

Penn State Berks Faculty Senate
Monday, March 29, 2020
12:15 – 1:15pm
Zoom (Meeting ID: 942 0167 2790; Passcode: 508942)
Agenda

- 1. Call to Order**
- 2. Approval of the Minutes of the March 8, 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**
 - Campus Safety for BIPOC Faculty, Staff, and Students, Physical Facilities and Safety (Appendix B)
- 9. Informational Reports**
 - Antiracism Education in Student Coursework, Academic Affairs Committee (Appendix C)
- 10. New Legislative Business**
- 11. Comments for the Good of the Order**
- 12. Adjournment**

Appendix A

Penn State Berks Senate

March 8, 2021

12:15-1:15 PM, via Zoom

Attendees: Ali Alikhani, Mike Bartolacci, Mike Briggs, Flavio Cabrera, Catherine Catanach, Donna Chambers, Alex Chisholm, Valerie Cholet, Tricia Clark, Ebonie Cunningham-Stringer, Ruth Daly, Jennifer Dareneau, Justin De Senso, Colleen English, Maria Fellie, Louise Frantz, Bob Freeman, Andrew Friesen, Nathan Greenauer, Hassan Gourama, Sarah Hartman-Caverly, Jinyoung Im, Ben Infantolino, Erin Johnson, Samantha Kavky, Shahid Khan, Abdullah Konak, Sadan Kulturel-Konak, Jim Laurie, Ada Leung, Joe Mahoney, Michelle Mart, Lauren Martin, Catherine Mello, Pauline Milwood, Jennifer Murphy, Rungun Nathan, Meghan Owenz, Dawn Pfeifer Reitz, Matt Rhudy, Jeanne Rose, Holly Ryan, Marietta Scanlon, Jessica Schocker, Jeane Serrian, Allison Singles, Stephen Snyder, Terry Speicher, Hartono Tjoe, Bryan Wang, John Weber, Bob Zambanini, (faculty); James McCarty, Marie Smith (staff); G. Michael Shott, Afra Anan (students); Pradip Bandyopadhyay, Kim Berry, Lisa Glass, Elyce Kaplan, Janelle Larson, Lolita Paff, Belén Rodríguez-Moureló, John Shank (administration).

1. Call to Order

2. **Approval of the Minutes of January 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** – I want to thank everybody for their flexibility in changing the Senate meeting date, this was done to accommodate some curriculum approvals we have to make which we will be getting to shortly. I would like to remind all of the progress reports that are due on Wednesday, these are especially important now as we think how critical retention is. We will be announcing the slate of candidates for Berks officer positions, chair, vice chair and secretary as well as candidates for university senator at our March 29 meeting. Shortly after that meeting I will be releasing statements from those candidates explaining why they want the job and after that there will be an election with the results announced at our April meeting.

4. Reports of Officers and University Senators -

- **Vice Chair Ryan** – No report.
- **Secretary English** – No report.
- **University Senator Bartolacci** – We are still working on a couple things with respect to Faculty Affairs. They had a listening session with the chair of University Senate and all graduate faculty which I was invited to. It was made known that faculty at campuses that do not offer graduate degrees that are active in research should have R status. Our chancellor does not even get to approve us. At other units where they do have graduate degrees the head of the unit gets a list of faculty and basically they check off who they believe should have graduate status. I don't believe Chancellor Grant or the chancellors at Abington or Altoona get that opportunity because we do not have graduate programs unlike Behrend and Harrisburg of the five stand alone colleges. We are pushing to have those rules changed. Issues remain pertaining to the promotion discrepancy to full professor between UP and the campuses. A motion that was proposed last time around has not made it to senate council. It was sort of a motion that when looking at promotion and tenure decisions from the campuses that their mission with the greater emphasis on teaching should be considered.
- **University Senator Snyder** – In reference to Senator Bartolacci's report, I do not have anything else to add at this time. Typically, when P&T implementation comes forward Kathy Bieschke will consult with some people and let them know what she is thinking, and generally speaking faculty affairs would consult and give her feedback so I do not have anything else to add at this point. Our next meeting which is filled with informational reports that will end up finding their way online is next Tuesday. The one that is more of a discussion session is going to be about our new Policy 8102. Consensual Relationships, that is a new policy which arose out of the sexual harassment policy. I don't know what will be said about it other than we know it has been passed. Anyone may access it under HR Policy AD102. My other question for either Senators Bartolacci or Zambanini, we are working on revising the policy on parental leave which is very important but I haven't heard anything yet on where this is going. From what I understood it is going to be a joint charge with IRC and Faculty Affairs. Is there anything moving on that?

(Senator Bartolacci) Not from Faculty Affairs.

(Senator Zambanini) We have not heard anything within our committee on this as well. The only thing we were working on was something to do with the promotion aspects as you stated was within your committee.

- **University Senator Zambanini** –While completing my compliance training I came across the section pertaining to gifts noting there are four criteria that apply; one is that if the value of the gift were over \$100 you could not accept it. Janelle advised me that as a rule it would be a good idea to not accept gifts no matter what the value as this may present a conflict of interest in the future.

(Senator Bartolacci) One more thing, I don't know if you received the email I sent you last week Jessica. They were looking for solicitation from all faculty regarding the changes in SRTE's. I sent you the links last week in an email and they asked Senators to get it out to all faculty in our unit.

(Chair Schocker) I did get it and will send it to everybody. There are two links in that email to check out

- **University Senator Mahoney** – Since we last met alternate grading was again passed. One modification is that alternate grades now count for standing. We also passed a 24-credit cap for students registering for classes. I think students can get around this with approval from their adviser or division head. Provost Jones spoke during the plenary session on teaching faculty who were not renewed this year noting their decision was not COVID-related but was primarily due to low enrollments. Our committee is looking at revising Policy 8380 which is a class is a class is a class rule. It became apparent that some colleges, Smeal in particular, are not accepting classes taken at a campus for their majors and they are forcing students to retake those classes at University Park because they are not giving credit for them.
- **SGA President Michael Shott** – I do have a couple announcements on behalf of SGA some which may entail some participation or collaboration so I will provide my email address in the chat in the event you wish to contact me. Last semester we established some committees through SGA, four in particular that are sat on by members of our Senate and we are also reaching out to faculty for participation. They are diversity and equity; sustainability; student affairs; and community engagement. If any faculty are interested in joining please email me. These meetings are held monthly and the next one will be held on Wednesday over the common hour. Once we return to campus on a more normal basis, SGA would like to release a video series so I am here today with our media management chair Afra Anan who will be taking the lead in this effort. The goal is to have a series of short videos highlighting faculty, staff and members of the community which will be posted on the website and through social media. SGA is in the process of establishing a rotary chapter which would primarily be a student group but we would love faculty participation on that as well. Next steps will be identifying the need, identifying projects we could do through our community, and having some faculty support there would be great. I met with Chancellor Grant and SGA Vice President Lestine Payne to address an issue involving a professor that occurred around this time last month. At the chancellor recommendation, I am bringing this to your attention today. As the professor was reading from a book, the N-word came up twice. Many students of color in the classroom felt very uncomfortable by this. I met with these students who expressed concerns and we all came to the consensus that this was one isolated incident noting the professor wasn't really trying to do anything bad and that there were good intentions behind what occurred. That professor has gone on to apologize for the incident. As a body we didn't want to stop there. We feel there needs to be some type of cultural competency training/racial sensitivity training, for faculty not only on the front end but accountability on the back end.

(Chair Schocker) One of the motions today will focus on a report that specifically addresses the issue of race so I encourage you to share this with students and to also remind them that everything we do within the Senate is made public and may be accessed on our website.

- **Student Senator** – Not present.

5. **Comments/Announcements by Administrators**

- **Chancellor Grant** – Not present.
- **Interim Associate Dean Larson** – I will quickly respond to the SRTE question saying that I don't know. My understanding is they are planning to have the version of the SRTE's that were used in the fall, the more abbreviated version, and will be medians generated not means and that they are likely to be used for FAR's and P&T in part because there are faculty who are interested in going up for promotion and it's difficult not to have student feedback for that. More to come. The main thing I wanted to report is we are looking at the fall schedules. Students need to register for fall so we have to have a schedule for them to register. The university has put this off as long as they could but we have got to get this out there now. The plan is that things are going to progress as they look now which means that people will have access to getting the vaccine and there won't be another wild outbreak with one of these new variants. Under those assumptions, we will go back to what we were doing during the fall of 2019. If those assumptions change then our response will change. The class schedule that we are posting is going under those assumptions and if there are any changes our response will change. Last Friday I sent out a document that sort of outlines pedagogical reasons why someone might want to do something other than what was done during the fall of 2019, and I should be able to share by tomorrow another document that would have more personal reasons that one might want to do something other than what was done during fall of 2019 such as for health reasons, etc. That process will go through HR before it goes through to Academic Affairs. Are there any questions on that?

(Senator Snyder) I just wanted to say that I think their intent is to revisit the SRTE's much more significantly down the road. Changes will be made as we all know SRTE's as was used before is woefully inadequate.

(Rungun Nathan) Will there be any changes pertaining to masking and social distancing?

(Larson) The room capacity during fall of 2019 there was no distancing but masking is very plausible.

(Senator Mahoney) We got really short notice on this, it seemed that the university emergency became our problem of requesting if we wanted to change the class format. Is it going to be if we want to do something hybrid now that we've all created so much content is that going to be pretty much a no-go now that they have advertised that everything is going to be in person or can we request to change from what was the in-person class in the fall 2019?

(Larson) I would say if there were good pedagogical reasons for doing that and explain why then that would go ahead. One thing that has been highlighted through this process there is an entire set of accreditation issues that surround how students are taking their courses. Penn State is a residential institution and so when students register through World Campus, the World Campus provides the suite of student support (i.e., counseling, student affairs, etc.). During the past 12 months universities got a waiver from that requirement but if we have students taking just this random selection of zoom courses and on-line courses across Penn State campuses we can't guarantee that they are getting that whole level of student support that they are required to have. This goes back to the Department of Education requiring that if it's an on-line program, you must provide support for online learning. It's an accreditation issue. If there are students if for health reasons need to be remote, they are recommending they change their campus to World Campus.

(Jennifer Dareneau) For faculty like myself who are already teaching fully asynchronous and hybrid classes prior to COVID do we need to fill out paperwork for acceptance/permission?

(Larson) No. If you are doing what you did in 2019 you are good to go.

6. **Unfinished Business - None**

7. **Forensic Business – None**

8. **Motions from Committees –**

- **Report on the B.S. in Information Technology Proposal, Academic Affairs Committee (Appendix B)** – Committee chair Flavio Cabrera provided an overview noting the proposal was discussed and voted on by the Academic Affairs Committee at their March 1 meeting. Seven out of eight voting members of the committee were in attendance and voted on the proposal and their vote was in favor to approve the B.S. in Information Technology. The committee recommends acceptance of this major as proposed. Chair Schocker opened the floor for questions; hearing none the vote was called.

(Secretary English) The poll will reflect the question that you will be voting on and as a reminder, voting is limited to full-time faculty members only. Results: 52 in favor; 1 opposed; 3 abstentions; *the motion was approved.*

- **Report on the Certificate in Spanish for Healthcare Proposal, Academic Affairs Committee (Appendix C)** – Committee chair Flavio Cabrera provided an overview noting the certificate was discussed and voted on by the Academic Affairs Committee at their March 1 meeting. The discussion centered on reviewing the inquiries, reviewing the proponents' reply, reviewing if the changes to the proposal met Penn State requirements, and the merits of having such a certificate at Penn State Berks. It was verified by the committee that the proponents successfully replied to the inquiries and that the modifications to the proposal do not change the content of the certificate. No additional action was deemed necessary from the proponents at this time. Seven of the eight voting members of the committee were in attendance and voted on the proposal and voted in favor to approve the Certificate in Spanish for Healthcare. Chair Schocker opened the floor for questions.

