

**Penn State Berks Faculty Senate**  
**Monday, April 19, 2021**  
**12:15 – 1:15pm**  
**Zoom (Zoom ID: 969 2955 7806; Passcode: 958861)**  
**Agenda**

- 1. Call to Order**
- 2. Approval of the Minutes of the March 29, 2021 Meeting (Appendix A)**
- 3. Announcements and Reports by the Chair**
- 4. Reports of the Officers and University Senators**
  - Vice Chair Ryan
  - Secretary English
  - University Senator Bartolacci
  - University Senator Synder
  - University Senator Zambanini
  - University Senator Mahoney
  - SGA President Michael Shott
  - Student Senator
- 5. Comments/Announcements by Administrators**
  - Chancellor Grant
  - Associate Dean Larson
- 6. Unfinished Business**
- 7. Forensic Business**
- 8. Motions from Committees**
  - Meeting Dates for 2021/2022, Executive Committee (Appendix B)
  - Uncompensated Summer Workload, Executive Committee (Appendix C)
  - Faculty Compensation and Academic Budget Report, Strategic Planning and Budget Committee (Appendix D)
  - Assessment of Advising Report, Faculty Affairs Committee (Appendix E)
- 9. Informational Reports**
  - Beaver Athletics and Wellness Center Construction Update, Physical Facilities and Safety Committee (Appendix F)
  - Police Services Response to BIPOC Student Conduct Issues, Student Life Committee (Appendix G)
  - Report of Faculty Salaries, 2019-2020, Strategic Planning and Budget Committee (Appendix H)

**10. New Legislative Business**

**11. Comments for the Good of the Order**

**12. Adjournment**

## Appendix A

### Penn State Berks Senate

March 29, 2021

12:15-1:15 PM, via Zoom

Attendees: Ali Alikhani, Jennifer Arnold, Amir Barakati, Mike Bartolacci, Tara Beecham, Mike Briggs, Jill Burk, Flavio Cabrera, Catherine Catanach, Donna Chambers, Valerie Cholet, Tricia Clark, Ebonie Cunningham-Stringer, Jennifer Dareneau, Justin De Senso, Justin DiAngelo, Deb Dreisbach, Bert Eardly, Colleen English, Azar Eslam Panah, Maria Fellie, Andrew Friesen, Nathan Greenauer, Hassan Gourama, Sarah Hartman-Caverly, Jinyoung Im, Ben Infantolino, Jim Laurie, Ada Leung, Joe Mahoney, Michelle Mart, Lauren Martin, Cesar Martinez Garza, Catherine Mello, Pauline Milwood, Tami Mysliwicz, Shannon Nowatarski, Dawn Pfeifer Reitz, Matt Rhudy, Jeanne Rose, Holly Ryan, David Sanford, Jessica Schocker, Jeane Serrian, Allison Singles, Stephen Snyder, Terry Speicher, Hartono Tjoe, Francisco Torres, John Weber, Bob Zambanini, (faculty); Kristin Hawley, Marie Smith (staff); G. Michael Shott (students); Pradip Bandyopadhyay, Kim Berry, Lisa Glass, George Grant, Elyce Kaplan, Janelle Larson, Lolita Paff, Belén Rodríguez-Mourelo, John Shank (administration).

#### 1. Call to Order

2. **Approval of the Minutes of March 8, 2021 Meeting (Appendix A)** –The Chair called for a motion to approve the minutes, second; *the minutes were approved.*

3. **Announcements and Reports by the Chair** – The following candidates are being nominated for Berks Officers and University Senators: Chair, Holly Ryan; Vice Chair, Colleen English; Secretary, Bob Zambanini and Lorena Tribe; University Senators, Dawn Pfeifer Reitz; Deb Dreisbach; and Mike Bartolacci. Do we have any additional nominations from the floor; hearing none, a motion was called to close the nominations, second. For those nominated please send me your statement by the end of the week. Vice Chair Ryan will be setting up the election for nominations for secretary as well as for the two slots open for university senator.

#### 4. Reports of Officers and University Senators -

- **Vice Chair Ryan** – The college P&T committee elections will be filling out shortly we have voted in some new members and I will be running the elections for senators.
- **Secretary English** – No report.
- **University Senator Bartolacci** – Two updates on previously shared items. On the issue on the discrepancy for promotion to full professor between UP and the campuses, there was a resolution that was unanimously approved back in December by the entire commonwealth caucus, which has now gone to the Senate Council so maybe Senator Snyder can speak to this. I personally forwarded a copy of this resolution to Madlyn Hanes, VP for Commonwealth Campuses. The resolution has a white paper behind it which basically outlines difficulties that campus faculty have in obtaining full professor due to their different focus as the campuses vs. UP. Beth Seymour will be bringing this to Senate Council. My second report has to do with granting research status to faculty at the campuses that don't have graduate programs. The head of the graduate council which basically the graduate school enforces policies created through the graduate council. Now the graduate council, everybody that is on it is from a unit that has grad programs so we have no representation there. Several members from Senate met with them regarding the problem and they seem to understand our issues but I don't think they seem to want to move on our issues. In fact, the head of the graduate council addressed the entire Senate at the last meeting and I got nothing out of his talk which indicated any kind of changes in policy. This could potentially be a long battle with the Senate Council over this issue.

**University Senator Snyder** – I cannot comment on any of that because I do not have an agenda for Senate Council as we are currently in between meetings. That being said I cannot add to anything Senator Bartolacci has said. I have very little to report at this point. I want to say that you have to understand a couple things, first of all commonwealth caucus has no legislative purview whatsoever. It is an organization that can build consensus, but it really cannot legislate anything. It has to then go through the next step so whatever that happens to be I will certainly let you know. Right now, there is not a whole lot else that I am aware of that is on the agenda. This has been a year of housekeeping and cleaning up our standing rules with the university senate. We do have one more item coming forward that I think it going to be on the agenda as a legislative report but that really only has to do with the

shifting of committee assignments. So, as you know we have changed and revised our constitution standing rules a number of times over the last few years. It's just a change in reporting line for that; we are recommending that a committee deal with that rather than the senate council. We have a committee on rules that deals with university senate constitution that is the same organization that should deal with local governance documents.

- **University Senator Zambanini** – Discussions continued at our committee meeting concerning the promotion flow report but we also had an interesting thing arise called the Delphi Award. The criteria for this award are it is a \$15,000 grant broken into five \$3,000 awards for any faculty member to apply. It is really for any fixed term faculty and its focus is on advancement and development. This will be brought to the floor at our April meeting. My assumption is these five awards will be awarded throughout the university and not at each campus.
- **University Senator Mahoney** – Reporting for the subcommittee on curricular affairs, we are being told that there is an antiracism committee being charged in the near future to look at curricular changes. We also had a joint session which pertained to the issue on how some courses that are being taken at the commonwealth campuses are not being counted at University Park in particular having to do with Smeal so conversations are underway to get these issues worked out with Smeal. In the plenary meeting, President Barron shared over \$100 million was received from PPP in part to cover students' tuition payments. Fortunately, the support from the state was flat this year so that was good. He did not see any change in the give-back units so the cuts we are seeing will remain but left room for the possibility of a GSI. At the time he had nothing to add on the vaccination plan. Provost Jones commented that COVID testing was going well. I believe since our meeting, State College has become the ninth biggest hotspot in the country so maybe that's changed a bit. He indicated that at the time no testing was being planned when leaving for summer for students like was done for fall. Masking for fall is a distinct possibility but it was too early to say one way or the other in-regard to masking and social distancing protocols for fall in-regard to our face-to-face plan. A new curricular review system is coming, I think for fall it is planned. So, if you have submitted a new course proposal major/minor certificate recently, we are changing over how it is to be submitted and the flow for the approval process which is supposed to be better. The IRB process is in the proves of being streamlined which is going to combine all of the IRB's basically academic one, the Hershey one, the St. Joe's one, and there might be two other IRB's that exist are all going to be consolidated into one system which should make the system process more streamlined. The last report was in-regard to a change in policy AD102, Consensual Relationships. No longer do non-supervisory relationships have to be reported so it's more or less a relaxation of the protocol for this policy.

**SGA President Michael Shott** – The SGA elections are concluded. Lestine Paye and I have been re-elected as president and vice president for next year. We are also welcoming a new university senator; his name is Benjamin so hopefully he will be able to join us and get up to speed with the Senate meetings for the remainder of this semester. One big development is we are in the process of formalizing a contract with the Rotary Club. At the college level it is call Rotaract. We will be welcoming all student, staff, and faculty to join us to help in this new effort. Our outlook is to have this new endeavor on the same level as THON or CAB both of which have much exposure and membership. If any faculty members are interested in getting involved please let me know. We are looking to have this new club established within the next month or two.

- **Student Senator** – Not present.

## 5. Comments/Announcements by Administrators

- **Chancellor Grant** – There were discussions at a recent meeting concerning a secure depository website so more conversations on that will be taking place. The other topic was on a local commission on racial bias and community safety which more conversations will be taking place on that too. There was some good dialog about their different groups and how the different groups interact with each other. In the near future, I will be meeting with these groups to discuss how best to strategize and will present those finding to you at future meetings. Budget work remains underway. My plan for FY2021-22 is I will host a series of town halls meetings so I can lay out the college budget to the campus community. For the Associate Dean position, I have made an offer and have received a verbal yes but have not yet received the signed contract which hopefully I will receive in the next couple of days. Once I have this I will share the announcement with the campus community which will hopefully be by the end of this week.

- **Interim Associate Dean Larson** – A faculty meeting will be held this Wednesday where there will be opportunity for Q&A, looking forward to the fall semester, and talking a little more about commencement. The meeting will be held at the same time, new zoom link; details will be coming.

6. **Unfinished Business - None**

7. **Forensic Business – None**

8. **Motions from Committees –**

- **Campus Safety for BIPOC Faculty, Staff and Students, Physical Facilities and Safety (Appendix B)** - Committee Chair Valerie Cholet provided an overview of their charge noting in light of the current sociopolitical climate, the committee collected information on the mission of University Police and Public Safety services as well as met with these groups. While meeting with they specifically focused their on-safety issues in-regard to physical facilities at Berks. Part of their discussion identified what the direction of University Police and Public Safety as whole is going in terms of equity, diversity, and inclusion initiatives. Primarily the established new position filled by a Penn State graduate Iris Richardson. In addition to this new position, station managers were tasked with reaching out to leaders of marginalized students at various campuses and to identify issues and concerns. Iris has been beneficial in developing guidelines with police and students, she has instituted a check list as well as keeping tabs on progress made. There was also a transparency website developed and the links to those are provided within the report. In terms of police training, they have taken on a comprehensive approach and have initiated training and topics including antibias policing, cultural awareness, implicit bias policing, mental health crisis training, code of ethics and professional conduct. There is also link in the report to the municipal police officers' education and training commission which is required by the Commonwealth. As far as our local efforts, Lieutenant Station Commander John Bessey has had officers participate in first-year seminars classes, they've done cones with cops and has reached out to many students groups. With our physical plant, Kim Berry reported that a recent evaluation of the campus has identified over 130 closed circuit cameras on campus noting they will continue to be added as card access points are added to different building on campus. Discussion and Rationale which are highlighted within the report shared. In conclusion, the following recommendation were made: (1) The administration should encourage an ongoing dialogue between faculty and Police Services; and (2) Create new standing charge: Access and make recommendations regarding ongoing police efforts concerning issues of diversity, equity, and inclusion.

(Chair Schocker) Are there any additional question? We will be voting on each recommendation separately. Discussion followed and clarification made in-regard to protocol for recommendation #2, creating a new standing charge.

(Senator Snyder) I would like to add a couple things, making it a standing charge would give the committee a lot of latitude on how they want to address it. So even if they don't get to it every year that does not mean they can't get to it at any time bring it forward. The other thing is in the past we have had Chief of Police Services come to address the Senate or consult with the Senate in a plenary meeting. There is no reason why we couldn't invite Chief Bessey in to speak. The last time was when there were a lot of mass shootings taking place within the country. It is always beneficial to have a representative from Police Services come in to address these issues.

(Valerie Cholet) When we were discussing this as a committee we weren't sure if it was appropriate for Police Services to be in either the faculty meeting or the Senate meeting so that is why we opted for the flexibility of the faculty meeting to make that decision.

(Senator Snyder) May I respond? If you are the chair you can invite experts in to speak and if you are the chair of the Senate, you can invite experts in to speak.

(Chair Schocker) OK. Thank you. Are there any other questions or discussion on the report? Hearing none, Secretary English you may go ahead and share the poll beginning with the first recommendation.

(Secretary English) I will open the poll to recommendation #1; a reminder voting is limited to full-time faculty members only. Results: 45 in favor; 2 opposed; 7 abstentions; *the motion was approved*. I will now open the poll to recommendation #2. Results: 37 in favor; 6 opposed; 10 abstentions; *the motion is approved*.

## 9. Information Reports –

- **Antiracism Education in Student Coursework, Academic Affairs Committee (Appendix C)** – Committee Chair Flavio Cabrera provided a detailed summary of the report. Noting the committee wanted to have a better understanding of the experiences and ideas of those who have already worked on the subject and spoke to several criteria items provided within the report. Those faculty already familiar with the subject matter shared many experiences of what it is and how to incorporate these subjects within classes. Recommendations were shared; additional support is needed. There are several programs at Berks that already deal with these issues; examples provided. The survey that was shared included a space for faculty to include comments on the subject. The survey showed contrasting results and provided interesting insights which are highlighted within the report. The survey results seem to indicate a bias on the background of those answering the survey, noting more responses seem to come from faculty that is either actively involved within these areas or has interest in the subject matter. Results from the survey shared. Reasons for not answering a survey could vary greatly from not having interest in the subject to uncertainty on how antiracism education applies to them or what it really is. This indicates administration must contemplate providing professional development for all faculty to address these issues.

(Chair Schocker) Thank you. It came up at Executive Committee that being this report was at the end of the meeting that a special meeting just on this topic may be needed. Secretary English will share a poll to see if there is interest with faculty in having a special meeting.

(Michelle Mart) I just wanted to say that I think when looking at a survey like this that it makes sense to separate out the response rate of full-time vs. part-time faculty. I think that part-time faculty who are not a part of the life of Berks or not as invested and strapped for time are less likely to respond to something like this. I wouldn't necessarily assume that it's a terrible response rate, I would look at the response rate for all full-time if your curious but it's hard to get people to do surveys especially if you are part-time.

(Chair Schocker) Are there any other discussion points before we launch the poll?

(Justin De Senso) I think one that the report shows are there is no intention to racial literacy blowing right past that and going to antiracism. I think there needs to be a collective reckoning of what that means, that it looks like, and how we understand race as colleagues because there is a profound difference in our shared literacies when it comes to racism for good and for bad.

(Secretary English) You should feel free to vote even if you are not a voting member since this is not considered official legislative business. The results indicated the majority have interest.

(Chair Schocker) We will send something out to get a special meeting scheduled. I would like to close by again thanking the committee for their hard work on this very important subject matter.

## 10. New Legislative Business - None

## 11. Comments for the Good of the Order – None

## 12. Adjournment

## Appendix B

### **Executive Committee**

#### **Senate Meeting Dates 2021-2022**

*All meetings during common hour*

Motion from the Executive Committee to approve the following schedule of meetings.

