WISH TO SEPARATE PROMOTION FROM A POSITIVE TENURE DECISION TO SHOW WHY PROMOTION IS NOT WARRANTED.~~

SENATE COMMITTEE ON FACULTY AFFAIRS

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Traivs DeCastro
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Margaret B. Goldman
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Sabih I. Hayek
Charles W. Hill
Sallie M. McCorkle
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SENATE COMMITTEE ON FACULTY AFFAIRS

Promotion and Tenure Summary for 1998-99

(Informational)

The Senate Committee on Faculty Affairs here presents a series of charts showing the tenure and promotion decisions that were made in the academic year, 1998-99. The figures show the following:

TENURE

Dossiers for the award of tenure for 57 candidates were forwarded by the deans to the 1998-99 University Promotion and Tenure Review Committee. The University Committee recommended 57 faculty members for tenure, and the President approved tenure in 56 cases. Eleven of the cases approved were for early tenure.

PROMOTION TO PROFESSOR, SENIOR SCIENTIST, AND LIBRARIAN

Dossiers for promotion to the rank of professor, senior scientist, and librarian for 50 candidates were forwarded by the deans to the University Committee. The University Committee recommended 48 faculty members for promotion and the President approved promotion for 48 candidates.

PROMOTION TO ASSOCIATE PROFESSOR, SENIOR RESEARCH ASSOCIATE, AND ASSOCIATE LIBRARIAN

Dossiers for promotion to the rank of associate professor, senior research associate, and associate librarian for 59 candidates were forwarded by the deans to the University Committee. The University Committee recommended 58 faculty members for promotion, and the President approved promotion for 58 candidates.

SENATE COMMITTEE ON
FACULTY AFFAIRS

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Victor Romero
Robert Secor
Jeffery M. Sharp
Stephen W. Stace
Kim C. Steiner
Valerie N. Stratton, Vice-Chair

REVIEW YEAR	TWO	THREE	FOUR	FIVE	SIX
TOTAL NUMBER OF CASES REVIEWED:	125	1	89	17	46
CONTINUATION RECOMMENDED BY					
CAMPUS COMMITTEE ONLY:	0	0	0	0	0
CAMPUS CEO ONLY:	0	0	0	0	0
CAMPUS COMMITTEE & CEO:	21	1	15	0	4
TOTAL REVIEWS STARTED AT CAMPUS:	21	1	15	0	4
DEPARTMENT COMMITTEE ONLY:	1	0	0	2	0
DEPARTMENT HEAD ONLY:	0	0	1	0	0
DEPARTMENT COMMITTEE & DEPARTMENT HEAD:	113	1	78	13	46
COLLEGE COMMITTEE ONLY:	0	0	0	1	1
COLLEGE DEAN ONLY:	59	0	22	3	0
COLLEGE COMMITTEE & DEAN:	63	1	61	8	44
TOTAL FORWARDED:	0	1	4	7	45
UNIVERSITY COMMITTEE:	0	1	4	7	45
FINAL UNIVERSITY DECISION:	0	1	3	7	45

*** NOTE *** USE OF THE COLLEGE COMMITTEE IS NOT MANDATED IN PROVISIONAL REVIEWS BEFORE THE SIXTH YEAR.
IT WAS NOT USED IN 60 OF THE SECOND YEAR REVIEWS OR IN 25 OF THE FOURTH YEAR REVIEWS OR IN 3 OF THE FIFTH YEAR REVIEWS.

*** NOTE *** PROVISIONAL REVIEWS BEFORE THE SIXTH YEAR WOULD BE FORWARDED TO THE UNIVERSITY COMMITTEE ONLY WHEN EARLY TENURE IS BEING RECOMMENDED.

RECORDS READ: 278

*** END OF JOB ***

SECOND YEAR TENURE

TOTAL	MEN	WOMEN	MINORITY
125	83	42	18

NUMBER OF CASES REVIEWED:

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY:

CAMPUS CEO ONLY:

CAMPUS COMMITTEE & CEO:

TOTAL REVIEWS STARTED AT CAMPUS:

DEPARTMENT COMMITTEE ONLY:

DEPARTMENT HEAD ONLY:

DEPARTMENT COMMITTEE & DEPARTMENT HEAD:

COLLEGE COMMITTEE ONLY:

COLLEGE DEAN ONLY:

COLLEGE COMMITTEE & DEAN:

TOTAL FORWARDED FOR EARLY TENURE:

UNIVERSITY COMMITTEE:

FINAL UNIVERSITY DECISION:

THIRD YEAR TENURE

TOTAL	MEN	WOMEN	MINORITY
1	1	0	0

NUMBER OF CASES REVIEWED:

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY:

CAMPUS CEO ONLY:

CAMPUS COMMITTEE & CEO:

TOTAL REVIEWS STARTED AT CAMPUS:

DEPARTMENT COMMITTEE ONLY:

DEPARTMENT HEAD ONLY:

DEPARTMENT COMMITTEE & DEPARTMENT HEAD:

COLLEGE COMMITTEE ONLY:

COLLEGE DEAN ONLY:

COLLEGE COMMITTEE & DEAN:

TOTAL FORWARDED FOR EARLY TENURE:

UNIVERSITY COMMITTEE:

FINAL UNIVERSITY DECISION:

FOURTH YEAR TENURE

TOTAL	MEN	WOMEN	MINORITY
89	57	32	20

NUMBER OF CASES REVIEWED:

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY:

CAMPUS CEO ONLY:

CAMPUS COMMITTEE & CEO:

TOTAL REVIEWS STARTED AT CAMPUS:

DEPARTMENT COMMITTEE ONLY:

DEPARTMENT HEAD ONLY:

DEPARTMENT COMMITTEE & DEPARTMENT HEAD:

COLLEGE COMMITTEE ONLY:

COLLEGE DEAN ONLY:

COLLEGE COMMITTEE & DEAN:

TOTAL FORWARDED FOR EARLY TENURE:

UNIVERSITY COMMITTEE:

FINAL UNIVERSITY DECISION:

FIFTH YEAR TENURE

TOTAL	MEN	WOMEN	MINORITY
17	14	3	2

NUMBER OF CASES REVIEWED:

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY:

CAMPUS CEO ONLY:

CAMPUS COMMITTEE & CEO:

TOTAL REVIEWS STARTED AT CAMPUS:

DEPARTMENT COMMITTEE ONLY:

DEPARTMENT HEAD ONLY:

DEPARTMENT COMMITTEE & DEPARTMENT HEAD:

COLLEGE COMMITTEE ONLY:

COLLEGE DEAN ONLY:

COLLEGE COMMITTEE & DEAN:

TOTAL FORWARDED FOR EARLY TENURE:

UNIVERSITY COMMITTEE:

FINAL UNIVERSITY DECISION:

SIXTH YEAR TENURE

TOTAL	MEN	WOMEN	MINORITY
46	27	19	8

NUMBER OF CASES REVIEWED:

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY: 0
 CAMPUS CEO ONLY: 0
 CAMPUS COMMITTEE & CEO: 4
 TOTAL REVIEWS STARTED AT CAMPUS: 4

DEPARTMENT COMMITTEE ONLY: 0
 DEPARTMENT HEAD ONLY: 0
 DEPARTMENT COMMITTEE & DEPARTMENT HEAD: 46

COLLEGE COMMITTEE ONLY: 1
 COLLEGE DEAN ONLY: 0
 COLLEGE COMMITTEE & DEAN: 44
 TOTAL FORWARDED: 45

UNIVERSITY COMMITTEE: 45
 FINAL UNIVERSITY DECISION: 45

*** NOTE *** USE OF THE COLLEGE COMMITTEE IS NOT MANDATED IN PROVISIONAL REVIEWS BEFORE THE SIXTH YEAR.
 IT WAS NOT USED IN 60 OF THE SECOND YEAR REVIEWS OR IN 25 OF THE FOURTH YEAR REVIEWS OR IN 3 OF THE FIFTH YEAR REVIEWS.

*** NOTE *** PROVISIONAL REVIEWS BEFORE THE SIXTH YEAR WOULD BE FORWARDED TO THE UNIVERSITY COMMITTEE ONLY WHEN EARLY TENURE IS BEING RECOMMENDED.

RECORDS READ: 278

*** END OF JOB ***

	PROMOTION TO				
	ASSOCIATE PROFESSOR	ASSOCIATE LIBRARIAN	SR. RESEARCH ASSOCIATE	PROFESSOR	LIBRARIAN SR. SCIENTIST
TOTAL NUMBER OF CASES REVIEWED:	55	3	1	49	0
CONTINUATION RECOMMENDED BY					
CAMPUS COMMITTEE ONLY:	1	0	0	0	0
CAMPUS CEO ONLY:	0	0	0	1	0
CAMPUS COMMITTEE & CEO:	10	0	0	8	0
TOTAL REVIEWS STARTED AT CAMPUS:	11	0	0	9	0
DEPARTMENT COMMITTEE ONLY:	0	0	0	0	0
DEPARTMENT HEAD ONLY:	2	0	0	3	0
DEPARTMENT COMMITTEE & DEPARTMENT HEAD:	52	3	1	43	0
COLLEGE COMMITTEE ONLY:	1	0	0	0	0
COLLEGE DEAN ONLY:	1	0	0	4	0
COLLEGE COMMITTEE & DEAN:	53	3	1	43	0
TOTAL FORWARDED:	54	3	1	47	0
UNIVERSITY COMMITTEE:	53	3	1	47	0
FINAL UNIVERSITY DECISION:	54	3	1	47	0

RECORDS READ: 109

*** END OF JOB ***

PROMOTION TO ASSOCIATE PROFESSOR

TOTAL	MEN	WOMEN	MINORITY
55	39	16	12

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY: 1
 CAMPUS CEO ONLY: 0
 CAMPUS COMMITTEE & CEO: 10
 TOTAL REVIEWS STARTED AT CAMPUS: 11

1	1	0	1
0	0	0	0
10	7	3	3
11	8	3	4

DEPARTMENT COMMITTEE ONLY: 0
 DEPARTMENT HEAD ONLY: 2
 DEPARTMENT COMMITTEE & DEPARTMENT HEAD: 52

0	0	0	0
2	1	1	0
52	38	14	11

COLLEGE COMMITTEE ONLY: 1
 COLLEGE DEAN ONLY: 1
 COLLEGE COMMITTEE & DEAN: 53
 TOTAL FORWARDED: 54

1	1	0	0
1	1	0	0
53	37	16	12
54	38	16	12

UNIVERSITY COMMITTEE: 53
 FINAL UNIVERSITY DECISION: 54

53	38	15	10
54	38	16	11

PROMOTION TO PROFESSOR

TOTAL	MEN	WOMEN	MINORITY
49	37	12	2

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY: 0
 CAMPUS CEO ONLY: 1
 CAMPUS COMMITTEE & CEO: 8
 TOTAL REVIEWS STARTED AT CAMPUS: 9

0	0	0	0
1	1	0	0
8	6	2	1
9	7	2	1

DEPARTMENT COMMITTEE ONLY: 0
 DEPARTMENT HEAD ONLY: 3
 DEPARTMENT COMMITTEE & DEPARTMENT HEAD: 43

0	0	0	0
3	2	1	0
43	33	10	2

COLLEGE COMMITTEE ONLY: 0
 COLLEGE DEAN ONLY: 4
 COLLEGE COMMITTEE & DEAN: 43
 TOTAL FORWARDED: 47

0	0	0	0
4	3	1	0
43	33	10	2
47	36	11	2

UNIVERSITY COMMITTEE: 47
 FINAL UNIVERSITY DECISION: 47

47	36	11	2
47	36	11	2

PROMOTION TO ASSOCIATE LIBRARIAN

	TOTAL	MEN	WOMEN	MINORITY
NUMBER OF CASES REVIEWED:	3	1	2	1

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY:	0	0	0	0
CAMPUS CEO ONLY:	0	0	0	0
CAMPUS COMMITTEE & CEO:	0	0	0	0
TOTAL REVIEWS STARTED AT CAMPUS:	0	0	0	0
DEPARTMENT COMMITTEE ONLY:	0	0	0	0
DEPARTMENT HEAD ONLY:	0	0	0	0
DEPARTMENT COMMITTEE & DEPARTMENT HEAD:	3	1	2	1
COLLEGE COMMITTEE ONLY:	0	0	0	0
COLLEGE DEAN ONLY:	0	0	0	0
COLLEGE COMMITTEE & DEAN:	3	1	2	1
TOTAL FORWARDED:	3	1	2	1
UNIVERSITY COMMITTEE:	3	1	2	1
FINAL UNIVERSITY DECISION:	3	1	2	1