(Rungun Nathan) Why was it decided to limit this certificate to just healthcare?

(Maria Fellie) We already have a minor in Spanish which is a six-course minor. The certificate in healthcare is narrower. We believe it will appeal to a lot of different majors at Penn State Berks as well as bring in students from other campuses. There is nothing like it in the area and we feel the need is there within the Berks County community.

(Secretary English) Results: 48 in favor; 2 opposed; 2 abstentions; *the motion was approved.*

- **Antiracism Education for Faculty at Berks, Faculty Affairs Committee (Appendix D)** – Vice Chair Ryan provided an overview of the report noting the Faculty Affairs Committee was charged with how to investigate how best to educate faculty to practice antiracism. Background information was shared. The committee's focus was specifically what was said about education for faculty which were outlined in the report as well as defining terms of what is social justice and antiracism. Also highlighted in the report were Berks initiatives such as the Berks Diversity Committee; the Social Justice Collaborative; Antiracism Across the Curriculum Group; and Antiracist, Intersectional and Decolonial (ARID) Teaching and Engagement. While Berks faculty have really done a good job in doing the grassroots work of educating and supporting one another by addressing social justice and racism on campus, our committee found there is very little institutional support around these organizations. The other thing the committee acknowledge is that although we are all members who are not necessary experts in these areas, there are many experts on this campus who have been leading these efforts and they should be involved in educating our campus about these issues. Two recommendations were outlined for administrators in order to move the intent of this charge forward. They are: (1) recommendation for a central repository/website be created to inform faculty the work already being done on our campus as it related to DEI; and (2) recommendation that the Chancellor create a local commission on racism, bias and community safety that is modeled after the University-wide committee that can be charged with how best to educate faculty and create a culture of antiracism on our campus. Chair Schocker opened he floor for questions.

(Rungun Nathan) Do we need four different groups on the campus that is going after the same type of resources both in terms of people, time, money, and can we not think about bringing them all together in on organization so it is a more collective effort?

(Vice Chair Ryan) I think it's a question that would be fair to ask to the commission to consider as to what is the efficacy of these group. They all have a very different focus and they all come from different parts of the organization. For example, the Diversity Committee comes out of Student Affairs and is run through Sharon's office which is a different angle then the Social Justice Collaborative or people working on curricular changes. They all have a very different perspective and I think that is important. I would like to see the commission address that and think about that noting resources are limited and we need to think of the best way to do them. The Chair called for additional questions; hearing none, called the vote.

(Secretary English) Each recommendation will be voted on separately. Results for recommendation #1: 46 in favor; none opposed; 6 abstentions; *the motion was approved*. Results for recommendation #2: 40 in favor; 3 opposed; 7 abstentions; *the motion was approved*.

9. Information Reports –

- **Standing Committee Meeting Minutes (Appendix E)** – Chair Schocker commented we do not have time to discuss this informational report and indicated these are the minutes from the last meeting.

10. New Legislative Business - Nonez

11. **Comments for the Good of the Order** – Chair Schocker asked all to hold any comments they may have for the good of the order for our next meeting which will be on March 29.

12. Adjournment

Appendix B

Physical Facilities and Safety Senate Committee

Advisory and Consultative Report Spring 2021

Charge: Investigate how the college can make our campus safe for BIPOC faculty, staff, and students in light of current sociopolitical climate, in regards to (but not limited to) physical facilities (cameras, lighting, security, etc.), police services and administrative responses to faculty/staff concerns, police services racism education, and overarching police services relations with the campus community. Prepare an advisory and consultative report with recommendations. Suggested deadline: March meeting

Introduction

In light of recent events in society and the status of current race relations, concern was expressed regarding the safety of all people, specifically BIPOC (Black, Indigenous, and People of Color) in our campus community. To that end, the committee proposed engaging in a dialogue with Police Services to explore fundamental principles guiding University Police and Public Safety, and examine those policies specifically pertaining to the safety of all people on our campus regardless of race, gender, ethnicity, and the like.

A meeting convened to collect information including but not limited to the mission of University Police and Public Safety services, the daily operations regarding community interactions, and to gain an understanding of sensitivity training, or other types of training provided to incoming and existing officers for professional development.

As the physical facilities and safety senate committee, we focused our discussion on safety issues germane to the physical facility. Our goal was to learn how to support Police Services in their efforts and draw attention to the importance of the equitable treatment of all persons on campus.

Appendix 1 contains semi-structured questions addressing the items above. Appendix 2 is a copy of the University Police Services Survey distributed Fall of 2019.

Summary of Discussion

Dale Osenbach, District Commander *University Police Public Safety*, has met with Keith Hillkirk frequently in the past and plans to continue these meeting with Dr Grant to maintain open communication with Berks.

According to Dale, Penn State as a whole has moved forward by developing an official COP (community-oriented police program). The purpose is to develop and refine policies, highlighting inclusive practices to recognize BIPOC. As such, a position was created; the Penn State University Police and Public Safety Director of Diversity, Equity and Inclusion, filled by Penn State Berks graduate, Iris Richardson. Police Services has been working with Iris to develop with specific actions to work with enhancing diversity awareness initiatives at the different campuses.

Station commanders were tasked with reaching out to the leaders of groups of marginalized students in various campuses to identify potential issues and concerns, build relationships with students in the marginalized populations, and develop outreach programs to better connect with these students.

Iris has been integral in developing guidelines for interacting with police and students. Additionally, she has instituted a checklist to keep tabs on progress made as they move toward implementing more inclusive policing practices and initiatives. Iris has direct oversight over initiatives for diversity. To date, Iris has worked at 6 of PS campuses and is currently located at the University Park Campus. Part of her responsibility is to make sure commonwealth campuses are included in the larger dialogue knowing they may not have access to services that UP has. To better communicate the endeavors of the Police Services and Public Safety Office, a website was designed to disseminate information.

According to the University Police Services website, “Penn State University Police and Public Safety (UPPS) has appointed [Iris Richardson](#) as the department’s first director of diversity, equity and inclusion, following a national search that began in 2019.

In this newly added position, Richardson will be committed to developing overall diversity, equity and inclusion programming for UPPS while also serving the Penn State community. Her office is located at the department’s headquarters at University Park and she will serve the department’s employees and Penn State community at 22 campuses across the commonwealth.”

Richardson’s responsibilities include:

- Providing overall direction and guidance, planning, policy input, strategic communication, and technical and internal support for University Police and Public Safety around diversity, equity and inclusion initiatives.
- Serving on internal University committees, including the Finance and Business [Strategic Priority Team on Advancing Diversity and Inclusion](#).
- Representing UPPS on external committees in the community such as Community & Campus in Unity.
- Acting as the liaison between UPPS and concerned public or committees.
- Identifying training needs around diversity, equity and inclusion for police officers, staff members and UPPS leadership across the commonwealth.
- Developing and implementing communications, programming and training strategies to support the University’s overarching commitment to diversity, equity and inclusion.
- Engaging with employees to positively impact the campuses and communities they serve across the commonwealth.

More can be found here: <https://www.police.psu.edu/diversity-equity-and-inclusion>

The Transparency website was established to report on policies and statistics and are published on there.

[University Police unveils Transparency and Accountability Initiative | Penn State University \(psu.edu\)](#)

Each component of the transparency initiative is detailed here:

[Transparency and Accountability Initiative | University Police & Public Safety \(psu.edu\)](#)

Highlighting components of transparency, diversity, accountability, and listening, this website summarizes a plethora of information pertinent to improving relations between police services and the university campus communities.

Data derived from several sources contributed to the content of the site.

In 2019, surveys were randomly circulated to assess the campus climate regarding community relations with campus police. Surveys were fairly positive but lacked remarkable data due to the low response rate. At Berks, a 9% response rate itself showed much room for improvement. Of the 134, only 6 were Black or African American, and 7 were Latinx, with 44 not indicating their ethnicity.

Table 1. Race/Ethnicity Category.

Race/ethnicity category ¹	Target population %	Survey Respondents N	Survey Respondents %
American Indian or Alaska Native	<1%	0	0%
Asian, Native Hawaiian or other Pacific Islander, or two or more races ²	8%	8	6%
Black or African American	6%	6	5%
Hispanic or Latinx	12%	7	5%
White	65%	64	48%
Unknown	6%	44	33%
International	3%	5	4%

Consequently, Police Services set up work groups throughout police and public safety to address how to better attend to the needs expressed in the survey. For example, BIPOC didn't seem to complete the survey in as high numbers hoped. Consequently, this year's campus climate survey, due to be distributed early in the Fall 2021 semester, is developed to address the larger issues of concern as well as striving to reach a broader audience to complete the survey.

Police training has undertaken a comprehensive approach by defining critical areas of policing education. Penn State police officers complete various trainings in several critical areas, including, but not limited to:

- Anti-Biased Based Policing,
- Cultural Awareness,
- Implicit Biased Policing,
- Mental Health Crisis Training, and
- Code of Ethics and Professional Conduct.

Required training also includes:

- [Municipal Police Officers Education and Training Commission \(MPOETC\)](#) Training and Certification Updates (12 hours annually with curriculum set by the Commonwealth)
- Reporting and Investigation of Use of Force Incidents
- Prisoner Handling

- Use of Force
- Use of Less Lethal Weapon Training
 - Oleoresin Capsicum Aerosol Training (Pepper Spray)
 - TASER Training,
 - Monadnock Defensive Tactics System Training
 - Monadnock Expandable Baton
- Use of Firearms Training and Qualifications
- Biannual American Red Cross CPR/AED/First Aid

Officers also complete frequent roll-call training and [PoliceOne Academy](https://www.police.psu.edu/required-training) required monthly training assignments, which are topic specific. More information can be found here: <https://www.police.psu.edu/required-training>

Local Efforts

At Berks, Lt. John Bessy has had officers come to FYS classes, instituted (ice cream) “Cones with Cops”; and has reached out to different student groups on campus to initiate conversations. The 2020 pandemic interfered with a lot of potential progress in these areas.

Berks Campus Safety offers training in the “Run, Hide, Fight”; Sexual assault training; and other programs on personal safety.

RAs (Resident Assistant) and Police services have worked closely together. Chief John Bessy doesn’t have the relationship with students like he used to, now that he is in a supervisory role. But in the past, his close work and communication with student leaders on campus served to maintain perceived amicable relations between campus safety and students.

Physical Plant

According to Kim Berry, a recent evaluation of the campus indicates that recent updates to exterior lighting meet or exceed University standards for usage of that type of lighting specific to the location (walkways, parking areas, entrances to buildings, etc.).

Over 130 closed circuit cameras are active on campus. Camera additions will continue as card access points are added to the various buildings on campus. University recommendations for physical plant safety are reviewed regularly to be sure Penn State Berks is adhering to all university policy.

Discussion and Rationale

Improving the safety of all people on campus is an ongoing endeavor. While this initial discussion was promising, more dialogue is necessary to continue to bridge communication among the various groups in the campus community. The following are recommendations for consideration by faculty and staff to continue the larger dialogue germane to Diversity, Equity and Inclusion at the Penn State Berks Campus.

- 1- All members of the campus community are encouraged to access the Police Services and Public Safety website listed above to review specific items of interest.

