

**Penn State Harrisburg**

**Faculty Senate Agenda**

End-of-Year Meeting

Tuesday, May 12, 2015

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, Paul Thompson
  - a. Presentation to the Outgoing President
  - b. 2014-2015 List of Capital College Senators Appendix "A"
  - c. 2014-2015 List of University Senators Appendix "B"
  - d. Election of Faculty Senate Secretary
  - e. Election of Parliamentarian of the Faculty Senate
- III. COMMITTEE SUMMARY REPORTS FROM COMMITTEE CHAIRS
  - a. Academic Affairs – Linda Null Appendix "C"
  - b. Athletics Committee – Rebecca Weiler-Timmins Appendix "D"
  - c. Enrollment Management and Outreach – Ozge Aybat Appendix "E"
  - d. Faculty Affairs – Peter Kareithi Appendix "F"
  - e. Human Resources – Jeremy Blum Appendix "G"
  - f. Information Systems and Technology – Gloria Clark Appendix "H"
  - g. International and Intercultural Affairs – Anthony Buccitelli Appendix "I"
  - h. Physical Plant – Richard Scheib Appendix "J"
  - i. Strategic Planning Committee – Catherine Rios Appendix "K"
  - j. Student Affairs – Glenn McGuigan Appendix "L"
- 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 2015-2016 ACADEMIC YEAR
- VIII. IDENTIFY FORUM TOPICS FOR THE 2015-2016 ACADEMIC YEAR
- IX. IDENTIFY AGENDA ITEMS FOR THE 2015-2016 ACADEMIC YEAR

# APPENDIX “A”

## CAPITAL COLLEGE FACULTY SENATE 2015-2016

	NAME	SCHOOL	ROOM	WORK #	E-MAIL ADDRESS
1.	Gautam Ray (School – 1 yr.)	SET	W239	948-6125	<a href="mailto:Gxr6@psu.edu">Gxr6@psu.edu</a>
2.	Jen Hirt (School – 2 yrs.)	HUM	W355	948-6167	<a href="mailto:Jlh73@psu.edu">Jlh73@psu.edu</a>
3.	Mukund Kulkarni (Chancellor)	ADMIN	C-119	948-6105	<a href="mailto:msk5@psu.edu">msk5@psu.edu</a>
4.	Jennifer Gibbs (At-Large – 1 yr.)	SPA	W160N	948-6046	<a href="mailto:Jfc25@psu.edu">Jfc25@psu.edu</a>
5.	Karin Sprow-Forte (School – 1 yr.)	BSED	W331	948-6295	<a href="mailto:kms588@psu.edu">kms588@psu.edu</a>
6.	Eric Delozier (LIB – 2 yrs.)	LIB	LIB	948-6373	<a href="mailto:epd103@psu.edu">epd103@psu.edu</a>
7.	Philip Kavanaugh (School – 2 yrs.)	SPA	W160L	948-6778	<a href="mailto:prk114@psu.edu">prk114@psu.edu</a>
8.	Rhoda Joseph (At-large- 1 yr.)	SBA	E335	948-6144	<a href="mailto:Ruj1@psu.edu">Ruj1@psu.edu</a>
9.	Sabri Yilmaz (School – 2 yrs.)	SBA	E355	948-6157	<a href="mailto:suy22@psu.edu">suy22@psu.edu</a>
10.	Peter Swan (At-large – 1 yr.)	SBA	E356	948-6443	<a href="mailto:Pfs4@psu.edu">Pfs4@psu.edu</a>
11.	Bing Ran <b>President Elect</b> (1 yr.)	SPA	W160a	948-6057	<a href="mailto:Bur12@psu.edu">Bur12@psu.edu</a>
12.	Richard Young <b>Immediate Past President</b> (1 yr.)	SBA	E355	948-6151	<a href="mailto:rry100@psu.edu">rry100@psu.edu</a>
13.	Paul Thompson <b>President</b> (1 yr.)	SPA	W157e	948-6755	<a href="mailto:pbt1@psu.edu">pbt1@psu.edu</a>
14.	Student Representative	SGA			
<b>Non-Voting Member:</b>					
14.	Matthew Wilson Univ. Senate Council Rep. – 1 yr.	HUM	W356	948-6191	<a href="mailto:mtw1@psu.edu">mtw1@psu.edu</a>
15.	Staff Asst. – Stephanie Ponnett	Admin.	C-114R	948-6062	<a href="mailto:Slp29@psu.edu">Slp29@psu.edu</a>

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

## APPENDIX “B”

### CAPITAL COLLEGE UNIVERSITY SENATORS 2015/2016

- |   |  |
|---|--|
| 1. Jane Wilburne (BSED)<br>717-948-6615<br>Room W331, Olmsted<br>Term: 2013-2017<br><a href="mailto:Jmw41@psu.edu">Jmw41@psu.edu</a>          | 5. Robin Veder (HUM)<br>948-6330<br>Room W356, Olmsted<br><a href="mailto:rmv10@psu.edu">rmv10@psu.edu</a><br>Term: 2012-2016  |
| 2. Matthew Woessner (SPA)<br>717-948-6489<br>Room W160, Olmsted<br><a href="mailto:Mcw10@psu.edu">Mcw10@psu.edu</a><br>Term: 2013-2017        | 6. Jennifer Sliko Meyer (SSET)<br>717-948-6421<br>Room W236C,<br>Olmsted <a href="mailto:Jls1093@psu.edu">Jls1093@psu.edu</a>  |
| 3. Rajarajan Subramanian (SSET)<br>717-948-6124<br>Room W-235, Olmsted<br><a href="mailto:Rus30@psu.edu">Rus30@psu.edu</a><br>Term: 2014-2018 | 7. Matthew Wilson (HUM)<br>948-6191<br>Room W356, Olmsted<br>Term: 2015-2019<br><a href="mailto:Mtw1@psu.edu">Mtw1@psu.edu</a><br><br>Alternate:<br><br>Anne Douds (SPA)<br>717-948-6667<br>Room W160, Olmsted<br><a href="mailto:Asd12@psu.edu">Asd12@psu.edu</a><br><br><br>Student Representative<br>Andy Dessel (GRAD)<br><a href="mailto:Ard5274@psu.edu">Ard5274@psu.edu</a> |
| 4. Hengameh Hosseini (SPA)<br>717-948-6050<br>Room W160 Olmsted<br><a href="mailto:huh19@psu.edu">huh19@psu.edu</a><br>Term: 2014-2018        |  |

\*Denotes Council Representative

## FINAL REPORT ACADEMIC AFFAIRS 2014-15

### Attendance

Name	9/2/15	10/9/15	11/6/14	1/20/15	3/5/15	4/9/15
Richard Ciocci (SET)	Present	Present	Present	Present	Present	Present
Greg Crawford (LIB)	Present	Present	Present	Present	Present	Present
Jennifer Hirt (HUM)	Present	Present	Present	Excused*	Present	Excused*
Scott Lewis (BSED)	Present					
Jesse Middaugh (SBA)				Present		
Linda Null (SET) Chair	Present	Present	Present	Present	Present	Present
Alexander Siedschlag (SPA)	Present	Excused*	Present	Present	Present	Excused*
David Witwer (HUM)		Present	Excused*	Present	Present	Excused*

\* Electronic participation or proxy

### Committee Accomplishments

The Committee’s standing charge is to review all course and program proposals to ensure that proper documentation and assessment have been performed. During the 2015-2015 academic year, the Committee reviewed a total of 20 course and program proposals.

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

Course	Title
E E 481	Control Systems
E E T 311	Alternating Current Circuits
HLS 832	The US Military’s Domestic Imperative
PSYCH 100H	Honors Introductory Psychology
C E 424	Project Information Modeling
MIS 307	Algorithmic Concepts

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

Mechatronics Minor	P-3 Online BS in Accounting
Mechatronics Technology Minor	Information Science and Technology/Finance Minor (ISFIN)
Civil Engineering/Env Engineering IUG (ISACC)	Information Sciences and Technology/Accounting Minor
P-3 Health Policy and Administration	Information Systems
Master’s in Public Administration	Literacy Education, M. Ed
Humanities BA	Elementary Education
Homeland Security iMPS-HLS	M Eng Electrical Engineering Online

### **Other Committee Accomplishments**

The new Curriculum Review and Consultation System (CRCS) was available to faculty at PSH in October 2014. Two training sessions were offered at PSH on Monday, October 27, 2014; both were well attended.

### **Committee Concerns**

The new CRCS system should now be used for all undergraduate course and program proposals (the old CSCS system should no longer be used for undergraduate courses). Graduate course proposals, however, should continue to use the old system. There is concern about the best way to disseminate this information to faculty.

Another issue is that many proposals with significant problems come through the Committee on a regular basis; the two major issues are lack of proper consultation and failure to follow the curricular process. The learning curve with the new system will likely exacerbate this second issue. Although there is a quick start guide available for CRCS (which can be accessed via the help link in the system), it might be worthwhile to investigate the feasibility of a dedicated web page to curricular procedures and guidelines specific to PSH (that could contain flowcharts of processes, curricular development procedures, links to useful resources, and a step-by-step list of the process for course and program proposals at PSH). In addition, faculty should be encouraged to attend training sessions for CRCS, to practice with the training module available in CRCS, and to utilize the curricular resources available to them. The Committee recommends each School appoint one person to be the curricular contact for that School. This person would be responsible for undergoing training on the system, understanding the curricular process, and helping faculty within the School with curricular proposals (or perhaps be responsible for the actual course or program proposal entry). This would avoid the common pitfalls seen in many curricular proposals.

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

- Work with the appropriate support offices and the administration to develop a Curricular Procedures and Guidelines web page specific to PSH
- Organize additional CRCS training sessions for PSH faculty
- Continue to collaborate with the developers of the CRCS system to assure that campus-specific issues continue to be addressed in the system

**Athletics Committee of the Faculty Senate  
Penn State Harrisburg  
2014 – 2015**

**Duties:** The Athletics Committee shall advise and monitor athletic standards related to the educational function of the College and University, help promote a sound academic climate for the intercollegiate athletic program, and support the NCAA Division III Philosophy Statement. The report is submitted by Rebecca Weiler-Timmins (chair) on behalf of committee members:

Thomas Arminio	William Chaney	Odd Stalebrink
David Buehler	Roderick Lee	Craig Welsh
Rahsaan Carlton	Erin Miller	
Joe Cecere	Ilya Shvartsman	

**Attendance:** The Athletics Committee met a total of four times during the 2014-2015 academic year (September 17, November 6, January 29, and March 19). The committee also communicated via email throughout the year in order to complete and prepare documents for presentation to the Senate.

**Charges for the 2014-2015 Academic Year:**

1. Integrate faculty athletic representatives by sport
2. Implement marketing of the integration of athletics into the campus community
3. Address the issue of needing athletic tutoring from the learning center for athletes missing classes due to contests, especially 300 and 400 level courses or labs.

**Fulfillment of Charges:**

**Charge One: 1. Integrate faculty athletic representatives by sport.**

The committee completed the integration of 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 coach of each sport was asked to “recruit” a faculty member to become their team’s Faculty Athletic Liaison (FAL). Currently, every team has an FAL. The program is flexible in encouraging a wide range of activities for the FAL and the team. Faculty members can pick activities that meet their scheduling needs while not requiring an unreasonable time commitment. Most FALs have met with their respective coach in preparation for full implementation of the program in the fall of 2015. The FALs were invited to have lunch with the Athletics Committee on March 19 to share their thoughts on the new position and how best to achieve the goals for the team. Information about the FAL program has been uploaded to the PSH Athletics Website. More information and each FAL is listed on the site and can be found at:

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

**Charge Two: The integration of athletics into the campus community (Marketing focus)**

1. **Marketing:** Adam Clay (Sports Information Director) and Russel Flemming (Assistant Sports Information Director) attended the meeting to present the committee with strategies for marketing the athletic department. The following

- Main focus of the staff is to complete stats for each game, update the website and social media (twitter/Facebook)
  - Create a preview (twitter, Facebook, Instagram) for each game, duplicate the preview the day of the game, provide live stats and live streaming as well as stats during the game, write article of the game, and provide post game information
  - All sports have a twitter page, will be creating a Facebook page for each team, YouTube interviews
  - 245 live stat viewers for soccer game / 2000 reaches on Facebook for CAC semi-final soccer game / 322 followers on twitter / 466 likes on Facebook
  - 2 interns currently on staff. Adam's goal is to have a student intern for every single sport as these opportunities would be great real world application for interns.
  - Met with Chris Weaver in Marketing in order to get all schedules on the sites.
  - Adam has connected with some professors teaching courses that could integrate assignments into their curriculum (i.e. Communications). The committee suggested that he reach out to Humanities (Catherine Rios) and Graphics design courses at PSH in order to integrate athletics with academics.
2. **Student Athlete Progress Report:** The Student Athlete Progress Report was created by the Athletic Department and the Athletics Committee. This document was generated in an effort to enhance the current academic Progress Report for the student-athletes. Currently all students at Penn State receive an Early Progress Report during the first 3 – 5 weeks of each semester. The coaches use the Early Progress Report to counsel student-athletes and, therefore, would benefit by having the ability to monitor the student-athletes throughout the entire semester. Thus the proposed Student Athlete Progress Report form requires the student-athletes to have each of their professors complete and sign then turn it into the coach by a given date. The information includes academic progress and attendance and will provide the coach with better insight into each players' academic performance. This process will also encourage the student-athletes to communicate more with their professors throughout the semester.

The Student Athlete Progress Report was presented to the faculty senate on March 19<sup>th</sup> by Rich Young for consultation and then again on April 26<sup>th</sup> by Rahsaan Carlton and Rebecca Weiler-Timmins. The form will be implemented for each team in the fall of 2015. Each student-athlete will be presented with the form during the Player Orientation Session held at the beginning of the season by Rahsaan Carlton and Scott Duncan. The process will be reinforced and carried out by each athletic coach throughout the fall and spring semester.

3. Concussion Protocol for Student Athletes: There has been an increase in the number of concussions for student-athletes. The committee discussed the importance of the injured student-athlete presenting the doctor's note (Penn State Concussion Program document) to the faculty member as soon as possible as well as the need to follow Policy 42-27 for absences. The importance of differentiating between a concussion and an illness must be noted and communicated to the faculty members. A concussion prohibits the use of computer due to the effects of the screen and light, headaches ensue, and symptoms last for differing amounts of time depending on the severity of the concussion. Therefore, continual communication with faculty members about the status of the concussion is imperative.
4. Getting the Word Out (School Meetings Update): The committee has discussed and implemented many initiatives this year for Athletics. We feel that it is important to continue to update the schools with representation and presentation of the committee highlights at each school meeting. The highlights will be Student Athlete Progress Report, Concussion Note, FAL program, and Policy 42-27.

**Charge Three: Address the issue of needing athletic tutoring from the learning center for athletes missing classes due to contests, especially 300 and 400 level courses or labs.**

Rahsaan continues to work with the learning center to provide the best services for the student-athletes. In addition, Joe Cecere, NCAA Faculty Academic Representative, continues to reach out to other campuses to find new ways to approach this charge. The committee feels that this issue is being handled by communication from the Athletic Department in consultation with the Learning Center. The committee can be a sounding board for future issues.

**Suggested New Charges for the Upcoming Year 2015-2016:**

1. Review the integration of athletics into the campus community.
2. Enhance the fan experience at games.
3. Inform the campus of the responsibilities of being a Division III institution.



**End of Year Report  
Enrollment Management and Outreach Committee  
Spring 2015**

*Committee members:*

Ozge Aybat (*Chair*); [oua3@psu.edu](mailto:oua3@psu.edu)  
Barbara Carl; [bec109@psu.edu](mailto:bec109@psu.edu)  
Christina Daley; [cxld249@psu.edu](mailto:cxld249@psu.edu)  
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Ann Swartz; [als25@psu.edu](mailto:als25@psu.edu)  
Paul Thompson; [pbt1@psu.edu](mailto:pbt1@psu.edu)  
Roy Yakobovich; [rmy5044@psu.edu](mailto:rmy5044@psu.edu)

*Charges for Academic Year 2014-2015:*

- 1) Develop the profile for first year and transfer students, especially with regard to their origins
- 2) Investigate how to improve the SAT and GPA profiles of incoming first year and transfer students
- 3) Review processes for promoting promising transfer students

*Accomplishments:*

- 1) We held a meeting on February 27, 2015 at 11:00am, C-113 Olmsted, with participation of Rob Coffman, Director of Enrollment Management (Admissions).

*Minutes of the meeting:*

- Rob Coffman presented the profile of PSH students: increasing number of undergraduate students, decreasing number of graduate students (similar to the national trend which may be partly explained by the demand for World Campus), and increasing number of international students.
- Enrollment Management is organizing 4 open-houses per year during which prospective students visit the campus and meet with student clubs, faculty, and supporting staff. The committee plans to help Rob Coffman's team by encouraging faculty to participate to these activities. Aside from open houses, they also organize coffee breaks in companies to attract graduate students from corporations. Again, the committee plans to help them by encouraging faculty to participate.
- The most important issue is to help Rob Coffman's team understand why the summer school enrollment has been declining at Penn State Harrisburg. They will make plans for

Summer 2016 starting with August 2015. Therefore, our main goal is to be able to collect and analyze data by August 2015.

- 2) After the meeting, the committee applied for Institutional Review Board's (at University Park) approval to conduct research with human participants.
- 3) The committee then finalized and launched the "summer school survey" to learn the opinions of undergraduate and graduate students at Penn State Harrisburg. The survey link is:  
[https://qtrial2013.qualtrics.com/SE/?SID=SV\\_5msuHCgoM5mYroV](https://qtrial2013.qualtrics.com/SE/?SID=SV_5msuHCgoM5mYroV)
- 4) The committee announced the survey to students. Stephanie Ponnett sent an email to student listserv in the name of the committee. The committee also asked faculty members to encourage their students to participate. Stephanie Ponnett also sent an email to faculty listserv in the name of the committee.
- 5) The committee is now in the process of collecting data. We will analyze the data in May.

*Potential Charges for Academic Year 2015-2016:*

- 1) Develop the profile for first year and transfer students, especially with regard to their origins
- 2) Investigate how to improve the SAT and GPA profiles of incoming first year and transfer students
- 3) Review processes for promoting promising transfer students
- 4) Encourage faculty members to participate to Admissions Office' activities

## APPENDIX “F”

### PENN STATE HARRISBURG SENATE FACULTY AFFAIRS COMMITTEE 2014-2015 REPORT TO THE SENATE

#### Faculty Affairs Committee Charges 2014-2015

1. Evaluate approaches to new faculty mentoring by each of the schools and develop a best practices guide
2. Consider how to go about making FT1 faculty more inclusive in the PSH community
3. Investigate how FT2 faculty can be made to be a more integrated element within the college given their relatively few contact hours each semester
4. Consider how to make PSH a more welcoming environment for new faculty
5. Review the final exam scheduling process. The overload arrangement does not appear to be working, but also there needs to be reinforcement of University policy regarding final exams and when they may be given

#### INTRODUCTION

The committee met seven times during the academic year, three in the fall and four in the spring. Much of the committee’s time was taken up by gathering and reviewing information on Charges 1 and 3, and after much deliberation the committee was able to make comprehensive recommendations on both of these charges. Charge 2 presented the greatest difficulty to the committee, largely because we were unable to establish any major discontent or sense of alienation among the College’s FT1 faculty regarding their status vis-à-vis that of their tenured and tenure-track colleagues. Nonetheless, the committee was able to make some recommendations based on practices at other Penn State campuses that appeared to the committee suitable for eliminating any differences in the treatment of the two faculty categories. The first has to do with ranking and titles, the other with promotion within the non-tenured ranks. The committee made three recommendations regarding Charge 4. If the first recommendation is accepted by the Senate, the committee further recommends that charge be continued into next year, so that the committee can implement the recommendation. The recommendations by the committee regarding Charge 5 were based solely on the briefing by the College Registrar. The committee would like to stress that there appeared little that could be done regarding this charge until the new exam-scheduling system is in place – which may be a couple of years down the road.

#### RECOMMENDATIONS

##### **Charge 1: Evaluate approaches to new faculty mentoring by each of the schools and develop a best practices guide**

The committee began its work on this charge with a prevailing assumption that newly hired tenure-track faculty succeed better if they have a mentor to guide them through not only the routine process of settling down in a new environment but also the more complex challenges, such as finding resources necessary for effective teaching and research. Over several weeks, the committee reviewed reports from various schools in the College regarding mentoring of new faculty. None of the schools has a formal mentoring policy. The School of Public Affairs had a formal one some years back but abandoned it because it was too stressful for both mentor and mentee.

Members reviewed recent research on the benefits of new faculty mentoring, as well as online content on mentoring practices at other colleges of the university and other comparable institutions. The committee found no conclusive evidence regarding the benefits of mentoring new faculty. However, these resources were used to prepare a list of best mentoring practices (APPENDIX 1) that various academic units could adopt if they chose to.

**Charge 2: Consider how to go about making FT1 faculty more inclusive in the PSH community**

In his brief to the committee regarding this charge, the Senate President said the college sought to avoid developing a 2-tier “cast system” between full-time faculty; and it was vital, therefore, that means be found of making the FT1 faculty feel as much a valued part of the college community as the tenured and tenure-track faculty. After informal polling of FT1 faculty in various schools, committee members expressed their need for clarification on this charge as they were not aware of any complaints of non-tenure tract FT1 faculty being treated differently from the tenure-track faculty, except in the cases where their expectations and responsibilities were spelled differently in the University policies. The committee, however, noted that FT1 faculty in some schools may not have the same access as their tenured and tenure-track peers to serve in administrative committees in their units and recommended that schools be encouraged to elect/appoint such faculty to serve in these positions wherever it is not counter to University policy.

There appeared to the committee to be a need to rationalize the use of ranks and titles for non-tenured faculty – currently classified as lecturers/senior lecturers or instructors/senior instructors – by providing a uniform titles and ranking system and guidelines for promotion from one rank to another within the provisions of Policy HR23 PROMOTION AND TENURE PROCEDURES AND REGULATIONS. The committee noted that some campuses, such as Altoona and University College, already have such promotion guidelines (APPENDIX 2 and APPENDIX 3) and recommended that Penn State Harrisburg consider adopting similar guidelines, especially given the increasing number of FT1 faculty in the college, which has increased by more than 100 percent in the last ten years (APPENDIX 4).

