

AGENDA

Penn State Berks Senate

Monday, September 21, 2015

1:00-2:30 PM

121 Gaige

- **Call to Order**
- **Additions, Corrections, and Approval of Minutes of April 27, 2015 meeting**
- **Announcements and Reports by the Chair**
- **Reports of Officers, University Senators, SGA President, and Student Senator**
 - Vice Chair Nasereddin
 - Secretary Greenauer
 - Senator Aynardi
 - Senator Snyder
 - SGA President
 - Student Senator
- **Comments and Announcements by Administrators**
 - Chancellor Hillkirk
 - Senior Associate Dean Esqueda
- **Unfinished Business**
- **Motions from Committees**

- Motion from the Executive Committee to approve the meeting dates (**Appendix A**)
- Motion from the Executive Committee to approve the committee chairs (**Appendix B**)

- **Informational Reports**

- Berks Senate Committee Rosters (**Appendix C**)
- Berks Senate Committee Charges (standing charges and other) (**Appendix D**)

- **New Legislative Business**

- **Forensic Business**

- Discussion of "Penn State Values" that was implemented by the university during the summer - Senior Associate Dean Esqueda
- Discussion of the revised learning objectives for the domains in the General Education restructuring - Senator Aynardi (**Appendix E**)

- **Comments for the Good of the Order**

- **Adjournment**

Penn State Berks Senate
April 27, 2015
1:00-2:30 PM, Room 121, Gaige Building

Attendees: Ali Alikhani, Mike Bartolacci, David Bender, Tricia Clark, Ruth Daly, Nancy Dewald, Bob Forrey, Katie Garcia, Nathan Greenauer, Bruce Hale, Samantha Kavky, Abdullah Konak, Sadan Kulturel-Konak, Joe Mahoney, Michelle Mart, Lauren Martin, Cesar Martinez-Garza, Ray Mazurek, Chrystine Mitchell, Mike Moyer, Mahdi Nasereddin, Rungun Nathan, Randall Newnham, Jayne Park-Martinez, JoAnne Pumariega, Malika Richards, Holly Ryan, Dave Sanford, John Shank, Jenifer Shannon, Alice Shaparenko, Stephen Snyder, Terry Speicher, Hartono Tjoe, Rosario Torres, Christian Weisser, Robert Zambanini (Faculty); Marie Smith (Staff); Pradip Bandyopadhyay, Kim Berry, Paul Esqueda, Walt Fullam, Keith Hillkirk, Janelle Larson, Belen Rodriguez Mourelo, Teri Sabatelli (Administration); Danielle Bellamy, Joseph Chletses, Devin Heckman, Jessica Hoag (Students)

1. Call to Order

2. Additions, Corrections, and Approval of Minutes of the March 16, 2015 –The Chair called for corrections, additions to the minutes; hearing none, a vote was called to approve the minutes; *the minutes were approved.*

3. Announcements and Reports by the Chair – I would personally like to thank everyone who has participated in the Senate during this past year; this has been a good year and the hope for next year is to further improve upon the communication between the local Senate and faculty as well as the University Senators and faculty. May I ask for all committee chairs to stand and be recognized? Thank you for your service. I know it takes a lot of time out your busy schedule but I really do appreciate it and I believe our colleagues do as well. I would like to also acknowledge our colleague, Dr. Mohamad Ansari, who will be installed at tomorrow’s University Senate Meeting as the Chair of the University Faculty Senate. According to Chancellor Hillkirk, it has been at least over a quarter of a century since a Chair was elected from Penn State Berks. I would encourage anyone who would like to attend tomorrow’s meeting to please do so. In the event that you did not already see it, the latest Gen Ed Taskforce Report was emailed a little over an hour ago for review. This report will be voted on tomorrow. Again, please take a look at it if you haven’t done so already and email any feedback you may have to members of the Berks Senate by no later than tomorrow afternoon.

4. Reports of Officers and University Senators

- **Vice-Chair Snyder** – Prior to my report, I would like to recognize Dr. Bartolacci for serving as Chair this year. On Monday, April 20, 2015, the campus faculty elected one of its colleagues to serve as the at-large representative on the College Promotion and Tenure Committee. I announced the winner of this election in an email to the faculty community on Tuesday morning. The election results display a participation rate of no less than two-thirds of faculty eligible to vote in such an election. Shortly after announcing the winner of this election, I was contacted by colleagues who did not cast a vote. I was asked to offer an opportunity to vote after the stated deadline or, if possible, to extend the election period. I did not receive any concerns during the election period. The requests reported a misunderstanding of the voting deadline as the email election announcement read Friday, April 20, not Monday, April 20. The requests noted the perception of a longer voting period, one ending the following Friday, which would have been April 24. After checking the document of record in this election, the electronic ballot, I confirmed that the ballot contained no error, and that the numerical date in the email announcement was correct. Neither document includes the date of April 24. I

confirmed the facts and the accuracy of the election process with the Senior Associate Dean for Academic Affairs, Dr. Esqueda. Upon consultation with Vice-Provost Bowen, Dr. Esqueda recommended re-running the election. The process to re-run the election will take place this afternoon.

