AGENDA
Penn State Berks Senate
Monday April 28, 2014
1:00-2:30 PM
Multi-Purpose Room, Perkins Student Center

Call to Order

Additions, Corrections, and Approval of Minutes of the March 17, 2014 meeting

Announcements and Reports by the Chair

Reports of Officers and University Senators
  • Vice Chair Bartolacci
  • Secretary Lindsey
  • Senator and Parliamentarian Ansari
  • Senator Aynardi
  • Senator Nasereddin
  • Senator Snyder
  • Student Senator
  • SGA President

Comments and Announcements by Administrators
  • Chancellor Hillkirk
  • Associate Dean Esqueda

Unfinished Business

Motions from Committees

Informational Reports
  • Intercollegiate Athletics Committee Appendix A
  • Draft of Penn State Berks Vision and Mission Statement Appendix B
• Strategic Planning and Budget Committee Appendix C
• Student Life Committee Appendix D
• Student Life Committee Appendix E
• Student Life Committee Appendix F
• Student Life Committee Appendix G

New Legislative Business

Forensic Business

Comments for the Good of the Order

Adjournment
Penn State Berks Senate
March 17, 2014
1:00-2:30 PM, Multi-Purpose Room

Attendees: Ali Alikhani, Mohamad Ansari, Mike Bartolacci, Tara Beecham, David Bender, Tricia Clark, Nancy Dewald, Mike Fidanza, Bob Forrey, Katie Garcia, Hassan Gourama, Zohra Guisse, Jennifer Hillman, Jui-Chi Huang, Jim Laurie, Joe Mahoney, Eric Lindsey, Lauren Martin, Kesha Morant Williams, Edwin Murillo, Rungun Nathan, Randall Newnham, JoAnne Pumariega, Jianbing Qi, Holly Ryan, Jessica Schocker, Kirk Shaffer, John Shank, Jenifer Shannon, Terry Speicher, Amy White Berger, Bob Zambanini (Faculty); Lisa Glass, Jayne Park-Martinez, Marie Smith (Staff); Kim Berry, Paul Esqueda, R. Keith Hillkirk, Dennis Mays, Belen Rodriguez-Mourelo, Blaine Steensland (Administration); Danielle Bellamy, Mackenzie Brennan, Amanda Gonzales-Ortiz, Lilliya Gortman, Edgar Grullon, Che Guevara, Andrew Harakel, Devin Heckman, Jessica Hoag, Corbin Jankowski, Brant Portner, Zachary Rinker, Lindsay Tucker (Students)

1. **Call to Order**

2. **Additions, Corrections, and Approval of Minutes of the November 18, 2013** — The Chair called for corrections, additions to the minutes; hearing none, a motion was called to approve the minutes; the motion was second and **the minutes were approved.**

3. **Announcements and Reports by the Chair** – No report

4. **Reports of Officers and University Senators**
   - **Vice-Chair Bartolacci** — The Academic Affairs Committee met once since the last meeting and two major things were discussed, the makeup of the Academic Integrity Violation Committee, which took on more of a discussion-type format, and the need for having continuity between the years of membership; this will be discussed again at next month’s meeting. Another point of discussion was with regard to developmental courses and the elimination of courses. There is the need for further examination pertaining to the effectiveness or ineffectiveness of the elimination of some of those courses. The other charge relates to the support of athletics. This will be discussed and a report will be forthcoming from the Athletics Committee at our next meeting. At University Park, the big discussion relates to IST vs. Computer Science; tomorrow there is a meeting with faculty from both disciplines. IST wants to eliminate certain computer science courses from the program, which would affect us at Berks since we currently have all three options under IST. IST wants to change their development option of the program significantly and computer science is opposed to this.
   - **Secretary Lindsey** — No report
   - **Senator and Parliamentarian Ansari** — At a recent Senate Council meeting, the agenda was approved for University Faculty Senate, who will be meeting tomorrow. A major component of the agenda concerns a forensic report on the general education taskforce. This report is available to read on Senate web site. It is important that the report is read and to provide your comments on the report when the taskforce people visit Berks in April.
   - **Senator Aynardi** — Not present
   - **Senator Nasereeddin** — No report
   - **Senator Snyder** — Not present
   - **Student Senator** — No report
   - **SGA President** — No report
5. Comments and Announcements by Administrators

- Chancellor Hillkirk –
  - A study was released by the Pell Institute for the study of opportunity in higher education titled “Actual vs. Predicted Institutional Graduation Rates.” This study looked at hundreds of universities from across the country. A regression analysis was done where they looked at the characteristics of a particular college, specifically with regard to the makeup of the student body that would include a number of different variables: SAT scores; the number of students employed; diversity of the student body; gender makeup of the student body, etc. They looked at colleges and universities in a variety of different categories. Penn State University and Penn State Berks, as well as several other commonwealth campuses, came out on the right side of the equation. Penn State University ranked 4th in the country overall in their graduation rate. A copy of the report is available in the chancellor’s office for anyone wishing to take a closer look at the report. Another report released comes from the United States Department of Education (IPEDS report), which stands for Integrated Post-Secondary Data System. What IPEDS does is it looks at your particular institution with regard to comparison groups. Here again, Penn State came out quite positively as well. Our graduation rate is 23% above our peer institution average. Also included was a list of the worst colleges and universities with regard to graduation rates and #1 at the top of that list is the University of Phoenix.
  - As many of you may already know, after nearly three decades of providing leadership in the Student Affairs office at Penn State Berks, Dr. Blaine Steensland has announced that he will be retiring at the end of the academic year. Dr. Steensland has agreed to serve as our keynote speaker for spring commencement.
  - This winter has been a challenge for us all and noted our Tech Services crew has done an outstanding job at keeping our campus safe and open. This was even more prevalent while visiting other campuses and seeing first-hand how much better we were in comparison. Special thanks go out to Kim Berry for his leadership in this regard.
  - Our recruitment efforts are paying off with a continuing uptick with our enrollment numbers for next fall. In addition, the residence halls are also filling up, which is very positive. Another Open House is scheduled for the next few weeks. All the hard work being put into these efforts by faculty and staff is much appreciated.
  - The fundraising campaign for Penn State, which has been ongoing for almost 7 years, is nearing completion. Our goal at Penn State Berks is to raise $11 million; right now we are at $10.1 million. There are a number of asks in the works seeking additional gifts. Most of the dollars that have been given and what is coming will center on scholarships for students. There are a number of scholarships that will be matched by the University, which would essentially triple the impact of these scholarships.
  - The strategic planning process is ongoing. Many of the faculty is currently involved but all will have an opportunity to provide input in the process. The deadline for our plan submission will be July 1, 2014. Our goal is to identify a development plan that will be specific to what our priorities need to be in the coming years.
  - Both my wife and I experienced for the first time the Thon activities held at University Park. We were very impressed and moved by what we observed. A lot of time was spent visiting with and encouraging the student groups from both Berks and Schuylkill. Thon again exceeded their fundraising goal for this year and rose over $13 million in support of families and children who are challenged with childhood cancer. This is the largest student run philanthropy in the world.
• Next Monday, our own Dr. Jessica Schocker is going to be honored with the George W. Atherton Award for Excellence in Teaching at University Park. This award is presented each year to four faculty members who have devoted substantial effort to undergraduate teaching. The Chancellor congratulated Dr. Schocker on her accomplishment.