**Charge 3: Investigate how FT2 faculty can be made to be a more integrated element within the college given their relatively few contact hours each semester**

The committee developed a set of actions that schools and the college could implement to integrate part-time faculty and used these as a basis to survey the part-time faculty to determine how effective they thought such measure would be in achieving their greater integration.

[APPENDIX 5]

The response rate to the survey was very high, and the generally positive responses indicated that the measures polled were potentially effective. This also showed the part-time faculty found the questions relevant and important to them. Highest on list of importance were inclusion on departmental websites and mailing lists, orientations, mailboxes and handbooks. On the low end were peer classroom visits, mentoring, and school and college awards.

Most issues raised in the qualitative comments revolved around money, with a majority of the responders expressing the view that the part-time faculty were not being adequately compensated for their services to the college. We, the committee, do not know whether the rate is set by the departments, schools, college or university. Some members expressed concern that while inclusion in mailing lists was popular with the respondents, it also entailed a lot of work because it meant updating the lists every semester, which puts pressure on the staff.

Members noted that while mentorship scored low in the responses, departments should be encouraged to offer or continue offering some form of mentoring because it was important to help part-time faculty understand the requirements of the units in which they are teaching. Similarly, members agreed that classroom visitation and peer evaluation are important to ensure part-time faculty teaching effectiveness and also to provide administrators with additional means to evaluate part-time faculty. And, part-time faculty should be invited to observe full-time faculty as a learning tool. The committee also recommended that the college find ways to address the concerns of the part-time faculty regarding what they view as inadequate remuneration for their services.

**Charge 4: Consider how to make PSH a more welcoming environment for new faculty**

The committee was tasked under this charge to look at the larger picture of college environment beyond mentoring of new faculty. It was noted, for instance, that there were few opportunities for faculty – including the longer-serving ones – to socialize or to meet and sit face to face, especially with the overcrowding of the cafeteria. After lengthy discussion on this charge, the committee recommended the following:

- a. That the college explore the possibility of providing a one-stop-shopping site for resources that can be used by new faculty to locate essential information such as a list of realtors, avenues for retail shopping and local transport;
- b. That schools be encouraged to organize socials for new faculty (e.g. lunches) to interact with other faculty from across schools, especially those with similar interests; and
- c. That the college allocate space for a faculty and staff lounge.

**Charge 5: Review the final exam scheduling process. The overload arrangement does not appear to be working, but also there needs to be reinforcement of University policy regarding final exams and when they may be given**

This charge was promoted in part by the challenge posed by lack of room capacity due to a growing student population and demands for special accommodations in both grad and undergrad courses. Some faculty members have also voiced concern that with the current scheduling system, some classes set for exams sometimes had fewer computers than the numbers of students who needed the devices to complete their exams.

The College Registrar met with the committee on November 19, 2014 to discuss these challenges. In her brief to the committee, the Registrar said the old exam policy required that final exam was given on days that a class was taught. However, as the college's programs and student population grew, faculty demanded special rooms and special times, such as combined units in one room to protect integrity of the exam, or computer labs and technology rooms. An additional challenge was posed by students who signed up for more than six courses a semester. In order to accommodate the special requests from faculty, the Registrar sends out a message to all faculty at the beginning of the semester [APPENDIX 6] requesting them to indicate whether or not they planned to give exams in their courses and if so, whether they had any special needs regarding space and time of the exam. The Registrar said faculty are often slow to respond to the email message and a second email normally gets a small response. Eventually, she has to spend time emailing faculty individually, and even then does not get adequate response.

The information, when received, is downloaded into the course scheduling system which has rooms, times and instructors. The software tries to not overload students by restricting them to no more than three exams in a day, but it cannot avoid back to back exams. Because getting faculty to respond and do so early is an issue, the Registrar often gets very late requests to schedule

exams. Sometimes this occurs as close as three weeks to the end of the semester and that makes it difficult to accommodate special requests, such as additional time for students with learning challenges.

The information received by the Registrar and entered into the exam scheduling software is then fed back to the Integrated Students Information System (ISIS) and eventually to eLion. But the system does not retain exam information from semester to semester, so it has to be requested and re-entered manually every semester.

The Registrar stressed that even faculty who do not plan to give final exams in their courses needed to respond and do so early for the system to work properly. She informed the committee that information about exam needs could not be included in the course scheduling process because the two systems do not interface.

Following the Registrar's presentation, the committee deliberations concluded as follows:

- a. Most final exam needs can be accommodated and most glitches avoided if faculty responded early to the Registrar's requests for information; and
- b. Most faculty assume they do not have to respond if they don't have exams planned for their courses, and they have no idea how this affects the entire system, especially when special accommodations are requested.

The committee recommended that:

- a. Schools impress on faculty the importance of responding early, including inviting the Registrar to school meetings.
- b. Language in Registrar's communication to faculty be revised to indicate that a response is required for all courses each semester and the importance of faculty who do not plan to give exams to respond and do so early; and
- c. Ways be found of enabling the scheduling software to track those faculty who have not responded, so reminders can be sent to them.

### **Recommendations of charges for next Academic Year**

For next year, the committee recommended the following charges:

- a. Examine the possibility for, and if possible develop, a one-stop-shopping site of resources that can be used by new faculty to locate essential information such as a list of realtors, avenues for retail shopping and local transport
- b. Examine the possibility of schools implementing some system of evaluating the quality of adjuncts.
- c. Follow up to determine if the faculty response rate to the Registrar's exam scheduling request has improved, and determine if additional actions are advisable.
- d. Investigate how emails coming through the faculty listserv can clearly identify the target audiences.

## **APPENDIX 1**

### **Faculty Development Mentor Program**

An effective Faculty Mentoring Program can help faculty members share (mentors) and acquire (mentees) the professional skills and attitudes for personal, institutional, and career success. This program will promote the development of self-confidence and professional achievement, and ultimately enhance institutional stability and continuity. Ideally, the Mentor Program will help to improve instruction and enhance communication between new faculty and experienced faculty. A facilitated mentoring program has specific implementation guidelines, outcome measurements, and built-in rewards and recognition for those who participate. The relationship is based on a

negotiated agreement between a mentor and a mentee and will include a description of skills to be learned, the types of activities to be engaged to learn new skills, and decisions regarding time and frequency of meetings and feedback sessions.

The goals of the Mentor Program are as follows:

1. To provide instructional support for new faculty,
2. To strengthen professional relationships, and
3. To provide experienced faculty the opportunity to develop their instructional support skills.

In no way is the mentor program intended to be supervisory or evaluative. The mentor relationship should be collegial, informative, and flexible.

### **Characteristics**

1. The mentoring program is devoted to the individual mentee's career and individual development, providing personal guidance and support that complements professional development and activities that promote advancement toward tenure or promotion.
2. Mentors will not be in the mentee's chain of command: that is, contributors to the mentee's performance appraisal.
3. Frequent communication between mentor and mentee will occur. Effective mentoring involves regular interaction between the mentor and mentee, but the relationship should not consume so much time as to become burdensome. As a rule, contact should occur at least once every two weeks. The possibilities and combinations for interaction are endless, and the process doesn't need to be complicated.
4. Mentoring goes beyond subject matter expertise to new skills the organization needs.

### **The Mentor's Role**

- Be available....schedule opportunities to meet, communicate and collaborate.
- Listen...be a sounding board; empathize; zero in on specific interests and concerns.
- Facilitate...tap in to your experience; lead the way; help locate a resource or solution.

In practice, the Mentor's role will vary depending upon the unique needs and concerns of the new faculty member and could include any of the following:

- Sounding Board...listening to and supporting creative ideas and suggestions.
- Resource...leading the new faculty member to information or the person with the answer.
- Advisor...offering your opinion or advice on a real or hypothetical problem.
- Guide...helping to navigate the maze of buildings and offices.
- Interpreter...deciphering policies, contracts, campus acronyms and "codes."
- Reviewer...providing feedback on a proposal, paper, or handout.
- Role Model...sharing your teaching and research practices, tips and techniques.
- Advocate...facilitating the new faculty's social and professional network.

### **The Mentee's Role**

- Engage...ask the mentor questions, share comments, voice concerns and identify issues.
- Seek...look for and utilize opportunities for professional growth and excellence in teaching, research, and service.
- Take personal responsibility...for your academic career; be an active agent and judge of the appropriate course of action for career advancement.

### **Mentor Checklist**

This recommended list includes actions and ideas, but it is up to the mentor's professional judgment to decide what to include and when.

- Prior to the first week of the semester:
- Call the new faculty member and identify yourself and the mentor program.
- Arrange a convenient time to meet with new faculty member.
- At the first meeting, discuss the course to be taught, as well as administrative and instructional policies. Describe college students; there are many different "typical" ones.
- Focus on getting to know each other's interests, backgrounds and experiences.
- Identify common interests.
- Discuss the importance of trust and confidentiality in the mentoring relationship.
- Discuss the preferred channels of communication (e.g., meeting, email, phone) and the schedules/commitments of each participant.
- Reaffirm the goals of the mentoring program.
- Answer questions.
- Discuss mentor and mentee expectations for the process.
- If a peer review will be included, review the Peer Review Guidelines at <http://www.campuses.psu.edu/PRhandbook.htm>

#### **Week 1**

- Call the new faculty member to arrange a meeting.
- Discuss the first week of classes and share ideas.
- Keep the communication balanced between listening and advising. Avoid letting the mentor dominate the discussion with too much prepared and sage advice.
- Continue to build trust in the mentoring relationship.
- Give the new faculty member any necessary materials, such as the Faculty Manual, the mentor's class schedule, etc. (<http://www.psu.edu/provost/FacultyHandbook/>)
- Give the new faculty member contacts (other faculty) who could be of assistance.
- Arrange a set meeting time for discussions. If a regular meeting is not necessary, let the new faculty member know that you will keep in contact during the semester.

#### **Weeks 2 & 3**

- Continue to maintain contact with the new faculty member.
- Within the first 1-2 meetings, make an effort to discuss and document the specific needs, interests, and Concerns of the new faculty member.
- Brainstorm specific objectives and events that could be addressed by the mentoring relationship.
- Discuss student evaluations and other forms of feedback for instruction.

#### **Weeks 4 - 6**

- Invite the new faculty member to any appropriate college activities.
- Keep the new faculty member apprised of workshops that would be helpful.
- Discuss instructional techniques that have worked for you.

#### **Weeks 7 - 10**



- Continue to maintain phone, personal, or written contact with the new faculty member.
- Continue discussion of instructional techniques that have worked for you.

### **Weeks 11 - 13**

- Make sure the new faculty member understands proper procedures for turning in grades at the end of the semester.
- Discuss the administration of final exams.

### **Weeks 14 & 15**

- Make sure the new faculty member knows you are available for any last minute questions or assistance.
- Schedule a final appointment to review the semester.

### **Teaching and related activities:**

#### **Engaging Students**

- Motivating students to do high-quality academic work
- Helping students with deficiencies: resources available at campus

#### **Understanding Penn State evaluations of teaching**

- Understanding Penn State evaluations of teaching using SRTEs:  
<http://www.schreyerinstitute.psu.edu/pdf/SRTEUseRecommendations.pdf>
- Using SRTEs to guide teaching improvements  
[http://www.schreyerinstitute.psu.edu/pdf/SRTE\\_QandA-02-09-2011.pdf](http://www.schreyerinstitute.psu.edu/pdf/SRTE_QandA-02-09-2011.pdf)
- Peer reviews of teaching: informal and formal  
<http://www.campuses.psu.edu/PRhandbook.htm>
- Other evaluation methods used at a campus (e.g., surveys of past students)

#### **Resources to improve teaching**

- Copies of course syllabi on file in school office and/or available in ANGEL or other online site.
- Required content for course syllabus and recommended content (see “Checklist for Syllabus Content” in Appendix 1 at  
<https://teamworks.campuses.psu.edu/uc/Faculty/Appendix%201.pdf> or  
<http://sites.psu.edu/facultycenter/wp-content/uploads/sites/2973/2013/07/SyllabusChecklistFALL14.docx>)
- Peer reviews of teaching: formal and informal  
<http://www.campuses.psu.edu/PRhandbook.htm>
- Observation of classes of best campus teachers (with their permission)
- Mid-semester evaluations and similar assessment tools for feedback during the semester (available from Faculty Center for Teaching & Instructional Technology)
- Campus Instructional Designers available in the Faculty Center, W203 Olmsted
- Networking with faculty at other campuses teaching same courses
- World Campus Faculty Development <http://wcf.d.psu.edu/>
- Schreyer Institute for Teaching Excellence <http://www.schreyerinstitute.psu.edu/>
- Teaching portfolio

Advising students:

- Importance of academic adviser
- What students can expect of faculty advisor, and what adviser expects of students
- Academic planning resources, schedule planning, degree audits, academic review (eLion)
- Proactive academic adviser and technologies available to use in the process
- Career paths and opportunities

Special thanks to the following Faculty Mentor Programs used as models:

Georgetown University Medical Center; Palomar College; Penn State University; University of Maryland; University Of Washington School of Medicine; Western Illinois University

Adapted by Carol McQuiggan from the Faculty Mentoring Program developed by the Penn State Online Coordinating Council, Faculty Engagement Subcommittee

## **APPENDIX 2**

### **Penn State Altoona Guidelines for the Promotion of Full-time, Non-Tenure Track Faculty Purpose**

The purpose of these guidelines is to provide a process for promotion to recognize the cumulative exceptional accomplishments and contributions of regular full-time faculty who are not on the tenure track. This promotion is based on consistently demonstrated outstanding performance related to the individual's assignments in teaching and related activities, scholarship, and service.

#### **Eligibility**

These Altoona College guidelines cover all regular full-time faculty not in the university's tenure system who are subject to the review and evaluation procedures of the Altoona College.

#### **Criteria for Promotion**

In all cases the following criteria will apply:

1. The performance of the candidate must consistently demonstrate, as appropriate within his/her professional assignment:
  - a. Excellence in teaching: Evidence of excellence in teaching should include, but is not limited to, SRTEs, written student evaluations, peer evaluation, and other documentation.
  - b. Excellence in activities related to teaching: Examples include, but are not limited to, advising, supervision of internships, supervision of clinical experience, and supervision of undergraduate research assistants, contributions to the development of curriculum, pedagogical improvements, and participation in professional organizations, scholarship, and creative accomplishments.
  - c. Efforts to remain current in the discipline(s) being taught: This can be demonstrated through a variety of activities, including, but not limited to, continuing education, creative accomplishments, professional publications, participation in professional meetings and symposia, and other scholarly activities that can be documented as described under Supporting Documents.
  - d. Commitment and service contributions to the campus, the college, the public, and the profession: Examples include, but are not limited to, service on division and college committees, professional service to the local community, organizing workshops or programs for the college community, or administrative support work for the Altoona College.
2. The faculty member must have served the Altoona College full-time for at least eight academic years, or the equivalent of sixteen academic semesters if the period of continuous

service is broken by a leave-of-absence for health, dependent care, or approved scholarly activity.

### **Promotion Review Procedures**

1. The faculty member must be nominated for promotion by his/her Division Head by the end of the spring semester so that they can prepare the required documentation for delivery to the Division Head at the start of the fall semester.
2. The Division Tenure and Promotion Committee will review the supporting documentation provided by the Division Head and write a joint letter indicating their recommendation(s) to the Division Head by the end of the fall semester.
3. The Division Head will review the supporting documentation and the letter from the Division Tenure and Promotion Committee and write a letter indicating his/her recommendation to the College Tenure and Promotion Committee by the end of the fall semester.
4. The College Tenure and Promotion Committee will review the supporting documentation, the letter from the Division Tenure and Promotion Committee, and the letter from the Division Head and write a letter to the Dean of the Altoona College indicating their recommendation(s) by the end of February.
5. The Dean of the College will review the recommendation from the College Review Committee and notify the candidate of the outcome of the review by the end of the spring semester. Approved promotions will become effective July 1 for the following academic year.

### **Supporting Documents**

The basic documentation for the promotion review will be the Faculty Activity Reports (FARs) for the eight or more academic years prior to the review, including SRTes, a representative number of peer evaluations, and the accompanying annual letters of evaluation. Each division may identify additional materials to supplement the FARs. Such materials might include professional performance review and adjudicated juried review. The nominated faculty member will assist the Division Head in the preparation of supporting documents to be used in the review. Each nominee will write a narrative statement of no more than three pages identifying the accomplishments and contributions of her/his Penn State career that support the promotion.

### **Promotion Award**

1. A salary increase in addition to an annual merit increase will accompany the promotion. The same percentage increase in salary will be given to all faculty approved for promotion in any given year. The percentage increase will be determined annually. A merit-based salary increase is a prerequisite for a promotion-based salary increase during the year in which the promotion is received.

A regular full-time, non-tenure track faculty member with the title of instructor or lecturer who is promoted according to this procedure will receive the rank of senior instructor. A faculty member with the title of assistant professor may choose to retain their current title or change their title to senior instructor.

APPENDIX 3

## **UNIVERSITY COLLEGE GUIDELINES FOR TITLES FOR NON-TENURE TRACK FACULTY**

### **Purpose**

The purpose of this policy is to provide guidelines for the consistent use of titles for non-tenure track faculty hired in University College as requested by the Vice Provost for Academic Affairs.

## **Use of Titles**

All non-tenure track faculty members hired in University College will be assigned initially the academic rank of instructor. Consistent with Penn State Policy HR-21 "Definition of Academic Ranks," the definitions below will be used.

1. Instructor. This title will be used to include those previously included in the rank of "lecturer" or "instructor." The instructor will possess at least a master's degree or equivalent, or be an active candidate for an advanced degree, in an academic field related to his/her teaching specialization. Experience in teaching, while desirable, is not necessary.

2. Senior Instructor.

A. Full-time instructors who have provided distinguished service to University College for at least eight academic years may be promoted to this rank. The promotion process is explained in the University College document "Guidelines for the Promotion of Full-time, Non-Tenure Track Faculty."

B. In unusual circumstances in which an individual demonstrates extensive expertise or other unique qualifications an appointment may be made at this rank. Appointments at this rank must be approved by the Vice President for Commonwealth Campuses.

Approved on 9/12/02 by the Commonwealth College Faculty Senate

Approved on 9/12/02 by Diane M. Disney, Dean

Revised on 8/1/2006 to reflect reorganization effective 7/1/2005

## **APPENDIX 4**

### **Faculty Breakdown Statistics 2004-2014**

Faculty Data Fall '04 - Fall '14 *	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008	Fall 2007	Fall 2006	Fall 2005	Fall 2004
STN - Tenured	103	99	92	90	90	89	84	87	82	79	75
STN - Provisional	30	38	41	48	52	62	61	58	49	45	47
STN - Non-Tenure Track	3	3	3	3	3	3	3	4	3	3	4
FTI/M - Non-Tenure Track	90	82	77	59	53	48	48	47	46	45	43
FT2 - Part-Time	124	125	128	117	115	101	100	112	139	132	137

\* Note: Statistics do not include School Directors, Academic Administrators/Executives, or Library Faculty.

## APPENDIX 5

### **Faculty Affairs Committee Part-time Faculty Survey Executive Summary**

During the 2014-2015 academic year, the Capital College Faculty Senate President charged the Faculty Affairs Committee with investigating how FT2 faculty can be made to be a more integrated element within the college given their relatively few contact hours each semester. To that end, the committee developed a set of actions that individual schools and the college as a whole could implement to integrate part-time faculty; these action items were used to create a survey (see Appendix 1), which was distributed to the part-time faculty to determine how effective they thought such measures would be in achieving their greater integration.

#### ***Survey results***

Invitations to complete the survey were sent to all 109 FT2 faculty; 59 completed the survey for a 54% response. Overall, the responses were generally positive (see Table 1), and the results provided clear guidance on how to better integrate FT2 faculty within the college. Highest on list of importance were inclusion on departmental websites and mailing lists, providing an orientation, providing mailboxes and distributing a handbook (see Table 2 and Figure 1). Of least importance to FT2 faculty were peer classroom visits, mentoring, and school and college teaching awards (see Figure 2).

Important themes emerged from the qualitative comments (see Table 3). First, the most important topic that consistently emerged was monetary compensation, with the majority of the responders expressing the view that the part-time faculty were not being adequately compensated for their services to the college. Second, communication is an issue for faculty, especially ascertaining whether mass emails sent to all faculty applied. Third, and related to the desire for improved communication, faculty requested more orientation, training and resources for new faculty.

#### ***Recommendations***

We, the committee, do not know whether the rate is set by the departments, schools or the college or university. Some members expressed concern that while inclusion in mailing lists was popular with the respondents, it also entailed a lot of work because it meant updating the lists every semester, which puts pressure on the staff.

Members noted that while mentorship scored low in the responses, departments should be encouraged to offer or continue offering some form of mentoring because it was important to help part-time faculty understand the requirements of the units in which they are teaching and may facilitate communication – a key concern emerging from the survey.

Similarly, members agreed that classroom visitation and peer evaluation was important to ensure that part-time faculty delivered curriculum well and also to provide administrators with additional means to evaluate the teaching effectiveness of part-time faculty. And, part-time faculty should be invited to observe full-time faculty as a learning tool. The committee also recommended that the college finds ways to address the concerns of the part-time faculty regarding what they view as inadequate remuneration for their services.

This survey is part of an investigation into how part-time faculty can be more integrated within the college given their relatively few contact hours each semester. Your participation helps us to achieve this objective.

