

Penn State Berks Faculty Senate
Monday, March 8, 2020
12:15 – 1:15pm
Zoom (Meeting ID: 977 3202 2851; Passcode: 398273)
Agenda

- 1. Call to Order**
- 2. Approval of the Minutes of the January 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**
 - Report on the B.S. in Information Technology Proposal, Academic Affairs Committee (Appendix B)
 - Report on the Certificate in Spanish for Healthcare Proposal, Academic Affairs Committee (Appendix C)
 - Antiracism Education for Faculty at Berks, Faculty Affairs Committee (Appendix D)
- 9. Informational Reports**
 - Standing Committee Meeting Minutes (Appendix E)
- 10. New Legislative Business**
- 11. Comments for the Good of the Order**
- 12. Adjournment**

Appendix A

Penn State Berks Senate

January 25, 2021

12:15-1:15 PM, via Zoom

Attendees: Ali Alikhani, Mike Bartolacci, Tara Beecham, Mike Briggs, Flavio Cabrera, Catherine Catanach, Alex Chisholm, Ebonie Cunningham-Stringer, Jennifer Dareneau, Justin De Senso, Justin DiAngelo, Deb Dreisbach, Colleen English, Azar Eslam Panah, Jill Felker, Maria Fellie, Andrew Friesen, Nathan Greenauer, Kathleen Hauser, Ryan Hassler, Jinyoung Im, Ben Infantolino, Erin Johnson, Samantha Kavky, Mahsa Kazempour, Jim Laurie, Ada Leung, Joe Mahoney, Michelle Mart, Lauren Martin, Catherine Mello, Pauline Milwood, Jennifer Murphy, Tami Mysliwec, Shannon Nowotarski, Meghan Owenz, Dawn Pfeifer Reitz, Matt Rhudy, Jeanne Rose, Holly Ryan, Dave Sanford, Marietta Scanlon, Jessica Schocker, Jeane Serrian, Allison Singles, Stephen Snyder, Francisco Torres, Hartono Tjoe, Lorena Tribe, Bryan Wang, Bob Zambanini, (faculty); James McCarty, Marie Smith (staff); Pradip Bandyopadhyay, Kim Berry, Lisa Glass, George Grant, Janelle Larson, Lolita Paff, Belén Rodríguez-Mourelo, John Shank (administration).

1. Call to Order

2. **Approval of the Minutes of November 2020 Meeting (Appendix A)** –The Chair called for any additional additions, corrections to the minutes; hearing none, a motion was called to approve the minutes, second; *the minutes were approved.*

3. Announcements and Reports by the Chair –

- The charge on gender salary equity advanced to University Park since our local committee got stalled after several years of really hard, good work. Conversations are taking place with several faculty at University Park who are going to be taking up this charge. Things are in motion. I hope by the end of the school year we will have something to contribute on this but if nothing else I hope the conversation is robust by the time we are at the end of this semester.
- My term as well as the vice chair and secretary are all expiring at the end of spring semester. Elections will be held in March and I hope many of you will consider running for these positions within the Berks Senate. If anyone is interested please let me know so that we can get statements out and update you on who the candidates are at our next meeting. These are all one-year terms with the option of continuing on for another one-year term.
- Updates to 32-00 Advising Policy (Appendix B) - I will be turning this over to Tami Mysliwec to report but wanted to let you know this item has been added to the agenda of our next faculty meeting so that if there are any questions you can ask at that time.
(Tami Mysliwec) There are two documents, one is the Berks advising plan and the other is quick guide. The plan spells out some of the changes that have been put in place with policy 32-00 which is the advising policy. It is in the binder that was sent out as well as the guide but I will also send out both documents at the end of the meeting today so that you have those. The last time the Berks plan was revised was 2014 so there are some changes that talk about mainly expectations from an advising point of view and also some of the responsibilities for the advisee. So, what we would like you to do is to review the advising plan and the guide and as at the faculty meeting on Wednesday we would like to discuss the plan, answer any questions, and talk about ways Berks can implement these changes to our advising here at Penn State. I will send them out and if you have anything that you would like to talk about ahead of that you can send those questions to me. Paula and the rest of her advising staff will be there to answer or address any questions you may have.
- As a last point, I would like to formally welcome Chancellor Grant to his first senate meeting in his new role. Welcome, we are happy to have you.

4. Reports of Officers and University Senators -

- **Vice Chair Ryan** – No report.
- **Secretary English** – No report.
- **University Senator Bartolacci** – Two things, we have our senate meeting tomorrow and the commonwealth caucus, which I am chair of, tonight. There has been some discussion regarding the

promotion to full professor and the percentages UP vs. the campuses. There is a document, sort of a resolution you could call it, that is being prepared and will be discussed tonight at the caucus and presented to the full commonwealth caucus tomorrow. Hopefully, this will be brought to the full senate. It recommends certain changes recognizing the differences in the main job function at the campuses vs. University Park in terms of the extra teaching load and the extra service loads given once you obtain the rank of associate professor. For teaching track faculty there are implications there as well, which have come up. I am not sure this resolution will address those but at least for the tenure track, it is being included there. Second item is I am also involved with graduate status and the interpretation by the graduate school of how they give graduate status. The way it is written currently is you have to have graduate program meaning you have to have immediate access to graduate students to be considered given status. You can apply for the other status and can apply every year if you intend to teach a graduate level course somewhere in the university and you can get that each and every year but you must reapply. Whereas most units, the chancellor or the dean are given a list and they have to check off who they consider to be graduate faculty. Usually if you are tenure track it is an automatic but I do not believe Chancellor Grant will get that opportunity nor will anybody at Abington or Altoona. So, we are trying to get meetings with the head of the graduate counsel as well as the head of the graduate school, which is actually different. The graduate school implements the rules and regulations created by the graduate counsel. We are trying to work with them to change some things as well to recognize that all tenure track faculty no matter what campus should be graduate status so they can access to graduate students. After tonight, I will have much more to share.