• April 23 will be the rescheduled date for the global programs visit to Berks. More information to follow. The purpose of the visit is to encourage and inform students, faculty and staff about study abroad opportunities, to learn more about Fulbright Awards and to get to know the global programs staff.

• On May 5, Provost Jones along with Dr. Hanes and others from University Park will be visiting Berks. More information will be forthcoming. This will be an opportunity for the Provost to meet with faculty, staff and students. All are encouraged to attend.

• Spring commencement will be held on Saturday, May 10 at 10:00 a.m. The location, weather permitting, will be on the Perkins Plaza.

• Associate Dean Esqueda –

• A sustainability workshop will be held next Monday from 9:00 a.m. to 1:00 p.m. All faculty are encouraged to attend this university-wide workshop.

• The Celebrating Teaching Colloquium will be held on Friday, May 9 from 8:00 a.m. to 1:00 p.m. There have been many new faces added to the Academic Affairs department this year; this year’s program will showcase these individuals and their work.

• The faculty and staff breakfast will be held the morning of commencement beginning at 7:45 a.m. in Tully’s. During the breakfast, announcements will be made concerning promotion and tenure as well as the presentation for this year’s faculty awards.

• The Biochemistry and Molecular Biology major has been approved for Berks effective fall, 2014. An official announcement will be shared with the campus community later this week. There are three more degrees in the pipeline, they are Criminal Justice, which is in the final approval stages and will be effective fall, 2014; Accounting; and HRIM, both of which when approved, will be effective fall, 2015. There are a few more that are currently being worked on and those will shared at the next meeting.

6. Unfinished Business – None

7. Motions from Committees –

• Collaboration among Campuses as it Relates to Technology Assisted Learning; Faculty Affairs Committee (Appendix A) – The rationale, discussion and recommendation contained in the legislative report was reviewed. The Chair opened the floor for discussion; hearing none, a vote was called and the motion was unanimously approved.

8. Informational Reports –

• Best Practices-Listserv Rules and Etiquette; Faculty Affairs Committee (Appendix B) – The original charge was reviewed and the nine suggested listserv etiquette guidelines were read aloud. These guidelines are all based on University Policy AD56, which was also provided as part of the agenda. The Chair stated there is no vote required but opened the floor for discussion. A suggestion was made to revise the language where the use of the phrase “should be” be replaced with “could be” instead; making it more suggestive in nature. There was no opposition to this suggestion.

• Faculty Affairs Committee Meeting Minutes of December 2, 2013 (Appendix C)
• Evening Transportation for Academic and Extra Co-Curricular Activities; 
  Student Life Committee, November 11, 2013 (Appendix D) – Since this report 
  has been filed, the bus schedule has now changed and BARTA has extended their service 
  to and from campus. This is very good news for our students.

• Intercollegiate Athletics Committee Meeting Minutes of November, 2013 
  (Appendix E)

9. New Legislative Business – The Chair reported nominations were received for the following 
  leadership positions of the Berks Senate for the next academic year: Chair, Vice Chair and 
  Secretary. The nominations received are as follows: Chair, Mike Bartolacci; Vice Chair, Steve 
  Snyder; and Secretary, Bob Zambanini. The Chair opened the floor for additional nominations; 
  hearing none, the Chair stated by unanimous consent, these nominations will go forward. The 
  Chair congratulated next year’s Senate leaders.

10. Forensic Business –

  • Syllabi Online Storage – The Chair turned the floor over to Associate Dean Esqueda 
    to discuss this topic. The University Park Undergraduate Association (UPUA) passed Resolution 
    # 15-08, regarding posting syllabi online and having an archive of syllabi available for students 
    and faculty. A handout was shared and discussed. Essentially what is being argued is for 
    students to have access to syllabi online so that they may have the opportunity to review the 
    course structure in order to better assist them with managing their course load. Several 
    universities from across the country already have this type of mechanism in place for their 
    students. Currently, it is required that faculty provide their syllabus for each class within 10 days 
    after the class begins and to submit their syllabus to the registrar when classes begin. It was 
    noted that the College of Health & Human Development has developed a web site where all the 
    syllabi are archived and may be accessed; several other departments followed suit. At Berks, all 
    syllabi are currently available on ANGEL. The topic was turned over to the floor for discussion. 
    Several concerns were discussed, some of which included having the syllabi made public; a 
    suggestion was made that perhaps it would be better to have it password protected; the 
    importance to have the syllabi archived while somehow stressing that the information provided is 
    historical and not necessarily current; having the decision with online storage be university-wide 
    and not having each entity doing their own thing. One positive remark suggested including along 
    with the course description the learning outcomes that are intended for the course. The Chair 
    opened the floor and asked for comments from students. Students stressed that they are in favor 
    of the initiative; that it be university-wide, and password-protected; and further noted the 
    potential benefit for new faculty coming into the university to teach the course in future years to 
    come. Another student commented on the importance of knowing ahead of time the course load 
    involved with a particular course as a means to better prepare their schedules, especially for those 
    who work or involved with student clubs and/or activities. The Parliamentarian shared the 
    University Faculty Senate passed a resolution back in September, 2013 that states revisions in the 
    Senate Policy 43-00 and Policy 47-20 have been adopted and further stressed the importance to 
    review the background and rationale provided as well as the recommendations being brought 
    forth. In conclusion, it was agreed upon to have the Senate take the lead with this initiative and to 
    have a charge brought forth with either the Faculty Affairs or the Academic Affairs committee’s 
    for further action.

11. Comments for the Good of the Order – None

12. Adjournment
Appendix A

Informational Report from Intercollegiate Athletics Committee
PSU-Berks Faculty Senate Charges 2013-14
March 2014

INTRODUCTION

When it was formed in 2012, the Intercollegiate Athletic Committee (IAC) had six initial charges that then carried over into the 2013-2014 academic year. They were:

*Investigate the extent of and the role of academic support for athletes at Penn State Berks (joint charge with Academic Affairs)

*Draft an Informational report on community expectations of student athletes

*Work with the athletic director to develop a basic understanding of NCAA academic compliance requirements and expectations of athletes.