1. Contracts should contain detailed information on the teaching expectations of the school	1	2	3	4
2. Providing orientation	1	2	3	4
3. Providing handbook	1	2	3	4
4. Providing mentoring by someone who has previously taught the same course	1	2	3	4
5. Invitation to school meetings	1	2	3	4
6. Inclusion on departmental mailing lists	1	2	3	4
7. Class visitation by other faculty to review and provide feedback on teaching	1	2	3	4
8. Providing mailboxes	1	2	3	4
9. Providing teaching award at school level	1	2	3	4
10. Providing teaching award at college level	1	2	3	4
11. Providing written acknowledgement of Penn State teaching experience.	1	2	3	4
12. Inclusion on school/departmental websites	1	2	3	4
13. Involvement in some level of college service – such as course development and course assessment processes.	1	2	3	4

Appendix 2  
Survey results

Table 1. Summary statistics

Item	Mean	Median	Mode	Standard deviation
1. Contracts that contain detailed information on the teaching expectations of the school	3.1	3	4	1.0
2. Providing orientation	3.1	3	4	1.0
3. Providing handbook	3.1	3	4	0.9
4. Mentoring by someone who has previously taught the same course	2.6	3	3	1.0
5. Invitation to school meetings	2.9	3	4	1.0
6. Inclusion on departmental mailing lists	3.3	3	4	0.8
7. Class visitation by other faculty to review to provide feedback on teaching	2.6	3	3	1.0
8. Providing mailboxes within the school/program	3.0	3	4	1.1
9. Providing mailboxes within the school/program	2.6	3	3	1.1
10. Providing teaching award at school level	2.6	3	3	1.1
11. Providing written acknowledgement of Penn State teaching experience	3.0	3	4	1.0
12. Inclusion on school/ departmental websites	3.3	4	4	0.9
13. Involvement in some level of college service - such as course development or course assessment process	2.9	3	3	0.9

Table 2. Frequency distributions (in percents)

Item	1= Not important	2	3	4= Very Important	<i>N</i>
1 (contracts)	8.8	19.3	24.6	47.4	57
2 (orientation)	6.8	22.0	25.4	45.8	59
3 (handbook)	6.9	15.5	34.5	43.1	58
4 (mentoring)	18.6	27.1	30.5	23.7	59
5 (meetings)	8.5	27.1	27.1	37.3	59
6 (mailing lists)	1.7	15.3	33.9	49.2	59
7 (class visits)	16.9	30.5	32.2	20.3	59
8 (mailboxes)	15.3	15.3	25.4	44.1	59
9 (award-school)	26.3	17.5	29.8	26.3	57
10 (award-college)	25.9	17.2	31.0	25.9	58
11 (written acknowledgement)	11.9	13.6	33.9	40.7	59
12 (websites)	6.9	5.2	36.2	51.7	58
13 (service)	3.4	31.0	34.5	31.0	58



### **Table 3. Themes from Written Responses**

#### **Theme 1: Compensation and recognition**

- providing written acknowledgement of Penn State teaching experience;
- an orientation to Angel, IT etc. should be part of the paid contracted hours;
- the compensation could be better with raises built in;
- the administrative load for part-time faculty has increased enormously;
- the compensation received in no way keeps pace with these rising expectations; --more respect for what we do and what we contribute (increase in pay);
- higher pay;
- more info about teaching award;
- info about "teaching award" at the school or college level (suggest to be included in faculty meetings and discussions to be able to work as a cohesive unit and to attend full time faculty class rooms);
- listing part-time faculty with a picture in the Penn State Harrisburg Faculty directory;
- feel invisible to the school director;
- free parking permits to adjuncts;
- Opportunity to teach more classes;
- Review of contract pay scale prior to presentation of contract (the pay is atrocious).

#### **Theme 2: Communication**

- struggled with blast emails;
- better communication from my department for technology needs;
- redundant final exam scheduling reminders;
- departmental staff meeting minutes and this has been helpful in keeping up with issues/communication;
- being invited to meetings would definitely help, as would service (but only if it were paid);
- access to the SRTE (student rating) reports has been blocked.

#### **Theme 3: Orientation and training**

- better instruction and support initially for new adjunct faculty;
- the lack of info from ordering texts;
- guidance on developing new courses and how to present that idea would be of benefit;
- the adjunct orientation sessions were helpful;
- info regarding professional advancement opportunities;
- need occasional social gathering within the department;
- info about resources and to make those resources readily accessible;
- limited access to copiers.

#### **Other feedback**

- poor quality of the teaching rooms;
- books (students did not get their course books until just last week);
- committing to anything beyond my courses is difficult.

Figure 1. Percent of survey participants responding “very important” to each item

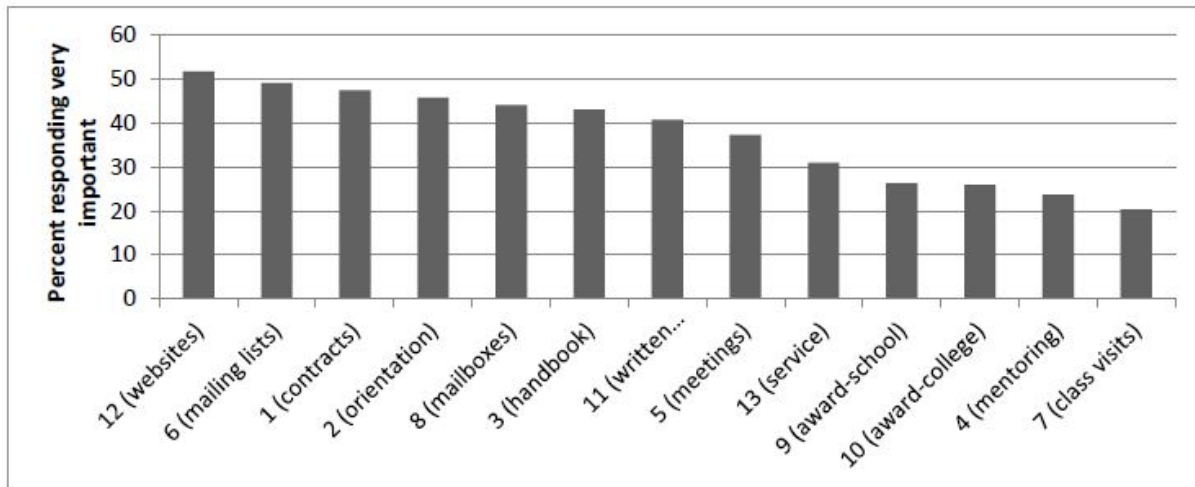
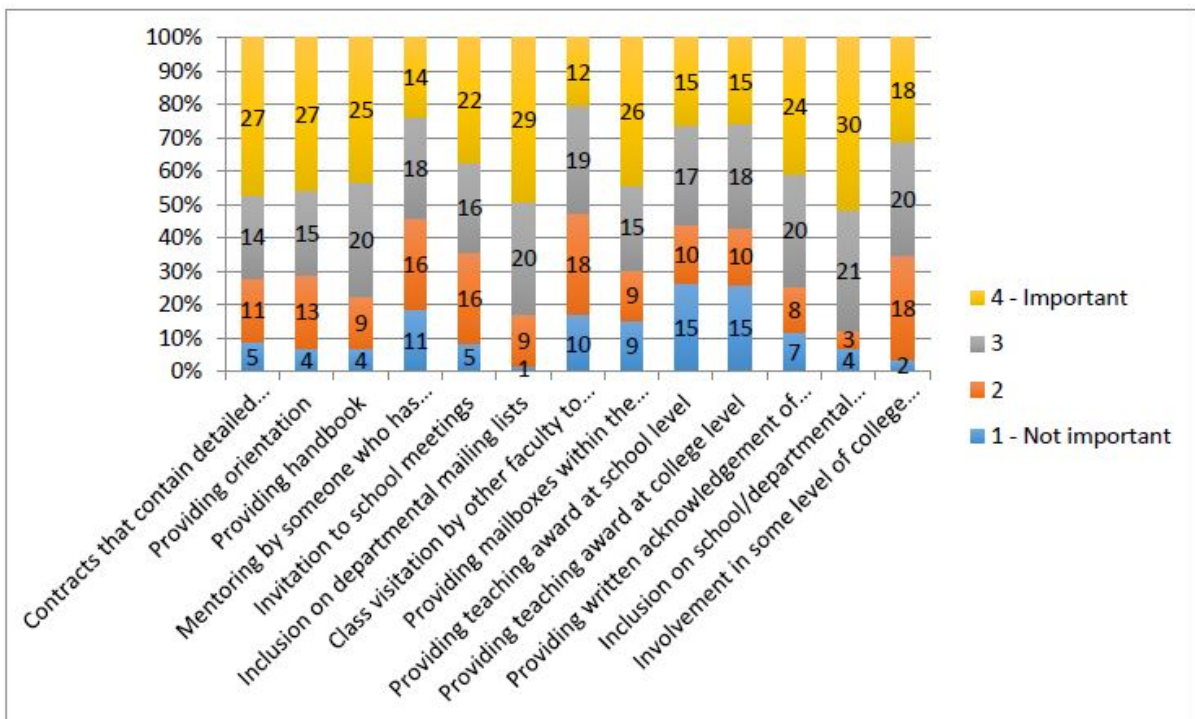


Figure 2. Stacked bar graph with percent of each response for each item



**APPENDIX 6: Fall 2014 Final Exam Email Message to Faculty Listserv from Pat Kaley**

Greetings! It seems there was an unavoidable delay in getting this message through to everyone!

As we move quickly into the Fall 2014 academic semester, I want to ask that you take a few minutes to let the Registrar's Office know of your final exam scheduling requirements for Fall 2014 by completing the Final Exam Pre-Scheduling Form found at

<http://harrisburg.psu.edu/registrar/final-exam-pre-scheduling>.

FINAL EXAMS WILL RUN FROM MONDAY, DECEMBER 15 THROUGH FRIDAY MORNING, DECEMBER 19. Please attend to this important task prior to Wednesday, September 17, 2014,

IF YOU DO NOT RESPOND BY THE DEADLINE OF SEPTEMBER 17, 2014, THE REGISTRAR'S OFFICE WILL CONCLUDE THAT YOU ARE NOT HOLDING A FINAL EXAM AND A ROOM AND TIME WILL NOT BE RESERVED FOR YOU!

Instructions and Guidelines: - All final exam scheduling requests must be submitted via the web form. - Please respond via the form for each of the courses you are teaching in the Fall 2014 semester. - Final exam periods are scheduled during Final Exam Week (December 15-19). - Please respond "No" on the form if you do not require a final exam period during Final Exam Week. - Concurrent courses/sections: Because of space and timing limitations, we will honor concurrent exam requests only for courses that are taught concurrently during the regular semester. - We will attempt to accommodate requests for final exam periods for multiple sections of the same course on a space available basis only. - Evening classes that require a final exam period will be scheduled for the 6 pm exam period on the regular meeting day whenever possible. - The web form will accommodate final exam information for up to five (5) courses. If you are listed as the instructor of record for more than five (5) courses, please complete the form for five (5) courses, then re-access the form to submit the remainder of your final exam information. - If there are multiple instructors for a class, please consult with your co-instructor(s) as to who will respond for each course. - Mark your calendar!! The Fall 2014 Final Exam Schedule will be available to faculty and students in eLion starting in early October. - The Final Exam Schedule is designed to fulfill the requirements of University Faculty Senate Policy 44-20 and Academic and Administrative Policies and Procedures F-2

(Ref: <http://www.psu.edu/dept/ufs/policies/44-00.html#44-20> and

<http://www.psu.edu/dept/oue/aappm/F-2.html>.) If you have any questions or concerns, feel free to contact the Registrar's Office Thank you for your prompt attention to this important matter.

Welcome to Fall 2014!! Patricia A. Kaley, College Registrar Penn State Harrisburg Swatara Building 777 W. Harrisburg Pike Middletown, PA 17057 (717) 948-6020

## **APPENDIX: Senate Faculty Affairs Committee Minutes 2014-2015**

### **MINUTES**

#### **Penn State Harrisburg Faculty Affairs Meeting, October 1, 2014**

**Olmsted E200, 3:00-4:30 pm**

Present: Peter Kareithi (chair), Richard Young (Senate President), Carol McQuiggan, Ma'Moun Abu-Ayyad, Paul Thompson, Oranee Tawatnuntachai, Jennifer Gibbs (Senate Liaison), Thomas Buttross, Doris Lee.

Absent: Carolyn Griess (Excused)

The Faculty Affairs Committee has three main charges this year; which are:

- i. Evaluate approaches to new faculty mentoring by each of the schools and develop a best practices guide
- ii. Consider how to go about making FT1 faculty more inclusive in the PSH community
- iii. Investigate how FT2 faculty can be made to be a more integrated element within the college given their relatively few contact hours each semester
- iv. Consider how to make PSH a more welcoming environment for new faculty
- v. Review the final exam scheduling process. The overload arrangement does not appear to be working, but also there needs to be reinforcement of University policy regarding final exams and when they may be given

Dr. Young, the Senate President, introduced the charges to the committee. He said the growth of the college in recent years had given rise to some of challenges included on the Committee's charges. He said the college has seen considerable increases in faculty and student population, as well as changing student demographics – e.g. international students.

Regarding the faculty mentoring charge, Dr. Young said newly hired tenure-track faculty succeeded better if they had a mentor to guide them through from not only the routine process of settling down in a new environment but also the more complex challenges, such as finding resources necessary for effective teaching and research. On the FT1 faculty charge, the president said the college was wanted to avoid developing a 2-tier "cast system" between full time faculty; and it was vital, therefore, that means be found of making the FT1 faculty feel as much a valued part of the college community as the tenured and tenure-track faculty.

Regarding FT2 faculty charge, the president said adjuncts needed to know what went on in the units where they taught as that would makes it easier them to deliver courses and also to find resources they needed. Dr. McQuiggan, Director of the Faculty Center for Teaching and Instructional Technology, currently at times puts adjunct faculty on mailing lists about things that affect them.

On the welcoming environment charge, Dr. Young said the objective was to look at the larger picture of college environment beyond mentoring at unit level. He noted, for instance, that there were few opportunities for faculty – including the longer-serving ones, to meet and sit face to face, especially with the cafeteria so crowed these days. Some committee members inquired about the possibilities of having some space designated as faculty lounge; but Dr. Young said the feared that may not be a priority give the other challenges for space that currently facing the college.

Dr. Young said scheduling of final exams had become more challenging due to lack of room capacity. This, he said applied to both grad and undergrad courses. Some committee members also voiced concerned that with the current scheduling system, some classes set for exams sometimes had fewer computers than the numbers of students who need them to sit their exams.

After deliberations that followed the departure of the president, the committee decided on the following:

- a. That committee members representing the various schools collect from their units such information as may currently existing on new faculty mentoring practices in those schools before proceeding with further discussion. Such information to be made available by the next meeting.
- b. That a simple questionnaire be emailed to all adjuncts to gather information on how they thought the college could be more inclusive of them.
- c. That the committee obtains the updated figures on numbers of faculty broken down into categories, as well as student enrollments.
- d. That the college registrar be invited to address the committee before proceeding with further discussion on final exam scheduling.

The committee decided on its meetings schedule for this semester as follows:

Wednesday October 29, 3:00-4:30pm

Wednesday November 19, 3:00-4:30pm

Wednesday December 10, 3:00-4:30pm

### **MINUTES**

#### **Penn State Harrisburg Faculty Affairs Meeting, October 29, 2014**

##### **Holocaust Room, Library, 3:00-4:30 pm**

Present: Peter Kareithi (chair), Carol McQuiggan, Ma'Moun Abu-Ayyad, Paul Thompson, Oranee Tawatnuntachai, Thomas Buttross, Doris Lee, Carolyn Griess, Jennifer Gibbs (Senate Liaison)

#### **1. Final Exam Scheduling**

The chair reported that the Registrar would address the committee during its next scheduled meeting on November 19, 2014

#### **2. New faculty mentoring practices**

The committee heard reports from schools various schools regarding mentoring of new faculty. None of the schools has a formal mentoring policy. SPA had a formal one some years back but abandoned it because it was too stressful for both mentor and mentee. Now have informal one. Members resolved to review mentoring practices at other colleges of the university and other comparable institutions and report to the next meeting.

#### **3. Adjunct faculty integration**

The committee developed a set of actions that schools and the college could implement to integrate part-time faculty to be used as a basis to survey the part-time faculty to determine how effective the faculty thought such measure would be in achieving their integration. The suggested actions included:

- a. Contracts for adjuncts should contain detailed information on the teaching expectations and mission of school
- b. Orientation for part-time faculty
- c. Handbook for part-time faculty
- d. Mentoring of part-time faculty, usually someone who has taught the course before
- e. Invitation to school meetings
- f. Increased communication
- g. Class visitation by other faculty for review and feedback.
- h. Mailboxes at department offices
- i. School level adjutant teaching award

- j. College level adjunct teaching award
- k. Inclusion on emails and other communication
- l. Some acknowledgement letter at the end of their contract to show that they had taught at Penn State.
- m. Having their names added on school websites
- n. Involvement in some level of college service – e.g. course development or course assessment process.

The chair was charged with preparing the draft questionnaire

#### 4. FT1 inclusion

Members expressed their need for clarification on this charge as they were not aware of any complaints of non-tenure tract FT1 faculty being treated differently from the tenure-track faculty, except in the cases where their expectations and responsibilities were spelled differently in the University policies. However, some members suggested it would be helpful – as university policy – if there was a uniform titles and ranking system and possibilities of promotion from one rank to another.

The next meet would be November 19, 2014 at 3:00-4:30 pm.

### MINUTES

#### Penn State Harrisburg Faculty Affairs Meeting, November 19, 2014

#### Holocaust Room, Library, 3:00-4:30 pm

Present: Peter Kareithi (chair), Carol McQuiggan, Ma'Moun Abu-Ayyad, Paul Thompson, Thomas Buttross, Doris Lee, Oranee Tawatnuntachai, Jennifer Gibbs (Senate Liaison), Pat Kaley (Registrar)

Excused: Carolyn Griess

#### 1. Final Exam Scheduling: Registrar to address the committee

The College Registrar addressed the committee on the charge of final examination scheduling. A summary of her presentation was as follows:

The old policy required that final exam was given on days that a class was taught. However, as the college's programs and student population grew, faculty demanded special rooms and special times, such as combined units in one room to protect integrity of the exam, or computer labs and technology rooms. Additional challenges were posed by students signed up for too many credits, but now they are limited to 19 credits. To try and accommodate the special requests from faculty, the registrar sends out a message to all faculty at the beginning of the semester requesting them to indicate whether or not they planned to give exams in their courses and if so, whether they had any special needs regarding space and time of the exam. The registrar said faculty were often slow to respond to the email message and a second email normally gets a small response. Eventually, she has to spend time emailing faculty individually, and even then does not get adequate response.

The information, when received, is downloaded into the course scheduling system which has rooms, times and instructors. The software tries to not overload students – restricting them to no more than three exams in a day - but it cannot avoid back to back exams. Because getting faculty to respond and do so early is an issue, the Registrar often gets very late requests to schedule exams. Sometimes as close as three weeks to the end of the semester – and that makes it difficult to accommodate special requests – such as additional time for students with learning challenges

That information received by the registrar and entered into the exam scheduling software is then fed back to Integrated Students Information System (ISIS) and eventually to Elion. But the system does not retain exam information from semester to semester, so it has to be requested and re-entered manually every semester.

The registrar stressed that even faculty who do not plan to give final exams in their courses needed to respond and do so early for the system to work properly. She informed the committee that information about exam needs could not be included in the course scheduling process since the two systems did not interface.

Following the registrar's presentation, the committee deliberations concluded as follows:

- a. Most final exam needs can be accommodated and most glitches avoided if faculty responded early to the registrar's requests for information
- b. Most faculty assume they do not have to respond if they don't have exams planned for their courses, and they have no idea how this affects the entire system, especially when special accommodations are requested

The committee recommended that

- a. Schools impress on faculty the importance of responding early
- b. Language in registrar's communication to faculty be revised to include the importance of faculty who don't plan to give exams to respond and do so early
- c. Ways be found of enabling the scheduling software to track those faculty who have not responded, so reminders can be sent to them.

The next meeting will be on December 10, 2014 at 3-4:30 pm

## **MINUTES**

### **Penn State Harrisburg Faculty Affairs Meeting, January 30, 2015**

#### **E200 Olmsted Building, 2:00-3:30 pm**

Present: Peter Kareithi (chair), Carol McQuiggan, Ma'Moun Abu-Ayyad, Paul Thompson, Oranee Tawatnuntachai, Jennifer Gibbs (Senate Liaison), Thomas Buttross, Carolyn Griess

Absent: Doris Lee (excused)

#### **1. Review FT2 survey.**

After further deliberation, the committee agreed on the following list of actions for the planned survey of part-time faculty:

- a. Contracts should contain detailed information on the teaching expectations of the school
- b. Providing orientation
- c. Providing handbook
- d. Providing mentoring by someone who has previously taught the same course
- e. Invitation to school meetings
- f. Inclusion on departmental mailing lists
- g. Class visitation by other faculty to review and provide feedback on teaching
- h. Providing mailboxes within the teaching unit
- i. Providing Teaching award at school level
- j. Providing teaching award at college level
- k. Providing written acknowledgement of Penn State teaching experience.
- l. Inclusion on school/departmental websites
- m. Involvement in some level of college service – such as course development and assessment processes.

Carol McQuiggan volunteered to take charge of the survey administration and analysis and to prepare the draft report on the findings.

2. Part-time faculty Handbook

Members discussed adjunct handbooks posted on Angel and suggested that the link to the college online version of the handbook be included on all part-time faculty contracts

3. New faculty mentoring

Members discussed recent research on the effectiveness of new faculty mentoring, reviewed content of various online mentoring websites and agreed that those resources be used to prepare a list of best mentoring practices that various academic units could adopt if they chose to Carolyn McQuiggan volunteered to prepare the draft of best practices.