Dr. Esqueda acknowledged and thanked Vice-Chair Snyder on conducting the election, commenting, he has done a great job. The Chair stated he was asked his opinion on this matter and in looking back on the Berks Senate Constitution, there was no mention of any such election so technically this falls under academic affairs. The Chair commented, this may be something we will need to add to the discussion for next year's Senate.

- **Secretary Zambanini** – All changes made for this year will be reflected on the Senate Web site by the end of June. Our Constitution revisions were approved by University Faculty Senate. I would like to give public thanks to God for inspiring me to do the job I needed to do as long as I did. I must excuse myself now to attend another meeting; however, I would like to take this opportunity to thank Chair Bartolacci for his service. The Chair thanked the Secretary for his service.

The following comments were made by the Chair after the Secretary's departure. The changes the Secretary was referring to had to do with the amendment that I eluded to a few minutes ago, which included changing the Constitution to ensure that the chair of Student Life Committee also chaired the Student Facility Fees Committee. This is an administrative committee and has a big responsibility. This needed to be done and next year, we will also take a look at the election piece so that whomever is Vice-Chair in the future will have the process in writing.

- **University Faculty Senate Chair-Elect Ansari –Not present**
- **Senator Aynardi – Not present**
- **Senator Nasereddin – No report**
- **SGA President Devin Heckman** – This will be my final report. It has been a great pleasure to work with everyone here. We had a fantastic year. The SGA allocated for student groups over \$90,000. We won 3rd place in the PepsiCo competition, which was a \$5,000 prize. We made and donated blankets to the American Cancer Society. Today, we're starting our second SRTE raffle of the year, this raffle is for students that complete their SRTE's. We like to raffle off nice prizes, last semester, we raffled off a Kindle Fire tablet. We also went out this past month and met with state legislators in Harrisburg to advocate for an increase in appropriations. As you are aware, the Governor's budget has more money for Penn State, which is being used for tuition.
- **Student Senator** – I would like to thank everyone for a great year. This has been an amazing opportunity and I look forward to making next year an even better year.

5. Comments and Announcements by Administrators

- **Chancellor Hillkirk** –
 - This is a very busy time and the next few weeks will be busy for all of us. Yesterday was our Academic Awards Ceremony; next Saturday will be the Student Leadership Awards Program and this evening is our Athletics Banquet.
 - Penn State Berks has participated in the United Way Campaign in Berks County for many years. This year, Penn State Berks was honored with the Carl E. Levan Award for outstanding dedication to the United Way Campaign during this past year. The Chancellor acknowledged Marie Smith, who puts in a tremendous amount of time and effort with the campaign as well as Dr. Randall Newnham and Tish Jepson, who were co-chairs this year, and the many volunteers who provide assistance year after year on the

campaign. United Way makes an enormous, positive difference in Berks County focusing on early literacy, which complements our mission. Penn State Berks will continue in its support of United Way in the years to come. Again, congratulations and thank you all for your hard work.

- The Chancellor commented on two reports included in today's agenda; the first one concerns student athletes. A reference was made concerning the GPA for student athletes. As of fall 2014, the GPA for student athletes was 3.04, which when comparing it to the overall average GPA for students of 2.95 for the same period, this is very positive. The efforts of both Drs. Bruce Hale, Kirk Shafer and others, who are supportive of our athletes, are very much appreciated. The other report concerns faculty salary comparisons. The Chancellor commented he works very closely with Dr. Esqueda with regard to this information and takes this data very seriously. Much data is looked at when making decisions concerning both faculty and staff salary comparisons and it will continue to be our focus this year and in the years to come.
- Assistance is needed with getting the word out to students in regard to the two commencement ceremonies being held on May 9. This change to two ceremonies is being done for two reasons, first is safety and the other is comfort. Concerns were raised after last spring's ceremony. Due to the size of the crowd in the gymnasium, it was very uncomfortable both aesthetically and safety-wise. Phone calls from students were recently received in the Chancellor's office with questions in regard to which ceremony they are walking in. We will be prepared for anyone who shows up for the wrong ceremony; however, it would be appreciated if you could again communicate this information to your students; the 10 AM ceremony is for EBC degree candidates and the 2 PM ceremony is for HASS and Science degree candidates. Dr. Madlyn Hanes will be the keynote speaker for both ceremonies. This has been a lot of additional work for many people who are here today and the cooperation is very much appreciated. Concerns with regard to this change have been expressed by some; however, all in all it is my belief that this change is positive; it reflects that Penn State Berks has now grown into full-fledged baccalaureate college with 20 undergraduate degrees that students can earn here at Penn State Berks.
- **Senior Associate Dean Esqueda –**
 - Please confirm your attendance for commencement by using the Google Docs link that was previously provided; we hope you can attend. As a reminder, faculty awards as well as promotion and tenure announcements will be made during the luncheon on May 9.
 - You are invited to attend the Celebrating Teaching Colloquium on Friday, May 8. This year, the topic will be Peer Review of Teaching. All faculty are peer reviewed one way or another either through the promotion and tenure process or during the 5-year extension reviews. In addition, most of you are also asked to peer review your colleagues so it is important that you understand the process and know how to evaluate teaching. The keynote speaker will be Jessica Schocker. Please respond if you do plan to attend so we may get an accurate count for the meal planning.

