College Faculty Affairs Committee
End of Year Report (2018-2019)

Committee members:

Matthew Swinarski (BUS), Chairperson	KwangJoo Koo (BUS)
Jason Bennett (SCI)	Carolynn Masters (SCI)
Patrick Cosby (HSS)	Chetan Nikhare (ENG)
Jalaa Hoblos (ENG)	Arpan Yagnik (HSS)

Luciana Aronne, ex officio, Non Tenure Track Committee (Chairperson)

Meetings: The committee conducted business through emails and now has a SharePoint cite to share document and coordinate activities. The committee also held face-to-face meeting during the academic year to help coordinate and track progress on the charges listed below on the following dates:

- October 18, 2018
- November 29, 2018
- January 23, 2019
- February 1, 2019
- April 1, 2019

Charge #1: Build upon work from the prior academic year (2017-2018) regarding school practices with respect to program chairs including responsibilities and advise for those interested in becoming a program chair.

Progress with the charge: *Completed.*

Additional Information:

Table 1 summarizes the practices associated with appointing, evaluating, and compensating program chairs.

Table 1: Chair Position Summary

Practices	School of Business	School of Engineering	School of Humanities and Social Sciences	School of Science
Appointment of Program Chairs	By the School Director to serve a 1-3 year renewable term. Typically no more than two consecutive three-year terms.	By the School Director. Term length is TBD.	By the School Director. The initial term for office is 3 years. After the initial term expires, the individual will continue to serve on a yearly basis with the approval of both the school director and the program chair.	By the School Director. Initial appointments are 3 years, renewable on a year-to-year basis as agreed upon by faculty member and School Director. **Related position:** Undergraduate Coordinator. Primary contact between the students/prospective students and the

				program. Appointed in a similar way to the Program Chair.
Evaluation of Program Chairs	By the School Director. 35% teaching, 40% research, and 25% service	No statement in the School policy.	No statement in the School policy.	35% teaching, 45% research, and 20% service. **Undergraduate Coordinator:** 40% teaching, 45% research, 15% service.
Compensation/ Reward Structure	One course release per academic year.	Department Chairs are faculty members who receive course release per academic year to perform administrative and leadership duties. (The policy doesn't specify the number of course releases.)	One course reduction per academic year and/or other compensation as agreed upon by the chair and school director.	6-18 points or 1.5-4.5 credits of teaching release per academic year, based on size of department and corresponding workload. **Undergraduate Coordinator:** 6-12 points or 1.5-3.0 credits of teaching release per academic year, based on size of department and corresponding workload.

Responsibilities: Department/Program Chairs are responsible for the leadership, administration and operation of the academic program(s) in their department. A complied list of general responsibilities across the four school is as follows (Appendix A provide the current documented department/program chairs responsibilities by school):

Leadership:

- serve on the Leadership Team of the school
- contribute to development of school strategy and strategic initiatives
- develop a strategy for programs that align with the strategy of the school, college, and university
- assist with efficiently and effectively deploying faculty resources and appropriating department budgets/funds
- lead efforts to identify new opportunities for program growth and improvements
- convene departmental/program meetings as needed

Department Administration and Operations:

Curricular
- provide information and respond to questions about the program
- assist with maintaining current program information check sheets and websites
- rule on transfer of credits and course equivalencies

- approve curricular proposals/changes
- approve student entrance and completion of curricular requirement for graduation, major, minors, certificates, etc.
- oversee scheduling of classes and faculty teaching assignments
- approve grader and teaching assistants
- coordinate and assist with the assessment and accreditation activities
- identify lab/equipment/software needed to support program

Student Recruitment and Retention
- organize and assign the advising for majors
- provide information about career opportunities and graduate study
- support and help plan college/school student recruitment events

Faculty Evaluation & Development
- assist with addressing faculty concerns
- assist with evaluating faculty performance and provide input into the annual review process and tenure and promotion cases
- assist faculty in setting career goals and professional development
- assist with of sabbatical applications reviews
- assist with reviewing faculty proposals for funding (conferences, equipment, software)
- assist with developing a plan for strategically managing faculty resources
- prepare supporting documentation for new/replacement faculty position
- assist with faculty recruitment and establishing search committees, including identifying and recommending part-time faculty

Advice: Below is advice elicited from current chairs to those interested in serving as a department/program chairs:

- Have a clear understanding responsibilities and time commitment (beyond 9-5 and possible work over summer)
- Shadow the current chair and having access to his/her calendar
- Have a pro forma calendar for the next year for the incoming chair
- 1-yr transition phase b/w current and new chairs (like a chair-elect) so the transition was smoother Also, a Chair mentoring activities and engagement with chairs from other schools even (possibly, a monthly chair breakfast to help facilitate this)
- Have some sort of leadership training for personnel stuff (dealing with faculty, students, conflicts, etc.)
- Negotiate suitable compensation arrangement – course release, summer support, or additional fund.
- Negotiate annual review percentages to reflect the change in academic duties (possibly separating out administrative duties from service activities)
- The director should be willing to work with the chairs – transparency, accountability, and support, all in good measure
- If you are working towards a promotion you should seriously considering NOT serving

Charge #2: Investigate the need for a college-wide grant writer to assist faculty in locating, writing, and submitting grant applications.

Progress with the charge: *Tabled.* The charge was tabled until more is known about the progress/performance of the research seed grant program (scheduled to be revisit next academic year).

Charge #3: Follow-up on the 2010 ad hoc committee investigation of tenured and tenure-track workload to determine if scholarship, teaching, and service workloads have improved, remained the same, or increased. (Non-Tenure Track Ad Hoc Committee charged with investigating non-tenure workload.).

Progress with the charge: *Tabled(FA18), Redirected (SP19).* The charge was tabled in FA18 as the Associate Dean for Academic Affairs is working on this (the committee has offered to be a "sounding board" for how workload is to be defined and calculated). In late SP19, the charge was reassigned to the committee as a fact gathering initiative to look at how workload is defined with respect to our peer institutions and specifically how online teaching has impacted workload.

Charge #4: Investigate issue of make-up exams on campus in relation to what the current policy states and the current practices of each school about how make-up exams are handled. (Coordinate with Undergraduate Studies Committee. Carried over from 2016-2017.). Specially, (1) how is it working? and (2) what improvements can be made.

Progress with the charge: *Completed.*

Additional Information:
In the academic year 2016-2017, the Faculty Affairs Committee and the Undergraduate Studies Committee recommended the creation of a testing center to conduct make-up tests on campus. During the current academic year, both committees continued to work on this charge together and in coordination with Ken Miller, Senior Director of Campus Planning and Student Affairs. After the location and staffing decisions were finalized in Fall 2017, the make-up testing center has become fully operational in Spring 2018.

The tests are proctored through the Registrar's Office, and the testing center is located in Lilley 201. The room has 25 seats and is equipped with computers. The availability of the testing center is announced at the start of each semester, and the make-up exam dates and times are to be selected by the instructor and student within the room's availability. Faculty are asked to submit a web form available at https://intranet.bd.psu.edu/intranet/exam-makeup to schedule an exam.

Results: Overall very few faculty use or know of the make-up exam services (see Appendix B: Make-up Exam Services for response data). Most faculty have very few students taking a make-up exam and in some case are required by their department/program to monitor their own exams. Other use Examsoft to administer make-up exams. The main issues from those that use the service was the limited number of set testing time and the availability of a proctor.

Charge #5: Look into ways to query faculty with regard to their opinions on the establishment of a Behrend common hour in order to determine whether a common hour at Behrend is needed or desired.

Progress with the charge: *Dismissed.* The committee was informed that the University currently has plans to revisit establishing a common hour within all campuses.

Charge #6: Recommend ways to improve attendance at Faculty Senate meetings.

Progress with the charge: *Completed.*

Additional Information:
The committee collected data from faculty with respect to three questions: (1) If you do not regularly attend Faculty Senate meetings, please state the main reason why (2) If you do regularly attend Faculty Senate meetings, please state the main reason why, and (3) What could/should be done to get faculty to regularly attend Faculty Senate meetings. We had a targeted rate of 50% of faculty within school. Appendix C: Faculty Senate Attendance contains the data collected.