4. Welcoming environment.

After lengthy discussion on this charge, the committee recommended the following:

- a. That the college explore the possibility of providing a one-stop shopping site for resources that can be used by new faculty to locate essential information such as list of realtors, avenues for retail shopping and local transport.
- b. That schools be encouraged to organizing socials for new faculty e.g. lunches, to interact with faculty from across schools with similar interests
- c. That the college allocate space for a Faculty lounge

5. Future meetings were scheduled for

February 11, 2015 at 2:00-3:30 pm

March 25, 2015 at 2:00-3:30 pm

April 15, 2015 at 2:00-3:30 pm

## **MINUTES**

### **Penn State Harrisburg Faculty Affairs Meeting, February 11, 2015**

#### **W140 Olmsted Building, 2:00-3:30 pm**

Present: Peter Kareithi (chair), Ma'Moun Abu-Ayyad, Paul Thompson, Oranee Tawatnuntachai , Jennifer Gibbs (Senate Liaison), Thomas Buttross, Carolyn Griess

Excused: Doris Lee, Carol McQuiggan

1. Review FT2 survey.

Members reviewed language of the opinion survey prepared by Carol McQuiggan and approved the survey. Dr. McQuiggan was requested to send out the survey within the week and to give the part-time faculty a week to respond before sending out reminders to those who may not have responded.

2. More welcoming environment for faculty

On further deliberation, the committee agreed on the following additional recommendations under this charge

- a. Designated parking space for faculty.
- b. A once-a-month reservation of the special events room for faculty and staff only until lounge is ready.

3. Making FT1 faculty more inclusive

The committee recommended that further clarification be sought on this charge.

However, some members suggested it would be helpful – as university policy – if there was a uniform titles and ranking system and possibilities of promotion from one rank to another.



## **MINUTES**

### **Penn State Harrisburg Faculty Affairs Meeting, March 25, 2015**

**E200 Olmsted Building, 2:00-3:30 pm**

Present: Peter Kareithi (chair), Carol McQuiggan, Ma'Moun Abu-Ayyad, Paul Thompson, Doris Lee, Jennifer Gibbs (Senate Liaison)

Excused: Oranee Tawatnuntachai, Carolyn Griess

Absent: Thomas Buttross

1. Review minutes from previous meeting

Minutes confirmed

2. Review analysis of the FT2 survey

Noted that response was very high. Generally response was that these criteria were all effective.

This showed they found the questions relevant and of importance to them. Highest on list of importance: Inclusion on dept websites, mailing lists, orientation, mailboxes and handbook. On low end: peer visits, mentoring, school and college awards.

Most issues revolved around money. We don't know whether the rate is set by the depts., schools or the college or university.

Noted that inclusion of mailing lists is a lot of work because it means updating the lists every semester which puts pressure on the staff.

Drop school and college awards.

Recommendation

- a. Mentoring – important to help them understand the requirements of the college
- b. Visitation – important to be sure they deliver curriculum well and also to help administrators make determination.
- c. That the college finds ways to address the concerns of the part-time faculty regarding what they view as inadequate remuneration for their services.

## **MINUTES**

### **Penn State Harrisburg Faculty Affairs Meeting, April 15, 2015**

**E200 Olmsted Building, 2:00-3:30 pm**

Present: Peter Kareithi (chair), Carol McQuiggan, Ma'Moun Abu-Ayyad, Paul Thompson, Doris Lee, Oranee Tawatnuntachai, Carolyn Griess Jennifer, Gibbs (Senate Liaison)

1. The Committee recording its special appreciation of the efforts of Dr. Carol McQuiggan, Director of the Faculty Center for Teaching and Instructional Technology, in the development of the mentor program.

2. The Committee reviewed and confirmed minutes from previous meetings.

3. After extensive discussion on possible charges for the committee for the next academic year, the committee recommended the following charges:

- a. Examine the possibility for, and if possible develop, a one-stop-shopping site of resources that can be used by new faculty to locate essential information such as a list of realtors, avenues for retail shopping and local transport
- b. Examine the possibility of schools implementing some system of evaluating the quality of adjuncts.
- c. Follow up to determine if the faculty response rate to the Registrar's exam scheduling request has improved, and determine if additional actions are advisable.
- d. Investigate how emails coming through the faculty listserv can clearly identify the target audiences.

4. The committee endorsed the final annual report to the Senate Meeting ended at 3:35 pm.

## APPENDIX “G”

### Human Resources and Business Services Committee Report for Academic Year 2014-2015

#### Members

Jeremy Blum, Chair  
Heidi Abbey  
Eileen Aponte  
Daniel Howard  
Margaret Jaster  
Philip Kavanaugh

Sairam Rudrabhatla  
Zina Taran  
Paul Thompson  
Robin Redmon Wright  
Dorothy Guy, ex officio member  
Nora Seggel, ex officio member

#### Initial Charges

1. Review the report of the Health Benefits Task Force as submitted during April 2014
2. Schedule a faculty and staff forum whereby the key elements can be better understood by members of the PSH community
3. Review of the business center policies and processes with regard to lead times and criteria for what is submitted
4. Develop improved means of communication between faculty/staff and the business center.
5. Review the textbook ordering process with the bookstore to determine how well it works for all stakeholders

#### Report

After an initial meeting with Richard Young, Senate President, our charges for the year were amended. Because of no change in Health Benefits planned for the 2014-2015 academic year, the first two charges were dropped. In its place, a charge was added to provide representation from the committee for the Climate Assessment Survey planning. Zina Taran and Paul Thompson provided representation for the committee, and Paul Thompson reported back to the committee on the Survey planning process.

For the remaining charges, committee members solicited input from the faculty and staff in their respective units on the book ordering process and the business center policies. This feedback was presented to the appropriate personnel in the bookstore and business center, and the following high level recommendations were generated. Each unit is encouraged to invite Nora Seggel from the bookstore to present at the school meetings on All College day. She will describe the rationale for book ordering deadlines and changes in the book ordering process that will address concerns raised by faculty and staff. The business services unit created a pamphlet based on feedback provided by the committee. The school units will be encouraged to contact Linda De Moranville for copies to be distributed to faculty at All College day. Detailed information on the feedback collected for these charges follows.

## **Faculty Feedback on Book Ordering Process**

### **Overall Questions from Textbook Ordering Survey**

- 1) Why not just reuse the previous book ordered for a course, unless faculty specify a different book by a deadline? The reuse of the same book is often the correct choice, and this would put the onus on the faculty to get any changes in by the deadline.
- 2) With respect to ordering sufficient copies of a textbook, is there a cap on the number of books that are ordered? Does the book store look at previous sales of books for a course to try to get a better gauge on the number of books that should be ordered?
- 3) Is it ok to change the text that has been specified for a course with respect to bookstore policies and federal regulations? Is there a deadline after which changes should not be made?
- 4) Is there a way that the system can be improved to allow for the specification that only a subset of a group of books is required (for example, that students only need one of two books)?

### **Faculty Comments/Questions on Textbook Ordering: SSET**

I'm probably one of the few adjuncts who gets to order her own books.

First problem--Lack of communication: Because I am an adjunct, I'm not usually aware of the deadline to order books. Were it not for the program chair passing along the messages, my students would have been unintentionally bookless a few times.

Second problem: The links and procedures for ordering the books are not easy to find. (Probably a consequence of Item #1.) The fact that I have to go to a site titled "FacultyEnlight" to create a book order is a bit counterintuitive.

I find the online ordering process reasonably convenient. I use it as a guest because I choose not to register on one more site, but even as a guest it works reasonably.

The only difficulty I have had is that sometimes the software does not recognize a legitimate ISBN that I have entered to identify my textbook selection. Other than that, I have no complaints.

### **Comments/Questions on Textbook Ordering: School of Business**

\*"Can they get a list of those who ordered and who didn't and then only send email to those who didn't?" <-- the person went on to elaborate on how annoying it is to keep getting these emails even when you already ordered.

\*"When you order, you don't get a copy of the book order. You should be able to check and see if [and what] you ordered." <--- both, by having an email with all the info, and being able to easily check it on the website.

\*"The process is not user-friendly. Very unhappy about the process. Also, sometimes books are not there on time."

\*"It's fine. If only the students actually were buying the books! [because they are so expensive]. The store should be required to put one copy on reserve every time."

\*It's got better. Of course, it is still a nuisance that we have to submit the book info so many months in advance. I like that I can search by course name and see what other people ordered."

\*It is frustrating that when you order the book, there are so many different permutations - loose leaf, packaged software and access codes, etc. - and they all have different ISBNs and it is such a mess. There should be an easier way to navigate all the different ISBNs.

\*"The whole process is awfully frustrating and annoying. There is no way to order different versions - loose leaf, hard cover, ebook - so students could choose which one they want, the system treats different versions of the same book as different books. There should be a much simpler way to reorder the same book for the next semester, perhaps even a default setting which automatically makes it so."

### **Faculty Comments/Questions on Textbook Ordering: BSED**

From my experience teaching mostly undergraduate courses I find that the bookstore's process appears to not align with our reality for students and faculty in two ways:

1) I have an average of 30 freshmen/sophomores in my one undergraduate class -- who usually go to the bookstore to get their books. Every fall (I guess to save money) the bookstore carries at most 15 of my texts. What are we saving when we have students who have to wait up to 3 weeks to get their texts after school begins because the bookstore didn't carry enough? They don't all go to amazon.com or half.com to get their books!

2) I recognize that the "federal law" is to list texts 6 months or so ahead of the class but we rarely have our course assignments at that time. So we don't even know what we are teaching when we keep getting bombarded with warnings about getting our textbook list to the bookstore. There's got to be a better way of coordinating the law with reality. As faculty, even if we do want to comply with the law we do not have control over course assignment.

It would be easier all around if the bookstore would automatically order the same book from the previous semester if it is the same instructor. An alternative would be to have all our info stored on the secure server and we just go into the system and reorder. All I know is that textbook ordering seems to be a hassle. Also, sometimes instructors change or are added at the last minute, which I am sure is a nightmare for the bookstore.

I've been thinking about this, especially after I heard that the bookstore is moving to the trailers. I don't know what the issues are with the ordering system - I can't recall it being particularly onerous - but mostly I'm just not at all sure why we have a bookstore now. For those courses where I use a textbook, most of my students are getting their books online at a lower cost. Personally, I'd eliminate the book dimension of the store altogether and turn the place into a store that sells PSU branded novelty items, and also operates as a convenience store for snacks, beverages, and sundries that are attractive to students - both residential and commuters. My two cents. Maybe there's some significant revenue stream to the college that folks want to preserve, but I think the best way to improve text book ordering efficacy is to let the people who are experts - like Amazon and ABE - take care of it. I know this isn't exactly what you're looking for, but from my pretty naive position, it seems like the bookstore function is a dying breed

### **Faculty Comments/Questions on Textbook Ordering: School of Public Affairs**

The actual system- the Faculty Enlight system or whatever- is fine. The problem is that picking a textbook generally requires at least some level of class prep, and I don't always have time to prep my next-semester classes early in the semester. They need to make a real marketing/awareness campaign with slick graphics and a memorable slogan and the message should be "YOUR TEXTBOOKS ARE DUE ON XXX DATE, START PREPPING YOUR CLASSES NOW."

Honestly, I don't understand the online system. It would be far easier if I didn't have to create a separate login from my PSU general login.

My textbook adoptions are quirky because the eBook version of the textbook I use is actually part of the study guide materials. But, I simply email the bookstore my order every semester and that seems to work - so I've been able to avoid the system altogether!

I like the process. The website is easy to use. and has all the needed information for ordering. Getting a confirmation e-mail on one's order is good also. No gripes. No recommendations, either.

## **Summary of Conclusions of HR Committee Meeting with Bookstore Representatives on Textbook Ordering Process**

### *Summary*

During the meeting, we discussed the feedback from faculty and questions that they raised. We agreed that these answers would be good to share with faculty at School meetings prior to the beginning of the fall 2015 semester.

On the need for the bookstore:

- Some students must purchase from the bookstore due to their financial aid arrangements. VA students, for example, have money deposited into their accounts at the bookstore for the purpose of buying texts for the semester.
- All textbooks purchased from the bookstore can be returned for a full refund within the Add/Drop period. During the late Add/Drop period, the texts can be returned for a full refund with a note from the registrar that they have dropped the course.
- Faculty may also be interested to know that the agreement between Barnes & Noble and PSU stipulates that a percentage of the bookstore's profit goes to the University.

On the need to specify textbook orders as soon as possible:

- Early specification of course adoption materials allows for students to budget for textbook expenses.
- The earlier texts are adopted, the more likely it is that the bookstore will be able to obtain a sufficient number of used/rental books. Our bookstore competes for this used stock with all 700 Barnes & Noble stores at colleges and universities.

On the difficulty of automated roll-over of course adoptions from previous course offerings:

- Automatically adopting the text from previous course offerings is problematic due to changes in text choices when different faculty teach a course or when a faculty member changes their text selection. In addition, when new editions are released, faculty may not want the most recent edition of a text, if, for example, the new edition represents a drastic change from the previous one.

On the mass emails reminding people of text adoption deadlines:

- The new Faculty Enlight system, which will be rolled out in time for the summer 2015 semester, will have a targeted email feature that will allow for emails to be sent only to those faculty who have not yet selected a text, rather than the mass emails that are currently sent.
- We discussed the possibility of incorporating the PSU single sign-on feature into the Faculty Enlight system, so that faculty would not need to create a new account in that system. Having an account in the Enlight system makes it easier to use, by facilitating the rollover of adoptions from previous course offerings. The bookstore discussed this possibility with the Enlight vendor. It has been added as a feature request for a potential future release.

On the determination of how many texts to order for a course, and reordering when the inventory is depleted:

- The bookstore looks at several factors in determining how many texts to order, including the percentage of enrolled students who purchased the book in past semesters, the number of students currently enrolled, and an estimate of number of students that will enroll by the start of the semester.
- In the past, there have been cases where students have reported to faculty that the bookstore is out of a text, when, in fact, the bookstore may only have been out of used texts. If faculty do hear any of these types of reports, they are encouraged to contact the bookstore. If a text is indeed out of stock, the bookstore will order additional copies. These copies will typically arrive within 2-3 days for larger publishers and within a week for all publishers.
- A new inventory system will be installed in March which will allow for real-time inventory reports, so that the bookstore staff will be notified as soon as any texts are out of stock.

On changing texts after initial adoption:

- Changing texts is allowed prior to the start of the semester, but it should be done as soon as possible. It can create problems if students have already ordered their books.

On the ability to specify more complicated logic, e.g. purchase 2 of the following 3 textbooks:

- The new version of Faculty Enlight will allow for a comments section, where a note can be added such as “Go to class first.” This should help address this concern.



## **Feedback on Copy Center**

One of the most significant outcomes of the survey was a need to publicize copy center services and policies. There was confusion among faculty about the required lead times and what services are available.

The committee would like to suggest that information about the copy center be made available on the web (currently the “Find Out More” link for the copy center is broken) and as a handout that can be distributed at school meetings.

Specific items that would be useful to have in both of these places include:

- Services available (these are included currently on the web page:  
<http://harrisburg.psu.edu/business-services/>)
- Cost information for various services
- Hours of operation (these differ from the Business Services hours listed on the website for Fridays)
- Policies for turn-around times for various services (with a note that the beginning of the Fall semester is very busy, so additional lead time would be appreciated)
- Policies for students and personal copying for faculty and staff (e.g. only cash and check are currently accepted for payment – Lion cash and credit cards are not)
- Link to copyright rules
- Link or Information for the Poster Services offered by the Pennsylvania State Data Center

As a result of this feedback, the business services unit created a brochure, which can be distributed to Faculty at the next All College Day. The brochure follows.

Penn State Harrisburg  
Information Systems Technology and Library Committee  
Final Report for 2014-2015

***Committee Charges:***

***1. Evaluate the progress of the PSH campus relative to the Horizon Report***

Link to Horizon Report 2014:

<http://cdn.nmc.org/media/2014-nmc-horizon-report-he-EN-SC.pdf>

Throughout this academic year, the Information Systems and Technology Committee read and discussed the *2014 Horizon Report*, published by New Media Consortium, which looks at upcoming IT challenges and opportunities. Our study of this document gave us a more global perspective on IT initiatives.

The following topics were read and discussed:

- a. “Key Trends Accelerating Higher Education Technology Adoption”
- b. “Integration of Online, Hybrid and Collaborative Learning”
- c. “Data-driven Learning and Assessment”
- d. “Shift from Students as Consumers to students as creators.”
- e. “Agile Approaches to Change”
- f. “Evolution of Online Learning”
- g. “Low Digital Fluency of Faculty”
- h. “Competition from New Models of Education” (Challenge to design for credit MOOCS)
- i. “Scaling Teaching Innovations” (Unbundle the university experience?)
- j. “Expanding Access” (Global access and affordability)
- k. “Evolution of Online Learning” (Personalizing the experience)

Committee discussions highlighted the following points to consider further:

- a. Digital literacy: The committee determined that the Faculty Center for Teaching and Instructional Technology at Penn State Harrisburg has never surveyed the digital literacy of the faculty. We recommend that a future committee research instruments to assess faculty digital literacy and work with the Faculty Center to survey the faculty for the purpose of aiding future faculty development programs to enhance digital literacy.
- b. Agile approaches to change: Faculty status needs to be agile enough to get the right people in to teach certain courses. The structure of the faculty system may change to accommodate changes in course offerings. For example, entrepreneurial courses could have students create material related to their future job interests.
- c. Online learning: Faculty need to be encouraged to develop online courses. The World Campus connection needs to be discussed and evaluated. We need to look at the things that we know really work and make education better for our students. We need good ideas that might improve our teaching and learning. Also we will be increasingly getting more and more students who are tech savvy. Those students will have more experience in

utilizing technology and need to be a part of the process of developing online courses.  
That can lead on into better collaboration and research.

***2. Continue to assess best practices from within other colleges of PSU as well as those employed at other universities***

At each committee meeting, Dr. John Hoh brought the committee up to date with the technology changes to the classrooms and future plans for improvements. Here are some of the projects that were showcased:

- a. Edu Act (EAB 218) Collaboration Lounge-  
Has a device independent large display/ uses Apple TV
- b. Olmsted C008 Collaboration Suite: contains kiosks, comfortable seating for student collaboration
- c. Computational Collaboration Lounge 1<sup>st</sup> floor library (102)  
Has “Wall Talkers,” which are whiteboards that install like wallpaper
- d. The campus now has eight charging stations
- e. Several classrooms now have BYOD (bring your own device)- using PSU developed “mirror app” access link on Penn State site.
- f. EAB building has three New Lecture Halls of 120 + seats;  
screens act independently; in-podium document camera, microphones

***3. Continue to interface with the Physical Plant Committee on providing improved learning and research technology***  
***Springtime plan a dual meeting; briefing on the new building.***

The committee made efforts to complete this charge, but was unable to arrange a meeting with the Physical Plant Committee.

Respectfully submitted,  
Gloria Clark, Chair  
ISTL Committee 2014-2015

Report of the  
Penn State Harrisburg Faculty Senate  
**International and Intercultural Affairs Committee**  
For the 2014-2015 Academic Year  
*Dr. Anthony Bak Buccitelli, Chair*

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## Summary

In the 2014-15 academic year, the International and Intercultural Affairs Committee (IIAC) was convened six times. The committee's work centered primarily in three areas. First, we conducted research into existing resources, information, and activities on Penn State Harrisburg campus pertaining to international and intercultural affairs. The purpose of this research was to gather deliverable information for the faculty senate, inform the actions taken by the committee to address the 2014-15 charges, and to educate the committee members broadly on international and intercultural affairs. Second, we took specific actions to address the committee's charges. The actions included conducting a general survey of the global engagement of the faculty, creating resources for faculty who wish to create international study tours, and gathering an inventory of faculty Fulbright scholars. Finally, we undertook activities and discussions beyond the specific scope of the charges, in order to explore potential future areas for work by the IIAC and the Faculty Senate. These included taking part in the Campus Climate Assessment and the Diversity and Educational Equity Committee, investigating the status of the Global Studies Minor in the School of Humanities, and exploring opportunities to develop the expertise of committee members to work on international and intercultural issues.

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

## Acknowledgments

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

Anna Marshall, Office of International Student Support Services  
Shivaani Selvaraj, Tri-Chair, Diversity and Educational Equity Committee (DEEC)  
Dr. Greg Crawford, DEEC Campus Climate Assessment Committee  
Dr. Patricia Johnson, Global Studies Certificate Program

*Special Thanks: The Chair wishes to recognize **Dr. Juliette Tolay** for her work as the committee's minute-keeper this year.*

## Relevant By-Laws

## **Standing Rules, Article II, Section 3.2.6**

### *Committee on International and Intercultural Affairs*

1. Membership: Six to nine (6-9) members. The preferred membership is one (1) member from each School and the Library and one (1) voting student member. Up to two (2) additional members may be appointed at-large. No more than two (2) members should be from a single academic unit. The Chancellor or his/her representative, and the Senate President are ex-officio, nonvoting members.
2. Duties: The Committee on International and Intercultural Affairs promotes and increases international and intercultural awareness throughout the College community, and review and make recommendations regarding international and intercultural activities.
3. Standing Subcommittees: Members of the Committee are authorized to meet as Subcommittees. Any business conducted is ratified by the full committee not later than its next meeting.

### **2014-2015 Committee Charges**

The Faculty Senate has confirmed the 2014-2015 charges for the International and Intercultural Affairs Committee as follows:

- Assess the quality of cultural life for first year students.
- Identify the shortfalls and develop a plan for improving cultural life.
- In conjunction with International Programs develop a matrix of offerings for international study tours, both for credit and for cultural enrichment. The objective should be varied offerings perhaps on a rotational basis
- Develop a matrix of faculty and their experiences as well as interests in specific global cultures.
- In conjunction with International Programs, develop an inventory of faculty who are Fulbright Scholars and identify mechanism of 1) how they may be brought together, and 2) how the College can encourage other faculty to participate in this program.



## **Designated IIAC Subcommittees**

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

### **Subcommittee One**

Members: Yue Feng, Xu Xu, Gautam Ray, Donna Howard (advising), Anna Marshall (advising)

Charges:

Assess the quality of cultural life for first year students.

Identify the shortfalls and develop a plan for improving cultural life.

### **Subcommittee Two**

Members: Indrit Hoxha, Karen Buhr, Juliette Tolay, and Marie Louise Abram (advising)

Charge:

In conjunction with International Programs develop a matrix of offerings for international study tours, both for credit and for cultural enrichment.