*Policy (Dealing with schedules, NCAA requirements, etc.);

*Communication (serving as a bridge between faculty and the athletic programs);

*Strategy (serving as a voice between faculty and athletics that recognizes the potential development of athletic programs as a tool for student recruitment, student retention, and sustaining four-year degrees).

Upon reflection, the current committee chair with support of the committee sought to eliminate duplication and combine the charges as follows:

Charge One
Investigate the extent and the role of academic support for athletes at Penn State Berks.

Charge Two
Draft an Informational report on community expectations of student athletes. 
AND
Communication (serving as a bridge between faculty and the athletic programs)

Charge Three
Work with the athletic director to develop a basic understanding of NCAA academic compliance requirements and expectations of athletes
AND
Policy (Dealing with schedules, NCAA requirements, etc.)

Charge Four
Strategy (serving as a voice between faculty and athletics that recognizes the potential development of athletic programs as a tool for student recruitment, student retention, and sustaining four-year degrees).
To conclude its first two years of existence, the committee has written the following informational report on the four combined charges above. The committee has approved it by consensus and now it appears before the Faculty Senate.

**CHARGE ONE**

*Charge One:* Investigate the extent of and the role of academic support for student-athletes at Penn State University-Berks.

Below are the NCAA Guidelines that are pertinent to Charge One:

*16.3 Academic and Other Support Services*

**16.3.1 Academic-Based Programming and Services.** An institution may finance and provide academic-based programming and services for student-athletes, provided similar services are provided or are generally available to the institution’s students or to any particular segment of the student body determined on a basis unrelated to athletics ability *(Revised: 1/14/08, 10/15/08)*

**16.3.2 Support Services and Other Programming.** An institution may finance and provide support services and other programming for student-athletes, provided similar programming is provided or is generally available to the institution’s students or to any particular segment of the student body determined on a basis unrelated to athletics ability. Examples of such programming and support services include, but are not limited to: *(Adopted: 4/14/08, Revised 10/15/08)*

(a) Leadership programming
(b) Career counseling and career-related programming; or
(c) Programming and services designed to protect and enhance the physical and educational well-being of student-athletes (e.g., cultural diversity programming, time management programming)

**16.3.2.1 Exception—In-Season Athletically Related Activities.** Support services and other programming involving sports-related information and having an athletics purpose (e.g., team motivational speakers, leadership-related programming with an athletics nexus) …may be offered exclusively for student-athletes, provided the activity occurs during the declared playing season. *(Adopted: 4/14/08)*

The NCAA outlines what services can and cannot be offered to student-athletes. Services provided for student-athletes must also be provided to all students. Under these guidelines, additional support services are allowed for student-athletes as long as other students have the same opportunity. Consequently, study halls run by the Athletic and Student Life administrators with coaches’ approval, tutoring offered through the Learning Center, and progress reports during the semester all seem viable. In addition, the committee supports creation of a first-year PSU 005 study skills class for student-athletes in the fall semester for “at-risk” student athletes to insure that more begin their college careers on track and remain eligible for competitions throughout their university careers. The study-skills course could follow the model used at University Park and other colleges. Like the student body at large, every year at-risk student-athletes are not being retained or ultimately not graduating. The end of
the fall 2013 semester saw an unusually large number of ineligible first-year student-athletes. For the record, very few failing students receive eligibility waivers. In eleven years, only 33 have been given, i.e., approximately 3 per year. Unfortunately, other than retention strategies noted above, the committee believes that there is little else in terms of academic support that can be done.

On a positive note, the committee is pleased to note that student-athlete grade point averages for many sports are as high or higher than the average for non-student athletes at PSU-Berks, which was 2.95 (for 2595 students) in fall 2013. Female student-athletes tend to have higher GPAs than male student-athletes. The committee makes no assumptions about why this is. The following figures for fall 2013 are illustrative:
- Baseball: 2.67
- Men's Basketball: 2.17
- Women's Basketball: 2.59
- Men's Cross Country: 3.06
- Women's Cross Country: 3.25
- Golf: 3.33
- Men's Soccer: 2.96
- Women's Soccer: 3.40
- Softball: 2.73
- Men's Tennis: 2.82
- Women's Tennis: 3.25
- Volleyball: 3.04
The overall student-athlete GPA is 2.90.

**CHARGE TWO**

*Charge Two: Draft an Informational report on community expectations of student-athletes AND Communication (serving as a bridge between faculty and the athletic programs)*

“Communication” and “Community Expectations” are critically linked in the committee’s view. Student-athletes are no different than the student body in general in how they should be treated in terms of academic success expectations and in terms of being a part of the campus community. It is true that student-athletes do have what appear to be additional rights that the student body in general lacks: automatic excused absences and priority course registration, for example. Varsity student-athletes do have the right to miss classes in order to participate in scheduled competitions, and faculty must excuse these absences. Student-athletes (like all students involved in University-sponsored competitions) are required to fulfill all requirements for their courses and makeup any work that they missed from the excused absence. The excused absence policy is established by the PSU Faculty Senate, and any change in the policy would need to emerge from that body. In addition, student-athletes do have priority registration for courses. The rationale is that such registration allows student-athletes to register for courses that do not conflict with practice and competition schedules. Yet, this remains a frequently expressed complaint by faculty. Part of the faculty concerns rests on the fact that student-athletes are coded as “varsity” athletes for the year and not for the semester of their competition season. For some sports, this is appropriate, e.g., basketball which bridges both fall and spring semesters. Revising coding of varsity athletes to allow them priority registration only for the semester of their
competition season has certain difficulties. Any effort to change this would need to be addressed by the faculty senate in conjunction with the registrar.

**CHARGE THREE**  
*Charge Three:* Work with the athletic director to develop a basic understanding of NCAA academic compliance requirements and expectations of athletes AND Policy (Dealing with schedules, NCAA requirements, etc.)

The Athletics Department is fully engaged in complying with NCAA academic compliance requirements and athlete expectations. This is their job and is not for the oversight of this committee. In addition, the Athletics Department is fully engaged in the long, arduous task of schedule development and following the sometimes legalistic language of NCAA requirements. The committee works with the Athletics Department to confirm that athletic schedules do not pose important conflicts with academic calendars. To this end, the committee approves fall and spring athletic schedules.

**CHARGE FOUR**  
*Charge Four:* Strategy (serving as a voice between faculty and athletics that recognizes the potential development of athletic programs as a tool for student recruitment, student retention, and sustaining four-year degrees).

The committee wishes to praise the work of the Athletics Department for the important roles they play in both recruiting and retaining students at PSU-Berks. Coaches spend hours recruiting students to play varsity athletics at the college—no mean feat since athletic scholarships are not allowed in D III colleges. With this acknowledgement, the committee suggests certain strategies for improving the college’s exposure in the community and to middle and high school students via a number of athletics-related initiatives. Below are three such suggestions for exposure and recruitment:

1. PSU-Berks could host early rounds of area high school playoffs in baseball, softball, basketball, soccer, field hockey, and lacrosse. This will be especially possible after completion of the turf field project and eventual completion of the Beaver building renovations.

