

# **Penn State Berks Faculty Senate**

**Monday, October 26, 2020**

**12:15 – 1:15pm**

**Zoom (Meeting ID: 948 3229 6369; Passcode: 098306)**

## **Agenda**

- 1. Call to Order**
- 2. Approval of the Minutes of the September 2020 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 Hillkirk
  - Associate Dean Larson
- 6. Unfinished Business**
- 7. Forensic Business**
- 8. Motions from Committees**
- 9. Informational Reports**
  - Student Identification, Student Life Committee (Appendix B)
  - Making Campus More Sustainable, Physical Facilities and Safety Committee (Appendix C).
  - Technology and Classroom Layout, Physical Facilities and Safety Committee (Appendix D)
  - Faculty Perceptions and Practices Regarding Summer Teaching, Strategic Planning and Budget Committee (Appendix E)
  - Minutes of Standing Committee Meetings (Appendix F)
- 10. New Legislative Business**

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

**12. Adjournment**

## Appendix A

### Penn State Berks Senate

September 21, 2020

12:15-1:15 PM, via Zoom

Attendees: Ali Alikhani, Mike Bartolacci, Tara Beecham, Mike Briggs, Flavio Cabrera, Donna Chambers, Alex Chisholm, Valerie Cholet, Tricia Clark, Ebonie Cunningham-Stringer, Justin Desenso, Justin DiAngelo, Bert Eardly, Colleen English, Azar Eslam Panah, Jill Felker, Maria Fellie, Bob Freeman, Andrew Friesen, Hassan Gourama, Nathan Greenhauer, Laurie Grobman, Sarah Hartman-Caverly, Ryan Hassler, Kathleen Hauser, Jinyoung Im, Ben Infantolino, Selvi Jagadesan, Samantha Kavky, Mahsa Kazempour, Shahid Khan, Jim Laurie, Ada Leung, Joe Mahoney, Michelle Mart, Lauren Martin, Cesar Martinez-Garza, Catherine Mello, Caleb Milligan, Pauline Milwood, Kesha Morant-Williams, Jennifer Murphy, Tami Mysliwicz, Randy Newnham, Shannon Nowotarski, Meghan Owenz, Dawn Pfiefer Reitz, Jiabing Qi, Matt Rhudy, Jeanne Rose, Holly Ryan, Marietta Scanlon, Jessica Schocker, Jeane Serrian, Allison Singles, Stephen Snyder, Terry Speicher, Francisco Torres, Rosario Torres, Hartono Tjoe, Lorena Tribe, Praveen Verrabhadrapa, John Weber, Bob Zambanini, Hayder Zghair (faculty); Mack Carr, Mark Dawson, Alexa Hodge, James McCarty, Marie Smith (staff); Pradip Bandyopadhyay, Kim Berry, Lisa Glass, Keith Hillkirk, Elyce Kaplan, Janelle Larson, Lolita Paff, Belén Rodríguez-Moureló, John Shank (administration).

#### 1. Call to Order

2. **Approval of the Minutes of April 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 –

- Welcome back and welcome to all our new faculty members many who are present today. I want to introduce myself, I am Jessica Schocker, faculty in education and this my second year as chair of our Berks Faculty Senate so welcome to our new faculty members.
- I want to thank all who sent forth ideas for charges over the summer. This was a busy summer for everyone and I appreciate that you were thinking about how these issues can be looked at constructively in our Senate so thank you. If you feel there are important issues to be addressed throughout the year please be in touch as needed.
- There is a faculty and staff emergency fund now at Penn State Berks that was seeded by the Hillkirk's. If you do not have that email, please contact the Development Office for information.
- Several faculty reached out to me over the summer in-regard to COVID compliance on campus and enforcing mask wearing and distancing. I believe many of those questions have been answered now that you are back on campus. I have been hearing many good things in-regard to our students and their compliance in these matters. If you do come across a student who is not compliant the university policy is to politely ask the student to comply and if the student does not, you cancel the entire class and report the student.
- We had a lot faculty reach out to us over the summer regarding racism on campus and how we can respond. As such you will notice in our charge documents that we have four separate charges related to exploring and confronting racism on our campus. Committees are already hard at work addressing these charges with sensitivity and fervor.
- I have received a lot of requests from faculty to examine the choices not to renew faculty contracts. One of the requests was to make recommendations to our administrators as to how they may make these decisions in the future. Many faculty members are disturbed by the language that is included in fixed terms contracts and this concern is not unique to Penn State Berks. I was recently contacted by a faculty member from the Abington campus with a resolution that he worked on, along with some of his colleagues, and asked me to share it with you. I will provide the link to this document in the chat. This resolution is on its way to University Park. After much discussion with our executive committee members over the summer and local administrators, and given that this issue is given high priority within University Faculty Senate, we did not think it was a good use of our local senate committee's time to focus on this issue locally. Our administrators have offered to respond to this charge request which they will be doing here in today's meeting.

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

- **Vice Chair Ryan** – My report is to announce the results of the P&T elections which were just finalized moments ago. EBC has two new people on their division P&T, Mike Bartolacci and Ada Leung; Science also has two members, Ben Infantolino and Maureen Dunbar; and HASS will have a run-off between two people who received the top number of votes due to only one person needed on that committee for this year. The run-off will start later today and will be between Michelle Mart and Kesha Williams. Thank you to all who voted.
- **Secretary English** – As previously shared, today's meeting is being recorded for the purpose of recording minutes only. Meeting attendance is required so if you have your email address instead of your name identified, please change it to your name for attendance purposes.
- **University Senator Bartolacci** – I previously served on the curricular affairs committee and will now serve on the faculty affairs committee. The item on top of the priority list has to do with the concern the Chair previously raised in-regard to the language in the fixed-term contracts. Kathy Bieschke, Vice Provost is on the committee and she addressed that issue at our meeting last week. Some of the substance she addressed was many unit administrators were expecting the worst. Provost Jones indicated as it turns out we are only down 1.2% across the university. The language that you saw in these contract renewals was there just to keep some administrators happy without having them do this preemptive housecleaning so to speak. The university and President Barron said in his announcement we do not want to lay off people.
- **University Senator Snyder** – I previously served on the faculty affairs committee and have moved over to senate council. Senate council is aware of the resolution coming from Abington. There are similar resolutions coming from a number of places. We have one we are looking at from New Kensington currently that may be moved forward. We also have one from former senate chair not necessarily about the staffing issues but more about transparency and dissemination of more detailed information regarding the university's approach to COVID-19 especially as it relates to students. There is a perception in-regard to the downplaying of numbers specifically at University Park. As far as I know, Kathy Bieschke is aware of the units that have lost faculty regarding contracts. The Chair of the faculty affairs committee is also aware and gathering information. That language was not created locally, it was created at University Park. A lot of it is coming out of HR and a lot of it we really do not have say in but what we are trying to do is get a say in the kind of formation of that language.
- **University Senator Zambanini** – I previously served on university planning and am now serving on the intra-university relations committee. Three subcommittees were formed and I am serving on the fixed-term subcommittee. I would like to announce that due to the fact that I have been exposed to many things in my years with the University Senate I will not seek reelection. My decision was to allow other faculty to become more involved and have the opportunity to serve.
- **University Senator Mahoney** – I am serving on the curricular affairs committee. The entire Senate voted to approve a fairly small change for associate degrees to allow a bit more flexibility by allowing integrative studies, suffixes to count for the gen ed requirements. If you are advising or managing associate degrees be sure to take a look at that small change. It adds a couple more class types that are eligible for the gen ed requirements. One of our initiatives for this year, some of which is coming from the Board of Trustees, is we want to be looking at a social justice component, courses that count for US credit to see if that would be good in the curriculum itself to be included in that. Tenure track even if hired post-COVID are allowed to pause their tenure clock. We were told that the grading system will stand as regularly planned. President Barron and Provost Jones referenced the growing number of COVID cases and did not appear to be concerned saying in some ways the numbers we are seeing are less than the models predicted. Noting multiple off-ramps are in place in the event the numbers increase to isolate specific cohorts, building or campuses if the need arise. In terms of fixed term contracts, the Provost advised the language of the 12-week policy was to put minds at ease at some of the units where administrators may have not wanted to renew a contract at all that by putting this 12-week notice in many of them would feel more comfortable at least hiring for fall knowing that they had an out in the spring. Their idea was to put this in place to protect the fixed term faculty rather than the administration. The provost also indicated any fixed term faculty who were not renewed did have to go through Dr. Hanes office for approval.
- **SGA President Michael Shott** – Not present.

- **Student Senator** – Not present.