- 2- Police services are encouraged not only to engage with the students but also develop opportunities for outreach to the faculty and staff of the Penn State Berks community. For example:
 - a. attend a faculty meeting (as mentioned below)
 - b. share and describe communication systems available to faculty and staff to contact members of the campus police
 - c. connect with the Social Justice Collaborative to engage in a circular discussion with police services so that all stakeholders are involved in the conversation about issues of diversity, equity and inclusion.
- 3- Faculty are encouraged to explore modes to report instances of wrongdoing. The following links provide direction regarding varying conditions for reporting:
 - a. AC75 Faculty Rights and Responsibilities: <https://policy.psu.edu/policies/ac76>
 - b. Resources for Reporting Wrongdoing including bias or discrimination: [https://senate.psu.edu/faculty/resources-for-reporting-wrongdoing/#:~:text=To%20file%20an%20anonymous%20report%3A%20The%20Penn%20State%20Hotline%20\(http,anonymous%20and%20available%2024%2F7](https://senate.psu.edu/faculty/resources-for-reporting-wrongdoing/#:~:text=To%20file%20an%20anonymous%20report%3A%20The%20Penn%20State%20Hotline%20(http,anonymous%20and%20available%2024%2F7)
- 4- Faculty are encouraged (particularly FYS Faculty) are encouraged to review the website within the context of the FYS class and share vital information regarding student safety.
- 5- The administration is encouraged to develop a Teaching Colloquium or faculty retreat highlighting how anchors of diversity, equity, and inclusion instruction have been integrated into course curricula and classroom management. While this recommendation falls outside the purview of this standing committee, it does impact the overall safety and well-being of all the campus community by extending the conversation into all areas of campus safety.

Recommendations for Voting

Based on this discussion, the Physical Facilities and Safety Committee recommends the following:

- 1- The administration should encourage an ongoing dialogue between faculty and Police Services.
- 2- Create new standing charge: Assess and make recommendations regarding ongoing police efforts concerning issues of diversity, equity and inclusion.

Submitted by:

Valerie Cholet, Chair

Jinyoung Im, Vice Chair

Mahsa Kazempour

Ada Leung

Meghan Owenz

Jeane Serrian

Allison Singles

APPENDIX 1

Guiding Discussion Questions.

- 1- Are there ever times when any members of police services feel threatened by individuals on campus?
- 2- Does the geographically distributed model of police services assignments inhibit the ability to develop better community relations with specific campuses?
- 3- What is police services' impression of the current relationship between police services and students in general? Is there a perceived difference in that general relationship and the relationship with BIPOC students specifically?
- 4- What do the police services believe to be the students' perception of the current relationship between police services and students? Would BIPOC and non-BIPOC students have the same perception?
- 5- Is race data collected as part of police incident reports? If so, in what form?
- 6- Are there training/educational initiatives related to diversity/equity/inclusivity issues that are available for campus police?
 - a. Is participation mandatory for these educational initiatives?
 - b. Are there incentives or repercussions for attendance?
- 7- Are there services/resources that should be provided to police services that would help police services maintain/improve the relationship between police services and students?



PennState

Office of Planning, Assessment,
and Institutional Research

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University Police and Public Safety Survey Findings

December 2019

Executive Summary

In Fall 2019, Penn State 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.

Nearly half of all respondents (46%) reported interacting with a Penn State University Police officer at their primary campus in the last two years, most commonly when they attended an event where officers were present. Among these respondents, perceptions of University Police were very positive – 89% indicated that the UPPS employee’s knowledge was sufficient to assist them and 87% indicated that the employee handled their issue professionally. Overall, 90% of respondents rated UPPS performance as “good” or “very good.”

Fifteen percent of all respondents indicated that there were places on campus where they felt unsafe, most often on campus at night, either in general (22%) or in specific locations (14%), and their primary safety concerns were crimes against people. Fear of the possibility of an active attacker came up across comments provided in relation to multiple questions.

Most respondents (71%) were aware of the emergency public phones (71%). Eighty-six percent were signed up for the PSU Alert emergency system (86%) and 68% were familiar with the University’s Timely Warnings.

While most survey respondents held very positive perceptions of UPPS, it is worth noting that the perceptions of historically marginalized groups were often less positive. Only 77% of transgender, nonbinary, and genderfluid respondents (as a group), for example, indicated that they felt comfortable contacting University Police for assistance, compared to 86% of women and 83% of men. Similar gender differences were observed in terms of respondents’ feelings of safety on campus and between minority and nonminority respondents. Likewise, historically marginalized groups less often agreed that officers were respectful to “people like me.”

SURVEY AT A GLANCE

Survey timing: Fall 2019

Target population: students and employees at 22 campuses with University-provided police services

Survey response rate: 9%

Overall perceptions:

- 90% rate overall UPPS performance as good or very good
- 89% believe officers are professional
- 87% believe officers are courteous
- 79% believe officers are fair
- 24% find officers intimidating
- 87% believe officers are respectful to “people like me”

University Police and Public Safety Survey Findings for Penn State Berks

Background

In fall 2019, the Office of Planning, Assessment, and Institutional Research (OPAIR) conducted an anonymous University-wide survey on behalf of University Police and Public Safety (UPPS) to gain an understanding of student and employee attitudes and opinions related to police services and programs. The results will be used to improve University Police services for all community members.

This voluntary, online survey is intended to be used as a platform for organizational learning, and by asking specific questions about the quality of policing in the community, to measure how policing in the Penn State community affects public trust. The survey was distributed via email to selected students and employees at the 22 Penn State campuses where University Police provides services. A random sample of students and employees at Penn State University Park, Abington, Altoona, Berks, Behrend, and Harrisburg, as well as all students and employees at the smaller campuses—29,713 people—were invited to complete the survey. Current and former employees of UPPS were excluded from the target population and sample, and a screening question was used to direct any current or previous employees inadvertently included in the sample out of the survey. University-wide, the survey response rate (not including those directed out of the survey) was nine percent. **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.**

The survey asked students and employees about University Police, the police department that provides services to 21 campuses¹, regarding:

- overall performance;
- overall competence of agency employees;
- perception of officer attitudes and behavior;
- community concern over safety and security within University Police’s jurisdiction; and
- recommendations and suggestions for improvements.

The findings will be used to improve services for all community members. The survey, which is part of the police department accreditation process, will be conducted biennially.

This report summarizes the findings for Penn State Berks. Participant responses to the survey are confidential. Although the data were collected in an anonymous fashion, some respondents provided identifying information. For this reason, OPAIR provided UPPS with aggregate findings only. Response breakdowns representing groups with fewer than five respondents are either combined into aggregate categories or not reported. Reported percentages often do not add to 100% due to rounding. Many of the questions asked respondents to “select all that apply”. The findings for these responses are presented as the proportion of overall responses to that question. A summary of open-ended responses is provided where applicable.

¹ Abington, Altoona, Beaver, Behrend, Berks, Brandywine, Carlisle, DuBois, Fayette, Great Valley, Greater Allegheny, Harrisburg, Lehigh Valley, Mont Alto, New Kensington, Schuylkill, Scranton, Shenango, University Park, Wilkes-Barre, and York

Many of the analyses presented in this report compare the responses of demographic groups. It is important to note that some of these demographic groups (e.g., transgender, non-binary, genderfluid and LGB) contain only a relatively small number of respondents (see Respondent Demographics, p. 19) that answered the relevant questions. Respondent groupings commonly used in this report include:

- 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.
- LGB respondents are those that self-reported as lesbian, gay, or bisexual.

Complete findings for The Pennsylvania State University are available in the overall report, *University Police and Public Safety Survey Findings*.

Findings

Interactions with Police

Figure 1. Interacted with Penn State Police officer at your primary campus in the past two years

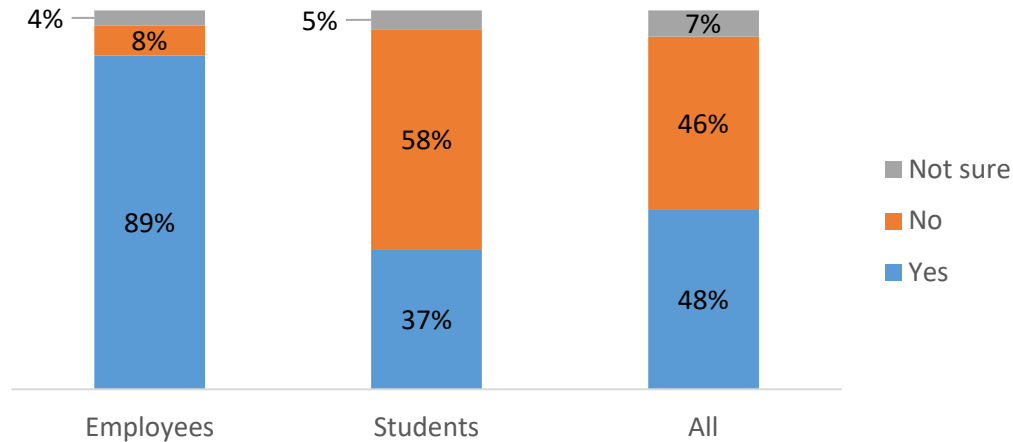


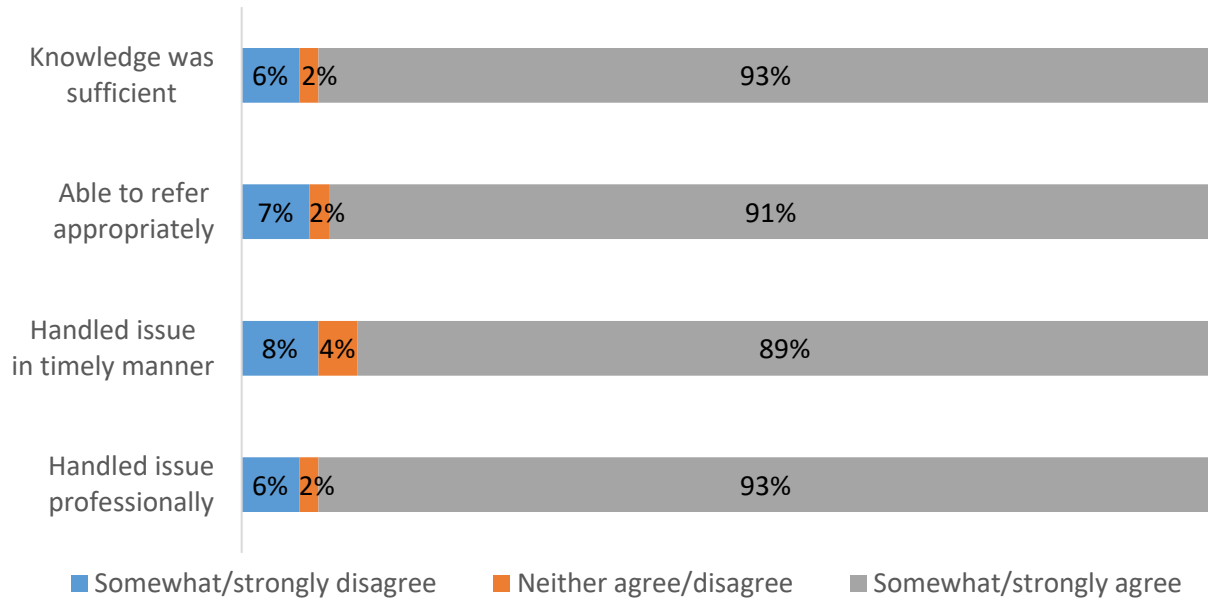
Table 1. Respondents who reported interacting with Penn State Police: Nature of contact(s) (check all that apply)

In what ways have you had direct contact?	Responses
Called University Police/911	8%
Called University police for non-emergency assistance	23%
Witnessed a crime	0%
Pulled over	0%
Arrested	0%
Requested service/information for myself	13%
Attended an event where officers presented	20%
Utilized a University Police service	0%
Officer spoke to me	11%
Officer questioned me	0%
Victim of a crime, interviewed about a crime/incident, received warning/citation, involved in traffic accident, required medical/crisis assistance, and/or requested information/presentation for others ¹	15%
Other ²	13%

¹ Combined for reporting due to fewer than 5 responses in any individual category.