- **University Senator Snyder** – We do have a resolution coming forward in support of President Barron’s statement regarding the violence of January 6. It is a relatively benign resolution but it coming to the floor because we want to show our support. I would like it to include other statements such as we do not support an agenda that is full of lies but that will be for another time. The charge related to gender equity is in faculty benefits currently. Work is being done and they seem to be committed to data. If you know our faculty salary report you have 75, 80 pages missing a whole lot of data points. The good news about this is it seems to have had an effect to roll over into graduate student inequities and stipend inequity regarding gender, so that is going to another committee that is also looking at that issue. The fixed term contract language which many of us saw for the first time over the summer, they are working on changes. Our Vice Provost for faculty is supportive of changes and those conversations are ongoing but I do not have any sample language at this point. As it comes forward and if I am allowed to present, I will share it with you.
- **University Senator Zambanini** – I serve on the intra-university relations committee and we are currently reviewing a joint document piggy backing on what Mike said flow promotion report, we are reviewing and we will be looking at that tomorrow. Other than that, we will be meeting tomorrow so I really do not have anything to report.
- **University Senator Mahoney** – My subcommittee, curricular affairs, nothing really specifically to report on that but general interest I think of what we are going to talk about tomorrow to most faculty is one is university task force is recommending alternate grading again for spring ’21, which I think we vote on tomorrow. I guess the upside is at least it would be decided before the end of the semester like in the fall but I would imagine faculty would have feelings on still continuing with the alternate grading now. The other thing that ruffles a lot of feathers is we are getting a presentation on the Barnes & Noble first day complete being considered by the university. I am putting a link into the agenda if you want to know more about it. The rough idea is that university or I think campus by campus would agree to selling the service from Barnes & Noble for one flat fee where students would have access to every textbook for one fee for all of their courses. There are definitely a lot of opinions on this but the faculty would not be locked into using but would be highly encouraged to use it as any book as long as Barnes & Noble recommends or carries it would be included in this fee. So, on the flip side it is really discouraging the use of open educational resources which many of us have been looking at for the past many years because there is no reason to use those if they are already paying this one fee to Barnes & Noble.
- **SGA President Michael Shott** – Not present.
- **Student Senator** – Not present.

5. Comments/Announcements by Administrators

- **Chancellor Grant** – Good afternoon everyone. I do not have anything to report but I am sure I will for future meetings. Thank you for the opportunity to join you today. As I am getting to know Penn State Berks, I am seeing all the great work and commitment everyone has and it is exciting to see. I am interacting with people in the community and seeing the love they have for the college there as well as their providing suggestions for ways to make the college better. There are a lot of positive conversations going on. The big areas that I will be looking at is COVID-19 and how we can continue to provide a safe environment for everyone. We are looking to see if we could be a site to administer the vaccine and some of the other campuses are also looking at the same thing. As previously shared, we need to continue to strategize around enrollment; branding is also an area as well as marketing. In future conversations we will talking more about that and really looking at ideas as we try to address these areas.
- **Interim Associate Dean Larson** – Nothing new to report but I will refer you to a few emails that were sent recently. I would encourage you to look at the email on undergraduate research and some resources that are available there. It is basically the same resources we have always had but they have pushed back the deadline for the Erikson Discovery Grants as the applications have been really low. Encourage our students to apply for that. As advertised, we do have a faculty meeting on Wednesday. A request was made for agenda items but if you had anything you would like to add please send it and we will try to accommodate your request. I would also encourage you to look at the COVID dashboard. I was at a couple meetings where they said they approved the COVID dashboard and yesterday I sat down and looked at it and it was pretty cool. It is much clearer than it was before. I took note of the positivity rates increased from just below 2% at the beginning of fall semester to about 2-1/2% currently. I sent out an email last evening that Tami provided, that is a pdf for faculty to use as sort of a one-page quick and easy reference for addressing student challenges and concerns. I encourage you to take a look at that.

6. **Unfinished Business - None**

7. **Forensic Business – None**

8. **Motions from Committees –**

- **Clarification of the Formation of Ad-Hoc Committees in the Penn State Berks Faculty Senate Constitution, Executive Committee (Appendix C)** – Chair Schocker reported this motion was discussed in November noting this was the change to the constitution from Executive Committee. She asked Parliamentarian Rhudy to provide a brief overview.

(Parliamentarian Rhudy) It came to the Executive Committee that we wanted to add an Ad-hoc committee so the standing rules of the constitution were reviewed to see what the current procedure is. What was found was these highlighted sections is what is already in there about Ad-hoc committees, which is mentioned but it is not mentioned anywhere how they are formed and who does that. What we wanted to do is make that clear and more explicit in our constitution. We thought it made sense for this to fall under the Executive Committee since they are responsible for forming and charging the standing committees.

(Chair Schocker) While Secretary English is loading the poll, I forgot to mention this at the top. The reason that this policy came about was because we formed an Ad-hoc committee and I was not sure since it was the first one under my term like how Ad-hoc committees were formed so this discussed in Exec and it was not clear under the constitution. If anyone is interested in serving in the Ad-hoc committee that we put together, please let me know. This is a group that will look at organizing past binders and identifying policies that is chaired by Bob and it would be really helpful to have new faculty and faculty who have been here for a while on the committee so that we have both institutional history and also fresh eyes on these documents. If there are no questions on the motion then I will turn it over to the Secretary for a vote.

(Secretary English) The poll will reflect the question that you will be voting on and I will launch that now. Voting is limited to full-time faculty members. Results: 49 in favor; 0 opposed; 4 abstentions; *the motion was approved.*

- **Remote Working, Physical Facilities and Safety Committee (Appendix D)** – Chair Schocker turned it over to committee member Meghan Owenz for their report.

