



Living the Land-Grant Mission:

PURPOSE, AGILITY, AND OPPORTUNITY



PennState

INSTITUTIONAL SELF-STUDY
JANUARY 2024

*Prepared for the Middle States
Commission on Higher Education*

Table of Contents

Self-Study Process and Organization	iv
Executive Summary.....	iv
Standard I	v
Standard II	vi
Standard III	vi
Standard IV.....	vii
Standard V.....	viii
Standard VI.....	ix
Standard VII	ix
Conclusion	x
Introduction	xi
Institutional Overview.....	xi
Chapter 1.....	1
Standard I: Mission and Goals	1
Criterion 1	2
Criterion 2	6
Criterion 3	7
Criterion 4	9
Effects of COVID on Compliance with Standard I.....	10
Conclusion	11
Evidence Index for Chapter 1	11
Chapter 2.....	13
Standard II: Ethics and Integrity.....	13
Criterion 1	13
Criterion 2	14
Criterion 3	16
Criterion 4	17
Criterion 5	17
Criterion 6	19
Criterion 7	20
Criterion 8	22
Criterion 9	22
Effects of COVID on Compliance with Standard II.....	25
Conclusion	25
Evidence Index for Chapter 2	26
Chapter 3.....	28
Standard III: Design and Delivery of the Student Experience	28
Criterion 1	28
Criterion 2	31
Criterion 3	34
Criterion 4	36
Criterion 5	39
Criterion 6	40
Criterion 7	42
Criterion 8	43
Effects of COVID on Compliance with Standard III	43
Conclusion	44
Evidence Index for Chapter 3	45

Chapter 4	47
Standard IV: Support of the Student Experience.....	47
Criterion 1	47
Criterion 2	54
Criterion 3	55
Criterion 4	56
Criterion 5	59
Criterion 6	60
Effects of COVID on Compliance with Standard IV.....	61
Conclusion	61
Evidence Index for Chapter 4	61
Chapter 5	63
Standard V: Educational Effectiveness Assessment.....	63
Criterion 1	64
Criterion 2	64
Criterion 3	66
Criterion 4	69
Criterion 5	69
Effects of COVID on Compliance with Standard V.....	70
Conclusion	70
Evidence Index for Chapter 5	71
Chapter 6	72
Standard VI: Planning, Resources, and Institutional Improvement.....	72
Criterion 1	72
Criterion 2	73
Criterion 3	74
Criterion 4	75
Criterion 5	79
Criterion 6	81
Criterion 7	82
Criterion 8	82
Criterion 9	83
Effects of COVID on Compliance with Standard VI.....	84
Conclusion	84
Evidence Index for Chapter 6	85
Chapter 7	87
Standard VII: Governance, Leadership, and Administration.....	87
Criterion 1	87
Criterion 2	90
Criterion 3	94
Criterion 4	95
Criterion 5	97
Effects of COVID on Compliance with Standard VII.....	98
Conclusion	99
Evidence Index for Chapter 7.....	99

Self-Study Process and Organization

Penn State's self-study began in fall 2021 when Lance Kennedy-Phillips, Vice Provost of the Office of Planning, Assessment, and Institutional Research and Accreditation Liaison Officer, and David Callejo Pérez, Associate Vice President and Senior Associate Dean for Academic Programs, Commonwealth Campuses, were appointed co-chairs of the Self-Study Steering Committee. Seven working groups were formed, one for each standard, with each group tri-chaired by members of the steering committee. The tri-chairs included key academic and administrative leaders and faculty members. Each working group consisted of a diverse team of faculty, staff, students, and administrators who worked together throughout the self-study process to gather evidence of compliance with the Middle States Commission on Higher Education's standards and requirements and draft the various chapters of the self-study report, among other tasks.

The broader University community was engaged throughout the self-study process, including by serving as second readers and reviewing the final draft of the self-study report. Additionally, the co-chairs met and spoke with more than 20 University affinity groups. The Office of Planning, Assessment, and Institutional Research was tasked with forming a timeline and communications plan to keep the community informed and updated. A dedicated self-study website was created and updated regularly, and multiple presentations were given to the Penn State Board of Trustees, leadership, academic groups, student organizations, and other stakeholders.

Intended Outcomes and Approach

Penn State used a standards-based approach for the self-study, and the report reflects the results of the University's three intended self-study outcomes. The three intended outcomes were

- to demonstrate how Penn State currently meets the Commission's Standards for Accreditation, Requirements of Affiliation, and verification of compliance with accreditation-related federal regulations;
- to focus on continuous improvement in the attainment of Penn State's mission and institutional priorities; and
- to engage the Penn State community in an inclusive and transparent self-appraisal process that actively and deliberately sought to involve members from all areas of the University community.

These outcomes were accomplished through the work of the Penn State community to prepare this self-study report.

Institutional Priorities

Penn State's vision, mission, and institutional values are woven throughout the University strategic plan that has been guiding the work of the University since 2016. The six Foundations of the strategic plan, which serve as Institutional Priorities for the purpose of this self-study, are Enabling Access to Education; Engaging Our Students; Advancing Inclusion, Equity, and Diversity; Enhancing Global Engagement; Driving Economic Development; and Ensuring a Sustainable Future. The selection of these priorities was approved by the Self-Study Steering Committee; Dr. Eric Barron, Penn State President at the time; and the Board of Trustees.

The five Thematic Priorities of the strategic plan serve as Penn State's Strategic Goals for the purpose of this self-study. They are Transforming Education, Enhancing Health, Stewarding Our Planet's Resources, Advancing the Arts and Humanities, and Empowering Through Digital Innovation. An additional Strategic Goal is Organizational Excellence.

Executive Summary

Penn State has been a member of the Middle States Commission on Higher Education since 1921. As Pennsylvania's sole land-grant institution, Penn State is a multi-campus Research 1 university that educates students from around the world and supports individuals and communities through integrated programs of teaching, research, and service. Penn State's 10-year strategic plan has guided the University

since 2016, and the six Foundations of the strategic plan (Enabling Access to Education; Engaging Our Students; Advancing Inclusion, Equity, and Diversity; Enhancing Global Engagement; Driving Economic Development; and Ensuring a Sustainable Future), which serve as Institutional Priorities for the purpose of this self-study, underpin all University endeavors. The plan also has five Thematic Priorities (Transforming Education, Enhancing Health, Stewarding Our Planet's Resources, Advancing the Arts and Humanities, and Empowering Through Digital Innovation) that serve as Strategic Goals for the purpose of the self-study. An additional Strategic Goal that supports the implementation of the plan is Organizational Excellence.

The following self-study report provides evidence of Penn State's ongoing compliance with the Commission's Standards of Accreditation and Requirements for Accreditation through the lens of the University's mission and the strategic plan's Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals).

STANDARD I

Penn State is committed to fulfilling its mission as a multi-campus, land-grant, public research university by offering unparalleled access to education and public service across Pennsylvania through its undergraduate, graduate, professional, continuing, and extension education programs and its work with private sector, educational, and government partners worldwide. The Thematic Priorities of the University strategic plan form the basis for the Strategic Goals and are understood, advanced, and supported by the rich and unique ecosystem of Penn State. Leaders across the University's geographically dispersed locations regularly review and assess their progress toward achieving locally determined goals that advance the broader strategic plan. Penn State engages in a cycle of continuous improvement that includes voices of all stakeholder groups and supports the University's ability to serve the commonwealth and provide educational access and economic development opportunities to the citizens of Pennsylvania.

Looking forward, the University community is excited about President Neeli Bendapudi's vision for student success and access, as well as her focus on excellence in the institution's academic, research, and extension enterprise, which is interwoven with and underscored by a University-wide focus on inclusive excellence.

The most recent planning cycle benefited from the way unit strategic plans have connected to the University strategic plan. Those implementing unit plans can see across the institution and can learn how their local efforts drive progress at Penn State in a visible way. There are, however, areas of opportunity to consider as the University approaches the next planning cycle. Specifically, units would benefit from shared and vetted key performance indicators and/or metrics that would not only help guide success and progress at the unit level but also allow the University to measure progress coherently at the institutional level. Units do struggle at times with setting targets, and a larger executive strategy around prioritized measurement, as well as a better understanding communicated from executive leadership to the units as to how "impact" can be usefully operationalized, would assist with this. While there are measures for the University strategic plan, these measures lack a mandate for orchestrated collection and accountability toward targets, and units can choose to design measures meaningful to them, which has both advantages and disadvantages.

Given Penn State's size, connecting unit plans to show alignment with and support for the University strategic plan in an evidence-based manner is a difficult task. However, the current planning cycle has established a precedent for this task, connecting unit-level objectives to the University strategic plan to show that progress at the institutional level is driven by unit-level progress. As the University moves into the next strategic planning cycle, there is a significant opportunity to identify shared measures of accomplishment, build upon the ways unit plans support the University strategic plan, and continue to position the University to provide tangible, demonstrable evidence of progress, rather than mere alignment, at the University level.

STANDARD II

The University has robust and effective policies and procedures that are routinely evaluated and revised as needed. These policies and procedures are widely disseminated and followed by the University community and relevant stakeholders. The University demonstrates a strong commitment to ethics and integrity and the proactive, continuous improvement of policies governing ethical behavior.

The University's dedication to academic freedom and free speech is evidenced by its policies, which have been strengthened or modified based on not only routine assessment but also campus events, such as those that resulted in the University taking a closer look at the language governing free speech on its campuses. The University has an extensive set of policies related to promoting diversity and inclusion; disclosing and managing conflicts of interest; engaging in ethical communication; and filing grievances. It also has robust systems to ensure compliance with federal, state, and Commission reporting policies.

Leveraging the upcoming Compensation Modernization Initiative, the University should provide better access to current procedural guidance to clarify staff promotional procedures. In addition, the University should provide more specific information to students through its social media pages.

STANDARD III

As demonstrated through its overarching policies and programs as well as selected examples from across the institution, Penn State provides rigorous learning experiences at all credentialing levels with coherence across campuses, including World Campus. Moreover, Penn State has developed a University-wide approach to program assessment at all academic levels that supports the continuous improvement of these programs, including General Education. Although the colleges and campuses have considerable independence to innovate and create excellent programs to address local student learning needs, shared curricular and instructional foundations and student support systems work together to ensure that a Penn State degree, earned through whatever modality and at whatever location, meets institutional expectations, which are in turn aligned with or exceed national norms. However, balancing local innovations at individual campuses with economies of scale and curricular cohesion is an ongoing challenge.

Penn State's ability to deliver coherent educational experiences across varied locations and modalities is dependent on a well-qualified and engaged faculty. This requires a developmental assessment of teaching effectiveness that is less reliant on student ratings and works to reduce bias. In spring 2023, a joint task force between the Faculty Senate and administration recommended the implementation of the Faculty Teaching Assessment Framework. This has resulted in broad reform to current practices, including defining the elements of effective teaching (effective design, effective instructions, inclusive and ethical pedagogy, and reflective and evolving practice); adding a self-reflection; and modifying the peer review and student feedback processes.

Graduate students at Penn State can deploy their acquired skills in research, scholarship, and independent thinking to great success in their careers because the faculties of the Graduate School, Dickinson Law, Penn State Law, and the College of Medicine not only have credentials appropriate to their respective curricula but have been recruited because of their advanced professional and educational experience.

Some University systems, especially degree audit and planning, though technically functional, need to better support students and advisers with easily digestible information on degree progression and outstanding requirements. Given the breadth of opportunities students have, and an environment that encourages exploration and discovery, the University's tools should be modernized to better support this process.

Chapter 4, Standard IV, includes only a sampling of the resources available to students to support their academic progress. At Penn State's larger campuses, especially University Park, it is challenging to help students understand the full range of support available to them. To address this, the University needs to continue to refocus its communications around students' needs rather than the structures to support them.

Penn State's General Education curriculum continues to evolve in form and substance thanks to an increasingly sophisticated assessment process. There is a recognition of the need for continuous evolution in order to maintain relevance in addressing current issues. For instance, one of Penn State's General Education Learning Objectives is Social Responsibility and Ethical Reasoning. Though this objective aligns with the University strategic plan's Foundation (Institutional Priority) of Advancing Inclusion, Equity, and Diversity, there is the opportunity to integrate diversity, equity, inclusion, and belonging imperatives more strongly into General Education and other program assessments. Data are already being examined, and the University is in the process of obtaining data that can be disaggregated to address diversity, equity, inclusion, and belonging-related imperatives.

Penn State has established a robust process for assessing program learning objectives. However, a review of the process by the Graduate School and the Office of Planning, Assessment, and Institutional Research revealed two paths to submit graduate program learning objectives, only one of which includes a review by the Graduate Council. The process was revised in 2022-2023, and the new singular pathway for submission that includes review by the Graduate Council was first used in September 2023.

STANDARD IV

The University's robust efforts to assess the student experience through Student Affairs Research and Assessment and elsewhere play an important role in the delivery of programs and services. The repeated surveys allow the University to evaluate trends and adjust services accordingly. One-time surveys allow for an individual unit or program to determine whether goals are being met.

The University continues to support the need for centralized services at the University Park campus while allowing individual campuses and colleges to invest in a local presence to respond to unique student and family questions and concerns. This is particularly important for admissions, financial aid, retention efforts, and career services.

The Penn State Commission for Adult Learners recently submitted information to the Executive Vice President and Provost related to improving the transfer student process, including a need for a University-wide transfer resource. Some concerns about the current process are that prior to undertaking the admission and enrollment process, the majority of prospective transfer students from outside Pennsylvania do not know which of their existing credits will be applied to their intended degree program or how many additional credits will be required to complete their degree. They are also unable to calculate their cost to degree attainment. Penn State has few standardized transfer guides at the institution level, and credits transferred in and not mapped to a degree can lead to students being charged upper-division tuition rates earlier than intended.

Navigating the resources available at Penn State can be challenging for students. Resources are offered across the University and locally by Student Affairs, the Office of Undergraduate Education, and the Office of Educational Equity; there are also campus-, college-, and school-specific resources. Several units have attempted to make resources more easily navigable for students, but efforts are duplicated and information is provided on unit-specific websites rather than in a central location. President Bendapudi's announcement of a forthcoming online resource hub, as well as a physical manifestation of the online hub that goes beyond the capacity of an online service, and her commitment to enhancing existing student care resources should make such resources easier to find.

As noted throughout this report, there are many opportunities for students at Penn State, yet achievement gaps still exist, as seen in retention and graduation rates. There is a need for a greater mix of merit- and needs-based scholarships, particularly at the Commonwealth Campuses, to truly reach and assist students of various demographics. It is necessary to continue recognizing the distinct diversity of each Commonwealth Campus, which in many cases reflects the campus's surrounding local and regional populations. Penn State's unique 2+2 Plan allows for Commonwealth Campus students to receive local individualized education and support services at campuses close to home before transferring to University Park or another campus to build upon their skills and talents. A major strength of the University is its strong network of campuses, so one goal is to continue finding access points for students while placing them on a path to successful degree completion. The broad range of experiences that are

offered throughout the University is a clear strength and a true testament to the institution's land-grant mission.

STANDARD V

Penn State has successfully established a program learning assessment process across the breadth of the University's academic programs and put a team of assessment professionals in place to support that systematic process. In 2022, 79% of all programs submitted assessment reports.

Penn State has also successfully established a strong continuous process of graduate program review, with a newly hired associate dean overseeing institutional efforts in this area. In the first three years of the relaunched graduate program review process, the Graduate Council Subcommittee on Program Review and Evaluation, which had been inactive for over a decade, was repopulated. To date, three years of the first five-year full program review (2020-2023) have occurred, covering 136 graduate programs offering 192 graduate degrees. The two remaining years in the planned five-year process will complete the first full-cycle review of more than 200 graduate programs offering 313 graduate degrees at Penn State.

Program learning objectives (PLOs) have been reconciled and are publicly available through the Bulletin. Historically, many programs lacked PLOs or had PLOs that were documented inconsistently across locations such as the University Bulletins, program websites, and hard copy. The Office of Planning, Assessment, and Institutional Research spearheaded a successful effort to establish PLOs for all programs and standardize PLO language across all locations. Of all active programs, 98.6% have established PLOs, and the Office of Planning, Assessment, and Institutional Research is currently working with the remaining programs. This percentage is based on active programs required to participate in Penn State's assessment process. (New programs have a one-year window to enter their information into Nuventive, and accredited programs provide their self-studies and current accreditation status to the Office of Planning, Assessment, and Institutional Research annually, outside of the assessment management system.)

Student career placement upon graduation is now being tracked systematically by both Student Affairs and the Graduate School. The University participates in both internal (the We Earn project) and external (the U.S. Census Bureau's Postsecondary Employment Outcomes program) efforts to track the earnings and return on investment of its graduates.

While the University has a thorough annual process of curricular assessment with broad participation across both undergraduate and graduate programs, there is not a systematic, centralized process for program review at the undergraduate level. This presents an administrative challenge that is made more acute by the scale and distribution of University undergraduate programs. Because the process of curricular assessment has proven successful at the graduate level, the administration believes a similar practice for undergraduate education is within reach. After serving in an interim capacity, Dr. Justin Schwartz was permanently appointed to the position of Executive Vice President and Provost on May 1, 2023. In this position, Dr. Schwartz will work with academic deans across the University to centralize the various program review processes.

Despite the University's success in establishing a culture of assessment, one in five programs did not submit an assessment report in 2022. Consistently across time and self-assessment mechanisms, the most common challenge to building Penn State's assessment culture is the lack of recognition afforded to assessment leaders. While assessment leaders do not shoulder full responsibility for assessment, they often do not receive any recognition in terms of promotion, tenure, or rewards. By addressing this lack of institutional support, Penn State could continue to improve both the extent and quality of assessment efforts at the University.

It is difficult to comprehensively document the impact of assessment, in part because Penn State does not require programs to assess every one of their PLOs annually (a minimum of one PLO per year is the requirement). This nonprescriptive approach was established in recognition of the workload shouldered by assessment leaders who do not typically receive course releases or other resources to support their

assessment work. A drawback, however, is that several years may pass before a learning objective is reassessed, which makes it difficult to tie changes in student learning to changes implemented over time. Better ways of documenting the impacts of the University's program assessment process are currently being explored.

STANDARD VI

The planning, resources, and processes supporting institutional improvements reflect degrees of alignment with the University's institutional mission and goals. There is evidence of the continuous assessment of processes and services across the institution, which has resulted in improvements and subsequent challenges that require additional attention. The identification and assessment of issues and the development and implementation of new strategies require varying approaches and timelines.

Since spring 2020, the University has adopted an increased focus on diversity, equity, inclusion, and belonging-related conversations and initiatives. This work takes place at the institutional level and within each of the budgetary units. It includes the Educational Equity Scholarship Matching Program begun in spring 2020 (a program of need-based scholarships that were incentivized and financially supported by then-President Eric Barron's office with the goal of diversifying the institution) as well as recent data collection, reporting, and resources on diversity initiatives in line with President Bendapudi's priorities.

While the University faces new and ongoing challenges, including the structural budget deficit, the implementation of the new budget allocation model, leadership changes, and upcoming strategic planning, Penn State has successfully maintained a strong bond rating and credit that are reflected in the University's financial statements. Similarly, it has maintained a healthy cash flow. Generating new funds to support programs and initiatives is a strength of the institution, as evidenced by its strong capital campaign. The most recent campaign, led by the Division of Development and Alumni Relations with Board of Trustees oversight, achieved its goals ahead of schedule, prompting University leaders to extend the campaign period and set their sights higher. The campaign ultimately raised \$2.2 billion, an amount that exceeded projected targets. The strong showing during the campaign is enabling Penn State to address structural needs for scholarships, program support, and named colleges and dean chairs and, in doing so, to better realize its academic, outreach, research, and creative activity mission. Another institutional strength is the successful performance of the University's endowment, which is undergirded by the University's philanthropic success and strategic investments.

In summer 2022, President Bendapudi announced a structural budget deficit and initiated the development and implementation of a new budget allocation model. The Board of Trustees requested a balanced budget by fiscal year 2026. In response to the budget shortfalls, starting in fiscal year 2024, the University will use a new all-funds budget model.

The University has developed new policies to address the growing popularity of remote work and is in the process of implementing a compensation modernization program to address staff concerns with position mobility, compensation, and pathways for promotion. The effectiveness of these initiatives should be measured regularly.

The information technology environment includes evolving issues of international intelligence and cyber security. The University meets or exceeds security expectations and mitigates risks through centralized security measures. The data classification processes support the management of security. While the University's information technology infrastructure is well established, new technologies and the persistence of threat actors make this space a constant challenge. The University conducts externally funded research on cutting-edge scientific materials, techniques, and technologies. Among the most valuable and most vulnerable research programs are those that are federally funded.

STANDARD VII

Penn State has a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency, including the governing body, administration, faculty, staff, and students. Penn State's governing body is the 38-member Board of Trustees. The University's current president, Dr. Neeli Bendapudi, was appointed by the Board on

May 9, 2022. President Bendapudi is supported by the President’s Council, which consists of the University’s top leaders and advises the President on all matters related to the mission and institutional priorities of the University. The Executive Vice President and Provost is Dr. Justin Schwartz, who served in an interim capacity from August 2022 through April 2023 and was permanently appointed to the position effective May 1, 2023.

The University Faculty Senate is the representative body of all Penn State faculty. The University Staff Advisory Council acts in an advisory capacity to the Vice President for Human Resources and the President to facilitate open and equitable deliberations over the policies, procedures, and programming that impact staff. A marquee opportunity for student advocacy and leadership is through the student-organized governing boards: the University Park Undergraduate Association, World Campus Student Government Association, Council for Commonwealth Student Governments, and Graduate and Professional Student Association.

The Board of Trustees, President, and administrators operate under clear reporting lines with appropriate autonomy and support. The Board of Trustees is the ultimate governing body of the University and is responsible for the governance and welfare of the University and all interests specific to students, faculty, staff, and alumni. The Board exercises its fiduciary oversight through its committees. The Board is also responsible for the review and approval of certain University policies. Generally, the official with authority and responsibility for a particular subject area may initiate university policies. The President regularly engages with faculty, administrators, and students in advancing the institutional goals in various ways.

The recent changes in leadership at all levels of the University have presented significant opportunities for Penn State. The President has articulated clear goals that have the full support of the University’s trustees and community. Defining clear metrics and implementation strategies will be a complex undertaking for a university with the diversity and breadth of Penn State. Penn State is governed and administered effectively, allowing it to realize its stated mission and goals with education as its primary purpose.

Conclusion

The self-study process has provided an opportunity for the Penn State community to reflect on the University’s endeavors and to bring together in one place the many initiatives undertaken to ensure that Penn State’s public land-grant mission is realized. The analysis and evidence provided in this report confirm that the University is currently and sustainably compliant with the Commission’s Standards for Accreditation and Requirements of Affiliation. Penn State is a strong university with a full range of achievements in teaching, research, and outreach, and it has the resources, processes, and structures necessary to capitalize on its possibilities, undertake necessary assessments and make ongoing improvements, and achieve its mission.

Introduction

Institutional Overview

Penn State made an exciting transition in 2022 when it welcomed a new president, Dr. Neeli Bendapudi. The University is looking ahead to tackling new challenges with a fresh approach while honoring Penn State’s storied history. President Bendapudi has established a vision for the University central to advancing Penn State’s land-grant mission: to be a unique source of education, success, and lifelong opportunity for students from all walks of life; a place of professional achievement for faculty and staff; and an engine of research, discovery, and economic development for Pennsylvania, the nation, and the world.

History

Penn State is Pennsylvania’s largest public university and its only land-grant institution. Founded in 1855, the University was originally chartered as one of the nation’s first colleges of agricultural science, with the goal of applying scientific principles to farming. In the 1930s, a series of undergraduate campuses were established, primarily to meet the needs of location-bound students during the Great Depression. In 1922 the Graduate School was formed, and in 1967 a \$50 million gift from chocolate magnate Milton S. Hershey’s foundation established the College of Medicine and a teaching hospital in Hershey, Pennsylvania. The University continued to expand in subsequent decades: the Pennsylvania College of Technology in Williamsport, Pennsylvania, became an affiliate of the University in 1989, and Penn State merged with the Dickinson School of Law in Carlisle, Pennsylvania, in 2000. Today, the University operates Dickinson Law in Carlisle and Penn State Law at the University Park campus. The University’s online division, Penn State World Campus, graduated its first students in 2000 and now enrolls more than 15,000 undergraduate and graduate students. Since its founding, Penn State has conferred more than 934,486 degrees, with 23,303 awarded in the 2020-2021 academic year.

Penn State by the Numbers

Approximately 88,000 students from more than 130 countries were enrolled at the University in fall 2022, with over half enrolled at the campus in University Park, Pennsylvania. Penn State boasts more than 740,000 living alumni worldwide, 382,000 of whom reside in Pennsylvania. The Penn State Alumni Association has more than 171,000 members. Penn State employs 35,477 people University-wide, including 6,396 full-time faculty members. A 2019 study showed that in fiscal year 2017 the University contributed more than \$11.6 billion to Pennsylvania’s economy, directly and indirectly supporting more than 105,000 jobs across the commonwealth. The University consistently ranks near the top nationally in annual spending on science and engineering research. In fiscal year 2021, research expenditures reached more than \$993 million, \$610 million of which came from federal sources.

Organizational Structure: One University, Geographically Dispersed

University systems are traditionally a collection of institutions, each with substantial autonomy, curricular independence, and a set of leaders who report to a president or central coordinating office primarily handling external and legislative affairs. In contrast, Penn State is a unique and complex institution, operating as “one university, geographically dispersed” across the Commonwealth of Pennsylvania. The University’s multi-campus arrangement, shown in Figure 1, operates with one University



Figure 1. Map of Penn State University Campuses

budget and financial statement, one president and governing board, and one administrative and financial umbrella. One University Faculty Senate governs all faculty and has legislative authority over all matters related to the educational interests of the institution, including centralized program and curriculum control. The University operates under one set of policies and procedures that have evolved from those described in its original 1855 charter. Academic and administrative policies are applied uniformly across the institution to protect and uphold academic integrity, and a unified set of guidelines and procedures govern activities involving human resources, promotion and tenure, curricular review and approval, and student affairs, among other areas.

This integrated administrative and campus configuration is one of the strengths of Penn State. It promotes stability and allows each campus to be unique while benefiting from Penn State's global reputation. More importantly, the configuration helps the institution serve the families of Pennsylvania, enabling students to access world-class education while living at home and working in their local communities.

In 2012, the Middle States Commission on Higher Education formally recognized the University's unique organizational structure and reaffirmed Penn State's accreditation as one university.

Penn State Campuses

The University's 24 campuses across the commonwealth and online help bring a world-class education within reasonable commuting distance of most Pennsylvanians: More than 95% of Pennsylvania residents live within 30 miles of a Penn State campus and 75% live within 15 miles. Penn State's campuses are the University Park campus, the Commonwealth Campuses, and the professional education campuses.

University Park. The University Park campus is the administrative hub for the University and the home of 12 academic colleges that each fall under the leadership of a dean: the Donald P. Bellisario College of Communications, Eberly College of Science, Ross and Carol Nese College of Nursing, and Smeal College of Business, as well as the Colleges of Agricultural Sciences, Arts and Architecture, Earth and Mineral Sciences, Education, Engineering, Health and Human Development, Information Sciences and Technology, and Liberal Arts.

Commonwealth Campuses. The University's 20 Additional Locations (hereinafter referred to as "Commonwealth Campuses") play a key role for Pennsylvanians statewide, serving more than 250,000 students, employing more than 7,000 full- and part-time faculty and staff members, and serving as sources of critical economic, cultural, and social enrichment for communities across Pennsylvania.

The Commonwealth Campuses fall under the leadership of the Office of the Vice President for Commonwealth Campuses. These campuses are Abington, Altoona, Beaver, Berks, Brandywine, DuBois, Erie, Fayette, Greater Allegheny, Great Valley, Harrisburg, Hazleton, Lehigh Valley, Mont Alto, New Kensington, Schuylkill, Shenango, Scranton, Wilkes-Barre, and York.

Professional Education Campuses. The University has three additional campuses with unique professional education missions: the College of Medicine, located in Hershey, which partners with Penn State Health and Hershey Medical Center; Dickinson Law in Carlisle; and the University's second law school, Penn State Law, which is located at the University Park campus. The University intends to reunite these two separately accredited law schools into one singly accredited law school called Penn State Dickinson Law, with a primary location in Carlisle. The process is expected to take several years.

The Pennsylvania College of Technology (Penn College) in Williamsport, Pennsylvania, is a separately accredited affiliate of Penn State that offers certificate, associate, and baccalaureate degree programs with a strong focus on technology. Penn College is not included in the self-study report or any of the data contained herein.

World Campus. World Campus is not a physical campus but a delivery mechanism for more than 175 distance education programs offered by the various University colleges. It specializes in serving adult learners, corporate partners, and the military. After they are accepted to World Campus, undergraduate students must be accepted to the University and the college that offers their chosen program. Graduate students apply to a specific program, like any other potential graduate student. The same faculty teach both the on-campus and online courses, and the curriculum and courses are the same for both

on-campus and World Campus students. Because the admission process, curriculum, faculty, and graduation requirements are the same as those for students in residential programs, World Campus students earn the same degree as residential students.

Programs of Study

Penn State offers more than 160 undergraduate majors, 200 minors, and 100 associate degrees. The Graduate School offers more than 200 graduate degree programs, several standalone graduate minor programs, more than 100 graduate and postbaccalaureate certificate programs, and various professional programs at the medical and law schools.

Enrollment Trends

Penn State's enrollment for fall 2022 was strong with a total of 88,116 students, representing a decrease of less than 1% from fall 2021. For the fourth consecutive year, the University saw a rise in underrepresented student enrollment. Significant international student enrollment gains also occurred, contributing to a gradual increase from the 2020 COVID-19-related decline.

At University Park, on-campus enrollment increased by 2.7% to 48,197 students in fall 2022 — nearly 1,500 more students than were enrolled in the pre-COVID-19 fall 2019 semester. Enrollment at Commonwealth Campuses declined by 2.6%. World Campus numbers were down by 8.9% as more students opted for residential instruction post-pandemic.

While enrollment has been on a downward trend for the Commonwealth Campuses, these locations are vital to the University's role as a land-grant institution. Penn State plays an important role in these communities, with operations and student spending at the campuses exceeding \$2 billion in total economic contributions, most of which impacts the local communities. "Along with fulfilling our land-grant mission to provide an accessible and affordable education to Pennsylvania citizens, the campuses have a powerful economic impact throughout the commonwealth, tie Penn State philanthropy and volunteerism to local communities, and support our strategic efforts and moral imperative to foster diversity and inclusion," then-President Eric Barron said in a 2018 meeting with the Penn State Board of Trustees.

According to the Office of the Vice President for Enrollment Management, national data indicates that higher education enrollments continue to be turbulent. While enrollments at Penn State are not immune from outside market forces, fall 2023 overall enrollments remain relatively steady. Considering national trends, enrollment stability at Penn State reflects the depth, breadth, and flexibility of its academic program offerings and delivery channels; the strong return on investment of a Penn State degree; and the power of the Penn State alumni base. Efforts will continue to secure Penn State's target enrollment goals, particularly as competition intensifies.

Demographics

Increasing diversity, equity, and inclusion is an institutional priority for Penn State. Commonwealth Campuses provide an avenue for first-generation students, nontraditional adult students, and students from families of modest means to access a world-class degree while remaining close to home and able to work. Table 1 shows the distribution of students across race and ethnicity categories. Though the overall distribution of students has been stable over time, the percentage increase or decrease in the number of students in each race and ethnicity category has changed.

Table 1. Race and Ethnicity Distribution

	Count			Distribution		
	Fall 2020	Fall 2021	Fall 2022	Fall 2020	Fall 2021	Fall 2022
American Indian/Alaska Native	118	103	108	0.1%	0.1%	0.1%
Asian	5,885	6,098	6187	6.6%	6.9%	7.0%
Black/African American	5,029	5,158	5128	5.6%	5.8%	5.8%
Hispanic/Latino	7,010	7,265	7644	7.8%	8.2%	8.7%
International	9,229	9,303	9923	10.3%	10.5%	11.3%
Native Hawaiian/Pacific Islander	73	76	82	0.1%	0.1%	0.1%
Two or More Races	3,149	3,057	3026	3.5%	3.4%	3.4%
Race/Ethnicity Unknown	2,169	2,038	2387	2.4%	2.3%	2.7%
White	57,154	55,816	53631	63.6%	62.8%	60.9%
Total	89,816	88,914	88,116	100.0%	100.0%	100.0%

The University's international student population of nearly 10,000 increased by 6.7% (620 students) from the start of classes in fall 2021, reflecting a bounce back after pandemic-related declines. As shown in Table 2, in fall 2022, international student enrollment saw a substantial increase of 6.7% over fall 2021 as travel restrictions eased. The American Indian/Alaska Native, Asian, Hispanic/Latino, and Native Hawaiian/Pacific Islander student populations have experienced increases in enrollment since 2021 that range from 1.5% to 7.9%. The Black/African American and White student populations have seen slight decreases of -0.6% and -3.9%, respectively, compared to fall 2021.

Table 2. Change in Enrollment by Race and Ethnicity

	Count			% Change in Enrollment	
	Fall 2020	Fall 2021	Fall 2022	Since Fall 2021	Since Fall 2020
American Indian/Alaska Native	118	103	108	4.9%	-12.7%
Asian	5,885	6,098	6187	1.5%	3.6%
Black/African American	5,029	5,158	5128	-0.6%	2.6%
Hispanic/Latino	7,010	7,265	7644	5.2%	3.6%
International	9,229	9,303	9923	6.7%	0.8%
Native Hawaiian/Pacific Islander	73	76	82	7.9%	4.1%
Two or More Races	3,149	3,057	3026	-1.0%	-2.9%
Race/Ethnicity Unknown	2,169	2,038	2387	17.1%	-6.0%
White	57,154	55,816	53631	-3.9%	-2.3%
Total	89,816	88,914	88,116	-0.9%	-1.0%

The number of incoming first-time and transfer undergraduate students who identify as part of an underrepresented group (American Indian/Native Alaskan, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander) grew by 5.2%, from 3,280 to 3,451, continuing a multiyear increase in this area. The overall number of underrepresented students has seen a steady climb in the last four years.

Student Achievement

Table 3 displays overall undergraduate graduation and retention rates for Penn State students at all campus locations.

Table 3. Overall Undergraduate Graduation and Retention Rates

Graduation Rates (%)				Retention Rates (%)			
Cohort	4 Years	5 Years	6 Years	Cohort	1 Year	2 Years	3 Years
2012	51.7	68.2	71.3	2012	85.4	78.1	74.7
2013	52.6	68.8	71.7	2013	86.3	78.9	74.9
2014	54.5	70.4	73.2	2014	87.3	79.7	75.1
2015	54.5	69.6	72.5	2015	87.2	79.1	75.9
2016	57.1	71.3	73.8	2016	87.4	79.7	76.6
2017	57.6	71.1		2017	86.5	78.9	75.1
2018	57.6			2018	87.7	80.2	76.5
				2019	86.9	81.2	76.9
				2020	86.9	80.2	
				2021	84.8		
Change	5.9	2.9	2.5	Change	-0.6	2.1	2.2

As Table 4 indicates, six-year graduation rates have increased for all students except American Indian/Alaska Native and Native Hawaiian/Pacific Islander students, whose populations are small and therefore subject to large percentage variations in reporting. The graduation rate for Black/African American students has increased from 49.1% to 52.9%. The Hispanic/Latino student graduation rate has increased from 60.0% to 63.3% from 2012 to 2016.

Table 4. Six-Year Undergraduate Graduation Rates by Race and Ethnicity (%)

Race-Ethnicity\Cohort Year	2012	2013	2014	2015	2016
American Indian/Alaska Native	62.5	33.3	53.8	64.3	60.0
Asian	70.0	72.5	76.4	70.7	73.5
Black/African American	49.1	45.8	49.9	54.4	52.9
Hispanic/Latino	60.0	59.8	62.5	62.7	63.3
International	78.9	78.3	80.9	79.6	81.9
Native Hawaiian/Pacific Islander	70.6	62.5	80.0	63.2	60.0
Two or More Races	65.8	66.1	64.8	67.0	62.3
Race/Ethnicity Unknown	73.0	76.8	77.0	75.0	81.8
White	74.2	74.5	75.3	74.9	75.9

Significant Transitions in University Leadership

In December 2021, the Board of Trustees unanimously named Dr. Neeli Bendapudi to succeed Dr. Barron. President Bendapudi began her appointment as the University's 19th president on May 10, 2022, making history as the first woman and first person of color to serve as president of Penn State. President Bendapudi is a recognized leader in higher education, with a 30-year career in academia. She has served in distinguished administrative roles over the years, including as president of the University of Louisville, provost and executive vice chancellor of the University of Kansas, dean of the School of Business at the University of Kansas, and founding director of the Initiative for Managing Services at Ohio State University.

Upon taking office in spring 2022, President Bendapudi shared her vision for the future of the University. “Focusing on our purpose, increasing our agility and leveraging our opportunity will be the core drivers of the future of our great university,” President Bendapudi said. “We must build on our legacy as Pennsylvania’s only land-grant university and our foundational purpose of serving our commonwealth, our nation, and our world. We must be agile to meet the needs of our students, an evolving workforce, the commonwealth, and indeed humanity. We must rise to meet the opportunities before us, to continue preparing our students for lifelong success, to continue solving the world’s most pressing problems through cutting-edge research, and to continue living our 21st-century land-grant mission.”

Using these as her guiding principles, President Bendapudi identified six key goals for the University to work toward over the next five academic years: Enhance Student Success; Grow Interdisciplinary Research Excellence; Increase Land-Grant Impact; Foster Diversity, Equity, Inclusion, and Belonging; Transform Internal Operations; and Strengthen Health Care Through Academic and Clinical Synergy. President Bendapudi said that the key to achieving these goals is having metrics and mechanisms to track progress and hold units accountable, such as the diversity, equity, and inclusion dashboard, which aligns with recommendations previously made by both the University Faculty Senate and the former Select Presidential Commission on Racism, Bias, and Community Safety.

Dr. Barron, who had served as the 18th president of Penn State since 2014, retired in June 2022. Dr. Barron brought more than 40 years of leadership experience in academic administration, education, research, and public service, as well as a track record as a talented manager of fiscal policy in large and complex institutions. Prior to returning to Penn State, where he had been dean of the College of Earth and Mineral Sciences from 2002 to 2006, Dr. Barron served as president of Florida State University. When his term as Penn State President began, Dr. Barron mapped out six presidential imperatives: excellence, access and affordability, economic development and student career success, student engagement, diversity and demographics, and technology and curriculum delivery. Dr. Barron also led a philanthropic campaign with a focus on opening doors for students financially, creating transformative educational experiences, and impacting the world. He also oversaw with then-Executive Vice President and Provost Nicholas P. Jones the implementation of the University strategic plan that continues to provide a vision for Penn State’s future. Dr. Barron led the University through the COVID-19 pandemic focused on protecting the health and safety of the University community.

Budget

Coming out of the pandemic, Penn State has a strong balance sheet despite a deficit in its education and General Fund operating budget. The University has implemented a multipronged response to this deficit and will balance its budget by fiscal year 2026. This approach entails reducing costs, identifying efficiencies, and enhancing revenues with a continued focus on access and affordability, student needs and success, research, new initiatives and priorities, and the alignment of resources with the University’s mission. In 2022, the University developed a new budget model to align resources with metrics and data. That model is now used to create the budgets for fiscal years 2024 and 2025 with smaller deficits each year.

Chapter 1

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Penn State's mission, vision, and institutional values are woven throughout the current strategic plan, titled "Our Commitment to Impact, 2016-2025," and they drive the plan's success. The University strategic plan is the result of a broad and inclusive multiyear process involving input from a wide range of stakeholders, including students, faculty, staff, academic and administrative leaders, trustees, and alumni, as well as unit-level planning for 54 units across the University, including all Penn State campus locations, all academic colleges, and all administrative units. While Penn State's campuses are geographically dispersed across the commonwealth, all adhere to the same strategic plan, vision, mission, and set of core institutional values:

Mission

Penn State is a multi-campus, land-grant, public research university that educates students from around the world and supports individuals and communities through integrated programs of teaching, research and service.

Our instructional mission includes undergraduate, graduate, professional, continuing, and extension education, offered through both resident instruction and distance learning. Our educational programs are enriched by the talent, knowledge, diversity, creativity, and teaching and research acumen of our faculty, students and staff.

Our discovery-oriented, collaborative, and interdisciplinary research and scholarship promote human and economic development, global understanding, and advancement in professional practice through the expansion of knowledge and its applications in the natural and applied sciences, social and behavioral sciences, engineering, technology, arts and humanities, and myriad professions.

As Pennsylvania's land-grant university, we provide unparalleled access to education and public service to support the citizens of the commonwealth and beyond. We engage in collaborative activities with private sector, educational and governmental partners worldwide to generate, integrate, apply and disseminate knowledge that is valuable to society.

Vision

Penn State will be a leader in research, learning, and engagement that facilitates innovation, embraces inclusion and sustainability, and inspires achievements that will affect the world in positive and enduring ways.

Institutional Values

Penn State's mission and vision align with and are supported by six core institutional values that represent the ideals of the Penn State community and are intended to guide the actions and decisions of the institution and each member of the community. These values offer an essential context for the successful execution of Penn State's mission and appear in all unit strategic plans.

- **Integrity.** *We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.*
- **Respect.** *We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.*
- **Responsibility.** *We act responsibly, and we are accountable for our decisions, actions, and their consequences.*
- **Discovery.** *We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.*
- **Excellence.** *We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.*

- **Community.** *We work together for the betterment of our University, the communities we serve, and the world.*

University Strategic Plan Framework

Foundations (Institutional Priorities). Penn State’s strategic plan has six Foundations: Enabling Access to Education; Engaging Our Students; Advancing Inclusion, Equity, and Diversity; Enhancing Global Engagement; Driving Economic Development; and Ensuring a Sustainable Future. (See 6.University Strategic Plan 2016 to 2025; 938.Foundations of the Strategic Plan.) These Foundations, which serve as Institutional Priorities for the purposes of this self-study, drive and underpin all Penn State endeavors and are fundamental to the effective implementation of the plan. The Foundations are also the lenses of delivery of the plan’s five Thematic Priorities.

Thematic Priorities (Strategic Goals). Based on Penn State’s mission, five Thematic Priorities were identified: Transforming Education, Enhancing Health, Stewarding Our Planet’s Resources, Advancing the Arts and Humanities, and Empowering Through Digital Innovation. These Thematic Priorities, which serve as Strategic Goals for the purposes of this self-study, are areas of emphasis where the University has significant opportunities to achieve enduring, positive impacts. Each Thematic Priority consists of subthemes that serve as institutional objectives. (See 849.Thematic Priorities and Sub Themes Table.) The University aims to achieve these Thematic Priorities through the strategic allocation of resources. (See 1191.Interactions of Foundations and Thematic Priorities.)

Empowering Resilience. Empowering Resilience is a unifying concept that shapes the University’s Thematic Priorities and further advances Penn State’s mission, vision, and institutional values. The University strategic plan allows Penn State to help individuals, the University community, and society respond effectively to adversity and “bounce forward,” creating new solutions in response to the complex challenges of the 21st century. This concept, which was written into the strategic plan three months before the onset of the COVID-19 pandemic, was front and center as the University faced the challenges presented by the pandemic.

Organizational Excellence. Finally, supporting the implementation of the Thematic Priorities are Organizational Processes, Infrastructure and Support, and Constituent Outreach and Engagement. These are areas in which operational attention is required to implement and achieve the vision of the strategic plan. Together, these Supporting Elements make up the concept of Organizational Excellence (which is also a Strategic Goal for the purpose of this self-study). Organizational Excellence represents the University’s efforts to establish a consistent, effective, and efficient framework for delivering initiatives related to moving Penn State forward. (See 942.Organizational Excellence; 1190.Strategic Plan Scaffolding Figure.)

Criterion 1. Clearly defined mission and goals that:

(a) are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement

At the forefront of strategic planning efforts were the University Strategic Planning Council and the Implementation Oversight Committee, inclusive bodies charged by then-President Eric Barron and chaired by then-Executive Vice President and Provost Nicholas P. Jones. (See 944.University Strategic Planning Council; 943.The Strategic Plan Implementation Oversight Committee.) The groundwork for the strategic plan was outlined by Dr. Barron upon his arrival at Penn State in 2014, ideas developed in the unit planning process, and opportunities identified by numerous committees regarding institutional priorities and operations. Constructive feedback from numerous constituencies was solicited and received throughout the planning and implementation cycles via multiple mechanisms, and the resulting feedback was carefully considered as the plan evolved. (See 16.Strategic Plan Committees.)

The development of the strategic plan included an extensive multiyear feedback-gathering process involving students, faculty, staff, and representatives from various University task forces. Throughout 2014 and 2015, the Provost and the 32-member University Strategic Planning Council identified and articulated the University’s priorities and goals for the five calendar years from 2016 to 2020. They also developed mission and vision statements that reflect the University’s six institutional values.