PROMOTION TO LIBRARIAN

	TOTAL	MEN	WOMEN	MINORITY
NUMBER OF CASES REVIEWED:	1	0	1	0

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY:	0	0	0	0
CAMPUS CEO ONLY:	0	0	0	0
CAMPUS COMMITTEE & CEO:	0	0	0	0
TOTAL REVIEWS STARTED AT CAMPUS:	0	0	0	0
DEPARTMENT COMMITTEE ONLY:	0	0	0	0
DEPARTMENT HEAD ONLY:	0	0	0	0
DEPARTMENT COMMITTEE & DEPARTMENT HEAD:	1	0	1	0
COLLEGE COMMITTEE ONLY:	0	0	0	0
COLLEGE DEAN ONLY:	0	0	0	0
COLLEGE COMMITTEE & DEAN:	1	0	1	0
TOTAL FORWARDED:	1	0	1	0
UNIVERSITY COMMITTEE:	1	0	1	0
FINAL UNIVERSITY DECISION:	1	0	1	0

PROMOTION TO SENIOR RESEARCH ASSOCIATE

TOTAL	MEN	WOMEN	MINORITY
1	1	0	0

NUMBER OF CASES REVIEWED:

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY: 0
 CAMPUS CEO ONLY: 0
 CAMPUS COMMITTEE & CEO: 0
 TOTAL REVIEWS STARTED AT CAMPUS: 0

DEPARTMENT COMMITTEE ONLY: 0
 DEPARTMENT HEAD ONLY: 0
 DEPARTMENT COMMITTEE & DEPARTMENT HEAD: 1

COLLEGE COMMITTEE ONLY: 0
 COLLEGE DEAN ONLY: 0
 COLLEGE COMMITTEE & DEAN: 1
 TOTAL FORWARDED: 1

UNIVERSITY COMMITTEE: 1
 FINAL UNIVERSITY DECISION: 1

PROMOTION TO SENIOR SCIENTIST

TOTAL	MEN	WOMEN	MINORITY
0	0	0	0

NUMBER OF CASES REVIEWED:

CONTINUATION RECOMMENDED BY

CAMPUS COMMITTEE ONLY: 0
 CAMPUS CEO ONLY: 0
 CAMPUS COMMITTEE & CEO: 0
 TOTAL REVIEWS STARTED AT CAMPUS: 0

DEPARTMENT COMMITTEE ONLY: 0
 DEPARTMENT HEAD ONLY: 0
 DEPARTMENT COMMITTEE & DEPARTMENT HEAD: 0

COLLEGE COMMITTEE ONLY: 0
 COLLEGE DEAN ONLY: 0
 COLLEGE COMMITTEE & DEAN: 0
 TOTAL FORWARDED: 0

UNIVERSITY COMMITTEE: 0
 FINAL UNIVERSITY DECISION: 0

SENATE COMMITTEE ON FACULTY BENEFITS

Activities of the Penn State Travel Services Office

(Informational)

INTRODUCTION

Recent changes in the Senate's Standing Rules, Article II, Section 6(f), have specified that the Committee on Faculty Benefits is charged with reporting changes in travel policies to the Senate at least annually, making recommendations as may be necessary. This is to be carried out in concert with the Joint Faculty/Administrative Committee to Monitor Travel Policies. In the past there has been no formal mechanism for keeping the Senate informed of travel policy changes, although it is generally recognized that such changes impact a wide variety of University operations, from teaching, research, and scholarship to athletics and administration. Anticipating the broad interest in how travel policy is administered, the Committee on Faculty Benefits met in October, 1999, with Marguerite Gustkey, Manager of Penn State Travel Services, to learn more about the operations of the Travel Services Office and to receive an update on certain travel policy issues that are of continuing interest. The following is a summary of information transmitted to the Committee at that meeting.

SUMMARY

1. Organization:

Penn State Travel Services is an operation of the Procurement and Materials Management Division, Office of Business Services. Their offices are located in 104 Procurement Services Building.

2. Functions performed:

- Provides business travel management to the faculty and staff of the University.
- Establishes and manages all travel related contracts.
- Administers a dual corporate card program (American Express, Diners).
- Manages a full service ARC appointed travel function providing in-house travel services for Intercollegiate Athletics, Continuing and Distance Education and the Commonwealth Campuses.
- Designs and implements all travel related programs.
- Provides periodic professional development for travel arrangers.
- Maintains an Intranet Web Page that provides travel related information to the University's faculty and staff (URL = <http://guru.sp.psu.edu/central/travel>).

3. Mechanisms for providing faculty and staff with current information:

- Supplies Travel Broadcast News, an e-mail message service to subscribers
- Publishes a travel brochure, available from the GURU web site

- Operates a bulletin board service on which is announced changes in travel policies
 - Uses its Intranet Web Page to provide:
 - a list of contract travel agents
 - lodging information, including PSU contracts with motel/hotel chains, plus Big Ten contracts and discounts available to PSU faculty and staff
 - car rental information
 - travel reimbursement rates, including information on per diem allowances
 - details of travel insurance available
 - a variety of travel aids, such as trip planners and facts of importance for those traveling abroad
4. Policies, including recent changes, of particular interest to PSU faculty and staff:
- a. Meal allowances. Effective July 1, 1999, a 5-tiered scale used by the U.S. government was adopted for meal reimbursement, replacing the previous 2-tiered one. This provides for daily allowances ranging from \$28 to \$44, with additional provisions available for high cost cities.
 - b. Contractual arrangements with travel agencies. Contacts with travel agencies are competitively sourced for a three-year period with options for two one-year renewals. Contracts are examined yearly for possible problems such as groups that are not providing effective services or when circumstances warrant it. Currently Travel Services is in discussions with these parties regarding changes made by the airline industry to the commissions offered agents and that have appreciably impacted the financial situations of the agencies.
 - c. Fares available through non-contract agencies. Occasionally it is possible to find less expensive fares available from non-contract agents, including Internet companies, than are offered by contract agents. Travel Services advises that they be contacted and if a contract agent who will offer the reduced fare is not available, Travel Services can act as the travel agent to make arrangements directly. Moreover, problems in booking low fares through contract agents or generally poor service are concerns that Travel Services wishes to have brought to their attention, since these situations are used in deciding which agents are to be continued under contract.
 - d. Reticketing to lower fares. It is Travel Services' expectation that contract agencies will preticket audit all domestic tickets to make certain the lowest fare is offered. However, often the lower fare involves a change in flights (including airlines, route and departure time changes), and for this reason, when travelers are offered this opportunity, Travel Services has data that indicate most do not wish to change their itineraries. Ticketed reservations continue to be audited until the travel date to provide a lower fare if one becomes available on the ticketed itinerary.