(Meghan Owenz) Our charge was to look at faculty needs while working from home and ways the administration can support faculty. We consulted with major departments on campus who support faculty and also conducted a survey with 52 responses received. There was a lot of variability in faculties satisfaction and needs in working from home. Although 67% of those surveyed indicated they were satisfied or somewhat satisfied with working from home some of the challenges were also diverse such as physical space issues, internet connectivity, childcare issues, stress, and social isolation. The one thing that was consistent was faculty would like in terms of support was equipment borrowing as well as software needs that they have while working from home. We really focused on teaching and service and we did not ask a lot of questions on research but we did have a qualitative comment that highlighted that so we did include that in our recommendations in terms of providing faculty with both the physical equipment as well as the software that they need to do all aspects of their job being service, teaching or research. We also recommended that we organize the information as a campus about research much in the same way that the campus has done a really good job about organizing the information about teaching as well as the resources. So those were the two recommendations we had at the end of the proposal. I am happy to take any questions.

(Chair Schocker) I see Parliamentarian Rhudy has a question.

(Parliamentarian Rhudy) I was going to ask about the first item about the research website. I guess I am a bit thrown here, are we expecting there to be a Berks research website? I am assuming this is referring to the “Keep Teaching” which that is a university thing so I am not sure, is this for Berks specific research things which I do not know that we have anything unique. I feel like most of our guidelines come from University Park.

(Meghan Owenz) I think that is a good question. I think that was not really the focus of our survey when we sent it out and we thought maybe we should have asked more questions about research afterwards once we went ahead and did it. But we do make note of the report that there are as you are talking about that there is a research.psu.edu/COVID website and a COVID sustaining research website that should be including all those updates. We did not ask specific questions about whether those were meeting faculty needs or not but I understand the question.

(Janelle Larson) We do have a process for faculty who do need to do on campus research and it is a word document. We could create a website but it is a word document so it is pretty minimal.

(Chair Schocker) I think the interpretation of the first one given that we are going to vote on this and I do think it matters that we know what we are asking administration to do so I think we might want to clarify that. I think if we are going to vote on something, we want to make it clear to administration. I think it might be helpful to amend it so that it is clearer which is maybe our local administration works with central administration to help disseminate information to the best of their ability in-regard to keeping researching. I think what that does is it is a good faith request from faculty that our administration be communicating with us about research. We could also send this back to committee for revision and vote at the next meeting. If there is any feedback on that I am happy to discuss it. Discussion followed. I am motioning to amend the first recommendation to say, *“The Berks campus administration will work with University administration to communicate to Berks faculty all policies related to research during COVID-19 and will do so in centralized website location as is done for teaching.”*

(Parliamentarian Rhudy) Just so you know you are following proper procedure here to amend and then vote on the amendment.

(Meghan Owenz) I think your rewrite looks great and second the motion to amend.

(Chair Schocker) Any discussion? Hearing none, a vote was called on the motion to amend the first recommendation.

(Secretary English) Results: 49 in favor; 1 opposed; 3 abstentions; *the motion to amend was approved.*

(Chair Schocker) Is there any discussion on the motion?

(Parliamentarian Rhudy) I would like to make a motion that we vote by paragraph so that we vote on these two individually. This does require a second. Second. So now we vote on whether we should vote on them one at a time.

(Secretary English) I do not want to waste our time to make another poll do we need to vote on that?

(Michelle Mart) I do not think so, I think it is the discretion of the Chair on how we vote on it.

(Chair Schocker) Let us not vote on it; let us just vote for 1 and then 2.

(Parliamentarian Rhudy) I think that is fine unless no one objects.

(Secretary English) I will launch the poll on the first amended recommendation for a vote. Results: 39 in favor; 7 opposed; 6 abstentions; *the motion was approved.* I will launch the poll for the second recommendation. Results: 43 in favor; 1 opposed; 7 abstentions; *the motion is approved.*

9. Information Reports – None

10. New Legislative Business - None

11. Comments for the Good of the Order –

(Senator Bartolacci) There has been so much turnover lately in the Senate office at UP that they probably have not contacted you about this yet. Generally, they used to want the new slate of senators from a given by end of January. I am guessing you have not heard from them regarding this.

(Chair Schocker) No.

(Senator Bartolacci) We probably should do it and Steve correct me if I am wrong in February.

(Senator Snyder) Typically they notify the Chancellor's office and then it comes through that office first and we have to wait until they actually report to us what the census is and how many seats we can actually have.

(Chair Schocker) That is what happened last but then the election was delayed significantly and we actually lost a senate seat because of our census so I have not heard anything yet.

(Senator Bartolacci) You may want to still solicit because I doubt, we will go down to three seats if anything we may go up to five. So, you are going to need at least three people to run. You have to have at least one more candidate than you have open slots. I am guessing you will need at least three people to agree to run and if we do get that extra seat back again, then you will need four.

(Chair Schocker) So that is another thing for faculty to consider. I thought we had time on this and if it is like last year there will be time but it is always good to be thinking about it ahead of time. If anyone has questions about what University Senators do that is different for those of you who are new then the officer positions you can ask any of our four senators about what they do and the commitment involved. It might be more appealing to folks now without travel to consider the role.

(Michelle Mart) Is there not travel next year?

(Senator Bartolacci) I would guess so once we are back to full teaching with no remote. Probably next year will be travel again to UP.

(Chair Schocker) I do wonder though. I do not see us going back to complete normal again. I think there is often going to be zoom available for various meetings so I guess I cannot promise that there will not be travel involved. I appreciate the point Michelle has brought up but I wonder if it opens up opportunities for more people to be involved because they will be more zoom capability.

(Senator Snyder) I think there will be an in-person plenary meeting. You saw how difficult it was to conduct business with 60 people imagine when that number is over 200 and what happens. You really do need the in-person circumstance. As soon as it is safe to do that, I think we will be moving back toward that. I will contact the Senate Office and find out if I can get a timeline on what is going on. Last year when I checked, I was told it was forthcoming for quite some time but I will look into it because we want to be prepared here.