A summary of the findings is as follows:

Main reason why faculty DO NOT regularly attend Faculty Senate meetings:
- Not aware of meetings or informed about in a timely manner
- Conflicts with meeting times (because of class, other meeting, advising, office hours, other obligations)
- Lack of perceived value (not interesting, no benefit to the individual, or proposed actions/issues have no impact on school, college, and/or university)

Main reason why faculty DO regularly attend Faculty Senate meetings:
- Obligation (i.e. serving as committee chair, believe in shared governance)
- To be informed about what is going on at the college and/or university level
- Opportunity to meet/visit/socialize with faculty across the campus

Suggestion to improve attendance

    Short-term (relatively easy to implement)
- Offer the meeting over Zoom/Webinar and record the meeting (use a discussion board or other method to gather feedback)
- Work to reduce conflicts (establish meeting times early, select times with few class conflicts, send out email reminders)
- Offer food or add a socializing portion to the meeting
- Improve the agenda (themed, more focused/narrow)
- Better explain the role of college committees/faculty senate

    Long-term (implementation will be more involved)
- Establish a common hour to conduct meetings

- Conduct discussion of important issue with faculty prior to decisions being made; rather being informed a decision after the fact
- Demonstrate that actions or suggestion by Faculty Senate are taken seriously by administration and do have an impact
- Restructure Faculty Senate to function like a senate. Have faculty elected to Behrend's faculty senate then be assigned committees or stipulate that the members elected to the individual committees are all Faculty Senate and are responsible for representing the faculty in their school.
- Have committees submit recommendations/reports a month or so before the academic year ends so they can be discussed
- Department/program chairs should be required to represent faculty

Appendix A: Department/Program Chairs Responsibilities by School

Black School of Business

Program Chair

- Masters of Project Management (MPM)
- Masters of Business Administration (MBA)
- Interdisciplinary Programs
- Integrated Masters of Business Administration (iMBA)

Program Chair is:

- appointed by the School Director to serve a 1-3 year renewable term,
- responsible for the leadership, administration and operation of one or more academic program(s), and
- a member of the School Leadership Team

Responsibilities

Program Administration and Operation

- Develop a vision for the program aligned with the strategic priorities for the school
- Oversee all aspects – recruitment, program quality, student career advancement - of program
- Work with marketing & communication to promote program
- Curricular
  - Approve corrections to student degree audits (typically based upon faculty recommendations), students for graduation, course substitutions, independent study requests, dual majors, applications for minors, etc.
  - Develop a plan for scheduling of classes and work with area chairs on faculty teaching assignments
  - Approve curricular proposals/changes that are entered in the University curricular review process
  - Resolve student concerns (after first attempt at faculty-student resolution)
  - Develop and implement a curriculum review cycle and process for the graduate program
  - Design and execute articulation agreements for the graduate program
  - Present an annual report to the school on all aspects of the program

  AACSB

  - Maintain program faculty involvement in the accreditation process
  - Develop annual outcomes assessment report for their program(s
  - Lead AACSB Self-Studies with appropriate faculty input
  - Communicate and meet with AACSB program evaluators during accreditation visits

- o Chair and ensure that meetings of the program's Advisory Board are held at least once a year

Other

- o Participate in School Leadership Team meetings
- o Special projects assigned by the director
- o Lead/participate in the execution of one or more strategic priorities tied to vision and mission

Compensation: 1 course release per academic year*

Annual Evaluation components: 35 % teaching, 40 % research, 25 % service*
*Existing contracts in place will honored as agreed upon. Resident MBA & Pittsburgh MBA, iMBA – 2 course reduction per academic year.

A program chair typically serves no more than 2 consecutive 3 year terms.

When faculty members hold multiple positions, the compensation structure will be negotiated with the primary goal of keeping the goal consistent across other program chairs. The school director may revise the responsibilities as needed.

Department Chair

- Accounting & MIS
- Finance & Economics
- Management & Organization
- Marketing & Project Management and Supply Chain

Department Chair is:

- appointed by the School Director to serve a 1-3 year renewable term,
- responsible for the leadership, administration and operation of their academic area(s), and
- a member of the School Leadership Team

Responsibilities

Area

- o Develop a vision for the area aligned with the strategic priorities for the school
- o Work with associate director on curricular and student issues pertinent to the department
- o Oversee quality of course offerings by faculty in their area
- o Prepare teaching schedules to meet the needs of business programs
- o Monitor course enrollments and adjust schedule accordingly

o   Responsible for efficient and effective use of faculty resources
o   Work with associate director and associate chair for career advancement of students in your area
o   Lead efforts to identify new opportunities for growth and develop new programs
o   an annual report to the school on developments in the area

Faculty Growth & Development

o   Serve on the School Annual & Extended Review Committees, evaluating faculty performance. Chairs are expected to have ongoing communication with faculty about career goals and professional development and assist the director on tenure and promotion cases.
o   Discuss and conduct initial review of sabbatical applications with faculty.
o   Address faculty concerns.
o   Recommend faculty travel support to conferences to Director.
o   Recommend mentors for new faculty to Director.