These statements were revised based on feedback from the University community gathered during the administration of the first Penn State Values and Culture Survey in 2013 and multiple “town hall”-style meetings. (See 949.Values and Culture Survey 2013; 804.Community Feedback Forms.) These values were supported by the Board of Trustees as components of the strategic plan in 2015. (See 944.University Strategic Planning Council; 946.Community Feedback on Strategic Plan; 655.Provost Strategic Plan Remarks Board of Trustees Meeting May 2015; 947.Board of Trustees Committee on Governance and Long Range Planning; 948.Board of Trustees Minutes February 26 2016.)

Several University-wide initiatives have since been launched to educate members about these institutional values and to define each value based on stakeholder interest. (See 667.Promotion of Penn State Values.) Information from these initiatives has also been used to guide leadership and enhance activities around the University’s mission and goals to ensure that decisions are aligned across units. (See 668.Living Our Values Survey FAQs.) Broad strategic planning efforts include engaging stakeholders in a Values and Culture Survey in 2017, the Community Survey in 2020, and the Living Our Values Survey in 2022. (See 7.Values and Culture Survey 2017; 666.Community Survey Report 2020; 950.Living Our Values Survey 2022.)

Penn State’s values are integrated into each unit-level strategic plan, and they are woven into the Student Code of Conduct. The University also recommends that faculty include these values in course syllabi statements. (See 778.Student Code of Conduct, p. 2; 627.Course Syllabi Statements.)

Broad stakeholder participation in the process can be seen in the structure of the planning committees. (See 1192.Strategic Plan Committee Support Structure.) The Strategic Plan Implementation Oversight Committee led implementation efforts across the University. The committee synthesized the work of unit-level and other collaborative committees; identified synergistic opportunities; assisted in decision-making around Foundations (Institutional Priorities), Thematic Priorities (Strategic Goals), and resource allocation; and provided regular progress updates to the President, Board of Trustees, and other leaders. (See 669.Strategic Plan Funded Initiatives.) Six Organizational Excellence Executive Committees, one for each of the five Thematic Priorities (Strategic Goals) and one for the Supporting Elements, reported to the Oversight Committee. Each of the Organizational Excellence Executive Committees advocated for their topical area and reviewed feedback from the Organizational Excellence Steering Committee related to strategic initiatives. The Organizational Excellence Steering Committee continues to build capacity across the University and serve as a resource to help units implement strategic initiatives in their respective Thematic Priorities (Strategic Goals). This committee also supports topical areas and ensures that the plan’s Foundations (Institutional Priorities) are addressed. Further discussion of how the strategic plan shapes decision-making is provided in Chapter 6, Standard VI.

In 2019, the Strategic Planning Oversight Committee assessed the implementation progress of the University strategic plan. The assessment and subsequent refresh of the 2016-2020 strategic plan, which became the 2016-2025 plan, involved stakeholders from every unit across Penn State. The University’s mission was central to the planning process. (See 62.Assessment of the 2016 to 2019 University Strategic Plan; 61.Strategic Plan Extension Letter.)

President Bendapudi’s vision for the future of the University aligns with and bridges the current strategic plan and provides the basis for the next strategic plan. (See 940.Presidential Vision and Goals.)

(b) address external as well as internal contexts and constituencies

Penn State is a community-embedded university with a land-grant mission that extends throughout the commonwealth and beyond. With a physical campus within 30 miles of nearly every Pennsylvanian and a World Campus providing virtual access to students in all 50 states and more than 80 countries, the University is well positioned to address both internal and external contexts and constituencies. The recent budget transformation process will more closely align resources with activity at locations across the commonwealth and further enable the University to invest in strategic priorities that respond to internal and external stakeholders and aid in the fulfillment of the land-grant mission.

As stated in the University’s mission, Penn State supports individuals and communities through integrated programs of teaching, research, and service. In addition to contributing more than \$11.6

billion to Pennsylvania's economy, the University is committed to and excels at Constituent Outreach and Engagement, which is a Supporting Element of the University strategic plan.) (See 649.Economic Impact Report.) Numerous centers and institutes provide access and engagement opportunities for both internal and external constituents in deeply embedded and contextually relevant ways. For example, Penn State's Global Engagement Network of regional partnerships enables the University to pursue its tripartite mission of teaching, research, and service on a global scale. (See 664.Global Engagement Network.) Penn State's alumni base provides opportunities for outreach and engagement in every corner of the world. (See 665.Alumni Association Fast Facts.) Commonwealth Campuses, Penn State Extension, and technology-transfer programs serve as significant economic drivers of the commonwealth's long-term vitality by educating students and delivering training programs to support business, agriculture, and communities. Extension brings resources, skill-building, and education to communities across the commonwealth through 320 subject-matter experts, 1,500 annual in-person and online events, and more than 6,000 articles, publications, and fact sheets. (See 644.About Penn State Extension.) Research in the College of Agricultural Sciences and Extension work go hand in hand as faculty often have appointments across both functions. In fiscal year 2023, \$230 million in funding (none of which came from undergraduate tuition or state-appropriated general education dollars) was received to support the college's research and the work of Extension. (See 951.Agricultural and Extension Funding 2023; 952.Research Annual Report 2023.) An example of this collaboration can be found in a recent appropriation request for an emerging and advanced technology initiative. (See 953. Emerging and Advanced Technology Initiative.) Extension helps the agriculture industry solve problems across all 67 Pennsylvania counties. (See 954.Climate Smart Agriculture Project; 955.Weathering Change Impacts; 958.Invasives Impacts; 957.Spotted Lantern Fly Invasion Response; 956.Protecting Water Quality.) A new website (psu.edu/impact) shares the ways the Penn State community impacts and collaborates with local and global communities.

Invent Penn State, launched by then-President Barron in 2015, is a \$30 million initiative that has expanded the University's land-grant mission to include entrepreneurship and innovation programs, as well as the tools and resources to accelerate the movement of great ideas to the marketplace and make a substantial economic development impact in Pennsylvania and beyond. (See 660.About Invent Penn State.) The University's entrepreneurship and innovation ecosystem is spread across 21 locations and takes the form of the LaunchBox business accelerator program, which provides resources to support student, faculty, staff, and community innovators. (See 662.LaunchBox & Innovation Network Invent Penn State.) Resources such as coworking space, accelerator programs, intellectual property and legal advice, and rapid prototyping are among the free services offered to communities. Since 2015, almost 5,000 community members and more than 13,000 students, faculty, and staff have benefited from the LaunchBoxes. The initiative also helped with the formation of more than 200 Pennsylvania-based companies.

Penn State Continuing Education and Workforce Development engages learners throughout their lifetimes in educational opportunities for professional growth, development, and personal enrichment. Statewide, Continuing Education partners with communities and industries locally to leverage the vast resources of Penn State. Continuing Education offers quality credit programming, certifications, and customized training in an effort to strengthen the workforce, increase competitiveness, enhance entrepreneurial opportunities, and stimulate economic growth. Continuing Education also fulfills Penn State's land-grant mission by enhancing campus resources, providing financial support to the campus mission, and serving as a pipeline for future Penn State students. (See 1173.Continuing Education and Workforce Development Strategic Plan; 1175.One Penn State 2025.)

(c) are approved and supported by the governing body

The Board of Trustees approved a preliminary version of the University's current mission and vision statement in May 2015. (See 655.Provost Strategic Plan Remarks Board of Trustees Meeting May 2015). The University strategic plan (which includes the mission and vision) for 2016-2020 was approved by the Board of Trustees Standing Committee on Governance and Long-Range Planning on January 4, 2016, and by the full Board on February 26, 2016. (See 947.Board of Trustees Committee on Governance

and Long Range Planning; 948.Board of Trustees Minutes February 26 2016.) The Board of Trustees approved extending the 2016-2020 strategic plan through 2025 on February 22, 2019. (See 960.Board of Trustees Minutes February 2019.)

This criterion provides evidence of compliance with Requirement of Affiliation 7.

(d) guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes

Penn State's multi-campus structure requires a unique strategic planning process that guides leadership and directs activities that support the University's mission and goals. Unit plans map to and support the University strategic plan to ensure decisions are aligned across the University. Administrative and academic units use one University strategic planning and assessment software program, Nuventive, to document their plans and align them with University-level outcomes. Having a dedicated space for each unit to document its plan, track progress, collaborate and plan with other units as appropriate, and connect its plan's goals, objectives, and action items to those of the University's plan helps drive and track the progress of both the unit and the University. (See 961.Sample Unit Plan Completion Report.)

Chapter 6 details how the University's mission and goals guide faculty, staff, administrators, and governing structures in decision-making related to resource allocation. Chapters 3 and 5 analyze program and curricular development and the definition of institutional and educational outcomes. Core expenditures for research are discussed in Criterion 1(e) below. Core expenditure data by function illustrate the distribution of core expenses for fiscal years 2018 to 2021. (See 962.Core Expenditures Data.) Core expenditures by function are consistent with Penn State's land-grant status, mission, and strategic goals.

This criterion provides evidence of compliance with Requirements of Affiliation 7 and 10.

(e) include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution

Penn State is a Research 1 university with a robust research enterprise. The University is ranked among the top 25 research universities in the United States and reached a portfolio of \$1.034 billion in research expenditures during fiscal year 2022. (See 651.Research Expenditures.)

Penn State is one of only two institutions in the nation that have been accorded land-grant, sea-grant, sun-grant, and space-grant status. University faculty and staff engage in research that addresses grand challenges in the commonwealth, the nation, and the world. That engagement is a result of Penn State's mission-related focus on "discovery-oriented, collaborative, and interdisciplinary research and scholarship" and is supported by the Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals) of the University strategic plan. The strategic plan supports scholarly inquiry and creative activity through the implementation of four avenues: strategic planning committees, unit planning, seed grants, and signature initiatives. (See 669.Strategic Plan Funded Initiatives.) The strategic planning process is linked to resource decisions to support research and creative activity in the units.

The goals articulated in the strategic plan for the Office of the Senior Vice President for Research support the Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals) of the University strategic plan. This linkage guides the approach to research across the University. For example, one goal of this office is Transforming Education and Enhancing Access, which links to the Foundation (Institutional Priority) of Enabling Access to Education and the Thematic Priority (Strategic Goal) of Transforming Education. Unit plan objectives, strategies, and tactics describe how this linkage brings focus to major research directions for Penn State.

The synergies between the University's research and educational goals are exemplified by the fact that over half of Penn State's graduate majors offer programs of study leading to traditional research degrees: the M.A., M.S., and/or Ph.D. As of October 2022, the University had 4,810 Ph.D. students and 1,343 students enrolled in M.A. or M.S. programs contributing to the research efforts of the faculty.

(f) are publicized and widely known by the institution’s internal stakeholders

Penn State’s mission and strategic plan are published, easily located online, and linked to the University’s homepage (psu.edu/this-is-penn-state/mission-and-values). Throughout the strategic planning process, several communication opportunities and channels were used to publicize the planning process. (See 671.Strategic Plan Events.) As detailed above, all campuses, academic colleges, and administrative units follow the University strategic plan, and each unit plan is mapped to the University strategic plan that shows evidence of support toward progress.

(g) are periodically evaluated

Periodic evaluation of the University’s mission and goals occurs in several ways. The “University Strategic Plan Assessment: A Review of Our Commitment to Impact, 2016-2019” served as a midpoint assessment of the mission and goals as operationalized in the strategic plan. (See 62.Assessment of the 2016 to 2019 Strategic Plan.) This assessment provided recommendations that were converted to action items when the refresh of the strategic plan was completed in 2021. This assessment was also given to all units when they updated their plans in 2019. Unit-level plans are reviewed and reported annually. This process is managed by the Office of Planning, Assessment, and Institutional Research, which supports the University’s strategic direction and the alignment of unit plans and measures of progress. (See 672.Strategic Plan Implementation Guide 2021; 673.Strategic Planning Annual Report Process Guide.)

Criterion 2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission.

As Pennsylvania’s only land-grant university, Penn State sets institutional goals that support the needs of the citizens of the commonwealth and beyond, ensuring access and affordability and supporting a diverse, equitable, and inclusive community of students, faculty, and staff. The Thematic Priorities (Strategic Goals) of Transforming Education, Enhancing Health, Stewarding Our Planet’s Resources, Advancing the Arts and Humanities, and Empowering Through Digital Innovation respond to evolving needs in higher education and are broadly aligned with the United Nations Sustainable Development Goals to ensure that, consistent with Penn State’s mission, the University’s students, faculty, and staff are working to address the most pressing problems facing society today. (See 965.United Nations Sustainable Development Goals; 670.On the Same Page; 680.Four Trends Shaping the Future of Higher Education.) Access and affordability have long been paramount goals for the University, including in its recently completed \$2.2 billion fundraising campaign. More than 545 Open Doors scholarships were established to benefit low-income and first-generation students, including students who are facing unanticipated financial challenges and require tuition assistance to complete their degrees. (See 699. Open Doors Scholarship Program.)

As a Research 1 university, Penn State focuses on advancing the frontiers of knowledge. Seed-grant funding from the Provost’s Office has supported projects that explicitly advance the goals of the University strategic plan. These initiatives extend beyond basic research and leverage the broad geographical distribution of campuses across the commonwealth, more fully aligning activities in a way that is consistent with the University’s mission. (See 636.Penn State Invests \$2 Million to Support Strategic Priorities.) One example, the Campus Arts Initiative, commissioned site-specific visual arts works for units, buildings, and campuses throughout the commonwealth, which advances the Thematic Priority (Strategic Goal) of Advancing the Arts and Humanities. (See 637.Campus Arts Initiative.) Another seed-grant-funded project, Digital Innovation through Immersive Technologies: Establishing New Paradigms for Environmental Decision Support, seeks to promote augmented and virtual reality, creating a central place in humanity’s digital future. This initiative advances the Thematic Priority (Strategic Goal) of Empowering Through Digital Innovation. (See 634.Digital Innovation Through Immersive Technologies.) The Penn State Initiative for Resilient Communities is a pilot endeavor to develop community-based solutions to flooding in communities located along the Susquehanna River, which advances the Foundation (Institutional Priority) of Ensuring a Sustainable Future and the Thematic Priority (Strategic Goal) of Stewarding Our Planet’s Resources. (See 635.Stukeman led Team Earns Seed Grant.)

Fifty-four of the University's 56 individual academic and administrative units have a strategic plan that maps to the Foundation of Advancing Inclusion, Equity, and Diversity. Of those 56 units, 45 have strategic plan objectives and tasks that map to both that Foundation (Institutional Goal) and the Thematic Priority (Strategic Goal) of Transforming Education, indicating curricular initiatives that interweave diversity, equity, and inclusion throughout the educational experience of students. To ensure that the University's goals are realistic, progress on unit-level initiatives that support the strategic plan is tracked through Nuventive with annual updates. (See 961.Sample Unit Plan Completion Report.)

Another way in which the Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals) of the University strategic plan are implemented is through the awarding of seed grants. To date, investments totaling \$9.1 million have generated \$79 million in external funds alone.

Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals) were mapped to imperatives identified in Penn State's recently completed philanthropic campaign, "A Greater Penn State for 21st Century Excellence," to ensure that fundraising supported the University's strategic directions. (See 678.Campaign Surpasses Goal Raises \$2.166 Billion.) Throughout the campaign, progress on each of these imperatives, development team efforts, and matching opportunities directed to areas of need was tracked. (See 598.Link Between Strategic Plan and Fundraising.)

This criterion provides evidence of compliance with Requirement of Affiliation 7.

Criterion 3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

Consistent with Penn State's mission, the University strategic plan has several Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals) that focus on student learning and institutional improvement. (See 1002.Engaging Our Students Unit Plan Data; 1003.Transforming Education Unit Plan Data; 1004.Transforming Education Reflection Paper; 1005.Driving Progress in Organizational Excellence.) To ensure that these goals are being addressed, the University has a systematic learning assessment process in place, as well as numerous support programs and offices to bolster learning in and out of the classroom. The University's program assessment process is a systematic approach to articulating learning goals, measuring achievement, identifying areas of challenge, and developing action plans to drive institutional improvement. (See Chapter 5, Standard V, for more detail.) Evidence of budgetary support for student learning and related outcomes is found in the University's core expenditures by function data. (See 962.Core Expenditures Data.)

The following are examples of support services provided.

Faculty and Staff Support

The University supports and empowers faculty and staff to meet changing pedagogical needs by taking creative approaches to teaching, research, and scholarship. The Schreyer Institute for Teaching Excellence offers consultation, course observations, workshops, and presentations to advance and inspire excellence in Penn State's teaching and learning community through grant opportunities. (See 689.About the Schreyer Institute.)

From 2017 to 2019, then-Provost Jones provided for several initiatives aimed at improving student learning and related outcomes through seed grants. (See 669.Strategic Plan Funded Initiatives.) One initiative, Transforming Education Through Immersive Technologies, uses cutting-edge immersive technology infrastructure to integrate place-based learning experiences into science, technology, engineering, and math (STEM) disciplines such as geosciences and biology. (See 701.Transforming Education Through Immersive Experiences.) This seed-grant funding became a permanent institutional reality with the establishment of the Center for Immersive Experiences. (See 967.Center for Immersive Experiences.) Another seed-grant initiative, Experiential Digital Global Engagement (EDGE), uses technology and project-based learning to connect Penn State classrooms with classrooms around the world. (See 702.EDGE Experiential Digital Global Engagement.) Re-imagining the Use of Textbooks in a Traditional Classroom Through Interactive Open Educational Resource Notebooks is developing,

testing, and implementing an interactive open educational resources notebook (iOERn) that could replace traditional static images and text utilized in a classroom and improve the digital fluency of Penn State students. (See 703.OER and Low Cost Materials at Penn State.)

The University's Thematic Priority (Strategic Goal) of Transforming Education encourages a curriculum that integrates multiple modes of delivery while leveraging the University's online capabilities with emerging digital learning options to serve students across the commonwealth. This focus, along with an emphasis on the unifying concept of Empowering Resilience, prepared Penn State well to meet the challenges associated with COVID-19. The pivot to remote instruction, facilitated by learning designers from various units, occurred in a way that minimized the pandemic's impact on the quality of instruction and learning. These efforts were consolidated into a set of "Keep Teaching/Keep Learning" websites designed for instructors and students. The individual sites have since evolved into a comprehensive Penn State Learning office and website. (See 686.Penn State Keep Teaching; 687.Mission and Vision Penn State Learning.)

Student Support

The Office of Student Disability Resources within the Office of Educational Equity supports the success of students with both temporary and permanent disabilities by providing resources and documenting classroom accommodations to support learning. (See 171.Student Disability Resources; 970.About Educational Equity.) Student Disability Resources supports 5% of undergraduate and 3% of graduate students across the University. Supports include assistive technologies, housing accommodations, parking accommodations, and note-taking assistance.

The Division of Undergraduate Studies is the academic unit of the university dedicated to helping students find their preferred academic program at Penn State. The mission of this unit is to support students new to the University or transitioning within the University to help ensure their success both in and out of the classroom. The division serves more than 7,000 students by providing academic advising, learning support, and connections to cocurricular and engagement opportunities. It also is home to a critical University-wide advising network that facilitates communication among advising teams across colleges and campuses. (See 891.Division of Undergraduate Studies.)

Penn State's efforts to support students through academic advising and coordinated student support took a significant leap forward in 2015 with the launch of Starfish. Starfish replaced Penn State's homegrown systems to become the University-wide system of record for advising notes and progress reports. Today, Starfish is used as a central resource for students seeking help and a key tool for tracking student success and support efforts. (See 692.Starfish Progress Reporting Shows Improved Student Outcomes.) Through Starfish, students can connect directly with their academic advisers, resulting in almost 140,000 touch points per semester. Starfish is integrated with Penn State Learning, the Morgan Academic Center for Intercollegiate Athletics, the Multicultural Resource Center, and the Sokolov-Miller Family Financial and Life Skills Center, as well as other student support offices. (See 686.Penn State Keep Teaching; 693.Learning Services Morgan Academic Center; 109.Multicultural Resource Center; 695.Sokolov Miller Family Financial and Life Skills Center Services.)

The University has enhanced the preparation of students for academic, professional, and personal success with the recent establishment of a suite of new centers and offices. The Office of Student Engagement (which functions at both the University level and unit level) guides students toward out-of-class experiences that enrich their time at Penn State. (691.Mission Student Engagement Network.) Career guidance, both in-person and virtual, is provided centrally through the Career Services office as well as locally in many colleges and campuses. (See 697.About Career Services.) The Student Engagement Network supports the Foundation of Engaging Our Students, which in turn supports and ultimately realizes the Thematic Priority of Transforming Education. (See 119.Student Engagement Network Growth Areas.) An example of a comprehensive program is the Student Success Center, which supports undergraduate students in degree completion. (See 1052.Student Success Center.)

Penn State Learning develops and assesses peer-led, undergraduate learning communities in math, sciences, writing, languages, and economics through tutoring, workshops, and guided study groups.

(See 687.Mission and Vision Penn State Learning.) Key responsibilities include helping all undergraduates at the University Park campus meet or exceed the skill standards required to succeed as scholars in their chosen programs. Penn State Learning provided significant remote learning support throughout the pandemic and has continued to develop both in-person and remote learning support programs in its current strategic plan.

Penn State Schreyer Honors College offers nearly 2,000 Penn State students an enhanced experience, including living-learning communities, small seminar honors courses, the opportunity to turn any course into an honors credit option, and funding for research, global, and experiential learning opportunities. (See 698.Schreyer Honors College Strategic Plan.)

Students with an entrepreneurial inclination have access to free services and support facilities at most Penn State campuses. Invent Penn State's LaunchBox & Innovation Network has provided a wide array of no-cost entrepreneurial resources to innovators across the state for the past six years. (See 662. LaunchBox & Innovation Network Invent Penn State.) Over the past decade, Penn State has significantly increased its efforts to support student financial literacy through the Sokolov-Miller Family Financial and Life Skills Center. (See 695.Sokolov Miller Family Financial and Life Skills Center Services.)

New experiences are the bedrock for cultivating strong global citizens and leaders, and Penn State is dedicated to providing opportunities for students to broaden their perspectives. In furtherance of the University strategic plan's Foundation (Institutional Priority) of Enhancing Global Engagement, Penn State Global promotes intercultural and cross-cultural competence by encouraging best practices, developing global learning outcomes, and collaborating with academic and non-academic units to provide high-impact education-abroad experiences for students, as well as opportunities for faculty and staff. (See 700.Penn State Global Strategic Plan.) Penn State Global's strategic plan includes the goal of providing all students with accessible global learning experiences by infusing international perspectives into curricular and cocurricular programs, developing virtual learning activities that encourage collaboration with peers from multiple countries on projects that address global issues, and expanding the education-abroad portfolio to reach other diverse and safe locations.

This criterion provides evidence of compliance with Requirement of Affiliation 10.

Criterion 4. Periodic assessment of mission and goals to ensure they are relevant and achievable.

Penn State is committed to assessing the success, relevance, and achievability of its Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals) through many of the processes outlined in this standard. The University's three-pronged mission of teaching, research, and service is supported by the institution's vision and core values, as well as the Foundations (Institutional Priorities), Thematic Priorities (Strategic Goals), and Supporting Elements of the University strategic plan. All elements are reviewed for relevancy and evaluated for success as part of ongoing unit- and institution-level strategic planning and plan implementation efforts. Consistent data collection and assessment processes, such as the 2022 Living Our Values Survey and the annual unit strategic plan reporting cycle, yield critical insights from across the University. These insights are then leveraged to evolve Penn State's mission, goals, and strategic plan appropriately and transparently. (See 933.Unit Plan Progress Data Overview Report 2022 to 2023; 934.Strategic Plan Update 2021 to 2022; 946.Community Feedback on Strategic Plan; 950.Living Our Values Survey 2022.)

In 2019, when the University strategic plan was updated and extended for another five years, then-Executive Vice President and Provost Jones wrote that Penn State "will use this time to systematically and rigorously assess plan implementation." (See 61.Strategic Plan Extension Letter.) As detailed in the 2020 "University Strategic Plan Assessment: A Review of Our Commitment to Impact," the Office of Planning, Assessment, and Institutional Research conducted a high-level assessment using data from unit-level strategic plans, reports from eight executive committees, and seed-grant applications. These data were used to evaluate the components of the plan, ultimately resulting in a revised strategic plan and six overarching recommendations for optimizing unit and University evolution via the strategic planning process. (See 62.Assessment of 2016 to 2019 Strategic Plan.) The revised 2020-2025 plan

includes updated language that more accurately reflects the University's evolving work. For instance, the Foundation (Institutional Priority) of Fostering a Diverse World became Advancing Inclusion, Equity, and Diversity.

The Board of Trustees also reviews the University's strategic plan, with individual committees responsible for assessing specific elements of the plan. For example, the diversity, equity, and inclusion activities associated with the University's strategic planning process were reviewed by the Board of Trustees Committee on Equity and Human Resources at the October 20, 2022, meeting. (See 935. Board Committee on Equity and Human Resources Meeting Agenda.)

There has been a measurable increase in awareness and initiatives related to the Foundation (Institutional Priority) of Advancing Inclusion, Equity, and Diversity, from the hiring of a Special Adviser for Institutional Equity, to the incorporation of more than 300 diversity, equity, and inclusion-focused objectives in all 54 units' strategic plans, to the creation of a dashboard as part of a data-driven and holistic approach to fostering greater diversity, equity, and inclusion across the University. (See 681.Special Adviser for Institutional Equity Named; 936.President and Special Adviser for Institutional Equity Discuss DEIB; 937. Executive Summary From the Special Adviser for Institutional Equity; 981.DEIB Dashboard in Penn State News; 982.DEIB Dashboard; 1168.DEIB Report.)

Like these internal checks, quantitative metrics such as enrollment and research expenditures demonstrate the University's commitment to its mission and goals. (See 1012.Student Enrollment Data; 1013.Research and Development Expenditures.)

EFFECTS OF COVID ON COMPLIANCE WITH STANDARD I

The COVID-19 pandemic affected, but did not compromise, Penn State's compliance with Standard I. The University was intentional about continuing the implementation of the institutional and unit strategic plans during the pandemic. In fact, strategic planning played a vital role in the University's strategies for managing the pandemic. Having the plan in place allowed Penn State to respond effectively to COVID challenges. The unifying concept of the University strategic plan, Empowering Resilience, was critical to Penn State's effective responses to the pandemic. The Office of Planning, Assessment, and Institutional Research even created a guide for strategic planning during the pandemic. (See 704.Strategic Planning During COVID.)

The University was well positioned to pivot to remote course delivery in part due to the Thematic Priorities (Strategic Goals) of the University strategic plan. The Thematic Priority of Transforming Education and its subtheme ("Foster a Curriculum That Integrates Multiple Modes of Delivery While Leveraging Online Capabilities and Enhanced and Emerging Digital Learning Options") is one example of a strategic initiative that allowed the University to respond to the crisis swiftly, effectively, and seamlessly by transitioning to virtual education. (See 983.Support University Strategic Initiatives.) Throughout the pandemic, funding for strategic priorities was maintained. The Supporting Elements of the University strategic plan allowed Penn State to continue to pursue its Thematic Priorities and ensure that its mission and vision were supported. Reflecting on the lessons learned during the pandemic reveals that the University's ability to respond to the emergency relied in part on the principles of the strategic plan and its framework for the delivery of initiatives. This success instills confidence in Penn State's ability to apply these strategic principles to other challenging scenarios and again "bounce forward" as an institution.

Despite COVID, Penn State's overall enrollment for fall 2022 decreased by only 0.9% compared to fall 2021. (See 984.Student Enrollment Fall 2022.) According to the National Student Clearinghouse Research Center, the total enrollment at public four-year institutions decreased by 1.2% on average during the same period. (See 985.National Data Clearinghouse Research Center Fall 2022 Enrollment Overview.) Moreover, Penn State saw a 5.2% increase in the number of underrepresented students, continuing the upward trend of the last four years. (See 682.Enrollment Fall 2022.) In-state residential student enrollment remained stable, suggesting Penn State is continuing to fulfill its land-grant mission.

CONCLUSION

Penn State is committed to fulfilling its mission as a multi-campus, land-grant, public research university by offering unparalleled access to education and public service across Pennsylvania through its undergraduate, graduate, professional, continuing, and extension education programs and its work with private sector, educational, and government partners worldwide. The Thematic Priorities of the University strategic plan form the basis for the Strategic Goals and are understood, advanced, and supported by the rich and unique ecosystem of Penn State. Leaders across the University's geographically dispersed locations regularly review and assess their progress toward achieving locally determined goals that advance the broader strategic plan. Penn State engages in a cycle of continuous improvement that includes voices of all stakeholder groups and supports the University's ability to serve the commonwealth and provide educational access and economic development opportunities to the citizens of Pennsylvania.

Looking forward, the University community is excited about President Bendapudi's vision for student success and access, as well as her focus on excellence in the institution's academic, research, and extension enterprise, which is interwoven with and underscored by a University-wide focus on inclusive excellence. (See 940.Presidential Vision and Goals.)

The most recent planning cycle benefited from the way unit strategic plans have connected to the University strategic plan. Those implementing unit plans can see across the institution and can learn how their local efforts drive progress at Penn State in a visible way. There are, however, areas of opportunity to consider as the University approaches the next planning cycle. Specifically, units would benefit from shared and vetted key performance indicators and/or metrics that would not only help guide success and progress at the unit level but also allow the University to measure progress coherently at the institutional level. Units do struggle at times with setting targets, and a larger executive strategy around prioritized measurement, as well as a better understanding communicated from executive leadership to the units as to how "impact" can be usefully operationalized, would assist with this. While there are measures for the University strategic plan, these measures lack a mandate for orchestrated collection and accountability toward targets, and units can choose to design measures meaningful to them, which has both advantages and disadvantages.

Given Penn State's size, connecting unit plans to show alignment with and support for the University strategic plan in an evidence-based manner is a difficult task. However, the current planning cycle has established a precedent for this task, connecting unit-level objectives to the University strategic plan to show that progress at the institutional level is driven by unit-level progress. As the University moves into the next strategic planning cycle, there is a significant opportunity to identify shared measures of accomplishment, build upon the ways unit plans support the University strategic plan, and continue to position the University to provide tangible, demonstrable evidence of progress, rather than mere alignment, at the University level.

Evidence Index for Chapter 1

ID	Name
6	University Strategic Plan 2016 to 2025
7	Values and Culture Survey 2017
16	Strategic Plan Committees
61	Strategic Plan Extension Letter
62	Assessment of the 2016 to 2019 University Strategic Plan
109	Multicultural Resource Center
119	Student Engagement Network Growth Areas
171	Student Disability Resources
598	Link Between Strategic Plan and Fundraising
627	Course Syllabi Statements

ID	Name
634	Digital Innovation Through Immersive Technologies
635	Stukeman led Team Earns Seed Grant
636	Penn State Invests \$2 Million to Support Strategic Priorities
637	Campus Arts Initiative
644	About Penn State Extension
649	Economic Impact Report
651	Research Expenditures Article
655	Provost Strategic Plan Remarks Board of Trustees Meeting May 2015
660	About Invent Penn State

ID	Name
662	LaunchBox & Innovation Network Invent Penn State
664	Global Engagement Network
665	Alumni Association Fast Facts
666	Community Survey Report 2020
667	Promotion of Penn State Values
668	Living Our Values Survey FAQs
669	Strategic Plan Funded Initiatives
670	On the Same Page
671	Strategic Plan Events
672	Strategic Plan Implementation Guide 2021
673	Strategic Planning Annual Report Process Guide
678	Campaign Surpasses Goal Raises \$2.166 Billion
680	Four Trends Shaping the Future of Higher Education
681	Special Adviser for Institutional Equity Named
682	Enrollment Fall 2022
686	Penn State Keep Teaching
687	Mission and Vision Penn State Learning
689	About the Schreyer Institute
691	Mission Student Engagement Network
692	Starfish Progress Reporting Shows Improved Student Outcomes
693	Learning Services Morgan Academic Center
695	Sokolov Miller Family Financial and Life Skills Center Services
697	About Career Services
698	Schreyer Honors College Strategic Plan
699	Open Doors Scholarship Program
700	Penn State Global Strategic Plan
701	Transforming Education Through Immersive Experiences
702	EDGE Experiential Digital Global Engagement
703	OER and Low Cost Materials at Penn State
704	Strategic Planning During COVID
778	Student Code of Conduct
804	Community Feedback Forms
849	Thematic Priorities and Sub Themes Table
891	Division of Undergraduate Studies
933	Unit Plan Progress Data Overview Report 2022 to 2023
934	Strategic Plan Update 2021 to 2022
935	Board Committee on Equity and Human Resources Meeting Agenda
936	President and Special Adviser for Institutional Equity Discuss DEIB
937	Executive Summary From the Special Adviser for Institutional Equity
938	Foundations of the Strategic Plan

ID	Name
940	Presidential Vision and Goals
942	Organizational Excellence
943	The Strategic Plan Implementation Oversight Committee
944	University Strategic Planning Council
946	Community Feedback on Strategic Plan
947	Board of Trustees Committee on Governance and Long Range Planning
948	Board of Trustees Minutes February 26 2016
949	Values and Culture Survey 2013
950	Living Our Values Survey 2022
951	Agricultural Research and Extension Funding 2023
952	Research Annual Report 2023
953	Emerging and Advanced Technologies Initiative
954	Climate Smart Agricultural Project
955	Weathering Change Impacts
956	Protecting Water Quality
957	Spotted Lantern Fly Invasion Response
958	Invasives Impacts
960	Board of Trustees Minutes February 2019
961	Sample Unit Plan Completion Report
962	Core Expenditures Data
965	United Nations Sustainable Development Goals
967	Center for Immersive Experiences
970	About Educational Equity
981	DEIB Dashboard in Penn State News
982	DEIB Dashboard
983	Support University Strategic Initiatives
984	Student Enrollment Fall 2022
985	National Data Clearinghouse Research Center Fall 2022 Enrollment Overview
1002	Engaging Our Students Unit Plan Data
1003	Transforming Education Unit Plan Data
1004	Transforming Education Reflection Paper
1005	Driving Progress in Organizational Excellence
1012	Student Enrollment Data
1013	Research and Development Expenditures
1052	Student Success Center
1168	DEIB Report
1173	Continuing Education and Workforce Development Strategic Plan 2020-25
1175	One Penn State 2025
1190	Strategic Plan Scaffolding Figure
1191	Interactions of Foundations and Thematic Priorities
1192	Strategic Plan Committee Support Structure

Chapter 2

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Criterion 1. A commitment to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights.

Upholding a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights is essential to Penn State's mission, which includes fostering the pursuit of truth, the dissemination of knowledge, student growth, and the betterment of both the University and society. The University's commitment to these principles is deeply embedded in its mission and core values (Integrity, Respect, Responsibility, Discovery, Excellence, and Community). This commitment is upheld and safeguarded by the Board of Trustees, students, faculty, staff, and administrators through the implementation of and adherence to University policies and practices.

Academic Freedom, Intellectual Freedom, and Freedom of Expression

Penn State's commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights is codified in policies that apply to students, faculty, and staff across the University. (See 995.Academic and Intellectual Freedom and Freedom of Expression Policies.) The University also extends the right of academic freedom to faculty members when they are engaging in activities outside the University, including speaking critically about University policies and decisions. (See 779.Administrative Policy AD77 Engaging in Outside Professional Activities [Conflict of Commitment]). In 2021, the University established a website (knowyourrightsandresponsibilities.psu.edu) where students, faculty, and staff can access resources related to academic freedom and freedom of expression. (See 986.Addressing Bias Rights Responsibilities and Responses.)

Penn State holds the right to free expression in high regard, even when the ideas and opinions it allows challenge the principles and beliefs of the institution and its students, faculty, and staff. This commitment was made tangible in 2022 when the University provided a venue for a student organization to hold a controversial event. Although the event was ultimately canceled due to escalating threats of violence, the University stood firm in its decision to allow the event. Another example of the University's commitment to academic freedom and freedom of expression can be seen in a 2022 resolution passed by the University Faculty Senate calling upon "current and future leaders of Penn State University to reject all attempts by bodies external to the faculty to restrict or dictate University curriculum on any matter, including matters related to racial and social justice, and to stand firm against encroachment on faculty authority." In his response to the resolution, then-President Eric Barron affirmed academic freedom as a core component of Penn State's mission: "Academic freedom must be protected in the same way speech must be protected. I cannot imagine a university in which ideas are not being challenged and are not being debated. I cannot imagine if we could only teach what no one objects to." (See 243.Faculty Senate Resolution on Academic Freedom and Racial Justice.) President Bendapudi has likewise reaffirmed that at Penn State "we support the fundamental constitutional right of free speech and free expression of all members of our community." The controversial event resulted in an effort to revise existing University policies to facilitate the safe and open exchange of ideas, including through the designation of spaces for free speech across all University campuses. At the University Park campus, spaces for free speech are governed by Administrative Policy AD51: Use of Outdoor Areas for Expressive Activities. At the Commonwealth Campuses, the chancellor, dean, or another administrator in charge is consulted to identify sites suitable for expressive activity. (See 187.Administrative Policy AD51 Use of Outdoor Areas for Expressive Activities; 1100.Penn State Harrisburg Outdoor Areas for Expressive Activities.)

Another demonstration of this commitment occurred in 2022 when the Student Code of Conduct was revised to emphasize that, as a community of scholars, students should aspire to act with integrity and honesty in accordance with the highest academic, professional, and ethical standards; respect and

honor the dignity of each person; embrace civil discourse; foster a diverse and inclusive community; act responsibly; and be accountable for decisions, actions, and their consequences. (See 778.Student Code of Conduct.)

Intellectual Property

Central to Penn State's mission as a land-grant university is the protection of research intellectual property with commercial potential. The rights of researchers and the University to research intellectual property are governed by the Penn State Intellectual Property Agreement. (See 780.University Intellectual Property Agreement.) The University has six policies related to intellectual property: ownership and management of intellectual property, co-authorship of scholarly reports and publications, royalty payments, copyright clearance, technology transfer, and entrepreneurial activity. (See 781.Intellectual Property Policies IP 01 06.) The University also provides guidance on issues such as student intellectual property rights, the donation of intellectual property, and the licensing of Penn State technology to startup companies. (See 782.Intellectual Property Guidelines IPG 01 04.) The steward for intellectual property policies, the Senior Vice President for Research, maintains a webpage detailing the University's position on intellectual property relative to the source of funding involved. (See 783.Position on Intellectual Property.) Since 2015 Penn State's promotion and protection of research intellectual property rights has contributed to 344 technology-transfer patents and 163 licenses and options (including affiliated startups). (See 931. Invent Penn State by the Numbers.)

Criterion 2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

Penn State strives to create and maintain a diverse University community in which all members feel welcomed, included, and respected. Advancing Diversity, Equity, and Inclusion is a Foundation (Institutional Priority) of the University strategic plan. The starting point for realizing this priority is Penn State's institutional values. These values capture the University's commitment to ensuring that students, faculty, and staff can achieve their educational and career goals within a safe, inclusive environment: "We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community." (See 261.Penn State Values.) The University's statement on diversity, equity, and inclusion affirms inclusion as both a core strength and an essential element of the institution. (See 1193. University Statement on Diversity, Equity, and Inclusion.)

The University is committed to creating an educational environment free from intolerance directed toward individuals or groups, and it provides educational programs and activities to cultivate an environment in which diversity and an understanding of others are valued. The University's policy on professional ethics serves as a reminder of the obligations assumed by all faculty and researchers, including the free pursuit and transmission of knowledge. (See 785.Academic Policy AC47 General Standards of Professional Ethics.)

The University is firmly committed to preventing and addressing acts of intolerance, whether exhibited by students, faculty, or staff, and University policy encourages members of the University community to report any concerns or complaints related to such acts. (See 271.Administrative Policy AD91 Discrimination and Harassment and Related Inappropriate Conduct.) The University has a Code of Responsible Conduct that sets forth expectations for the behavior of members of the University community. (See 253.Administrative Policy AD88 Code of Responsible Conduct.) To ensure fairness when addressing grievances, the University implemented a staff grievance procedure that outlines the steps staff members can take to appeal alleged or perceived violations of their rights under the University's published rules and regulations. (See 787.Human Resources Policy HR79 Staff Grievance Procedure.) By providing these mechanisms, the University seeks to maintain a supportive environment where all individuals are treated equitably and any concerns are addressed appropriately.

There are several units and offices across the University that are responsible for implementing activities and initiatives designed to operationalize the Foundation (Institutional Priority) of Advancing Inclusion, Equity, and Diversity. (See 998. Advancing Inclusion Equity and Diversity Foundation of the Strategic Plan.) The Office of the Vice Provost for Educational Equity supports and evaluates these initiatives and

serves as an advocate for a range of University populations, including historically underrepresented racial/ethnic minorities; persons with disabilities; persons from low-income families who are first-generation college students; veterans; lesbian, gay, bisexual, and transgender persons; and women. (See 244.Office of Educational Equity.)

The Office of Equal Opportunity and Access (formerly the Office of Affirmative Action) is responsible for ensuring adherence to local, state, and federal nondiscrimination laws and University policies related to equal employment opportunity and affirmative action. It manages the development and implementation of the University's affirmative action program, with a particular focus on eliminating barriers to employment for women, minorities, individuals with disabilities, and protected veterans. The Office of Equal Opportunity and Access's responsibilities also include providing guidance and consultation to unit heads and human resources personnel across the University regarding equitable and inclusive hiring practices (including training on mitigating bias during job searches to further diversify the University's employee population); coordinating the reasonable accommodations process for employees with disabilities who request such support; and facilitating diversity education programs for faculty, staff, and administrators. (See 20.Office of Affirmative Action; 1174 Office of Equal Opportunity and Access.)

Human Resources supports Penn State's diversity, equity, and inclusion goals throughout the employee lifecycle. The employee onboarding process welcomes new employees to the University and highlights Penn State's diverse employee population and locations throughout the commonwealth. The talent management unit provides numerous professional development opportunities for faculty and staff to increase their knowledge and skills in creating an inclusive climate for employees and students alike.

The Office of Equal Opportunity and Access, Human Resources, and Office of Educational Equity partnered to develop BUILD@Penn State ("Broadening Understanding and Inclusion Through Learning and Dialogue"), a University-wide diversity education program that helps employees to develop a greater level of understanding and appreciation of difference and to apply diversity, equity, and inclusion principles in their work. The program also assists with efforts to recruit and retain diverse employees and students. In its first two semesters, BUILD worked with almost 1,000 students and employees. It aims to build capacity consistently through 2023-2024. (See 987.BUILD Penn State.)

The Office of Student Affairs is committed to supporting an equitable living, learning, and working environment that affirms the dignity, worth, and value of all members of the Penn State community. The office is home to several student advocacy offices, each of which serves as a primary resource for students transitioning to higher education. The student advocacy offices also provide students support during their time at Penn State, offering safe and inclusive spaces and programming, as well as informational, advocacy, and clinical services. (See 834.Student Affairs Student Advocacy Offices.)

Penn State Global provides support and oversight for Penn State's international engagements by managing education-abroad programs, hosting international students and scholars, and facilitating the University's international partnerships. (See 128.Penn State Global; 700.Penn State Global Strategic Plan.)

The Office of Graduate Educational Equity Programs leads the Graduate School's efforts to foster diversity and provide a welcoming climate for both prospective and current graduate students from underrepresented groups. (See 1201.Graduate School Diversity Home.) The office designs and implements mentoring programs, recruitment programs, professional development and retention programs, and conferences, seminars, workshops, and lectures. The office also leads the Summer Research Opportunities Program at Penn State and the Ronald E. McNair Postbaccalaureate Achievement Program, programs providing connections with highly talented undergraduate students who are interested in attending graduate school. (See 1202.Graduate Summer Research Opportunities; 1203.McNair Program.)

While it is critical to provide the resources and support outlined in this criterion, it is equally important to assess the effectiveness of such services across the Penn State community. To that end, the Office of Educational Equity, in conjunction with the Office of Planning, Assessment, and Institutional Research, sponsors the University's Community Survey, implemented as part of Penn State's ongoing efforts to promote diversity, equity, and inclusion on campus and to support the Foundations (Institutional

Priorities) and Thematic Priorities (Strategic Goals) in these areas. The Office of Ethics and Compliance sponsors the Living Our Values Survey, which is an important avenue for members of the University community to share their experiences. These two surveys, each of which is administered every three to four years, are designed to evaluate the overall progress of efforts to create a welcoming and inclusive climate across Penn State and identify areas for improvement. (See 7.Values and Culture Survey 2017; 666.Community Survey Report 2020; 950.Living Our Values Survey 2022.)