**Standing Committee Meetings, excluding Executive** (Committee chairs to reserve rooms and/or schedule via ZOOM)

September 13  
October 4  
November 8  
January 10  
February 7  
March 14  
April 4

**Executive Committee Meetings** (Secretary to reserve rooms and/or schedule via ZOOM)

September 20  
October 11  
November 15  
January 24  
February 21  
March 21  
April 11

**Full Senate Meetings** (Locations TBA)

September 27  
October 18  
November 29  
January 31  
February 28  
March 28  
April 18

## Appendix C

### Executive Committee Advisory and Consultative Report Uncompensated Summer Workload April 2021

#### **Charge:**

Investigate faculty concerns about uncompensated summer workload. Consider the COVID-19 pandemic circumstances and the role they have played in this issue. Prepare an advisory and consultative report with recommendations.

#### **Introduction and Background:**

A number of faculty members at Penn State Berks reached out to members of the senate Executive Committee to express concerns about uncompensated summer workload after the summer of 2020. This report will synthesize a) literature and surveys conducted across the country about increased workloads for university faculty, and b) anecdotal evidence from Penn State Berks Faculty. Considering this charge is explicitly related to faculty workload, and in an effort not to add to that workload, faculty at Penn State Berks were not asked to complete a survey. Faculty have brought concerns about the increased demands of workload during the COVID-19 Pandemic to administrators throughout the school year in multiple other forums (such as faculty meetings). This trend is nationwide (worldwide, indeed), and plenty of articles have already been published about the increased workload of university faculty.

#### **Information:**

Several academic studies have been released that discuss the increased demands on faculty throughout the past year of the COVID-19 Pandemic, not only in the summer. See, for example: [Course Hero](#), [The Chronicle of Higher Education](#), and a statement from [UMass Amherst](#). The Chronicle of Higher Education reports that “Faculty members are experiencing high levels of stress, hopelessness, anger, and grief. They report heavy workloads and say their work-life balance has deteriorated.” Penn State has recently acknowledged this impact on faculty as well in a recent article on [burnout](#). Notably, “Faculty show concern that, even after the country gains more control of the deadly pandemic, changes to higher education will be permanent”



(Course Hero study, November 2020). These studies highlight that the impacts are highest for [women](#) and [BIPOC](#). Many articles describe faculty burnout, stress, and mental health concerns.

Clearly, the patterns introduced above are trends not unique at Penn State Berks. Penn State Berks faculty members have reported, anecdotally, an increase in summer 2020 workload in particular. For example:

- Faculty members had to work to move classes traditionally held in person to online formats.
- Service positions (such as search committee membership) were extended due to delays in the Spring 2020 semester.
- Students needed more emotional support from faculty, mentors, and advisors.
- Administrators needed to communicate more than usual with faculty during the summer, requiring faculty to read and respond to email more than usual.
- Faculty had to prepare workspaces at home.

### **Discussion:**

Though faculty were verbally praised for their often Herculean efforts over the last thirteen months, many are concerned for the future. While 2020 demanded that almost everyone rise to the occasion and work beyond our contracted time, this is a trend that cannot be sustained for the physical, mental, and emotional health of our faculty, who are on nine-month contracts or on part time contracts. Studies, including those cited above, already warn that faculty -- particularly women, BIPOC, and junior faculty -- will already see long-term career impacts as a result of the pandemic.

### **Advisory Proposal:**

Given the combination of scholarly support and anecdotal evidence from faculty at Penn State Berks, the Executive Committee makes the following recommendations to the Penn State Berks administration:

1. The faculty's willingness to go above and beyond their contracted workload during the COVID-19 pandemic should not be used as a model for future workload decision-making, including during times of crisis.
2. Even in times of crisis, faculty contracts ought to be honored, and work done outside of that contract should be limited and appropriately compensated.

**Submitted by:**

Jessica Schocker, Chair

Holly Ryan, Vice Chair

Colleen English

Michael Bartolacci

Joseph Mahoney

Stephen Snyder

Bob Zambanini

Michelle Mart

Matthew Rhudy

## **Introduction**

The Strategic Planning and Budget Standing Senate Committee was charged this year to: “Investigate how faculty are compensated for leading independent studies and internships across programs and divisions on campus” (Charge 9) and is annually charged to “Monitor and regularly report to the Senate specific budget information related to the academic budget of the campus, including but not limited to new positions, travel, departmental/divisional allotments, faculty development, etc.” (Charge 3). Since budget transparency to this committee has not been the norm for a number of years (based on a search of Berks Senate records), the committee decided to interview Program Chairs regarding these matters. The committee wishes to thank the Program Chairs (PCs) who participated for their cooperation, especially since a number of PCs expressed concern and only agreed to participate after being assured any data would be de-identified. This hesitancy alone speaks to the need for increased budget transparency which is a major finding of this report. Other findings were that standardization and publication of budget processes as well as independent study and internship compensation practices would help to increase trust / confidence and reduce confusion for all faculty.

Spring 2021 Update: PCs (and heads of other non-academic offices) have been asked to submit a 5-year budget plan to their respective Division Heads. The new Chancellor has proposed “town hall”-style meetings about the campus budget. The committee welcomes these initiatives which seem to promote more participatory decision-making with respect to program budgets, as well as more transparent communication practices.

## **Discussion**

General note: In the interest of avoiding the identification of individual respondents, programs, or other units, the findings of the committee’s fact-finding efforts must be reported in broad terms. This generality should not detract from the findings. Furthermore, it was not the committee’s intent to get into a detailed comparison of budgets or practices as these types of comparisons are rarely productive. Finally, it should be noted that the committee’s interviews took place during an uncertain, transitional period with respect to Penn State and Berks’ budget and financial resources. Specifically, interviews were originally scheduled to take place in Spring 2020 but some had to be rescheduled due to Covid-19. As such some of the perceptions (e.g., inequity, uncertainty) of faculty and the specific situations they reported could stem in part from the timing of this investigation.

## **Findings Relative to Budget allocation and approval, Budget Cuts, and Other Funds**

- There was inconsistency (across programs, across divisions) in how budgets were administered ranging from spending a lump sum to submission of an itemized budget to be approved each year. Some degree programs reported not having any budget to spend.

- Programs experienced budget cuts in recent years but how the cuts were achieved (the level of freedom given to each program in how much / where to cut) were different.
- PCs reported confusion and a lack of information or transparency regarding how budgets and cuts were determined and by whom, as well as the future of their program's budget or the sources of funding from which programs could draw.
- Cuts made by programs primarily concerned instructional and program-wide activities, promotional materials for majors, and faculty professional development.
- According to PCs, cuts made to their program's activities have affected the following:
  - Functioning of the program itself and its survival (for instance, activities that define the program and distinguish it from others)
  - Ability to promote the major, recruitment / retention of students
  - Opportunities for networking, community building, or outreach
  - Some of students' core educational experiences and, indirectly, educational outcomes
- Cuts have impacted staffing in some areas through programs' inability to hire needed new positions, refill lost positions, hire adjuncts. In some cases, faculty have resorted to habitually teaching overloads due to unmet staffing needs. Other programs reported not being able to offer overloads. Other solutions have centered on increasing class sizes and adjusting the frequency of offerings.

### **Findings Relative to Compensation Model for Internships, Independent Studies, Capstone/Theses, Program coordination**

- Most programs offer independent studies only on a per-needed basis to help students meet graduation requirements or, less often, to work with faculty. Most (but not all) are paid on a per-credit/per-person basis, but many PCs were unsure of the amount paid or gave different amounts. Some faculty have reported offering these without pay.
- Programs that require internships treat corresponding administrative or supervision responsibilities as part of one faculty member's course load (i.e., a course is taught in parallel to internships). Compensation is less clear for optional internships; some faculty have reported supervising these without pay.
- Programs with required capstone experiences or senior theses primarily treat these as courses. Similar to optional internships, some faculty have reported supervising exceptional, optional thesis projects without pay.

### **Additional Findings That Came Out of PC Interviews and Committee Discussions**

- There were recurring mentions of a lack of fairness and transparency to the budget cut and approval process and what are considered permissible budget items.
- For many programs, flexible, "non-essential" spending has been cut down to bare minimum (or eliminated) to preserve the program's core instructional mission. However, but for several of these programs, the cuts have also impacted the program's ability to grow or fulfil its promise to students.

- Faculty are paying out of pocket for some expenses (esp. food, events) or seeking outside funding to contribute to program and educational expenses that they perceive as essential but had to be cut.
- For most programs, the observation of hiring freezes and non-renewed position is generally consistent with decreased enrollment but may have preceded the enrollment crisis.
- Serious staffing and funding problems (namely, the lack of a budget) were noted for General Education-related academic activities not associated with specific majors:
  - lack of full-time faculty;
  - chronic overload;
  - increased class cap sizes;
  - no support for faculty (professional development etc.);
  - loss of course reserves or support for students in need.
- Confusion about supplemental pay (when, how much, how it appears on paystub) for independent study across several PCs. Some PCs seemed could name an amount but disagreed on what this amount was. They may have been recalling out-of-date information, but it is also possible that independent study compensation has been inconsistent.

## General Conclusion

An overarching finding across interviews conducted with PCs is that many issues they reported ultimately stem from a lack of clear policies and guidelines. This hurts the Berks community in a few ways. First, because no one can easily point to a policy on program budget allocation and administration, it fosters the worry that programs or divisions are being treated differently, whether this is the case or not. These concerns were conflated with rapid changes to existing policies (beginning with enrollment declines and accelerating with Covid-19) and what some respondents perceive as unclear communication from the administration. Thus, to these concerns of inequity were added perceptions of arbitrary decision-making. Second, without a clear set of guidelines, PCs could either spend money on things they should not or chose not to spend their budget when they should (and look for other “pots of money”, i.e., funds not expressly and specifically allocated for the purpose of funding academic programs at Berks, to cover the expense). Finally, this lack of clarity makes it more difficult for PCs to prepare program budgets and for programs to plan for the future in a longer-term, sustainable way.

The following areas would benefit from increased clarity and transparency:

- Allowable program expenses, as clearly defined categories related to the function of the spending (rather than the precise nature of goods or services);
- What is deemed essential and non-essential in terms of functions of program spending;
- The proportion or amount of program spending to be cut from non-essential spending by each program in a given year;

- The process through which budget cuts are communicated to PCs and their latitude in determining their budget;
- Other sources of funding available to support program activities, beyond the Academic Affairs budget (what these sources are, to which ends they may be used and by whom, and why they are not being cut).

### **Advisory Proposal**

The committee recommends the following steps be taken in order to increase transparency and efficiency in the budget process:

- In a centralized location accessible to all faculty, publish and regularly update the following information: allowable program expenses, definitions of program spending categories deemed essential and non-essential, the process for communicating and implementing program spending cuts, the procedures for budget approval by Division Heads, and other funding sources that may be used to fund program expenses.
- Ensure that procedures for budget cuts and budget approval are standardized and implemented uniformly across programs and divisions. These procedures should also be published (see previous point).
- Ensure a shared understanding, between PCs and Division Heads, of the definitions, categories, and procedures outlined in the previous first point.

The committee recommends the following steps be taken to clarify the independent study compensation model:

- Publish and update, in a centralized location accessible to all faculty, the current policies and rates pertaining to the supervision of independent studies (and, relatedly, overload or summer compensation).
- Faculty are discouraged from offering independent study (or optional internship/thesis) supervision without compensation when such a compensation model exists. These instructional modalities should not be offered to students if the university lacks the budget to consistently compensate the faculty responsible for their provision.

The committee recommends the following additional charges to next year's Strategic planning and Budget committee:

- Ongoing monitoring of budgeting process and budget-related transparency by the committee.
- A re-evaluation of funding, faculty support, and staffing for General Education courses and activities not offered under the umbrella of a degree program.

### **Strategic Planning and Budget Committee**

Catherine Mello (Chair)

Ryan Hassler (Vice-Chair)

Jui-Chi Huang

Benjamin Infantolino

Maria Fellie  
Lauren Martin  
Jayné Park-Martinez  
Malika Richards

## Supplemental Materials

### Program Chair Interview Template

The purpose of this interview is to gain insight into program budgets and how have been affected by the ongoing budget challenges as part of Standing Charge 3 of the Strategic Planning and Budget senate committee. Because Program Chairs are typically in charge of or involved in internship/thesis/capstone courses, we are also asking questions related to these courses to address Charge 9. The benefits of this are increased transparency around budgeting issues and assigned teaching loads. Increased transparency can lead to increased equity among programs and faculty members.

Post-pandemic changes to interview: When asking about recent procedures, issues, etc. (items below) we mean “business as usual,” before COVID-19 pandemic. However, we also invite respondents to specify if the information still applies or if there were pandemic-related changes.

#### Charge 3 Program budget

1. Can you describe to me the process of creating and/or being allocated a budget for your program?
  - a. Have you experienced any changes in the overall budgeting process in the past few years? What were they?
2. What is the approximate size of your program’s budget?
3. Has your program’s budget been cut since the college budget crunch?
  - a. Can you specify or approximate the percent size of your program’s budget cut since the college budget crunch?
  - b. How was this cut implemented?
  - c. How has this impacted your program?
4. Have you experienced any changes over the past few years in what your program is allowed to spend funds on?
  - a. What have you been allowed to spend money on this year?
  - b. What are you no longer allowed to spend money on?
  - c. How has this impacted your program?

#### Charge 3 Staffing Issues

5. Have you had any searches halted in the past few years?
6. Have you had to downgrade any of your program’s positions?
7. What unfulfilled staffing needs do you currently have in your program?
8. How has this impacted your program?

#### Charge 9 Internships +

- (Need to gather information on how the program handles these appointments: who supervises / how many students per faculty per semester / obligation as per curriculum and program structure, or ad hoc? Linked to a course enrollment – which we assume is compensated - or separate from a course?)



9. Who is assigned to supervise independent study, internship, thesis, and capstone projects?
10. How many students are in these classes each semester and how many credits are the students receiving?
11. Are these courses required for the major specifically, can be used to fulfill major requirements, or entirely by choice?
12. What are the current compensation models for the following: independent studies, internships, theses, and capstone projects?
  - a. How have these compensation models changed in the past few years, if at all?
  - b. How has this impacted your program?

## **Thematic Analysis: Program Chair Interviews**

Method: Committee members met with PCs individually or in small groups to administer the interview questions. A thematic content analysis approach was used. Each committee member was responsible for reviewing a subset of interview transcripts to identify emerging themes. Committee members then met to share and discuss these themes and arrived, by consensus, to a list of themes and subthemes (below) that were used to generate a coding grid. Committee members then applied the coding grid to each interview transcript to identify the presence/absence of each theme and subtheme and noted relevant factual details or representative quotes made by the PC. To preserve the confidentiality of respondents, the detailed results of this analysis (frequency of occurrence of each theme by division, etc.) were redacted from this report.