Faculty Resource Management

o   Develop a 5 year plan for strategically managing faculty resources
o   Prepare supporting documentation to make a case of new/replacement faculty position
o   Recommend faculty search committees to School Director
o   Identify and recommend part-time faculty to director

Other

o   Participate in School Leadership Team meetings
o   Special projects assigned by the director*
o   Lead/participate in the execution of one or more strategic priorities for the school

Compensation: 1 course release per academic year

Annual Evaluation components: 35 % teaching, 40 % research, 25 % service

An area chair typically serves no more than 2 consecutive 3 year terms.

*To balance the workload among department chairs, the chair for management and organization may be assigned more special projects as the area does not have a major at the UG level.

When faculty members hold multiple positions, the compensation structure will be negotiated with the primary goal of keeping the goal consistent across other program chairs. The school director may revise the responsibilities as needed.

School of Engineering

Department Chairs are:
- appointed by the School Director (term length is TBD),
- faculty members who receive course release per academic year to perform administrative and leadership duties,
- responsible for the leadership, administration and operation of their academic program(s),
- members of the School Leadership Team and serve as an advisor to the School Director.

School Leadership Team Responsibilities
- Participate in School Leadership Team meetings.
- Advise school administration on strategic directions for their Department(s) and the School.
- Participate and contribute in strategic planning functions (Annual Leadership Retreat, Board of Visitor meetings, etc).
- Contribute to important initiatives for the School, such as new program development.

Program Administration and Operation
- Delegate and assign tasks to faculty in their Department for initiatives that ensure the operation, technical currency, and growth of the academic program. Examples are student recruiting, assessment, coordinating Industrial Advisory Committees, and new curricular initiatives.
- Curricular Role
    ○ Approve corrections to student degree audits (typically based upon faculty recommendations), students for graduation, course substitutions, independent study requests, concurrent majors, applications for minors, advance standing, etc.
    ○ Develop faculty teaching assignments.
    ○ Oversee scheduling of classes.
    ○ Approve curricular proposals/changes that are entered in the University curricular review process.
    ○ Resolve student concerns (after first attempt at faculty-student resolution).
    ○ Develop 3-2 and articulation agreements.
    ○ Approve grader and teaching assistants.
- Oversee and ensure integrity of ABET/CQI processes for their academic program
    ○ Maintain faculty involvement in the ABET process (recognizing that faculty have an important role to play in this process).
    ○ Develop annual outcomes assessment report for their program(s), as well as track CQI initiatives.
    ○ Lead development of ABET Self-Studies with appropriate faculty input.
    ○ Communicate and meet with ABET program evaluators during accreditation visits.
    ○ Chair and ensure that meetings of the Department's Industrial Advisory Committee are held regularly.

- Faculty Growth & Development
    ○ Serve on the School Annual & Extended Review Committees, evaluating faculty performance. Thus Chairs should have ongoing communication with faculty about career goals and professional development.
    ○ Meet with faculty in their department for annual reviews.
    ○ Discuss and conduct initial review of sabbatical applications with faculty.
    ○ Address faculty concerns.

- Recommend faculty travel to conferences to School Director.
- Recommend mentors for new faculty in consultation with Director.
- Organize and run faculty meetings for their academic Department.
- Identify lab/equipment/software purchase needs relevant to their department. Provide recommendations for equipment/lab/software purchases to Associate Director.
- Oversee department budget.
- Approve purchases up to $1,000 for materials for the operation of their department.
- Faculty Hiring
  - Recommend faculty search committees to School Director.
  - Serve as primary communication interface to potential faculty in hiring process.
  - Identify and hire part-time faculty.

School of Humanities and Social Sciences

A) The program chair will be appointed by the school director.

B) The initial term of office for a program chair will be three years.

C) After the initial term expires, the individual will continue to serve on a yearly basis with the approval of both the school director and the program chair.

D) The program chair will receive one course reduction per academic year and/or other compensation as agreed upon by the chair and school director.