Criterion 3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

The University provides multiple channels for community members to report complaints and grievances, and it has established procedures for assessing, investigating, and resolving concerns to ensure the timely and equitable management of complaints. In addition to coordinated marketing and education efforts by relevant offices, each semester a University-wide message is sent from the Office of the President to all students, faculty, staff, and administrators providing a comprehensive overview of available reporting channels. Of note is the Penn State Hotline (universityethics.psu.edu/hotline), a 24/7, third-party system that enables individuals to make an anonymous report on any topic. The reports are vetted and referred by the Office of Ethics and Compliance to the appropriate unit for handling (such as the Office of Equal Opportunity and Access, Office of Sexual Misconduct Reporting and Response [formerly known as Sexual Misconduct Prevention and Response], Office for Research Protections, Human Resources, Department of Environmental Health and Safety, and Student Affairs' Department of Student Accountability and Conflict Response). Each of these units maintains data regarding the number of complaints submitted to the unit and each complaint's resolution. Reviews and investigations into concerns raised are conducted according to applicable University policies and procedures, which vary depending on the nature of the concern. For example, a complaint about racial discrimination by a University employee would be managed by the Office of Equal Opportunity and Access according to the procedures and guidelines reflected in administrative policy. (See 271.Administrative Policy AD91 Discrimination and Harassment and Related Inappropriate Conduct; 1164.OSMPR Annual Report 2021 2022) Efforts are underway to enhance the bias reporting approach and develop a student resource "hub." (See 1163.DEIB Agile Team Priorities.)

The University has several grievance-related policies that address discrimination, harassment, sexual harassment, protection from retaliation, and youth protection and stipulate grievance procedures and rights and responsibilities. (See 901.Grievance Related Policies.) Related reporting resources and applicable procedures are administered by offices focused on specific areas. For example, the Office of Ethics and Compliance follows up on reports to the Penn State Hotline regarding activity that is inconsistent with the Penn State values, and the Office of Sexual Misconduct Reporting and Response addresses reports related to student sexual misconduct. (See 988.Resources for Reporting.)

University-wide, concerns and grievances are handled with the goals of ensuring fairness and equity, as well as balancing the need for transparency with the need to protect the privacy of community members. Periodic reviews of grievance procedures are conducted and appropriate revisions are made based on community feedback, external and internal assessments, and changing regulatory requirements. Examples of such assessments include campus-wide surveys. (See 666.Community Survey Report 2020; 606.Climate Survey Results Town Hall; 7.Values and Culture Survey 2017.) When necessary, improvements to policies, practices, and initiatives are identified, they are implemented by the responsible unit. Coordination and collaboration between units facilitate the use of best practices and consistency in University processes.

Students and employees are also notified through quarterly email reminders of their right to report misconduct to appropriate external administrative agencies such as the Equal Employment Opportunity Commission, Pennsylvania Human Relations Commission, or Office of Civil Rights in the U.S. Department of Education. Reporting can be done in lieu of an internal University investigation or in cases in which the complainant is not satisfied with the way their complaint was handled or with the outcome of the University's investigation of their complaint.

Criterion 4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

As a steward of public funds, the University strives to ensure that its research, teaching, outreach, purchasing, business transactions, gifting, outside professional activities, and all other activities are neither inappropriately affected by, nor appear to be inappropriately affected by, the financial or business interests of the University or University officials. (See 31.Administrative Policy AD83 Institutional Financial Conflict of Interest.) To meet this goal, the University has a robust set of policies and procedures in place that focus on the avoidance (or the avoidance of the appearance) of conflicts of interest through proper education, disclosure, review, and, if applicable, management and monitoring strategies. These policies and procedures apply to all constituents of the University and cover research, purchasing, business transactions, gifting, assignment of course materials, and outside professional commitments (conflicts of commitment). (See 903.Conflict of Interest Policies.) Additional conflict-of-interest policies and procedures, such as those applicable to the Board of Trustees, are discussed in Chapter 7, Standard VII, Criterion 2(h).

The University has assigned responsibility for the oversight and management of policies related to research to the Office for Research Protections that, for policy purposes, reports directly to the University's Executive Vice President and Provost, and President. Other policies are subject to the oversight and management of centralized units such as Auxiliary and Business Services, Finance and Business, and Human Resources. University-wide committees consisting of faculty, staff, academic leaders, and compliance professionals review and manage, for example, research-related conflicts of interest and institutional conflicts of interest. The Office for Research Protections, through the Office of the Senior Vice President for Research, supports these committees and ensures compliance with the annual disclosure requirements outlined in the policies. (See 602.Conflict of Interest Program; 36.Research Protections Policy RP06 Disclosure and Management of Significant Financial Interests; 31.Administrative Policy AD83 Institutional Financial Conflict of Interest; 240.Academic Policy AC80 Faculty Outside Professional Activities and Conflict of Commitment.)

To ensure individuals understand their duty to avoid and/or disclose and manage conflicts of interest, the University requires training and offers educational resources. (See 36.Research Protections Policy RP06 Disclosure and Management of Significant Financial Interests.) Additionally, as part of the onboarding process for any new employee with a job classification involving research, the employee is required to affirm they have read Research Protections Policy RP06 Disclosure and Management of Significant Financial Interests and are given instructions for making their first financial disclosure.

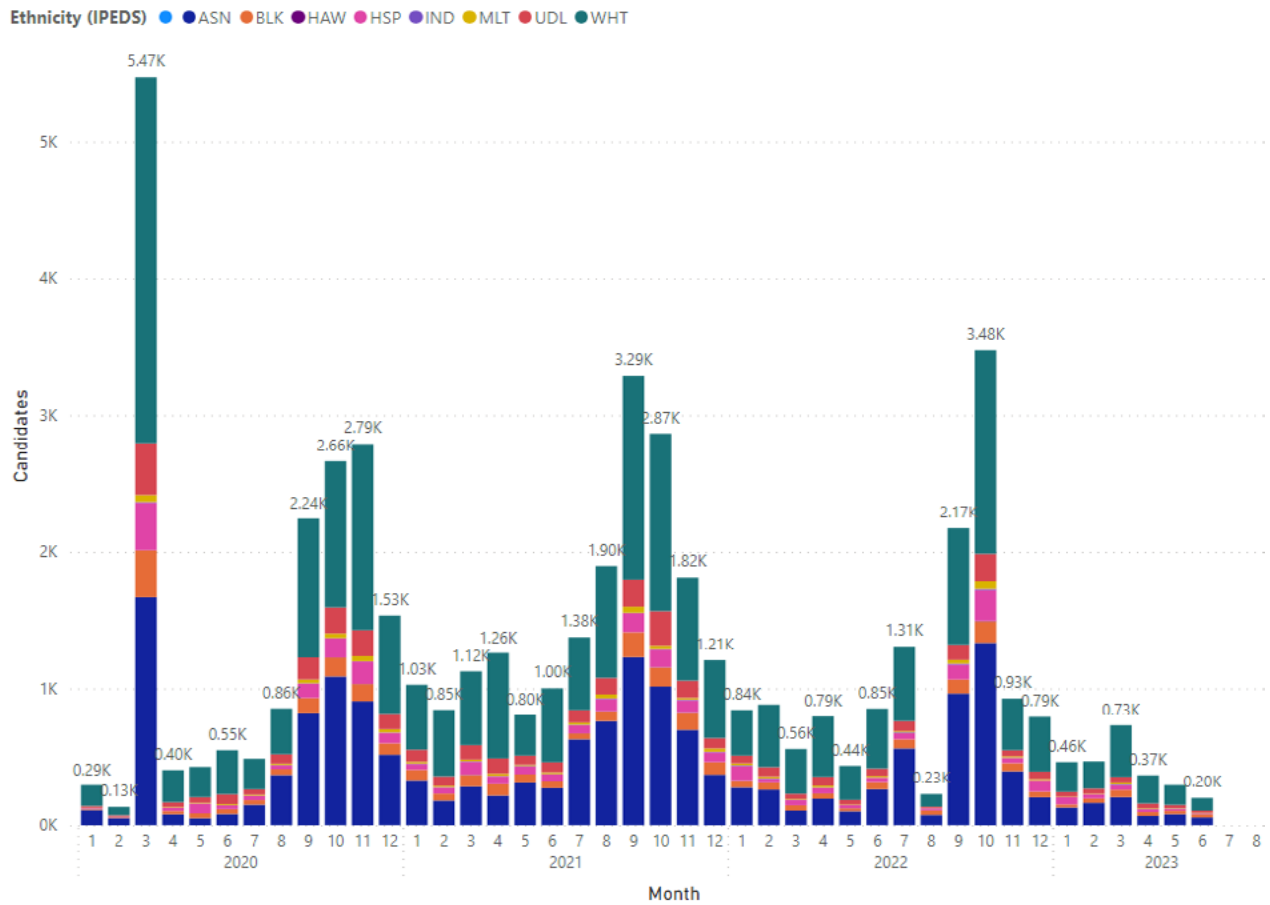
This criterion provides evidence of compliance with Requirement of Affiliation 13.

Criterion 5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.

The University is committed to the concept and practice of equal opportunity for all current and prospective employees in all terms and conditions of employment. This commitment is at the heart of Penn State's values; it also guides all activities and the actions of its students, faculty, staff, administrators, and volunteers. The University is committed to impartial practices in the hiring of faculty, staff, and administrators, a commitment reflected in Penn State's mission statement and the University strategic plan. Hiring committees are expected to be familiar with the mission statement and strategic plan and to review applicable policies and procedures. Hiring practices are reviewed by Human Resources, the Office of General Counsel, the leadership team of the University, and the Board of Trustees. (See 904. Hiring Policies.) Policies related to the hiring process are available for all employees to review on the Penn State Policies website. As the primary resource for hiring information at the University, these policies are used by every unit and campus.

Human Resources analyzes data to ensure position advertisements attract a diverse, highly qualified applicant pool from which search committees may choose the best candidate. Because some jobs are now able to be performed in a hybrid or remote environment, Penn State's applicant pool has expanded and, therefore, so has the need for in-depth analysis of existing recruitment expectations. Table 5 captures these efforts for full-time positions advertised between January 2020 and June 2023.

Table 5. IPEDS by Recruiting Date



Penn State also has a well-documented annual performance evaluation process for faculty, staff, and administrators. These processes are monitored closely by the Office of the Vice Provost for Faculty Affairs, and Human Resources. Engagement between the employee and manager is expected and intended to promote open communication and opportunities for feedback. Academic Policy AC 40 Annual Evaluation of Faculty Performance applies to faculty, and the performance management module within the Workday system is used for staff. (See 41.Academic Policy AC40 Annual Evaluation of Faculty Performance.)

Procedures related to Penn State’s promotion process for faculty are clearly defined. (See 40.Academic Policy AC23 Promotion and Tenure Procedures and Regulations.) Staff promotion procedures are also documented and communicated; however, these procedures are currently under review as part of a larger compensation modernization project that is discussed in Chapter 6, Standard VI.

Documented policies and procedures applicable to faculty, staff, and administrators outline how performance matters are investigated, reviewed, and addressed. Units work closely with Labor and Employee Relations and the Office of the Vice Provost for Faculty Affairs to adjudicate any issues that lend themselves to the consistent application of policies across the University. Although the two offices sign off on recommendations for disciplinary actions, the unit executive and/or manager ultimately determines which course of action to follow. (See 42.Academic Policy AC70 Dismissal Procedure for Tenured and Tenure-Eligible Faculty Members; 333.Human Resources Policy HR78 Staff Employee Failure to Meet Acceptable Standards of Performance.)

Criterion 6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

The Office of Strategic Communications is Penn State's central public relations and marketing division. It is also responsible for advertising and internal University communication. The office employs 60 individuals, and it partners closely with communications teams across the University's colleges, campuses, administrative units, and various institutes. These partner teams consist of a total of 417 communications professionals.

Strategic Communications adheres to the highest standards of ethical communication, both internally and externally. As indicated in its strategic plan, one of the office's guiding principles is to operate with candor, integrity, and respect. (See 619.Office of Strategic Communications Strategic Plan.) Several policies guide the behavior of the division. University advertising must be accurate and clear, positively contribute to public perceptions, reflect high standards of professionalism, and have an impact that is reasonable for the cost of the advertising. (See 620.Administrative Policy AD08 Purchase of Advertising.) Guidelines about the use of social media, including preventing offensive content from appearing on social media channels and limiting misrepresentation in social media, are found in Administrative Policy AD61 University Marketing and Communications. This policy assigns responsibility for monitoring communications channels to the Office of the Vice President for Strategic Communications, which is responsible for helping units adhere to these policies. (See 621.Administrative Policy AD61 University Marketing and Communications.)

The Office of Planning, Assessment, and Institutional Research is a central point of contact for University data acquisition, reporting, analysis, and governance, and the office frequently supplies data for recruiting and admission materials. The office responds to state and federal reporting mandates and national surveys such as those administered by U.S. News and World Report and the Association of American Universities Data Exchange (AAUDE). It also adheres to the University's privacy and security policies when storing and granting access to data. (See 932.Privacy and Security Policies.) To ensure accuracy, the office performs rigorous validation and acceptance practices before publicly releasing data.

The Department of Intercollegiate Athletics (ICA) is committed to institutional honesty and transparency in public relations announcements, advertising, recruiting and admissions materials, and internal communications related to athletics. The University's Intercollegiate Athletics Code of Conduct exemplifies this commitment to full compliance with the University's and ICA's policies and procedures. These policies are detailed in the National Collegiate Athletic Association (NCAA) Bylaws, the Handbook of the Big Ten Conference, and the principles regarding institutional control, responsibility, ethical conduct, and integrity articulated by the NCAA and the Big Ten Conference. (See 622.Intercollegiate Athletics Code of Conduct; 921.Athletics Policies and Procedures.)

The University and ICA are committed to the ethical recruitment as well as the safety and welfare of prospective student-athletes. To that end, the University strives to recruit individuals of exemplary character and integrity, with strong academic and athletic ability, who understand what is expected of a student-athlete at Penn State. Recruiting visits are intended to determine whether the prospect and the University are a good fit in terms of educational, athletic, and social expectations. The primary consideration in selecting activities for these visits is whether the activities provide information that will assist the prospect and their family in making that decision. (See 921.Athletics Policies and Procedures.)

The Penn State Admissions Office adheres to the National Association for College Admission Counseling's (NACAC) Guide to Ethical Practice in College Admission with the core values of education, access and equity, professionalism, collegiality, collaboration, and trust. (See 630.NACAC Guide to Ethical Practice in College Admission.) The University is committed to providing transparency in the admission process and prioritizes clear communication about the application review process. Information is provided for numerous categories of students including first-year, international, transfer, adult, military, veteran, and Hispanic/Latino students (in Spanish). (See 295.Undergraduate Admissions Office Application Review Process.)

Penn State is committed to recruiting and retaining underrepresented student populations to its programs and majors. To that end, the Student Minority Advisory and Recruitment Team (SMART) was established to help recruit and celebrate underrepresented students. SMART engages with underrepresented students through tours, panels, and special recruitment activities such as Spend a Fall Day and its Achievers weekend. (See 1176.Student Minority Advisory and Recruitment Team.)

Criterion 7. As appropriate to its mission, services or programs in place:

(a) to promote affordability and accessibility; (b) to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt

The University strives to make higher education accessible and affordable to students. Ensuring that current and prospective students are aware of and understand funding sources helps Penn State achieve its mission and the Foundation (Institutional Priority) of Enabling Access to Education. The University enhances affordability and accessibility by providing students with information in various forms; websites, printed materials, in-person and virtual presentations, and in-office meetings, as well as email, letter, and phone contacts. Chapter 4, Standard IV, Criterion 1(a), provides additional information regarding the processes for communicating about expenses, financial aid, scholarships, grants, loans, repayment, and refunds to prospective and current students and their families. Multiple units at Penn State award scholarships to students. Links to information on scholarships available across the institution can be found on the Office of Student Aid website. Several scholarship programs are designed to support diversity, equity, and inclusion. (See 1097.Penn State Scholarship Opportunities.)

One example of Penn State’s commitment to access and affordability is the Achieve Penn State initiative. Achieve Penn State expands access to a Penn State education through several programs including Complete Penn State, RaiseMe, Smart Track to Success, STEP, and Summer Start, as well as through a collaboration with the Sokolov-Miller Family Financial and Life Skills Center. These programs and collaboration help students transition to a Penn State campus before their first year and to University Park from a Commonwealth Campus. Potential students also learn valuable financial literacy information, earn micro-scholarships toward their Penn State education, and connect to critical and timely resources that will help them complete their degree. (See 203.Achieve Penn State.)

The Access Grant award is another example of Penn State’s commitment to access and affordability. In 2023, the University budgeted an additional \$14 million for Access Grants to offset tuition increases. The Access Grant was designed to help lower-income students and their families offset recent tuition increases. Eligible recipients include undergraduate students, both in-state and out-of-state residents, with household incomes of \$75,000 or less who have filed a Free Application for Federal Student Aid (FAFSA). It is estimated that 20,000 students will qualify for the Access Grant.

Penn State offers a robust financial aid program. In 2021-2022, 15% of financial aid funding for undergraduates came from University scholarships, which typically range in value from \$2,000 to \$5,000 per year. The University offers scholarships based on the information students provide on the FAFSA as well as information provided by the academic colleges, administrative units, and Commonwealth Campuses. In 2021-2022, 31% of undergraduates received a University scholarship. Of those, 36% of first-year recipients were enrolled at University Park and 64% were students at other campuses. Students are also encouraged to seek outside scholarships. In the 2021-2022 aid year, approximately 16% of first-year students received private scholarship awards from external sources such as their high schools, community organizations, church groups, local companies, or other philanthropic entities.

Scholarship information, including eligibility criteria and descriptions of application and awarding processes for awards offered by the Office of Student Aid (OSA), academic colleges, administrative units, and Commonwealth Campuses, is published on individual unit websites. OSA plays a crucial role in ensuring that students are aware of and understand funding sources and options, value received for cost, and methods to help them make informed decisions about incurring debt. (See 47.Office of Student Aid.) The OSA website offers planning information and tips; explanations of aid eligibility, types of aid, and application and award processes; and other resources for finding loans, grants, scholarships, and employment. OSA also created and maintains the Penn State Student Aid YouTube

channel, which serves as a repository for recorded sessions of live webinars and tutorials on student aid basics and specific loan types. (See 297.OSA YouTube Channel.) In-person and virtual interactions with OSA staff enable students and parents to gather pertinent information about financial aid options and processes to facilitate informed decisions about attending Penn State. OSA outreach events (often offered in collaboration with other departments) and webinars (live and on-demand) provide a general overview of aid eligibility, types of aid, how to apply, the award process, and where to find resources. Printed materials, including handouts such as “Action Steps to Financial Aid and Scholarships,” are available from the office, at OSA outreach events, and on the website. OSA also keeps students and parents informed by providing important aid information and dates, updates, and outside scholarship opportunities through its social media channels. (See 792.Office of Student Aid Social Media.)

Through the Academic College Initiative developed and administered by OSA, dedicated student aid advisers collaborate with academic advisers from the Division of Undergraduate Studies and the Colleges of Health and Human Development and the Liberal Arts to help students achieve academic success and maintain financial aid eligibility. (See 296.OSA Academic College Initiative.)

The Graduate School strongly supports the University’s goal of making advanced higher education accessible and affordable to students. Scholarships, awards, and additional funding opportunities are available at the graduate level. To ensure that new and prospective graduate students are aware of this financial assistance, both the OSA and the Graduate School provide comprehensive information on their respective websites. (See 1196.Types of Graduate Support; 1197.Graduate School Award Programs; 1198.Graduate School External Funding; 1199.Graduate Funding FAQs). The most prominent form of financial support for graduate students is the graduate assistantship (GA), which includes a stipend, tuition remission, and health insurance (for which the university pays 80% of the premium). (See 1200.GSAD 901 Graduate Assistantships.) In the spring 2024 semester, 4,466 graduate assistantships were awarded (including teaching assistantships, research assistantships, and a small number of administrative assistantships). The minimum GA stipend for a nine-month academic-year appointment is \$22,770, which is equivalent to a living wage for a single student. More than 80% of our PhD students are supported by a GA.

Penn State Global provides support for Penn State’s international students, including information on financial aid and funding. (See 128.Penn State Global.) The Sokolov-Miller Family Financial and Life Skills Center provides students with the resources needed to make informed financial decisions through workshops, first-year seminars, and webinars offered as part of the MoneyCounts Financial Literacy Series; one-on-one meetings with staff or student ambassadors who provide peer-to-peer financial education and resources; a financial literacy website; online self-study modules covering 28 different topics; and a mentoring program to connect alumni with students. (See 306.Sokolov Miller Family Financial and Life Skills Center Mentoring Program.) The Office of the Bursar offers an installment payment plan that allows students to pay their semester bills over several months. (See 303.Bursar Installment Payment Plan.)

Continuously improving the quality of information and resources related to student aid is a vital part of the University’s goal to increase access and affordability for prospective students, current students, and their families. To ensure Penn State is providing helpful information, services, and resources to students, OSA conducts a satisfaction survey that allows students to provide feedback on their student aid experiences. To continuously improve the type of general information provided to students, OSA utilizes survey results to enhance its social media pages with sought-after content, such as information on scholarship opportunities. OSA analyzes questions from students and parents asked during aid-related outreach events to identify additional improvement opportunities. While the results from the fall 2021 survey indicate that Penn State is meeting or exceeding expectations in many areas related to student aid, there are areas that can be improved. (See 1101.Office of Student Aid Financial Aid Survey.)

Penn State’s withdrawal procedures are posted on the Office of the University Registrar’s website and the student refund policy is posted on the Office of the Bursar’s website. (See 1137.Withdrawal Procedures; 1136.Student Refund Policy.)

Criterion 8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

(a) the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates

Penn State has robust systems and processes in place to ensure its compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements including those that require the disclosure of information. Responsibility for these systems and processes resides with the unit possessing subject-matter expertise in partnership with the Office of General Counsel.

The Office of Planning, Assessment, and Institutional Research is instrumental to Penn State's adherence to reporting requirements. It provides publicly available information through a robust web presence, including a data digest, peer comparisons, and compliance reports. (See 309.Data Digest; 641.OPAIR Institutional Research Webpage.) OPAIR tracks federal, state, and Commission reporting requirements to ensure information is reported consistently and in a timely manner. Information on licensure rates is maintained and reported by the departments whose students require a license to work in their field. OPAIR also maintains an interactive map and a disclosure dashboard that provide information about state requirements and prerequisites to determine whether a Penn State program meets a state or territory's licensure requirements. (See 1085.Professional Licensure and Certification Disclosure Webpage.)

(b) the institution's compliance with the Commission's Requirements of Affiliation

Evidence of compliance with the Commission's Requirements of Affiliation is addressed throughout this report and in the MSCHE portal.

(c) substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; and (d) the institution's compliance with the Commission's policies

Penn State provides timely updates and requests appropriate approvals from the Commission for substantive changes affecting institutional mission, goals, programs, operations, sites, or other material issues. In the past several years, the University has successfully filed substantive change requests to reclassify two Branch Campuses to Additional Locations and to reclassify an Other Instructional Site to an Additional Location. The Accreditation Liaison Officer and Director of Accreditation work together to facilitate and monitor University compliance with Commission policies, procedures, and guidelines and to proactively educate and inform the University community of accreditation policies, procedures, and changes thereto.

Verification of compliance with required information for students and public disclosures can be found in Penn State's Institutional Federal Compliance Report. (See 1194.Institutional Federal Compliance Report.) This report provides evidence of compliance with Requirements of Affiliation 5 and 6.

Criterion 9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

The University routinely utilizes informed oversight to assess institutional policies, procedures, and practices to promote ethical implementation. All Penn State policies are governed by Administrative Policy AD00 Policy on Policies. This policy was adopted in 2013 to establish a framework for the development and review of policies that are University-wide in their application. (See 319.Administrative Policy AD00 Policy on Policies.) The purpose of Administrative Policy AD00 is to describe and establish processes and standards for developing, reviewing, approving, amending, and decommissioning University policies. By adopting this policy, the University seeks to enhance its ethics and integrity, operational efficiencies, best practices, effective decision-making, and compliance with laws and regulations. This policy also helps ensure that University policies are easily accessible and understandable, widely disseminated, consistent, standardized to the extent reasonable, and approved by the appropriate offices. Penn State aspires to maintain a policy framework that best serves its mission and represents and supports excellence, ethics, and compliance in all its activities.

In 2013, the University established a University Policy Administration Committee (UPAC), chaired by the Vice President for Administration. Members of the committee consist of the University Policy Stewards for each of the various policy groups and senior leaders representing the Offices of General Counsel, Ethics and Compliance, Risk Management, and Records Management, among others. UPAC meets on a quarterly basis to discuss proposed and potential changes to policies, best practices, and issues of common interest. The committee is in the final stages of completing a comprehensive review and update of all University policies. Once complete, this project will ensure no policy is in place for longer than five years without a review and, if appropriate, update. UPAC also has oversight responsibility for the Penn State Policies website, which was refreshed a few years ago to make it more user-friendly and easier to locate policies of interest to the University community. New policies and changes to, or the decommissioning of, existing policies, are reviewed and are subject to the approval of the President's Council, a group of 21 senior leaders who advise the President of the University on important matters. Depending on the nature of a new policy, or any proposed changes to an existing policy, review and sign-off by the Faculty Senate may also be required.

In addition to outlining ethical standards in the development, review, and approval process for all University policies, Administrative Policy AD00 Policy on Policies includes the requirement that all University policies be posted on the Penn State Policies website or another appropriate website and be accessible to the University community. (See 319.Administrative Policy AD00 Policy on Policies.)

The University Policy Stewards of UPAC are subject-matter experts for each policy and are charged with periodically reviewing their policy groups' policies and recommending amendments as necessary. UPAC is chaired by the Senior Vice President and Chief of Staff. UPAC meets quarterly to discuss the status of policy updates and matters of mutual interest. The Chair of UPAC reports to the President on the activities of UPAC as appropriate.

Examples of such revisions include the significant changes to policies and procedures to address alcohol and hazing in Greek organizations that were made beginning in 2017. (See 645.Administrative Policy AD98 Anti Hazing Policy.) The University has been proactive in devising and supporting innovative initiatives and policies to curb hazing and alcohol abuse, including by assuming oversight of Greek organizational misconduct and adjudication processes to strengthen the enforcement of policies governing alcohol and hazing. (See 646.Office of Fraternity and Sorority Life.) The University also undertook a comprehensive review of the Student Code of Conduct. The review was led by a diverse task force consisting of students, faculty, staff, public safety representatives, and administrators. The revised Student Code of Conduct, which includes provisions related to acts of bias and discriminatory harassment, among other updates recommended by the task force, was officially implemented in spring 2021. (See 264.Student Code of Conduct Task Force Report; 263.Action Together Initiatives; 778.Student Code of Conduct.)

Another example of the effectiveness of the University's policy review procedures can be seen in the review history of the Faculty Senate's Policies and Rules for Undergraduate Students. Data show that of the 123 student policies, 67% have been revised in the last 10 years and 82% of policies have been revised in the last 20 years. (See 1182.Histogram of Student Policy Revisions; 1183.History of Policy Updates.)

The Office of Internal Audit, with a direct line of reporting to the Board of Trustees and access to the President, helps the University accomplish its objectives by bringing a systematic, disciplined approach to the evaluation and improvement of risk management, control, and governance processes. (See 881.Internal Audit Charter.) One of its responsibilities is to review established systems, policies, and procedures to ensure the University is in compliance with all applicable laws and regulations. Units undergoing an internal audit receive feedback and recommendations aimed at ensuring they have the necessary policies, processes, and procedures in place and are following existing policies, processes, and procedures.

The University periodically surveys the University community to assess the status of its ethics and integrity efforts. The Values and Culture Survey was conducted in 2013 and 2017, and the latest iteration

of the survey, which was delayed due to COVID-19 and staffing changes, was conducted in late 2022. (See 7.Values and Culture Survey 2017; 668.Living Our Values Survey FAQs; 950.Living Our Values Survey 2022.) In its continued pursuit of greater transparency and public accountability, Penn State recently launched a new website (psu.edu/accountability). This website provides students, faculty, staff, and citizens of the commonwealth with timely data about Penn State in an easy-to-use format. The Penn State Accountability Report, first published in October 2023, presents important university statistics across several years to provide a better understanding of the University's evolving standing.

While the surveys conducted in 2013 and 2017 were a solid start to assessing the impact of the University's ethics, values, and compliance efforts, the survey launched in 2022 leveraged several innovative approaches to ensure maximum impact, including streamlining the survey to ensure that survey length would not be a deterrent to completion by students, faculty, and staff. The University has taken two important steps to ensure the latest survey has a meaningful and lasting impact. First, the results of the survey will be made transparent — all members of the Penn State community will have access to every unit, college, and campus results dashboard. Second, the action steps that units, colleges, and campuses identify to address their survey results will be integrated into their strategic plans to ensure tracking and follow-up.

The completion rate of Penn State's annual compliance training (typically higher than 95%) reflects the University's commitment to ensuring its employees are aware of their ethics and compliance obligations and the policies, processes, and practices through which those obligations are operationalized.

The responsible conduct of research guidelines codify the University's commitment to integrity and ethics in the practice of research. (See 320.Research Protections Guideline RPG01 Responsible Conduct of Research.) One of the ways this commitment is realized is through the Scholarship and Research Integrity (SARI) program for students, postdoctoral researchers, and new full-time faculty. Training includes the completion of online modules on research ethics topics and participation in discussion-based, in-person educational activities. The Office for Research Protections tracks all training activity to ensure completion. Graduate students must complete both online and discussion-based activities, while postdoctoral researchers and new faculty members can complete one or the other. (See 648.SARI Requirements.)

Two working groups actively engage in ethics matters on campus: the Ethics and Compliance Council and the University Ethics Committee. The Ethics and Compliance Council primarily serves as a resource to the Chief Ethics and Compliance Officer regarding program design and planning. The University Ethics Committee assists with scoping of the values surveys and in communications efforts around the University's values. (See 71.Ethics and Compliance Units; 905.Ethics and Compliance Council Membership.)

In addition to periodically and routinely assessing the ethics and integrity of its institutional policies, procedures, and practices, as well as the manner in which they are implemented, Penn State has used external feedback to assess and make improvements and changes to its policies and practices. In 2018-2020, the University undertook a series of aggressive measures to address hazing, alcohol abuse, and sexual misconduct in fraternities and sororities. (See 1102.February 2018 SIR.) Penn State continues to monitor federal and state policies regarding hazing and sexual misconduct to ensure that University policies and procedures are in compliance; to evaluate and assess current policies and initiatives; and to use assessment results to reaffirm the validity of the University's strategies and adjust and implement new strategies as needed. (See 1103.March 2020 SIR.)

Similarly, after a U.S. Department of Education Office of Civil Rights review of the University's Title IX compliance, the University conducted an in-depth review of the external findings and developed a timeline to implement the required changes and improvements to existing policies, procedures, and organizational structures. (See 1105.October 2020 SIR; 1106.January 2021 SIR.)

EFFECTS OF COVID ON COMPLIANCE WITH STANDARD II

Penn State was granted nearly \$289 million in Higher Education Emergency Relief Fund monies made available by the federal government. The distribution and uses of these funds were closely tracked and reported quarterly on the Penn State Higher Education Emergency Relief Fund Reporting webpage and all annual reporting requirements were fulfilled. (See 656.HEERF Information.)

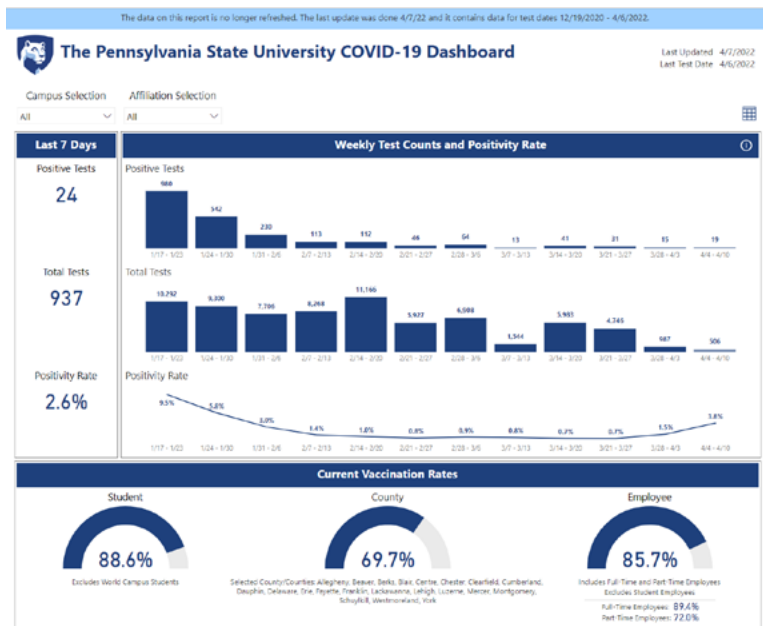
Throughout the pandemic, Penn State continued to promote and adhere to high standards of ethics and integrity. The University quickly shifted from in-person to completely remote courses while maintaining the high standards of instruction and academic rigor for which Penn State is known. Recognizing that the pandemic created hardships for many of its students, Penn State allowed additional flexibility for students in choosing at which campus to study and prioritized allocating Higher Education Emergency Relief Fund grants to the neediest students.

Penn State implemented testing and vaccine requirements related to the pandemic. Before vaccines were widely available, students and employees learning, living, and working on campus were required to participate in random surveillance testing. The University provided on-demand symptomatic and asymptomatic COVID-19 testing, and contact tracing was performed for individuals who tested positive. Once vaccines were available, students and employees were strongly encouraged to get vaccinated and ultimately were required to provide proof of vaccination or continue weekly testing. (See 907.COVID19 Surveillance Testing Program.)

Figure 2 shows the dashboard with testing results that Penn State maintained throughout the pandemic.

Several COVID-19-specific policies were established and revised over time as vaccines became available and the number of cases declined. An overarching policy addressed a variety of related issues such as masking and group gatherings. More specific policies addressed human subjects in research and travel. (See 657.Administrative Policy AD101 COVID19 Policy; 658.COVID19 Human Subjects; 659.Travel Policy TR01 International Travel Requirements; 661.Travel Policy TR02 Penn State Travel Policy.)

Figure 2. COVID-19 Dashboard



CONCLUSION

The University has robust and effective policies and procedures that are routinely evaluated and revised as needed. These policies and procedures are widely disseminated and followed by the University community and relevant stakeholders. The University demonstrates a strong commitment to ethics and integrity and the proactive, continuous improvement of policies governing ethical behavior.

The University's dedication to academic freedom and free speech is evidenced by its policies, which have been strengthened or modified based on not only routine assessment but also campus events, such as those that resulted in the University taking a closer look at the language governing free speech on its campuses. The University has an extensive set of policies related to promoting diversity and inclusion; disclosing and managing conflicts of interest; engaging in ethical communication; and filing

grievances. It also has robust systems to ensure compliance with federal, state, and Commission reporting policies.

Leveraging the upcoming Compensation Modernization Initiative, the University should provide better access to current procedural guidance to clarify staff promotional procedures. In addition, the University should provide more specific information to students through its social media pages.

Evidence Index for Chapter 2

ID	Name	ID	Name
7	Values and Culture Survey 2017	602	Conflict of Interest Program
20	Office of Affirmative Action	606	Climate Survey Results Town Hall
31	Administrative Policy AD83 Institutional Financial Conflict of Interest	619	Office of Strategic Communications Strategic Plan
36	Research Protections Policy RP06 Disclosure and Management of Significant Financial Interests	620	Administrative Policy AD08 Purchase of Advertising
40	Academic Policy AC23 Promotion and Tenure Procedures and Regulations	621	Administrative Policy AD61 University Marketing and Communications
41	Academic Policy AC40 Annual Evaluation of Faculty Performance	622	Intercollegiate Athletics Code of Conduct
42	Academic Policy AC70 Dismissal Procedure for Tenured and Tenure-Eligible Faculty Members	630	NACAC Guide to Ethical Practice in College Admission
47	Office of Student Aid	641	OPAIR Institutional Research Webpage
71	Ethics and Compliance Units	645	Administrative Policy AD98 Anti Hazing Policy
128	Penn State Global	646	Office of Fraternity and Sorority Life
187	Administrative Policy AD51 Use of Outdoor Areas for Expressive Activities	648	SARI Requirements
203	Achieve Penn State	656	HEERF Information
240	Academic Policy AC80 Faculty Outside Professional Activities and Conflict of Commitment	657	Administrative Policy AD101 COVID19 Policy
243	Faculty Senate Resolution on Academic Freedom and Racial Justice	658	COVID19 Human Subjects
244	Office of Educational Equity	659	Travel Policy TR01 International Travel Requirements
253	Administrative Policy AD88 Code of Responsible Conduct	661	Travel Policy TR02 Penn State Travel Policy
261	Penn State Values	666	Community Survey Report 2020
263	Action Together Initiatives	668	Living Our Values Survey FAQs
264	Student Code of Conduct Task Force Report	700	Penn State Global Strategic Plan
271	Administrative Policy AD91 Discrimination and Harassment and Related Inappropriate Conduct	778	Student Code of Conduct
295	Undergraduate Admissions Office Application Review Process	779	Administrative Policy AD77 Engaging in Outside Professional Activities (Conflict of Commitment)
296	OSA Academic College Initiative	780	University Intellectual Property Agreement
297	OSA YouTube Channel	781	Intellectual Property Policies IP 01 06
303	Bursar Installment Payment Plan	782	Intellectual Property Guidelines IPG 01 04
306	Sokolov Miller Family Financial and Life Skills Center Mentoring Program	783	Position on Intellectual Property
309	Data Digest	785	Academic Policy AC47 General Standards of Professional Ethics
319	Administrative Policy AD00 Policy on Policies	787	Human Resources Policy HR79 Staff Grievance Procedure
320	Research Protections Guideline RPG01 Responsible Conduct of Research	792	Office of Student Aid Social Media
333	Human Resources Policy HR78 Staff Employee Failure to Meet Acceptable Standards of Performance	834	Student Affairs Student Advocacy Offices
		881	Internal Audit Charter
		901	Grievance Related Policies
		903	Conflict of Interest Policies
		904	Hiring Policies
		905	Ethics and Compliance Council Membership
		907	COVID19 Surveillance Testing Program

ID	Name
921	Athletics Policies and Procedures
931	Invent Penn State by the Numbers
932	Privacy and Security Policies
950	Living Our Values Survey 2022
986	Addressing Bias Rights Responsibilities and Responses
987	BUILD Penn State
988	Resources for Reporting
995	Academic and Intellectual Freedom and Freedom of Expression Policies
998	Advancing Inclusion Equity and Diversity Foundation of the Strategic Plan
1085	Professional Licensure and Certification Disclosure Webpage
1086	Requirements of Affiliation Appendix
1097	Penn State Scholarship Opportunities
1100	Penn State Harrisburg Outdoor Areas for Expressive Activities
1101	Office of Student Aid Financial Aid Survey
1102	February 2018 SIR
1103	March 2020 SIR
1105	October 2020 SIR
1106	January 2021 SIR

ID	Name
1136	Student Refund Policy
1137	Withdrawal Procedures
1163	DEIB Agile Team Priorities
1164	OSMPR Annual Report 2021 2022
1174	Office of Equal Opportunity and Access
1176	Student Minority Advisory and Recruitment Team
1182	Histogram of Student Policy Revisions
1183	History of Policy Updates
1193	University Statement on Diversity Equity and Inclusion
1194	Institutional Federal Compliance Report
1196	Types of Graduate Support
1197	Graduate School Award Programs
1198	Graduate School External Funding
1199	Graduate Funding FAQs
1200	GSAD 901 Graduate Assistants
1201	Graduate School Diversity Home
1202	Graduate Summer Research Opportunities
1203	McNair Program

Chapter 3

Standard III: Design and Delivery of the Student Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Criterion 1. Certificate, undergraduate, graduate, and professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience, and to promote synthesis of learning.

Penn State's mission statement clearly establishes that the University operates as one university, geographically dispersed. Penn State has one University Faculty Senate and one Graduate Council, each with University-wide faculty representation. This governing structure ensures one consistent set of policies and procedures related to instruction and curriculum. Faculty have the primary responsibility for the curriculum, subject matter, and methods of instruction. (See 521.Faculty Senate Policies and Rules for Undergraduate Instruction and Curriculum; 522.Undergraduate Curricular Procedures; 533.Graduate Council Program and Curriculum Policies.) Together, these graduate and undergraduate policies and procedures guide curriculum and program development across the University. This is reflected by a common academic structure in which all academic programs are defined in the University Bulletins: the *Penn State Undergraduate Degree Programs Bulletin*, *Penn State Graduate Degree Programs Bulletin*, *College of Medicine Bulletin*, *Penn State Dickinson Law Bulletin*, and *Penn State Law Bulletin*. (See 85.University Bulletins.)

Undergraduate Programs

Penn State offers 21 associate degree programs with 27 unique curricula. It also offers 240 baccalaureate degree programs (263 if the B.A. and B.S. versions of the same major are counted separately). Including all options (i.e., areas of specialization within majors), the University offers 454 unique baccalaureate curricula, 222 undergraduate minors, and 90 undergraduate certificates. (See 85.University Bulletins.)

As specified in University Faculty Senate Policy 130-10 Baccalaureate Degree Curriculum, the range of credits required for graduation from eight-semester baccalaureate majors is 120 to 144 credits, and from ten-semester baccalaureate majors, 150 to 180 credits. (See 893.Faculty Senate Policy 130 00 Baccalaureate Degree Curriculum.) Students may elect to take courses beyond the minimum requirements of a degree program. The total number of credits required for each undergraduate major (including options) is provided to students and inclusive of the credits necessary to complete all General Education and University requirements. A minimum of 60 credits is required for an associate degree. (See 1054.Academic Administrative Policy L2.) Minors require at least 18 credits and certificates are typically between 9 and 15 credits. (See 1055.Faculty Senate Policy 59 00 Minor and Certificate Requirements.)

Faculty are primarily responsible for the curriculum, subject matter, and methods of instruction. All faculty members, regardless of their campus location or academic home, are considered part of the faculty in their discipline. In the context of the curriculum, faculty in a common discipline across different colleges work together collegially in developing and revising academic programs and courses. In the design of the curriculum, every effort is made to create consistency across the University to enable students to move readily among campuses without loss of credits. A common University course numbering system is followed.

Undergraduate courses approved by the Faculty Senate Committee on Curricular Affairs, the primary body for curricular review and approval with University-wide representation, may be offered via various delivery modes and at all campus locations. Faculty Senate Policy 170-10 Course Uniformity/Course Coherence operationalizes this requirement. (See 528.Faculty Senate Committee on Curricular Affairs

Membership; 527.Faculty Senate Policy 170 10 Course Uniformity Course Coherence.) All courses taught under the same name and number necessarily have similar learning objectives, follow the same broad outline, and pursue the same learning outcomes, notwithstanding differences in campuses. However, the detailed course outlines do not need to be identical. In fact, the specific approach to course topics is expected to vary to reflect the specialization of the individual instructors. Despite these possible variations in pedagogical style, course materials, delivery mode, and location, courses offered at Penn State must include a minimum of 80% of the core content and learning objectives described in the current course proposal approved by the Faculty Senate.

New majors are recommended through the Faculty Senate and approved by the administration and Board of Trustees. All available majors and options are detailed in the University Bulletins. Unlike courses, minors, and certificates, each campus and location (including World Campus) must be separately authorized to offer a specific major or option, as indicated in the Bulletins. Many programs are offered at only certain locations while others are offered at multiple locations. For example, the Biobehavioral Health major is offered by the College of Health and Human Development at University Park, Harrisburg, Greater Allegheny, Lehigh Valley, and New Kensington campuses. For a small number of programs, such as Nursing, students graduate from the same college regardless of their campus of study. In most cases, however, when the same curriculum is offered on multiple campuses, academic authority is shared across multiple colleges.

When a major is offered at multiple campuses, the curricular requirements are identical. There are a small number of undergraduate majors (e.g., Psychology) that share a name yet have curricula unique to the different campuses at which they are offered. The differences in majors with the same name may reflect different areas of emphasis or specialization consistent with campus context. These differences must be made clear in the University Bulletins. (See 521.Faculty Senate Policies and Rules for Undergraduate Instruction and Curriculum.) Students can earn any minor or certificate that Penn State offers irrespective of their college or campus, provided they can access the required courses.

All undergraduate majors include General Education requirements. General Education for baccalaureate study consists of 45 credits, and for associate degree programs, 21 credits. Double-counting of credits toward the major and General Education requirements is permitted only when explicitly incorporated into the approved curriculum. Students must earn a C or better in courses satisfying the Quantification and Writing and Speaking requirements (together referred to as the Foundation) for General Education. (See 482.Gen Ed Bulletin Intro Requirements.)

Baccalaureate majors require students to complete at least 15 core credits in which they earn a C or better. The Faculty Senate Committee on Curricular Affairs urges the faculty of the respective academic unit to include a minimum of 15 credits at the 400 level to encourage advanced synthesis. (See 893.Faculty Senate Policy 130 00 Baccalaureate Degree Curriculum.) Bulletin listings include expected learning outcomes and a suggested academic plan. The academic plan provides a recommended sequencing for students to meet curricular requirements in four years (or five years for Architecture, Architectural Engineering, and Landscape Architecture). (See 894.Sample Bulletin Listings.)