6. Unfinished Business – None

7. Motions from Committees –

- **Motion from the Faculty Affairs Committee to Drop the 2 HM Program (Appendix A)** – Since this motion comes from Faculty Affairs Committee, it needs no second. The rationale is that this was part of deal with University Park when we began

offering the 4-year program. The Chair called for a motion to approve; a vote was called and *the motion was approved*.

8. Informational Reports –

- **Informational Report from the Intercollegiate Athletics Committee (Appendix B)**
- **Informational Report from the Strategic Planning and Budget Committee (Appendix C)** - A comment was made that previous reporting of this information reflected more of a longitudinal analysis over the last 10 years, which also included ranking. It was suggested having this type of reporting, as a more historical point of view, was more beneficial. The committee chair requested the former report be sent to her for further review. Another comment was shared on the importance of having this reporting also include our adjunct faculty. The Chair reflected he will present these concerns to University Senate next year. A question was raised concerning the purpose of this exercise if nothing has changed over the years. The Vice-Chair stated a recommendation was made a few years ago to both the Chancellor and the Senior Associate Dean to look at these median salaries and make adjustments as necessary over time. It is his recollection that this has been acted upon in some ranks and adjustments have been made. The Chair clarified much of what comes before the Senate both at Penn State Berks and University Park are advisory in nature; we have no direct control over the Administration and what they choose to do with a recommendation; however, both our Chancellor and the Senior Associate Dean do take these things into account.
- **Report from the Academic Affairs Committee Regarding the Academic Regalia Issue (Appendix D)** – The Chair referenced this report and commented on the committee’s decision to uphold the current policy with regard to academic regalia.

9. New Legislative Business – None

10. Forensic Business - None

11. Comments for the Good of the Order – None

12. Adjournment

(APPENDIX A)

Penn State Berks Senate Meeting Dates,

Fall 2015 – Spring 2016

(Approved by the Penn State Berks Senate Executive Committee)

Senate Meetings Dates

- September 21, 2015
- October 19, 2015
- November 30, 2015
- February 15, 2016
- March 28, 2016
- April 25, 2016

Executive Committee Meeting Dates

- August 31, 2015
- October 5, 2015
- November 16, 2015
- February 1, 2016
- February 29, 2016
- April 4, 2016

(APPENDIX B)

Committee Chairs of the Penn State Berks Senate

Fall 2015 – Spring 2016

(Approved by the Penn State Berks Senate Executive Committee)

Chairs of the Penn State Berks Senate Committees				
Committee	Chairperson	Phone	e-mail	Term expires
Academic Affairs	Cesar Garza	396-6438	cxm58@psu.edu	2016
Executive	Mike Bartolacci	396-6175	mrb24@psu.edu	2016
Faculty Affairs	Mahdi Nasereddin	396-6311	mxn16@psu.edu	2016
Intercollegiate Athletics	Ray Mazurek	396-6176	ram2@psu.edu	2016
Physical Facilities and Safety	Ada Leung	396-6186	cx151@psu.edu	2016
Strategic Planning and Budget	Sudip Ghosh	396-6346	sxg38@psu.edu	2016
Student Life	Nathan Greenauer	396-6178	raz3@psu.edu	2016

(APPENDIX C)

Committee Roster of the Penn State Berks Senate

Fall 2015 – Spring 2016

(Approved by the Penn State Berks Senate Executive Committee)