² Other types of interactions included police appreciation luncheon, campus events, parking interactions, requesting services on behalf of another, helping dispose of roadkill, casual interactions and interactions related to work.

Figure 2. Respondent's interactions with University Police officers and staff



Campus Safety

Figure 3. Respondents' agreement with statements about their comfort contacting police and sense of safety on campus

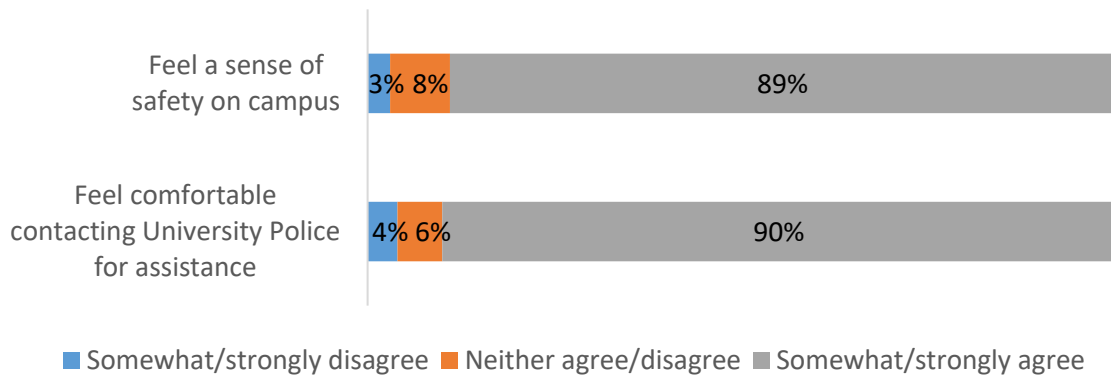


Figure 4. Feel comfortable contacting University Police for assistance – by gender

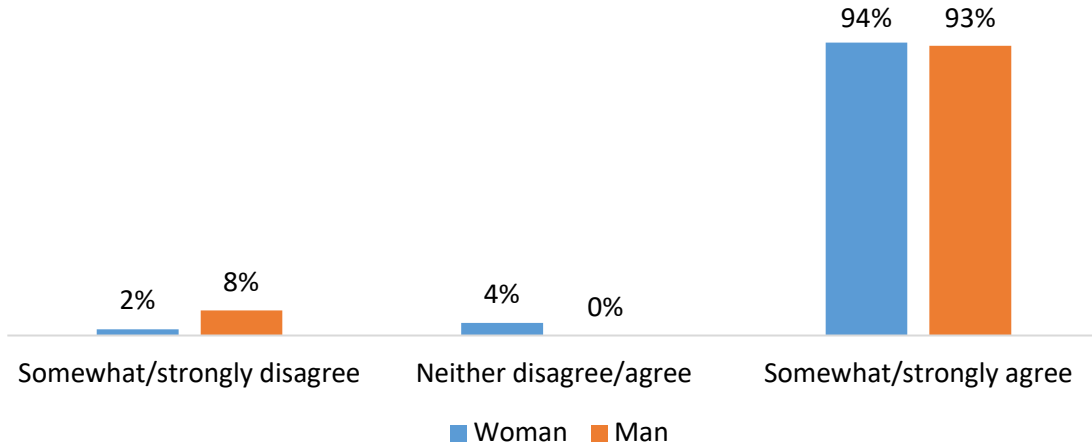


Figure 5. Feel comfortable contacting University Police for assistance – by minority status

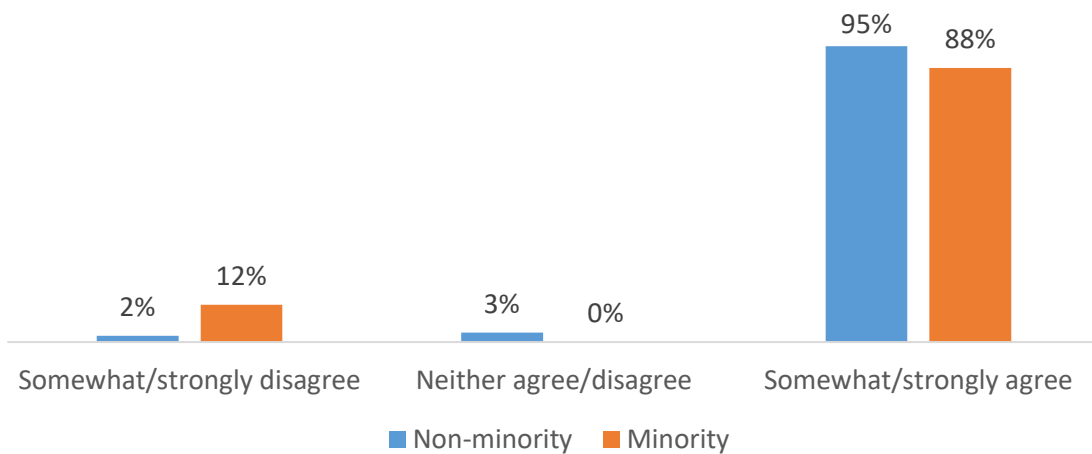


Figure 6. Feel comfortable contacting University Police for assistance – by LGB status

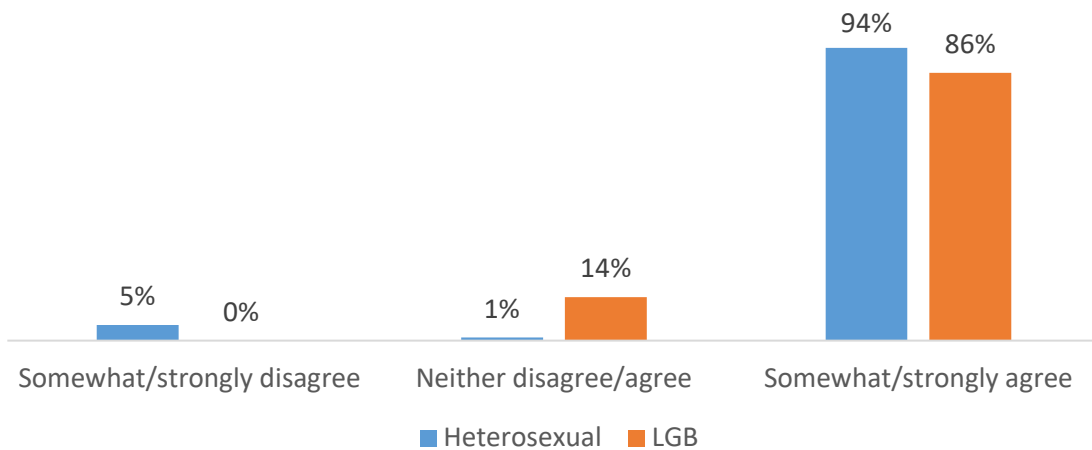


Figure 7. Feel a sense of safety on my campus – by gender

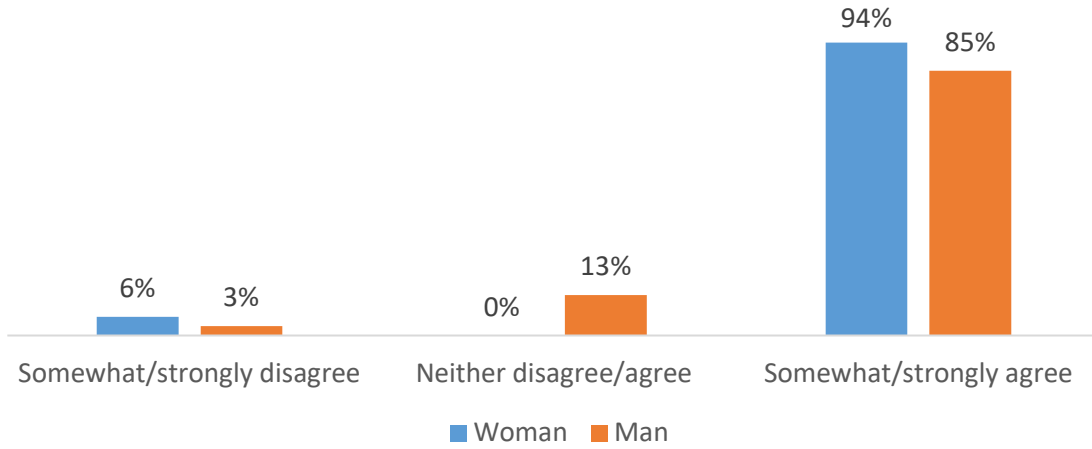


Figure 8. Feel a sense of safety on my campus – by minority status

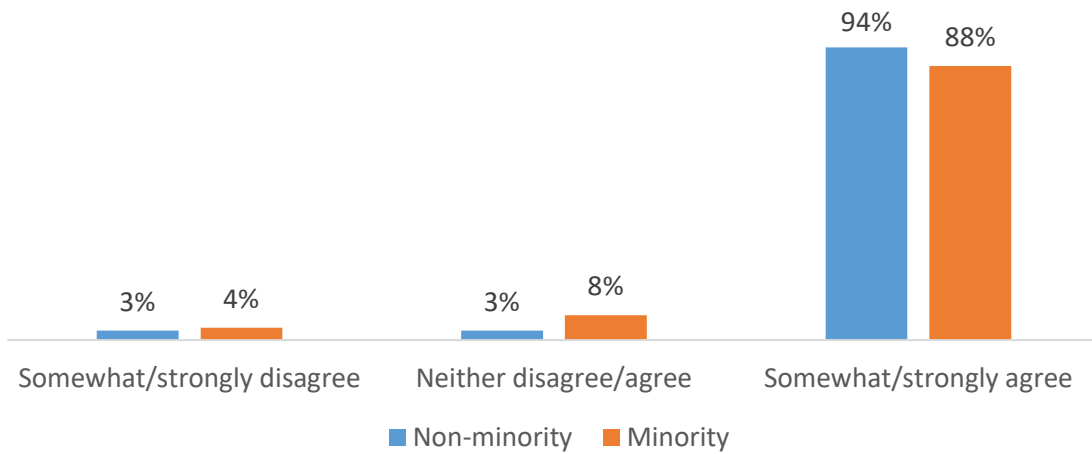


Figure 9. Feel a sense of safety on my campus – by LGB status

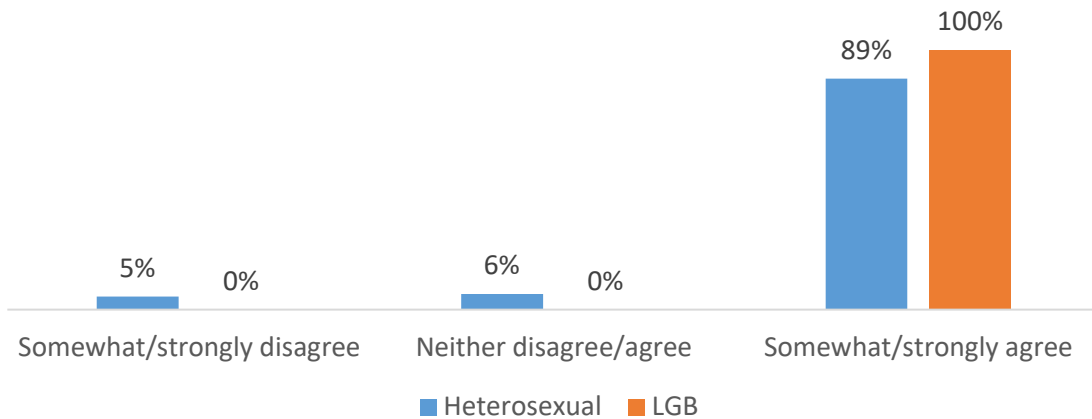


Figure 10. Are there places where you feel unsafe on campus?



