

**Penn State Harrisburg**  
**Faculty Senate Agenda**  
End-of-Year Meeting  
Tuesday, May 17, 2016  
Madlyn Hanes Executive Conference Room C-300/12:00-5:00 p.m.

- I. LUNCH, WELCOME AND INTRODUCTIONS (12:00 P.M.)
- II. REMARKS FROM THE SENATE PRESIDENT, Bing Ran
  - a. Presentation to the Outgoing President
  - b. 2016-2017 List of Capital College Senators Appendix "A"
  - c. 2016-2017 List of University Senators Appendix "B"
  - d. Election of Faculty Senate Secretary
  - e. Appointment of Parliamentarian of the Faculty Senate
- III. COMMITTEE SUMMARY REPORTS FROM COMMITTEE CHAIRS
  - a. Academic Affairs – Linda Null Appendix "C"
  - b. Athletics Committee – Rebecca Weiler-Timmins Appendix "D"
  - c. Enrollment Management and Outreach – Ogze Aybat Appendix "E"
  - d. Faculty Affairs – Peter Kareithi Appendix "F"
  - e. Human Resources – Heidi Abbey Moyer Appendix "G"
  - f. Information Systems and Technology – Gloria Clark Appendix "H"
  - g. International and Intercultural Affairs – Anthony Buccitelli Appendix "I"
  - h. Physical Plant – Richard Scheib Appendix "J"
  - i. Strategic Planning Committee – Catherine Rios Appendix "K"
  - j. Student Affairs – Hengameh Hosseini Appendix "L"
- IV. SPECIAL REPORTS
  - a. DEEC Community Assessment Update – Martha Strickland
  - b. Inventory of School Director Practices – Richard Young Appendix "M"
- V. REPORT FROM THE CHANCELLOR, Mukund Kulkarni
- VI. REPORT FROM THE ACADEMIC COUNCIL
- VII. REPORT FROM THE UNIVERSITY COUNCIL REPRESENTATIVE
- VIII. COMMITTEE CHARGES FOR THE 2016-2017 ACADEMIC YEAR
- IX. IDENTIFY FORUM TOPICS FOR THE 2016-2017 ACADEMIC YEAR
- X. IDENTIFY FACULTY SENATE AGENDA ITEMS FOR THE 2016-2017 ACADEMIC YEAR
- XI. DISCUSSION AND ELECTIONS OF THE OMBUDSPERSON & ALTERNATE

# APPENDIX “A”

## CAPITAL COLLEGE FACULTY SENATE 2016-2017

	NAME	SCHOOL	ROOM	WORK #	E-MAIL ADDRESS
1.	J. Brian Adams (School – 2 yr.)	SET	W256d	948-6691	<a href="mailto:Jba4@psu.edu">Jba4@psu.edu</a>
2.	Jen Hirt (School – 2 yrs.)	HUM	W355	948-6167	<a href="mailto:Jlh73@psu.edu">Jlh73@psu.edu</a>
3.	Mukund Kulkarni (Chancellor)	ADMIN	C-119	948-6105	<a href="mailto:mks5@psu.edu">mks5@psu.edu</a>
4.	Jennifer Gibbs (At-Large – 2 yrs.)	SPA	W160n	948-6046	<a href="mailto:Jcf25@psu.edu">Jcf25@psu.edu</a>
5.	Linda Rhen (School – 2 yrs.)	BSED	W331	948-6295	<a href="mailto:kms588@psu.edu">kms588@psu.edu</a>
6.	Eric Delozier (LIB – 1 yr.)	LIB	LIB	948-6373	<a href="mailto:epd103@psu.edu">epd103@psu.edu</a>
7.	Philip Kavanaugh (School – 1 yrs.)	SPA	W160L	948-6778	<a href="mailto:prk114@psu.edu">prk114@psu.edu</a>
8.	Glen Mazis (At-large- 2 yrs.)	HUM	W356	948-6202	<a href="mailto:Gam7@psu.edu">Gam7@psu.edu</a>
9.	Sabri Yilmaz (School – 1 yr.)	SBA	E355	948-6157	<a href="mailto:suy22@psu.edu">suy22@psu.edu</a>
10.	David Witwer (At-large – 2 yrs.)	HUM	W356	948-6470	<a href="mailto:Dxw44@psu.edu">Dxw44@psu.edu</a>
11.	Peter Swan <b>President Elect</b> (1 yr.)	SBA	E356	948-6443	<a href="mailto:Pfs4@psu.edu">Pfs4@psu.edu</a>
12.	Paul Thompson <b>Immediate Past President</b> (1 yr.)	SPA	W157e	948-6755	<a href="mailto:Pbt1@psu.edu">Pbt1@psu.edu</a>
13.	Bing Ran <b>President</b> (1 yr.)	SPA	W160a	948-6057	<a href="mailto:Bur12@psu.edu">Bur12@psu.edu</a>
14.	Student Representative	SGA			
<b>Non-Voting Member:</b>					
14.	Matthew Wilson Univ. Senate Council Rep. – 1 yr.	HUM	W356	948-6191	<a href="mailto:mtw1@psu.edu">mtw1@psu.edu</a>
15.	Staff Asst. – Stephanie Ponnett	Admin.	C-114R	948-6062	<a href="mailto:Slp29@psu.edu">Slp29@psu.edu</a>

1 year denotes 1 year remaining on a 2 year term while 2 years denotes 2 years remaining on a 2 year term of service.

## APPENDIX “B”

### CAPITAL COLLEGE UNIVERSITY SENATORS 2016/2017

- |   |  |
|---|--|
| 1. Jane Wilburne (BSED)<br>717-948-6615<br>Room W331, Olmsted<br>Term: 2013-2017<br><a href="mailto:Jmw41@psu.edu">Jmw41@psu.edu</a>          | 5. Jennifer Sliko Meyer (SSET)<br>717-948-6421<br>Room W236C, Olmsted<br><a href="mailto:Jls1093@psu.edu">Jls1093@psu.edu</a><br>Term: 2015-2019 |
| 2. Matthew Woessner (SPA)<br>717-948-6489<br>Room W160, Olmsted<br><a href="mailto:Mcw10@psu.edu">Mcw10@psu.edu</a><br>Term: 2013-2017        | 6. Matthew Wilson (HUM)*<br>948-6191<br>Room W356, Olmsted<br>Term: 2015-2019<br><a href="mailto:Mtw1@psu.edu">Mtw1@psu.edu</a>                  |
| 3. Rajarajan Subramanian (SSET)<br>717-948-6124<br>Room W-235, Olmsted<br><a href="mailto:Rus30@psu.edu">Rus30@psu.edu</a><br>Term: 2014-2018 | 7. Anne Douds (SPA)<br>717-948-6667<br>Room W160, Olmsted<br><a href="mailto:Asd12@psu.edu">Asd12@psu.edu</a>                                    |
| 4. Richard Brown (SBA)<br>717-948-6676<br>Room W335, Olmsted<br><a href="mailto:Rsb24@psu.edu">Rsb24@psu.edu</a><br>Term: 2014-2018           | Alternate:<br>None<br><br>Student Representative<br>Naseem Zomorodi<br><a href="mailto:nvz5037@psu.edu">nvz5037@psu.edu</a>                      |

\*Denotes Council Representative

## APPENDIX "C"

### FINAL REPORT ACADEMIC AFFAIRS 2015-16

#### Attendance

Name	9/3/16	10/8/15	11/5/15	12/1/15	2/18/16	3/17/16	4/29/16
Gina Brelsford (BSED)	Present	Present	Present		Present	Excused*	Present
Richard Ciocchi (SET)	Present	Present	Present	Present	Present	Present	Excused*
Adam Gustafson (HUM)	Present	Present	Present	Present		Present	Present
Linda Null (SET) Chair	Present	Present	Present	Present	Present	Present	Present
Linda Rhen (BSED)	Present	Present	Present	Present		Present	Present
Alexander Siedschlag (SPA)	Present	Present		Present		Present	Present
Premal Vora (SBA)	Present	Present	Present	Present	Present	Excused*	Present

\* Electronic participation or proxy

#### Committee Accomplishments

The Committee's standing charge is to review all course and program proposals to ensure that proper documentation and assessment have been performed. During the 2015-2016 academic year, the Committee reviewed a total of 38 course and program proposals.

#### Courses Reviewed and Approved/Approved Pending Changes/Not Approved

Course	Title
ACCT 540	Accounting for Managerial Decisions
B A 462	Business Strategy
BUS 505	Data Analysis for Business Decisions
BUS 510	Business Analytics and Decision Making
BUS 515	Business Ethics and Corporate Governance
BUS 580	Business and Sustainability
BUS 588	Strategic Management
BUSEC 502	Prices, Markets and Competitive Strategy
CMPSC 414	Contest Programming
CRIM J 501	Quantitative Methods of Criminal Justice
CRIM J 503	Advanced Statistics in Criminal Justice
EDUC 564	Reading Clinic
EE 317	Circuits II and Data Acquisition
FINAN 530	Corporate Finance II
HLS 811	Fundamentals of Homeland Security

<b>INFSY 535</b>	Object-Oriented Design and Program Development in Business
<b>MNGMT 511</b>	Organizational Behavior
<b>MNGMT 514</b>	Organizational Learning
<b>MRKT 513</b>	Marketing Management and Business Processes
<b>MRKT 514</b>	Marketing Management: Relationships and Institutions
<b>P ADM 401</b>	Introduction to Homeland Security
<b>P ADM 404</b>	Homeland Security and Defense in Practice
<b>P ADM 802</b>	Multifaceted Approaches to Homeland Security
<b>P ADM 803</b>	Strategic Planning
<b>P ADM 804</b>	Strategic Planning and Organizational Imperatives in Homeland Defense
<b>PUBPL 476</b>	Homeland Security Intelligence
<b>TRDEV 567</b>	Instructional Leadership Theories and Development

### **Programs Reviewed and Approved/Approved Pending Changes/Not Approved**

MA in Applied Clinical Psychology	Women's Studies Minor
Masters in Business Administration	MS in Information Systems
Ph.D. in Public Administration	Minor in Material Sciences and Engineering
MA in Criminal Justice	BS in Electrical Engineering
BS in Management	BS in Mathematics
Masters in Homeland Security	

### **Other Committee Accomplishments**

One of the charges of the Committee was to propose a plan for faculty training sessions on the Curriculum Review and Consultation System (CRCS). Staff from University Park visited PSH on October 26, 2015 to provide CRCS training for PSH faculty. The session covered CRCS access and provided an overview of the interface as well as how to review, change, and submit proposals (including adding consultation groups). At this time we were told that training sessions would be available online so anyone wanting to take the training could do so on demand. In addition, they indicated they would create a YouTube video walking faculty members through the process of creating/changing proposals.

A second charge was to create a more efficient and successful faculty engagement process with CRCS and to investigate the challenges and obstacles facing faculty in using CRCS. Throughout the semester, Committee members have been gathering information from faculty regarding concerns they might have about the system or questions that arise regarding how to use CRCS or the proper procedure to follow. This data will be collected at the end of the semester and will be used to start an FAQ on the Academic Affairs web page (see below). The intent is to continually add to this FAQ as necessary.

The last charge was to develop a Curricular Review Procedures and Guidelines web page, specific to PSH. On 12/1/15, the Committee met with Chris Weaver, the college webmaster, to discuss several options for creating a web presence for the curricular affairs process at Penn State Harrisburg. Adding this information to the Faculty Senate webpage was discussed, as was adding a new link to be placed under the Faculty/Staff resources tab. It was determined that it might be most useful if placed under the Faculty/Staff resources tab. Discussion regarding an interactive flow chart indicated that such a chart would be possible. Members of the

Committee will turn in the information they have gathered to the Chair, who will meet with Chris over the summer so the web page can be in place fall 2016.

### **Committee Concerns**

Many proposals with significant problems come through the Committee on a regular basis; the two major issues are lack of proper consultation and failure to follow the curricular process. While we are hopeful that the new web page will alleviate some of these issues, the Committee recommends each School appoint one person to be the curricular contact for that School. This person would be responsible for undergoing training on the system, understanding the curricular process, and helping faculty within the School with curricular proposals (or perhaps be responsible for the actual course or program proposal entry). This would avoid the common pitfalls seen in many curricular proposals.

### **Suggestions for Charges for 2015-16**

- Work with the appropriate support offices to maintain the Curricular Procedures and Guidelines web page
- Work with the appropriate support offices to disseminate information regarding the changes in general education requirements and develop procedures for effective and streamlined program changes resulting from these new general education requirements

**Athletics Committee of the Faculty Senate  
Penn State Harrisburg  
2015 – 2016**

**Duties:** The Athletics Committee shall advise and monitor athletic standards related to the educational function of the College and University, help promote a sound academic climate for the intercollegiate athletic program, and support the NCAA Division III Philosophy Statement.

The report is submitted by Rebecca Weiler-Timmins (chair) on behalf of committee members:

Thomas Arminio	Odd Stalebrink	Erin Miller
Debbie Lynch	Roderick Lee	Ilya Shvartsman
Rahsaan Carlton	Joe Cecere	

**Attendance:** The Athletics Committee met a total of four times during the 2015-2016 academic year (September 17, October 27, February 2, and April 6). The committee also communicated via email throughout the year in order to complete and prepare documents for presentation to the Senate.

**Charges for the 2015-2016 Academic Year:**

- Review the integration of athletics into the campus community, and recommend ways to enhance the fan experience at games, to include the serving of refreshments.
- Develop a process to inform the campus of the responsibilities of being a Division III institution.
- Propose ways to communicate and educate the college regarding concussions and brain injury.

**Fulfillment of Charges:**

**Charge One:** Review the integration of athletics into the campus community, and recommend ways to enhance the fan experience at games, to include the serving of refreshments.

1. The committee continues to monitor the Faculty Athletic Liaison Program. This is a continued effort to create a well-rounded, integrated collegiate experience for the Student-Athletes. It is designed to support student-athletes by increasing communication and strengthening connections among student-athletes, coaches and faculty. The first year of implementation is complete. Fulltime coaches were able to integrate the FAL for their respective teams. However, the part time coaches were not able to utilize the FAL due to their lack of time on campus. Therefore, the committee discussed the following ways to aid the part time (and fulltime coaches) for better integration of FALs:

- The FALs are invited to have dinner with the Athletic Department on August 11<sup>th</sup>. This meeting will serve as an avenue to share ideas regarding best practices for coaches and FAL communication.
- The committee developed a process for the FALs to collect and review the Student Athlete Progress Reports. This allows the student athletes to engage with the FAL and provide academic guidance (if needed):
  1. Upon receipt of class schedules (beginning of semester) Coach will provide the number of courses for each player to the FAL.

2. Coaches disseminate forms to student-athlete.
3. Student-athlete is responsible to get forms signed by each professor and return within 1 week to the FAL.
4. The FAL will organize forms and meet with the coach to discuss student athletes that have unsatisfactory progress reports.
5. Coach or FAL meets with players to discuss game plan (see check list form – Rahsaan).
6. Coach redistributes forms for second evaluation.

- Rahsaan and Becky will be working with the coaches to replace FALs that are leaving PSH. We will need to replace Baseball FAL, Check on Softball, Tennis, Volleyball, and due to the size of the team we will add another FAL for Track and Field/XC)
- Information about the FAL program is uploaded to the PSH Athletics Website. More information and each FAL is listed on the site and can be found at:

[http://psuharrisburg.prestosports.com/inside\\_athletics/Faculty\\_Athletic\\_Liaison\\_Program](http://psuharrisburg.prestosports.com/inside_athletics/Faculty_Athletic_Liaison_Program)

2. The committee continues to provide an ongoing initiative to disseminate information via school meeting updates from committee (Senate Policy for game absences 42-27, concussion policy, student-athlete absence form, student athlete progress reports. However, it is very difficult to get onto the school meeting agendas. Therefore, it was suggested that Rahsaan meet with the Academic Council to discuss possibilities of a Coach/FAL/committee member from Athletics Committee to be on the agenda for a school meeting in a 20-30 minute time slot.

3. A concession stand is slated to be available in the fall for sporting events. The Athletic Department will use the PSU-Behrend model as a template. As a department we need a food service license. Someone in athletics will be responsible for food safety.

4. Nutrition for Athletes – Rahsaan will establish a future meeting with Director of student services and Craig Cooke Director of Housing to discuss nutritional needs of athletes

**Charge Two:** Develop a process to inform the campus of the responsibilities of being a Division III institution.

1. **Student Athlete Progress Report:** The Student Athlete Progress Report was created by the Athletics Department and the Athletics Committee last year. This document was generated in an effort to enhance the current academic Progress Report for the student-athletes. The coaches have found success with the implementation of the progress report due to the increased ability to monitor the student-athletes throughout the entire semester. The committee and athletics department continue to receive feedback from both faculty and athletes to better the form and the process (as stated above).
2. **Panel Discussion for Athletics Committee for Fall16** to be planned in Sept. meeting of next year. The discussion will follow the template of the DEEC diversity in athletics presentation from this year by including coaches, players and possibly FALs.

**Charge Three:** Propose ways to communicate and educate the college regarding concussions and brain injury.



1. Dr. Silvis and Dr. Matthews presented “**Concussions in 2015: Truths and Myths**” on Nov. 10<sup>th</sup> from 11:30 – 12:45 in Olmsted Auditorium.
2. Please see attached documents for information regarding presentation.

**Suggested New Charges for the Upcoming Year 2016-2017:**

Standing Charge: Advise and monitor athletic Standards related to the educational function of the College, help promote a sound academic climate for the intercollegiate athletic program, and support the NCAA Division III Philosophy Statement.

1. Review the integration of athletic coaches into the academic campus community.
2. Inform the campus of the responsibilities of being a division III institution.
3. Revise and continued implementation of the Faculty Athletic Liaison Program.

Concussions in 2015-16: Truths and Myths  
 Summary of points from presentation  
 by Dr. Matt Silvis, Program Director Primary Care Sports Medicine,  
 Associate Professor, Depts. of Family and Community Medicine  
 Orthopedics and Rehabilitative Medicine  
 Penn State Hershey

- If you have a student who has suffered a concussion, the student most likely will have been told to rest with a reduction in activity (text messaging, video games, TV, decreased school work) and to avoid physical activities
- Usual care involves one-to-two days of rest with stepwise return to activity
- The typical return to activity protocol is six steps with each step being 24 hours: 1. complete rest; 2. light aerobic exercise; 3. sport specific exercise; 4. non-contact training drills; 5. full contact practice; 6. game play
- It is safe to return to play and activities when a student is asymptomatic when off meds, has a normal physical exam, and has an unremarkable neurocognitive assessment
- Concussed students may need complete cognitive rest at the beginning followed by gradual reintroduction of classroom attendance slowly building activities and attendance to full days
- If you have a student who has suffered a concussion, you may need to make some accommodations:
  - Provide copy of questions prior to assigned readings to guide students
  - Encourage students to underline/highlight most salient details in written passages
  - Allow for increased time to complete tasks
  - Provide quiet area for assignments away from classroom chatter
  - Allow for breaks as needed to move/walk/stand up
  - Provide untimed tests
  - Provide written handouts/outlines
  - Allow for hand fidget, sensory wiggle cushion, gum chewing
  - Offer preferential seating – away from windows, doors; best in front center of classroom in proximity of teacher

## Concussion Talk Takeaways:

1. Concussions aren't only happening in football (tops in ice hockey), but more likely than in general population
2. Diagnosing concussion can be difficult if mild, with subtle symptoms, and minimal functional effects
3. Athletes don't always want to declare or recognize symptoms as concussive
4. One line definition of concussion: "Traumatically induced alteration in brain function"
5. Symptoms include: loss of memory; often never regain all lost info; loss of consciousness (uncommon, and usually lasts only seconds); headache (found in 70 percent concussed athletes)
6. Concussed athletes are ALWAYS disqualified from action
7. They are evaluated post game day and given rest with reduction of activity: avoid activities that require attention or concentration (text messaging, video games, TV, decrease school work); avoid physical activities
8. Benefits of strict rest after concussion: recommended by expert consensus; data suggests early mental and physical activity may worsen outcome – but strict rest post-injury not found to improve outcome and may have contributed to increased symptom reporting; so – usual care is rest 1-2 days with stepwise return to activity
9. Complete rest is impossible and impractical – no data shows improved clinical outcomes – be wary of being too restrictive
10. ImPACT tests are beneficial but have some challenges: "sandbagging," false + results, ADD or learning disabilities, distraction while taking baseline testing, test anxiety, learning effects, computer issues, etc.
11. When it's safe to return to play or activities: asymptomatic when off meds; normal physical exam; unremarkable neurocognitive assessment
12. Typical return to activity protocol (each step 24 hours): 1. Complete rest; 2. light aerobic exercise; 3. sport specific exercise; 4. non-contact training drills; 5. full contact practice; 6. game play
13. No scientific evidence that medication speeds recovery from concussion
14. School and academic accommodations: 1. Provide copy of questions prior to assigned readings to guide students; 2. encourage students to underline/highlight most salient details in written passages; 3. allow for increased time to complete tasks; 4. provide quiet area for assignments away from classroom chatter; 5. allow for breaks as needed to move/walk/stand up to allow greater attention; 6. untimed tests; 7. written handouts/outlines; 8. allow for hand fidget, sensory wiggle cushion, gum chewing; 9. preferential seating (away from windows, doors; best in front, center of classroom in proximity of teacher)
15. Concussed students may need complete cognitive rest at the beginning, then gradual reintroduction of classroom attendance slowly building activities and attendance to full days
16. Sometimes speech therapy and physical therapy will be needed

**End of Year Report  
Enrollment Management and Outreach Committee  
Spring 2016**

***Committee members:***

Ozge Aybat (*Chair*) [oua3@psu.edu](mailto:oua3@psu.edu)  
Karen Buhr [kjb44@psu.edu](mailto:kjb44@psu.edu)  
Barbara Carl [b](mailto:b)  
Indrit Hoxha [ixh16@psu.edu](mailto:ixh16@psu.edu)  
Wanda Kunkle [wmk12@psu.edu](mailto:wmk12@psu.edu)  
Glen Mazis [gam7@psu.edu](mailto:gam7@psu.edu)  
Ann Swartz [als25@psu.edu](mailto:als25@psu.edu)  
Sabri Yilmaz (*Senate Liaison*) [suy22@psu.edu](mailto:suy22@psu.edu)

***Charges for Academic Year 2015-2016:***

- 1) Develop a profile for first year and transfer students, especially with regard to their origins.
- 2) Investigate ways to enhance timely and informative communication to faculty of Admission and Outreach activities occurring at PSH, so that faculty members can effectively participate in Admission Office activities and enhance engagement.
- 3) Investigate ways to enhance faculty relationships with the regional community, especially with Middletown.

***Accomplishments:*****Objective 1 - Enrollment:** Help Admissions Office with enrollment

- The committee analyzed the data from Summer School surveys distributed to students in May 2015 and shared the findings with Enrollment Services (please see Appendix A and B for details about the survey results).
- The committee met with Rob Coffman, Director of Enrollment Management on October 27<sup>th</sup> to learn about the Penn State Harrisburg student profile and find ways to help Enrollment Services.
- Mr. Coffman acknowledged how summer school survey findings helped them and asked us to assist them especially with the graduate level admissions (since the number of graduate enrollment is decreasing). Admission Office is getting the applications and contact numbers, but then transfers this information to the Graduate Program Coordinators for further inquiry (e.g., a Faculty member contacting the student to explain the research interests).
- The committee then met with Graduate Program Coordinators from different schools and came up with the following suggestions:
  - i. Virtual open house tours can be offered

- ii. Graduate application website should be clearer
  - Applicants do not always know that they are applying to Penn State Harrisburg, they sometimes think that they are applying to University Park.
  - Frequently Asked Questions section could be prepared.
  - Graduate Program Coordinators and Faculty need extra resources to evaluate applicants coming from different schools.
- iii. Application process should be clearer for international students
  - The current webinar is moderately helpful and needs to be updated.
  - Graduate Program Coordinators and Faculty have trouble evaluating international students.
- iv. Faculty members should be encouraged/empowered to engage more in the graduate admission process
  - Most of the Faculty cannot update/control their websites but most of the graduate applicants visit these websites to learn more about Faculty's research
  - Some of the Faculty from each school can serve and help with the graduate admission process
  - Graduate Program Coordinators and Faculty should inform the Admissions Office about their target audience for their programs and Admissions Office should try to recruit accordingly
- v. Admissions Office should hold regular meetings with Graduate Program Coordinators to increase the coordination
- vi. Considering the amount of work, Admissions Office may hire one more staff member who would only concentrate on graduate admissions
- vii. Billboards and social media should be used more effectively to advertise Penn State Harrisburg Graduate School

Objective 2 - Outreach: Find ways to connect more closely with community, especially with Middletown

- The committee met with Chris Courogen, former Director of Communications of Borough of Middletown on September 29<sup>th</sup> to find ways to connect more closely with Middletown.

- Mr. Courogen briefly explained the current situation in Middletown Borough.

- The committee met with Penn State Harrisburg Basketball Head Coach Don Friday to inquire about the team's outreach aspirations

- The committee then met twice and came up with the following suggestions.

- i. Volunteering student efforts may help such as:
  - Students and community working together such as participation to parade, decorating for Christmas, students reading to kids

- Engaging Honors Program: volunteering efforts could be part of course requirements
  - Engaging Student Organizations/Clubs/Students Affairs: service/volunteering could be part of membership requirements
  - Orienting students: have a walk in the area, distribute brochures
- ii. Organizing “community days” with the school’s sports teams (e.g., with special jerseys for the event that also say Middletown on it)
- iii. Regularly sharing Penn State Harrisburg news with Middletown community
- Marketing Research and Communications Office should handle the communications
  - Regular articles can be published about Penn State Harrisburg on Press and Journal, Middletown Community Courier, Borough of Middletown Magazine and Website
  - Regular advertisements of Penn State Harrisburg events can appear on these journals
- iv. The committee aims to conduct focus groups with Faculty & Staff living in Middletown in Fall 2016 to hear about their perspective. Office of Human Resources has just provided us with a list of names for Faculty and Staff members living in Middletown. We will contact them in Fall 2016 and invite them to our focus group.

## APPENDIX A: SUMMER SCHOOL SURVEY REPORT

Upon the request of Robert Coffman, Jr (Director of Enrollment Management at Penn State Harrisburg), the Faculty Senate Enrollment Management and Outreach Committee conducted an online survey in April 2015 to learn about students' opinions on summer school offerings and to examine the reasons why the summer school enrollment has been declining.

The survey was prepared on Qualtrics and the link was shared with undergraduate and graduate students via the email below.

*"Dear Students,*

*This year, the Faculty Senate "Enrollment Management and Outreach Committee" is working with the Admissions Office to examine Penn State Harrisburg students' opinions on the summer school program. For this reason, we developed an online survey that should take about 5 minutes to complete.*

*We recognize that this is a very busy time of year for everyone on campus. However, we ask that you take a few minutes to complete this survey so that Penn State Harrisburg can improve its summer offerings and better understand YOUR needs.*

*The survey can be completed online at:*

*[https://qtrial2013.qualtrics.com/SE/?SID=SV\\_5msuHCgoM5mYroV](https://qtrial2013.qualtrics.com/SE/?SID=SV_5msuHCgoM5mYroV)*

*The committee would greatly value your participation!*

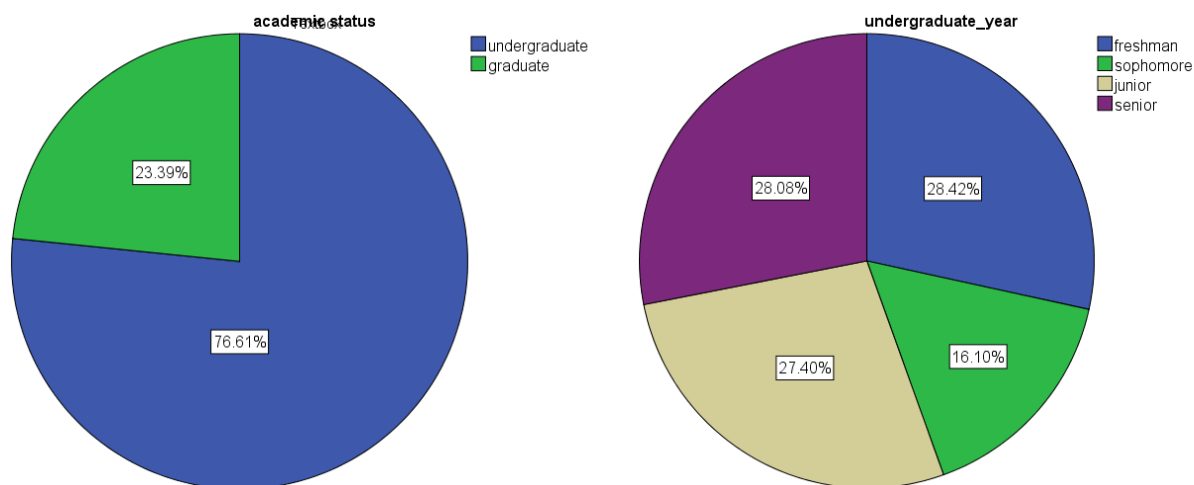
*Best regards,*

*Enrollment Management and Outreach Committee"*

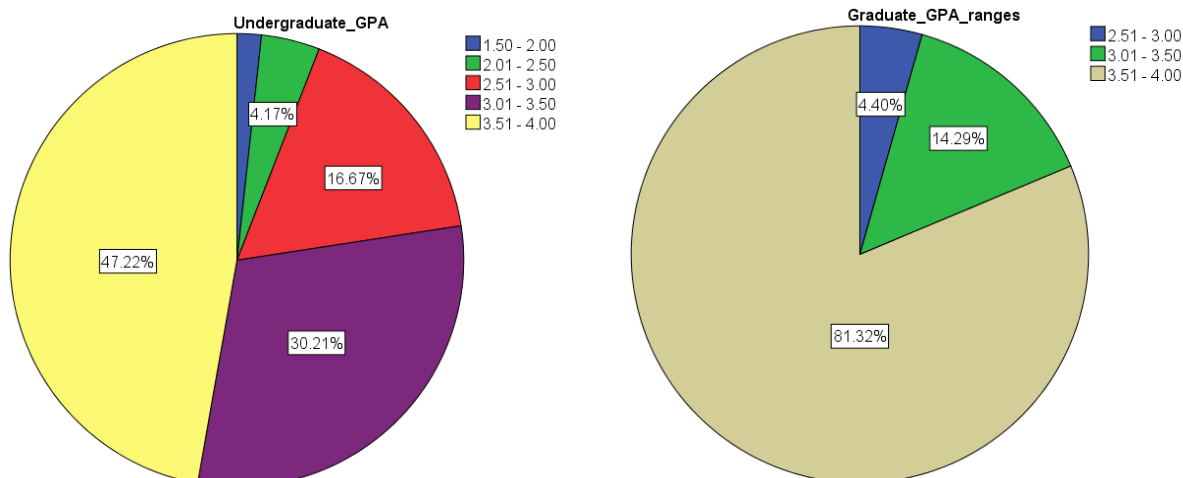
The Enrollment Management and Outreach Committee hereby reports the findings of the survey.

### A) Profile of the Participants

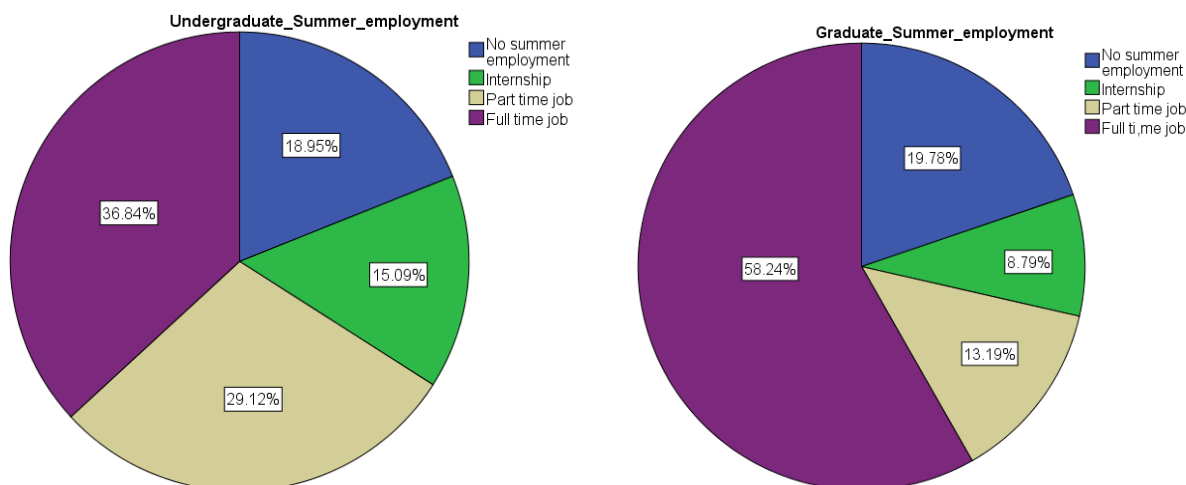
**I) Academic Status:** 402 students participated to the survey, out of which 77% were undergraduate and 23% were graduate students. Among the undergraduate students who participated, 28.4% were freshmen, 16.1% were sophomores, 27.4% were juniors, and 28.1% were seniors.



**2) GPA Levels:** Among the undergraduate students, 47.2% of them had a GPA between 3.51 and 4.00, 30.2% of them had a GPA between 3.01 and 3.50, and 16.7% had a GPA between 2.51 and 3.00. Whereas, among the graduate students, 81.3% had a GPA between 3.51 and 4.00 and 14.3% had a GPA between 3.01 and 3.50.



**3) Employment Status During Summer:** Among the undergraduate students, 36.8% of them have a full time job over the summer, 29.1% of them have a part time job, 15.1% have an internship, and 18.9% do not have any summer employment. Whereas, among the graduate students, 58.2% of them have a full time job, 13.2% of them have a part time job, and 8.8% have an internship, and 19.8% do not have any summer employment.



## B) Important Factors that Impact Participants' Summer School Enrollment

We asked the participants to rank the importance of eight factors such as courses offered, dates offered, time of the day, cost, location, housing availability, instructor, and the need to graduate on time, when they consider taking a summer course (where 1= the most important factor).

**1) Importance of the Courses Offered:** Among the 402 undergraduate and graduate students who participated, 46.3% think that “courses offered” is the most important factor when they consider taking a summer course. Another 29.2% think that “courses offered” is the second most important factor. In other words, in total, 75% of

the participants think that “courses offered” is either the most important factor or the second most important factor.

**2) Importance of the Cost:** Overall, 35% of the participants think that “cost” is either the most important or the second most important factor. Thus, so far it looks like “courses offered” is the most important factor for our participants, followed by the “cost” of taking classes in summer school.

**3) Importance of the Need to Graduate:** Overall, 25% of the participants think that “need to graduate” is either the most important or the second most important factor.

**4) Importance of the “Dates Offered” and “Time of the Day Offered”:** Overall, 23% of the participants think that “dates offered” is either the most important or the second most important factor. We found similar results for “time of the day offered” as well.

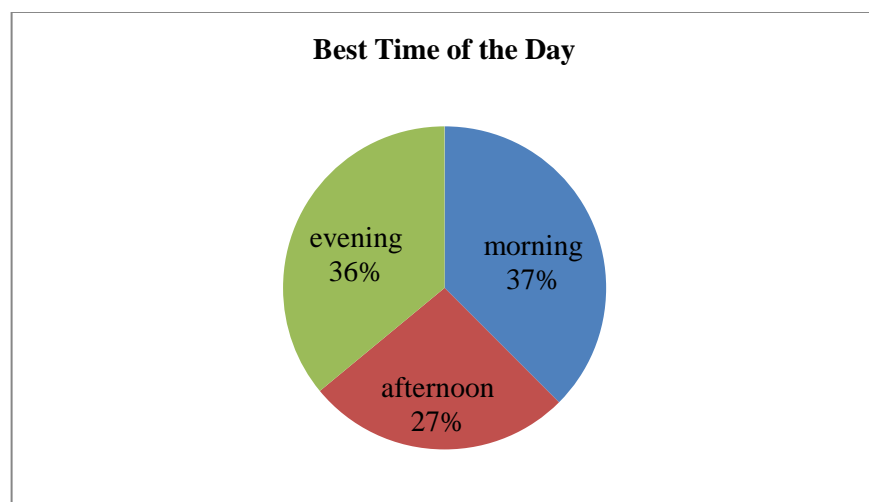
**5) Other Factors:** The importance of courses offered, cost, need to graduate, dates, and times are followed by the importance of location, instructor, and housing availability. Therefore, the last three factors seem to be relatively less important than the first five factors for the participants.

### ***C) Participants’ Opinions on “Which Day of the Week is Best to Take a Summer Course”***

We asked participants to indicate which day of the week is best for a summer course. 51.42% of the participants think that Monday is the best day to take a summer school. Looking at the rankings, we observed that Tuesday is the second best day, and Wednesday is the third best day for participants. Moreover, 87.3% of the participants think that Saturday is least favorable option for a summer course, among the six days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday).

### ***D) Participants’ Opinions on “What Time of Day is Best to Take a Summer Course”***

We also asked participants to indicate what time of the day is best to take a summer course. Although 37% of the participants think that *morning times* are best for a summer course, another 36% think that *evening times* are best for a summer course. Lastly, 26% of the participants think that *afternoon times* are the best.

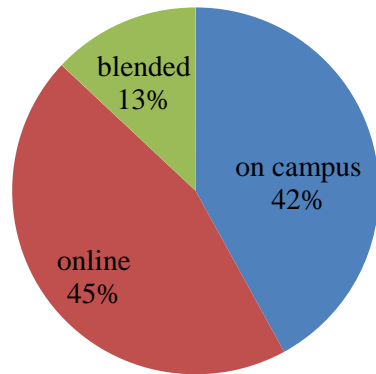


### ***D) Participants’ Opinions on “Where to Take a Summer Course”***

Next, we asked participants to indicate where they would like to take a summer course. 45% of the participants think that online courses are the best; whereas 42% of the participants prefer to take summer courses on campus. The rest, 13% of the participants, prefer a blended version (on campus + online).



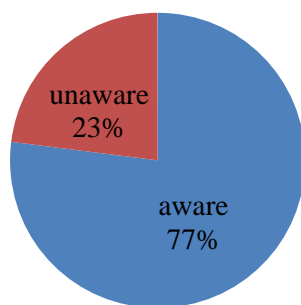
### Best Location for a Summer Course



### *E) Participants' Awareness of the "Maymester"*

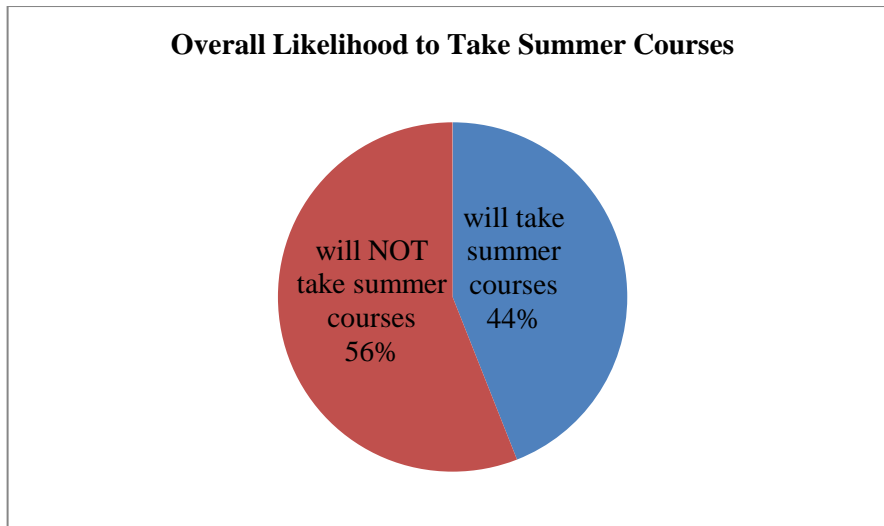
We asked participants whether they were aware of the Maymester opportunity at Penn State Harrisburg. 77% of the participants are aware of the Maymester, whereas 23% of them are not. We analyzed the data in more detail by looking at the answers of undergraduate students only. Among the undergraduate students, we did not find any differences in percentages of awareness according to the school year. In other words, whether they are freshmen, sophomores, juniors or seniors did not create any differences in awareness of the Maymester. Similarly, participants' awareness ratings did not change according to their GPA or summer employment. Thus, whether they had a higher or lower GPA did not impact students' awareness of the Maymester. Likewise, whether they had an internship, full time, part time, or no job over the summer did not influence participants' awareness. In summary, we concluded that majority of the participants are aware of the Maymester program, and school year, GPA, and summer employment did not impact students' awareness.

### Maymester Awareness

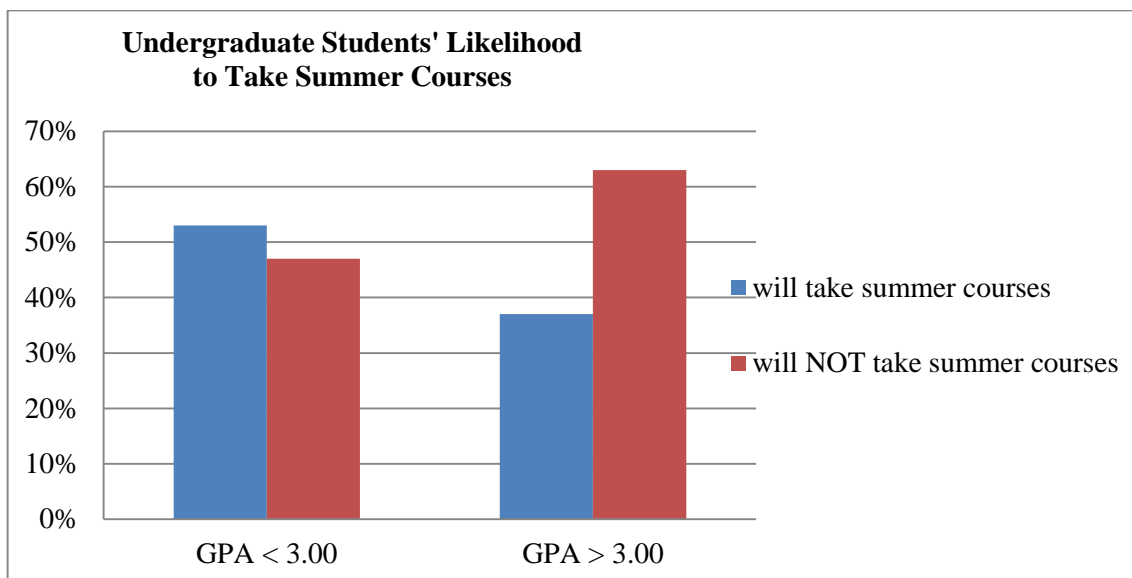


### ***F) Participants' Likelihood to Take Courses this Summer***

Overall, 44% of the participants are planning to take summer courses this summer; whereas 56% of them are not.

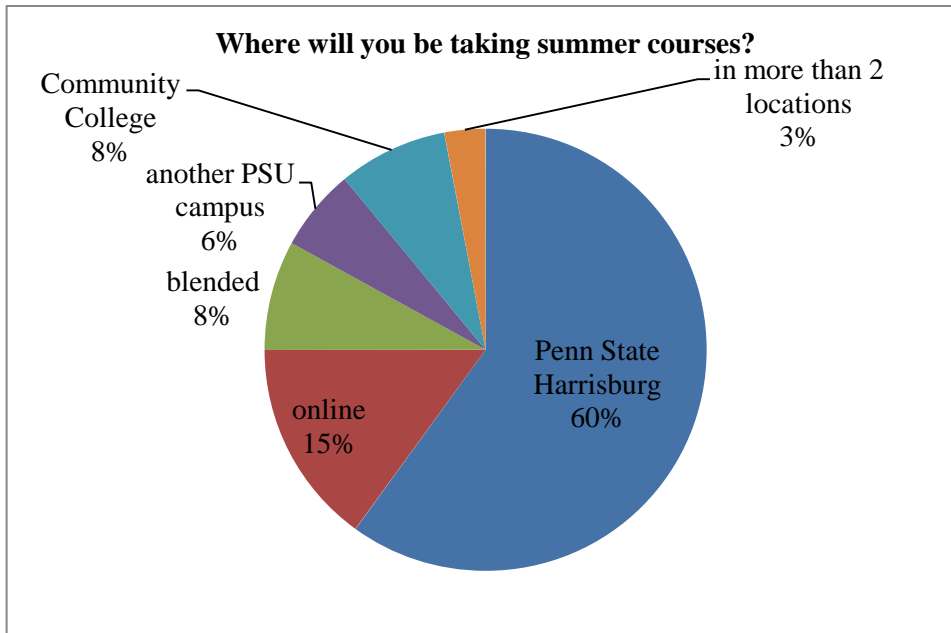


We analyzed the data in more depth by looking at the undergraduate students only. School year did not impact undergraduate students' likelihood to take summer courses. In other words, freshmen, sophomores, juniors and seniors were equally likely to take (or not to take) courses this summer. Likewise, summer employment did not impact undergraduate students' likelihood to take summer courses. However, as GPA increased, undergraduate students' likelihood to take summer courses decreased. More specifically, only 37% of the undergraduate students who had a GPA of 3.00 or more indicated that they would take courses this summer; whereas 63% of them said they would not. On the other hand, 53% of the undergraduate students who have a GPA lower than 3.00 indicated that they would take summer courses. No such trend was observed among graduate participants.



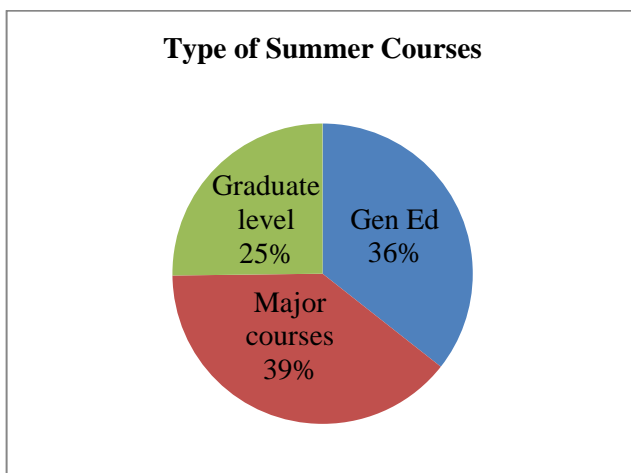
### ***G) Participants' Preferred Location to Take Summer Courses***

Among the participants who indicated that they would take summer courses, 60% said that they would take summer courses at Penn State Harrisburg, 15% said online, and 8% said they would take summer courses on campus and online (blended). On the other hand, 6% said that they would take courses in another PSU campus, and another 8% in a community college. The rest indicated that they would take summer courses in more than two locations (e.g., Penn State Harrisburg + another PSU campus + online). We also examined the impact of summer employment on the location chosen. Although the likelihood of taking summer courses on campus was a lot higher for all participants, those who had an internship position and those who had a full time job (working more than 30 hours per week) were more likely to take summer courses online compared to those with no summer employment.

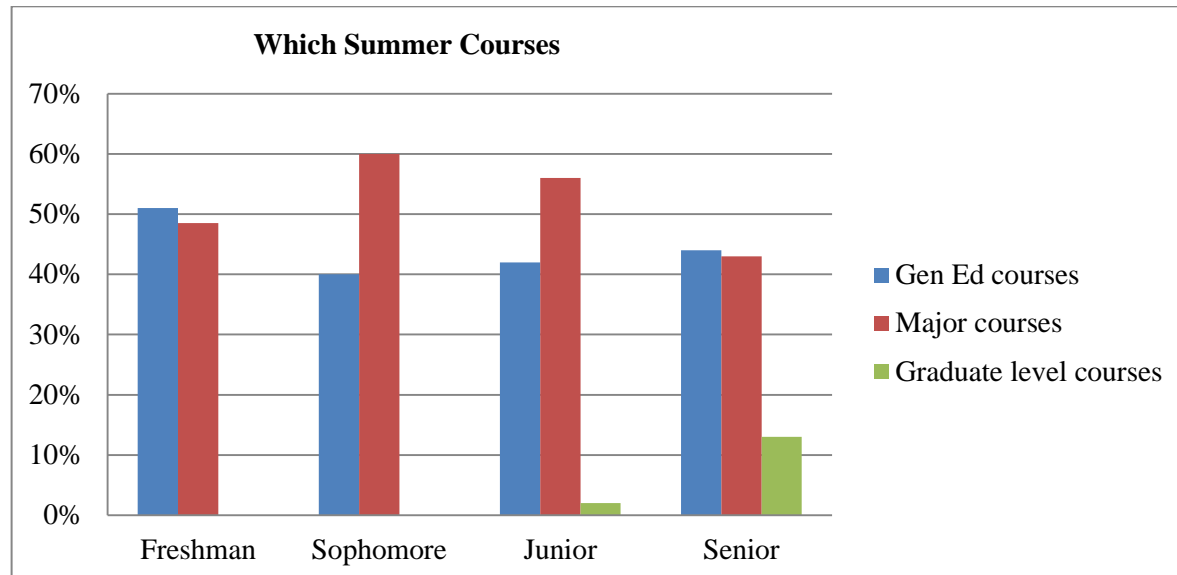


### ***H) Participants' Preferred Courses to Take During Summer***

We asked participants which courses they were more likely to take during summer. 39% of the participants are more likely to take major courses, 36% are more likely to take Gen Ed courses, and 25% are more likely to take graduate-level courses.



We also analyzed the data by focusing on the undergraduate students only, especially by taking students' school year into account. The data shows that sophomores and juniors are more likely to take major courses than Gen Ed courses. There is also a small tendency to take graduate-level courses among juniors and seniors.



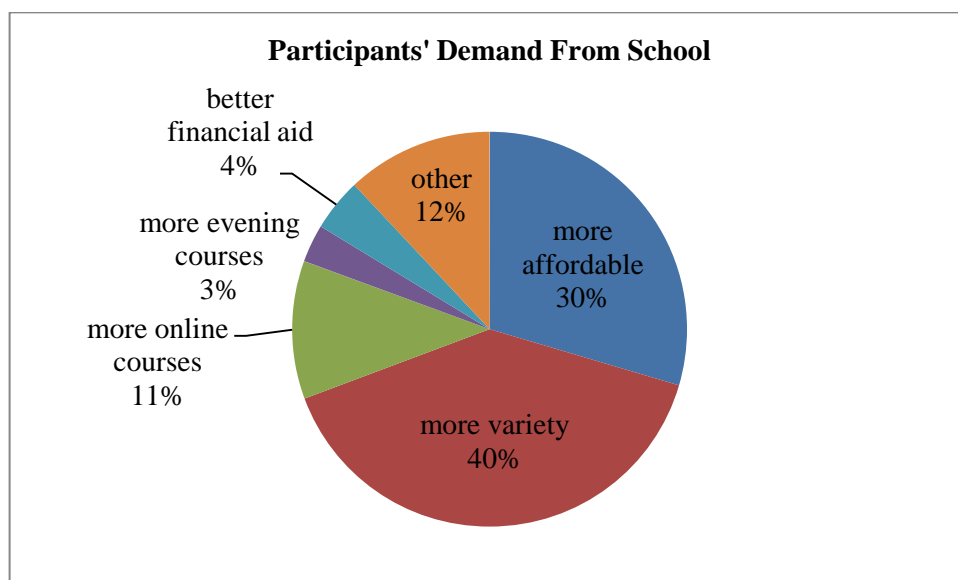
#### ***I) Specific Courses Participants Would Like to See Offered***

We asked participants which specific courses they would like to see offered in summer school. They mentioned a variety of courses from different fields such as Accounting, Art, Biology, Chemistry, Civil Engineering, Communications, Computer Science, Criminal Justice, Economics, Finance, Foreign Languages, Humanities, Information Systems, Management, Marketing, Math, MBA, Mechanical Engineering, Physics, Psychology, Public Administration and Speech/Writing intensive courses.

Some of the students even mentioned specific courses such as ACCTG 211 - ACCTG, 471, 400 and 500 level courses in American Studies, AMST 500-level courses, BA 241 - BA 242, 100 and 400 level Biology courses, CAS 100, CE 336 - CE 337 - CE 342 - CE 590, CHEM 101 - CHEM 111 - CHEM 202, CMPSC 122 - CMPSC 221 - CMPSC 312 - CMPSC 460, ECON 104 - ECON 351, E E 413 – E E 537, ENGL 015 –ENGL 202, HADM 516, INFSY 566, IST 411 - IST 413 - IST 361 - IST 440w, MATH 200 - MATH 220 - MATH 251 - MATH 315, 300 and 400 level Management and Marketing , ME 448 - ME 449, MICRB 201- 202, MIS 304, PADM 518, PHYS 212, and SO SC 492.

### ***J) What Can the School Do to Increase Summer School Enrollment?***

Lastly, we asked participants what we can do to increase the summer school enrollment. 40% of the participants suggest offering more variety, in other words more course options, especially in terms of more major and upper-level courses. 30% of the participants ask for more affordable prices. 11% of the participants suggest offering more online summer courses. 4% of the participants say that they are not able to take summer courses since their financial aid does not cover the summer tuition; therefore, they ask for better financial aid conditions for summer school period. 3% of the participants suggest offering more evening courses. This is more common among the graduate students. We also examined the “other” suggestions of the participants. 3% of the participants think that the school needs to better advertise the summer school and its benefits. 3% of the students suggest offering better times for summer courses (e.g., not too early in the morning). 2% of the participants think that the school needs to provide more on-campus activities and services (e.g., keeping Stacks open). 2% of the students believe that they need more housing opportunities during the summer, especially for international students. Lastly, a few students mention offering more short-term courses such as the Maymester.



To conclude, we believe that there is a lot to learn from the summer survey results. Please feel free to contact the Enrollment Management and Outreach Committee chair, Ozge Aybat, if we may provide you with further information.

Kind regards,

In the name of the Enrollment Management and Outreach Committee,

Ozge Aybat  
Assistant Professor of Marketing  
School of Business Administration  
Penn State Harrisburg  
Office: 717-948-6155  
Email: oua3@psu.edu

## APPENDIX B: SUMMER SCHOOL SURVEY

In this survey, we will ask you a couple of questions about your thoughts on summer school at Penn State Harrisburg. There are no 'right' or 'wrong' answers; we are only interested in your opinions. Please note that your answers will remain totally confidential. Therefore, please do not put any identifying information on this survey.

1) What is your current academic status? \_\_\_\_ Undergraduate student \_\_\_\_ Graduate student

2) If you are an undergraduate student, are you a \_\_\_\_?

\_\_\_\_ Freshman      \_\_\_\_ Sophomore      \_\_\_\_ Junior      \_\_\_\_ Senior

3) What is your current GPA?

\_\_\_\_ less than 1.5    \_\_\_\_ 1.51 - 2.00    \_\_\_\_ 2.01 - 2.50    \_\_\_\_ 2.51 - 3.00    \_\_\_\_ 3.01 - 3.50    \_\_\_\_ 3.51 - 4.00

4) What will your employment status be during the summer?

\_\_\_\_ No summer employment plans at this point

\_\_\_\_ Internship

\_\_\_\_ Part-time employment (less than 30 hours/week)

\_\_\_\_ Full-time employment (more than 30 hours/week)

5) Please rank the following factors according to how important they are to you when you consider taking a summer course? (1=the most important)

\_\_\_\_ Course(s) offered

\_\_\_\_ Dates offered

\_\_\_\_ Time (of day) offered

\_\_\_\_ Cost

\_\_\_\_ Location

\_\_\_\_ Housing availability

\_\_\_\_ Instructor

\_\_\_\_ Need to graduate on time (need summer courses to graduate)

\_\_\_\_ Other (please specify): \_\_\_\_\_

6) Please rank the following days according to which day of the week is best to take a summer course? (1=the best day to take a summer course)

\_\_\_\_ Monday

\_\_\_\_ Tuesday

\_\_\_\_ Wednesday

\_\_\_\_ Thursday

\_\_\_\_ Friday

\_\_\_\_ Saturday

*Please continue to the next page*

7) Please rank the following times according to what time of day is best for you to take a summer course? (1=the best time to take a summer course)

☐ Morning  
☐ Afternoon  
☐ Evening

8) Please rank the following according to where you are interested in taking summer courses? (1=the best place to take a summer course)

☐ On campus  
☐ Online  
☐ Blended (On campus and online)

9) Are you aware of "Maymester" at Penn State Harrisburg?

☐ Yes      ☐ No

10) Are you planning to take courses this summer?

☐ Yes      ☐ No

11) If you answered "Yes" to question 10, at which school(s) will you be taking summer courses?

12) Which courses are you more likely to take during summer?

☐ General Education courses      ☐ Major courses      ☐ Graduate-level courses

13) Which specific course(s) would you like to see offered in summer?

14) What can the school do to increase students' summer school enrollment?

Thank you for your participation!

Faculty Affairs Committee





## **Final Report of the Human Resources and Business Service Committee (2015-2016)**

### **Committee Members**

Mohammad Abbas Ali (SET)  
Anne Verplanck (HUM)  
Erin Miller (BSED)  
Heidi Abbey Moyer, Chair (LIBRARY)  
Zinaida Taran (SBA)  
Jennifer Schally (SPA)  
Robin Redmon Wright (BSED)  
Dorothy Guy, Ex Officio  
Nora Seggel, Ex Officio

### **Committee Charges**

The standing charge of the Human Resources and Business Services Committee (HRBSC) is to review policies for a climate of fairness and equity for Faculty, Staff, and Students. During the 2015-2016 academic year, members of the HRBSC were charged to address the following six items:

**Charge #1:** Enhance faculty awareness and reporting protocols, and education, for instances of experiencing and or witnessing discrimination and or intolerant acts. (See AD 67)

**Charge #2:** Determine the effectiveness of the current links into the UP provisions of ethics counseling to PSH (See [equity.psu.edu](http://equity.psu.edu) and [psu.edu/dept/aaoffice/](http://psu.edu/dept/aaoffice/)).

**Charge #3:** Assess present efforts and suggest new ways to enhance a sense of trust and safety across the campus.

**Charge #4:** Assess the faculty’s responses to the Chancellor’s challenge to integrate diversity into their syllabi, classrooms, research, and community service efforts.

**Charge #5:** Investigate ways to make current opportunities for communication and education concerning diversity to be more effective.

**Charge #6:** Identify and implement ways to increase coordination between HR and Marketing Research and Communication to improve the flow of information on important issues affecting faculty and staff.

### **Committee Activities**

The HRBSC held meetings during the fall semester, which included a review of the committee’s charges with an input from Dorothy Guy. Since many of the topics included in the committee’s work for the year were already addressed as suggested action items in the report, “Campus Community

Assessment: 2015,” by the Campus Community Assessment Subcommittee of the Diversity and Educational Equity Committee (DEEC), the HRBSC further endorses the recommendations outlined in their document. These focus on two main themes, *communication and information transparency*, that foster a climate of fairness and equity on campus, including: 1) enhance mechanisms for campus communication, which relates to Charges #1 through #6; 2) enhance welcoming actions, which ties in with Charge #3, and finally, 3) enhance training opportunities about and personnel dedicated to diversity issues, which is directly connected to Charges #1-#2 and #4-#6.

## **Recommendations to the Faculty Senate**

Beyond advocating for the action items in the report, “Campus Community Assessment: 2015,” the HRBSC offers the following specific recommendations for further investigation in the 2016-2017 academic year:

**Charges #1 and #2 Recommendations:** Improve the visibility and effectiveness of the University’s policies related to AD 67 and the provision of ethics counseling through new campus communication tools, such as a campus app and/or video tutorials created by HR. Additionally, at the beginning of each school year, work with School Directors to promote the Penn State Hotline (1-800-560-1637) and other related resources available from the Office of Ethics and Compliance. Consider the college-wide implementation of mandatory ethics, diversity, sensitivity, and cultural competency training on an annual basis, similar to what is required for the online Clery Act Training, through the Penn State Learning Resource Network.

**Charge #3 Recommendations:** Request that Human Resources offer face-to-face or online workshops and/or training that address topics such as workplace safety, respect, and conflict management. Work with the Department of Safety and Police Services to consider the implementation of safety best practices that are in place at University Park, such as creating a “Penn State Harrisburg Night Map.” This map could address night-time safety concerns by concisely identifying buildings and personnel that are available 24 hours a day, the location of indoor and outdoor emergency phone lines, etc.

**Charge #4 Recommendations:** Communicate with School Directors---before the start of the new academic year---to advocate that faculty include diversity into their syllabi, classrooms, research, and community service efforts and subsequently gather data about these efforts that can be reported annually to the Chancellor.

**Charge #5 Recommendations:** Inquire with Human Resources about the possibility of developing new workshops, training, and potentially video tutorials that promote learning about diversity. Suggest, over a two-year cycle, that a representative from Human Resources attend faculty meetings in each School to discuss issues, policies, and procedures related to diversity.

**Charge #6 Recommendations:** Investigate the feasibility and utility of creating an online tool (e.g., an internal, two-way information portal or Intranet) that could increase coordination between HR and Marketing Research and Communication, with the goal of improving the flow of information on important issues affecting faculty and staff.

Finally, the committee would like to recommend that the incoming President of the Faculty Senate work in consult with the Chair of the HRBSC to develop charges for the 2016-2017 academic year.  
Respectfully submitted by Heidi Abbey Moyer, Chair

Information Systems, Technology, and Library Committee Report  
AY 2015-2016

**Standing Charge:** review policies pertaining to academic computing and information systems, and the function of the library.

**Charges for Academic Year 2015-2016:**

**1. Determine how IT can contribute to greater communications among all elements of the campus.**

The following suggestions came from committee discussions:

- Faculty and staff appreciate regular e-mail updates
- Updates on new rooms are very helpful
- Continue seminars on new technologies, but make sure to repeat them
- Let the campus know if a technology is no longer used
- Provide hands-on workshops, which are better for some people
- During faculty downtime provide “play dates” where computers are set up and an IT person is there to help. Faculty can come and go to try out new technologies.

**2. Determine how the faculty activities can be included in the ORGSYNC system.**

The committee consulted with Donna Howard, whose response is below:

- “OrgSync is a purchased software program that has many opportunities to maintain organization and structure within and among groups. We purchased a three-year agreement. There are options for expansion through purchasing a separate umbrella specially for Faculty functions. This would also require that additional portals would need to be purchased as the portals we have are for recognized student organizations.
- As more and more departments see the great benefits of OrgSync, more will want to have a “piece of the action”. It would be beneficial for the faculty senate and College administration to meet with the OrgSync team to see how we can all use the system.” (Donna)

**3. Assess ways to keep accurate data on legal name changes, and preferred names of PSH personnel.**

After discussion, the Committee agreed that we should get a clarification on this charge from Paul Thompson, because it opens up so many questions about private and public information. Below is a list of comments and questions from members of the committee, along with Paul’s answers:

- We should check with HR for privacy policy-should it be reviewed? Could not find an HR Privacy Policy
- Should it be optional to provide certain information? It may be necessary for communication across campus.
- Who are the users? Is this for administrative purposes? Everyone on the web has access to the information
- Is there public access to faculty/staff information? Limited except for those using the PSU web.

- Why are our addresses public in the Penn State Harrisburg All Employee Address/Phone Book? Convenience, or necessary for business reasons?

The Committee reviewed HR66 “Change of Legal Name of an Employee”:

- Purpose is to notify appropriate University departments of an employee name change
- A list of seven forms that must be filled out, plus two optional forms
- The committee noted that there is no central location that keeps a master file

**4. Assess feasibility of allowing students to indicate their preferred name, and then have this preferred name show up in Elion (or its successor) and in Angel. The use of preferred rather than legal names is of particular concern for some LBGTQ students. If such a change is determined to be feasible and desirable, initiate the process to have these features included in a subsequent release of these systems.**

- There is an option on CANVAS to choose a display name, but it is grayed out and needs to be turned on.
- The committee recognizes that this a very complex and important question that involves student choice and/or privacy.
- Canvas and Lionpath need to be at full implementation before addressing this issue

**5. Assess feasibility of allowing students to provide an audio with the correct pronunciation of their names, which would be accessible to faculty via Elion (or its successor) and in Angel. The ability for faculty to learn the correct pronunciation of students' names may help foster a more inclusive environment for international students. If such a change is determined to be feasible and desirable, initiate the process to have these features included in a subsequent release of these systems.**

- Due to the changeover to CANVAS and Lionpath, the committee was not able to get information on this charge

**Dr. John Hoh** kept the committee updated on IT changes on campus. He reported on the completion of projects such as:

- Classroom renovations,
- New collaboration spaces
- The progress of the Voice over IP process (VoIP)
- Training sessions
- New Helpdesk software

**Glen McGuigan** reported on Library changes and initiatives:

- New reference librarian, Emily Moss
- Carpeting replacement plan
- Fall 2016 research colloquium planning
- Social media planning and strategy
- Noted a significant increase in building gate counts (AY 2015-2016-364,490)
- Reported 300,000 physical books
- Planning 50<sup>th</sup> anniversary events

**Horizon Report:**

The Committee discussed “Key Trends Accelerating Technology Adoption in Higher Education” (20-32) and “Important Developments in Educational Technology for Higher Education” (34-47) from the *2015 Horizon Report*.

Some technological advances to look forward to:

- Bring Your Own Device (Time to Adoption One Year or Less)
- Flipped Classroom (Time to Adoption One Year or Less)
- Makerspaces (Time to Adoption Two-Three Years)
- Wearable Technology (Time to Adoption Two-Three Years)
- Adaptive Learning Technologies (Time to Adoption Four-Five Years)
- The Internet of Things (Four-Five Years)

Respectfully submitted,

Gloria B. Clark Ph.D., committee chair

Report of the  
Penn State Harrisburg Faculty Senate  
**International and Intercultural Affairs Committee**  
For the 2015-2016 Academic Year  
*Dr. Anthony Bak Buccitelli, Chair*

## Summary

In the 2015-16 academic year, the International and Intercultural Affairs Committee (IIAC) was convened five times. The committee’s work centered primarily in three areas. First, investigated methods to respond to the findings of the Campus Climate Assessment with specific attention to how to develop a welcoming campus and community environment for all students and to foster and strengthen intercultural and multicultural education on campus. Second, continued the investigation begun by the 2014-2015 committee into avenues to strengthen and expand faculty global engagement and globally-focused curricular offerings. Finally, we undertook activities and discussions beyond the specific scope of the charges, in order to explore potential future areas for work by the IIAC and the Faculty Senate.

This academic year, we also hosted special presentations to the committee by faculty and staff on campus. The goal of these presentations was to inform committee members about ongoing campus international and intercultural initiatives, and to foster discussion among the faculty about how to expand these efforts in the future.

## Acknowledgments

Our thanks go to the following faculty and staff members for their efforts to present to the committee:

Dr. Martha Strickland, DEEC Campus Climate Assessment Committee  
Dr. Susannah Gal, Office of Research and Outreach

*Special Thanks:*

## Relevant By-Laws

### Standing Rules, Article II, Section 3.2.6

#### *Committee on International and Intercultural Affairs*

1. Membership: Six to nine (6-9) members. The preferred membership is one (1) member from each School and the Library and one (1) voting student member. Up to two (2) additional members may be appointed at-large. No more than two (2) members should be from a single academic unit. The Chancellor or his/her representative, and the Senate President are ex-officio, nonvoting members.
2. Duties: The Committee on International and Intercultural Affairs promotes and increases international and intercultural awareness throughout the College

community, and review and make recommendations regarding international and intercultural activities.

3. Standing Subcommittees: Members of the Committee are authorized to meet as Subcommittees. Any business conducted is ratified by the full committee not later than its next meeting.

### 2015-2016 Committee Charges

*Standing Charge: promote and increase international and intercultural awareness, and review related activities.*

The Faculty Senate has confirmed the 2015-2016 charges for the International and Intercultural Affairs Committee as follows:

- Provide a rationale for how multicultural programs are vital to the quality of Penn State Harrisburg's academic program.
- Propose actions in response to recommendations of the Campus Community Assessment Report, 2015, relating to International Students' welcome and well-being on campus.
- Determine what resources that International students desire in order to experience a greater feeling of being welcome on campus.
- Propose methods to foster and deepen collaboration and global engagement among the faculty.
- Investigate ways to revise and/or expand current curricular offerings with a global focus.

### Designated IIAC Subcommittees

In response to the charges confirmed to the committee by the Faculty Senate, the members were divided, at the suggestion of the chair, into subcommittees specifically tasked to set objectives, take action, and make recommendations to address individual charges. The subcommittees were constituted as follows:

#### Subcommittee One

Members: Jeremy Blum, Hannah Spector, Donna Howard (advising), Anna Marshall (advising)

Charges:



Provide a rationale for how multicultural programs are vital to the quality of Penn State Harrisburg's academic program.

Propose actions in response to recommendations of the Campus Community Assessment Report, 2015, relating to International Students' welcome and well-being on campus.

Determine what resources that International students desire in order to experience a greater feeling of being welcome on campus.

## Subcommittee Two

Members: Anthony Bak Buccitelli, Bernadette Lear, Sai Kakuturu, and Marie Louise Abram (advising)

Charge:

Propose methods to foster and deepen collaboration and global engagement among the faculty.

## Subcommittee Three

Members: Juliette Tolay, Refik Culpan, and Marie Louise Abram (advising)

Charge:

Investigate ways to revise and/or expand current curricular offerings with a global focus.

## Subcommittee Reports and Recommendations

### Goals and Tasks Set by Each Subcommittee Based on Charges

#### Subcommittee One

1. Read through Campus Climate assessment report to identify areas of concern.
2. Compose and field approximately five question survey for international students.
3. Work with Faculty Senate president to develop list of concrete recommendations.

#### Subcommittee Two

1. Generate faculty interest in and knowledge of the Fulbright Program and other international grant programs.
2. Increase faculty understanding of the Visiting Scholar program.

3. Make recommendations for ways to prepare faculty for global teaching and research situations.
4. Field second round of Faculty Global Engagement Survey. Determine effective outlet for results.

### Subcommittee Three

1. Investigate foreign language and study tour course offerings, and develop recommendations for more systematic strategy of integration into academic majors and other curricula.
2. Determine strategy to further revise, broaden, and promote enrollment in Global Studies Certificate.

## Summary of Subcommittee Actions, Discussions, and Recommendations

[Recommendations in bold below]

### Subcommittee One

#### Discussion Related to Charge 1:

**Clarification:** Charge 1 relates to the recent Campus Community Assessment Study in which the suggested area for intervention concerning teaching multicultural events was somewhat of a surprise to the Senate. In light of the survey findings that the role of multicultural programs and activities be addressed, the Senate would appreciate hearing the views of your committee on the rationale for conducting such programs, if that is a reasonable request.

**Responsive Statement:** It's important to foster an inclusive community and broaden the horizons and perspectives of campus members. Moreover, our student population is becoming increasingly diverse. As such, multicultural programs promote the understanding of cultures, traditions, and plurality.

#### Discussion Related to Charge 3:

**Responsive Statement and Recommendation:** A survey was created for international students in the fall 2014 and 2015 (two surveys) that address some of the issues for our charge. We believe that creating another survey in the spring might create survey fatigue; therefore, **we recommend that the IIAC perform assessment of international students' needs in the Fall of 2016.**

#### Findings Pertaining to Previous Surveys of International Students in 2014 and 2015:

*Note: Oct 2014 survey was specifically for international student adjustments and school break accommodations; Aug 2015 survey is only for new international students regarding orientation. Over 20% participated in both.*

#### General Information:

- Balanced between genders and undergraduate and graduate students.

- Overall feedback of feedback from international student orientation is 67% (excellent).
- Top orientation programs to keep
  - Campus tour (70%); academic culture adjustment (60%); learning center resources (58%)
- Top student challenges:
  - Academic adjustment (48%); getting involved (48%); language barrier (44%)
- Top programs that initially attract students:
  - Festive celebrations (81%); lunch with international flavors (62%); workshops (67%)
- **Desired resources**
  - Shopping shuttle was increased
  - Connection with community – during new student orientation picnic help by outside community members. Community members to host students; e.g. Hari Temple (Hindu temple) opened its doors to students; Chinese community invited students for Chinese new year celebration; a quasi-hosting relationship through English conversation every Monday has created opportunities for students to connect with the community.
  - More ways of communication – added texting services and more social media include “we chat” for Chinese audience who don’t have Facebook.
  - Programs that engage international and domestic students; they want to be integrated into American culture

**Recommended questions for upcoming survey, fall 2016 survey:**

1. What attracted you to studying in the US?
2. How have you been prepared to attend college at PSH?

**Subcommittee Two**

1. **Determine more systematic and permanent structure to collect and disseminate information about faculty global engagement. The IIAC has collected this information as part of the 2006, 2008, and 2015 Faculty Global Engagement Surveys. But this information has remained largely inaccessible to the faculty and campus community at large. The committee recommends that the College pursue the development of methods of self-reporting on these issues, rather than a continuation of the IIAC survey. Integration of information about global connections in personal background, research, teaching, and service into existing faculty profiles, and the creation of more easily accessible methods for editing these profiles would greatly enhance the ability of the faculty and campus community to harness the existing global connections and deepen international and intercultural collaboration opportunities among the faculty.**
2. **In conjunction with Office of Research and Outreach and the Faculty Center for Teaching and Instructional Technology, develop event program to discuss international research and teaching experiences and/or a symposium on global research.**
3. **In conjunction with Office of Research and Outreach, create master list of International Grant Programs.**
4. **Working with library faculty, create a resource guide for faculty interested in obtaining fellowships or grants to do research abroad.**

5. Based on information gathered about Visiting Scholars Programs [see Appendix I] Prepare step-by-step advice sheet for faculty who are considering an invitation to a visiting scholars.
6. The College should investigate the possibility of creating or inviting training programs that can provide faculty with a grounding in intercultural communication and sensitivity that will serve them in teaching and research abroad, as well as interacting with international students on campus.

### Subcommittee Three

1. Coordinate with Undergraduate Studies and Undergraduate Student Advisors in each school to assist in promoting enrollment in Global Studies Certificate Program.
2. Schools should more systematically evaluate how to integrate study programs into their existing curricula.

### Additional Recommendations for Goals and Tasks to the 2016-2017 IIAC

In addition to supporting the recommendations made by each subcommittee, the IIAC makes the following further recommendations to for future goals and tasks to be undertaken by the IIAC in the next academic year:

1. Invite a representative from the Global Ambassadors Program to present to the committee on their work.
2. Investigate issues pertaining to the use of preferred names in College and University records for LGBTQA students.
3. Inasmuch as the ways in which the student body is represented on campus, such as through the inclusion of national flags in Olmsted lobby, can be crucial to fostering a welcoming environment. These issues, like the flag issue raised by a student member in our December meeting [see minutes in Appendix E], may not be readily apparent or easily addressable without continuing and extended dialogue with students. As such, the committee recommends investigating methods to more systematically identify and address issues pertaining to intercultural representation on campus.

### Additional Recommendations to the Faculty Senate

In addition to supporting the recommendations made by each subcommittee, the IIAC makes the following further recommendations to the Faculty Senate:

1. The Faculty Senate should consider creating a non-voting ex-officio seat on the IIAC for a representative, preferably the chair, from the Chancellor's Diversity and Educational Equity Committee (DEEC). The members feel that this would contribute to increased collaboration between these two key bodies tasked with the discussion of issues pertaining to diversity, intercultural awareness, and the international student experience at Penn State Harrisburg.

2. The Faculty Senate should consider ways to increase formal structures for collaboration between the DEEC, the IIAC and the offices of International Support Services, International Programs, Campus Life and Intercultural Affairs.
3. The Faculty Senate should consider having student members of the IIAC present to the Senate on issues pertaining to diversity, intercultural issues, or international student issues.

## Charges for Academic Year 2015-2016

### Physical Plant

- 1. Determine ways in which campus buildings and grounds could be modified by signage and other cosmetic changes or other physical structures to include lighting, landscaping, maps, and seating areas to project a more welcoming atmosphere, and to create a sense of safety.**

As a committee we have identified several areas that could use improvement along with proposals to address the issues involved.

#### A. Problem One-Visitors don't know where to park

Solutions:

- i). We could place large (larger) signs at each entrance to the campus, as well as intersections, and directing visitors to the back of Olmsted.
- ii). In the back of Olmsted where the visitors are to park, VISITORS should be painted at the end of the visitor parking spaces, maps at all of the entrances to Olmsted, and larger signs directing visitors where to park.

#### B. Interests of Safety

- i). In the interests of improving safety, we recommend all visitors be direct to a central area on the first floor of Olmsted for which an individual at that vestibule or office could then direct the visitor to the proper location.
- ii). The visitor would then be able to sign in and provide their car license plate number to Campus Security. As a result, individuals would be allowed to park in the designated visitor parking and Campus Security would know who is on campus. This would enhance safety at Penn State Harrisburg.
- iii). A lighting study is in process and should be completed in the near future. The lighting study will focus on areas on campus and how much lighting each lamp and other outdoor light fixture provides to the campus walkways/other areas.

**2. Investigate the development of an improved campus orientation system to assist visitors in finding their way around campus, and to provide information about available facilities; consider the creation of a centralized Welcome Area in the form of a help desk or information kiosk.**

i). We recommend that a series of larger signs be placed along the roadways directing visitors to register at Olmsted. This is to be read in conjunction with the first charge above that a central vestibule/office/kiosk be located on the first floor of Olmsted. Additional maps or even a support person be located at that location directing visitors to the appropriate location.

ii). We recommend a short video be placed online at the Penn State Harrisburg website to enable potential visitors to review parking instructions and then be able to drive to the campus enabling them to have a better idea when they are on campus where to go and where to park.

iii). We believe that both Charge 1 and 2 are interconnected and will help address the campus needs with respect to safety, security and directing visitors to the proper location.

**3. Investigate how to improve transportation for campus community members, by adding shuttles or other connections to outside destinations.**

Currently we are operating shuttles to various locations outside campus. We have not found any additional need, nor have we had any complaints or concerns, about the shuttles and the current schedules thereof.

**4. Investigate the feasibility of creating faculty and staff lounges.**

Based on a small sample, there is overwhelming support for both staff and faculty lounges within Olmsted. The exact location thereof of said lounges will depend on space utilization within Olmsted after the completion of the new building and the movement of offices that are currently within Olmsted being moved thereto.

**5. Consider ways to enhance campus identification and expression of values in regard to the Campus Community Assessment Report, 2015: Provide a rock (or other large structure) in a central campus location that students can paint each year. This**

**could help the campus develop its own identity and gives students some control over their environment.**

We wholeheartedly support the expression of campus identification.

- i). One possibility would be the placement of a rock or other structure or item that students could paint or sign each year.
- ii). Another possibility would be a large digital video messaging board for the freshmen, sophomores, juniors, etc.
- iii). The Physical Plant Committee agree that a location could be found on campus to place said item or items.
- iv). We believe Penn State's Student Government, and/or the student body, should be the final decisionmakers (within reason) as to what for



Faculty Senate Strategic Planning Committee  
2015-16  
End of Year Report

Committee Members:

Ma'Mous Abu-Ayyad SET  
Jane Beckett-Camarata SPA  
Richard Brown SBA  
Maggie Gerrity HUM  
Mukund Kulkarni ADMIN  
Catherine Rios, Chair HUM  
Martha Strickland BSED

Charges:

Strategic Planning (Standing Charge: review and explain the Capital College Strategic Plan.)

1. Review the Campus Community Assessment Report, 2015, and the Penn State Harrisburg Strategic Plan, and identify relevant actions that require attention from the Faculty Senate
2. Provide a long-term roadmap for the creation of potential new majors or minors in emerging areas and disciplines of study. [For example, consider recommending the development of courses that would support studies in LGBTQ, thereby creating a more inclusive campus for LGBTQ students, as per the video from *The Chronicle of Higher Education*, entitled "'Ask Me': What LGBTQ Students Want Their Professors to Know" at <http://chronicle.com/article/Ask-Me-What-LGBTQ-Students/232797>.]

Meeting Times:

Oct 1, 11:30 - 12:30

Jan 28 12-1:00pm

May 1, 12:00-1:00

The Strategic Planning Committee met in October to review the charges and assign tasks. Each member of the committee was asked to review both the strategic plan of the College and of their School. Our goal was to identify areas of alignment and to build awareness of the strategic planning documents that can then be shared with colleagues throughout the Schools. The Chair of the Committee was tasked with reviewing the College and University's Strategic Plans and to work with the College Senate President to frame PSH based perspectives on the Penn State Strategic Plan.

In preparation for the January meeting, we reviewed the 2015 Campus Community [Climate] Assessment Report and through discussion identified areas for increased attention by the Faculty Senate. It is intended that this review of the Community Assessment Report and critical evaluation of the Strategic Plan be continual and therefore this list is not exhaustive. For your reference we have attached the Executive Summary of the Penn State Harrisburg Campus Community Assessment Report.

Committee discussion revealed the following areas for further attention and action:

**Strategic Plan Theme: Diversity and Inclusiveness as a Way of Life**

- Develop a Shared and Inclusive Understanding of Diversity
- Create a Welcoming Campus Climate
- Recruit and Retain a Diverse Student Body
- Recruit and Retain a Diverse Workforce: Faculty, Staff, and Administration
- Develop a Curriculum that Fosters Intercultural and International Competencies

This strategic planning theme permeates many aspects of college life and academic excellence. The College struggles to adapt to the growth of the campus and to the increasing proportion of International students. Efforts to increase programs that address diversity fall short of creating an inclusive environment.

Findings of the survey show that our campus community believes that “diversity is important to a learning institution” [students 97%, faculty 96%, staff 100%], but that in key areas the college faces challenges in fulfilling the goals of **Diversity and Inclusiveness as a Way of Life**.

The survey indicates increases in the number of students who have felt isolated or left out of social events; increases in exposure to racial, sexist, or negative comments on sexual orientation; and increases in reports of students experiencing personal discrimination, with a lower level of reporting relative to the length of enrollment at PSH. Students sought improvement in community and social spaces that create welcoming spaces and actions on campus, as well as a better articulation of campus values.

More faculty report exposure to racist, sexist, or negative comments on sexual orientation – in the case of reported racist comments the percentage jumped from 11% in the 2012 survey to 22% in 2015; women are less likely to recommend PSH as a good place to work to a friend than male faculty, and women report higher levels of witnessing or experiencing intolerance than male faculty. The need for additional communication and better training on how to address acts of discrimination and/or intolerance is desired.

Survey results show that staff members do not feel as respected as faculty, and that a large percentage [34%] disagrees that the college is addressing institutional barriers that can promote discontent and conflict. Staff expressed a need for enhanced HR staffing and roles, more training in addressing discrimination and/or acts of intolerance, and the formation of a Staff Advisory Council.

The Strategic Planning Committee saw indications that faculty, staff, and students would find non-programmatic efforts to enhance diversity valuable and potentially effective.

Initiatives that support events-oriented diversity activities or that join groups through interest areas and common goals would contribute towards creating a *welcoming and inclusive environment*.

Including the SGA in the planning of whole community events, promoting more inclusion in student clubs and campus communities, and communicating the value of diversity on multiple levels may be more effective than more formal strategies such as guest lecturers on diversity issues, and should be pursued in addition to such diversity programming. Addressing institutional barriers to informal planning is recommended, as well as establishing a fund to contribute to non-programmatic activities [perhaps as seed grants].

Some examples could include:

- Campus 5K
- tennis mixer or faculty/staff softball/soccer league

- craft night/community creative activities
- program/school picnics/reunions with families invited
- workshops: diversity/school meetings (professional development vs task assigning)

Additionally, the cultivation of non-classroom spaces that support diverse and inclusive interactions, such as faculty and staff lounges, language or international sports lounge, a student union, or other open function spaces are recommended. The SEC promises to address some of these space deficiencies, and the committee recommends that the Senate assess SEC usage going forward to ensure that its communal spaces address the needs of the campus community in this area.

In addressing Charge 2, the committee believes that providing “a long-term roadmap for the creation of potential new majors or minors in emerging areas and disciplines of study” is somewhat outside the scope of the committee and should emerge from strategic planning within the Schools. However, addressing the issue of “creating a more inclusive campus for LBGTQ” faculty, staff, and students was central to our discussions, represented above.

In conclusion, the committee sought to address the results of the Community Assessment Survey and align it with **Diversity and Inclusiveness as a Way of Life** in the strategic plan. We determined that establishing strong **communication and messaging of values** regarding diversity and inclusiveness will reinforce its place as a central value in our community. Putting diversity into practice by creating an environment that invites people to interact in a variety of communities is preferable to adding more task-oriented and programmed activities.

To: Student Affairs Committee and Faculty Senate President Paul Thompson  
 From: Hengameh Hosseini, Chair Penn State Harrisburg Student Affairs Committee  
 Date: Updated 5, 06, 2016

Dear Colleagues,

Student Affairs Committee met several times during the 2015-2016 academic year. During these meetings, in addition to assigning financial aids awards to students in collaboration with Enrollment Services, the committee discussed several relevant issues and made recommendations to appropriate individuals through Dr. Ran. In general, those discussed issues involved those aspects of student life on our campus that are of concern to both graduate and undergraduate students.

The following include the dates at which our meetings were held and the 2015-2016 members of the committee, in addition to listing the agenda for all the meetings held.

**Student Affairs Committee of the Faculty Senate Meetings held:**

- Monday, Oct. 26, 2015 from 2:00-3:00 pm
- Wed, Dec, 02, 2015 from 2:00-3:00 pm
- Monday, 2<sup>nd</sup> Feb, 2016 from 2:00- 3:00
- Wed March, 16, 2016, from 1:30 to 2:30 pm Walker Award Nomination Meeting
- Wed, March 23, 2016 from 2:00 am-4:00 pm (Freshmen Financial aid review)
- Tuesday, April 26, 2016 from 11:00 am -3:00 pm (Long meeting – financial aid review)

**Student Affairs Committee Members 2014/15:**

- Joe Cecere
- Suril, Amin, Student Rep
- Eileen Ahlin
- Janelle, Blair
- Jeffery, Foreman
- Hengameh, Hosseini, Chair
- Grady, Mathews
- Glenn, McGuigan
- Bing, Ran, Ex-Officio
- Amy Sautertieg
- Brown-Haywood, Felicia, Ex-Officio
- Karin Sprow Forté, Faculty Senate Representative

**Meeting Oct, 26, 2015**

**Meeting Agenda:**

- The meeting began by discussing the policies involving those aspects of student life on our campus that are of concern to both graduate and undergraduate students. These concerns, that were brought by a graduate student, included following:
  - **Career Services**
    - Is it part of the Career Services mission to help students find internships and jobs?
    - Some internships are provided through specific programs
    - Recommendation to collaborate with University Park Career Services to provide better resources for graduate students
    - Additionally, the committee chair also recommended that Career Services hire students to help search for relevant jobs.
    - Recommendation to bring in Career Services for a question and answer [Q&A] session only
    - A presentation by Career Services had been done at the student affairs committee last year but there was not enough time for inquiries
  - **Library**
    - Recommendation for a commuter lounge
    - Recommendation to investigate what buildings and resources, besides the library, are open past 11pm
    - Glenn will investigate if it possible to get a water fountain and change the lighting in the Morrison Gallery
    - In the long run, the new student center may resolve some of the above problems.
  - **Parking**
    - Recommendation for separate faculty parking
    - One faculty member reports taking up to 10 minutes to find parking at times
    - Parking garage may be necessary in the future
  - **Food**
    - Unclear if new student building will have new food options available
    - Recommendation for a “real” salad bar at Stacks
    - Agreement that coffee is quite expensive
    - Commuter lounge for student with a refrigerator and microwave available
  - **Degree Audit**
    - Unclear what will change as the University moves to LionPath from eLion
    - Grad programs are more challenging for degree audits since they can vary more significantly
    - Recommendation to contact PSUH eLion representative Carol
  - **Events for Graduate Students**
    - Agreement that the student affairs committee could be helpful in planning more events for graduate students
  - **Other thoughts**
    - Dr. Bing Rand feels the committee can help pass the above recommendations on to the correct people. Specifically, he recommends passing information on to the Senate Faculty President (Paul Thompson) and SGA President
    - Additionally, to ensure this information ends up in the “Senate Level Final Report” which is carefully read by University Administration

- **Additional Thoughts**
  - Classes for students earlier in the day so that Athletes can attend sports practice in the afternoon and evening

## **Minutes Dec, 02 meeting:**

### **Meeting Agenda:**

- The meeting began with a message that was sent by Mr. Paul Thompson

Mr. Paul Thompson's message to the committee was:

- "I am sure that you have been following the ways in which student concerns have been recently expressed at Missouri, Yale, and Ithaca, and I want to ensure that our Senate is mindful of the many initiatives that our Senate Committees are undertaking here at PSH to address issues of student life on campus in a comprehensive manner. (The Senate Standing Committee Charges are attached.) There could be areas where greater focus should be brought, and in that respect, please review those committee charges that are the subject of inquiry and deliberation into current student campus life, and let me know if you think they need to be modified in any way. Please also let me know if you think the Senate should sponsor a Forum on this topic, at this time, or in the future. One facet of this topic is that invited speakers and other guests are reluctant to make campus appearances for graduation and other academic events.
  - For additional context, see The Atlantic article, which will then lead you to several other commentaries, pro and con, associated with it:  
<http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>
  - For a recent interview providing a contrasting perspective on the student expressions, see:  
[http://www.realclearpolitics.com/video/2015/11/13/alan\\_dershowitz\\_on\\_college\\_protests\\_fog\\_of\\_fascism\\_is\\_descending.html](http://www.realclearpolitics.com/video/2015/11/13/alan_dershowitz_on_college_protests_fog_of_fascism_is_descending.html)
- If you have additional perspectives to share on these matters, please do so. Thank you for providing your insights! Best wishes, Paul Thompson President, Faculty Senate 979-9599"

The committee discussed the directives by Dr. Thompson at great length:

- The committee concluded the issues that have been seen recently across U.S. college campuses are likely not an issue at PSUH
- However, the committee will continue to monitor trends at PSU University Park
- Additionally, the committee will potentially be open to a forum regarding the issue if there is a student request for it
- Some professors expressed being more careful in class as to what they say and providing warnings when necessary
- Non-tenured professors especially feel more concerned

An issue by undergraduate students was brought to light at the meeting.

- Some undergrad students have complained of course names not being completely aligned and causing issues when they transfer to UP
- Dr. Cecere recommended getting more evidence of this issue as the University has mandated an alignment in course names and numbers

Dr. Cecere brought up another issue:

- Scheduling rooms has become more difficult with growth of the campus
- Especially need for rooms with computer resources
- Weekend classes also discussed again, however, unclear if the university is ready to accommodate classes during those times yet

Dr. Sauertieg discussed the issue with students scheduling classes:

- Students can schedule classes without taking the prerequisites

- Unclear if the new LionPath system will resolve this issue

Suril Amin the graduate student representative discussed progress from the last committee meeting

- An open graduate forum had been held with Dr. Hosseini and Dr. Peter Idowu was held to discuss graduate student issues
- Many of the same issues brought up with the committee were brought up again
- There was widespread agreement for a graduate lounge and computer laboratory
- Dr. Idowu will be bringing these issues with the administration

## **Feb 2<sup>nd</sup> Meeting**

### **Meeting Agenda**

- Discuss a series of questions with Career Services Manager Karl Martz (klm7@psu.edu)
- Karl Martz was asked to come and provide clarity from the Career Services perspective stemming from issues raised at a previous Student Affairs Committee meeting

### **Discussions:**

Dr. Foreman recommended that Career Services at PSUH work with Career Services at University Park (UP) and have preparatory test materials sent through interoffice mail

- Dr. Hosseini recommended that Career Services hire graduate students part-time from each 'school' and have them curate job relevant job listings as well as make contacts with potential employers
- After some additional discussion, the committee came to the conclusion that it would not be an efficient use of time to re-hash the discussion over Career Services that had taken place at a previous meeting
- A decision was made to compile a list of questions and have it sent to Karl Martz from the Student Affairs Committee via e-mail
- The questions can be seen in a separate document

### **Questions for Career Services:**

- Career Services holds many events that occur annually or even every semester. Can these events be recorded and be made available online (i.e. YouTube) so that students can have greater access to the information disseminated at these events?
  - a. Alternatively, can Career Services consider holding some events on evenings or weekend, which will provide greater access to students who are also working professionals
- What is career services doing to prepare students for graduate school?
  - b. Career Services at University Park (UP) offers courses for the GRE, LSAT and other popular entrance exams
  - c. Can interoffice mail be used to gather resources from UP and provide them to students here at PSUH?
- Could the job fairs at PSUH have a dedicated area for graduate students, or populate a list of employers who are looking for graduate students at the career fair
- Could career services at PSUH expand their outreach to potential employers, especially those in the local area, and bring them to PSUH based on the graduate program programs offered here
  - d. Additionally, does career services help academic departments find internships for students that can be counted towards class credits
  - e. Can Career Services hire graduate students part-time and have them compile relevant job listings and reach out to employers?
- Does career services have a dedicated individual for graduate students?
  - f. Graduate students often have the basics down, and may need specific advice such as how to tailor their resume for an academic institution compared to a private corporation
- Is career services working on providing better transportation to UP Career Services events
  - g. Currently transportation has been done through other clubs or the graduate office

- What is the unique services does Career Services offer at Penn State Harrisburg, that cannot be found at University Park, and/or through online resources such as simplicity
- Does the Alumni/Development Office and Career Services work together?
  - h. If so, in what capacity?
- Does Career services provide seminars or advice on salary negotiation/strategy?
  - i. Does Career Services have access to salary reports or salary calculators?
- Does Career Services have a list of employers specifically dedicated to creating a safe and equitable workplace for LGBTQ employees?
  - j. Employers specifically dedicated to creating a safe and equitable workplace for minorities?
- What training/qualifications have our career counselors obtained?
- Are mock interview sessions or informational interviews with individuals from specific fields available?

### **March 16, Walker Award Nomination Meeting**

Four committee members were present and reviewed applications and voted for a student from School of Business.

### **Tuesday, April, 26<sup>th</sup>, End of year faculty senate committee reports –**

We awarded \$413,796.00 to 213 students, yielding an average of \$1942 per student.



## Inventory of School Director Practices

During Fall 2015 the question was posed concerning what practices could be shared between school directors. Academic Council addressed this issue to the Faculty Senate and the Senate President charged the Immediate Past President with naming a committee, developing a methodology, and implementing a study.

The result was the establishment of an ad hoc committee consisting of members from each of the schools and representing all ranks of full-time faculty. An interview methodology was considered the most appropriate methodology and two committee members were selected to meet with each school director as well as the director of the library. All interviews were conducted with the understanding that there would be no attribution and to improve objectivity no interviewer met with their own school director.

The members of the ad hoc committee were:

Member	School	Status
Prof. Thomas Arminio	Public Affairs	Instructor (FT-1)
Dr. Melvin Blumberg	Business Administration	Professor
Dr. Richard Ciocci	Science, Engineering and Technology	Associate Professor
Mr. Eric Delozier	Library	Associate Librarian
Prof. Jennifer Hirt	Humanities	Assistant Professor
Dr. Karin Sprow-Forte	Behavioral Science and Education	Instructor (FT-1)
Dr. Richard Young (chair)	Business Administration	Professor

A PowerPoint presentation will be made at the Annual Senate Retreat and made available for inclusion in the minutes.

## Inventory of Practices for Managing Academic Schools

Team Member		BSED	SBA	HUM	LIBR	SPA	SET
Arminio	SPA, FT-1	X	X				
Blumburg	SBA, Prof			X		X	
Ciocci	SSET, Assoc				X	X	
Delozier	Libr, Assoc			X			X
Hirt	HUM, Asst	X	X				
Sprow-Forte	BSED, FT-1				X		X

Given:

1. Practices will be consistent with Penn State University and Penn State Harrisburg—Capital College policies
2. All findings shall be aggregated with no attribution made as to individual school director, nor will findings provide for an informed guess on the part of any future reader of the committee's report.

### Communications Practices

#### 1. School Committees

- A. What standing committees exist within the school?
- B. How are they staffed (volunteers or if assigned, by whom)?
- C. What are their charges?

#### 2. School Faculty Meetings

- A. Frequency of meetings?
- B. What is the standard agenda?
- C. What is the process for others adding agenda items?
- D. Who chairs the meeting?
- E. What are the expectations for faculty to attend these? Do they?

#### 3. Is there a deputy school director?

- A. Is this person named or is it a defacto situation?
- B. What is their perview?

#### 4. How is important university and college information conveyed to the faculty and staff

- A. Frequency?
- B. Urgency?
- C. By whom?

### Financial Practices

A. Travel expenses

1. How is travel money approved for faculty?
2. What is the amount that each faculty member is allotted?
3. Is this per academic year, per semester, or per trip?

B. Information technology

1. What hardware is provided that may be different than that designated by IS?
2. What specialized software is provided if requested to support faculty research?

Workload Determination

A. Course scheduling process

1. Who coordinates for the school?
2. Who determines which faculty teaches what courses?
3. Who determines when the faculty will deliver such courses?

B. Determining load

1. What are the criteria for providing course releases?
2. Who makes such determination?

C. Overloads

1. What are the criteria for having faculty teach courses as overloads? (in other words who selects those faculty who will be asked to do overloads?)
2. What is the potential for faculty to be teaching for other PSU units such as World Campus or other academic units?
3. What is the process for faculty keeping their school informed of #2?
4. How much advance notice is provided when arranging for overloads?

University and/or College Policy Impediments

- A. Which policies and processes within the College need to be revisited to better enable the School to fulfill its mission?
- B. What more could be done by the College's administrative units to better enable the School to fulfill its mission?