(Vice Chair Ryan) Senators, if that discussion comes to the table about how you will continue to conduct business post-COVID, if you could bring that back to our Senate so that there could be a discussion from a Berks perspective. I really do think that the meetings at UP are useful and particularly challenging for faculty with small children or head of household to become involved with things.

(Senator Bartolacci) That has always been an option for people who could not travel to attend remotely both the committee meetings and the general plenary meeting and our commonwealth caucus meetings as well.

(Chair Schocker) So let me or somebody else on the Exec Committee know if you are thinking about running. If we do not have enough, you will hear from us. We would love to get some volunteers for Chair, Vice Chair and Secretary too. Any other comments for the good of the order?

(Senator Snyder) One last comment, Joe mentioned the first day complete through Barnes & Noble, there is an advisory and consultative report on the agenda but I do not want anybody to think we are adopting this right now. This is just advising and consulting with the President on the very early pilot stages of this plan. To my mind, this is Barnes & Noble marketing. It is not necessarily something that we have to do and I think some of those recommendations are pretty firm in that direction about what needs to be taken into consideration. It is not going to be something that happens quickly in my mind.

(Chair Schocker) Are there any additional comments for the good of the order? Hearing none, do I have a motion to adjourn? Second. The meeting is adjourned. It was nice seeing all of you.

12. Adjournment

Appendix B

Penn State Berks Academic Affairs Committee Report on the B.S. in Information Technology Proposal

Introduction

The Academic Affairs Committee was charged to evaluate the proposal of the *B.S. in Information Technology*. The proposal was approved by the EBC division on February 10, 2021. Upon receiving the proposal, the chair of the committee initiated a consultation period by publicizing the proposal and asking all faculty to comment on it. The consultation period ended on February 25, 2021.

All comments by faculty received within the consultation period were very supportive of the proposed major. There were no inquiries for additional information of changes to the proposal.

Discussion and Decision

The proposal was discussed and voted on by the Academic Affairs Committee on its March 1st meeting. The discussion centered on reviewing the comments by faculty, along with the merits of the proposed major.

Voting: 7 of the 8-voting members of the committee were in attendance and voted on the proposal.
Decision: The committee voted in favor to approve the *B.S. in Information Technology*.

The committee recommends acceptance of the B.S. in Information Technology major as proposed.

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

Appendix C

Penn State Berks Academic Affairs Committee Report on the Certificate in Spanish for Healthcare Proposal

Introduction

The Academic Affairs Committee was charged to evaluate the proposal of the *Certificate in Spanish for Healthcare*. The proposal was approved by the HASS division on December 9, 2020. Upon receiving the proposal, the chair of the committee initiated a consultation period by publicizing the proposal and asking all faculty to comment on it. The consultation period ended on February 25, 2021.

Among the comments received, there were inquiries to correct the language on the proposal for the certificate to follow Penn State regulations. These inquiries were sent to the Certificate Coordinator for comments and review. The proponents replied to the inquiries and modified the text of the proposal accordingly. The updated version of the proposal is attached to this report.

Discussion and Decision

The certificate was discussed and voted on by the Academic Affairs Committee on its March 1st 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 the time.

Voting: 7 of the 8-voting members of the committee were in attendance and voted on the proposal.
Decision: The committee voted in favor to approve the *Certificate in Spanish for Healthcare*.

The committee recommends acceptance the Certificate in Spanish for Healthcare.

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

Certificate in Spanish for Healthcare, Proposal

Name of certificate: Certificate in Spanish for Healthcare

*Certificate proposal prepared by the Spanish program faculty at Penn State Berks.

Certificate coordinator: Maria C. Fellie, mcf46@psu.edu

Brief description of certificate & completion criteria

A Certificate in Spanish for Healthcare will benefit the students of Penn State Berks who wish to enhance their speaking, reading, writing, translating, and interpreting skills to use as professionals in various Healthcare and Human Services fields. This certificate will complement Penn State Berks's Spanish Minor, the anticipated bachelor's degree in Nursing, several other existing bachelor's degrees throughout Penn State, and Continuing Education programs. The proposed Certificate in Spanish for Healthcare may be started and/or completed at Penn State Berks or any other PSU location offering these courses. The Certificate can be completed in conjunction with a major or minor in Spanish, but will be available to all students, regardless of whether they are in a major, minor, associate degree, 2+2 program, or are non-degree seeking students.

This program will require four 3-credit courses (12 credits total), all given in Spanish, that may be taken after a student has completed or tested out of Spanish 3. Again, a student may take this certificate in any degree program or as a non-degree student, as long as they meet the prerequisites. All four courses of the Certificate must be completed with a "C" grade or higher. The designated courses, in suggested order, are:

- Spanish 100B (3): Intermediate Grammar and Composition for Students in Medical-Related Fields. Prerequisite: SPAN 3, proficiency test, or instructor's permission.
- Spanish 200 (3): Intensive Grammar and Composition -OR- Spanish 301 (3): Advanced Writing and Stylistics in Spanish for Spanish Speakers. Prerequisite for either: SPAN 100/100A/100B.
- Spanish 300B (3): Advanced Grammar and composition for Students in Medical-related Fields. Prerequisite: SPAN 100B.
- Spanish 412 (3): Translation. Prerequisite: SPAN 200.

Course substitutions are not anticipated, but may be proposed to the Certificate head for review. PSU requires that no transfer credits be used in certificates; the courses must all be taken at PSU. PSU also requires that at least 2/3 of the courses be exact to the certificate requirements, though no substitutions is preferred.

All students must apply for the Certificate in LionPath and must notify the program chair when they have completed the Certificate.