Graduate School, Law, and Medicine

Penn State offers more than 200 majors across all levels of graduate study (research and professional master's degrees, research and professional doctoral degrees) for a total of 315 degree–major combinations. It also offers 219 graduate minors, 20 dual-title degree programs, and 112 certificates. Students are often able to integrate multiple programs of study, pursuing, for example, concurrent graduate degrees through the Graduate School, both an undergraduate and a graduate degree through an integrated undergraduate-graduate degree program, or a Graduate School degree with the M.D. or J.D. through a joint-degree program.

Research master's degrees and professional master's degrees require a minimum of 30 credits, 18 of which must be earned in graduate courses at the 500 or 800 level. (See 1056.Graduate Council Policy GCAC 631; 1057.Graduate Council Policy GCAC 731.) These minimums conform to Pennsylvania law (22 Pa. Code § 31.21), which requires at least 30 credits for a master's degree. Students must have a

cumulative grade-point average of at least 3.00 to graduate. (See 929.Graduate Council Policy 404 Satisfactory Scholarship.)

Research doctorates have no minimum credit-hour requirement; rather, each doctoral program sets its own credit-hour requirements with the approval of the Graduate Council (the representative faculty body with responsibility for all academic matters pertaining to graduate education). Professional doctorates require a minimum of 30 credits (24 of which must be earned in graduate courses at the 500 or 800 level). (See 926.Graduate Council Policy 700 Degree Requirements Professional Doctorate.) Students must have a cumulative grade-point average of at least 3.00 to graduate. (See 929.Graduate Council Policy GCAC 404 Satisfactory Scholarship.)

Specific programs can, with the approval of the Graduate Council, establish credit-hour requirements at or above these minimums.

The Graduate School offers several distinct programs at different campuses under the same name (e.g., the Neuroscience Graduate Program at the College of Medicine and the Neuroscience Graduate Program at University Park); in these cases, each program has its own distinct requirements. (See 927. Neuroscience Graduate Program Requirements College of Medicine; 928.Neuroscience Graduate Program Requirements University Park.) In rare cases in which a single graduate program is offered at more than one campus, all students are expected to meet the same requirements for the degree regardless of campus.

The Graduate School fosters a coherent student learning experience and promotes the synthesis of learning in all graduate degrees primarily through the required culminating experiences (e.g., thesis, dissertation, capstone project, capstone course). (See 398.Graduate Council Policies Culminating Experiences.)

The College of Medicine Committee on Undergraduate Medical Education manages and oversees the medical school curriculum, ensuring a coherent learning experience that emphasizes integration and synthesis and enabling students to meet all programmatic competencies by the time they graduate. (See 443.College of Medicine Graduation Requirements.) The Physician Assistant Master's Program Education Committee oversees the Physician Assistant curriculum to ensure a coherent learning experience that produces competent physician assistants and aligns with accreditation requirements and standards. (See 850.Physician Assistant Master's Program Education Committee.) Every lecture, assessment, laboratory session, and assignment is linked to course instructional objectives, learning outcomes, programmatic competencies, the certification requirements of the National Commission on Certification of Physician Assistants, the Physician Assistant National Certifying Exam blueprint, and the Accreditation Review Commission on Education for the Physician Assistant standards.

Faculty members at Dickinson Law and Penn State Law maintain learning outcomes focused on preparing students with the knowledge, skills, and professionalism necessary to practice in the legal field. (See 886.Law Schools Learning Outcomes.) The law schools realize these outcomes through program-specific graduation requirements in foundational legal subjects, experiential learning, advanced research and writing seminars, a professional responsibility course, and a broad curriculum including elective course offerings. Both law schools maintain a coherent learning experience in compliance with the American Bar Association's accreditation standards and the educational requirements of state bar associations. Pedagogically, the programs rely on a mix of lecture, discussion, experiential, and self-directed learning to promote synthesis and critical thinking around the law. Each program's time and credit requirements align with the learning objectives adopted by the faculty and are reported to the American Bar Association.

This criterion provides evidence of compliance with Requirement of Affiliation 9.

Criterion 2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) or other appropriate professionals who are:

(a) rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies

Penn State demonstrates its commitment to faculty excellence in the areas of teaching, assessment, scholarly inquiry, and service through its rigor in hiring practices, the availability of resources that support faculty excellence, and rewards that showcase and encourage excellence.

Penn State both values and expects effective and engaged pedagogy, assessment of student learning, and faculty scholarship both within the disciplines and related to student learning and success as part of faculty responsibilities. Assessment of teaching is an essential component of the review, promotion, and tenure requirements for full-time faculty. (See 40.Academic Policy AC23 Promotion and Tenure Procedures and Regulations.) Annual faculty review reports demonstrate the breadth of discipline-based scholarship and scholarship of teaching and student learning. (See 41.Academic Policy AC40 Annual Evaluation of Faculty Performance.)

Penn State supports quality teaching through investments in faculty development related to teaching. Resources are available at the University level and in individual academic colleges and campuses as described in Criterion 2(d) below. (See 1058.Schreyer Institute for Teaching and Learning Excellence; 814.Schreyer Institute for Teaching Excellence Summary Data; 1059.Teaching and Learning with Technology Professional Development; 1060.Commonwealth Campus Teaching Support; 1061.World Campus Online Faculty Development.)

Penn State recognizes extraordinary teaching through teaching awards and grants that support teaching and assessment. (See 1064.Schreyer Institute Awards; 1065.Graduate School Teaching Award; 1066.Schreyer Institute Grants.) For example, a 2019 assessment grant supported a multi-campus disciplinary community's work with a nationally recognized expert in the field of human development and family studies to develop objectives, learning outcomes, and assessment measures for a popular major. (See 1062.Faculty Receive Assessment Grants; 1063.Human Development and Family Studies Faculty Receive Grants.)

(b) qualified for the positions they hold and the work they do and (c) sufficient in number

Penn State is committed to hiring and retaining highly qualified faculty who are leaders in their fields and who are committed to promoting student success. In fall 2022, Penn State had 6,396 full-time and 1,522 part-time faculty across all campuses. Of its full-time faculty, 34% were tenured, 13% were tenure-line, and 53% were non-tenure-line. (See 852.Faculty Numbers Data Digest.) In assessing candidates for appointment, tenure, and promotion, the University accepts only those degrees earned at institutions in the United States that have been accredited by higher education accrediting associations and professional accrediting associations in disciplines in which such accrediting takes place, or foreign degrees that have been earned at institutions recognized by their respective governments. (See 1067.Academic Policy AC21 Definition of Academic Ranks; 40.Academic Policy AC23 Promotion and Tenure Procedures and Regulations.)

Penn State's overall student-faculty ratio (undergraduate and graduate) is 13.5 to 1; the ratio for the University Park campus is 14.5 to 1. (See 574.Student Faculty Ratios.) Across all campuses, 71% of faculty hold a terminal degree, including 80% of faculty at the University Park campus. (See 574.Student Faculty Ratios.) Penn State is one of the nation's top producers of Fulbright scholars and is home to 51 members of the National Academies. (See 1068.Lead Fulbright Scholars List.) In 2021-2022, 2,538 researchers received \$851 million in research awards. (See 1069.Faculty National Awards; 755.Research Activity Annual Report 2022; 651.Research Expenditures Article.)

This criterion provides evidence of compliance with Requirement of Affiliation 15.

(d) provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation

Penn State offers a wide array of resources and programs to support faculty members' development throughout their careers. Most faculty development programs at Penn State are open to both tenure- and non-tenure-line faculty. University-wide efforts support all faculty, while unit-level initiatives are focused on specific disciplines and groups of faculty members.

University-Level Support for Faculty

In 2021, Penn State hired its first Assistant Vice Provost for Faculty Affairs and Faculty Development to facilitate, develop, and coordinate faculty development efforts across the University. (See 541.Clements AVPFA.) Under the Assistant Vice Provost's leadership, the University's New Faculty Orientation program was revised to provide new opportunities for faculty engagement with University leadership and opportunities to explore topics related to teaching and learning, research and funding opportunities, mentoring, promotion and tenure, and other resources and support networks. (See 545.New Faculty Orientation Sample Agenda.) Additionally, the new Promotion and Tenure Workshop Series, launched in spring 2022, helps faculty understand essential aspects of the promotion process at Penn State. This series includes a workshop aimed at mid-career faculty. (See 396.Promotion and Tenure Workshop Series.)

The Schreyer Institute for Teaching Excellence is a University-wide faculty center for teaching improvement and effectiveness. The Schreyer Institute collaborates with 27 college and campus instructional support units, and its faculty consultants collaborate with instructors of all ranks and titles at all 24 campuses. The institute offers programs on topics including course design and planning, equity and inclusion pedagogy, student learning assessment, teaching and learning scholarship, and interpretation of student ratings of teaching effectiveness. (See 419.Instructional Support Units.) In addition to providing professional development, grant opportunities, and one-on-one consultations with faculty, the Schreyer Institute hosts two New Faculty Colleagues Groups that meet throughout the academic year to discuss topics such as engaging students in the classroom, incorporating inclusive teaching practices, and analyzing and using student feedback. (See 546.New Faculty Colleagues.) By attending at least four meetings, new faculty members qualify for a teaching materials grant.

Recognizing the role that mentoring can play in faculty members' success and in the retention of faculty, two University-wide mentoring programs have recently been created. Mentorship at Penn State is a new initiative launching over the next two academic years to provide evidence-based resources and professional development opportunities related to mentorship. The Office of Educational Equity offers the Faculty Pathway Program, a pilot initiative for new and established tenure-track and tenured faculty members who identify as historically underrepresented racial and ethnic minorities. The program connects junior and senior faculty members to foster collaborative relationships in which they can share classroom- and research-related best practices. (See 395.Faculty Pathway.) Initiatives such as this one support the University strategic plan's Foundation (Institutional Priority) of Advancing Diversity, Equity, and Inclusion, including rectifying organizational structures, policies, and practices that cause differential impact and limit access and opportunities at Penn State.

The Office of the Vice President for Commonwealth Campuses hosts the Commonwealth Campus Teaching Support website, which is a place for Commonwealth Campus instructors to find resources relevant to teaching with technology. (See 1060.Commonwealth Campus Teaching Support.) The site provides robust and varied opportunities for community building and professional development to instructors across the commonwealth and is supported by learning designers from the Commonwealth Campuses.

Penn State is a member of Aspire Alliance's Institutional Change (IChange) Network, which is a network of 45 postsecondary institutions where STEM faculty from underrepresented groups are widely recruited, hired, and retained. While the IChange initiative is STEM-specific, Penn State uses the lessons learned through this process to make improvements for all disciplines, focusing on recruiting, transitioning, and retaining faculty. (See 548.Aspire IChange Network.)

Teaching and Learning with Technology (TLT) partners with faculty and other units to innovate with technologies that transform teaching and learning through extensive faculty engagement, learning design and training, research, and state-of-the-art creative learning initiatives. (See 550.Teaching and Learning with Technology.) One example is the TLT Faculty Fellows program, which represents TLT's deepest investment in, and commitment to, individual faculty and their innovative ideas. (See 829.TLT Faculty Fellows.) Since 2009, TLT has partnered with more than 50 faculty across the University to explore cutting-edge ideas for addressing challenges and opportunities related to pedagogy and student success. Themes, always at the forefront of trends in pedagogy and student success, have included everything from the development of a theory-driven application that strategically “nudges” students into self-regulated action in their courses to the creation of a curriculum centered on cultural communication that leverages technology. (See 831.Nudge; 830.Moral Moments.) Another example of TLT's work is the Symposium for Teaching and Learning with Technology. Now in its 17th year, the symposium includes keynote speakers, presentations, discussions, workshops, networking, awards, and more, all designed to unlock technology's potential to improve teaching and learning. Attendees explore powerful ideas and meet the individuals behind them. Registration routinely exceeds 500 faculty and other student-success staff.

Examples of Unit-Specific Support for Faculty

The Center for Teaching Excellence at Penn State Harrisburg helps all faculty strengthen their instructional practices to enhance student learning. The center provides instructional design support, instructional resources, technology integration into courses, program assessment support, and faculty development events. (See 549. Harrisburg Center for Teaching Excellence.)

The College of Medicine's Office of Faculty and Professional Development is dedicated to cultivating faculty development opportunities in teaching, research, service, and patient care. Its Woodward Center for Excellence in Health Sciences Education provides a variety of educator development opportunities to support faculty in their use of effective learning and teaching methods. For example, EdVenture 2023 featured sessions around teaching contentious topics, promoting constructive dialogue, and exploring student and faculty survey findings. (See 1070.College of Medicine Professional Development Programs; 1071.Woodward Center for Excellence in Health Sciences Education; 1072.EdVenture 2023.)

The College of Education's Equity Fellows and the Equity Leadership Fellows program in the Office of Educational Equity enhance the effectiveness of current and future programming on diversity, equity, and inclusion and antiracist efforts by developing fellows' knowledge, experiences, and skills in these areas in forms that can be easily expanded and disseminated. (See 592.Equity Faculty Fellows.)

All College of the Liberal Arts faculty have access to faculty advancement programming. Its New Untenured Faculty Luncheon series covers diverse topics including effective teaching, time management, and securing external funding. The Midcareer Faculty Advancement program supports midcareer faculty in preparing to move from the associate professor rank to the rank of full professor, and the Faculty Writing program offers weekly facilitated writing groups and writing retreats to support scholarly productivity. (See 543.Liberal Arts Faculty Advancement Program; 542.Faculty Writing Program.)

The Center for Pedagogy in Arts and Design (C-PAD) is a partnership between the College of Arts and Architecture and TLT to support faculty development. C-PAD shares arts and design pedagogies, research, and professional development resources, as applicable to learning and teaching, with all disciplines. Exemplary efforts include the Innovators in Residence program, Discovery Grants for pedagogy-based research, the annual Teaching Award for Excellence in pedagogy, and the C-PAD Academy. (See 547.C-PAD Teaching and Learning with Technology.)

All World Campus courses are developed by a professional staff of learning and multimedia design specialists with master's or doctoral educational credentials. These designers collaborate with Penn State faculty course authors who are similarly qualified and credentialed subject-matter experts in their fields. Courses are evaluated against the internationally recognized Quality Matters framework with rubrics that model best practice in online learning. The Quality Matters rubrics are supported by literature reviews of online learning research and are updated regularly to reflect new findings,

thereby ensuring they are supported by research from the field, as well as emerging federal regulation surrounding online learning practices.

(e) reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures

Academic Policy AC23 Promotion and Tenure Procedures and Regulations codifies the University's promotion and tenure criteria and procedures, and the Faculty Affairs Promotion and Tenure Administrative Guidelines set forth the rigorous standards and processes by which tenure-line and tenured faculty are reviewed, promoted, and tenured. (See 40.Academic Policy AC23 Promotion and Tenure Procedures and Regulations; 1073.Faculty Affairs Promotion and Tenure Guidelines; 396.Promotion and Tenure Workshop Series Faculty Affairs.)

In 2018, significant revisions to Academic Policy AC21 Definition of Academic Ranks established titles, tracks, ranks, and promotion pathways for non-tenure-line faculty. (See 1067.Academic Policy AC21 Definition of Academic Ranks.) This policy affirms the critical role that non-tenure-line faculty, who make up 53% of the faculty, play in Penn State's scholarly community. The policy also reflects the University's commitment to hold all faculty to the highest standards and to reward faculty excellence. In 2021, non-tenure-line administrative guidelines were developed at the University level. These guidelines provide parameters for academic units' review and promotion of non-tenure-line faculty. (See 392.Non Tenure Line Administrative Guidelines.)

In addition to undergoing promotion and tenure reviews, all faculty are reviewed annually per Academic Policy AC40 Annual Evaluation of Faculty Performance. Unit guidelines for tenure-line and non-tenure-line faculty are regularly reviewed at the University level. (See 41.Academic Policy AC40 Annual Evaluation of Faculty Performance.)

Criterion 3. Academic programs of study that are clearly and accurately described in official publications of the institution. Students can understand and follow the degree and program requirements and the expected time to completion.

To help all students understand specific degree and program requirements and the expected time to degree, Penn State provides University Bulletins, student transcripts, and student handbooks. Undergraduate students are also provided an academic requirements tool and recommended academic plans to track progress toward degree requirements.

University Bulletins

The University Bulletins and their archives are the sources of truth for academic requirements. Students follow the Bulletin for the year they matriculate and can reference archived versions of the Bulletin. Each program maintains a unique listing in the Bulletin that includes program requirements, entrance and retention requirements, expected time to completion, program learning objectives, and suggested academic plans. (See 888.Bulletin Program Listing Examples.) Per Faculty Senate Policy 143-10, the Bulletin listing for each undergraduate program details the integration between program requirements and General Education requirements. (See 479.Faculty Senate General Education Policies.)

Student Transcripts

An official transcript is the University's certified statement of a student's academic record. Faculty Senate Policy 42-23 Credit Requirements by Types of Instruction provides requirements for expected hours of work for each type of course offered. (See 424.Faculty Senate Credit Requirement Policy 42 23 Credit Requirement by Types of Instruction.) Credits are awarded on a semester-hour basis and are listed on the transcript. (See 889.Sample Transcript.)

2+2 Plan

Penn State's 2+2 Plan provides students an opportunity to begin a major at any of the University's 20 Commonwealth Campus locations and then transition to another campus to complete their course of study without reapplying. (See 441.2 Plus 2 Plan.) Students choose this path for many reasons: to stay close to home, save money, take advantage of a particular campus environment (perhaps with smaller classes), or play a particular sport. The campuses reflect Pennsylvania's diverse regional, cultural and

historical contexts, urban and rural landscapes, and socioeconomics. They also meet students' diverse needs and expectations. The University's unique structure allows it to take a flexible and responsive approach to these differences, allowing choice and seamless transitions from one campus location to another. A Penn State degree is a Penn State degree regardless of the campus location where it was earned: Every degree is conferred in the name of "The Pennsylvania State University," indicating the college of graduation; there is no designation of the campus at which the degree was earned.

Undergraduate Academic Requirements Tool

LionPATH, the student information system, displays progress toward degree requirements based on a student's personal course history. It also hosts the academic requirements tool, which provides a report of academic requirements for an undergraduate student's current plan and a "What-if Report" for alternative plans of interest. Students and their advisers can access degree audits online or as printable PDFs. (See 493.LionPATH Sample Degree Audit.) The University does not, however, provide a modern electronic degree-planning tool to help students dynamically maintain one or more detailed plans for future semesters based on information in the degree audit. A recent task force has investigated options and is recommending the University proceed with a request for proposals to implement such a tool.

Graduate School

In addition to publishing information in the *Penn State Graduate Degree Programs Bulletin*, each graduate program maintains a handbook with requirements and, frequently, recommended academic plans with estimated time to degree. Examples include the Engineering Science and Mechanics Graduate Programs Guide and the Biomedical Sciences Graduate Program website. (See 422.ESM Graduate Program Handbook; 423.BMS Graduate Program Website.)

The University's integrated undergraduate-graduate degree programs provide strong examples of plans of study. Students in these programs simultaneously earn their bachelor's and master's degrees, typically within five years instead of six, saving time and money. These programs are relatively complex to navigate because students begin taking graduate-level courses as early as their third year and the sequence of coursework is critical to ensure the integrated nature of the program is effective. Clear plans of study are crucial for student success. (See 856.Integrated Master of Accounting Program Academic Plan.)

Dickinson Law and Penn State Law

Each law school maintains a student academic handbook that outlines degree requirements, advising and support resources, law school procedures, and more. (See 420.Dickinson Law Handbook; 806. Penn State Law Academic Handbook.)

College of Medicine

The Medical Doctor four-year program has required coursework in sequence for the first two of the three phases (five semesters). Phase 2 includes required clinical clerkships in addition to coursework, and Phase 3 (three semesters) features five required courses and six additional four-week electives. The website maps out the academic plan. (See 473.MD Curriculum Diagram.) For each required course, students are provided a syllabus, which is posted on Canvas, the University's course management platform. To graduate from the College of Medicine, there are seven required competency domains that must be successfully met. Students are promoted to the next phase of their curriculum by the Academic Progress Committee, a standing College of Medicine committee that reviews students' progress and graduation readiness. The committee also identifies plans to assist students who are in academic difficulty or have failed to meet required competencies. Such plans might include requirements to repeat coursework, other forms of remediation, or dismissal. Each student has an adviser-coach who provides the student with support and information related to required competencies.

The Physician Assistant program website provides the pre-clinical and clinical curriculum. Academic advisers and students identify requirements and track progress through the student handbook. (See 1084.Physician Assistant Program; 474.Physician Assistant Program Clinical Course Timeline and Requirements.)

Criterion 4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

Penn State offers a wealth of opportunities and resources to support and enhance undergraduate, graduate, and professional students' learning within their chosen programs of study. The following examples are ordered from those accessible to all students at all campuses to those specific to colleges and campuses.

Exemplary Support for Undergraduate Students Across All Campuses

University Libraries. According to the Association of Research Libraries, University Libraries is a top 10 research library in North America, a position University Libraries has held since 2003, when the association's investment index and rankings were introduced. University Libraries consists of 37 libraries across the University's campuses, with extensive collections to help students be successful in their course of study or pursuit of research.

An academic unit with a dean and tenure-line librarians, University Libraries supports students, faculty, and staff across all Penn State locations. Library resources include more than 10.1 million volumes, 3.1 million e-books, thousands of e-journals, and hundreds of databases. In addition to hosting these research resources, University Libraries provides access to technology such as laptop computers, scanners, copiers, projectors, audio equipment, cameras, tablets, and video recorders. (See 1074.Penn State University Libraries Annual Report 2021 to 2022; 1075.Libraries Statistics and Data; 1076.University Libraries Organizational Structure Information; 1138.Media and Technology Equipment for Loan.)

University Libraries is guided by six foundational values: equity of access, diversity and inclusion, ethics and integrity, sustainability, empathy, and organizational excellence. This first value, equity of access, drives University Libraries' goal of ensuring that library spaces, services, collections, and learning opportunities are made available to students, faculty, and staff from all academic programs and locations, including World Campus. (See 1077.University Libraries Strategic Plan 2020 to 2025.)

Library employees offer information literacy instruction at all campuses and via World Campus. Instruction ranges from a basic orientation to library resources, to a scaffolded approach to building information literacy skills in General Education courses, to more detailed instruction at the upper levels. Many librarians are embedded in courses, and librarians at each campus tailor their instruction to meet the individual needs of the campus. Information literacy is part of the definition of General Education and is implemented through collaborative relationships and liaison activities with faculty, departments, and colleges. At University Park, 11 classrooms with advanced instructional technology allow optimal opportunities to meet with students in the library. "One-button" audio recording and editing studios in the libraries allow students to obtain assistance as they create videos, podcasts, and other media products. University Libraries also enhances student information literacy by providing inviting spaces for both individual and collaborative work, updated technology, research consultation, reference assistance, and tutoring services. University Libraries has a wealth of information to share with students and provides a multitude of services to ensure that students can find and use those print and electronic resources effectively and responsibly. University Libraries' information literacy program and multifaceted portfolio of learning opportunities both endeavor to advance the goal of ensuring that students are prepared to engage with the current complex information and scholarly environment. Learning opportunities include for-credit Library Studies courses, Canvas modules, faculty consultation and professional development, specialized workshops on topics of current interest (such as privacy literacy, academic integrity, research data management, and copyright and scholarly communication), guides on subject-specific areas of research and topics, internships, and graduate assistantships.

University Libraries administers and maintains Tech Academy, an online, self-contained mini-course that resides on Canvas. Tech Academy introduces first-year students to essential, free, and lendable academic technologies. Students receive this introduction either prior to their first semester at Penn State or within the first two weeks of classes. Tech Academy is constructed of six modules that cover document creation/storage, communication on campus, library resources, web creation, Canvas personalization, and digital projects. In 2021, Tech Academy was offered at 19 campuses and 2

University Park colleges. Total enrollment in the program was 5,401 students in 2021 and 4,126 in 2022. Students can also schedule a 1:1 consultation with one of University Libraries' subject-matter experts to explore how to use print and online resources or learn about research data management or open-access publishing.

The policies, procedures and guidelines of University Libraries are reviewed regularly and at point of need. Groups responsible for assessing, reviewing, revising, and implementing policies include the Library Staff Advisory Council, Library Faculty Organization, Shared Content Leadership Group, and Libraries Administrative Leadership Team. These policies and guidelines facilitate ongoing access to learning and information resources. (See 1139.Collection Development Statement; 1140.Eberly Family Special Collections Collection Development Plan; 1141.University Libraries Policies.)

University Libraries is committed to providing equitable access to facilities, resources, and services, both online and on-site at its physical library locations. (See 1142.University Libraries Accessibility.) The Libraries is also leading efforts to ensure open access to scholarly publications, research data, and educational resources. (See 440. Open Educational Resources; 1143.Open at Penn State.)

To make information and technology resources accessible to all learners at all Penn State campuses and beyond, University Libraries purchases digital resources as frequently as possible and reduces geographical barriers to accessing print and physical materials. For example, in 2021, University Libraries eliminated shipping costs for World Campus users, allowing them to receive and mail back physical materials from the libraries free of charge.

Across all campuses, Penn State Libraries' Affordable Course Transformation and Open and Affordable Educational Resources programs provide professional development opportunities and stipends to faculty to create or adapt materials for their courses that are tailored to Penn State students, reflective of their experiences, and able to be equitably accessed. (See 417.Affordable Course Transformation; 440.Open Educational Resources.) Since the Open and Affordable Educational Resources program's inception in 2019, more than 100 faculty have participated, impacting thousands of students and saving them more than \$4.8 million in textbook costs. (See 746.Open and Affordable Educational Resources Working Group Brief 2019.)

Education Abroad. To further the University strategic plan's Foundation (Institutional Priority) of Enhancing Global Engagement, Penn State offers more than 350 education-abroad programs in approximately 50 countries. One example is the Theatre Academy of London via Florida State University. Students enrolled in the bachelor of fine arts degree program in Acting are required to study abroad, and the London program was specifically selected by the Penn State Acting faculty because it includes analytical courses, acting studios, conservatory classes, master classes, topical workshops, and dozens of site visits and live theater experiences in the heart of the London Theatre District. Another standout education-abroad experience is embedded within the Communications 347A International Documentary Film Production course, where students research and produce a documentary with an emphasis on social criticism and the creative treatment of actuality. Experiential Digital Global Engagement (EDGE) provides international education and global accessibility regardless of student resources or mobility. EDGE projects are embedded into courses where Penn State students work remotely with students from around the globe to solve a problem, thereby developing and strengthening their global awareness and perspectives. EDGE supports the University strategic plan's Thematic Priorities (Strategic Goals) of Transforming Education and Empowering Through Digital Innovation. (See 702.EDGE Experiential Digital Global Engagement.)

Six education-abroad advisers offer in-person and remote advising appointments to students at all campuses. All student orientations and major events have in-person and online attendance options to best suit the needs of students across the commonwealth. The customized programs team has two staff members dedicated to supporting faculty members at Commonwealth Campuses who want to develop and lead short-term education-abroad courses. Scholarships are offered based on financial need and academic merit, with an annual allotment of \$300,000. During academic years 2021-2022 and 2022-2023, the Education Abroad Office offered an additional \$450,000 in Back to the World scholarships

to both encourage and meet renewed enthusiasm for education abroad as students emerged from the COVID-19 pandemic.

Exemplary Undergraduate Programming in Colleges and Campuses

Chaiken Center for Student Success. Established in 2021, the Roz and Gene Chaiken Center for Student Success in the College of the Liberal Arts provides peer success coaches who help students transition to college by offering resources that address time management, study skills, résumé writing, and other strategies for success. (See 404.Chaiken Center Liberal Arts.)

Millennium Scholars Program. The Millennium Scholars Program provides a four-year learning community for diverse undergraduates preparing to pursue doctoral degrees in STEM fields. With financial, academic, and advising support, student scholars work in collaborative environments conducting research and building competitive academic records. The current graduation rate is 92%, with 60% of these graduates admitted directly into graduate study. Of the 129 students currently enrolled, 75% are from racially underrepresented groups and 59% are women. Of the 150 program alumni, 89 are in graduate programs. (See 448.Millennium Scholars Program.)

Academic Coaching. Penn State Brandywine's academic coaching program, created in 2021, helps students develop the learning, psychological and social skills necessary for steady academic progress. Data show that most students who engage with a coach for at least five hours each semester improve their overall cumulative grade-point average. Initially designed for students in Academic Warning or returning from Academic Suspension, the program has expanded to students from Student Disability Resources. Coaches have served more than 90 students from diverse backgrounds. (See 435.Academic Coaching.)

Writing Assignment Tutor Training in STEM (WATTS). Penn State Behrend's Writing Assignment Tutor Training in STEM (WATTS) is an interdisciplinary and multi-institutional training method designed to teach peer tutors how to provide generalist writing feedback on engineering students' technical reports. The program, which is supported by the National Science Foundation, is low cost and requires only a modest amount of faculty time to implement while increasing the value of existing resources. (See 415. Research Report.)

Embedded Tutoring. For 80% of calculus and pre-calculus courses, World Campus embeds a study group leader from Penn State Learning. These peer tutors have full access to the curriculum and offer weekly virtual sessions. Recordings are available to students who cannot attend in person. (See 403. Math Embedded Tutoring World Campus.)

Exemplary Programming in Graduate and Professional Schools

Graduate Writing Center. The Graduate Writing Center serves students University-wide and provides one-on-one, peer-to-peer tutoring. (See 418.Graduate Writing Center.) Accelerate to Industry provides workforce training for students interested in industry careers by extending learning beyond the classroom. Graduate students at all career stages are offered opportunities to develop their business, leadership, and communication skills, and to connect with companies for career opportunities. (See 400.Accelerate to Industry.)

Cognitive Skills Program. The College of Medicine Cognitive Skills Program for Medical Doctor and Physician Assistant students provides struggling students with a learning specialist who meets them to work on time management, organizational, and study skills. (See 454.Learning Specialist Meeting Summary 2020.) The Competency Progress Committee reviews all students' grades to provide recommendations for additional support when students are struggling. All students have access to additional support services from the Office for a Respectful Learning Environment; the Office for Diversity, Equity, and Belonging (that houses the Accommodations Officer for the college); and the Office for Professional Mental Health. (See 460.College of Medicine Respectful Learning Environment; 458.College of Medicine Diversity; 457.College of Medicine Counseling; 456.College of Medicine Cognitive Skills Program.)

A more comprehensive review of academic resources is available in Chapter 4, Standard IV.

Criterion 5. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines that:

(a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; and (b) offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes a study of values, ethics, and diverse perspectives.

Penn State's General Education curriculum provides students with the skills, knowledge, and experiences to live, thrive, and contribute to the interconnected world. (See 482.Gen Ed Bulletin Intro Requirements.) The General Education program, along with the University's Cultural Diversity and Writing Across the Curriculum requirements, form the foundation of each undergraduate degree. (See 487.Other University Requirements; 481.Faculty Senate Policy 180 Course Designations and Criteria for University Requirements.) These requirements scaffold intellectual engagement and growth while integrating with individual program requirements to tailor the academic experience to each student's academic and career goals.

The General Education curriculum facilitates teaching and learning through seven key learning objectives: Effective Communication, Key Literacies, Critical and Analytical Thinking, Integrative Thinking, Creative Thinking, Global Learning, and Social Responsibility and Ethical Reasoning. General Education spans the breadth of knowledge with requirements across seven categories: writing and speaking, quantification, arts, humanities, health and wellness, social and behavioral sciences, and natural sciences. (See 413. Implementation of Updated Gen Ed Learning Objectives Report March 2016; 482.Gen Ed Bulletin Intro Requirements.) These requirements are intended to foster students' intellectual curiosity, critical thinking and reasoning ability, scientific and quantitative reasoning ability, sense of aesthetic appreciation, and communication skills. The Key Literacies learning objective articulates the range of learning intended within General Education and connects the domain content to the learning objectives. (See 482.Gen Ed Bulletin Intro Requirements; 1078.Faculty Senate Joint Committee for Gen Ed Assessment Update 2022 to 2023; 1144.General Education Example Key Literacies.) This curriculum further advances the University strategic plan's Thematic Priority (Strategic Goal) of Advancing the Arts and Humanities.

The General Education Learning Objectives of Global Learning and Social Responsibility and Ethical Reasoning integrate with the United States and International Cultures requirements to provide multiple and varied opportunities for students to expand their cultural sensitivity and global awareness, evaluate information sources, and consider moral and ethical dimensions within different contexts. Integrative Thinking as a learning objective and Integrative Studies as a specific requirement within General Education are designed to prepare students to make connections across knowledge areas and within and outside their academic fields. The *Penn State Undergraduate Degree Programs Bulletin* lists the courses that meet each General Education and University requirement. (See 483.Gen Ed Course Lists; 489.University Requirements Course Lists.) Courses with these attributes can likewise be identified using the LionPATH course schedule screens and the student schedule builder tool. (See 1079.Sample Schedule Builder.)

Penn State began a comprehensive review of General Education in 2013. This review resulted in significant curricular changes implemented in summer 2018. (See 412.Implementation of Gen Ed Reform Report Appendix B March 2016; 413.Implementation of Gen Ed Learning Objectives Report March 2016; 414.Revisions to Gen Ed Curriculum Report April 2015.) New Integrative Studies courses ask students to consider a single topic from the perspectives of two or more knowledge domains. Integrative Studies course creation was incentivized for faculty with seed grants from the Office for General Education. Between 2017 and 2021 (which represents an extension of the original timeline due to COVID-19), all General Education courses were recertified to align with the updated learning objectives and foundation or domain criteria. To promote transparency, the learning objectives attributed to each course are published in the *Penn State Undergraduate Degree Programs Bulletin*. (See 488.Sample Course

Listing with Gen Ed Attribute.) Since fall 2022, the University has sent all faculty teaching a General Education course an email reminding them of the learning objectives that their course is intended to meet. (See 486.General Education Course Email.) The distribution of courses that map to each learning objective is detailed in the General Education Assessment Report issued in March 2022. (See 408.Gen Ed Assessment Report March 2022.) These changes in requirements have helped ensure that breadth of knowledge and students' intellectual exploration remain priorities and guiding principles of the General Education program. This focus was reaffirmed by legislation authored by the General Education Taskforce in 2015 and is reinforced through flexible requirements encouraging students' intellectual exploration. (See 414.Revisions to Gen Ed Curriculum Report April 2015; 479.Faculty Senate General Education Policies; 484.Gen Ed Report October 2022.)

The General Education curriculum remains modern and relevant to students thanks to timely, data-driven changes. An example of this approach is the reorganization of the General Education requirements, approved in October 2022, based on assessment recommendations to address the program's challenges and complexity. Changes were implemented in summer 2023. (See 484.Gen Ed Report October 2022; 408.Gen Ed Assessment Report March 2022.)

The Faculty Senate continues to reexamine the University's Cultural Diversity requirements. In April 2016, a report added new criteria for United States Cultures and International Cultures courses and a new standard that at least 50% of course content addresses the diversity criteria. (See 499.Joint Diversity Taskforce 2016 Report.) Because many General Education courses carried United States Cultures or International Cultures designations when they were recertified, these courses were also reviewed for alignment with the new minimum content rule. In 2022, a report was presented to the Faculty Senate with new recommendations for diversity requirements. The Faculty Senate Curricular Affairs committee is currently drafting legislation to address these recommendations. (See 500.Faculty Senate Committee on Curricular Affairs United States International Cultures Requirements Informational Report 2022.)

(c) in non-U.S. institutions that do not include general education, provides evidence that students can demonstrate general education skills

Penn State is a U.S. institution, so this criterion is not applicable.

Criterion 6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

Graduate education at Penn State is broadly divided into three areas: general graduate education, clinical education, and legal education. Distinct academic units that offer education in these three areas are the Graduate School, College of Medicine, Dickinson Law, and Penn State Law (currently two separately accredited law schools with a plan to reunite into one singly accredited school).

The Graduate School

Other than that leading to legal and medical degrees, all professional and research graduate education at Penn State is offered through the Graduate School. Through its more than 200 graduate majors, Penn State offers graduate students a wide variety of opportunities to develop their skills in research, scholarship, and independent thinking.

All graduate educational opportunities (including teaching, advising, and research supervision) must be supervised by members of the Graduate Faculty. The requirements for membership in the Graduate Faculty are established by the Graduate Council, which is the elected representative body of the Graduate Faculty, and are articulated in Graduate Council Policy GCAC 101 Graduate Faculty Membership. (See 516.Graduate Council Policy 101 Graduate Faculty Membership.) Every faculty member participating in research education (M.A., M.S., and Ph.D. degree programs) must have a record of scholarly achievement, an active program of scholarly work, and a doctoral degree. Every faculty

member participating in professional education (e.g., MBA, M.Eng., MFA, and DrPH degree programs) must have professional experience appropriate to the professional graduate program field and must hold a degree equal to or greater than the degree they serve. Appropriately qualified individuals who are not members of the Graduate Faculty may be approved to teach specific graduate courses. Graduate degrees are not awarded for simply completing a collection of courses; rather, students must complete a culminating experience in which they draw upon relevant faculty research or professional expertise to demonstrate they can integrate the knowledge, skills, and competencies they have acquired in their program to discover new knowledge or practice at an advanced level.

Graduate students pursuing research degrees (M.A., M.S., Ph.D.) are frequently financially supported by programs and colleges to attend professional conferences, allowing the students to interact with other experts in their field and begin to develop their professional network. Students can access state-of-the-art research equipment and facilities, such as the high-performance research cloud Roar supercomputer, the acoustically superb Recital Hall at University Park, and the comprehensive biomedical core facilities at the College of Medicine in Hershey. (See 515.High Performance Computing; 867.University Park Recital Hall; 868.College of Medicine Biomedical Core Facilities; 1080.PPL Electric Utilities Power Lab.) Some interdisciplinary research institutes directly support students by administratively hosting graduate programs that allow graduate students to access a wealth of resources. For example, the Huck Institute for Life Sciences hosts six graduate programs and supports the submission of institutional training grants. (See 513.Graduate Education at Huck Institutes for the Life Sciences.)

Graduate students pursuing professional degrees (e.g., MBA, M.Eng., MFA, and DrPH) also have multiple opportunities to develop their skills. For example, students pursuing a master's degree in Educational Leadership can intern with a practicing leader in education. Students in the graduate Public Health program can develop skills in their area of interest by participating in a variety of programs, including the Pennsylvania Area Health Education Center Scholars Program, Virtual Student Federal Service, and Cancer Prevention and Control Research Training Program at the University of Puerto Rico.

College of Medicine

Independent thinking is an essential part of clinical training at the College of Medicine in both the Medical Doctor program and the Physician Assistant program. In the Medical Doctor program, this expectation is codified in one of the competencies for graduation: "Apply biomedical, clinical, health systems sciences and health humanities to clinical decision-making in an integrated manner." (See 510.College of Medicine Competencies for Graduation.) To demonstrate this competency, all students must complete a research project. More than 75% of the students' projects result in publication. (See 509.College of Medicine Medical Student Research Project; 618.College of Medicine Medical Student Research Program.) The Physician Assistant program has similar expectations of its students, as seen in its adoption of the PA Education Association's Physician Assistant Competency 2.9, Society and Population Health: "Use appropriate literature to make evidence-based decisions regarding patient care." (See 562.College of Medicine Physician Assistant Program Competencies.)

All faculty employed by the College of Medicine have been vetted for their ability to teach, conduct research, and provide clinical care. Annual faculty reviews reveal opportunities for improvement in each area. External faculty are first vetted by the course or clerkship director or by the Office of Medical Education, then by the relevant department chair for appointment as adjunct faculty, and finally by the Office of Faculty Affairs. Faculty teaching in the Physician Assistant program must meet the minimum requirements set by the Accreditation Review Commission on Education for the Physician Assistant and the requirements of the College of Medicine. Faculty must maintain national Physician Assistant certification and sustain scholarly work through continuing education, research, or degree advancement.

Dickinson Law and Penn State Law

The law schools provide students with opportunities to advance in their scholarship and independent thinking, including externships that place students in a law firm; law school conferences (such as the Research and Innovation Roundtable); professional development conferences (with the support of Career Services); and training experiences through programs such as Boots to Business for veterans.

The Miller Center for Public Interest Law offers students pro bono opportunities to experience a range of practice areas and partnerships. (See 610.Dickinson Law Boots to Business; 611.Dickinson Law Experiential Learning; 612.Penn State Law Practice Skills.)

These opportunities are provided by faculty or other professionals with credentials appropriate to graduate-level curricula. The American Bar Association Standards state that all law schools “shall have a faculty whose qualifications and experience enable the law school to comply with the Standards and carry out its legal education program. The faculty shall possess a high degree of competence, as demonstrated by academic qualification, experience in teaching or practice, teaching effectiveness, and scholarship.” (See 614.ABA Standards Chapter 4 Faculty Standard 401 Faculty Qualifications.) Both law schools comply with these professional standards to ensure accreditation.

Most courses at the law schools are taught by law-trained tenured or tenure-track faculty who hold at least a Juris Doctor degree (J.D.) or its international equivalent. In some instances, faculty members hold a Doctor of Philosophy (Ph.D.) or a Master of Law (LL.M.) or other master’s degree, sometimes in addition to a Juris Doctor degree. Visiting, long-term contract, and adjunct law faculty members also hold a Juris Doctor degree or higher. Students are further supported in their professional development and learning experiences by law-adjacent staff members who engage students through research and technology training, small groups, and advising sessions. Many of these staff members, if not law-trained at the Juris Doctor degree level, hold graduate diplomas. (See 615.Dickinson Law TaWanda Hunter Stallworth; 616.Penn State Law LLM Team.)

Criterion 7. Adequate and appropriate institutional review and approval of any student learning opportunities designed, delivered, or assessed by third-party providers.

At Penn State, many education-abroad programs are administered by third parties. These programs include student exchanges, direct enrollment programs, and programs offered by the Institute for the Education of Students Abroad, Council on International Educational Exchanges, and others. Penn State’s review of these third-party providers’ programs includes:

- Vetting of new programs that include academic review and approval from Penn State leadership within the most relevant Penn State college. (See 465.Developing and Proposing an Education Abroad Program.)
- Verification that third-party providers who are host institutions, but not universities, have “schools of record” to issue U.S.-based transcripts, if necessary. A school of record is typically an accredited U.S. university. For example, the University of Rochester is the school of record for the Institute for the Education of Students Abroad. (See 471.IES Study Abroad Transcripts Credit Transfer and Accreditation.)
- Review of syllabi from courses taken at a foreign institution or third-party provider by the relevant faculty at Penn State to determine whether Penn State credit will be awarded. (See 464.Course Equivalency for Faculty and Advisers.)

The law schools provide externships and “semester-in-practice” opportunities for upper-class students with site supervisors who deliver instruction through practice, mentoring, and modeling. (See 466.Penn State Law Education Abroad; 467.Dickinson Law Education Abroad; 468.Dickinson Law Externships; 469.Penn State Law Externships.) One such program enables students to work at the Hague on international human rights and criminal law matters under the supervision of prosecutors and judges. (See 467.Dickinson Law Education Abroad.) Learning is also supported by commercial vendors. For instance, Lexis and Westlaw provide online legal research resources and training for students. Dickinson Law utilizes recordings and materials from Zero-L that help students transition from undergraduate to professional school. (See 503.Zero-L Online Course Harvard Law School.) Dickinson Law also encourages students to prepare for the bar exam with programs and products from companies such as Bar/Bri, Kaplan, and Themis. (See 504.Dickinson Law Library Bar Exam Resources.)

Criterion 8. Periodic assessment of the effectiveness of programs providing student learning opportunities.

A comprehensive discussion of Penn State's educational effectiveness assessment is available in Chapter 5, Standard V.

Because Penn State is one university, geographically dispersed, programs offered at multiple campuses maintain the same course number and curricular requirements across all locations. Course content and learning objectives are also standardized, and learning objectives are published in the University Bulletins. The curricula for undergraduate programs are approved by the University Faculty Senate, and the Graduate Council approves the curricula for graduate programs. (See 505.Faculty Senate Committee on Curricular Affairs; 506.Overview of Graduate Council Curricular Review Process.)

Over the last seven years, Penn State has formalized and expanded learning outcomes assessment. The annual process of program learning assessment for undergraduate, graduate, and certificate programs is centrally managed by the Office of Planning, Assessment, and Institutional Research. Academic programs document their program learning objectives, create curriculum maps, plan program assessment efforts, and report results through Nuventive, the same online platform used for the unit- and University-level strategic plans. (See 1081.OPAIR Academic Program Assessment; 775.Learning Outcomes Assessment Annual Report 2022.)

General Education Assessment is also conducted annually. The Faculty Senate Standing Joint Committee on General Education Assessment, supported by the Office of Planning, Assessment, and Institutional Research and Office for General Education, meets monthly to review data on and analyses of student success and student learning. The committee then makes recommendations aimed at furthering Penn State's progress in achieving its General Education Learning Objectives. (See 1082.Faculty Senate Standing Joint Committee for Gen Ed Assessment Informational Report March 2022; 1078.Faculty Senate Joint Committee for Gen Ed Assessment Update 2022 to 2023.)