2. PSU-Berks already hosts the Berks County Interscholastic Athletic Association (athletic directors) meetings at least once per year. This could serve as the basis for developing further relationships between PSU-Berks and Berks area high schools.

3. PSU-Berks could host sport camps and clinics at during the school year and in the summer. Summer camps are the responsibility of Continuing Education and Outreach. The committee would like to see such camps and clinics become a priority.

In addition, the committee believes that the Athletics Department plays an important role in the college’s retention mission. Preliminary research on student-athletes who chose PSU – Berks may use athletic opportunities as a primary consideration when making a decision to attend a school. Meanwhile, initial research suggests that student-athletes transfer to schools that either provide the academic major that they want (and is not provided at PSU – Berks) or that provide both the academic major and the sport they wish to continue playing. Consequently, the committee believes that early impressions on the links between academics and athletics are
important. Students may come to PSU – Berks based both on athletic and academic opportunities. They often may leave PSU – Berks to pursue academic majors that are not offered by the college.

It is important, then, that as the college plans for growth, it be cognizant of the role that athletics can play in attracting students and keeping them at PSU – Berks. More D III athletic teams will bring more students to the college. More majors will keep those student-athletes at the college.

CONCLUSION

It is the committee’s opinion that there are no athletics-academics issues that the IAC wishes to bring to the attention of the Senate, except for those noted in this informational report. Student-athletes play a valuable role in promoting and representing the college. The college provides support for student-athlete success, but at the same level as it provides for the student body in general. The committee acknowledges some faculty concerns about priority registration, but this is an issue that can be discussed in future years between interested parties. The Athletics Department members are skilled professionals who keep the programs in line with NCAA requirements and who generate competition schedules that allow for student-athletes to avoid serious academic overlap. Finally, the committee is impressed with the role that the Athletics Department plays in recruitment and retention at PSU – Berks. As the college moves forward and seeks to expand enrollment, add majors, and increase retention, the Athletics Department must play a vital role in this planning. More teams bring more students, but students are more likely to stay at PSU – Berks if they can study in their preferred major at PSU - Berks. More students coming and staying at Berks will in turn support PSU – Berks majors, especially upper-level courses.
Appendix B
Draft Executive Summary of Penn State Berks Vision and Mission Statements
March, 2014

DRAFT
EXECUTIVE SUMMARY

To be recognized as the regional leader in higher education, Penn State Berks must meet the challenges and take advantage of the opportunities resulting from changes in demographics, needs of our community, funding sources, technology, the environment, and student / parent expectations.

Although each task force identified several key initiatives, it is necessary to prioritize the actions that Penn State Berks will take in meeting its Vision and Mission Statement during this strategic planning cycle.

The following initiatives have been deemed critical to the continued success and growth of Penn State Berks:

1. Consistent with market demands and needs, the number of four-year programs that can be completed at Berks must increase to 23 by 2019. Concurrent with program expansion is the need to identify programs and services that may no longer be sustainable.

2. Enrollment and retention rates must increase to provide the revenue stream and operating economies to support campus operations. The targeted enrollment is 3,000 (f.t.e.) by 2019. Future enrollments will reflect the growing diversity of the communities we serve, adult learners, transfer students and those interested in completing a degree at Berks.

3. In order to meet enrollment goals and attract top students, Penn State Berks must be perceived as a Learner-centered campus that fosters creativity, problem-based learning both in and out of the classroom and engaged scholarship.
4. The physical plant and faculty must be enhanced to meet the capacity needs and technologies required of new degrees and programs. The complete renovation of Luerssen and a proposed addition to Beaver Community Center are projected for the planning period.

5. Expanded co-curricular activities and related facilities are required to both support current enrollment and projected increases. The completion of an artificial turf field and introduction of new athletic programs are projected for the planning period.

6. Stewardship and sustainability will become an integral component of our operations, curriculum, and consciousness.

7. To develop and reflect a culture of ethics and integrity shared by all members of our community.

8. The health and wellness of our students, faculty and staff must become a top priority.
Vision:

Penn State Berks, a learner centered college, will be the recognized regional leader in higher education by fulfilling its land-grant mission of providing high quality, creative, affordable and accessible education that prepares students to be responsible and contributing members of society. A broad range of academic programs will be offered through a recognized and acclaimed faculty using leading-edge technologies to connect students to research programs and community engagements to enhance their learning experience.

Mission:

Penn State Berks, a learner centered college, provides a Penn State education in a small campus setting that integrates high quality teaching, research, and dynamic community outreach. As part of a premier land-grant institution, the College stresses excellence in all areas while providing opportunities for students, staff and faculty from a range of abilities to reach their full potential. Berks is committed to life-long engaged-learning that encourages creativity, adaptability and development, cultural awareness, ethical decision-making, and civic responsibility for all members of the community.
A Learner-Centered college seeks to create active, engaged and critically thinking learners working in a problem-based, collaborative, and flexible learning environment. All college faculty staff and students are learners and all activities are opportunities for learning experiences. Focus is on learning rather than the dissemination of facts and knowledge.

Key Initiatives:

1. Launch a campaign to position Penn State Berks as “learner-centered” institution in the minds of current and future students, employers and other stakeholders

2. Design and implement assessment tools that quantify the benefits and gains of learning-centered approaches

3. Maintain a knowledge repository where faculty and students can post and share best practices, student-centered success stories, templates, helpful hints, etc.

4. Develop faculty and staff workshops that assist in creating and managing learner-centered environments

5. Continue working with non-profit and for-profit organizations in the community to identify student projects for experiential learning
Penn State Berks is committed to crafting an environment that facilitates engaged and life-long learning undertaken by all of its members as it provides an outstanding undergraduate education.

Key Initiatives:

1. Offer a wide variety of instructional delivery methods

2. Create more opportunities for out-of-class learning

3. Create additional leadership opportunities for students (mentoring, committees, etc.)

4. Strengthen opportunities for faculty development in teaching and learning

5. Provide additional opportunities for experiential and service learning
To further strengthen the college’s ability to both attract and retain additional student enrollments. Future enrollments will reflect the growing diversity of the communities we serve, adult learners and those interested in completing a degree at Berks.

Key Initiatives:

1. Establish Penn State Berks as “the place” to attend for higher education in the area

2. Create a public understanding that Penn State Berks is a four year, baccalaureate college

3. Increase emphasis to attract and retain special student populations that reflect the diversity of the communities served, adult learners, veterans and those interested in completing a baccalaureate degree at Berks

4. Increase enrollment to approximately 3,000 f.t.e. students

5. Increase the 6 year graduation rate to 60%
To position Penn State Berks as the regional leader in delivering high impact community outreach, service learning and engaged scholarship to the local community. This will be accomplished by taking a more strategic approach and focusing the unique strengths of the campus on key community needs.