Several healthcare-focused courses, including those listed above, are already available in Penn State's Undergraduate Bulletin, allowing this Certificate to be formed without creating new courses. In addition to language skills, students will also gain intercultural competence by studying relevant cultural topics and current events. Discussing social, cultural, and historic contexts will give students a deeper understanding of the Spanish language within its various social and cultural frameworks. This Certificate in Spanish for Healthcare will bring together existing healthcare-focused courses in a way that allows undergraduates to demonstrate tangibly their preparation to use Spanish in healthcare and human services professions.

Certificate in Spanish for Healthcare, Proposal

Learning Objectives for the Certificate in Spanish for Healthcare

Upon completing the Certificate in Spanish for Healthcare, students should be able to:

- 1) Communicate orally in Spanish with coworkers and clients/patients in healthcare settings.
- 2) Employ knowledge of specialized healthcare and community support services relevant to their particular fields.
- 3) Translate basic documents accurately in both oral (sight translation) and written form.
- 4) Understand and practice the concepts of cultural competency and humility.
- 5) Recognize cultural practice and apply cultural knowledge in healthcare settings.
- 6) Research the demographics of areas where they will be employed and the cultural backgrounds of the people that they will serve.

Brief rationale for adding this certificate

None of the Reading-area colleges or Penn State campuses offer a similar program or Certificate in Spanish for Healthcare. Such a Certificate may attract traditional or Continuing Education students in the Reading area, given its considerable Spanish-speaking population, who wish to work (or already work) locally in a Healthcare or Human Services-related field. At Berks, the Spanish minor already serves native and heritage speakers of Spanish as well as non-native speakers; however, not all students can fit a Spanish minor (18 credits) into their schedules. This shorter certificate program will attract those students who could not take on a minor, but who can manage the four required courses for the Certificate.

The U.S. Census Bureau's American Community Survey 2018 reported that of the 55.2% of the population in Reading, PA (5 years+ old) reporting that they speak a language other than English at home, 51.1% of the total population indicated Spanish (41,060 people, margin of error +/-3405; <https://data.census.gov/cedsci/table?q=Reading%20city,%20Pennsylvania%20Language&tid=ACSST1Y2018.S1601>). This Certificate will promote equal access to healthcare and related services in Pennsylvania and beyond. The need for multilingual healthcare will continue to grow in the United States, and this Certificate will offer undergraduates a focused way to serve this need as future (or current) healthcare professionals.

Describe briefly any challenges anticipated in making this program available across all of Penn State through the "2+2" model.

No challenges are anticipated in offering the Certificate in Spanish for Healthcare to all Penn State undergraduate students. The campuses currently equipped to offer the certificate program are Berks and University Park. If the required courses are offered remotely in the future, students from more campuses may be able to participate.

Address any potential overlap with existing Penn State curricula and, explain why the proposed program is necessary, and how it will potentially impact closely aligned programs.

According to currently available information:

- PSU Harrisburg offers one course through Continuing Education at the Penn State Hershey College of Medicine, called SPAN 197 (special topics): "Conversational Medical Spanish".
- Continuing Education programs at several campuses (including Berks, Schuylkill, Wilkes-Barre) offer short courses called "Spanish In the Workplace" or similar, but these are not specifically focused on healthcare.
- Continuing Education offers the "Core Medical Interpreter Training Program" (100 hours) at Penn State Abington, Lehigh Valley, and York.

Certificate in Spanish for Healthcare, Proposal

- University Park offers 3 options for the Spanish major, but none are focused on Healthcare: B.A. in Spanish, B.S. in Spanish Business Option, B.S. in Applied Spanish Option.
- The Spanish minor is available at Penn State Berks and University Park, but there is no option to focus on healthcare within the minor.

Gaining professional competence in Spanish for Healthcare is currently possible at Penn State primarily through Continuing Education programs. Penn State undergraduates do not have access to a tangible credential to show their competence in using Spanish specifically within healthcare fields. The proposed Certificate will unite existing undergraduate courses to fill this gap, allowing students to demonstrate knowledge and skills in a focused way.

In addition, no new resources or program accreditation will be required.

How will the addition of this certificate affect other programs or other Penn State campuses and colleges?

No effect on other programs, campuses, or colleges is anticipated, except a possible overall increase in interest in the Spanish minor and major.

List the colleges/campuses you are already, or will be, in consultation with through this process.

Department of Spanish, Italian, and Portuguese in Liberal Arts; College of Nursing; Continuing Education; College of Health and Human Development.

The HASS Division at Penn State Berks voted unanimously in favor of this Certificate on December 9, 2020.

Appendix D

Faculty Affairs Report on Anti-Racism Education for Faculty at Berks

Charge: Investigate how best to educate all faculty to practice anti-racism, e.g., as teachers, in interactions with students and colleagues. Prepare an advisory and consultative report with recommendations.

Background Information

In May 2020, President Baron [released a statement](#) arguing that Penn State has an “obligation to fight ignorance and intolerance, model inclusivity and embrace the power that diversity represents.” As part of his commitment to “[disrupt] hate, bias and racism whenever and wherever we encounter it, and to [create] the most inclusive and diverse community that we possibly can,” Baron created a range of [initiatives](#) which includes the following:

1. Convene a task force to initiate a full review of the Student Code of Conduct;
2. Work with the University Faculty Senate, Staff Advisory Council, student leaders and University administrators to initiate mandatory bias training for all employees;
3. Partnership with the University Faculty Senate to support the request of student leaders for required racism and bias coursework for all students;
4. Partner through shared governance with the University Faculty Senate to continue to develop improved policies, procedures and expectations that will increase the hiring and retention of faculty who are members of underrepresented groups at the University;
5. Work with the Board of Trustees to help ensure that educational and employment equity has the full attention of the trustees;
6. Ask the Task Force on Policing and Communities of Color to reconvene;
7. Prioritize the well-being of all students and employees, including enhanced mental health resources, and community building initiatives;
8. Select a Penn State Presidential Commission on Racism, Bias and Community Safety.