1. Budgets: Process and Cuts
  - a. Budget administration and approval process
    - i. Self-administration of total budget by program
    - ii. Approval of:
      - Total budget amount
      - Each budget items
    - iii. Lack of information, confusion about elements of budget or process (e.g. source or nature of funding, decision-making process and deciders, future availability of funds)
  - b. Budget cuts and process for cuts
    - i. Target for cuts was set by DH
    - ii. Targets for cuts was unclear or shifted over time (inconsistent / confused messaging)
    - iii. Guidance regarding what to cut from DH
  - c. Out-of-budget funds (special-purpose funds, “pots of money”) available to program
    - i. Availability of external funds has shielded (some of) program spending from cuts
    - ii. Loss of (previously available) source of funding
    - iii. New source of funding was “found” or appropriate to meet program needs
2. Impact of changes in budget (or process)
  - a. Impact on activities integral to the growth or survival of the program
  - b. Impact on activities that have affected the program’s ability to recruit or retain students (e.g., aspects that made the program attractive or competitive), indirect impact on enrollment
  - c. Impact on opportunities available to student (e.g., events, networking, community engagement)
  - d. Impact on students’ core educational experience, indirect impact on academic outcomes (e.g., tutoring)
  - e. Specific impacts:

- i. Non-material budget items for teaching, outings, or activities as part of courses or operation of the program
    - ii. Maintenance of facilities, equipment
    - iii. Material items for teaching (consumables, equipment)
    - iv. Faculty research and professional development (networking, membership)
    - v. Direct student support (materials or reserves for students in need)
3. Program Staffing Cuts and Consequences
  - a. Hiring has continued to meet program needs
  - b. Hiring freeze / vacancies left unfilled
  - c. Hiring downgrade: change in nature of appointment (existing position)
  - d. Misc. Hiring problems: difficulties in hiring or retaining, continuity and quality, of faculty
  - e. Adjunct faculty:
    - i. Sufficient to meet program needs relative to enrollment
    - ii. Loss in adjunct-taught courses has disturbed program functioning (I.e. full-time faculty cannot meet need)
4. Compensation models for independent studies / internships / capstone or senior thesis
  - a. Required vs. optional / ad-hoc
  - b. Compensation structure:
    - i. Taught as course (load for one faculty member)
    - ii. Unpaid supervision by faculty
    - iii. Paid on fixed per-credit, per-person schedule
  - c. Other (paid / unpaid) faculty responsibilities: program chair role

## Appendix E

### Penn State Berks

#### Faculty Affairs Committee – Assessment of Advising Report

April 10, 2021

#### Our Charge:

Evaluate the assessment of teaching and advising, specifically SRTEs, in the promotion and tenure process. Prepare legislative report with recommended best practices and campus policies.

*A note on the charge:* this report considers advising only. SRTE assessment and evaluation has been extensively covered in previous Senate charges and more extensively addressed by Schreyer Institute for Teaching Excellence in their guide to using and analyzing SRTEs: ([http://www.schreyerinstitute.psu.edu/pdf/Guide\\_to\\_Using\\_and\\_Analyzing\\_the\\_SRTE.pdf](http://www.schreyerinstitute.psu.edu/pdf/Guide_to_Using_and_Analyzing_the_SRTE.pdf))

#### Introduction:

Effective advising that is fairly evaluated has long been a concern for Senate. When done well, advising is time-consuming and adds significantly to faculty workload. In 2006-2007, the Faculty Senate passed two motions that are directly relevant to this current charge. The first motion passed September 2006 states the following: *The Academic Affairs Office must ensure that the number of advisees per faculty member are distributed and evaluated as equitably as possible and capped at about twenty-five.* This motion helped to ensure that faculty workload was kept manageable since faculty have multiple (often competing) teaching, research, and service responsibilities at the College.

The second motion that was passed in November 2006 came about as a result of the College intending to create a more structured way of evaluating faculty advising. In anticipation of this change, the Senate passed a motion that offered a process for sharing information with DHs on the FAR. The motion stated the following language be added to the directions to the FAR section on advising:

*Advising Effort and Effectiveness: Present evidence of your advising efforts and effectiveness. Your evidence may include, but is not limited to, the following: communication with advisees, especially regarding your availability (e.g., contacting advisees prior to scheduling, posting advising sign-up sheet on office door, notifying students that you are available for questions when you are on campus, and answering questions electronically), approximate number of contacts with advisees, typical length of appointments, advising handouts, activities related to development of advising skills, the number of students you advise who are not officially listed as your advisees.*

*Number of Advisees: Spring 2006 \_\_\_\_\_, Fall 2007 \_\_\_\_\_*

College(s) in which you advise: \_\_\_\_\_, \_\_\_\_\_

Do you advise students outside your discipline?

In the past 15 years, the landscape of the College has changed (including size of the faculty, the number of majors offered, and number of enrolled students) and the way we submit FARs and Promotion materials has also changed with the implementation of Digital Measures. It is clear from the data in the rest of this report that capping faculty at 25 advisees is not a current practice, and Digital Measures does not provide any instructions for what to include in the advising section of the report beyond the numbers of advisees assigned each semester. While some faculty may include that information on their own (see below), the directions do not currently state any version of the above language in the program.

This report surveys the current advising situation on campus, including sharing information about advising loads, faculty attitudes toward evaluation, and the support systems surrounding faculty advising. This report also makes recommendations for administration to consider. This report is broken into three parts: Data from the Advising Center, Results from a Faculty Survey, and Recommendations for Administrators.

## Data from Advising Center

In this section of the report, FAC uses data from the Advising Center to identify the advising load across the campus, the use of Starfish as a documentation tool, and the number of training sessions available to faculty. The section concludes with key takeaways from the data.

### Advisee Numbers

Paula Plageman, Coordinator of Academic Advising, Berks, offered the following information for semesters Fall 2018 through Spring 2021, inclusive. The table below indicates the highest and lowest advising load in any given year. It also includes the average and the median.

	High	Low	Average Per Faculty	Median
Fall 2018	83	4	18.5	25
Spring 2019	55	3	19.3	21
Fall 2019	75	5	19.7	21
Spring 2020	73	4	20.3	19
Fall 2020	59	3	17.3	16
Spring 2021	55	2	15.99	15
<b>TOTAL:</b>			<b>18.51</b>	<b>20</b>

### Starfish Appointment & Note Report Totals Recorded by Berks Faculty Advisors

According to the Advising Center data:

- **32 of 119 faculty** advisers entered **874 meeting notes & notes** in Starfish during 2018-2019.
- **45 of 118 Faculty** advisers entered **1,846 meeting notes & notes** in Starfish during 2017-2018. Of these 1846, **349** of these contacts were emails sent to students who were in danger of going into Academic Warning, went into Academic Warning, got suspended or who returned to good academic standing.

### **Advising Presentations**

Penn State Berks adopted Starfish as a notetaking system in the Spring 2016 semester and was later integrated into New Student Orientation in the Summer of 2016. Paula Plageman and her staff hosted seven Starfish training sessions for faculty in the Fall 2016 semester. Attendance numbers at the fall training sessions were unavailable at the time of this report.

Berks Advising hosted the following faculty training sessions for (some training topics were given in multiple sessions, which is not outlined in the table):

<b>Semesters/Years</b>	<b>Number of training sessions</b>
2018/2019	7
2019/2020	6
2020/2021	7
March/April 2021	3

Attendance numbers at the advising training sessions were unavailable at the time of this report.

### **Recent implementation of updates to 32-00 Academic Advising Policy**

University Faculty Senate updated the Academic Advising policy 32-00 in January 2019, and it is expected that learning outcomes for advising are forthcoming and guidance on assessment will follow.

### **Key Takeaway from Advising Office Data**

In Fall 2018, more than half of the faculty are advising more than 25 students. Since then, the numbers have declined with half the faculty advising only more than 15 students as of 2021. Presumably, this is due to lower enrollments since faculty size has been consistent since 2018.

All faculty advisors are trained on how to use Starfish for note taking purposes, but as the numbers show, the majority of faculty are not utilizing this tool. This significantly affects Advising’s ability to track students regarding who they have met with and the information discussed during contact, which has been reported by Advising as crucial when these students come to the Advising Center for assistance. It also is not a good indicator of advising effectiveness since using Starfish is not a currently enforced policy at Berks.

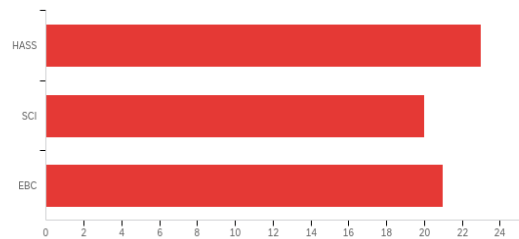
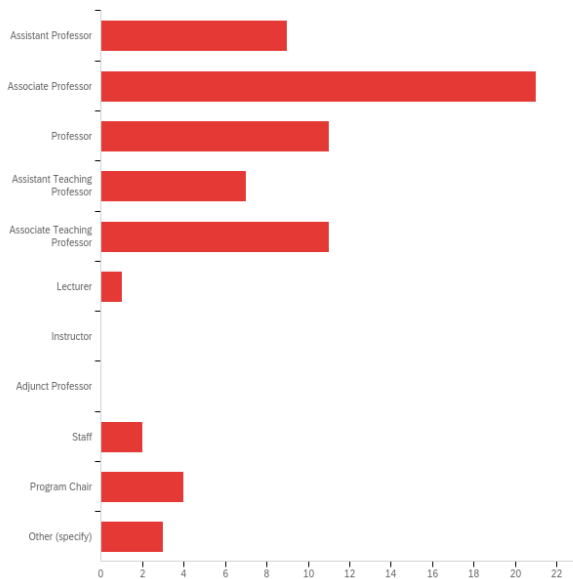
## Data from the Faculty Survey

This section of the report summarizes the data collected from a survey of full-time faculty and advising staff. The Qualtrics survey was available from March 12, 2021. Sixty-two of the 119 full time faculty completed the survey as did 2 full time advisors. Only information from faculty members is included in this report. This report shares the demographic information of the participants; faculty attitudes toward policy and training; and advising practices including meeting locations and documentation practices; and faculty perceptions on how well they are evaluated on their efforts. Key takeaways complete this section of the report.

### Demographic Data of Participants

57 full time faculty participated in the survey (see Figure 1a). An approximately equal number of participants were from each division (see Figure 1b). There was a significant range in advising experience ranging from 1 year to 30 years, with the average and median being 13 years.

Divisions	Percentage of Participants
HASS	47
EBC	54
SCI	49



(a)

(b)

**Figure 1.** (a) What is the title of your position? (Select all that apply.), (b) What Division are you assigned to?

### Policy and Training

- About 66% of participants somewhat agree or strongly agree that Berks has clearly communicated its expectations of them as academic advisers.

- About 74% of participants somewhat agree or strongly agree that they understand the lines of communication and academic responsibility regarding advising.
- About 38% of participants somewhat agree or strongly agree that they are aware of the training programs offered by Academic Advising at University Park (UP).
- About 93% of participants somewhat agree or strongly agree that they are aware of the training programs offered by Academic Advising at Berks
- About 38% of participants always or most of the time participate in ongoing adviser trainings.
- About 47% of participants think they receive adequate ongoing training as an adviser. (See Figure 2a)
- Only 3.33% of participants mentioned that they are not aware of the local training programs and 15% do not think they are helpful. For 50 % of the participants, the main reason for not attending is not having enough time. The other 32% mentioned similar comments about not having time in the comments. (See Figure 2b)
- More than 70% of participants understand the General Education requirements, the requirements for students in their major, and how to document my meeting with advisees.
- If they have any questions about advising, 19% go to their colleagues, 23% go to their Program Chair, 2% go to their Division Head, 47% go to Staff Advising Center at Berks, and the rest go to Registrar Office or Advising Center at UP.

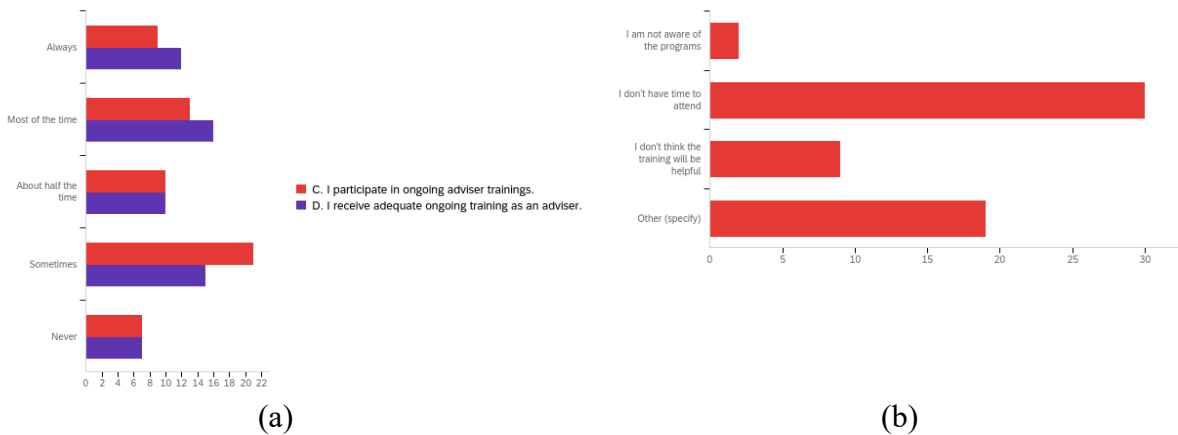
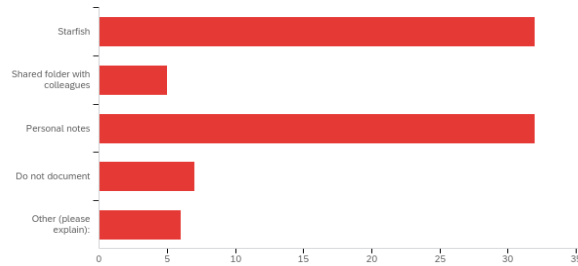


Figure 2. To what extent do you agree with these statements?

## Delivery Questions

Most of faculty used **in-person meetings** and **emails** as the most common means of meeting with your advisees, before COVID situation, and **Zoom meetings** and **emails** after COVID situation and the most common means of documenting the meeting with advisee is Starfish and personal notes. Other common mean is sending an email to the advisee. (See Figure 3)





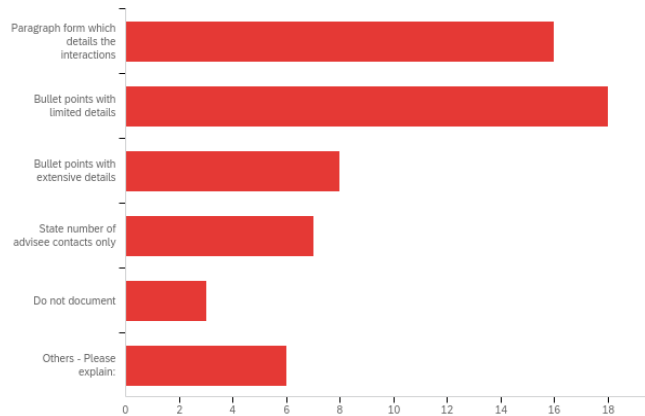
**Figure 3.** What is your most common means of documenting your meeting? (Select All that apply.)