Table 2. Respondents who reported feeling unsafe:
Campus locations perceived as unsafe (check all that apply)

Table excluded because there were fewer than five responses in each category.

Table 3. Primary safety and security concerns

Which are your primary safety concerns (select up to 3)?	Responses
No concerns	31%
Alcohol violations	4%
Bicycle law violations	0%
Building design	6%
Crimes against people	18%
Crimes against property	9%
Drug violations	7%
Emergency phone access	3%
Outdoor lighting	12%
Pedestrian law violations	0%
Traffic law violations	6%
Landscaping and other ¹	3%

¹ Combined for reporting due to fewer than 5 responses in any individual category. Other concerns included marijuana, residence hall issues, vaping/smoking, speeding, and the openness of the campus.

Perceptions of Police Officers

Figure 11. Respondent's positive perceptions of University Police officers

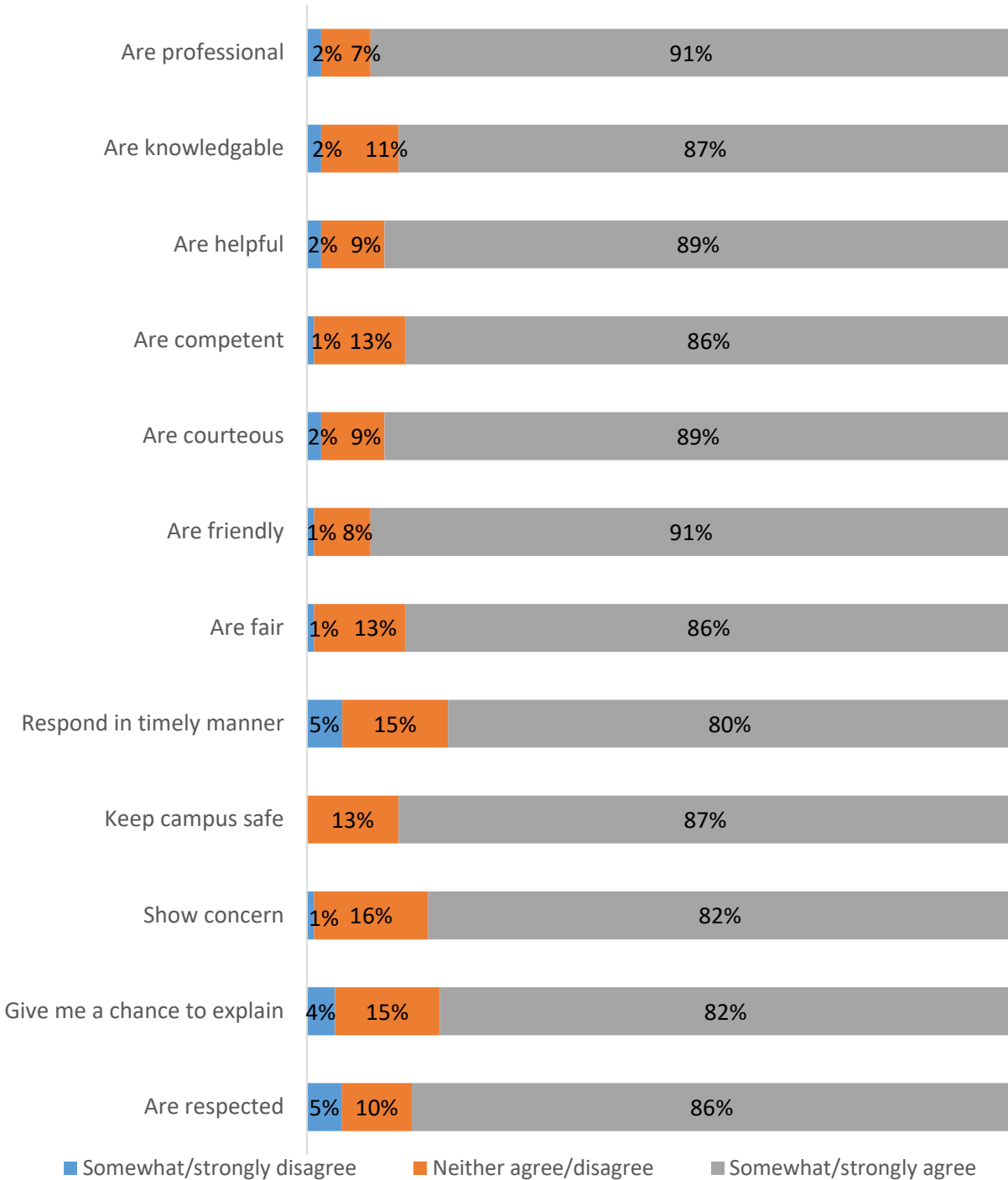


Figure 12. Respondent's negative perceptions of University Police officers

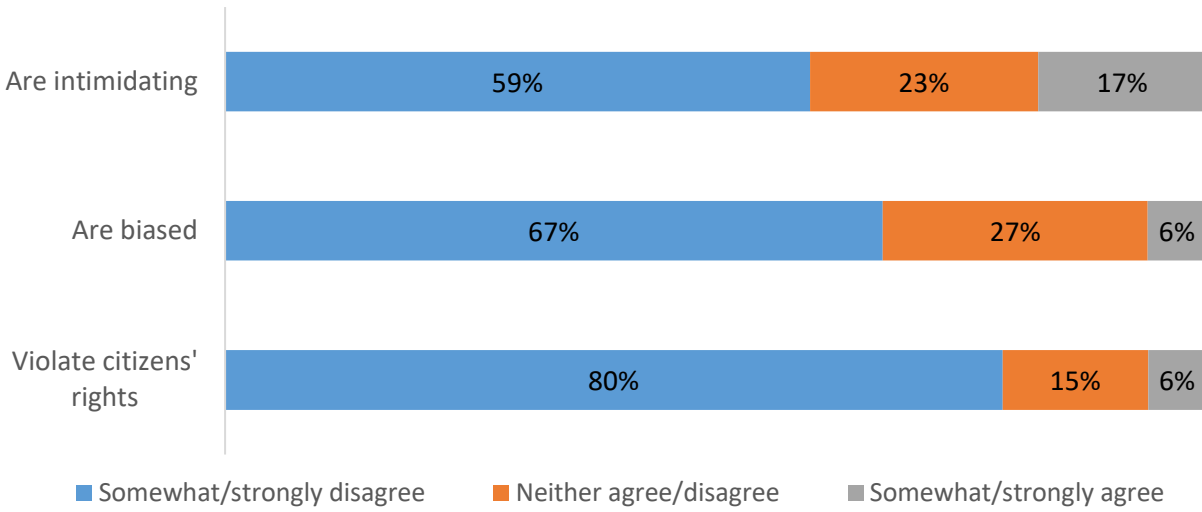


Figure 13. University Police officers are respectful to people like me

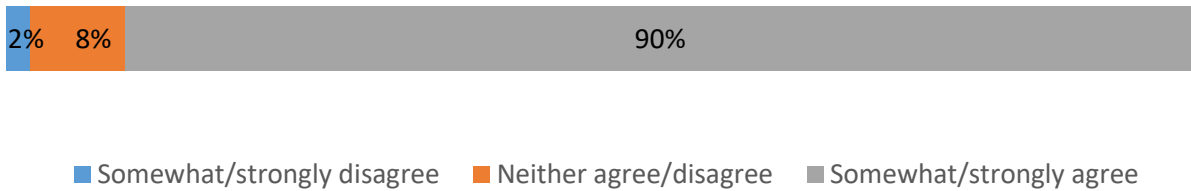


Figure 14. University Police officers are respectful to people like me - by gender

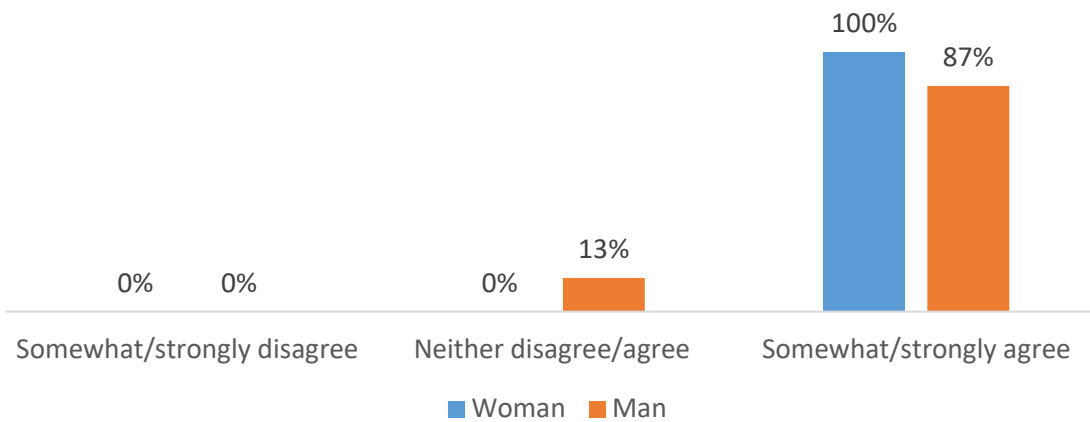


Figure 15. University Police officers are respectful to people like me – by minority status

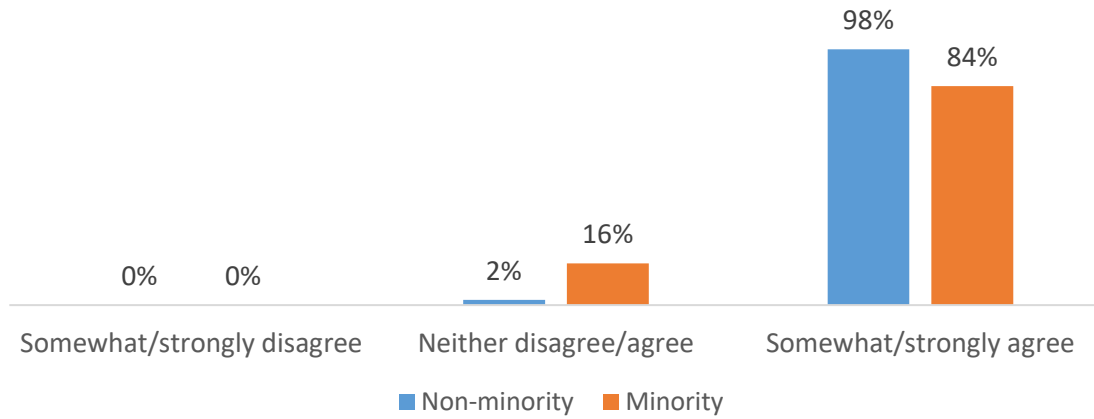


Figure 16. University Police officers are respectful to people like me - by LGB status