Since the announcement of the above initiatives, the University has been working to address anti-racism needs in a range of ways, including a revision to the [Student Code of Conduct](#), a commitment to change the composition of the [Board of Trustees](#), the creation of the [Action Together](#) website which provides [updates on a range of developments](#) on all 8 initiatives that Barron outlined. In addition, the Presidential Commission on Racism, Bias and Community Safety has created a [draft report](#) that has been shared with the Penn State community. On February 22, President Barron [announced](#) which initiatives he would be moving forward this semester.

With respect to education for faculty, the University will require all senior administrators to complete training modules developed by Penn State’s Equity Action Resources Team. Additionally, The Presidential Commission in its [draft report](#) created a more robust approach to addressing [diversity, equity, and inclusion \(DEI\)](#) at Penn State. One of the core recommendations is to “Develop, promote, and support research, teaching, and learning that advance antiracist

scholarship, pedagogy, and culture (p. 2). To that end, the Commission provides the following suggestions to address this goal:

1. Create and fund an Antiracist Scholarly Research Center or Consortium linking the 24 campuses with a unified fellowship program as a primary focus;
2. Make antiracism central to a Penn State education;
3. Remove bias as a barrier to the success of students, staff, and faculty of color in research, teaching, and extension environments;
4. Optimize existing tools and create novel resources to promote a welcoming and safe culture on Penn State's campuses.

Much of this section of the report focuses on supporting faculty research and revising the student curriculum. In their report, antiracism education for faculty is not as explicit as it could be, although there may be opportunities for faculty educational initiatives embedded in these various goals.

While the University will now grapple with how to address all goals at the University level, the Berks Senate has been addressing antiracism on our campus. Specifically, the Faculty Affairs Committee (FAC) has been asked to consider how to address educating faculty about racism and to outline how we can create a climate of anti-racism at Berks. To that end, this report defines anti-racism, outlines the specific efforts that Penn State Berks has taken to be an antiracist space, and offer recommendations for how to address limitations in College efforts to “fight ignorance and intolerance, model inclusivity, and embrace the power of diversity” (Barron 2020, May 30).

Defining Terms

Two terms that have surfaced in addressing the Senate charge are social justice and anti-racism. These two terms are defined in this section with more focus on the term anti-racism since the charge specifically asks the committee to consider anti-racism education. Social justice, as defined by the [Penn State Educational Equity Office](#), is “aimed at influencing public attitudes, policies, and laws to create a more socially just society guided by the vision of human rights that may include awareness of socio-economic inequities, protection of social rights as well as racial identity, experiences of oppression, and spirituality.” Institutional and individual injustices take countless forms, and they are often animated by “isms” that maintain social hierarchy, constrain human freedom, and manufacture unequal life outcomes. Some of the forms of injustice include classism, ageism, racism, misogyny, and ableism. The work of social justice, particularly in Education, is a commitment to ameliorating, confronting, and ultimately transforming the conditions that uphold such “isms,” including the disruption of uneven power relations and ongoing harms of injustice (e.g. Banks, 1993; Ladson-Billings, 1995; Gay, 2000; Love, 2019).

The work of anti-racism is part of the broader struggle for social justice, but pays particular attention to dismantling racist policies, practices, and structures that organize social life, including but not limited to public education, the criminal justice system, housing, bank

practices, dog-whistle rhetorics, and fair and equal labor practices. In his best selling book *How to be an Antiracist*, Ibram X. Kendi (2019) writes that an antiracist is a person “who is supporting an antiracist policy through their actions or expressing an antiracist idea.” (p.8). He continues: “The opposite of ‘racist’ is not ‘not racist.’ It is antiracist” (p.9). In other words, antiracism is the active confrontation of systemic inequities of power and policies. Antiracist education, then, requires more than adding diversity training to existing educational programs. An antiracist education requires that institutions of learning offer nuanced histories and experiences of minoritized groups (King, 2019), diversify the teaching staff (Delpit, 1995), challenge master narratives that glorify settler colonialism and minimize the experiences of Indigenous people (Shear, 2016), and more.

Berks Initiatives

The Berks campus has made efforts to begin educating faculty on issues of social justice and anti-racism. Four campus organizations in particular have worked to advance an anti-racism agenda, with the focus and audience of each group differing slightly. Below are brief descriptions of each group and their goals toward educating faculty.

[The Berks Diversity Committee](#)

The Berks Diversity Committee was established through the Office of the Chancellor as the institution's group that is responsible for carrying out the diversity, equity, and inclusion goals in the Berks Strategic Plan for the campus. It is chaired by the Coordinator of Diversity and International Programs. The committee is comprised of the chancellor, administrators, faculty, and staff from all divisions as well as student representation from the SGA and Campus Inclusion Advocates. The Berks Diversity Committee's work is focused on recruitment, retention, and graduation of underrepresented students, domestically and internationally; recruitment, development and retaining a culturally competent management and workforce; strengthen commitment to the PSU values in building an inclusive and equitable community among students, faculty, staff and administrators, and incorporate the diversity goals of the strategic plan in all standard operating.

[The Social Justice Collaborative](#)

This faculty-organized collective of students, staff, and faculty work to further the principled exploration and engagement of critical social issues through programming, curricula, and college involvement. The Social Justice Collaborative was instrumental in creating the [Social Justice Certificate](#), which is a Penn State concentrated study in the broad field of justice studies, and meets regularly to discuss issues related to justice and equality. As part of the work of the Collaborative, a [Berks Social Justice Reading List and Teaching Resources](#) website was created. This site lists books, articles, lesson plans, syllabi, and other resources about social justice.

Antiracism Across the Curriculum Group

This group currently has twelve faculty working together to help experienced and emerging antiracist educators integrate antiracist content in their courses. A faculty member also organized a campus-wide reading group to discuss *How to Be an Antiracist*.