- e. Use of DBAF. Some travelers have experienced difficulties in getting DBAFs completed for Friday ticket purchases because of the policy of reporting DBAFs on Monday. Where this has been a problem or in emergencies, Travel Services can work with the traveler to book the flight on Travel Services purchasing card in lieu of a DBAF. This meets the requirements that the traveler use one of the established purchasing mechanisms in place.
- f. Using a Penn State purchasing card for airfares. Currently it is not permitted to use purchasing cards in payment of airfares. This is not a policy originated by Travel Services, however. Form of payment, including the University's purchasing card, will be included in the overall review of University policies and procedures regarding travel that Business Services and the Joint Faculty/Administrative Committee to Monitor Travel Policies is currently conducting.
- g. Car rentals. Again this year, National Car Rental has been awarded the contract for providing rental services for all Big Ten schools. Pricing has been held to last year's contract rates for business and pleasure. Insurance coverage was added in Canada and Europe. In the U.S., travelers can take advantage of any promotional rate and still receive insurance coverage. In addition, travelers can now go to the Travel Services website and book directly on-line and receive an additional discount off the Big Ten Corporate rates.
- h. Reduced hotel rates. Government rates are available to Penn State faculty and staff from several hotel chains; a listing of those offering these reduced rates, along with any restrictions that apply, is found on the Travel Services web site, located under GURU on the Penn State home page. Because the participating units and specifics of the discounts available change periodically, keeping abreast of changes is difficult but the latest information can be found on the web site.
- i. Travel news bulletin. Travel Services provides an electronic news service, Travel Broadcast News, to those persons who subscribe. This allows for periodic updates of policy changes, special discounts available, etc. In addition, they operate a web-based bulletin board where one can see news items arranged by date, any time such information is needed.

SENATE COMMITTEE ON FACULTY
BENEFITS

Keith Burkhart
James May
Timothy Ovaert
Laura Pauley, Vice-Chair
Allen Phillips, Chair
Lawrence Sinoway
Gerhard Strasser
Jose Ventura
Anita Vickers
Billie Willits
J. Randall Woolridge

SENATE COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES

Annual Report for 1998-99

(Informational)

I am pleased to present the report of the Senate Committee on Faculty Rights and Responsibilities (FR&R) to you today. During the 1998-99 academic year, the committee dealt with eight cases, two fewer cases than in the previous year. Three of the grievances involved promotion and/or tenure denial; the others dealt with a variety of issues related generally to the interactions between faculty and their administrators.

Of the three petitions concerning denial of promotion and/or tenure, all alleged procedural irregularities. For two of the cases, the committee did not find evidence of significant procedural irregularities; for the other, the irregularities were substantial and recommendations for corrective actions were sent to the Vice-Provost.

The number of petitions disputing decisions about promotion and/or tenure is fewer than was historically true. The number of cases before the FR&R committee in the period 1992-96 was large (ranging from 21 to 24 cases) and most dealt with promotion and/or tenure decisions. The committee believes that the reduction in the number of cases reflects a better-defined process of review and also the decision of the Senate to modify HR-23 allowing cases with unanimous positive reviews at the department and college committee levels to be considered by the University Promotion and Tenure Committee. However, from our review of cases in the last few years, it is clear to the committee that faculty need to be very attentive to issues or concerns raised by the reviews conducted at the second and fourth (and perhaps intervening) years and that a very clear understanding of expectations on the part of both faculty being reviewed and those doing the reviewing should exist.

The other cases considered by the Faculty Rights and Responsibilities Committee were varied. The cases included a dispute over teaching assignments and its effects on annual evaluation and salary, a case involving a concern for how the university responded to an accusation of sexual harassment, a case involving assignment of responsibilities without adequate resources to carry out the tasks, a case which raised questions about the procedures followed and decisions made in a grade mediation dispute, and finally an on-going case involving a complaint alleging a lack of professional ethics and retaliation. As can be seen, the cases were drawn from a number of different areas, but are mostly disputes arising from the interactions between administrators and faculty.

This year we have been attempting to complete case reviews within sixty days as mandated by the Senate. In several cases, we have not been able to accomplish the review within the allotted time. This is partly due to the difficulty in scheduling given the conflicting demands on the faculty and deans selected for this committee, but also due to the complexity of the issues in a number of the cases.

-2-

I close with the observation that the members of this committee approach the work of this committee with great seriousness, care, and thoughtfulness. I applaud the efforts of my fellow committee members in fulfilling the demands of this important committee of the university.

FACULTY RIGHTS AND RESPONSIBILITIES COMMITTEE

Nancy L. Eaton
Gary J. Fosmire, Chair
Peter D. Georgopoulos
Linda V. Itzoe
Margaret M. Lyday
James M. Rambeau, Vice-Chair
Robert D. Steele
Leon J. Stout
David N. Wormley

SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

Grade Distribution Report

(Informational)

In March 1987, the Senate passed legislation requiring an annual review of grade distribution data for baccalaureate students. The attached tables show data that has been provided by the Registrar's Office for each spring semester from 1975 to 1999, with detailed data for spring semester 1999.

