Penn State Berks Faculty Senate
Monday, November 18, 2019
12:15-1:15pm
121 Gaige
Agenda

1. Call to Order

2. Approval of the Minutes of the October 2019 meeting (Appendix A)

3. Announcements and Reports by the Chair

4. Reports of Officers and University Senators

Vice Chair Ryan
Secretary English
University Senator Ansari
University Senator Bartolacci
University Senator Snyder
University Senator Zambanini
University Senator Maurer
SGA President Steve Filby
Student Senator

5. Comments/Announcements by Administrators

Chancellor Hillkirk
Associate Dean Larson

6. Unfinished Business

7. Forensic Business

8. Motions from Committees
- Academic Integrity by Student Demographics, Academic Affairs Committee (Appendix B)

9. Informational Reports
- Revision to the 2019-2020 Senate Roster, Executive Committee (Appendix C)
- Cyber Security and Intruder Safety, Physical Facilities and Safety (Appendix D)
- Drug Abuse Survey, Student Life (Appendix E)
- Standing Committee Minutes (Appendix F)

10. New Legislative Business

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

12. **Adjournment**

Penn State Berks Senate
October 21, 2019
12:15-1:15 PM, Room 121, Gaige Technology and Business Innovation Building

Attendees: Ali Alikhani, Mohamad Ansari, Amir Barakati, Tara Beecham, Catherine Catanach, Donna Chambers, Alex Chisholm, Valerie Cholet, Justin DiAngelo, Colleen English, Marie Fellie, Andrew Friesen, Hassan Gourama, Nathan Greenauer, Sarah Hartman-Caverly, Jinyoung Im, Ben Infantolino, Samantha Kavky, Jim Laurie, Joseph Mahoney, Lauren Martin, Cliff Maurer, Catherine Mello, Caleb Milligan, Pauline Milwood, Jennifer Murphy, Shannon Nowotarski, Meghan Owenz, Dawn Pfeifer Reitz, Matthew Rhudy, Marissa Ruggiero, Holly Ryan, Jessica Schocker, Jeane Serrian, Allison Singles, Stephen Snyder, Brett Spencer, Ebonie Stringer, Hartono Tjoe, Bryan Wang, Bob Zambanini (Faculty); Marie Smith (Staff); Pradip Bandyopadhyay, Kim Berry, Paul Esqueda, Lisa Glass, Keith Hillkirk, Janelle Larson, Belén Rodríguez Mourelo, John Shank (Administration); G. Michael Shott, Jr. (Student).

1. **Call to Order**

2. **Additions, Corrections, and Approval of Minutes of September 23, 2019 –**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 –**
    - **Committee minutes in Senate Binders** – Included as part of the appendices in today's binder are all standing committee minutes. This practice was not always done but we hope to have this as a standard practice for all meetings.
    - **Progress Reports –** A reminder to complete your progress reports. These reports play an important role in-regard to our retention efforts.
    - **University Senator positions open for next academic year –** Elections for next year's Senate Officers will be held during spring semester. All are encouraged to put forth their names for consideration. We do need to have a minimum of three people running for the two open spots.
    - **Faculty positions on the search committee for our next Chancellor** – Communication was received from Dr. Hanes office that they are currently putting together the search committee for our new Chancellor. An update will be provided within the next few weeks.

4. **Reports of Officers and University Senators -**
    - **Vice Chair Ryan –** No report.
    - **Secretary English** – No report.
    - **University Senator Ansari** – The University currently does not have a central policy to investigate allegations of faculty misconduct that do not rise to the level of termination of employment. The University does have a policy (AC70), which addresses misconduct that rises to the level of dismissal but this only applies to tenure-line faculty. A special committee was commissioned in March to look at bringing forth an advisory consultative report to President Barron. If approved, this will become a new AC policy to address those types of allegations. The committee has approved a forensic report which will be on the agenda for discussion at the October 29 meeting. This report provides the rationale and also the charge of the committee as well as what has transpired to date. One of the things that have been done was to look at other peer universities to see what they have done; several were looked at. Several questions that will go before the Senate were shared; feedback is encouraged. The new AC policy, when revised, will apply to all faculty. A final report is due April 2020.
    - **University Senator Bartolacci –** Not present.
    - **University Senator Snyder –** We are currently in between meeting so there so there is nothing to report at this time.
    - **University Senator Zambanini –** We are also in between meetings. I hope to have something to report at the next meeting.
    - **University Senator Maurer –** Arrived late; no report.
    - **SGA President Steve Filby –** Not present.

- **Student Senator –** We have recently got up and running a housing and food advisory committee and will have our first large group meeting next Tuesday at 6 PM. If anyone would like to attend, please do so and spread the word as this affects all who visit Tully's and the Cyber Cafe.

5. **Comments/Announcements by Administrators**
   - **Chancellor Hillkirk –**
     - Due to the upcoming Beaver project, commencements will be held this year at Santander Arena. Moving off site will be significantly less expensive. I have mixed feelings about moving the ceremony off site as I have enjoyed having our ceremonies here on campus but given the budget situation we are facing, this make sense. I don't know what will happen once the Beaver project is complete and how my predecessor will feel but for now this is the case. Commencement will be held on Friday, December 20 at 7:30 p.m. A small group has been down to visit Santander several times and have found the staff to be very customer friendly and receptive to working with us. The faculty and staff reception will be held at 5:00 p.m. Parking will be consistent with all the other colleges that have their ceremonies at Santander. Attendees will receive a 30% discount from the parking authority. Parking will be accessible across the street at the DoubleTree Hotel as well as the parking garage that is located on the other side of Santander. Due to the budget, we will not be able to run shuttles from campus to Santander. Carpooling is encouraged. I have attended many events in the evenings there and it is very accessible, well-lit and safe. We have one more meeting scheduled at the Arena on October 30 and either before or immediately after we will be sending out much more detailed information about commencement to graduates and families as well as faculty and staff. I encourage you all to attend.
     - Another meeting for the Beaver project will take place on Wednesday. I am looking forward to getting the bidding documents out and back hopefully right after the first of the year.
     - SIMBA is coming which is the new management system for our financial information. A video will be shared at our next Administrative Council meeting specifically focused on SIMBA that will provide an overview. A lot more information is forthcoming over the next few months and SIMBA will go live next July. One thing that is clear is people will not be granted access to SIMBA until they have verified that they have gone through the required training. More details to follow.
     - Guidance from University Park in-regard to the Strategic Planning process was recently received. Last week I met with Jim Laurie and Jayné Park-Martínez to discuss. Of all of the units that developed strategic plans within the larger umbrella of the university's strategic plan, we are being asked first to provide an update on our progress over the last 5-years. It is quite significant here at Berks. The next step will be to realign our Strategic Planning Council here at Berks. Another meeting will be planned the first of the year in order to review areas we wish to continue and take a look at other areas where appropriate changes can be made.
   - **Interim Associate Dean Larson –**
     - A mid-progress report update was shared. I would like to thank faculty for complying but I also encourage follow-up if you are in an adviser role. A spreadsheet was recently shared with several groups. Students who received negative feedback will receive follow-up. A recommendation was made to by a faculty member to have the due dates for the progress reports shared earlier in the academic year so that faculty may plan accordingly and was agreed upon.
     - There will be several events taking place this week highlighting our majors. I would like to acknowledge Erica Pulaski and specifically Tami Mysliwiec who put in a lot of time and effort into coordinating these events. Wednesday will be the highlight of the week with several events taking place. Please encourage your first- and second-year students to attend.
     - On October 31, Alan Rieck, Associate Vice President and Associate Dean of the Office of Undergraduate Education and others will be visiting Berks to discuss community engagement.
     - The entrepreneurship minor will be meeting in the entrepreneurship room.
     - There will be a meeting focused on the student engagement network which differs from generic student engagement. This is relatively new and covers all types of student engagement. A critical component being it covers financial support. This is a wonderful opportunity for students who have done engagement. Transportation is still available. The deadline to sign up is October 23.

- The faculty meeting that is scheduled for November 6 will include a Q&A session with the Chancellor to answer questions faculty may have in-regard to the transition surrounding his upcoming retirement. There will also be a spill-over meeting taking place on Friday, November 8 that will include staff as well as any faculty member who may have a conflict on November 6.

6. **Unfinished Business – None**

7. **Forensic Business – None**

8. **Motions from Committees**
   - **Clarification of Terms of Office of Committee Chairs in Standing Rule, Executive Committee (Appendix B) –** Parliamentarian Rhudy provided an overview of the proposed changes. Chair Schocker called for additional questions. Hearing none; called the vote; using the clickers press A for yes, B for no, C for abstain; *the motion is approved.* (**Approved with a unanimous vote).**
   - **Report on Committee Composition for Faculty Awards, Faculty Affairs Committee (Appendix C) –**Committee Chair Ryan shared the committee's rationale and recommendations of the motion. It was brought to Chair Ryan's attention that the language might be made clearer by making a slight change in the language. A motion was made to amend the recommendation by replacing the phrase *the committee* with *each committee* in the first two sentences of the recommendation. Since there are four committees and not one, this change is necessary. Chair Schocker called for additional questions on the motion to amend the motion; hearing none, called the vote; all in favor say aye, opposed; *the motion is approved.* The Chair called the vote on the revised motion; using the clickers press A for yes, B for no, C for abstain; *the motion is approved (32 yes; 9 no; 4 abstain)*
   - **Report on Office Space Occupancy and Assignments, Physical Facilities and Safety Committee (Appendix D) –** This is an advisory and consultative report. A review was provided. Blueprints for each building were included and color-coded based on the number of faculty occupied within the existing office space. The findings indicate a large amount of faculty with shared office space in Beaver, Franco and Gaige with Franco having the largest amount. Based on these findings, the Committee has two recommendations that were shared. Chair Schocker indicated both recommendations will be voted on together and called the vote; using the clickers press A for yes, B for no, C for abstain; *the motion is approved (39 yes; 4 no).*

9. **Informational Reports from Committees – Minutes from Standing Committees**
   - **Academic Affairs (Appendix E)**
   - **Faculty Affairs (Appendix F)**
   - **Strategic Planning and Budget (Appendix G)**
   - **Student Life (Appendix H)** – Faculty are reminded to complete the survey in-regard to drug abuse among students that was recently sent.