The objective should be varied offerings perhaps on a rotational basis

### **Subcommittee Three**

Members: Anthony Bak Buccitelli, Bernadette Lear, Hannah Spector, and Marie Louise Abram (advising)

Charges:

Develop a matrix of faculty and their experiences as well as interests in specific global cultures.

In conjunction with International Programs, develop an inventory of faculty who are Fulbright Scholars and identify mechanism of 1) how they may be brought together, and 2) how the College can encourage other faculty to participate in this program.

## **Subcommittee Reports and Recommendations**

## Objectives Set by Each Subcommittee Based on Charges

### Subcommittee One

1. Coordinate with Campus Assessment team them on areas for collaboration. Investigate the possibility of obtaining findings from assessment.
2. Coordinate with Subcommittee Three on possible integration of Faculty Global Engagement Survey questions into Campus Assessment process.
3. Investigate current resources and activities on campus for international students.
4. Prepare list of recommendations to the Faculty Senate and/or an advice sheet for faculty on cultivating a higher level of engagement between faculty and international students.

### Subcommittee Two

1. Prepare a matrix of offerings for international study tours.
2. Prepare an “orientation sheet” for faculty interested in study abroad programs.
3. Prepare a list of recommendations to the Faculty Senate to address the question of strategy and collaboration at the administrative level regarding study tours.

### Subcommittee Three

1. Create and administer Faculty Global Engagement Survey to gather recent information about faculty specializations, experience, and interest in global research, teaching, and service.
2. Determine an appropriate use of information gathered to foster global engagement among the faculty.
3. Using the existing information available on faculty Fulbright Scholars, develop a mechanism to bring together previous recipients, potential candidates, and Fulbright program representatives.

## Actions Taken by the Subcommittees

### Subcommittee One

1. This subcommittee held meetings and email discussions on the assigned charges.
2. Representatives from this subcommittee (and the committee chair) attended and participated in faculty focus groups for the Campus Assessment study.

### Subcommittee Two

1. The subcommittee held several discussions with different individuals involved with study abroad programs.

2. Following discussion with the Director of International Programs, it became clear that our committee could not directly create a matrix of possible offerings, given that such offerings are dependent on the needs and interests of individual schools and faculty. A matrix of previous offerings is attached to this report as Appendix B.
3. Worked to a checklist for faculty members working to create a study tour program.
4. Worked to identify recommendations for the Faculty Senate to make to the administration regarding the creation of study-tours.

### Subcommittee Three

1. Gathered existing information on previous faculty Fulbright recipients from the International Programs office.
2. Gathered existing information available on previous Faculty Global Engagement Surveys.
3. Sent two subcommittee representatives to attend training workshop given by the Center for Survey Research on survey instrument design.
4. Designed and conducted online Global Engagement Survey to gather new information on faculty global engagement.

### Summary of Subcommittee Outcomes and Recommendations

[Recommendations in bold below]

#### Subcommittee One

##### *Outcomes*

1. Created list of recommendations to the Faculty Senate for cultivating a higher level of engagement between faculty and international students.
2. Determined that findings of Campus assessment would not be available within a useable timeframe for this year's IIAC.

Based on the actions taken by this subcommittee during the 2014-15 academic year, the IIAC recommends the following to the Faculty Senate:

##### *Recommendations for Future Charges to the Committee:*

1. **Work with Office of International Student Support Services to investigate resources and methods for more closely integrated the activities associated with Penn State Harrisburg's World Fest into relevant academic courses.**

2. **Work with First-Year Seminar Program and Honors Program to integrate World Fest events into program events schedules.**
3. **Investigate faculty awareness of Global Ambassadors Program and make recommendations to increase this awareness.**
4. **Investigate existing structures within each School for planning cultural activities and advise on international student participation in these activities.**
5. **Investigate and advise on the viability and effectiveness of General Recommendations 2-4 below.**

*Concrete Recommendations for Future Committee Work:*

1. **Follow-up with Campus Assessment team on findings of the study that may be relevant to the work of the IIAC.**

*General Recommendations:*

1. **Continue and expand Penn State Harrisburg's World Fest on a yearly basis.**
2. **Create faculty-international student lunches for each academic program.**
3. **Create system to acknowledge and reward faculty activities related to international students during the annual review (e.g., a new entry on the form).**
4. **Create a faculty award for international student advising. Explore possible collaboration with DEEC diversity awards program.**

*Subcommittee Two*

*Outcomes*

1. **Created a checklist for faculty members working to create a study tour program [See Appendix C].**
2. **Identified recommendations for the Faculty Senate to make to the administration regarding the creation of study-tours.**

Based on the actions taken by this subcommittee during the 2014-15 academic year, the IIAC recommends the following to the Faculty Senate:

*Recommendations for Future Charges to the Committee:*

1. **Investigate and advise on current or potential international tour offerings made for cultural enrichment rather than academic credit.**
2. **Investigate and report on current curriculum pertaining to international or intercultural affairs.**
3. **Produce a list of recommendations to revise and/or expand curricular offerings with a global focus.**

*Concrete Recommendations for Future Committee Work:*

1. **Work with the Director and Assistant Director of the School of Humanities to determine strategies for the revitalization and expansion of the Global Studies Certificate program. For example, update and/or revise course list for Certificate to include courses from other programs (such as political science or business) that are relevant to Global Studies.**

*General Recommendations:*

1. **The Faculty Senate should review the attached checklist and circulate it to the faculty (through the International Programs Office).**
2. **The Senate should encourage the administration, especially School Directors and the Senior Associate Dean for Academic Affairs to:**
  - a. **Investigate ways to more closely coordinate between schools and different faculty members offering study abroad programs.**
  - b. **Investigate ways to integrate study abroad programs with existing academic requirements (whether General Education or major requirements).**

*Subcommittee Three*

*Outcomes*

1. Located existing inventory of faculty Fulbright scholars at International Programs Office [attached as Appendix D]. Information contained in the inventory includes project titles, hosting institution, and dates of the grant.
2. Located two Global Engagement survey instruments from the surveys administered in 2006 and 2008. These instruments provided points of discussion for the new instrument adopted by the committee.
3. Created online and paper versions of a 2015 survey instrument [attached as Appendix G]. This instrument contained eighteen, open-ended questions.
4. Administered online survey and received forty-two responses from campus faculty [Attached as Appendix H]. This represents about 17% of full-time faculty.

Based on the actions taken by this subcommittee during the 2014-15 academic year, the IIAC recommends the following to the Faculty Senate:

*Recommendations for Future Charges to the Committee:*

1. **Develop a bibliography of relevant scholarship on faculty internationalization in institutions of higher education [See sample list attached as Appendix F]. These works could be read and considered by committee members or other faculty who are interested to support and expand internationalization efforts at Penn State Harrisburg.**
2. **Investigate and advise regarding the most effective method to disseminate information gathered as part of the 2015 Global Engagement Survey so as to foster and deepen collaboration and global engagement among the faculty.**

*Concrete Recommendations for Future Committee Work:*

1. **Re-administer the online survey in the 2015-16 academic year to try to achieve a higher response rate from full-time faculty. The 2014-15 committee also recommends that the new committee consider administering the survey on paper at school meetings.**
2. **Develop a mechanism to disseminate results from 2015 survey.**

*General Recommendations:*

1. **Penn State Harrisburg should consider designing and running an ongoing series of workshops and events for Fulbright scholars, program representatives, and potential candidates. These events should provide faculty with 1) information relevant to the application process and 2) opportunities to share experiences with the Fulbright program.**
2. **Penn State Harrisburg should investigate a streamlined interface to allow faculty to update their own biographical information on the College's website. This interface should include questions or sections that concern global interests, background or engagement in research, service, and teaching. Doing so could replace or supplement a survey process.**

**Additional Recommendations from the Committee**

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

1. **The Faculty Senate should consider creating a non-voting ex-officio seat on the IIAC for a representative, preferably the chair, from the Chancellor's Diversity and Educational Equity Committee (DEEC). The members feel that this would contribute to increased collaboration between these two**

**key bodies tasked with the discussion of issues pertaining to diversity, intercultural awareness, and the international student experience at Penn State Harrisburg.**

## Appendices

[Original documents will be made available on the IIAC Angel Group Folder]

### Appendix A: Information Regarding International Student Population, Fall 2014

#### International Students at Penn State Harrisburg as of Fall, 2014

Country (42 countries)	Students	Percent of Total				
China	238	53%	First 3 countries: 336 students (75%)		International Student Advisers Donna Howard: djh1@psu.edu Anna Marshall: awm15@psu.edu	
India	62	14%				
Korea (ROK)	36	8%				
Nigeria	11	2%				
Taiwan	11	2%	Country	Undergraduate Stu.	Graduate Stu.	Undergra / Grad
Malaysia	10	2%	All countries	368	84	
Kuwait	9	2%	China	217	21	
Saudi Arabia	8	2%	India	25	37	
Germany	6	1%	Korea (Rok)	32	4	
Turkey	6	1%				
Indonesia	6	1%				
Hong Kong	5					
United Arab Emirates	5					
Canada	3					
Venezuela	3					
Vietnam	3					
Colombia	2					
Dominican Republic	2					
Egypt	2					
Singapore	2					
Anguilla	1					
Australia	1					
Bahrain	1					
Belgium	1					
Botswana	1					
Brazil	1					
Ghana	1					
Grenada	1					
Guyana	1					
Hungary	1					
Iran	1					
Japan	1					
Mexico	1					
Mongolia	1					
Myanmar	1					
Nicaragua	1					
Panama	1					
Pakistan	1					
Philippines	1					
Thailand	1					
Trinidad & Tobago	1					
Zimbabwe	1					
<b>Total</b>	<b>452</b>					
Percent of Penn State Harrisburg students	10%					
Year	International Students	Increase from previous year	<b>Programs and Services</b> <b>International Student Support Office</b> <b>E131, Olmsted 717-948-6273</b> <b>New Student Orientation</b> <b>Faculty and Staff Cultural Awareness Training</b> <b>Student Success Seminars</b> <b>Global Lion Connections:</b> <b>Global Ambassador Program</b> <b>International Coffee Hour</b> <b>Fun English Conversation</b> <b>Thanksgiving Feast</b> <b>World Fest</b> <b>International Friendship Program</b> <b>Personalized Advising</b> <b>Employment Information Sessions</b> <b>Various Letter Request Services</b> <b>Global Lion Mentor Program</b> <b>Lunch with an International Flavor</b> <b>Cultural Celebrations</b> <b>Tax Assistance Program</b> <b>Cooking and Craft Group</b> <b>Community Welcome Reception</b>			
2008	70					
2009	96	24 (37%)				
2010	125	29 (30%)				
2011	140	15 (12%)				
2012	225	85 (61%)				
2013	362	137 (61%)				
2014	452	90 (25%)				
Prepared by: Anna Wei Marshall; awm15@psu.edu						
Edited on: 10/14/2014						



## Appendix B: Matrix of Previous Offerings for International Study Tours

Course Abbrev	Course Number	Title	Credits	of Registration	Dates of Travel Component	Description of Pre- or Post-Travel Meetings/Orientations/Other Activities	Instructor (if known)	Fully enrolled
I HUM	499	Foreign Studies - The Holocaust from Berlin to Auschwitz and Warsaw	3					
MRKT	597	Special Topics - International Marketing	3					
HONOR	401H	Honors Seminar - Multicultural Canada	3	SP 2001	March 4-10, 2001		Dr. Toni Dupont Morales	yes
SPAN	496	Cuernavaca, Mexico	6	SU 2001	May 19-June 10, 2001		Dr. Gloria Clark	no
HONOR	493H	Cuernavaca, Mexico	2	SU 2001	May 12-June 1, 2002		Dr. Gloria Clark	yes
ART H	499	Art in Florence		SU 2001	May 5-11, 2001 May 5-16, 2001		Dr. Troy Thomas	yes
HONOR	401H	Honors Seminar - Multicultural Canada	3	SP 2002	March 3-9, 2002		Dr. Robert Surridge	
SPAN	001, 002, 003	Cuernavaca, Mexico	3	SU 2002	May 12-June 1, 2002		Dr. Gloria Clark	yes
SPAN	496	Cuernavaca, Mexico	3	SU 2002	May 12-June 1, 2002		Dr. Gloria Clark	yes
HONOR	493H	Cuernavaca, Mexico	2	SU 2002	May 12-June 1, 2002		Dr. Gloria Clark	yes
ART H	499	Foreign Study Art History - Florence, Italy	3	SP 2002			Dr. Troy Thomas	yes
FIN	456	International Capital Markets - London	3	SP 2005	March 4-13, 2005		James Bohennick	yes
HONOR	401H	Comparative Justice and Political Systems - London	3	SP 2005	March 4-13, 2005		Dr. Toni-DuPont Morales	yes
E T	420W	Design for Society - London	3	SP 2005	March 4-13, 2005		Dr. Rick Ciocci	yes
SPAN	296	Independent Study - Iberian Peninsula	3	SP 2005	March 4-13, 2005		Jose Vargas-Villas	yes
L A	199	Ecuador	1	FA 2007	December 19-24, 2007		Jose Vargas-Villas	Yes
L A	499	Ecuador	1	FA 2007	December 19-24, 2007		Jose Vargas-Villas	Yes
BUS	494	Northern India Radjasthan and Punjab	3	FA 2007	December 28, 2007 to January 10, 2008		Dr. Louise Hoffman and Dr. Ram Goel	Yes
BUS	590	Northern India Radjasthan and Punjab	3	FA 2007	December 28, 2007 to January 10, 2008		Dr. Louise Hoffman and Dr. Ram Goel	yes
L A	199	Northern India Radjasthan and Punjab	3	FA 2007	December 28, 2007 to January 10, 2008		Dr. Louise Hoffman and Dr. Ram Goel	Yes
L A	499	Northern India Radjasthan and Punjab	3	FA 2007	December 28, 2007 to January 10, 2008		Dr. Louise Hoffman and Dr. Ram Goel	Yes
HONOR	401	Honors Seminar - Brazil	3	SP 2008	March 7-15, 2008		Dr. Clem Gilpan	Yes
SOC	497	Brazil	1	SP 2008	March 7-15, 2008		Dr. Clem Gilpan	Yes

FIN	456	International Capital Markets - London	3	SP 2008	March 8-15, 2008		Dr. Keunsuk Chung	Yes
FINAN	596	Individual Studies - London	3	SP 2008	March 8-15, 2008		Dr. Keunsuk Chung	Yes
L A	199	Foreign Studies - Liberal Arts - London	3	SP 2008	May 12-27, 2008		Dr. Catherine Robinson & Dr. George Boudreau	Yes
L A	499	Foreign Studies - Liberal Arts - London	3	SP 2008	May 12-27, 2008		Dr. Catherine Robinson & Dr. George Boudreau	Yes
INART	001	The Arts - Rome	3	SP 2009				
INART	499	Foreign Studies - Rome	3	SP 2009				
LA	199	Foreign Studies - Liberal Arts - Cannes Film Festival	3	SP 2009			Catherine Rios	
LA	499	Foreign Studies - Liberal Arts - Cannes Film Festival	3	SP 2009			Catherine Rios	
		Spain		SP 2009			Jose Vargas-Villas	
		Peru		SP 2009			Jose Vargas-Villas	
CE		Honduras		SP 2009				
FIN	456	International Capital Markets - London	3	SP 2009				
FINAN	596	Individual Studies - London	3	SP 2009				
IB	199	Foreign Studies - China	3	SP 2010	March 5-14, 2010	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
BUS	596	Individual Studies - China	3	SP 2010	March 5-14, 2010	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
FIN	456	International Capital Markets - London	3	SP 2010	March 5-13, 2010	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Keunsuk Chung	
FINAN	596	Individual Studies - London	3	SP 2010	March 5-13, 2010	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Keunsuk Chung	
LA	199	Denmark/Sweden	3	SP 2010	March 5-13, 2010	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Michael Barton	Cancelled
C E	497	Special Topics - European Bridges Tour	3	SP 2010	May 16-24, 2010		Dr. Joseph Cecere	
EDUC	499	Foreign Studies - Mexico	3	SU 2010	June 12-20, 2010		Dr. Gloria Clark	Cancelled
SPAN	497	Special Topics - Mexico	3	SU 2010	June 12-20, 2010		Dr. Gloria Clark	Cancelled
		SAF Funded - American Studies Conference - Austria			November 10-15, 2010		Dr. Michael Barton	
BUS	596	Individual Studies - China	3	SP 2011	March 4-13, 2011	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
FIN	456	International Capital Markets - London	3	SP 2011	March 5-12, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Patrick Cusatis	

FINAN	596	Individual Studies - London	3	SP 2011	March 5-12, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Patrick Cusatis	
INART	001	The Arts - Rome	3	SP 2011	March 4-12, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Gregory Crawford & Glenn McGuigan	
INART	499	Foreign Studies - Rome	3	SP 2011	March 4-12, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Gregory Crawford & Glenn McGuigan	
J ST	199	Ancient & Modern Isreal	3	SP 2011	May 14-22, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Sally Jo Bronner	Cancelled
J ST	499	Ancient & Modern Isreal	3	SP 2011	May 14-22, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Sally Jo Bronner	Cancelled
HIST	199	London - History	3	SP 2011	May 14-22, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. George Boudreau	Cancelled
HIST	499	London - History	3	SP 2011	May 14-22, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. George Boudreau	Cancelled
LA	199	Foreign Studies - Liberal Arts - Cannes Film Festival	3	SU 2011	May 14-22, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Catherine Rios	Cancelled
LA	499	Foreign Studies - Liberal Arts - Cannes Film Festival	3	SU 2011	May 14-22, 2011	Mandatory pre/post trip meetings, group readings, journals, etc.	Catherine Rios	Cancelled
		American Studies Conference - Heidelberg, Germany			October 4-9, 2011		Dr. Michael Barton	
IB	299	Foreign Studies - China	3	SP 2012	March 2-11, 2012	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
BUS	596	Individual Studies - China	3	SP 2012	March 2-11, 2012	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
L A	199	Foreign Studies - Liberal Arts - Guatemala	3	SP 2012	March 3-11, 2012	with the majority of course work done through the ANGEL system.	Dr. Gloria Clark	
L A	499	Foreign Studies - Liberal Arts - Guatemala	3	SP 2012	March 3-11, 2012	with the majority of course work done through the ANGEL system.	Dr. Gloria Clark	
FIN	456	International Capital Markets - London	3	SP 2012	March 2-10, 2012	Classes will be held throughout the semester and following the trip to London.	Dr. Patrick Cusatis	
FINAN	596	Individual Studies - London	3	SP 2012	March 2-10, 2012	Classes will be held throughout the semester and following the trip to London.	Dr. Patrick Cusatis	
		American Studies Conference - Cork, Ireland			April 24-29, 2012		Dr. Michael Barton	
IB	299	Foreign Studies - China	3	SP 2013	March 1-10, 2013	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
BUS	596	Individual Studies - China	3	SP 2013	March 1-10, 2013	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
FIN	456	International Capital Markets - London	3	SP 2013	March 1-9, 2013	Classes will be held throughout the semester and following the trip to London.	Dr. Nihal Bayraktar	
FINAN	596	Individual Studies - London	3	SP 2013	March 1-9, 2013	Classes will be held throughout the semester and following the trip to London.	Dr. Nihal Bayraktar	
INART	001	The Arts - Rome	3	SP 2013	March 1-9, 2013	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Gregory Crawford & Glenn McGuigan	
INART	499	Foreign Studies - Rome	3	SP 2013	March 1-9, 2013	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Gregory Crawford & Glenn McGuigan	

LA	199	Foreign Studies - Liberal Arts - Peru	3	SP 2013	March 1-9, 2013	with the majority of course work done through the ANGEL system.	Dr. Gloria Clark	Cancelled
LA	499	Individual Studies - Liberal Arts - Peru	3	SP 2013	March 1-9, 2013	with the majority of course work done through the ANGEL system.	Dr. Gloria Clark	Cancelled
		SAF Funded International Experience - Ghana			March 1-10, 2013		Dr. Lewis Boahene	
		SAF Funded Film Conference - University of Versailles			April 15-21, 2013		Dr. Michael Barton	
		SAF Funded American Studies Conference - Portugal			November 18-25, 2013		Dr. Michael Barton	
FIN	456	International Capital Markets - London	3	SP 2014	March 7-15, 2014	Classes will be held throughout the semester and following the trip to London.	Dr. Nihal Bayraktar	
FINAN	596	Individual Studies - London	3	SP 2014	March 7-15, 2014	Classes will be held throughout the semester and following the trip to London.	Dr. Nihal Bayraktar	
IB	299	Foreign Studies - China	3	SP 2014	March 7-16, 2014	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
BUS	596	Individual Studies - China	3	SP 2014	March 7-16, 2014	Classes will be held the month prior to travel with class after the trip to finish the class.	Dr. Ronald Webb	
L A	199	Foreign Studies - Liberal Arts - Guatemala	3	SP 2014	March 7-15, 2014	with the majority of course work done through the ANGEL system.	Dr. Raquel O'Barr	
L A	499	Foreign Studies - Liberal Arts - Guatemala	3	SP 2014	March 7-15, 2014	with the majority of course work done through the ANGEL system.	Dr. Raquel O'Barr	
		SAF Funded International Experience - Ghana			March 7-16, 2014		Dr. Lewis Boahene	
		SAF Funded International Experience - India			March 7-16, 2014		Dr. Dinesh Pai	
FIN	456	International Capital Markets - London	3	SP 2015	March 7-14, 2015	Classes will be held throughout the semester and following the trip to London.	Dr. Indrit Hoxha	
FINAN	596	Individual Studies - London	3	SP 2015	March 7-14, 2015	Classes will be held throughout the semester and following the trip to London.	Dr. Indrit Hoxha	
INART	001	The Arts - Rome	3	SP 2015	March 6-14, 2015	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Paul Manlove	
INART	499	Foreign Studies - Rome	3	SP 2015	March 6-14, 2015	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Paul Manlove	
BUS	596	Individual Studies - Business- India	3	SP 2015	March 6-14, 2015	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Dinesh Pai	
IB	299	Foreign Studies - International Business - India	3	SP 2015	March 6-14, 2015	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Dinesh Pai	
PL SC	199a	Foreign Studies - Political Science - Rome	3	SP 2015	March 6-14, 2015	Mandatory pre/post trip meetings, group readings, journals, etc.	Dr. Matthew Woessner	
HONOR	493H	Honors Service Learning	1	SP 2015	March 6-15, 2015	Mandatory pre/post trip meetings, group readings, journaling (written and video), service learning projects, post-trip presentation of project, etc.	Dr. Martha Strickland	

## Running a Study Tour at Penn State Harrisburg: Checklist for Faculty Members

The following checklist is meant to provide guidance to Faculty at Penn State Harrisburg interested in running a study tour abroad. The document was drafted by the International and Intercultural Affairs Committee of the Faculty Senate in Spring 2015. The checklist is not comprehensive and is subject to change according to the College rules and policies.