Table 1 presents the percentage of grades awarded in courses numbered 0 through 499 in resident instruction courses for the spring term/semester 1975 to 1999. Several conclusions can be interpreted from the data. First, there is an increase in the total number of F, W, and LD grades given as shown in Figure 1 (the figures are not part of the original data supplied by the Registrar's Office but included in the report to help interpret the data). The increases are distinct for particular time periods. There is a plateau from 1975 to 1983, then when the 10 week late drop rule went into effect beginning 1984, there is a second plateau from 1984 to 1989, and with the 12 week, 16 credits late drop rule in effect beginning in 1990, there is a third plateau, all showing an increase in grades given as F, W, and LD. The average change for those three periods of time went from 7.8, 9.2 to 10.9, respectively.

Table 2 presents a summary of grade distribution for resident instruction for the spring semester 1999 at all locations for all courses for all colleges except the College of Medicine. Table 3 is the grade point averages and Dean's list summary by college for the spring semester 1999. And finally, Table 4 presents an all-University distribution of semester grade point averages for baccalaureate students.

SENATE COMMITTEE ON UNDERGRADUATE EDUCATION

Cheryl Achterberg	Andrzej J. Gapinski	Thomas A. Seybert
John J. Cahir	David J. Green	Carol A. Smith
William J. Campbell	Catherine Harmonosky	Jane Sutton
Joseph J. Cecere	Lynn Hendrickson	Eric R. White
Paul Clark	Gary L. Hile	Charles E. Yesalis
Gregory K. Farber	William C. Lasher	Robert Zelis
Ericka R. Fullerton	Jamie M. Myers, Chair	
M. Margaret Galligan	Robert D. Ricketts, Vice Chair	

TABLE 1
Percentage of Grades Awarded in 0 - 499 Resident Instruction Courses
Comparison Spring Term/ Semester 1975 - 1999

<u>Spring Terms</u>	A	A-	B+	B	B-	C+	C	D	F	W	LD
1975	29.8			33.1			20.4	5.7	3.7	2.3	
1976(a)	28.0			32.6			20.1	5.8	3.0	4.1	
1977	28.3			32.2			20.1	5.7	2.7	5.5	
1978	28.6			33.5			21.8	6.1	2.7	6.0	
1979	28.0			34.2			22.2	6.3	2.6	5.6	
1980	29.0			34.1			21.8	6.1	2.8	4.9	
1981	28.1			33.8			22.3	6.3	3.0	5.2	
1982	28.6			33.8			21.9	6.5	3.2	4.9	
1983	28.9			33.4			21.9	6.5	3.0	5.0	
<u>Spring Semesters</u>											
1984(b)	28.2			33.1			21.4	6.7	4.1	5.1	
1985	28.3			32.6			21.4	6.8	4.1	5.5	
1986	29.2			32.8			21.3	6.7	4.1	5.1	
1987	28.6			33.1			21.1	6.8	4.1	5.1	
1988(c)	19.0	9.8	9.6	16.4	8.0	7.0	13.3	6.3	4.0	5.2	
1989	18.8	10.6	10.2	15.8	8.5	7.6	12.7	6.0	3.9	5.1	
1990(d)	18.8	10.6	10.1	15.3	8.4	7.2	12.1	5.7	3.4	1.5	5.8
1991	18.9	10.7	10.2	15.1	8.3	7.3	12.3	5.4	3.4	1.8	5.7
1992	19.3	10.8	10.2	15.1	8.5	7.2	12.1	5.4	3.5	1.7	5.3
1993	20.0	10.9	10.1	14.8	8.3	7.1	11.9	5.5	3.7	1.8	5.3
1994	20.8	11.1	9.9	14.5	8.1	6.9	11.6	5.2	3.6	2.1	5.2
1995	21.5	11.0	10.2	14.3	8.0	6.6	11.2	5.1	3.7	2.1	5.0
1996	21.9	11.3	10.3	13.8	7.9	6.6	10.9	5.2	3.9	2.1	5.0
1997	22.6	11.5	10.1	13.4	7.7	6.4	10.8	4.9	4.0	2.0	5.4
1998	23.2	11.8	10.3	13.6	7.8	6.4	10.2	4.7	3.9	1.9	5.0
1999	23.9	11.8	10.4	13.7	7.4	6.2	10.1	4.6	3.9	2.0	4.9

a - 8 week drop rule in effect
b - 10 week late drop rule in effect
c - plus/minus grading began
d - 12 week, 16 credit late drop rule in effect

W - includes WP, WN, WF, W prior to 1990
LD - includes WP, WN, WF starting 1990

Source; Office of the University Registrar
Reports - SRRP 091, VPAR 1011A,B
6/12/99 GLH

Table 2
Summary of Grade Distribution for Resident Instruction
Spring Semester 1999 (6/12/99)
(All Locations - All Courses for All Colleges - Except Hershey)

	NG	A	A	A+	B	B	B-	C+	C	D	F	R	DF	AU	P	W	LD	Total
Total 0-399																		
<u>Level Courses</u>																		
<u>Dist by %</u>	0.3%	22.2%	11.3%	10.2%	13.7%	13.7%	7.5%	6.5%	10.7%	5.2%	4.5%	0.0%	0.4%	0.1%	0.0%	2.2%	5.2%	100.0%
Dist by Count	773	52081	26550	23956	32168	32168	17612	15203	25138	12151	10441	9	867	176	0	5153	12310	234588
GPA = 2.91																		
Total 400																		
<u>Level Courses</u>																		
<u>Dist by %</u>	0.9%	31.0%	13.8%	11.4%	13.8%	13.8%	6.9%	5.0%	7.5%	2.2%	1.8%	0.1%	0.7%	0.2%	0.0%	1.3%	3.3%	100.0%
Dist by Count	501	17059	7588	6257	7606	7606	3792	2768	4136	1224	974	40	404	96	0	709	1836	54990
GPA = 3.23																		
Total Courses																		
<u>Level 0-499</u>																		
<u>Dist by %</u>	0.4%	23.9%	11.8%	10.4%	13.7%	13.7%	7.4%	6.2%	10.1%	4.6%	3.9%	0.0%	0.4%	0.1%	0.0%	2.0%	4.9%	100.0%
Dist by Count	1274	69140	34138	30213	39774	39774	21404	17971	29274	13375	11415	49	1271	272	0	5862	14146	289578
GPA = 2.97																		
Total 500																		
<u>Level Courses</u>																		
<u>Dist by %</u>	0.9%	51.7%	17.0%	8.7%	7.3%	7.3%	1.8%	0.4%	0.6%	0.1%	0.2%	3.4%	2.7%	1.2%	1.4%	0.7%	2.0%	100.0%
Dist by Count	126	7177	2361	1208	1011	1011	250	52	80	11	22	466	372	164	196	98	281	13875
GPA = 3.73																		