## 5. **Comments/Announcements by Administrators**

- **Chancellor Hillkirk** –

- To add the comments previously shared regarding the faculty and staff emergency fund, we also have a student emergency fund that people are welcomed to contribute to.
- As previously announced, Dr. George Grant has been named the next chancellor of Penn State Berks. Dr. Grant and I are communicating and will be working together as much as possible over the next 3 months or so.
- The search for Associate Dean position is underway. The committee is being chaired by Dr. Eric Lindsey. An announcement will be forthcoming so folks may see who committee members are. All are working confidentially right now and the process moving forward.
- I want to thank everyone for what they are doing in-regard to the pandemic. Surveillance testing continues and I am pleased to share we currently have no students in isolation or quarantine at Penn State Berks. Let us hope that that continues.
- Regarding fixed term contracts, back in April we were given a two-week window for Dr. Larson, Lisa Mikula, Valerie Henne-Hallman, and I to make some very difficult decisions about our budget moving forward and about whether there were any contracts moving forward that need not be renewed. We have lost several hundred students over the last few years. This year we are down 167 students from last year and this resulted in very few contracts that were not renewed. This was done as everyone understands in absolute confidentiality. I will share with you these decisions weigh on me and other folks that were involved. These are very difficult decisions to make. The very few contracts that were not renewed were directly involved with the decline in enrollment. Unfortunately, there is a side of our work that is a business. There has been a shift in public perception and the role of public higher education in this country and Pennsylvania over the past several decades. In the past public education was viewed as a public good, now it is more so viewed as a commodity. I agree with the disagreement in terms of the contract language; we did not have a role in that locally. As previously stated, this came out of human resources at University Park as well as the office of general council. I do understand that this will be something that the faculty senate will be reviewing very carefully.
- The University's overall enrollment is down 1.9%. At Berks, total enrollment is 2,340 students, down 167 from last year. One positive is I am pleased that we have this number of students. We are looking at a number of students who are deferring from fall to spring or even next fall. It appears our freshmen students are looking for more face to face experiences while our older students are much more anxious about the virus and staying safe. We are trying to carve a very delicate balance there. Additional conversations will be taking place this week to address this issue.
- I want to thank a lot folks for the overwhelming response to the issues of racism that have emerged over these last few months. We are seeing leadership from faculty, staff, our diversity committee, and the senate as well as our students. We are pleased that both student and faculty representatives from Berks will serve on the President's Task Force addressing this issue.
- Another question raised was to the video cameras on campus. I have learned that we have 136 video cameras on campus. Many of those cameras are under the purview of housing and food services, wherever money is collected, in our residence halls, and many of the entries and exits to our buildings. My opinion on this has changed over the years. I feel video cameras like this are critical in certain areas given active shooter incidents and other challenges we face as a society. We have had some incidents on campus where the video cameras were helpful. All cameras currently on campus do comply with university policy.
- This is my tenth year at Penn State Berks. I came here in 2011 which was the same year as the Sandusky scandal. One of the affects of that scandal we predicted and came true was increasing centralization in a number of ways at the university. Now we face another emergency, totally unexpected with the pandemic and again one of the effects of this it is going to have an impact on centralization in a variety of different ways. This is something we should all be concerned about. At the same time, I want to conclude by saying we are very fortunate to be one of three campuses that has a major building project going on. I am also very thankful that we have the endowments that we have that enable us to have some flexibility during the times when the budget is difficult.

On Thursday I will be making an announcement at the diversity event that you all have been invited to attend that we will be receiving a \$1 million endowment to support some of the efforts we have in the community.

• **Interim Associate Dean Larson –**

- I wanted to thank everyone now that we are a month into the fall semester. I am astonished at how well things are going in so many ways. As the Chancellor mentioned, there are students who are appreciative of having face to face classes and I know that is a challenge so I appreciate those faculty who are doing face to face. I realize the hybrid mixed-mode classes bring their own unique challenges and I appreciate those of you that are dealing with all these different modes and the challenges they present. As you all know, we will get to do this all again spring semester. The Registrar has all of the modes as well as finalizing classes for spring.
- We continue to look at all overloads due to budgetary reasons. This current fall, any adjuncts that we hire have to be approved by Dr. Hanes office so we will be running a list of all the adjunct classes that we have scheduled.
- I believe things are going well but I realize challenges faculty are having. Usually we have a celebrating teaching colloquium in the spring which was not held last spring so what we are thinking of doing is at the end of the fall semester have a type of this is what is worked and this is what didn't work, lessons learned from the fall. No dates are set yet but wanted to share what we are thinking. Of course, this does not mean we cannot talk about these issues beforehand.
- Our next faculty meeting will take place September 30. My office will send out a call for agenda items shortly.

**6. Unfinished Business - None**

**7. Forensic Business – None**

**8. Motions from Committees - None**

**9. Information Reports**

- **Committee Roster of the Penn State Berks Senate, Executive Committee (Appendix B)**
- **Committee Charges of the Penn State Berks Senate, Executive Committee (Appendix C)**

**10. New Legislative Business - None**

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

- The Chair referenced two questions have come in through the chat feature. The first question states, is its possible positions were not renewed at Berks preemptively when in actuality they could have been kept intact since we heard from one of our senators that budget choices were made assuming worst-case scenarios? The second question states, would you be willing to tell us how many faculty were terminated at our campus and which division those faculty were housed? Chancellor Hillkirk replied he will address both questions. In response to the second question, no I will not, this is confidential but I will tell you that this was in no way performance related it was directly related to enrollment. In response to the first question, no that was certainly not the case for me. As a group we had a very short timeline to make these difficult decisions that were to be done in absolute confidentiality. This was the most difficult time for me as an administrator over the past 30 years to make these decisions. Dr. Larson added that we still do not have a budget for this year so we cannot say that it was preemptive. We were looking at different scenarios and were as conservative and creative as we could possibly be.
- The following question was presented. If these cuts were directly related to enrollment that would imply that certain major enrollments were what was driving these losses so given that is the case, what was Dr. Hanes' criteria for percent drop of a major to allow these cuts to go through, and what would they like to see program chairs do in order to increase enrollment given that we have no budget, given that we have no ability to directly advertise our majors in a way we see fit? Chancellor Hillkirk remarked he cannot speak for Dr. Hanes, Dr. Larson mentioned that we were given scenarios to make very difficult decisions with tremendous amount of uncertainty. Enrollment declines at Berks began

about four years ago and that was the basis for the decisions that we made. As far as having the authority as a program coordinator you do not have the authority to put up billboards but we do advertise and we do market as best as we are able; we still do have a budget for that. I would encourage all programs if you have creative ideas about marketing please share them. We do the best we can with what we have available. We are being as creative as we can recruiting students under the restrictions with the pandemic. Dr. Larson added a lot of what we are already doing helps. Our admissions team is envied because of the response of our faculty and our willingness to show up on Saturdays for open houses whether in person or virtually. Chancellor Hillkirk added doing things virtually has provided opportunities we never been exposed to before noting we never had a budget to allow staff to travel all throughout the country and the world to recruit students like some universities do but by being forced to do so, it opens up a lot of additional opportunities for us. One of the challenges we face is many feels that having students attend classes online will be the new normal. We at Berks have an opportunity to challenge that sense and convince people that the total college experience enriches a person's life. Discussion followed.

- The following question was presented. Have there been conversations among administrators about the disproportionate gender numbers in our college? Noting it is believed the percentages in last year's first-year class was 39% female and 61% male. How can we turn that around as it is not good for our college if we keep going in that direction? Chancellor Hillkirk responded that Dr. Scanlan has been working very hard to try increase the number of female students who are interested in majoring in engineering. As far as ideas beyond that I am open to hearing ideas. The individual posing the question indicated this was more about ideas of promoting majors that will bring in more women just to balance it out and not just focusing on bringing more women into STEM majors. Dr. Larson added in terms of the recruiting and marketing efforts we are not a selective college; we do not turn anyone away. It could be interesting to look at job ads and looking at verbiage as to what might attract more of one type of candidate versus another. I do not know that we have done an assessment of what we are sending out. Discussion followed. Chancellor Hillkirk remarked that he will reach out to the registrar's office to request data to break this all down so we can take a closer look at the numbers.
- The following comment was presented as follow up to the previous question. If parents are coming to us and telling us they are concerned about their children not being able to find employment while getting an education here, we cannot articulate that a degree in humanities will lead to a good job that is a problem with us. That is a question that we should be able to answer. Chancellor Hillkirk responded by stating what he shares with parents at opens houses is he cites a few years ago during an engineer's week event, students posed the question, what additional courses should we take? He remarked on a response shared by an engineer who worked at Car-Tech stating what you need to learn is how to communicate, you need to learn how to communicate both orally and in writing. Further adding, by not have strong communication skills you will not be able to advance in any supervisory or leadership role.
- Prior to adjournment, the Chair asked everyone to draw their attention to the two informational reports by the executive committee which are the committee roster and charges for this year. Adding, if you have questions to let her know and they will be addressed at our next senate meeting. The Chair concluded by stating it looks like we may want to continue these conversations that we are having today whether that is here or in another forum, please know that I will reflect on that will work with our administrators as to where those should happen.

## **12. Adjournment**

## Appendix B

### Legislative Report The Pennsylvania State University Berks Faculty Senate Student Life Committee October 15, 2020

**Introduction: Define the issues that require the legislative action and provide the historical context, if appropriate.**

The Student Life Committee was charged with investigating issues of student identification in class, especially regarding gender diversity, and the role of inclusive classroom and co-curricular practices among faculty and students.

Recent surveys suggest that transgender, genderqueer, and non-conforming populations are on the rise in the USA. Our colleagues, peers, and students are increasingly gender and sexually diverse, and a key part of educational equity is having the tools to be informed on acknowledging and respecting these identities in the classroom and in the lab.

Drs. Hil Malatino and Lars Stolfus-Brown at University Park recently completed a report entitled, “Best Practices for Ethical Teaching Regarding Gender & Sexually Diverse Populations at Penn State.” This report was written for the College of Liberal Arts at University Park. We propose that Penn State Berks adopt these best practices in our institution.

**Discussion and Rationale: Identify the issues over which the Senate has authority, discuss the reasons for the proposal, and identify its consequences. Where applicable, costs of implementation should be included.**

The report presented three pedagogical strategies for faculty members:

**1. Both students and professors bring *all* of their identities with them into the classroom:**

When designing syllabi and assignments, keep in mind the diverse range of identities and perspectives inhabiting a classroom. Just as your identities are important to you, the identities of those around you are important to them and worth equal respect and consideration; these aspects of who we are are “**embodied and interpersonal in everyday life**” (Alexander, p. 47). When you tell someone your pronouns (e.g., the verbal aspects of your gender identity such as “she” or “his”), you deserve to be referred to accurately. Similarly, when someone notifies you of their pronouns, it is crucial to use these pronouns regardless of setting. This impacts how we write as well: the American Psychological Association's (APA) recently updated their style guide to include the singular “they” (e.g., they took an exam), which may change how we write assignments and syllabi—the APA has specific examples on their blog.

**2. Respect those whose gender and sexual identities and expressions may be different from your own:** If a colleague, professor, and/or student informs you their pronouns are different from what you have been using, e.g., this individual uses “she” and you have been referring to her as “he,” then it is your responsibility as an educator and/or a student to use “she” in subsequent conversations. Practicing pronouns is just like practicing the names of students you have just met: it may take a few tries, but practice does indeed make perfect! If you make a mistake, it is simplest to apologize, correct yourself, and move forward (Jones, 2017).



**3. First day of class information gathering** Regardless of whether you are teaching a World Campus or in-person course, there is a simple and ethical way to be sensitive to all sexual and gender identities while being mindful of student privacy. Instructors often do surveys or otherwise collect information from students on the first day of class. Doing this in writing gives faculty information that helps them to get to know their students, get contact information that may otherwise be difficult to find, and gives a way for instructors to discretely learn important information while informing students their names and pronouns will be respected. This normalizes discussing and sharing pronouns without forcing students to declare their pronouns in front of a classroom, which can be intimidating. Instructors should consider the following questions on such a survey (and of course should add additional course-specific questions):

- Name you go by and how to say it:
- Penn State ID (e.g., lfs5137):
- Pronouns (e.g., they/her/zir/him):
- Best way to contact (e.g., phone number [optional]):
- Reason for taking class / any specific interests?:
- Anything you want me to know as we begin the semester (e.g., you have a busy schedule, ESL student, you hate chemistry, pets, etc.)?:

**Recommendations: Move the specific action that the Senate can implement. This section should be brief and specific, so that it is very clear what the Senate is voting on.**

We recommend that faculty at Berks practice all the pedagogical strategies listed above within reason or to the best of their ability. We also specifically present the following motion:

1. Faculty use the singular “they” whenever pronouns are used in syllabi, assignment descriptions, or written communications with students.

**Effective Date: Recommend the date of implementation.**

We recommend changes are incorporated for Spring 2021

**Ending: List the committee members proposing legislation.**

- Andrew Friesen, Chair
- Cheryl Nicholas, HASS representative
- Shahid Khan, Vice Chair

## Appendix C

### Charge 6: Make campus more sustainable

#### Physical Facilities and Safety 2019-2020 Report

This advisory and consultative report will raise awareness of ways faculty may wish to play a significant role in the campus *sustainability* goals and discuss possible ways of encouraging more extensive involvement by faculty members as well as the students they work with. The ultimate goal is to find ways to make our campus more sustainable and play a role in raising awareness and supporting action both on campus and in our local community. As a campus, we must work collaboratively towards creating a learning environment that promotes critical thinking and strengthens our capacity to account for the ethical, environmental, social and economic consequences of our individual and collective decisions.

To begin, it is important to consider what sustainability entails since many tend to equate sustainability with environmentalism and a narrow focus on recycling and other such simple actions to protect the environment. However, sustainability consists of three critical and interlinked facets: environment, society, and economy, as highlighted in the 17 United Nations' Sustainable Development Goals (SDGs) listed below.

1) *No Poverty*; 2) *Zero Hunger*; 3) *Good Health & Well-Being*; 4) *Quality Education*; 5) *Gender Equality*; 6) *Clean Water & Sanitation*; 7) *Affordable and Clean Energy*; 8) *Decent Work & Economic Growth*; 9) *Industry, Innovation and Infrastructure*; 10) *Reduced Inequalities*; 11) *Sustainable Cities and Communities*; 12) *Responsible Consumption and Production*; 13) *Climate Action*; 14) *Life Below Water*; 15) *Life on Land*; 16) *Peace, Justice, and Strong Institutions*; and 17) *Partnerships*.



We acknowledge the interrelationship of issues such as poverty, economic and social inequality, gender inequality, degradation of the environment, climate change, and war and conflict, among others. Sustainability starts with individuals and communities. The goals of sustainability can only be achieved through awareness as well as individual and collective action. We are committed to: 1) promoting scientific literacy (*defined by the UN Sustainable*

*Development as “the knowledge, skills, and mindsets that allow individuals to become deeply committed to building a sustainable future and assisting in making informed and effective decisions”*), 2) expanding sustainable practices, and 3) addressing systemic challenges of irresponsible production and consumption, environmental degradation, unjust and inequitable social and economic infrastructures, policies, and practices. As an institution of higher education, we must lead such efforts through teaching, research/scholarship, innovation, leadership, collaboration, and community engagement. This requires an *interdisciplinary* approach and active engagement of all parties: students, staff, faculty, and administration and across departments, divisions, offices, and student clubs and organizations.

The Sustainability Team was formed in spring 2015 and consists of faculty, staff, administrators, and students, with a shared goal of *informing, engaging, inspiring, and empowering* ourselves, the campus community and the community at large, to be *active and socially responsible* citizens of planet earth. In an effort to inform and bring about action, we have engaged in the following activities: 1) hosting film screenings and discussions related to issues cutting across economics, environment, and society, 2) organizing events such as Earth Fest, Fall Fest, speakers, and workshops, 3) coordinating campus visits by local students to participate in environmentally focused activities and campus tours, and 4) engaging our students in community-based service learning projects. Furthermore, we discuss ways of making our campus and community more sustainable and have worked with M&O and HFS on campus and local organizations such as City of Reading Public Works in order to encourage sustainable practices on campus and in the larger community.

In essence, the Sustainability Team should consist of *all* of us on campus. The Sustainable Development Goals relate to all of us in one way or another, be it research, service, teaching, etc. Participating in sustainability efforts does not mean having to attend meetings or being a formal part of the Team, but faculty expertise and experiences and support for collaborative efforts and encouragement of students through teaching and research are critical.

This report serves as an invitation for increased collaboration of staff, faculty, students, and administration across the disciplines to meet the sustainability development goals (SDGs). The end goal is not only a sustainable campus, but one that is inviting and with an engaged student body and strong collaborative connections to the community. We have recently revised Goal 6 of the campus strategic plan to more accurately reflect the definition of sustainability and focus on the sustainability development goals (SDGs); however, what is documented in the strategic plan can only come to fruition when we all collaborate and strive to meet the goals.

Below is a *sample* list of goals and actions that the members of the Sustainability Team have been working on or pursuing actively which shows the crosscutting nature of the SDGs and how we can all work together to bring such goals to fruition. There are numerous other such goals and actions that must be pursued.

- Initiating large scale composting on campus so that food waste can be composted the same way we recycle items. Large composting bins, similar to our recycling bins, would be placed around the campus and near Tully’s and Cyber Café, and there would also be

composting of food material by HFS. The composting may be done on campus grounds or dealt with through a vendor.

- Serving as a leader among institutions in our area by taking the lead in becoming a zero-waste campus. Initiate the elimination of single-use plastic in Tully's and Cyber Café and at all events. Move toward compostable and sustainable material. Focus on 'reduce' and 'reuse' while we tackle the issues surrounding the recycling dilemma.
- Cutting down on food waste and fighting hunger at the same time. Educating individuals to reduce portion sizes and food waste generated as a result. Work with HFS to cut down food waste at its source. Find ways to 'recover' food that may be discarded by initiating food recovery efforts to either distribute food to local agencies or notify students through apps or other means of left-over food (those that would be permissible for redistribution) after meetings, events, etc. A number of institutions have initiated such efforts.
- Initiate a Living Learning Lab on campus which would consist of several visible and easily accessible locations around campus that would include a food garden/student farm, composting, native plants, etc. and would serve as areas that could be used for research, teaching, and just relaxation and service. These would be in addition to what we have near the greenhouse and would be visible to students and the rest of the campus community on a daily basis. The various aspects of the Living Learning Lab including the food garden/student farm would allow our students and faculty from different disciplines of engineering, agriculture, sciences, humanities, business, communication, education, and so forth to become involved in different aspects of planning, development, maintenance, and promotion of the LLL.

Our recommendations to the faculty include:

1. Stay informed about and engage in the SDG focused efforts and discussion by joining the *Penn State Berks Sustainability Team* Microsoft Teams. You may add yourself or request to be added. You may additionally or alternatively request to be added to the Sustainability Team email listserv.
2. Showcase your SDG-focused research or teaching projects during events, info sessions, etc. and through the webpage we have created to highlight our campus sustainability efforts
3. Engaging your students in SDG related service and research project and showcasing their work
4. Encourage your students to join and/or contribute to SDG related efforts and activities (write news stories, write content for webpage, develop persuasive campaigns, create informative videos, conduct workshops or do demonstrations, creating interactive maps of the campus etc.)
5. Offer your related expertise as a speaker, discussion panelist, workshop leader, writer, researcher, scientist, artist, activist, etc.

Our recommendation to the administration include:

1. Clarify and emphasize the value of SDG related work by faculty, staff, and students. Increase recognition of efforts by faculty, staff, and students doing SDG related work or supporting sustainability initiatives. Some faculty have voiced concerns about lack of time or viewing such efforts as not being valuable and worthy of recognition during FAR

and tenure & promotion evaluations. Staff are not clear about or concerned about time they invest in attending meetings or supporting efforts.

2. Help *us* serve as a leader in the community by spearheading bold sustainability related effort that will not only enhance the well-being of our campus community and support sustainability but will directly and indirectly create community recognition of Berks as a hub of innovative thinking and bold initiatives and a strong partner and community leader.

Ways to stay engaged in sustainability efforts:

- ❖ Sustainability webpage: <https://www.sustainability.bk.psu.edu> (work in progress)
- ❖ Microsoft Teams: [PSU Berks Sustainability Team](#) (add yourself or request to be added)
- ❖ Sustainability Canvas Pride: [PSU Berks Sustainability Team](#) (add yourself or request to be added)
- ❖ Sustainability Team email listserv (request to be added)

## Appendix D

### Physical Facilities and Safety Committee Charge 7 Report

Charge #7. Investigate how technology hardware is impacted by classroom size and layout in conversation with the Teaching with Technology Advisory Committee (TTAC). Prepare a legislative report with recommendations (unfinished charge from Fall 2019/Spring 2020)

#### Introduction

The committee had a conversation with Chris Riegel and Dr. Daonian Liu, co-chairs of the Teaching with Technology Advisory Committee, in Fall 2019 about the improvement of classroom technology and its use by faculty. Based on a survey by the committee in the Spring 2019 semester, IT at Penn State Berks made significant improvements in classroom technology. The changes included replacing/upgrading projectors, adjusting the height of the screen to mitigate its blocking of the chalkboard, updating touch panels, and upgrading podium controls. The information about the improvements was shared with the faculty on campus via email on August 20, 2019. Faculty feedback in the survey was not only limited to suggestions for classroom technology but also included restrictions in their classroom instruction due to the classroom size or layout. Thus, the committee agreed to focus on improving flexibility in the classroom environment by creating collaborative learning spaces to promote active learning strategies to better engage students in the learning experience. Collaborative learning spaces feature the ability to reconfigure seating to accommodate a variety of teaching methods. The spaces are also equipped with appropriate technology, movable furniture, and wireless network connectivity. Active learning strategies, including discussions, role-playing, and learning through problem solving, can be better facilitated by improving flexibility in the classroom configuration. Thus, the purpose of this report is to make recommendations for future classroom arrangement, classroom layout/design, the purchase of classroom furniture, and the allocation of technological resources to better assist faculty in implementing active learning strategies. The discussion and recommendations are developed based on the faculty needs survey that was conducted in Spring 2020. The details of the survey results are summarized in the Appendix.

#### Discussion and rationale

The survey was primarily to evaluate the existing physical and technological resources for active learning strategies and assess faculty needs and preferences for collaborative learning spaces to identify room for improvement. The existing physical and technological resources were evaluated in terms of classroom-based technology resources, laboratory technology, online collaborative learning spaces, and physical collaborative spaces. Respondents were asked to assess their experience with each type of resource by using a five-point Likert scale (1= Poor to 5= Excellent). The mean score for each criterion: classroom-based technology resources (mean= 3.88), laboratory technology (mean=3.65), online collaborative spaces (mean=3.70), and physical collaborative spaces (mean=2.92). With reference to active learning strategies, approximately 68% of respondents among the usable responses indicated that their teaching involves very involved or extremely involved active learning strategies. Faculty members who responded to the questions indicated that they are interested in using a collaborative learning space at least some proportion of their classroom period when the space is available. A total of 30% of respondents shared that they would like to solely teach in the collaborative learning space while the rest did not mind sharing it with other instructors. Based on the evaluation score

and comments, three areas for improvements are identified: the need for additional computer labs, the improvement of the flexibility of classroom layout/design, and an adjustment in class size.

#### *The need for additional computer labs*

One of the frequent comments made was the need for additional computer labs on campus. Respondents shared that they want to see more computer labs on campus and that the distribution of the computer labs needs to be balanced. Currently, there is no computer lab in the Franco building. In addition, it is suggested to improve the flexibility of the computer lab design and layout and consider adjusting the space for accommodating a larger class size.

#### *Improvement of the flexibility of classroom layout/design*

The classroom layout was the most chosen barrier in preventing faculty from implementing active learning strategies, followed by a lack of flexible furniture, classroom size, and course subject. The classroom layout and design can be modified by offering collaborative work space furniture and classroom supplies (e.g., rolling whiteboard). A clusters (groups/pairs) seating assignment ranked as the most preferred seating arrangement. Multiple screens and movable chairs/movable desks were highly preferred types of furniture/supplies, followed by a collaboration table with power and a laptop podium. The respondents further commented that they would like to have more smart boards available in the classrooms, along with rolling white boards, movable chairs and desks, and other advanced devices (stylus-based computers) or technology, such as virtual reality.

#### *Adjustment in class size*

Class size was mentioned as one of the barriers in implementing active learning strategies. Respondents shared that having a large class size with 40+ students makes it hard for them to effectively implement the technology or use active learning strategies. It is suggested to consider reviewing and adjusting the class size to provide students with a quality learning experience for student retention.

Other comments include adjustments of the projection screen and chalkboard; the issues of blackboards; accessibility to Canvas on the class podium; the lack of trainings for smart boards; the insufficient capabilities of tech using certain software; and data storage issues.

In summary, while continuous efforts have been made to improve the classrooms for better teaching and learning experiences, the campus can continue to improve flexibility by incorporating technology and physical resources in the classrooms. Based on the results of the faculty needs survey, the main areas for improvement are revealed in

1. Creating additional computer labs with consideration of class size, flexibility, and balancing the distribution in all academic buildings
2. Enhancing the flexibility in classroom layouts/designs, and
3. Adjusting class size

### **Recommendations**

The Physical Facilities and Safety Committee recommends that future development of classroom design and technology should be made by considering the following three recommendations.

1. Future space development on campus should be focused on balancing the availability of computer labs in each academic building.
2. For future purchases of classroom furniture and equipment, flexibility should be a key consideration to improve the availability of space transformation.
3. Class size should be reviewed and adjusted for promoting active learning strategies.



Appendix. Survey results

Q1. In what division do you teach? (N=51)

EBC	HASS	Science
14 (27.5%)	20 (39.4%)	17 (33.3%)

Q2. What levels of courses do you teach? (multiple answers available)

100-level	200-level	300-level	400-level
33	38	22	39

Q3. What is the approximate size of the largest class you taught last year?

(Minimum=15, Maximum: 62, Average: 37.61)

Class size	Frequency
15-25	12
26-35	7
36-45	14
46-55	7
56-65	7

Q4. What is the approximate size of the smallest class you taught last year?

(Minimum: 4, Maximum, 36, Mean: 13.73)

5-10	24
11-15	10
16-20	9
21-25	5
30-35	1
35-40	1

Q5. Please rate your experiences with the following technology-enabled learning spaces on campus.

- Classroom-based technology resources (e.g., computers, projection systems, SMART boards, etc)

Poor	Fair	Neutral	Good	Excellent
1 (2%)	8 (15.7%)	2 (3.9%)	25 (49%)	15(29.4%)

- Laboratory technology (e.g., computers, research equipment, etc)

Poor	Fair	Neutral	Good	Excellent	Service not offered	Haven't used in the past year
2 (3.9%)	5 (9.8%)	4 (7.8%)	19 (37.3%)	7 (13.7%)	2 (3.9%)	12 (23.5%)

3. Online collaborative learning spaces in which your students or colleagues can work synchronously or asynchronously on projects or assignments (e.g., the Learning Management System, OneDrive, Office 365, etc).

Poor	Fair	Neutral	Good	Excellent	Service not offered	Haven't used in the past year
1 (2%)	6 (11.8%)	7 (13.7%)	20 (39.2%)	9 (17.6%)	2 (3.9%)	6 (11.8%)

4. Physical collaborative spaces (e.g., computer labs, learning commons, testing centers, etc)

Poor	Fair	Neutral	Good	Excellent	Service not offered	Haven't used in the past year
8 (15.7%)	7 (7%)	6 (11.8%)	16 (31.4%)	2 (3.9%)	2 (3.9%)	10 (19.6%)

#### Qualitative comments from respondents

Computer labs	<p>It would be helpful to have computer lab space in all academic buildings.</p> <p>I put in fair for the projectors/computers because I had a difficult time in one of the classes, the other classes were fine. The staff were always good at coming to fix it though. We aren't able to access the testing centers now, and labs have always been an issue in HASS (in fact, there are none)</p> <p>We need either a computer lab with 40+ computers or reduced class sizes in order to effectively implement technology within courses.</p> <p>My classes are often too large to use computer labs. For example, even for library instruction I have to ask students to bring their laptops with them or share computers.</p> <p>I would like to have more than a few options on campus (e.g., the library) for having students work together in a computer lab.</p> <p>Franco Hall needs at least one computer classroom. HASS faculty were told that a Franco computer classroom was "coming soon" more than five year ago, but that has not happened. I believe this is one of the biggest technology issues on our campus. It may be a factor in decreasing</p>
---------------	---

	<p>enrollments and retention, since so many Gen Ed courses are taught by HASS faculty.</p> <p>In the computer labs, it would be good to be able to move the computers out of the way to use the table space to collaborate. Also, different formats than just multiple rows of computers, and sometimes students have to look away, turn their heads to see the screen.</p> <p>Need more computer rooms to teach class in. Not enough on campus</p>
Classroom design/layout	<p>Many classrooms are poorly designed for effective simultaneous use of both the projector screen and white board space.</p> <p>Projection screens should not cover blackboards or whiteboards in any room.</p> <p>All classrooms should have screen projection that does not block the white/blackboards.</p> <p>Need projectors to not cover whiteboards and chalkboards in classrooms.</p> <p>Some classrooms have inadequate chalkboard space, especially when projection screens are in use. I like to combine projection and work at the board.</p> <p>Some classrooms are very small. Once the students are seated it is difficult to move about in the classroom.</p> <p>Second level Perkins classrooms are very depressing. Minimal technology and minimal windows, loud air machines make for an environment where neither student or teacher wants to be.</p> <p>In the chemistry laboratory, the instructor computer (which is the only one that can access the projector) is in a very awkward place. Software needs to be updated more efficiently. The padded chairs are getting dirty and need to be periodically cleaned or replaced.</p>
Classroom equipment	<p>I prefer whiteboard/smart board over black boards. Not a major issue to teach using a blackboard or using a doc cam projected on blackboard, but having the ability to choose (I realize not every classroom would be able to do this) would be a suggestion. (Also, not sure if this entirely falls into technology related improvements)</p> <p>Working chalkboards in Franco.</p>

	<p>Franco 151 and Franco 150 has long standing issue of black boards that do not write. It is almost like an ice skating rink and chalk does not imprint anything..That has been a real challenge for very long.</p> <p>To the best of my knowledge, the only smart boards on campus are at the Library and at some conference rooms, not in general use classrooms. My teaching style in Mathematics depends for a lot of horizontal space, so the only way I will trade the chalk board is for a smart board. I could really use the synergy provided by a smart board because I use a lot of computer output (graphs and animations) that don't commute with chalk board notes. I find the work flow on electronic tablets cumbersome because the size of the screen/writing surface is very limited, compared to a chalk board or smart board. I used the "smart" projectors in Franco 108 last semester, but they lack resolution and responsiveness. The pens are also cumbersome, even after I replaced the felt tips with rigid tips. A large smart board would definitely help me propel my teaching style to the next level.</p>
<p>Classroom tech</p>	<p>I would really like an easy way to sign into Canvas and Outlook at classroom podiums once during the day (or a week or a month) and being able to go back to that site in the same or other classrooms without having to enter all the log in credentials again. I figured out a way to do this when I used Firefox, but Firefox seems to have been taken away from the podiums in the Franco classrooms that I use.</p> <p>Something must be done to make sure that when using the projectors to show films (streaming from Kanopy or DVDs/Blu-Ray) the synching doesn't fall apart. It takes about 10 minutes for the sound and the image to be completely off. Having to interrupt the video to try and correct it every 20 minutes is disruptive. Leaving it un-synched is even worse. In 2020, I should have the ability to stream video or play DVDs as well at school as I can at home. The firewalls have been blamed for it, but in both Franco and Gaige, the problem persists. It's unacceptable.</p> <p>I did not know how to use the smartboard in Franco 108. More faculty workshops or training related to in-classroom technology are needed.</p> <p>Sometimes cannot locate the "clickers" to transitions slides</p> <p>G103 is a horrible room to teach in. It used to have laptops making the work spaces and classroom interaction with the students very good. SolidWorks led to the end of the laptops. Desktop computers were agreed upon based on the condition they could drop below the top of the desks so workspaces were still usable in a team environment and there was still quality interaction. That was not done due to cost. The instruction is now subject to talking to a field of computer monitors. Students are barely visible. It is difficult for teams to use their table workspace and interact</p>

	<p>with each other. It has made the board completely ineffective restricting the instructor to the document reader severely reducing instructor student interaction.</p> <p>Gaige 205 Not all computes in the lab are connected to the printer in the room. This created chaos during an online exam.</p> <p>Classroom computer sucks - takes forever to boot. Someone was not thinking straight when they installed the new bigger monitor in Gaige 3</p> <p>Would be nice to have technology to record in class the lecture/problem solving</p>
Classroom furniture	Desks that cannot easily be moved for group work and rearranging the space (i.e. in Gaige) are always challenging.
Space	Students could really use more places to work together in Luerssen. Faculty in shared offices could really use spaces to hold one-on-one meetings with students.
Tech	Technology does not allow for efficient usage of equipment (Deep Freeze) and collaborate storage spaces do not allow data to be easily processed using software like Matlab. Deep Freeze has removed the ability of students to create protocols for their research processes or maintain equipment settings. The inability to store data on a network drive makes processing data difficult as the data must be saved to Box first (soon to go away though) then it has to be downloaded to a network drive from Box so that software such as Matlab has access to it in order to process it. Ongoing discussions between faculty and IT are needed to find better solutions for working with students in these unique teaching scenarios.
Others	<p>Lab space and office space</p> <p>Most of these are somewhat unreliable / susceptible to glitches. The IT staff do a good job of addressing those in a timely manner, but we have to wonder if these issues could be prevented.</p>

Q6. How much your teaching does involves active learning strategies?

Slightly	Moderately	Very	Extremely	Missing
3 (5.9%)	14 (27.5%)	13 (25.5%)	15 (29.4%)	6

Q7. What prevents you the most from implementing active learning strategies? (Multiple answers were available).

Barriers	Frequency
Classroom layout	28
Lack of flexible furniture	15
Lack of available classroom technology	7
Lack of classroom supplies (e.g., rolling whiteboard)	5
Course subject	14
Class size	16
Personal reasons such as lack of time and skills	3
Others	4 (classroom assignments disproportionate to class sizes; nothing; room size; students being unprepared)

#### Qualitative comments from respondents

Class size	<p>Having 40 people in an "N" class focused on film means that I cannot allow students to do creative projects in the course, like create their own films. Rather than have two smaller sections, they cram 40 students in a film class and then wonder why students don't see any benefit in staying at Berks vs. going to UP. If you're going to be in classes so big you can't do creative work and faculty can't get to know you, why bother staying at Berks when you can get the same treatment at UP and have the football team and social life? These kinds of decisions are so short sighted--penny wise and pound foolish to de-incentivize staying at Berks.</p> <p>My junior courses are too large to effectively have active learning as a large portion of the course time.</p> <p>Well, we don't have a single Mathematics lab on campus, and fairly large classes (for a learner-centered-with-a-small-college-feel institution). That pretty much defines how little understanding/support we have on this campus for modern approaches to teaching Mathematics effectively.</p> <p>We claim small class, but then squeeze 40 chairs in a 30 seat classroom so that we need not offer two smaller sections. Yes budget is a good reason to give, but our claim for small class size at 40+ is meaningless :-)</p>
Classroom layout/design	<p>I often have debates and discussion in my classes but the room is very difficult to change and set up to accommodate for a good experience</p> <p>My ideal classroom would allow for easier transformation of the space prior to class beginning (arranging desks for discussion, groups, etc) as well as easy transition throughout class as we transition to other things. Additionally,</p>

	<p>we brainstorm and solve problems together and one whiteboard at the front of the room is not conducive to that. I usually bring tape and large pieces of paper with me to create multiple wall writing spaces.</p> <p>Classes in the computer labs in Luerssen are working well, but in the classrooms like L 2 it is hard to re-arrange furniture for group work.</p>
Students	<p>In most courses, promoting active learning in the classroom requires students to familiarize themselves with the materials outside of class (readings, assignments, etc.) in order to be prepared for the active component. About half of them do not, others can only do so inconsistently, etc. No amount of technology can change the fact that they are taking too many classes, have too many extracurriculars, need to work one or more jobs, and do not have the skills or maturity to self-organize and prioritize their workload.</p>
Others	<p>L 120 and L 210 work well. Smart boards Nothing prevents me from implementing active learning strategies.</p>

Q8. If a collaborative learning space is available, how often do you plan to use the space?

Never	Sometimes	About half the time	Most of the time	Always	Missing
2 (3.9%)	20 (39.2%)	8 (15.7%)	8 (15.7%)	11.8 (6%)	7 (13.7%)

Q9. If available would you prefer to teach your entire course in the collaborative learning space or share the space so that one day a week your tech elsewhere and one day you teach in the active learning classroom?

Only in the collaborative learning space	Share the classroom	Either	Missing
16 (31.4%)	13 (25.5%)	16 (31.4%)	6 (11.8%)

Q10. If available, how do you want seating arrangements in your classroom? (1=being your most preferred seating arrangement, 7-being your least preferred seating arrangement) missing values=6

	1=most preferred	2	3	4	5	6	7=least preferred
Traditional rows	9 (17.6%)	7 (13.7%)	4 (7.8%)	8 (15.7%)	8 (15.7%)	4 (7.8%)	5 (9.85%)

U- Shaped/Horseshoe	6 (11.8%)	14 (27.5%)	14 (27.5%)	4 (7.8%)	5 (9.8%)	1 (2%)	1 (2%)
Round table	6 (11.8%)	9 (17.6%)	9 (17.6%)	10 (19.6%)	2 (3.9%)	6 (11.8%)	3 (5.9%)
Clusters (groups/pairs)	17 (33.3%)	9 (17.6%)	7 (13.7%)	6 (11.8%)	5 (9.8%)	1 (2%)	0
Runway	0	1 (2%)	2 (3.9%)	5 (9.8%)	11 (21.6%)	18 (35.3%)	7 (15.7%)
Stadium	2(3.9%)	3(5.9%)	3(5.9%)	2 (3.9%)	9 (17.6%)	11 (21.6%)	15 (29.4%)
Combination	5(9.8%)	2 (3.9%)	6 (11.8%)	10 (19.6%)	6(9.8%)	4(7.8%)	13 (25.5%)

Q11. If available, what types of furniture/supplies do you like to use in your classroom?  
(Multiple answers were available)

Items	Frequency
Collaboration table with power	20
Single table with wheels and power	7
Standing desks	11
Height-adjustable chair	13
Movable chairs/movable desks	32
Work stools	6
Portable partitions (portable & rolling magnetic whiteboards)	9
Laptop podium	17
Multiple screens	32
Others	4 Comments: A chalk board...that is all I have access to. I wish I could have movable desks and smart boards. Chalks and/or whiteboards Chalkboard Multiple boards

Q12. What technologies would you like to use in the classroom for active learning strategies?

Classroom tech	Smart board. iPad. Smart boards Computer and projector Virtual reality. Having access to computers but also tables and chairs for the students to work in groups, or a central table, works best for my current classes. That, access to the internet, updated software, and
----------------	--



	<p>the projector (including document camera) is as much as I know how to use for now.</p> <p>The current technology is adequate for me when there is a projection/podium computer and a chalkboard that can be used simultaneously and flexible seating (allows for groups and U-shape and rows). How I configure the room and what activities I use are dependent on the course level, size of section, and nature of the particular class.</p> <p>Overhead projectors and clickers</p> <p>A long smart board that can process mathematics writing effectively, not like the "smart" projectors in Franco 108 that cannot. Clustered desks with computer access to the Mathematica and MATLAB, but with space for students to write on notebooks/personal tablets.</p> <p>Stylus based computers (not tablets) that can run hard number crunching software.</p>
Classroom equipment	<p>LOVE rooms that allow students to bring laptop to class, with power sources so they don't lose charge during long night class. LOTS of engagement and collaboration as they work through assignments and learning activities in class.</p>
Learning needs	<p>I would like to learn how to use a split screen at the instructor podium.</p> <p>You may need to show us what can be done with technology and design -- we've been limited to what is available to us for so long we may have lost sight of other ways of doing things.</p>
Classroom furniture	<p>Rolling whiteboards, easily movable chairs and desks</p> <p>Round tables with computers. white boards at multiple stations</p>
Classroom layout/design	<p>I think L120 is a great design for many Gen Ed and HASS courses. I would like to see a similarly designed room in Franco.</p>

## Appendix E

### **Penn State Berks Faculty Perceptions and Practices Regarding Summer Teaching (Informational Report)**

#### **Introduction**

The Strategic Planning and Budget committee was tasked with the following charge (unfinished business from 2019):

**Charge #8:** Investigate the summer compensation policy and evaluate its fairness and functionality. Prepare an advisory and consultative report with recommendations.

To address this charge, the committee decided to create a survey on summer teaching practices and perceptions of the summer compensation policy, which was administered in Fall 2019 and Spring 2020. Additionally, the committee sought to gather information on summer compensation practices at other PSU campuses.

Due to a recent decrease in student enrollment and further disruptions associated with the COVID-19 pandemic, it may not be possible for Penn State Berks to revise its summer compensation policies based on the recommendations of this committee. Additionally, a revision of the Penn State model for summer sessions, which could impact how summer tuition impacts Commonwealth campuses' revenue, is currently underway. For these reasons, the following report was prepared as information

#### **Information**

##### **Survey response by division and rank**

We received a total of 79 responses to our survey on summer teaching. Response by Division was fairly evenly divided, with 27% from EBC, 39% from HASS, and 28% from Science (with 6% not reporting any Division). 70% of the responses were from tenured and tenure-track faculty (15% Assistant Professors, 33% Associate Professor, and 22% Full Professors), 25% from non-tenure track faculty (6% Lecturers, 14% Assistant Teaching Professors, and 5% Associate Teaching Professors), with an additional 5% of the sample not reporting any rank.

##### **Who teaches summer courses?**

A slight majority (55%) of faculty in the survey responded that they have taught summer courses in the past 5 years. Within the Divisions, the majority of EBC (57%) and HASS (65%) faculty reported teaching summer courses in the past 5 years, and only 41% of Science faculty.

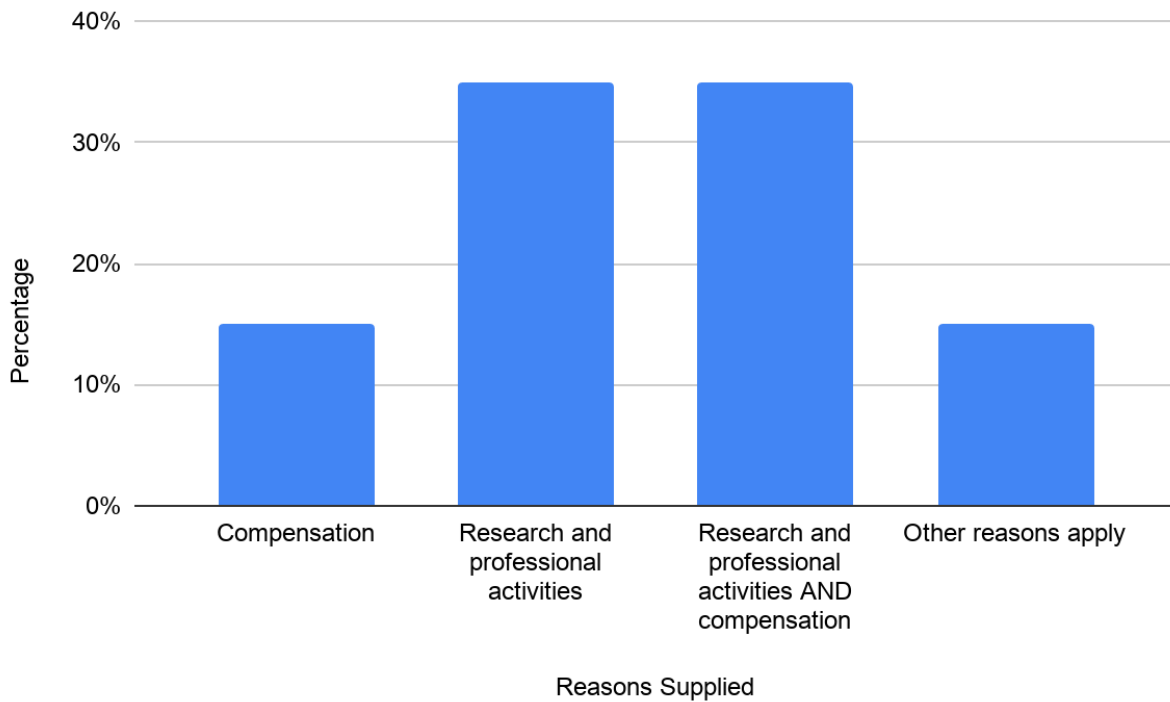
<b>Division</b>	<b>Has taught in past 5 years</b>	<b>Has not taught in past 5 years</b>
EBC	57%	43%
HASS	65%	35%
Science	41%	59%