10. **Other Legislative Business – None**

11. **Comments for the Good of the Order –** A discussion took place in-regard to closing the theater major and the role the Senate may play in this process. The Chair referred the question to Senator Ansari. He advised it needs to go through the Senate P3 process and sent it to University Park for ACUE approval. Interim Associate Dean Larson shared the rationale of the P3 process noting because there are no changes to the curriculum a Senate review is not warranted. The Chancellor commented when these decisions are made, enrollment in majors is a critical factor noting we should be concerned if we have fewer than 20 students who are declared majors. He shared the Theater Program currently has 4 students enrolled as a declared major noting although we were able to sustain the program for a decade, we are no longer able to do that. Commenting, based on what the Board of Trustees is doing in terms of trying to hold the university's tuition either flat or with minimal increases, the expectation is that enrollments in majors as well as other expenditures are going to continue to be very carefully scrutinized by the University. He shared theater courses will continue being offered at Berks as well as theater performances as they are an important part of our history. He shared we do have some endowments that support the arts and will continue to use those endowments within limits in order to continue offering theater

performances on campus. He anticipates additional gifts coming through the campaign that will increase our endowments. Discussion followed.

12.   Adjournment

Appendix B

Academic Integrity by Student Demographics
Academic Affairs Committee (Advisory and Consultative Report)

Introduction

The Academic Affairs Committee was charged with the following:

> **Charge #12:** Investigate academic integrity charges by student demographics. Prepare an advisory and consultative report with recommendations.

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

1. Historical data including demographics for PSU reported academic integrity violations
2. Literature review of relevant research regarding academic integrity by demographics
3. Survey to assess student perceptions of academic integrity and demographics

The committee approached Saundra Reichel in order to gather historical data, who then forwarded our request to the appropriate people at University Park. Unfortunately, we still have not yet received this data. If the committee receives this data in the future, a follow up report may be considered.

A literature review was conducted by Alexandria Chisholm, which identified relevant articles which discuss academic integrity and how it relates to student demographics. The full details of this literature review were provided in the committee meeting minutes from October 7, 2019, which were included as an informational report at the October meeting of the PSU Berks senate. To summarize this literature review, some key themes were identified:

- Gender differences – some research identified a higher likelihood of males than females to commit academic integrity violations. This however may just be a higher likelihood that males admit to these offenses rather than an increased incidence of violations
- Semester standing/age – research indicates that 1st/2nd year students are more likely to cheat than higher standing students. Other research suggests that this may be due to age rather than semester standing
- International status – there is a significant amount of research that indicates a higher rate of academic integrity violations among international students. Some research argue that this might just be a higher likelihood to be caught. E.g., a non-native English speaker who plagiarizes writing from a native English speaker might stand out more to an instructor in the context of the student's other writing.
- Other factors – some research has considered GPA (lower GPA means more to gain, less to lose), disciplinary differences (e.g., one research article indicated higher rates in economics), athletics, etc.

In addition to the literature review on academic integrity violations, the committee also considered differences in disciplinary actions due to student demographics. This research is focused in K-12 but indicates clear differences in disciplinary actions due to factors such as race. While this does not directly apply to academic integrity in higher education, there are similarities which are worth considering. Here are the references that were considered by the committee:

- Gordon, N. (2018, January 18). Disproportionality in student discipline: Connecting policy to research. Brookings. Retrieved from https://www.brookings.edu/research/disproportionality-in-student-discipline-connecting-policy-to-research/
- Wegmann, K. M., & Smith, B. (2019). Examining racial/ethnic disparities in school discipline in the context of student-reported behavior infractions. Children and Youth Services Review, 103, 18-27. https://doi.org/10.1016/j.childyouth.2019.05.027
- Whitford, D. K. (2016). Discriminatory discipline: Trends and issues. NASSP Bulletin, 100(2), 117-135. https://doi.org/10.1177/0192636516677340

It was determined by the committee that student perception was an important aspect concerning the discussion of academic integrity and student demographics. Identifying increased likelihoods of committing, being caught, and/or being reported are difficult to sort out. However, assessing how students perceive the academic integrity environment at Penn State Berks is important to consider. Regardless of whether there is a true problem with academic integrity based on student demographics or not, the committee wanted to investigate if the students perceive a problem with academic integrity and student demographics. The survey used the following prompts on a Likert-scale (Strongly Disagree, Disagree, Neither agree not disagree, Agree, Strongly Agree):

1. I think that I am more likely to be reported for an academic integrity violation because of my age
2. I think that I am more likely to be reported for an academic integrity violation because of my gender identity
3. I think that I am more likely to be reported for an academic integrity violation because of my race/ethnicity
4. I think that in general students may be more likely to be reported for academic integrity violations because of their age
5. I think that in general students may be more likely to be reported for academic integrity violations because of their gender identity
6. I think that in general students may be more likely to be reported for academic integrity violations because of their race/ethnicity

The survey also attempted to assess the quantity of student violations and how they were handled (not caught, caught but no action from instructor, informal sanction, formal sanction, contested charges). This data however did not reveal any meaningful results, as very few students admitted to any violations. The remainder of the survey was used to determine student demographics based on academic standing, age, gender, race, ethnicity, and international status. These factors were identified to be relevant from related research.

Discussion

There are significant problems in addressing academic integrity violations based on student demographics. While researchers have explored this issue, data is primarily based either on self-report information from students (which is potentially unreliable) or based on known reported violations (which does not necessarily accurately represent offenses). It is very hard to make any

meaningful claims about differences by student demographics. Is a student from a particular group more likely to violate academic integrity, or is that student more likely to be caught for a violation? Is a student from particular group more likely to violate academic integrity, or more likely to admit that they have violated academic integrity? Our main conclusion from the existing research is that there may be some possible connections between student demographics and academic integrity violations, and our faculty should be aware of this possibility and perform some self-reflection regarding individual practices.

A total of 128 students responded to the survey. The survey results for the given prompts are offered in Figure 1, which demonstrates for the most part that students disagree with an increased likelihood of reporting of academic violations due to age, gender, or race/ethnicity. Since the response population, however, was predominantly white (83%), non-hispanic (80%), and not international (96%), these overall results may be skewed.
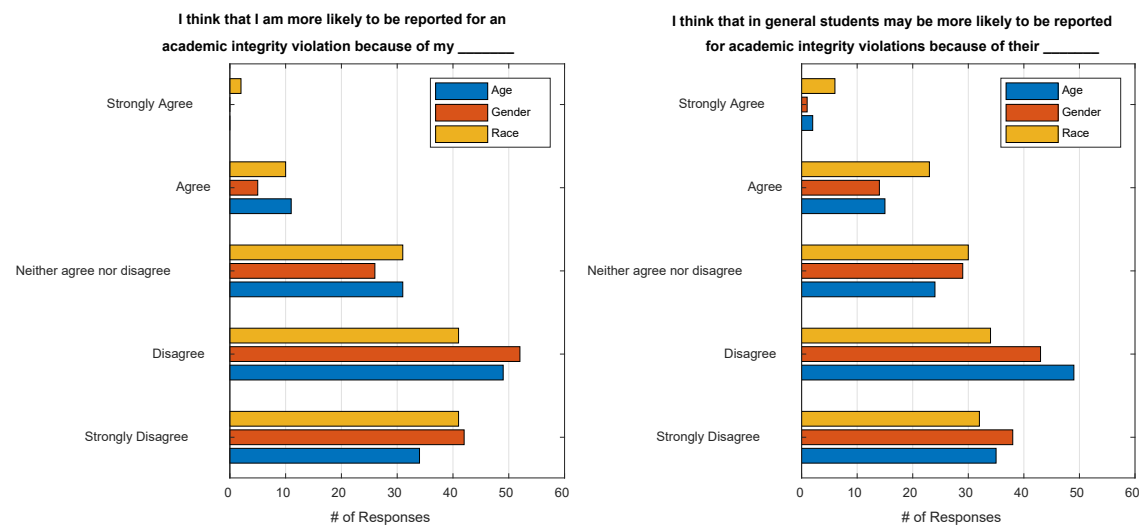
Figure 1. Student Survey Results for Personal (left) and General (right) Perception of Academic Integrity Violations by Demographics

In order to explore possible differences in student perception of academic integrity violations by demographics, the data was grouped based on student responses, as shown in Table 1. These groupings were identified based on the relevant research from the literature review.