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

EXECUTIVE COMMITTEE (5 members, 5 voting, quorum = 3)				
Member	Title	Phone	e-mail	Term expires
Mike Bartolacci	Chair University Faculty Senator	396-6175	mrb24@psu.edu	2016 & 2017
Mahdi Nasereddin	Vice Chair University Faculty Senator	396-6311	mxn16@psu.edu	2016 & 2017
Nathan Greenauer	Secretary	396-6178	raz3@psu.edu	2016
Martha Aynardi	Parliamentarian University Faculty Senator	396-6228	mwal@psu.edu	2016 (both)
Steve Snyder	University Faculty Senator	396-6277	sjs29@psu.edu	2019

Chairs of the Penn State Berks Senate Committees

Committee	Chairperson	Phone	e-mail	Term expires
Academic Affairs	Cesar Garza	396-6438	cxm58@psu.edu	2016
Executive	Mike Bartolacci	396-6175	mrb24@psu.edu	2016
Faculty Affairs	Mahdi Nasereddin	396-6311	mxn16@psu.edu	2016
Intercollegiate Athletics	Ray Mazurek	396-6176	ram2@psu.edu	2016
Physical Facilities and Safety	Ada Leung	396-6186	cx151@psu.edu	2016
Strategic Planning and Budget	Sudip Ghosh	396-6346	sxg38@psu.edu	2016
Student Life	Nathan Greenauer	396-6178	raz3@psu.edu	2016

**ACADEMIC AFFAIRS
(12 members, 9 voting)**

Member	Title	Phone	e-mail	Term expires
Jessica Schocker	Representatives from HAAS Division	396-6457	jbs213@psu.edu	2016
Holly Ryan		396-6333	holly.ryan@psu.edu	2017
Joe Mahoney	Representatives from EBC Division	396-6459	jmm694@psu.edu	2016
Malika Richards		396-6096	mur12@psu.edu	2016
Cesar Garza (Chair)	Representatives from Science Division	396-6438	cxm58@psu.edu	2016
Shannon Nowotarski		396-6005	sln167@psu.edu	2017
John Shank	Library Representative	396-6246	jds30@psu.edu	2016
Mike Bartolacci	University Curricular Affairs Representative	396-6175	mrb24@psu.edu	2016
Paul Esqueda	Associate Dean (non-voting)	396-6417	pue1@psu.edu	n/a
Dave Bender	Registrar	396-6090	dsb@psu.edu	n/a
Lisa Glass	Acting Chief Information Officer (non-voting)	396-6190	lmg9@psu.edu	n/a
Jon Shanfelder	Student Representative	717-673- 7461	jgs5277@psu.edu	2016

FACULTY AFFAIRS (7 members, 6 voting)				
Member	Title	Phone	e-mail	Term expires
Mahdi Nasereddin (Chair)	Representatives from EBC Division	396-6311	mxn16@psu.edu	2016
Sinan Tas		396-6188	Sut12@psu.edu	2016
Erin Johnson	Representatives from HASS Division	396-6143	eem139@psu.edu	2017
Kesha Morant Williams		396-6218	kmm410@psu.edu	2016
James Karlinsey	Representatives from Science Division	396-6182	jmk48@psu.edu	2017
Robert Forrey		396-6366	rcf6@psu.edu	2016
Paul Esqueda	Associate Dean (non-voting)	396-6417	pue1@psu.edu	n/a
INTERCOLLEGIATE ATHLETICS (13 members, 13 voting)				
Member	Title	Phone	e-mail	Term expires
Michael Simon	Representatives from EBC Division	396-6448	mjs71@psu.edu	2016
Mitch Zimmer		396-6334	miz1@psu.edu	2016
Ray Mazurek (Chair)	Representatives from HASS Division	396-6176	ram2@psu.edu	2016
Chrystine Mitchell		396-6204	ccm19@psu.edu	2016
Ben Infantolino	Representatives from Science Division	396-6153	<u>bwi100@psu.edu</u>	2016
Michael Fianza		396-6330	maf100@psu.edu	2016
Bruce Hale	Faculty Athletic Representative	396-6156	<u>bdh1@psu.edu</u>	2016
Teri Sabatelli	Director of Student Affairs	396-6061	tcs5@psu.edu	2016
Lisa Deibler	Berks Athletic Director	396-6162	<u>lkd13@psu.edu</u>	n/a
Adrian Munteau	Varsity Coach	484-769-8128	<u>fam11@psu.edu</u>	n/a
Joey Chlestsos	Student Senator	610-730-4760	jtc5323@psu.edu	2016
Joey Chlestsos	Student Representatives	610-730-4760	jtc5323@psu.edu	2016
open				2016

PHYSICAL FACILITIES AND SAFETY
(9 members, 8 voting)