Each year, the Graduate Council Committee on Program Review and Evaluation reviews approximately 40 programs. Over the course of five years, all graduate programs are reviewed. (See 461.Committee on Program Review and Evaluation.) An exemplary outcome of the 2022 program review cycle was the decision to close the master of professional studies degree program in Applied Demography offered via World Campus. The Committee on Program Review and Evaluation and the Senior Associate Dean for Research and Graduate Studies in the College of the Liberal Arts agreed that the program had struggled to establish a significant constituency among World Campus students and that there was little evidence to expect significant growth in the short term. (See 747.Applied Demography Drop Proposal and Approval Memos.)

EFFECTS OF COVID ON COMPLIANCE WITH STANDARD III

Penn State, like every other higher education institution in the country and around the world, had to adapt overnight to the onset of the global pandemic. Penn State offered fully remote course instruction in spring 2020 and a robust mix of in-person (with social distancing) and online instruction for the 2020-2021 academic year. During this time, Penn State faculty, staff, and leadership from across the commonwealth came together in an unprecedented way to support the quality and integrity of the student experience. Undoubtedly, the students at that time experienced Penn State differently than those who came before or after the pandemic, but the University was able to leverage the skills and expertise of its instructional design community and faculty to continue to deliver its courses and curricula in high-quality, and sometimes highly creative, ways. A small number of courses could not be completed in spring 2020 because of the need for in-person instruction (e.g., a practical course in forestry), but even then, faculty found ways to help students meet the critical learning requirements and advance in their academic plans.

The University learned many lessons during the pandemic that were carried over in the return to regular instruction. The Commonwealth Campuses, which all have their own learning support offices, are now sharing online tutoring support when student tutors for a particular subject cannot be found locally. The Graduate Council, which had always required in-person benchmark exams, is now more flexible about this

given the efficacy with which the exams were administered remotely. Finally, following the widespread adoption of remote synchronous instruction during the pandemic, largely out of necessity, Penn State introduced a remote synchronous course mode in addition to an explicit remote asynchronous mode. (See 1083.Instruction Modes.) The pandemic challenged Penn State to maintain rigor and coherence in the academic experience, and the University was able to respond in ways that supported students and generated new approaches and innovations that will inform the future.

CONCLUSION

As demonstrated through its overarching policies and programs as well as selected examples from across the institution, Penn State provides rigorous learning experiences at all credentialing levels with coherence across campuses, including World Campus. Moreover, Penn State has developed a University-wide approach to program assessment at all academic levels that supports the continuous improvement of these programs, including General Education. Although the colleges and campuses have considerable independence to innovate and create excellent programs to address local student learning needs, shared curricular and instructional foundations and student support systems work together to ensure that a Penn State degree, earned through whatever modality and at whatever location, meets institutional expectations, which are in turn aligned with or exceed national norms. However, balancing local innovations at individual campuses with economies of scale and curricular cohesion is an ongoing challenge.

Penn State's ability to deliver coherent educational experiences across varied locations and modalities is dependent on a well-qualified and engaged faculty. This requires a developmental assessment of teaching effectiveness that is less reliant on student ratings and works to reduce bias. In spring 2023, a joint task force between the Faculty Senate and administration recommended the implementation of the Faculty Teaching Assessment Framework. This has resulted in broad reform to current practices, including defining the elements of effective teaching (effective design, effective instructions, inclusive and ethical pedagogy, and reflective and evolving practice); adding a self-reflection; and modifying the peer review and student feedback processes.

Graduate students at Penn State can deploy their acquired skills in research, scholarship, and independent thinking to great success in their careers because the faculties of the Graduate School, Dickinson Law, Penn State Law, and the College of Medicine not only have credentials appropriate to their respective curricula but have been recruited because of their advanced professional and educational experience.

Some University systems, especially degree audit and planning, though technically functional, need to better support students and advisers with easily digestible information on degree progression and outstanding requirements. Given the breadth of opportunities students have, and an environment that encourages exploration and discovery, the University's tools should be modernized to better support this process.

Chapter 4, Standard IV, includes only a sampling of the resources available to students to support their academic progress. At Penn State's larger campuses, especially University Park, it is challenging to help students understand the full range of supports available to them. To address this, the University needs to continue to refocus its communications around students' needs rather than the structures to support them.

Penn State's General Education curriculum continues to evolve in form and substance thanks to an increasingly sophisticated assessment process. There is a recognition of the need for continuous evolution in order to maintain relevance in addressing current issues. For instance, one of Penn State's General Education Learning Objectives is Social Responsibility and Ethical Reasoning. Though this objective aligns with the University strategic plan's Foundation (Institutional Priority) of Advancing Inclusion, Equity, and Diversity, there is the opportunity to integrate diversity, equity, inclusion, and belonging imperatives more strongly into General Education and other program assessments.

Penn State has established a robust process for assessing program learning objectives. However, a review of the process by the Graduate School and the Office of Planning, Assessment, and Institutional

Research revealed two paths to submit graduate program learning objectives, only one of which includes a review by the Graduate Council. The process was revised so there is a singular pathway for submission that includes review by the Graduate Council.

Evidence Index for Chapter 3

ID	Name
40	Academic Policy AC23 Promotion and Tenure Procedures and Regulations
41	Academic Policy AC40 Annual Evaluation of Faculty Performance
85	University Bulletins
392	Non Tenure Line Administrative Guidelines
395	Faculty Pathway
396	Promotion and Tenure Workshop Series
398	Graduate Council Policies Culminating Experiences
400	Accelerate to Industry
403	Math Embedded Tutoring World Campus
404	Chaiken Center Liberal Arts
408	Gen Ed Assessment Report March 2022
412	Implementation of Gen Ed Reform Report Appendix B March 2016
413	Implementation of Gen Ed Learning Objectives Report March 2016
414	Revisions to Gen Ed Curriculum Report April 2015
415	Research Report
417	Affordable Course Transformation
418	Graduate Writing Center
419	Instructional Support Units
420	Dickinson Law Handbook
422	ESM Graduate Program Handbook
423	BMS Graduate Program Website
424	Faculty Senate Policy 42 23 Credit Requirement by Types of Instruction
435	Academic Coaching
440	Open Educational Resources
441	2 Plus 2 Plan
443	College of Medicine Graduation Requirements
448	Millennium Scholars Program
454	Learning Specialist Meeting Summary 2020
456	College of Medicine Cognitive Skills Program
457	College of Medicine Counseling
458	College of Medicine Diversity
460	College of Medicine Respectful Learning Environment
461	Committee on Program Review and Evaluation
464	Course Equivalency for Faculty and Advisers
465	Developing and Proposing an Education Abroad Program
466	Penn State Law Education Abroad
467	Dickinson Law Education Abroad
468	Dickinson Law Externships

ID	Name
469	Penn State Law Externships
471	IES Study Abroad Transcripts Credit Transfer and Accreditation
473	MD Curriculum Diagram
474	PA Program Clinical Course Timeline and Requirements
479	Faculty Senate General Education Policies
481	Faculty Senate Policy 180 Course Designations and Criteria for University Requirements
482	Gen Ed Bulletin Intro Requirements
483	Gen Ed Course Lists
484	Gen Ed Report October 2022
486	General Education Course Email
487	Other University Requirements
488	Sample Course Listing with Gen Ed Attribute
489	University Requirements Course Lists
493	LionPATH Sample Degree Audit
499	Joint Diversity Taskforce 2016 Report
500	Faculty Senate Committee on Curricular Affairs United States International Cultures Requirements Informational Report 2022
503	Zero-L Online Course Harvard Law School
504	Dickinson Law Library Bar Exam Resources
505	Faculty Senate Committee on Curricular Affairs
506	Overview of Graduate Council Curricular Review Process
509	College of Medicine Medical Student Research Project
510	College of Medicine Competencies for Graduation
513	Graduate Education at Huck Institutes for the Life Sciences
515	High Performance Computing
516	Graduate Council Policy 101 Graduate Faculty Membership
521	Faculty Senate Policies and Rules for Undergraduate Instruction and Curriculum
522	Undergraduate Curricular Procedures
527	Faculty Senate Policy 170 10 Course Uniformity and Coherence
528	Faculty Senate Committee on Curricular Affairs Membership
533	Graduate Council Program and Curriculum Policies
541	Clements AVPFA
542	Faculty Writing Program
543	Liberal Arts Faculty Advancement Program
545	New Faculty Orientation Sample Agenda

ID	Name
546	New Faculty Colleagues
547	C-PAD Teaching and Learning with Technology
548	Aspire IChange Network
549	Harrisburg Center for Teaching Excellence
550	Teaching and Learning with Technology
562	College of Medicine Physician Assistant Program Competencies
574	Student Faculty Ratios
592	Equity Faculty Fellows
610	Dickinson Law Boots to Business
611	Dickinson Law Experiential Learning
612	Penn State Law Practice Skills
614	ABA Standards Chapter 4 Faculty Standard 401 Faculty Qualifications
615	Dickinson Law TaWanda Hunter Stallworth
616	Penn State Law LLM Team
618	College of Medicine Medical Student Research Program
651	Research Expenditures Article
702	EDGE Experiential Digital Global Engagement
746	Open and Affordable Educational Resources Working Group Brief 2019
747	Applied Demography Drop Proposal and Approval Memos
755	Research Activity Annual Report 2022
775	Learning Outcomes Assessment Annual Report 2022
806	Penn State Law Academic Handbook
814	Schreyer Institute for Teaching Excellence Summary Data
829	TLT Faculty Fellows
830	Moral Moments
831	Nudge
850	Physician Assistant Masters Program Education Committee
852	Faculty Numbers Data Digest
856	Integrated Master of Accounting Academic Plan
867	University Park Recital Hall
868	College of Medicine Biomedical Core Facilities
886	Law Schools Learning Outcomes
888	Bulletin Program Listing Examples
889	Sample Transcripts
893	Faculty Senate Policy 130 00 Baccalaureate Degree Curriculum
894	Sample Bulletin Listings
926	Graduate Council Policy 700 Degree Requirements Professional Doctorate
927	Neuroscience Graduate Program Requirements College of Medicine
928	Neuroscience Graduate Program Requirements University Park

ID	Name
929	Graduate Council Policy 404 Satisfactory Scholarship
1054	Academic Administrative Policy L2
1055	Faculty Senate Policy 59 00 Minor and Certificate Requirements
1056	Graduate Council Policy GCAC 631
1057	Graduate Council Policy GCAC 731
1058	Schreyer Institute for Teaching and Learning Excellence
1059	Teaching and Learning with Technology Professional Development
1060	Commonwealth Campus Teaching Support
1061	World Campus Online Faculty Development
1062	Faculty Receive Assessment Grants
1063	Human Development and Family Studies Faculty Receive Grants
1064	Schreyer Institute Awards
1065	Graduate School Teaching Award
1066	Schreyer Institute Grants
1067	Academic Policy AC21 Definition of Academic Ranks
1068	Lead Fulbright Scholars List
1069	Faculty National Awards
1070	College of Medicine Professional Development Programs
1071	Woodward Center for Excellence in Health Sciences Education
1072	EdVenture 2023
1073	Faculty Affairs Promotion and Tenure Guidelines
1074	Penn State University Libraries Annual Report 2021 to 2022
1075	Libraries Statistics and Data
1076	University Libraries Organizational Structure
1077	University Libraries Strategic Plan 2020 to 2025
1078	Faculty Senate Joint Committee for Gen Ed Assessment Update 2022 to 2023
1079	Sample Schedule Builder
1080	PPL Electric Utilities Power Lab
1081	OPAIR Academic Program Assessment
1082	Faculty Senate Standing Joint Committee for Gen Ed Assessment Informational Report March 2022
1083	Instruction Modes
1084	Physician Assistant Program
1138	Media and Technology Equipment for Loan
1139	Collection Development Statement
1140	Eberly Family Special Collections Collection Development Plan
1141	University Libraries Policies
1142	University Libraries Accessibility
1143	Open at Penn State
1144	General Education Example Key Literacies

Chapter 4

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Criterion 1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:

Undergraduate Admissions

The Undergraduate Admissions Office endeavors to recruit, evaluate, admit, and enroll an academically qualified, diverse, and inclusive first-year and external transfer class that provides healthy undergraduate enrollment across all campuses. To realize its land-grant mission of providing unparalleled access to education, as captured in the Foundation (Institutional Priority) of Enabling Access to Education, the University has established policies and procedures to put pursuing and completing a Penn State degree within reach of all potential students. The University has also created policies to help ensure it admits only those students whose interests, abilities, and experiences provide a reasonable expectation for success. Various University Faculty Senate policies govern undergraduate admissions and application procedures. (See 776.Faculty Senate Degree Candidates Policies.)

The Undergraduate Admissions Office manages the admission process for all applicants to undergraduate degree programs and works closely with admissions offices at all undergraduate campuses, World Campus, and all academic colleges on recruitment and enrollment yield (i.e., the number of offers sent divided by the number of students enrolling). Penn State Global provides international students with guidance on admissions issues in areas such as immigration and legal documentation. Application deadlines, evaluation criteria, and admissions information for high school, transfer, and international students are all published online. (See 794.Application and Admission Information; 1023.Undergraduate Admissions Data.)

Recruitment, Access, and Affordability

Penn State takes a multifaceted approach to identifying prospects and recruiting students. In addition to managing the University's digital presence on college search tools like Niche.com, Naviance, and Scoir, the Undergraduate Admissions Office participates in virtual and in-person recruitment events. The in-state recruitment teams and campus admissions offices connect with students at college fairs and high school visits across Pennsylvania, and the out-of-state and international recruitment teams do the same across the country and the world. Students can attend virtual events or connect with counselors via virtual appointments. After the Undergraduate Admissions Office has sent its offers of admission, staff turn their attention toward yield, focusing on the on-campus visit experience across the commonwealth. In addition to organizing on-campus Accepted Student Programs, the recruitment teams offer virtual programs so students do not have to travel to Penn State to learn more. These virtual programs are especially helpful for the international student population.

The Undergraduate Admissions Office has implemented several process changes over the last few years with the goal of reaching a wider, more diverse group of students more efficiently. In 2018, Penn State began providing students with the choice of completing either Penn State's online application or the Common Application. The addition of the Common Application resulted in a 103% increase in out-of-state applications and a 52% increase in total undergraduate applications. Penn State is also entering its third year of a test-optional pilot program that allows applicants to submit or opt out of submitting standardized test scores (SAT or ACT) for use in the application evaluation. In the 2022 application cycle,

60% of first-year applicants chose not to submit test scores with their application. Similarly, although some University-level excellence fellowships and individual graduate program admissions decisions incorporate GRE scores into their evaluations, the Graduate School does not require GRE scores to determine eligibility for admission.

To support the Foundation (Institutional Priority) of Advancing Inclusion, Equity, and Diversity, the Undergraduate Admissions Office's Multicultural Outreach Office, through its many partnerships and recruitment offices in Philadelphia and Pittsburgh, prioritizes outreach to and recruitment of underrepresented students. Undergraduate Admissions and campus staff conduct on-site recruitment activities, host virtual and in-person events at many campuses, and utilize electronic and direct mail campaigns.

Achieve Penn State is a group of programs designed to increase access and diversity and eliminate barriers students may face along their path to a Penn State degree. (See 203.Achieve Penn State.) These programs help students succeed academically, graduate on time, and reduce their educational debt. One of these programs, RaiseMe, is a national program that offers micro-scholarships to high-achieving students in select Title I high schools serving low-income areas. Pennsylvania high school students enrolled in the National School Lunch Program, which provides students with free or reduced-cost lunches, are likewise eligible. (See 216.RaiseMe Achieve Penn State.) In 2021, the RaiseMe program provided funding to 131 students from 67 high schools. In 2022, the introduction of RaiseMe Transfer extended the RaiseMe program to local Pennsylvania community colleges, allowing for the early recruitment of and engagement with prospective students to complement existing program-to-program articulation agreements between community colleges and the University's Commonwealth Campuses. (See 370.RaiseMe Transfer.) This program modification reinforces the University's mission and Foundation (Institutional Priority) of Enabling Access to Education through the alternative access point of transfer admission.

These efforts to enhance the diversity of the undergraduate student population have contributed to increases in the number of first-year baccalaureate applications and the numbers of admitted and enrolled students from 2017 to 2022. As a percentage of the applicant pool, underrepresented students increased from 14.8% in 2017 to 23.8% in 2022. (Underrepresented students are identified by the ethnicity categories used in the U.S. Department of Education's Integrated Postsecondary Education Data System [IPEDS]: American Indian or Alaskan Native, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander.) As a percentage of admitted students, underrepresented students increased from 14.8% in 2017 to 20.3% in 2022. Finally, as a percentage of the first-year baccalaureate entering class, underrepresented students increased from 14.3% in 2017 to 17.7% in 2022.

Enrollment and Transfer Student Enrollment

Despite changing demographics in Pennsylvania and the Northeast that have resulted in fewer college-bound high school graduates, interest in Penn State remains high and the number of incoming first-time students has remained relatively constant. Applications from first-time undergraduate students increased by 15% from 2020 to 2021. Undergraduate first-time enrollment for 2020-2021 increased by slightly more than 400 students (2.6%). (See 799.Student Enrollment Data Digest First Time.) However, while the enrollment of first-time students has increased slightly, overall undergraduate enrollment has seen declines at the Commonwealth Campuses, including a 6.6% decline in 2021. (See 801.Student Enrollment Data Digest Commonwealth Campuses Fall 2021.)

In recent years, transfer applications and incoming enrollment have also declined. From 2017 to 2021, new transfer enrollment declined by 26% to 2,374 students. As part of the University's land-grant mission and commitment to access and affordability, efforts have been made to increase transfer student applications and overall enrollment at the Commonwealth Campuses. Such efforts include establishing new articulation agreements between Pennsylvania community colleges and the Commonwealth Campuses. (See 394.Articulation Agreements.) These efforts are complemented by several prospecting programs, including ongoing support of Phi Theta Kappa, an honors society of high-achieving community college students. In addition to reaching out to these honors students

virtually, admissions staff attend many of Phi Theta Kappa's regional and national events to connect with students in person. Admissions staff across the state also visit their local community colleges to connect with potential transfer students early in the admission process and attend transfer-focused fairs in Pennsylvania and neighboring states.

The University's course articulation process and increase in the number of direct equivalent course articulations for transfer credit have made Penn State an increasingly attractive choice for prospective students and provide students with a clearer picture of time to degree prior to enrolling. This was not the case when a larger pool of general transfer credits applied.

To further recruitment and retention efforts and mitigate prospective students' concerns about the cost of attendance, Penn State has implemented various award programs. In addition to facilitating the RaiseMe program, including RaiseMe Transfer, the University offers a Discover Penn State Award to transfer students admitted to a Commonwealth Campus. This award focuses on out-of-state students from Delaware, Maryland, New Jersey, New York, Ohio, Virginia, West Virginia, and the District of Columbia.

New Enrollment Management Leadership

The University recently hired a Vice President for Enrollment Management to oversee the newly established Enrollment Management Office, which includes the Undergraduate Admissions Office, Office of Student Aid, and Office of the University Registrar. The Vice President for Enrollment Management is responsible for the development and execution of Penn State's comprehensive enrollment strategy. Working closely with the University's senior leadership, the Vice President helps each campus and college meet its individual enrollment needs. The Vice President also supports the University's overall academic mission and strategic goals, directs student recruitment strategies, develops student financial aid programs, and collaborates with the Division of Development and Alumni Relations on scholarship programs. (See 1024.Five Year Enrollment Projections.)

Graduate and Professional Admissions

General and specific requirements for admission to graduate programs can be found on the Graduate School website and individual program websites. (See 777.Graduate Admissions Qualifications.) The Graduate School uses a common application that links to program-specific applications, which ensures consistency across Penn State. Program-specific components and the applicant review process are designed to identify and assess each candidate's interests, knowledge, skills, abilities, and likelihood of success within the program. The Graduate Council requires that all international applicants take and submit scores for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they meet specific exemption requirements. Assuming an applicant meets the Graduate Council's basic requirements for admission, the final decision regarding admission is made by the individual graduate program. Several graduate and professional programs subscribe to application services such as the American Medical College Application Service and the Law School Admission Council's credential assembly service.

(a) accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds

As detailed in Chapter 2, Standard II, Criterion 7(b), Penn State has services and programs in place to support affordability and accessibility. These resources enable students to understand funding sources and options and the value received for cost; they also provide students with tips for making informed decisions about incurring debt. The Office of Student Aid maintains a webpage that contains up-to-date and comprehensive financial aid information for prospective and current students and their families. The website provides information about financial planning, grant and aid options, and eligibility requirements; it also links to the Free Application for Federal Student Aid (FAFSA) and applications for other types of aid for which students may qualify. Federal loan information is shared with all students when they receive their annual Student Financial Aid Award Summary after completing the FAFSA. Per federal regulations, the University provides federal loan entrance counseling to students before they receive loans. (See 1025.Financial Aid Profile.)

Information on expenses is provided to prospective students and families through tuition calculators on the University Budget Office website. (See 166.Student Aid and Cost Information; 1025.Financial Aid Profile; 1026.Tuition Net Price Calculator.)

The Office of Student Aid administers all federal, state, institutional, and private student financial aid funds for all Penn State undergraduate, graduate, law, and medical students through one U.S. Department of Education-issued Office of Postsecondary Education Identifier (OPEID) code, and financial aid representatives at all campuses support this collaborative effort. Central University databases such as the PeopleSoft Campus Solutions student system and eSteward, a homegrown scholarship awarding database, support unified and automated aid processing. A complete review of all aid information can be found on the Office of Student Aid website. (See 166.Student Aid and Cost Information.)

Comprehensive financial aid award notifications are sent annually to all students. These notifications provide links to the Office of Student Aid website and the websites of other related offices where students can learn more about college costs, available scholarship and grant opportunities, and loan options and repayment. Partnerships with the Office of Student Affairs (New Student Orientation), Sokolov-Miller Family Financial and Life Skills Center, and Student Success Center allow students to receive additional information on college expenses. The Office of the Bursar provides monthly billing statements that include financial aid resources and information on the timing and applicability of student refunds. The University also provides all students who are about to separate from the University with loan repayment information as part of the federally mandated loan exit counseling process. (See 1025.Financial Aid Profile; 1027.Data on Debt and Repayment; 1028.Financial Aid Counseling.)

Scholarships

The University disperses approximately \$81 million in scholarships to students each year. Of that amount, approximately \$17 million (21%) goes to the Commonwealth Campuses to supplement federal, state, and institutional aid. While most scholarships granted to students at University Park are merit-based in nature, both merit-based and needs-based scholarship opportunities exist at the campuses. Needs-based scholarship dollars often exceed merit-based dollars for Commonwealth Campus students. This disbursement model provides a holistic approach to financial support in response to the varied socioeconomic demographics of the students the University serves, which furthers Penn State's land-grant mission. (See 1097.Penn State Scholarship Opportunities.) Multiple units at Penn State award scholarships to students. Links to information on scholarships available across the institution can be found on the Office of Student Aid website. Several scholarship programs are designed to support the Foundation (Institutional Priority) of Advancing Inclusion, Equity, and Diversity. (See 1097.Penn State Scholarship Opportunities; 1152.Scholarships Offered by Commonwealth Campuses.)

Chapter 2, Standard II, Criterion 7, provides additional information related to services in place to promote affordability and accessibility and the University's efforts toward enabling students to understand the funding sources and options available to them.

(b) a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals

To ensure that new undergraduate students are placed in the appropriate math, chemistry, and foreign language courses, the University uses placement processes. (See 895.Sample Placement Report Requirements.) The number of students testing into, and then enrolling in, Developmental Math increased 48.5% from fall 2020 to fall 2022. Passage rates increased from 68.4% to 70.9% in the same period. The percentage of the entering class placing into Developmental Math has remained constant at 4.7%. It is important to note that not all students who place into Developmental Math enroll in the course in their first fall term. (See 1158.Developmental Education Courses FA20 and FA22.)

Academic Advisers

As part of the Achieve Penn State initiative detailed in Chapter 2, Standard II, Criterion 7(b), World Campus and the Commonwealth Campuses offer programs to facilitate the success of new undergraduate students. (See 203.Achieve Penn State.) Students at select Commonwealth Campuses are chosen to participate in the Pathway to Success: Summer Start (PaSSS) program. This program

serves incoming first-year students with high financial need who are first-generation and/or from a historically marginalized group. (See 1030.Pathway to Success Summer Start Program.)

Once undergraduate students have matriculated, multiple methods are employed to identify and support students experiencing academic difficulty. The Division of Undergraduate Studies in the Office of Undergraduate Education oversees the Starfish progress reporting process. This process is codified in Faculty Senate Policy 47-70 and Administrative Council on Undergraduate Education Policy G7 Student Progress Reporting. (See 857.Faculty Senate Policy 47 70 Online Student Progress Report; 382.Undergraduate Education Academic Administrative Policy G7 Student Progress Reporting.) The Early Indicators Survey is deployed in the third week of each semester. Feedback gathered from the Early Indicators Survey is meant to draw students' attention to how their behavior patterns, such as attending class, participating, and using out-of-class resources, correlate with academic success. (See 692.Starfish Progress Reporting Shows Improved Student Outcomes; 382.Undergraduate Education Academic Administrative Policy G7 Student Progress Reporting.) The second survey, the Mid-Semester Progress Report Survey, is deployed in the seventh week of the semester. The feedback on the mid-semester survey is based on patterns of student behavior and graded work. Feedback from the mid-semester survey helps students realistically assess their progress in a course in time for them to make decisions about their continued enrollment in the course. Launched in 2016, the initiative is now used by most units across the University, with data showing a 43% instructor completion rate in fall 2022. In collaboration with Teaching and Learning with Technology, the Division of Undergraduate Studies created a tool called Elevate that uses Canvas data and the Starfish platform to alert advisers if students exhibit a disproportionate decline in their online activity compared to their peers in the same course. (See 399.Elevate.)

When final grades are posted, each unit follows central processes to identify students with academic difficulty and support their recovery. These processes are outlined in Academic Difficulty and Recovery Policy I.1 in the Academic Administrative Policies and Procedures Manual. (See 805.Academic Difficulty and Recovery Policy I 1.) Academic Renewal Policy K.2 allows students who are placed on academic suspension to resume their academic career without being penalized for their academic record. (See 383.Academic Renewal Policy K 2.)

The Graduate Council requires a process of annual graduate student evaluation designed to provide students with feedback related to their academic, professional, and disciplinary accomplishments. (See 497.Graduate Education Policy 603 PhD Committee Responsibilities.) Students at risk of making insufficient progress toward the degree meet with their respective Graduate Program Chairs to discuss remedies. Additionally, the Graduate School Ombudsperson Program is designed to support students who are having difficulty in their program. (See 205.Graduate School Ombudsperson Program.)

(c) orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience

Penn State offers students at all campuses a strong system of support. This system is realized in the orientation, advising, and counseling programs and services provided by the Offices of Educational Equity, Student Affairs, and Undergraduate Education. Each offers central support that is augmented by college- and campus-specific services.

Student Orientation and Transition Programs, a unit of both Student Affairs and Undergraduate Education, offers a complete set of services to support students in their various stages of transition. These services include a robust overnight new student orientation program at University Park; welcome week activities, services, and programs to support change-of-campus students; and transfer student orientation programs. In 2018, 8,058 first-year students attended new student orientation at University Park, representing 99% of students who received an offer of admission. More recently, in summer 2022, 9,613 first-year students attended new student orientation, representing 92.7% of students who received an offer of admission. The year 2022 also marked the return to in-person new student orientation following two years of virtual orientation during the COVID-19 pandemic. Student Orientation and Transition Programs also supports the Commonwealth Campuses by providing common content and resources for use in the campuses' individualized orientation programs.

The Division of Undergraduate Studies in the Office of Undergraduate Education serves students at all campuses who have not yet decided on a major. The division facilitates student exploration, engagement, and academic success by delivering academic advising, guiding institutional policies and procedures, and promoting the scholarship of advising. Faculty and professional advising staff in each college and at each campus provide advising for students with declared majors. (See 209.Academic Advising.)

Counseling and Psychological Services, a unit of Student Affairs, provides a wide range of services for undergraduate and graduate students, including wellness and self-help options; individual, group, and couples counseling; crisis intervention; psychiatric services; virtual services; and community education and outreach. Every campus provides on-site counseling, and there is a menu of University-wide services available to all students regardless of their campus of enrollment. These services include a crisis hotline, an emergency text line, virtual counseling, and an online wellness assessment tool. (See 114.Counseling and Psychological Services.) Consistent with local and national trends, the demand for services has increased over time. Responding to this heightened demand, and to further the Thematic Priority (Strategic Goal) of Enhancing Health, Counseling and Psychological Services has added multiple modalities to support students in need and six years ago significantly expanded its staff.

Student Care and Advocacy, another unit of Student Affairs, assists and empowers students to navigate unforeseen difficulties such as academic distress; financial, housing, or food insecurity; the death of a family member; mental health concerns; and medical emergencies. (See 498.Student Care and Advocacy.) In fall 2022, Student Care and Advocacy met with more than 400 students who were experiencing basic needs insecurity, including food, housing, or medical needs insecurity. According to a fall 2021 survey, 24% of Penn State students struggle with food insecurity, 13.5% experience housing or food concerns that have impacted their ability to focus on their academic responsibilities, and 27.5% have lost weight due to food insecurity. (See 1031.Swipe Out Hunger Article.) The Lion's Pantry at University Park and satellite Cub Pantries across the University Park campus provide food, toiletries, and cleaning supplies to any student in need. (See 914.Lions Pantry.) All Commonwealth Campuses either sponsor food pantries or provide information to students about local resources. (See 1032.Student Affairs Support and Basic Resources.) Many individual colleges, schools, and campuses also have emergency funding and/or offices where students can receive support to navigate difficulties.

Student Disability Resources, a unit housed within the Office of Educational Equity, is responsible for enabling equal educational access and providing reasonable academic accommodations to students with disabilities in accordance with federal law. Every Penn State campus has a disability services office, and all offices are in regular communication to provide consistent, system-wide services and facilitate seamless campus changes for students with disabilities. Consistent with national trends, Student Disability Resources has seen an increase in the number of students with disabilities seeking services. To support the persistence and retention of these students across multiple campuses, the unit recently added staff in several critical areas. Student Disability Resources continues to evolve its mission by supporting students socially beyond traditional academic integration efforts. Specifically, the unit now has a physical student center available at University Park where students can study or socialize with peers. Student Disability Resources also offers different student-organized peer groups for students across campuses to connect around shared experiences; University-wide virtual workshops focusing on areas like study skills, time management, and wellness; and in-office resource connections with on- and off-campus partners like Counseling and Psychological Services, Career Services, and Vocational Rehabilitation. (See 962.Core Expenditure Data.)

(d) processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement

To support academic success across the institution, Penn State provides a wide variety of resources, including Penn State Learning at the University Park campus, academic success and tutoring centers at the Commonwealth Campuses, and access to Tutor.com for World Campus students. At University Park, the Morgan Academic Center provides comprehensive learning services for student-athletes and the Multicultural Resource Center in the Office of Educational Equity provides individual college counseling,

advocacy, and educational services for undergraduate students from diverse backgrounds, particularly students of color. Various academic and social support programs across the institution serve specific groups of students, ranging from first-year students, to veterans, to former foster children, to international students. (See 519.Programs to Support Retention and Academic Success; 1006.Graduation Data; 1007.IPEDS Outcome Measures; 1008.IPEDS Retention Rates.)

As a reflection of the unique nature of Penn State's 2+2 Plan (see Chapter 3, Standard III, Criterion 1) in which students begin their studies at one Penn State campus and complete their degree at another campus, integrated programs and resources exist to support the transition experienced by change-of-campus students. Student Orientation and Transition Programs assists students in identifying the best campus at which to complete their degree by facilitating Commonwealth Campus-hosted information sessions and workshops. Link UP is a one-day program during which students visit and learn about the University Park campus, explore necessary considerations, and connect with their academic college. A change-of-campus newsletter is distributed monthly to new University Park students prior to the campus change and throughout the following semester. Topics include academic expectations, transportation, housing and dining, wellness, career considerations, involvement, and financial resources. A virtual change-of-campus orientation and an in-person change-of-campus and transfer student welcome are offered prior to the first day of classes. Once the semester begins, students are invited to attend monthly workshops and social events designed specifically for change-of-campus students. (See 1007.IPEDS Outcome Measures; 1009.Transfer Data.)

The University's IPEDS completions data suggest that student support efforts result in consistent outcomes across majors. (See 1159.IPEDS Completions Report.) With the ongoing statewide need for advanced education, opportunities such as postbaccalaureate certificate programs offer working adults new ways to advance their education and career options.

The University's mission to serve the Commonwealth of Pennsylvania is well reflected in the University's multi-location structure. Pennsylvania residents can attend local campuses, which allows them to save money, work locally, and transfer seamlessly to complete their degree. To address evolving needs at the smaller and more rural Commonwealth Campuses, Penn State staff network with local businesses, high schools, and current students to ascertain the educational options that are needed.

As undergraduate students near the end of their coursework, the University has a variety of programs and resources to support the students in degree completion and postgraduate and career planning. As a program within Achieve Penn State, Complete Penn State provides seniors across all campuses who are in good academic standing and are facing obstacles to degree completion with academic and financial support in their final two semesters. Complete Penn State recipients are eligible for up to \$3,000 in scholarship funds based on financial need. (See 307.Complete Penn State.)

The Ronald E. McNair Scholars Program helps students prepare for doctoral study by involving them in research and scholarly activities. The program is a TRIO program funded by the U.S. Department of Education and Penn State. The purpose of this program is to assist in the academic and professional development of undergraduates whose goals are to teach and research at the college level. (See 1033.Ronald E McNair Scholars Program.)

Penn State offers centralized and college-based career services in a coordinated program. (See 116.Career Services; 117.Career Offices Within Colleges.) At University Park, Career Services provides counseling, programs, and resources to engage students in career planning throughout their college journeys. Professional staff counsel students on academic majors and career options. They also coach students on gaining experience, writing résumés, interviewing, searching for jobs, applying to graduate and professional schools, and more. Career fairs, job postings, on-campus interviews, and networking opportunities are also provided. The colleges provide additional support by promoting internship opportunities and specific connections to students' areas of study. Career fairs are coordinated centrally and across the colleges. Each Commonwealth Campus also provides campus-based programs and services that are supported centrally and by regionally based employer relations staff.

Complementing these centralized services available to all students is the academic career support provided by individual colleges and schools to their majors. The College of the Liberal Arts houses the Roz and Gene Chaiken Center for Student Success, which offers open study space, workshops, one-on-one drop-ins with support staff, and appointments with peer success coaches. (See 1034.Chaiken Center for Student Success.) The College of Agricultural Sciences coordinates a large career day each fall that brings employers and students together. The career day benefits not only graduating students looking for jobs but also early-career students refining their career goals. (See 207.Agriculture Sciences Career Day.) During department-hosted campus visits, employers interview graduating students and coordinate formal internship and externship experiences. Some of these companies, many of which are led by Penn State graduates, meet with students in individual majors to help them refine their understanding of the different careers available to them. (See 1035.IPEDS Degrees Awarded.)

While there is a wealth of support resources available to students, connecting students to needed resources continues to be a challenge, particularly at the larger campuses. Various units and groups, including the Student Success Center within Undergraduate Education and the University Park Undergraduate Association, have made efforts to aid students in better accessing and navigating available resources. Most recently, in April 2023, the University's Special Adviser for Institutional Equity issued a report that recommends "establishing a multi-tiered, equity-centered, 'one-stop' resource hub that drives all undergraduate students to one place for answers and connection to the multiple units and resources that contribute to the student experience (e.g., application, progression, graduation, career placement, and alumni experience), better join curricular and cocurricular resources, and that is responsive to the complexities of the student body (e.g., social identities, geographical location, and student status) and the varied pathways to success." (See 1036.DEIB Executive Summary April 2023.)

Criterion 2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Providing students with an opportunity to earn credit for prior learning, including courses taken at other institutions, furthers the Foundation (Institutional Priority) of Enabling Access to Education and the Thematic Priority (Strategic Goal) of Advancing Inclusion, Equity, and Diversity. University participation in the CAEL-WICHE study "The PLA Boost" determined that students who earn credit for prior learning persist and graduate at a higher rate than those who do not.

IPEDS Data

Beginning with fall 2022-2023 data collection cycle, a change was made in how Penn State reports data to IPEDS. IPEDS's approach to data collection and reporting is not easily applied to Penn State's unique, multi-campus, one-degree model (regardless of which campus a student attends, all degrees are awarded in the name of "The Pennsylvania State University"). This administrative configuration is one of the University's greatest strengths as a leading land-grant institution whose mission it is to serve the citizens of the Commonwealth of Pennsylvania.

In a return to historic practice, the University is again reporting IPEDS data by campus location. University Park, the College of Medicine, and both law schools are now reporting data as "Main Campus," while each of 19 undergraduate Commonwealth Campuses, Great Valley, and World Campus is reporting its data separately. This change in reporting was spurred by IPEDS's 2018 decision to reclassify change-of-campus students as transfer students. Under IPEDS's new definition of a transfer student, Penn State is unable to report 2+2 Plan change-of-campus students as part of their original campuses' graduation rates. The designation of "transfer student" does not accurately portray how students move across campuses under the University's highly successful 2+2 Plan, described in Criterion 1(d) above. The Commonwealth Campuses are at the center of Penn State's land-grant mission to provide all Pennsylvanians with unparalleled access to a world-class public research university. The 2+2 Plan helps to lower the overall cost of and expand access to a Penn State education, particularly for first-generation and Pell Grant-eligible students who might not otherwise pursue postsecondary study, all while maintaining the University's high-quality instruction, curriculum, and pedagogy. No other university takes this approach.

This change is expected to ensure the University is represented as accurately as possible in comparison to its peer institutions in the Big Ten and nationally. Other stakeholders also remain interested in campus-specific data outside of graduation rates, and because reporting for other entities has continued on a per-campus basis, returning to a multi-campus reporting structure will streamline and improve the consistency of data reporting overall.

The Council on Prior Learning Assessment was charged in January 2016 with refining the principles and processes of prior learning assessment and creating a framework that ensures consistency in evaluating prior learning and awarding credit across Penn State's colleges and campuses. The council was renamed the Transfer Governance Council in 2020 to address additional processes and needs related to transfer students. The council has completed several projects, including identifying and removing barriers for transfer students in the COVID-19 era, assisting in the revision of the transfer course evaluation process, and aligning its work with the Joint Statement on the Transfer and Award of Credit released by the American Association of Collegiate Registrars and Admissions Officers, Council for Higher Education Accreditation, and American Council on Education.

Penn State documents its acquisition-of-credit policies and procedures on a variety of University websites and publishes articulation agreements with other institutions. (See 394.Articulation Agreements; 1037.Transfer Agreements with Pennsylvania Community Colleges; 1038.Transfer Agreements with Other Pennsylvania Colleges.) University Faculty Senate policies related to the acquisition of credit stipulate that students may earn credit by examination, validation, national and international standardized testing, portfolio assessment, and/or the transfer of credit from accredited U.S. institutions, accredited institutions outside the United States, and institutions that are not regionally accredited. (See 202.Faculty Senate Policy 42 Acquisition of Credit.) Policies related to the acquisition-of-credit procedures provide the processes for implementing the Faculty Senate policies. Stakeholders can determine the steps necessary to award the credits outlined in these policies, and each procedure is linked to its corresponding policy. (See 225.Academic Administrative Policies and Procedures E Acquisition of Credit.)

A transfer credit tool can be used to review credit equivalencies for transfer courses, military experiences, and training experiences in noncollegiate organizations. (See 1040.Transfer Credits Tool.)

Transfer applicants need not provide their high school transcript or standardized test scores; they are evaluated solely on their previous collegiate record(s). Once a student is admitted to the University, all eligible transfer credits from other regionally accredited institutions are applied to the transfer student's Penn State academic record. Transfer course equivalencies are determined by faculty members in academic departments across the University. Once an extra-institutional course has been evaluated for transfer to Penn State, students can view the course using the transfer credit tool on the Undergraduate Admissions Office website.

Criterion 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

Penn State complies with the Family Educational Rights and Privacy Act (FERPA), which sets requirements regarding the privacy of student records. FERPA governs access to and the disclosure of education records maintained by an educational institution. A University policy informs students of their rights under FERPA and advises anyone who may maintain, access, or use student education records on behalf of the University (including employees, students, volunteers, and other third parties) of their responsibilities as they relate to the records. (See 125.Administrative Policy AD11 University Policy on Confidentiality of Student Records.)

All University employees receive FERPA training and are assessed on their knowledge of FERPA policy. FERPA training is also included in the annual compliance notification sent to all employees, and compliance information is posted on the Office of the University Registrar's website. A student may restrict the release of their directory information, instead allowing individual designees to view their information through a self-service portal.

The Office of the University Registrar is responsible for ensuring the privacy and protection of student education records. To do so, Registrar staff work with offices across the University, including Information Security and the Office of Ethics and Compliance. The Vice Provost and Dean for Undergraduate Education is the recommended data trustee for student education records. The Vice Provost for Graduate Education and Dean of the Graduate School has this responsibility for the information under the Graduate School's control (including application data in the Graduate School's application database).

The University requires all official electronic correspondence to be sent to students via the students' Penn State email accounts. Students are required to present photo identification when requesting information and services in person. Students who would like to release their education records to persons other than those employees who have a legitimate educational interest are required to submit a "Student Consent for Release of Information to Third Parties" form.

Criterion 4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

Penn State offers a vast array of programs and services that extend learning beyond the classroom. Students attend Penn State and expect a vibrant environment in which they can engage, learn, and belong. They do this through formal and informal out-of-class experiences. The out-of-class environment contributes to student success through the skills that students gain, the relationships that they develop, and the diversity of ideas and experiences that they encounter. Specific learning outcomes of such engagement are outlined in the University's Cocurricular Learning Outcomes. (See 910.Cocurricular Learning Outcomes.)

Residential Communities

Twelve campuses have University-owned housing. The residential experience allows students to live and learn together and fosters students' academic, social, personal, and cultural growth. A residence life curriculum is used to educate students about showing respect and taking responsibility for themselves, others, and their communities. Professional and paraprofessional staff (resident assistants) live among the students to facilitate connection to unique programs and services.

Housing, Food Services, and Residence Life conduct an annual Quality of Life Survey to gather feedback from students living on campus. Results from the 2022-2023 University Park survey indicate that 96% of respondents think their on-campus accommodations are safe and 91% enjoy living on campus. (See 923.Quality of Life Report University Park 2022 to 2023.)

The 2022-2023 Commonwealth Campus Quality of Life Survey indicated that on average (11 campuses), 91% of students think that the residential area is a safe place to live and 86% enjoy living on campus. The percentage of students responding affirmatively to these items ranges from a high of 100% to a low of 87% for the first item and from a high of 100% to a low of 71% for the second. (See 924.Quality of Life Report Commonwealth Campuses 2022 to 2023.)

University Park and several Commonwealth Campuses have living-learning communities. In living-learning communities, students with similar academic or other interests live together in their own building or part of a building and participate in common classes, group dinners, social activities, field trips, and other educational activities related to that interest. Initial assessment of one living-learning community at University Park indicates that living in the community has had a positive impact on the students' grades and persistence. (See 1107.Assessment of a STEM Living & Learning Community.)

Student Engagement Network

The Student Engagement Network was created in 2016 to foster students' curricular and cocurricular engagement, considered a distinctive feature of the Penn State experience and a critical component of student learning and success. One important goal of the network is to help students identify research, education-abroad, internship, volunteer, peer mentoring, and professional experiences. The network recently launched the University-wide Engagement App, which allows students to search for engagement opportunities. Students can also apply for engagement grants that provide funding

support for opportunities they wish to pursue. The network has identified five growth areas — social justice activism and awareness, civic responsibility, ethical reasoning, systems thinking, and professional development — and students are assessed throughout their participation in the network’s programs. (See 890.Student Engagement Network.)

Recognized Student Organizations

The University has processes by which students can establish and lead recognized student organizations. There are approximately 1,000 recognized student organizations at University Park and another 550 at the Commonwealth Campuses. Recognized student organizations provide students with opportunities to gain a sense of belonging and develop leadership skills while enriching life for all students. (See 184. Student Organization Policies and Procedures.)

The breadth of student organizations includes University-wide organizations that exist at multiple campuses, such as campus programming boards, athlete advisory boards, service and philanthropic organizations, and identity-focused organizations. Each campus also has unique organizations that allow students to meet peers with similar interests and explore shared areas of interest.

The University hosts a summer leadership conference during which student leaders from all campuses gather to enhance their leadership, citizenship, and networking skills.