### Frequency of Consultation Questions

- Participants meet with 0 to 71 advisees per semester. (Average: 18, Median: 12 advisees)
- Participants have assigned advisees between 7 to 92 advisees (maximum number of assigned advisees for faculty is about 50) on average per semester. (Average: 22, Median: 23 advisees)
- Participants meet with between 0 to 40 students who are not their assigned advisees on average per semester. (Average 7, Median: 5 students)
- Participants spend between 5 to 60 hours on advising on average per semester (Average: 23, Median: 20 hrs.)
- Participants meet between 1 to 30 first-year students on average per semester. (Average: 9, Median: 7 first-year students)
- Between 3% to 91% of assigned advisees are new each year for participants. (Average: 33.6%, Median: 30%)
- 57% of participants have advisees from their own discipline and the rest have advisees outside of their own discipline.

### Evaluation of Advising Questions

- It seems between 0% to 25% of time of the yearly FAR meeting is spent on discussing advising efforts with supervisors. (Average: 7%, Median: 5%) About 59% of participants use paragraph or bullet points with details to document their advising efforts in Faculty Annual Report (FAR). (See Figure 4)
- 45% of participants **definitely and probably** feel that advising should play a greater role in their annual FAR evaluation process.
- 45% of participants **definitely and probably** feel that advising should play a greater role in their promotion evaluation process.



**Figure 4.** To what extent do you discuss advising in your FAR meeting?

### Comments from the Survey

Several survey questions included an opportunity for respondents to expand upon their answers. This section contains a summary of significant findings.

1. When asked to explain the most likely reason why each respondent does not attend adviser training sessions, most indicated that there was a time conflict that prohibited attendance. To a far lesser extent respondents felt that they would not benefit from the sessions.
2. A considerable number of advisers advise students from outside their majors. For example, non-engineering faculty advise engineering majors, some advisers have students across multiple majors, and for some faculty, 90% of their students are from outside their discipline. Some Berks faculty have advisees from other campuses, such as UP and students planning to graduate from other campuses.
3. There appears to be no consistency or uniformity with respect to how faculty document their advising efforts in their FAR. Documentation ranges from, at a minimum, a single line stating that they serve as an adviser, to multiple detailed paragraphs listing interactions and activities. Unlike the variation in documentation, there was a consistent response with respect to how much time is spent discussing advising in the annual FAR meeting. Most of the responses indicate that minimal time is spent in discussion. If it is discussed, is typically general and brief, consisting of an accounting of the number of advisees. Multiple respondents commented that the subject of advising does not appear to be a topic of importance, nor a valued responsibility, to the Division Head.
4. Comments about advising for issues that were not covered in the survey revealed that most of the faculty view advising as a significant responsibility, one that requires a great deal of time and dedication. They are motivated and dedicated advisers because of the benefit to the students, despite the lack of acknowledgement by the administration. Faculty feel that there is no consequence or reward for advising, therefore the quality of advising varies dramatically based on individual faculty member and their commitment to students.

5. There was some confusion regarding the domain of the faculty adviser vs that role of the advising center. Clarification of specific roles and responsibilities is needed.
6. During the pandemic, most advisers have successfully transitioned to remote advising via Zoom. Advisers felt that the flexibility that Zoom offers allowed them much more convenience in terms of scheduling meetings, making advising easier on student schedules. The downside of advising remotely is not being able to answer impromptu questions.

### **Key Takeaways from Survey Data:**

Most of the faculty feel confident in both their knowledge about advising and the expectations placed upon them as advisors. However, a considerable number of faculty feel as though they do not get the ongoing training they need to effectively advise. There is a slight conflict here since a small number of faculty indicate that they take advantage of the training they do have available to them. Perhaps there is training that this subset of faculty is seeking.

In terms of evaluation of their efforts, a considerable number of faculty (almost ½) believe that advising should play a greater role in both FAR and Promotion efforts, but 55% are unsure or satisfied with the way advising is currently weighted in the FAR and Promotion process. The comments painted a slightly different picture than the statistics as commenters seemed frustrated that advising did not seem to be a priority for DHs. Commenters stressed the significant responsibility they feel as advisors and are motivated to do well despite lack of evaluation on their efforts.

### **Recommendations**

Based on data provided in this report, we recommend the following:

1. The Office of Academic Affairs include the language in the motion passed in 2006 regarding evidence of advising effectiveness (slightly revised to account for technological changes) in key documents/programs used for evaluation (rainbow sheets, digital measures, the faculty handbook, etc.).
2. The Office of Academic Affairs make clear their expectations for advisors regarding note-keeping/documentation for advising sessions. If formal notetaking is deemed required, then it should be tracked as part of the FAR and dossiers.
3. The Office of Academic Affairs initiate a conversation with the Advising Center regarding workload (keeping faculty to 25 or fewer advisees), advising changes from year-to-year, and additional trainings that faculty might find useful.

Respectfully submitted by,

Holly Ryan, Chair

Azar Panah, Vice-Chair

Deb Dreisbach

Michael Fianza

Nathan Greenauer

Marietta Scanlon

Ike Shibley

### **Physical Facilities and Safety Committee**

#### **Charge 1 Informational Report**

##### **Fall/Spring 2020/2021**

*Review plans and make recommendations regarding construction, renovation, and physical development of the campus.*

#### **Introduction**

This year's annual report on campus construction, renovation, and physical development will focus primarily on the Beaver Athletics and Wellness Center (BAWC) renovation update and a brief summary of other campus improvements that took place over the last year.

#### **Information**

##### *BAWC West Wing Construction Progress*

The construction team has erected and enclosed the BAWC West Wing, this includes the addition of a second practice gymnasium, a new weight room, new fitness studio (similar, but bigger than the old dance studio), an exercise physiology lab, a biomechanics lab, and one new classroom. In addition, the new space will house two new general use locker rooms. They have finished placing electrical conduit, HVAC, and plumbing, and dry wall has started. These facilities will be open for use this coming fall semester with the exception of the classroom, which will be used for Athletics staff office space while the remainder of the new construction is completed. The bridge to Perkins has been started, and is also targeted for completion during Fall 2021.

##### *Perkins-BAWC Connection Progress*

The renovation and construction of the new food storage and convenience store in Perkins Student Center are currently underway. Due to this construction, the MPR, Health Suite, Student Lounge, and other associated facilities are currently closed and will remain closed until this portion of the renovation is completed. The Health Suite was relocated to Perkins 20 during this time. Once it is reopened, the second floor of Perkins will house additional shell space, a convenience store, and additional food storage for Housing and Food Services. The bridge will connect the second floor of Perkins to the Main Atrium of the BAWC. As of now, the downstairs portion of Perkins affected should be available for use by the start of the Fall semester, including MPR, health suite, game room, and offices. The walkway and convenience store may take a bit longer, but are also aimed for completion by the start of classes, but the store will need additional time to completely furnish and stock.

##### *BAWC East Wing Construction*

The construction of the BAWC East Wing and stair tower, near the turf field, will begin in May 2021. This wing will eventually house approximately 32 offices for faculty and staff. This wing is estimated to be completed during the Spring 2022 semester, for occupancy by Summer 2022.

### *BAWC Existing Facility Renovation*

Over the Summer of 2021 the entire facility, new and existing facilities, including weight room and both gyms, will be closed for all use. During this time, the West Wing construction will be completed, East Wing construction will be started, and the interior renovations to the existing facility will take place. The existing facility will eventually house a second classroom, athletic training suite, restrooms, lactation room, and several locker rooms for both our varsity teams, visiting teams, and officials. The space will also contain additional storage space and HVAC space to facilitate central air conditioning throughout the building. The competition gym and public restrooms will be completed by the start of Fall 2021 classes and athletic locker rooms should be available soon thereafter. The official's locker room, athletic training suite, lactation room, and classroom will be finished during the fall semester.

### *BAWC Considerations for Use*

Once the facility opens for use in Fall 2021, all traffic should enter the facility through the main entrance. The back, East entrance will be closed to facilitate the construction of the East Wing. Efforts to control access to this type of facility were mandated after the Sandusky scandal in 2011, so card swipe will be required to gain access to all non-academic spaces, such as the weight room, gyms, and fitness studio. Access to the academic spaces, labs, offices, and classrooms will not be restricted. Upon its completion, the bridge will also serve as a second access point for the BAWC, but will still require swipe access to non-academic spaces. There are several emergency exits throughout both gym spaces, and adjacent to the locker rooms if needed, but these will not be used for general use.

### *B2 Parking Closed*

Parking in the B2 lot immediately adjacent to the BAWC will remain closed through the duration of the renovation and should not be expected to open for use prior to Summer 2022. Due to the pandemic, plenty of parking has been available, but if parking options become restrictive, there is additional parking in the Luerssen Lot or in the residential lots behind the turf field. Faculty, staff, and students are advised to save extra time to get from the parking lots to their final destination.

### *Other Renovation Projects*

Most campus resources have been directed toward the BAWC renovation project and pandemic-related adjustments to facilitate social distancing and hand sanitization stations. To follow up on last year's report, all classrooms are now able to be locked from the inside, button locks were programmed into the Luerssen Science Building's swipe locks, and physical locks were updated in other buildings.

Other projects of note this summer are the addition of a new ADA walkway and road and parking lot resealing. A new ADA compliant walkway will be constructed between Perkins and the residence halls, as was previously recommended by this committee. Work will begin in May after commencement and will conclude in July. Repaving and sealing roads and parking lots will take

place over the summer as well, this will encompass all lots and roads with the exception of the Luerssen parking lot and portions of the residence hall lots.

## **Discussion and Conclusions**

In summary, the Physical Facilities and Safety Committee wishes to remind the campus community of the following:

- The entire BAWC facility will be closed from May 2021 until late August 2021.
- In the Fall of 2021, the East entrance to the BAWC will be closed, all traffic will enter and exit the building through the main entrance.
- Campus members take the renovation operations into consideration when planning transition times, events, courses, and activities within Perkins and BAWC throughout the remainder of the renovation.
- As campus members return to campus in Fall 2021, parking should be monitored in light of the B2 lot closure.
- Communication between construction personnel and campus community will continue to ensure continuity between stakeholder needs, plans, and completed facilities. Allison Singles will remain the point of contact between the faculty senate and the renovation committees to maintain continuity throughout the project.

## **Ending**

Report preparation led by Allison Singles. Support from Valerie Cholet, Ada Leung, Mahsa Kazempour, Jinyoung Im, Meghan Owenz, Jeane Serrian, and Kim Berry

Figure 1. Floorplans of the approved BAWC renovation. Part A shows the integration with exterior landscaping and walkways, Part B shows the main floor of the facility, and Part C shows the upper level of the facility.





B



C

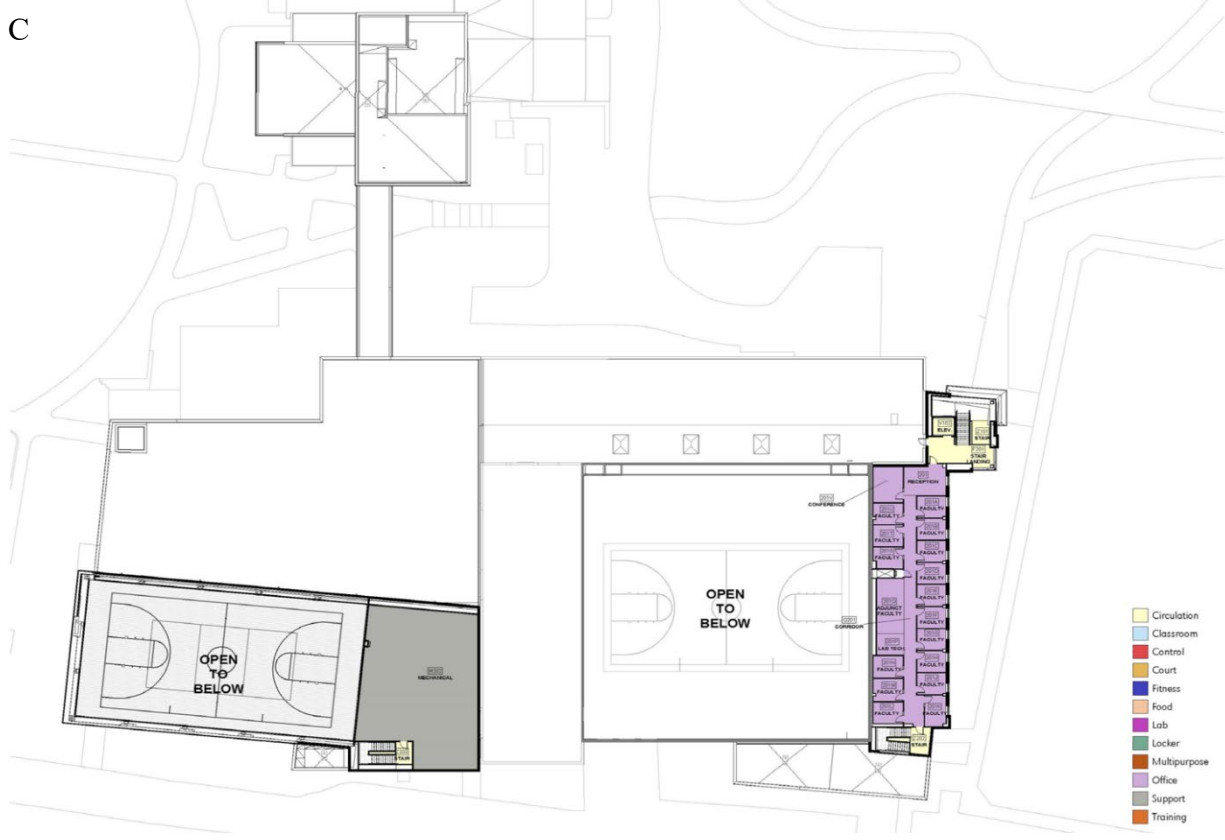


Figure 2. Exterior and interior renderings of completed renovation project. A) Exterior rendering from west side. B) Exterior rendering from west side. C) Interior rendering of auxiliary gym. D) Interior rendering of weight room featuring cardio equipment on bottom floor with view out the window and weight equipment loft. E) View from inside main entrance, weight room on the right and exercise physiology lab on the left.





East Entry | Penn State Berks Beaver Community Center

HASTINGS CHIVETTA  
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January 8, 2020





**Informational Report**  
**The Pennsylvania State University Berks Faculty Senate Student Life Committee**  
**April 12, 2021**

**Introduction:**

The Student Life Committee was charged with investigating police services responses to BIPOC student conduct issues. We were to consider student and police experiences.

This report includes data collected from:

- The [University Police Community Survey Report](#) which originated from Penn State Office of Planning, Assessment and Institutional Research.
- Data stemming from interviews from parties pertinent to the charge.