ARID

The HASS division has the Committee on Antiracist, Intersectional and Decolonial (ARID) Teaching and Engagement. The committee supports HASS faculty who are incorporating Antiracist, Intersectional and Decolonial Teaching strategies/ pedagogies into their classes. The committee is planning to host an ARID Teaching Symposium in the near future.

Discussion and Recommendations

The FAC charge is to “investigate how best to educate all faculty to practice anti-racism,” and two things have become clear in preparing this report.

- 1) Berks faculty have already begun the grassroots work of educating and supporting each other about issues of social justice and race on this campus. It is also clear that while these efforts are important and commendable, there is little, if any, institutional support for these organizations. President Barron made clear that the *university* has an “obligation to fight ignorance and intolerance, model inclusivity and embrace the power that diversity represents.” While there have been faculty-led initiatives on the campus, there seems to be little institutional, i.e., financial or structural support for this work at this point. The committee found it difficult to even find information about these different organizations since there are currently no links from a common website on DEI at the campus-level.
- 2) The FAC committee members acknowledge that they are not experts on antiracism and will therefore not make explicit recommendations about how to “best” educate faculty to practice anti-racism. Berks campus has experts whose grassroots efforts are labors of passion, ethical commitment, and informed scholarship. These experts should be advising how our campus should educate faculty to practice anti-racism.

To that end, this committee has two recommendations for our administrators in order to move the intent of this charge forward.

First, we recommend that a central repository/website be created to inform faculty the work already being done on our campus as it relates to DEI. This website could be akin to the Action Equity website created for the University, and it should be easily discoverable from the Penn State Berks webpage.

Second, **we recommend 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 to best educate faculty and create a culture of anti-racism on our campus.** We hope that this committee will consider how to leverage the expertise and work of the existing groups on campus. Additionally, one responsibility of the commission of experts could be to assess the efficacy of the ongoing efforts at Berks.

Submitted by:

Holly Ryan, Chair

Azar Panah, Vice-Chair

Deb Dreisbach

Nathan Greenauer

Mike Fidanza

Marietta Scanlon

Ike Shibley

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Appendix E.1

Penn State Berks

Faculty Affair Committee – Meeting 3

November 9, 2020

Attendees: Janelle Larson, Holly Ryan (chair), Azar Eslam Panah (vice-chair), Marietta Scanlon, Deb Dreisbach, Nathan Greenauer, Joe Mahoney, Michael Fidanza

All our meetings this year will be on Zoom and the meeting dates and links are provided by email. We have some charges that we are going to complete this year.

Meeting Minutes:

First charge: Evaluate: the process and assessment criteria for the FAR. Prepare informational or advisory and consultative report with recommended best practices and campus policies.

The committee discussed the survey results. The subcommittee prepared a report for the November Senate meeting. Most people are generally happy/satisfied. There are likely a small (but not insignificant) number of faculty who are unhappy with FARs generally. However, it is unclear whether they do not like the criteria or do not feel like they have a say. The report provides good data but should not make conclusions out of it since the response rate was low and data is so variable. If we want to re-run the survey, we will get different responses since pandemic has affected everything.

Subcommittee: The subcommittee will add division break-down data to the report and make some recommendations at the end. This will be done using the shared document. → **November**

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

The Schreyer institute and other reports have been written about SRTEs. Since there is lots of discussion around SRTEs and it is a large task, the subcommittee decided to focus on the advising part of the charge. Here are what we discussed:

- There is a lack of knowledge how advising is evaluated and what type of information faculty should provide in their reports. There is a wide variability how people report it, so it is nice to see how across the board faculty should document their advising activities.
- It was discussed that advising should be evaluated in both annual reports and P&T dossier. We are afraid it gets overlooked in lengthy P&T reports since the evaluation happens every two years in tenure-track positions and every five years in teaching-track positions. Therefore, we recommend that advising should be evaluated in annual FAR reports too.

- We were not able to locate anything regarding evaluating advising on the **Schreyer Honors College (SHC) at Penn State's** website!! (<http://www.schreyerinstitute.psu.edu/srte>)
- However, we found some guidelines on **Advising at Penn State** website: <https://advising.psu.edu/how-advise>. At the end of this page, there is a section for university leaders to guide them toward effective structure and delivery.
- Also, there is a very nice Assessment Guidelines provided by Advising Center which is intended to help advising units develop strategies and means for assessing advising in accordance with Section 32-00: <https://advising.psu.edu/assessment-guidelines>
- In section "PART II: Evaluating Your Unit's Advising Program", there are some sample assessment items for both students and faculty: Policy, Structure, Support, Training, Delivery, First Year Students, Frequency of Consultation, adviser/advisee relationship (Section 32-30), Help advisees identify and achieve their academic goals.

The Subcommittee recommends:

- 1- Survey faculty to see if advising assessment should be added to the FAR evaluation with clear metrics. "Do you want advising to play a better role in your annual evaluation process?"
- 2- Survey faculty on what items/questions should be on the evaluation rubric to provide similar information across all majors/divisions in Activity Insight.
- 3- Recommended by Advising Center, these items are designed to solicit evaluations of advising from advisers and students. Most items should be presented with a 5-point "Likert-type scale": 1-strongly disagree 2-disagree 3-neutral 4-agree 5-strongly agree. Other items call for simple yes or no or "fill in the blank" responses.
- 4- We highly recommend that advising assessment should be kept away from students. We do not want to have another SRTE for advising with all of its current problems for teaching.
- 5- Administration should have a consistent rubric for advising and how advising factors into P&T process and FAR reports.
- 6- There is an orientation session on how to advise. We also recommend adding a session on how advising will be evaluated by administration.

Subcommittee: The subcommittee should meet and discuss the questions for the survey. We are hoping the results of our survey helps us to make some recommendations on how advising should be evaluated and what information faculty should put on their reports to be consistent across the board. → **January**

Third charge: Investigate: how best to educate ALL faculty to practice anti-racism (e.g., as teachers, in interactions with students and colleagues). Consider consultation with Sharon Pitterson-Ogaldez, the Diversity Committee, The Social Justice Collaborative and the Expanding Antiracist Teaching at Berks group. Prepare an advisory and consultative report with recommendations.