Student Governance

A marquee opportunity for student advocacy is participation in one of the four student governments: the University Park Undergraduate Association (representing undergraduate students at the University Park campus), the Council of Commonwealth Student Governments (representing students at the 19 non-University Park campuses that admit undergraduate students), the Graduate and Professional Student Association (representing graduate and professional students across the University), and the World Campus Student Government Association (representing World Campus students). Student government leaders meet regularly with the Board of Trustees, President’s Council, and Student Affairs to discuss students’ ideas, opinions, and concerns. The Board of Trustees delegates authority to the leaders of the student governance organizations to recommend one student to serve a two-year term as a voting member of the Board. At the end of the term, the current student trustee and the four student government presidents preside over a selection committee to pick the next student-selected trustee. (See 496.Student Trustee Standing Order.)

In 2017 the University collaborated with the student governments to create a single student-initiated fee model. The model created two student fee boards: the Commonwealth Fee Board and the University Park Fee Board. These boards work with their constituents to recommend a fee that every student must pay. Approximately \$35.7 million is collected to enhance students’ out-of-class experiences. This model allows students to influence activities occurring on Penn State’s campuses. (See 170.Student Fee Handbook.)

Intercollegiate Athletics

As mandated by the National Collegiate Athletic Association (NCAA), the University has a Faculty Athletics Representative who oversees Division I student-athletes’ general well-being and adherence to principles of academic integrity and exerts institutional control over Intercollegiate Athletics. At Penn State, this representative is nominated by the Faculty Senate Committee on Committees and Rules and appointed by the President. (See 1108.Faculty Athletics Representatives.) The Faculty Athletics Representative serves as the primary liaison between Intercollegiate Athletics and the Faculty Senate Committee on Intercollegiate Athletics. Other roles include certifying student-athletes’ eligibility for practice and competition, reviewing athletic schedules, taking appropriate actions when student-athletes have not met the policies governing their participation, approving waivers for outside competition, and representing the institution to the NCAA and Big Ten Conference in matters of proposed legislation. Faculty Senate Policies 67-00 Athletic Competition governs Division I and Division III athletics at Penn State and grants the Faculty Senate Committee on Intercollegiate Athletics jurisdiction over all academic matters pertaining to intercollegiate athletics. (See 1109.Faculty Senate Policies 67 00 Athletic

Competition.) The intent is to stipulate policy where the University has an interest in upholding a standard of performance that exceeds that of the NCAA, Big Ten, or other associated athletic conferences.

Every August, the Faculty Athletics Representative presents a report to the entire Faculty Senate about student-athlete eligibility, students' academic highlights, actions that have been taken by the Faculty Senate Committee on Intercollegiate Athletics in the preceding year, and other academic information regarding student-athletes. (See 1110.Faculty Senate Committee on Intercollegiate Athletics Annual Report.)

The Faculty Senate Committee on Intercollegiate Athletics governs all academic matters pertaining to Intercollegiate Athletics. Student-athletes apply for admission to Penn State in the same manner as all other students and must meet the same academic requirements. Student-athletes are awarded scholarships, loans, and grants through the same awarding processes afforded to all other Penn State students, and scholarship eligibility is determined by individual colleges or scholarship programs.

The Office of Student Aid has oversight over all student-athlete accounts and provides guidance on all institutional, federal, state, and NCAA financial aid policies and regulations.

The Equity in Athletics Disclosure Act requires all institutions of postsecondary education that participate in Title IV federal student financial aid programs and have an intercollegiate athletics program to prepare an annual report to the U.S. Department of Education on athletic participation, staffing, revenues, and expenses for men's and women's teams. The act is intended to ensure that prospective students and their families have appropriate information regarding the institution's athletic department. (See 1111. Campus Specific EADA Reports.)

With a mission to prepare students for a lifetime of impact, Intercollegiate Athletics supports student success on the playing field and in the classroom. Intercollegiate Athletics has a robust program designed to facilitate student-athletes' holistic growth by providing education, resources, and opportunities that support learning and the development of life skills vital to success and achievement. A comprehensive sports performance concept is also in place and brings together experts in health performance science, sports medicine, performance nutrition, mental health and welfare, and development and enrichment to support student-athletes.

University Park student-athletes have had an NCAA graduation success rate of 90% or better each of the last five years, including a record-breaking 92% in 2021 and 92% in 2022. Penn State is one of only five schools that have won at least 10 NCAA championships since 2012 and whose student-athletes have earned at least a 90% graduation success rate in the 2021 NCAA report (the other four schools are Stanford, Florida, University of Southern California, and Virginia). (See 1041.Athletics Accomplished.)

University Park is the only Penn State campus that sponsors Division I intercollegiate athletics. The program encompasses 800 student-athletes in 31 varsity programs (16 men's, 15 women's). Intercollegiate Athletics is a member of the Big Ten Conference. It belongs to the Eastern Intercollegiate Volleyball Association for men's volleyball and College Hockey America for women's hockey.

Nineteen Commonwealth Campuses offer four-year eligibility to student-athletes. Five Commonwealth Campuses (Abington, Altoona, Behrend, Berks, and Harrisburg) are NCAA Division III members. Penn State Altoona and Penn State Behrend are members of the Allegheny Mountain Collegiate Conference. Penn State Abington, Penn State Berks, and Penn State Harrisburg belong to the United East Conference. The other 14 Commonwealth Campuses belong to the Penn State University Athletic Conference and are members of the United States Collegiate Athletic Association. Penn State Brandywine has been approved for an exploratory year in NCAA Division III and, if successful, will transition to Division III in 2024-2025. (See 1166.Brandywine Exploratory Year NCAA.)

Student-athletes at the Commonwealth Campuses do not receive athletics-related financial aid. All Penn State student-athletes are held to the academic standards for eligibility listed in Faculty Senate Policies 67-00 pertaining to athletic competition. (See 1109.Faculty Senate Policies 67-00 Athletic Competition.) In 2020-2021, the average team grade-point average at the five Division III campuses (Abington,

Altoona, Behrend, Berks, and Harrisburg) was above 3.00 and it was 3.20 for the 14 Commonwealth Campuses that belong to the Athletic Conference.

The University has policies and procedures to govern athletic and student life. (See 854.Athletic and Student Life Policy Table.)

Penn State also offers a wide variety of recreational programs including club and intermural sports, outdoor programs, and fitness and well-being programming. This programming inspires a healthy and engaged University community and supports positive choices for lifelong, holistic well-being, aligning with the University strategic plan's Foundation (Institutional Priority) of Engaging Our Students and the Thematic Priority (Strategic Goal) of Enhancing Health.

Criterion 5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers.

Penn State has well-established purchasing and contract policies that govern the procurement of services and goods from vendors outside the University. (See 1045.Business Policy BS09 Initiating Purchases from Vendors Outside the University; 1043.Business Policy BS17 Use and Procurement of External Consultants; 1042.Business Policy BS13 Payment of Vendor's Invoices; 1044.Financial Policy FN18 University Approval Authorization Policy.) These policies set forth guidelines to ensure that the negotiation and procurement of third-party equipment, materials, goods, and services for the academic, administrative, and research arms of the University are conducted in a fair and equitable manner and in alignment with established laws, University policies, and principles of ethical conduct. Business Policy BS09 Initiating Purchases from Vendors Outside the University ensures that requests for purchases or contracted services from third parties follow the University's guidelines for securing approvals, soliciting quotations, and selecting vendors. Per Financial Policy FN18 University Approval Authorization, the purchasing of goods and services must be approved by persons in designated budgetary approval roles who ensure that all financial transactions within the scope of their authority advance the unit's mission and goals, align with budget priorities, and comply with legal requirements and stakeholder expectations. This policy also requires each budgetary authority to document the policies, procedures, and delegations for purchasing and expenditure approvals.

The University delineates guidelines for the various types of products and services purchased by Penn State. (See 1046.Products and Services.) For example, the Offices of General Counsel, Risk Management, and Central Procurement vet requests for information-technology software services provided by external vendors to verify that the intended use of the software, export compliance information, data categorization, data access and security, integrations, and wearable technology all adhere to University policy. (See 1047.University Software Purchases.) Approved third-party student-services software providers include Symplicity, which manages career services engagement, and Maxient, which tracks student care and advocacy, Title IX, student conduct, and behavioral threat management cases. Many of the campuses administer their student organizations via student organization database providers. Counseling and Psychological Services has multiple agreements with third-party providers, including for its crisis hotline and emergency text line. University Health Services coordinates an after-hours nurse advice line with a third-party provider for all students except those attending World Campus.

To advance the Foundation (Institutional Priority) of Enhancing Global Engagement, Penn State Global develops and assesses key relationships with third-party partner organizations such as nonprofits and other institutions of higher education that offer education-abroad programs that fit the academic needs of Penn State students. These third-party partners must participate in a formal program proposal process and be vetted by an advisory council in addition to experts employed by Penn State Global. Student evaluations, program reports, mobility statistics, faculty feedback, and independent and professional assessment all play a role in assessing the appropriateness of programs under consideration for affiliation with the University. Penn State Global employs software platforms provided by Terra Dotta to operate its Travel Safety Network and Education Abroad application databases.

Criterion 6. Periodic assessment of the effectiveness of programs supporting the student experience.

Consistent with the University strategic plan's overarching concept (Strategic Goal) of Organizational Excellence, the University strives to provide an effective framework for the delivery of activities, programs, and initiatives supporting the student experience. Most programs fit within one or more of four major categories: (1) orientation and transition; (2) academic and career support; (3) diversity, equity, and inclusion; and (4) health and wellness. Many programs and associated assessments apply to all Penn State campuses, including World Campus. Other programs are campus-specific. All programs are regularly assessed to determine the extent to which they enhance the quality of the learning environment, contribute to the educational experience, and foster student success.

Student Affairs Research and Assessment regularly assesses a wide array of programs and services the University offers. These assessment efforts directly support Penn State's Foundations (Institutional Priorities) of Enabling Access to Education and Advancing Inclusion, Equity, and Diversity. Periodic assessment of the student experience also leads to improved and more responsive programming, a key component of Penn State's Thematic Priority (Strategic Goal) of Transforming Education and its overarching concept of Organizational Excellence (which is also a Strategic Goal for the purpose of this self-study). Examples include the University-wide Food and Housing Needs Survey, Sexual Misconduct Survey, and Student Experience Survey. (See 1048.Food and Housing Needs Survey; 1049.Sexual Misconduct Survey 2022; 1050.Student Experience Survey.)

Survey data are used by various units, including, for example, the Gender Equity Center. (See 1167. Gender Equity Center 2021 2022 Annual Report Summary.) The unit's mission is to support all students affected by sexual violence, relationship violence, stalking, harassment, and other campus climate issues through advocacy, crisis intervention, and empowerment. The center assesses its programming through pre- and post-student surveys and information-gathering sessions with historically marginalized groups. The center also uses data from the Sexual Misconduct Survey to help guide its work. Assessment data have informed two recent changes: the creation of a Traveling Advocate program whereby Survivor Advocates visit different student residence halls to offer drop-in support services; and the development of programs and workshops that are focused on the unique issues faced by marginalized groups.

Another example of the effective use of assessment to enhance the student experience is the aforementioned Pathway to Success: Summer Start (PaSSS) program, which provides incoming students at Commonwealth Campuses tools and resources to increase the likelihood that they will graduate on time (and potentially reap significant savings in tuition and fees). PaSSS is assessed annually via student surveys, a review of academic outcomes, focus group discussions, and measures of Tech Academy (one key component of PaSSS) completion. These measures and feedback mechanisms help staff improve program components and identify technological needs. (See 1030.Pathway to Success Summer Start Program.)

The Assessment Evidence for Student Services Table provides descriptions of assessment exemplars from across the four major categories of student support programs. (See 218.Assessment Evidence for Student Services Table.)

The University's commitment to promoting safety and accountability in the Greek system has guided efforts to align the values and behaviors of Greek organizations with the expectations of the University. Following the hazing-related death of first-year student Timothy Piazza in 2017, Penn State made systematic and impactful changes to policies and procedures to address hazing and alcohol use during parties hosted by fraternities and sororities and to develop a culture of increased expectations for the University's Greek organizations. Campus leaders instituted a comprehensive set of initiatives in a multipronged approach that included cultural change, enforcement, alternative activities, intervention, counseling, and outreach. The Timothy J. Piazza Center for Fraternity and Sorority Research and Reform was established to assess the effectiveness of institutional policies and procedures designed to make the fraternity and sorority experience safer and more meaningful.

EFFECTS OF COVID ON COMPLIANCE WITH STANDARD IV

COVID-19 impacted the student out-of-class experience. The rich, on-campus student experience that Penn State is known for was curtailed in 2020-2021 due to in-person engagement restrictions. Student leadership and engagement increased in 2021-2022, but the effects of the pandemic remained evident.

One positive outcome of the pandemic was the increased collaboration that occurred among Penn State campuses. The use of virtual platforms made events open and accessible to more students and brought efficiencies. Some events continue to be offered in the virtual format.

CONCLUSION

The University's robust efforts to assess the student experience through Student Affairs Research and Assessment and elsewhere play an important role in the delivery of programs and services. The repeated surveys allow the University to evaluate trends and adjust services accordingly. One-time surveys allow for an individual unit or program to determine whether goals are being met.

The University continues to support the need for centralized services at the University Park campus while allowing individual campuses and colleges to invest in a local presence to respond to unique student and family questions and concerns. This is particularly important for admissions, financial aid, retention efforts, and career services.

The Penn State Commission for Adult Learners recently submitted information to the Executive Vice President and Provost related to improving the transfer student process, including a need for a University-wide transfer resource. Some concerns about the current process are that prior to undertaking the admission and enrollment process, the majority of prospective transfer students from outside Pennsylvania do not know which of their existing credits will be applied to their intended degree program or how many additional credits will be required to complete their degree. They are also unable to calculate their cost to degree attainment. Penn State has few standardized transfer guides at the institution level, and credits transferred in and not mapped to a degree can lead to students being charged upper-division tuition rates earlier than intended.

Navigating the resources available at Penn State can be challenging for students. Resources are offered across the University and locally by Student Affairs, the Office of Undergraduate Education, and the Office of Educational Equity; there are also campus-, college-, and school-specific resources. Several units have attempted to make resources more easily navigable for students, but efforts are duplicated and information is provided on unit-specific websites rather than in a central location. President Bendapudi's announcement of a forthcoming online resource hub, as well as a physical manifestation of the online hub that goes beyond the capacity of an online service, and her commitment to enhancing existing student care resources should make such resources easier to find.

As noted throughout this report, there are many opportunities for students at Penn State, yet achievement gaps still exist, as seen in retention and graduation rates. There is a need for a greater mix of merit- and needs-based scholarships, particularly at the Commonwealth Campuses, to truly reach and assist students of various demographics. It is necessary to continue recognizing the distinct diversity of each Commonwealth Campus, which in many cases reflects the campus's surrounding local and regional populations. Penn State's unique 2+2 Plan allows for Commonwealth Campus students to receive local individualized education and support services at campuses close to home before transferring to University Park or another campus to build upon their skills and talents. A major strength of the University is its strong network of campuses, so one goal is to continue finding access points for students while placing them on a path to successful degree completion. The broad range of experiences that are offered throughout the University is a clear strength and a true testament to the institution's land-grant mission.

Evidence Index for Chapter 4

ID	Name
114	Counseling and Psychological Services
116	Career Services

ID	Name
117	Career Offices Within Colleges
125	Administrative Policy AD11 University Policy on Confidentiality of Student Records

ID	Name
166	Student Aid and Cost Information
170	Student Fee Handbook
184	Student Organization Policies and Procedures
202	Faculty Senate Policy 42 Acquisition of Credit
203	Achieve Penn State
205	Graduate Student Ombudsperson Program
207	Agriculture Science Career Day
209	Academic Advising
216	RaiseMe Achieve Penn State
218	Assessment Evidence for Student Services Table
225	Academic Administrative Policies and Procedures E Acquisition of Credit
307	Complete Penn State
370	RaiseMe Transfer
382	Undergraduate Education Academic Administrative Policy G7 Student Progress Reporting
383	Academic Renewal Policy K 2
394	Articulation Agreements
399	Elevate
496	Student Trustee Standing Order
497	Graduate Education Policy 603 PhD Committee Responsibilities
498	Student Care and Advocacy
519	Programs to Support Retention and Academic Success
692	Starfish Progress Reporting Shows Improved Student Outcomes
776	Undergraduate Admission Policies
777	Graduate Admissions Qualifications
794	Application and Admission Information
799	Student Enrollment Data Digest First Time
801	Student Enrollment Data Digest Commonwealth Campuses Fall 2021
805	Academic Difficulty and Recovery Policy I 1
854	Athletic and Student Life Policy Table
857	Faculty Senate Policy 47 70 Online Student Progress Report
890	Student Engagement Network
895	Sample Placement Requirements
910	Cocurricular Learning Outcomes
914	Lions Pantry
923	Quality of Life Report University Park 2022 to 2023
924	Quality of Life Report Commonwealth Campuses 2022 to 2023
962	Core Expenditures Data
1006	Graduation Data
1007	IPEDS Outcome Measures
1008	IPEDS Retention Rates

ID	Name
1009	Transfer Data
1023	Undergraduate Admissions Data
1024	Five Year Enrollment Projections
1025	Financial Aid Profile
1026	Tuition Net Price Calculator
1027	Data on Debt and Repayment
1028	Financial Aid Counseling
1030	Pathway to Success Summer Start Program
1031	Swipe out Hunger Article
1032	Student Affairs Food Support and Basic Resources
1033	Ronald E McNair Scholars Program
1034	Chaiken Center for Student Success
1035	IPEDS Degrees Awarded
1036	DEIB Executive Summary April 2023
1037	Transfer Agreements with Pennsylvania Community Colleges
1038	Transfer Agreements with other Pennsylvania Colleges
1040	Transfer Credits Tool
1041	Athletics Accomplished
1042	Business Policy BS13 Payment of Vendor's Invoices
1043	Business Policy BS17 Use and Procurement of External Consultants
1044	Financial Policy FN18 University Approval Authorization Policy
1045	Business Policy BS09 Initiating Purchases from Vendors Outside the University
1046	Products and Services
1047	University Software Purchases
1048	Food and Housing Needs Survey
1049	Sexual Misconduct Survey 2022
1050	Student Experience Survey
1097	Penn State Scholarship Opportunities
1107	Assessment of a STEM Living & Learning Community
1108	Faculty Athletics Representatives
1109	Faculty Senate Policy 67 00 Athletic Competition
1110	Faculty Senate Committee on Intercollegiate Athletics Annual Report
1111	Campus Specific EADA Reports
1152	Scholarships Offered by Commonwealth Campuses
1158	Developmental Education Courses FA20 and FA22
1159	IPEDS Completions Report
1166	Brandywine Exploratory Year NCAA
1167	Gender Equity Center 2021 2022 Annual Report Summary

Chapter 5

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Penn State has succeeded in establishing a culture of assessment throughout its colleges and campuses. This culture of assessment is evident across all levels of educational instruction, from nondegree certificate programs to undergraduate and graduate degree programs. All are required to participate in a systematic annual program learning assessment process. To facilitate this process, the University has assembled robust policies, procedures, and institutional resources. It has also established a team of assessment professionals in the Office of Planning, Assessment, and Institutional Research (OPAIR) who are dedicated to supporting institutional assessment priorities.

While there is no single, centralized, University-wide process for program review, there are a number of processes overseen by the Office of Undergraduate Education, Graduate School, and Vice President for Commonwealth Campuses, and by individual programs under the aegis of professional accreditation organizations:

- All new undergraduate programs are reviewed at the five-year mark. (See 887.Undergraduate Curricular Procedure P3.)
- The Graduate School conducts routine reviews of all 190+ graduate programs on a five-year cycle. (See Chapter 5, Standard V, Criterion 2(b), for more detail.)
- The Commonwealth Campuses conduct a five-year program review. (See 992.Commonwealth Campus Program Review.)
- All professionally accredited programs (including Engineering, Education, Nursing, Law, and Medicine) undergo external program review with rigorous metrics on a routine basis. OPAIR maintains and updates a list of all professionally accredited programs and current self-studies are on file and available for review.
- Approximately half of all colleges and campuses require regular program review processes for all programs, resulting in approximately 39% of all majors undergoing a periodic program review process.

Requirements for program review typically include ensuring that adequate faculty and staff resources exist, the program aligns with University's and the offering unit's missions, and assessment data indicate students are achieving the program's learning objectives. Reviewing and consolidating these program review processes and applying them to all academic programs is a priority for the Office of the Executive Vice President and Provost.

Since the 2011-2012 academic year, all baccalaureate degree programs not subject to outside professional accreditation have been required to provide a set of program learning objectives (PLOs) to serve as guideposts for their annual assessment reports. Since 2016-2017, all graduate degree programs not subject to outside professional accreditation have been required to do the same. Accredited programs establish PLOs as part of their accreditation processes, and all PLOs are published in the University Bulletins. (See 1015.Animal Science BS Learning Objectives; 1016.Wildlife and Fisheries Science BS Learning Objectives.)

OPAIR provides outreach and training to aid degree and certificate programs in the development of PLOs. Programs are expected to submit PLOs to OPAIR and participate in the University-mandated program learning assessment process, which includes the submission of an annual assessment report to OPAIR for formal evaluation and feedback from the office. Support for learning assessment is also provided via professional development programs for instructors and academic administrators. The Schreyer Institute for Teaching Excellence provides resources, one-on-one consulting, and instructor workshops focused on assessing student learning at the assignment and course levels. (See 814.Schreyer Institute for Teaching Excellence Summary Data.) OPAIR provides similar resources focused

on assessing student learning at the program level. (See 918.SITE and OPAIR Assessment Resources 2023.)

As outlined in this standard, the University has made numerous efforts to strengthen program learning assessment across the institution. The ethos of program learning assessment is well embedded in the culture and structure of the University and is bolstered by course and teaching evaluations regularly completed by students as well as campus climate surveys, a graduate exit survey, course availability and outcome studies, and other mechanisms contributing to the continuous assessment of Penn State's educational mission. (See 808.Graduate School Exit Survey Report of All Colleges; 809.Graduate School Exit Survey Preliminary Report.)

Criterion 1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

The University's General Education, undergraduate, graduate, and certificate programs are all guided by learning objectives that describe the knowledge and skills expected of graduates. University-level learning objectives for General Education and graduate programs have also been adopted. The General Education mission of the University – to cultivate knowledgeable, informed, and literate individuals – is supported by the following seven learning objectives: Effective Communication, Key Literacies, Critical and Analytical Thinking, Integrative Thinking, Creative Thinking, Global Learning, and Social Responsibility and Ethical Reasoning. (See 725.General Education Learning Objectives.) Course proposals must describe which components of the course will help students achieve the General Education Learning Objectives. Additionally, proposals must provide examples of how students will be assessed to determine whether the students have achieved the intended learning objectives. Proposals are reviewed and approved by the University Faculty Senate Committee on Curricular Affairs, with specific review by the General Education Subcommittee.

Undergraduate degree and certificate programs are expected to develop unique PLOs for their respective programs that support the broader University objectives. Likewise, the University's Graduate Council has articulated five goals for all graduate students at Penn State. These goals are for students to (1) demonstrate appropriate breadth and depth of disciplinary knowledge and comprehension of the major issues of their discipline; (2) use disciplinary methods and techniques to apply knowledge and, if appropriate to the degree, create new knowledge or achieve advanced creative accomplishment; (3) communicate the major issues of their discipline effectively; (4) demonstrate analytical and critical thinking within their discipline and, where appropriate, across disciplines; and (5) know and conduct themselves in accordance with the highest ethical standards and values and, where these are defined, the best practices of their discipline. (See 367.Graduate Education Policy GCAC 201 Scholarly and Professional Goals for All Graduate Students.) Graduate degree and certificate program PLOs maintain close alignment with these goals. The graduate program review process that has been in place since 2020 helps ensure this alignment by explicitly evaluating the mapping of each program's PLOs to the five overarching goals for all graduate students. (See 771.Graduate Program Review Process Chart.)

Criterion 2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

(a) define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; (b) articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and (c) support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders

In addition to submitting a set of well-articulated PLOs, every undergraduate, graduate, and certificate program is required to develop an appropriate program learning assessment plan and submit an annual report to OPAIR, due June 30 of each year. Exceptions are made for programs with professional

accreditation requirements that meet Penn State's assessment standards. Each of these programs is required to submit its most recent program accreditation self-study report to OPAIR's Director of Accreditation in lieu of participating in the University's program learning assessment process. (See 738. Professionally Accredited Program Assessment.)

Penn State requires programs to assess at least one PLO each year. In 2021 the University operationalized an enterprise-level assessment management system, Nuventive, to support this process. (See 879. Nuventive Introduction Slides.) Annual reports are submitted through Nuventive and evaluated by OPAIR assessment team members, who provide program-specific feedback on each report. A complete assessment report includes findings from the previous year, an action plan where warranted, and a plan for the coming year. A high-quality assessment report has several characteristics, including specific and measurable PLOs; direct and indirect assessment measures that are tightly aligned with the PLOs; the use of analytic rubrics where appropriate; and a multiyear assessment plan. (See 1017. Classics BA Example Assessment Report; 1018. Computer Science MS Example Assessment Report; 1019. Food Science PhD Example Assessment Report.) These characteristics contribute to a cohesive and long-term approach to assessment. Poor-quality reports lack these characteristics. (See 1020. Business BS Example Assessment Report; 1021. Ag and Biological Engineering MS Example Assessment Report.) One of the most common traits of poor-quality reports is reliance on grade-point average or overall course grade as assessment measures, which may reflect a lack of direct alignment between a program's learning objectives and assessment measures.

Program assessment reporting has improved dramatically since the current process was implemented. In 2016 only 54% of programs completed assessment reports, and in 2022 79% did so. (See 775. Learning Outcomes Assessment Annual Report 2022.) Of the 79% of programs that submitted an assessment report in 2022, 74% used direct measures to assess student learning while 26% used indirect measures. Only 8% of PLOs were assessed using both direct and indirect measures. The most frequently used assessment measures during the 2021-2022 cycle included course grades and grade-point averages, course projects, in-class exams, and exam questions. The least frequently used assessment measures during this period were interviews, culminating course exams, and postgraduate placement and outcomes. (See 774. LOA Annual Report 2022 Infographic.) Penn State expects to see continued growth in program reporting as the assessment culture evolves and the University's assessment professionals continue to identify and address program assessment challenges.

The Standing Joint Committee for General Education Assessment has developed and implemented a process to assess the University's General Education curriculum with the goal of ensuring that the curriculum helps students build valuable skills and perspectives. The Office for General Education and OPAIR support this effort by collecting evidence that students are achieving learning objectives and foundational and domain goals articulated in the General Education curriculum. (See 725. General Education Learning Objectives; 869. Gen Ed Assessment Timelines February 2023.) That evidence is supplemented by analyses of course offerings, student enrollment, and student grades in General Education courses, as well as student and faculty surveys exploring perceptions of General Education.

The Graduate School collects 10-year longitudinal data on numerous key performance indicators for all graduate programs. (See 870. Chemistry Program Metrics.) These key performance indicators are shared with programs and the public and form the basis of both the University's continuous graduate program review process and the routine monitoring of trends in these areas of performance. In 2020-2021, the Graduate School initiated a continuous five-year program review cycle for all graduate programs. This process applies to both in-person and online graduate programs across the five physical campuses that offer graduate education as well as those programs offered through World Campus. The goal of this process is to help program and college leaders holistically understand the overall health, strengths, and challenges of each program to foster continuous improvement efforts. In the first three years of the program review cycle, 136 graduate programs across 14 colleges and schools were reviewed. (See 1022. Graduate Program Review Breakout 2020 to 2025.) An additional 43 programs from four colleges and schools will be reviewed in 2022-2023, and the first full cycle of graduate program review will be completed in 2024-2025.

The University's Commonwealth Campuses have also initiated a five-year program review process that focuses on continuous improvement and program growth. (See 992.Commonwealth Campus Program Review.)

This criterion provides evidence of compliance with Requirements of Affiliation 8 and 9.

Criterion 3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

(a) assisting students in improving their learning; (b) improving pedagogy and curriculum; (c) reviewing and revising academic programs and support services; (d) planning, conducting, and supporting a range of professional development activities; (e) planning and budgeting for the provision of academic programs and services; (f) informing appropriate constituents about the institution and its programs; (g) improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and (h) implementing other processes and procedures designed to improve educational programs and services

The goal of program learning assessment is to maintain or strengthen students' educational experiences and learning. If a program finds that students meet or exceed performance targets, staying the course is a valid action plan. According to the assessment results submitted in 2022, 68% of students met the performance targets established by their programs. Of all results submitted with a performance target, 79% had an action plan for improvement. Approximately 93% of assessments with unmet performance targets and 86% of assessments with mixed or inconclusive results had an action plan. (See 775. Learning Outcomes Assessment Annual Report 2022, p. 16.) A thematic analysis of the submitted action plans was conducted to categorize the plans. (See 909.Learning Outcomes Assessment Action Plan Themes 2022.) The most common action plan (54%) was to make no significant changes and/or to gather more evidence. Of particular concern were the 26% of assessments where the performance target was not met or the findings were mixed or inconclusive. In these cases, assessment liaisons from OPAIR encourage programs to reconsider their results and action plan. A distant second to "no change" was changes to pedagogy (15%). Curricular changes were implemented or under consideration in only 2% of cases. The relatively large proportion of action plans that were categorized as "to be determined" (10%) is likely due to the mid-summer due date for assessment reports. In most of these cases, plans looked to fall faculty and committee meetings for additional discussion.

Though action plans and action plan status reports are informative, they are not required components of Penn State's program learning assessment process. The University has taken different approaches to gathering this information when assessment reports are submitted. In 2021-2022, assessment leaders were asked if their programs had made any changes based on prior assessment results and, if so, to describe the nature and impact of the changes. Most reported changes were to course content or emphasis (26%), assessment methods (19%), and pedagogy (14%). The 2022-2023 assessment leaders will be asked these and additional questions regarding changes made based on prior assessment results. Questions include describing the impact of the most significant changes and the lessons gleaned from the assessment process. Information gathered will be made publicly available on the OPAIR website.

In addition to assessing individual academic programs, the University regularly assesses its General Education program. The Standing Joint Committee for General Education Assessment was established in 2017 to facilitate this effort and is charged by the Faculty Senate with providing the University community with annual updates on the status of General Education. The committee oversees a multipronged and comprehensive assessment plan summarized in the General Education Assessment timelines. (See 869.Gen Ed Assessment Timelines February 2023.)

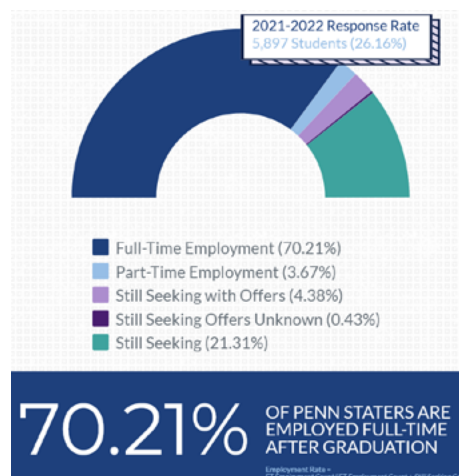
One facet of this approach is the assessment of the General Education Learning Objectives, Knowledge Domains, and Foundations. (See 913.Gen Ed Reports Summary 2019 to 2023.) In 2019, OPAIR and the Office for General Education established a rubric-based approach to General Education Learning Objectives assessment. (See 922.General Education Rubrics 2023.) Using this approach, faculty

members teaching General Education courses are asked to apply a common rubric to the assignment they believe best aligns with a General Education Learning Objective designated for their course. (See 885.Detailed Instructions for Assessing Global Learning.) The Standing Joint Committee for General Education Assessment then collects and analyzes the rubric data to determine the aggregate efficacy of the University’s provision of these learning objectives and develops recommendations for improvement. A second facet of the approach is the mining of core datasets to determine enrollment patterns, course availability, General Education prescriptiveness in the majors, and the relationships between General Education course objectives and program objectives, and between the General Education program and the majors. A third facet is the collection of survey data related to student perceptions of General Education. To further support its General Education goals, in 2021, the Faculty Senate Committee on Curricular Affairs finished recertifying all General Education courses for alignment with the updated General Education Learning Objectives. (See 739.Recertification Process of General Education Courses.)

Since 2020, the Standing Joint Committee for General Education Assessment and the Committee on Curricular Affairs have presented five reports aimed at improving the General Education curriculum and its supporting structures. (See 913.Gen Ed Reports Summary 2019 to 2023.) As a key example of how assessment results influence curricular change and educational equity, in October 2022, the Faculty Senate approved a recommendation to simplify student requirements and reduce the need for course substitution requests and review. (See 882.Faculty Senate Recommendations, pp. 38-39.) These recommendations were based on findings in the March 2022 General Education report and a separate study focused on the differential impact of General Education flexibility on various demographic groups. (See 733.General Education Move 3 Usage Study.) Penn State is dedicated to continuously assessing the General Education program with the goal of improving its content and delivery.

Penn State also carefully considers the student outcomes of its academic experience. The Office of Student Affairs Research and Assessment, in conjunction with the Office of Career Services and OPAIR, surveys graduating students to collect important data on graduates’ professional placement, geographic distribution, and distribution across the various business sectors, as well as the demand for graduates in particular majors. The Post-Graduate Employment Survey, the results of which are illustrated in Figure 3, is distributed to every graduate during their final semester and includes approximately 40 career- and job-related questions. (See 740.Post Graduate Survey Data.)

Figure 3. Summary of 2021-2022 Post-Graduate Employment Survey



Additional information from Career Services indicates that most of the strategies Student Affairs implements for increasing the survey response rate take place before and upon graduation. Although the survey committee solicits responses upon graduation, three months after graduation, and five months after graduation, most of the responses received are obtained upon graduation. Graduates lose access to their Penn State email accounts five months post-graduation, which makes it difficult to reach those who have not yet responded to the survey. National statistics historically have shown a significant difference between employment rates at graduation (approximately 40%-50%) and six months after graduation (approximately 80%-90%). Due to this stark contrast in employment rates, most universities intentionally publicize only their six-month post-graduation employment rate. The committee continues to work on ways to improve data collection after the six-month post-graduation mark.

The Post-Grad Database consists of approximately 50,000 responses dating back to 2013. The survey is continuously refined and improved, and gathered data are made available through internal online interactive dashboards that are easy to access and use. (See 845.First Destination Dashboard.) The information is also used for discussions of curriculum reform, course offerings, and related issues. (See 999.Program Review Process Chart.)

The Graduate School Exit Survey is a separate survey used to assess students' experiences while matriculating toward advanced degrees. The survey poses 95 questions related to program quality, levels of support, faculty mentoring and advising, professional development, and learning climate. (See 769.Exit Survey Questions.) Respondents are invited to write free-form comments. In addition to the full dataset of student responses, program-level data from the Graduate School Exit Survey's three key student satisfaction questions are included in the program review reports that undergird the University's graduate program review process. During this process, these student satisfaction metrics are shared with the Graduate Council Committee on Program Review and Evaluation, which rates and comments on trends and patterns in graduate program performance. These committee ratings and recommendations are then shared with deans and other graduate education leaders, thereby providing a second and separate layer of evaluation and reaction to the survey data. (See 808.Graduate School Exit Survey Report of All Colleges; 809.Graduate School Exit Survey Preliminary Report.)

The University has collected career placement data on all graduating doctoral cohorts since summer 2016 through the Doctoral Placement Portal. (See 862.Graduate Placement Portal Status Report 2022.) The Graduate School has career placement data on 96% of the University's approximately 4,500 doctoral graduates over the past seven years. Doctoral placement data are used to assess graduate programs' success in placing students in field-appropriate academic and professional positions. When placement data have been suggestive of problems, college and program leaders have recommended improvements in individual programs related to recruitment and curriculum or an assessment and discussion of individual programs' size to determine whether enrollment is too large. Programs are committed to recruiting only as many students as can be well placed, and finite resources are spread over numerous Ph.D.-granting departments. Doctoral placement tracking efforts allow for the identification of programs that are doing especially well at placement so their practices can be used as exemplars to make relative size and curriculum adjustments over the longer term. The Graduate School is currently working to produce a public-facing version of the Doctoral Placement Portal to allow alumni and prospective students to evaluate the placement record of program graduates.

In March 2020, Penn State became a member of the U.S. Census Bureau's Postsecondary Employment Outcomes (PSEO) program. (See 884.PSEO Census Bureau.) This program utilizes official Internal Revenue Service data to monitor the career earnings of the graduates of participating institutions one, five, and ten years after graduation. This program allows the career earnings of graduates from specific academic disciplines and across all degree levels to be determined. Penn State is the only higher education institution in Pennsylvania that is participating in this key project.

It is important to note Penn State's contributions to the commonwealth and national workforce over time. Data from the PSEO program indicate that between 2001 and 2015, graduate program completers exhibit the following outcomes:

- Master's degree completions: Of the 11,791 master's degree completers, 35% remain in Pennsylvania. Over all programs and geographic locations, average earnings five years post-completion are \$82,617.
- Professional doctorate completions: Of the 801 professional doctoral degree recipients, 34% remain in Pennsylvania. Over all programs and geographic locations, average earnings five years post-completion are \$84,770.
- Research/scholarship doctorate completions: Of the 6,063 research/scholarship doctoral degree recipients, approximately 23% remain in Pennsylvania. Over all programs and geographic locations, average earnings five years post-completion are \$92,100.

Penn State utilizes the PSEO data to inform students of comparative salary data in their chosen disciplines as well as changes in those data over time, from one year post-completion to ten years post-completion. The PSEO program continues to expand, and the University anticipates improved utilization of the information in the coming years as more states and institutions join.

The data generated by PSEO are also used by OPAIR in its We Earn project. The We Earn project estimates graduates' return on their higher education investment. Since 2001, more than 404,000 graduates across all degrees, levels, and campuses have provided information. (See 741.We Earn

Project.) This information establishes the best current estimate of a Penn State degree's value across the United States and provides the basis for informed decision-making by prospective and current students and their families.

Criterion 4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.

Penn State does not engage third-party providers in designing, delivering, or assessing University-wide student learning.

Criterion 5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Gathering feedback from key stakeholder groups is recognized as an essential component of assessing the effectiveness of the assessment process at Penn State. The University Committee on Assessment of Learning was established in 2016 to act as an advisory group to the Provost, with the goal of reviewing and monitoring the student learning assessment processes. (See 136.University Committee on Assessment of Learning.) This group is also charged with fostering collaboration and communication in assessment processes across the University's academic and cocurricular programs. During its regular meetings with OPAIR's assessment team, this committee provides invaluable feedback and recommendations for enhancing Penn State's program learning assessment process. The committee directly influences the University's assessment process, the analyses and recommendations presented in annual assessment reports, and OPAIR's professional development offerings related to assessment. The committee also serves as a conduit for the assessment culture throughout the institution. Similarly, the Standing Joint Committee for General Education Assessment aims to further Penn State's progress in assessing the General Education Learning Objectives approved in 2015. (See 727.Faculty Senate Implementation of Updated Gen Ed Learning Objectives 2016.) This group meets regularly to discuss the assessment of the General Education Learning Objectives and provide feedback on potential process improvements and suggestions for leveraging resulting data more effectively.

In addition to soliciting feedback from these stakeholder groups, OPAIR routinely seeks feedback from faculty assessment leaders. In 2019, OPAIR conducted a survey of assessment leaders and individuals responsible for program assessment reporting. (See 729.Feedback Survey of Assessment Leaders 2019.) The majority of respondents (65%) indicated that assessment activities provide meaningful information about student learning, and an even higher percentage (75%) rated the University's process as "excellent," "good," or "fair." Recommendations for improvement include better recognizing assessment leaders' work and increasing the efficiency of the assessment reporting process. That same year, after working with Nuventive staff to design a custom online assessment interface for Penn State, OPAIR identified six groups to pilot the new system: Penn State Altoona, Penn State DuBois, the College of Agricultural Sciences, the College of Engineering, all Biology baccalaureate programs, and all Health Policy and Administration baccalaureate programs. These groups were selected to participate in the pilot program because they represent distinct models of assessment at Penn State: colleges, campuses, and shared degree programs across multiple locations. Pilot groups submitted their 2018-2019 assessment reports through Nuventive and provided feedback on their experiences using the system to help OPAIR improve the process ahead of Nuventive's University-wide launch. (See 726.Program Learning Outcomes Assessment Report 2020 to 2021, pp. 9-10.) Assessment leaders are also asked to provide feedback on the assessment process and the support provided by OPAIR as part of their assessment report submission. Based on the responses of 217 assessment leaders who commented on the 2020-2021 assessment process, positive support from the assessment team was the most highlighted form of feedback (14%). Assessment leaders' most requested item was "additional resources" such as help developing rubrics and identifying appropriate assessment measures for different class assignments (8%). This feedback has since been used to provide additional training, integrated instructions, and tooltips and to make reporting and system design changes.

To complement its internal assessment efforts, OPAIR invited a pair of nationally known assessment experts to serve as external reviewers of the University's program learning assessment process in 2023. To facilitate an open and productive dialogue geared toward continuous improvement, OPAIR

provided the review team with unrestricted access to its assessment documents, assessment staff, key collaborators (including faculty assessment leaders), and University leadership. (See 1205.External Review Learning Outcomes Assessment.)

EFFECTS OF COVID ON COMPLIANCE WITH STANDARD V

The unprecedented challenges posed by the pandemic forced Penn State to suspend its annual assessment reporting requirements in 2019-2020. Prior to the suspension, a primary focus for OPAIR had been the University-wide implementation of Nuventive, the new online assessment management system. Despite persistent challenges and uncertainties related to the pandemic, assessment reporting resumed in 2020-2021, which marked the first cycle of online assessment reporting across Penn State. While there was a small decrease in assessment reporting immediately following the “pandemic pause,” submission rates in 2021-2022 exceeded pre-pandemic rates. (See 726.Program Learning Outcomes Assessment Report 2020 to 2021; 775.Learning Outcomes Assessment Annual Report 2022.)

CONCLUSION

Penn State has successfully established a program learning assessment process across the breadth of the University’s academic programs and put a team of assessment professionals in place to support that systematic process. In 2022, 79% of all programs submitted assessment reports.

Penn State has also successfully established a strong continuous process of graduate program review, with a newly hired associate dean overseeing institutional efforts in this area. In the first three years of the relaunched graduate program review process, the Graduate Council Subcommittee on Program Review and Evaluation, which had been inactive for over a decade, was repopulated. To date, three years of the first five-year full program review (2020-2023) have occurred, covering 136 graduate programs offering 192 graduate degrees. The two remaining years in the planned five-year process will complete the first full-cycle review of more than 200 graduate programs offering 313 graduate degrees at Penn State.

PLOs have been reconciled and are publicly available through the Bulletin. Historically, many programs lacked PLOs or had PLOs that were documented inconsistently across locations such as the University Bulletins, program websites, and hard copy. OPAIR spearheaded a successful effort to establish PLOs for all programs and standardize PLO language across all locations. Of all active programs, 98.6% have established PLOs, and OPAIR is currently working with the remaining programs. This percentage is based on active programs required to participate in Penn State’s assessment process. (New programs have a one-year window to enter their information into Nuventive, and accredited programs provide their self-studies and current accreditation status to OPAIR annually, outside of the assessment management system.)

Student career placement upon graduation is now being tracked systematically by both Student Affairs and the Graduate School. The University participates in both internal (the We Earn project) and external (PSEO) efforts to track the earnings and return on investment of its graduates.

While the University has a thorough annual process of curricular assessment with broad participation across both undergraduate and graduate programs, there is not a systematic, centralized process for program review at the undergraduate level. This presents an administrative challenge that is made more acute by the scale and distribution of University undergraduate programs. Because the process of curricular assessment has proven successful at the graduate level, the administration believes a similar practice for undergraduate education is within reach. After serving in an interim capacity, Dr. Justin Schwartz was permanently appointed to the position of Executive Vice President and Provost on May 1, 2023. In this position, Dr. Schwartz will work with academic deans across the University to centralize the various program review processes.

Despite the University’s success in establishing a culture of assessment, one in five programs did not submit an assessment report in 2022. Consistently across time and self-assessment mechanisms, the most common challenge to building Penn State’s assessment culture is the lack of recognition afforded to assessment leaders. While assessment leaders do not shoulder full responsibility for assessment,

they often do not receive any recognition in terms of promotion, tenure, or rewards. By addressing this lack of institutional support, Penn State could continue to improve both the extent and quality of assessment efforts at the University.

It is difficult to comprehensively document the impact of assessment, in part because Penn State does not require programs to assess every one of their PLOs annually (a minimum of one PLO per year is the requirement). This nonprescriptive approach was established in recognition of the workload shouldered by assessment leaders who do not typically receive course releases or other resources to support their assessment work. A drawback, however, is that several years may pass before a learning objective is reassessed, which makes it difficult to tie changes in student learning to changes implemented over time. Better ways of documenting the impacts of the University’s program assessment process are currently being explored.