**Information:**

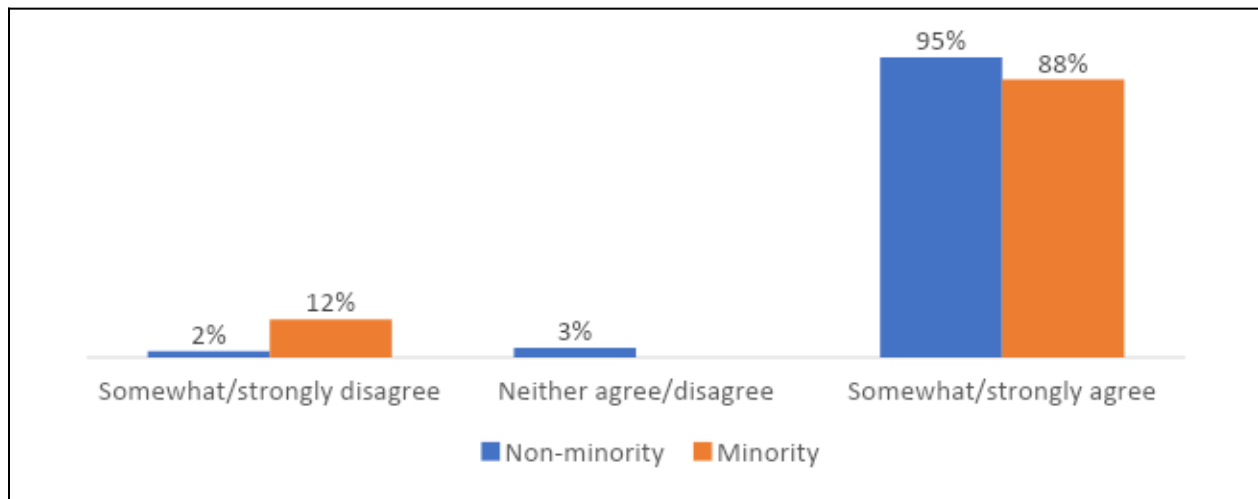
**Quantitative Student Data (via Office of Planning, Assessment and Institutional Research)**

In Fall 2019, Penn State's OPAIR conducted a University-wide anonymous survey of students and employees to determine their attitudes, opinions, and experiences related to University Police and Public Safety (UPPS). Nearly 30,000 community members were invited, and 2,671 usable responses were received, yielding a nine percent response rate.

At Penn State Berks, 1,448 people were invited to take the survey; 134 did so. The Penn State Berks response rate was nine percent. This report summarizes findings for Penn State Berks pertinent to the Committee's charge mentioned above. Specifically, findings that pertain to police services relationships with BIPOC students are presented here. The full report from which the below findings are taken from can be found [here](#).

For the purposes of this report, minority respondents are those that self-reported as Black or African American, Hispanic or Latinx, Native Hawaiian or other Pacific Islander, or as two or more races including one of the previous. Non-minority respondents are those that identified only as White. Reported demographics for respondents were  $n = 9$  Asian, Black or African American, Hispanic or Latinx, two or more races or international,  $n = 49$  White,  $n = 17$  Unknown.

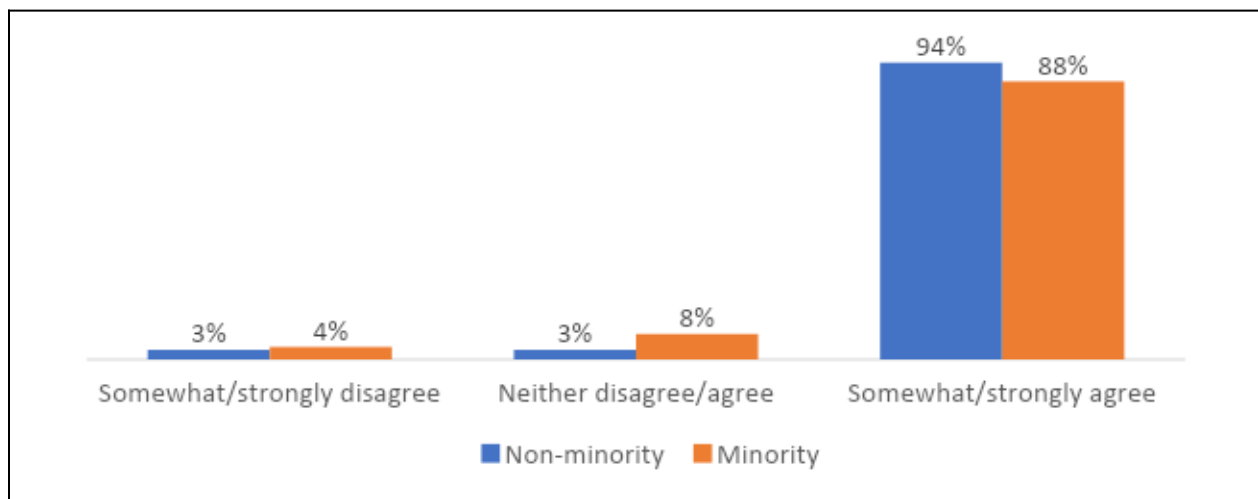
Figure 5. Feel comfortable contacting University Police for assistance – by minority status



Pennsylvania State University Aggregate Comparisons to Figure 5 Data:

(7%, 9%; 7%, 12%; 87%, 79%)

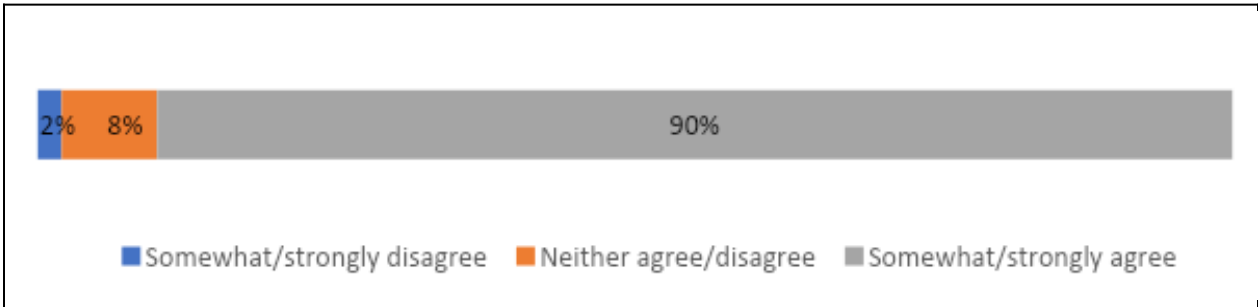
Figure 8. Feel a sense of safety on my campus – by minority status



Pennsylvania State University Aggregate Comparisons to Figure 8 Data:

(6%, 8%; 6%, 9%; 88%, 84%)

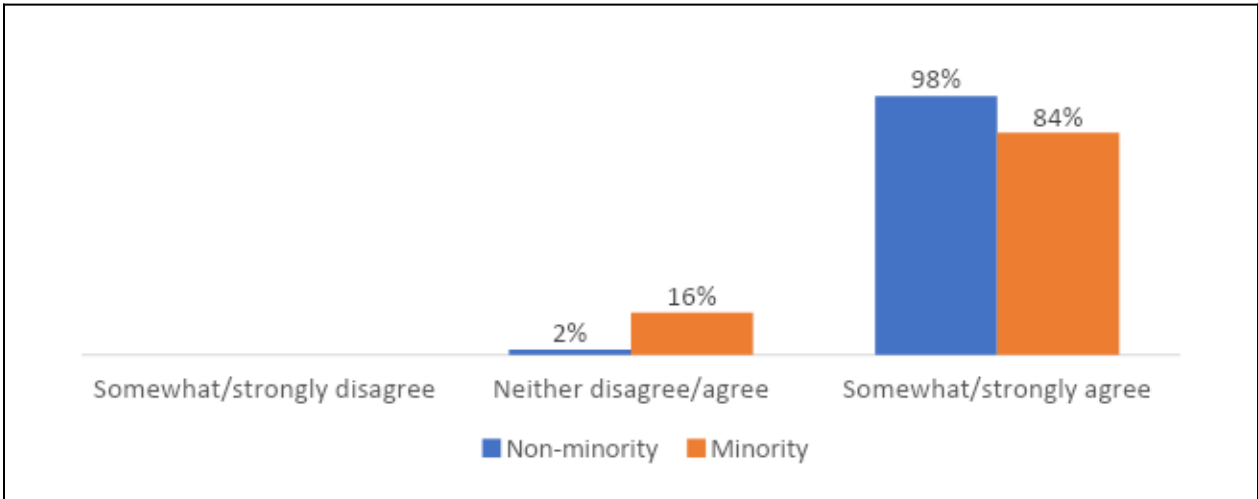
Figure 13. University Police officers are respectful to people like me – All respondents



Pennsylvania State University Aggregate Comparisons to Figure 13 Data:

(7%, 13%, 81%)

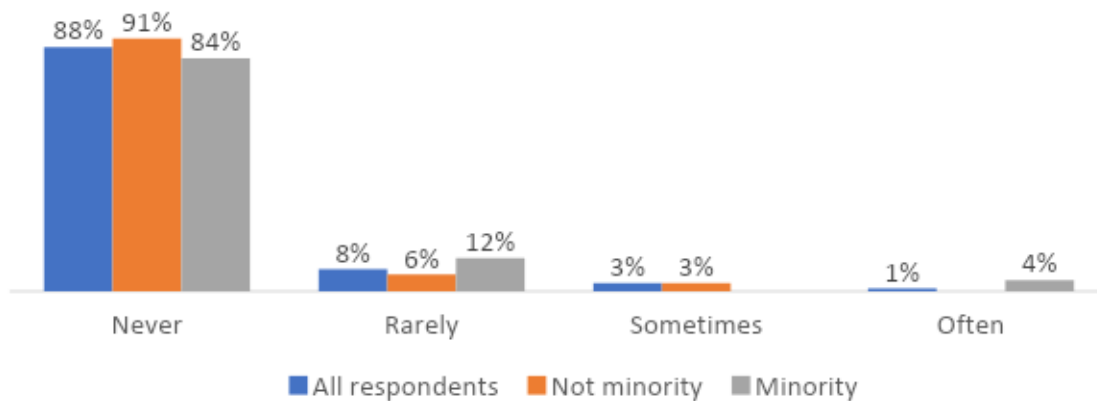
Figure 15. University Police officers are respectful to people like me – by minority status



Pennsylvania State University Aggregate Comparisons to Figure 15 Data:

(3%, 7%; 7%, 13%; 90%, 81%)

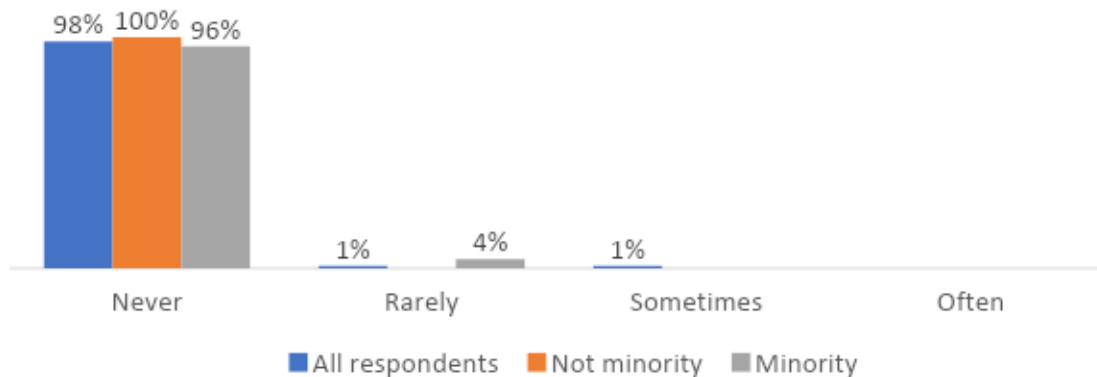
Figure 18. I know someone that has been stopped, pulled over, watched or questioned by University Police when they had done nothing wrong



Pennsylvania State University Aggregate Comparisons to Figure 18 Data:

(83%, 85%, 79%; 10%, 10%, 12%; 5%, 4%, 7%; 2%, 1%, 2%)

Figure 19. I have been stopped, pulled over, watched or questioned by University Police when I had done nothing wrong

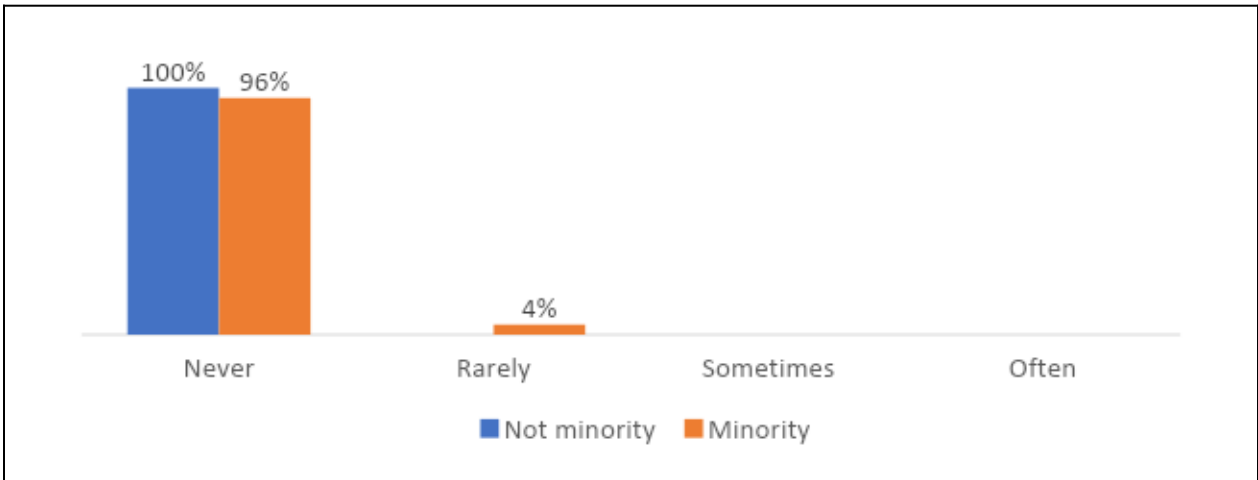


Pennsylvania State University Aggregate Comparisons to Figure 19 Data:

(95%, 96%, 93%; 3%, 2%, 4%; 2%, 1%, 3%; 0%, 0%, 0%)

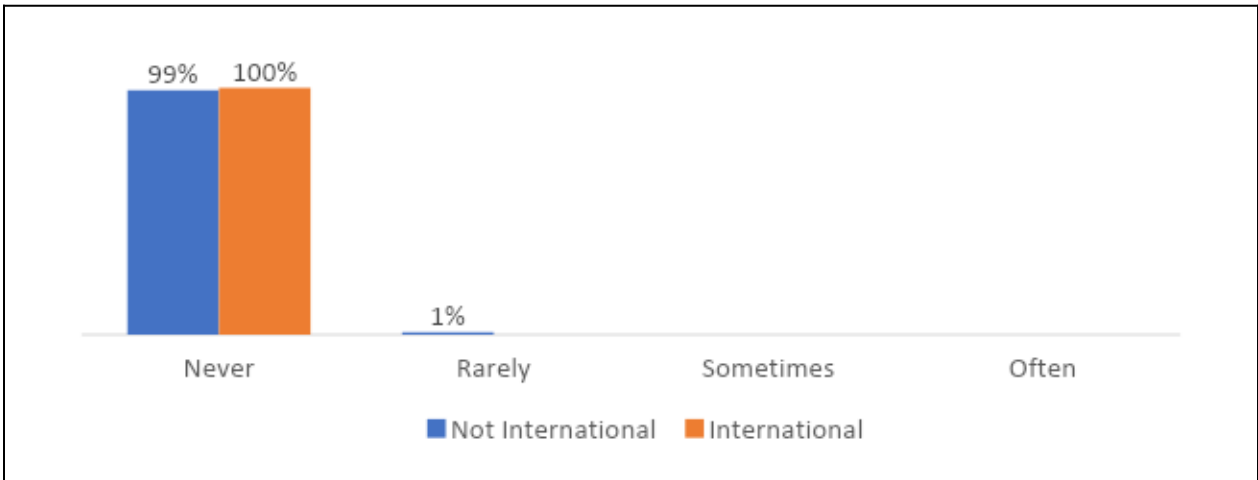


Figure 21. I have felt targeted by University Police due to my racial/ethnic identity - by minority status



Pennsylvania State University Aggregate Comparisons to Figure 21 Data:  
(98%, 1%, 1%, 1%)

Figure 22. I have felt targeted by University Police due to my racial/ethnic identity - by international status



No Pennsylvania State University Aggregate Comparisons to Figure 22 Data:

On every metric presented, PSU Berks students had as, or more favorable, impressions of Police Services compared to the University as a whole.