Source: Office of the University Registrar
 Reports: SRRP091, VPAR1011A,B 6/99 GLH

TABLE 3
GRADE POINT AVERAGES AND DEAN'S LIST
Summary by College
Spring Semester 1999

	Number on Dean's List	Total Enrollment	% on Dean's List	Semester GPA	Cum GPA
I. Baccalaureate Degree					
Academic Unit					
Arts & Architecture	433	1776	24.4%	3.03	3.01
Abington	88	544	16.2%	2.77	2.72
Agricultural Sciences	392	2368	16.6%	2.80	2.78
Altoona	43	153	28.1%	3.02	2.98
Business Administration	1657	7393	22.4%	2.98	2.96
Behrend	416	1897	21.9%	2.95	2.90
Berks-Lehigh	32	158	20.3%	3.01	2.87
Capital	448	1993	22.5%	3.10	3.00
Commonwealth College	242	889	27.2%	3.13	2.98
Communications	597	2684	22.2%	2.98	2.95
Earth & Mineral Sciences	188	987	19.0%	2.89	2.89
Education	1266	3225	39.3%	3.22	3.20
Engineering	1417	6798	20.8%	2.91	3.00
Health & Human Development	1395	5476	25.5%	3.01	2.93
Liberal Arts	1610	5969	27.0%	2.98	2.96
Science	919	3262	28.2%	3.04	3.10
DUS	492	4069	12.1%	2.61	2.58
Total	11635	49641	23.4%	2.96	2.96
II. Associate Degree					
Academic Unit					
Abington	6	222	2.7%	2.65	2.80
Agricultural Sciences	15	123	12.2%	2.69	2.66
Altoona	28	346	8.1%	2.50	2.72
Business Administration	1	30	3.3%	3.28	3.27
Behrend	5	92	5.4%	2.55	2.71
Berks-Lehigh	20	145	13.8%	2.82	2.96
Capital	18	171	10.5%	2.66	2.81
Commonwealth College	298	1786	16.7%	2.87	2.98
Engineering	128	995	12.9%	2.80	2.90
Health & Human Development	18	330	5.5%	2.77	2.90
Liberal Arts	0	48	0.0%	2.76	2.89
Science	1	4	25.0%	2.80	2.62
Total	538	4292	12.5%	2.78	2.90

TABLE 3 (Continued)

**GRADE POINT AVERAGES AND DEAN'S LIST
Summary by College
Spring Semester 1999**

	Number on Dean's List	Total Enrollment	% on Dean's List	Semester GPA	Cum GPA
III. Provisional Students					
Provisional	66	1275	5.2%	2.21	2.33
Nondegree	73	4509	1.6%	2.58	2.23
Total	139	5784	2.4%	2.45	2.24

Source: Office of the University Registrar
Reports: SRRP 121, VPAR 107A, AIDAE; ARRP 091, VPAR 1011 I, J, K
7/99 GLH

Table 4
All University Distribution of Semester Grade Point Averages
for Baccalaureate Students

Spring Semesters	Below 1.00	1.00 - 1.99	2.00 - 2.99	3.00 - 3.99	4.00	Total
1991						
Students	1248	4093	17,158	18,528	1,227	42,254
%	3.0%	9.7%	40.6%	43.8%	2.9%	
1992						
Students	1,000	3,975	16,706	18,936	1,407	42,024
%	2.4%	9.5%	39.8%	45.1%	3.3%	
1993						
Students	1,319	4,035	15,777	18,765	1,395	41,291
%	3.2%	9.8%	38.2%	45.4%	3.4%	
1994						
Students	1,296	3,752	15,214	18,561	1,498	40,321
%	3.2%	9.3%	37.7%	46.0%	3.7%	
1995						
Students	1,478	3,666	14,953	19,130	1,584	40,811
%	3.6%	9.0%	36.6%	46.9%	3.9%	
1996						
Students	1,671	4,136	15,705	20,788	1,688	43,988
%	3.8%	9.4%	35.7%	47.3%	3.8%	
1997						
Students	1,852	4,262	15,912	21,861	1,932	45,819
%	4.0%	9.3%	34.7%	47.7%	4.2%	
1998						
Students	1,940	4,071	15,880	23,728	2,206	47,825
%	4.1%	8.5%	33.2%	49.6%	4.6%	
1999						
Students	1,811	4,318	16,149	24,832	2,284	49,394
%	3.7%	8.7%	32.7%	50.3%	4.6%	

Source: Office of the University Registrar
Report: SYSIF 117, our 657
8/99 - GLH

THE PENNSYLVANIA STATE UNIVERSITY

The University Faculty Senate

MINUTES OF SENATE COUNCIL

Tuesday, February 15, 2000 1:30 PM 101 Kern Graduate Building

MEMBERS

PRESENT

L. J. Berkowitz
C. J. Bise
M. E. Broyles
L. A. Carpenter
A. Chellman
P. Deines
G. F. De Jong
R. A. Erickson
D. S. Gouran
P. C. Jurs
L. Kenney
P. A. Klein
F. Lukezic
L. P. Miller

M. R. Nelson

P. P. Rebane
R. D. Richards

I. Richman
A. B. Romberger

A. W. Scaroni
C. L. Schengrund

S. R. Smith
B. B. Tormey

G. J. Bugyi
B. S. Hockenberry
V. R. Price

ACCOUNTED FOR

J. W. Bagby
Z. Irwin
E. Leure-duPree
G. B. Spanier

GUESTS

J. Cahir
R. Engel
G. Fosmire
J. Nichols
A. Phillips
J. Romano
R. Secor

Chair Nelson called the meeting to order at 1:40 PM on Tuesday, February 15, 2000, in Room 101 Kern Graduate Building. The Minutes of the January 18, 2000 meeting were approved as distributed on a Lukezic/Jurs motion.