Study tours are academic courses with an international travel component (often 3 credits). A study tour should be **as academically rigorous as a traditional residential course** of the same number of credits. The instructor and students engaged in the study tour meet on campus a number of times before and after the study tour, as well as conduct meetings and visits during the international travel, to total to the same amount of hours as for a traditional course. The level of reading and evaluative assignments should also be similar to a traditional course.

As you consider developing such a study tour, please follow the steps below:

1. Draft a proposed course taking into consideration the location of the trip, the academic requirements of the course, and the profile of the pool of students targeted. (If the chosen course does not have the IL label, consider petitioning for this label from the Penn State Harrisburg Academic Affairs Committee of the faculty Senate about 18 months before the start of the semester when study tour runs – see A below)
2. Ensure that your proposed course is approved by your School Director. In particular, make sure that the School will support the program, that it complements existing tours, that it fits academically with the needs of students in the School, and that there are funds available for faculty travel.
3. Identify at least one back-up Faculty who can accompany you on the trip and be able to replace you in case of emergency.
4. Inform the Director of International Programs of your project and start working on tentative travel plans. (to-do 9-12 months ahead of semester when study tour runs). This office will assist in all aspects of planning and make recommendations.
5. Obtain approval of your syllabus from the School Director.
6. Obtain approval of your syllabus from the Senior Associate Dean for Academic Affairs.
7. Once the study tour is approved, publicize the program to the College as a whole, and also to specific groups of students. Faculty organizing study tours

should take active roles in promoting the study tour ahead of time to ensure successful enrollment. (to start 1-2 semesters ahead of the course)

Other important information to consider:

- A. Even though most programs have general courses called “Foreign Studies” that fit the International Cultures - IL General Education requirement, the College prefers not to use such courses. It is better to identify or create a specific course that is fully integrated in the academic requirement of different programs and petition the University to add the IL label. Note that this process usually takes 18 months, so plan ahead.
- B. It is possible that two courses from different schools plan a study tour in the same country at the same dates. Such study tours can be combined and save logistical costs. In such cases, however, follow the steps outlined above separately for each School and gather the corresponding approvals.
- C. A minimum of 10 enrolled students is usually required for a study tour to take place.

In addition to study tours, the College also facilitates study abroad programs where students study at an institution abroad for a full semester or more. The college also facilitates international trips that do not have the academic components and do not count for credit.

For question regarding these programs, visit: <http://harrisburg.psu.edu/international-programs> or contact the director of international programs.

## Appendix D: Inventory of Faculty Fulbright Scholars

[illegible]

## Appendix E: 2014-2015 Meeting Minutes and Attachments

(All minutes were approved by vote of the committee)

### International and Intercultural Affairs Committee Meeting September 17, 2014, 2:00pm Room E202 Olmsted Minutes

#### **Members Present:**

Anthony Buccitelli, Chair  
Karen Buhr  
Hannah Spector  
Paul Thompson  
Indrit Hoxha  
Donna Howard  
Xu Xu  
Marie Louise Abram  
Juliette Tolay

#### **Members Absent:**

Bernadette Lear  
Yuefeng Xie  
Gautam Ray

#### 1. Welcome and Introductions

Anthony Buccitelli open the session by welcoming everyone and asking everyone to introduce itself to the committee.

#### 2. Scheduling and minute-keeping discussion

There was a short discussion regarding scheduling of future meetings. Hannah Spector raised the fact that meeting at 1.30pm on Wednesday would better accommodate her schedule. Everyone agreed with that proposal. It was noted that we should consult with absent members to see what timing works for them.  
Juliette Tolay to be the minute-keeper.

*The Committee would like to express thanks to Juliette Tolay for her duties as minute-keeper.*

#### 3. Approval of minutes and review/discussion of 2013-14 final report

The minutes and 2013-14 final report were quickly overviewed. Paul Thompson initiated the motion, seconded by Indrit Hoxha. The committee voted on the approval of the previous minutes.

#### 4. Discussion of any outstanding business.



No one raised any outstanding issues when the Chair opened this agenda item.

#### 5. Review and Discussion of Committee Role and 2014-15 Charges

The Committee reviewed the Bylaws and Standing Rules of the Committee. It was noted that we were missing a voting student member in the committee. Donna Howard agreed to talk to international students in SGA who might be interested in serving in the committee.

The Committee reviewed the charges for 2014-15. The Chair suggested we merge the 5 charges into 3 groups for action by sub-committees:

- Group 1 including charge 1 and 2: "Assess the quality of cultural life for first year students" and "identify the shortfalls and develop a plan for improving cultural life"
- Group 2 including charge 3: "(...) develop a matrix of offerings for international study tours (...)"
- Group 3 including charge 4 and 5: "Develop a matrix of faculty and their experiences as well as interests in specific global cultures" and "(...) develop an inventory of faculty who are Fulbright Scholars (...)"

Charges #1 and 2: By email (read by the Chair to the Committee), Bernadette Lear has mentioned that the charges were not focused on international students, even though this had been a major focus in previous years. To provide context Donna provided statistics about international students on campus (a total of 452). She also mentioned the work done by Ana Marshall, and it was agreed that it would be nice if she could attend future meetings.

The chair invited Marshall and Howard to present at the October committee meeting on their work supporting international students. The purpose of this presentation will be to establish actionable goals for the committee to undertake in order to support this work. Howard agreed and volunteered to invite Marshall.

Some committee members thought that charges #1 and 2 were implicitly about international students. However, it was reminded that the Committee is about both **Intercultural** and International affairs, and therefore we should not only focus on international students. Paul Thompson thought it was even more important that we look at the broader issue of student cultural life on campus that the Student Affairs Committee did not seem to focus on issues of Student Life.

Charge # 3: The committee discussed charge 3 on the "matrix of offerings for international study tours". Marie Louise mentioned that the study tours were part of her position and expressed her hesitations regarding this particular charge. She mentioned that she thought it would be helpful to develop a "checking list" for faculty

of things that need to happen for a study tour to be approved. However, she mentions that often study project run into issues that can be resolved only at a higher strategic level (between School Directors, the Associate Dean and the Chancellor): she was therefore unsure about what our committee could achieve without involving this higher level.

Paul Thompson suggested that, as a first step, we could look into some of the issues that faculty run into when programming a study tour, and report accordingly to the Faculty Senate. Discussion of this point yielded a consensus that the committee could study faculty expectations and concerns with the international study tour proposal process and report on these results to the Senate. It was also suggested that the committee could outline a policy for evaluating international study courses.

Thompson mentioned that the Honors' program had been looking for an Honors' study tour. Marie Louise responded that they were close to concluding the creation of an Honors' study tour program in Peru.

Charge # 4: Marie Louise Abram and Donna Howard confirmed that there had been a similar project done 6 years ago under the initiative of University Park. The idea was to centralize information regarding faculty origins, language competency, experiences abroad, research interests and broader interests (as self-reported by Faculty). Then this can be used by faculty to connect colleagues or students with similar interests, and media request.

The committee was favorable to the idea of updating or recreating such a database. Paul Thompson mentioned that this should be a relatively easy (if not time consuming) and we might just need someone good at data mining, as most of this information might already be available online or in other sources.

Charge #5: Marie Louise Abram mentioned that this charge seem to be connected to idea she was having regarding creating a "get together" event with Fulbright Scholars to connect with one another and share their experience other faculties.

## 6. Sub-committee Proposal and Discussion

The Chair suggested creating sub-committees for each of the 3 groups of charges. The present faculty volunteered as follow:

- Subcommittee 1 for Charges 1 and 2: Donna Howard and Xu Xu
- Subcommittee 2 for Charge 3: Karen Buhr, Juliette Tolay
- Subcommittee 3 for Charges 4 and 5: Anthony Buccitelli, Hannah Spector, Marie Louise Abram
- Indrit Hoxha mentioned he could go either in Subcommittee 1 or 2.

- The Chair will get in touch with absent members and email us the final subcommittee assignments accordingly.
- The Chair outlined the next steps for subcommittees: to create an overview of methods and actions to address their designated charges. These overviews will be presented and discussed at the October committee meeting.

Donna Howard mentioned the website: [www.global.psu.edu](http://www.global.psu.edu) as a great source of information for some of our upcoming discussions.

The Chair closed the meeting and the committee was adjourned at 3:00pm.

International and Intercultural Affairs Committee Meeting  
October 14, 2014, 12:00pm  
Room E200 Olmsted  
Minutes

**Members present:**

Anthony Buccitelli, Chair  
Yuefeng Xie  
Bernadette Lear  
Nabila Abu Bakar  
Xu Xu  
Anna Marshall  
Paul Thompson  
Juliette Tolay

**Members absent:**

Karen Buhr  
Hannah Spector  
Indrit Hoxha  
Donna Howard  
Marie Louise Abram  
Gautam Ray

7. Introductions for and by new and absent members.  
Each member present introduced him/herself.

8. Approval of minutes from September meeting.  
The committee moved to approve the minutes of previous meeting.  
Motion: Yuefeng Xie  
Second: Juliette Tolay  
Vote: all were in favor

9. Discussion of Outstanding Business  
Yuefeng Xie and Xu Xu raised questions regarding the structure of subcommittees.  
Anthony Buccitelli responded that he thought each subcommittee would communicate (probably by email), locate existing resources, and set goals to satisfy each of the charges. Each subcommittee may designate a chair as necessary.

10. Presentation: Anna Marshall and Donna Howard  
Anna Marshall presented data and activities done by her office to serve international students. **Copies of her handouts are attached to these minutes.**

## 11. Discussion of Presentation and Committee Tasks on International Student Issues.

Paul Thompson shared his experience meeting with the Diversity and Education Committee (DEC)/Climate assessment committee. This committee works with many issues regarding campus life and seems to be running some activities in parallel with this committee. In particular they will be working with the Center for survey research and put in place a questionnaire for a survey on “diversity” on campus. Paul suggested that this will fall under charge 1, and that people from our committee could seat on some of the focus groups that will be put in place in order to test and improve on the questionnaire. **[After the meeting, Paul kindly forwarded the contact information for this committee, for use by the members of subcommittee 1. This information is attached in a separate file]**

Bernadette Lear raised a question to Anna regarding the tendency she observed among international students to hang out together. She wondered whether this should be considered an issue and what this committee should do about it. Anna responded that this is very common trend seen among international students, and that she regularly encourages them to go outside of comfort zone. Yuefeng Xie made three suggestions regarding ways to ensure more mixing between American and international students. The first one was to create event not based on one specific country but on region as a whole, to which Anna indicated that this was and will be the case for the Spring semester. The second one was to encourage international students in class to pair-up with an American student for specific assignments. The third one was to create non-cultural event that would bring together students from different backgrounds but with similar interest, such as outings organized by the hiking club. Anna indicated that she inform international students of SAF funded trips such as outing to Six-Flags or to Gettysburg.

Paul Thompson asked two questions regarding the ability for international students to apply to the Honors program and the possibility to be Lion Ambassador. Nabila happens to be an international student in the honors program, hence illustrating the feasibility of it. Anna talked about the Global Ambassador program as a leadership program mainly for international student. Some Global Ambassadors are also Lion Ambassador.

Anthony summarized the discussion by highlighting the following 3 tasks for our committee:

- Getting involved with climate assessment committee and attend focus group meetings (Recommended action for members of subcommittee 1)
- Finding ways to promote more faculty engagement in activities organized by Anna's office

- Creating an advice sheet for faculty on how to encourage international students in the classroom. Carol McQuiggan had circulated earlier in the semester a similar document **[attached to these minutes]**.

## 12. Subcommittee Reports

- SC1 (Addressing charges 1 and 2)- Yue Feng, Xu Xu, Gautam Ray, Donna Howard (advising)

SC1 shared some thoughts on their charges. Yuefeng mentioned that according to his discussion with mainly graduate international students, their main issues were about language, and the ability to socialize with other American students. Anna thought that international students are offered with many opportunities (such as the Fun English conversation) but were typically more focused on studying and GPA and did not attend such events. The assessment by the DEEC might be able to assess whether more socializing activities need to be organized. Xu Xu mentioned that according to a questionnaire she had run with the Chinese club, the two main issues for international students were conflict management and time management (especially now that students are away from their traditional social environment). Yuefeng highlighted that this is our goal as faculty to provide proper guidance to international students.

- SC2 (Addressing charge 3)- Indrit Hoxha, Karen Buhr, Juliette Tolay, Marie Louise Abram (advising)

SC2 reported that they have been asking Marie Louise for data regarding present and past study tours. A lot of the discussion of SC2 seems to get to the issue of understanding why certain study tours failed or were cancelled, and finding ways to address this issue. SC2 is also considering talking with faculty who are doing study tours in order to identify their needs. Anthony presented an email from Marie Louise stating that the reason of most study tours fail is due to low enrollments, hence the best way to avoid these failures is for faculty to promote their study tour aggressively and to recruit students early.

- SC 3 (Addressing charges 4 and 5)- Anthony Buccitelli, Hannah Spector, Bernadette Lear, Marie Louise Abram (advising)

SC3 reported that they have located an inventory of faculty who have a Fulbright connection. Information should be received shortly and SC3 could then devise ways to engage and gather these faculty members. SC3 has also located two previous surveys regarding the international connections of faculty on this campus. The result of the surveys used to be on the website, but seem to have been lost. There is a copy of the results in one of the business offices that we might have access to. Nihal Bayraktar has provided copies of the survey questions that were used in 2006 and 2008 **[attached to these minutes]**, the last times such information about the faculty was gathered. These

questions will be considered by the subcommittee as a basis for the creation of a new information gathering tool. Bernadette suggested that we add a section to online faculty bios where faculty members could provide information about their global interests, activities, or connections.

#### 13. Discussion of Subcommittee Goals and Tasks for 2014-15

Anthony will follow-up by email to help SC formulate the specific tasks they should achieve by the next meeting

#### 14. Discussion of Scheduling for Third Committee Meeting

It was agreed that the committee as a whole will meet again in December. In the meantime, each SC should set its goals and make some advances on these tasks, so that they can report back on our next meeting.

The Chair closed the meeting and the committee was adjourned at 2:00pm.

International and Intercultural Affairs Committee (IIAC)

1-2pm; October 14, 2014

Anna Marshall ([awm15@psu.edu](mailto:awm15@psu.edu))

Work Performed from the Office of International Student Support Services (ISSS)

### **Advising to Students, Faculty and Staff**

- Created Access Database to keep record of advising occurrences in mid-May, 2014
- About 800 student advising records since mid-May (by Donna and Anna)

### **Website Update for International Student Support Services**

- Added "Faculty and Staff Support" page with 16 Multi-language greetings (<http://harrisburg.psu.edu/international-student-support-services/faculty-staff-resources>)
- Added FAQs for new and potential students, and visa regulations to all students (<http://harrisburg.psu.edu/international-student-support-services/resources>)

### **New International Student Orientation (August 18-22)**

#### **Training (provided)**

- International Student Population & Multi-Culture Awareness Training (All campus day)
- Intercultural Communication and International Student Population Workshop to Learning Center
- Global Ambassador Training on August 27, 2014
- Employment Workshop for international students

### **Cultural Enrichment Programs**

- International Coffee Hour (Iran) on Monday September 8 (75 attendees)
- Mid-Autumn/Moon Festival Celebration on Friday September 19 (350 attendees)
- Lunch with an International Flavor (Korea) on Tuesday September 23 (150 attendees)
- International Coffee Hour (Nigeria) on Monday September 29 (55 attendees)
- International Coffee Hour (Saudi Arabia) on Tuesday October 7 (55 attendees)

### **Academic Adjustment Courses and Programs Hosted**

- Taught 3 "Academic Culture Adjustment" to ESL students as a part of Pathways to Success
- Hosted International Student Panel Discussion on Tuesday September 16, 11:30 – 12:30
- Organized "Studying Skills" workshop by Mr. Alan Babcock

### **Networking and Community Events**

- Community Welcome Picnic to welcome international students on Monday August 18, 5-8:30



- Alumni/International Student Reception on Thursday October 2, 5:30 - 7:30 (40 attendees)

### **Proposal and Presentation**

- Anna's proposal, titled "Academic Culture Adjustment for International Students", has been accepted for the upcoming Innovations in Supporting International Students Symposium to be held at Shippensburg University on Nov 6, 2014

### **Suggestions**

- Be involved in various campus events – Coffee Hour, International Lunch, Diwali Celebration...
- Get to know our students through events
- Nominate Global Ambassador award winners – email will follow in early November

## International Student Support Services

**E131 Olmsted Building 717-948-6273**

### International Student Advisers

- Donna Howard - DJH1@psu.edu
- Anna Wei Marshall - AWM15@psu.edu

### **OBJECTIVE**

Support Penn State Harrisburg's internationalization and facilitate the integration of international students into the community of Penn State Harrisburg.

### **SERVICES AND PROGRAMS**

#### **New Student Orientation**

International Student Orientation provides incoming international students an opportunity to learn about the campus and community resources, become familiar with Federal visa regulations as well as provides them the opportunity to become settled with their new environment and explore the campus prior to the beginning of the semester.

#### **Personalized Advising**

Walk-in advising sessions provided to students in various areas such as government rules, immigration and visa information, employment options, cultural and language adjustment, and personal concerns.

#### **Faculty and Staff Training**

Regular training provided to faculty and staff to enhance cultural awareness in terms of understanding social customs, etiquettes, societal norms, behaviors and educational systems of different cultures to better serve the global community of Penn State Harrisburg.

#### **Employment Information Sessions**

Information sessions are provided to international students who are interested in investigating off-campus employment options, such as Curriculum Practical Training and Optional Practical Training.

#### **Student Success Seminars**

Workshop events are created to assist the international students to learn about American classroom culture, college writing rules, and various studying resources, to promote academic excellence and the benefits of international education.

#### **Various Letter Request Services**

Office of International Student Support Services provides letter requests to the student who intends to invite his/her relatives or friends for a visit; the student who requests

the driver license, and the student who requests Social Security Number after getting an on-campus job or a graduate assistantship.



## Global Lion Connections Program

Global Lion Connections is a community-based volunteer program at Penn State

Harrisburg. Our mission is to facilitate resources and foster intercultural understanding with programs to enrich the vitality of the region by bringing people of diverse national origins together for global interactions and intercultural learning.

Members: Penn State students and Community volunteers from both on-campus and off-campus

Global Lion Connections Programs:

The **Global Ambassador Program** trains future world leaders by involving students with planning and implementing international students programs, participating in community services and building relations with students, faculty and community leaders. Expectations for this group of highly motivated and dedicated students include a passion for international students, a team spirit and a sincere desire to serve others.

Our **Global Lion Mentor Program** supports international students in their transition to Penn State Harrisburg through on-campus activities and off-campus events. Mentees are new international students, who can apply to participate before they arrive in Penn State Harrisburg. Mentors are both international students and domestic students. The peer-to-peer program assists international students in adjusting to the new environment, both academically and socially.

The **Fun English Conversation Program** brings international students, domestic students and local residents together to play games and speak English. Nice program to help build English conversation skills and make new friends.

The **Lunch with an International Flavor** meets once a month. Each luncheon features a country or a region of the world. Students from the featured country or region of the world present their native culture. This program brings together internationals and Americans to interact while sampling cuisines of the world.

The **International Coffee Hour** is a monthly program that features snacks from a country or a region of the world. It brings Penn State Harrisburg students, faculty, staff, and community members for conversation together over coffee, tea and international snacks.

Our **Cultural Celebrations** are designed to celebrate major holidays of the world to showcase performances of the students and community artisans. The events promote cultural sharing, internationalization and global interaction.

The **Thanksgiving Feast** is a cultural/educational event that provides a unique opportunity for international students to have a turkey dinner while learning from domestic students about the customs, traditions, and holidays celebrated in the United States.

Our **Tax Assistance Program** serves international students during tax season with the help of volunteer tax advisors and accountants.

Our *World Fest* is an annual festival that boasts international displays, multinational performances, global cuisine and a wonderful opportunity for students to virtually “travel” around the world.

The *Cooking and Craft Group* offers local residents and students to meet new people, cook together, share recipes, practice English and create beautiful crafts.

Our *Global Speakers Program* provides opportunities for cross-cultural sharing and learning by bringing international students into local schools or civic groups of the community.

The *International Friendship Program* provides local residents with an opportunity to extend friendship and hospitality to international students who are new to the community.

The *Community Welcome Reception* offers an opportunity for local volunteers to greet and meet all new international students during Penn State Harrisburg’s International Student Orientation Program.

## Information Regarding Campus Climate Assessment

The point of contact for the upcoming Focus Groups for the Campus Climate Study is below, in case any of the members of the International and Intercultural Committee are interested in participating. I would strongly urge them to do so as this would be a great opportunity to expand the upcoming climate survey to address more concerns of the international students. There will be Focus Groups composed of faculty, staff, and students.

The Climate Study is an element of the Diversity and Educational Equity Committee, co-chaired by Drs. Crawford and Strickland. It conducts the Campus Climate Study every three years.

Please forward this note to the other members of your Committee so they can contact Tim.