Evidence Index for Chapter 5

ID	Name
136	University Committee on Assessment of Learning
367	Graduate Education Policy GCAC 201 Scholarly and Professional Goals for all Graduate Students
725	General Education Learning Objectives
726	Program Learning Outcomes Assessment Report 2020 to 2021
727	Faculty Senate Implementation of Updated Gen Ed Learning Objectives 2016
729	Feedback Survey of Assessment Leaders 2019
733	General Education Move 3 Usage Study
738	Professionally Accredited Program Assessment
739	Recertification Process of General Education Courses
740	Post Graduate Survey Data
741	We Earn Project
769	Exit Survey Questions
771	Graduate Program Review Process Chart
774	LOA Annual Report 2022 Infographic
775	Learning Outcomes Assessment Annual Report 2022
808	Graduate School Exit Survey Report of All Colleges
809	Graduate School Exit Survey Preliminary Report
814	Schreyer Institute for Teaching Excellence Summary Data
845	First Destination Dashboard
862	Graduate Placement Portal Status Report 2022
869	Gen Ed Assessment Timelines February 2023

ID	Name
870	Chemistry Program Metrics
879	Nuventive Introduction Slides
882	Faculty Senate Recommendations
884	PSEO Census Bureau
885	Detailed Instructions for Assessing Global Learning
887	Undergraduate Curricular Procedure P3
909	Learning Outcomes Assessment Action Plan Themes 2022
913	Gen Ed Reports Summary 2019 to 2023
918	SITE and OPAIR Assessment Resources 2023
922	General Education Rubrics 2023
992	Commonwealth Campus Program Review
999	Program Review Process Chart
1015	Animal Science BS Learning Objectives
1016	Wildlife and Fisheries Science BS Learning Objectives
1017	Classics BA Example Assessment Report
1018	Computer Science MS Example Assessment Report
1019	Food Science PhD Example Assessment Report
1020	Business BS Example Assessment Report
1021	Ag and Biological Engineering MS Example Assessment Report
1022	Graduate Program Review Breakout 2020 to 2025
1205	External Review Learning Outcomes Assessment

Chapter 6

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Criterion 1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.

Strategic planning strengthens Penn State's ability to make informed choices and allocate resources according to evidence, priorities, and professional judgment. The process involves not only reducing unnecessary expenditures but also finding new sources of revenue. While the University strategic plan purposely articulates strategic goals rather than the specific initiatives, programs, and topics necessary to accomplish these goals, it does identify several broad approaches to implementation, including:

- Invest thoughtfully based on the University's mission, foundational principles, and strategic priorities. Resource allocation must be aligned with the priorities identified in the University strategic plan and in the various unit plans. Chief among these priorities is the realization of Penn State's mission, as well as integration across multiple dimensions of that mission. To the extent that new initiatives or proposed programs support the University's mission, they can expect to be prioritized for support, both in principle and in resource allocation. Of course, priority will continue to be given to maintaining robust and critical operational activities.
- Use planning as the basis for academic and administrative ventures. Developing a culture of multiyear business planning is crucial for the management of resource allocations. Plans must reflect expectations for both the sources (as appropriate) and uses of funds, with a clear understanding of long-term sustainability. As important as it is to launch new programs, it is equally important to have strong governance, managerial oversight, and appreciation for the conditions under which programs will be eliminated and the investment reallocated. (See 1087.Strategic Plan Implementation Approaches.)

As detailed in Chapter 1, Standard I, the Executive Vice President and Provost and members of the University Strategic Planning Council utilize unit-level planning to align the goals and objectives of Penn State's units with the University strategic plan. The Foundations (Institutional Priorities), Thematic Priorities (Strategic Goals), and Supporting Elements of Organizational Processes, Infrastructure and Support, and Constituent Outreach and Engagement, which together form Organizational Excellence (a Strategic Goal for the purpose of this self-study), are mapped to individual unit plans' objectives. (See 65.Undergraduate Education Strategic Plan 2020 to 2025; 837.Undergraduate Education Feedback 2022 to 2023.) Driven by the progress of the unit plans on goals related to the Foundations (Institutional Priorities), Thematic Priorities (Strategic Goals), and Supporting Elements, the University makes overall progress toward strategic accomplishments in realizing its mission.

In 2016 Penn State began the 10-year strategic planning process, having completed a two-year process that involved unit-level planning for 56 academic and administrative units across the University. The Office of Planning, Assessment, and Institutional Research (OPAIR) enters each unit strategic plan into the Nuventive strategic planning platform to ensure alignment and consistency in plan structure across all Penn State units and facilitates the tracking and measuring of progress toward unit and institutional goals. (See 569.University Administrative Organizational Chart; 633.Budget Units with Strategic Plans Organizational Charts; 144.Office of Budget and Finance Organizational Chart; 150.Commonwealth Campus Organizational Chart.)

Signature initiatives have emerged from this strategic plan work, and the University community continues to advance these initiatives and measure outcomes and impact. There are five funded signature initiatives, one for each Thematic Priority (Strategic Goal). (See 959.Strategic Plan Signature Initiatives.)

Individual units track their progress towards their respective plans and report their progress annually to OPAIR through a prescribed process. Units then receive feedback on that progress from OPAIR and strategic plan committees. (See 842.Strategic Plan Overview Presentation; 843.Strategic Plan Annual Reporting.) Information provided by the units drives overall progress indicators for the University. Because the unit plans are mapped to the larger University plan at the objective level, the progress of the various units can be aggregated to demonstrate the process at the overall University level. (See 844.Strategic Plan Update Presentation.) Per Nuventive, which tracks progress at the University and unit levels, as of April 28, 2023, 559 of the 3,257 total action items (17.2%) across all units have been completed. (See 961.Sample Unit Plan Completion Report.)

In February 2023, President Bendapudi laid out five goals that outline her vision for the University's future. These initial goals are Enhance Student Success; Grow Interdisciplinary Research Excellence; Increase Land-Grant Impact; Foster Diversity, Equity, Inclusion, and Belonging; and Transform Internal Operations. In summer 2023, a sixth goal was added: Strengthen Health Care Through Academic and Clinical Synergy. These goals will likely be the basis of the next University strategic plan. Teams have been formed around each of these goals and preliminary discussions for baselining the University's current and future needs are underway.

This criterion provides evidence of compliance with Requirement of Affiliation 10.

Criterion 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.

Penn State is committed to continuous planning and assessment. As discussed in Chapter 1, Standard I, the University strategic plan was developed over multiple years by the Provost and the 32-member University Strategic Planning Council utilizing input from stakeholders, including students, faculty, staff, trustees, academic and administrative leaders, alumni, and the 56 academic and administrative units across the University. In August 2018, the University hired an Assistant Vice Provost for Planning to oversee the strategic planning process, alignment, data collection, data architecture, and reporting.

The University Strategic Planning Oversight Committee guided the overall direction of the University strategic plan and oversaw several cycles of seed-grant awards for strategic plan-related projects proposed by faculty and staff from across the University. The Strategic Planning Steering Committees, consisting of representatives from each of the Foundation (Institutional Priority) and Thematic Priority (Strategic Goal) teams, tracked progress in the individual areas. Each Foundation and Thematic Priority team was co-chaired by two members of University leadership who provided periodic updates in the form of white papers and discussions with the Strategic Planning Oversight Committee. The Unit Planning Advisory Group offered unit-level examinations and identified areas for process improvement and unit interactions. This group also guided the creation of resources for unit planning as well as the annual report process. (See 15.Strategic Planning Resources; 16.Strategic Plan Committees; 838.Unit Planning Advisory Group.)

Units were provided with an in-house planning resource guide that offered step-by-step instructions for designing a unit strategic plan, an implementation guide for assisting with ongoing processes, a standard strategic plan template, and various resources related to the use of Nuventive. (See 15.Strategic Planning Resources.) Individual units were guided in their planning by OPAIR team members, who offered feedback on drafted unit plans, training in the use of Nuventive, and comprehensive feedback on units' annually reported results. In addition to receiving individualized feedback on their draft plans, units learned about potential partnership avenues with other units, with the intent of integrating unit plans across the University. (See 840.Potential Partnership Avenues.)

Every University unit evaluates its progress on its unit strategic plan on an annual basis by participating in an established reporting process. This process requires each unit to identify successes and challenges, resource needs, any updates to goals and metrics, and the status of each objective or strategy. Feedback is provided by OPAIR and the Strategic Planning Steering Committees, and updates

to the plan are made as necessary. (See 15.Strategic Planning Resources; 837.Undergraduate Education Feedback 2022 to 2023.)

This criterion provides evidence of compliance with Requirement of Affiliation 10.

Criterion 3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.

The Board of Trustees approves the operating budget for the University each July. The University's budget cycle is tied closely to the priorities identified in its strategic planning process and to the commonwealth's legislative and budgeting calendar. (See 833.Budget Cycle.)

In 2022, the University Budget and University Controller offices were united under the Senior Vice President for Finance and Business to form the University Budget and Finance office. Previously, the University Budget Office reported to the Provost. Bringing these two units together has improved communication, transparency, financial reporting, planning, and budgeting. Penn State has historically used an incremental budget model to allocate tuition and state appropriations to units. In 2022, the University developed a new hybrid budget model that uses metrics and data points like student credit hours, head counts, tuition rates, and research expenditures to allocate resources across colleges, campuses, and academic and administrative support units. Units use these allocations and other unit resources, like gifts, contracts, grants, and auxiliary revenues, to align resources with their individual plans and program priorities.

The new model includes dedicated strategic funds of \$90 million per year for investments and priorities identified by the President and her leadership team, including the Provost and the Vice President for Commonwealth Campuses. The new model also prioritizes research by dedicating an equivalent amount of the University's facilities and administrative (indirect cost) recovery of more than \$110 million to reinvest in the research enterprise.

Starting with fiscal year 2024, units are budgeting all funds in addition to their education and general funds. The University presented budgets for two years (fiscal years 2024 and 2025) in July 2023 for Board of Trustees approval. This new cycle will set tuition and fee rates a year in advance and allow the University to allocate resources more strategically. (See 896.Budget Allocation Information Site.)

The research mission of Penn State is supported by various offices, policies, procedures, and activities. Research expenditures are related to both the conduct of research and the infrastructure needed to support the mission of a research-extensive institution. The Office of the Senior Vice President for Research coordinates and oversees the research enterprise at Penn State and provides funds for achieving the research mission. Appropriate institutional structures in place to assist and monitor the conduct of research include the Office of Sponsored Programs, Office of Technology Management, Research Accounting Office, Strategic Interdisciplinary Research Office, and the fully accredited Office for Research Protections. (See 755.Research Activity Report Annual Report 2022.)

The annual report process due date for unit strategic plans was moved from July to February to help prepare units for yearly budget processes. Units are asked to prioritize resource needs in their annual reports, which are based off an analysis of their unit plan progress report data. Each objective and action item in every plan has a space for resource needs that the budget executive reviews and prioritizes in their annual report. OPAIR can broadly summarize themes in resource requests from all units as a strategic data point for decision-making.

This criterion provides evidence of compliance with Requirements of Affiliation 10 and 11.

Criterion 4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered.

Fiscal Resources

Penn State remains on strong financial footing. The University's credit rating is stable at Aa1 according to Moody's (June 2023 analysis). This rating, which is the second highest offered, puts the University on par with its peers and reflects Penn State's good financial standing and creditworthiness.

Moody's indicated that in addition to its strong brand and strategic positioning, Penn State's credit strengths include its substantial wealth and liquidity, which provides extensive financial flexibility and capacity enabling the University to manage through unforeseen financial challenges; manageable direct and adjusted leverage relative to financial reserves, operating revenue, and EBIDA; and disciplined financial management supporting consistent operating surpluses and ample resources for strategic reinvestment.

Moody's did note several credit challenges for Penn State, pointing to high exposure to the evolving risks of the healthcare industry, contributing to the narrowing in operating results in fiscal 2022 and likely fiscal 2023; elevated social risks associated with weak regional demographics and heightened competition, straining net tuition revenue growth; lower state funding relative to many public universities, with state operating support accounting for just 4% of total operating revenue; and the University's very large and complex enterprise with multiple campuses and affiliated organizations, providing exposure to various enterprise risks that demand significant oversight. (See 1180.Moody's Credit Opinion 2023.)

Additionally, Standard & Poor (S&P) affirmed Penn State's rating of AA/Stable in June. S&P indicated that the University's credit strengths include a steady and positive financial performance in recent years through and including fiscal 2021, recognizing fiscal 2022's small adjusted operating deficit with good revenue diversity and robust financial resources with cash and cash equivalents of \$1.05 billion at fiscal year-end 2022; and its successful fundraising, having completed a major multi-year campaign at fiscal year-end 2022 that raised \$2.2 billion, exceeding the campaign's \$2.1 billion goal.

S&P did note several challenges, including unfavorable demographics for high school graduating seniors that will likely place continued enrollment pressure on the university, particularly at its Commonwealth Campuses; a relatively new and still largely untested senior management team that faces both enrollment and budget challenges in the near term; and limited growth in state funding. (See 1179.Standard and Poor Rating 2023.)

S&P's topline evaluation of strengths was very similar to that of Moody's. Standard & Poor included the additional challenge of a relatively new and still largely untested senior management team that faces enrollment and budget challenges in the near term.

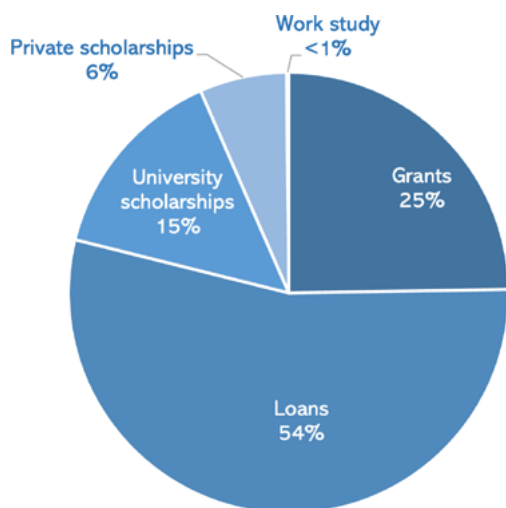
As of June 30, 2023, Penn State's Long-Term Investment Portfolio was valued at approximately \$6.23 billion, which includes approximately \$4.54 billion in endowment assets and approximately \$1.68 billion in non-endowed funds. This amount reflects the impact of investment returns and generous giving, net of consistent spending including support for student scholarships and other University programs. The portfolio's annualized investment return was 3.9% over the last year, 10.1% over the 5-year period, 9.0% over the 10-year period, and 8.8% over the 20-year period. These annualized investment returns are net of external investment manager fees. These results demonstrate long-term growth even when considering periods of negative investment returns, such as the global financial crisis of 2007 and more recent declines in spring 2020 and spring 2022. The Long-Term Investment Portfolio includes public and private equities, fixed income, real assets, and other diversifying strategies. In managing its investments, the University adheres to a prudent long-term investment strategy. (See 1178.Long Term Investment Portfolio 2023.)

The University spending target for the year ending June 30, 2022, was 4.5% based on a 20-quarter average of the market value per unit of endowed pool assets. Beginning with fiscal year 2023, the spending rate has been increased to 5%, with the goal of providing increased support for scholarships and educational programs, as reflected in the Foundation (Institutional Priority) of Enabling Access to

Education. Over the last five fiscal years, the endowment assets invested in Long-Term Investment Portfolio have provided \$622 million of program support, including \$140 million in fiscal year 2022. (See 962.Core Expenditures Data by Function.)

In response to a larger tuition increase in 2022, the University allocated an additional \$14 million for financial aid to offset the added cost for degree-seeking undergraduate students with household incomes of \$75,000 or less per year. Starting in the 2024 budget, this aid was made permanent for strategic financial aid for all students. The University also allocated an additional \$25 million in permanent funds for financial aid in the fiscal year 2023 budget. Those funds previously had been reauthorized on an annual basis. A breakdown of undergraduate student aid funding is provided in Figure 4. (See 1177.Office of Student Aid Annual Report 2022; 835.Office of Student Aid Annual Report 2021; 836.Office of Student Aid Annual Report 2017.)

Figure 4. Undergraduate Student Aid Funding at Penn State (2021–2022 Data)



Between 2016 and 2022, institutional scholarships and grant support increased by 35.9%.

All of the University’s general appropriation supports the University’s annual operating expenses (instruction, student services, and public service outreach). The current portion of debt service on long-term debt, scheduled payments on capital leases, and annual benefit payments for pensions and the retiree medical plan (post-retirement benefit obligations) are funded on an annual basis. The University’s financial strength is assessed periodically by Moody’s and S&P.

Technology

Information Technology (IT) at Penn State consists of a central IT organization (Penn State IT) and distributed IT services across the campuses and colleges (University IT). Reporting to the Executive Vice President and Provost, and the Senior Vice President for Finance and Business, the Vice President for Information Technology and the Chief Information Officer has operational responsibility for Penn State IT and sets the strategic direction for University IT. Penn State IT consists of five departments: Academic Technologies and Customer Success, Business Technology Solution, Enterprise Services and Information Security, Infrastructure, and the Office of the CIO. (See 853.Overview of University IT and Penn State IT). Taken together, these five departments provide foundational technology for the University to fulfill its teaching, research, and service mission. This technology, which includes centralized services and support, infrastructure, administrative systems, and innovation, creates capacity for IT partners in the campuses, colleges, administrative units, and research areas to support their areas’ unique needs.

University IT consists of 66 units. The units stay connected through University IT “town hall”-style meetings held several times each year and through messaging from the Vice President for Information Technology and Chief Information Officer. Each unit is a member of one of five constituency groups: Administrative IT, Campus IT, College IT, Penn State IT, or Research IT. The senior IT manager or director of each unit participates in monthly constituency group meetings.

The Vice President for Information Technology and Chief Information Officer has an advisory group, the University IT Executive Advisory Council, consisting of deans, chancellors, and other senior leaders from across the University. This group helps to ensure that IT addresses the current and future needs of Penn State, both operational and strategic.

Penn State IT has several key projects and initiatives underway that relate to IT service and project management, constituent relationship management, and disaster recovery and ransomware response, among others. The University has adopted the EDUCAUSE Center for Analysis and Research (ECAR)

working model for its IT Service Catalog, which is a three-tiered approach to grouping services and offerings. These projects and initiatives are explicitly reflected in the Infrastructure and Support Supporting Element of the University strategic plan, which supports the plan's overarching concept (Strategic Goal) of Organizational Excellence. (See 1088.Infrastructure and Support.)

Penn State has a large portfolio of teaching and learning systems such as enterprise learning management (Canvas), video capture (Kaltura), student engagement (Top Hat), and video conferencing (Zoom and Microsoft Teams). In the last eight years, Penn State has replaced its mainframe-based human resources/payroll, financial, and student information systems with modern commercial software from Workday, SAP, and Oracle, respectively. The University has also consolidated more than 50 email systems into a common Microsoft 365 collaboration suite subscription for all students, faculty, and staff, and launched a mobile app customized for each campus. This work connects explicitly with the Infrastructure and Support Supporting Element of the University strategic plan as well as President Bendapudi's priority of transforming internal operations.

The University has safeguards in place to support data protection, storage, transfer, analysis, bandwidth capacity, and security. Administrative Policy AD95 Information Assurance and IT Security and its supporting security standards apply to all systems at the University. The policy is the framework for Penn State's single enterprise-wide information security program and is supported by 14 security standards: access, authentication, and authorization management; disaster recovery planning for information systems and services; electronic data disposal and media sanitization; encryption; information assurance and IT security awareness, training, and education; information security risk management; network security; physical security; requests for exceptions to information security policy; secure coding and application security; security of enterprise application integration; security log collection, analysis, and retention; third-party vendor security and compliance; and vulnerability management. (See 1089. Administrative Policy AD95 Information Assurance and IT Security.)

IT operations at Penn State are distributed unit by unit. The standard of disaster recovery planning for information systems and services establishes requirements including recovery point and recovery time objectives for systems and services based on their criticality to University operations. Penn State also has a policy that prohibits the unauthorized or improper use of information resources. (See 1090. Administrative Policy AD96 Acceptable Use of University Information Resources.) Information security training is incorporated into the mandatory annual compliance training completed by all University employees. Security alerts along with data classification guidance are provided online (security.psu.edu), and suspicious emails are reported following a documented procedure.

Human Resources

In fall 2022, the University had 35,477 employees: 20,858 full-time and 14,619 part-time employees (datadigest.psu.edu). To better serve these stakeholders, Human Resources undertook several significant projects. These projects, which are intended to improve service delivery, leverage technology, enhance unit decision-making, and support employees, include the development of a new human resources service delivery model, the launch of a compensation modernization project, and creation of a flexible work arrangements policy. The Organizational Excellence Executive and Steering Committees provided support and feedback to these working groups. (See 1170.Organizational Excellence Initiatives.) These significant enhancements align with the Prioritizing Investment in Our People strategy of the Infrastructure and Support Supporting Element of the University strategic plan and will impact the University for years to come. (See 1088.Infrastructure and Support.)

In 2013 the University embarked on a multiyear initiative to create a new human resources service delivery model to provide greater human resources support and increased customer service. This project was realized by leveraging technology, more efficiently and effectively aligning human resources staffing, and redesigning policies and business processes. This initiative unfolded over three phases: current state assessment, future state design, and implementation.

Known as the human resources shared services model, the model provides both strategic and operational support to the University by streamlining processes and providing services based on areas

of expertise. A tiered approach to service level delivery was developed. The initial tier is self-service, and inquiries advance to different tiers of service depending on their level of complexity, with the last tier representing the University's Centers of Excellence. The implementation of this model required all employees performing human resources duties and all human resources budgets to be moved under Human Resources' purview. While strategic-level human resources continue to be embedded in colleges and units, the shift in reporting has increased efficiencies, accountability, and strategy-building. A regional model for strategic human resources support and delivery was concurrently developed at the campuses, with units having central Human Resources reporting responsibility. (See 900.Shared Services.)

With the implementation of Workday came WorkLion, a proprietary single-site/sign-on link to the Human Resources Shared Services Center. WorkLion includes a searchable human resources knowledge base, a human resources portal powered by Neocase, a link to the Learning Resource Network, and a link to talent acquisition services. (See 820.WorkLion Launch Announcement.) The Learning Resource Network, which went live in August 2015, facilitates professional development for faculty and staff and is powered by Cornerstone On Demand. The Learning Resource Network is a single system that supports trainer-led sessions, e-learning, and training resources, and it serves as an archive for professional development and training compliance records. This system connects with other third-party platforms including Skillsoft and Lynda.com that the University uses to provide professional development content. (See 821.WorkLion Learning Resource Network Announcement.)

In fall 2020, the University embarked on its Compensation Modernization Initiative, a large-scale project to modernize Penn State's compensation and career structures related to staff positions. (See 826. Compensation Modernization Initiative.) This initiative is a collaborative effort between Human Resources and Segal, a national consulting firm with expertise in human resources in the higher education sector. The goal of the initiative is to create modern, competitive compensation structures and clear, supportive career development resources for staff members to use. Key focus areas of the initiative include:

- Offering visibility into possible career paths for staff members
- Establishing a compensation philosophy, a formal framework that describes Penn State's overall approach to employee compensation
- Updating job documentation
- Benchmarking the majority of staff jobs
- Analyzing pay structure and levels
- Updating how compensation decisions are made
- Providing comprehensive, transparent, and streamlined compensation and career services to managers and their staff

The Compensation Modernization Initiative was projected for completion in spring 2023 but is currently on hold due to state-level budget appropriation issues. The initiative has six phases: initiation/discovery (complete); development of a compensation philosophy (in progress); job architecture (in progress); salary market assessment (in progress); salary program design (forthcoming); and implementation and communication of results (forthcoming).

In part due to the pandemic, the Organizational Excellence Executive Committee for the strategic plan appointed a remote work task force in 2021 to develop recommendations regarding flexible work opportunities within overall workforce operations. As a result of these recommendations, the University created a new flexible work arrangements policy that allows units to integrate work flexibility into their overall staff recruitment, retention, and diversity strategies. The policy formalizes the commitment of leadership to support flexible work among staff members across the University. In addition to establishing this new policy, the University has developed a host of web content and materials to provide managers and staff members with training and education, information, and support related to this key focus area, including principles and criteria, decision guides, and a request/approval process. (See 825.Human Resources Policy HR107 Staff Flexible Work Arrangements.)

Physical Infrastructure

The University continues to invest in new construction and the renovation of its physical infrastructure to support teaching and learning needs, faculty research, and the student cocurricular experience across the commonwealth. Since the 2015 self-study, several projects valued over hundreds of millions of dollars have been launched or completed, including the Eric J. Barron Innovation Hub, completed in 2022 (\$56.8 million); Lasch Football Building Renovation and Addition, Phase 1, completed 2022 (\$48.3 million); Penn State Beaver Athletics and Wellness Center Renovation and Addition, completed 2022 (\$30.4 million); East Halls Renovation Phases 2A and 2B, completed 2023 (\$151.5 million); East Halls Renovation Phase 2C, estimated completion 2024 (\$95.3 million); Palmer Museum of Art, estimated completion 2023 (\$85 million); Garfield Thomas Water Tunnel Renovation and Addition, estimated completion 2023 (\$34.3 million); Penn State Behrend Erie Hall Replacement, completed 2023 (\$28.2 million); College of Engineering Research and Teaching Space, estimated completion 2024 (\$228 million); Susan Welch Liberal Arts Building, estimated completion 2024 (\$127.7 million); and Comparative Medicine Facility Expansion and Modernization, estimated completion 2024 (\$37.3 million). A host of other projects are currently in the design phase. (See 140.University Capital Plan 2018 to 2023; 920.University Capital Plan 2024 to 2028.)

The resource needs of individual units related to physical space are included in annual unit strategic plan reports. These data are shared with the Office of Physical Plant, which then prioritizes the requests.

This criterion provides evidence of compliance with Requirement of Affiliation 11.

Criterion 5. Well-defined decision-making processes and clear assignment of responsibility and accountability.

As described in detail in Chapter 7, Standard VII, the Board of Trustees is responsible for the management and governance of the University. The roles and responsibilities of the President and Board are defined in the Board Charter, Bylaws, and Standing Orders. (See 538.Board of Trustees Charter; 537.Penn State Bylaws; 539.Board of Trustees Standing Orders; 569.University Administrative Organizational Chart.)

The President's role and responsibilities include the general supervision and management of and executive powers over all the property, operations, business, affairs, and employees of the University, and the implementation of the policies and programs approved by the Board of Trustees. (See 537.Penn State Bylaws; 960.Board of Trustees Minutes February 2019.)

Deans and vice presidents head the various academic and administrative units. The Commonwealth Campuses are headed by chancellors who collectively report to the Vice President for Commonwealth Campuses. (See 569.University Administrative Organizational Chart; 150.Commonwealth Campus Organizational Chart.) These individuals make assignments of responsibility and accountability. Responsibilities are delegated to individual members of these units, and accountability is tracked through both Workday, where individuals' progress toward personal goals supporting their respective unit strategic plans is documented, and Nuventive, where individuals' assigned tasks and completion status for unit strategic plans are recorded. Both are discussed in more detail in Chapter 1, Standard I. (See 1091.Example of Individual Assignments in Nuventive.)

Penn State engages in a deliberate process of identifying, evaluating, managing, and monitoring risks. The University's Director of Risk Management and Chief Risk Officer is responsible for the University's insurance claims management programs and the institutional Enterprise Risk Management process. (See 1171.Director of Risk Management.) The University's Risk Management Plan determines how risks are managed and ensures that leaders of the University (including the Board of Trustees) are aware of the processes involved. Risk management processes are grounded in two related and overlapping sets of activities: enterprise-wide risk identification, analysis, and mitigation; and insurance management.

The Risk Management Plan lays out the framework for how these activities are undertaken and highlights the relevant operations of University offices that, working in conjunction with all other units of the institution, are responsible for managing the University's risks. (See 1172.Risk Management Plan 2023.) This cultivates a culture of awareness across the University to identify exposures that exceed the scope of traditional insurable risks. The Chief Risk Officer also aligns and prioritizes strategies for

collective risks that expose Penn State to negative financial, strategic, operational, and reputational consequences. The vision of the Risk Management Office is to create a risk-aware culture, ensuring an effective means to identify, measure, control, and assign responsibility to manage risks, while encouraging the acceptance of reasonable opportunities.

Capital Project Approval

To ensure administrative oversight of capital projects, the Project Decision Review Board, consisting of senior University administrators (including the President, Provost, Senior Vice President for Finance and Business, and Vice President of Facilities Management and Planning) reviews every facility project valued at more than \$5 million as it passes through the various stages of project development (planning, programming, design, construction, and operation) in order to determine whether it should be advanced, changed, or postponed.

Every project that is valued at \$10 million or more or that is funded with debt requires the approval of not only the Project Decision Review Board but also the Board of Trustees. (See 537.Penn State Bylaws, pp. 30-31.) The Project Decision Review Board reviews the scope, design, schedule, risks, costs, and funding sources for projects before they are submitted to the Board of Trustees for information or final approval. Once the Project Decision Review Board authorizes the hiring of a design team, the Office of Physical Plant begins the formal process of selecting an architect/engineer. Representatives of colleges and/or units that will be using the facility participate in this process. The Board of Trustees is informed about the selection of architects for major capital projects. The Board of Trustees' approval of final plans and authorization to expend funds for construction are both required.

Administration of Physical Facilities

University Administrative Policy AD38 establishes responsibility for the administration of University physical facilities, including buildings, infrastructure, and grounds. (See 824.Administrative Policy AD38 Administration of University Real Estate and Physical Facilities.) The Office of Physical Plant is responsible for the planning, design, construction, maintenance, and operations of all University-owned facilities at all University locations, with some formally defined exceptions. Penn State is a large institution that needs robust facilities, utilities, infrastructure, and more. Across its 23 physical campuses, the University stewards nearly 22,000 acres of land; maintains more than 200 miles of roads and approximately 160 miles of walkways; and is home to 2,000 buildings, or about 34.5 million gross square feet of space.

Various responsibilities are administered through a divisional organization that includes Administrative and Financial Services, Buildings and Grounds, Commonwealth Services, Design and Construction, Energy and Engineering, Environmental Health and Safety, Planning, Design and Properties, and Work Control. Functions for which the Office of Physical Plant is responsible include the following:

- Management and maintenance of the University's Capital Plan, which guides major facility investments within approved financial parameters
- Planning and land use, including the development of campus master plans, subdistrict plans, college/unit master plans, transportation plans, site selection, feasibility studies, and project programs
- Project bids/proposals and the selection of architects and engineers for University projects
- Design and construction of buildings, structures, landscapes, grounds, utilities, and infrastructure
- Development and maintenance of standards and policies regarding the design and construction of all University facilities
- Construction contract administration (See 1092.Financial Policy FN11 Contracts and Leases; 1093. Financial Policy FN27 Establishing and Billing Service Center User Rates.)
- Facilities operations and maintenance of buildings, infrastructure (except telecommunications), campus landscapes, and grounds
- Environmental health and safety compliance and permitting (See 1094.Safety Policy SY01 Environmental Health and Safety.)
- Management of space assignment and utilization data to ensure the appropriate provision and allocation of space and to assist the University Registrar with classroom assignments (See 824. Administrative Policy AD38 Administration of University Real Estate and Physical Facilities.)

Real Estate

University Real Estate Services is responsible for all real estate property transactional activity, including acquisition, disposition, leases, and permanent and temporary grants of land (such as easements and rights of way) under the authority of the Office of the Senior Vice President for Finance and Business. (See 1092.Financial Policy FN11 Contracts and Leases.) The Property Steering Committee reviews and approves real estate items or elevates them to the Board of Trustees for information or approval as required by the Board Bylaws.

Space Assignment and Management

The University Space Committee is responsible for major space assignments and requests, space guidelines, and classroom oversight, including policy, utilization, and assignment. The committee, which is co-chaired by the Provost and the Senior Vice President for Finance and Business, includes standing representation from major units to ensure broad engagement and input. This committee resolves issues with conflicting requests and makes assignments based on proposals from different groups. While the University Space Committee is technically a University-wide committee, at locations other than University Park, the campus chancellors are in practice responsible for all space assignments except for auxiliaries or in cases of conflict that need to be escalated. Data actively maintained in the University's facilities information system (LionSpace) regarding space assignments and utilization are used to inform planning and space assignment decisions. (See 911.Space Utilization Examples.)

Criterion 6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.

Stewardship of University Facilities

Penn State's stewardship of institutional resources includes thoughtful decisions regarding physical facilities and the utilization of space to support the mission and strategic goals of the University. Capital investment prioritization guides investments so that resources are focused on the highest and best use of space to effectively and efficiently to accommodate the programmatic needs of the University. The decision-making processes described below guide facility investment decisions and help ensure financial resources are utilized most effectively to address campus needs and support evolving pedagogies. This work supports one of the Organizational Excellence elements of the University's strategic plan, Infrastructure and Support: Investing in Resources Creatively and Systematically. (See 1088.Infrastructure and Support.)

Capital Plan

The University's five-year Capital Plan, which is informed by college and unit needs, data on existing facility conditions, University and unit strategic plans, and benchmarking data, guides major facility investments through the prioritized allocation of available funds. The plan is developed by the Office of Physical Plant in close consultation with senior administrators and is approved by the Board of Trustees. Regularly occurring updates on the plan's implementation are provided to the Board of Trustees so that any necessary adjustments to the plan in terms of funding allocations and/or project priorities can be made in a timely fashion.

An overarching goal of the current Capital Plan is to reduce the \$2.1 billion deferred maintenance of existing facilities through system renewal programs, building renovations and renewals, and the replacement of aging buildings with new space to improve building conditions. Regularly occurring third-party evaluation of the facilities portfolio informs decisions and aids in the prioritization of capital investment to sustain campus resources. (See 140.University Capital Plan 2018 to 2023; 920.University Capital Plan 2024 to 2028 Presentation; 875.University Capital Plan Update Presentation October 2022.)

Instructional Technology and Classroom Improvement

Teaching and Learning with Technology is a unit-level collaboration among learning innovators who discover and advance technologies that transform teaching and learning in positive and enduring ways. The Learning Spaces Leadership Committee guides the design and prioritization of proposed classroom

investments to effectively support the educational mission and goals of the University. The unit oversees enhancements to informational technology to support a range of instructional approaches, including hybrid, remote, and asynchronous course delivery. (See 550.Teaching and Learning with Technology; 1095.IT Strategic Plan.)

Criterion 7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit’s accompanying management letter.

As a public entity, Penn State has its financial statements audited each year by a public and independent accounting firm to obtain reasonable assurance that the statements are free from material misstatement. Penn State’s auditor was Deloitte & Touche LLP (Deloitte) prior to July 1, 2022, when the University switched to Plante Moran. Audited financial statements are published online for public review. (See 146. Audited Financial Statements.) These financial statements represent a complete and permanent record of the finances of the University for each fiscal year.

Management Letter

The auditor sends a management letter to the University with recommendations for strengthening the financial reporting and controls of the University, noting any material weaknesses or significant deficiencies in internal controls that are discovered during audit fieldwork. This letter is then reviewed by senior management and the Board of Trustees Committee on Audit and Risk, and any weaknesses or deficiencies are addressed with necessary corrective and/or enhanced policies or procedures. The Committee on Audit and Risk oversees the auditing of University financial statements and internal controls, as well as the management of financial, material, and reputational risks. (See 711.Audit and Risk Committee Guidelines.)

Deloitte issued an opinion that as of June 30, 2022, the University’s financial statements were presented fairly in all material respects and the results of the University’s operations and cash flows were in accordance with accounting principles generally accepted in the United States.

These audit results are included as part of the University’s financial, internal control, and compliance reports in accordance with the Office of Management and Budget’s Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 C. F. R. 200).

This criterion provides evidence of compliance with Requirement of Affiliation 11.

Criterion 8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals.

In 2019, the Strategic Budget Task Force examined Penn State’s current budget processes, benchmarked best practices, and recommended changes to the budgeting approach. The changes included shifting to a multiyear budgeting method (five-year cycle), budgeting all funds, and eliminating the “permanent” and “temporary” categories in the General Fund budget. In addition to making these changes to the budgeting processes, the University implemented a new budgeting system in July 2020. (See 823. Strategic Budget Task Force.)

As part of Penn State’s continued efforts to modernize and transform its budgeting processes, a working group consisting of faculty, staff, and administrators from across the University developed a new hybrid budget model that uses data and metrics and is performance and activity driven. (See 822.Budget Allocation Model.) The unit strategic plan annual report process sets units up to thread resource needs to strategic plan reports to frame budget requests. The timing of unit strategic plan annual reports was changed specifically to accommodate the budget processes.

Assessment of Human Resources

The Compensation Modernization Initiative is designed to modernize career opportunities at Penn State and empower staff with the knowledge they need to grow and develop their careers. Career and compensation go hand in hand, and this initiative, in addition to updating career opportunities, is a large-scale project to transform the University’s staff compensation program and establish it as contemporary, comprehensive, and competitive. This change will allow Penn State to provide more robust career paths that enable and encourage growth and development for all staff members. (See 826.Compensation Modernization Initiative.)

Assessment of Information Technology

Penn State IT, which supports students, faculty, and staff across the University and provides services, support, infrastructure, and administrative systems to all academic colleges, campuses, and administrative units, has been in a state of transformation over the past several years. Numerous leadership changes have resulted in pauses in various IT transformation efforts. In July 2022, the University named a new Vice President for Information Technology and Chief Information Officer. In November 2022, Penn State announced a multiyear effort to create a new ecosystem of shared support and services across the University, which centers on establishing optimized service teams or workstreams in key areas throughout the University. One of the initial identified workstreams is IT, which will be co-led by the Vice President for Information Technology and Chief Information Officer and the Dean of the Eberly College of Science. Each workstream will move forward on an individual timeline and establish unique goals and objectives. Workstream leads will look at previous optimization efforts to identify best practices and determine the successes and challenges of those efforts. As of June 2023, the University has a new interim Vice President for Information Technology and Chief Information Officer. (See 819.Optimization Discussions.)

Criterion 9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

The University periodically assesses the effectiveness of its plans and resources in several ways:

The Board of Trustees Committee on Finance, Business, and Capital Planning oversees matters pertaining to finance; business; budgets; non-budget expenditures; human resources; investments; trust funds; insurance; real estate, government, and private contracts; grants; fees; room and board charges; long-range financial planning and development of the University; endowments, gifts, and fundraising; purchase and sale of real estate; master plans; construction; award of contracts; and honorific naming of buildings and roads. (See 899.Board of Trustees Committees.) The Committee on Finance, Business, and Capital Planning also approves major IT expenditures for the University. The University has created new financial reports that compare the University's budgeted and actual financial performance. These reports are reviewed with the Committee on Finance, Business, and Capital Planning quarterly. (See 713.Board Committee on Finance Business and Capital Planning.)

The Committee on Equity and Human Resources meets to report or make recommendations to the Board of Trustees on matters pertaining to compensation, benefits, performance management, talent management, succession planning, and leadership development for the University with a focus on diversity, equity, and inclusion. Committee members review the recruitment, enrollment, retention, and graduation rates of students with attention to all aspects of diversity. They also review diversity metrics related to faculty, staff, and suppliers. (See 565.Operating Guidelines for Equity and Human Resources.)

The Project Decision Review Board reviews every capital project valued at more than \$5 million as it passes through the various stages in order to determine whether the project should be advanced, changed, postponed, or canceled. The normal stages for a capital project are planning, programming, design, construction, and operation. Voting members of the Project Decision Review Board include the President, Executive Vice President and Provost, Senior Vice President for Finance and Business, Senior Vice President for Development and Alumni Relations, Associate Vice President for Budget and Finance, Student Representative, and Chief Facilities Officer. The University Project Manager responsible for project leadership attends the meeting and presents projects to the Project Decision Review Board. The college and/or administrative unit leader and/or principal "user" of a project also attends the Project Decision Review Board meeting in support of the project. The Board of Trustees provides final approval for every project that is valued at more than \$10 million or that is funded with debt at the recommendation of the Committee on Finance, Business, and Capital Planning. The Board of Trustees is also informed on every project valued between \$5 million and \$10 million. (See 818. Faculty Senate Committee on University Planning 2018.)

OPAIR assesses the University strategic plan using data gathered from unit strategic plans, Executive Committee reports, and seed-grant reports. (See 447.Strategic Plan Assessment.)

EFFECTS OF COVID ON COMPLIANCE WITH STANDARD VI

COVID disruptions did not cause the University to pause its strategic planning process. Rather, units were provided with “ADAPT: A Quick Guide for Strategic Planning During the COVID-19 Pandemic,” which was created by OPAIR to help guide plan design and implementation during remote work. Units continued to complete their annual reports as scheduled, and the reported data were aggregated to create a set of progress reports reflecting each of the Foundations (Institutional Priorities) and Thematic Priorities (Strategic Goals). Data from these progress reports are accessible to leadership in all units across the University. (See 704.Strategic Planning during COVID; 837.Undergraduate Education Feedback 2022 to 2023.) Units used feedback to recalibrate, reprioritize, and develop parts of their plans.

Penn State was able to manage its financial commitments and cash flow without significantly affecting the execution of its mission. The University saw modest declines in enrollment from fall 2019 to fall 2020 and fall 2021 of 2.7% and 1%, respectively, which were offset by a small tuition fee increase for the 2021-2022 fiscal year. A larger tuition increase was implemented in 2022-2023. Some of the tuition revenues generated from that larger increase were used to provide additional financial aid to families with household incomes of \$75,000 or less. Additionally, while housing and food revenues were impacted by the departure of students from campus in spring 2020, the University was able to maintain its workforce with minimal disruption and offset some of its losses thanks to Higher Education Emergency Relief Fund monies received under three separate grants: the Coronavirus Aid, Relief, and Economic Security Act; Coronavirus Response and Relief Supplemental Appropriations Act; and American Rescue Plan. The University also used these funds to help offset other one-time costs associated with COVID-19, such as COVID-19 testing centers, personal protective equipment, and investments in IT assets to meet remote learning and alternative work arrangement needs. Coupled with the University’s financial reserves, the relief funds allowed University to meet the needs of its students, faculty, and staff without serious disruption.

CONCLUSION

The planning, resources, and processes supporting institutional improvements reflect degrees of alignment with the University’s institutional mission and goals. There is evidence of the continuous assessment of processes and services across the institution, which has resulted in improvements and subsequent challenges that require additional attention. The identification and assessment of issues and the development and implementation of new strategies require varying approaches and timelines.

Since spring 2020, the University has adopted an increased focus on diversity, equity, inclusion, and belonging-related conversations and initiatives. This work takes place at the institutional level and within each of the budgetary units. It includes the Educational Equity Scholarship Matching Program begun in spring 2020 (a program of need-based scholarships that were incentivized and financially supported by then-President Eric Barron’s office with the goal of diversifying the institution) as well as recent data collection, reporting, and resources on diversity initiatives in line with President Bendapudi’s priorities.

Penn State has successfully maintained a strong bond rating and credit that are reflected in the University’s financial statements. Similarly, it has maintained a healthy cash flow. Generating new funds to support programs and initiatives is a strength of the institution, as evidenced by its strong capital campaign. The most recent campaign, led by the Division of Development and Alumni Relations with Board of Trustees oversight, achieved its goals ahead of schedule, prompting University leaders to extend the campaign period and set their sights higher. The campaign ultimately raised \$2.2 billion, an amount that exceeded projected targets. The strong showing during the campaign is enabling Penn State to address structural needs for scholarships, program support, and named colleges and dean chairs and, in doing so, to better realize its academic, outreach, research, and creative activity mission. Another institutional strength is the successful performance of the University’s endowment, which is undergirded by the University’s philanthropic success and strategic investments.

The University faces new and ongoing challenges, including the structural budget deficit, the implementation of the new budget allocation model, leadership changes, and the development of a new strategic plan.

In summer 2022, President Bendapudi announced a structural budget deficit and initiated the development and implementation of a new budget allocation model. The Board of Trustees requested a balanced budget by fiscal year 2026. In response to the budget shortfalls, starting in fiscal year 2024, the University will use a new all-funds budget model.

The University has developed new policies to address the growing popularity of remote work and is in the process of implementing a compensation modernization program to address staff concerns with position mobility, compensation, and pathways for promotion. The effectiveness of these initiatives should be measured regularly.

The IT environment includes evolving issues of artificial intelligence and cyber security. The University meets or exceeds security expectations and mitigates risks through centralized security measures. The data classification processes support the management of security. While the University’s IT infrastructure is well established, new technologies and the persistence of threat actors make this space a constant challenge. The University conducts externally funded research on cutting-edge scientific materials, techniques, and technologies. Among the most valuable and most vulnerable research programs are those that are federally funded.