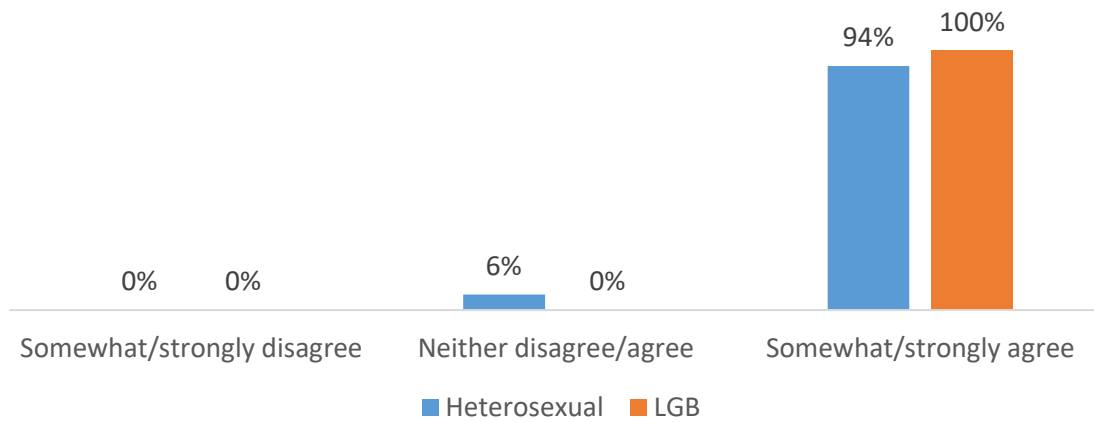


Figure 17. University Police officers are respectful to people like me - by disability status

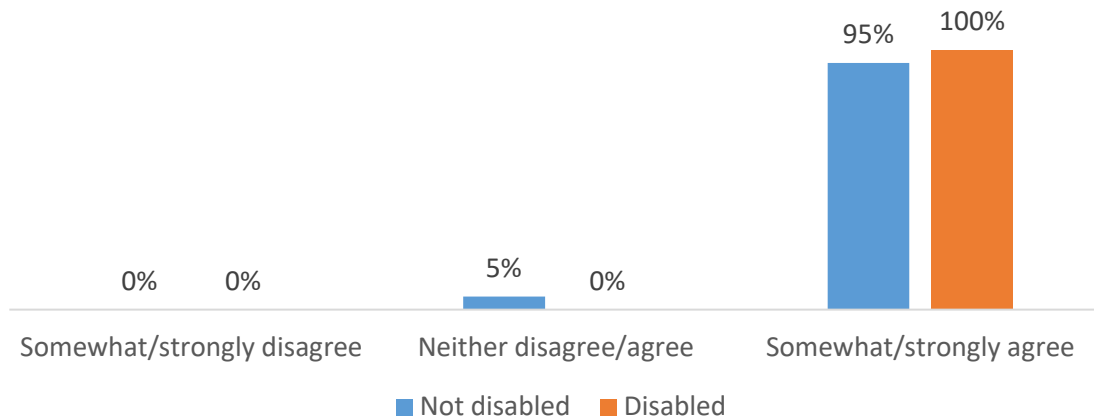


Figure 18. I know someone that has been stopped, pulled over, watched or questioned by University Police when they had done nothing wrong

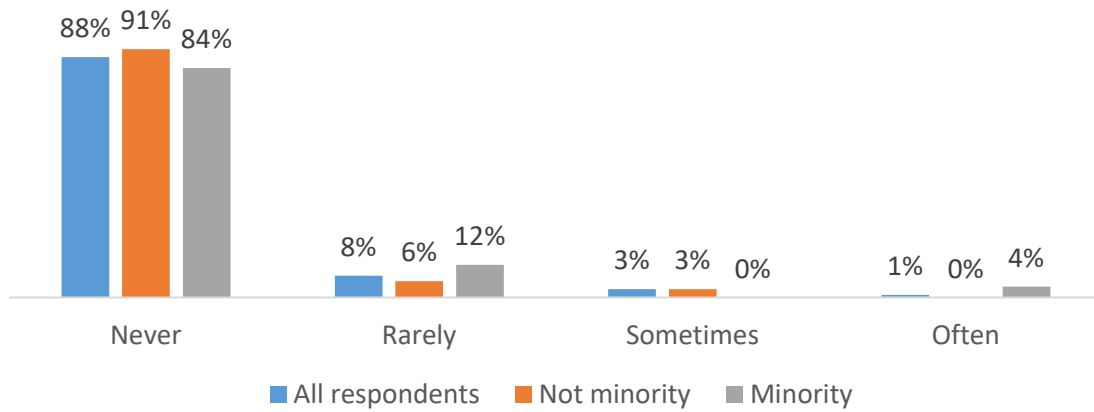


Figure 19. I have been stopped, pulled over, watched or questioned by University Police when I had done nothing wrong

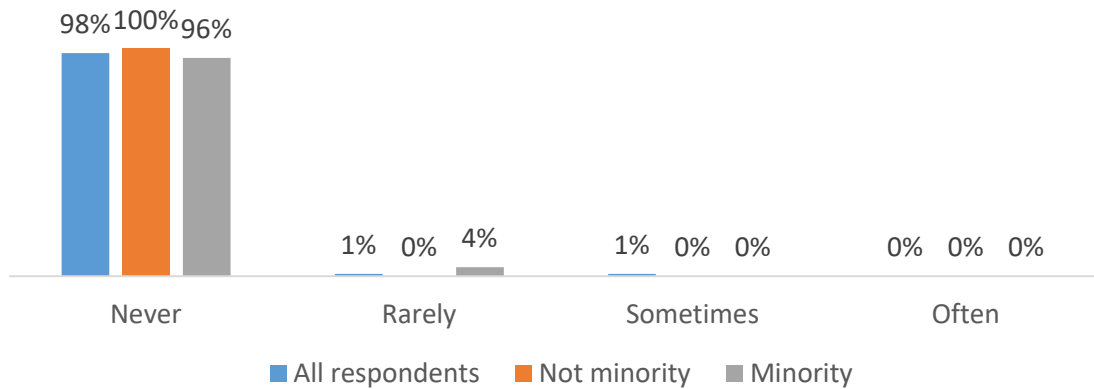


Figure 20. I have felt targeted by University Police due to my gender identity

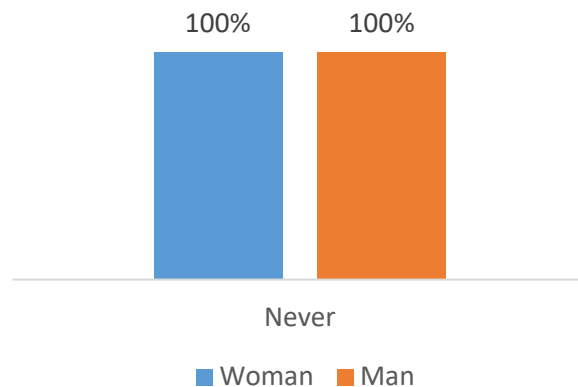


Figure 21. I have felt targeted by University Police due to my racial/ethnic identity
- by minority status

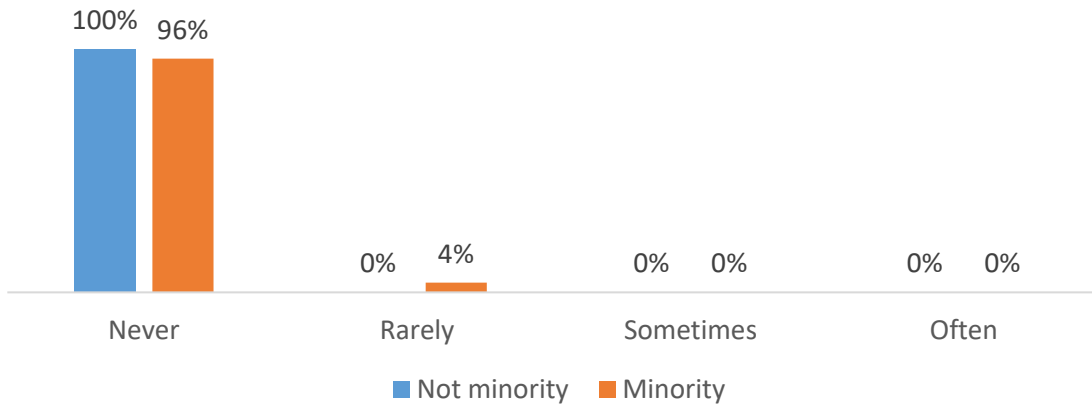


Figure 22. I have felt targeted by University Police due to my racial/ethnic identity
- by international status

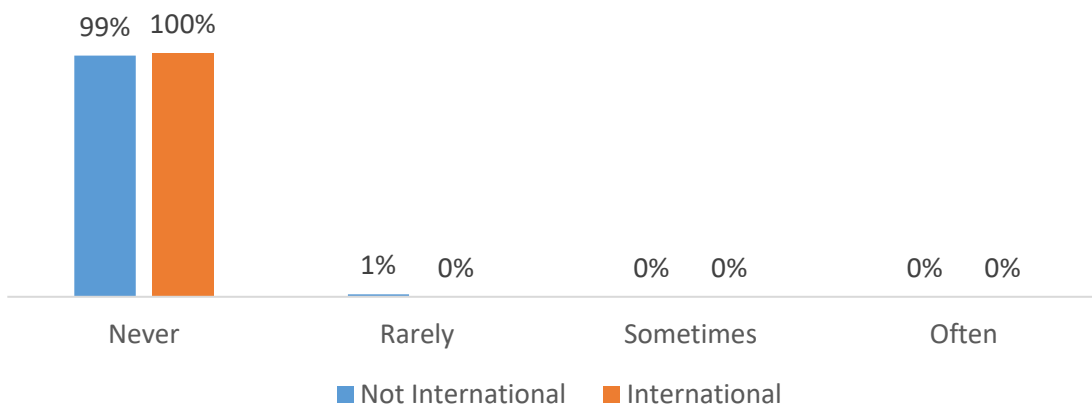


Figure 23. I have felt targeted by University Police due to my LGBTQ status (or perceived status)

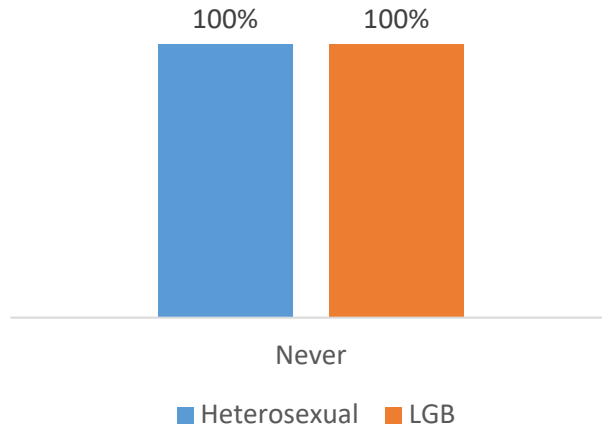
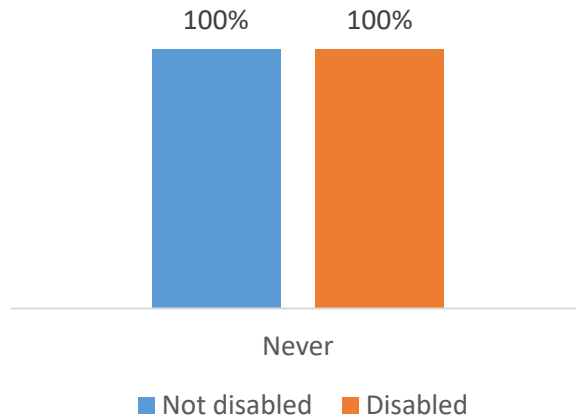
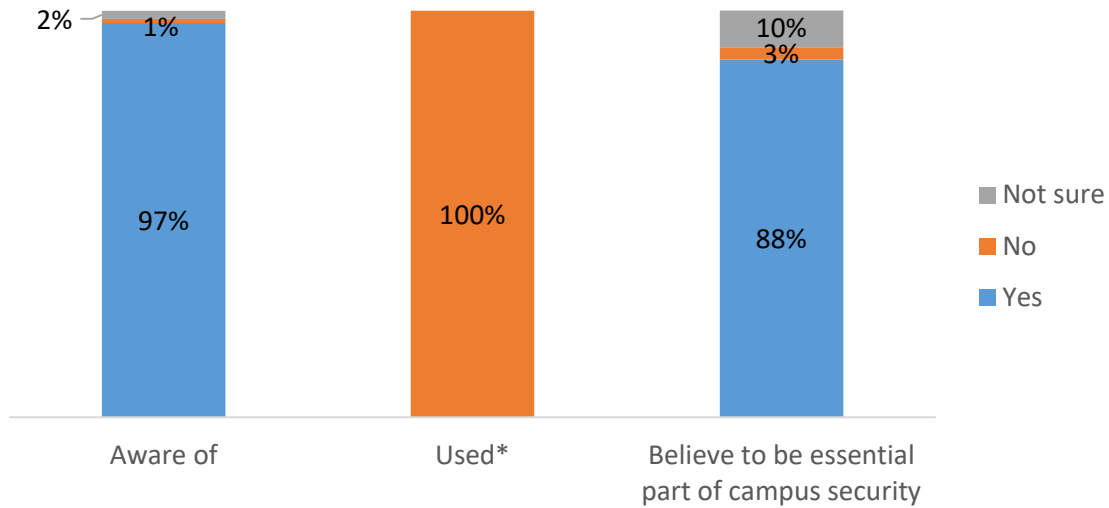


Figure 24. I have felt targeted by University Police due to my disability status (or perceived status)



Awareness of Campus Safety Services

Figure 25. Emergency public phones (blue light phones)



*Only asked of respondents who indicated that they were aware of the emergency public phones.