Many thanks,  
Paul Thompson

**Timothy Servinsky, Jr.**  
Project Manager  
Center for Survey Research  
Penn State Harrisburg  
777 West Harrisburg Pike  
Middletown, PA 17057  
717-948-4312 (p)  
717-948-6306 (f)  
<http://csr.hbg.psu.edu>

## Penn State Harrisburg Campus Internationalization Considerations and Resources

### **Context**

Since 2008 when we had 70 international students, Penn State Harrisburg has experienced a significant increase with approximately 430 international students enrolled for the Fall 2014 semester. Several events sponsored by the [Faculty Center](#) have focused on our campus's changing demographics, including a [Talking about Teaching forum](#) in February 2013, a faculty survey regarding campus internationalization in December 2013, an International Student Panel Discussion in March 2014, and a Faculty Panel Presentation and Discussion on International Students in April 2014. The [Office of International Student Support Services](#) has partnered with the Faculty Center on a number of these events, has increased its programming, and has added a new full-time international student adviser, Anna Marshall. The [Russell E. Horn Sr. Learning Center](#), in addition to their other tutoring options, has tutors specially trained to teach English as a foreign language to assist students who are non-native speakers of English. Faculty and staff are encouraged to contact these support offices, as well as other support offices on campus, with their questions and needs regarding their support of our growing international student population.

### **Understanding International Students**

The December 2013 faculty survey identified language as one of international students' greatest challenges in the classroom. While our international students may have developed sufficient English proficiency to talk about everyday topics such as family or daily events, they may not have developed adequate proficiency at the specialized level needed for our college courses. They may need time to increase their English language skills. They will be unfamiliar with idiomatic expressions and slang such as "where the rubber meets the road," "grassroots," or "slam dunk." They might also be unfamiliar with U. S. cultural or historical references used within the course content. The pace in our classrooms tends to be fast, and students for whom English is their second (or third) language need time to translate.

International students are experiencing multiple adjustments as they deal with language differences and culture shock adjusting to life in central Pennsylvania. After the International Student Panel Discussion in March, one faculty member commented on how brave the students are to leave their family and home and travel so far alone. Once the excitement wears off, the students might feel homesick, depressed, or lonely. They must also adjust to the educational expectations of the classroom. They might not realize that attendance in class is required, or that there are assignments throughout the semester that have firm deadlines and are graded.

Each grouping of international students carries specific, historical and cultural legacies from their home countries. For instance, with our Chinese students, China's "one child" policy puts tremendous pressure on them. Often, several generations of their family are

counting on them to succeed and have committed their family's financial resources for their college degree. Sometimes it is these family members who have chosen the student's major, even though the student may have talents and interests in a different field of study. To learn more about Chinese students, including the differences in academic cultures, please read "[Chinese Students in Undergraduate Programs: Understanding and Overcoming the Challenges.](#)"

### **Providing Learning Support**

Faculty who responded to the December 2013 survey shared a number of instructional strategies that are working well in supporting the learning of their international students and, in fact, the learning of all of their students.

### **Creation of Resources**

- Provide a glossary of common terms, and/or definitions of new terms.
- Present information in multiple modes.
- Provide a variety of online resources.
- Provide explicit written instructions for assignments, and repeat those instructions.
- Provide samples of completed assignments from prior semesters.
- Provide videos to be viewed in the classroom ahead of time so they can be viewed several times rather than just once in the classroom.
- Use closed-captioning on the videos.
- Record lectures so they can be listened to multiple times and can be translated.

### **Individual Attention**

- Provide ample opportunities for one-on-one conversation and offers of assistance.
- Encourage students to attend office hours since it is the best way to identify an individual student's needs. Repeat this encouragement.
- Converse with students about their different learning preferences, and level of preparation for the course work.
- Learn their names early in the semester and learn to pronounce them correctly.
- Instead of asking, "Do you understand?" ask, "What more can I tell you about X?"

### **Early Frequent Feedback**

- Break down large assignments into smaller, more manageable chunks so formative feedback can be provided. This is especially important when the process is as important as the final product.
- Encourage students to work with the tutors in the Learning Center. The writing process and paper drafts can be reviewed by writing tutors with ESL expertise.
- Plagiarism needs to be explained clearly with examples and multiple reminders. Drafts can be submitted to [Turnitin](#), and reviewed with writing tutors in the



Learning Center. Various academic cultures view the sharing of others' work differently. Refer to the "[Guide to Advising International Students about Academic Integrity](#)."

- Use the [Minute Paper](#) at the end of class. Ask students to write down the most important thing they learned that day, followed by one question they still have about the lesson. Collect these and address any questions during the next class. This gives the international students a good chance to ask a question they might not ask during class. It also allows the instructor to assess all students' comprehension and focus by comparing what they shared as their most important learning with the instructor's.

### **Opportunities for Participation**

- Encourage discussion in class and during office hours.
- Do not misinterpret the lack of participation by international students. The academic culture of their home country might have discouraged speaking in class, addressing the instructor, or asking a question. Also consider that international students need extra time to translate from English to their native language and back to English before they can even raise their hand to offer their contribution. By then, the discussion has probably moved on.
- Consider the use of Think-Pair-Share. As you pose a question, provide time for students to write down an answer. Then have them pair with another student to discuss their answers. Finally, ask for volunteers or call on pairs to share what they discussed.
- Faculty reported that international students tend to participate better in small groups than in large class discussions.
- Online discussion forums provide the time for everyone to carefully craft their discussion points.

### **Team/Group Work and Collaborative Learning**

- Working in randomly organized small groups helps international students to learn to describe and explain concepts in English. Reinforcement from their classroom peers helps in their understanding of the material.
- Teamwork seems to go well regardless of whether the international students work with other international students or if they work with U. S. students.
- CHEM 110 uses [Process Oriented Guided Inquiry Learning \(POGIL\)](#) that works well for all students, but is especially helpful for the international students because it encourages interactions between and among the students during class. They can clarify for each other whatever problems they have encountered in understanding the course material.

### **Use of ANGEL**

- Post all assignments and lecture highlights in ANGEL.
- Post assignment details in ANGEL, project in class, and review multiple times.

- Post PowerPoint slide presentations in ANGEL (may include blanks for student note-taking during lecture).
- Provide links to videos and other online resources.
- Provide opportunities for online discussions.
- Use low-stakes online quizzes to keep students current with the course material and to determine levels of understanding.

### Use of Experiences

- International students bring their country and culture to the U.S. students, which help to prepare them for the globalized world.
- Directing questions that allow students to compare their home countries to American issues works well to draw international students out and have them contribute to the discussion.
- In small classes, integrate the perspectives of international students in ways that support learning for all students. International students are typically honored and eager to talk about their home countries and the way that they are different from what they are experiencing here. Enlarging the conversation around content to include these perspectives increases the engagement and connection of all students to each other in ways that often extend beyond the classroom.
- Actively look for and use examples, models, and references from various parts of the world.

### Additional Resources

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Andrade, M. S. (2006-2007). International student persistence: Integration or cultural integrity? *Journal of College Student Retention*, 8(1), 57-81.

Fischer, K. (May 29, 2011). Colleges adapt to new kinds of students from abroad. *The Chronicle of Higher Education*. Accessed online  
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Hanassab, S., & Tidwell, R. (2002). International students in higher education: Identification

of needs and implications for policy and practice. *Journal of Studies in International Education*, 6(4), 305-322.

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Liu, L. (2011). An international graduate student's ESL learning experience beyond the classroom. *TESL Canada Journal*, 29(1), 77-92.

NAFSA: Association of International Educators <http://www.nafsa.org/>

Poyrazli, S., & Grahame, K. (2007). Barriers to adjustment: Needs of international students

- within a semi-urban campus community. *Journal of Instructional Psychology*, 34(1), 28-45.
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- Taylor, E. W. (1994). Intercultural competency: A transformative learning process. *Adult Education Quarterly*, 44(3), 154-174.
- World Wide Narratives: Stories told by Penn State Harrisburg's international students [http://www.youtube.com/playlist?list=PL8JOi8Ko2Zj4F5rU0qchietdo\\_n7BUhrc](http://www.youtube.com/playlist?list=PL8JOi8Ko2Zj4F5rU0qchietdo_n7BUhrc)
- Zhai, L. (2004). Studying international students: Adjustment issues and support. *Journal of International Agricultural and Extension Education*, 11(1), 97-104.
- Zhao, C., Kuh, G, and Carini, R. (2005). A comparison of international student and American student engagement in effective educational practices. *The Journal of Higher Education*, 76(2), 209-231. Accessed online <http://www.jstor.org/stable/3838723>
- Zhou, Y., Frey, C., and Bang, H. (2011). Understanding of international graduate students' academic adaptation to a U.S. graduate school. *International Education*, 41(1), 76-100.

## 2006 Survey Questions

**Your name:**

**School:**

**Program:**

Dear Colleagues,

We are interested in finding out whether you are involved in or interested in being involved in international collaborations in teaching, research, and service areas. Our purpose is first to recognize existing collaborations and then to expand these networks. We are interested both in **informal and formal** arrangements. Please answer the following questions on this document, save it, and e-mail to poyrazli@psu.edu.

### Teaching

- Do you teach in any international institutions
  - \_\_\_\_ Yes
  - \_\_\_\_ No
  - If yes, where, when, and what do you teach?

### Research:

- Do you perform research collaborations with foreign institutions or scholars?
  - \_\_\_\_ Yes
  - \_\_\_\_ No
  - If yes, please provide details.

### Service:

- Do you provide service in an international setting or with organizations that have an international focus (e.g., consulting work, volunteer work)?
  - \_\_\_\_ Yes
  - \_\_\_\_ No
  - If yes, please provide details.

### Other areas:

- Do you supervise or work with international visitors (paid or non-paid) such as students, post-docs, or visiting professors?
  - \_\_\_\_\_ Yes
  - \_\_\_\_\_ No
  - If yes, please provide details.
- If your answer is no to all or some of the areas above, would you like to develop international collaborations?
  - \_\_\_\_\_ Yes
  - \_\_\_\_\_ No
  - If yes, please provide details.

## 2008 Survey Questions

1. What is your field of study?
2. What languages do you speak in addition to English? What is your level of fluency?
3. Have you developed an expertise in any country, culture, racial or ethnic groups based on your experience and/or research and service activities?
  - ☐ Yes
  - ☐ No
  - If yes, which country, culture, racial or ethnic group?
4. Have you taught in any international institution or in a country outside of the U.S.? ☐ Yes
  - ☐ Yes
  - ☐ No
  - If yes, which countries and institutions?
5. Have you performed any research or cultural collaborations with foreign institutions and/or international scholars?
  - ☐ Yes
  - ☐ No
  - If yes, which institutions and/or what are the names of the scholars?
6. Do you have any experience in working with diverse U.S. racial and ethnic populations, groups or individuals as a part of your research, teaching or service activities?
  - ☐ Yes
  - ☐ No
  - If yes, please provide details.
7. As part of your service activities, would you volunteer to provide support to American or international students from diverse racial, ethnic, cultural backgrounds?
  - ☐ Yes
  - ☐ No
  - If yes, please specify which type of support you might be interested in.
8. Have you served as an instructor for a course involving international travel?
  - ☐ Yes
  - ☐ No
  - If yes, what countries have you visited?
9. Would you be willing to participate in any international study tours with students?
  - ☐ Yes
  - ☐ No
  - If yes, which countries are you interested in and for what type of courses including service learning programs?

10. If it is decided to make the information publicly available, do you give permission for information about your areas of expertise (as you have specified above) to be made publicly available by name?

- ☐ Yes
- ☐ No

International and Intercultural Affairs Committee Meeting  
December 3, 2014  
Room E200 Olmsted  
Minutes

**Members present:**

Anthony Buccitelli, Chair  
Bernadette Lear  
Nabilah Abu Bakar  
Xu Xu  
Karen Buhr  
Indrit Hoxha  
Marie Louise Abram  
Paul Thompson  
Juliette Tolay  
Gautam Ray

**Guest:**

Shivaani Selvaraj

**Members absent:**

Anna Marshall  
Hannah Spector  
Donna Howard  
Yuefeng Xie

15. Approval of minutes from October meeting.

The committee moved to approve the minutes of previous meeting.

Motion: Bernadette Lear

Second: Juliette Tolay

Vote: All were in favor

16. Discussion of Outstanding Business

There was no outstanding business to discuss.

17. Subcommittee Reports

- SC1 (Addressing charges 1 and 2)- Yue Feng, Xu Xu, Gautam Ray, Nabilah Abu Bakar, Donna Howard (advising)
  - Note: Student member Nabilah Abu Bakar requested placement on SC1 and was so assigned.



SC1 has been in touch with a climate assessment team contact (Tim Servinsky?) and attended a faculty focus group of 8-10 people. The team is holding separate focus group sessions for student, faculty and staff.

Tim agreed to share data with us once it is available (the timeline is unclear at this point, but potentially early in 2015). He is also willing to come and share preliminary data with us before that. After that, the assessment team is planning on conducting an online survey.

The possibility of collaborating with them and inserting questions to that survey was discussed.

Note: the climate assessment project is led by Greg Crawford and Martha Strickland.

Goals for SC1:

- Coordinate with Climate Assessment team them on the possibility of working together on the creation of the survey questions.
  - Obtain input and results from the climate assessment team. Use this input to determine other goals for spring 2015.
  - Coordinate with SC3 on possible integration of faculty specialization survey.
- 
- SC2 (Addressing charge 3)- Indrit Hoxha, Karen Buhr, Juliette Tolay, Marie Louise Abram (advising)

SC2 has been discussing ways to transform charge 3 into concrete output. Two ideas were discussed. The first idea is to come up with an “orientation sheet” with recommendations for faculty interested in developing a study abroad program on the things that need to be done to ensure a successful program (mainly to ensure sufficiently high enrollments).

The second idea is for the committee to identify areas of need and express broad recommendations to the college regarding the tasks that should be done to ensure a more systematic, strategic, and efficient process for the creation of study abroad programs.

Two broad areas were identified:

- the need to coordinate between schools and different faculty offering study abroad programs in similar topical or geographic areas.

- the need for a better integration of study abroad programs with academic requirements (whether General Education or Major requirements).

Specific issues were already raised such as the difficulties in petitioning to have study abroad course numbers labelled as satisfying Gen Ed requirements, the issue of uncoordinated study courses to the same city by two different schools in the college (such as Rome in Spring 2014). The importance developing a more strategic approach to study abroad program is even more relevant given the financial costs of organizing such study abroad program and the amount of money that could be raised by generating higher enrollment levels. A possible option mentioned was to propose automatic grants to students enrolling in study abroad programs.

Goals for SC2:

- Prepare an "orientation sheet" for faculty interested in study abroad programs
  - Prepare a list of recommendations to the college to address the question of strategy and collaboration at the leadership level.
- SC 3 (Addressing charges 4 and 5)- Anthony Buccitelli, Hannah Spector, Bernadette Lear, Marie Louise Abram (advising)

SC3 compiled a list of who has received Fulbright support among the faculty on campus. SC3 also identified a number of articles on the topic of the internationalization of faculty so as to have an idea of what can be done and the type of questions to ask. This is in addition with the survey questions presented in the previous meeting.

The first task of this SC is to create and administer a survey instrument that can gather more recent information of greater depth regarding the connection that faculty have on cultural areas. Accordingly, two members of SC3 will take part in a workshop on how to build surveys in December. Registration for attendance at this workshop will be funded by the Faculty Senate. A corollary task will be to identify what to do with the data collected, whether to make it available on the college website and/or whether there are other uses that it can be put to.

The second task is to create a mechanism or framework to bring together Fulbright recipients and potential Fulbright candidates. The SC was suggested that we should invite representatives from Fulbright office in Washington D.C. and from the Fulbright chapter in University Park (in particular the Fulbright faculty liaison from UP) to take part in these events. Potentially interested faculty from neighboring Penn State campuses could also be invited. Such a meeting seemed welcome, given the move from UP to do Fulbright meeting through Adobe Connect, without faculty being able to meet and socialize together.

It was also highlighted that this should be more than a one time ad-hoc meeting, but rather become part of a more systematic mechanism that links Fulbright-related faculty together. But since UGOP already runs a seminar series on Fulbright awards, the committee should contact them to discuss coordination.

Goals for SC3:

- Create and administer survey instrument.
- Develop mechanism to bring together Fulbright recipients and potential candidates.

18. Discussion of Subcommittee Goals, Methods, and Timeline for completion for 2014-15.

See above

19. Further discussion of Campus Climate Assessment.

See above

20. Presentation: Shivaani Selvaraj (DEEC Tri-chair)

Shivaani Selvaraj came and presented to the committee about her work as Tri-Chair for the newly reconstituted Diversity and Educational Equity Committee (DEEC). She mentioned that the committee is still in the initial organizational stage and aimed mainly at being functional, rather than at a major set of goals for the time being. Once operational, they will work to create a budget, infrastructure, publicity, and staff to help promote diversity and equity issues on campus. The committee is hoping to hire two staff members, one working on demographics, the other on publicity and outreach. The DEEC is run from the Chancellor's office and currently mainly working with staff and faculty, rather than students. Currently, the Committee mainly works on student residential and campus life issues. Possible programs that will be considered by DEEC are a "living and learning program" with space and times dedicated to multicultural life (possibly funded by EOPC) and an "engaged scholarship program" (possibly funded by the Outreach unit).

The presentation was followed by a discussion regarding how many of the programs, committees, and initiatives concerned with cultural, equity, and diversity issues are disconnected from one another in different administrative units. It was also observed that there is a lack of transversal knowledge about the many initiatives and how they are coming together (e.g. what is the relationship between DEEC and MAEP).

21. Discussion of collaboration with DEEC.

There was a recommendation made that the committee chair should investigate the possibility of adding an ex officio seat on the IIAC for a representative from DEEC, so that we can better coordinate the efforts of these two committees.

22. Discussion of Scheduling for Fourth Committee Meeting

The chair will be in touch shortly regarding the scheduling of our next meeting.

The meeting was adjourned at 3.29 pm.

International and Intercultural Affairs Committee Meeting  
January 29, 2015  
Room E200 Olmsted  
Minutes

**Members present:**

Anthony Buccitelli, Chair  
Karen Buhr  
Indrit Hoxha  
Marie Louise Abram  
Yuefeng Xie  
Hannah Spector  
Juliette Tolay

**Guest:**

Greg Crawford

**Members absent:**

Bernadette Lear  
Anna Marshall  
Donna Howard  
Paul Thompson  
Gautam Ray  
Nabilah Abu Bakar  
Xu Xu

23. Approval of minutes from December meeting.

Motion: Indrit Hoxha

Second: Karen Buhr

Vote: All in favor

24. Discussion of Outstanding Business

Members of the Committee were interested in learning more about the Certificate in Global Studies offered on this campus.

Anthony will invite the Program Coordinator (Patricia E. Johnson) to come and talk to our committee.

25. Subcommittee Reports

- SC1 (Addressing charges 1 and 2)- Yue Feng, Xu Xu, Gautam Ray, Donna Howard (advising)

Greg Crawford happened to be in the room and updated us about the Campus assessment survey (previously called Climate assessment survey). The survey is currently out, following a series of focus group earlier on. The focus groups have paid attention to represent international students. They currently have low response rates from students, but will try to get more. They will not be able to share the data for us, but can share findings. They should be able to pull out specific findings from the data available for international students in particular. The findings will not be available before April.

The discussion then turned to the specific charges of SC1. Yuefeng felt that there was a lack of clarity regarding the charges. It was suggested by Marie Louise that the charge should be more read as findings way to have faculty more engaged with international students. The chair suggested that work to clarify goals in relation to charges for each subcommittee should be taken up in subcommittee meetings.

Therefore, it was suggested that SC1 further focuses on:

- continuing finding out and getting a clear understanding about what is being done on campus (by administrative units such as Anna Marshall's unit) and faculty with international students in order to better advise the faculty senate.
  - Suggesting a number of ways in which we can ensure higher level of engagement of faculty with international students (participation in events, how to address issues related to English as a Second Language, etc.)
- SC2 (Addressing charge 3)- Indrit Hoxha, Karen Buhr, Juliette Tolay, Marie Louise Abram (advising)

SC2 circulated a draft of the "checklist for faculty interested in running a study tour". There were question regarding the extent to which a study tour should constitute a new course, or an existing course with new Gen Ed designation, or an existing "foreign study" course (199). SC2 will further investigate this issue and incorporate further comments received by committee members.

- SC 3 (Addressing charges 4 and 5)- Anthony Buccitelli, Hannah Spector, Bernadette Lear, Marie Louise Abram (advising)
  - Presentation and discussion of survey instrument, IRB regulations, and procedures for implementation.

SC3 circulated and presented their draft survey to faculty to identify areas of international expertise.

It was suggested that two questions are added to the draft:

- one question asking faculty about countries they might be interested in (even though they have not yet have any concrete experience with that country)
- one question asking faculty to identify broad transnational themes that are important to their research (and might affect different disciplines). The example discussed one the one regarding “the environment” (climate change, water, etc.).

It was also suggested that the survey mentions in the introduction the estimated amount of time necessitated to take the survey, as well as how the information gathered will be used.

- o Discussion of effective use of results.

There was a consensus that the findings from the survey will be used for external purposes (on the website) to publicize and showcase the broad international profile of faculty. This means that the survey should go through an IRB process. **[Follow up: the chair consulted with a representative from the Institutional Review Board and determined that the survey would *not* be subject to IRB review.]**

There was a discussion regarding the usefulness of posting the information gathered on online faculty profile. There were further remarks regarding the uneasiness in updating the faculty profile online.

Ahead of next meeting, each member should “take” the survey, so as to identify how the instrument could be improved and the time it takes to be completed.

## 26. Discussion of Scheduling for Fifth Committee Meeting

Anthony will get in touch to schedule a meeting in February.  
The meeting was adjourned at 12.19 pm.