ANNOUNCEMENTS AND REMARKS

Dr. Nelson announced that the Faculty Advisory Committee met this morning, Tuesday, February 15 and discussed the following items: Search Updates; Budget Hearings; Microsoft Software Restrictions; Consultation and General Education (follow-up); Prerequisites (follow-up); Emeritus Faculty Teaching Fellows (update); Faculty Handbook; Distance Education Policy; Domestic Partners Benefits Comments; and Post Doctoral Fellows.

The next meeting of FAC is scheduled for Tuesday, March 14. If anyone has any items you want FAC to address, please contact one of the Senate Officers or one of the three elected FAC members; Peter Deines, Linda Miller or Gordon De Jong.

The Senate Officers visited the College of the Liberal Arts on February 8. Their next visit is scheduled for Wednesday, February 16 to the Smeal College of Business Administration. Next week they will visit the College of Communications on February 22 and the University Libraries on February 24.

Provost Erickson shared the basic outline of the Governor's proposed funding for the state-owned and the state-related universities for the coming fiscal year. There was some disappointment last week when the Governor's proposal was presented. Everyone will be working very hard over the next few weeks to work with the General Assembly to get significant changes in the proposal. We hope to get not only some additional line items, but additional funding for education in general. Contrary to what we had been led to believe the funding for the new School of Information Sciences and Technology is still a grant processed through the Pennsylvania Department of Education. We've argued very strongly that those funds must be in our base budget. During President Spanier's presentation before the Senate Appropriations Committee, a lot of time was spent talking about the needed support for the College of Medicine and the State's poor level of support for public medical education.

It is going to be a tight budget for next year for the entire institution. Obviously, if the state is not going to appropriate a reasonable amount of funding to the University, it will put upward pressure on tuition. We will all be doing everything conceivable to receive the best appropriation as possible.

The second thing that Dr. Erickson addressed was an update on the dean searches. We have gone through the process for the new dean of the College of Arts and Architecture and the announcement of that selection will be forthcoming shortly. Moving to the search for the dean of the Smeal College of Business Administration, there will be three candidates coming in over the next three weeks. The Altoona College dean's search is also going well. Shortly, the search process will be starting for a new dean for the Berks/Lehigh Valley College. The replacement of the Senior Vice President for Health Affairs/Dean of the College of Medicine has begun, but is in a very early stage.

REPORT OF THE GRADUATE COUNCIL

The summary of the minutes of the Graduate Council meeting of January 19, 2000 by Philip Klein is attached to these minutes.

AGENDA ITEMS FOR THE FEBRUARY 29, 2000 SENATE MEETING

Legislative Reports

Admissions, Records, Scheduling and Student Aid -- "Proposed Change to Policy 14-00, Nondegree Students." Renata Engel presented this report and asked if there were any questions from Council concerning the report. The members of Council had no questions, and the report was accepted for the Senate Agenda on a Lukezic/Richman motion.

Admissions, Records, Scheduling and Student Aid -- "Revision of Policy 51-50 Cumulative Grade-point Average." Dr. Engel clarified some of the sections of the report and asked for questions from Council. There were none and the report was passed on a Tormey/Lukezic motion.

Committee on Committees and Rules -- "Revision of Standing Rules, Article III, Section 7(b)." Professor Nelson addressed this report and noted that it is the follow up report to the revision to the duties of the Faculty Benefits Committee that were a part of the Senate Agenda of last month. The report was accepted on a Richman/Gouran motion.

Joint Committee on Academic Integrity -- "Academic Integrity Report." Cara-Lynne Schengrund presented this report, reviewed the history and made some editorial changes. Council had questions regarding the inclusion of the information from the Pulse Survey of Penn State students and, because the data was not available, this section was struck from the report. The report was included for the Senate Agenda on a Jurs/Richman motion.

Undergraduate Education -- "Revision of Senate Policy 42-50: Credit by Examination/Proficiency Examination." Jamie Myers noted that this was a simple change to the policy. Council had no questions, and the report passed on a Richman/Richards motion.

ADVISORY AND CONSULTATIVE REPORTS

Joint Committee on Academic Integrity -- "Report on Improving the Academic Integrity Climate." Professor Schengrund explained that this was an accompanying report to the Joint Committee's legislative report above. It was the sense of the Joint Committee that the climate surrounding academic integrity must be addressed also, and thus, the need for this report. The report was passed on a Broyles/Smith motion.

At this point in the proceedings, Chair Nelson asked that Council allow a change in the order of the Senate Agenda so that the above advisory and consultative report can appear on the February 29 Senate Agenda directly after the legislative report from the Joint Committee. Council passed a Kenney/Tormey motion changing the Order of Business.

INFORMATIONAL REPORTS

Faculty Affairs -- "Promotion and Tenure Summary for 1998-99." John Nichols noted that this is a mandated report, and asked if Council had any questions. There were none and a Jurs/Richman motion was passed to accept this report.

Faculty Benefits -- "Activities of the Penn State Travel Services Office." Allen Phillips stated that this report pertained to a discussion that occurred in October at the Faculty Benefits Committee with Marguerite Gustkey on the operation on travel services. The report is being offered so that this information can be more widely distributed. The report was passed for the Senate Agenda on a Chellman/Richman motion.

Faculty Rights and Responsibilities -- "Annual Report for 1998-99." Gary Fosmire indicated that this is an annual report and that he would like to offer it as written. The report was placed on the Senate Agenda with a Richman/Chellman motion.

Undergraduate Education -- "Grade Distribution Report." Dr. Myers offered the report without comment. Council had no questions and passed the report on a Gouran/Lukezic motion.

At this point, Chair Nelson declared the above passed reports to be the Senate Agenda for the February 29 Senate meeting

ACTION ITEMS

Dr. Nelson asked Council to address the proposal to form a new department of Bioengineering in the College of Engineering. Reservations were expressed by Council considering the February 2 memo from the Intra-University Relations Committee. This memo recommended that the new department construct the requirement for any new programs or majors in such a way that students who begin their Penn State career at non-University Park locations may make appropriate degree progress and experience a smooth change of assignment. Concern was also introduced that the documents do not include evidence of consultation with the Department of Agricultural and Biological Engineering. At this point in the discussion, a Gouran/Chellman motion to implement the proposal as received was voted down by a 7 to 10 vote.