Member	Title	Phone	e-mail	Term expires
Ada Leung (Chair)	Representatives from EBC Division	396-6186	cx151@psu.edu	2016
Khaled Abdou		396-6173	kka1@psu.edu	2017
Jennifer Hillman	Representatives from HASS Division	396-6147	jlh35@psu.edu	2017
Amy Berger		396-6452	awb10@psu.edu	2016
Helen Hartman	Representatives from Science Division	396-6201	hah7@psu.edu	2017
Valerie Cholet		396-6418	vac110@psu.edu	2017
Tricia Clark	At-Large-Representative	396-6349	tkc3@psu.edu	2016
Kim Berry	Campus Chief Operating Officer (non-voting)	396-6260	krb11@psu.edu	n/a
Emilio Figueroa	Student Representative	484-951- 2695	exf5087@psu.edu	2015

**STRATEGIC PLANNING AND BUDGET
(10 members, 8 voting)**

Member	Title	Phone	e-mail	Term expires
Sudip Ghosh (Chair)	Representatives from EBC Division	396-6346	sxg38@psu.edu	2016
Abdullah Konak		396-6310	auk3@psu.edu	2016
Samantha Kavky	Representatives from HASS Division	396-6398	bsk10@psu.edu	2016
Hartono Tjoe		396-6453	hht1@psu.edu	2016
Daniel Litvin	Representatives from Science Division	396-6144	u3c@psu.edu	2017
Bert Eardly		396-6131	bde1@psu.edu	2016
Randall Newnham	At-Large Representative	396-6177	ren2@psu.edu	2016
Dennis Mays	Campus Financial Officer (non-voting)	396-6042	dym9@psu.edu	n/a
Jayne Park-Martinez	Representative, Planning, Research, and Assessment (non- voting)	396-6386	jip10@psu.edu	n/a
Kyle Baker	Student Representative	610-310- 5278	k kb5147@psu.edu	2016

**STUDENT LIFE
(12 members, 8 voting)**

Member	Title	Phone	e-mail	Term expires
Cliff Maurer	Representatives from EBC Division	396-6173	crm13@psu.edu	2016
Bill Bowers		396-6276	whb108@psu.edu	2016
Nathan Greenauer (Chair)	Representatives from HASS Division	396-6099	nmg12@psu.edu	2016
Michele Mart		396-6180	mam20@psu.edu	2016
Justin DiAngelo	Representatives from Science Division	396-6441	jrd5671@psu.edu	2017
Ali Alikhani		396-6212	axa12@psu.edu	2016
Leonard Gamberg	At-Large Representative	396-6124	lpg10@psu.edu	2016
Teri Sabatelli	Director of Student Affairs (non-voting)	396-6061	tcs5@psu.edu	n/a
Naomi Garcia	Student Representative	484-338- 5547	nqg5126@psu.edu	2016

(APPENDIX D)

Committee Charges, Penn State Berks Senate, 2015 – 2016

(Informational Report Approved by the Penn State Berks Senate Executive Committee, August 2015)

Berks Senate Committee Charges

Academic Affairs

1. Approve or disapprove new courses, programs, and other curricular proposals in accordance with University and campus curricular procedures.
2. Publicize and invite comment on all new course, program and other curricular proposals at least two weeks prior to the committee's final action on such matters.
3. Approve or disapprove all other curricular matters.
4. Review and evaluate academic planning, including enrollment projections and faculty requirements.
5. Approve or disapprove academic admissions standards.
6. Communicate and serve as liaison with other Senate committees where duties overlap.
7. Advise academic support activities, including Learning Center(s) and Writing Centers(s).
8. Review, evaluate, and make recommendations on technology matters when relevant to course delivery and other curricular matters.
9. Review, evaluate, and make recommendations on issues relating to enrollment and retention programs and policies.
10. Review, evaluate, and make recommendations on academic matters, including but not limited to credit and non-credit instruction through continuing and distance education, instruction through computer networks, media, technical assistance programs, and cooperative extension activities.

Faculty Affairs

1. Advise and consult with the Chancellor and Associate Dean for Academic Affairs regarding policies concerning faculty. Make recommendations to Senate on policies concerning faculty.
2. Review, evaluate, and make recommendations relating to professional, cultural, social, and material welfare of faculty.
3. Review, evaluate, and make recommendations on policies relating to faculty workload; faculty development; promotion and tenure policies and procedures; evaluation of faculty performance; methods of instruction evaluation; faculty leaves, including sabbatical leaves; faculty rights, including academic freedom; and affirmative action and equal opportunity.
4. Review, evaluate, and make recommendations on procedures for faculty searches.
5. Review, evaluate, and make recommendations on policies pertaining to faculty awards.

6. Review, evaluate, and make recommendations on policies pertaining to faculty research, including internal faculty grants and travel money.
7. Review, evaluate, and make recommendations on technology matters pertaining to faculty research.
8. Review, evaluate, and make recommendations on policies pertaining to faculty service.
9. Review, and update if necessary, the teaching peer review process.

