

Plymouth State University  
Faculty Meeting Minutes  
Wednesday, December 5, 2007  
3:35PM-5PM – Heritage Commons

I. Approval of draft minutes of the 11/07/07 meeting. ***APPROVED AS SUBMITTED.***

II. Reports

a. President Sara Jayne Steen

Update on search for VPFA: moving forward. Search committee next week – interviews in spring. Michelle McEwen, who is an alumna and is also the CEO at Spaulding Memorial Hospital, is a member of the committee.

Alumni Association Board has met twice recently. They are focusing on working more with our students. Has heard from students that they are enjoying these interactions. And is hearing from the Board members that they like it, too. The Board is working on a strategic plan to look at students as potential alums right from the beginning. New Career Services section on Alumni portal in combination with Bagley House. Our Alumni portal is considered a real achievement (thanks to the Alumni Board and Ken Kochien) and we are becoming a national model.

Legislative breakfast next week to talk about what we are doing. Will include talking about our North Country Teacher Certification Program that is really working.

Doctoral authority has been formally introduced. Has gotten full support from our local delegation, as well as bi-partisan support, and support from the Keene and Durham legislators.

Student senate and followup to Red Sox incident. Got dozens of letters from students with lots of important ideas to share. Great feedback to her letter that went to students. So many expressed “we’re better than that.” Incidents like ours happened across NE but that doesn’t make ours acceptable. The Student Senate supported creation of a riot behavior task force. Some faculty had written willingness to participate in efforts to subdue/prevent incidents like this if there was an opportunity.

Paul Castonia – Received Coach of the Year for football coach from the ECAD. Had a reception after last home victory for parents, students and others. His work with the football athletes stressing academics and time management are laudatory.

Debate society is already winning awards.

Pakistani Institute for 2008 will focus on Environmental and Cultural Heritage Preservation.

Just finishing full-scale communications audit. New internal communications portal to open next week. Feedback should be addressed to Chris Williams in PR.

Thanked Anne Kulig for her report on the recently approved civil unions legislation in NH. She has no sense that USNH is backpedaling on its commitment to same-sex domestic partners.

President's Commission on Diversity: Reminder that applications for Diversity Fellow are on every table.

PSU has received a grant from the National Science Foundation for research in the biological sciences which will fund an environmental literacy program next summer.

A new financial aid program has been offered to a test cohort of students for next year. Designed to start to involve students and their parents in the financial aid process earlier, this program, the intent is to get them working together towards their educational goals. Supplementing the information students receive at their high schools, a presentation will take place in January to help get the students and parents going.

b. Provost Julie Bernier

Merit Pay: She described last year's process for merit pay and how it was structured. 2.5% was given as the general increase; 1% general merit was given to almost all faculty through a chair recommendation process; a small amount was given in dollar increment (versus percentage of salary) for extra merit (these faculty had been identified by their chairs as having an extraordinarily good year). The % increases address longevity. Extra merit will happen occasionally and allows those newer faculty to move ahead a little faster with their extra efforts.

c. Student Senate Speaker Peter Laufenberg

The Student Senate formed a committee composed of 6 students and representatives from Operating Staff, PATs and faculty, to look at events that occurred after the Red Sox World Series victory and why this continues to occur at PSU. More information will be forthcoming. The Senate decided that it was not prudent to charge all students for the damages. Parking – clarified that there was never a demand from the students that faculty be charged for parking. The parking committee had solicited feedback from PSU constituencies regarding some parking issues including the idea of having staff pay for their parking stickers. They did receive a lot of feedback.

d. SPPC Faculty Representative Anne Kulig – sent via email.

No questions.

e. Credit Model Task Force Chair Ann McClellan – sent via email.

St. Josephs College in Maine and Keene State have recently moved to a 4-credit model. Talking with those schools and still gathering information. Trying to set up a date to have some reps come to talk with them.

f. Internationalization Task Force Chair Daniel Moore sent via email.

Filiz Otucu's name was inadvertently omitted from the list of members.

g. P&T Task Force Chair Gail Mears – sent via email.

Faculty Welfare and Task Force are looking at tenure standards and are trying to define what are the protections offered by tenure and what is tenure not intended to protect. This may be outside of their charge.

III. New Business

a. **Resolutions of the Standing Committees—**

**Motion** from the Curriculum Committee: *Drop the General Special Education Certification option of the BS Early Childhood Studies*  
**This motion PASSED.**

b. **Motion** from the Curriculum Committee: (Wendy Palmquist)  
*That the Plymouth State Faculty approve the replacement of the current Faculty Bylaws, Article XI (Committees) F 11 b footnote with the following:*

\*Major and minor are operatively and dichotomously defined. A minor change is one which is not major; a major change is one which either a member of the Curriculum Committee declared major during the meeting at which the matter was deliberated, or a member of the faculty, within 20 days of posting, has declared major to the Faculty Speaker. Upon being declared major, the Faculty Speaker will notify the Chair of the Curriculum Committee and the person responsible for the proposal. The latter person must provide, in a timely fashion, the Faculty Speaker with the proposal and any supporting materials.

Current wording: \* Major and minor are operatively and dichotomously defined. A minor change is one which is not major; a major change is one which either a member of the Curriculum Committee declared major during the meeting at which the matter was deliberated, or a member of the faculty, within twenty days of posting, has declared major to the Faculty Speaker. Upon being declared major, the Faculty Speaker will notify the chair of the Curriculum Committee, *the Chair of the Executive Council*, and the person responsible for the proposal. The latter person must provide, in a timely fashion, *the Chair of the Executive Council* with the proposal and any supporting materials.

**This motion PASSED.**

c. **Motion** from the Department of Environmental Science and Policy (Brian Eisenhauer):

*That the Faculty approve a new program, a B.S. in Environmental Science and Policy.* (See Appendix A for vision and goals and Appendix B for curriculum)

**This motion was withdrawn by Brian Eisenhauer.**

d. **Motion** from the Faculty Welfare Committee (Mary Cornish):

*To revise the Faculty Handbook, section 1.9 as described in Appendix C.*

**Rationale:** In response to a charge from the GITF, the Faculty Welfare Committee has spent the last year looking into the revision process for the Faculty Handbook and Bylaws. The current three-party process (faculty, the Handbook Committee, and the Executive Assistant to the VPAA) seems an overly wieldy

system with too many opportunities for miscommunication, delay, and confusion. In concordance with the faculty's goal to streamline governance, the Faculty Welfare Committee proposes that the Faculty delete the Faculty Handbook Committee and revise the revision process as explained in the Appendix.

-- **Substitute motion** brought by Gary McCool: seconded

(See Appendix D)

Rationale and history given by McCool. Discussion.

**Hand vote taken** – substitute motion **FAILED**.

-- **Original motion from FWC**. Amendment to paragraph B was proposed by Gary McCool: beginning of 2<sup>nd</sup> sentence add , “In consultation with Faculty Welfare Committee, it shall be the responsibility of the executive assistant...” This amendment was not supported by FWC. No second.

-- **Original motion from FWC**. Amendment was proposed by Gary McCool: At end of first sentence of paragraph A – add “... and to notify the Faculty Welfare Committee when those changes have been implemented.” Discussion. **Change this proposed amendment** to “... and to notify the faculty when those changes have been implemented.” **Accepted as friendly amendment**. This amendment to the original motion is shown as italicized text in Appendix C, section 1.9, paragraph A.

-- **Question called**.

-- **Vote on motion with friendly amendment: This motion PASSED**.

-- **An amendment to the passed amendment was proposed:** at end of 1.9 opening paragraph add sentence about sending notification to faculty.

-- **Point of order: when vote is taken, it's done. No further action was taken on this amendment.**

#### IV. Announcements

Respectfully submitted,  
Alice O'Connor, Scribe

**APPENDIX A**  
**Environmental Science and Policy B.S. Program: Design and Objectives**

**Introduction and vision statement:**

Many students are drawn to PSU because of the professional and personal opportunities of the environmental and recreational setting. The institution is capitalizing on these assets with the sustainability themes, the new LEEDS dormitory, new MS degree programs in sciences and environmental science and policy, and other programs. As part of these efforts PSU President Steen signed the American College and University's Presidents Climate Commitment, and the action items associated with that agreement include expanding the environmental curricula on participating campuses. We propose that a logical next step is to create an undergraduate program in environmental science and policy to serve the needs of students and the region.

Plymouth State University currently offers several specialized degree programs related to the environment. These programs have an excellent history, and nothing proposed here is intended to diminish these programs. Rather, we see the opportunity to serve students interested in environmental science and policy rather than the existing specialized majors, a development that is consistent with the mission of the institution and the desires of its student population. Conversations with faculty in existing programs indicate that some students choose one of the existing environmental majors because of the program's identification with the environment, rather than because of an interest in the field of study in which the degree program is grounded. Perhaps other students interested in the environment do not enter these majors precisely because they are not attracted to a specific discipline, outside of its environmental aspects. Offering a truly interdisciplinary program focused on the environment would provide a degree with some disciplinary logic and cohesion for those students interested in the subject.

The proposed interdisciplinary nature of the program is central to its development and goals. By virtue of having an interdisciplinary emphasis the program will reflect current trends in the professional fields affiliated with the environment, as more and more of these professions acknowledge the importance of broad perspectives in environmental undertakings. Within the program, however, students would still choose a field of specialty in which a bulk of their coursework would take place, and therefore the degree would not be overly broad at the absolute sacrifice of expertise in a given field. Multiple areas of emphasis will be offered to allow for maximum flexibility to meet student desires and needs. An interdisciplinary focus would benefit the campus community as well, and is consistent with the new direction PSU's general education program has taken. Increasing numbers of Plymouth State faculty conduct research and have professional expertise related to the environment, and the interdisciplinary nature of this program will expand campus involvement in this important area of study, perhaps even more broadly than we can currently anticipate. The campus community at large and other organizational entities in the region have also begun to prioritize environmental issues in many ways, and this program offers a way for students and faculty alike to contribute to these efforts, and thereby begin to fulfill our university's new regional mission.

**Program Goals:**

Graduates of the Bachelor of Science in Environmental Science and Policy will:

- 1) Understand the basic technical and social elements of current environmental issues.
- 2) Understand the need to view environmental issues as topics that must be studied and addressed using interdisciplinary approaches.
- 3) Be familiar with techniques for using interdisciplinary approaches that reflect the current “state of the art” in environmentally related professional fields.
- 4) Understand the basic principles of the social and natural science fields used to examine and address environmental issues.
- 5) Understand the complex links between scientific inquiry and policy processes and develop skills to employ in efforts to apply science in policy related endeavors.
- 6) Develop an appreciation of diverse perspectives on the environment and develop a more open and critical mind on issues.
- 7) Gain experience working with social science and natural science concepts, theories, and methods for understanding environmental issues in interdisciplinary teams and with the many off-campus partners already engaged by the Center for the Environment
- 8) Develop a more in-depth expertise in either the social or natural sciences methods for examining and addressing environmental issues.
- 9) Develop basic GIS (Geographic Information System) skills.
- 10) Be well-prepared professionals with useful skills for employers in the region.

## APPENDIX B

### General Education

Course	Credits	Option Menu	Gen Ed Requirement
EN 1200	3		Comp
IS 1111 (short list of options)	3		First year seminar
MA 1500+	3		Math foundations
	3	can't be required in major	CreativeTDI
	3	can't be required in major	CreativeTDI
	3	can't be required in major	Past and PresentDI
	3	can't be required in major	Past and PresentDI
	3-4	can't be required in major	Scientific InquiryDI
	3-4	can't be required in major	Scientific InquiryDI
	3	can't be required in major	Self and SocietyDI
	3	can't be required in major	Self and SocietyDI
	3		WellnessCO
General Education (not covered in major)	36-38		

### Environmental Science and Policy core:

\*\*\*Credit totals in the major must include at least 28 upper division credits (3000/4000 level)\*\*\*

BI 2040 Vertebrate Zoology	4		
BI 3240 Conservation	3	junior or senior status	GACO, DICO, INCO
ESP 1XXX Intro to Environmental Science	3		
ESP 4XXX Environmental Science and Policy Seminar	4		
GE 2001 Physical Geography	3	no prerequisites	
GE 2090 Computer Mapping	3	no prerequisites	TechnologyCO
GE 3270 Introduction to GIS	3	prerequisite: GE2090	
SO 2220 Foundations of Sociology	3		DiversityCO
AN 2210 Cultural	3		GACO

Anthropology			
SO 3390 Environment and Society	3	prerequisite: SO2220 and junior status	IntegrationCO
EN 3090 Technical Communications	3		TECO
Statistics Course (one of the following)	3	MA 2300 Statistics I	Quantitative ReasoningCO
		SS/SW 3700 Social Statistics	
Environmental Science and Policy Total:	38		

**Community and Environment Option**

Create a 21-23 credit program from the following lists

Pre-requisites

Choose Five Courses from the Following List:

AN 3110 Cultural Ecology	3		
BU 3200 Business and Environment	3		junior status, INCO
EPL 3100 Environmental Planning	3		prerequisite of EPL2100
GE 4270 Advanced GIS	3		covered in curriculum
GE 4280 GIS Apps	3		covered in curriculum
IS 3480 Perspectives on Wilderness	3		DICO, INCO
PO 3660 Political Analysis	3		covered in curriculum
SO/AN 4400 Methods of Social Research	3		covered in curriculum/ WRCO

Choose Two Science Courses from the following list:

BI 2070 Botany	4		
BI 2080 Plant Morphology	4		
BI 3260 Freshwater Ecology	4		
BI 4050 Ecology	4		MA2300, 2 upper level bio, QRCO, WRCO
CH 3420 Environmental Chemistry	4		CH 2130 and CH 2140
GE 3300 Introduction to Hydrology	3		GE2001 (covered in curriculum)
NS 2100 Winter Ecology	4		
NS 3480 History of Science	3		junior status, INCO
NS 4200 GIS and Remote	4		12 science credits, INCO



Sensing in the Sciences			
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**Environmental Science**

**Option**

Create a 21-26 credit program from the following lists

Choose Five Courses from the Following List:			
BI 2070 Botany	4		
BI 2080 Plant Morphology	4		
BI 3260 Freshwater Ecology	4		WRCO
BI 4050 Ecology	4		MA2300, 2 upper level bio, QRCO, WRCO
CH 3420 Environmental Chemistry	4		CH 2130 and CH 2140
GE 3300 Introduction to Hydrology	3		GE2001 (covered in curriculum)
GE 4270 Advanced GIS	3		covered in curriculum
GE 4280 GIS Apps	3		covered in curriculum
NS 2100 Winter Ecology	4		
NS 3480 History of Science	3		junior status, INCO
NS 4200 GIS and Remote Sensing in the Sciences	4		12 science credits, INCO
Choose Two Community and Environment Courses:			
AN 3110 Cultural Ecology	3		covered in curriculum
BU 3200 Business and Environment	3		junior status
EPL 3100 Environmental Planning	3		new prerequisite of EPL2100
IS 3480 Perspectives on Wilderness	3		junior status
SO/AN 4400 Methods of Social Research	3		covered in curriculum/WRCO

Credit Summary:

Community and Environment

Option:

General Education (not covered in major)	36-38
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Environmental Studies Core Total:	38
Community and Environment Option	21-23
Total	95-99
Free Electives	27-25
Degree Total	122

Environmental Science Option:

General Education (not covered in major)	36-38
Environmental Studies Core Total:	38
Environmental Science Option	21-26
Total	95-102
Free Electives	27-20
Degree Total	122

**APPENDIX C**

**Proposed Changes:**

1.9. Revision Process of the Faculty Handbook

The responsibility for maintaining accurate versions of the Faculty Handbook and Bylaws resides in the Office of the Provost and Vice President for Academic Affairs (henceforth to be referred to as the VPAA), with primary responsibility assigned to the Executive Assistant to the Provost and Vice President for Academic Affairs (henceforth referred to as the Executive Assistant). Online versions of the Handbook and Bylaws will be made available on the Web site of the VPAA.

A. Incorporating Changes Approved by the Faculty

It shall be the responsibility of the Executive Assistant throughout the academic year to record any changes to the Faculty Handbook or Bylaws approved by the faculty. It shall be the responsibility of the Executive Assistant to revise the online version of these documents appropriately (including Table of Contents and Index), in a timely manner. The Executive Assistant will keep a record of all such changes made to the online documents, *and will notify the faculty when those changes have been implemented.*

B. Incorporating Changes from Sources Other than the Faculty

It shall be the responsibility of the VPAA to notify both the Executive Assistant and the Faculty Welfare Committee of any necessary revisions to the Faculty Handbook emanating from the University System of New Hampshire Board of Trustees or System Office, the USNH Human Resources Office, or the Plymouth State University President or VPAA. It shall be the responsibility of the Executive Assistant to revise the online version of the Handbook appropriately (including Table of Contents and Index), in a timely manner. The Executive Assistant will keep a record of all such changes made to the Faculty Handbook.

**Current Description:**

1.9. Revision Process of the Faculty Handbook

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A. Incorporating Changes Approved by the Faculty

It shall be the responsibility of the Faculty Handbook Committee throughout the academic year to inform the Executive Assistant of any changes to the Faculty Handbook or Bylaws approved by the faculty. It shall be the responsibility of the Executive Assistant to revise the online version of these documents appropriately (including Table of Contents and Index), in a timely manner. The Executive Assistant will keep a record of all such changes made to the online documents.

B. Incorporating Changes from Sources Other than the Faculty

It shall be the responsibility of the VPAA to notify both the Executive Assistant and the Faculty Handbook Committee of any necessary revisions to the Faculty Handbook emanating from the University System of New Hampshire Board of Trustees or System Office, the USNH Human Resources Office, or the Plymouth State University President or VPAA. In consultation with the Faculty Handbook Committee, it shall be the responsibility of the Executive Assistant to revise the online version of the Handbook appropriately (including Table of Contents and Index), in a timely manner. The Executive Assistant will keep a record of all such changes made to the Faculty Handbook.

C. Process for Maintaining Print Copies of the Faculty Handbook and Bylaws

It shall be the responsibility of the Executive Assistant to communicate with the Faculty Handbook Committee each year by June 1 so agreement can be reached on all changes to the Faculty Handbook or Bylaws which took place during the previous year. It is then the responsibility of the Executive Assistant to take the steps to produce necessary replacement print pages for any print copies of the Faculty Handbook and Bylaws being maintained. Such replacement pages are to be distributed prior to the beginning of each fall semester

## APPENDIX D

### Proposed Amendment to Faculty Handbook Revision motion above (Appendix C).

From: Gary McCool, Chair, Faculty Handbook Committee  
Motion for 12-5-07 Faculty Meeting (re: Item III. D. from Faculty Welfare Committee)

MOTION to amend the motion of the Faculty Welfare Committee by substituting the following revision of the Faculty Handbook, Sec. 1.9 Revision Process of the Faculty Handbook. [Deletions to the current wording in the Handbook are ~~struck through~~; additions are in **bold**.]

### 1.9 Revision Process of the Faculty Handbook

The responsibility for maintaining accurate versions of the Faculty Handbook and Bylaws resides in the Office of the Provost and Vice President for Academic Affairs (henceforth referred to as the VPAA), with primary responsibility assigned to the Executive Assistant to the Provost and Vice President for Academic Affairs (henceforth referred to as the Executive Assistant). Online versions of the Handbook and Bylaws will be made available on the Web site of the VPAA.

#### A. Incorporating Changes Approved by Faculty

It shall be the responsibility of the Faculty Handbook Committee throughout the academic year to inform the Executive Assistant of any changes to the Faculty Handbook or Bylaws approved by the faculty. It shall be the responsibility of the Executive Assistant to revise the online version of these documents appropriately (including Table of Contents and Index), in a timely manner. The Executive Assistant will keep a record of all such changes made to the online documents.

#### B. Incorporating Changes from Sources Other than the Faculty

It shall be the responsibility of the VPAA to notify ~~both~~ the Executive Assistant, ~~and~~ the Faculty Handbook Committee, **and the Faculty Welfare Committee** of any necessary revisions to the Faculty Handbook emanating from the University System of New Hampshire Board of Trustees or System Office, the USNH Human Resources Office, or the Plymouth State University President or VPAA. In consultation with the Faculty Handbook Committee, it shall be the responsibility of the Executive Assistant to revise the online version of the Handbook appropriately (including Table of Contents and Index), in a timely manner. The Executive Assistant will keep a record of all such changes made to the Faculty Handbook.

#### ~~C. Process for Maintaining Print Copies of the Faculty Handbook and Bylaws~~

~~It shall be the responsibility of the Executive Assistant to communicate with the Faculty Handbook Committee each year by June 1 so agreement can be reached on all changes to the Faculty Handbook or Bylaws which took place during the previous year. It is then the responsibility of the Executive Assistant to take the steps to produce necessary replacement print pages for any print copies of the Faculty Handbook and Bylaws being maintained. Such replacement pages are to be distributed prior to the beginning of each fall semester.~~

## Report to the Faculty

The **USNH System Personnel Policy Council (SPPC)** met on Thursday, November 29, 2007. For those who may not be familiar with this group, the SPPC is a system-wide council representing all constituency groups at Keene, UNH, Granite State College and Plymouth State University. Because Keene and UNH faculty are unionized, they do not have faculty representation on this Council.

The Council discussed, at great length, the update to the Civil Unions Law in New Hampshire and its effect on the domestic partner policy approved by the Trustees in 1999-2000. Joan Tambling, Director of Human Resources for USNH, explained that current policy domestic partner benefits policy must be altered so that it not only complies with NH law, but also for compliance with the original report to the Trustees on January 12, 2000. The following information was included at that time:

"USNH will also adopt the caveat that if the State of New Hampshire legalizes marriage for same sex partners, that USNH policy will require marriage instead of the attached definition. We would institute a transition program so those partners would have time to make the decision, and to seek other coverage if they do not chose to marry."

SPPC members were unanimous (including me, as the PSU faculty representative) in their assertion that our transition plan allow for appropriate planning and not put employees utilizing domestic partner benefits in peril with regards to their coverage. The first draft of the plan has been written and there have been a great many comments on the wording....far too numerous to include in this report. For the sake of brevity and clarity, the transition plan does assume the following important points:

- 1) All benefits eligible employees including new hires are eligible for the Transition Plan
- 2) The transition plan permits all eligible employees to enroll or continue coverage in benefits without regard to the Civil unions law in NH until 7/01/2009
- 3) The policy itself will be interpreted consistent with the report to the Board noting that if marriage (or civil union) is available employees will use marriage or civil union as the means to gain employee benefits

This latter point is the most important given that the law in NH specifically uses "civil unions" and not the word "marriage."

Also during the meeting, the Council discussed two other issues. One related to the Introductory Increase Policy for Operating Staff. Current policy awards an increase after the 6 month probationary period regardless of performance. The new proposed policy would tie this increase to performance.

The System office is also investigating a training proposal by United Educators on the subject of discriminatory harrassment prevention. Not all campuses may take advantage of this specific training; for example, PSU did offer an online sexual harrassment training program, with a 95% compliance rate among employees, in the past two years. The overall goal of looking at the United Educators program is to begin offering more training programs online so that employees receive the training needed to perform their jobs.

The next scheduled meeting of the SPPC is January 24, 2008.

Respectfully submitted,  
Anne Kulig

PSU Faculty Representative to the SPPC

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### **Report to the Faculty from the Internationalization Task Force:**

People,

The following are serving on the Task Force:

Cheryl Baker, Jane Barry, Gene Fahey, Grace Fraser, Tim Keefe, Lisa Ladd, Anita Lee, Barbara Lopez-Mayhew, Dennise Maslakowski, Daniel Moore, Filiz Otucu, Deb Regan, Anil Waghe, Paul Wilson and two students yet to be confirmed.

The Task Force has been meeting regularly since October.

We discussed three dimensions of internationalization: PSU students and faculty members going abroad, curriculum, and students and faculty members from other countries coming to PSU. It was decided that the Task-Force would focus on these, but would investigate other possibilities, should they arise.

We've decided to focus on a gap analysis approach for this project. This approach would review what PSU is doing now, assess where the campus wants to be, and propose activities to close the any gaps between where we are and where we want to be.

We have been busy gathering informantion from a number of sources and preparing to survey a number of consituent groups.

We invite any member of the campus to join Internationalizing PSU an open group on the Groups area of your My Plymouth page. Merely click on membership to be added to the group. You will have access to meeting notes and other positing.

Daniel Moore

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### **Promotion and Tenure Task Force Faculty Report**

12/5/07 -- Distributed via email

Task force members: Mary Cornish, Len Reitsma, Robert Heiner, Alice Staples, Gail Mears

Task force charge:

- Examine promotion and tenure policies and procedures that exist on our campus
- Review the literature on best practices in promotion and tenure
- Explore exemplary promotion and tenure practices at our comparator institutes
- Make a report to the full faculty in April outlining Plymouth State University policy and procedures and how these compare with best practices in promotion and tenure

Activities to date:

- Collecting promotion and tenure policies from Plymouth State University departments
- Met with the Provost and Vice President for Academic Affairs regarding her concerns regarding promotion and tenure policies and procedures on this campus and her desired outcomes
- Met with the Council of Chairs to discuss promotion and tenure issues on campus
- Collecting information from our comparator institutes
- Planning focus group discussions with untenured faculty
- Considering the development of a survey to investigate faculty perceptions regarding promotion and tenure procedures on this campus

Future Plans:

The Promotion and Tenure Task Force will continue to:

- Examine the promotion and tenure literature
- Explore policies and procedures from our comparator institutes
- Review current Plymouth State University policies and procedures
- Develop and implement strategies to understand the concerns of Plymouth State University faculty at all stages of the tenure and promotion process

The task force welcomes any comments, questions and suggestions from the faculty. Please direct these to Gail Mears: [gmears@plymouth.edu](mailto:gmears@plymouth.edu).

We look forward to providing information that will guide the faculty in the process of identifying desired revisions to the current Plymouth State University tenure and promotion policies and procedures.

Respectfully submitted,  
Gail Mears  
Chair; Promotion and Tenure Task Force

## **Report to the Faculty**

**The Credit Model Task Force**, comprised of Ann McClellan (chair), Annette Holba, Phil Lonergan, John Kulig, Dennis Machnik, Christian Roberson, Natalya Vinogradova, Deborah John, Stephanie Halter, Robert Miller, Holly Oliver, Robert Egbert, and Student Senate Representative Derek Birch, has met four times since mid-October, including sessions with VPAA Julie Bernier and Institutional Researcher Scott Mantie. Our preliminary work has focused on studying alternative credit models, the history of the credit model, possible connections between credit models and retention/time to degree, and pedagogical and 'seat time' issues. As we explore credit model options, our two main issues under consideration are: the pedagogical benefits or drawbacks for students (current and future) if the current credit model is changed and the possible effects of changing credit models on faculty workload.

The task force plans to meet during Winterim with constituents from two schools that have recently made the transition to a four-credit system, Keene State College and the University of Maine-Farmington.

We hope to make our recommendation to the faculty at or before the March faculty meeting.

The task force welcomes any comments, questions and suggestions from the faculty. Please direct these to Ann McClellan: [akmcclellan@plymouth.edu](mailto:akmcclellan@plymouth.edu).

Respectfully submitted,  
Ann McClellan  
Chair, Credit Model Task Force