## Qualitative Student Data

In March 2021, four representative students from respective PSU Berks student groups (due to anonymity the names of these groups are not included here) agreed to be interviewed in a focus group.

Participants were asked to comment on the following topics:

- a) How students feel about police in general (including campus police)
- b) How recent events (e.g., BLM demonstrations, race-related protests, George Floyd & Breonna Taylor, etc.) might have impacted how students perceive campus police.

Points of interest from that focus group include:

- a) Perceptions of police services ranged from positive to negative, skewing more towards negative.
  - i. Positive perceptions stem from incidental experiences with specific police officers displaying standard service acts to students.
  - ii. Negative perceptions stem from incidental experiences of perceived racial profiling (e.g., students reported that BIPOC students will get approached first in a group of students when police are called to deal with disturbances).
- b) Participants perceived police officers as “out to get them” with a “catch ya” mentality from parked police cruisers at various locations on campus or overt standoffish observation of sanctioned student events/parties. Police are often perceived as punitive in nature, rather than supportive or contributing to perceptions of safety.
- c) Participants reported that students will often rather reach out to a supervisor or faculty member first before calling police. Participants expressed uncertainty about when it is appropriate to contact police.
- d) Students noted some student groups will forego having police services attend events because of associated financial costs for police services.
- e) First-year students want to think positively about police, but few subsequent incidents reinforce that initial attitude.
- f) Participants reported that campus police are perceived no differently than regular police.
- g) Participants expressed a desire for:
  - i. Greater diversity in the campus police force (particularly BIPOC and females).
  - ii. Police to be more approachable and interactive. There is a desire for police officers to be more integrative during campus events rather than observing from afar. Students would like more balance between police services’ punitive and service roles.
  - iii. Greater two-way communication between students and police services (e.g., a liaison in the police services or via Student Life Office).
  - iv. Police Services training on matters of cultural sensitivity and unconscious biases.

## Qualitative Police Data

Representatives from the Student Life Committee interviewed representatives from Police Services on January 15, 2021. This was a joint interview with representatives from the Physical Facilities and Safety Committee. Police Services representatives included PSU Berks Lieutenant John Bessey, District Commander Deputy Chief Dale Osenbach, and PSU Director of Diversity, Equity, and Inclusion Iris Richardson. These representatives were asked to comment on the following topics:

- a) Police Services impressions of the current relationship between them and students in general; perceived differences in that relationship specifically with BIPOC students.
- b) Police Services perspectives on what they think students' perceptions are of police services.
- c) Racial data that is collected as part of police incidents reports.
- d) Training and educational initiatives for Police Services pertaining to diversity, equity, and inclusivity.

Points of interest from that conversation include:

- a) Police Services are keen to extend the message to students that "their [i.e., students] voices matter."
- b) Relationship building with all students is an ongoing activity; most activities are orientated towards keeping channels of communication with student open.
- c) Social and campus restrictions due to COVID-19 has recently limited opportunities to both monitor relationships and enact relationship-building activities.
- d) Police Services have learned that students typically do not reach out them to discuss societal issues. Therefore, Police Services considers it a crucial part of their operations to be proactive in reaching out to students.
- e) Students are more likely to discuss societal trends at large with Police Services rather than local issues.
- f) Students seem more willing now more than ever to share their own experiences.
- g) A particular challenge on the matter has been outside political figures who come to campuses to try to illicit disruptions (e.g., Pastor Aden).
- h) Penn State police officers complete various trainings in several critical areas, including, but not limited to:
  - a. Anti-biased based policing
  - b. Cultural awareness
  - c. Implicit biased policing
  - d. Mental health crisis training, and
  - e. Code of ethics and professional conduct
- i) Outside police forces have reached to PSU Police Services as a model for community relations.

**Discussion and Conclusion:**

On every metric presented in the university-wide survey, PSU Berks students had as, or more favorable, impressions of Police Services compared to the University as a whole.

Penn State Police Services are keen to extend the message to students that the students' voices matter. Police Services acknowledge that more can be done to improve relations with students and are active in developing programs and policies to carry out that task. Student perceptions (general population/predominantly White) of police services are generally favorable (as per the OPAIR report) but there is nevertheless clear discontent from the BIPOC student community (as indicated mainly from the qualitative interviews with student leaders).

The OPAIR quantitative report represents a relatively small sample size (i.e., 9% response rate), and particularly for BIPOC/minoritized students (9 non-white; 47 white; 17 unknown student respondents). The qualitative focus groups found students to have distinctively stronger negative feelings/perceptions about campus police services; however, here too there were only four student participants.

A particular limitation of our inquiry was that given the COVID-19 pandemic, the Committee found it difficult to present an accurate snapshot of current student (BIPOC or otherwise) and police relations because the remote learning structure has negated much opportunity for these relations to physically occur. The Senate Student Life Committee would like to revisit the charge to ascertain BIPOC student-police services relations at a time after remote instruction has ended and reasonable time has elapsed for the two interested parties to associate. Specific next steps could include inviting Iris Richardson (Police and Public Safety Director of Diversity, Equity and Inclusion) and Chief John Bessey or other members of the local police services to speak to the faculty about these issues and/or creating a task force from the Committee to help facilitate conversation between police services and student groups, as well as to collect and monitor longitudinal relevant data.

The committee encourages PSU Berks faculty to inform their students, particularly BIPOC students about subsequent opportunities to express their perceptions about police services (e.g., either formally through solicited surveys, or through informal open conversations) and to attend social events sponsored by Police Services. Faculty are encouraged to also attend the social events.

Finally, with more time, the committee wants to consider what protocols could be established that clearly lay out reporting procedures for students pertaining to when it might be appropriate to contact police. The committee can revisit these ideas in the future in consultation with Police Services and Campus Life staff.

**Report prepared by:**

- Catherine Dunning Catanach
- Andrew Friesen, Chair

- Kathleen Hauser
- Shahid Khan, Vice Chair
- Cheryl Nicholas
- Hartono Tjoe
- Praveen Veerabhadrapa

**Report on Faculty Salaries, 2019-2020****Penn State Berks College Senate****Strategic Planning and Budget Committee****Introduction**

The following report on faculty salaries is provided by the Strategic Planning and Budget Committee. Faculty salary information is presented in comparison to other PSU colleges which we regard as our peer institutions within the Penn State system (Erie (Behrend), Harrisburg (Capital), Abington, Altoona, and the University College). It should be noted that both Behrend and Harrisburg offer graduate degrees.

**Discussion**

In previous years and ending with 2016-2017 academic year, the salary reports made available to the PSU faculty senate included data from other peer universities. However, as per a data sharing agreement with the Association of American Universities (AAU), salary information from peer institutions should only be distributed and used for governance purposes. This meant that access to salary tables should be restricted to university senators. As a result, the PSU Berks Strategic Planning and Budget committee as well as its peer committees at other campuses did not have access to salary tables as they had in past years.

As of Spring 2021 this information sharing issue has been resolved by the Office of Planning, Assessment and Institutional Research (OPAIR), which has released salary tables for Penn State only (i.e., excluding peer institutions). OPAIR's new salary dashboard can be accessed at [opair.psu.edu](http://opair.psu.edu). While the dashboard provides some retrospective salary information (2017-2018, 2018-2019 academic years) that had previously been unavailable, the committee notes that there remain some gaps. For instance:

- For tenure-line faculty, the 2018 and 2019 reports for PSU Berks only list aggregate information per rank, applicable to the whole campus (with no division-specific tables). Retrospective data on tenure-line faculty salaries is provided at the division level for other campuses.
- For non-tenure line salaries, no division-specific information is available. Additionally, there is no retrospective (campus-wide) information for 2017-2018 (2018 report).

Here is the comparison of salaries for tenure-line faculty to peer institutions, by division:

Division/ Rank	Science			HASS			EBC		
	2015-16	2016-17	2019-20	2015-16	2016-17	2019-20	2015-16	2016-17	2019-20
Professor	3rd of 8	2nd of 8	5 <sup>th</sup> of 6	4th of 10	9th of 10	2 <sup>nd</sup> of 7	N/A	3rd of 9	N/A
Associate	8th of 8	7th of 8	7 <sup>th</sup> of 8	10th of 11	11th of 11	11 <sup>th</sup> of 11	5th of 11	5th of 11	5 <sup>th</sup> of 8

Assistant	5th of 7	4th of 6	N/A	9th of 9	N/A	6 <sup>th</sup> of 8	N/A	N/A	6 <sup>th</sup> of 9
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Here is the comparison of salaries by division for non-tenure track teaching faculty to peer institutions:

Prior to 2019 Teaching Faculty Tracks:

Division/ Rank	Science		HASS		EBC	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Fixed Term	6th of 8	6th of 8	4th of 11	3rd of 11	8th of 11	8th of 11

Post 2019 Teaching Faculty Tracks (data not attainable by division):

Teaching Faculty Rank	2019-2020
Professor	2 <sup>nd</sup> of 5
Associate Professor	3 <sup>rd</sup> of 4
Assistant Professor	3 <sup>rd</sup> of 5
Instructor	N/A
Lecturer	3 <sup>rd</sup> of 4

Although future salary improvement efforts should focus on faculty achievement, with the exception of HASS Full Professor and the Berks Teaching Professors, the faculty salaries at Berks remained at low levels compared to the other campuses. These levels have also not seemed to change over the past several reporting years, except for Science tenure Professor has dropped from 2<sup>nd</sup> of 8 (2017) to 5<sup>th</sup> of 6 (2020).

Strategic Planning and Budget Committee:

Maria Fellie (HASS)	Lauren Martin (At-Large)	Jayne Park Martinez (P,R&A)
Ben Infantolino (Science)	Ryan Hassler (Science, Vice-Chair)	Malika Richards (EBC)
Jui-Chi Huang (EBC)	Catherine Mello (HASS, Chair)	

**Appendix: Data and Discussion**

The University Faculty Senate compiles data on faculty salaries every year. Their report (published Spring 2021) can be found here:

<https://opair.psu.edu/files/2019/05/2021-Faculty-Senate-Salary-Report-Narrative-20210318.pdf>

The salary tables used for this report are here: <https://opair.psu.edu/institutional-research/publications-and-reports/faculty-salary-report/>

**Drs. Ryan Hassler and Lauren Martin summarized this data as graphs and charts for this report.**

For each category, data given are the median salaries (mid-range salary of the group). This helps to avoid variation caused by one or two exceptionally high (or low) salaries.

It must be remembered that this data is problematic in several ways, which make accurate comparisons difficult:

- Salaries of small groups of faculty are not reported, since this would make it too easy to identify individual faculty salaries. In some cases, low numbers mean data is not given for a particular rank (for example, full Professors in Science at Abington).
- Due to low numbers, salaries are reported only at the Division level for tenure and tenure-track faculty. A breakdown by discipline or by gender within each Division is not given.
- Salary data for new nontenure-line faculty ranks has only recently become available and does not appear to be provided separately by Division, as is the case for tenure-line faculty ranks.
- Small groups also make it possible for one or two individuals to greatly change a group's reported median salary. For example, if two faculty members in a group of four retire and are replaced by new hires earning lower salaries, this could greatly lower the group median.
- Divisions contain different disciplines at different locations. This affects comparisons for all three of our divisions. In the case of our EBC division (Engineering, Business and Computing), other locations often split business and engineering, and thus are not fully comparable. Similarly, our HASS division is compared to divisions including "Education and Human Development" (Altoona) and "English" (University College) as well as others which, like HASS, combine Humanities and Social Sciences. Our Science division, meanwhile, is compared to units such as Abington's "Science and Engineering" division and the University College's "Math" faculty.

Despite these issues, we present the following charts and graphs as the best representation of the salary data we have available. In each case the number of faculty at each rank is given (N), as is the average number of years in rank for that group (Y). (Generally, we expect that more years in rank would mean higher salary.)

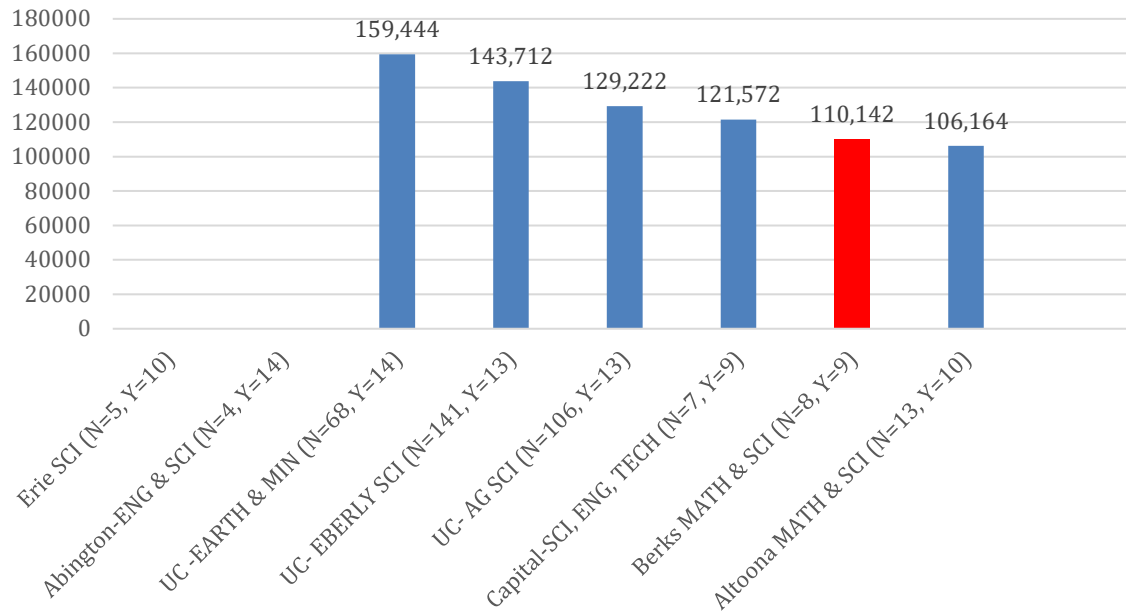
The three divisions of Berks College are presented below, with comparisons to peer institutions.