Intercollegiate Athletics

1. Responsible to the Berks Senate for all intercollegiate athletic programs at the Berks Campus as they relate to the University's academic and educational objectives.
2. Shall include all teams and individuals representing the Berks Campus with significant off-University activity.
3. Shall consider policies on eligibility of students for intercollegiate athletics; approve intercollegiate athletic schedules as they affect academic standards and distribute this approval to the University-wide Intercollegiate Athletics Committee; and help promote a sound academic climate for the intercollegiate athletic programs at Berks campus.
4. Shall meet with responsible administrators and others concerning the intercollegiate athletic programs at Penn State Berks that offer intercollegiate competition. It shall make a particular effort to seek the views of students participating in these intercollegiate athletic programs.
5. Shall serve also as an advisory committee to the Chancellor of the Berks campus on the operation of the intercollegiate programs.
6. Subject to the general authority of the Chancellor of Berks, it shall initiate new policies, or review existing policies, which govern these intercollegiate athletic programs. While these policies shall guide the Department of Intercollegiate Athletics and administrators at Berks, the Committee shall not act in an administrative or executive capacity.
7. Shall develop recommendations to the Chancellor of the Berks campus on matters affecting the North Eastern Athletic Conference (NEAC), the other Penn State Division 3 campus athletic programs, the University-wide Intercollegiate Athletic Committee, the NCAA, and other national athletic governance bodies in which the University holds membership and shall work closely with the faculty representatives in establishing the University's formal vote to these organizations.
8. At the request of the Chancellor of the Berks campus the committee may consider other issues affecting the various athletic programs under the Chancellor's jurisdiction.
9. Shall report on its activities to the Berks Senate at least annually.

Physical Facilities and Safety

1. Review plans and make recommendations regarding construction, renovation, and physical development of the campus.
2. Assess and make recommendations regarding space use and assignments.
3. Assess and make recommendations regarding safety and security.
4. Assess and make recommendations regarding parking policies.
5. Review cost savings, efficacy, and compliance of the Energy Savings and Recycling Programs annually and make recommendations for improving faculty, staff, and student environmental stewardship at the Berks Campus by submitting an annual informational report to the Berks Senate.

Strategic Planning and Budget

1. Regularly provide the Senate with current information on the campus operating budget and the use and development of campus financial resources.
2. Present to the Senate the annual proposed Campus operating budget.
3. Monitor and regularly report to the Senate specific budget information related to the academic budget of the campus, including but not limited to new positions, travel, departmental/divisional allotments, faculty development, etc.
4. Regularly report to the Senate progress on the development and execution of the Campus Strategic Plan.
5. Represent the Faculty Senate in the campus strategic planning process.
6. Review the annual University Faculty Senate Informational Report on Faculty Salaries as it relates to the Berks Campus and submit an informational report to the Berks Senate.

Student Life

1. Review and make recommendations regarding policies on all aspects of student life in the Campus not specifically covered by other committees, including but not limited to:
 - a. career development and placement;
 - b. housing policies;
 - c. student conduct;
 - d. student organizations and clubs;
 - e. co-curricular activities; Berks Senate Standing Rules 18;
 - f. athletics;
 - g. multicultural issues.
2. Make recommendations regarding the quality of student life and the functions of the office of Student Affairs.
3. Work with the SGA when requested.
4. Serve in a consultative and advisory capacity to the Director of Student Affairs;
5. The chair of the Student Life Committee shall also co-chair the Student Facility Fee Committee (non-Senate Standing Committee).

(APPENDIX E)

Learning Objectives for the Domains in the General Education Restructuring

(Informational Report Approved by the Penn State Berks Senate Executive Committee, August 2015)

General Education Domain Descriptions and Learning Objectives

DRAFT – VERSION 7
September 8, 2015

Later this semester, all full-time faculty who have taught a Gen Ed course within the past 3 years will be surveyed to comment on domains in which they have expertise. They will also be invited to comment on any other domain/s of interest or concern.

Skills/Foundations:

Writing/Speaking (GWS)

As students move through writing and speaking courses, they do more than improve their abilities to communicate information clearly. They learn to set forth their beliefs persuasively and well both orally and in writing. Students should emerge from their GWS courses as more accomplished writers and speakers, comfortable and competent in a wide variety of settings.

To help students attain these goals, the university shall provide course-based, technological tools, and learning support services that will:

- Provide opportunities for students to become increasingly effective writers and speakers and to be effective communicators as they enter new contexts and address new audiences;
- Ensure students have opportunities to become increasingly accomplished in an expanding communication terrain as their academic experiences diversify along disciplinary, professional, and civic lines, and as they move into new settings where expected outcomes expand, multiply and diverge.