Evidence Index for Chapter 6

ID	Name
15	Strategic Planning Resources
16	Strategic Plan Committees
65	Undergraduate Education Strategic Plan 2020 to 2025
140	University Capital Plan 2018 to 2023
144	Office of Budget and Finance Organizational Chart
146	Audited Financial Statements
150	Commonwealth Campus Organizational Chart
447	Strategic Plan Assessment
537	Penn State By Laws
538	Board of Trustees Charter
539	Board of Trustees Standing Orders
550	Teaching and Learning with Technology
565	Operating Guidelines for Equity and Human Resources
569	University Administrative Organizational Chart
633	Budget Units with Strategic Plans Organizational Charts
704	Strategic Planning During COVID
711	Audit and Risk Committee Guidelines
713	Board Committee on Finance Business and Capital Planning
755	Research Activity Annual Report 2022
818	Faculty Senate Committee on University Planning 2018
819	Optimization Discussions
820	WorkLion Launch Announcement
821	WorkLion Learning Resource Network Announcement
822	Budget Allocation Model
823	Strategic Budget Task Force

ID	Name
824	Administrative Policy AD38 Administration of University Real Estate and Physical Facilities
825	Human Resources Policy HR107 Staff Flexible Work Arrangements
826	Compensation Modernization Initiative
833	Budget Cycle Graphic
835	Office of Student Aid Annual Report 2021
836	Office of Student Aid Annual Report 2017
837	Undergraduate Education Feedback 2022 to 2023
838	Unit Planning Advisory Group
840	Potential Partnership Avenues
842	Strategic Plan Overview Presentation
843	Strategic Plan Annual Reporting
844	Strategic Plan Update Presentation
853	Overview of University IT and Penn State IT
875	University Capital Plan Update Presentation October 2022
896	Budget Allocation Information Site
899	Board of Trustees Committees
900	Shared Services
911	Space Utilization Examples
920	University Capital Plan 2024 to 2028 Presentation
959	Strategic Plan Signature Initiatives
960	Board of Trustees Minutes February 2019
961	Sample Unit Plan Completion Report
962	Core Expenditures Data
1087	Strategic Plan Implementation Approaches
1088	Infrastructure and Support
1089	Administrative Policy AD95 Information Assurance and IT Security

ID	Name
1090	Administrative Policy AD96 Acceptable Use of University Information Resources
1091	Example of Individual Assignments in Nuventive
1092	Financial Policy FN11 Contracts and Leases
1093	Financial Policy FN27 Establishing and Billing Service Center User Rates
1094	Safety Policy SY01 Environmental Health and Safety
1095	IT Strategic Plan
1170	Organizational Excellence Initiatives
1171	Director of Risk Management
1172	Risk Management Plan 2018
1177	Office of Student Aid Annual Report
1178	Long Term Investment Portfolio 2023
1179	Standard and Poor Rating 2023
1180	Moody's Credit Opinion 2023

Chapter 7

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Criterion 1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency, including governing body, administration, faculty, staff and students.

Board of Trustees

Penn State's governing body is the 38-member Board of Trustees. The roles and responsibilities of the Board are delineated in the Board Charter, Bylaws, and Standing Orders, as well as the operating guidelines for each of its committees and subcommittees. (See 538.Board of Trustees Charter; 537. Penn State Bylaws; 539.Board of Trustees Standing Orders.)

Figure 5. Penn State Board of Trustees



As Figure 5 illustrates, five trustees serve in an ex officio capacity by virtue of their position within the University or the commonwealth: the University President (nonvoting); the Governor of Pennsylvania (nonvoting); and the State Secretaries of the Departments of Agriculture, Education, and Conservation and Natural Resources. Six trustees are appointed by the Governor; nine trustees are elected by alumni; six are elected by organized agricultural societies within the commonwealth; six representing business and industry endeavors are elected by the Board; one student is nominated by the Student Trustee Selection Group; one faculty member is nominated by the University Faculty Senate; and three at-large members are elected by the Board. The immediate past president of the Penn State Alumni Association is likewise a trustee.

The Standing Orders of the Board authorize the Chair of the Board or President of the University to invite nonvoting faculty representatives, nonvoting student representatives, and other stakeholder representatives to attend and participate in meetings of standing committees, subcommittees, and special committees. (See 539.Board of Trustees Standing Orders.)

The membership term is three years for all Board trustees except the student trustee and immediate past president of the Penn State Alumni Association, both of whom serve for two years. The Board chooses its officers (Chair, Vice Chair, Secretary, and Treasurer) annually. Current members of the Board are published on the Board's website. (See 707.Board of Trustees Current Membership.)

The current composition of the Board of Trustees, including members ex officio, is 10 women and 28 men. Of the Board members, 32 are White, 3 are Black, 2 are Asian, and 1 is Hispanic.

President

The Board delegates day-to-day management and control of the University to the President, with certain reserved powers as set forth in the Penn State Bylaws. (See 537.Penn State Bylaws; 569. University Administrative Organizational Chart.) The University's current president, Neeli Bendapudi, was appointed by the Board on May 9, 2022. (See 1169.Neeli Bendapudi Curriculum Vitae.)

President Bendapudi is supported by the President's Council, which advises the president on all matters related to the mission and institutional priorities of the University. The council consists of 23 highly qualified administrators including the Executive Vice President and Provost, two senior vice presidents, 12 vice presidents, and two vice provosts. (See 572.President's Council Membership.) Also reporting to the President are executive leaders in Governmental Affairs, Office of General Counsel, and Intercollegiate Athletics, as well as the Faculty Athletics Representative.

Executive Vice President and Provost

The Executive Vice President and Provost serves as Chief Academic Officer, chairs the Council of Academic Deans and the Academic Leadership Council, and is highly engaged with the University Faculty Senate and President's Council. The Provost provides leadership across a variety of key areas and units, from Faculty Affairs and Educational Equity to Penn State Global and the Office of Planning, Assessment, and Institutional Research (OPAIR).

University Faculty Senate

The University Faculty Senate is the representative body of all Penn State faculty. The Faculty Senate has legislative authority on all matters pertaining to the educational interests of the University and all educational matters that concern the faculties of more than one college. The Faculty Senate is also recognized by the University as an advisory and consultative body to the President on all matters that may affect the achievement of the University's educational objectives.

An Executive Director supervising a staff of seven is responsible for the operational duties of the Faculty Senate. Membership rosters, committee structures, agendas, and records of Faculty Senate meetings from 1997 to present are published on the Faculty Senate webpage. (See 989.Faculty Senate Membership.)

The roles and responsibilities of the Faculty Senate are elaborated in the Faculty Senate governance documents, which include the Senate Constitution, Bylaws, and Standing Rules. (See 375.Faculty Senate Governance Documents.) The Faculty Senate primarily consists of Faculty Senators who are elected from each college and campus. The number of seats is fixed at 200, with the number of Faculty Senators representing each unit determined proportionately based on the ratio of full-time unit faculty to the total number of full-time University faculty. Undergraduate and graduate Student Senators represent each of the academic colleges at University Park and the Commonwealth Campuses, as well as the student governments. University administrators are represented by 20 ex officio and appointed Senators.

The work of the Faculty Senate is accomplished primarily through 16 standing committees: Admissions, Records, Scheduling and Student Aid; Committees and Rules; Curricular Affairs; Education; Educational Equity and Campus Environment; Elected Senator; Faculty Affairs; Faculty Benefits; Global Engagement; Intercollegiate Athletics; Intra-University Relations; Libraries, Information Systems, and Technology; Officers and Chairs; Outreach; Research, Scholarship, and Creative Activity; Student Life; and University Planning. The Faculty Senate also appoints members to and participates in various joint committees, commissions, and boards, including the University Promotion and Tenure Review Committee and the Senate Committee on Faculty Rights and Responsibilities.

Student Governance and Representation

Penn State has a unique system of governance that incorporates student representation at all levels of decision-making, providing a systematic means of ensuring student input on critical issues. (See 1114. Penn State Student Government.) As discussed in Chapter 4, Standard IV, students serve on boards of

their peers and represent their fellow students on key University committees and governance bodies, including the Board of Trustees, Faculty Senate, Graduate Council, and Administrative Council on Undergraduate Education. In these roles, students act as sounding boards, providing valuable insights into the student experience.

A marquee opportunity for student advocacy is the student-organized governing boards. Undergraduates at University Park can participate in the University Park Undergraduate Association, and Commonwealth Campus students can join their respective campus's Student Government Association or the overarching Council of Commonwealth Student Governments. Graduate students at University Park represent their academic disciplines in the Graduate and Professional Student Association. Undergraduate and graduate World Campus students can join the World Campus Student Government Association.

Students also participate in funding decisions related to student-centered activities, services, facilities, and recreation. Through student-run boards, which operate at all campuses, students vote on and distribute funds resulting from the Student Fee assessed by the University. In an example of student advocacy at work, the University eliminated the Information Technology Fee after student government leaders expressed concern that students were not represented in decision-making regarding the distribution of this fee. After establishing a board to manage the Information Technology Fee, the University eliminated the fee, and all information-technology costs are now included in student tuition.

The University Park Undergraduate Association was established in 2006 to promote student governance at University Park. Its core mission is to advocate for all students, whether through passing legislation, voicing student concerns to University leaders, or launching campus-wide initiatives. The group's work is hands-on and impacts thousands of students. (See 1115.University Park Undergraduate Association.)

The Council of Commonwealth Student Governments is a student-led governing body that features representation from all 19 Commonwealth Campuses. Each Commonwealth Campus designates two voting members, and approximately 10 University Park students serve as the council's central staff. As advised by the Director of Commonwealth Campus Support, council members engage in conversations with administrators at their respective campuses, represent their peers in legislative decision-making, and work to enhance the student experience across the University. (See 1116.Council for Commonwealth Student Governments Mission.)

Formed in 1951, the Graduate Student Association is the oldest continuously existing student government organization at Penn State. In 2014, the group changed its name to the Graduate and Professional Student Association to reflect its representation of all non-undergraduate students at Penn State. Over the years, the association has taken the lead on numerous issues affecting graduate students. It continues to play a vital role in University life. (See 1117.Graduate and Professional Student Association Mission; 1118.Graduate and Professional Student Association Standing Committees.)

The World Campus Student Government Association advocates for and represents more than 20,000 undergraduate, graduate, and certificate-seeking students enrolled in World Campus programs. As one of the largest and most robust student governments in the United States for online and remote students, the association advocates for World Campus students to the administration, Board of Trustees, Faculty Senate, Alumni Council, and others. (See 1119.World Campus Student Government Association Mission.)

University Staff Advisory Council

The University Staff Advisory Council acts in an advisory capacity to the Vice President for Human Resources and the President, with the goal of facilitating open and equitable deliberations over policies, procedures, and programming that impact staff. The council recommends revisions to policies, suggests new policy initiatives, advocates for staff welfare and development, and liaises with college and campus Staff Advisory Councils.

The council consists of 30 members representing various administrative and academic areas, campuses, and staff positions. Council members meet with leadership to address topics such as the ongoing impacts of COVID-19, flexible work arrangements, strategic planning, and the Compensation

Modernization Initiative, providing feedback and insight into the staff experience. (See 749.Staff Advisory Council Annual Report 2021 to 2022; 971.University Staff Advisory Council Bylaws.)

This criterion provides evidence of compliance with Requirement of Affiliation 12.

Criterion 2. A legally constituted governing body that:

(a) serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution

The Board of Trustees is the highest-ranking governing body of the University and is responsible for the welfare of the University and all interests specific to students, faculty, staff, and alumni. Board Bylaws address organization and meeting requirements, qualifications for membership, the officers of the corporation and their duties, committees, liability and indemnification, and conflicts of interest, among other topics. The Standing Orders describe procedures for electing trustees; rules and regulations for the conduct of public meetings; the governance of the University; and the role of trustee emeriti. (See 538.Board of Trustees Charter; 537.Penn State Bylaws; 539.Board of Trustees Standing Orders.) The Board takes a holistic approach to guiding University goals, policies, and procedures and reviewing and approving University budgets. In partnership with the President, the Board seeks to advance the institution while acting in the best interests of the University community.

The Board exercises its fiduciary oversight through its Executive Committee and seven standing committees. The charge of each standing committee is to provide oversight with respect to its assigned area of interest, considering issues and presenting recommendations to the full Board for review and/or vote. Five subcommittees and ad hoc task force groups provide additional analysis and report on specific issues. (See 899.Board of Trustees Committees.) In an example of the committees' impact, in 2021 the Board updated its Bylaws to add "Research" to the purview of the Committee on Academic Affairs, Research, and Student Life. In doing so, the Board improved its oversight of the University's nearly \$1 billion research enterprise. The Committee on Academic Affairs, Research, and Student Life now receives an annual report on research expenditures, strategic priorities, compliance, awards, funding levels, and related research grants and endowments.

Each committee holds annual meetings internally and with the Board, records of which can be found on the Board of Trustees website. (See 898.Board of Trustees Meeting Dates Agendas and Minutes 2022 and 2023.) Operating guidelines detailing the purpose and responsibility of each committee are reviewed annually and published on the Board's website. (See 980.Operating Guidelines for Board Committees; 709.Board of Trustees Committee Membership.) Each committee also prepares and publishes annual goals and priorities. (See 899.Board of Trustees Committees.)

This criterion provides evidence of compliance with Requirements of Affiliation 12 and 14.

(b) has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities

The legislation, procedures, and processes described within the Penn State Bylaws have been developed to ensure that the integrity of the institution is maintained. Members of the Board stand in a fiduciary relationship with the University, and they bring varied backgrounds and extensive expertise to their roles.

Board members are governed by a conflict-of-interest policy (Article VIII of the Bylaws) that outlines relevant issues, disclosure requirements, and the processes for review. (See 537.Penn State Bylaws, Article VIII Conflicts of Interest.) Pursuant to the Board's Bylaws and Standing Orders, trustees must annually acknowledge expectations of membership and disclose in writing to the Secretary of the Board any known conflicts of interest. Items disclosed by trustees are summarized in an annual report that is made publicly available on the Board's website. (See 567.Board of Trustees Conflict of Interest Disclosure and Certification Report 2022.)

A comprehensive inventory of Board members' expertise, skill sets, and experience is completed annually to provide insight into the overall composition of the Board and inform the trustee electoral and appointment processes. The benefit of this undertaking is to ensure a diverse range of knowledge and professional expertise among Board members. (See 153.Board of Trustees Skillset Inventory Report 2023.)

The Board embraces the University's statement on diversity, equity, and inclusion, and it strives to be diverse and inclusive in its representation. (See 784.Penn State Statement on Diversity Equity and Inclusion.) In 2020, the Board approved two measures designed to diversify the group's membership: setting a goal of diversifying at least half of the Board's membership with individuals from underrepresented racial, ethnic, and gender groups by 2025; and repurposing the standing Compensation Committee as a subcommittee of the Committee on Equity and Human Resources with a focus on advancing diversity, equity, and inclusion at Penn State. (See 1121.Trustees Move to Diversify Board Article; 1122.Board of Trustees Discuss Diversity Initiatives.)

(c) ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution

As set forth in the Penn State Bylaws, the authority for the day-to-day management and control of the University and the establishment of University policies and procedures is delegated to the President. Board members are expected to make decisions and instruct the administration collectively as one body. If not specifically authorized by the Board or Chair, no individual trustee has the authority to direct administrators with respect to the performance of their duties for the University or otherwise act on behalf of the University or the Board. (See 539.Board of Trustees Standing Orders; 537.Penn State Bylaws.)

To support the development of a Board culture that prioritizes its fiduciary duties, in 2022-2023 the Committee on Governance and Long-Range Planning began to provide a best practices case study or article related to board governance and fiduciary responsibility in advance of every meeting to generate Board discussion. As part of the Board's commitment to good governance, the Board also has a process, reinforced by the Chair at every meeting, for handling trustee requests for information beyond that made available through in-meeting or email communication. Such requests are subject to one of three paths: Committees set a charge at the beginning of each year and the committee chair ensures trustees have the information necessary to execute their fiduciary duty; trustees go directly to the Chair and Vice Chair to request information; and trustees reach out to the Board Office for help obtaining information. This process helps ensure that individual trustees are not inappropriately engaging in the day-to-day work of the University.

(d) oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal management

The Committee on Academic Affairs, Research, and Student Life considers and reports on matters of educational policy (including long-range educational development, faculty affairs, instruction, research, and continuing education) and student life. (See 972.Board Committee on Academic Affairs Research and Student Life Operating Guidelines; 973.Board Committee on Academic Affairs Research and Student Life Goals and Priorities 2022 to 2023.) These annual reports provide the Board with insight into matters concerning academic affairs, which assists Board members in making decisions about the revision or continuation of policies. (See 1124.Strategies for Ensuring Career Readiness Report.)

The Board is also responsible for the review and approval of certain University policies. University policies are generally initiated by the official with authority and responsibility for a particular subject area. (See 319.Administrative Policy AD00 Policy on Policies; 1156.Policy Category Responsible Officials.) The official oversees the drafting of policies. They also periodically review and update policies to ensure compliance with best practices, laws, and regulations and seek approval for any material changes. Policies are maintained in an online repository hosted by University Libraries, and procedures and forms are maintained by the Office of Budget and Finance. The repository contains the current official policies and guidelines approved and made public by the Board of Trustees.

The Board ensures strong fiscal management of the University through its work with the Committee on Finance, Business, and Capital Planning and the Committee on Audit and Risk. These processes are described in Criterion 2(e).

This criterion provides evidence of compliance with Requirement of Affiliation 12.

(e) plays a basic policymaking role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution

The Board discharges its primary fiduciary duty concerning its basic policymaking role in financial affairs with the assistance of two committees: the Committee on Finance, Business, and Capital Planning and the Committee on Audit and Risk.

The Committee on Finance, Business, and Capital Planning reports to the Board on matters of finance; business; budgets; non-budget expenditures; human resources; investments; trust funds; insurance; real estate, government, and private contracts; grants; fees; room and board charges; long-range financial planning and development of the University; endowments, gifts, and fundraising; purchase and sale of real estate; master plans; construction; award of contracts; and honorific naming of buildings and roads. This committee meets at least five times per calendar year or more frequently as needed at the discretion of the committee chair. (See 976.Board Committee on Finance Business and Capital Planning Operating Guidelines; 1125.Board Committee on Finance Business and Capital Planning 2022 to 2023 Goals and Priorities.)

The Committee on Audit and Risk is responsible for the auditing of the University's financial statements and internal controls, as set forth in the operating guidelines of the committee. (See 711.Audit and Risk Committee Guidelines; 1126.Board Committee on Audit and Risk 2022 to 2023 Committee Goals and Priorities.) This committee reports on regular and special audits conducted and identifies financial, material, and reputational management risks. The committee generally meets at least four times per year as agreed to by the chair of the committee and staff. The committee always meets in advance of the November Board meeting to review and recommend the University's audited consolidated financial statements for approval. (See 898.Board of Trustees Meeting Dates Agendas and Minutes 2022 and 2023; 718.Board Committee on Finance Business and Capital Planning Minutes October 2022.)

This criterion provides evidence of compliance with Requirement of Affiliation 12.

(f) appoints and regularly evaluates the performance of the Chief Executive Officer

The Board is responsible for the selection, evaluation, and compensation of the Penn State President and Chief Executive Officer in accordance with the policies and procedures adopted by the Board. This responsibility includes a commitment to grant the President broad delegated authority, to support the President in the exercise of such authority, to evaluate the President's performance, and, if necessary, to remove the President.

Following then-President Eric Barron's retirement announcement in 2021, the Board named an 18-member Presidential Recruitment and Selection Committee, which included student, faculty, and staff representatives, to lead the search alongside the experienced executive search firm Spencer Stuart. (See 1127.Presidential Recruitment and Selection Committee Membership.) A critical element of the process, the listening phase, began in spring 2021. Led by the Next Gen Penn State Advisory Group with participation from students, faculty, staff, alumni, local community members, and trustees, the listening phase facilitated broad and inclusive community engagement in the search process. A clearly articulated Presidential Position Specification informed by the Next Gen Penn State Advisory Group's findings, community feedback, and the Presidential Recruitment and Selection Committee's work was subsequently prepared. (See 1128.Next Gen Penn State Advisory Group Membership and Findings; 720.Presidential Position Specification.)

After a rigorous assessment of a diverse pool of potential candidates and multiple interviews and meetings, Neeli Bendapudi was installed as the 19th president of the University on May 9, 2022. (See 1145.Board of Trustee Meeting Minutes Appointing President Bendapudi; 968.President Bendapudi

Article.) With 30 years in academia, President Bendapudi is committed to supporting student success, fostering inclusive excellence, and creating opportunities for students, faculty, and staff to thrive.

When evaluating the performance of the President, the Board is assisted by the Subcommittee on Compensation. (See 1112.Presidential Evaluation Timeline 2022 to 2023.) Every year, the President's performance and compensation are reviewed. (See 975.Compensation Operating Guidelines.) Based upon this evaluation, the Subcommittee on Compensation recommends for the Board's approval any substantive changes in the terms relating to the President's compensation, benefits, and perquisites.

(g) is informed in all its operations by principles of good practice in board governance

The Penn State Board of Trustees is a member of the Association of Governing Boards. Members of the association follow the Principles of Trusteeship and participate in programs and events designed to educate board members and promote the maintenance of high-functioning boards.

The delegation of authority set forth in the Bylaws requires that the Board rely on the judgment and decisions of those who operate under its authority. This reliance must be based on the Board's ongoing awareness of the operations of the University, which is facilitated by regular reports from the President or their designees. The Board has a continuing obligation to require information or answers on any University matter with which it is concerned, including basic University organization and policy, fiscal matters, personnel matters, and capital projects. (See 1148.Board Required Information.) This information is provided by key actors including the President, President's Council, Faculty Senate, student representatives, and the network of leaders in charge of major University functions, including those in Finance and Business, Governmental Affairs, Office of General Counsel, and Intercollegiate Athletics, as well as the Executive Vice President and Provost, Academic Leadership Council, Council of Academic Deans, and Faculty Athletics Representative.

New Board members are oriented to the Board through a new trustee orientation and Board mentoring program, and participant feedback is collected after each orientation cycle to inform modifications to the program. (See 1146.Board Mentoring Program; 1147.New Trustee Orientation Assessment 2022; 1157. New Trustee Orientation Schedule June 2023.)

(h) establishes and complies with a written conflict-of-interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest

As discussed in Criterion 2(b), pursuant to the Penn State Bylaws, trustees are required to disclose in writing to the Board Secretary any known conflicts of interest. (See 991.Board of Trustees Conflict of Interest Certification Form; 537.Penn State Bylaws, Article VIII Conflicts of Interest.) Items disclosed by trustees are summarized in an annual report that is made publicly available. (See 567.Board of Trustees Conflict of Interest Disclosure and Certification Report 2022.)

Members of the Board of Trustees serve as volunteers and are not compensated for their services. (See 1153.Board of Trustees Charter, p. C-6.) Members are, however, reimbursed for reasonable direct travel expenses, including transportation expenses, incurred while trustees are engaged in the discharge of their official duties. Reimbursement of travel expenses is determined in accordance with the University's travel reimbursement policies. (1154.Board of Trustees Bylaws, Section 2.12.)

This criterion provides evidence of compliance with Requirement of Affiliation 13.

(i) supports the Chief Executive Officer in maintaining the autonomy of the institution

Penn State is designated a state-related institution by the Commonwealth of Pennsylvania. As such, the University is provided with an annual, nonpreferred appropriation in exchange for providing tuition discounts to Pennsylvania residents. The Board of Trustees includes minority commonwealth representation: the Governor of Pennsylvania (nonvoting) and the State Secretaries of the Departments of Agriculture, Education, and Conservation and Natural Resources. State-related status gives Penn State greater autonomy over its operations than that held by traditional state-owned institutions. As described in Criterion 2(c), the authority for the day-to-day management and control of the University

and the establishment of policies and procedures of the University is delegated to the President by the Board. As detailed in Criterion 2(b) and Criterion 2(h), the independence of Board members is closely maintained to ensure that the Board protects the integrity and autonomy of the institution and its leadership.

Criterion 3. A Chief Executive Officer who:

(a) is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body

The process by which the President is appointed and assessed by the Board is fully elaborated in Criterion 2(f). The President is an ex officio nonvoting member of the Board, which is led by an elected Chair. The Chair and Vice Chair of the Board meet biweekly with the President, and the President meets in conference (closed) sessions with the Board during each Board meeting cycle. The Chair, Vice Chair, and President also meet with Faculty Senate leadership and student government leadership each Board meeting cycle.

(b) has appropriate credentials and professional experience consistent with the mission of the organization

The process of selecting the current Penn State President is discussed in Criterion 2(f). The credentials and professional experience required of the President are elaborated in the Presidential Position Specification that was developed for Penn State's most recent presidential search. (See 720.Presidential Position Specification.) The key capabilities required of a Penn State President include strategic acumen, leadership, and organizational capacity-building.

Neeli Bendapudi was identified as the best candidate who met the specified criteria. (See 968.President Bendapudi Article.) With a 30-year career in academia, President Bendapudi is committed to supporting student success, fostering inclusive excellence, and creating opportunities for students, faculty, and staff to thrive. Prior to coming to Penn State, she was president of the University of Louisville from 2018 to 2021, provost and executive vice chancellor at the University of Kansas from 2016 to 2018, and dean of the School of Business at the University of Kansas from 2011 to 2016.

Spencer Stuart, the executive search firm that assisted with the process, facilitated a full background and reference check. Conducted by the Mintz Group, the check covered the following areas: identity, education, employment history, professional licenses, criminal and civil litigation, regulatory actions, press, social media, stewardship controversies, credit history, tax liens, bankruptcy, tax court, driving record, and political contributions and compensation.

(c) has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission

The Board of Trustees vests the President with authority and autonomy over the day-to-day management and control of the University. The President can delegate that authority to other University leaders (such as the Provost, vice presidents, and vice provosts) and governing bodies (such as the Faculty Senate and student governance organizations). The President is free to identify necessary leadership positions and select candidates for those roles without Board oversight or approval. For example, President Bendapudi determined that a Vice President for Enrollment Management position was essential and identified an expert to fill the role.

In addition to hiring University leaders, the President and Provost are responsible for strategic planning and the identification of allocation of resources that will help the University achieve the vision the President has set for it. (See 940.Presidential Vision and Goals.) The President also approves the budget allocation model methodology, which includes annual strategic funding for the President, Provost, and Vice President for Commonwealth Campuses.

(d) has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness

The President is assisted by the President's Council. The council consists of 23 highly qualified administrators: the Executive Vice President and Provost, Senior Vice President and Chief of Staff, senior vice presidents, vice presidents, vice provosts, Board Office, Academic Leadership Council, Council of Campus Chancellors, and Council of Academic Deans, as well as a network of leaders in charge of major university functions, including those in Governmental Affairs, Office of General Counsel, and Intercollegiate Athletics. (See 1098.President's Council Membership.) The Academic Leadership Council consists of deans, chancellors, the Faculty Senate Chair, vice provosts, senior vice presidents, an Executive Director, and the president of Penn College. (See 723.Academic Leadership Council.) The Council on Academic Deans (deans of each college) and the Council of Campus Chancellors (consisting of all campus chancellors) provide the President with insight concerning developments in their respective colleges and campuses. (See 724.Council of Academic Deans; 1096.Council of Campus Chancellors.)

Criterion 4. An administration possessing or demonstrating:

(a) an organizational structure that is clearly documented and that clearly defines reporting relationships

The organizational chart for the University clearly documents the institutional reporting structure. (See 569.University Administrative Organizational Chart.) Reporting relations for administration are clearly documented within the Penn State Bylaws and Standing Orders, the Subcommittee on Compensation, and operating guidelines. (See 537.Penn State Bylaws; 538.Board of Trustees Charter; 539.Board of Trustees Standing Orders.) All academic officers (and their offices) report directly or indirectly to either the Executive Vice President and Provost or the Dean of the College of Medicine. Responsibility for initiating and implementing the periodic review of academic and administrative officers and their offices rests with the administrator at the next highest level and is guided by Academic Policy AC14 Academic Administrative Evaluation. (See 430.Academic Policy AC14 Academic Administrative Evaluation.)

(b) an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities

As of fall 2022, the University had 243 academic administrators, 104 administrators, and 45 executives with appropriate credentials to assist the President. (See 1130.Staff Data 2022.) For each academic administrative position opening at Penn State, a rigorous selection process is undertaken to ensure that the best candidate with relevant experience, credentials, and skills is selected. This selection process is fully elaborated in Academic Policy AC22 Search Procedures for Academic Administrative Positions. (See 719.President Job Profile Criteria and Assessment Process; 335.Academic Policy AC22 Search Procedures for Academic Administrative Positions.)

(c) members with credentials and professional experience consistent with the mission of the organization and their functional roles

All members identified in Criterion 3(d) have undergone the selection process described above and have adequate credentials and professional experience consistent with the mission and vision of Penn State. Academic Policy AC22 Search Procedures for Academic Administrative Positions describes how academic administrators are to be selected, and Human Resources Policy HR99 Background Verification Process details the necessary checks that must be completed. (See 335.Academic Policy AC22 Search Procedures for Academic Administrative Positions; 1160.Human Resources Policy HR99 Background Verification Process; 996.Human Resources Data; 1132.Leadership Data Disaggregated by Subpopulations.)

(d) skills, time, assistance, technology, and information systems expertise required to perform their duties

As detailed above, all members of the administration identified in Criterion 3(d) have been selected via a rigorous process and have adequate job-specific skills consistent with the mission and vision of Penn State.

The University has the resources and infrastructure necessary to support administrators in their work. Administrators have access to the reporting capabilities of coordinated management systems such as LionPATH, Workday, Activity Insights, SIMBA, Nuventive, and more. As detailed in Chapter 6, Standard VI, administrators also receive ample IT support in completing administrative tasks.

(e) regular engagement with faculty and students in advancing the institution’s goals and objectives

The President regularly engages with faculty, students, and administrators to advance the institutional goals. The Faculty Advisory Committee to the President consists of the Faculty Senate officers and three elected faculty members. The committee represents the Faculty Senate and therefore the faculty at large as an advisory and consultative body to the President, providing input on matters of general concern to the faculty. Committee meetings occur between 8 and 12 times per year, and topics for discussion include any matter initiated either by the President or the committee. Although committee discussions are confidential, the topics under discussion are announced at Faculty Senate council and plenary meetings.

The administration interacts with the Faculty Senate in several ways. Comments by the President and Provost are included on the agenda of every Faculty Senate plenary meeting, and discussions with the President and Provost are often extensive, lasting an hour or longer. The Provost and vice provosts attend Faculty Senate council meetings and field questions from council members. The Senate Chair meets privately with the President monthly, and the Senate Chair and Executive Director meet individually with the Provost each month. Activities of the Faculty Senate are shared with all faculty in a newsletter that is sent prior to each Faculty Senate plenary meeting. When important University issues arise, the Senate Chair communicates with all faculty through a special email. The administration also keeps faculty informed through Penn State News stories, direct emails, and “town hall”-style meetings, with recent topics including the budget allocation model; diversity, equity, inclusion, and belonging; and issues of racial justice at Penn State. (See 1133.List of Town Hall Meetings.)

As mentioned throughout this report, students can participate in various student governance organizations (University Park Undergraduate Association, Council of Commonwealth Student Governments, World Campus Student Government Association, and Graduate and Professional Student Association) and on faculty, staff, and administrative committees. In these roles, students act as sounding boards for faculty, staff, trustees, and administrators (including the President), providing valuable insights into the student experience.

(f) systematic procedures for evaluating administrative units and for using assessment data to enhance operations

Every five years, an academic administration evaluation review is conducted to ensure excellent performance and adherence to the highest professional standards. Procedures for assessing administrative units are discussed in Academic Policy AC14 Academic Administrative Evaluation. (See 430.Academic Policy AC14 Academic Administrative Evaluation; 1134.Academic Administrative Policy 14 FAQs.)

All academic administrative officers (and their offices) report directly or indirectly to either the Executive Vice President and Provost or the Dean of the College of Medicine. Responsibility for initiating and implementing the periodic review of academic administrative officers and their offices rests with the administrator at the next highest level. Each academic administrative officer within a unit is responsible for developing a process for reviewing their academic unit in consultation with the aforementioned actors and in accordance with Academic Policy AC14 Academic Administrative Evaluation. This process must include the appropriate administrative and faculty groups. (See 430.Academic Policy AC14 Academic Administrative Evaluation.) Each specific unit is reviewed by its own faculty, and a peer review is conducted within related units. The highest academic administrative officer is informed of the results of the review and distributes a summary to faculty and staff in the academic unit.

In addition to overseeing the five-year reviews, the Office of the Vice Provost for Faculty Affairs and OPAIR administer annual Faculty Reviews of Administrative Effectiveness of the academic administrators in all academic units. Faculty, staff, and academic administrators in each academic unit serve as reviewers,

and the results are shared with each academic administrator's immediate reporting office and discussed as part of each academic administrator's annual review.

Penn State Athletics is led by an Athletic Director who reports directly to the President. As mandated by the National Collegiate Athletic Association (NCAA), the University has a Faculty Athletics Representative for Division I sports who oversees Division I student-athletes' general well-being and adherence to principles of academic integrity and exerts institutional control over Intercollegiate Athletics. The Athletic Director also presents a report to the full Faculty Senate about student-athlete eligibility, students' academic highlights, actions that have been taken by the Faculty Senate Committee on Intercollegiate Athletics in the preceding year, and other academic information regarding student-athletes. (See 1110. Senate Committee on Intercollegiate Athletics Annual Report.)

Criterion 5. Periodic assessment of the effectiveness of governance, leadership, and administration.

Board of Trustees

The Board periodically conducts formal reviews of its own performance and effectiveness. The last review was led by the Board's Committee on Governance and Long-Range Planning in 2019, and the next is scheduled for 2023-2024. As part of the 2019 review, trustees received a self-assessment survey that asked them to rate the Board's work on nine criteria, each of which addressed a major component of the Board's responsibilities. Trustees were also asked to rate their contributions to the Board. (See 721.Board Self Assessment Results.) The response rate for this survey was 79%. The trustees' numeric ratings for each criterion and its subcomponents were consistently high, typically exceeding the midpoint of the response scale. The average rating on almost every component was "good." The greatest opportunities for improvement were in institutional planning, Board relations with key constituencies, and academic governance and educational policies.

After completing the 2019 assessment, the Board formed three working groups to address themes related to the size and composition of the Board, its committee structure, and opportunities for improving public dialogue. Important changes resulted from the working groups' discussions, including the adoption of a resolution intended to increase the percentage of Board members from underrepresented racial, ethnic, and gender groups to 50% by 2025. Additionally, the Compensation Committee was reorganized as a subcommittee of the Committee on Equity and Human Resources to reflect the Board's greater awareness of and accountability for advancing equity, inclusion, and diversity at Penn State.

In 2022, the Committee on Governance and Long-Range Planning adopted a comprehensive Board assessment plan and calendar. As part of the plan, which was unanimously approved by the committee, the committee will analyze the impact of the Board of Trustees Skill Set Inventory over time, recommending improvements to the processes for utilizing the inventory in elections and appointments; and conduct an external Board self-assessment in 2023-2024 for the purpose of further improving the effectiveness and efficiency of the Board. (See 153.Board of Trustees Skillset Inventory Report 2023.)

The assessment plan and calendar, which were developed in partnership with OPAIR, provide a clearly articulated and transparent process for the periodic assessment of the effectiveness of the Board's governance structure. This process includes reviewing prior assessment findings and action plans to ensure the Board's organization, structure, and agendas are aligned with the University's strategic priorities.

President

Evaluation of the President is done by the Board and is covered above in Criterion 2(f).

University Faculty Senate

The University Faculty Senate conducts a thorough examination of Faculty Senate operations approximately every 10 years. Self-study committees were convened in 2001-2003 and 2012-2013, and the current self-study committee was charged in fall 2020. To obtain input from Faculty Senators, the Faculty Senate held several discussion forums via Zoom and a forensic discussion during a Faculty Senate plenary meeting. The self-study committee then presented several recommendations in the

form of legislative reports that were subsequently approved by the full Faculty Senate: a preamble was added to the Senate Constitution, the Committee for Elected Senators was formed, and positional reports were added as a report category. The self-study committee is also reviewing election processes, the size of the Faculty Senate, and the organization of the Faculty Senate governance documents. (See 1149.Faculty Senate Legislative and Advisory Consultative Reports 2020 to 2023.)

The Faculty Senate is responsible for setting policies governing the curriculum and courses, academic admissions standards, graduation requirements, and scholarships and honors. Undergraduate curricula and courses are posted in the *Penn State Undergraduate Degree Programs Bulletin*. (See 74.University Bulletin Undergraduate Curricula and Courses.) Curricula and course changes are submitted by departments, reviewed by a unit committee, and finally reviewed and approved by the Faculty Senate Committee on Curricular Affairs following the Undergraduate Curricular Procedures. (See 81.Senate Committee on Curricular Affairs Webpage; 522.Undergraduate Curricular Procedures.) Results from the last comprehensive review of the General Education requirements were approved by the Faculty Senate at its March 28, 2015, meeting, and implementation began with students matriculating in summer 2018. (See 1150.Gen Ed Planning and Oversight Task Force Revision to Gen Ed Curriculum.) Another significant update was made to the General Education program to simplify accounting for credits and requirements; this also took effect beginning with students matriculating in summer 2023. (See 1195.Update General Education Policies.) Each course that satisfies a General Education requirement was recertified to align with the updated Learning Objectives. Finally, an update on this recertification process was provided to the Faculty Senate in February 2023. (See 1151.Gen Ed Assessment Update on Gen Ed Assessment 2022 to 2023.)

Administration

Evaluation of academic administrators is covered in Criterion 4(f).

EFFECTS OF COVID ON COMPLIANCE WITH STANDARD VII

Throughout the COVID-19 pandemic, Penn State used its existing governance structure to explore options, create plans, and inform decision-making. The governance structure was augmented by a Coronavirus Management Team led by the Executive Vice President and Provost; an Executive Leadership Team led by the President; and later a Coronavirus Command Operations Center. The teams included academic and administrative leaders, Faculty Senate leaders, and experts in infectious disease, community health response, and strategic communications. Each team's meeting frequency varied over the course of the pandemic, ranging from twice a week for the first six months to semimonthly for the rest of the pandemic before concluding in summer 2022. The Board of Trustees received an informational briefing and updates on the University's COVID-19 response. At the onset of the pandemic, the Board held weekly calls, migrating to biweekly and then monthly before concluding in summer 2022.

Policies and procedures were adjusted to allow the University to continue to realize its mission while considering the health and safety of the Penn State community. When adjustments or temporary modifications were made to policies, the appropriate policy stewards and legislative authorities were engaged in the process. For example, temporary changes to grading policies involved the Faculty Senate, Graduate Council, Office of Undergraduate Education, Graduate School, Dickinson Law, and Penn State Law; policies and protocols to accommodate remote work for faculty and staff engaged the Office of Equal Opportunity and Access, Human Resources, and the Office of the Vice Provost for Faculty Affairs; the creation of temporary instructional modes and associated guidance involved the University Registrar and academic administration; and temporary policies and procedures implemented for the safety of the community (including masking, vaccination, and testing) were guided by health professionals, established by executive leadership, and communicated through academic and administrative channels.

Compliance was maintained by engaging the existing governance structures to adjust policy as needed and communicating the adjustments and the duration of the adjustments to students, faculty, and staff through a coordinated set of internal channels including centralized websites, a weekly faculty digest,

the Faculty Senate, and administrative networks. The University also engaged and informed OPAIR, which kept the Middle States Commission on Higher Education informed as appropriate.

CONCLUSION

Penn State has a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency, including the governing body, administration, faculty, staff, and students. Penn State’s governing body is the 38-member Board of Trustees. The University’s current president, Dr. Neeli Bendapudi, was appointed by the Board on May 9, 2022. President Bendapudi is supported by the President’s Council, which consists of the University’s top leaders and advises the President on all matters related to the mission and institutional priorities of the University. The Executive Vice President and Provost is Dr. Justin Schwartz, who served in an interim capacity from August 2022 through April 2023 and was permanently appointed to the position effective May 1, 2023.

The University Faculty Senate is the representative body of all Penn State faculty. The University Staff Advisory Council acts in an advisory capacity to the Vice President for Human Resources and the President to facilitate open and equitable deliberations over the policies, procedures, and programming that impact staff. A marquee opportunity for student advocacy and leadership is through the student-organized governing boards: the University Park Undergraduate Association, Council for Commonwealth Student Governments, and Graduate and Professional Student Association.

The Board of Trustees, President, and administrators operate under clear reporting lines with appropriate autonomy and support. The Board of Trustees is the ultimate governing body of the University and is responsible for the governance and welfare of the University and all interests specific to students, faculty, staff, and alumni. The Board exercises its fiduciary oversight through its committees. The Board is also responsible for the review and approval of certain University policies. Generally, the official with authority and responsibility for a particular subject area may initiate university policies. The President regularly engages with faculty, administrators, and students in advancing the institutional goals in various ways.

The recent changes in leadership at all levels of the University have presented significant opportunities for Penn State. The President has articulated clear goals that have the full support of the University’s trustees and community. Defining clear metrics and implementation strategies will be a complex undertaking for a university with the diversity and breadth of Penn State. Penn State is governed and administered effectively, allowing it to realize its stated mission and goals with education as its primary purpose.

Evidence Index for Chapter 7

ID	Name	ID	Name
74	University Bulletin Undergraduate Curricula and Courses	569	University Administrative Organizational Chart
81	Senate Committee on Curricular Affairs Webpage	572	President’s Council Membership
153	Board of Trustees Skillset Inventory Report 2023	707	Board of Trustees Current Membership
319	Administrative Policy AD00 Policy on Policies	709	Board of Trustees Committee Membership
335	Academic Policy AC22 Search Procedures for Academic Administrative Positions	711	Audit and Risk Committee Guidelines
375	Faculty Senate Governance Documents	718	Board of Trustees Committee on Finance Business and Capital Planning Minutes October 2022
430	Academic Policy AC14 Academic Administrative Evaluation	719	President Job Profile Criteria and Assessment Process
522	Undergraduate Curricular Procedures	720	Presidential Position Specification
537	Penn State By Laws	721	Board Self Assessment Results
538	Board of Trustees Charter	723	Academic Leadership Council
539	Board of Trustees Standing Orders	724	Council of Academic Deans
567	Board of Trustees Conflict of Interest Disclosure and Certification Report 2022	749	Staff Advisory Council Annual Report 2021 to 2022

ID	Name
784	Penn State Statement on Diversity Equity and Inclusion
898	Board of Trustees Meeting Dates Agendas and Minutes 2022 and 2023
899	Board of Trustees Committees
940	Presidential Vision and Goals
968	President Bendapudi Article
971	University Staff Advisory Council Bylaws
972	Board Committee on Academic Affairs Research and Student Life Operating Guidelines
973	Board Committee on Academic Affairs Research and Student Life Goals and Priorities 2022 to 2023
975	Compensation Operating Guidelines
976	Board Committee on Finance Business and Capital Planning Operating Guidelines
980	Operating Guidelines for Board Committees
989	University Faculty Senate Membership List
991	Board of Trustees Conflict of Interest Certification Form
996	Human Resources Data
1096	Council of Campus Chancellors 2023
1098	President's Council Membership
1110	Faculty Senate Committee on Intercollegiate Athletics Annual Report
1112	Presidential Evaluation Timeline 2022 to 2023
1114	Penn State Student Government
1115	University Park Undergraduate Association
1116	Council for Commonwealth Student Governments Mission
1117	Graduate and Professional Student Association Mission
1118	Graduate and Professional Student Association Standing Committees
1119	World Campus Student Government Association Mission
1121	Trustees Move to Diversify Board Article

ID	Name
1122	Board of Trustees Discuss Diversity Initiatives
1124	Strategies for Ensuring Career Readiness Report
1125	Board Committee on Finance Business and Capital Planning 2022 to 2023 Goals and Priorities
1126	Board Committee on Audit and Risk 2022 to 2023 Committee Goals and Priorities
1127	Presidential Recruitment and Selection Committee Membership
1128	Next Gen Penn State Advisory Group Membership and Findings
1130	Staff Data 2022
1132	Leadership Data Disaggregated by Subpopulations
1133	List of Town Hall Meetings
1134	Academic Administrative Policy 14 FAQs
1145	Board of Trustees Meeting Minutes Appointing President Bendapudi
1146	Board Mentoring Program
1147	New Trustee Orientation Assessment 2022
1148	Board Required Information
1149	Faculty Senate Legislative and Advisory Consultative Reports 2020 to 2023
1150	Gen Ed Planning and Oversight Task Force Revision to Gen Ed Curriculum
1151	Gen Ed Assessment Update on Gen Ed Assessment 2022 to 2023
1153	Board of Trustees Charter, p. C-6
1154	Board of Trustees Bylaws p 8 Section 2.12
1156	Policy Category Responsible Officials
1157	New Trustee Orientation Schedule June 2023
1160	Human Resources Policy HR99 Background Verification Process
1169	Neeli Bendapudi Curriculum Vitae
1195	Update General Education Policies

This publication is available in alternative media on request.

The University is committed to equal access to programs, facilities, admission, and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information, or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated.

Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Office, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; Email: kfl2@psu.edu; Tel 814-863-0471.