II. DESCRIPTION OF DUTIES

A) The program chair will serve as the main resource person for the major, e.g. he or she will:
   - respond to questions from any source about the program
   - provide information about the program

B) The program chair will direct advising for the program, including but not limited to all of the following:
   - organize the advising for majors
   - rule on transfer of credits and course equivalencies
   - ratify degree audits for graduation
   - sign declaration of major and minor forms
   - maintain program check sheets
   - make sure information about the program is up-to-date on HSS Web Site
   - provide information about career opportunities and graduate study
   - assist at registration

C) The program chair will play a major role in scheduling courses for faculty:
   - propose courses in the program to be offered each semester, ensuring proper sequencing to permit students to complete degrees on time
   - work with HSS front office to create course schedule

D) Program Development
   - monitor program and propose improvements
   - oversee preparation of materials for submission to curricular affairs committees
   - maintain contact with departments at University Park and other University locations
   - faculty recruitment
   - represent program needs in strategic planning and assessment

E) Administer Budget, for incidental instructional and recruitment expenses, when available

F) Communications liaison

- convene meetings of program faculty as needed for consultation
- advise school director on issues relating to the program
- represent the program at program chair meetings
- circulate information about conferences, fellowships, etc.
- Develop relationships as needed with faculty at other campuses in related disciplines (e.g., regular contact by phone, letters, conferences, etc.)

Student and Faculty Recruitment
- participate in the college's student recruitment events (e.g., orientation, open houses)
- plan and help implement faculty recruitment
- provide texts on program for University publications
- innovate recruitment activities to build program

G) Other duties may be assigned as needed

School of Science

Department Chairs are responsible for the leadership, administration and operation of the academic program(s) in their department. Department Chairs will serve as members of the School Leadership Team and serve as advisors for the School Director.

The Department Chairs are:

- Faculty members appointed by the School Director
- Compensated for the position with 6-18 points or 1.5-4.5 credits of teaching release per academic year, based on size of department and corresponding workload
- Initial appointments will be three years, renewable on a year-to-year basis as agreed upon by faculty member and School Director

The Department Chair's responsibilities include, but are not limited, to the following:

School leadership:

- Serve on the School of Science Leadership Team
- Advise Director on annual review of faculty within their departments
- Contribute and participate in School-wide initiatives

Department administration and operations:

- Coordinate activities and initiatives within the program including assigning and delegating task to faculty in the program.
- Lead strategic efforts in the program
- Serve as representative of the program to outside constituents, represent the program to relevant professional communities
- Organize and run department faculty meetings
- Develop and monitor departmental budget. Approve all purchases, and coordinate the ordering of supplies for laboratories in collaboration with the responsible technicians
- Oversee course scheduling
- Develop teaching assignment and maintain records of faculty point loads
- Coordinate curricular development, including course and curriculum proposals and frequency and type of course offerings
- Oversee program technicians and lab coordinators
- Approve and assign graders and teaching assistants
- Review and approve curricular proposals that involve program(s) within department
- Coordinate implementation and reporting of program assessment
- Organize and oversee faculty searches including assignment of search committee; serve as primary departmental contact for candidates
- Identify, provide hiring recommendations and facilitate reviews of part-time faculty
- Assistant in resolving faculty issues
- Assistant in resolving student issues

Appendix B: Make-up Exam Services

Black School of Business Data

An email was send out to all BSCH faculty asking about their experience with the make-up exam services, only one response was received. The response is as follows:

> *I just wanted to send a quick note since I have used the testing center a few times over the past two years. I think it is a nice asset overall. The only thing I would like is a 24-hour window instead of 48-hours. When a student misses an exam and I need to schedule a make-up, using the testing center typically requires one week (unless the student lets me know ahead of time) between scheduling with the student, then scheduling with the test lab. I would probably use it more if there was a guaranteed testing time (since the times they have now may not be honored if a proctor is not available). At the same time, I completely understand why there is a 48-hour requirement and am appreciative of what the center does!*

School of Science Data

Faculty in the School of Science were sent an electronic survey asking about their use of, and perceptions of, the exam proctoring services offered by the Registrar for Spring 2019.

N=17

Did you use the exam proctoring service during the Spring 2019 semester?

Of the 17 that responded, 16 (94%) had NOT used the service and 1 (6%) had used the service

If you did use the service, how would you rate your overall satisfaction?