Figure 26. Percentage of respondents that are signed up for the PSU Alert emergency system



*Among respondents that were not signed up for the Alert systems, reasons for this included not being unaware of it and not having gotten around to it.

Figure 27. Perceptions of the PSU Alert system (only respondents that indicated they were signed up for the alerts)

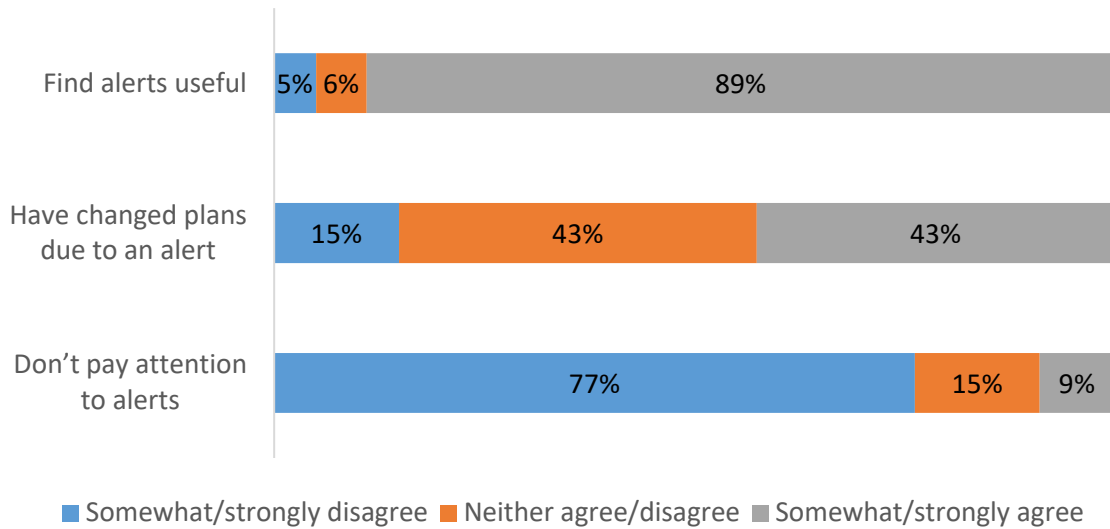
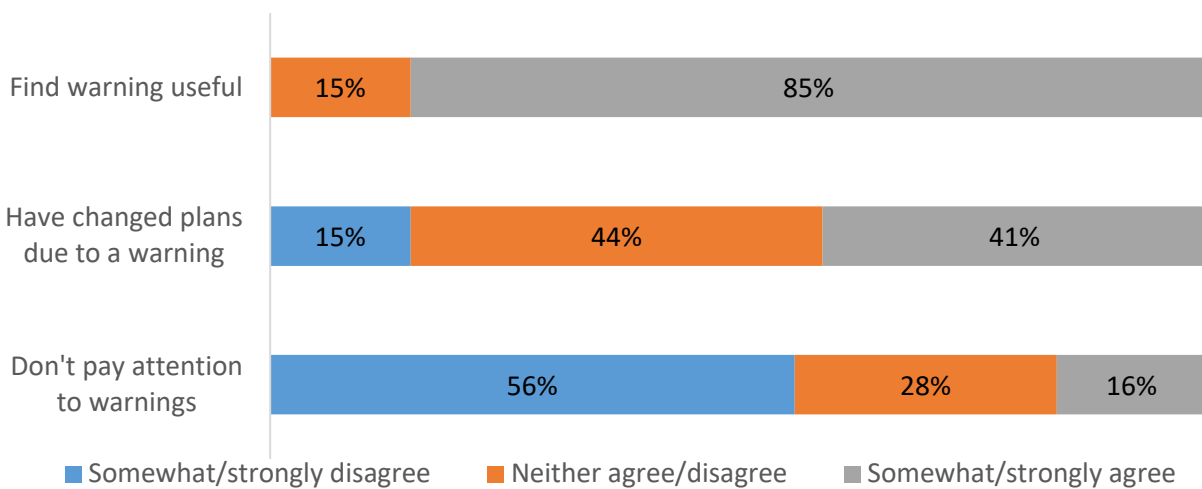


Figure 28. Percentage of respondents that were familiar with Timely Warnings



Figure 29. Perceptions of Timely Warnings (only respondents that indicated they were familiar with Timely Warnings)



Overall Police Performance and Respondent Recommendations

Figure 30. Overall performance rating for University Police and Public Safety

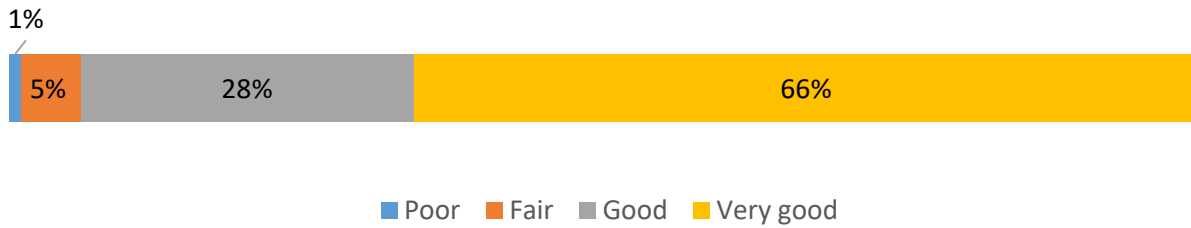


Table 4. Police programming attended by respondents

Which types of University Police sponsored programming have you attended? Select all that apply.	Responses
Educational program	49%
Table event / general safety information distribution	19%
Social event hosted by police officers	30%

Table 5. Programming respondents would most like to see

Type of programming	Responses
None – no additional programming needed	13%
Alcohol abuse education	4%
Active attacker response/education	10%
Driving safety	5%
Drug abuse education	7%
Civilians’ rights education	10%
Pennsylvania law education	8%
Pedestrian safety	2%
Personal safety	8%
Scam awareness/education	7%
Self-defense	12%
Sexual assault education	7%
Theft awareness/education	6%

Figure 31. Perception of University Police compared to law enforcement nationally



Table 6. Recommendations to improve University Police

Type of programming	Responses
Alternate patrols (foot, bike, etc.)	12%
Hire more officers	15%
Increase bicycle traffic enforcement	0%
Increase diversity among police officers	12%
Increase engagement with the community	17%
Increase vehicle traffic enforcement	7%
Have a more visible presence on campus	24%
Increased crime prevention programs, increased pedestrian traffic enforcement, be more approachable, and/or other ¹	13%

Respondents were also asked to provide their perceptions and opinions of University Police. A thematic summary of these open-ended responses is provided in the overall report, *University Police and Public Safety Survey Findings*.

¹ Combined for reporting due to fewer than 5 responses in any individual category. Other recommendations included allowing concealed carry on campus, be a visible and intimidating presence, parking enforcement, and routine walk throughs of publicly accessible buildings.

Respondent Demographics

The following section presents key demographics describing the survey respondents. Where comparable data was available for the target population, it is presented.

Table 7. Primary affiliation with Penn State

Affiliation	Target population %	Survey Respondents N	Survey Respondents %
Employee	13%	26	28
Student	87%	67	72
Unknown (not included in percentage calculations)	--	134	--

Table 8. Gender

Gender identity ¹	Target population %	Survey Respondents N	Survey Respondents %
Woman	41%	49	55%
Man	59%	40	45%
Other or unknown (not included in percentage calculations) ²	--	45	--

Table 9. Age

Age range	Target population %	Survey Respondents N	Survey Respondents %
24 or under	79%	57	63%
25—44	12%	16	18%
45—64	8%	13	14%
65 or older	1%	5	6%
Unknown (not included in percentage calculations)	--	43	--

¹ Penn State records do not track gender identity beyond the traditional binary categorizations.

² Combined for reporting because there were fewer than 5 respondents in at least one of the categories

Table 10. Racial and ethnic identity

Race/ethnicity category ¹	Target population %	Survey Respondents N	Survey Respondents %
American Indian or Alaska Native	<1%	0	0%
Asian, Native Hawaiian or other Pacific Islander, or two or more races ²	8%	8	6%
Black or African American	6%	6	5%
Hispanic or Latinx	12%	7	5%
White	65%	64	48%
Unknown	6%	44	33%
International	3%	5	4%

Table 11. International status

International student or employee?	Target population %	Survey Respondents N	Survey Respondents %
Yes	3%	87	5%
No	97%	5	95%
Unknown (not included in percentage calculations)	--	42	--

Table 12. Sexual identity

Sexual identity ³	Survey Respondents N	Survey Respondents %
Straight/heterosexual	82	90%
Lesbian/gay/bisexual/questioning, not sure ⁴	9	10%
Unknown (not included in percentage calculations)	43	--

Table 13. Disabled as defined by the Americans with Disabilities Act

Disability status ⁵	Survey Respondents N	Survey Respondents %
Not Disabled	81	93%
Disabled	6	7%
Not sure or unknown (not included in percentage calculations) ⁶	47	--

¹ These categories are based on those used in Penn State’s Fact Book, <https://factbook.psu.edu/Factbook/>

² Combined for reporting because there were fewer than five individuals in at least one of the categories.

³ This information is not available for the population.

⁴ Combined for reporting because there were fewer than 5 respondents in at least one of the categories.

⁵ This information is not available for the population.

⁶ Combined for reporting because there were fewer than 5 respondents in at least one of the categories.

Table 14. Years affiliated with Penn State in all capacities (student and employee)

Years ¹	Survey Respondents	Survey Respondents
	N	%
0—5 years	74	80%
6—15 years	7	8%
16 or more years	11	12%
Unknown (not included in percentage calculations)	42	--

¹ This information is not available for the population.

Appendix C

Penn State Berks and Systemic Anti-Racism Education Academic Affairs Committee Interim Report

Introduction

The Academic Affairs Committee was charged with the following:

Annual Charge: Investigate how systematic anti-racism education could be incorporated into student coursework. Prepare an advisory and consultative report with recommendations.