Key Initiatives:

1. Conduct a survey of key constituents to better understand community Perceptions of Penn State Berks and its role in providing community Outreach to the local community

2. Define, quantify and assess all outreach, service learning and engaged scholarship activities at the College

3. Develop a comprehensive understanding of the economic, educational, and social needs within the community and map these to campus resources and academic strengths

4. Increase the perceived value of engaged scholarship within the campus community

5. Create internal systems that better facilitate the delivery of community outreach services

6. Establish processes and protocols that facilitate the continued increased delivery of high impact community service activities and engaged scholarship
STRENGTHENING DIVERSITY
DRAFT

The mission of Penn State Berks as a “learning centered community” espouses the values of excellence, equity, and inclusion for all members of its community.

Key Initiatives:

1. Develop a shared and inclusive understanding of diversity

2. Create a “Welcoming” campus climate

3. Recruit and retain a diverse student body

4. Recruit and retain a diverse workforce

5. Develop a curriculum that fosters U.S. and international competencies

6. Diversify University leadership and management

7. Coordinate and organize change to support our diversity goals
Penn State Berks will embed sustainability as a fundamental value through the development of sustainability literacy, solutions and leadership.

Key Initiatives:

1. Incorporate sustainability learning opportunities into daily life across the college, including the built environment, service and programs

2. Develop and promote educational programming that addresses sustainability

3. Create sustainability focused programs and learning opportunities for external constituents throughout the region we serve

4. When practical, utilize the Center for Service Learning and Community Based Research and the Learning Factory projects to identify and advance sustainable practices, programs and solutions
INTEGRITY AND ETHICAL BEHAVIOR
DRAFT

To develop a culture of ethics and integrity that goes well beyond “making sure that everyone follows the rules.” All stakeholders- faculty, staff, students, advisory boards, clubs, teams, parents, alumni- take a role in increasing the moral development not only of our students but also the campus culture as a whole.

Key Initiatives:

1. Provide a module for the First Year Seminar that emphasizes ethics, integrity and civility

2. Hold an Integrity / Ethics Week at Penn State that coincides with the First Year Seminar module

3. Complete an assessment to evaluate current practices and perceptions of Ethics and Integrity (this can be based on the International Center for Academic Integrity’s (ICAI) Assessment which benchmarks against other institutions and / or the PSU Values and Culture Assessment)

4. Become a more active member in the ICAI (Penn State is already a member)

5. Appoint an Ethics and Integrity Officer
Penn State Berks will utilize the Five Spheres of Assessment as defined in the March 29, 2006 letter sent to the Middle States Commission on Higher Education. These five spheres are institutional level, general education program, co-curricular programs, academic programs, and course level.

Key Initiatives:

1. Develop shared programmatic objectives and best assessment practices within a discipline across the different Penn State Campuses

2. Map course learning objectives to programmatic goals for each baccalaureate program using ABET methodology as a reference

3. Share assessment outcomes from upper-division courses with faculty in general education courses to ensure alignment of learning goals

4. Assess progress and make corrections as necessary to the Institutional Assessment

5. Conduct annual reviews of all activities within Academic Affairs and Student affairs to ensure innovation, quality and student satisfaction
OPERATING ECONOMIES AND ENHANCED REVENUE
DRAFT

To identify and develop additional financial resources and efficiency opportunities to adequately fund new strategic initiatives during the planning period.

Key Initiatives:

1. Support and emphasize initiatives that increase the college’s capability to recruit and retain students

2. Expense control through shared decision making

3. Review and justify positions

4. Create a Development Advisory Committee for the College’s Development Office

5. Explore additional revenue ideas
Appendix C
Informational Report from Strategic Planning and Budget Committee
Report on Faculty Salaries, 2013
March, 2014

Summary:

The following report on faculty salaries is provided by the Strategic Planning and Budget Committee. Faculty salary information is presented in comparison to other PSU colleges which we regard as our peer institutions within the Penn State system (Erie (Behrend), Harrisburg (Capital), Abington, Altoona, and the University College).

Here is the comparison of salaries by division/rank to peer institutions:

<table>
<thead>
<tr>
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<th></th>
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<td>Professor</td>
<td>3rd of 6</td>
<td>3rd of 5</td>
<td>5th of 10</td>
<td>4th of 9</td>
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<td>N/A</td>
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<tr>
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<td>7th of 8</td>
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<td>11th of 11</td>
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</tr>
<tr>
<td>Assistant</td>
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</tr>
<tr>
<td>Fixed Term</td>
<td>6th of 8</td>
<td>---</td>
<td>6th of 11</td>
<td>---</td>
<td>7th of 11</td>
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</tr>
</tbody>
</table>

Although future salary improvement efforts should focus on faculty achievement, there has been a downward trend of faculty salaries at Berks compared to the other peer campuses. For example, in the HASS Division, the Associate Professor rank is currently 11th out of 11, the Associate Professor rank in the EBC Division has declined to 8th out of 11, and the Associate Professor rank in the SCIENCE Division is 7th out of 8. We commend the Berks College administration for its efforts thus far to improve faculty salaries relative to similar PSU colleges, and would encourage this continued commitment to financially support faculty at all ranks compared to PSU colleges and PSU University Park.

Also, there is a concern that part-time faculty salary information is not included in the annual report by the University Faculty Senate, since many courses are taught by part-time faculty. In this era of transparency at Penn State, perhaps this information should be made available.

Strategic Planning and Budget Committee:
Malika Richards (EBC)    Mike Fidanza (SCIENCE, Chair)    Dennis Mays (CFO)
Khaled Abdou (EBC)       Jianbing Qi (Science)               Jayne Park-Martinez (P, R & A)
Ray Mazeurek (HASS)      Tricia Clark (At-Large)            Devin Heckman (Student Rep)
Appendix: Data and Discussion

The University Faculty Senate compiles data on faculty salaries every year. This detailed data can be found at:

http://www.senate.psu.edu/about_senate/committees/fb/13-14/salarytables.pdf.

This report is based primarily on Table 14 of that overall data, which focuses on faculty from PSU Berks and other non-UP locations. Drs. Malika Richards and Khaled Abdou summarized this data as graphs and charts for this report. Thank you!

For each category, data given are the median salaries (mid-range salary of the group). This helps to avoid variation caused by one or two exceptionally high (or low) salaries.

