

**Penn State Harrisburg**  
**Faculty Senate Agenda**  
End-of-Year Meeting  
Tuesday, May 11, 2010  
Conference Room C-300/4:00-9:00 p.m.

- I. WELCOME AND INTRODUCTIONS (4:00 P.M.)
- II. REMARKS FROM THE SENATE PRESIDENT, SETH WOLPERT
  - a. Presentation to the Outgoing President
  - b. 2010-2011 List of Capital College Senators
  - c. 2010-2011 List of University Senators

Appendix "A"  
Appendix "B"
- III. REPORT FROM THE CHANCELLOR, MADLYN HANES
- IV. REPORT FROM ACADEMIC COUNCIL, MUKUND KULKARNI
- V. REPORT FROM THE UNIVERSITY COUNCIL REPRESENTATIVE
- VI. REPORT FROM THE SCHEDULING AND USAGE TASK FORCE
- VII. COMMITTEE SUMMARY REPORTS FROM COMMITTEE CHAIRS
  - a. Academic Affairs – Linda Null for J. Zaenglein
  - b. Enrollment Management and Outreach – Don Hummer
  - c. Faculty Affairs – Michael Barton
  - d. Human Resources – Robert Gray
  - e. Information Systems and Technology – Gloria Clark
  - f. International and Intercultural Affairs – Lewis Asimeng-Boahene
  - g. Physical Plant – Beverly Cigler
  - h. Student Affairs – Katherine Baker

Appendix "D"  
Appendix "E"  
  
Appendix "F"  
Appendix "G"  
Appendix "H"  
Appendix "I"  
Appendix "J"
- VIII. COMMITTEE CHARGES FOR THE 2010-2011 ACADEMIC YEAR
- IX. DINNER – 6:30-7:00 p.m.
- X. IDENTIFY FORUM TOPICS FOR THE 2010-2011 ACADEMIC YEAR
- XI. IDENTIFY AGENDA ITEMS FOR THE 2010-2011 ACADEMIC YEAR

APPENDIX "A"

**CAPITAL COLLEGE  
FACULTY SENATE  
2010-2011**

NAME	SCHOOL	ROOM	WORK #	HOME #	E-MAIL ADDRESS
1. Sedig Agili (School – 2 yr.)	SET	W256	948-6109		<a href="mailto:SSA10@psu.edu">SSA10@psu.edu</a>
2. Nihal Bayraktar (School – 1 yrs.)	BUS	E355	948-6172		<a href="mailto:NXB23@psu.edu">NXB23@psu.edu</a>
3. Mukund Kulkarni (Interim Chancellor)	ADMIN	C-119	948-6105	732-8127	<a href="mailto:msk5@psu.edu">msk5@psu.edu</a>
4. Jean Harris (At-large – 2 yr.)	BUS	E-355	948-6157	533-4134	<a href="mailto:JEH6@psu.edu">JEH6@psu.edu</a>
5. Jane Wilburne (School – 2 yr.)	BSED	W331N	948-6212		<a href="mailto:Jmw41@psu.edu">Jmw41@psu.edu</a>
6. Glenn McGuigan (LIB – 1 yrs.)	LIB	LIB	948-6078		<a href="mailto:GXM22@psu.edu">GXM22@psu.edu</a>
7. Bing Ran (School – 1 yrs.)	P/AFF	W160A	948-6057		<a href="mailto:BUR12@psu.edu">BUR12@psu.edu</a>
8. Martha Strickland (At-large – 2 yr.)	BSED	W331	948-6525		<a href="mailto:MJS51@psu.edu">MJS51@psu.edu</a>
9. Samuel Winch (At-large – 2 yr.)	HUM	W356	948-6391		<a href="mailto:SPW10@psu.edu">SPW10@psu.edu</a>
10. David Witwer (School – 2 yrs.)	HUM	W355	948-6494		<a href="mailto:dxw44@psu.edu">dxw44@psu.edu</a>
11. Matthew Wilson <b>Immed. Past President</b> (1-yr.)	HUM	W356	948-6191		<a href="mailto:MTW1@psu.edu">MTW1@psu.edu</a>
12. Seth Wolpert, <b>President</b> (1 yr.)	SET	W256	948-6752	221-8607	<a href="mailto:SXW33@psu.edu">SXW33@psu.edu</a>
13. Robert Gray, <b>President Elect</b> (1 yr.)	SET	W256	948-6636		<a href="mailto:Rxx31@psu.edu">Rxx31@psu.edu</a>
14. Student Rep	SGA				
<b>Non Voting Member:</b>					
15. James Ruiz Univ. Senate Council Rep. – 1 yr.	P/AFF	W160	948-62920		<a href="mailto:JMR33@psu.edu">JMR33@psu.edu</a>
16. Staff Asst. – Stephanie Ponnett	Admin.	C-118	948-6062		<a href="mailto:SLP29@spu.edu">SLP29@spu.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 2010/2011

- |  |  |
|--|--|
| 1. Jo Victoria Goodman (BSED)<br>948-6386<br>Room W331, Olmsted<br><a href="mailto:JUG15@psu.edu">JUG15@psu.edu</a><br>Term: 2009-2013 | 7. James Ruiz (P/AFF)<br>948-6292<br>Room W-160, Olmsted<br><a href="mailto:JMR33@psu.edu">JMR33@psu.edu</a><br>Term: 2008-2012<br><b>Council Representative: 2010-2011</b>  |
| 2. Peter Idowu (SET)<br>948-6110<br>Room W211, Olmsted<br><a href="mailto:PBI1@psu.edu">PBI1@psu.edu</a><br>Term: 2008-2012            | 8. Barbara Sims (P/AFF)<br>948-6044<br>W160, Olmsted Bldg.<br><a href="mailto:BAS4@psu.edu">BAS4@psu.edu</a><br>Term: 2007-2011  |
| 3. Steven Melnick (BSED)<br>948-6218<br>W314, Olmsted Bldg.<br><a href="mailto:SAM7@psu.edu">SAM7@psu.edu</a><br>Term: 2007-2011       | Alternates:<br><br>Seroj Mackertich<br>Associate Professor of Engineering<br><a href="mailto:oct@psu.edu">oct@psu.edu</a><br>717-948-6131<br><br>David Witwer<br>Associated Professor of Humanities<br><a href="mailto:Dwx44@psu.edu">Dwx44@psu.edu</a><br><br>Student Representative<br>Mr. Antoine D. Tate<br>114 Holly Hall<br>Middletown, PA 17057<br><a href="mailto:adt5069@psu.edu">adt5069@psu.edu</a><br>1-301-920-6147 |
| 4. Aldo Morales (SET)<br>948-6379<br>Room W-256, Olmsted<br><a href="mailto:AWM2@psu.edu">AWM2@psu.edu</a><br>Term: 2010-2014          |  |
| 5. Robin Veder (HUM)<br>948-6330<br>Room W-355, Olmsted<br><a href="mailto:RMV10@psu.edu">RMV10@psu.edu</a><br>Term: 2010-2014         |  |
| 6. Steve Peterson (P/AFF)<br>948-6154<br>W112, Olmsted Bldg.<br><a href="mailto:SAP12@psu.edu">SAP12@psu.edu</a><br>Term: 2007-2011    |  |

**TO:** Mukund Kulkarni, Senior Associate Dean of Academic Affairs  
Seth Wolpert, President Capital College Faculty Senate  
**DATE:** May 10, 2010  
**FROM:** AB Shafaye, Margaret A. Boman Co-Chairs  
**RE:** Final Report of Task Force on Scheduling and Classroom Usage

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Please find attached the Final Report of the Task Force on Scheduling and Classroom Usage.

We are pleased to report that the Task Force membership approached its job with a positive spirit and an air of cooperation. Membership reported that they encountered a similarly positive spirit when they approached the faculty for comment on early proposals.

The final recommendations herein are the results of this collaboration and feedback. Because we feel strongly that all perspectives on this issue should be represented, we have included a statement of “Pros and Cons” of the proposed recommendations.

We view this work as the starting point of improved scheduling practices at Penn State Harrisburg. Change cannot take place without dedication to implementation. It is clear that without active support from the Faculty Senate, School Directors and the Senior Administration, none of the proposed or current block schedules will meet the intended needs of the college community.

Thank you for your consideration of the attached recommendations and your support for adoption as you see fit.

# **COURSE SCHEDULING AND CLASSROOM USAGE TASK FORCE REPORT**

**SUBMITTED: MAY 2010**

## **BACKGROUND**

In recognition of the changes to the Penn State Harrisburg student population and consequent changes in registration patterns and space allocation needs, Dr. Matthew Wilson, Faculty Senate President and Dr. Mukund Kulkarni, Senior Associate Dean for Academic Affairs charged the Taskforce.

The Task Force was charged to

- Review the current practices in use at Penn state Harrisburg to assemble Schedule of Courses information (which courses are to be offered, when they are to be scheduled and where they are to meet) and producing the semester schedule (time-line for producing and publishing); and
- Based on this review, recommend changes to these practices.

## **PROCESS**

The Taskforce examined the determination of semester course schedule in light of the usable space and student needs for normal academic progress. In particular, the Taskforce reviewed course distributions campus-wide and by academic school among the Standard Periods in the Current Scheduling Template.

The Taskforce then considered alternative Scheduling Templates in an effort to increase the number of Schedulable Minutes in each of the campus' general purpose classrooms.

The distribution of courses among the Standard Periods in the Current Scheduling Template shows that the five standard 3 day/week, 50 minute periods accounted for a total of 28% of all daytime course offerings in Fall 2009 and 20% of all daytime course offerings in Spring 2010. In contrast, three of the seven 2 day/week 75 minute periods were the most heavily used for AY 2009-2010. These periods (TR 11-12:15 p.m.; MW 2-3:15 p.m.; and TR 2-3:15 p.m.) accounted for 35% of all daytime course offering in Fall 2009 and 36% of all daytime course offering in Spring 2010.

The distributions of courses varied widely from one academic school to another. Some schools offered no 3 day/week courses. Other academic schools distributed courses between the 2 day/week and 3 day/week periods to varying degrees.

The Task Force also considered a proposal to modify the evening template to allow the option of offering evening classes in 75 minute, 2 nights/week periods in addition to the current 150 minute, 1 night /week delivery.

The Task Force recognized that the current template provides no standard periods scheduled after 1:50 p.m. on Friday afternoons. Given that instructional space is limited and the number of courses offered is expected to grow as enrollment increases, the Task Force felt it was important to investigate a modified template that increases the number of schedulable minutes in each classroom.

Finally, the Task Force discussed the challenges that the Academic Schools face when constructing a semester schedule. Schedulers must consider program needs, the needs of traditional and nontraditional students, faculty needs, and limited facilities. It is understandable that schedulers sometimes have difficulty satisfying this complex array of criteria.

Members of the Task Force constructed a modified scheduling template that addresses the majority of the concerns outlined above.

This template was taken forward by Task Force members to their Academic Schools for discussion and feedback. All Academic Schools had concerns about the modified template. Chief concerns were the reduced number of 75 minute periods and the delayed start time for the 1 evening/week, 150 minute periods causing a very late (9:25 p.m.) end time. The Academic Schools also voiced concern that, given the issues of course distribution in the current template, course distributions could continue to be a problem regardless of changes to the template.

Based on this feedback the Task Force modified the scheduling template to the final form proposed in the **RECOMMENDATIONS** below. In addition, the Task Force reviewed the issue of 4 credit courses and constructed a 4 credit course template to overlay the proposed template. The Task Force recognizes that, depending on discipline, 4 credit courses have traditionally been taught in 2 day/week, 3 day/week and 4 day/week formats. Therefore, we propose an overlay to accommodate each of these traditions.

## RECOMMENDATIONS

The Course Scheduling and Classroom Usage Task Force makes four recommendations as listed below.

1. **Targets for course distribution.** The Task Force recommends that each Academic School should establish targets for distribution of courses offered prior to 6 p.m. Academic Schools should benchmark current course distribution of 3 credit courses between the 3 day/week, 50 minute periods and 2 day/week, 75 minute periods and adopt goals to more equitably distribute courses among these deliveries in a manner that supports the pedagogical concerns of the faculty.
2. **Updated Scheduling Template for 3 credit courses.** The Task Force recommends that the Capital College adopt effective Fall 2011 the Scheduling Template for 3 credit courses as detailed in Appendix D. This template provides:
  - a. 100 additional schedulable minutes per classroom (see Appendix E);
  - b. Six 3 day/week, 50 minute periods on MWF
  - c. Seven 2 day/week, 75 minute periods on MW and TR;
  - d. Flexible schedulable time 8-8:50 a.m. MTWRF, that may be used for 3- or 4-credit courses as determined by the Academic Schools;
  - e. 1 night/week, 150 minute periods that begin at 6:00 p.m.; and
  - f. 2 night/week, 75 minute periods (MW and TR) that allow flexibility in evening delivery.

Note that the when using the 2 night/week, 75 minute periods, programs should consider offering courses in a “package” offering two courses that students are likely to take together one after another so that students can most fully take advantage of this delivery.

3. **Updated Scheduling Template for 4 credit courses.** The Task Force recommends that the Capital College adopt effective Fall 2011 the Scheduling Template for 4 credit courses as detailed in Appendix E. Note that Academic Schools should consider classroom usage when scheduling 4 credit courses. The scheduler is encouraged to schedule these courses so that they dove tail with one another allowing for efficient room scheduling.
4. **Formation of a Standing Committee on Course Scheduling and Classroom Usage.** The Task Force recommends that the Senior Associate Dean for Academic Affairs in consultation with the School Directors and the Faculty Senate should appoint a Standing Committee on Course Scheduling and Classroom Usage. The purpose of this committee will be to monitor scheduling practices of the college; adherence to the course scheduling template; and course distribution among the standard periods. The Committee should be co-chaired by the College Registrar and a Faculty member. Membership should be drawn from Academic School Faculty and Staff who are involved in constructing the schedule of courses. This committee would provide a report to the Senior Associate Dean and School Directors regarding these issues and making recommendations as necessary.

## PROS and CONS

The Task Force is making the 4 recommendations listed in the Recommendations section with the recognition that these represent changes that may be difficult and may not meet with uniform acceptance. We discuss the pros and cons of implementing these changes below.

### PROS:

The Task Force feels that the proposed update to the scheduling template provides some distinct advantages over the current scheduling template.

### For classes starting prior to 6 p.m., it provides:

1. Some increase in schedulable hours, permitting more courses to be offered.
2. An incremental increase conducive to faculty buy-in;

3. A reasonable balance of 50 and 75-minute periods supports pedagogical approaches requiring longer periods (simulations, case studies, current events discussions);
4. Addition of MWF 2-2:50 classes will establish precedent of Friday afternoon classes and gain 100 additional schedulable minutes per classroom per week;
5. Rational schedule supporting 4-credit classes.

**For classes starting 6 p.m. and later:**

1. Provides an earlier start for evening classes that will be welcomed by faculty and students and will make us more competitive; and
2. Introduces 75-minute, twice-weekly evening classes which permit more courses and may help some programs.

**CONS:**

The Task Force recognizes that the proposed update to the scheduling template is not without flaws. Below are the primary issues should this change be adopted.

1. Loss of research time blocks for faculty accustomed to teaching twice weekly without the lowering of faculty research expectations;
2. Potential loss of some adjunct faculty for whom thrice-weekly classes could be a problem (family needs, travel, compensation);
3. Potential for failure if programs continue to try to schedule courses as usual;
4. Possible need to increase adjunct faculty compensation for thrice-weekly classes;
5. More scheduling challenges (but manageable) for programs that have 3 or 2 hour lab periods.

**COURSE SCHEDULING AND ROOM USAGE TASK FORCE  
MEMBERSHIP**

Margaret A. Boman, Co-Chair	Sherry Hoffman
AB Shafaye, Co-Chair	Pat Johnson
Penny Carlson	Jane Kochanov
Mike Dideban	Cobi Michaels
Ella Dowell	Hal Shill
Dawn Hamaty	Kate Tompkins

**APPENDIX A-CURRENT SCHEDULING TEMPLATE FOR 3 CREDIT COURSES**

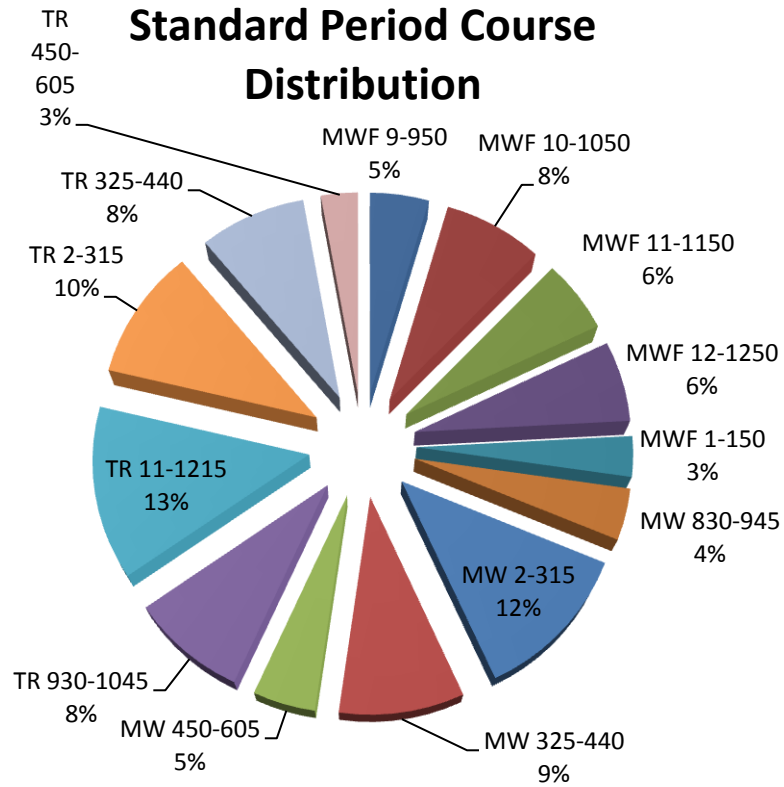
TIME	MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00:00 AM			Period 10 8:00 - 8:50			Period 10 8:00 - 8:50	
8:30:00 AM	Period 6 8:30 - 9:45			Period 6 8:30 - 9:45			Period 10 8:00 - 8:50
8:50:00 AM							
9:00:00 AM	Period 1 9:00 - 9:50			Period 1 9:00 - 9:50		Period 1 9:00 - 9:50	
9:15:00 AM							
9:30:00 AM			Period 11 9:30 - 10:45				Period 11 9:30 - 10:45
9:45:00 AM							
9:50:00 AM							
10:00:00 AM	Period 2 10:00 - 10:50		Period 11 9:30 - 10:45	Period 2 10:00 - 10:50		Period 2 10:00 - 10:50	
10:15:00 AM							
10:30:00 AM							
10:45:00 AM							
10:50:00 AM							
10:55:00 AM	Please note the 15 minute break in morning TR classes. All MWF classes have 10 minute breaks.						

11:00:00 AM	Period 3 11:00 - 11:50	Period 12 11:00 - 12:15	Period 3 11:00 - 11:50	Period 12 11:00 - 12:15	Period 3 11:00 - 11:50		
11:15:00 AM							
11:30:00 AM							
11:45:00 AM							
11:50:00 AM							
12:00:00 PM	Period 4 12:00 - 12:50	BREAK 12:15 - 1:50	Period 4 12:00 - 12:50	BREAK 12:15 - 1:50	Period 4 12:00 - 12:50		
12:15:00 PM							
12:30:00 PM							
12:45:00 PM							
12:50:00 PM							
1:00:00 PM	Period 5 1:00 – 1:50		Period 5 1:00 – 1:50		Period 5 1:00 – 1:50	Period 5 1:00 – 1:50	Period 5 1:00 – 1:50
1:15:00 PM							
1:30:00 PM							
1:45:00 PM							
1:50:00 PM							
2:00:00 PM	Period 7 2:00 - 3:15	Period 13 2:00 - 3:15	Period 7 2:00 - 3:15	Period 13 2:00 - 3:15			
2:15:00 PM							
2:30:00 PM							
2:45:00 PM							
2:50:00 PM							
3:00:00 PM							
3:15:00 PM							
3:20:00 PM	Please note the 10 minute break between Tuesday and Thursday afternoon Classes.						
3:25:00 PM	Period 8 3:25 - 4:40	Period 14 3:25 - 4:40	Period 8 3:25 - 4:40	Period 14 3:25 - 4:40			
3:45:00 PM							
3:50:00 PM							
4:00:00 PM							
4:15:00 PM							
4:30:00 PM							
4:40:00 PM							
4:45:00 PM	Please note the 10 minute break between Tuesday and Thursday afternoon Classes.					Evening classes begin at 6:15 p.m.	
4:50:00 PM	Period 9 4:50 - 6:05	Period 15 4:50 - 6:05	Period 9 2:00 – 3:15	Period 15 4:50 - 6:05			
5:00:00 PM							
5:15:00 PM							
5:30:00 PM							
5:45:00 PM							
6:05:00 PM							

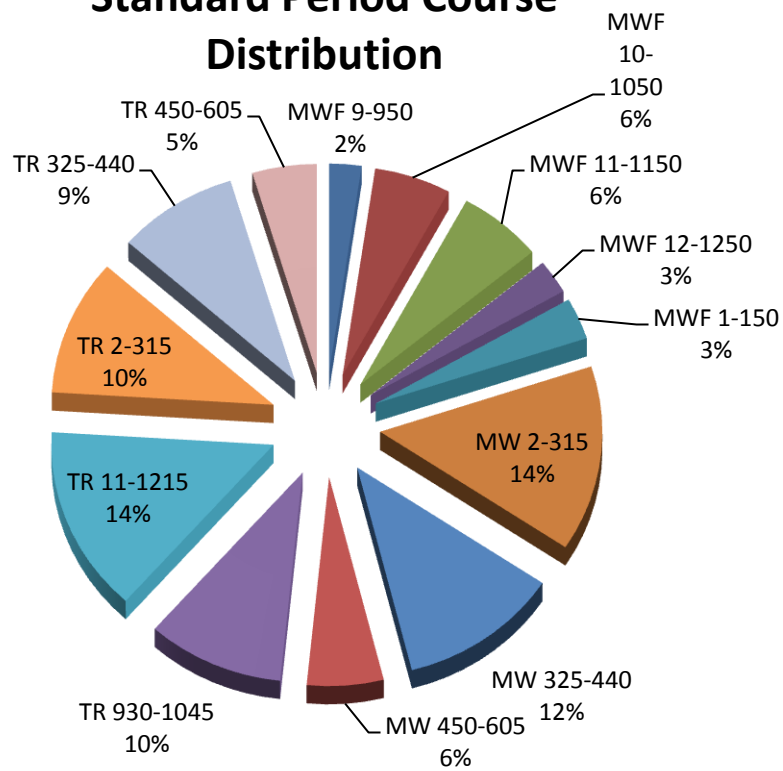
**APPENDIX B-2009-2010 DISTRIBUTION OF COURSES AMONG STANDARD PERIODS PIE CHART**



# Fall 2009 Standard Period Course Distribution

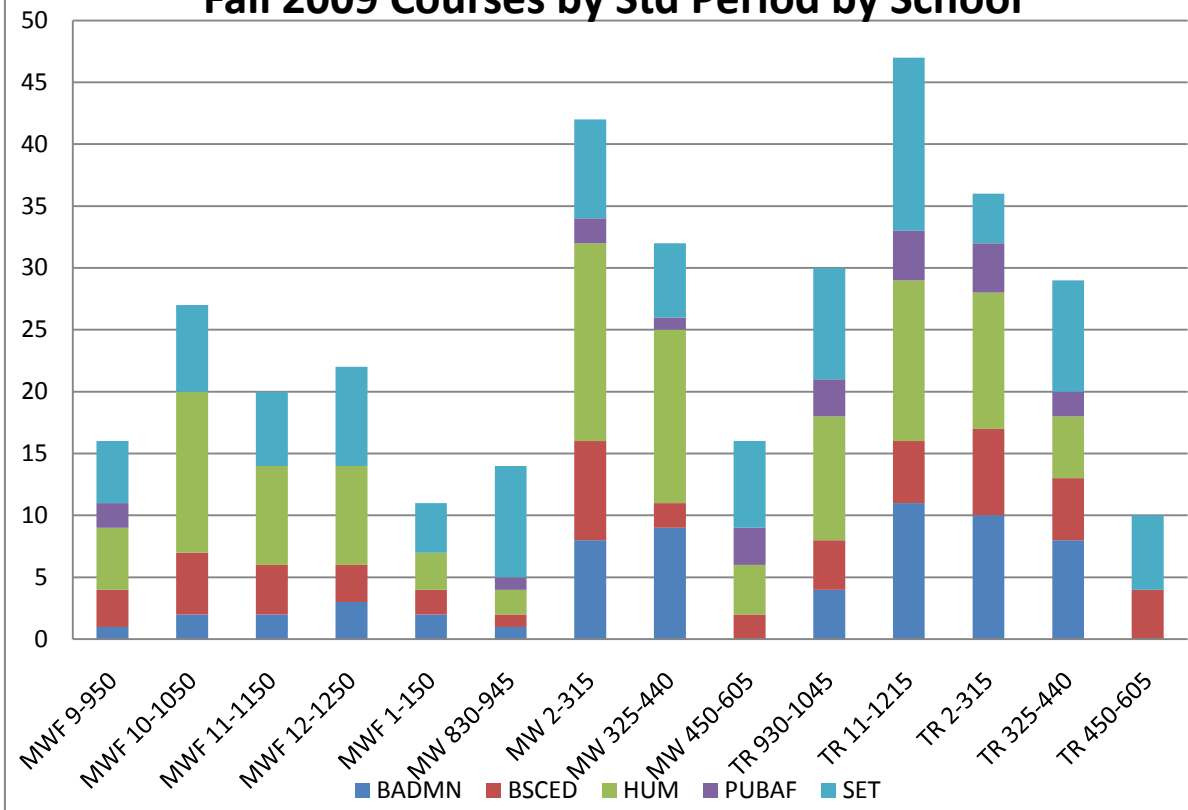


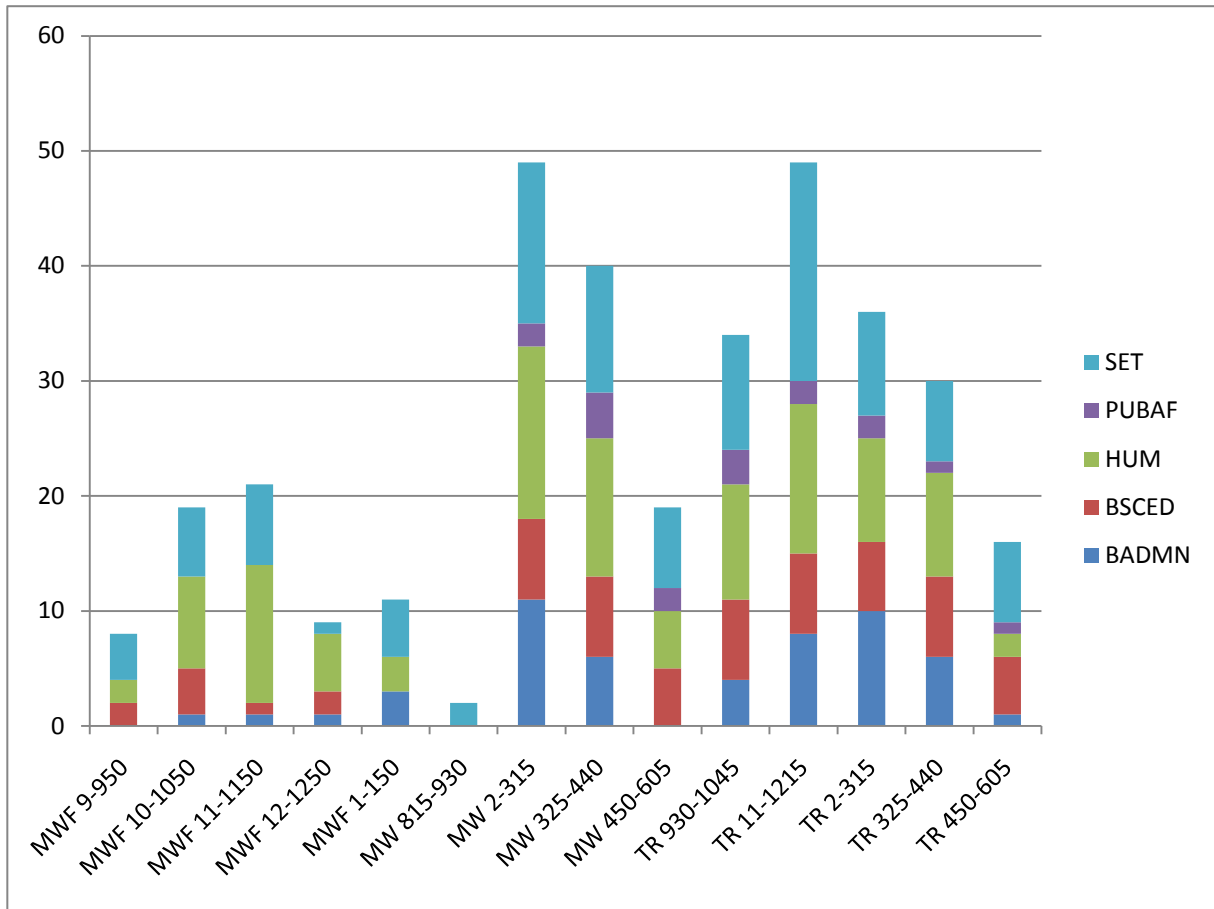
## Spring 2010 Standard Period Course Distribution



### APPENDIX C-2009-2010 DISTRIBUTION OF COURSES AMONG STANDARD PERIODS BY ACADEMIC SCHOOL

# Fall 2009 Courses by Std Period by School





### APPENDIX D- RECOMMENDED SCHEDULING TEMPLATE FOR 3 CREDIT COURSES

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:00 – 8:50	8:00 – 8:50	8:00 – 8:50	8:00 – 8:50	8:00 – 8:50
8:15					
8:30					
8:45					
8:50					
9:00	9:00 – 9:50	9:00 – 10:15	9:00 – 9:50	9:00 – 10:15	9:00 – 9:50
9:15					
9:25					
9:30					
9:50					
10:00	10:00 – 10:50	10:25 -11:40	10:00 – 10:50	10:25 – 11:40	10:00 – 10:50
10:15					
10:25					
10:30					
10:50					
11:00	11:00 – 11:50	11:00 – 11:50	11:00 – 11:50	11:00 – 11:50	11:00 – 11:50
11:15					
11:30					
11:40					
11:50					
11:50					

12:00	12:00 – 12:50	BREAK 11:50 – 1:20	12:00 – 12:50	BREAK 11:50 – 1:20	12:00 – 12:50
12:15					
12:30					
12:50					
1:00	1:00 – 1:50	1:30 – 2:45	1:00 – 1:50	1:30 – 2:45	1:00 – 1:50
1:15					
1:25					
1:30					
1:50	2:00 – 2:50	3:00 – 4:15	2:00 – 2:50	3:00 – 4:15	2:00 – 2:50
2:00					
2:15					
2:30					
2:45	3:00 – 4:15	4:25 – 5:40	3:00 – 4:15	4:25 – 5:40	
2:50					
3:00					
3:15					
3:25	4:25 – 5:40	6:00 – 7:15	4:25 – 5:40	6:00 – 7:15	
3:30					
3:50					
4:00					
4:15	7:25 – 8:40		7:25 – 8:40		
4:25					
4:30					
4:40					
4:45	6:00 – 7:15	7:25 – 8:40	6:00 – 7:15	7:25 – 8:40	
5:00					
5:30					
5:40					
6:00	7:25 – 8:40		7:25 – 8:40		
6:15					
6:30					
7:15					
7:25	6:00 – 7:15	7:25 – 8:40	6:00 – 7:15	7:25 – 8:40	
8:15					
8:30					
8:40					
9:00					

### APPENDIX E-RECOMMENDED SCHEDULING TEMPLATE OVERLAY FOR 4 CREDIT COURSES

4 days/week		
Days	Start	End
MT RF	8:00 AM	8:50 AM
MTW F	8:00 AM	8:50 AM
MT RF	9:00 AM	9:50 AM
MTW F	9:00 AM	9:50 AM
MT RF	10:00 AM	10:50 AM

3 days/week		
Days	Start	End
T R	9:00 AM	10:15 AM
M	9:00 AM	9:50 AM
T R	9:00 AM	10:15 AM
W	9:00 AM	9:50 AM
T R	9:00 AM	10:15 AM
F	9:00 AM	9:50 AM
T R	10:25 AM	11:40 AM
M	10:00 AM	10:50 AM
T R	10:25 AM	11:40 AM
W	10:00 AM	10:50 AM

MTW F	10:00 AM	10:50 AM
MT RF	11:00 AM	11:50 AM
MTW F	11:00 AM	11:50 AM
MWF T	12:00 PM 11:00 AM	12:50 PM 11:50 AM
MWF R	12:00 PM 11:00 AM	12:50 PM 11:50 AM
M W F T	1:00 PM 1:30 PM	1:50 PM 2:20 PM
M W F R	1:00 PM 1:30 PM	1:50 PM 2:20 PM
MT RF	1:00 PM	1:50 PM
MTW F	1:00 PM	1:50 PM
MT RF	2:00 PM	2:50 PM
MTW F	2:00 PM	2:50 PM

2 days/week		
Days	Start	End
MW	8:00 AM	9:50 AM
MW	10:00 AM	11:50 AM
MW	12:00 PM	1:50 PM
MW	2:00 PM	3:50 PM
MW	6:00 PM	7:15 PM
MW	7:25 PM	8:40 PM
T R	8:00 AM	9:50 AM
T R	1:30 PM	3:20 PM
T R	3:30 PM	5:20 PM
TR	6:00 PM	7:40 PM

T R F	10:25 AM 10:00 AM	11:40 AM 10:50 AM
T R M	10:25 AM 11:00 AM	11:40 AM 11:50 AM
T R W	10:25 AM 11:00 AM	11:40 AM 11:50 AM
T R F	10:25 AM 11:00 AM	11:40 AM 11:50 AM
T R M	1:30 PM 1:00 PM	2:45 PM 1:50 PM
T R W	1:30 PM 1:00 PM	2:45 PM 1:50 PM
T R F	1:30 PM 1:00 PM	2:45 PM 1:50 PM
T R M	1:30 PM 2:00 PM	2:45 PM 2:50 PM
T R W	1:30 PM 2:00 PM	2:45 PM 2:50 PM
T R F	1:30 PM 2:00 PM	2:45 PM 2:50 PM
T R M	3:00 PM 3:00 PM	4:15 PM 3:50 PM
T R W	1:30 PM 3:00 PM	4:15 PM 3:50 PM
T R F	3:00 PM 3:00 PM	4:15 PM 3:50 PM
T R M	4:25 PM 4:25 PM	5:40 PM 5:15 PM
T R W	4:25 PM 4:25 PM	5:40 PM 5:15 PM
T R F	4:25 PM 4:25 PM	5:40 PM 5:15 PM

## APPENDIX F-COMPARISON OF SCHEDULABLE MINUTES

### CURRENT TEMPLATE 8 AM-6 PM

\*Because the MW 8:30-9:45 period is not mutually exclusive from other periods, this listing does not include this time period.

MONDAY										MINS/DAY
PERIOD		9-950A	10-1050A	11-1150A	12-1250P	1-150P	2-315P	325-440P	450-605P	
MINUTES		50	50	50	50	50	75	75	75	475

## TUESDAY

PERIOD	8-850A	930-1045A	11-1215P	1230-150P		2-315P	325-440P	450-605P	
MINUTES	50	75	75	COMMON PERIOD		75	75	75	425

## WEDNESDAY

PERIOD		9-950A	10-1050A	11-1150A	12-1250P	1-150P	2-315P	325-440P	450-605P	
MINUTES		50	50	50	50	50	75	75	75	475

## THURSDAY

PERIOD	8-850A	930-1045A	11-1215P	1230-150P		2-315P	325-440P	450-605P	
MINUTES	50	75	75	COMMON PERIOD		75	75	75	425

## FRIDAY

PERIOD	8-850A	9-950A	10-1050A	11-1150A	12-1250P	1-150P				
MINUTES	50	50	50	50	50	50				300
							TOTAL SCHEDULABLE MINS/WK			2100

## PROPOSED TEMPLATE 8 AM-6 PM

MONDAY

[illegible]

## TUESDAY

PERIOD	8-8:50A	9-1015A	1025-1140A	1150A-120P	130-245P	3-415P	425-540P	
MINUTES	50	75	75	COMMON PERIOD	75	75	75	425

## WEDNESDAY

PERIOD	8-850A	9-950A	10-1050A	11-1150A	12- 1250P	1- 150P	2-250P	3-415P	425- 540P	
MINUTES	50	50	50	50	50	50	50	75	75	500

## THURSDAY

PERIOD	8-8:50A	9-1015A	1025-1140A	1150A-120P	130-245P	3-415P	425-540P	
MINUTES	50	75	75	COMMON PERIOD	75	75	75	425

## FRIDAY

PERIOD	8-850A	9-950A	10-1050A	11-1150A	12-1250P	1-150P	2-250P			
MINUTES	50	50	50	50	50	50	50			350
						TOTAL SCHEDULABLE MINS/WK				2200

**FINAL REPORT  
ACADEMIC AFFAIRS  
2009-10**

**Attendance:**

Name	8/27/09	9/15/09	10/13/09	11/17/09	12/8/09	1/19/10	2/16/10	3/16/10	4/8/10
B. Lear							present	absent	present
K. Hairston	present	present	present	absent	present	present	absent	absent	present
D. Hummer	present	present	present	absent	present	present	absent	present	present
G. McGuigan	present	present	absent	absent					
L. Null	present	present	present	present	present	present	present	present	present
Y. Sims	present	present	absent	absent	present	present	absent	present	present
G. Subramanian	present	present	present	absent	present	present	absent	present	present
O. Tawatnuntachai	present	present	present	present	present	present	present	present	present
D. Witwer	absent	present	present	present	present	present	present	present	absent
J. Zaenglein	present	present	present	present	present	present	present	absent	present

<b>Committee Charge I. Review and Evaluate Course/Program Proposals</b>
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**Courses Reviewed and Approved/Approved Pending Changes/Not Approved**

PADM801 - Homeland Security Administration: Policies and Programs  
 EDUC 475 – ESL Leadership, Research and Advocacy  
 CRIMJ 320 - Statistical Analysis for the Social Sciences  
 COMM 441 – Advanced Graphic Design  
 COMM 215 – Basic Photography  
 COMM 241 – Graphic Design  
 COMM 415 – Advanced Photography for Communications  
 EDUC 315W – Social and Cultural Factors in Education  
 ENGR 420Y - Design for Global Society  
 EDUC 591 – Education Seminar  
 EDUC 459 – Strategies for Effective Teaching in Inclusive Classrooms  
 MNGMT 515 – Labor Management Relations

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

Intercollege Masters of Professional Studies in Homeland Security: Option in Homeland Security and Defense  
 Business Administration, Accounting Major (ACCT)  
 Business Administration, Finance Major (FINCE)  
 Business Administration, Information Systems Major (INFSY)  
 Business Administration, Management Major (MNGMT)  
 Business Administration, Marketing Major (MRKT)  
 MPA Public Administration – to be offered via World Campus online  
 Secondary Education Social Studies Major (SESST)  
 Master of Science, Engineering and Technology  
 American Studies Minor (AMSTD)  
 Graduate Certificate in Medical Adult Education  
 Information Sciences and Technology for Accounting Minor (ISACC)  
 Sociology Major (SOCIO)



**Committee Charge II.** Collaborate on the development of faculty training sessions on the use of the on-line course proposal system.

The Committee chair worked with Rebecca Gardner and Penny Carlson on the development of a course and program proposal manual and “flowchart” to be shared with the School Directors and Program Coordinators.

### **Committee Concerns**

The Committee feels that there is a need for curriculum development resources to support faculty in the development of course and program proposals. The manual listed above is a good first step. However, additional resources need to be identified and/or developed and made easily accessible to faculty.

The Committee is concerned that it have adequate time to consider course and program proposals, especially at the beginning of the academic year when there are a number of proposals received for consideration. Next year, the committee will schedule two meetings in September to provide greater opportunity for review and dialogue on proposals. The second meeting only will be held if the workload dictates.

The committee supports the use of the on-line course proposal system. However, some procedural issues continue to be of concern. Committee members suggest that they have the capability to hide proposals once they are reviewed, but to get them back at some future time. Currently, once the information is hidden it cannot be retrieved. They also request that the committee chair and/or committee members have access to the administrative section of the system that tracks the progress of proposals once entered into the system.

The final concern is the need to coordinate program changes with the on-line course proposals. The committee encourages continued development/implementation of an on-line program proposal system, linked to the current course proposal system.

### **Suggestions for Charges for 2010-11**

- Share the resource manual cited above with School Directors and Program Coordinators through a faculty development session.
- Collect and disseminate sample proposals for faculty reference.
- Identify and link faculty resources for curriculum development to the college’s web site.
- Collaborate with the developers of the on-line program proposal system to assure that campus-specific issues are addressed in the system.

**To: Dr. Seth Wolpert, President, Penn State Harrisburg Faculty Senate**

**From: Dr. Don Hummer, Chair, Enrollment Management & Outreach Subcommittee**

**Re: AY 2009-2010 Subcommittee Report**

The subcommittee began the year with just two charges and added a third shortly after the Fall 2009 semester began. The committee held three face-to-face meetings during the academic year, and due to the nature of the charges, conducted a majority of our work virtually. I set up an ANGEL group with dedicated discussion board prior to our first meeting so that issues and questions could be raised and information shared without having to wait for a formal group meeting. I believe this format enhanced participation, as all committee members contributed significantly at the meetings as well as online. To that end, while the subcommittee was not burdened with a large number of charges, I believe we worked very efficiently to gather necessary information and propose ideas to address the issues presented us. Below I document the three charges considered as well as the subcommittee's responses and recommendations.

**§ Propose suggestions for ameliorating the problems associated with first-year students living off campus, particularly with regards to international students. Discuss the current housing selection process and whether the construction of new student housing addresses the current issue.**

This is certainly an issue that has received a large amount of administrative and Senate attention over the past few academic years. None of us at Penn State Harrisburg were ever truly comfortable with the idea of incoming freshmen living in off-campus housing. The College was fortunate enough to get the go ahead to construct a new housing complex with an emphasis on creating space for incoming freshmen, thus going a long way toward resolving the problem. The higher education literature has shown for years that retention of first year students (all underclassmen, actually) is enhanced by living on campus. Growth in truly residential students should reap academic, social, and community benefits for all parties involved. The subcommittee did wish to put two comments on record related to the new on-campus housing. Since our charge also considered international students as well as incoming freshmen, some committee members worried about the deadline to reserve on-campus housing being before many international students have student visa issues resolved. The admissions process for these students is obviously more time consuming and complex, thus the subcommittee would like to see a small proportion of rooms reserved for this group of students whose decisions come after the established housing deadline. International students are another group that benefits from on campus living and as our College's international enrollment increases, we need to take the extra steps necessary to provide a welcoming environment for students experiencing a radical life change. Secondly, while I'm sure this issue is on the radar of the senior administration, on-

campus housing likely falls into that category of residential facilities that are at capacity before construction is completed. In essence, the new housing is not a surplus; rather it gets us caught up to existing need. If undergraduate enrollments continue to grow – especially the numbers of incoming freshmen from out of state as well as international enrollees – the College may find itself back in a similar situation just a couple years down the road.

**§ Look at multi-year patterns in freshman retention. Look at the other colleges/campuses that offer both lower and upper division (Altoona, Behrend, York, etc.). Further examine retention efforts at PSH to determine if present strategies are sufficient to meet retention goals.**

Student retention at Penn State is a complex idea because of the multitude of factors involved, many of which are outside the purview of the faculty as a group. For example, the committee discussed the idea of better freshman retention resultant from the new on campus housing. Of course, measures such as appropriating University funds for construction projects are not local decisions. Similarly, the economic recession coupled with Penn State's tuition schedule are significant predictors of retention over which little influence can be exercised. So the task for the subcommittee was to determine the faculty's "sphere of influence" with regard to student retention. Recognizing that careful advising as well as mentoring of undergraduate students have always been crucial to retention efforts, the subcommittee thought it would benefit from a more detailed description of the Early Progress Reporting (EPR) system currently in place for all undergraduate students. College Registrar, Dr. Margo Boman, attended one of our subcommittee meetings in early spring to elaborate on the rationale behind EPR's and the steps faculty could take to assist students identified as making below satisfactory progress in courses. One idea that the subcommittee had going in was how to spur participation in the EPR system by faculty, however Dr. Bowman indicated that faculty participation within the College was already over 80 percent. So while actual reporting was not an issue, it was agreed that faculty could indeed do more to assist those students who are experiencing difficulty, especially in specific courses where students have a greater tendency to struggle. For example, this semester I taught undergraduate and graduate courses in statistics. I know for certain that I was personally responsible for numerous students seeking out the services of Janet Smith's staff in the Learning Center.

In courses such as these, faculty could assist student progress in a few novel ways. First, dedicated study guides could be created to help students understand complex subject matter and prepare for exams. Secondly, courses throughout the College should be identified where dedicated peer mentors would be assigned in the same fashion as First Year Seminar. Faculty members would identify high achieving students from previous semesters and these mentors would serve as a reference point and tutoring facilitator for specific courses. Lastly, the subcommittee expressed to Dr. Boman that they were uncertain exactly what to do after receiving the email that one of their advisees was not performing satisfactorily in one or more courses. Perhaps if there was a framework in place to guide these students toward available support services, students would feel more comfortable seeking out assistance, especially in those types of courses discussed above where students tend to struggle. While we cannot compel students to seek additional help, as educators, we can certainly make students aware of the support structure in place to help them achieve.

**§ Try and develop a better way to handle open graduate school night so that better results are achieved. Discuss the present format and identify which aspects are positive and which need revamping. Explore how the overall experience of the graduate open house could be utilized to expand graduate enrollments. Networking with enrollment services and marketing is critical to this end.**

The subcommittee's final charge generated perhaps the most discussion and input from faculty across the College. The success of our undergraduate open house program over the past few years ultimately guided the subcommittee's conversation about how to revamp the graduate school information night in a similar direction. Subcommittee members were asked to poll faculty in their respective Schools who had experience representing programs. The feedback was quite constructive and centered upon two major themes: marketing and structure. The first theme is a familiar refrain at Penn State Harrisburg, as marketing is an issue that is discussed in the Senate routinely and the University's unique marketing plan for non-UP campuses perhaps may not allow for as much flexibility as we might like. For example, one faculty member reported they received a query from a potential graduate student asking if Penn State Harrisburg now had a creamery location on campus. That notion coming from the television commercial which ran locally during this past academic year that was based on images from University Park, but had Penn State Harrisburg's url in the bottom corner of the screen. The point here is the perception exists among faculty that our campus is not as well marketed as it could be and that events like graduate school information night would certainly benefit from wider media coverage. Comments along these lines from faculty include:

"We get good students coming to the event, just not many of them."

"The event seems to be competently managed – we just have a shortage of interested students."

"We tend to undershoot on the communications side."

Faculty members who lamented the lack of marketing proposed the following suggestions:

1. Include more advertising via television, radio, email, and direct mail. While there is upfront cost associated with this, it seems to be an area where there would be direct payback.
2. Advertise the event on PSH's website as well as the websites of universities without graduate programs in respective fields who might filter students our way
3. Use social networking such as facebook and twitter
4. Send invitations to company executives from our various advisory boards to share with their colleagues
5. Garner feedback from students who participated and incorporate their recommendations
6. Create some fanfare with prizes, giveaways, etc.
7. Utilize alumni to speak at the event

Aside from increased marketing, the other major theme that emerged from the subcommittee's discussions was to move the event from a weeknight to a Saturday and model it after the undergraduate open house. The undergraduate event plays to a packed house time after time while the graduate school information night is sparsely attended. We have a tendency to assume

that graduate students prefer events of this sort in the evening. The subcommittee thought that this may not be the case. Graduate students attend class in the evening because, in most cases, it is the only block of free time they have during the work week. But this does not necessarily mean they *prefer* attending other events on campus in the evening. Because I teach 2 of the five required core courses in our MA in criminal justice program, I get to know the graduate students pretty well. And many of them struggle to leave work on time, get to campus through afternoon rush hour traffic, all the while skipping dinner and missing out on family time in order to attend class. Isn't it logical, then, that prospective graduate students would opt out of an event like an information night. What would likely be more attractive to students would be an open house that was held on a Saturday, where they could bring their significant others and children with them, and learn about the College and the program in which they are interested in a more relaxed fashion.

Another observation made by participating faculty members was that the 'drop in' nature of information night may not be the way to most efficiently use faculty or prospective students' time. Having covered the event myself for the MACJ, I often find myself repeating the same information 2, 3, or 4 times given that students arrive at the library anytime during the duration of the program. So what might be a 15-20 minute presentation at a set time (the format at the undergraduate open house) becomes an hour or more endeavor that early arriving students have to endure. Either that or they leave early without sufficient opportunity to ask specific questions. The subcommittee at this point only suggests holding a graduate student open house on a Saturday as a trial to see if attendance is enhanced before making a full-scale change from the present format.

Lastly, a tangential item related to this final charge is the idea of integrated undergraduate and graduate (IUG) programs at the College. At present, at least two (IUG) programs are in the proposal stage at the College. Our program sees an IUG in criminal justice as a very promising means of increasing enrollment in our MACJ program and believes it could serve as a significant marketing tool for incoming freshmen and transfer students. We need an information session/open house program that focuses on *all* the initiatives underway at the College targeted at both potential undergraduate and graduate enrollees. And to a certain extent, the information sessions should complement each other. For example, a psychology student looking to transfer from HACC after their sophomore year might choose PSH because the IUG program in applied psychology will be coming online and they would be able to receive a BA and MA in just three years. That one student enrollment benefits the undergraduate as well as the graduate program and is information that might not have gotten to the student without a program like the undergraduate open house. We can maximize our recruiting efforts by disseminating information more efficiently.

Final Report

Academic Year 2009-2010

Committee: Human Resources and Business Services

Chair: Robert Gray (Assoc. Prof) SET

Committee Members:	1. George Boudreau (Assoc. Prof.)	HUM
	2. Ray Gibney (Asst. Prof.)	BUS
	3. Marissa Harrison (Asst. Prof.)	BSED
	4. Margaret Lohman (Assoc. Prof.)	BSED
	5. Anita Moreno (Asst. Prof.)	SET
	6. Jill Rumberger (Asst. Prof.)	P/AFF
	8. Ilya Shvartsman (Asst. Prof.)	SET
	9. (Student)	SGA

Charge: “That an objective cost effectiveness analysis be done to evaluate the bookstore. It is an objective analysis that encompasses a review of both the qualitative and quantitative costs and benefits of the bookstore, against a comparison of the opportunity costs and associated benefits. A cost effectiveness analysis is distinguished from a cost benefit analysis by the inclusion of qualitative issues. This recommendation is made in light of the changing business models for delivering printed material.”

Actions Taken:

- Brief history of bookstore issues and problems were discussed.
- Meetings took place with the bookstore manager to better understand the qualitative and quantitative benefits.
- Student representative of the SGA attended a meeting with bookstore manager and committee members.
- Student bookstore survey regarding issues pertaining to costs, benefits and satisfaction was prepared, approved and sent to all PSU-H students.
- Survey results were analyzed. More than 400+ students responded.
- A summary of findings and suggestions for improvements were generated.

## Summary:

Discussions regarding bookstore satisfaction and dissatisfaction were the topic of each general meeting. At least one committee discussion included bookstore management and a SGA student representative.

A survey about the Penn State Harrisburg Bookstore was sent to all PSU-H students.

More than 400 students responded. Analysis of the student SATISFACTION section of the survey showed that 80% of the students were “very unsatisfied to unsatisfied” regarding the price of texts, and 50% of the students were “very unsatisfied to unsatisfied” regarding the availability of used texts. Communication and the faculty understanding the process is an important problem we need to solve. When faculty get their textbook requests in late, the bookstore then goes out to try and purchase enough used and new books to fulfill the orders, but there are very few used books available at the lower price thus resulting in student dissatisfaction. The bookstore is under contract with Penn State, operating costs/profits of the bookstore and subsequent payments to the college were not disclosed.

## Recommendations:

- Improve the *reliable* communication of faculty book requests.
- Increase the number of used textbooks – Chancellor enforce a deadline with department heads to get the book orders in prior to other competing schools to allow the bookstore time to get ample supply of used, less expensive, books for the students. Staff assistants interface with faculty and obtain faculty book request and turn in to bookstore (Penn State Erie) per due date(s).
- Increase the number of textbooks made available on reserve at the library.
- Notify faculty of the cost of their book selection (both used and new prices).
- Set/enforce a time limit for book requests. (Note: Federal law in place, March 1, 2010).
- Generate and use a faculty survey about the Penn State Harrisburg bookstore.
- Generate ideas that may expand the role of the bookstore to support our students/faculty and staff, beyond its traditional services.



Penn State Harrisburg  
Information Systems Technology Committee

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Committee Members:

Robert Coffman  
Eric Delozier  
Jubum Kim  
Cynthia Mara  
Jesse Middaugh  
Senel Poyrazli  
Hal Shill  
Mohammed Tofighi  
Gloria Clark, Chair

Non-voting Ex Officio Members

John Hoh  
Kate Tompkins  
Greg Crawford

Committee Charge:

- a. Study and report on Wireless 2.0 initiative.
- b. Promote IPASS scanning of faculty computers.
- c. Discuss implementation of a visitor wireless network.
- d. Study computer lab usage and make recommendations for improved access.
- e. Discuss Infrastructure upgrades and changes.
- f. Suggest a cycle for refreshing classroom technologies.

The Information Systems Technology Committee met regularly during the 2009-2010 school year with a majority of committee members present. Our discussions are summarized below:

- a. Wireless 2.0: Currently functional in Swatara. After a period of testing, it will be available to the rest of the campus soon.
- b. IPASS Scanning: Penn State has decided to use a system called Identity Finder instead of IPASS. Technicians are currently testing the software. It has been tried on a few staff machines and will be released shortly to everyone. Informational E-mails about the system were sent out on April 23rd to faculty and staff from Dr. Hanes and Greg Madden.
- c. Visitor wireless network: Will be in place next month.



d. Computer lab usage, particularly C12, C13, and C15 in Olmsted: After a discussion of instructors' difficulties with starting classes when other students are using the labs, the committee recommends that a schedule of classes be posted prominently near the doors. In addition, in response to managing student computers during class, the committee discussed acquiring software that controls the screen in the rooms. Beaver campus is currently testing a software package that will control students' access to the internet sites outside of course requirements.

e. Infrastructure: The committee received reports from Dr. Hoh on the upgrading of the infrastructure, which is proceeding. Some of the issues are: aging equipment, switches; the need to re-design data closets; improvements to the intro-building fiber optics and the active directory.

f. Refreshing technologies: Dr. Hoh regularly reported to the committee on all of the improvements to classrooms both completed and planned, which will enhance the technological environment.

Final Note: I would like to thank all of the committee members for their dedicated service to this committee. Above all, I would like to thank Dr. Hoh for his willingness to report to the committee, patiently answer our questions and participate in our discussions.

Gloria B. Clark, Chair  
5/5/10

## **International and Intercultural Affairs Committee of the Faculty Senate – Penn State Harrisburg 2009-2010 Report**

**Duties:** The committee on International and Intercultural Affairs shall promote and increase international and intercultural awareness throughout the College community, and review and make recommendations regarding international and intercultural activities.

The report is submitted by Lewis Asimeng-Boahene (chair) for committee members:

- |                        |  |
|------------------------|--|
| 1. Beatrice Adera      | <a href="mailto:baa13@psu.edu">baa13@psu.edu</a> |
| 2. Amit Banerjee       | <a href="mailto:aub25@psu.edu">aub25@psu.edu</a> |
| 3. Jeremy Blum         | <a href="mailto:jib24@psu.edu">jib24@psu.edu</a> |
| 4. Qianq Bu            | <a href="mailto:qxb1@psu.edu">qxb1@psu.edu</a>   |
| 5. Glenn McGuigan      | <a href="mailto:gxm22@psu.edu">gxm22@psu.edu</a> |
| 6. Odd Stalebrink      | <a href="mailto:ojs10@psu.edu">ojs10@psu.edu</a> |
| 7. Samuel Winch        | <a href="mailto:spw10@psu.edu">spw10@psu.edu</a> |
| 8. Donna Howard        | <a href="mailto:djh1@psu.edu">djh1@psu.edu</a>   |
| 9. Marie-Louise Abrams | <a href="mailto:mla9@psu.edu">mla9@psu.edu</a>   |
| 10. Nihal Bayraktar    | <a href="mailto:nxb23@psu.edu">nxb23@psu.edu</a> |
| 11. Catherine Rios     | <a href="mailto:car33@psu.edu">car33@psu.edu</a> |

### **Attendance**

The committee met five times during the academic year. The attendance rate was very high. The discussions at the meeting were very spirited and engaging.

### **Charges and Accomplishment for the 2008-2009 academic year**

*Charge 1.* As directed by the President of the Senate, provide advice and counsel to the administration regarding the special needs of international students.

*Charge 2.* Look for other sources in organizing the Film Festival.

*Charge 3.* Plan and organize faculty Forum geared toward international issues.

*Charge 4.* Serve as an advisory group, providing recommendation to Catherine Rios as organizer of the International Film Festival.

### **Organization of International Photography Contest.**

Prof. Winch reported that the contest was a success. The contest included 69 entries from 20 people, with photographs from every continent. Dr. Kulkarni provided funding for award ribbons. In total, 24 different prizes were given for different categories of photographs and for two categories of photographers - students and faculty/staff/alumni. *The Capital Times*, in the April 2<sup>1st</sup> issue, ran a spread of some of the winners. Selected photographs are currently on display in the Gallery Lounge.

Prof. Winch made the following suggestions for the next contest:

- a. Advertise earlier, more often and to targeted groups including foreign students, students going on overseas trips, etc. It would be good to have advertisements in Marie-Louise Abram's office during the previous summer for those going on foreign study trips
- b. Try to time everything so that the winners could be recognized during the awards presentation ceremony
- c. Try to get monetary or gift certificate awards in addition to the ribbons
- d. To delegate some of the responsibilities to others

### **The International Film Festival**

Served as an advisory group and provided recommendations to Prof. Catherine Rios, the organizer of the festival.

The International Film Festival was successfully organized by Prof. Rios.

### **Request from Senate to Administration to Create a Uniform Request for Funding.**

Prof. McGuigan brought this request before the Senate at March 23<sup>rd</sup> meeting. Prof. McGuigan provided the following excerpt from the minutes of this meeting:

*Prof. McGuigan reported on behalf of Prof. N. Bayraktar who serves on the International and Intercultural Affairs Committee. The Committee is concerned with the funding of cultural programs on the campus. This issue has been discussed in the past regarding the International Film Festival, but this is a broader issue about cultural programming and outreach to the community.*

*There is a problem with funding for campus cultural events, which include annual cultural events, and events that require long range planning through the SAF, which has served as the main funding source for campus activities.*

*The following issues were identified as impediments to the process:*

- *Various programs, especially faculty designed programs, usually address multiple objectives: diversity, outreach, program support, etc*
- *SAF committees are not required to support these objectives or the college's strategic plan, and so do not necessarily have a long range view of a program's value*
- *The SAF funding cycle is short: you must use the funding within 3 months, which does not accommodate long range programming*
- *The SAF may reject long-standing programs, leaving the faculty to pursue funding at the last minute*

*The International and Intercultural Affairs Committee would ask the Senate to consider ways to facilitate funds for certain types of cultural programming, or to somehow facilitate the funding process so that one can pursue applicable funding sources throughout the University.*

*An ideal model would be that one could present a cultural event proposal to a committee/person who could then draw up a funding plan, and therefore this would assist*

*the organizer to obtain funding. Also, one source that provides information and links to funding sources would facilitate the process. Essentially with support, organizers can spend their time designing the programs, with a fuller, longer range view of value to the campus, rather than searching for funding sources. This approach would allow the organizer to reinforce connections between the cultural programs and the schools, other events, and strategic goals.*

*Discussion continued and money is available through the Diversity and Educational Equity Committee. Faculty members are sometimes discouraged since funding is difficult to obtain. We want to make it easier to obtain funding and increase the visibility of available activities (through advertising and listings in local magazines that highlight cultural activities.) There is also funding available through the individual schools.*

Dr. Kulkarni would like to discuss these issues at the next Executive Session and will collect more data.

### **Forum for International Issues**

Marie-Louise Abram's office offered the February 2010 dates to the people who wrote the dissertation project Faculty Toolkit for creating international classes. The February date was changed because of schedule conflict with one of the presenters. The other presenter did not want to do it without his partner on the project. When the office rescheduled for April, they cancelled because they both took other positions at other universities. Marie-Louise tried to get a third person familiar with the project at the Schreyer's Honors College---The person could not make the date but has agreed to give the presentation at the fall meeting date.

### **Suggested new charges for the upcoming IIAC 2010-2011**

The committee members have made the following suggestions to be added to the charges for the next IIA committee:

1. Faculty forum for international issues, especially sharing experiences on study tours by Penn State Harrisburg faculty or students.
2. The committee can make suggestions on how to increase international corporations in research, teaching and service for Penn State Harrisburg faculty and students.
3. Help organizing International Film Festival
4. Help organizing International Photography Contest
5. Follow up for funding issues on cultural activities on campus
6. The Continuation of the International Photography contest.
7. The organization of a forum for international issues including integrating international issues to current courses to make them more international and also establishing collaboration with other overseas institutions. *The Continuation of the International Photography contest.*
8. *The organization of a forum for international issues.*
9. *To continue the exploration of other sources for funding.*
10. To continue the exploration of other sources for funding.

**FACULTY SENATE PHYSICAL PLANT COMMITTEE**

**2009-2010 Report**

**CONDUCT OF COMMITTEE ACTIVITIES**

The Physical Plant Committee met three times during the academic year. It conducted most of its work through member contacts with faculty across campus, as well as some staff and students. Using email, School meetings, and/or one-one-one contact, members solicited suggestions for improving Penn State Harrisburg’s physical plant. Reports were posted on a newly created Committee webpage on the Faculty Senate website. Information gathered was used to guide discussion during meetings, with other comments offered by Committee members during the meetings. Ex officio member, Ed Dankanich, facilitated the work of the Committee greatly by providing quick responses to all requests, either through action steps that resolved problems and/or through provision of additional information and plans to continue investigation. This report presents the major topical areas dealt with by the Committee. It lists issues discussed, followed by actions taken and/or information provided. Several recommendations are made to the Faculty Senate. The Committee was careful to continue the fine work of the 2008-2009 Physical Plant Committee and hopes that the 2010-2011 Committee will include a focus on unsettled concerns as part of its charge.

All Committee Members Contributed to this Report.

**CLASSROOMS**

**Issue: Need for a classroom audit**

After discussion about of the classroom issues listed below, it was decided that the Committee should develop a “classroom audit sheet” that can be used by faculty and/or entire units to report on room conditions. Committee members Bev Cigler and Heidi Abbey have begun work on this, along with Ed Dankanich and will continue working over the summer with the goal of having an audit sheet available to the campus community at the beginning of fall semester 2010. The group obtained a survey conducted for one room at University Park and is waiting on another instrument from University Park, both of which will be helpful in the design of a “classroom audit sheet” for Penn State Harrisburg that can be used yearly to assess room conditions and needs.

The Committee also sees the need for a similar audit sheet for all of the physical plant at Penn State Harrisburg. Ed Dankanich is working on this concept.

**Issue: Overcrowding**

There is some overcrowding with tablet armchairs, to the point of being hazardous.

There might be too many seats for fire code limits.

W-7 Olmsted is most often mentioned as a problem.

**Actions Taken/Information Provided:**

OPP is investigating on a room-by-room basis. Some Schools requested extra chairs to accommodate students. In all cases, fire codes must be followed and this, too, will be investigated.

The Committee remains concerned that adhering to fire code limits may be inadequate because crowded rooms also compromise teaching by limiting good pedagogy. If students can’t move around, they can’t work effectively in groups and instructors cannot circulate to consult with

groups. Stumbling over backpacks is potentially dangerous. The classroom audit sheet should help uncover which rooms pose problems.

### **Issue: Renovations**

Specific issues were raised regarding specific rooms, such as TL-128.

It was suggested that faculty who use rooms be consulted with on where to place lighting controls, to locate computers, and other topics. The goal should be to improve a classroom as it functions for instruction, not to make the easiest changes.

### **Actions Taken/Information Provided:**

The University has guidelines on classrooms and how to design for lighting controls. This is explained on a web site: <http://clc.tlt.psu.edu/Classrooms/Design/>

Lighting controls will be located at instructors' areas. Consideration will be given to updating lighting locations for older classrooms. The classroom audit that the committee will develop will include this information.

### **Issue: Furniture and Fixtures**

Table armchairs vs. fixed seating: Some faculty have seats drawn in circles or have the class break into small groups; others can use fixed seating.

EAB Building has some broken chairs.

Chalkboards vs. whiteboards: Some faculty report allergies to chalk and others to marker fumes. The committee requested that the purchase of low odor, non-toxic markers be pursued.

Some whiteboards have deteriorated and should be replaced.

Some faculty suggest replacing all chalk boards and others want a mix of chalk boards and whiteboards.

Some SET classrooms have little room for writing after screens are down. TL-127 still has chalk boards; faculty want whiteboards.

Olmsted C15 was targeted by some faculty as a room is difficult to work with due to the rectangular nature of the space. The room has a single projector screen so that many students cannot see it well enough to read the materials. The lack of a center aisle locks the teacher up front and makes it difficult to assist students or to teach from the back. A faculty member brought this to the Info. Sys. and Tech. and Physical Plant Committees last year and contacted this year's Physical Plant Committee again.

Dedicated classroom: Some faculty suggest the need for a small number of dedicated classrooms for specialized teaching, e.g., in the sciences. The Committee agreed that the idea should be explored.

### **Actions Taken: Information Provided:**

Both types of seating will be kept. It is suggested that administrative assistants remind faculty to check on the types of seating in various classrooms and request the classrooms best suited for their teaching needs.

The broken chairs in EAB will be replaced.

Investigation determined that the College uses low odor markers, not odor-free markers. This is due to poor writing and erasing qualities of odor free markers. If needed, a test can be performed to verify this.

Whiteboards will be replaced as required. It is noted that University Park does not support whiteboards unless requested by the IT Department.

The Committee requested that a mix of chalk boards and whiteboard be continued.

Ed Dankanich met with SET faculty regarding TL-127 and TL-128 to assess and meet needs.

Resolution of Olmsted C15 issues: This is a difficult space for many reasons and the issues were already being addressed. Dr. John Hoh, Director of Information Technology Services, scheduled the room for renovation in spring 2010. Faculty can view a project list at

<https://sites.google.com/site/itsatpsh/> to learn about initiatives to enhance technology spaces in

the lower level of Olmsted. Classroom podiums and labs are managed cooperatively with

University Park. PSH has nearly 600 computers participating in the Cooperative Lab

Management (CLM) initiative. UP takes the lead and does not support displaying student

screens. Dual projectors will help with sight lines but reduce white board space to nearly zero. A

solution may involve adding additional white boards to the sides of the classroom. The podium

will also allow one to raise one screen so the board can be used.

Dedicated classroom issues need to be discussed with Dr. Kulkarni and is an item that next year's committee may want to pursue.

### **Issue: Computer labs**

Faculty raised two issues: that there are not enough labs that allow each student to have a computer or laptop and that scheduling is difficult and will likely be more of a problem when SRTEs are online in fall 2010.

**Actions Taken/Information Provided:** These issues should be discussed with Dr. Kulkarni, a topic next year's committee may want to pursue.

### **Committee Recommendations To Faculty Senate Regarding Classrooms:**

The Committee recommends that the Faculty Senate conduct a forum in September 2010 for the campus community to become familiar with the work of the Physical Plant Committee and to facilitate the Committee's work next academic year by soliciting input on its work.

The Committee recommends that Faculty Senate provide staff assistants a memo reminding them of relevant web sites that can aid in dealing with problems with specific classrooms. Faculty should be informed that they should report problems to staff assistants who can handle reporting and negotiate resolution by the appropriate parties.

## **PARKING**

### **Issues:**

Shortage of spaces during peak times.

Some faculty want separate parking areas for faculty/staff, based on hit and run cases reported to the Committee. Others do not perceive of problems of the magnitude that necessitate separate parking areas.

Some faculty report that the 25 mph speed limit is not complied with or enforced and that pedestrian crosswalks are not heeded by drivers.

A faculty member reported that new signage on campus blocks the view when turning out of the Olmsted lot. Some faculty and staff, as well as a student reported that it is dangerous to turn out of the library lot due to low visibility in right and left lanes within the parking lot.

A staff member reported that steps leading from the Olmsted parking lot west fill with water when it rains and that the steps ice over in the winter. The steps slant backward and water pools on each step, also forming a large puddle at the top of the steps. It was claimed that prior attempts to correct the situation worsened the problems.

**Actions Taken/Information Provided:**

The campus is now designing an additional parking lot. A construction fence near the new student housing will be removed prior to fall semester, which will allow more parking spaces. After discussion, the Committee decided not to recommend separate parking for faculty/staff. Enforcement of driving rules since 2004 by police services include 31 traffic citations and 202 warning for traffic violations.

The campus police are investigating reported dangers associated with new signage in the Olmsted parking lot and the reported problems in the library parking lot. A possible remedy for the library lot, should there be a need determined, is to convert a parking space to motorcycle parking only to increase right and left visibility.

OPP will fix the Olmsted west steps during summer 2010.

## **TOBACCO POLICY**

**Issues:**

Non-compliance with no smoking policy near building entrances, including the library, was reported by numerous faculty and staff.

A need for systematic observation of tobacco-free zones was suggested.

One Committee member mentioned that some PSU campuses have hired tobacco policy enforcement staff.

A Committee member noted that the area outside the bottom set of doors in C Olmsted (near the main area of the basement computer labs) is referred to as the “Smoker’s Office” because so many people use the area for smoking.

A Committee member asked whether any kinds of consistent tobacco cessation classes or counseling are offered at PSH.

Committee members reviewed PowerPoint’s about tobacco policies at universities nationwide. Among other findings, restricted smoking areas do not work; instead, complete no tobacco use policies can work if implemented properly. The Committee discussed the campus tobacco policy and need for no tobacco use policies.



[TheWhysandHowsofTobacco-FreeCampusPolicy.ppt](#)



[TobaccoFree-Webinar-7-14-09-1.ppt](#)



[studentsuccessconference2008tobacco-freecampus-2-7-08-ozarkstechnicalcollege.ppt](#)



**Actions Taken/Information Provided:**

The campus police chief has suggested using parking patrols to assist with enforcement of the tobacco policy.

The Committee recommended that the area outside C Olmsted be considered as a smoking area or that the non-smoking policy be enforced there.

The Committee thinks it would be useful to determine what other PSU campuses are doing to enforce tobacco policies but didn't take action.

The Committee suggested that those responsible for implementing the tobacco policy review the PowerPoints offered above and recommends that next year's Committee check on whether this occurred.

## **HALLWAYS**

**Issues:**

Unattractive hallways in some areas, especially the first floor of Olmsted west, which has a combination of old floor tiles, bad ceiling tiles, cinder block walls, and poorly maintained bulletin boards.

**Actions Taken/Information Provided;**

Ceiling tiles have been replaced in most areas. Wall treatments, including painting, could be done in the next several years. Units should continue to report existing problems.

## **OFFICES**

**Issues:**

Lack of insulation between some offices raises privacy and productivity issues.

Some vents blow cold air, making an office very uncomfortable, such as the W157 Suite.

**Actions Taken/Information Provided:**

When renovations occur, sound proofing is added to offices.

A work order should be sent to OPP with details of HVAC problems.

## **CONFERENCE FACILITIES**

There is a need for conference space on campus. Are there plans to refurbish the CUB to accommodate small conferences?

Break-out space is needed.

**Actions Taken/Information Provided:**

The student center room is being renovated with new ceiling, lighting, wall and floor treatments, and redesigned AV equipment. This should assist with conferences.

The Committee did not find out the projected completion date for the Student Center Room.

## **RESTROOMS**

**Issues:**

Restrooms on the side of Stacks nearest Olmsted Road need to be cleaned before evening classes

Vents need to be installed in a small restroom in the Science and Technology building.

**Actions Taken/Information Provided:**

The specific request for cleaning restrooms in Stacks was transferred to the Custodial Department and additional cleanings began the week of the request.

The overall schedule for cleaning high traffic restrooms is being examined to discern whether some restrooms should be on a twice per day cleaning schedule.

The small restroom venting issue is being investigated.

**GENERAL HEATING/COOLING SYSTEMS****Issue:**

Timing for turning the systems on and off is poor. The Committee discussed the need to more fully explain to faculty/staff/students the steam boiler limitations. This might be done at the recommended forum in the fall if the Faculty Senate approves the Committee request for a forum in September.

**Actions Taken/information Provided:**

Olmsted Building has a two pipe heating and cooling system. A two pipe system means that either heating or cooling is supplied and returned and is operational at one time. During heating season, the pipes are valved to the heating system loop. During cooling season, the pipes are valved to the cooling system that exists in the building. Thus, limitations for temperature controls during the spring and fall seasons exist and timing is always debated during weather changes. Spring 2010 is an excellent example since 80 degree weather occurred during the first week of April. Normally, valving changes occur sometimes after April 15.

Other building, such as the Science and Technology and Library buildings have a four pipe system. This means that the heating or cooling that is called for is available all the time. Two pipes are the heating supply and return and the other two pipes are cooling supply and return. Temperatures and controls determine what system operates to send proper heat or cooling to each area.

The Committee suggests that providing this information at a forum would be useful.

**NO TRESPASSING SIGNS****Issue:**

Confusion was reported about no trespassing signs on campus.

**Actions Taken/Information Provided;**

These signs are located on the former ranch housing site on campus. The area is unsafe and the signs are still operative. The signs that point the fitness trail to Meade Heights are in process of being removed.

**SHUTTLE SERVICES****Issue:**

Due to the small population in Middletown and on campus for obtaining taxi service for a short trip to the airport, the Committee discussed the need for a campus shuttle to respond to student and faculty request for transportation to the airport. This could be provided by the College or the College could arrange with a local taxi service, of a set fee, to ensure reliable taxi service.

**Actions Taken/Information Provided:**

No action taken to date.

## **COMPOSITION AND RESPONSIBILITIES OF THE PHYSICAL PLANT COMMITTEE**

### **Issue:**

Committee Name. The Committee reviewed the official “charge” of the Physical Plant Committee, its name, and its composition. No changes were desired. A number of recommendations evolved from the discussion:

Student Member. The Committee desires active student involvement. No student was on the Committee in 2009-2010. The Committee recommends that the Faculty Senate screen student members for interest and commitment and stress the importance of serving on the Physical Plant as well as other Faculty Senate Committees.

Suggestion Box. A suggestion box or boxes should be placed in appropriate places on campus to solicit student and other views on matters related to the Committee charge. Ed Dankanich is already checking on this.

Interaction with Other Committees:

In the future, it is recommended that the Physical Plant Committee interact more directly with the campus Conservation Committee and others involved with sustainability issues.

The Committee recommends that the Library Committee be activated and interact with the Physical Plant Committee.

Campus Town Hall:

A “town hall” meeting open to the entire campus was suggested by a Committee member.

Registrar’s Summit:

A Committee member will attend the Registrar’s Summit session on classroom scheduling.

## **LISTING OF COMMITTEE MEMBERS**

Heidi Abbey, Bobbi Bremer, Yen-Chih Chen, Keunsuk Chung, Beverly Cigler (Chair), Louise Hoffman, Hossein Jula, Samuel Monismith, Craig Welsh; No student member; Non-Voting Ex Officio Member, Ed Dankanich; Guest, Senate Liaison Ed Taylor

Student Affairs Committee:  
Charge 2009-2010

1. Evaluation of applications/nominations for student awards and scholarships.
  - a. Establish awards/scholarship subcommittee
  - b. Identify awards/scholarships and deadlines →
    - i. Develop listing of awards. Faculty Senate Office
    - ii. Publish calendar of application/decision deadlines
  - c. Evaluate current year’s applications/nominations.
  - d. Develop standardized scoring sheet for awards/scholarships.

Response:

Items a – c were completed. We have begun working on a standardized scoring sheet for awards. This is being done in conjunction with the financial office.

Suggestions and Recommendations:

The committee should make it a priority to develop a standardized scoring sheet for awards. This should be presented to the faculty senate for review and approval.

2. Transition to college life
  - a. Assess utility of options to enhance integration of off-campus students into student life.
    - i. Evaluate and rank alternatives
    - ii. Identify barriers to integration of students into campus-life.
    - iii. Develop limited implementation plan for top two ranked options.
  - b. Survey students for ideas.

Response: The committee needs to continue to work with the Student Affairs Office to facilitate student transitions to college life. In addition, the committee needs to work closely with the Physical Plant and Strategic Planning Committees to address these and similar issues before problems arise.

3. Evaluation of off-peak hours campus services.

Response: The committee noted that with the transition to a resident campus, there is a need to develop additional services, particularly dining services, for students. This should be coordinated with Housing and Food Services.