Since this charge is due March, we will pause the discussion until next meeting. The Associate Dean informed the committee that some trainings and workshops for handling contentious discussions during class time will be forthcoming. → **March**

Appendix E.2

Penn State Berks

Faculty Affair Committee – Meeting 4

January 29, 2021

Attendees: Janelle Larson, Holly Ryan (chair), Azar Eslam Panah (vice-chair), Marietta Scanlon, Deb Dreisbach, Nathan Greenauer

All our meetings this year will be on Zoom and the meeting dates and links are provided by email. We have some charges that we are going to complete this year.

Meeting Minutes:

First charge: Evaluate: the process and assessment criteria for the FAR. Prepare informational or advisory and consultative report with recommended best practices and campus policies.

The report was submitted to the Faculty Senate in November.

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

Based on the previous discussion in subcommittee and the conversation in the Faculty Meeting, we decided to expand the charge to FAR report as well as P&T. Obviously, there should be some consistency between the two reports. Also, not all faculty go through P&T process, but everyone goes through FAR. The subcommittee provided the survey questions, and they were discussed during the meeting.

It was also recommended to get some data from Advising Center on number of advisees per faculty/major. It would be nice to get some indicators. Moreover, it would be helpful to learn about the training opportunities and number of participants on our campus (before COVID and during COVID).

We will ask for everyone's feedback on the survey questions by next week.

Subcommittee: The subcommittee will prepare the online survey to share with faculty on campus. The complete draft of the report should be ready for March 29th meeting. → **March 15**

Third charge: Investigate: how best to educate ALL faculty to practice anti-racism (e.g., as teachers, in interactions with students and colleagues). Consider consultation with Sharon Pitterson-Ogaldez, the Diversity Committee, The Social Justice Collaborative and the Expanding Antiracist Teaching at Berks group. Prepare an advisory and consultative report with recommendations.

The committee discussed about the assumptions that are made in the report:

The University is broadly addressing issues of racism at our University, and this charge asks the Berks community to consider how we can and have been locally addressing these issues. This report will define the terms anti-racism and social justice, outline the specific efforts that Penn State Berks has taken to be an anti-racist space by educating faculty on racism and bias in our community, and offer recommendations for how the College can address limitations in our efforts to “fight ignorance and intolerance, model inclusivity, and embrace the power of diversity.”

- The report can be used to educate our faculty and make recommendations to our Dean and Chancellor. The survey from Academic Affair Committee can be used but our committee will focus on some background research on “Defining Terms”, “Calls to action”, “Framework for evaluating educational practices”, “News - PSU making moves”, “What have we already done at Berks”, etc. At the end, we would like to make recommendations based on what we find.
- Regarding HR trainings, they are university-wide and it is unlikely to be able to make it specific for Berks. Moreover, we do not think those trainings are very effective.
- We think providing “Best Practices” is a good way to move forward with this charge.
- There are emails coming from multiple groups and we should have maybe one coordinated group to send emails or to go to for resources.
- It was recommended by committee to create a “Catalog of Resources” or “instructions on how to do assessment”.
- There are some groups on campus who have experience and expertise in social justices and anti-racism, and we should identify them and collect their resources. i.e. former HASS Diversity Group, ethic courses in different majors such as engineering, etc. We should consult with those groups.
- It would be good to get “mission statement” for each group to see what each group is working on.

Subcommittee: Holly, Nate, Ike, and Mike will work on developing the report and get it ready for April meeting. → April

Appendix E.3

Penn State Berks

Faculty Affair Committee – Meeting 6

March 1, 2021

Attendees: Janelle Larson, Holly Ryan (chair), Marietta Scanlon, Deb Dreisbach, Nathan Greenauer, Mike Fianza, Michael Bartolacci

Meeting Minutes:

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

The subcommittee shared a version of the survey they plan to send to faculty. The subcommittee offered suggestions for revision—specifically to some of the language and to the data collection devices (i.e. likert scale vs binary responses, etc). The committee plans to send this report to faculty this week with a deadline for responses shortly thereafter. The committee plans to bring a full draft of the report to the FAC for the March 29th Committee meeting.

Subcommittee: The subcommittee will prepare the online survey to share with faculty on campus. The complete draft of the report should be ready for March 29th meeting. → **March 15**

Third charge: Investigate: how best to educate ALL faculty to practice anti-racism (e.g., as teachers, in interactions with students and colleagues). Consider consultation with Sharon Pitterson-Ogaldez, the Diversity Committee, The Social Justice Collaborative and the Expanding Antiracist Teaching at Berks group. Prepare an advisory and consultative report with recommendations.

The subcommittee presented their report on this charge. There was general discussion about the project, specifically about where to host the website and how it would not be redundant with the university sites that already exist. The committee made small adjustments to the report and then voted 5-0 to approve the report. It will be sent to the Senate binder for dissemination at the next Senate meeting.

Respectfully submitted,

Holly Ryan, Chair

Appendix E.4

Student Life Committee

February 12th, 2021, 12:15-1:15pm Zoom

Minutes

1. Call to order
2. Attendance: Kathleen Hauser, Shahid Khan, Cheryl Nicholas, Andrew Friesen, Praveen Veerabhadrapa, Hartono Tjoe, Jessica Shocker
3. Update on interview with Police Services

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.
- 4. Revisions to our senate report pertaining to Police Services-BIPOC student relations
 - a. University Police Community Survey Report. Aggregated statistics from the whole of Penn State are now included to help interpret Berks' scores.
 - b. Student group representatives. SK volunteered to coordinate with Angie DiJiacomo and Sharon Pitterson-Ogaldez to set up a focus group interview with pertinent student group presidents. CN and PV volunteered to help run the interview.
- 5. Adjournment