      1 - Somewhat satisfied   16 -NA – did not use

Please describe why you rated the above as you did:

- The hours of availability of this service is very limited, and the availability of a proctor during the stated times of availability has sometimes been limited

If you did not use the service, please explain why you did not.

- Not needed
- Did not need – timeframe required for make-up is too short to warrant using the service
- Proctor my own – it's what I've always done

- Gave it myself. It's more work/time to arrange a proctor (and I'm already being paid to do this job!) Proctors cost the college; I'm paid no matter the extra time I spend and I feel it's my responsibility
- Not enough availability; easier to just have the students take the test in my office or in the conference room near office.
- Did not need – Handle my own. Most faculty handle make-up themselves
- According to discipline policy - Faculty must proctor exams
- I generally proctor my own exams and my class sizes are small (10-27 students)
- I was always able to give make-up or proctored exams during my office hours.
- At most I have one or two students who need to makeup an exam and it has been easier to facilitate that myself. Doing it myself I am present if they have any questions, which is my biggest worry when using a proctor service.
- Wasn't aware of the service, plus we use Examsoft, an online testing software – are they aware of the use of Examsoft.
- I had the few students (4) that needed to take an exam and get extra time take it at the disability services. In the past, I have relied on other faculty to help give an exam in a separate room (convenient to my office) if needed. I think if that I didn't have a close room or a faculty member that couldn't help out, I would use this service (and may in the future if the circumstances are right).
- I honestly forgot that we could use this service and I wanted to see how things went with Examsoft. In the future, if this service is offered, I plan to take advantage of it.
- I do not use the service because the exams I give utilize a statistical software package, therefore very few students miss exams and when they do, they like to take the exam with me near by to help with software issues.

What process do you, or your department, implement to support make-up exams?

- I don't think that there is a formal process
- I give students a day or two to make-up during office hours
- Again, according to our policy, faculty must proctor their own exams
- Most faculty just handle their own make-up exams
- I don't like to give them at all so no support from me
- Thankfully we usually have an administrative assistant available to proctor fpr make-up exams
- In mathematics, faculty establish there own rules for giving make-up exams. Implementing policies department or School of Science wide has been difficult, as we as faculty tend to be stuck in our ways.
- I do not think we have a departmental policy
- I only give make-up exams in documented cases of illness, injury, military service or participation in university sanctioned events

Appendix C: Faculty Senate Attendance

Black School of Business

Responses (43) – similar responses and indicated number of like responses in parenthesis

1. If you do not regularly attend Faculty Senate meetings, please state the main reason why.
   - Due to conflicts (other meetings or classes at that time) (16)
   - Too busy with many other obligations (9)
   - Never thought they were particularly interesting/informative (8)
   - What is the value of involvement? (4)
   - Not sure whether the decision or proposals from the Senate can be really actualized and become effective to be beneficial to myself -> no clear how our input impact the decision of Penn State (4)

2. If you do regularly attend Faculty Senate meetings, please state the main reason why.
   - Want to keep up with what is happening at Behrend and UP (2)

3. What could/should be done to get faculty to regularly attend Faculty Senate meetings
   - Offer the meeting over Zoom/Webinar and record the meeting (use a discussion board or other method to gather feedback)
   - Restructure Faculty Senate to function like a senate. Have faculty elected to Behrend's faculty senate then be assigned committees or stimulate that the members elected to the individual committees are all Faculty Senate and are responsible for representing the faculty in their school.
   - Have committees submit recommendations/reports a month or so before the academic year ends so they can be discussed

School of Engineering

Responses (13) – similar responses and indicated number of like responses in parenthesis

1. If you do not regularly attend Faculty Senate meetings, please state the main reason why.
Lack of time in my schedule.