The following motion was passed on a Berkowitz/Lukezic motion: In accordance with our duties as prescribed in Bylaws, Article II, Section 1(d), it is the advice of Senate Council that the proposal to form a new Department of Bioengineering in the College of Engineering be implemented only if the following concerns can be resolved. First, that the College of Agricultural Sciences is consulted and that evidence of this consultation is provided to Senate Council; and second, that the concerns raised by the Intra-University Relations Committee be resolved.

NEW BUSINESS

Council considered a proposal by Jacob De Rooy, Chair of the Senate Committee on Outreach Activities, entitled "Creation of Liaison between the Senate Council Subcommittee on External Matters and the University Faculty Senate Committee on Outreach Activities." Professor Nelson asked for a sense of the Council so that the proposal could be sent to the Committee on Committees and Rules to consider a legislative report to revise Bylaws, Article II, Section 1(f). The proposal suggests that the membership of the External Matters subcommittee include representation from the Outreach Activities Committee. Council took a non-binding vote indicating that this is a useful suggestion and that it should be considered by the Committee on Committees and Rules. The vote was a positive one.

ADJOURNMENT

Senate Chair Nelson thanked Council for their attention to the Agenda and adjourned them at 3:08 PM.

Respectfully Submitted

George J. Bugyi
Executive Secretary

THE PENNSYLVANIA STATE UNIVERSITY
The University Faculty Senate
Birch Cottage
University Park, PA 16802
(814) 863-0221 – phone (814) 863-6012 – fax

Date: February 10, 2000

To: Senate Council

From: Philip A. Klein, Graduate Council Liaison

Re: Graduate Council Meeting of January 19, 2000

The Graduate Council met on January 19, 2000 with Dr Eva Pell presiding.

Dr. Pell announced: (1) Dr. Gary Weber had been appointed Assistant Vice President for Research and Director of Technology Transfer; (2) Dr. Madlyn Hanes, Associate Dean and Center Executive Officer at Penn State Great Valley, had been appointed Provost and Dean at Penn State Harrisburg; and, (3) that she is undertaking a series of coffee hours with graduate students in order to get to know them. The first was held on January 25, and others are planned for February, March, and April.

Dr Richard Yahner, Associate Dean, announced that next fall we will inaugurate a Fall Graduate Student Convocation for new graduate students and post-docs. It will be held August 18, 2000. Top administrators from Old main and the Graduate School will address new students and a large turnout is hoped for.

In other business, the Graduate Council received some recommendations from the Committee on Academic Standards. One would try to assure that each doctoral committee contains enough members with technical expertise to provide adequate guidance for the student. Another provision attempts to clarify the meaning and definition of "outside member" on doctoral committees. An effort is to be made to make sure that the new policy makes clear that the outside member represents the Graduate School and so can ensure that graduate school policies and procedures are adhered to. The new policy is to define outside member partly in terms of the budgetary connection of the member and the student's home department.

The Committee on Graduate Research reported that plans for the March Graduate Exhibition are proceeding and posters advertising the exhibition were distributed. It was announced that judges for the event are still needed.

The Committee on Programs and Courses recommended some program changes:

Concurrent Degree Programs Juris Doctor (Dickinson School of Law) and the MS Degree in Information Systems at Penn State Harrisburg was approved.

Concurrent Programs Juris Doctor and the M.B.A. degree in Business Administration at Penn State Harrisburg were also approved.

Under new Business, Dr. Pell reported that the terms of offer and general conditions of appointment to graduate assistantships are being further clarified.

The meeting adjourned at 4:30 PM.

THE PENNSYLVANIA STATE UNIVERSITY
INTER-OFFICE CORRESPONDENCE

Date: February 18, 2000
From: George J. Bugyi, Executive Secretary
To: All Senators and Committee Personnel

Please note the scheduled time and location of your committee. If you are unable to attend, notify the Senate Office prior to Senate Day -- if possible.

MONDAY, FEBRUARY 28, 2000	7:00 PM
Officers' and Chairs' Meeting	Boardroom I, NLI
	8:00 PM
Commonwealth Caucus	MEETING CANCELLED
TUESDAY, FEBRUARY 29, 2000	7:30 AM
Intercollegiate Athletics	205 Shields Building
	8:00 AM
Outreach Activities	502 Keller Building
Student Life	112 Shields Building

(page 2/continued)

8:30 AM

Admissions, Records, Scheduling and Student Aid	203 Shields Building
Committees and Rules	517 Thomas Building
Curricular Affairs	101 Kern Building
Intra-University Relations	301 Agricultural Administration Building
Research	201 Kern Building
Undergraduate Education	Nantucket Room, Findley Hall
University Planning	256 Hammond Building

9:00 AM

Faculty Affairs	404 Old Main
Libraries	E510 Paterno Library

9:30 AM

Computing and Information Systems	101-A Kern Building
Faculty Benefits	Birch Cottage

1:30 PM

University Faculty Senate	112 Kern Building
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There will be a Commonwealth Caucus meeting at 11:00 AM on **TUESDAY, FEBRUARY 29, 2000**, in **BOARDROOM I, NLI**. At approximately 12:00 Noon, a buffet luncheon will be served.

The Pennsylvania State University

The University Faculty Senate

Birch Cottage (814) 863-0221

Fax: (814) 863-6012

Date: February 18, 2000

To: Commonwealth Caucus Senators (This includes all elected Senators from Campuses, Colleges, and Locations Other Than University Park)

From: Irwin Richman and Sandy Smith

MONDAY, FEBRUARY 28, 2000 --

MEETING CANCELLED

**TUESDAY, FEBRUARY 29, 2000 – 11:00 AM –
BOARDROOM I, NITTANY LION INN**

The Caucus will meet at 11:00 AM on Tuesday, February 29, 2000, in the Boardroom I, NLI. A buffet luncheon will be served at noon.

The tentative Agenda includes:

- I. Call to Order
- II. Announcements and reports from co-chairs of the caucus (Richman & Smith)
 - A. Nominations for Senate Officers
 - B. Nominations for Co-chairs of Commonwealth College Caucus
- III. Reports of Senate Committees
- IV. Other Items of Concern
- V. Adjournment and Lunch