

Penn State Berks Faculty Senate

Monday, January 27, 2020

12:15-1:15pm

121 Gaige

Agenda

- 1. Call to Order**
- 2. Approval of the Minutes of the November 2019 meeting** (Appendix A)
- 3. Announcements and Reports by the Chair**
- 4. Reports of Officers and University Senators**
 - Vice Chair Ryan
 - Secretary English
 - University Senator Ansari
 - University Senator Bartolacci
 - University Senator Snyder
 - University Senator Zambanini
 - University Senator Maurer
 - SGA President Steve Filby
 - Student Senator
- 5. Comments/Announcements by Administrators**
 - Chancellor Hillkirk
 - Associate Dean Larson
- 6. Unfinished Business**
 - Drug Abuse Survey, Student Life (Appendix B)
- 7. Forensic Business**
- 8. Motions from Committees**
 - Faculty Report on Program Coordinator Compensation Reduction, Faculty Affairs (Appendix C)
- 9. Informational Reports**
 - Physical Facilities and Safety (Appendix D)
 - Standing Committee Minutes (Appendix E)
- 10. New Legislative Business**

11. Comments for the Good of the Order

12. Adjournment

Appendix A

Penn State Berks Senate

November 18, 2019

12:15-1:15 PM, Room 121, Gaige Technology and Business Innovation Building

Attendees: Mohamad Ansari, Mike Bartolacci, Catherine Catanach, Alex Chisholm, Valerie Cholet, Colleen English, Maria Fellie, Andrew Friesen, Sudip Ghosh, Nathan Greenauer, Sarah Hartman-Caverly, Jinyoung Im, Ben Infantolino, Samantha Kavky, Tom Lynn, Joseph Mahoney, Cesar Martinez-Garza, Cliff Maurer, Catherine Mello, Caleb Milligan, Meghan Owenz, Matthew Rhudy, Marissa Ruggiero, Holly Ryan, Dave Sanford, Jessica Schocker, Allison Singles, Stephen Snyder, Hartono Tjoe, Rosario Torres, Bryan Wang, Bob Zambanini (Faculty); Marie Smith (Staff); Pradip Bandyopadhyay, Kim Berry, Paul Esqueda, Lisa Glass, Keith Hillkirk, Janelle Larson, Belén Rodríguez Mourelo, John Shank (Administration); G. Michael Shott, Jr. (Student).

1. Call to Order

2. **Additions, Corrections, and Approval of Minutes of October 21, 2019** –The Chair called for any additional additions, corrections to the minutes; hearing none, a motion was called to approve the minutes, second; *the minutes were approved.*

3. Announcements and Reports by the Chair –

- This is the last Senate meeting for 2019; our next meeting will be on January 27, 2020.
- Elections will be held during spring semester for two open spots for University Senator. These seats will need to be contested which means we need a minimum of three faculty members to run. All are encouraged. This position is a four-year term.
- Dr. Hanes' office provided an update on the chancellor search. The search committee has been formed and will be publicly announced sometime this week. The committee will be officially charged on December 12.
- The first item on the agenda under informational reports is a revision to the Senate roster. Marissa Ruggiero was recently appointed as an at-large representative to the Faculty Affairs Committee.

4. Reports of Officers and University Senators -

- **Vice Chair Ryan** – There will be an opening specifically within the HASS division on Faculty Affairs Committee for spring semester.
- **Secretary English** – No report.
- **University Senator Ansari** – On December 3, the University Senate will vote on a brand-new policy in-regard to email. At present, retired faculty who have emeriti status are able to keep their Penn State email address but if this policy is approved and ratified by the President, all faculty will be able to maintain their Penn State email address through Office365. If inactive after one year, it will be discontinued. Retired staff will also be able to retain their email address through Office365 but the domain will change.
- **University Senator Bartolacci** – A forensic report will be coming out of the Curricular Affairs Committee that will be dealing with our curricular coherence and what it means to faculty. The committee has been charged with trying to define that data. Suggestions are welcome. Several scenarios were shared; discussion followed. More details to come. The Chancellor added, we also have to remember as we have changed, we have added increasing numbers of students who are changing assignments who are coming to Berks to finish their degree. If they come to Berks as not being prepared at the same rigor then that is a problem that we face with our students. Balance is necessary. The Chancellor referenced Middle States which is our accrediting body noting one of the issues that comes up every time is we say we are one university geographically dispersed but we are challenged with this every time. This will be another piece that will play an important role as this accrediting body has become more aggressive in terms of assessment. The Chair highlighted the importance of this topic with faculty and indicated additional conversations may take place at a later time but asked that the meeting move along due to time constraints.
- **University Senator Snyder** – There were two items that was part of the discussion at our last meeting. One had to do with changes in the way the Senate has implemented the policy that has to do

with faculty rights and responsibilities. For years fixed term was not included on the faculty rights and responsibilities committee in the Senate but we are working to make recommendations with the committee to change the rules so that fixed term faculty are included. Agreement was made to include fixed term as emeriti faculty but the problem surrounded the issue of assistant vs. associate professor, so we have to adjust that language so that it reflects appropriately within policy AC25.

- **University Senator Zambanini** – At a recent meeting of the University Planning Committee, a discussion came to light which led to a discussion on the Senate floor about the need for privacy and confidentiality for professors vs. the so-called open space. This discussion will be on-going. More details to follow.
- **University Senator Maurer** – A University Senator from Penn State Abington who serves on the University Relations Committee indicated a lockdown was recently experienced at the Penn State Abington campus. Everything went well and University Police executed everything exactly to plan. The problem occurred when they attempted to resume normal classes. A lengthy discussion took place and areas to be addressed included: what is the protocol for getting classes back to normal, how best to deal with/handle the media, and dealing with the student's fear. The Chancellor shared some protocols already in place especially in terms of speaking to the media.
- **SGA President Steve Filby** – Not present.
- **Student Senator** – Last month students from the northeast and southeast regions of Penn State came together for a leadership conference. Highlighted at the conference is we are one university geographically dispersed. The role faculty play is especially appreciated as it relates to facilitating these types of events as well as sharing information with the students.

5. Comments/Announcements by Administrators

- **Chancellor Hillkirk** –
 - Inquiries were recently made in-regard to weapons on campus. There is a safety policy in place. Our Police Services have done and do a great deal of planning in preparation for events that we hope never to occur. Safety on campus is of the utmost concern for all. The policy, *SY12 Weapons and Fireworks Regulations, Fireworks, and Paintball Devices* states, *the possession carrying or use of any weapon, ammunition or explosive by any person is prohibited on all university property except by authorized law enforcement officers and other persons specifically authorized by the university.* The Chancellor shared some of the language outlined under definitions as stated in the policy. If any of us ever suspect that someone is carrying a weapon, don't confront them but call the police. A question was raised in-regard to faculty who hunt. The Chancellor replied, if a faculty member who hunts brings a weapon and has it in the trunk of their car, they should have the weapon stored with Police Services while on campus for safe keeping.
- **Interim Associate Dean Larson** –
 - An email was sent this morning in-regard to commencement. We encourage all who plan to attend the pre-commencement reception beginning at 5:15 p.m. to RSVP by the deadline date. This will be needed in order to provide Santander with the correct number of attendees for the reception. A lot of new information was provided in both the email and the Google Docs invitation based on this being the first-time commencement will be held at Santander.
 - Enrollment numbers were recently received for our degree programs and were shared with program coordinators. Overall, the results are a mixed bag. If you look back over the past five years our numbers are up and if you look back over the past year we are slightly down, which is not surprising. Work needs to continue in order to keep moving our numbers upward within our degree programs.
 - As a reminder, this afternoon is Weaver Santaniello's retirement celebration in Franco 108 from 3:30-5:00 p.m.

6. Unfinished Business – None

7. Forensic Business – None

8. Motions from Committees

- **Academic Integrity by Student Demographics, Academic Affairs Committee (Appendix B)** – Parliamentarian Rhudy provided an overview and in-depth background information in-regard to statistics provided for the report. Findings were shared. Key themes identified. The committee’s advisory proposal was outlined. Discussion followed. A recommendation was made to replace the word *training* with *education* throughout the advisory proposal. The Chair called for a motion to amend; second. All in favor say aye, opposed; ***the motion to amend is approved***. The Chair called for a vote on the amended motion. Using the clickers press A for yes, B for no, C for abstain; ***the motion is approved (26 yes; 3 no; 1 abstention)***.

9. Informational Reports from Committees

- **Revision to the 2019-2020 Senate Roster, Executive Committee (Appendix C)**
- **Cyber Security and Intruder Safety, Physical Facilities and Safety Committee (Appendix D)** – An overview was provided; conclusions shared.
- **Drug Abuse Survey, Student Life Committee (Appendix E)** – The Chancellor commented, faculty will be receiving an invitation to a talk by the President and the Medical Director at the Caron Foundation. He noted they were at Penn State Berks last June to speak with community members on the opioid crisis and their talk was well-received. The Chancellor recently met with two faculty members working on this subject and indicated a grant related to addiction was recently obtained from the Pennsylvania Department of Health. This invitation will be for the morning of December 20 for a 2-hour presentation and conversation surrounding the opioid crisis and the legalization of marijuana. Dr. Lynn provided a brief overview of the report and will share a more in-depth review at the January meeting.
- **Standing Committee Minutes (Appendix F)**

10. New Legislative Business – None

11. Comments for the Good of the Order –

- A comment was made in-regard to an incident that occurred this semester where a student was having difficulty finding an electric charger for her car. The question was raised if there is one on campus and where is it located.
- The Chair apologized for running out of time at today’s meeting. She acknowledged and appreciates the hard work done by each of the committees’ members on their reports. For those committee chairs’ that didn’t report, a more in-depth review will be shared at the January meeting.

12. Adjournment

Appendix B

Overview: Drug Abuse Survey Results

Student Life Committee

Chair: Thomas Jay Lynn

November 2019

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

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

OVERVIEW

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

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

PART I: Perceptions of faculty responsibility and input

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary

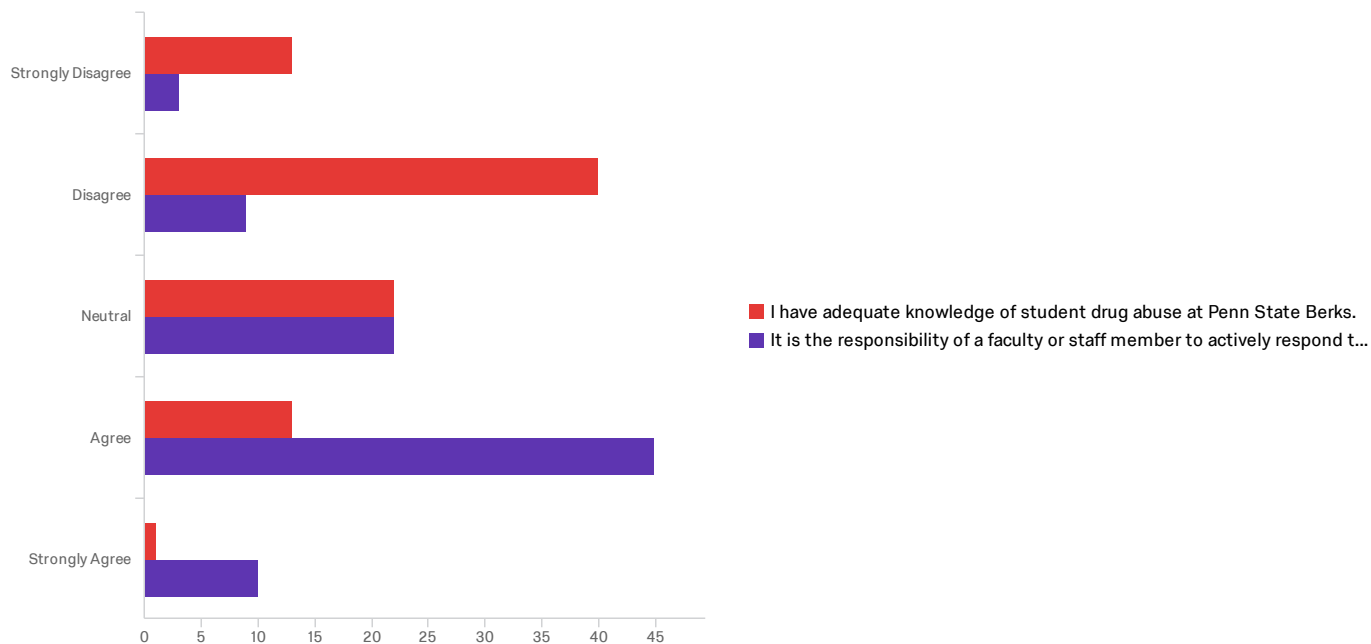
In their response to this survey faculty and staff, a slight majority report that they are aware of resources available at Penn State Berks to help students with drug abuse and dependency issues. Overall, however, faculty and staff indicate ambivalence or a lack of confidence in their knowledge concerning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

Default Report

Penn State Berks Drug Abuse Survey

November 6, 2019 4:33 PM EST

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

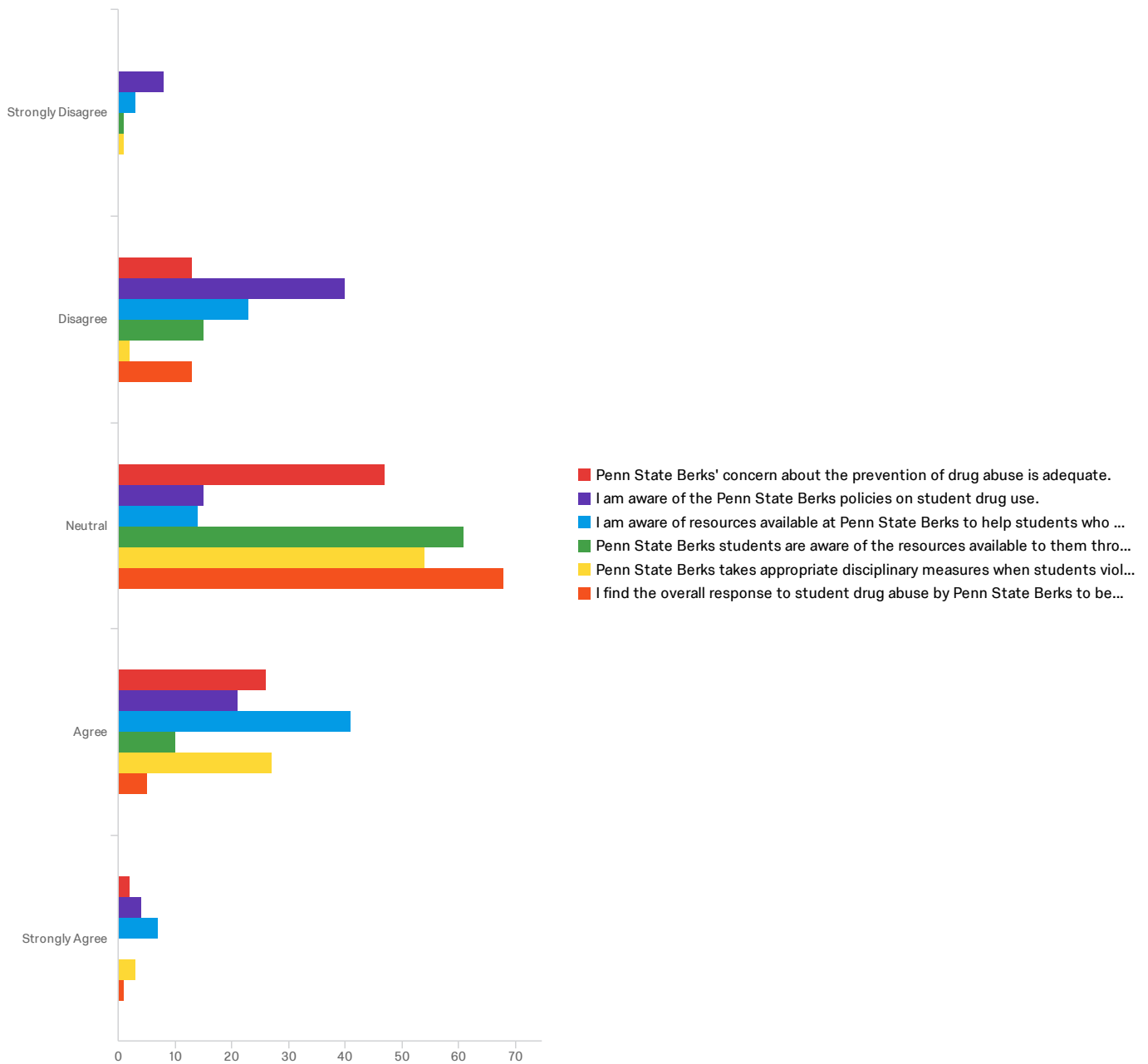


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have adequate knowledge of student drug abuse at Penn State Berks.	1.00	5.00	2.43	0.95	0.90	89
2	It is the responsibility of a faculty or staff member to actively respond to suspected drug abuse at Penn State Berks.	1.00	5.00	3.56	0.94	0.88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

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

Showing rows 1 - 2 of 2

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



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

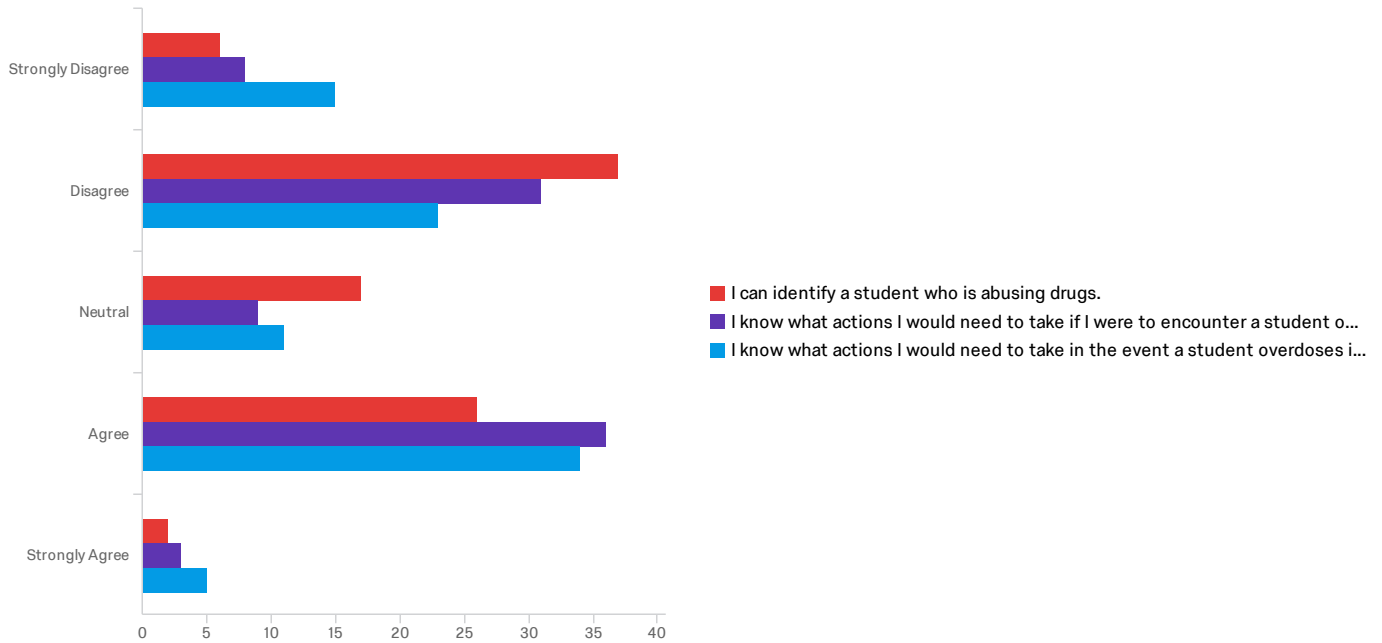
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Penn State Berks students are aware of the resources available to them through the College to help them with problems involving drug abuse.	1.00	4.00	2.92	0.57	0.33	87
5	Penn State Berks takes appropriate disciplinary measures when students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

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

Showing rows 1 - 6 of 6

Q3.1 - Perceptions of faculty and staff knowledge and abilities in dealing with student

drug/alcohol use



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

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

Showing rows 1 - 3 of 3

End of Report

Faculty Affairs Committee
December 9, 2019
Faculty Report on Program Coordinator Compensation Reduction

This report is a response to the change in Program Coordinator (PC) Compensation that was announced in September. Below is the background information necessary to understand the exigence for this response, followed by a discussion and proposal for how to proceed.

Introduction:

The Faculty Affairs Committee is charged with reviewing, evaluating, and making recommendations relating to professional, cultural, social, and material welfare of faculty (Standing Charge #2).

On Wednesday, September 4, 2019 at 8:53 PM, the Interim Associate Dean emailed the current Program Coordinators the revised guidelines for compensation for Program Coordinators. The new guidelines, approved by division heads, the dean, and the chancellor on September 3, 2019, revised the supplemental compensation for Program Coordinators. In the email, the Interim Associate Dean wrote, “We've determined that we can't justify maintaining compensation at what we have been doing for our smallest programs, those with 25 or fewer students.” The new guidelines, attached as a PDF to the email, indicated the new guideline as “Coordinators of baccalaureate degree programs with 25 or fewer students will receive \$2,000 annually.” This guideline is a change from the previous guideline that compensated all PCs with the minimum of a course release or \$4000 annually. A course release is figured at \$3000. In this new guideline, the course release option has been removed and the compensation has been reduced by 50%.

Currently, Penn State Berks offers 21 baccalaureate majors and 4 associate degree majors. We currently have 16 PCs for baccalaureate majors and 2 additional associate degree PCs. There are also 5 other programs that need coordination (minors and the writing program) which will add 4 additional PCs. The minor Program Coordinators do not get additional compensation. The total number of Program Coordinators is 22. See Appendix A for a list of programs and current coordinators.

This new policy was decided in two contexts. The first is that the campus is experiencing budget constraints, and, according to the email, this decision was made in light of a deficit of more than one million dollars. According to the university, a viable program has twenty-five students enrolled in the major. A student is considered enrolled in the major when they have applied for their major using Update Academics in LionPath and completed the Entrance-to-Major requirements. Students must have a minimum of 27.1 credits and third-semester standing in order to declare. Semester standing changes when LionPath rolls over in preparation for the new semester.

According to the Penn State Berks Official Enrollment Census taken at the six-week mark, four HASS programs and one Science program will be impacted by this change: Elementary and Early Childhood Education (17 students), Global Studies (14 students), Science (17 students), Theatre (5 students), and Writing and Digital Media (14 students).

The second context is that the Penn State Berks Senate submitted a report in April 2019 to the Senate, which was approved and sent to the administration, on the Role of Program Coordinators on our campus (See Senate Binder April 2019). The Faculty Affairs Committee recommended that “administration work with Program Coordinators to create a plan for a clear and effective means of evaluation and compensation.” The administration responded to this motion (see Appendix A of the Senate Binder from September 23, 2019), writing “These recommendations are under consideration.” *As of the writing of this report, the guidelines are to take effective immediately during the 2019-2020 academic year.*

Discussion:

Our committee is charged with reviewing, evaluating and making recommendation related to the material welfare of faculty. This change negatively impacts current and potentially future faculty members’ compensation.

The Faculty Affairs Committee is sympathetic to the budgetary concerns that PSU Berks is experiencing; however, the Faculty Affairs Committee has concerns about the lack of consultation that occurred in the revision of this policy. In the Senate’s April report, we sought a dialogue with the administration regarding compensation practices regarding PCs, and we were not included in the revision of the PC compensation model.

Advisory Proposal:

We advise that the administration revisit this policy yearly while also “create[ing] a plan for a clear and effective means of evaluation and compensation” as Senate motioned in April 2019.

We also advise current Program Coordinators to be vigilant in making sure that pre-majors have applied to be a major. Starfish allows Program Coordinators to view pre-majors and majors and to search by number of credits completed. Program Coordinators can then notify eligible pre-majors to apply for major status. Additionally, announcements can be made at group and individual advising meetings.

Holly Ryan, Chair
Lorena Tribe, Vice-Chair
Khaled Abdou
Eric Lindsey
Joseph Mahoney
Ike Shibley
Steve Snyder

Appendix C.1

Baccalaureate Programs

- Accounting (ACCBK): Michael Simon
- Applied Psychology (APSYC): Erin Johnson
- Biochemistry & Molecular Biology (BMBBK): Maureen Dunbar
- Biology (BIOBK): Maureen Dunbar
- Business (BSBBK): Sudip Ghosh
- Elementary and Early Childhood Education: Jayne Leh
- Communication Arts and Sciences (CASBK): Jill Burk
- Criminal Justice (CJABK & CJSBK): Jennifer Murphy
- Cybersecurity Analytics and Operations (CAOBK): Tricia Clark
- Electro-Mechanical Engineering Technology (EMET): Marietta Scanlon
- Global Studies (GLBST): Zohra Melaouah-Shaffer
- Hospitality Management (HMBK): Jennifer Wakemen
- Information Sciences and Technology (ISSBK): Tricia Clark
- Kinesiology (KINBK): Ben Infantolino
- Mechanical Engineering (MEBK): Rungun Nathan
- Organizational Leadership/OLEAD (OLBS): Catherine Catanach
- Rehabilitation and Human Services (RHSBK): Erin Johnson
- Science (SCIBK): Ike Shibley
- Security and Risk Analysis (SRABK): Tricia Clark
- Theatre (THABK): James N. Brown
- Writing & Digital Media (Formerly Professional Writing): Christian Weisser

Associate Degree Programs

- Business Administration (2BABK): Sudip Ghosh
- Information Sciences and Technology (2ISBK): Tricia Clark
- Letters, Arts and Sciences (2LABK): Thomas Lynn
- Occupational Therapy (2OTBK): David Kresse

Minors

- Spanish: Rosario Torres
- Women's Studies: Lauren Martin
- Entrepreneurship and Innovation: Sadan Kulturel-Konak
- Civic and Community Engagement: Jill Burk
- English Composition Coordinator: Jennifer Dareneau

Physical Facilities and Safety Committee

Charge 1 Informational Report

Fall/Spring 2019/2020

Review plans and make recommendations regarding construction, renovation, and physical development of the campus.

Introduction

This year's annual report on campus construction, renovation, and physical development will focus primarily on the Beaver Community Center (BCC) renovation update and a brief summary of other campus improvements that took place over the last year.

Information

BCC Progress

The BCC Renovation Steering Committee has been meeting periodically since last fall. As needed, consultative meetings with the Stakeholder groups (Athletics, Kinesiology, Housing and Food Services, etc.) have taken place. Communication between the architecture group, Hastings and Chivetta and Atkin Olshin Schade Architects, has been thorough and collegial. Building additions will be added to the front and back of the building, and an enclosed bridge will connect BCC to Perkins. Interior renovations will completely restructure the building's interior, while leaving the current competition gym intact. See floorplans for details (Figure 1 ABC).

Originally the feasibility study divided the project into three phases, the first of which was approved by the board of trustees and funds were secured. The architecture group that was chosen proposed to complete all three phases over the cost of phase 1 of the original plan, and thus, additional funding was needed. SGA committed additional funds to support the renovation.

The two-year renovation project has begun with the retrofitting of Perkins 120 for Kinesiology faculty offices. The former office space within BCC will be demolished in the coming months to make room for an additional emergency exit that will be used throughout the renovation when the construction blocks the current exits. This spring we will expect to see the exterior fence erected around the construction site to reroute pedestrian traffic around the facility. Utilities between Perkins and BCC will be rerouted to prepare for the new construction. Additionally, the current women's locker room will be used for mechanical space, so changes in the arrangement of the men's locker room will facilitate both men's and women's private usage temporarily.

Beginning in March, a massive addition will be added to the front of the building. This portion of the facility will house two new Kinesiology labs for instruction and research, one classroom, a new weight room, a new multipurpose room (current dance studio), a second gymnasium, and substantial new storage and mechanical space. This phase is expected to disrupt the front entrance of BCC and Parking in the B2 lot in front of Beaver Community Center. BCC occupants may expect periodic disruptions, but these should be kept to a minimum during operating hours and given advance warning. General foot traffic entering BCC will occur through the rear entrance

during this phase of construction. This phase is expected to be ongoing until after the summer of 2021.

Following the completion of the front addition, the connector bridge will be built, and the second floor of Perkins will be enclosed and finished to facilitate a convenience store and additional storage space for Housing and Food Services. Additional unfinished shell space will be available over the current MPR in Perkins.

During the summer of 2021, all BCC operations will be offline from early May until late July to facilitate interior installation, utilities, and changeover from old facilities to new ones. The existing facility will be renovated to re-work and add one classroom, additional locker rooms, laundry facilities, athletic training, and mechanical and storage space. Also beginning at this time, construction will begin at the rear of the building to construct a new, two-story office tower for Athletics and Kinesiology (16 faculty offices plus 8 collaborative workstations). Construction is expected to be completed in January of 2022. Please refer to Figure 2 for renderings of the completed project.

Other Renovation Projects

During the course of this past academic year other campus improvements were completed: Repair of parking lot, dehumidification of the Career Services Suite, and abatement and carpeting of Perkins 120. During the spring card access will be installed on the exterior doors of Franco. During the summer repairs will be made to the sewer system and stair tower doors in Luerssen, a leak in Franco 169 will be fixed, and campus wide improvements will be made to site lighting.

Discussion and Conclusions

The Physical Facilities and Safety Committee recommends that:

- Whenever possible, construction personnel should communicate any disruptions to utilities or facility usage well ahead of time to building administrator to be communicated with users.
- Campus members take the renovation operations into consideration when planning events, courses, and activities within Perkins and BCC throughout the duration of the renovation.
- When B2 parking is offline, we may expect increased demand on all other lots, both faculty and student. The committee recommends that Police Services monitors parking usage, and makes additional parking available if necessary, possibly utilizing the residential parking at the rear of the turf field.
- Communication between construction personnel and campus community be ongoing to ensure continuity between stakeholder needs, plans, and completed facilities.

Ending

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

Figure 1. Floorplans of the approved BCC renovation. Part A shows the integration with exterior landscaping and walkways, Part B shows the main floor of the facility, and Part C shows the upper level of the facility.



B



C

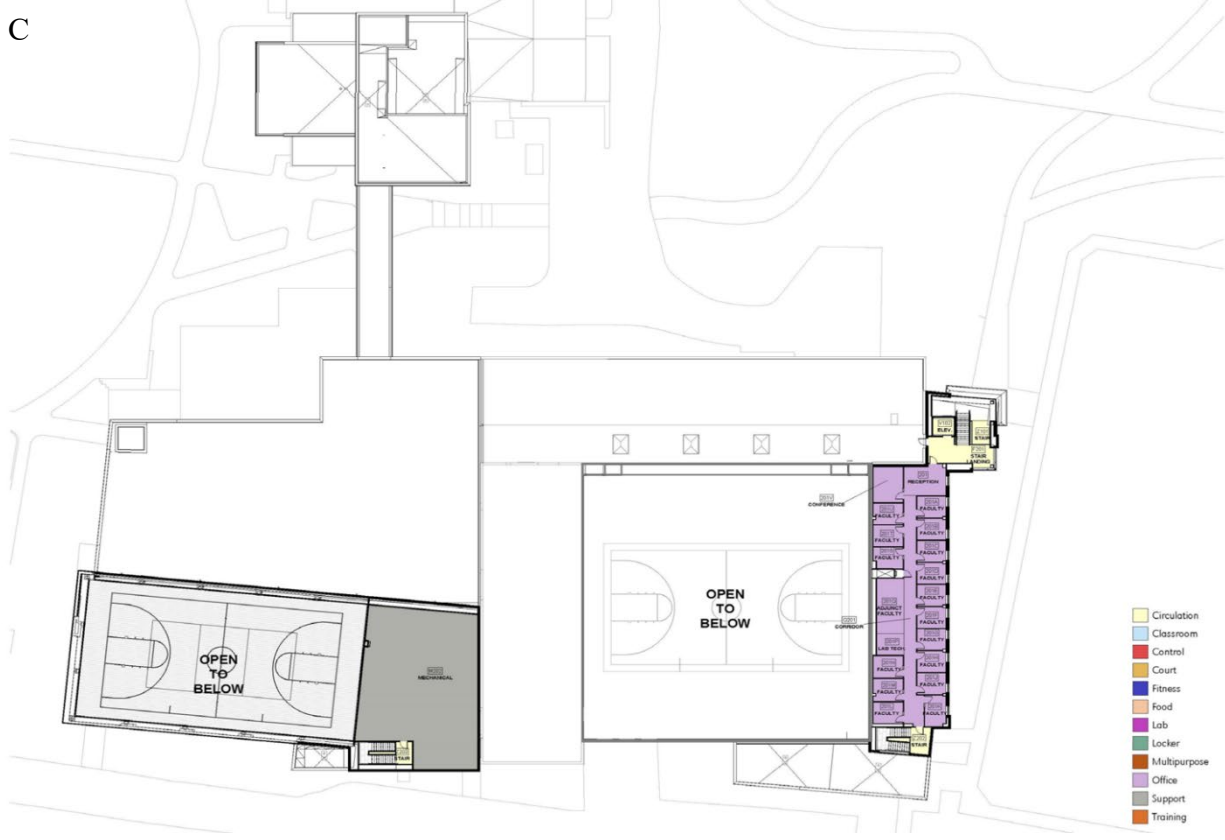


Figure 2. Exterior and interior renderings of completed renovation project. A) Exterior rendering from west side. B) Exterior rendering from west side. C) Interior rendering of auxiliary gym. D) Interior rendering of weight room featuring cardio equipment on bottom floor with view out the window and weight equipment loft. E) View from inside main entrance, weight room on the right and exercise physiology lab on the left.

A



West Entry View One | Penn State Berks Beaver Community Center

HASTINGS · CHIVETTA
 Copyright 2020 Hastings + Chivetta Architects, Inc.
 January 8, 2020

B



East Entry | Penn State Berks Beaver Community Center

HASTINGS · CHIVETTA
 Copyright 2020 Hastings + Chivetta Architects, Inc.
 January 8, 2020





Appendix E

Academic Affairs Meeting Minutes

Monday December 9, 2019

12:15 pm – 1:15 pm, Gaige 206

Attendance: Flavio Cabrera, Alex Chisholm (vice-chair), Ebonie Cunningham-Stringer, Dawn Pfeifer Reitz, Matthew Rhudy (chair), Bryan Wang, Jessica Schocker (guest)

1. Background information for Charge #11

- Charge #11: *Investigate the issue of “grade inflation” including: background knowledge, faculty perceptions, relevant and accessible data, best practices, and necessary supports to implement any suggested interventions. Prepare an advisory and consultative report with recommendations.* [February]
- Literature review was provided prior to the meeting by Alex Chisholm:
 - Chowdhury, F. (2018). Grade inflation: Causes, consequences, and cure. *Journal of Education and Learning*, 7(6), 86-92. <https://doi.org/10.5539/jel.v7n6p86>
 - Ehlers, T., & Schwager, R. (2016). Honest grading, grade inflation, and reputation. *CESifo Economic Studies*, 62(3), 506-521. <https://doi.org/0.1093/cesifo/ifv022>
 - Kostal, J. W., Kuncel, N. R., & Sackett, P. R. (2016). Grade inflation marches on: Grade increases from the 1990s to 2000s. *Educational Management: Issues and Practice*, 35(1), 11-20. <https://doi.org/10.1111/emip.12077>
 - O’Halloran, K. C., & Gordon, M. E. (2014). A synergistic approach to turning the tide of grade inflation. *Higher Education*, 68(6), 1005-1023. <https://doi.org/10.1007/s10734-014-9758-5>
- Comments on literature review from Alex Chisholm (Chowdhury article)
 - Why do educators engage in grade inflation? (p. 87)
 - Student feedback as a form of performance evaluation – can lead faculty to give better grades due to potential financial benefits and job security
 - To save time – faculty can avoid spending office hours discussing grade disputes
 - Part-time and adjunct faculty have less incentive and time to dedicate to rigorous grading
 - Concern for students’ mental health, job prospects, degree completion, etc.
 - Why do institutions engage in grade inflation? (p. 87-88)
 - Greater competition for student enrollment
 - Satisfy students and parents due to the increasingly consumer based business model of higher education
 - How students are affected (p. 88)
 - May have unclear or inflated sense of their knowledge/capabilities
 - Students who are truly exemplary are not acknowledged with distinctively higher grades due to “grade compression”

- Deterioration of student work ethic
 - Impact on course selection – students may select classes with a professor who is an “easy grader”
 - Majors may be selected based on the ease of the program
- How institutions are affected (p. 89)
 - Forms of academic credentials (transcripts, degrees, etc.) may lose value in the real world – in admissions, hiring, and other decisions
- In addition, average GPA data for Penn State Berks students were obtained from the planning and assessment office from Fall 2000 to Spring 2019
 - Average cumulative GPA data showed an increase from 2.76 in Fall 2000 to 2.95 in Fall 2018

2. Discussion of Charge #11

- Charge #11: *Investigate the issue of “grade inflation” including: background knowledge, faculty perceptions, relevant and accessible data, best practices, and necessary supports to implement any suggested interventions. Prepare an advisory and consultative report with recommendations.* [February]
- A definition of “grade inflation”: student attainment of higher grades independent of increased levels of academic attainment
- This is a global issue, not unique to Penn State
- While average GPA has gone up over the past ~20 years, there are various possible explanations for this increase
 - Increase in 4-year programs at Berks – upper level courses may be more likely to have higher grades
 - Change in late drop policy (due to Lionpath)
 - Changes in financial aid policies
 - Introduction of academic warning policy
 - Retention efforts on campus
 - Improved teaching from various support and programs on campus
- Important to caution against unintended consequences of investigating “grade inflation”
- To assess faculty perceptions, a survey of PSU Berks faculty could be useful
- Proposed survey prompt “Do ____ affect your grading practices”
 - retention efforts on campus
 - academic warning and/or financial aid policies
 - grading practices of other faculty
 - SRTEs
 - Etc.
- **Action Item: Matthew Rhudy will prepare a draft survey to assess faculty perceptions on grade inflation at Penn State Berks**

3. Discussion of Possible Follow up for Charge #12

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

- There is hesitancy from University Park about sharing academic integrity data due to confidentiality
- University Park also stated that it is unlikely that they would have ethnicity/race prior to 2018
- University Park response: “This is a bigger picture issue about academic integrity. It would be important that if they feel this is a concern of the process, that they share that with their faculty senate colleagues and that Faculty Senate make a request for the University to look at this across the board. I think looking at it just at Berks is concerning.”
- Jessica Schocker mentioned that we could contact the chair of the University Senate Academic Affairs Committee to see if they would address this charge for the entire university, rather than just Berks
- Consider recommending bias training for faculty
- **Action Item: Matthew Rhudy will contact the chair of the University Senate Academic Affairs Committee and share our work on this charge**