It must be remembered that this data is problematic in several ways, which make accurate comparisons difficult:

- Salaries of small groups of faculty are not reported, since this would make it too easy to identify individual faculty salaries. In some cases, low numbers mean data is not given for a particular rank (for example, full Professors in Science at Abington and the University College).
- Due to low numbers, salaries are reported only at the Division level. A breakdown by discipline is not given.
- Small groups also make it possible for one or two individuals to greatly change a group’s reported median salary. For example, if two faculty members in a group of four retire and are replaced by new hires earning lower salaries, this could greatly lower the group average.
- Divisions contain different disciplines at different locations. This affects comparisons for all three of our divisions. In the case of our EBC division (Engineering, Business and Computing), other locations often split business and engineering, and thus are not fully comparable. Similarly, our HASS division is compared to divisions including “Education and Human Development” (Altoona) and “English” (University College) as well as others which, like HASS, combine Humanities and Social Sciences. Our Science division, meanwhile, is compared to units such as Abington’s “Science and Engineering” division and the University College’s “Math” faculty.

Despite these issues, we present the following charts and graphs as the best representation of the salary data we have available. In each case the number of faculty at each rank is given (N), as is the average number of years in rank for that group (Y). (Generally, we expect that more years in rank would mean higher salary.)

The three divisions of Berks College are presented below, with comparisons to peer institutions.
Division of Science – Comparison of Salary by Rank

Comparison of Salaries of Full Time Faculty - Science, Fall 2013
Rank: Professor
(N=Faculty, Y=Mean Yrs. in Rank)

Comparison of Salaries of Full Time Faculty - Science, Fall 2013
Rank: Associate Professor
(N=Faculty, Y=Mean Yrs. in Rank)
Division of Science – Comparison of Salary by Rank (continued)

Comparison of Salaries of Full Time Faculty - Science, Fall 2013
Rank: Assistant Professor
(N=Faculty, Y=Mean Yrs. in Rank)

Comparison of Salaries of Full Time Faculty - Science, Fall 2013
Rank: Other (~Flood Term)
(N=Faculty)
Division of Humanities, Arts, and Social Sciences (continued)
Division of Humanities, Arts, and Social Sciences (continued)
Division of Engineering, Business, and Computing

Comparison of Salaries of Full Time Faculty - Engineering, Business, and Computing, Fall 2013 - Rank: Associate Professor
(N=Faculty, Y=Mean Yrs. in Rank)

Comparison of Salaries of Full Time Faculty - Engineering, Business, and Computing, Fall 2013 - Rank: Assistant Professor
(N=Faculty, Y=Mean Yrs. in Rank)
Division of Engineering, Business, and Computing (continued)
Salary Tables – Comparison by Year:

Division of Science

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<tr>
<th>Science- Professor</th>
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<th></th>
<th>2012</th>
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<td>Salary</td>
<td>N</td>
<td>Years</td>
<td>Salary</td>
</tr>
<tr>
<td>Capital- S, E, T</td>
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<td>104,364</td>
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<td>16</td>
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<tr>
<td>Berks</td>
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<td>97,803</td>
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<td>97,677</td>
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<td>Years</td>
<td>Salary</td>
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<td>Capital- S, E, T</td>
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<td>Years</td>
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### Salary Tables – Comparison by Year: Division of Humanities, Arts, and Social Sci.

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Salary Tables – Comparison by Year:
Division of Engineering, Business, and Computing

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<td>Abington- SCI &amp; ENGR</td>
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<table>
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<tr>
<th>EBC - Assistant</th>
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<th>2012</th>
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<tbody>
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Introduction

The Student Life Committee has been charged with reviewing campus facilities that support out-of-class/curricular experiences of our students. The committee interpreted this charge as a way of evaluating our current facilities as well as considering other facilities that might meet the needs of our students. To that end, this report summarizes key findings and makes suggestions for facility improvement/generation.

Information

The section of this report offers information on current facilities: technology, food services, multipurpose space, and Beaver Community Center. These are areas most used by students and therefore considered by our committee. The information is organized from facilities that offer the strongest support for out-of-class/curricular experiences to ones that need the most attention.

Technology:

Summary of space: The campus has 558 computers on campus. 383 of those computers are open access/available when building is open or not otherwise in use. The other computers are in restricted spaces and are intended for class use only. The breakdown by building is as follows: Luerssen: 56, Thun: 79, Gaige: 86, Franco: 25, Beaver: 2, Perkins: 9, Residence Halls: 6. Computer availability is based on building and room availability. An entire schedule can be found at: http://berks.psu.edu/StudentServices/IT/26992.htm. The Thun Library hours are posted at http://www.libraries.psu.edu/psul/berks/hours.html. Computers are on a three-year life cycle. Spare computers are available if one needs repair.

Additional Computing Details: Students are encouraged to bring their own device. PSU Wireless is available in all academic buildings and Residence Hall lounges. The University provides access to the most popular licensed software remotely over the Internet through a system called WebApps, http://webapps.psu.edu/. In conjunction with this web site, the University provides file storage space to every student called Penn State Access Account Storage Space, PASS. This storage space is available at https://webfiles.psu.edu/. Students can purchase software at a discount from Software at Penn State, http://software.psu.edu/ There is also free software such as Symantec Anti-Virus and Open Office available at https://downloads.its.psu.edu

Issues: Three key issues are printing costs, space/accessibility, and multimedia services.

- Printing is an issue. During the 2012-2013 fiscal year, the student-use printers produced 2,448,816 pages and cost the Student IT Fee budget $50,000 in paper, toner, repairs and
replacements. At this time, the Berks campus is one of a few PSU campuses and area colleges that does not charge students for printing. We are currently investigating ways to reduce this cost.

- Gaige is not open on the weekends, limiting the number of computers that students can use for computing purposes. Also, given the class schedule, labs are not always available to the students because the rooms are occupied by classes.
- Berks has limited multimedia resources. The multimedia labs have grown and offer new technological advances such as the one-touch studio. However, we do not have space for additional, larger projects such as a radio studio, newspaper facilities, communication practice studios, etc. More dedicated space for multimedia projects would allow faculty and students to engage in more technologically-driven projects.

**Food Services:**

*Summary of space:* The purview of food services includes Tully’s, the Cyber café, the Lion’s Den, and the Penn State Room.

- Tully’s is a full-scale food court and offers a menu including grilled specialties, fresh pasta, soups and sandwiches, and a pizza station. Also available are entrées, a salad bar, daily specials, desserts and grab 'n go items. Hours of operation are as follows: M-R, 7:30am – 11:00pm, F, 7:30am – 6:30pm, Sat, 11:00am – 6:30pm, Sun, 11:00am – 11:00pm. On occasion, Tully’s can be used for larger student related activities also. For example, Tully’s hosts the pie-in-the-face fundraiser event for Thon.
- Cyber Café is a place to pick up a quick snack or beverage for students studying or in between classes. The menu includes Starbucks® coffee and tea, cookies, muffins, bagels, and other favorites. The Cyber Café offers WiFi. Hours of operation are as follows: M-R, 7:30am – 7:00pm, F, 7:30am – 3:00pm.
- The Lion’s Den serves as an overflow to Tully’s during high traffic periods and also as a space for general student access. The Lion’s Den and the Penn State room are often reserved for extra-curricular student-related activities. These activities include a variety of activities such as panel discussions, speaker series dinners, club meetings, and student project presentations.

*Issues: The key issue for food services personnel is space.*

- A persistent problem for the food services department is having enough space for food preparation, serving, student use, and storage. The addition of a new freezer (to be installed this summer) will help to expand food services capabilities.
- An idea under review is to reallocate and update the seating arrangement in Tully’s. The addition of booths and a large football-shaped high top table are being considered, but tradeoffs must be addressed concerning the decrease in space flexibility with the addition of permanent seating structures.
- An additional reallocation of space being considered is the implementation of a convenience store on campus. Currently, a portion of the Lion’s Den is being considered to house this store which is anticipated to provide an on campus service that has been requested by students and has been well received on other residential campuses such as Altoona and Behrend.
**Multipurpose Space:** Multipurpose space was defined to be any space that was either designed (or currently functions) as space for several purposes.

*Summary of space by building:*

**Luerssen Building:**
L137- conference room that seats 14  
L142- conference room that seats 14  
The two rooms listed above were found to be in use almost every week day. The rooms were typically reserved for math or science tutoring sessions. In addition, several small science division committees and meetings took place in these two rooms. The reserved times mostly occurred between 8am-5pm and typically lasted no more than an hour. These rooms were found to rarely be in use during the weekends.

**Franco Building:**
No multipurpose space was found in this building.

**Gaige Building:**
G 231- conference room that seats 6  
G 311A- conference room that seats 14  
G 317- conference room that seats 6  
G 325- conference room that seats 6  
The four rooms listed above were found to be in use almost every week day. The rooms were typically reserved for small group study sessions or for small research teams. Other uses of the rooms included TIAA-Cref meetings and search committee interviews. The reserved times mostly occurred between 8am-5pm and typically lasted no more than an hour. On many days, there were multiple reservations. These rooms were found to occasionally be used by admissions during the weekends.

**Thun Library:**
T145- conference room that seats 30  
T109- conference room that seats 10  
The two rooms listed above were found to be in use almost every week day. The rooms were typically reserved for campus wide committee meetings including search and senate committees. In addition, continuing education programs were held in both rooms on several occasions. The video conferencing function of T109 appeared to often be in use. The reserved times mostly occurred between 8am-5pm, with small class meetings often happening during evening hours. These rooms were found to rarely be in use during the weekends.

**Perkins Student Center:**
SC11- conference room seats 14  
This room was found to be in use almost every week day. The room was typically reserved by the career services or student life office. On many occasions outside recruiters conducted student interviews in this room. The reserved times mostly occurred between 8am-5pm and were often reserved for the entire day. This room was found to rarely be in use during the weekends.
Penn State Room  
Seats 30  
This room was found to be in use almost every week day. The room was typically reserved during the lunch (11am-1pm) or dinner (5pm-8pm) hours and was used when meetings included meals. Several reservations involved outside guests. This room was found to rarely be in use during the weekends.

Multi-Purpose Room  
Seats 120  
As noted on the website, the multipurpose room hosts several events on campus, but also serves as a prime hang out area. There are plenty of tables to work on group projects, couches and chairs for lounging while watching TV or a DVD, and wireless Internet access as well as standard access terminals. It is noted that the room seats 120 people, however if set up for a banquet (round tables), the room can only comfortably accommodate 90-100 people.  
During the fall 2013 semester (123 days), the MPR was reserved for a total of 479 hours. On average, the room was thus reserved for 3.89 hours per day. Reservation times varied from one hour to an entire day, with the average reservation time being 2.92 hours. The following chart illustrates the number of each week day in which at least one reservation was made. The data was further broken down into prior to 5pm and after 5pm reservations.  
(Note: 15 weeks were included in the fall 2013 semester)  
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Before 5pm</td>
<td>15</td>
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<td>7</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>11</td>
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<td>After 5</td>
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<td>11</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

The reservations of the MPR included mainly activities sponsored by the campus activities board (CAB), but admissions, faculty senate and various other student organizations also reserved the room on multiple occasions.

Auditorium  
Seats 300  
The auditorium was found to be reserved on almost every day for almost the entire day. Theater classes or rehearsals took place in the auditorium during the following weekly times: MWF 9am-1pm, 2:30-5pm and 6-8:40pm and on TR from 7am-1pm, 1:40-2:55pm and 6-8:40pm. Not including the theater department classes and activities, the auditorium was reserved 27 times prior to 5pm and 43 times after 5pm. The majority of the pre-5pm reservations included advising meetings and THON activities. The majority of the non-theater events occurring after 5pm involved lectures, concerts, student activity events and/or open house events. It was found that almost every evening from 6:30-10:30 the auditorium was reserved.

Beaver  
Main gym seats 500 bleachers

Alumni Pavilion  
Picnic tables seat 80
**Issues: The key issue is space.**
As described above, the majority of the multipurpose space on our campus is in use every day. In addition, it should be noted that other than the MPR and Auditorium, none of the spaces provided can accommodate a large group of individuals. With the auditorium being almost entirely booked on most days, there does not exist a place to gather a large group of individuals. It should be noted that on some occasions the auditorium is becoming no longer large enough to accommodate certain events (i.e. Awards ceremony). Furthermore, with the continual growth of our campus, rooms such as the MPR will also no longer be able to accommodate groups such as the faculty senate and large student organizations. Finally, attracting large outside organizations to host events such as conferences or workshops has become difficult because of the lack of multipurpose space. As future renovations are being planned, the university should consider creating more multipurpose space.

**Beaver Community Center:**

*Summary of space:* The Beaver Community Center includes a gymnasium, weight room, workout room, and studio. The varsity basketball and volleyball teams practice and compete in this facility. Located in the Beaver Community Center, Penn State Berks offers a 3,200 square foot weight room. Fitness equipment is replaced each year. There are various free weight stations, as well as Universal and cardiovascular machines. Proper equipment for different types of workouts is provided. The Berks campus has a baseball field, soccer field and softball field where varsity teams practice and compete. Our intramural teams take advantage of our sand volleyball courts and outdoor basketball court. Beaver Community Center hours during the semester: Monday - Thursday - 7:30 am to 12 am, Friday - 7:30 am to 8 pm, Saturday - 1 pm to 8 pm, Sunday - 5 pm to 12 am

**Issues: They key issue is space.**
Most of the suggestions below reflect this problem:
- Students would like to see more equipment in the gym.
- Kinesiology classes and athletic teams prevent students from using the Beaver facilities throughout the semester.
- Students would like to see windows in the weight room to improve the atmosphere.
- There is no air-conditioning in the building and the gym is very cold in the winter.
- Students would like more study and social space in the building.
- The students are prevented from using the men’s and women’s lockers during home varsity games.
- More vending machines would be appreciated by students.
- Students suggest that fitness classes could be popular (e.g. Zumba).
- Students complain that during busy periods in the weight room there is no free equipment (especially between 9 and 12 in the evening).
- Students would like the facilities to be open for more hours on the weekend.
- The women’s locker room needs renovation to at minimum allow for shower privacy.
Discussion and Conclusion

The single biggest issue we have regarding our facilities is space for extra-curricular activities. In our research, this committee found that the Perkins Student Center and the Beaver Community Center are becoming insufficient to support the needs of our campus community. The student life offices, food services, athletics department, and other related support services have outgrown the confines of these two buildings and need additional space to be able to offer programming and services to our Berks community. While this is only an informational report that does not necessarily include recommendations, the committee cannot help but suggest that the campus strongly consider supporting the expansion of the facilities either through renovations, additions, or new buildings. We further suggest that our campus needs to compare facilities with other campuses in our service area so that we are aware of our own strengths and can move toward remaining competitive within our community.

Ending: Report prepared by Holly Ryan on behalf of the Student Life Committee submitted April 14, 2014.
Appendix E  
Student Life Committee  
Informational Report on the Status of the Academic Recovery Program  
April 2014

Introduction

The Student Life Committee has been charged with reporting on the status of the Academic Recovery Program. Since the Academic Recovery Program no longer exists, the committee interpreted this charge as a way of evaluating the current academic success program: Seizing Success.

Background

The Academic Recovery Program was originally coordinated by the Director of Support Services. The original program needed revision to help track the students’ progress more effectively and to define specific goals for individual students.

The Seizing Success Program (beginning in Spring 2014) was developed by the At-Risk Committee of the Enrollment Management Council and is coordinated by the Director of Support Services. Its purpose is to provide direct support to students who are below a 2.0 GPA entering the 2014 spring semester. The majority of the participants are second-semester, first-year students who struggled academically in Fall 2013. Services will address students' learning goals and potential challenges to academic achievement. In addition, students are assisted in developing tools to handle the stresses of academic and personal life and to care for themselves so that they can succeed in higher education. The Seizing Success Program directly supports classroom instruction by helping students become better learners and giving them the confidence and skills to achieve their greatest possible academic success.

Information

The following information was shared to the committee by Blaine Steensland. This program is facilitated by Joe Webb. It is not a mandatory system, but offers counseling and support to students who seek help.

Participants:
Students who are currently performing under a 2.0 cumulative GPA are the targeted participants for this program. A letter and email were sent to 130 students. Students were invited to a voluntary informational meeting. At this point, there are currently 62 students in the program, including a few advanced students who asked to be part of the program.

Intended Outcomes:
After participating in Seizing Success Program, students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic
performance. The Office of Institutional Research and Assessment will be utilized to formally evaluate the program and to compare academic performance with a similar group of non-participating students.

**The Program:**
The students meet with a success coach once a week. Success coaches are voluntary faculty and staff. At the first meeting, students are given a planner and asked to come with course syllabi. Together, the coach and student highlight all the tests, exams, homework, assigned for two weeks and transfer that information to planner. At each meeting, the student gives the coach the planner to go over what was due and what is coming up. Students who need it are connected with the Learning Center and SAIL (Success Always Includes Leadership) peer mentors. SAIL mentors reach out to students on an as-needed basis. In the fall, the program will be connected with FYS sections. It will be similar to the spring program, but will also focus on students with math and English scores in the developmental range.

**Services include:**
- Counseling and advising
- Drop-in support
- Peer mentorship
- Group work
- Career planning and professional development
- Workshops and trainings
- Community building and social activities
- Public events

**Students are helped to:**
- Maintain a healthy and balanced life while in school
- Do well in their classes and address challenges to academic success
- Build effective study skills
- Productively organize their time
- Cope with stress
- Access resources
- Explore career options and plan for the future
- Develop a social network and be part of a community
Discussion and Conclusion

Since the program has just begun and the initial assessment will begin at the end of this spring semester, the committee suggests that next year’s Student Life Committee report on the preliminary findings for the program.

Ending: Report prepared by Holly Ryan on behalf of the Student Life Committee submitted April 14, 2014.
Meeting commenced at 1:05pm.

Members present: Jenifer Shannon, Shiyoung Lee, Kesha Williams, Holly Ryan (chair), Ryan Hassler, Toby Rider, James Shankweiler, Blaine Steensland,

**Review Charges**
Ryan reviewed our four charges for the committee.

**Update on Charge 4**
Ryan thanked the committee for their support in developing the transportation report. Ryan submitted the transportation report to Senate and it should be part of the February Senate meeting. Ryan updated the committee that BARTA has extended its services to evening campus pickups. Shannon asked questions about the interchange renovation. Ryan indicated that Kim Berry has a copy of our report. We hope administration will continue to advocate for our students’ needs to get to locations under the interchange.

**Workshop Charge 1**
Steensland shared the updated “Seizing Success Program” details. He fielded questions from the group to better understand the program and how it has replaced the Academic Recovery program. Ryan will write a report for the Senate.

**Workshop Charge 2**
Ryan shared a draft of the Charge 2 report. The committee offered suggestions for design/format revisions, and we had a substantial conversation about the discussion/conclusions section of the report. The committee agreed that we needed to organize the report around strengths/challenges. Furthermore, the committee agreed that we needed to impress upon the reader that the campus needs to both react to changes and anticipate the needs of a growing campus. In particular, we discussed the perception of our campus in relation to other campuses in our service area. The report will reflect this discussion.

**Meeting adjourned at 2:31pm.**

Respectfully submitted by Holly Ryan
Appendix G
Student Life Committee Meeting Minutes
4/14/14
1pm Thun 109

Meeting commenced at 1:05pm

Members present: Holly Ryan (Chair), Jennifer Shannon, Shiyoung Lee, Toby Rider, Ryan Hassler

Minutes were approved to submit to the Senate.

Workshop Charge 1:
Committee reviewed the report on Charge 1: Academic Recovery Program. The committee had some suggestions about how to revise the report to provide a more detailed description of the program procedures. Ryan will submit the revised report to Senate.

Workshop Charge 2:
Committee reviewed the report on Charge 2: Campus Facilities. The committee offered a few small editing revisions. Ryan will submit the revised report to Senate.

Future Plans:
The committee brainstormed charges for the following year. They suggested the following:
1. The committee will draft an informational report on the preliminary results of the Seizing Success Program.
2. The committee will develop a survey instrument to gather data about student life issues on campus.

Meeting adjourned at 1:45pm

Respectfully submitted by Holly Ryan, Chair.