Within ranks, the majority (75%) of non-tenure track faculty teach courses in the summer, while only 47% of tenure-track and tenured faculty teach summer courses. The rank reporting the lowest percentage of summer teaching are tenure-track Assistant Professors. See the table below for a more detailed breakdown by rank.

<b>Rank</b>	<b>Has taught in past 5 years</b>
Lecturer/Instructor	80%
Assistant Teaching Professor	64%
Associate Teaching Professor	100%
Assistant Professor	8%
Associate Professor	77%
Full Professor	29%

**Why do faculty not teach summer courses?**

We asked faculty who do not teach in the summer to select reasons why they do not teach, providing the possible responses of compensation alone (15%), research and professional activities alone (35%), a combination of compensation and research and professional activities (35%), or other reasons not supplied (15%).



### Summer Compensation

Of the faculty who reported teaching over the summer, 62% said they typically taught one course, 26% taught two, and 12% taught more than two per summer term.

A slight majority (56%) of faculty who teach in the summer responded that they rely on summer teaching compensation as somewhat of a necessity, a necessity, or an absolute financial necessity. 44% did not see compensation for summer teaching as a financial necessity or were neutral about its impact on their finances.

<b>Reliance on summer compensation</b>	
Necessity for financial stability	56%
Not at all a necessity	12%
Neutral	32%
<b>Total</b>	<b>100%</b>

We attempted to gauge attitudes towards current enrollment and compensation policies for summer courses. The summer compensation model at the time of survey design (Fall 2019) was as follows:

Internships (regardless of credit):

- 1-5 students: \$300/student
- 6-9 students: \$3000 flat rate
- 10 or more students: 1/12 base salary

Courses:

- 1-5 students: \$100/credit per student
- 6-9 students: \$1000 flat per credit
- 10 or more students: 1/36 base salary per credit, only applies to one course per summer
- Courses (3 or 4 credits) with 25 or more students: additional 1/36 base salary, only applies to one course per summer
- Courses with labs: Additional 0.5 time allotted to the lab

Under our current compensation and enrollment policies, faculty overwhelmingly (67%) prefer classes with at least ten students. Furthermore, *69% of faculty responded that they would consider cancelling a course that either did not reach or exceeded their preferred enrollment*. A little over a quarter of faculty (27%), however, do not have any preference for enrollment.

**Reported likelihood of teaching a summer course or internship based on enrollment and reported preference for enrollment**

Enrollment	Not at all likely	Somewhat likely	Likely	Very likely	Preferred enrollment
Any enrollment*	54%	21%	16%	9%	27%
25 or more	32%	12%	24%	32%	26%
10-24 students	28%	15%	29%	28%	41%
6-9 students	62%	21%	15%	3%	6%
1-5 students	76%	16%	4%	3%	0%

Note. \*For the preferred enrollment item, “any enrollment” corresponds to a response indicating indifference to enrollment (equally likely to teach, or not teach, based on enrollment).

We asked faculty to select which compensation models for summer teaching they most preferred. Only 29% of faculty responded that they prefer Penn State Berks’ current compensation model. The majority of faculty responded that a different compensation model would be better than the existing one.

<b>Preferred Compensation Model</b>	
\$100 per credit, per student	4%
1/36 of base salary per credit for all courses meeting minimum enrollment	41%
Other	25%
The current compensation model	29%
<b>Total</b>	<b>100%</b>

Faculty who indicated a preference for another compensation model provided the following suggestions:

- 1/24 of base salary (the respondent did not indicate if this was per credit or per course)
- 1/36 base salary per credit for 10 + students, and either \$1000/credit or [unspecified, more than the current amount] under 10 students
- 1/10 of base salary (flat rate)
- 1 month of salary per course, regardless of enrollment (the respondent did not specify if 1 month was equivalent to 1/12, 1/10, 1/9 of base salary)
- “bonus, above base pay”
- \$100/student per credit and a base of (maybe) \$1000 if there are over 6 students
- Same compensation model, but enrollment for the purposes of compensation determination should be determined at the beginning of the course (vs. the end of the add/drop period)

Some faculty did not suggest alternative compensation models but had other opinions to share about summer teaching:

- They would never want to teach over the summer, under any model. (One faculty cited other priorities such as research and re-energizing)
- Summer courses should only be offered in a 12-week format. 6 weeks is too short for students.
- Summer teaching is not worth their time unless compensation was substantially increased (to an unspecified amount)

Several faculty also wrote about what they saw as the “unfair” compensation model for teaching a second course (e.g., “The current compensation model should apply to all courses, not just the first”), which we also collected data about. Under the current compensation model, in the event that faculty teach more than one summer course or internship, the maximum compensation is set at \$1000 / per credit (i.e., the rate at which courses or internships with 6-9 students are

compensated). Approximately 61% of faculty said this policy made them less likely to teach a second summer course. *80% of faculty responded that they would be more likely to teach a second summer course if the pay structure were the same for both courses.*

### **Summer Compensation Models at other PSU Campuses**

#### **PSU Abington**

Full-time faculty receive up to 8% of their annual salary (subject to sufficient enrollment, for fewer students the compensation is smaller) for the first three credits they teach. The additional credits are compensated at the part-time faculty rate. Part-time faculty receive \$3,500 for a 3-credit course, regardless of the number of courses taught.

#### **PSU Altoona**

Full-time faculty (standing and fixed-term) receive \$1,300 per contact. Part-time faculty receive \$1,000 per contact.

#### **PSU Behrend**

Faculty members will be compensated based on 36-week academic year salary, number of course credits, total course enrollment. For faculty members who have a 42- or 48-week contract the annual compensation will be converted to a 36-week salary and compensation is based off the 36-week salary figure. Part-time faculty members teaching in summer require a contract from the school that includes compensation amount. Compensation should be calculated based on the open/close report on the day after add period ends and the schedule in the tables below.

#### **3-Credit Classes**

<b>Enrollment</b>	<b>Minimum</b>	<b>Maximum</b>
1	600	600
2	1200	1200
3	1800	1800
4	2400	2400
5	3000	3000
6	3600	3600
7	4200	4200
8	4800	4800
≥ 9	6000	12000

#### **Notes**

- From one to eight students enrolled, payment would be \$600 per student.
- Nine or more students enrolled, payment based on 9% of 36-week salary base, with minimum of \$6,000 and maximum of \$12,000.

#### 4-Credit Classes

Enrollment	Minimum	Maximum
1	800	800
2	1600	1600
3	2400	2400
4	3200	3200
5	4000	4000
6	4800	4800
7	5600	5600
8	6400	6400
≥ 9	7200	15000

#### Notes

- From one to eight students enrolled, payment would be \$800 per student.
- Nine or more students enrolled, payment based on 12% of 36-week salary base, with a minimum of \$7,200 and maximum of \$15,000.

#### International Courses

Compensation for a study abroad course (completed entirely abroad) is 11% of the faculty member's 36-week salary for fully enrolled classes, or 1.22% of calculated rate until full enrollment (≥ 9 students) is reached. A second class follows the 9% compensation rule, no penalty.

#### Summer Independent Study and Internships (Also Refer to BCF-2)

Pay for independent studies and internships will be \$200 for each undergraduate credit and \$225 for each graduate credit. Faculty members who teach internships/independent study courses in the summer will be issued contracts in August after all courses are completed and the class list and grades are received from the Registrar's office. The compensation will be credited in the September pay. Includes the following categories: x94 = Research/credit courses; x95 = Internships; x96 = Independent Study; and X97 = Special Topics.

#### Mentorship of Undergraduate Research (Refer Also to BCF-11)

Faculty members mentoring undergraduate students during the summer will receive \$200 per student; co-mentors will share \$200 per student, with maximum of \$1,200 per faculty member. To be eligible, students must be part of a funded research project. Funding may include internal or external sources.

#### PSU Summer Session Model

According to the email below, under the previous (current as of Summer 2020) budget model, any summer tuition income generated by faculty at Commonwealth campuses may not directly



benefit these campuses if they have been experiencing a decrease in revenue due to decreased Fall or Spring enrollment rates.

**From:** Cochrane, Patricia Ann <pzc3@psu.edu>  
**Sent:** Monday, October 5, 2020 4:33 PM  
**To:** Mikula, Lisa Marie <Imm462@psu.edu>  
**Cc:** KYLE, KAREN Z <kzk12@psu.edu>; Callejo Perez, David M <dmc6630@psu.edu>; Cochrane, Patricia Ann <pzc3@psu.edu>  
**Subject:** RE: Summer Tuition Model for Strategic Model for Summer

Hi Lisa,

I'm so sorry that I'm just now getting back to you. Under the previous budget model for the campuses, summer income was included in the overall revenue target for each campus. Tuition revenues generated in the summer helped to offset tuition declines that many of our campuses were experiencing in the Fall and Spring semesters. Thus, if a campus had enrollment increases in the summer, it did not enjoy those increases with additional dollars when fall/spring enrollments offset this growth.

We know that this model is not ideal and Dave Callejo has had discussions with DAAs/CAOs about changing our summer session model. In addition, the Tuition Task Force (of which I was a member) is also suggesting a new model for summer session that will be consistently applied to both University Park and the campuses (UP had its own summer model which was not ideal). However, this recommendation has not yet been approved by the Provost (primarily due to COVID and other delays).

We are in a transition period at the moment, but we do hope to have a something in place for Summer 21 for the campuses that will incentive participation and not harm campuses (from a budget perspective). Dave Callejo and I will be meeting later this month to begin discussions on this topic and more information will be available at a later time.

Patti

### **Discussion and Conclusion**

The majority of respondents indicated some dissatisfaction with the current summer teaching compensation model, particularly with respect to courses with small enrollments or when the faculty offers more than one summer course. Nevertheless, more than half of faculty reported having recently taught at least one summer course and that they depended, to a greater or lesser degree, on summer compensation for their financial stability. Most faculty who expressed wanting an alternative compensation model preferred or proposed a fixed rate not contingent on enrollment (provided minimum enrollment targets are met) and not restricted to one summer course per faculty. This type of compensation may increase faculty members' interest in teaching summer

courses. Additionally, it would result in a more predictable income source for faculty who rely upon summer compensation.

The Strategic Planning and Budget committee begun addressing this charge with the understanding that summer course offerings are generally beneficial to students (e.g., flexibility in meeting degree requirements), to faculty (e.g., additional income, opportunity to teach different courses), and to the campus (e.g., increased tuition revenue, recruitment opportunities). However, the summer tuition and budget model currently in place, especially in the context of declining enrollments, makes the financial benefits of summer courses for the campus less certain. Until a revised model is available, our committee cannot provide any recommendations for an adjustment to summer compensation practices. We request that the administration continue to communicate with faculty and programs about the financial impact of summer courses at PSU Berks as this situation evolves.

Catherine Mello, Chair

Lauren Martin

Jayné Park-Martinez

Maria Fellie

Ryan Hassler, Vice-Chair

# Penn State Berks

## Faculty Affair Committee – Meeting 1

September 14, 2020

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

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. Here is the list of our charges:

### Unfinished charges from last year:

1. Evaluate: the process and assessment criteria for the FAR. Prepare informational or advisory and consultative report with recommended best practices and campus policies.
2. Evaluate: assessment of teaching and advising, specifically SRTEs, in the promotion and tenure process. Prepare legislative report with recommended best practices and campus policies.

### Annual charges for 2020-2021:

3. 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.

### Meeting Minutes:

Regarding the **first charge**: do people understand how they get assessed? When they get certain marks on their FAR? Do people understand the process, the policies, etc.? The Committee ran survey last semester. There were 74 responses. People were confused about some questions. There was no serious concern but some concerns about fairness among faculty from different Divisions as well as among tenure-track and non-tenure track faculty.

**FAR Subcommittee:** Prepare a report for the November Senate meeting. They are going to review the comments, categorize them, and prepare an initial report. → **Nov 30**

Regarding the **second charge**: this charge is about both teaching and advising. We would like to understand how teaching and advising is included in faculty evaluation process. How is advising being

considered and assessed? Right now, it is under teaching category and it does not capture what people do their advising. Moreover, there are some ways to evaluate teaching, but they are not the best approaches. For example, SRTEs, peer evaluations, extra work such as honors projects, course development, etc. The SRTE will be included for Fall 2020 and the SRTEs and grading will be proceeded normally in Fall. The committee wants to make sure that advising is about quality and not quantity. Ideally, advising is not just telling them what courses they should take, but it should be about following up with students and help them to academically grow.

**Subcommittee tasks:** How this charge will impact our faculty evaluation process, and should we focus on the advising part? Create the best practices on our campus and how we recommend advising on our campus? The subcommittee should meet and brainstorm how we would like to move forward with this charge. This can be done for the January meeting. → Jan

Regarding the **third charge**, since this charge is due March, we will pause the discussion until next meeting, but we should discuss it in Fall. The Associate Dean informed the committee that some trainings and workshops for handling contentious discussions during class time will be forthcoming. → March

Additionally, the committee discussed best practices training during Covid-10, which may come under the purview of Academic Affairs. Concerns were raised that it is difficult to teach in-person and online at the same time, and it can be distracting to both of those groups of students. It is difficult to monitor students' performance. Students must understand that there are certain levels of flexibility and they cannot switch to online classes and online assessments on their own if the class was supposed to be delivered remotely. The chair will communicate this concern to the Exec committee.

## Appendix F.2

### Student Life Committee

October 12, 2020, 12:15-1:15pm Zoom

#### Minutes

1. Call to order
2. Attendance: Kathleen Hauser, Shahid Khan, Cheryl Nicholas, Andrew Friesen, Praveen Veerabhadrapa, Hartono Tjoe, Joe Webb, Ivy Wang
3. Discussed unfinished charge pertaining to student identification in class
  - a. Drs. Hil Malatino and Lars Stolfus-Brown at University Park recently completed a report entitled, “Best Practices for Ethical Teaching Regarding Gender & Sexually Diverse Populations at Penn State.” CH was able to provide the Committee with final drafted version for our consideration and usage.
  - b. Committee decided to complete our charge by drafting a legislative report based on the Malatino & Stolfus-Brown report.
4. Discussed charge pertaining to police services responses to BIPOC student conduct issues.
  - a. The Committee had been led to believe that there were specific incidents that led to this charge. The Committee had wanted data pertaining to these incidents.
  - b. IW explained to the Committee that there were no such incidents that suggested overt racial biases from our Police Services. This was in agreement with JW whose office had not heard of such incidents.
  - c. To shed further light on the topic, AF shared the 2019 University Police and Safety Survey Findings obtained from the PSU Office of Planning, Assessment, and Institutional Research. The survey was distributed to 1,448 people at PSU Berks with 134 respondents. The survey included many questions which address the Committee’s current charge. Specifically:
    - i. Feel comfortable contacting University Police for assistance – by minority status
    - ii. Feel a sense of safety on my campus – by minority status
    - iii. Perceptions of Police Officers
    - iv. Respondent’s negative perceptions of University Police officers
    - v. University Police officers are respectful to people like me
    - vi. University Police officers are respectful to people like me – by minority status
    - vii. I know someone that has been stopped, pulled over, watched or questioned by University Police when they had done nothing wrong
    - viii. I have been stopped, pulled over, watched or questioned by University Police when I had done nothing wrong
    - ix. I have felt targeted by University Police due to my racial/ethnic identity- by minority status
    - x. I have felt targeted by University Police due to my racial/ethnic identity - by international status

- xi. Perception of University Police compared to law enforcement nationally
  - d. The consensus of the Committee was that given the comprehensiveness of the questions asked in the survey as well as its recency in data collection, that the data from this survey can be used to satisfy half of the second charge to “consider student...experiences, knowledge, and attitudes. The information will be presented to the Senate as an Informational Report
  - e. The Committee engaged in discussion as to how incidents are reported on campus and what potential data might be available.
  - f. The Committee agreed that police experiences still need to be obtained to satisfy the charge.
  - g. AF to take the drafted interview guide for Police Services and seek Committee feedback
5. JW proposed a charge for the Student Life Committee to investigate racial disparities in violations of Academic Integrity. Discussion pursued about how to obtain race data in AI reports. JW to finalize wording of charge for next meeting.
  6. Meeting adjourned.