- Attended half of the meeting so far. Sometimes I forget about the meeting, sometimes the time is during one of my classes.
- Class conflict.
- Poorly scheduled. Lots of topics that are not important to me.
- Time conflict
- Have class or meeting at same time
- Scheduling conflict, unaware of issues
- Meetings usually during class time
- Because I am new and don't know how important it is
- Time/location
- It seems the audience opinion does not matter. I have attended several times and got disappointed
- Class conflicts
- Never been available during that time
- Not aware

2. If you do regularly attend Faculty Senate meetings, please state the main reason why.
- Attended half of the meetings so far. I'd like to attend to learn news about the college and new policies/changes
- Like to keep up-to-date on faculty/campus info
- Food and socialization

3. What could/should be done to get faculty to regularly attend Faculty Senate meetings
- Work on timing. Many have conflicts.
- Send email notice ahead of time. Arrange different timeframe
- Narrow down agenda. Find better times – happy hour?
- Some common time needs to be schedule
- Food
- Remind during faculty meeting
- The chair could be charged to be more receptive of faculty opinions
- Food, central location, switch day/time of week across semester (*Burke is central to us)
- Have the meeting in AMIC building
- A few reminders

School of Humanities and Social Sciences

Responses (20)

1. If you do not regularly attend Faculty Senate meetings, please state the main reason why.
Lack of time in my schedule.

- There is excessive repetition of information covered in school meetings (in other words, doesn't seem like a need to go to both) and way, way too much time (historically) spent by the undergraduate student government leadership.
- It is typically at the end of the day and I am exhausted or need to go home for childcare purposes. On days when I am not on campus it is an awkward time (again childcare) to come to campus for an hour.
- They are frequently scheduled while I am in-class.
- I do not have the impression that this body has the authority to effect meaningful change.
- I try to make them, but sometimes my childcare needs have more precedent.
- The glacial pace of change; the paternalistic way in which policies are implemented; no common hour
- They are scheduled during my teaching assignment. Other times, they are scheduled late evening which is in conflict with some family commitments.
- They are late in the day, when I am either teaching or on my way home. My teaching day starts at 8 a.m., and a 4:30 meeting doesn't fit that schedule well.
- Scheduled at times when I cannot attend
- I attend these meetings when they do not conflict with my teaching schedule.
- Busy. I try to attend at least one per semester.
- Timing, not sure what is on the agenda, not sure if they are worth my time rather than work on teaching prep or writing.
- I am teaching class, or working in the Strategic Communication office.
- When my schedule permits, I attend
- No - the Faculty Senate does not take up major issues confronting faculty, especially those in my School.
- The class I teach is scheduled at the same time as the meetings.
- Time is bad. Not offered via zoom.
- The meetings are often at the same time that I am teaching
- Little of consequence is accomplished. This appears to be a forum for those who need attention and a platform, but few proposals that have teeth are ever advanced. Some, very vocal, members are off putting. Moreover, their persecution complexes are tiresome in the extreme. Finally, the Behrend administration gives mere lip service to faculty governance. Those at the top are not truly interested in working collaboratively or consultatively with the faculty.

2. If you do regularly attend Faculty Senate meetings, please state the main reason why.
- I go when I am chairing a committee.
- I want to know what is going on--whatever it may be--to keep myself abreast of the current of the department.

- When I attend, it is because a particular issue is being addressed where my voice might make a difference
- To be informed about all the updates
- I attend whenever the meeting day/time does not conflict with my teaching schedule. I like to attend to hear what is happening both on campus and university-wide and also participate in shared governance at the college level because I want to make a positive difference on my campus and for my colleagues.
- It is important
- Important to have a voice in decisions, learn important information.
- shared governance is important--decisions are made by those who show up
- I do not attend often
- To keep informed of campus and university happenings. To have a voice in our campus governance.
- I want to believe that my voice will be heard, and that I shall be part of the discussions that go on regularly at FC and FS. After all, the decisions that often times are made there affect us all!
- 1. To get important info 2. To see colleagues I do not otherwise see
- I do not attend Faculty Senate meetings regularly, nor do I intend to do so.

3. What could/should be done to get faculty to regularly attend Faculty Senate meetings
- A common hour.
- Themed agendas (special focus, clearly applicable to faculty); PLEASE limit the student government's time; have committees report at staggered times during the academic year *or* submit brief written updates (not every committee talking every time). Truly not trying to be sarcastic, I have served on FC and know it is challenging.
- I would like to attend more, but the time is a killer. If we could do it as a lunch meeting (back to the issue of a common hour) I would be more likely to attend.
- Vary what times and days of the week they are scheduled for, in order to allow faculty more opportunities to attend, even if they miss one due to class or other responsibilities.
- I'm not sure. Perhaps discussing new information rather than repeating information?
- A common hour and evidence that shared governance does indeed exist
- I understand that scheduling the meeting in a time that is suitable for all faculty members is almost impossible, so I would like to propose two suggestions: 1- The faculty member gets permission to cancel his/her class sessions that are in conflict with the faculty senate meeting time. 2- To live stream the meeting through zoom - for example - and allow us to watch it and/or participate in it.
- Meet during the "common hour" when nobody is teaching. Not at the end of the day, not at 8 a.m., at noon, and make it possible for people to attend.
- Make them at end of day (after 4 PM, even after 5 PM), provide examples of recent Faculty Senate accomplishments that benefit the faculty who elected them
- I would like to see issues that affect any of our faculty being presented and discussed prior to any decisions being made so that faculty have been given an opportunity to have their points of view be considered in such decisions since this is what I believe shared governance and transparency to be. Meetings should be scheduled with faculty schedules in mind to help