Table 1. Statistical Test Groupings from Student Responses to Demographics Questions

Demographics	Group 1	Group 2
Race/Ethnicity	White, non-hispanic, non-international	All other responses not in Group 1
Gender	Male	Female
Age	19 years or younger	20 years or older

These groups were selected in order to find a reasonable balance in group size in order to identify possible differences between the groups. To explore these potential differences, two-sample t-tests were conducted for the responses to each prompt between these groups. This simple statistical testing was done to get a rough idea of whether there were any significant

differences between the groups. The committee acknowledges that these simple statistical tests may not be the most appropriate in this case, and other analysis of these statistics might be more appropriate (e.g. using Mann-Whitney U test for ordinal data). For the race/ethnicity groupings, a significant difference (p = 0.0004) was noted between the two groups for the prompt "I think that I am more likely to be reported for an academic integrity violation because of my race/ethnicity." The responses are summarized in Table 2 and Figure 2. Note that for the statistics, the Likert scale ratings were number 1 to 5, with Strongly Disagree = 1 and Strongly Agree = 5. While differences were noted between these two groups, the mean responses, shown in Table 2, indicate that on average students more disagree than agree with this prompt. However, it is worth noting that students from Group 2 demonstrated a significantly higher agreement with the prompt. Nine out of the 38 students from Group 2 responded with Agree or Strongly Agree to this prompt, providing justification that a handful of students feel that this could be a problem for them.

Table 2. Results for Statistically Significant Differences in the Prompt "I think that I am more likely to be reported for an academic integrity violation because of my race/ethnicity."

Group	Sample Size	Mean	Standard Deviation
Group 1: White, non-hispanic, non-international	87	1.92	0.838
Group 2: All other responses not in Group 1	38	2.61	1.22
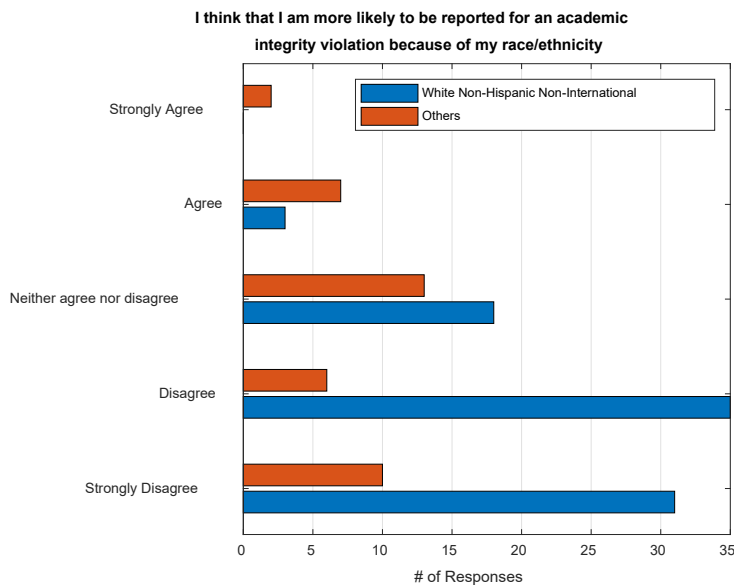
Figure 2. Distribution of Survey Responses for Race/Ethnicity Groupings for the Prompt "I think that I am more likely to be reported for an academic integrity violation because of my race/ethnicity."

When comparing the other groupings offered in Table 1, there were no significant differences noted for any of the prompts between the gender groups. When comparing the age groups, a significant difference (p = 0.04) was noted for the prompt "I think that in general students may be more likely to be reported for academic integrity violations because of their gender identity."

The committee believes this significance is likely due to an increased awareness of gender issues within a younger population but is not particularly important in the current discussion.

To summarize, research indicates that there may be a potential correlation between student demographics and academic integrity violations. Results from a survey of Penn State Berks students indicates a significant difference in how students from different race/ethnicity groups perceive a likelihood of an academic integrity violations due to race/ethnicity. Regardless of whether there is a true connection or just a perceived connection among students, the committee feels that the most appropriate action is improving faculty awareness of these issues through training. The committee would also like to caution faculty against overcompensating. That is, faculty should not refrain from reporting academic integrity violations because they fear accusations of bias. Due to the resources and personnel on campus, there are no significant (if any) additional expected costs of implementation outside of our normal operation.

Advisory Proposal

The committee proposes the following to the administration:

1. Encourage faculty participation in professional development trainings that support diversity, such as those offered by the Penn State Berks Diversity Committee. Place a higher emphasis on the importance of these types of training and how they are valued within the review process for fixed-term, part-time, and tenure-line faculty
2. Support repeat offerings of diversity trainings (and refresher courses) to fit the needs of varying faculty schedules (including adjunct faculty), and consider facilitating other accessible options for training sessions such as using Zoom, or providing recordings of training sessions
3. Consider diversity as a possible topic as part of a faculty retreat or teaching colloquium
4. Collaborate with the diversity committee to develop some points of guidance (e.g. as a one-page handout) to aid faculty in self-reflection of individual practices regarding academic integrity

Respectfully submitted,

Academic Affairs Committee 2019-2020

Jennifer Arnold
Michael Bartolacci
David Bender
Flavio Cabrera
Alexandria Chisholm (vice-chair)
Ebonie Cunningham-Stringer
Lisa Glass
Janelle Larson
Dawn Pfeifer Reitz
Matthew Rhudy (chair)
Bryan Wang

Committee Roster of the Penn State Berks
Senate Fall 2019 – Spring 2020

PENN STATE BERKS SENATE MEMBERSHIP

The Berks Faculty shall include:
   (a) All full time faculty including librarians (**CURRENT TOTAL = 140**);
   (b) The following members of the Administrative Staff:
      • Chancellor (ex officio);
      • Associate Dean for Academic Affairs (ex officio);
      • Division Heads of EBC, HASS and Science (ex officio);
   (c) Other members of the Administrative Staff as appointed by the Chancellor;
   (d) One senator elected by the professional assistants from among their ranks;
      (The total number of Senators from categories (b), (c), and (d) shall not exceed 10% of the full time faculty including librarians.)
   (e) SGA President and elected student senators not to exceed 10% of the full time faculty including librarians.

EXECUTIVE COMMITTEE (10 members, 9 voting, quorum =5)				
Member	Title	Phone	e-mail	Term expires
Jessica Schocker	Chair	396-6457	jbs213@psu.edu	2020
Holly Ryan	Vice Chair	396-6333	hlr14@psu.edu	2020
Colleen English	Secretary	396-6365	cue113@psu.edu	2020
Cliff Maurer	University Faculty Senator	396-6403	crm13@psu.edu	2020
Bob Zambanini	University Faculty Senator	396-6178	raz3@psu.edu	2021
Mike Bartolacci	University Faculty Senator	396-6175	mrb24@psu.edu	2021
Mohamad A. Ansari	University Faculty Senator	396-6129	maa4@psu.edu	2020
Steve Snyder	University Faculty Senator	396-6277	sjs29@psu.edu	2022
Matthew Rhudy	Senate Parliamentarian (non-voting)	396-6389	mbr5002@psu.edu	2020
Michelle Mart	Immediate Past Chair	396-6180	mam20@psu.edu	2020

Chairs of the Penn State Berks Senate Committees				
Committee	Chairperson	Phone	e-mail	Term expires
Academic Affairs	Matthew Rhudy	396-6389	mbr5002@psu.edu	2020
Executive	Jessica Schocker	396-6457	jbs213@psu.edu	2020
Faculty Affairs	Holly Ryan	396-6333	hlr14@psu.edu	2020
Physical Facilities and Safety	Allison Singles	396-6152	ara5093@psu.edu	2020
Strategic Planning and Budget	Catherine Mello	396-6324	cxm772@psu.edu	2020
Student Life	Thomas Lynn	396-6298	tjl7@psu.edu	2020

ACADEMIC AFFAIRS (12 members, 10 voting)				
Member	Title	Phone	e-mail	Term expires
Flavio Cabrera	Representatives from EBC Division	396-6125	fhc4@psu.edu	2021
Matthew Rhudy (Chair)		396-6389	mbr5002@psu.edu	2021
Dawn Pfeifer Reitz	Representatives from HASS Division	396-6404	dpr15@psu.edu	2021
Ebonie Cunningham-Stringer		396-6018	ecs296@psu.edu	2021
Jenn Arnold	Representatives from Science Division	396-6002	jma25@psu.edu	2020
Bryan Wang		396-6029	bsw13@psu.edu	2021
Alexandria Chisholm (Vice-Chair)	Library Representative	396-6242	aec67@psu.edu	2021
Mike Bartolacci	University Curricular Affairs Representative	396-6175	mrb24@psu.edu	2021
Janelle Larson	Associate Dean (non-voting)	396-6183	jbl6@psu.edu	n/a
Dave Bender	Registrar	396-6090	dsb@psu.edu	n/a
Lisa Glass	Director of Information Technology	396-6190	lmg9@psu.edu	n/a
	Student Representative			n/a

FACULTY AFFAIRS (8 members, 7 voting)				
Member	Title	Phone	e-mail	Term expires
Khaled Abdou	Representatives from EBC Division	396-6173	kka1@psu.edu	2020
Joe Mahoney		396-6459	jmm694@psu.edu	2021
Eric Lindsey	Representatives from HASS Division	396-6033	ewl10@psu.edu	2020
Holly Ryan (Chair)		396-6333	hlr14@psu.edu	2020
Ike Shibley	Representatives from Science Division	396-6185	ias1@psu.edu	2021
Lorena Tribe (Vice-Chair)		396-6187	lut1@psu.edu	2020
Marissa Ruggiero	At-Large Representative	396-6201	mjr5339@psu.edu	2022
Steve Snyder	University Faculty Affairs Representative	396-6277	sjs29@psu.edu	2022
Janelle Larson	Associate Dean (non-voting)	396-6183	jbl6@psu.edu	n/a

PHYSICAL FACILITIES AND SAFETY
(9 members, 8 voting)

Member	Title	Phone	e-mail	Term expires
Jinyoung Im	Representatives from EBC Division	396-6176	jzi11@psu.edu	2021
Ada Leung		396-6186	cxl51@psu.edu	2021
Mahsa Kazempour	Representatives from HASS Division	396-6437	muo70@psu.edu	2021
Meghan Owenz		396-6437	muo70@psu.edu	2021
Shannon Nowotarski (Vice-Chair)	Representatives from Science Division	396-6005	sln167@psu.edu	2020
Allison Singles (Chair)		396-6152	ara5093@psu.edu	2021
Rosario Torres	At-Large Representative	396-6408	rzt1@psu.edu	2020
Kim Berry	Campus Chief Operating Officer (non-voting)	396-6030	krb11@psu.edu	n/a
	Student Representative			n/a

STRATEGIC PLANNING AND BUDGET
(10 members, 8 voting)

Member	Title	Phone	e-mail	Term expires
Malika Richards	Representatives from EBC Division	396-6096	mur12@psu.edu	2021
Pauline Milwood		396-6314	pam325@psu.edu	2020
Catherine Mello (Chair)	Representatives from HASS Division	396-6324	cxm72@psu.edu	2020
Maria Fellie		396-6449	mcf46@psu.edu	2021
Ben Infantolino	Representatives from Science Division	396-6153	bwi100@psu.edu	2021
Ryan Hassler (Vice Chair)		396-6127	rsh14@psu.edu	2021
Lauren Martin	At-Large Representative	396-6214	ljm37@psu.edu	2021
Lisa Mikula	Campus Financial Officer (non-voting)	396-6042	lmm462@psu.edu	n/a
Jayne Park-Martinez	Representative, Planning, Research, and Assessment (non-voting)	396-6386	jip10@psu.edu	n/a
	Student Representative			

STUDENT LIFE (9 members, 8 voting)				
Member	Title	Phone	e-mail	Term expires
Amir Barakati (Vice-Chair)	Representatives from EBC Division	396-6340	axb5786@psu.edu	2021
Yuan Xue		396-6188	yxx78@psu.edu	2020
Tom Lynn (Chair)	Representatives from HASS Division	396-6298	tjl7@psu.edu	2020
Cheryl Nicholas		396-6168	cln12@psu.edu	2020
Andrew Friesen	Representatives from Science Division	396-6156	axf716@psu.edu	2021
Praveen Veerabhadrappa		396-6009	pmv5057@psu.edu	2021
Maureen Dunbar	At-Large Representative	396-6328	med18@psu.edu	2020
Joe Webb	Director of Student Affairs (non-voting)	396-6072	jjw26@psu.edu	n/a
Jessica Schocker	Faculty Athletics Representative (non-voting)	396-6457	jbs213@psu.edu	n/a
Mike Shott	Student Representative		gms5754@psu.edu	n/a

Appendix D

Physical Facilities and Safety Committee

Charge 3 Informational Report
Fall/Spring 2019/2020
Assess and make recommendations regarding safety and security
Focus on cyber security and intruder safety

Introduction

This year's annual report on campus safety and security will focus on cybersecurity and intruder safety measures. These were key issues that the committee decided to focus on this year to reflect the community's concerns in previous gatherings. The report will conclude with four considerations for the faculty to help improve safety and security on our campus.

Information

Cybersecurity

Policy "AD95. Information Assurance and IT Security" (https://policy.psu.edu/policies/AD95) aims at establishing an institution-wide security program designed to ensure the confidentiality, integrity, and availability of The Pennsylvania State University's information assets from unauthorized access, loss, alteration, or damage while supporting the open, information-sharing needs of our academic culture. All faculty, staff, students, and units have an obligation to protect institutional data in accordance with this policy and its supplemental Guidelines and Standards, which take into consideration the University's mission, as well as the level of sensitivity and criticality of the information. Policy "AD96. Acceptable Use of University Information Resources" (https://policy.psu.edu/policies/ad96) states that individuals with access to the University's information technology resources are responsible for their appropriate use, and by their use, agree to comply with all applicable University, policies, guidelines and standards, and applicable State and Federal laws and regulations.

Following its conversation with Director of Information Technology Lisa Glass and Manager of Network and Security Doug Keuscher, the Committee would like to reflect their emphasis on the importance of protecting data, and research, as well as their recommendation to use complex and multiple, different, passwords. Two phishing tests were run last year. The break down for the Spring 2019 phishing scam is available and as follows: on the initial phish, 6 full-time faculty, 4 part-time faculty, 6 full-time staff, 6 part-time staff and 2 of "unknown status" clicked on the phish. On the re-phish, 1 full-time faculty, 2 part-time faculty and 1 full-time staff clicked on it. In summary, the faculty are still acting in a way that make us vulnerable to a cyber attack. It was suggested that faculty seek ways to process, store, and share their data that strengthen our cyber security. One of these methods is that all new Penn State employees must train by watching an educational video https://psu.csod.com/LMS/LoDetails/DetailsLo.aspx?loid=202a2c9c-c863-4238-8ca3-f63c62ab5a28&query=%3Fs%3D1%26q%3Doffice%2520of%2520information%2520security& back_key=1#t=1. The IT Department also strongly encourages the Penn State Berks community

to reach out to them to find out new ways to process data (for more productive and successful research) and to strengthen our College cybersecurity.

Intruder Safety

Intruder safety is a growing concern in both community and educational facilities. In the event of an armed intruder, Police Services will be contacted by phone and they will issue an alert to all campus and community members. After this point campus members will be advised whether to shelter in place or exit the facilities. If being told to shelter in place, it is recommended that the instructor locks the classroom door to deter entry by the intruder. Our campus Police Services trains vigilantly to prepare for attacks such as these and can be contacted for more information if requested. Berks Threat Management Teams have been assigned to assist in the event of an emergency such as this.

Last year's report discussed the lack of cell phone reception in Luerssen and Gaige buildings as well as the lack of locks on several classrooms around campus. Since that point some progress has been made to both aspects.

Cellular Reception

The feasibility of a wireless booster was investigated by campus administration, but unfortunately, the cost of the feasibility study was between $16-25,000, and the actual booster would have been in the millions, which is not currently within the budget. This affects the campus in an emergency situation two-fold, first in order to make emergency calls out, and second in order to receive emergency alerts. For the first issue, IT has recommended setting all cell phones to enable wifi calling for emergency situations. Please see the links below or contact IT for instructions for enabling your devices. Each cell service carrier has an information page regarding this service. Below is the link to each of the five major carriers WiFi calling pages.

WiFi Calling Setups for Each Carrier:
ATT - https://www.att.com/esupport/article.html#!/wireless/KM1359697
Verizon - https://www.verizonwireless.com/support/wifi-calling-faqs/
Sprint - https://www.sprint.com/en/support/solutions/services/faqs-about-wi-fi-calling.html
T-Mobile - https://support.t-mobile.com/docs/DOC-1680
Cricket - https://www.cricketwireless.com/wificalling

The second aspect of limited reception is with the emergency alert systems. In this case it is suggested that you access your PSU Alert preferences to enable the email, call, and text alerts so that you increase your chances of being notified in the event of an emergency. Go to https://psualert.psu.edu/psualert to manage your PSU Alert preferences. You can add your mobile device and enable optional voice alerts, and add your office landline if you office is in a location with poor mobile service.

Classroom Locks

Although reliability issues are associated with the electronic locks, according to AD65 Electronic Security and Access Systems (https://policy.psu.edu/policies/ad65), all new construction or facility alterations shall install access control systems that are functionally compatible with the University ID card for access control, alarm monitoring, and surveillance purposes. As the campus transitions from keyed entry to card access, there are some differences between buildings regarding the locking mehcanisms. Below is a summary of the locking mechanisms for each academic building to date (revised from last year's report):

Franco – Physical, functional deadbolts on all classroom doors
Gaige – Physical, functional thumb-latch deadbolts on all classroom doors
Luerssen – Card-swipe access to rooms, no current ability to lock from inside. The card readers will be re-programmed in the next few months such that the interior button can be used to manually lock doors from the inside.
Perkins – Deadbolts were repaired in several classrooms, one remaining deadbolt will be installed in Perkins 003.

Card reading systems continue to present a challenge to M&O, campus members, and Police Services. The system is currently being updated at University Park such that support for our system will be more readily available in the next calendar year.

Clery Report

Below is the annual security report based on crime statistics at Berks from Clery data. It is extracted from 2019 Annual Security and Fire Safety Report, obtained from University Police & Public Safety website: https://police.psu.edu/sites/police/files/policiessafetyu_berks.pdf
In 2018, here are the criminal incidents reported to the various authorities: 1 case of rape, 2 cases of foundling, 1 case of dating violence, 1 case of stalking, 2 cases of drugs, 10 cases of alcohol (decreased substantially from 35 in 2016) at Berks.

Discussion and Conclusions

The Physical Facilities and Safety Committee recommends that the faculty take the following measures to improve safety and security on campus.

1. Campus members use complex and multiple passwords.
2. Campus members watch the above-mentioned educational cybersecurity video.
3. Campus members enable wifi emergency calling on all cellular devices
4. Campus members update PSU Alert preferences to include email, phone, and text options

Ending

Report preparation led by Rosario Torres and Ada Leung. Support from Allison Singles, Shannon Nowotarski, Kim Berry, Meghan Owenz, Mahsa Kazempour, and Jinyoung Im

CRIME STATISTICS: CLERY DATA

The following annual security report provides crime statistics for selected crimes that have been reported to local police agencies or to campus security authorities. The statistics reported here generally reflect the number of criminal incidents reported to the various authorities. The statistics reported for the sub-categories on liquor laws, drug laws, and weapons offenses represented the number of people arrested or referred to campus judicial authorities for respective violations, not the number of offenses documented. This report complies with 20 U.S. Code Section 1092 (f).

OFFENSES	2016					2017					2018				
	On-Campus Property		Public Property	Non-Campus	Unfounded (NOT INCLUDED IN CLERY OFFENSE COUNTS)	On-Campus Property		Public Property	Non-Campus	Unfounded (NOT INCLUDED IN CLERY OFFENSE COUNTS)	On-Campus Property		Public Property	Non-Campus	Unfounded (NOT INCLUDED IN CLERY OFFENSE COUNTS)
	Residence Hall	Total On-Campus				Residence Hall	Total On-Campus				Residence Hall	Total On-Campus			
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rape	0	0	0	0	0	2	3	0	0	0	1	1	0	0	0
Fondling	0	0	0	0	0	1	1	0	0	0	2	2	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VAWA OFFENSES															
Domestic Violence	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	2	6	0	0	0	2	2	0	0	0	0	1	0	0	0
Stalking	1	2	0	0	0	0	1	0	0	0	1	1	0	0	0
ARRESTS															
Weapons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Drugs	8	15	0	1	0	8	14	0	0	0	1	2	0	0	0
Alcohol	15	35	0	1	0	2	9	0	0	0	10	10	0	0	0
REFERRALS															
Weapons	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Drugs	11	21	0	0	0	12	15	2	0	0	5	9	0	0	0
Alcohol	23	30	0	0	0	6	6	0	0	0	7	8	0	0	0
HATE CRIMES															
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fondling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Larceny	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vandalism	0	0	0	0	0	0	1 (Ra)	0	0	0	0	0	0	0	0

Hate Crime Key: (D) Disability   (E) Ethnicity   (Ra) Race   (Re) Religion   (S) Sexual Orientation   (G) Gender   (N) National Origin   (GI) Gender Identity

Appendix E

Overview: Drug Abuse Survey

Results Student Life Committee

Chair: Thomas Jay Lynn

November 2019

This document serves as a brief overview of some of the results of the Penn State Berks Drug Abuse Survey, to which Penn State Berks faculty and staff responded between October 24 and November 3, 2019. 87 faculty and staff members responded to all eleven of the questions, 88 responded to 5 of the eleven questions, and 89 responded to only two of the questions.

STATISTICAL REPORT: Attached please find the statistical report of this drug abuse survey, generated by Qualtrics.

OVERVIEW

SCALE: Please respond to the following questions according to the following scale:

Strongly Disagree ---- Disagree ---- Neutral ---- Agree ---- Strongly Agree

PART I: Perceptions of faculty responsibility and input

1. I have adequate knowledge of student drug abuse at Penn State Berks.

A clear majority of respondents indicated that they do not have adequate knowledge of this. Just under a quarter of respondents were neutral.

2. It is the faculty and staff member's responsibility to actively respond to suspected drug abuse at Penn State Berks.

Well over half of respondents reported that faculty and staff members do have this responsibility. Again, just under a quarter of respondents were neutral.

PART II: Perceptions of Penn State's stance/policies/resources on drug abuse

3. Penn State Berks' concern about the prevention of drug abuse is adequate.

Just over half of respondents were neutral on this question. Of the remainder, more than twice as many respondents indicated that the College's concern is adequate than reported it was inadequate.

4. I am aware of Penn State Berks policies on student drug use.

A slight majority of respondents indicated that they do not have adequate knowledge of this. About 17 percent were neutral.

5. I am aware of resources available at Penn State Berks to help students who are experiencing chemical dependency and other adverse effects of drug use.

A slight majority of respondents reported that they do have adequate knowledge of these resources. About 16 percent were neutral.

6. Penn State Berks students are aware of the resources available to them through the College to help them with problems involving drug abuse.

The substantial majority of respondents were neutral on this question. About 18% disagreed with this statement.

7. Penn State Berks takes appropriate disciplinary measures when students violate its drug policies.

Well over half of respondents were neutral on this question. Slightly over a third of respondents agreed that the College takes appropriate disciplinary measures.

8. I find the overall response by Penn State Berks to student drug abuse to be more punitive than supportive.

Over three-quarters of respondents were neutral on this question.

PART III: <u>Perceptions of faculty knowledge and abilities in dealing with student drug/alcohol use</u>

9. I can identify a student who is abusing drugs.

Nearly half of respondents disagreed with this statement. Nearly one-third agreed with it, and just under 20% were neutral.

10. I know what actions I would need to take if I were to encounter a student on the Berks campus who is abusing drugs.

Respondents were evenly split between those who agreed and those who disagreed with this statement. About 10% were neutral.

11. I know what actions I would need to take in the event a student overdoses in my presence.

Respondents were almost evenly split between those who agreed and those who disagreed with this statement. Very slightly more agreed with it than disagreed. Twelve and one-half percent were neutral.

Summary

In their response to this survey faculty and staff, a slight majority report that they are aware of resources available at Penn State Berks to help students with drug abuse and dependency issues. Overall, however, faculty and staff indicate ambivalence or a lack of confidence in their knowledge concerning student awareness of such resources, concerning appropriate responses by faculty and staff to student drug abuse, and concerning policies and disciplinary measures connected to student drug abuse at the College.

Default Report

Penn State Berks Drug Abuse Survey

November 6, 2019 4:33 PM EST

Q1.1 - Perceptions of faculty and staff responsibility and input

■ I have adequate knowledge of student drug abuse at Penn State Berks.
■ It is the responsibility of a faculty or staff member to actively respond t...
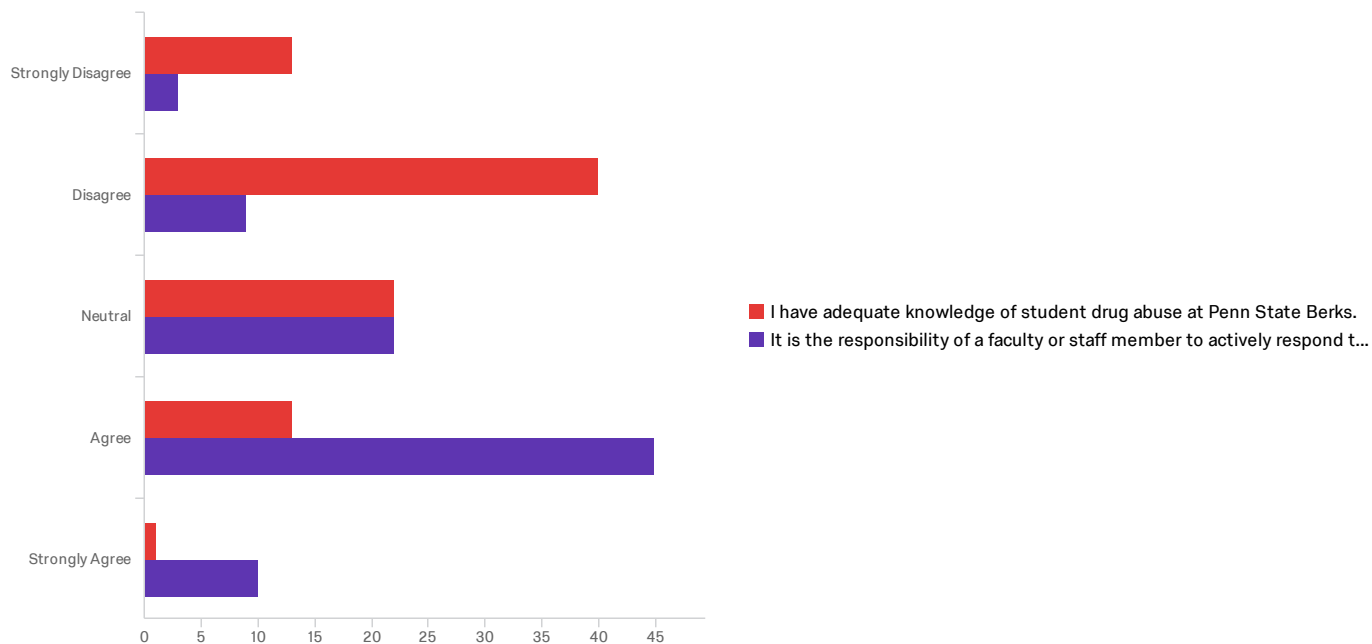
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have adequate knowledge of student drug abuse at Penn State Berks.	1.00	5.00	2.43	0.95	0.90	89
2	It is the responsibility of a faculty or staff member to actively respond to suspected drug abuse at Penn State Berks.	1.00	5.00	3.56	0.94	0.88	89