International and Intercultural Affairs Committee Meeting  
March 19, 2015  
Room C113 Olmsted  
Agenda

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**Members present:**

Anthony Buccitelli, Chair  
Bernadette Lear  
Karen Buhr  
Anna Marshall  
Hannah Spector  
Yuefeng Xie  
Xu Xu  
Juliette Tolay

**Guest:**

Patricia Johnson

**Members absent:**

Indrit Hoxha  
Marie Louise Abram  
Donna Howard  
Paul Thompson  
Gautam Ray  
Nabilah Abu Bakar

27. Approval of minutes from January meeting.

Motion: Karen

Second: Hannah

28. Discussion of Outstanding Business

Hannah recommended a book on the Internationalization of higher education that could possibly be used as a group read for this committee next year. The book was *Comprehensive Internationalization: Institutional Pathways to Success* by John K. Hudzik (<http://www.routledge.com/books/details/9781138778542>). The chair concurs that this selection would be an appropriate and informative text for next year's committee members to consult.

29. Dr. Patricia Johnson (Associate Director, School of Humanities)- Overview of Global Studies Program

The Certificate in Global Studies is a 15-credit program, with two required courses (Introduction to International Studies and Intercultural Communication) and 9 credits



taken from at least two out of 5 categories: World history, geography, and politics; cross-cultural communications and world arts; world cultures, literatures, and belief systems; diversity courses; and advanced foreign languages acquisition/international travel/study abroad. The credits taken for the certificate can double count towards the major (like a minor) so it should be an attractive option for students (<https://harrisburg.psu.edu/programs/undergraduate-certificate-global-studies> ).

The Certificate was introduced 5 years ago, it did stir some interest in the first year or two, but no one ever completed it. The certificate might be suffering from a lack of advertising and links with other academic program, but possibly also because of the rare offering of the 2 required courses. Each time these required general education courses were offered, they attracted a relatively low number of students.

The School of Humanities seemed open to do some changes to the certificate. It was suggested that the list of courses in each of the category could be updated/complemented (such as adding political science courses, and courses that connect to the issue of the environment). It was suggested to include courses from the international business program that seem to have high enrollments.

Anthony said he would follow through and possibly create a team who could work with Patricia on how to improve the certificate.

### 30. Subcommittee Reports

- SC1 (Addressing charges 1 and 2)- Yue Feng, Xu Xu, Gautam Ray, Donna Howard (advising)

Yuefeng presented a list of ideas on how to enhance the interactions between faculty and international students

- There could be a person assigned in each academic program in charge of organizing activities with international students. Anthony mentioned that, for instance, in the School of Humanities, there is a cultural enrichment program that can be utilized.
- In the green sheet and annual review process, there could be a category that considers the faculty's contribution to international/intercultural issue. That may be a way to evaluate faculty's contributions, encourage the faculty to do more with international students and help school directors take this into consideration.
- Alongside the teaching, research and service faculty award in place, there could be an international student adviser award. Anthony mentioned that the DEEC runs a award that looks at activities used to foster diversity on campus.

- In addition, there was a discussion regarding orientation seminar and first year seminar, what was offered already, and whether or not it was mandatory. Anna mentioned that there is a mandatory orientation seminar, that the first year seminar is not mandatory, but that there is a “pathways to success for international students” program (including courses on code of conduct, studying skills, and academic adjustment).
- Anna suggested that her Global Ambassadors program has ambassadors assigned to each School that should be used as consultants by different school and faculty when planning activities with international students. There was also a discussion regarding Anna and ISSS success in having great attendance to events regarding international cultures. Global ambassador are a great key to contact personally with many students and ensure a great audience.
- SC2 (Addressing charge 3)- Indrit Hoxha, Karen Buhr, Juliette Tolay, Marie Louise Abram (advising)

- Consideration of Study Tour Checklist

There was a brief discussion regarding the draft study tour checklist, with suggestions ranging from making sure that Marie Louise approves of the document and include her comments, the inclusion of a timeline for the preparation and organization of a study tour, and some suggestions on how to draft a syllabus that would be fit for study tours proposed on this campus.

- SC 3 (Addressing charges 4 and 5)- Anthony Buccitelli, Hannah Spector, Bernadette Lear, Marie Louise Abram (advising)

- Discussion of survey instrument questions and procedures.

The survey instrument was discussed. The followings were suggested:

- To add an “Any further international global connection” question, that would allow space for respondents to voluntarily disclose a personal connection with a foreign country that might fall beyond the professional experience (i.e. being born, raised and/or educated in a foreign country).
- Change some of the question to add a “being educated at a foreign institution” option.
- There was a discussion regarding how long ago would the experience still be relevant. The committee seemed to agree on a 5-year period.
- It was suggested that a question on countries or type of service activities respondent might be willing to work on. Possibly, by having a list of possible options that the respondents could check.
- It was commented that the survey will take 20 minutes or less to complete.

- Discussion of effective use of results.

Hannah asked when the survey will be sent to faculty and when we can discuss the results. It might be done late in Spring 2015, or might be done next year.

### 31. Discussion of Scheduling for Sixth Committee Meeting

At 3.26 pm, the meeting was adjourned.

International and Intercultural Affairs Committee Meeting  
April 23, 2015  
Room C113 Olmsted  
Minutes

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**Members present:**

Anthony Buccitelli, Chair  
Bernadette Lear  
Karen Buhr  
Hannah Spector  
Xu Xu  
Indrit Hoxha  
Paul Thompson  
Marie Louise Abram  
Gautam Ray  
Juliette Tolay

**Members absent:**

Anna Marshall  
Yuefeng Xie  
Donna Howard  
Nabilah Abu Bakar

32. Approval of minutes from March meeting.

Motion: Hannah Spector  
Second: Karen Buhr  
Vote: All in favor

33. Discussion of Outstanding Business

There was a short discussion of the Certificate Program in Global Studies. A number of committee members are in contact with Patricia Johnson to continue the discussion on how to improve the program to make it more attractive.

Indrit Hoxha mentioned the topic of the WorldFest program that took place on April 10, co-organized by International Student Support Services and the International Affairs Association/Rotaract Club. There was a consensus on the need to express the committee's congratulations to the organizers for a successful event. Anthony agreed to draft some congratulatory language. There was also a discussion about the frequency of

the program, with the committee strongly suggesting to make WorldFest a yearly occurrence, so that it becomes a Penn State Harrisburg tradition. Finally, the committee expressed its interest in seeing WorldFest better integrated with the curriculum of different program: suggestions included the need to add WorldFest as one of the First Year Seminar events, to work together with the honor's program, to suggest Faculties that teach first year seminars or Gen-Ed courses to plan activities that relate to WorldFest, etc. Marie Louise mentioned that there will be even more international students on campus next year, heightening the relevance and potential of an event such as Worldfest. It was suggested that exploring these possibilities might be a good charge for this committee next year, and Indrit agreed to draft a charge.

Finally, there was a discussion on the Global Ambassadors program run by Anna Marshall. Marie Louise mentioned how she had witnessed testimonies from Global Ambassadors on how some faculty (Bernadette in this case) had interacted with them in a meaningful way and the difference that it made in their particular lives. The need for faculty to be better aware of Global Ambassadors and the need to interact more with them was reiterated.

#### 34. Subcommittee Reports

- SC1 (Addressing charges 1 and 2)- Yue Feng, Xu Xu, Gautam Ray, Donna Howard (advising)

SC1 mentioned the list of ideas on how to enhance the interactions between faculty and international students. This list is being maintained.

- SC2 (Addressing charge 3)- Indrit Hoxha, Karen Buhr, Juliette Tolay, Marie Louise Abram (advising)

SC2 mentioned that they are working on incorporating the latest suggestions on how to improve the study tours checklist document.

- SC 3 (Addressing charges 4 and 5)- Anthony Buccitelli, Hannah Spector, Bernadette Lear, Marie Louise Abram (advising)

Since the last meeting, SC3 has launched the survey online. The response rate so far is at about 17% (41 responses), which is consistent with other surveys administered on campus. Anthony will include an initial sampling of answers in the final report. There should also be an effort to administer again the same survey in the fall. There was also a discussion regarding how this information can now be used and share to the broader public. It was suggested that some of this information go to the online profile under a category such as "International Experience and Connections." It is not clear at this point

how this can be done, unless faculty themselves volunteer to do so. But the process of updating profiles online is quite cumbersome, and so there are concerns that the relevant information will not be shared appropriately. These issues might be included in the final report and might involve into a new charge for next year.

### 35. Discussion of Deliverables for the Final Report and Recommendations for Next Year's Charges.

Each subcommittee was asked to prepare a report for the activities conducted during the year, to be combined into the committee final report by Anthony.

The following charges for next year were mentioned:

- The possibility to assign a reading (either a book, or book section or article) regarding internationalization of higher education so as to raise awareness of existing studies and knowledge on the topic among committee members. Marie Louise suggested that she is aware of a number of resources, and she could come up with a reading list.
- Discussing ways to make WorldFest a tradition on campus and better integrated with curricular activities (see 2 above)
- Following-up on the survey instrument gathering information about faculties' international connections (see 3 above)

The meeting was adjourned at 3.15 pm.

## Appendix F: Bibliography of Resources on Internationalization

[The chair wishes to thank Bernadette Lear and Hannah Spector for assembling these resources].

Doyle, Kevin. 2013. "Faculty Internationalization: Experiences, Attitudes, and Involvement of Faculty at Public Universities in South Dakota." PhD dissertation, Adult and Higher Education, University of South Dakota.

Ferren, Ann S., and Martha C. Merrill. 2013. "The Role of Institutional Research in Supporting Internationalization of U.S. Higher Education." *Journal of Higher Education Theory and Practice* 13 (2):45-55.

Hudzik, John K. 2015. *Comprehensive Internationalization: Institutional Pathways to Success, International in Higher Education*. London and New York, NY: Routledge.

Peterson, Patti McGill, and Robin Matross Helms. 2013. "Internationalization Revisited." *Change: The Magazine of Higher Learning* 45 (2):28-34.

Schwietz, Michele S. 2006. "Internationalization of the Academic Profession: An Exploratory Study of Faculty Attitudes, Beliefs, and Involvement at Public Universities in Pennsylvania." PhD dissertation, School of Education, University of Pittsburgh.

Watson, Connie Patricia. 2014. "Community College Internationalization: Faculty Perspectives and Practices." PhD dissertation, Teachers College, Columbia University.

## Appendix G: 2015 Faculty Global Engagement Survey Instrument

*Note: This is the paper version. The committee also created an online instrument, which can be viewed at: <https://www.surveymonkey.com/r/IIACGlobal>*

Faculty Senate  
International and Intercultural Affairs Committee  
Faculty Global Engagement Survey 2015

Dear Colleagues,

This survey is intended to assemble information from the Penn State Harrisburg Faculty in order to address the IIAC's charge to "develop a matrix of faculty and their experiences as well as interests in specific global cultures." This information is intended to be distributed publicly, either on the college's website, intranet, or in printed form to the campus community, in the hopes that doing so will foster further international and intercultural collaborative work by the faculty and students at Penn State. This survey should take 20 minutes to complete. The committee members thank you for your willingness to participate.

Please be aware for the following:

1. Participation in this survey is voluntary and no compensation or benefits will be given for participation.
2. You may answer any questions you wish to answer, cease participation at any time, or request at any time the removal of your information from the reports resulting from this survey. However, if you wish to participate and for your information to be included, you must provide your name, school, and program information below.

Name:

School:

Program:

1. What are your primary research specializations? (e.g. sociology of knowledge, particle physics, etc.)
2. Do you have secondary specializations? If so, list those as well.
3. Do you have fluency in any language(s) other than English? If so, please list these. (NOTE: Please list specific dialects, if this applies).



4. Do you have scholarly reading knowledge of any language(s) other than English? If so, please list these.
5. Were you educated at any institutions outside of the United States? If so, please list these and the dates of your education.
6. In the last five years, have you conducted, or in the next five years will you conduct, research that you would describe as “international”, “global,” or “transnational”? List any projects and state whether they are concluded or ongoing.
7. Was or will any portion of each project be conducted, sited, or focused on a location or population outside of the political boundaries of the United States? List each project that was conducted outside the United States and state where the research was conducted or focused.
8. Please identify broad themes in your current research or research from the last five years that includes or might necessitate transnational, global, or international work (and potentially interdisciplinary work). For example, a focus on “climate change” might call for research in a number of related disciplines at various sites across the globe.
9. Do you have interest in conducting research in the future that you would describe as “international”, “global,” or “transnational”? List these areas of future interest.
10. In the last five years, have you conducted or in the next five years will you conduct, research that you would describe as “intercultural,” “multicultural,” or focused on a specific racial, ethnic, or cultural group? List any projects and state whether they are concluded or ongoing.
11. In the last five years, have you taught at an institution outside the United States for a period of two months or more? If so, please list each institution, its location (city, country), your role, and your length of stay there.
12. In the last five years, have you researched at or collaborated with faculty at an institution outside the United States for a period of two months or more? If so, please list each institution, its location (city, country), your role, and the length of your research there.
13. In the last five years, have you performed service activities, been otherwise employed, or been in residence at an institution outside the United States? If so,

please list each institution, its location (city, country), your role, and your length of stay there. Also, if you are comfortable listing the names of your partners, please list those.

14. Are you a member of an international scholarly organization or society? If so, please list.
15. In the last five years, have you presented at or participated in scholarly meetings, or engaged in other service activities, which took place outside of the United States? If so, please list, the meetings/activities, locations, and dates.
16. Do you have significant interest in performing teaching, or service, or engaging in professional activities in countries outside the United States? If so, please list these interests.
17. Would you be willing to engage in teaching or service on the Penn State Harrisburg campus pertaining to your global experiences or interests? If so, please describe.
18. If there are any further global, international, or transnational connections that you wish to disclose, please do so in this space.

## **Final Report of the Physical Plant Committee 2014-2015**

- 1. Assess the provision on campus for visitor parking, but also determine the signage necessary to direct visitors to these areas. Where there may be gaps, make recommendations.**

As a committee we have identified several areas that could use improvement. As a committee, we believe that we have several proposals to address the issues for improvement including, but not limited to, painting of the word VISITORS at the end of the parking spaces, maps at all of the entrances to Olmsted, and larger signs directing visitors where to park.

- 2. Develop a checklist for housekeeping needs for the interiors of each of the academic buildings on campus as well as the external general areas.**

There is a current cleaning schedule based on our understanding. As a committee we have found that housekeeping has done a great job cleaning at the beginning of each school day, but that the restrooms are becoming quite dirty by mid-afternoon. We recommend incorporating the east and west rear entrances of Olmsted into the current cleaning schedule along with the current schedule that the maintenance crew is currently using. We would recommend these entrances, along with the proposed changes in number 5 below, be incorporated into the cleaning schedule.

- 3. Define the frequency of periodic physical reviews using such checklist with OPP and reporting back to the senate.**

As a committee we have been unable to accomplish this objective as we have not had a representative from OPP attend the meetings despite our attempts to schedule meetings to accommodate OPP.

- 4. Continue to be supportive of the ongoing infrastructure development plans by maintaining dialogue with OPP.**

We have received infrastructure updates regarding infrastructure through John Hoh.

## **5. Proposed Changes to Maintenance in Buildings.**

In all female bathrooms sanitary napkin boxes should be installed within each individual bathroom stall on each floor in each bathroom similar to the current bathroom on the upper floor of the joint bathroom in the CUB. That a maintenance individual review every day, especially around the early afternoon hours-after 2 or 3 o'clock p.m. to do a quick maintenance check and clean. Most bathrooms do have used paper towels or other trash on the floors. Also, all bathroom stalls should be checked to see if they have coat hangers on the backs of the bathroom doors so individuals do not have to put their personal belongings on the bathroom floors.

## **APPENDIX “K”**

### **Strategic Planning Committee 2014-2015 Final Committee Report**

The strategic planning committee was charged to “Fine tune the college strategic plan as submitted to the Provost incorporating any feedback that might be received. Completion time expected to be during Fall semester”. The committee met on Thursday October 9, 2014, from 11:15 to 12:30 at C113 Olmsted, and on Tuesday, November 25, 1:00-3:00 p.m. in the Gallery Lounge, W107 (together with the strategic steering committee). In these two meetings, we summarized the planning activities in the past year and discussed any feedbacks from the college community on our draft plans. Dr. Kulkarni also discussed the news and the progresses of the University’s strategic planning and how these progresses influenced our college’s strategic plans. Besides these meetings, most members of the committee also participated the meeting with Provost, Dr. Nicholas P. Jones, Tuesday, February 17, 2015 from 1:00 -2:00 p.m. in the Gallery Lounge, Olmsted W107 for his discussion on the University Strategic Plan for the next five years. The Capital College Strategic Plans (revised draft) has been successfully submitted in April, 2015, incorporating all the feedbacks from the University and from the college community.

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To: Student Affairs Committee and Faculty Senate President Richard Young  
From: Glenn McGuigan, Chair Penn State Harrisburg Student Affairs Committee  
Re: Brief Student Affairs Committee Annual Report on the Career Services Review Project  
Submission date: 5/12/15 (last updated 4/30/15)

**Student Affairs Committee of the Faculty Senate**

**2014/15 Charge:** Review the operation of **Career Services** and its effectiveness for preparing students for placement examining processes employed and results obtained. Provide recommendations.

Meetings held:

- Wednesday, Oct. 8, 2014 from 12:30-1:25
- Monday, Nov. 10, 2014 from 11:30 am - 12:30 pm (CS presentation)
- Monday, December 8, 2014 from 11:30 to 12:30
- Friday, March 20, 2015 from 11:00 am-1:00 pm (Freshmen Financial aid review)
- Wednesday, April 22, 2015 from 11:00 am -3:00 pm (Long meeting – financial aid review)

Student Affairs Committee Members 2014/15:

- Felicia Brown-Haywood, Ex-officio
- Joe Cecere
- Y. Frank Chen
- Refik Culpan
- Karin Sprow Forté, Faculty Senate Representative
- Hengameh Hosseini
- Denise Meister
- Sai Kakutura
- Glenn McGuigan, Chair
- Dalian Salmon, Student Rep
- Amy Sautertieg
- Amanda Thomas
- Paul Thompson, Ex-officio

**Structure of the approach (details in full report)**

1. Definition stage
2. Planning stage
3. GANTT chart
4. Roles and responsibilities matrix
5. Implementation

- a. Summary of survey responses of internship coordinators
  - b. Recommendations for further review
6. Review of survey responses
7. Follow-up stage
8. Recommendations for new charge

### **Responses from Internship Coordinators regarding internships and collaboration with Career Services at Penn State Harrisburg**

- Executive Summary
- Survey questions
- Listing of programs that responded
- Summary of comments from program coordinators
- Suggested charges for new year

### **Executive Summary**

In addition to doing the regular work of the committee, which assigns financial aid awards in collaboration with Enrollment Services, the committee undertook this charge to review Career Services (CS). CS engages in many activities across the College including providing information to students regarding internships, job preparation, and job placement. This first phase of the project focused upon internships.

Based upon responses to the survey, collaboration between academic programs and Career Services varies greatly across the College. Many programs have well established internship programs that are fully integrated into the curriculum. Generally these programs provide access to and oversee internships, in a collaboration between student and faculty member, and without regular and established interaction with CS. For those programs that provide internships, but do not require them, various relationships exist between the programs and CS to provide information, although the responsibility is generally upon the student to find the opportunity. Of all the schools and programs, SSET shows the strongest and most successful relationship with linking students to internship opportunities with CS.

### **Survey Questions**

Coordinators responded to the following questions (final responses received by Stephanie Ponnett on 11/18/14):

Please provide a brief response (1-3 sentences if possible) to each of these questions. Thank you.

- Please explain current practices of internship programs.
- How do you identify external organizations who may be interested in hiring and/or placing interns?
- How do students become aware of these opportunities?
- Programs/Schools that responded to the survey:
  - Applied Behavioral Analysis
  - Applied Clinical Psychology
  - Accounting

- Community Psychology & Social Change
- Elementary Education
- Interdisciplinary Humanities and English
- MPA and MHA
- ALL SBA
- All SSET
- Comment from student representative of the SGA to the committee

**Summary of comments from program coordinators (see appendix for full comments):**

- Accounting: Student-driven and sometimes referred to CS
- Applied Behavioral Analysis: Internship is required and arranged with faculty member and limited contact with CS
- Applied Clinical Psychology: Fully integrated into the curriculum in coordination with the faculty member and the School
- Community Psychology & Social Change: Student driven and little communication with CS
- Elementary Education: Fully integrated into the curriculum in coordination with the faculty member and the School
- Interdisciplinary Humanities and English: Student-driven and sometimes referred to CS
- MPA and MHA: Required for MHA waivers granted for those with professional experience. While integrated into the curriculum and overseen by the school, no connection with CS.
- All SBA: Required in one program, but counted as an elective in most. Student-driven and sometimes referred to CS.
- All SSET: Required in one program, but counted as an elective in most. While “some students find employers on their own” in the school, “most find opportunities through Career Services Office, job fairs (here & UP), their program chair or faculty contacts, and/or SSET Internship Coordinator contacts.”
- Comment from student SGA representative on committee: Many students are unaware of the services available on campus to assist them, such as the Nittany Lion Career Network. Students rarely attend information sessions intended to assist them with resume writing, job searches, and internships.

**Follow-Up Stage**

- Review of project goals, desired outcomes, specifications, criteria.
  - While this review focused upon internships, further analysis needs to take place regarding job preparation and job placement. Having surveyed the internship program coordinators, it may be useful to survey of students to better understand their views on CS.
  - More data from CS needs to be shared with the committee so that statistics that can show activity over time.



- Evaluate the project against these standards.
  - If students are to be surveyed, the committee may consider pursuing a survey from our Center for Survey Research (CSR), in order to explore student perceptions of the unit.
  - Additionally more data from CS needs to be shared for the committee to review.
- Identify areas for improvement and enhancement
  - For administration: there could be improvement in the relationships between the academic schools/programs and CS. Considering the success of SSET, it may be useful to find out if there are best practices, etc.
  - For administration: a better understanding of the other functions of CS needs take place in terms of job preparation and placement. More data for analysis.
- Identify lessons learned
  - To be determined

### **Recommendations for new charge**

- Continue review of Career Services
  - Obtain and review data showing number of job preparation and placement sessions held
  - Consider survey of student perception of CS in collaboration with CSR
- Alternative charge(s)
  - Review the functioning of the Student Government Association (SGA)