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Upon successful completion of the General Education Writing/Speaking requirement, students will:

- Effectively and persuasively communicate to diverse audiences through speech and writing
- Demonstrate capacities in critical thinking, reading, listening, and the generation of ideas.
- Demonstrate proficiency in composition processes.
- Effectively employ the conventions of spoken and written communication.

### Quantification (GQ)

In quantification fields, students practice and master basic mathematical and statistical skills of lifelong value in solving real world problems. Students should learn to apply mathematical skills adeptly to solve real world problems and apply appropriate mathematical understanding to their relevant fields of study.

The university provides opportunities for students to master quantification fields through coursework, technological tools, and learning support services that will:

- Provide experience in assessing and interpreting quantitative data and information;
- Ensure students can recognize patterns, establish relations, exercise conceptual thinking, and develop problem-solving skills; and think logically and critically;
- Provide students with opportunities to measure probabilities;
- Support students in their efforts to draw accurate and useful conclusions; make informed decisions based on quantitative analysis; and use basic mathematical and statistical skills to solve real-world problems.

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Upon successful completion of the General Education Quantification (GQ) requirement, students will have increased their abilities to:

- Use mathematical, statistical, or computational models, principles, and processes to integrate, synthesize, generalize, and make judgments about information from authentic real world problems.
- Recognize patterns, establish mathematical relations, perform conceptual thinking, apply problem-solving skills, and think logically and critically.
- Develop, explore, analyze, and reason about multi-variable relationships using quantitative tools.
- Reason probabilistically, especially in the context of the variability of real data and making judgments based on data.
- Recognize quantitative concepts in different contexts, describe their essential features and relationships, and apply them in different settings.
- Communicate and explain mathematical and statistical ideas orally and in writing.

BREADTH ACROSS KNOWLEDGE DOMAINS:

The Arts (GA)

In arts-related (GA) fields, students focus on distinctive learning experiences based on creative processes. Further, as students engage the metaphoric, mutable, and subjective characteristics inherent in the arts, they become better able to understand and navigate the ambiguities they will inevitably encounter in a swiftly changing world. Through arts courses, students become more artistically literate and more fully understand the arts as a path to life-long inspiration, expressive voice, intellectual stimulation, and personal and cultural meaning.

The University will provide opportunities for students to meet these goals through course-based work and purposeful engagement with the arts and creative works in campus-based and community venues so that they may:

- Become increasingly knowledgeable about some of the important creative works, traditions, and history of the arts and architecture,

- Appreciate the importance of imagination, improvisation, flexibility, and critical thinking in arts-related contexts,
- Explore the central role of the arts as expressions of societal values in diverse contexts,
- Develop the personal knowledge and confidence to shape their own contemporary cultural milieus.

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Upon successful completion of the General Education Arts (GA) requirement, students will have increased their abilities to:

- Explain the methods of inquiry in arts-related fields and describe how these fields interface with other spheres of intellectual thought.
- Create and/or perform arts-related works that use various media, symbols, metaphors and methods of transformative engagement to express and communicate their ideas, experiences, and emotions to various audiences.
- Demonstrate knowledge and understanding of details, elements, theories, and concepts regarding the arts from various historical periods and cultures.
- Examine the role of the arts and aesthetic values as historic and contemporary agents of cultural and societal expression.
- Critically assess creative work, their own or others', through evaluative processes of analysis and interpretation.

### Humanities (GH)

In humanities (GH) fields, students focus on exploring important works of literature, history, religion, philosophy, and other closely related forms of cultural expression, thereby broadening their understanding of diverse ways of seeing, thinking about, and experiencing the self and society. Students will enlarge their intellectual horizons and knowledge of the world through encountering humanistic representations of both lived experiences and imaginative or speculative constructions, past or present. Students thus become increasingly prepared to live as thoughtfully engaged members of multiple communities, whether local, regional, or global.

Through humanities course work, access to literature, original source documents and other artifacts, and accompanying on- and off-campus experiences, the University will provide opportunities for students to:

- Engage in the qualitative study of the humanities;
- Expand their knowledge of the variety of human experiences;
- Gain access to various human traditions and their changes through the course of time;
- Probe the foundations of communication and thought and become aware of the scope and limitations of human communication;
- Encounter philosophical and religious concepts and traditions which attempt to bring ultimate sense to human existence;
- Develop their competency in interpreting, and critically evaluating diverse ways of life, traditions, and shared or individual values, including their own;

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Upon successful completion of the General Education Humanities (GH) requirement, students will have increased their abilities to:

- Explain the methods of inquiry in Humanities fields and describe how the Humanities interface with other spheres of intellectual thought.
- Demonstrate competence in critical thinking about humanistic topics and texts through clear and well-reasoned responses
- Aesthetically evaluate humanistic texts, whether verbal, visual, or digital.
- Identify and explain moral or ethical dimensions within humanistic fields of study
- Demonstrate an expanded knowledge of important cultural issues and broad overviews through time, including humanistic material that stretches their intellectual range.
- Describe important figures, ideas, or events that have influenced the lived experiences and values of different communities.
- Engage in humanistic projects in local, regional, or global contexts, and critically evaluate the ethics and impact of those projects.