### Division of Science – Comparison of Salary by Rank

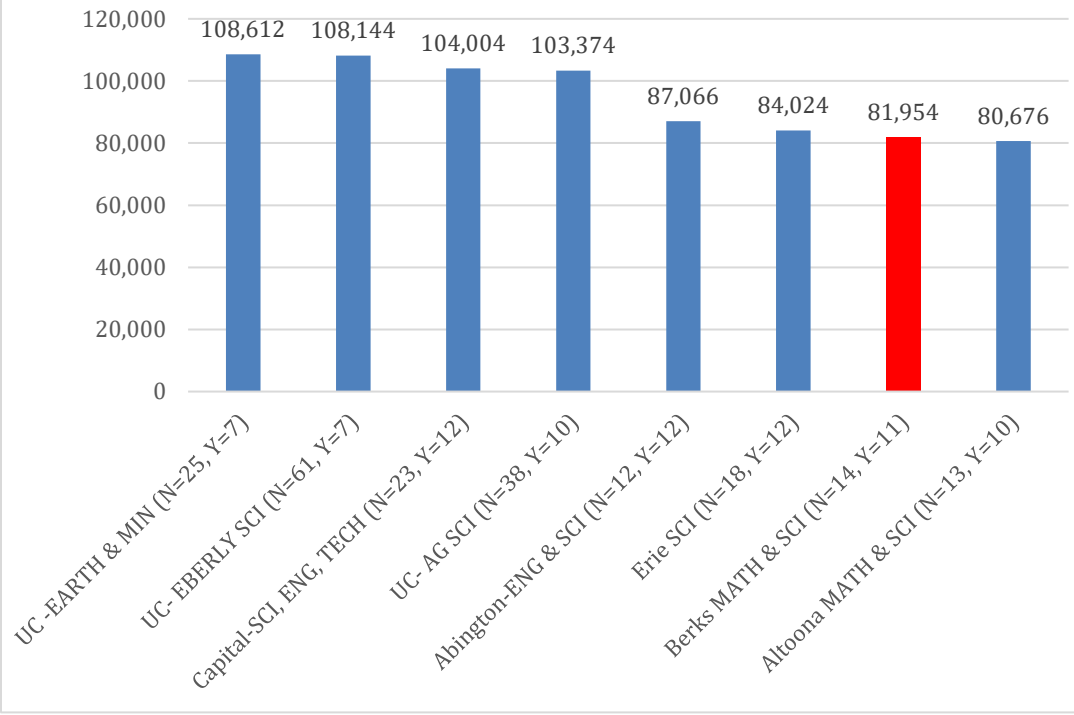


## Comparison of Salaries of Full Time Faculty - Sscience 2019-2020

Rank: Professor (N=Faculty, Y=Mean Yrs. in Rank)

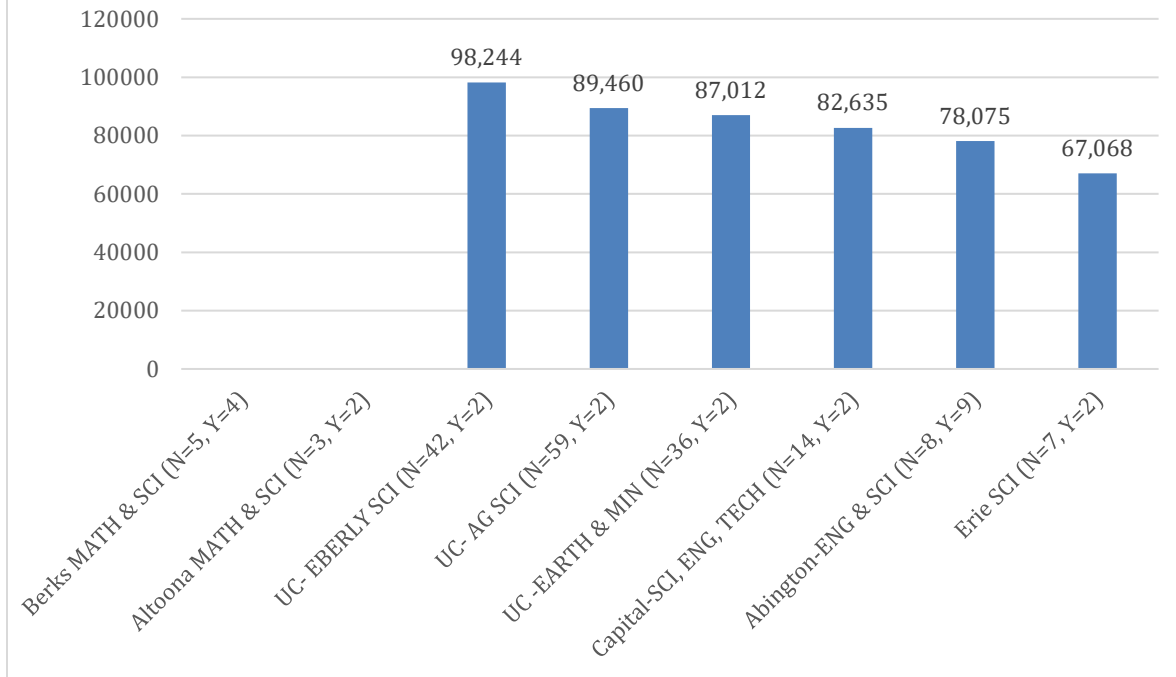


**Comparison of Salaries of Full Time  
 Faculty - SCIENCE 2019-2020**  
**Rank: Associate Professor (N=Faculty,  
 Y=Mean Yrs. in Rank)**

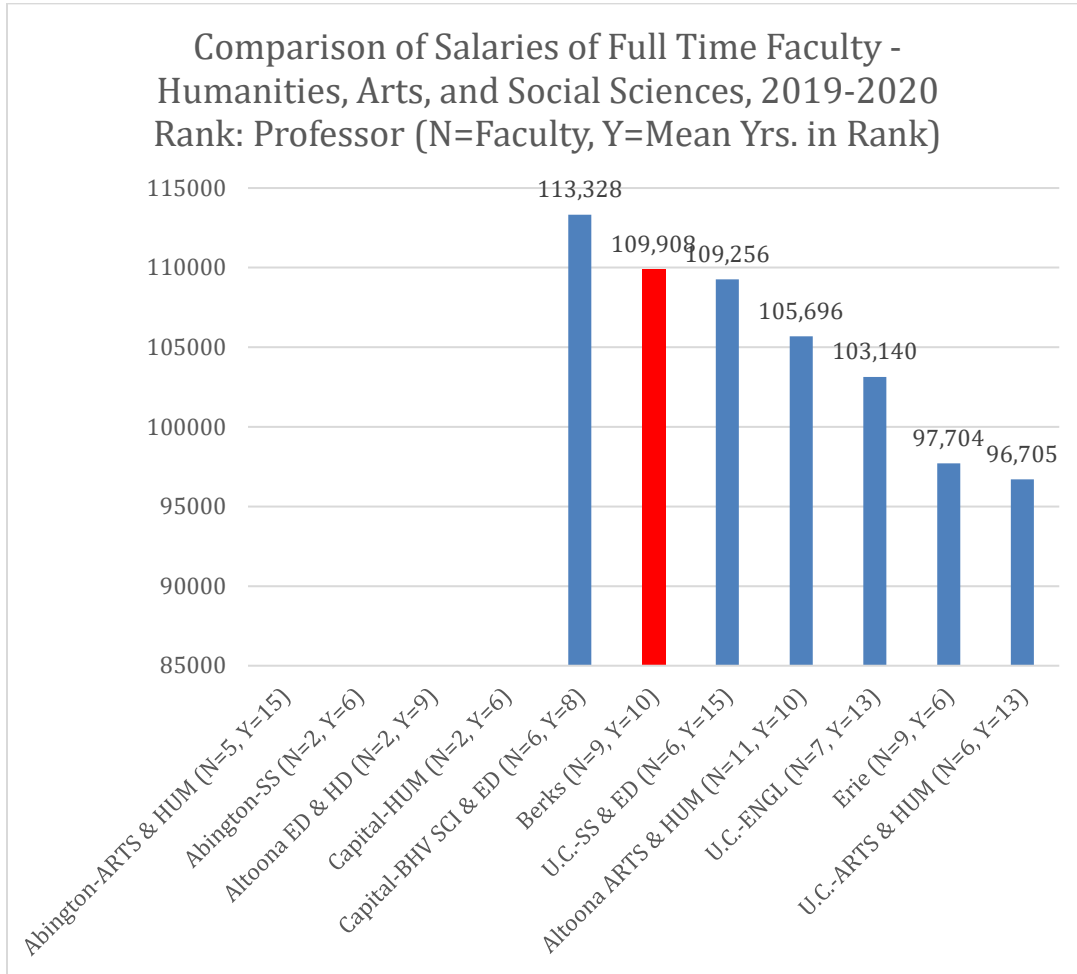


# Comparison of Salaries of Full Time Faculty - SCIENCE 2019-2020

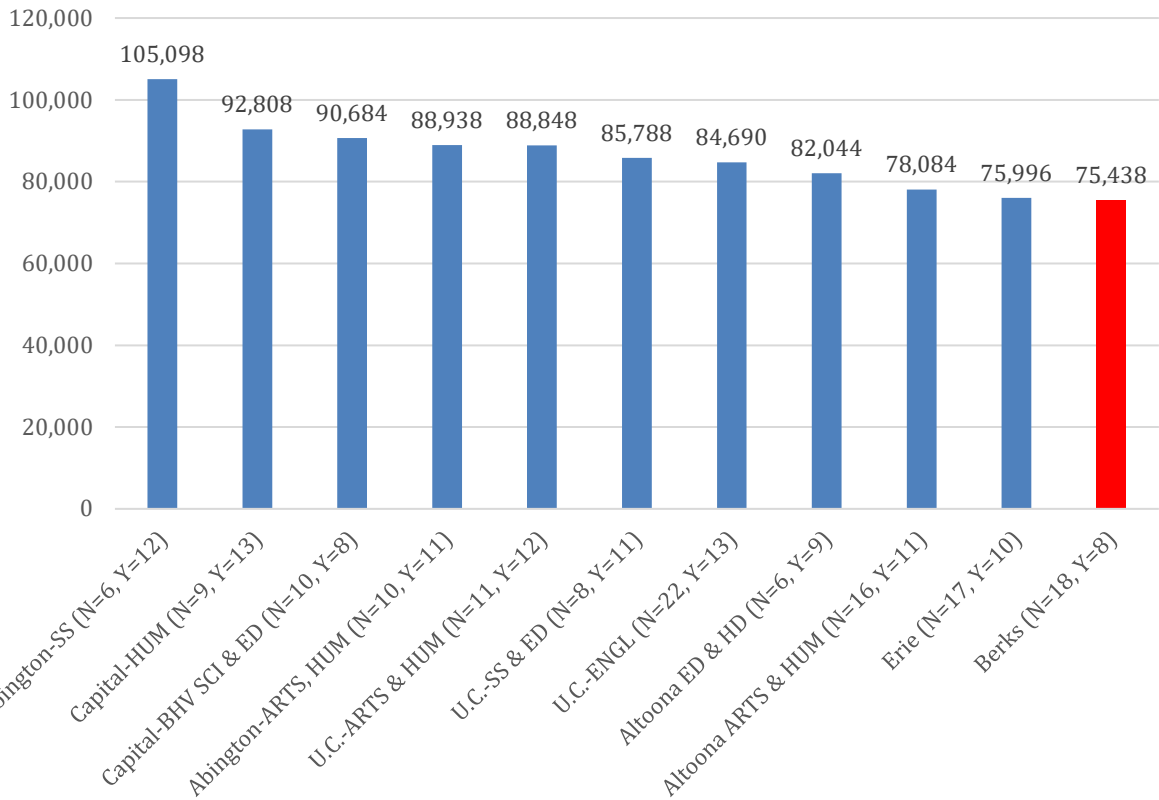
Rank: Assistant Professor (N=Faculty,  
Y=Mean Yrs. in Rank)



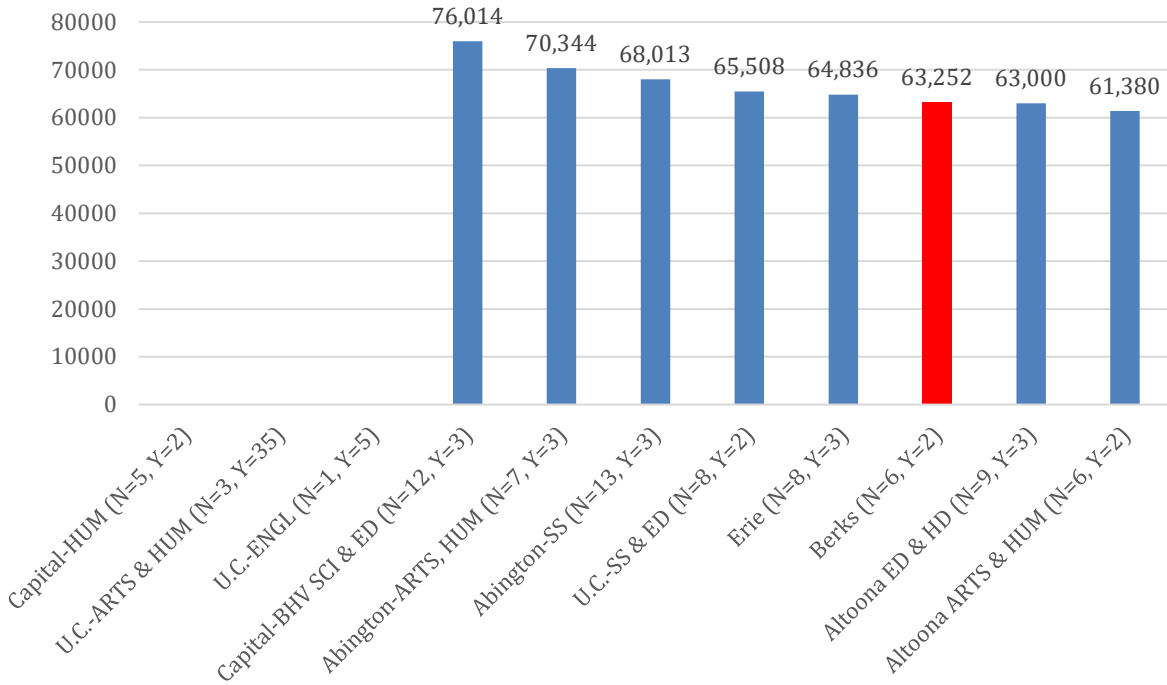
Division of Humanities, Arts, and Social Sciences