To address this charge, the committee decided to gather information from the following sources:

1. Consultation with faculty involved with the Anti-racist Across the Curriculum Group at Berks and the Social Justice Collaborative.
2. Survey to assess faculty perspectives on anti-racism education in their courses.

This report summarizes our findings so far. It provides the Senate with an update on the information gathered.

The committee recognized the importance of the charge and that work has been done at PSU Berks regarding social justice and anti-racist education: initiatives such as the Race 101 workshops, the social justice bibliography, and a mentoring program for faculty interested in anti-racist education are some examples of this.

The committee approached Laurie Grobman, Jayné Park-Martinez, and Justin De Senso, all of whom have participated on antiracist education initiatives through the Anti-racist Across the Curriculum group and the Social Justice Collaborative. The committee wanted to have a better understanding of the experiences, and ideas of those who have already worked on the subject. In particular, the committee was interested in gaining information regarding the following:

- To what extent anti-racism and social justice teaching is already taking place at PSU Berks.
- Given the political climate in which we currently live, how teaching anti-racism elements may affect classroom dynamics.
- To what extent fear to be associated with a certain way of thinking has prevented faculty to explore/promote/adapt more this type of content.
- What is the position of faculty towards including anti-racism education within the curriculum on the different programs offered at PSU-Berks.
- What is still needed to implement anti-racism education across the curriculum at PSU Berks.

Discussion

“Anti-racism education addresses racism directly and focuses on the cognitive aspects. Anti-racist teaching confronts prejudice through the discussion of past and present racism, stereotyping and

discrimination in society. It teaches the economic, structural and historical roots of inequality” – [1].

Anti-racism education defines a set of ideas and tasks that challenge our perception of society and our role as educators in our different fields of expertise. Including anti-racism elements across the curriculum has been a long overdue task at the university level, that has been brought to attention once more due to the recent events across the nation. Yet, there has been local efforts to include such elements in individual courses. Local efforts at PSU-Berks include those of the Anti-racist Across the Curriculum Group at Berks and the Social Justice Collaborative.

The Anti-racist Across the Curriculum group has worked with interested faculty in developing and/or modifying courses and reframing them with anti-racist topics. The collaboration occurs in a one-to-one basis and it pairs new anti-racism faculty with mentors (experienced anti-racism faculty). Dr. Grobman pointed out that the approach is two-pronged: (i) content of the course, and (ii) how the issues are presented to students. The group is also interested in integrating community-based research and anti-racist elements into courses in disciplines different from social justice (such as engineering and the sciences).

Other resources exist at Berks for those interested in anti-racism education and social justice. Efforts such as the Race 101 workshops, the Social Justice Bibliography (<https://sites.psu.edu/berksjusticeresources>) are testament of this. Faculty involved with such initiatives expressed the following concerns:

- Due to the political climate in today’s America, faculty feel insecure about discussing anti-racism topics in their classes.
- Insecurity in terms of negative response by students that can damage the chemistry in the classroom, belligerent behavior in the classroom, or punitive action by means of poor SRTEs scores.
- Insecurity of faculty about whether anti-racism topics are even applicable to technical courses such as those in engineering and science.

The committee also look for comments on how to best integrate anti-racism education in the curriculum. The following comments were provided by Dr. Grobman, Dr. Park-Martinez, and Dr. De Senso:

- There is not a unique approach to anti-racism education and its implementation depends on the course subject and the individual topics being discussed.
- Acknowledgement of the limitations of anti-racism initiatives but recognizing how best to integrate it into our collective teaching, service, and overall ethos as a college.
- Pilot a team of mentors to implement these objectives and outcomes across the college, much like what Dr. Grobman is doing, but do so on a broader scale.
- Protect the faculty who take on the risks of such work. Protect those who take on very difficult and risky intellectual work, research and teaching.
- To normalize, to bake-in anti-racism, social justice, and solidarity pedagogy, it must occur culturally here at Berks.

- Invite experts in the field, with the understanding that we have experts here at Berks already.
- To provide funds allocated specifically to growing our anti-racism materials, archives, etc.
- Protect vulnerable faculty by building a protective clause/policy in the process of yearly evaluations, promotion, tenure processes where particular delivery modes/pedagogies are privileged.
- Develop a better mechanism of accountability where Berks can hold racist and bias treatment to account through a less punitive and a more restorative model.
- Encourage and incentivize faculty across the college to team up in co-teaching, the development of integrative studies classes, offering special topics classes -- just to begin the cross-pollination of anti-racist curriculum at Berks.

Additionally, the committee wanted to gather faculty perspectives on anti-racism education in their courses. The survey consisted of ten questions and was administered to all faculty (full and part time/adjunct). The survey queried faculty in the following aspects:

- Their understanding of anti-racism education and their knowledge on resources available at Penn State Berks on the subject,
- The level at which faculty have implemented anti-racism education in their coursework, and whether this implementation comes from adapting anti-racism elements to their course topics, or from having anti-racism education as part of the subjects of the course,
- The level of confidence by faculty that their courses can be adapted to include anti-racism elements in them,
- Their perception on the obstacles that have prevented them to include anti-racism education in their courses, and
- What additional support faculty believe is needed to help them implement anti-racism education in their courses.

Additionally, the survey included a space for faculty to include comments of the subject. A total of 62 faculty members completed the survey. The complete results of the survey are shown in the addendum. The survey showed contrasting results and provided interesting insights:

- Most responders (45%) were from the HASS division, contrasting 26.2% from EBC and 27.9% from Science.
- More than half the number of responders (58%) have already included to some extent anti-racism elements in their classes. Only 24.2% of the responders have courses with learning outcomes related to anti-racism education. Of those who have included anti-racism elements in their courses, 57% have adopted anti-racism elements beyond the requirements of their courses.
- Responders show a high predisposition (75.4%) to include anti-racism elements in their course work: 62.3% of responders believe that anti-racism elements can be included in their course work, and an additional 13.1% are curious about exploring this possibility to.
- Among the reasons that prevent faculty to implement anti-racism elements in their courses, the most prevalent is the lack of time to implement changes to their courses

(20.9%). Other highly voted reasons are: fear of aggressive reaction by students (15.67%); fear that including anti-racism elements will inhibit student participation in the classroom (11.19%); fear of retaliation by students through SRTes (11.19%); not knowing if anti-racism can be incorporated to their courses (10.45%); lack of support by administration (8.96%); lack of incentives to do it (8.21%).

- In terms of support, 47.5% of responders indicated that they will be willing to work on adapting anti-racism elements in their coursework if additional support is provided. Course release was the most appealing option (45.89%), followed by grants with 37.65%.
- Among the comments provided by faculty, three areas stand out: (i) providing training for faculty on what anti-racism education is; (ii) providing help in understanding how anti-racism education can be included in courses on fields such as engineering and science; (iii) allowing faculty the time needed to review and implement changes to their coursework.

Conclusions on the survey results:

- The survey results seem to indicate a bias on the background of those answering the survey: more responses seem to come from faculty that is either actively involved in areas related to social justice, or who already has interest on the subject of anti-racism education.
- The turnout of the survey indicates that a great number of faculty did not reply to it. The AAC could not obtain the most updated figure on the total number of full and part time faculty being employed at PSU Berks, but using an old figure of 227 total faculty would indicate that only the 27.3% of faculty responded.
- Reasons for not answering a survey could vary greatly, from not interest on the subject, to uncertainty on how anti-racism education applies to them, or even what anti-racism really is. This indicates that administration must contemplate the instauration of professional development for all faculty addressing these issues.
- At a time in which so much has been asked from faculty, lack of time is perceived as a major obstacle when considering changing or adapting course content.
- On the same item, it is important to mention respondent's perception that discussing anti-racism in their courses may have a negative impact in either the chemistry on the classroom or by having direct (verbal aggression) or indirect (SRTes) retaliation directly towards them.
- For respondents on STEM disciplines, it is not clear how anti-racism education can be incorporated in their coursework, or even if it is appropriate to do so.

Respectfully submitted,

Academic Affairs Committee 2020-2021

Flavio Cabrera (chair)
Ebonie Cunningham-Stringer
Lisa Glass

Elyce Kaplan
Janelle Larson
Joseph Mahoney
Dawn Pfeifer Reitz
Matthew Rhudy
Brett Spencer (vice-chair)
Lorena Tribe
Bryan Wang

**Addendum
Survey Results
Faculty on Anti-racism Education**

In this addendum the prompts for the “Faculty on Anti-racism Education” are presented, along with its raw results. In order to preserve the confidentiality of survey, comments by faculty are not included. The survey was distributed at all faculty (full and part time) within “berksfac” email list. A total of 62 responses were obtained for the first two questions, and 61 for the rest.

- Based on the definition presented before, do any of the courses you teach include topics of anti-racism education?

Yes - I have applied anti-racism education items to much of the topics in my course	10	16.13%
Yes - I have applied anti-racism education items to some topics in my course	10	16.13%
Yes - I have been able to include anti-racism education to a small number of topics in my course	16	25.81%
No	26	41.94%
I don't know	0	0%

- Do any of your courses have learning outcomes that relate to anti-racism education?

Yes	15	24.19%
No	38	61.29%
I don't know / I'm not sure	9	15.52%

- Are anti-racism education elements included in your course as part of the subject of the course, or have you adapted the course in order to present these elements to students?

Subject of the course	15	42.86%
Adopted	20	57.14%
Not applicable (N/A)	0	0%

- Do you think that anti-racism education elements can be included in any of the courses that you teach?

Yes	38	62.30%
No	14	22.95%
I don't know, but would like to know if it is possible	8	13.11%
I don't know, and I don't want to change my course	1	1.64%

- If you receive support (grant, release time, etc.) would you be willing to work on adapting your course to include anti-racism education elements?

Yes	29	47.54%
Maybe	18	29.51%
No	14	22.95%

- Which type of support would be more appealing for you to consider including anti-racism elements in your coursework (please choose all that apply)?

Grant	32	37.65%
Course Release	39	45.88%
Other	14	16.47%

- If selected "Other" in the previous question, please type what support would be appealing to you:
(answers not shown to preserve the confidentiality of the survey)

- What concerns would prevent you from incorporating anti-racism education elements in your coursework (please choose all that apply):

Student's reactions – inhibiting classroom participation	15	11.19%
Student's reactions – aggressive comments or behaviors	21	15.67%
Student's reactions – retaliation through SRTes	15	11.19%
Retaliation by others (faculty, peers in my field, broader community)	3	2.24%
Lack of support by the administration	12	8.96%
Lack of time to implement any changes to my courses	29	21.64%
Lack of incentive to implement any changes to my courses	11	8.21%
I don't think that anti-racism education is important	0	0%
I don't think that anti-racism education can be incorporated into my subject	14	10.45%
I don't think the rewards outweigh the effort	5	3.73%
Other	9	6.72%

- If selected "Other" in the previous question, please type any other concern that will prevent you to incorporate anti-racism education elements in your classes:
(answers not shown to preserve the confidentiality of the survey)

- Are you aware of any of the resources that exist at Penn State Berks to include anti-racism education elements in your courses?

Yes	43	70.49%
No	18	29.51%

- Additional Comments:

In the space below, please add any comments that you would like to share with the Academic Affairs Committee regarding "Anti-racist education". Include any concern that you may have about its implementation in your coursework; any idea that you have for promoting it; or comments regarding your understanding (or lack of it) of what "anti-racist education" is. Also, please indicate of your willingness (or not) to learn more about the subject.

(answers not shown to preserve the confidentiality of the survey)

- Please indicate the Division you belong to:

EBC	16	26.23%
HASS	28	45.90%
Science	17	27.87%