#	Field	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	I have adequate knowledge of student drug abuse at Penn State Berks.	14.61% 13	44.94% 40	24.72% 22	14.61% 13	1.12% 1	89
2	It is the responsibility of a faculty or staff member to actively respond to suspected drug abuse at Penn State Berks.	3.37% 3	10.11% 9	24.72% 22	50.56% 45	11.24% 10	89

Showing rows 1 - 2 of 2

Q2.1 - Perceptions of Penn State's stance, policies, and resources on drug abuse

Legend:
- Penn State Berks' concern about the prevention of drug abuse is adequate.
- I am aware of the Penn State Berks policies on student drug use.
- I am aware of resources available at Penn State Berks to help students who …
- Penn State Berks students are aware of the resources available to them thro…
- Penn State Berks takes appropriate disciplinary measures when students viol…
- I find the overall response to student drug abuse by Penn State Berks to be…

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Penn State Berks' concern about the prevention of drug abuse is adequate.	2.00	5.00	3.19	0.70	0.50	88
2	I am aware of the Penn State Berks policies on student drug use.	1.00	5.00	2.69	1.07	1.14	88
3	I am aware of resources available at Penn State Berks to help students who are experiencing chemical dependency and other adverse effects of drug abuse.	1.00	5.00	3.30	1.05	1.09	88

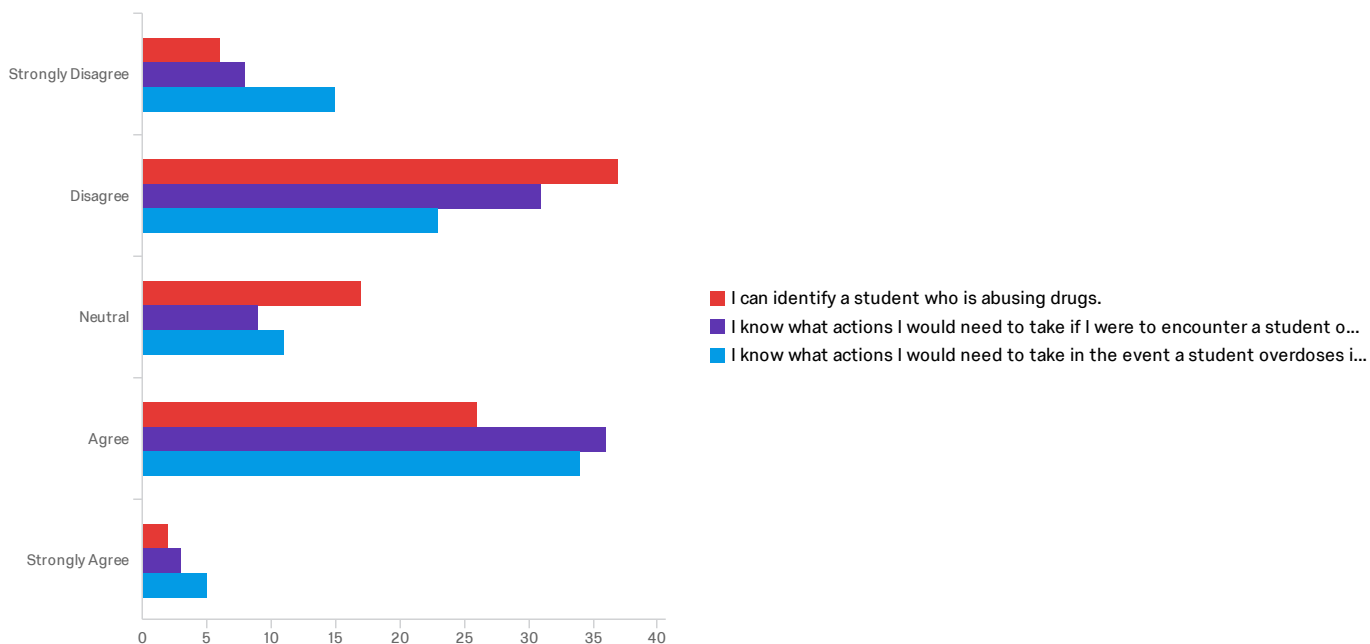| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Penn State Berks students are aware of the resources available to them through the College to help them with problems involving drug abuse.	1.00	4.00	2.92	0.57	0.33	87
5	Penn State Berks takes appropriate disciplinary measures when students violate its drug policies.	1.00	5.00	3.33	0.64	0.41	87
6	I find the overall response to student drug abuse by Penn State Berks to be more punitive than supportive.	2.00	5.00	2.93	0.50	0.25	87

#	Field	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
1	Penn State Berks' concern about the prevention of drug abuse is adequate.	0.00%	0	14.77%	13	53.41%	47	29.55%	26	2.27%	2	88
2	I am aware of the Penn State Berks policies on student drug use.	9.09%	8	45.45%	40	17.05%	15	23.86%	21	4.55%	4	88
3	I am aware of resources available at Penn State Berks to help students who are experiencing chemical dependency and other adverse effects of drug abuse.	3.41%	3	26.14%	23	15.91%	14	46.59%	41	7.95%	7	88
4	Penn State Berks students are aware of the resources available to them through the College to help them with problems involving drug abuse.	1.15%	1	17.24%	15	70.11%	61	11.49%	10	0.00%	0	87
5	Penn State Berks takes appropriate disciplinary measures when students violate its drug policies.	1.15%	1	2.30%	2	62.07%	54	31.03%	27	3.45%	3	87
6	I find the overall response to student drug abuse by Penn State Berks to be more punitive than supportive.	0.00%	0	14.94%	13	78.16%	68	5.75%	5	1.15%	1	87

Showing rows 1 - 6 of 6

Q3.1 - Perceptions of faculty and staff knowledge and abilities in dealing with student drug/alcohol use

Legend:
- ■ I can identify a student who is abusing drugs.
- ■ I know what actions I would need to take if I were to encounter a student o...
- ■ I know what actions I would need to take in the event a student overdoses i...

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I can identify a student who is abusing drugs.	1.00	5.00	2.78	1.02	1.03	88
2	I know what actions I would need to take if I were to encounter a student on the Berks campus who is abusing drugs.	1.00	5.00	2.94	1.13	1.27	87
3	I know what actions I would need to take in the event a student overdoses in my presence.	1.00	5.00	2.90	1.24	1.55	88

#	Field	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
1	I can identify a student who is abusing drugs.	6.82% 6	42.05% 37	19.32% 17	29.55% 26	2.27% 2	88
2	I know what actions I would need to take if I were to encounter a student on the Berks campus who is abusing drugs.	9.20% 8	35.63% 31	10.34% 9	41.38% 36	3.45% 3	87
3	I know what actions I would need to take in the event a student overdoses in my presence.	17.05% 15	26.14% 23	12.50% 11	38.64% 34	5.68% 5	88

Showing rows 1 - 3 of 3

End of Report

Academic Affairs Meeting Minutes
Monday October 28, 2019
12:15 pm – 1:15 pm, Gaige 206

Attendance: Jennifer Arnold, Flavio Cabrera, Alex Chisholm (vice-chair), Ebonie Cunningham-Stringer, Lisa Glass, Dawn Pfeifer Reitz, Matthew Rhudy (chair), Bryan Wang

1. Discussion of Survey Results for Charge #12

   - Charge #12: *Investigate academic integrity charges by student demographics. Prepare an advisory and consultative report with recommendations.* [November]
   - Overall, the survey results indicate that students do not perceive a bias regarding academic integrity by age, race, or gender
     - Bryan mentioned that there may be a possible student bias in these responses
     - Flavio noted that students may not have thought about these issues previously
   - Two-sample t-tests were run for the following groupings to look for significant differences in the responses
     - White non-hispanic vs. others (anyone who did not answer both white and non-hispanic was included in this group)
       - Significant difference ($p = 0.0004$) was noted for "I think that I am more likely to be reported for an academic integrity violation because of my race/ethnicity"
     - Male vs. female (note that any who responded other options were not included)
       - No significant differences were noted at 0.05 level
     - Ages 19 or younger vs. Ages 20 or older
       - Significant difference ($p = 0.04$) was noted for "I think that in general students may be more likely to be reported for an academic integrity violation because of their gender identity"
       - Discussion within the committee revealed that this is likely not an important result
       - Different could just be due to increasing awareness of gender issues within a younger population
   - Jennifer mentioned that although on average students disagree about bias, there are still a handful of students who are indicating a perceived bias, so we should consider these students

2. Discussion of Possible Recommendations for Charge #12

   - Alex Chisholm provided some resources regarding
     - Gordon, N. (2018, January 18). Disproportionality in student discipline: Connecting policy to research. Brookings. Retrieved from https://www.brookings.edu/research/disproportionality-in-student-discipline-connecting-policy-to-research/

- o Wegmann, K. M., & Smith, B. (2019). Examining racial/ethnic disparities in school discipline in the context of student-reported behavior infractions. Children and Youth Services Review, 103, 18-27. https://doi.org/10.1016/j.childyouth.2019.05.027
- o Whitford, D. K. (2016). Discriminatory discipline: Trends and issues. NASSP Bulletin, 100(2), 117-135. https://doi.org/10.1177/0192636516677340
- There is significant research that indicates possible bias regarding disciplinary actions
- Research is primarily K-12, so it doesn't directly apply to higher education
- Committee decided that this is worth mentioning in our report as it parallels our discussion, although it is not directly applicable

3. Discussion of Possible Recommendations for Charge #12

- Faculty Training
  - o Diversity committee trainings
  - o Refresher courses to be provided periodically
  - o Consider incentive for faculty to attending trainings (value in review process)
  - o Consider accessibility of training for adjuncts (e.g. Zoom, recording training, etc)
- Possible topic for faculty retreat or teaching colloquium
- A handout or set of points of guidance regarding self-reflection of bias
-

4. Some Initial Discussion of Charge #11

- Charge #11: *Investigate the issue of "grade inflation" including: background knowledge, faculty perceptions, relevant and accessible data, best practices, and necessary supports to implement any suggested interventions. Prepare an advisory and consultative report with recommendations.* [February]
- Alex has begun gathering materials from a literature review on this issue
- Consider asking planning & assessment for historical GPA data (as long as possible)
- Difficult to consider due to differences in disciplines, type of course, course level (1st year, 2nd year, etc.)
- Consider letter grade definitions

Appendix F.2

Faculty Affairs Committee

October 2nd, 2019

Present: Holly Ryan (Chair), Joseph Mahoney, Stephen Snyder (Senator, ex officio), Eric Lindsey, Khaled Abdou, Lorena Tribe (Vice Chair), Janelle Larsen (Associate Dean of Academic Affairs).

The meeting was called to order in F 104 at 12:17 PM by Holly.

1. The revised minutes for the 9/9/2019 meeting were approved.
2. The Senate approved the appointment of an additional member to the Faculty Affairs Committee. Suggestions were requested by the Chair for potential appointees. The low representation on the committee of fixed term faculty and women was noted.
3. Committee composition for Faculty Awards. The committee decided by majority to change the way the selection committees for Faculty Awards are appointed.
4. Promotion process for fixed term faculty. The items in the AC21 Charge Report that were discussed included the time flow of the process, which was deemed to be an administrative issue, and the removal of the request for a Table of Content, which was not found to be substantive. The committee also considered that the descriptions of requirements for the different categories are clear as stated in the document. A note is appended that will be shared with the Senate (AC21 Charge Report, Page 3.)
5. Report on Program Coordinator compensation reduction. A draft of the report was discussed. Janelle explained the timeline for the enacted changes. The committee requested additional information on the budget and supports discussing the compensation on an annual basis. The report will be adjusted accordingly.

The meeting adjourned at 1:25 PM.

Respectfully submitted,

Lorena Tribe

AC21 Charge Report

Charge 12

Review, evaluate, and make recommendations for clarifying the promotion process for fixed term faculty. Prepare an advisory and consultative report.

The Faculty Affairs committee has determined that the process for the promotion of Fixed-Term faculty is clear and that the Fixed-Term Promotion statement does not need to be revised at this time. The Promotion Statement is an implementation document that directly restates much of policy AC21 Definition of Academic Ranks, which mandates the promotion of Fixed Term faculty.

During the first year of implementation of AC21, some questions arose that implied confusion within the Statement. Some of these questions involved the administrative aspects of implementation that are not part of the Statement, such as a timeline for procedure. The committee agreed that this timeline was administrative in nature and therefore not included in the content of the Statement. The committee also agreed that administrators need the latitude to determine many aspects of the timeline and that this is not subject to further recommendation.

Other questions concerned the clarity of the "five-year" threshold. AC21 states that faculty are eligible to be considered for promotion after five years, and that their dossiers may be prepared in their fifth year. The promotion Statement restates this. The committee agreed that faculty may therefore move through the promotion process during year Five with promotion to take effect on July 1, the beginning of year Six.

The committee also agreed that the Teaching Portfolio may be compiled through Digital Measures for greater consistency and administrative facilitation of the process and that this does not require further recommendation. The "table of contents" included in the Statement should be edited out as it is not a significant change in content.

One final concern came from Fixed Term Promotion Committee members appointed from outside the College to review Fixed Term Faculty eligible for promotion to the highest rank. These faculty suggested a clarification of language related to professional development and currency in the discipline. Again, the Berks Statement restates AC21 in this area. Both AC21 and the Berks Statement assert expectations that include "evidence of professional growth, scholarship and/or mastery of subject matter at a level beyond" that of the previous rank. The Faculty Affairs committee agreed that this statement is clear.

Appendix F.3

Faculty Affairs Committee
October 28, 2019

Present: Holly Ryan (Chair), Joseph Mahoney, Stephen Snyder (Senator, ex officio), Eric Lindsey, Khaled Abdou, Lorena Tribe (Vice Chair), Marissa Ruggiero, Janelle Larsen (Associate Dean of Academic Affairs), Jessica Shocker (Senate Chair)

The meeting was called to order in F 104 at 12:15 PM by Holly.

The minutes for the 10/28/2019 meeting were approved.
1. Marissa Ruggiero introduced herself as the new member at large. An alternate will be needed for Eric Lindsey in the spring semester due to his Sabbatical leave.
2. PC Compensation Report Updated Draft. The goals and scope of the draft were discussed, and a new version will be presented at the November meeting.
3. Evaluation of productivity across disciplines report. The committee discussed the findings of the previous committee (2017-2018), information from interviews with administrators, and results from literature searches. The information gathered does not support writing a legislative report on campus policies to value work equitably. A compilation of best practices will be shared in an informational report and linked to the Productivity Interim Report of May 2019, which addresses some of the same issues.
4. Last two charges of the year. It was agreed that Policy AC40 should be reviewed by the committee members prior to the discussion of these charges.

Respectfully submitted,

Lorena Tribe

Appendix F.4

Meeting 3 – Physical Facilities & Safety 10/28/2019

Agenda

1. Attendance
2. Discuss charges
   a. Charge 3
   b. Charge 4
   c. Charge 7
3. Plan for next meeting

Minutes

1. Present – Ada, Megan, Shannon, Allison, Rosario, Kim, Jinyoung, Mahsa
2. Discussed Charge 3 progress with Rosario and Ada
   a. Rosario – presented outline/bulletted list of policies and discussion points from conversation with IT regarding cybersecurity
      i. Suggested reformatting to match previous reports
      ii. Paragraph regarding policies
      iii. Paragraph regarding conversation with IT
      iv. Recommendations to do trainings and change passwords frequently
   b. Ada – discussed brief draft regarding intruder safety
      i. Strike point 1 about ADA walkways as this was discussed in a report last year
      ii. Elaborate on points 2 and 3 regarding cell phone reception in Gaige and Luerssen, and classroom door locks.
      iii. Cell reception boosters are not currently in the budget (hundreds of thousands of dollars)
      iv. Suggested recommendations - enable wifi for emergency calling, and make sure you elect to receive emergency notifications via call, text, and email to make sure you receive notifications.
      v. Summarize policy AD-65 that card swipes locks will be used to monitor space occupancy (aka no keys)
      vi. Generally speaking, classrooms in Perkins, Gaige, and Franco have deadbolts on all classrooms. Luerssen has swipe locks that will be reprogrammed to lock from the inside (hotel mode) with a button.
      vii. Card reading lock systems finally up to date at UP, so we will get more support locally to run our buildings.
   c. Charge report drafts and sent to Allison by Wednesday for compiling and sent to committee by Friday for approval (due to exec by Monday)
3. Charge 4 – Ada sent brief report to group
   a. conversation regarding ADA parking tabled for next meeting
4. Charge 7
   a. Jinyoung prepared a draft of survey based on charge report from last year.

b. Productive discussion led us to focus on seating arrangements in classrooms rather than last year's content (aka collaborative pod seating, row seating, circle seating, etc…)
c. Revised survey to reflect new focus
d. Report may be used to help direct new classroom design in BCC

Student Life Committee Meeting Minutes, Monday, October 28, 2019:

    1.   Introduction: Define the issues germane to the faculty's interest, and state the reason why the report is necessary.

The Student Life Committee continued to discuss its first charge of the current year concerning faculty awareness of student drug abuse at Penn State Berks and related issues. In particular the Committee discussed the student drug abuse survey it had developed and was administering to faculty and staff.

The Committee also began discussing its second charge of the year, which concerns best practices by instructors at the College in relation to gender identity, practices that help ensure that students feel comfortable, safe, and respected in the classroom with regard to their names and the pronouns used in relation to them.

    2.   Information: Present the data or other information as needed.

With respect to the first charge, I have attached the drug abuse survey statistical report generated by Qualtrics as well as a brief overview of that report. We plan to present these survey results at the Faculty Senate meeting on November 18, 2019.

With respect to the second charge, we discussed various concerns and examples of best practices regarding gender identity and the classroom. However, we understand from two different Committee members that the university is launching two projects that will help us report to the Senate at some later point about best practices. One of these projects is survey, brought to our attention by Joe Webb, which is the Project CoRE (College Relationships and Experiences) Survey. This survey will go to various Penn State campuses and is designed to ensure that "student affairs practitioners will be informed by the data to help improve programming and interventions."

The second project, brought to our attention by Chery Nicholas, is called, "Best Practices for Ethical Teaching & Research Regarding Gender & Sexually Diverse Populations at Penn State." This project is still in the approval process and individuals at University Park will share it with us as soon as they get the approval.

    3.   Discussion and Conclusion: State the implications for the faculty.

The Student Life Committee will report on the findings of our drug abuse survey at the November Faculty Senate meeting. We hope, too, that the survey results will be helpful to the representatives of the Caron Foundation who may speak to faculty on student drug use later this semester. In the general conclusion of my overview of the survey results, I wrote the following:

> In their response to this survey faculty and staff, a slight majority report that they are aware of resources available at Penn State Berks to help students with drug abuse and dependency issues. Overall, however, faculty and staff indicate ambivalence or a lack of confidence in their knowledge concerning student awareness of such resources, concerning appropriate responses by faculty and staff to student drug abuse, and concerning policies and disciplinary measures connected to student drug abuse at the College.

    4.   Ending: List the committee members preparing the report.

Thomas Jay Lynn, Chair of the Faculty Senate Student Life Committee, prepared this report.

Appendix F.6

Strategic Planning and Budget Committee
Committee Minutes from October 28, 2019
Informational Report

Attendance: Catherine Mello (chair), Lauren Martin, Jayné Park-Martinez, Maria Fellie, Benjamin Infantolino, Pauline Milwood, Ryan Hassler (vice-chair)

The meeting was called to order in G245 at 12:15PM by the committee chair. Items from Charges 3, 7, and 8:

- **Charges 3 and 8**: Vice-chair Ryan Hassler and Jayné Park-Martinez presented to the committee a draft for a survey to be distributed to all campus faculty. This survey gathers data on faculty's summer teaching preferences and perceptions of the compensation model (Charge 8), as well as their RDG, travel, and miscellaneous support fund usage (Charge 3). The committee proposed and discussed several modifications to the survey draft.
- **Charge 7**: The committee discussed the response to its September 23 email to the Office of Planning, Assessment, and Institutional Research (PAIR), received on October 22 (Appendix F.6.1). The committee appreciated the intent to collaborate communicated in this response. However, the committee also voiced some concerns about the appropriateness and completeness of the statistical information. These were gathered by Catherine Mello and presented to PAIR representatives at 3:00 PM (Appendix F.6.2) for minutes).

The meeting adjourned at 1:30 PM.

Meeting with PAIR: October 28, 3:00-3:30PM Janssen 002
Attendance: PAIR representatives Lance Kennedy Phillips (vice provost – Planning and Assessment), Marie Sullivan (accreditation coordinator), Karen Vance (assistant vice provost – Institutional Research) via Zoom, PSU Berks representatives Catherine Mello, Ryan Hassler, Benjamin Infantolino, and Jessica Schocker.

Members of the PSU Berks Senate and Strategic Planning and Budget (SPB) committee met with representatives from the PSU office of PAIR Lance Kennedy-Phillips and Karen Vance. Marie Sullivan was also present.

The SPB representatives communicated the committee's appreciation for PAIR's response and willingness to cooperate to attain a resolution on the committee's longstanding charge to investigate gender equity in salaries at Berks.

Prior to discussing specific analyses, the SPB proposed a solution to increase efficiency by participating in data analyses without violating confidentiality. Specifically, the committee asked if they could be provided a formatted but mostly blank dataset (containing fictitious entries if needed) that would enable them to prepare syntaxes that PAIR could execute on its end. PAIR representatives indicated this could be a viable approach.

The following concerns were raised by the SPB representatives about the most recent letter and attachment:

- The letter does not respond to or clarify any of the points raised by the committee in its previous email (September 23), nor does it address the specific analyses requested by the committee in April 2019.
- The letter mentions descriptive data/graphs that were not supplied (likely for confidentiality reasons) but were nevertheless used by PAIR to draw conclusions. A similar concern was raised by the committee with respect to an earlier report, which suggested that median salaries and frequency tables were visually inspected (but not supplied to SPB) and used to draw inferences on the presence and source of gender inequities.
- With respect to the quantitative data provided (partial snapshot of an SPSS regression output), SPB representatives first sought from PAIR some clarifications on the variables that were included and how the analysis was implemented. Karen Vance provided some details. The committee noted the following:
    - The regression analysis that was performed is only one of three analytical approaches requested by the committee. If gender is confounded by division and rank (as indicated by an earlier response from PAIR, and as is typically the case in gender equity investigations at major universities), a regression approach that assumes a constant gender bias and does not model interaction terms including gender is inappropriate.
    - An inspection of sample/group sizes suggests that the regression was conducted only on tenure-line faculty data. PAIR was unable to confirm this point. SPB pointed out that this ignores approximately half of Berks full-time faculty.

- Of the possible predictors of salary that the SPB requested be included in analyses, the performed analysis included mainly categorical ones. If it is not possible to include other quantitative predictors, a different approach to regression may be needed. The way these predictors are entered in the analysis also warrants further discussion. Some of these may account for apparent outliers (i.e., administrative appointments).
- SPB had requested, if possible, that data from other campuses be included in the analysis to provide a more comprehensive view of the disciplines / fields in which faculty work than the Berks-specific subdivisions into HASS, EBC, and Science can reflect. PAIR indicated that this would require consent from the administration of each of these campuses.
- A major point of concern was that the two significant predictors of salary (rank and division) were categorical variables that appeared to have been incorrectly dummy-coded based on the output, making these results uninterpretable. PAIR representatives could not provide an explanation.

Having discussed these concerns and not having obtained adequate clarification, the SPB determined that the preliminary analyses shared on October 22 were both incomplete and incorrectly carried out, such that any inferences or conclusions based on these would be potentially misguided. SPB representatives therefore requested that PAIR carry out the analyses that were initially requested and communicate as often as needed with SPB regarding preliminary findings or the nature and characteristics of available data that may require adjustments to the initially proposed analytical approach.

PAIR expressed its willingness to continue to work with SPB but indicated that their office is presently overwhelmed by work for the PSU Faculty Senate. As such, PAIR would likely be unable to perform the analyses until Spring 2020. In response to these anticipated delays, the SPB remarked that the proposed approach which distributes the workload between PAIR and the SPB would substantially reduce PAIR's work for the gender equity charge. Indeed, its office would only need to execute the syntaxes provided by SPB and send the analysis outputs as-is to the committee. PAIR clarified that 80% of the work in these analyses is "wrangling" (gathering, collating, reformatting) the data in preparation for analyses. The SPB remarked that some of this work had already been carried out for the previously discussed regression analyses, and that this same dataset could provide the starting point for a new PAIR-SPB collaborative approach. Finally, PAIR expressed concerns over the quality or integrity of the data in relation to changes that occurred in its office and how it recorded or kept data, and changes in academic ranks under AC21.

The meeting concluded with PAIR indicating their office would eventually follow up on earlier SPB correspondence and requests for statistical analyses.

PennState
Office of Planning
and Assessment

October 22, 2019

Dr. Catherine Mello
Assistant Professor of Applied Psychology, Rehabilitation and Human Services
Chair, Strategic Planning and Budget Senate Committee
Penn State Berks
0111 Luerssen Science Building
Reading, PA 19610

Ref: Follow-up; Statistical analysis of salary data, Penn State Berks

Dr. Mello,

The Office of Planning, Assessment, and Institutional Research (PAIR) has had a chance to conduct additional analyses of the Berks faculty salary data in response to your questions sent September 23, 2019. The conclusions from the new analysis still align with our initial analysis conducted using dashboards and a descriptive review of the data.

The initial analysis did find some salary differentials. Subsequent analyses included scatterplots by years of service, rank, unit, and gender, which are the measures of human capital data available in Workday. Within these plots, males and females in the same unit and rank with similar years of service had similar salaries. No pattern emerged between males and females.

The new analyses employed an OLS regression analysis on annualized salary, unit, length of service, and rank were the only significant predictors of annualized salary (see figures). This additional analysis supports the original conclusion that the differentials are due to location within supervisory organization, rank, and length of service.

We would be happy to meet with you via zoom to discuss further. Also, I will be on the Berks campus Monday, October 28th. I have free time between 2:30 pm and 4:00 pm if that works best. PAIR has a history of working closely with the Faculty Senate to produce tenure flow and salary reports, which include gender and ethnic minority comparisons. These two reports are designed to inform leadership's decision-making regarding salary equity.

Sincerely,

Lance C. Kennedy-Phillips, PhD
Vice Provost for Planning, Assessment, and Institutional Research

Counts by Gender and Unit

unit	Female	Male	Total
Engineering, Business and Computing	7	14	21
Humanities, Arts and Social Scienes	22	9	31
Science	9	19	28
Total	38	42	80

Median Annualized Salary by Gender and Unit

unit	Female	Male	Total
Engineering, Business and Computing	145656	127488	132708
Humanities, Arts and Social Scienes	102102	103908	103332
Science	106248	111936	108036
Total	106140	115314	109836

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.774[a]	.599	.574	17449.74090

a. Predictors: (Constant), Is Doctorate, Is Associate, Is Male, Engineering, Length of Service

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	82326.141	8869.848		9.282	.000
	Is Male	-3208.073	3937.457	-.060	-.815	.418
	Engineering	27162.291	4668.361	.441	5.818	.000
	Is Associate	-19897.167	3944.919	-.374	-5.044	.000
	Length of Service	2118.858	237.238	.709	8.931	.000
	Is Doctorate	12259.019	9361.076	.098	1.310	.194

a. Dependent Variable: Annualized Salary FT EEs