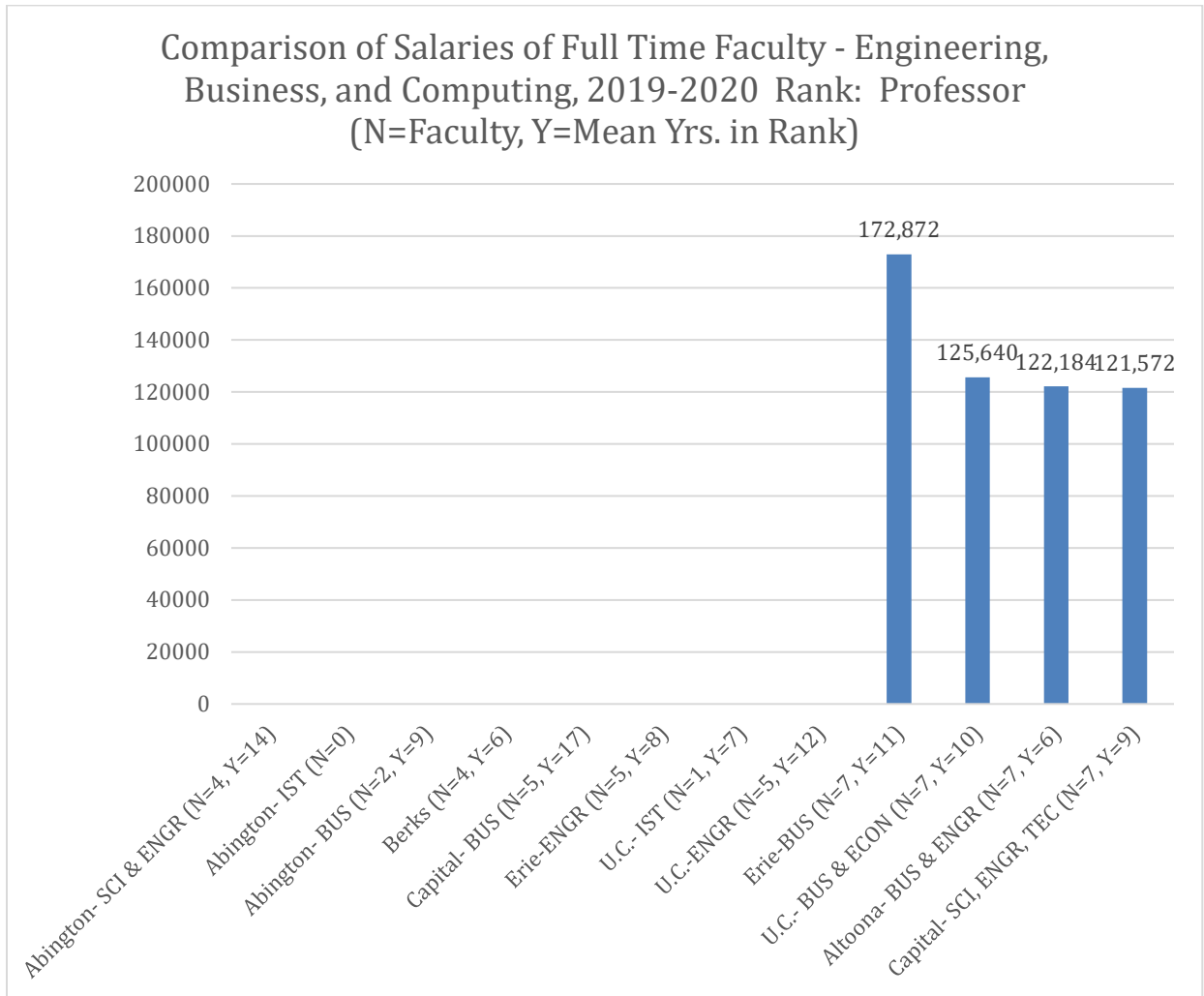
Comparison of Salaries of Full Time Faculty - Humanities, Arts, and Social Sciences, 2019-2020 Rank: Associate Professor (N=Faculty, Y=Mean Yrs. in Rank)



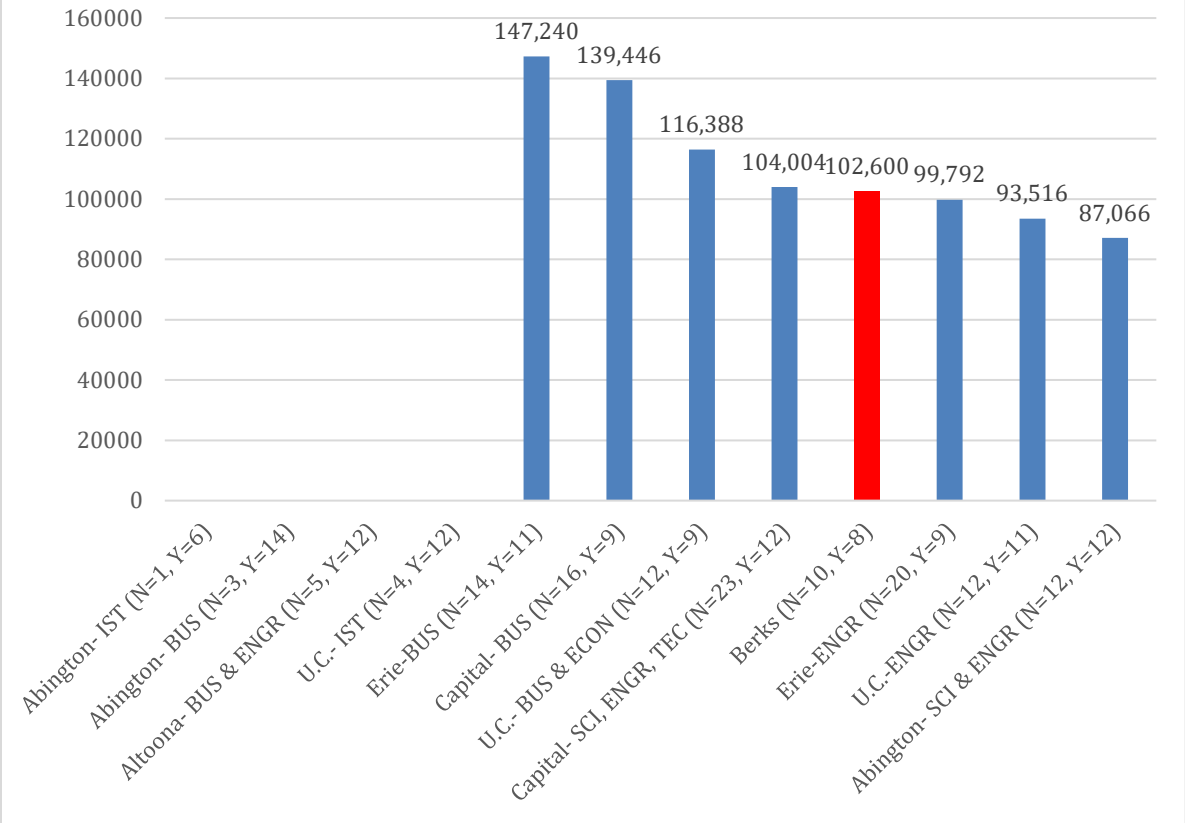
Comparison of Salaries of Full Time Faculty Humanities, Arts, and Social Sciences, 2019-2020 Rank: Assistant Professor (N=Faculty, Y=Mean Yrs. in Rank)



Division of Engineering, Business, and Computing

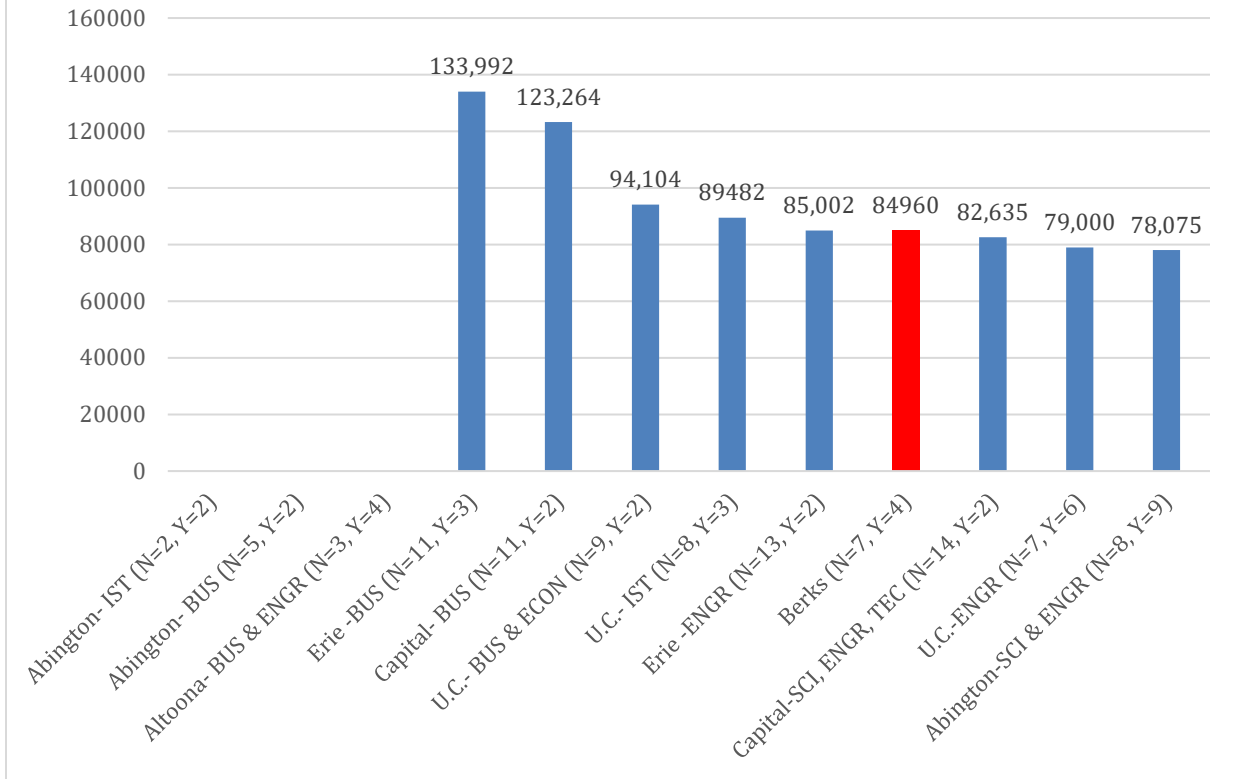


Comparison of Salaries of Full Time Faculty - Engineering, Business, and Computing, 2019-2020 Rank: Associate Professor (N=Faculty, Y=Mean Yrs. in Rank)

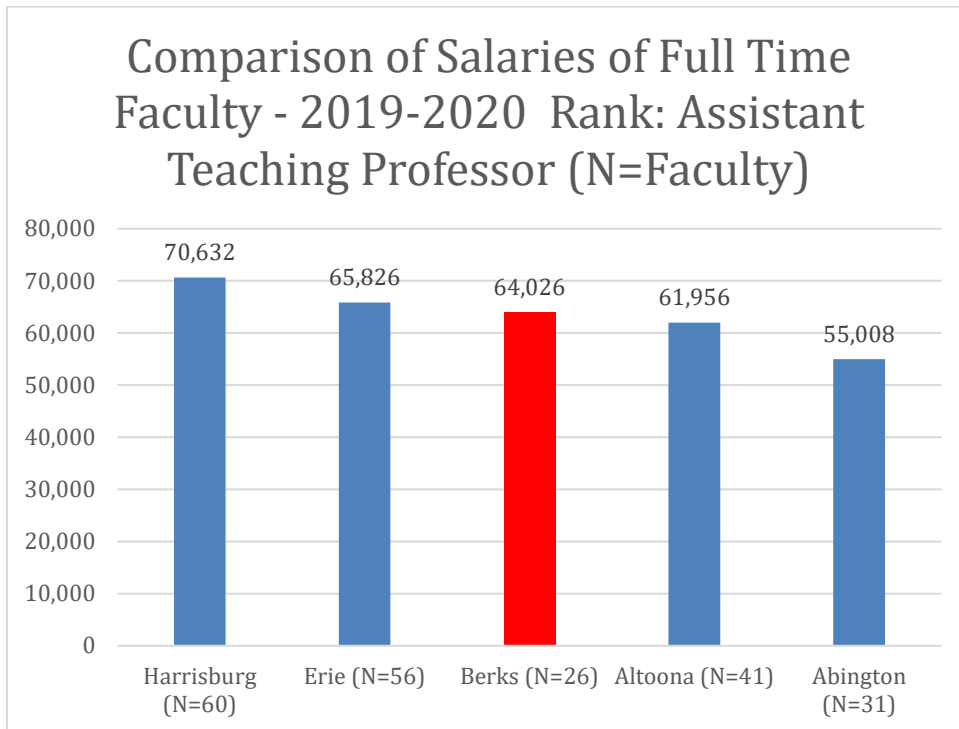
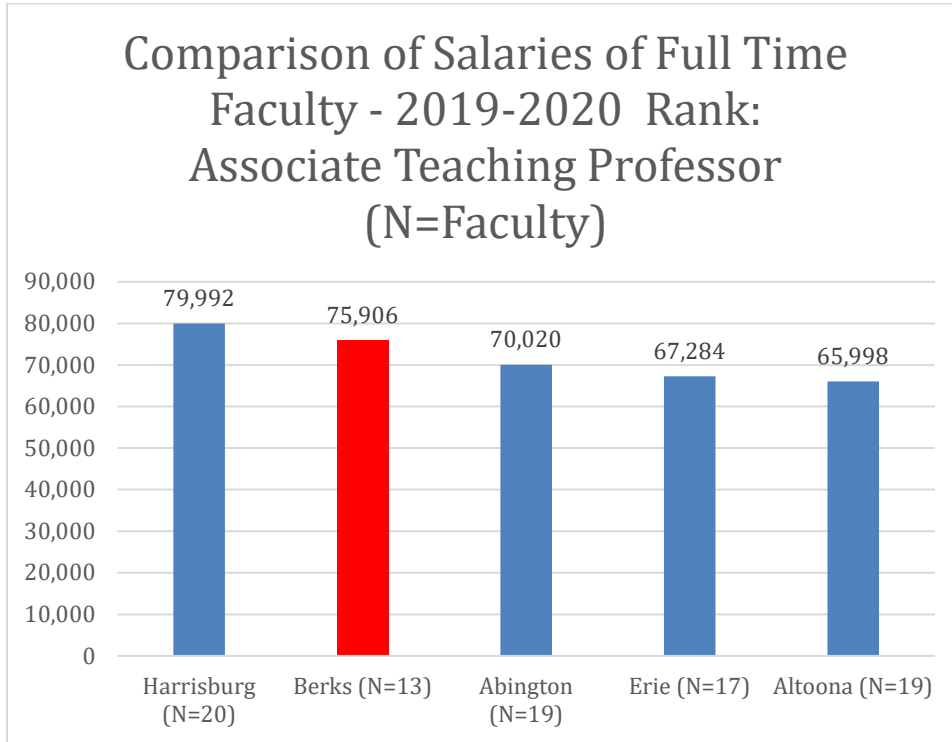




### Comparison of Salaries of Full Time Faculty - Engineering, Business, and Computing, 2019-2020 Rank: Assistant Professor (N=Faculty, Y=Mean Yrs. in Rank)



Non-Tenure Track Faculty (All Divisions Combined)



### Comparison of Salaries of Full Time Faculty - 2019-2020 Rank: Lecturer(N=Faculty)