Health and Wellness (GHW)

In Health and Wellness (GHW) fields, students focus on the physical and psychosocial well-being of individuals and communities. They expand their theoretical and practical knowledge about health and wellness—concepts that are multidimensional and culturally defined.

Through coursework as well as on- and off-campus experiences, the University will provide opportunities for students to study such diverse topics as nutrition; physical activity; stress; sleep; healthy leisure; alcohol, tobacco and other substance use; sexual health; and safety—all useful in maintaining lifelong health and wellness and in creating healthy work and community environments. These areas of study will ensure that students will have experiences with:

- Identifying and practice skills, attitudes, and behaviors that should enable them to better maintain health and wellness across their lifespans;
- Identifying wellness as a positive state of well being, not merely the absence of disease or illness;
- Recognizing the importance of social, emotional, and physical health and wellness for communities as well as for individuals.

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Upon successful completion of the General Education Health and Wellness (GHW) requirement, students should have increased their abilities to:

- Explain the methods of inquiry in Health and Wellness fields and describe how fields interface with other spheres of intellectual thought.
- Describe alternative perceptions and multiple dimensions of health and wellness (emotional, spiritual, environmental, physical, social, intellectual, and occupational).
- Identify and explain ways individuals and/or communities can achieve and maintain health and wellness.
- Describe health-related risk factors and explain changes in knowledge, attitudes, behaviors, activities or skills that have the potential of improving health and wellness.
- Assess changes in their own and others' health and wellness.
- Disseminate knowledge about health and wellness and demonstrate behavioral practices needed to engage in healthy living across the life span.

## Social and Behavioral Sciences (GS)

In Social and Behavioral Science (GS) fields, students focus on analyzing the diverse personal, interpersonal, and societal forces that shape people's lives, including their behaviors, values, habits, and attitudes. GS courses and experiences allow students to gain experience in analyzing the forces that have influenced their own development and become more aware of the multiple perspectives that need to be considered in analyzing the causes of complex social problems and in proposing solutions.

As they become familiar with multiple methods of inquiry in the social and behavioral sciences at Penn State, the University will ensure that students have resources and opportunities to:

- Explore the interrelationships of the many factors that shape human behavior;
- Be introduced to the scientific analysis of the forms, practices and theories of politics, economics, social institutions;
- Develop comprehensive, integrated, empirical, and theoretical views of their contemporary and emerging social worlds;
- Expand their understanding of how specific influences and trends affect personal, group, organizational, local, national, and global contexts.

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Upon successful completion of the General Education Social and Behavioral Science (GS) requirement, students should have increased their abilities to:

- Explain the methods of inquiry used in the social and behavioral sciences and describe how these fields interface with other spheres of intellectual thought.
- Describe the multiple nature of causality in social settings.
- Demonstrate the application of scientific data, concepts, and models in aspects of the social and behavioral sciences.
- Recognize social and philosophical implications of discoveries in the social and behavioral sciences, as well as their potential to address contemporary problems.

Natural Sciences (GN)

In Natural Science (GN) fields, students focus on developing the skills necessary to make informed judgments about scientific information and arguments. Along with building scientific “knowledge,” students expand their understanding of how and why science works, why it is an effective tool for knowledge generation, and what roles it can play in addressing contemporary questions and challenges.

In developing this scientific literacy, the University will ensure that students have course-based, laboratory, and technological tools needed to:

- Encounter the order, diversity, and beauty of nature.;
- Sample some of the ways in which science offers an additional lens through which to view the human condition;
- Engage with scientific material through discussion, exploration, data analysis, and experimentation;
- Gain practice in recognizing the nature of scientific discovery and debate, in identifying what science can and cannot achieve, and in analyzing why scientific arguments may lead to different conclusions than other forms of intellectual discourse.

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Upon completion of the General Education Natural Science (GN) requirement, students should have increased their abilities to:

- Explain the methods of inquiry in the natural sciences and describe how the natural sciences interface with other spheres of intellectual thought.
- Use rational thinking to construct evidence-based explanations of natural phenomena.
- Demonstrate informed understandings of scientific claims and their applications.
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge.
- Recognize social and philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems.