

Penn State Harrisburg
Faculty Senate Agenda
End-of-Year Meeting
Tuesday, May 15, 2018
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, Glen Mazis
 - a. Presentation to the Outgoing President
 - b. 2018-2019 List of Capital College Senators
 - c. 2018-2019 List of University Senators
 - 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
 - b. Athletics Committee – Rebecca Weiler-Timmins
 - c. Enrollment Management and Outreach – Seth Wolpert
 - d. Faculty Affairs – Rhoda Joseph
 - e. Human Resources – William Kline
 - f. Information Systems and Technology – Gloria Clark
 - g. International and Intercultural Affairs – Brian Maicke
 - h. Physical Plant –Heidi Abbey-Moyer
 - i. Strategic Planning Committee – Jane Beckett-Camarata
 - j. Student Affairs – Shashi Marikunte
- IV. REPORT FROM THE CHANCELLOR, Mukund Kulkarni
- V. REPORT FROM THE ACADEMIC COUNCIL
- VI. REPORT FROM THE UNIVERSITY COUNCIL REPRESENTATIVE
- VII. COMMITTEE CHARGES FOR THE 2018-2019 ACADEMIC YEAR
- VIII. IDENTIFY FORUM TOPICS FOR THE 2018-2019 ACADEMIC YEAR
- IX. IDENTIFY FACULTY SENATE AGENDA ITEMS FOR THE 2018-2019 ACADEMIC YEAR

APPENDIX “A”

CAPITAL COLLEGE FACULTY SENATE 2018-2019

	NAME	SCHOOL	ROOM	WORK #	E-MAIL ADDRESS
1	J. Brian Adams (School – 2 yrs.)	SET	W256d	948-6691	Jba4@psu.edu
2.	Jennifer Gibbs (At-large- 2 yrs.)	SPA	W159	948-6046	Jcf52@psu.edu
3.	Kamini Grahame (At-large 2 yrs.)	BSED	W311	948-6038	Kmg16@psu.edu
3.	Younhee Kim (School – 1 yr.)	SPA	W159	948-6649	Yzk46@psu.edu
4.	Mohammad Ali (School – 1 yr.)	SBA	E335	948-6141	Maa31@psu.edu
5.	David Williamson (School – 2 yr.)	BSED	EAB 202	948-6539	Dlw125@psu.edu
6.	Emily Mross (LIB – 1 yr.)	LIB	LIB	948-6130	Elm43@psu.edu
8.	David Witwer (At-large – 2 yrs.)	HUM	W356	948-6494	Dxw44@psu.edu
9.	Rodney Zink (School – 1 yr.)	HUM	W356	948-6470	Rjz12@psu.edu
10.	– Chancellor	ADMIN	C119	948-6103	Msk5@psu.edu
12.	Omid Ansary – Senior Associate Dean	ADMIN	C119	948-6103	Axa8@psu.edu
11.	Peter Swan Immediate Past President (1 yr.)	SBA	E356	948-6443	Pfs4@psu.edu
12.	Glen Mazis President (1 yr.)	HUM	W356	948-6202	gam7@psu.edu
13.	Roderick Lee President Elect (1 yr.)	SBA	E335	948-6641	RII142@psu.edu
14.	Student Representative	SGA			
15.	Thomas Kell (SAC Representative)		TL 173	948-6692	Tmk16@psu.edu
	Non-Voting Member:				
14.	Paul Thompson Univ. Senate Council Rep. – 1 yr.	SPA	W159	948-6755	Pbt1@psu.edu
15.	Staff Asst. – Stephanie Ponnett	Admin.	C-114R	948-6062	Slp29@psu.edu

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.

**CAPITAL COLLEGE
UNIVERSITY SENATORS
2018/2019**

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|--|--|
| <p>1. Rajarajan Subramanian (SSET)
Assistant Teaching Professor in
Civil Engineering
717-948-6124
Room W-235, Olmsted
Rus30@psu.edu
Term: 2018-2022</p> | <p>5. Karin Sprow Forté (BSED)
Assistant Teaching Professor of
Teacher Education and Adult
Education
717-948-6295
Room W331, Olmsted
Kms588@psu.edu
Term: 2016-2020</p> |
| <p>2. Sai Kakuturu (SSET)
Associate Professor of Civil
Engineering
717-948-6084
Room W236, Olmsted
spk14@psu.edu
Term: 2018-2022</p> | <p>6. Hengameh Hosseini (SPA)
Assistant Professor of Health Care
Administration
717-948-6049
Room W160, Olmsted
huh19@psu.edu
Term: 2018-2019
**Martha Strickland is on sabbatical
2018-2019 – will return to complete
her term until 2021)**</p> |
| <p>3. Jennifer Sliko (SSET)
Assistant Teaching Professor n
Earth and Geosciences
717-948-6421
Room W236C, Olmsted
Jls1093@psu.edu
Term: 2015-2019</p> | <p>7. Paul Thompson (SPA)*
Associate Teaching Professor in
Homeland Security
717-948-6755
Room W157h, Olmsted
pbt1@psu.edu
Term: 2017-2021</p> |
| <p>4. Fariborz Tavangarian (SSET)
Assistant Professor of Mechanical
Engineering
717-948-6125
Room, W239g, Olmsted
fut16@psu.edu
Term: 2015-2019</p> | <p>Alternates:
Linda Rhen (BSED)
lxr29@psu.edu
David Williamson (BSED)
dlw125@psu.edu</p> <p>Student Representative
Andrew Miles
ajm7169@psu.edu</p> |

*Denotes Council Representative

FINAL REPORT ACADEMIC AFFAIRS 2017-18

Attendance

Name	8/31/17	9/19/17	10/17/17	11/28/17	1/25/18	3/19/18	4/24/18
Richard Ciocchi (SET) Co-Chair	Present	Present	Present	Present	Present	Present	Present
Marissa Harrison (BSED)	Present	Present	Present	EP*	Present	Present	Present
Susan Havranek (SBA)	Present	Present	Present	Present	Present	Present	Present
Bernadette Lear (LIB)	Present				Present		Present
Peter Kareithi (HUM)	Present	Present	Present	Present	Present	Present	Present
Linda Null (SET) Co-Chair	Present	Present	Present	Present	Present	Present	Present
Sairam Rudrabhatla (SET)		Present					
Juliette Tolay (SPA)	Present	Present	Present	EP*	Present	EP*	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 2017-2018 academic year, the Committee reviewed a total of 48 course and 10 program proposals.

Courses Reviewed and Approved/Approved Pending Changes/Not Approved

Course Number Course Name

HLS 475	Critical Infrastructure Protection
HLS 476	Homeland Security Intelligence
AM ST 541	Ethnography of Technology and Media in the United States
AM ST 423	Folk Groups and Genres
AM ST 562	Topics in American Religion
EET 419	Project Proposal Preparation
EET 410	Power Systems Analysis II
EET 409	Power Systems Analysis I
EET 408	Power System Design
EET 402	High-Frequency Design
INFSY 560	Data Communications Systems and Networks
INFSY 580	Network Security
AMST 103	American Masculinities
EE 589	Smart Grid Control and Dynamics
CMPSC 430	Database Design
CMPSC 444	Secure Programming

PADM 500	Foundations of Public Administration
PADM 506	Public Information Management and Technology
MNGMT 841	Entrepreneurial Funding Strategies
ABA 500	Science and Foundation of Behavior
ABA 511	Behavioral Assessment and Treatment
ABA 522	Behavioral Research Methods
ABA 533	Principles of Behavior Analysis
ABA 544	Behavioral Systems Support
ABA 555	Behavioral Intervention in Autism and Developmental Disabilities
ABA 566	Behavioral Pediatrics
ABA 577	Case Conceptualization and Development
ABA 588	Ethics in Research and Professional Practice
ENGL 265	Reading Nonfiction
ENGL 268	Reading Drama
PLSC 290N	Comparative Violence Political and Criminological Perspectives
LLED 215N	Children's Picture Books as Multimodal Texts
PSYC 520	Research Methods
PSYC 521	Statistics
PSYC 895A	Clinical Practicum
PSYC 895B	Clinical Internship
HIST 151	Technology and Society in American History
EET 311	Alternating Currents
EET 312	Electric Transients
EET 413	Optoelectronics
CMPEH 472	Microprocessors
HUM 100N	Foundations in the Humanities: Understanding the Human Experience
HUM 150N	World Mythologies in the Arts
HUM 200N	Explorations in the Humanities: The Quest
HUM 300N	Interpretations in the Humanities
HUM 311N	The Western Tradition
HUM 400N	Expressions in the Humanities
PADM 813	Leadership in Public and Nonprofit Organizations

Programs Reviewed and Approved/Approved Pending Changes/Not Approved

Communications	Health Education
MPS Engineering Management	Information Sciences and Technology/Finance
Training and Development	Minor
Applied Behavior Analysis	Master's in Public Policy
AA Criminal Justice	
Applied Clinical Psychology	

Other Committee Accomplishments

The charges for the Academic Affairs Committee include:

- Standing Charge: reviews, evaluates, and recommends new courses, programs, and other curricular proposals; reviews and evaluates academic planning including enrollment projections, faculty requirements, academic admissions standards;
- Help each school to re-appoint one person to be the curricular contact who would be responsible for undergoing training on the system and helping faculty with curricular proposals (and be responsible for the actual course or program proposal entry).
- 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 streamlined program changes resulting from these new general education requirements
- Look for easily implementable changes that save time for faculty and staff
- Keep up with the great work you are doing!!

The Standing Charge was addressed in the previous section. Regarding Charge 2: The President of the Faculty Senate has asked each school to identify a faculty member to serve in the capacity of “curricular contact” for that school. Once identified, these faculty members will be invited to a meeting to go over the particulars of curriculum review and creation at Penn State Harrisburg.

The Committee has been working on developing a curricular affairs web page for several years; the page is up and running, and can be found at: <http://harrisburg.psu.edu/faculty-senate/academic-affairs-committee>. It includes information on various Penn State resources and policies regarding University curricular procedures as well as procedures specific to Penn State Harrisburg. Links to the Guide to Curricular Procedures, University Curricular Deadlines, the Curriculum Archive, the CRCS Training Webpage, CRCS Training videos, Graduate School Policies, documentation on the CRCS system, and the Graduate STATUS Tracking System are examples of the type of information included. In addition, a link to useful forms is provided, as are flowcharts on how curricular proposals progress locally and throughout the University system. Lastly, an FAQ (frequently asked questions) is available, and as questions are presented to Academic Affairs, the FAQ will be updated to include them. The Committee expects this web page to continue to evolve as procedures change and new procedures are put into place.

As of the writing of this report, there has been no dissemination of a plan from the University for streamlined program changes resulting from the new general education requirements. The Committee believes such changes will progress through the system as normal program changes. We have not identified any “easy implementable changes” to save time for faculty and staff.

As for the last charge “Keep up with the great work you are doing!”: Mission accomplished due to the hard work of the members on the Committee. As the Chair, I would personally like to thank each and every one of them for their hard work this past academic year.

Committee Concerns

Two continuing concerns of the Committee include the lack of external consultation and the learning curve presented by the CRCS system. We believe that both of these concerns have been alleviated by the information available on the web page and continued education of the faculty regarding curricular procedure.

Suggestions for Charges for 2018-19
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- Work with faculty on the specifics of the new general education requirements and what they entail
- Educate faculty on the recertification process for general education courses
- Work with the administration and appropriate support offices to improve the curriculum website, including adding “best practices” examples of proposals and listing common issues seen in past proposals that resulted in the proposals being rejected

Respectfully submitted,
Linda Null
Academic Affairs Committee, Chair

Athletics Committee of the Faculty Senate

Penn State Harrisburg

2017 – 2018

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:

Richard Brown	Don Hummer	Kim Schreck	John Haddad
Ted Underiner	Rahsaan Carlton	Joe Cecere	Emily Mross

Attendance: The Athletics Committee met a total of two times during the 2017-2018 academic year (September 21 and April 3). The committee was scheduled to meet an additional 2 times but was cancelled due to snow. Therefore, the committee communicated via email throughout the year in order to complete and prepare documents.

Charges for the 2017-2018 Academic Year:

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

Fulfillment of Charges:

Charge One: Review the integration of athletic coaches into the academic campus community.

1. The committee planned a fall panel on Sept. 28th for coaches called: “A Day in the Life of a College Coach: Mentor, Educator and Leader.” The panel included 6 coaches and 6 student-athletes. The questions included detail about the role of a head coach and student-athlete at the DIII level specifically at Penn State Harrisburg. There were 37 people in attendance. It was suggested that we have a follow up panel next year to continue the conversation.
2. Due to the cancellation of two meetings, the committee was unable to create the Sideline Coaches program for the faculty. This program would enable the student athletes to ask one of their professors to join the team for a game day (pregame practice, preparations and game experience). We look forward to implementing this next academic year.

Charge Two: 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 in 2015. This document was generated in an effort to enhance the current academic Progress Report for the student-athletes. The coaches to find 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.

2. **Dissemination of Information at School Meetings:** The committee continues to provide an ongoing initiative to disseminate information via school meeting updates from committee (Senate Policy for game absences 42-27, student-athlete absence form, student athlete progress reports). We felt it was important to present in all schools this year due to the new CAC Spring Playoff Schedule (see info below). We were able to present at the following school meetings:
 - Humanities: Oct. 17, 2017
 - Public Affairs: Oct. 24, 2017
 - Behavioral Sciences and Education: Jan. 18, 2018
 - Business: TBA
 - Science, Engineering and Technology: Approved to be on the agenda for Fall of 2018 August meeting.
3. **2018 CAC Spring Playoff Schedules:** The timing of the Capital Athletic Conference has changed for spring 2018 to allow for conference playoff competitions to be held on days when institutions were conducting final exams. The committee met with Dr. Ansary in spring of 2017 to discuss the potential issues regarding the new policy. The following steps were taken:
 - An email was sent to the faculty in January providing information about the new policy.
 - Once exam schedules were posted during the semester, the student-athletes were instructed to discuss any potential conflict with faculty.
 - Becky and Rahsaan met with most schools to provide further context and information.
 - The biggest challenge was the Capstone Project for the Engineers. The Capstone project presentation date has always been the Friday of finals week. The CAC play-off schedule presents potential for conflict on Thursday and Friday of finals. We are working with Engineering to allow for the student-athletes to work through this challenging situation.
4. **Student-Athlete vs. Faculty Competition (Dr. Ansary):** Dr. Ansary had suggested that the committee discuss ways to have the faculty and student-athletes interact outside of the classroom. The committee discussed potential opportunities in the fall (outdoor softball/soccer game) and spring (indoor volleyball or basketball game) during DIII week. It was also suggested that we provide opportunities for faculty that might be “athletically challenged” by creating a trivia contest that runs simultaneously with each game. The committee would like to carry this initiative over to the next academic year.

Charge Three: Revise and continued implementation of the Faculty Athletic Liaison Program.

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 committee developed a process for the FALs to collect and review the Student Athlete Progress Reports.

- Rahsaan and Becky will be working with the coaches to replace FALs that are leaving PSH.
- 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

Suggested New Charges for the Upcoming Year 2018-2019:

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.

*Sideline Coaches Program

*Student-Athlete v Faculty Competition in Fall and Spring)

2. Inform the campus of the responsibilities of being a division III institution.

*Continue to present info at School Meetings

*Panel Discussion is scheduled for Sept. 25th in the Gallery Lounge

3. Coordinate and implement an academic peer-mentoring program for student-athletes.

Enrollment Management and Outreach
See related e-mail attachment for final report

APPENDIX “F”

Faculty Affairs Committee



Final report, HR and Business Services Committee
Mohammad Ali (Assistant Professor), Management, Chair

In pursuance of the following charge given to the Human Resources and Business Services Committee by Penn State Harrisburg Senate, the Committee conducted three surveys. The summarized results of each survey with recommendations have been produced in the following sections.

Human Resources and Business Services Committee

Standing Charge: reviews and recommends policies for the enhancement of a climate for Faculty, staff, and students that supports individual differences and promotes fairness and equity; reviews and recommends policies for the evaluation of faculty who perform administrative functions, and for professional staff who provide academic support services; investigates and is the Faculty’s voice concerning the adequacy and other attributes of the University’s provisions for salaries, retirement benefits, sabbatical leaves, hospitalization and medical insurance, investment and saving plans, travel reimbursement, educational benefits, recreational benefits, and other prerequisites, benefits and conditions of faculty employment;

- During the spring semester, survey staff and faculty to if and how the centralization of services (Human Resources Police, etc.) has affected the College.
- Look for easily implementable changes that save time for faculty and staff
- Survey faculty and staff about new Aetna, the University’s new health insurance provider, in the late spring semester to make sure there are no serious problems with the new coverage.

COMMITTEE MEMBERS

Members: Abbas Ali (Asst. Prof., Chair), Craig Welsh (Assoc. Prof.), Mary Napoli (Assoc. Prof.), Wanda Kunkel (Lect.), Patrick Plummer (Sr. Lect.), William Kline (Asst. Prof.)

PSU Web Tools Survey

The primary purpose of the survey was to assess the usage and satisfaction of staff and faculty at PSU Harrisburg with the web tools. We had a total of 40 respondents [5% support Departments, 35% Behavioral Sciences, 20% Business Administration, 15% Humanities, 12.5% Public Affairs, and 15% Science, Engineering, and Technology] with an average of 8.43 years’ service at PSU.

1. The participants were asked to rate the effectiveness with each self-service section in Lionpath on a scale of 1-7 (where 1 signifies Poor and 7 signifies Great). The overall trend is that most of the web tools are not used by the faculty and the ones who do use them do not rate them very highly regarding effectiveness.

- Student Delegation: More than About 65% never or rarely used it. The mean was 3.5.
- Academic Planning: More than 50% never used it. The mean effectiveness was 3.77.
- Enrollment: The highest percentage never or rarely used it. The mean effectiveness was 4.23.
- Degree Progress/Graduation: the highest percentage never or rarely used it. The mean effectiveness was 3.72.
- Faculty Center: Used by most faculty with the mean effectiveness of 3.96.
- Advisor Center: Used by most with the mean effectiveness of 3.6.
- Research activities: almost no one uses the web tools.
- Starfish: The mean effectiveness is 3.6.

Open-ended question and Recommendations

2. In the open-ended question, it was asked that if the respondents wanted to change one thing about LionPath or Starfish, what it would be. After reading the comments, the trend in the above means is supported. In most cases the comments are negative. However, a closer look reveals the main areas of concern and the following recommendations, presented in the ranking order of importance:
 - The web tools are not intuitive and need to be made more user-friendly and easy to use.
 - There should be a link between LionPath and Starfish so that users can move from one to the other seamlessly.
 - Prerequisite check for courses should be made available.
 - Degree audits should be generated in a way to make it easier to read them.
 - What if degree audits should have student ID on them and should be made more intuitive.
 - Improved fonts and readability in all web tools.

Aetna Health Insurance Survey

As per the Human Resources and Business Services Committee mandate the committee was supposed to survey staff and faculty to ascertain the views of the staff and faculty regarding the health insurance change to Aetna. We had a total of 85 responses [51.2% support Departments, 15.5% Behavioral Sciences, 8.3% Business Administration, 7.1% Humanities, 8.3% Public Affairs, and 7.1% Science, Engineering, and Technology]. The results and recommendations are as follows:

1. 70% of the participants had used Aetna health insurance more than once and less than nine times.
2. Several aspects of Aetna insurance were assessed based on a scale of 1-7 (where 1 signifies Poor and 7 signifies Great). The overall trend is that staff/faculty satisfaction with most of the aspects of Aetna is just about satisfactory.
 - Aetna prescriptions, mean 4.39
 - Quality of service providers, mean 4.65
 - Customer service, mean 4.06
 - Aetna (overall), mean 3.99
 - Overall cost, mean 3.92

3. In the end, two open-ended questions were asked. Based on the replies, following issues were identified:
 - QUESTION 1: If you had to change one thing about Aetna, what would it be? (major concerns ranked regarding importance and occurrence in the replies):
 - High cost
 - Coverage regarding specialists, international network, behavioral health care, and vaccination coverage
 - Better pharmacy services
 - Better and more comprehensive network and providers
 - More insurance cards
 - QUESTION 2: Any other comments (the overall comments were negative and reflected the issues identified in the previous question), the problems were:
 - High cost
 - Less coverage
 - Insurance cards
 - Bad customer service
 - Lessor and bad coverage for behavioral healthcare
 - Several of the participants asked to change Aetna and go back to Blue Shield

RECOMMENDATIONS

There is no point of reference. However, the current health insurance is rated at the satisfactory level. The means of all of the categories is satisfactory or lower. These results are also supported by the open-ended questions that highlight several recurring concerns. As evident from the preceding section, following recommendations are made:

1. Cost seems to be a significant concern. It is recommended that the cost may be reassessed and be brought closer to the previous health insurance.
2. Efforts should be made to convey to the insurance company the inadequacy of their customer service.
3. Coverage may be improved regarding specialists, international network, behavioral health care, and vaccination coverage.

Centralization of Police and Human Resources Survey

As per the Human Resources and Business Services Committee mandate the committee was supposed to survey staff and faculty to ascertain the impact of centralization of Human Resources Services and Police Services. We had a total of 95 responses [46.3% support Departments, 17.9% Behavioral Sciences, 6.3% Business Administration, 7.4% Humanities, 6.3% Public Affairs, and 15.8% Science, Engineering, and Technology]. The results and recommendations are as follows:

1. Only 2.1% participants had not used any of the services in Fall 2017 and Spring 2018. Whereas, 81.1% (77 respondents) had availed HR Services and 42.1% (40 respondents) had used Police Service.
2. The overall satisfaction with the two services was measured on a scale of 1-7, the results show that:

- The mean satisfaction with Police Service was 5.425 (where 1 signifies Poor and 7 signifies Great).
 - The mean satisfaction with Human Resources Service was 4.14 (where 1 signifies Poor and 7 signifies Great).
3. In the end, an open-ended (optional) opportunity was provided to the survey takers to put in any comments they deem necessary. Based on the replies, following issues were identified in Human Resources Services and Police Service (Ranked regarding importance and occurrence in the comments).
- Police Service (the overall comments were positive with regards to police personnel)
 - One major concern was that before centralization the police service felt more like community policing in which there was a better connection and rapport between police and the PSU (Harrisburg) community. Now police officers can be sent to Harrisburg campus from all other campuses, and they might have diminished understanding of local needs and even lesser rapport with the local community.
 - Human Resources Services (a resounding majority of the comments were negative with regards to HR Services (local and University Park)
 - The most important and recurring issue was “increased confusion.” Several aspects of confusion were pointed out by the respondents. These aspects included:
 - There is little understanding of what queries can be answered at the local level and what needs to be referred to University Park.
 - Most of the times people are just asked to contact UP and often the information from UP is incomplete.
 - Often wrong information or inconsistent information is provided at the local and UP levels.
 - Often two different answers are provided by the local HR and UP HR.
 - Some respondents believe that the confusion regarding who does what is due to centralization.
 - Due to centralization, there is a slower turnaround, which leads to delayed actions at Harrisburg.
 - The system lacks efficiency; people are all the time sent around to different people that often end up in no clear resolution of issues. Often answers to basic questions are not forthcoming from the local HR representatives.
 - Centralized request process is too impersonal and lacks efficiency.
 - The personal touch, which used to exist in the older setup, has deteriorated.
 - With centralization, the accessibility of HR representatives has reduced at the local level. Emails do not get prompt responses and often there is no response at all.

RECOMMENDATIONS

1. Mechanisms should be created, or the existing structures need to be improved to socialize the police force better. This socialization should include an awareness of the local needs and interaction with other stakeholders on campus. Most of these things can be done during the orientation process of newly appointed police officers, but it is recommended that it should

be a continuous process. Hence, communication and coordination between the police department and other departments may be enhanced.

2. The HR services at the Harrisburg campus may be made more responsive to the needs and queries of faculty and staff.
3. At the higher level, a better understanding needs to be developed between the HR services, local and University Park, as to their sphere of influence and duties. There seem to be so many comments that hinted towards issues created by the demarcation of duties leading to confusion, misinformation, information discrepancies, and delay.

APPENDIX “H”



Information Systems, Technology, and Library Committee Report

Academic Year 2017-2018

Standing Charge:

The ISTL Committee reviews and recommends policies pertaining to academic computing and information systems, including telecommunications and administrative issues; reviews and makes recommendations regarding the functions of the Library and policies affecting the Library's collections and services, including long-range planning and development; ensures an active Faculty role in formulating policies affecting academic computing and information systems.

Charges for Academic Year 2017-2018:

- Standing Charge: reviews and recommends policies pertaining to academic computing and information systems, including telecommunications and administrative issues; reviews and makes recommendations regarding the functions of the Library and policies affecting the Library's collections and services, including long-range planning and development; ensures an active Faculty role in formulating policies affecting academic computing and information systems.

- Survey faculty to see to what extent current classroom setup and technology are meeting their needs.
- Look for easily implementable changes that save time for faculty and staff.
- Read and review the Horizon report and provide recommendations.

1. Survey faculty to see to what extent current classroom setup and technology are meeting their needs.

The committee discussed the current classroom setup and technology and designed a survey to assess faculty needs. A copy of the survey results is attached to this report. Dr. Siyu Liu is to be commended for setting up the online survey and preparing the report.

These are a few highlights from the report:

- 71 faculty from the five schools participated
- 44% reported themselves as proficient in computer technology
- 58% reported using technology in the classroom daily
- 73% reported being comfortable or very comfortable integrating technology into their courses
- 10% felt that technology training received was adequate
- 13% were extremely satisfied with classroom technology services
- See the report for a number of challenges faced using classroom technology

2. Look for easily implementable changes that save time for faculty and staff

Suggestions:

- Arrange slack in the podium set up for mouse to be used on the left side
- Increase the number of outlets for laptops
- Ensure that active learning spaces and chairs be compatible with the room setting
- Acquire feedback from students about the learning spaces
- Change the way the faculty listserve is used to communicate with faculty. Emails cover many topics not relevant to all.

3. Read and review the Horizon report and provide recommendations.

The Committee read and discussed the 2017 Horizon Report and noted these upcoming developments and challenges in technology:

Significant Challenges Impeding Technology Adoption in Higher Education

- Improving Digital Literacy
- Integrating Formal and Informal Learning
- Advancing Digital Equity
- Managing Knowledge Obsolescence
- Rethinking the Roles of Educators

Important Developments in Educational Technology for Higher Education

- *Adaptive Learning Technologies*
- *Using mobile technology for classroom learning*

Important Future Developments in Educational Technology for Higher Education

- *The Internet of Things*
- *Next-Generation Course Management System – CANVAS will receive suggestions for change; Yammer group will improve CANVAS; One Note collaboration tool adds enhancement to group work*
- *Artificial Intelligence*
- *Natural User Interfaces-intuitive computer use*

4. The ISTL Committee reviews and recommends policies pertaining to academic computing and information systems, including telecommunications and administrative issues and ensures an active Faculty role in formulating policies affecting academic computing and information systems.

John Hoh regularly updated the committee on IT changes on campus. He reported on the planning and completion of such projects as:

- *Summer projects and classrooms; E-338, E207-209 (AV improvement- dual TV); Seven Classroom-standardized projection; E254/E258 AV improvement; Racquetball Court to be remodeled as Kin Lab AV System- with dual TV; E207/E209 Whiteboards; E309/W257 new Crestron controllers; Athletics locker room add projection capabilities; Combine data and power in classroom; Staging areas in Olmsted for spares; External Wireless; virtual reality space in the library; November 2018-autonomous vehicle; overall campus wireless coverage*
- *Office 365 implementation- has many applications; everything is in the cloud; some features are One Note, One Drive, Planner and One Drive (not a replacement for BOX); will keep Zoom and BOX; to learn go to the website to find training for each application; to get ready clean out mailbox. UCS will be there for 60 days after the conversion; dates will be May 15 and 16 for Groups 1 and 2.*

5. The Committee reviews and makes recommendations regarding the functions of the Library and policies affecting the Library's collections and services, including long-range planning and development.

Glen McGuigan reported on Library such changes and initiatives as:

- *New search for STEM librarian in final phases*
- *Digital scanner Scan-Pro 2200 to be purchased by the end of spring 2018*
- *Photo backdrop kit that circulates to students, staff, available to borrow*
- *8 attendees at the Fast Friends Library Event 2/14/18*
- *13 attendees at Financial Literacy night 4/2/18*

- *9 Attendees at Financial Literacy 201 on 4/9/18*
- *Universities Colloquium June 1, 2018 on Internationalization and Spirituality. Half day program (10-2) to explore the spiritual needs of international students. For Penn State librarians from 23 campuses and special guests*
- *Virtual Reality- idea of hosting a virtual reality area in the library. Behrend and Hazelton campuses are experimenting with this. It is expensive, because it requires special video cards and high-speed computers. Much more planning needs to be done maybe a grant for a limited project.*

Final Note:

I would like to thank all of the members for their dedicated service to this committee. Above all, I would like to thank John Hoh and Glen McGuigan for their willingness to prepare reports for the committee, respond to our questions and participate in our discussions.

Respectfully submitted,

Gloria B. Clark Ph.D., Committee chair

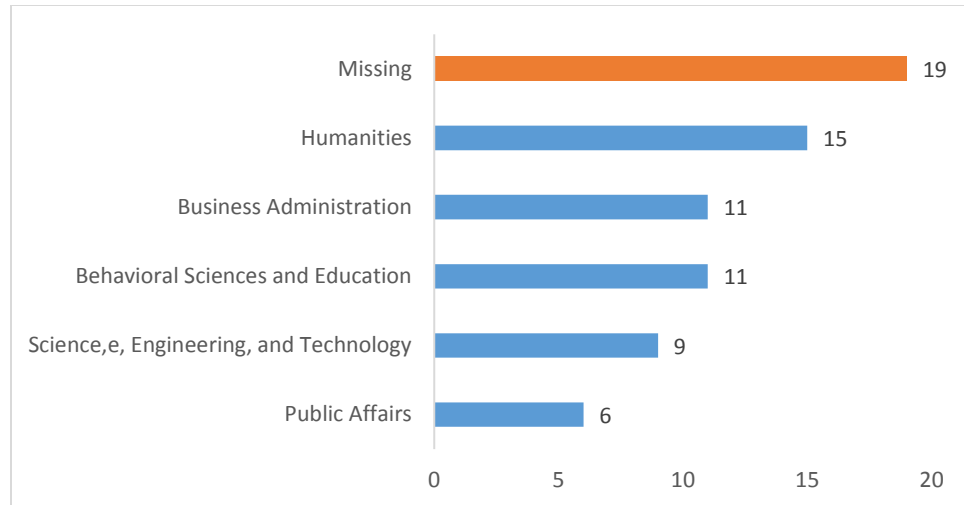
5/10/18

ISTL Committee

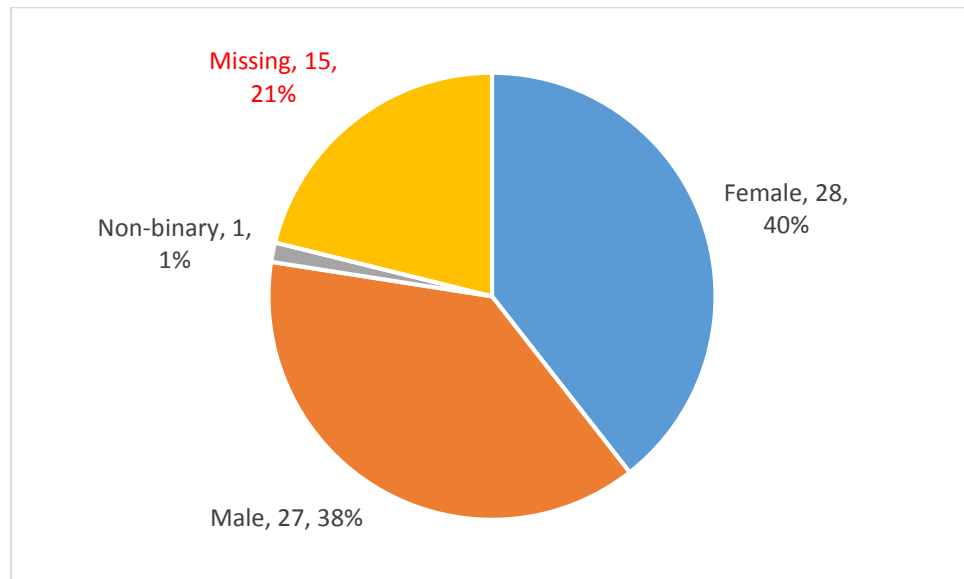
Faculty Technology Knowledge and Integration Survey: 2017–2018

Demographics: The total # of participating faculty: 71

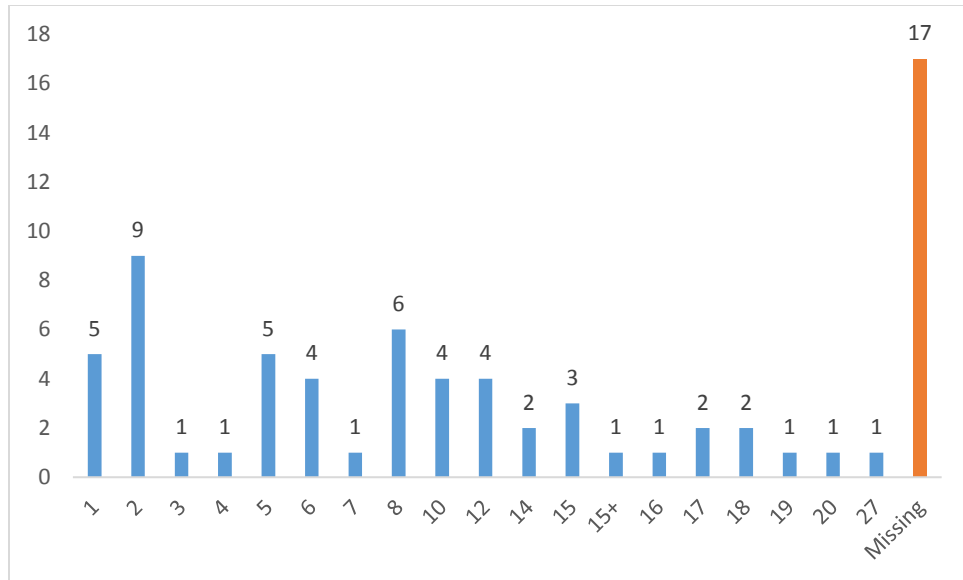
1. School distribution



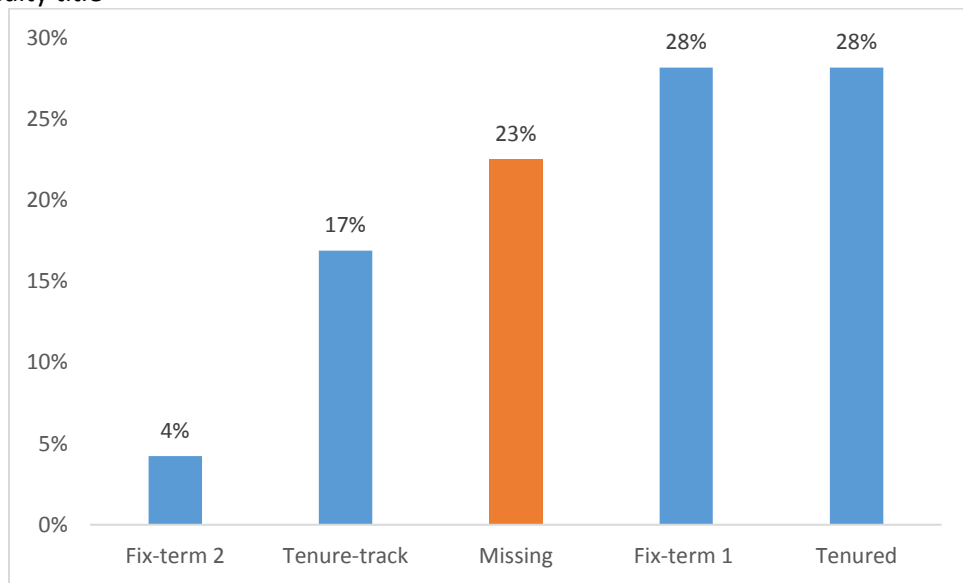
2. Gender



3. Years teaching at PSH (unit: year): average about 10 years.

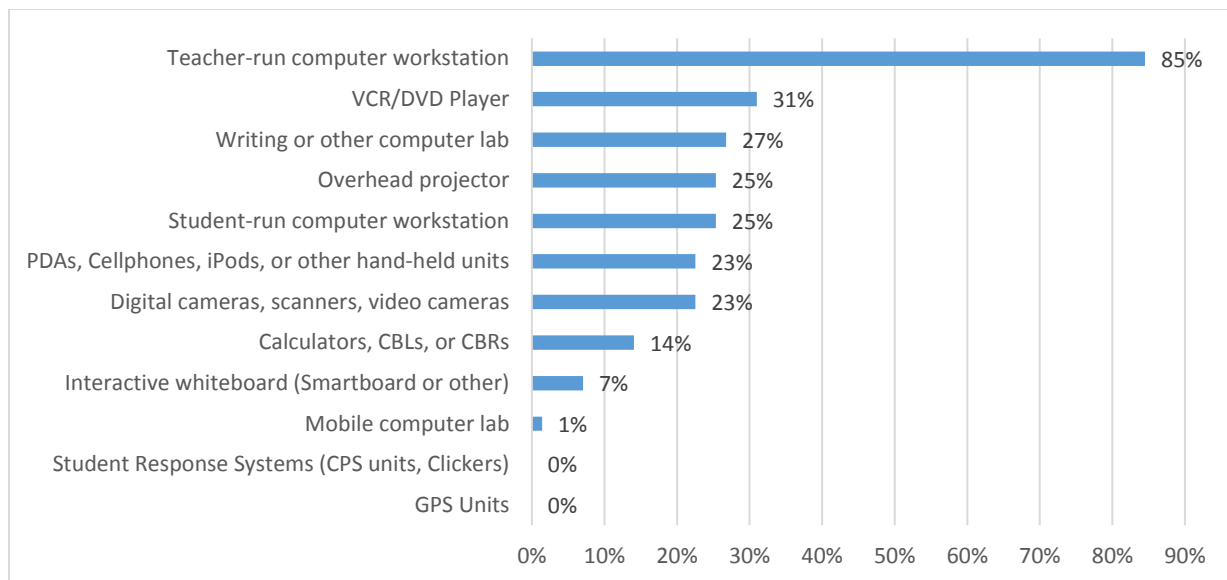


4. Faculty title



PART I. Hardware usage:

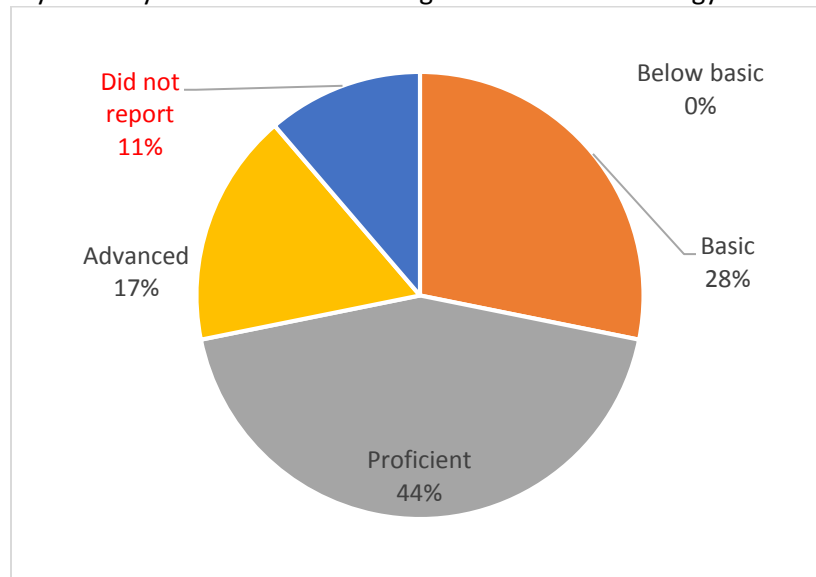
1. Please identify which of the following educational technology (hardware) you currently use in teaching. Check all that apply.



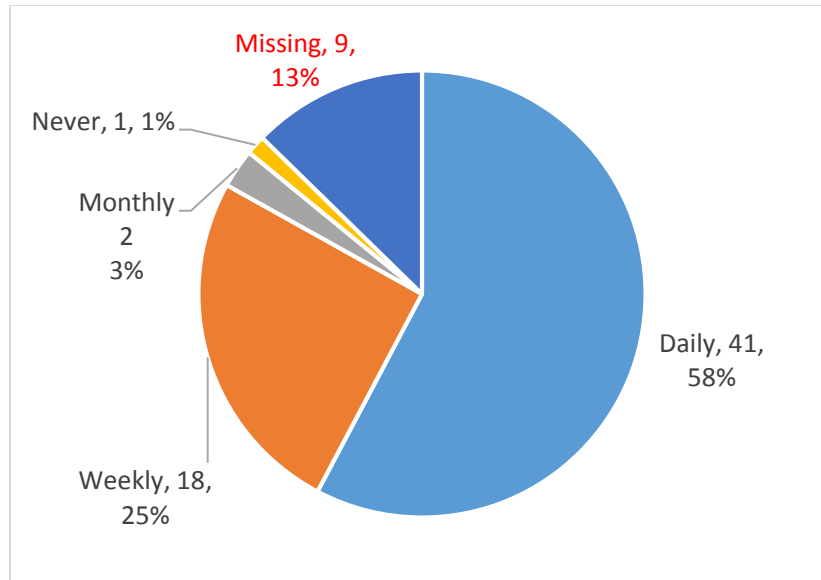
Other:

- Students bringing in their mobile devices to do spreadsheet calculations and to run engineering models in class.
- student-owned laptops

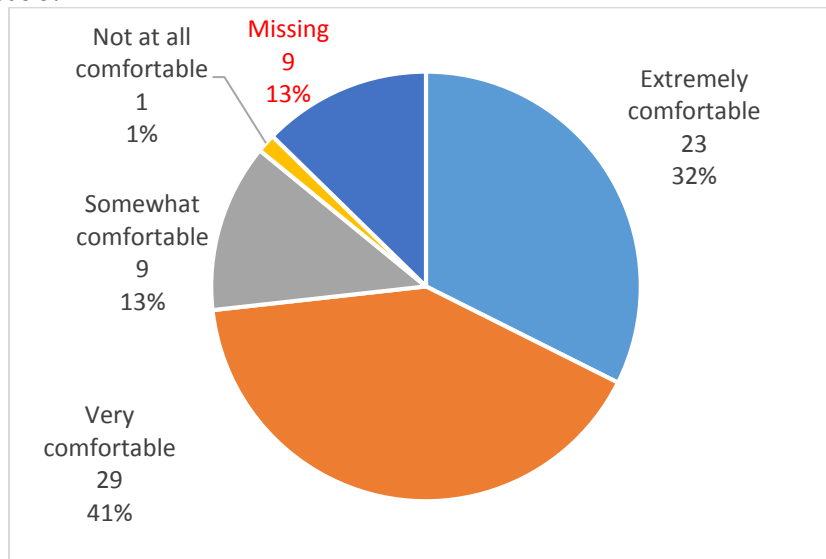
2. How would you rate your overall skill in using educational technology?



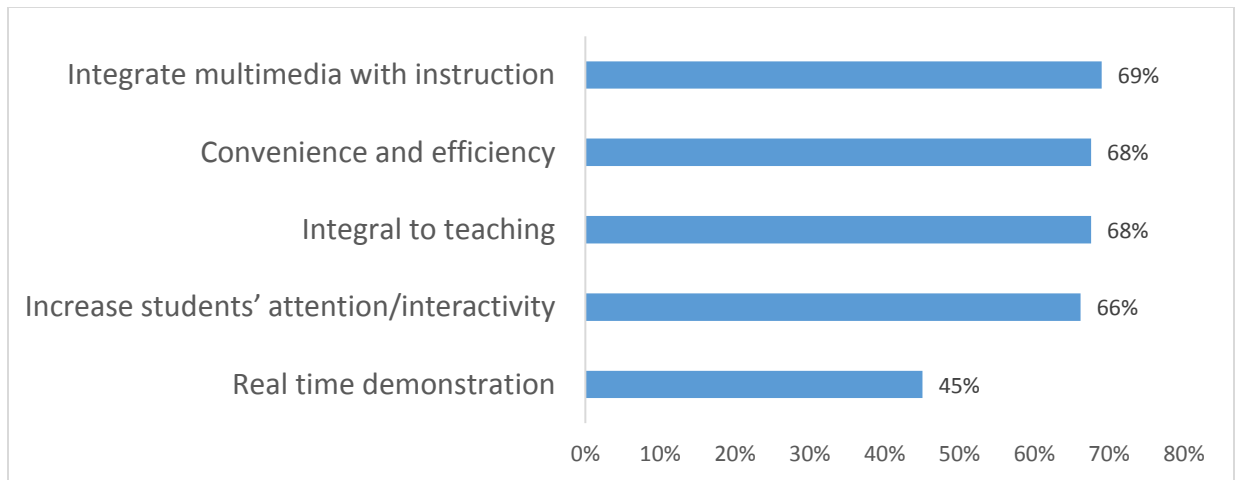
3. How often do you use computer-based technology in the classroom?



4. How comfortable do you feel about integrating technology into your course-related learning on regular basis?



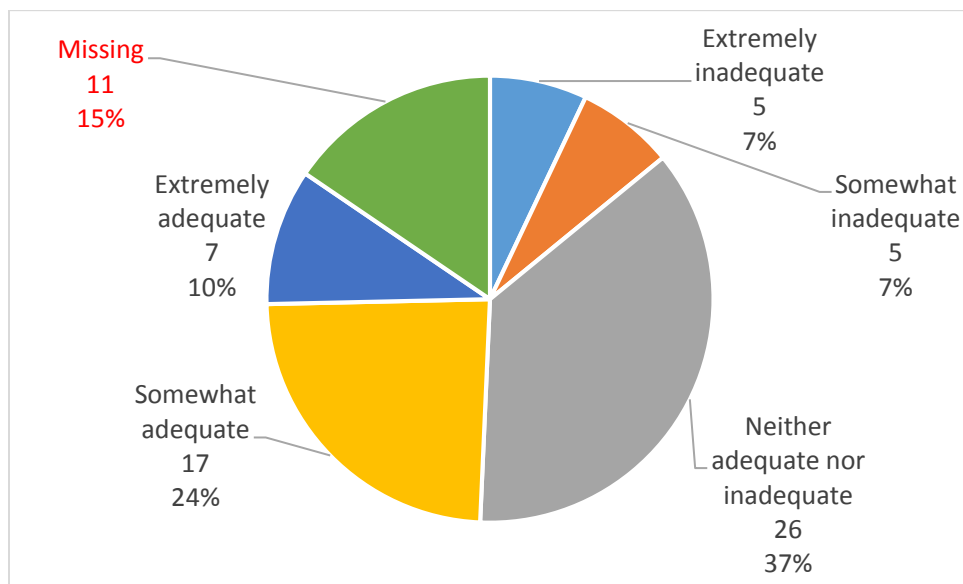
5. Why do you use technology in the classroom? Check all that apply.



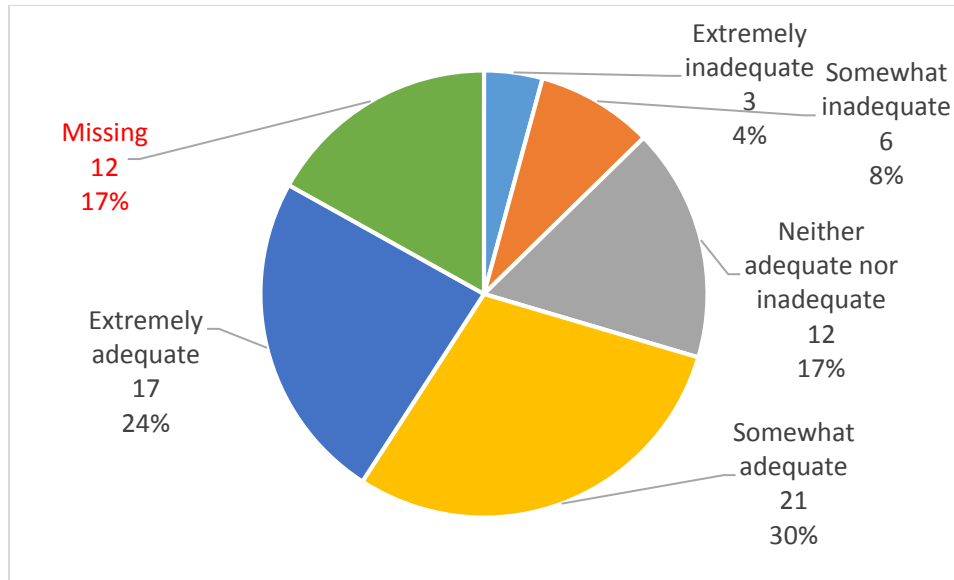
Other:

- Sometimes able to save paper.
- subject of the major
- Accessibility to online resources
- supports research of digital and multimodal literacy

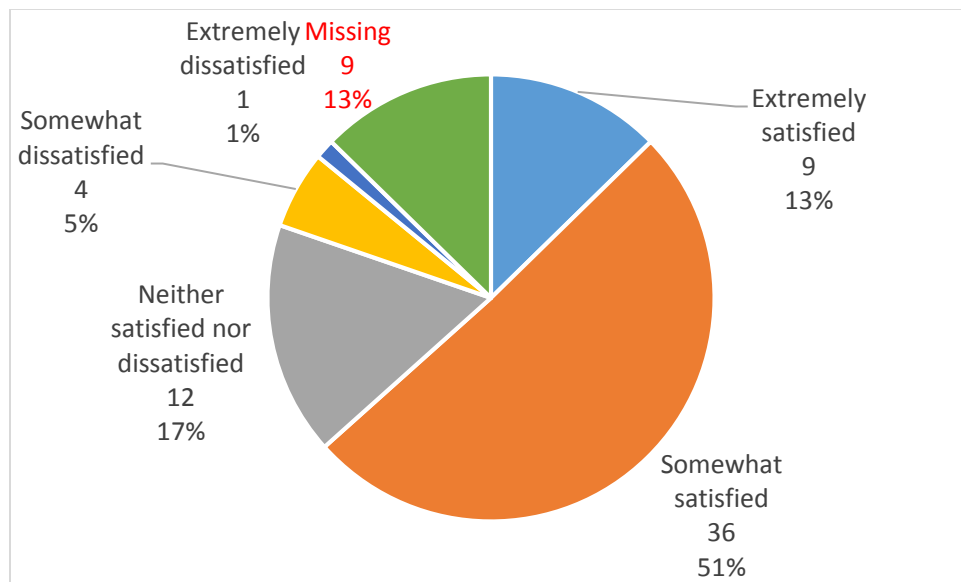
6. Based on your experience using the technology in your assigned classroom(s): How adequate was the **training** you received?



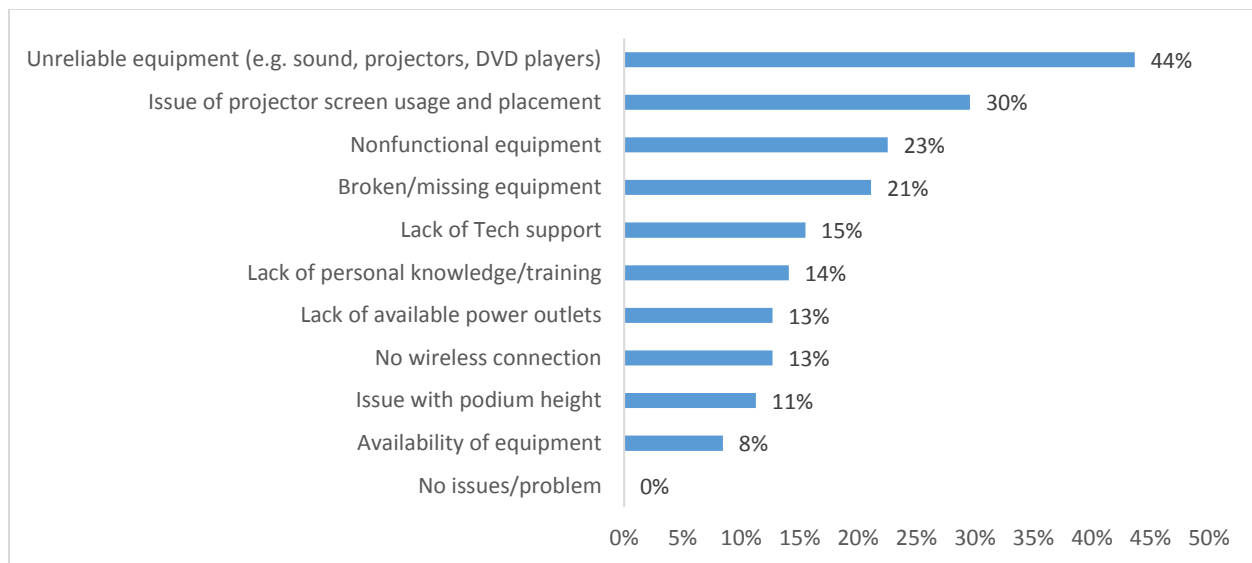
7. Based on your experience using the technology in your assigned classroom(s): How adequate was the **support** you received?



8. How would you rate your overall satisfaction with classroom technology services?



9. What challenges do you encounter when using the classroom technology? Check all that apply.



Other:

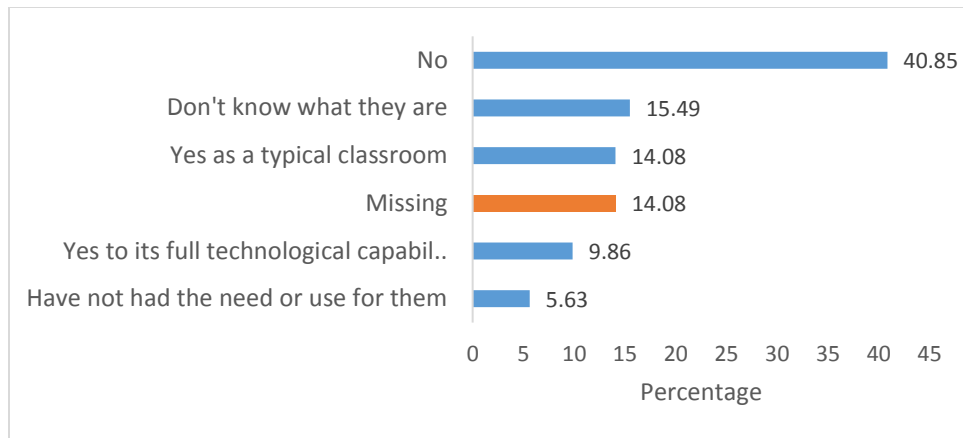
- Issues with crestron (or extron) system and sometimes projector warm-up and cool-down
- The technology in the majority of classrooms in the Olmsted building is woefully inadequate and dated. Local community colleges have better technology in their classrooms than are here on campus, aside from a few classrooms. Additionally, sometimes the tech support people don't know how to use the technology to make it do what is needed.
- properly loaded software or permission to run software -
- No two classrooms have the same setup. Equipment usually works fine, but sometimes someone unhooks the podium computer from the projector (probably to use a laptop) and it is not apparent how to reconnect. Tech support information should be on every podium. Tech support is great once you contact them.
- Differences in set ups in various classrooms
- classroom design - projector overlay board
- Podium size. I use both the integrated computer and a convertible laptop tablet with stylus. In some rooms it can be difficult to fit the laptop on the podium because of the large monitor base and small surface area.
- Lack of easy connection of laptop in many older Olmsted classrooms.
- projector resolution; color recreation from monitor to projector
- Technology takes up the podium...nowhere to put your lecture materials
- Technology in Library 302 is subpar. A lot of the outlets do not work making it often very challenging for students to use their own devices
- availability of computer labs
- Some software products not available. This is usually a cost or an access issue.
- Polycomm rooms have cameras that move around and open/close even if not using them. This is distracting (students keep following their movement) and it makes me uncomfortable because I don't know if they're on. There seems to be no way to make them turn off.
- Cables placed in dangerous positions.
- Low amount of memory on desktop - cannot download docs from Canvas - creates problems
- insufficient light screening from the windows--blinds leak too much light
- audio cuts out unexpectedly, connections not intuitive

- Wireless connection is often too slow at peak times
- window curtains ineffective in blocking outside light

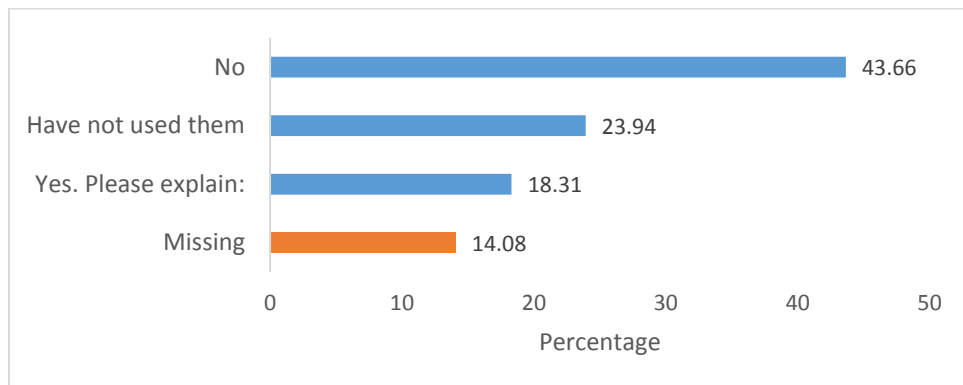
10. What technological tools or capabilities, not currently available in your classroom, would further benefit your teaching?

- Access to virtual Servers
- better audio controls
- better light screening from windows, better sound systems, regular replacement of projector bulbs
- I would like a clicker with a laser pointer that works on the TV monitor LED screens
- I would really like to use PollEverywhere software, which allows students to use their smart phones (instead of purchasing clickers).
- Lack clocks and remote advance (tethered to workstance or keep walking back)
- More accessibility to computer labs. Larger computer labs (~45 seats). Several of my required sections are ~45 students and in many cases I would prefer to have a computer lab classroom for at least part of the semester.
- Need additional memory on my desktop - low amount of memory creates problems.
- Nothing in particular. I would need the first step of just having ideas of what to do. I'm fine with PowerPoint and overheads. My attempts at using clickers haven't been wildly successful though.
- Podium computer settings do not allow for presenter view in PowerPoint (split screen showing current and next slide + notes). This neutralizes an important PowerPoint functionality
- Power Supply to ensure uninterrupted student access to technology. Also, since many courses are taught in Library 302, it would be helpful if the room received an update regarding technology. No major updates have been completed in this space since the room was originally designed.
- Regular access to computer labs for composition courses
- Smart board
- Smartboard
- smartboard, ability to adjust projector as needed, video screens instead of projectors and screens, connections for multiple types of computers, better quality audio speakers, better lighting for when using screens
- Smartboard. (and sufficient board space since screens often cover part of the white board). Ability to lift the screen with the projector on to use the whiteboard (reading graphs and maps while writing on the projected image).
- Some open source software solutions.
- tech support in the evening
- Training in use of iPad in our classrooms
- Whatever it is, it needs to be functional 100% of the time

11. Have you ever used PSH's electronic or "smart room" classrooms or instructional labs for your course?



12. Have you had any difficulties using PSH's general-use computer labs (e.g., equipment not working, not getting in)?



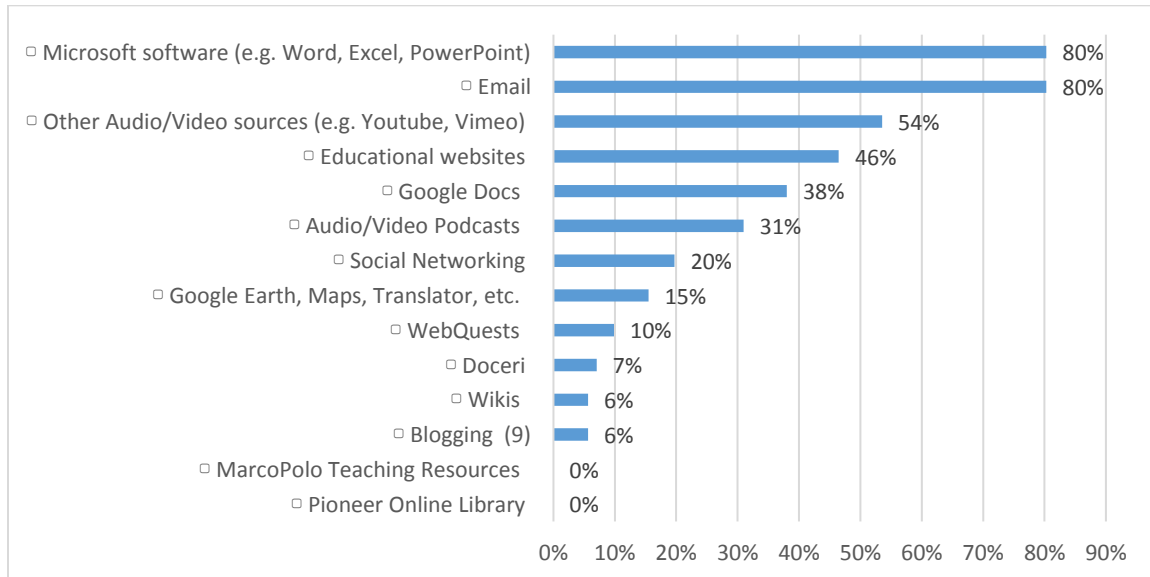
Explanation from faculty:

- Computer disconnected from projector or similar situation
- Computer lab lecture PC doesn't play audio
- Computers not working
- doors sometimes locked, availability limited
- I have had issues with software, not so much with computer or peripheral hardware
- Library Classroom 203 has issues at times with the computer monitors on the student tables and there have been issues with using computers in regular classrooms
- Missing batteries from overhead projector remote, etc.
- occasional problems with slow log in or DUO problems due to no wireless service
- Problems with PC, screens, projector
- some of the computers not working or the software had problem
- The only challenge I really face is that the monitors didn't go down, so students were just staring at the screens the whole time. It's hard to compete with that
- There aren't enough computer labs on campus. I feel guilty throwing students out of a lab because I need to start class, because there aren't any labs that are open for student use all day.

PART II. Faculty Center Related Tools

1. Please identify which of the following educational electronic resources you currently use in teaching. Check all that apply.

2.



Other: PSH resources:

- Box
- Canvas (5 times)
- MATLAB
- Mathematica
- library web resources
- lynda.psu
- PSU library site, including streaming video
- Qualtrics
- Swank
- Kanopy
- VoiceThread
- Zoom, psu libraries

Other external resources:

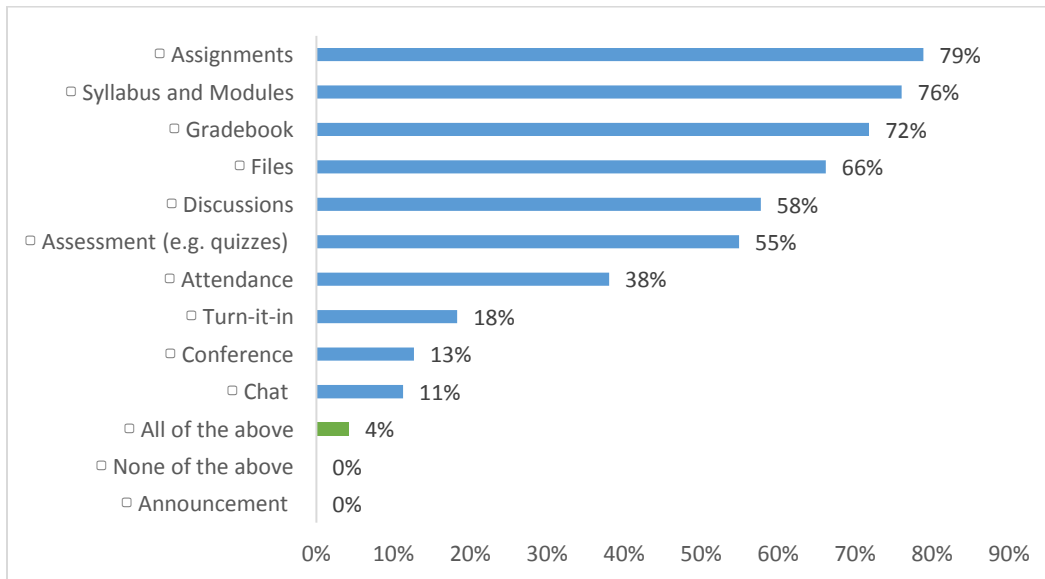
- Eclipse, MySQL, Oracle, etc
- Faculty Center
- Lots of government sites; plagiarism resources
- News website - cnn.com and similar
- padlet, slido, epic, Lead Literacy, Colorin Colorado
- PDF
- PDF Annotator, LaTeX, github, python
- Prezi, Padlet, Glogster, Infographic (piktochart), QR codes, and other digital literacy tools
- tophat
- Topographic maps, GIS webapps, state and federal websites and programs, online engineering tables
- w3schools; udemy

3. What software or electronic resources would you like to have access to?

- Adobe Creative cloud in non-Mac labs
- One Box Studio? in our PSU Harrisburg library.
- DVD/CD drives for those classrooms that no longer have them.
- Google classroom
- Additional memory on desktop that I use in classrooms."
- Google Earth Pro (Google maps is insufficient in engineering). Sufficient space on the podium to put a laptop since, when I am running models, I need the laptop. I also need space on the podium to put papers that I can pull data from in order to run the model.
- I don't know if there's some sort of specific software that would do this, but: I'd like to have access to some sort of software that I could use to walk students through a process electronically. The specific example is sentencing guidelines. There's a step-by-step process for determining the appropriate sentence for a criminal conviction. I'd like a way to set up a guided "game" where you do step 1, and if you get it wrong you try again with some extra guidance, but if you get it right you move to step 2.
- "I wish wifi were easier to access. Students constantly have problems with it, and though I'd prefer to bring my own laptop to campus, I've had enough problems with wifi that I don't risk it. I would also like to see some mobile labs available (tablets/laptops that students could use for a class period). I like doing activities and peer reviews for my writing classes through Canvas, but if I'm not teaching in a lab, I'm often not able to since not all students have a tablet or laptop and so little of the work we do in Canvas can be done on a phone.
- Also, I lost five years of files on my office computer because they failed to transfer the My Documents folder to my new computer. I was never told to back up the files myself or I would have. It was immensely frustrating."
- Increased student access to computing power. Ability for students to run large-scale simulations (hours-days) uninterrupted.
- institutional subscriptions to padlet and slido. Free accounts have limitations and I have to purchase personal subscriptions
- Mathematica on the classroom computers for instructors (webapps generally works, but sometimes the connection can lag or run slow).
- "PollEverywhere
- Gaming software"

- Probably some, but I cannot think of any right now.
- SAS
- Tableau data visualization software package

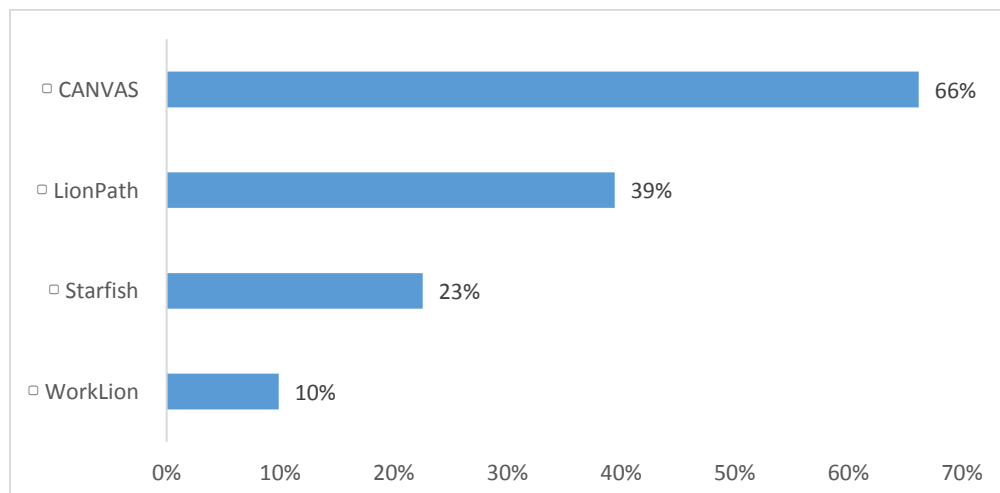
4. Which function(s) of CANVAS do you use? Check all that apply.



Why not using Canvas?

- I don't like it. I design my own web page.
- I don't use Turnitin because the integration is awkward. I want to check originality reports in Turnitin but grade in Canvas, and it won't give me that option.

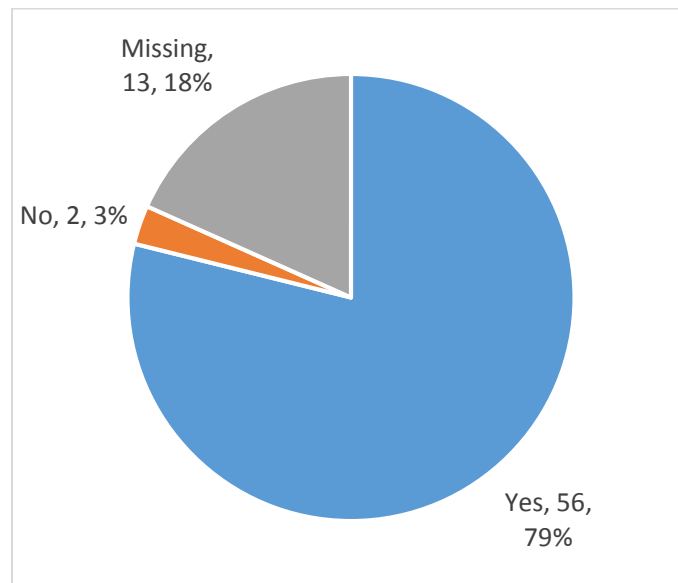
5. Have you attended a training session on how to use the following programs/tools when offered? Check all that apply.



Other:

(None)

6. Are you aware of resources on campus for help with pedagogical tools (Faculty Center) and technology equipment (IT)?



PART III. Modeling and Professional Development (scale from 1 – strongly disagree to 5 – strongly agree)

1. Please rate the following statements regarding the vision and use of technology at Penn State Harrisburg in general: (14 faculty did not respond to this section, 19.7%)

Item	Mean	SD	Missing %
A vision for technology has been developed through an effective collaboration among administrators, specialists, teachers, students, and other community members.	3.26	1.2	19.7
The vision for technology use has been effectively communicated to the community.	2.98	1.13	19.7
Administrators model effective uses of technology.	2.74	1.16	19.7

Administrators support changes in school-level systems, policies, and practices related to technology.	3.23	1.09	19.7
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1. Please rate the following statements regarding the vision and use of technology at Penn State Harrisburg in general: (15 faculty did not respond to this section, 21.1%)

2.

Item	Mean	SD	Missing %
Teachers who are innovators with technology receive material incentives, e.g., stipends, perks, waivers, special opportunities.	2.36	1.23	21.13
Teachers who are innovators with technology receive nonmaterial incentives, e.g., public recognition, special appreciation.	2.68	1.19	21.13
When seeking or hiring teachers, technology literacy and leadership for technology are important considerations.	3.26	1.19	21.13

3. Each statement starts with "I would benefit from professional development on..." (15-16 faculty did not respond to this section, 21.1%-22.5%) – **AGREEMENT LEVEL FOR THIS SECTION QUITE HIGH.**

Item	Mean	SD	Missing %
Research-based practices I can use in my teaching.	3.95	1.03	21.13
Identification, location, and evaluation of technology resources, e.g., websites, that I can use with my students.	4.05	0.96	21.13
Performance-based student assessment of my students.	3.69	1.1	22.54
The use of technology to collect and analyze student assessment data.	3.4	1.29	22.54
Learner-centered teaching strategies that incorporate technology, e.g., project-based or cooperative learning.	3.96	0.92	22.54

4. Each statement starts with "I would benefit from professional development on..." (15-18 faculty did not respond to this section, 21.1%-25.4%)

Item	Mean	SD	Missing %
Online security and safety.	3.67	1.18	23.94
The use of technology for differentiating instruction for students with special learning needs.	3.82	0.96	22.54
Uses of technology to increase my professional productivity.	3.14	0.98	21.13
Ways to use technology to communicate and collaborate with families about school programs and student learning.	2.85	1.43	25.35
Alignment of lesson plans to content standards and student technology standards.	3.56	1.21	23.94

APPENDIX “I”

International and Intercultural Affairs Committee
See related e-mail attachment for final report

FACULTY SENATE PHYSICAL PLANT COMMITTEE FINAL REPORT 2017-2018

COMMITTEE MEMBERS

Ozge Aybat, David Buehler, Chuck Garber, John Hoh, Raffy Luquis, Heidi Abbey Moyer (Chair), Parag Pendharkar (Liaison to Faculty Senate), Triparna Vasavada, Craig Welsh, Yuefeng Xie, Peter Swan (President, Faculty Senate), and Matthew Wickens (Student Representative)

COMMITTEE MEETINGS & ACTIVITIES

The Physical Plant Committee held four official committee meetings during the 2017-2018 academic year: September 26, 2017, as well as January 25, March 1, and April 26, 2018.

An additional meeting to discuss enhancing learning spaces on campus, which included several members of the committee and Lori McCracken, Manager of Learning Spaces in TLT at University Park, was held on February 27, 2018.

Per a request from the President of the Faculty Senate, the chair of the committee also collaborated with the Director of the Faculty Center for Teaching and Instructional Technology on May 1, 2018, to review classroom seating capacity and safety concerns with room accessibility in the Olmsted Building at the end of the spring semester.

PHYSICAL PLANT COMMITTEE CHARGES FOR AY 2017-2018

Charge #1: Standing Charge: reviews and makes recommendations relating to the physical plant, space utilization, and campus beautification, including long-range planning and development; the functions of facilities and maintenance operations; the development and promulgation of safety and security, including fire prevention plans; serves as a liaison between administrative officials responsible for the physical plant and safety and the Faculty;

Charge #2: Determine if additional cleaning is needed in the afternoon to prepare buildings for evening classes (particularly rest rooms).

Charge #3: Look for easily implementable changes that save time for faculty and staff.

FULFILLMENT OF CHARGES

Charge #1: In conjunction with several key faculty and staff at Penn State Harrisburg and University Park, and President of the Faculty Senate, discussed and reviewed learning spaces on campus to improve communication about and workflows for the assignment of and ongoing improvements to classrooms. (See the attached Addendum #1, “Classroom Review and Suggestions,” which was shared with the President and President Elect of the Faculty Senate on May 4, 2018.) Recommended redesign of campus “Emergency Procedures” sign for improved readability, clarity, and design, all of which facilitate improved preparedness and efficient, effective responses to a variety of emergency situations on campus. (See the attached Addendum #2, redesign of the “Emergency Procedures,” which was shared with Police Services for consideration on April 27, 2018.)

Charge #2: Addressed this charge with M&O’s hiring an additional full-time position to clean in the Olmsted Building and the Library after 2 PM.

Charge #3: As part of Charge #1, discussed and worked on improvements to communication/workflow for sharing classroom details with faculty and program coordinators in all academic schools on campus.

SUGGESTIONS FOR PHYSICAL PLANT COMMITTEE DURING AY 2018-2019

Suggestion #1: Improve communication to faculty regarding the ongoing implementation of BEEP, especially in the Olmsted Building.

Suggestion #2: Revisit suggestions from the final report of the Physical Plant Committee in 2015-2016, especially “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.”

Suggestion #3: Survey faculty regarding classrooms for future enhancements. Parallel to surveying the faculty, create a short list of descriptors that accurately describe classroom types based upon teaching style.

Respectfully Submitted by Heidi Abbey Moyer
4 May 2018

REPORT ADDENDUM #1, “OLMSTED CLASSROOM REVIEW & SUGGESTIONS”

Summary of Room Inventory:

- **About the Inventory:** Room inventory was completed on May 1, 2018, using the Office of Physical Plant’s room listing and capacity; two people conducted the room inventory of classrooms in the Olmsted Building.
- **Several rooms were found to be in excess of seating capacity.** For rooms that were at or below capacity, some were found to have no rear or side egress, which presents a safety issue, extra stacked chairs or tables, broken or stained chairs. It is recommended that these items should be removed.

- **Several rooms were found to have only 14" to 18" between rows of seating.** This is also a safety issue and not within code as outlined in the University's "Classroom and Technology Design and Construction Minimum Requirements" document from January 2017. Additionally, Office of Physical Plant has stated that the new chairs (swivel/skittle) are larger and because of their size, one cannot use the 20 sq.f.t per person rule used for "regular" chairs. For rooms with these chairs, the number of chairs should be reduced not only for safety purposes, but also for pedagogical purposes as well. Faculty and students also noted that because of the number of chairs in these rooms, there was very little space between groups and the faculty found it hard to move between groups to check in on their discussions.
- **Additional Feedback from Faculty and Students:** Approximately 20 faculty and students were informally asked what they thought of the swivel/skittle chairs and not one faculty or student said that they liked them. In fact, the reactions noted were "We do not like them," and "I hate them," as well as "Unless the classroom is carpeted, it's like an ice skating rink with these chairs." Additionally, the students and faculty noted that students do not put their book bags under the chairs in the basin because they are not easy to access. This also presents safety issues and pedagogical challenges because it takes more effort/time to move the chairs into small groupings. Faculty were also asked about the new instructor's tables that have been placed in newly designed rooms and some of the comments received include: "They are too big," and "I hit my knee on the basin on the back every time," and "The swivel tablet is cumbersome and annoying."

Recommendations:

- Create and send an official survey to students and faculty to gather more feedback about the furniture (chairs/whiteboards/instructor platforms).
- Request that the Office of Physical Plant determine new capacities for rooms based on egress and furniture required (or in place.)
- Similar to the "Experimental Classroom" at University Park, set up two rooms (two different sizes) as test rooms for new furniture and technology; gather regular and ongoing feedback about the rooms and use the information to make changes before ordering the same furniture for new room makeovers.
- Create a committee comprised of faculty, staff from the Office of Physical Plant, teacher education faculty, and the Faculty Center to evaluate the feedback and make recommendations for rooms.
- Reconsider the purchase of additional swivel/skittle chairs until recommendations can be made for different types of furniture, especially makes/models of furniture that are accessible for all students, especially those of size and different abilities.

REPORT ADDENDUM #2, "OLMSTED CLASSROOM REVIEW & SUGGESTIONS"

Please see the attached 5-page PDF with suggested redesign of the "Emergency Procedures" sign, which was created by committee member, Professor Craig Welsh.

FACULTY SENATE STRATEGIC PLANNING COMMITTEE

ANNUAL REPORT

(Informational)

The Senate Strategic Planning Committee reports annually to the Senate on the operational processes of the College and School’s strategic planning implementation activities. The Committee surveyed school directors and library director regarding their strategic plan implementation process. The report provides a summary of the school directors/library director survey responses and feedback of those directors.

The Committee believes that with this information the Senate will be better informed on how individual schools implement their portion of the strategic plan.

Note: A separate faculty survey on strategic planning was sent to all full-time faculty in April. The results will be submitted in a supplemental separate report.

SENATE COMMITTEE ON STRATEGIC PLANNING

- The Faculty Committee members are provided in alphabetical order, with Chair designation as follows.
- Jane Beckett-Camarata, Chair
- Thomas Buttross
- Rebecca Gardner
- Heather Hamilton
- Weston Kensinger
- Roderick Lee
- Grady F. Mathews, IV
- Heidi Abby Moyer
- Ilya Shvartsman

Faculty Senate Strategic Planning Committee

Fall 2017 School Director Survey Results

Question #1: How does your School/Library implement its section of the college's strategic plan

Responses:

1. Library Director : Via regular library/staff meetings and other normal communication methods

2. SPA School Director: Academic Excellence:

- a. We have increased our market budget and diversified marketing venues;
we are in the process of hiring a recruiter to focus on graduate programs
- b. we proposed an IUG in criminal justice, available to all campuses. The proposal was approved for Harrisburg by the Graduate School and not for other campuses. The university requires us to prepare separate proposal for each campus.
- c. Starting last year, SPA started employing doctoral students to teach undergraduate courses.

Enhance Curricular Excellence through Accreditation and Program Review

- a. SPA has maintained NASPAA accreditation and ACJS certification.
- b. All degree programs are undergoing the development of learning outcomes. Moreover, a number of online courses have been revised to include learning outcomes.

Explore Market Needs-Based Degrees, Minors, and Certificate Programs

- a. SPA: conducted two market analysis. In collaboration with WC conducted analysis for possible online graduate certificate in nonprofit management and for a possible undergraduate degree in homeland security.
- b. SPA: Implemented the undergraduate program in Health Policy in collaboration with Mt. Alto.
- c. SPA: We are implementing an online professional degree in criminal justice policy and administration in Fall 2018.

Support Faculty Professional Development

- a. SPA: faculty have completed online teaching training certificate.
- b. SPA: We created an internal grant that provides funding for applied research that benefits the Harrisburg region

- c. SPA: We provide travel funds

Expand Regional Partnerships

SPA: Through course projects, SPA is collaborating with State and nonprofit agencies.

Strengthen Community Involvement

- a. SPA: faculty partners with local agencies (e.g, Harrisburg Police; Parole and Probation; Middletown township) to solve local problems. The partnerships have been successful in getting federal grants. We use our internal grant program to create opportunities for partnerships.

Advance Engaged Scholarship (Students)

- a. SPA: faculty engage undergraduate students in their research. This has resulted in undergraduate students' publications as well as presentations in highly competitive conferences. The SPA has also supported undergraduate student travel.

3. Humanities School Director

A. Academic Excellence:

1. The School of Humanities is working with the Senior Associate Dean to develop a rotation of academic program reviews for each of its four core programs: American Studies, English, Communications, and Humanities. One work group in the unit has recommended the first program review to start in 2018-2019 with English. The work group is developing a template for the program review. Dr. Ansary has indicated support of the program review process.
2. Curriculum review and expanded choices: Three work groups in the School are developing new program minors and majors to be considered for marketing study and possible adoption to offer programs that will grow enrollment in the School.

B. Collaboration and Cooperation:

1. The Center for Pennsylvania Culture Studies (which is seeking to be renamed the Center for Pennsylvania Folklore) has gone through consultation regarding its collections with a librarian from the Library of Congress. The Center is seeking to expand its activities and collections, especially based on collaboration with the Northeastern American Studies Association and Pennsylvania Humanities Council.

C. Outreach:

1. The School has developed an Advisory Board with 14 members representing Arts, Communications and Media, Humanities, and History, including WITF, Penn Live, the Dauphin County Historical Society, the Derry School District, the Susquehanna Art Museum, the Pennsylvania Historical and Museum Commission, Jump Street, and others. The goal in developing the advisory board is to expand two forms of outreach:

- a. Internships: Our goal is to triple internships in the School's programs.
 - b. Community Engagement projects: We wish to sponsor community engagement projects, especially with high schools, such as History Day, Poetry Out Loud Competitions, etc.
- 2. Expansion of recruiting at Community Colleges: we are seeking to expand the number of community college transfers. We are holding our first transfer "Lunch and Learn" this Thursday, Oct. 9, at HACC.
- D. Student Enrichment:
 - 1. Humanities is working to continue to expand Arts, Communications, and Humanities programming that will enrich student lives.
 - A. Continued expansion of Theater and Music Programming. We anticipate offering a Theater Minor in the future, and also additional classes, such as an Inter-Domain course entitled Theater for Medicine.
 - B. Revival of Student Newspaper and Radio Station: We are working to reinvigorate the student newspaper and radio station. We are currently in the planning stage, and we look to re-start these initiatives in a sequential way.

4. School of Business Administration Director

The University and College Strategic Plans are created top-down and bottom-up. The College has six or seven strategic themes (e.g., Academic Excellence). The School of Business (SBA) has strategic initiatives that address each of the College's strategic themes.

Each initiative has a worksheet with six columns: action steps, responsible person(s), status/timeline, resources needed, outcome measures, and comments.

5. School of Engineering

A plan for the school is formed based on guidelines from the university strategic plan. The school plan is developed annually. The plan is assessed in the spring and carried out in the fall through various committees such as the Research and Grants Advisory Council, the Student Advising committee, and the Undergraduate Recruitment committee among others.

Question #2: As the School/Library Director, how do you track the implementation of your section of the college's strategic plan?

Responses:

- 1. **Library:** *An annual report is compiled by the Library Director to outline progress made with the library's strategic initiatives*
- 2. **SPA:** I don't have a formalistic way of assessing implementation.
- 3. **School of Humanities:** We are using a template developed by former Interim Director Gregory Crawford.
- 4. **School of Business:** The SBA does not have a separate Strategic Plan. It has initiatives related to the College Strategic Plan. Just as our SBA Mission is consistent

with/nested in the College Mission, which is consistent with/nested in the University Mission, our initiatives are consistent with/nested in the College Strategic Plan.

The worksheet in the answer to the previous question is used for tracking.

Going forward, driven by AACSB-International accreditation (Association to Advance Collegiate Schools of Business), we will be addressing impact, engagement, and innovation. For example, several female students have been provided with female business mentors. This has a positive impact on the students, involves engagement with the community, and is an innovative program for the SBA.

5. School of Engineering

The strategic planning elevation committee assesses how each school carried out the strategic plan, and that information is provided to school directors and program chairs. In SSET this information is discussed in a meeting with the school director and program chairs where an implementation plan is formed.

Question #3. What and how are you relaying your section of the college's strategic plan to your faculty and staff? Select all that apply below.

Responses:

1. Library

- X Email messages
- X Faculty meetings
- X Documents on BOX
- X Other: Please explain or list below.

Individual meetings with library faculty and staff, and more often with supervisory faculty/staff

2. SPA

- ☐XX Email messages
- ☐XX Faculty meetings

3. Humanities

- Email messages
- Faculty meetings
- Documents on BOX

4.School of Business

X ☐ Faculty meetings

X ☐ Documents on BOX

X ☐ Other: The School of Business Strategic Planning Committee will be driving this in the future.

5. School of Engineering

X - Email messages

X - Faculty meetings

X - Documents on BOX

Question #4. Are there any barriers or roadblocks that hinder your implementation of the strategic plan? Please explain or list below.

Responses

1. Library

- Money/fiscal limitations limit various initiatives, e.g., redesign of the library building;
- Staffing and knowledge base limitations brought about by the VRP in 2016-2017, e.g., limited levels of senior staff and administration
- Time.

2. SPA

Faculty feel that we don't have a clear identity (e.g, a research vs. teaching institution). A heavy teaching load takes time away from research that could help to increase the reputation of the campus and advance academic excellence. I think consideration should be given to developing a scheme that support investing the time in research that results in publications in high-level /high impact journals.

Another issue I think hinders our collective ability is the inadequacy of staff support. I feel that even the Chancellor's office is too lean. The offices around campus supporting students are also understaff. We have been very successful in increasing enrollment but this increase has not been accompanied by parallel staff support. Everyone is overwhelmed and this has a negative impact on student experience.

3. Humanities

The greatest barriers now appear to be in space and facilities, as we need more laboratory and studio space to expand arts courses and some digital humanities and communications offerings. Sufficient faculty and staff support is a secondary area of need.

4. School of Business

The greatest barriers now appear to be in space and facilities, as we need more laboratory and studio space to expand arts courses and some digital humanities and communications offerings. Sufficient faculty and staff support is a secondary area of need.

5. School of Engineering

Lack of resources including faculty members, space availability, and budget constraints. Specifically with the addition of new master degree programs no new faculty lines have been made available

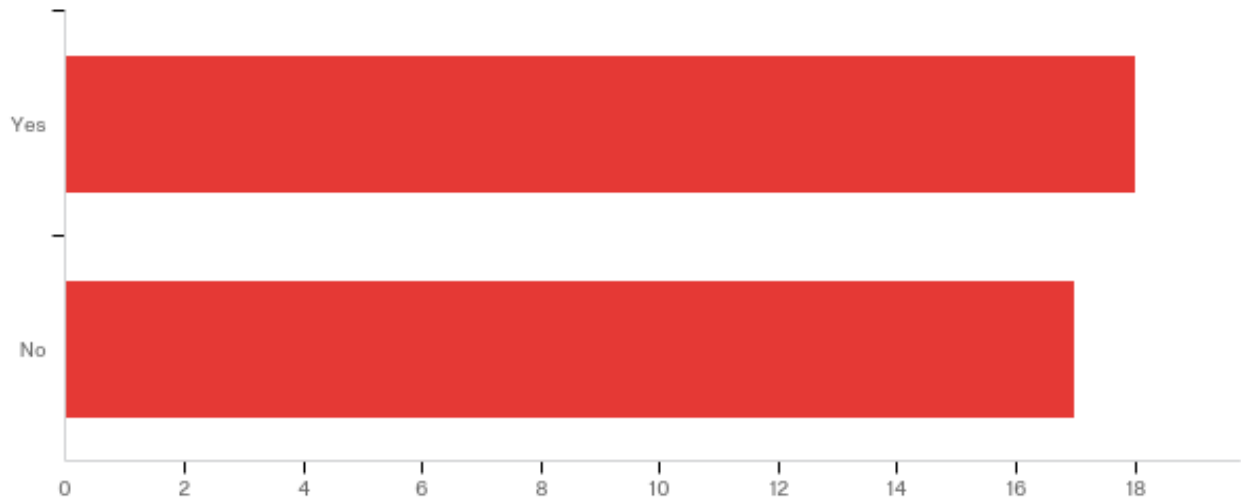
Faculty Senate Strategic Planning Committee

Questions for School/Library Directors
at Penn State Harrisburg, October 2017

- 1) How does your School/Library implement its section of the college's strategic plan?
We assign tasks based on each Division of the School (Social Sciences and Psychology, Teacher Education, Health and Professional Studies)
- 2) As the School/Library Director, how do you track the implementation of your section of the college's strategic plan?
We conduct program reviews and other assessments, track enrollment numbers, meet with the chairs for the three divisions and coordinators as well.
- 3) What and how are you relaying your section of the college's strategic plan to your faculty and staff? Select all that apply below.
 - ☐XEmail messages
 - ☐XFaculty meetings
 - ☐XDocuments on BOX
 - ☐ Other: Please explain or list below
- 4) Are there any barriers or roadblocks that hinder your implementation of the strategic plan? Please explain or list below.
(1)The strategic plan (SP) is very cumbersome and there seems to be more emphasis on planning and developing the SP than implementing it, (2) VRP and the P/R issues derailed part of our SP and we are still recovering. As one colleague put it, "We shouldn't try to add an addition to our house while it is on fire!"

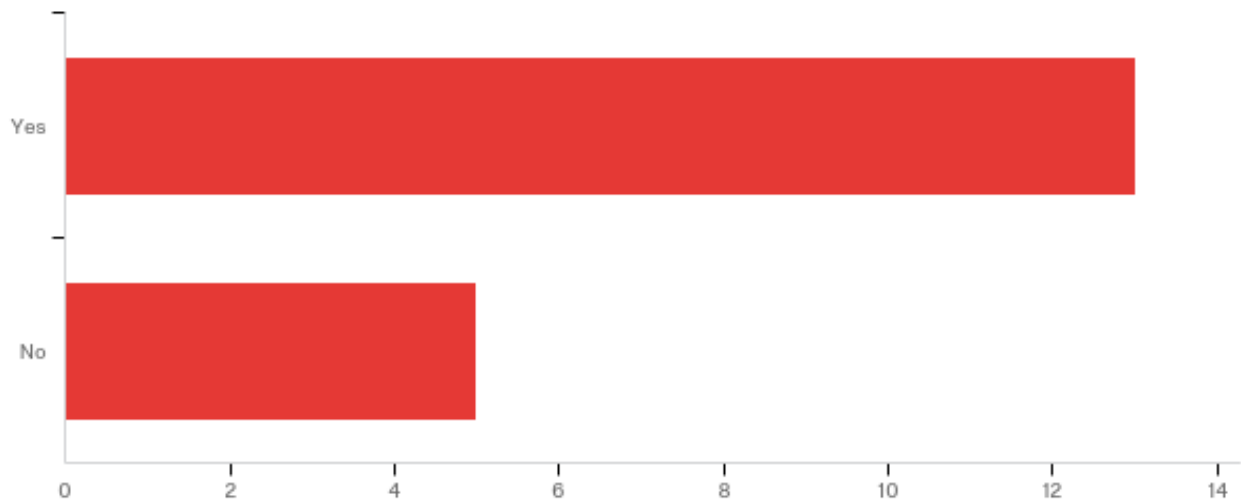
Faculty Senate Strategic Planning Committee Faculty Survey
May 7th 2018, 8:14 am EDT

Q1 - Are you aware of the contents of Penn State Harrisburg's Strategic Plan?
<http://harrisburg.psu.edu/chancellors-office/strategic-plan>



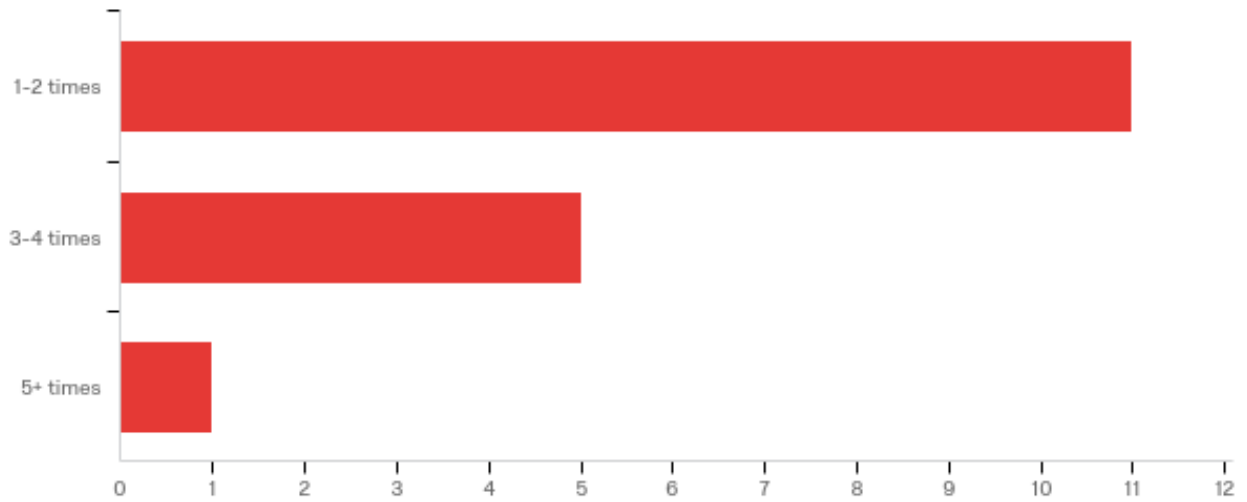
#	Answer	%	Count
1	Yes	51.43%	18
2	No	48.57%	17
	Total	100%	35

Q2 - If yes, have you accessed the Penn State Harrisburg Strategic Plan?



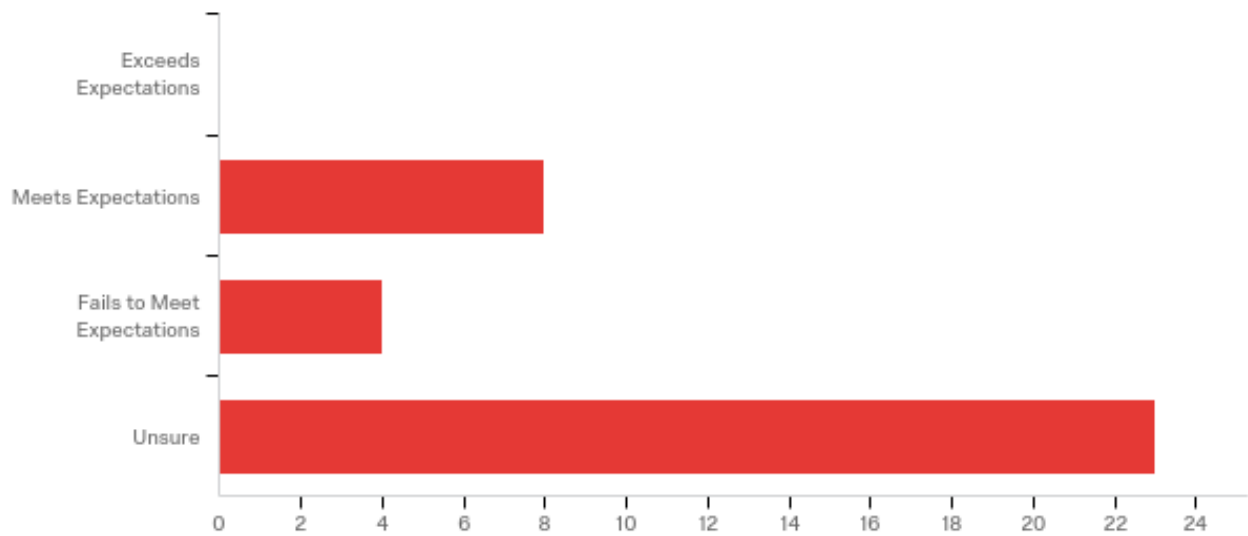
#	Answer	%	Count
1	Yes	72.22%	13
2	No	27.78%	5
	Total	100%	18

Q3 - How often have you reviewed the Penn State Harrisburg Plan?



#	Answer	%	Count
1	1-2 times	64.71%	11
2	3-4 times	29.41%	5
3	5+ times	5.88%	1
	Total	100%	17

Q4 - What is your perception of whether the Penn State Harrisburg Strategic Plan is meeting the strategic planning needs of the College?



#	Answer	%	Count
1	Exceeds Expectations	0.00%	0
2	Meets Expectations	22.86%	8
3	Fails to Meet Expectations	11.43%	4
4	Unsure	65.71%	23
	Total	100%	35

Q5 - If your perception is that Penn State Harrisburg's Strategic Plan is not meeting (fails to meet expectations) the strategic planning needs of the College, what easily implementable change might be made to better meet the strategic planning needs of the College?

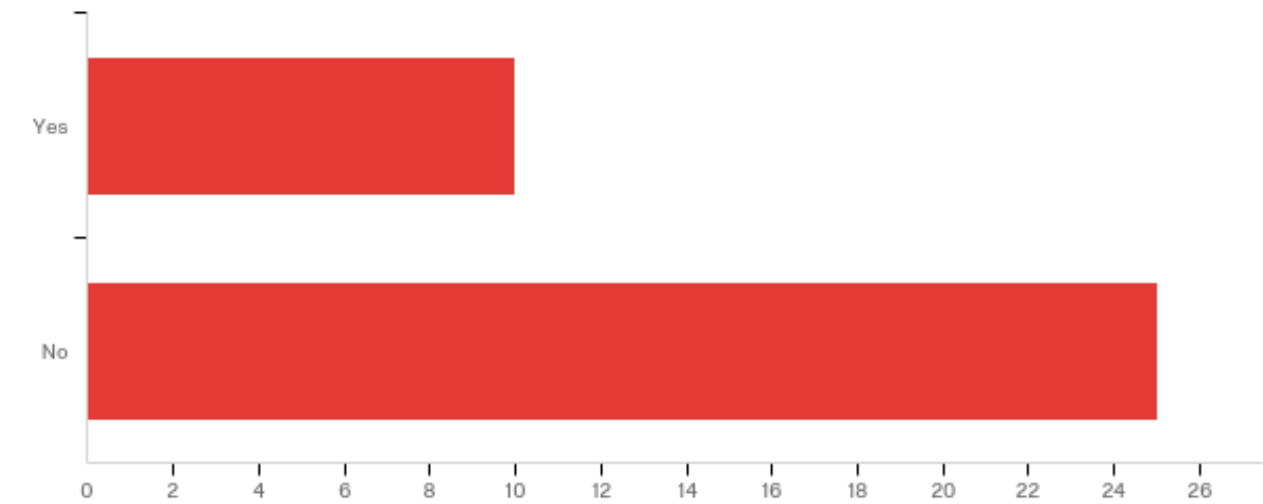
If your perception is that Penn State Harrisburg's Strategic Plan is not meeting (fails to meet expectations) the strategic planning needs of the College, what easily implementable change might be made to better meet the strategic planning needs of the College?

Feel like no "new" initiatives.

Many items in the strategic plan are not close to being met. There are many items that seem to change with the wind and the administration. There should be more faculty input as well as transparency from the administration.

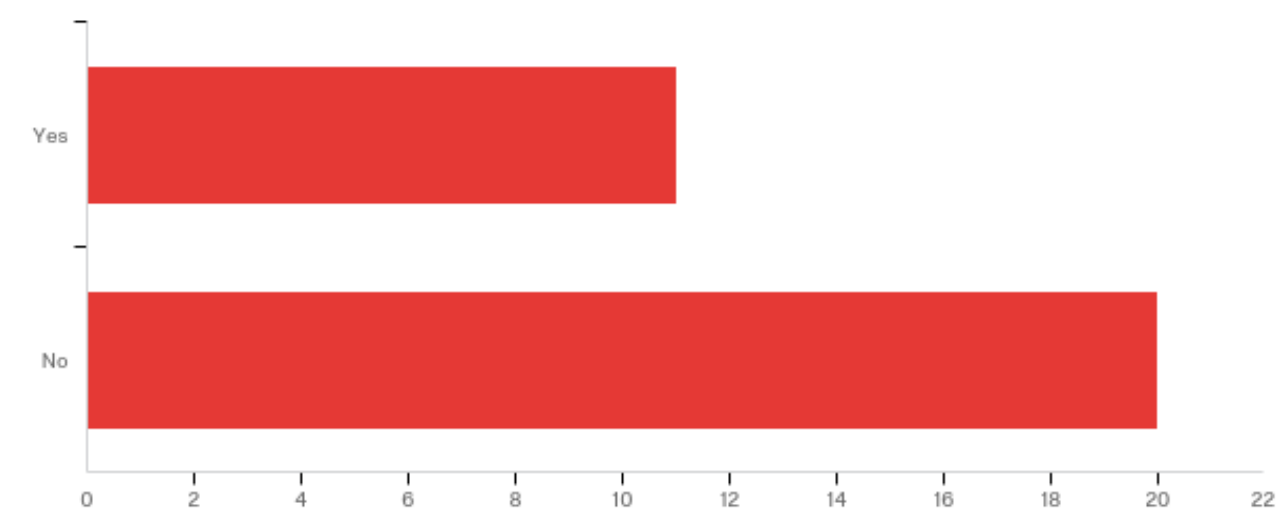
Not sure how "easy" hiring more people is with the budget issues we have. We are admitting students and classes are growing larger and larger. We don't have the faculty to meet the demand. So while our strategic plan includes growth regarding student population, the appropriate resources have not been allocated to cover that growth.

Q6 - Have you offered feedback on the Penn State Harrisburg Strategic Plan?



#	Answer	%	Count
1	Yes	28.57%	10
2	No	71.43%	25
	Total	100%	35

Q7 - Do you feel your voice is being heard in the Penn State Harrisburg strategic planning process?



#	Answer	%	Count
1	Yes	35.48%	11
2	No	64.52%	20
	Total	100%	31

Q8 - If no, what in your opinion inhibits your voice from being heard?

If no, what in your opinion inhibits your voice from being heard?

I have an 'abstract' understanding of a strategic plan being in place for PSH. It's mentioned in meetings among the dozens of other agenda items but typically is too much information to fully grasp in an abbreviated summary statement.

I am one small "piece" in the Penn State puzzle. With all my responsibilities, it is hard to have the time or the energy to make my voice heard.

The fact that I wasn't even aware of it, or aware of the communication channels to provide feedback on the strategic plan.

Am a junior faculty and don't feel that the school cares what I think until I get tenure.

It seems the process is run by administration, so the faculty voice is not heard.

I don't know anything about the plan, or that anyone would want my opinion.

Lack of feedback No regular updates Not sure what is being done to follow up on the plan, seems more like something that was done and then put on the shelf.

It's never discussed

It is centrally driven from UP.

individual decision on campus not to see what faculty are asking.

Once the administration makes up their mind, there seems to be no going back.

I was not aware of the planning. I came to know about it only very late in the process. Besides, many faculty and staff members should be able to offer suggestions without being part of the committee, if a draft is made public before the plan is final.

The message that student quality is decreasing does not fit the narrative at the top, but it is what most faculty see in the classroom.

I suspect it is "heard"; just not sure anything can be done about it.

I don't recall being asked for input

fdgfd

Q9 - What modifications in the strategic planning process could be made to facilitate and lessen the time needed in getting simple changes implemented?

What modifications in the strategic planning process could be made to facilitate and lessen the time needed in getting simple changes implemented?

No opinion

Clearer, more succinct communication.

Do it from the bottom up instead of the top down?

Improved pathways of communication across the college

Share the plan and discuss changes and additions among all faculty and staff. Maybe it could be posted online as part of a discussion group where comments could be added.

Periodic updates at school faculty meetings would be a start. To be effective a strategic planning document needs to be referred to within organizational activities.

Bottom-up driven from programs.

More online feedback opportunities during the drafting process.

Perhaps an annual status report of how the college is meeting the strategic plan other than at the All campus day meetings.

A preliminary draft should be public and there should be some time for general feedback.

Smaller more versatile committees that work on narrower defined areas.

Clear statement of goals and understanding of identity

(puzzled with the lack of a third choice with previous questions and the lack of 'back button' in this survey) N/A

Q10 - What are easily implementable changes that would save time for faculty and staff during their daily activities in accessing, applying, or developing the strategic plan?

What are easily implementable changes that would save time for faculty and staff during their daily activities in accessing, applying, or developing the strategic plan?

No opinion

Unsure.

Do not make it so big and overwhelming. Ensure that the tasks are productive and that the work done to complete them can be done in a reasonable amount of time. Help us to see the results of the work. I feel like the strategic plan is visible for a while but is not a document that drives our thinking and work on a regular basis.

Have a central online location for the plan and its suggested modifications.

I'm already saving the maximum time by not including it as part of my daily activities.

On the senate we plan to make the Strategic Planning Committee Ad Hoc and staff it when a new planning cycle is started.

Publicize it more?

Please don't send emails about it, there are already many more emails than can be digested. Again, include some activity related to strategic plan in faculty meetings.

Not sure.

Have a direct link to it in the faculty section of the website.

Less reliance on grades in high school and more emphasis on standardized tests (SAT, ACT, GMAT, GRE, etc). Make sure TOEFEL are real. Stop destroying our campus to become a feeder campus for UP with the 2+2 program.

Make it a process incorporated over time into everything we do. Make it part of "everyday life" instead of something apart from everything else.

Student Affairs Committee Annual Report

To: Faculty Senate President Dr. Peter Swan

From: Shashi Marikunte, Chair, Penn State Harrisburg Student Affairs Committee

Re: Student Affairs Committee Annual Report

Dear Colleagues:

Student Affairs Committee has the standing charge of considering policies involving those aspects of student life on the campus that are of concern to graduate and undergraduate students, as well as policies that are not specifically covered in other Committees, including, but not limited to, career development and placement, housing, health, student conduct, student organizations, and extracurricular activities; reviews and makes recommendations relating to the quality of student life, the functions of student affairs operations, student awards and scholarships, and athletic programs, including student eligibility and schedules for athletic events; reviews and makes recommendations for student awards, scholarships, fellowships, and the Who's Who Award in cooperation with the Student Activities Office and the Office of Financial Aid.

Student Affairs Committee also assist International and Intercultural Affairs Committee in creating a 24 hour contact for emergency student aid. International and Intercultural Affairs Committee will have the lead role in this charge.

The committee also look for easily implementable changes that save time for faculty, staff and students.

Student Affairs Committee met two times during this academic year: Friday, November 3rd, 2017; and Tuesday, February 27th 2018. In addition to this committee chair also attended one International and Intercultural Affairs Committee meeting on November 7th, 2017 and several meetings of Student Facilities Fund.

Student Affairs Committee Members in the 2017/2018 included:

Sheela Pandey
Hannah Mudrick
Odd Stalebrink
David Williamson
Eric Bliman
Bernadette Lear
Shashi Marikunte, Chair
J. Scott Lewis
Jordan Reynolds

Meeting on Friday, November 3rd, 2017

Attended by:

Sheela Pandey

Hannah Mudrick

Odd Stalebrink

David Williamson

Eric Bliman

Shashi Marikunte, Chair

Jordan Reynolds

The meeting began with introduction and review of previous year's report. Here is the list of all the topics that were discussed.

- Student counseling: One of the key discussion from last year was the staffing issues at the counselling services that limited the student appointment and other related services. However, this issue has been resolved with the addition of new staff.
- The Outpost: To increase the volume at The Outpost and reduce congestion at Stack's Market, it was recommended that student meal plans be accepted with the same discount similar to Stacks.
- Space limitations: Students have expressed concern that there is no big space to hold indoor events. Even the CUB Gymnasium is not big enough for major events. Also, there are no space available for display of student projects on a permanent basis. Many students work on projects for competition at student chapter of professional societies. However, once they are done with the competition they have no storage place to hold them. This is quite inconvenient.
- 24/7 Access to Buildings: The only place that is open to students for access late night is Cyber Café at the library. They would like to have more facilities open for extended hours.

Meeting on Tuesday, February 27th, 2018

The meeting was mainly for awarding various scholarships as well as selecting the winner of Walker Award. The following suggestions would help in making the selection process better.

- There are too many students and too few awards. This make it quite challenging to select the deserving students.
- We recommend that the university should develop a better mechanism to identify the needy students rather than the current process, which is inadequate.

Chair of the committee attended International and Intercultural Affairs Committee meeting on November 7th, 2017. The main topic of discussion was a report from University Police and Public Safety office, who summarize their services and answer concerns/questions about safety of international students.

Chair of the committee also attended several meetings of Student Facilities Fund. We were able to support many projects that are of interest to student life on campus. The committee has streamlined the process to make it easier for students/faculty to request funding various projects that are beneficial to students.

Respectfully,

Shashi Marikunte

May 3, 2018

CAPITAL COLLEGE FACULTY SENATE

MINUTES

END-OF-YEAR MEETING

MAY 15, 2018

Attendees:

Capital College Senators: B. Adams, J. Gibbs, R. Lee, Y. Kim, G. Mazis, P. Swan, D. Williamson, D. Witwer

Committee Chairs: R. Ciocchi, R. Joseph, W. Kline, B. Maicke, S. Marikunte, H. Abbey-Moyer, L. Null, R. Weiler-Timmins, S. Wolpert

Administrators/Academic Council: H. Angelique, O. Ansary, J. Beck, R. Bachnak, P. Idowu, P. Julnes, M. Kulkarni, S. Schappe

Invited Guest: J. Keagy

I. Welcome and Introductions

Glen Mazis, Senate President, opened the meeting at 12:15 p.m. Introductions were made around the table.

II. Remarks from the Senate President

- Mazis commented that the college is in a good position as we welcome Dr. Mason as our new chancellor in August. He would like the faculty senate to serve as a resource for the new Chancellor and for faculty governance to continue under the new administration.
- Mazis thanked Kulkarni for his leadership over the past several years. Our campus has seen tremendous growth in student enrollment, campus infrastructure, and diversity. We are a welcoming and diverse community thanks to Dr. Kulkarni setting that tone. Mazis presented Kulkarni with a poem.
- A certificate of appreciation honoring P. Swan's presidency was presented. Mazis commented about what an energetic, thorough and proactive job Swan had done as President and also presented Swan with a poem.
- Mazis sought nominations for Senate Secretary. D. Williamson agreed to assume the position.
- The election of parliamentarian was tabled until the fall semester.

III. Committee Chair Reports

Academic Affairs Committee –Chair Linda Null – Co-Chair Rick Ciocchi

The report was available for review.

- The committee reviewed 48 courses and 10 programs during the 2017-2018 academic year.

- Swan had requested the schools provide a point of contact for all curriculum issues in the school and each has done that. That person will be responsible to undergo training on the CRCS system and to assist faculty in their schools when creating or changing curriculum.
- The academic affairs website is now up and running on the faculty senate webpage. It has many resources for the different types of proposals. <https://harrisburg.psu.edu/faculty-senate/academic-affairs-committee>
- Currently there is no plan from the University for streamlined program changes resulting from the new general education requirements.

Athletics Committee – Chair Rebecca Weiler-Timmins

The report was available for review.

- The committee met twice during the 2017-2018 academic year, and worked with three charges (additional meeting attempts were cancelled due to weather).
- A panel entitled “A Day in the Life of a College Coach: Mentor, Educator, and Leader” was held on September 28, 2017. The panel included 6 coaches and 6 student-athletes. The questions included detail about the role of a head coach and student-athlete at the DIII level specifically at Penn State Harrisburg. Thirty-seven people attended. It was suggested that we have a follow up panel next year to continue the conversation.
- The Student Athlete Progress Report was created by the Athletics Department and the Athletics Committee in 2015. This document was generated in an effort to enhance the current academic Progress Report for the student-athletes. The coaches found success with the implementation of the progress report as it provided increased ability to monitor the student-athletes throughout the entire semester. The committee and athletics department will continue to receive feedback from both faculty and athletes to better the form and the process.
- The committee continues to provide an ongoing initiative to disseminate information via school meeting updates from committee (Senate Policy for game absences 42-27, student-athlete absence form, student athlete progress reports). They met with Humanities, Public Affairs, and Behavioral Sciences and Education during the 17-18 academic year. Additional meetings will be scheduled for the fall.
- The timing of the Capital Athletic Conference has changed for spring 2018 to allow conference playoff competitions to be held on days when institutions were conducting final exams. The committee met with Dr. Ansary in spring of 2017 to discuss the potential issues regarding the new policy. The following steps were taken:
 - An email was sent to the faculty in January providing information about the new policy.
 - Once exam schedules were posted during the semester, the student-athletes were instructed to discuss any potential conflict with faculty.
 - Becky and Rahsaan met with most schools to provide further context and information.
 - The biggest challenge was the Capstone Project for the Engineers. The Capstone project presentation date has always been the Friday of finals week. The CAC play-off schedule presents potential for conflict on Thursday and Friday of finals. We are working with Engineering to allow for the student-athletes to work through this challenging situation.
- Student-Athlete vs. Faculty Competition (Dr. Ansary): Dr. Ansary had suggested that the committee discuss ways to have the faculty and student-athletes interact outside of the classroom. The committee discussed potential opportunities in the fall (outdoor softball/soccer game) and spring (indoor volleyball or basketball game) during DIII week. It was also suggested that we provide opportunities for faculty that might be

“athletically challenged” by creating a trivia contest that runs simultaneously with each game. The committee would like to carry this initiative over to the next academic year.

- 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 committee developed a process for the FALs to collect and review the Student Athlete Progress Reports.

Enrollment Management and Outreach Subcommittee – Chair Seth Wolpert

The report was available to review.

- The first charge requested recommendations regarding enrollment services, outreach, marketing, continuing education, and distance learning. They reviewed feedback from students about Penn State Harrisburg as a means to gauge public perceptions about the college. Positive comments included small classes, taught by full-time faculty, engaged faculty who were available, and a safe campus (one of the safest in the country). Negative comments included lack of social activities on campus and off campus, lack of nightlife in the town, and not being able to use athletic fields.
- Charge two was to review the college marketing plan. The committee learned that the marketing department is comprehensively staffed and their plan is complex and not clearly defined. The procedure they have followed thus far is to market the campus based on limited media advertising and on campus events. The committee decided they could not do better.
- Charge three was to review and recommend policies in cooperation with academic affairs to ensure the procedures are in place to evaluate distance education. The committee felt this charge would be better left to individual programs that already have assessment objectives, outcomes, evaluators, and procedures that are used in their own courses in their own disciplines.
- Charge four was to look for easily implemental changes that will save time for faculty and staff. The committee found none.
- Charge five was to collect ideas from faculty about expanding our graduate programs, using focus groups, survey, or other methods. The committee felt this was better left to individual programs and the graduate school, and they were already undertaking this task.
- Other issues discussed by the committee were student preparedness, particularly in math and science, the widespread use of online homework aids, use of feedback from employers, graduate schools, and alumni, makeup times for snow days, and greater community outreach. Dr. Kulkarni pointed out that the EI of incoming students has been steadily increasing, so incoming students are increasingly better prepared. Mazis said the Senate would try to disseminate this information more effectively to the faculty, many of whom seem unaware of this trend.

Faculty Affairs Committee – Chair Rhoda Joseph

The report was available for review

- The committee met in person five times during the academic year.
- The first charge reviewed the P, Q, and R designations of graduate faculty. The report provided a table outlining the different responsibilities in each of the categories. There are ambiguities that still call for resolution in a case-by-case basis.
- The second charge was to report on the implementation of the new FT1 promotion guidelines. Since they were not finalized during the academic year, the issue was tabled. Dr. Kulkarni reported that the guidelines had been passed in the previous Academic Council meeting and would be implemented in the fall semester. He also explained that since these dossiers will be less extensive than tenure and promotion and will stay on the local campus, the timeline for their procedures is more relaxed and less rushed than tenure and promotion, and we have enough time.
- The third charge was to make recommendations on the final exam policy. The policy was summarized in the committee's final report. It is important to make sure that all faculty are aware of this policy, particularly junior faculty. It is especially important they give final projects of at least 10% of the grade during final exam week and correlatively no assignment the last week of classes can be more than 10% of the grade.
- Charge four was to examine the fairness of the process by which faculty and staff awards are given (particularly supplemental submissions require for the award nominees). The process is very time consuming due to the high document requirement for these awards. The committee suggests conducting a survey of the faculty during the next academic year to determine perceptions about these awards.
- Charge five was to look for easily implementable changes that save time for faculty and staff. From the feedback solicited by colleagues, one theme emerged, increased workload and responsibilities. It has been particularly noticeable due to retirements and resignations of both faculty and staff. It was suggested that there are too many conflicting events for faculty members during common hours (school level meetings could be streamlined), and office hour policies should be clearly defined across the schools.
- Additional items that were brought forth by faculty were, more transparency during the promotion and tenure process, treatment of FT1's by the graduate school when proposing new courses, faculty parking, and a faculty bathroom. Dr. Kulkarni responded that he was not in favor of either faculty parking or faculty bathrooms as it would create an atmosphere where one group seemed privileged over others. Dr. Ansary and Mazis clarified that it is the lack of equal mentoring about the tenure and promotion process that needs to be addressed and not unfairness about the process itself.

Human Resources and Business Services Committee – Chair Mohammad Ali (William Kline reported)

The report was available for review.

- The committee conducted several surveys regarding PSU web tools, Aetna health insurance and the effect of the centralization of services on the college. There was confusion created by the centralization of how to obtain proper information that will have to be resolved. The health insurance seems to be doing all right with the majority of faculty and staff, but it is too early to get an adequate idea.

PSU Web Tools Survey

The primary purpose of the survey was to assess the usage and satisfaction of staff and faculty at PSU Harrisburg with the web tools. We had a total of 40 respondents [5% support Departments, 35% Behavioral Sciences, 20% Business Administration, 15% Humanities, 12.5% Public Affairs, and 15% Science, Engineering, and Technology] with an average of 8.43 years' service at PSU.

1. The participants were asked to rate the effectiveness with each self-service section in Lionpath on a scale of 1-7 (where 1 signifies Poor and 7 signifies Great). The overall trend is that most of the web tools are not used by the faculty and the ones who do use them do not rate them very highly regarding effectiveness.
 - Student Delegation: More than About 65% never or rarely used it. The mean was 3.5.
 - Academic Planning: More than 50% never used it. The mean effectiveness was 3.77.
 - Enrollment: The highest percentage never or rarely used it. The mean effectiveness was 4.23.
 - Degree Progress/Graduation: the highest percentage never or rarely used it. The mean effectiveness was 3.72.
 - Faculty Center: Used by most faculty with the mean effectiveness of 3.96.
 - Advisor Center: Used by most with the mean effectiveness of 3.6.
 - Research activities: almost no one uses the web tools.
 - Starfish: The mean effectiveness is 3.6.

Open-ended question and Recommendations

2. In the open-ended question, it was asked that if the respondents wanted to change one thing about LionPath or Starfish, what it would be. After reading the comments, the trend in the above means is supported. In most cases the comments are negative. However, a closer look reveals the main areas of concern and the following recommendations, presented in the ranking order of importance:
 - The web tools are not intuitive and need to be made more user-friendly and easy to use.
 - There should be a link between LionPath and Starfish so that users can move from one to the other seamlessly.
 - Prerequisite check for courses should be made available.
 - Degree audits should be generated in a way to make it easier to read them.
 - What if degree audits should have student ID on them and should be made more intuitive.
 - Improved fonts and readability in all web tools.

William Kline suggested that since many of the web tools and programs are not being used by faculty that either there be more training or even more possibly advantageous that we drop some of these unused features. It was also raised as a suggestion that Starfish be implemented for graduate students, and Dr. Idowu reported that this is being looked into.

Aetna Health Insurance Survey

As per the Human Resources and Business Services Committee mandate the committee was supposed to survey staff and faculty to ascertain the views of the staff and faculty regarding the health insurance change to Aetna. We had a total of 85 responses [51.2% support Departments, 15.5% Behavioral Sciences, 8.3% Business Administration, 7.1% Humanities, 8.3% Public Affairs, and 7.1% Science, Engineering, and Technology]. The results and recommendations are as follows:

1. 70% of the participants had used Aetna health insurance more than once and less than nine times.
2. Several aspects of Aetna insurance were assessed based on a scale of 1-7 (where 1 signifies Poor and 7 signifies Great). The overall trend is that staff/faculty satisfaction with most of the aspects of Aetna is just about satisfactory.
 - Aetna prescriptions, mean 4.39
 - Quality of service providers, mean 4.65
 - Customer service, mean 4.06
 - Aetna (overall), mean 3.99
 - Overall cost, mean 3.92
3. In the end, two open-ended questions were asked. Based on the replies, following issues were identified:

- QUESTION 1: If you had to change one thing about Aetna, what would it be? (major concerns ranked regarding importance and occurrence in the replies):
 - High cost
 - Coverage regarding specialists, international network, behavioral health care, and vaccination coverage
 - Better pharmacy services
 - Better and more comprehensive network and providers
 - More insurance cards
- QUESTION 2: Any other comments (the overall comments were negative and reflected the issues identified in the previous question), the problems were:
 - High cost
 - Less coverage
 - Insurance cards
 - Bad customer service
 - Lessor and bad coverage for behavioral healthcare
 - Several of the participants asked to change Aetna and go back to Blue Shield

RECOMMENDATIONS

There is no point of reference. However, the current health insurance is rated at the satisfactory level. The means of all of the categories is satisfactory or lower. These results are also supported by the open-ended questions that highlight several recurring concerns. As evident from the preceding section, following recommendations are made:

1. Cost seems to be a significant concern. It is recommended that the cost may be reassessed and be brought closer to the previous health insurance.
2. Efforts should be made to convey to the insurance company the inadequacy of their customer service.
3. Coverage may be improved regarding specialists, international network, behavioral health care, and vaccination coverage.

Centralization of Police and Human Resources Survey

As per the Human Resources and Business Services Committee mandate the committee was supposed to survey staff and faculty to ascertain the impact of centralization of Human Resources Services and Police Services. We had a total of 95 responses [46.3% support Departments, 17.9% Behavioral Sciences, 6.3% Business Administration, 7.4% Humanities, 6.3% Public Affairs, and 15.8% Science, Engineering, and Technology]. The results and recommendations are as follows:

1. Only 2.1% participants had not used any of the services in Fall 2017 and Spring 2018. Whereas, 81.1% (77 respondents) had availed HR Services and 42.1% (40 respondents) had used Police Service.
2. The overall satisfaction with the two services was measured on a scale of 1-7, the results show that:
 - The mean satisfaction with Police Service was 5.425 (where 1 signifies Poor and 7 signifies Great).
 - The mean satisfaction with Human Resources Service was 4.14 (where 1 signifies Poor and 7 signifies Great).
3. In the end, an open-ended (optional) opportunity was provided to the survey takers to put in any comments they deem necessary. Based on the replies, following issues were identified in Human

Resources Services and Police Service (Ranked regarding importance and occurrence in the comments).

- Police Service (the overall comments were positive with regards to police personnel)
 - One major concern was that before centralization the police service felt more like community policing in which there was a better connection and rapport between police and the PSU (Harrisburg) community. Now police officers can be sent to Harrisburg campus from all other campuses, and they might have diminished understanding of local needs and even lesser rapport with the local community.
- Human Resources Services (a resounding majority of the comments were negative with regards to HR Services (local and University Park))
 - The most important and recurring issue was “increased confusion.” Several aspects of confusion were pointed out by the respondents. These aspects included:
 - There is little understanding of what queries can be answered at the local level and what needs to be referred to University Park.
 - Most of the times people are just asked to contact UP and often the information from UP is incomplete.
 - Often wrong information or inconsistent information is provided at the local and UP levels.
 - Often two different answers are provided by the local HR and UP HR.
 - Some respondents believe that the confusion regarding who does what is due to centralization.
 - Due to centralization, there is a slower turnaround, which leads to delayed actions at Harrisburg.
 - The system lacks efficiency; people are all the time sent around to different people that often end up in no clear resolution of issues. Often answers to basic questions are not forthcoming from the local HR representatives.
 - Centralized request process is too impersonal and lacks efficiency.
 - The personal touch, which used to exist in the older setup, has deteriorated.
 - With centralization, the accessibility of HR representatives has reduced at the local level. Emails do not get prompt responses and often there is no response at all.

RECOMMENDATIONS

1. Mechanisms should be created, or the existing structures need to be improved to socialize the police force better. This socialization should include an awareness of the local needs and interaction with other stakeholders on campus. Most of these things can be done during the orientation process of newly appointed police officers, but it is recommended that it should be a continuous process. Hence, communication and coordination between the police department and other departments may be enhanced.
2. The HR services at the Harrisburg campus may be made more responsive to the needs and queries of faculty and staff.
3. At the higher level, a better understanding needs to be developed between the HR services, local and University Park, as to their sphere of influence and duties. There seem to be so many comments that hinted towards issues created by the demarcation of duties leading to confusion, misinformation, information discrepancies, and delay.

Information Systems Technology and Library Committee – Chair Gloria Clark (Jennifer Keagy reported)

The report was available for review.

- Charge one was to survey faculty to see to what extent current classroom setup and technology are meeting their needs. *These are a few highlights from the report:*
 - 71 faculty from the five schools participated
 - 44% reported themselves as proficient in computer technology
 - 58% reported using technology in the classroom daily
 - 73% reported being comfortable or very comfortable integrating technology into their courses
 - 10% felt that technology training received was adequate
 - 13% were extremely satisfied with classroom technology services
 - See the report for a number of challenges faced using classroom technology
- Charge two was to look for easily implementable changes that save time for faculty and staff. *Suggestions:*
 - Arrange slack in the podium set up for mouse to be used on the left side
 - Increase the number of outlets for laptops
 - Ensure that active learning spaces and chairs be compatible with the room setting
 - Acquire feedback from students about the learning spaces
 - Change the way the faculty listserv is used to communicate with faculty. *Emails cover many topics not relevant to all.*
- The Committee read and discussed the 2017 Horizon Report and noted these upcoming developments in technology:
 - *Significant Challenges Impeding Technology Adoption in Higher Education*
 - *Improving Digital Literacy*
 - *Integrating Formal and Informal Learning*
 - *Advancing Digital Equity*
 - *Managing Knowledge Obsolescence*
 - *Rethinking the Roles of Educators*
 - *Important Developments in Educational Technology for Higher Education*
 - *Adaptive Learning Technologies*
 - *Using mobile technology for classroom learning*
 - *Important Future Developments in Educational Technology for Higher Education*
 - *The Internet of Things*
 - *Next-Generation Course Management System – CANVAS will receive suggestions or change; Yammer group will improve CANVAS; One Note collaboration tool adds enhancement to group work*
 - *Artificial Intelligence*
 - *Natural User Interfaces-intuitive computer use*
- Peter Swan suggested that we still need to clarify the details of each classroom and the way it is set up and functions to match it to the pedagogical needs of the faculty. David Witwer objected that much of this discontent about rooms seems to be senior faculty being forced to see how junior faculty must put up with any room assigned to them and they should learn to adapt as junior faculty are forced to do. Mazis said it really was an issue for all faculty of the inefficiency of being assigned rooms that don't fit the type of class and then there being massive room change requests that

swamp the registrar and staff, and how it would more efficient to match the rooms properly from the beginning.

International and Intercultural Affairs Committee – Chair Nihal Bayraktar (Brian Maicke reporting)

The report was available for review.

- The committee's first charge was to promote and increase international and intercultural awareness throughout the college community. The following suggestions were shared:
 - Meeting with club president of Purple Hand, which is a club for LGBTQA students. The concerns of the students are listed in the committee's final report.
- Charge two was to work with DEEC to make campus friendlier to LGBTQA student. The DEEC is working on the climate assessment survey. They are working to identify new survey questions to address the issues of the LGBTQA students, faculty, and staff. To complete the charge, the committee reviewed the 2015 climate assessment report.
- Charge three was to work with the DEEC to investigate methods to identify and address issues pertaining to intercultural representation on campus. Committee members once again reviewed the climate assessment report and provided recommendations.
- Charge four was to work with the student affairs committee, marketing, police, housing & food services, human resources, student services and others as necessary to designate a 24-hour contact for emergency student aid and publicize availability on website and message board.
- Further information is included in the final committee report.

Dr. Kulkarni spoke of the need to find more spaces for students to gather. Dr. Ansary reported on a new app for students to use for campus navigation being developed.

Physical Plant Committee – Chair Heidi Abbey-Moyer

The report was available for review.

- **Charge #1:** In conjunction with several key faculty and staff at Penn State Harrisburg and University Park, and President of the Faculty Senate, discussed and reviewed learning spaces on campus to improve communication about and workflows for the assignment of and ongoing improvements to classrooms. (See the attached Addendum #1, "Classroom Review and Suggestions," which was shared with the President and President Elect of the Faculty Senate on May 4, 2018.) Recommended redesign of campus "Emergency Procedures" sign for improved readability, clarity, and design, all of which facilitate improved preparedness and efficient, effective responses to a variety of emergency situations on campus. (See the attached Addendum #2, redesign of the "Emergency Procedures," which was shared with Police Services for consideration on April 27, 2018.)
- **Charge #2:** Addressed this charge with M&O's hiring an additional full-time position to clean in the Olmsted Building and the Library after 2 PM.
- **Charge #3:** As part of Charge #1, discussed and worked on improvements to communication/workflow for sharing classroom details with faculty and program coordinators in all academic schools on campus.

Heidi Moyer especially wanted to thank Craig Welsh for his work on designing the new Emergency Procedures poster to be hung up around campus. Dr. Kulkarni stated these new signs could be placed

around campus to supplement the standard signs which are not as readable and he would personally make that happen.

“OLMSTED CLASSROOM REVIEW & SUGGESTIONS”

Summary of Room Inventory:

- **About the Inventory:** Room inventory was completed on May 1, 2018, using the Office of Physical Plant's room listing and capacity; two people conducted the room inventory of classrooms in the Olmsted Building.
- **Several rooms were found to be in excess of seating capacity.** For rooms that were at or below capacity, some were found to have no rear or side egress, which presents a safety issue, extra stacked chairs or tables, broken or stained chairs. It is recommended that these items should be removed.
- **Several rooms were found to have only 14" to 18" between rows of seating.** This is also a safety issue and not within code as outlined in the University's "Classroom and Technology Design and Construction Minimum Requirements" document from January 2017. Additionally, Office of Physical Plant has stated that the new chairs (swivel/skittle) are larger and because of their size, one cannot use the 20 sq.f.t per person rule used for "regular" chairs. For rooms with these chairs, the number of chairs should be reduced not only for safety purposes, but also for pedagogical purposes as well. Faculty and students also noted that because of the number of chairs in these rooms, there was very little space between groups and the faculty found it hard to move between groups to check in on their discussions.
- **Additional Feedback from Faculty and Students:** Approximately 20 faculty and students were informally asked what they thought of the swivel/skittle chairs and not one faculty or student said that they liked them. In fact, the reactions noted were "We do not like them," and "I hate them," as well as "Unless the classroom is carpeted, it's like an ice skating rink with these chairs." Additionally, the students and faculty noted that students do not put their book bags under the chairs in the basin because they are not easy to access. This also presents safety issues and pedagogical challenges because it takes more effort/time to move the chairs into small groupings. Faculty were also asked about the new instructor's tables that have been placed in newly designed rooms and some of the comments received include: "They are too big," and "I hit my knee on the basin on the back every time," and "The swivel tablet is cumbersome and annoying."

Recommendations:

- Create and send an official survey to students and faculty to gather more feedback about the furniture (chairs/whiteboards/instructor platforms).
- Request that the Office of Physical Plant determine new capacities for rooms based on egress and furniture required (or in place.)
- Similar to the "Experimental Classroom" at University Park, set up two rooms (two different sizes) as test rooms for new furniture and technology; gather regular and ongoing feedback about the rooms and use the information to make changes before ordering the same furniture for new room makeovers.
- Create a committee comprised of faculty, staff from the Office of Physical Plant, teacher education faculty, and the Faculty Center to evaluate the feedback and make recommendations for rooms.

- Reconsider the purchase of additional swivel/skittle chairs until recommendations can be made for different types of furniture, especially makes/models of furniture that are accessible for all students, especially those of size and different abilities.

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Peter Swan stated that it would be an issue for the senate to implement an ongoing means of working with Dr. Ansary to get the rooms to match faculty needs, and also pressed for the gathering of more student feedback about these issues.

Strategic Planning – Elizabeth Beckett-Camarata

The report was available for review.

Student Affairs – Chair Shashi Marikunte

The report was available for review.

- Student Affairs Committee has the standing charge of considering policies involving those aspects of student life on the campus that are of concern to graduate and undergraduate students, as well as policies that are not specifically covered in other Committees, including, but not limited to, career development and placement, housing, health, student conduct, student organizations, and extracurricular activities; reviews and makes recommendations relating to the quality of student life, the functions of student affairs operations, student awards and scholarships, and athletic programs, including student eligibility and schedules for athletic events; reviews and makes recommendations for student awards, scholarships, fellowships, and the Who's Who Award in cooperation with the Student Activities Office and the Office of Financial Aid.
- Student Affairs Committee also assist International and Intercultural Affairs Committee in creating a 24 hour contact for emergency student aid. International and Intercultural Affairs Committee will have the lead role in this charge.
- The committee also look for easily implementable changes that save time for faculty, staff and students.
- Student Affairs Committee met two times during this academic year: Friday, November 3rd, 2017; and Tuesday, February 27th 2018. In addition to this committee chair also attended one International and Intercultural Affairs Committee meeting on November 7th, 2017 and several meetings of Student Facilities Fund.

IV. Report from the Chancellor, Mukund Kulkarni

- Kulkarni appreciates all of the goodwill and sentiments that have been addressed to him regarding his impending retirement. He was only planning to stay at Penn State Harrisburg for two years, but ended up staying 33. His unassuming demeanor has helped him to succeed in his career. Always remember to be humble and polite.
- He shared three points with the senate;
 - He was grateful for the acceptance into the Penn State culture. It is difficult to come to a strange land, but he was able to grow here.
 - Faculty choose academia as a profession because they do not like masters and want to do their own things. This allows them to see the world in a broader sense in which they receive greater satisfaction. Think broader, give a little bit, and get more.
 - Kulkarni emphasized the excellent experience he has had over the years with the faculty senate. He hopes that it will continue.

V. **Report from Academic Council**

- The FT-1 promotion policy has been approved by the academic council. It will now be implemented in the schools.
- Idowu reported on the efforts of the Graduate School Enrollment Advisory Team. They have found that greater communication is the key to future success. The chancellor's award to incoming students has been successful, and they recently held an accepted students day.

VI. **Report from the University Council Representative – Martha Strickland**

None

VII. **Recommended Committee Charges for the 2018-2019 Academic Year**

Recommendations from the various committee reports will be compiled over the summer months to create the charges for the next academic year. Kulkarni asked that past reports be reviewed, as the same charges seem to appear every few years. Mazis mentioned that a possible charge would be to increase efforts in outreach.

VIII. **Identify Forum Topics for the 2018-2019 Academic Year** Due to the abrupt cessation of the meeting because of the tornado warning (see below) Mazis did not get to announce that two of the forum topics to be suggested in the fall are one on the New Faculty Senate Structure and the other one on the Chancellor's and Faculty's Vision for the Future of the Campus

IX. **Identify Agenda Items for the 2018-2019 Academic Year**

Due to abrupt adjournment because of tornado warning unable to be addressed at this meeting

X. **Discussion for the good of the order**

Due to abrupt adjournment because of tornado warning unable to be addressed at this meeting

Adjournment

The meeting was adjourned due to a tornado warning at 4:30 pm.

/slp