promote attendance at these meetings. Something else which would promote attendance is administration taking the lead in modeling transparency and shared governance. When people feel that their opinion matters and they can express that opinion in an environment which is safe, then more faculty would not only attend but participate in governance at the college level. In addition to this, if faculty actually see positive and tangible results happen as a result of their participation, this fosters trust and collaboration rather than fear and/or the feeling that their efforts do not matter.

- 1. Stipend 2. Coffee/cookies with 15 minute social hour before and after.
- Offer food and have them during the lunch hour, help faculty feel like their needs are actually being met.
- Can you stream the event or record it to let people view it when they have time?
- Don't know--people should care
- Address the issues that really concern the faculty such as the erosion of joint governance at the College, the corporatization of the College's top and school management, the continual adding of demands that faculty do more and more, the changing the "merit" pay system to reflect differentials in faculty teaching loads and faculty inputs other than SRTEs. One could go on.
- Allow zoom to be used for people to interact from home. Make it at the lunch hour. Stop scheduling any and all classes during lunch and make that a common hour. This is unhealthy for every single person on campus.
- I find late afternoons easier to arrange my schedule to attend. But, I know there are some classes then. Without a common hour, it is difficult to find a best time. I do like when a guest speaker or a specific topic of discussion is announced ahead of time.
- Themed meetings, encourage school directors and program chairs to talk up/ advertise when meetings take place, refreshments are always nice
- I doubt that attendance will improve, especially given the lack of confidence in the current administration and the extent to which those at the top (in Glenhill) flaunt faculty prerogatives.

School of Science

Responses (27) – similar responses and indicated number of like responses in parenthesis

1. If you do not regularly attend Faculty Senate meetings, please state the main reason why.
   - Not interested in any of the topics (1)
   - Class conflict (8)
   - Overall conflict (class, research, personal, etc.) (8)
   - The published minutes is enough (1)

2. If you do regularly attend Faculty Senate meetings, please state the main reason why.
   - I feel it is important to be informed and active (4)
   - Informational and networking (1)
   - Don't see benefit either because nothing seems to get done, there is little communication from administration (why or why not act on recommendations) or because there is no value placed on service from administration (4)
   - Too much bureaucracy (1)

3. What could/should be done to get faculty to regularly attend Faculty Senate meetings
   - Discuss more important issues
   - Have the administration provide more feedback regardless of outcome so faculty know they are being listened to
   - Survey times that work better (2)
   - Restructure senate to act more like University Senate with votes and representation from schools. Do away with faculty council and move those discussions to faculty senate so everything is more transparent.
   - Record meetings or allow for zoom attendance
   - Incentivize or give service credit
   - Better explain the process of college committees/senate
   - Make meetings more valuable including topic of what's happening and why its important
   - Give food
   - Pressure from directors
   - Common hour
   - Faculty want to bring up and discuss issues that are hot for them. So perhaps more regular agenda items that are "open mic." At the same time, though, faculty do not want to hear the same people complain about the same things all the time – so there would have to be some sort of limitations to the open forum.
   - Provide an agenda and what will be covered at the meetings (If available)
   - Not sure...I feel as if attendance won't change much (just my opinion)
   - Enforce attendance for those who don't teach during faculty senate meetings
   - Make a survey each semester to see when is the best time (when most faculty can attend)
   - Not really sure – I'm likely no longer convincible
   - Need to see value – what has Senate done/achieved – share annual report – what are they working on

- I'm not sure unless meetings were scheduled a semester ahead of time and faculty schedules were tweaked accordingly, but I understand that's a massive undertaking