

Plymouth State University
Faculty Meeting Minutes
Wednesday, March 4, 2009

There were approximately 100 people in attendance at this meeting.
The meeting was called to order at 3:38 p.m.

- I. Approval of draft minutes of the February 4, 2009 meeting.
The minutes were approved as submitted.

II. Reports (submitted in writing) –

President Steen: President added to her written report with some news about where we are in the budget process. There are lots of unknowns right now. The Governor approved using the stimulus package to bring to the University to 100% of its budget in years 1 and 2. She is very pleased with the Governor's support of higher education. There are decisions to make between now and June. The State appropriation level won't be known until June. They are working on cost containment – e.g. joining with Keene in fuel oil purchase. Enrollment is stable in spring and the retention rate from fall to spring was up. Students have commented on the concern they felt from faculty and staff. We have moved to lending direct program which makes for easier processing. Financial Aid packages are late due to the uncertainties still existing, but they will go out soon. She reminded the faculty that we are working on behalf of students so, if you hear concerns, get the names and permission and provide to Financial Aid. We are encouraging phone calls to admitted students. There is no plan, at this time, for any PSU lay-offs. Raises this year will probably not be at the levels of the last couple of years. There is a new Advancement Division with a new executive director to start in May or June. Dr. Steen expressed thanks to the search committee. She feels this will help revenue advancement. Questions? None.
Provost Bernier: no questions.

III. New Business

A. Resolutions of the Standing Committees—

Clarification from by-laws regarding standing committee motions: If there is no motion to move an item off of this list, the list of resolutions/motions will be voted on without discussion as a group rather than individually.

1. Motion from The Dept of Languages and Linguistics: to drop the BA French Teacher Certification Option and the BA Spanish Teacher Certification Option. (see Appendix A)
2. Motion from Social Science – Geography: to drop the Geographic Information Systems option and the Terrain Analysis option, leaving a streamlined Geography degree program without any options. (See Appendix B)
3. Motion from the Education Department: to add a Contract option for Early Childhood Studies. (see Appendix C)
4. *Motion from the Academic Affairs Committee: to introduce a leave of absence policy for students. (See Appendix D) – removed from Resolutions of the Standing Committees to become motions G.*
5. Motion from the Academic Affairs Committee: to increase the maximum number of credits a student may enroll in during Winterim from 4.5 to 6." (Attachment with specific revised language forthcoming. Liz Ahl will send.)

Motions of the Standing Committees were moved, seconded and unanimously passed (#1, 2, 3 and 5).

- B. Discussion of General Education Report (sent Tuesday, 2/24, via email). Discussion may also include questions and comments about the next three motions: two from the General Education Committee and one from the Social Science Department.

Any decisions made during this discussion are non-binding.

A lengthy discussion ensued.

- C. Motions from General Education Committee (Evelyn Stiller):

1. MOTION ONE

- a. Remove the 2nd paragraph from the current description of Directions courses (page 66 in the current catalog), which prohibits Directions courses from being required by a major and explicitly prohibits courses which introduce whole academic disciplines from being Directions courses. Instead institute the following set of guidelines for limited double counting of Directions courses.
- b. A major may include among its requirements two or more Directions courses from a single Direction OR no more than one Directions course from each of two Directions.
- c. Courses currently listed as required for a major, including courses that introduce the major, can become Directions courses provided they fully meet the description of such courses and are approved by the General Education Committee. The department sponsoring the course is expected to consult with any other department that also requires the course in order to make sure this designation is not going to create a conflict for the latter department with rule 2, above. Such conflicts must be resolved before the course can be designated a Directions course.
- d. Directions courses can be used as prerequisites for other courses required in a major providing the Directions course is explicitly included as a requirement in that major.
- e. Courses with prerequisites cannot be designated Directions courses with one exception: the second course in a two-part sequence (e.g., General Chemistry II) may be so designated if the first course in the sequence is its only prerequisite and is also designated as being the same kind of Directions course.
- f. As these allowances will eliminate the need for majors to waive a Directions requirement for their students, the waiver process will be terminated. Current waivers will remain in effect until their sunset dates to allow programs to make any necessary curriculum changes.

This item was moved, seconded, and defeated with only 11 “YES” votes.

2. MOTION TWO:

As the Writing in the Discipline, Quantitative Reasoning in the Discipline, and Technology in the Discipline courses are part of the major and not part of the General Education program per se, it will be up to departments, rather than the General Education Committee, to monitor the content of these courses. As the faculty mandated, as part of the General Education proposal, that every major should include at least one course of each type, the General Education Committee's only role in the administration of this requirement will be to monitor whether in fact each major includes courses with these designations. Departments are expected to inform the General Education Committee of any changes in course status in this respect: new courses that have been designated as in-the-Discipline Connections and courses that have lost that designation. The committee will no longer approve or even receive proposals for designation or

renewal of designation of these labels. Departments are expected to use the descriptions of such courses that were approved by the faculty to make these judgments themselves.

This item was moved, seconded and defeated with only 11 “YES” votes.

- D. Motion: (Social Science Department – Khuan Chong): That the Directions portion of the General Education program be reduced to require one 3-4 credit course per Direction (Creative Thought, Self and Society, Past and Present, and Scientific Inquiry) instead of the two courses per Direction currently required. The 12 credits saved will be used for free electives ~~(which includes minors)~~ **of which 6 must be at the upper-division or used towards a minor. Furthermore, the “in the discipline Connections” courses are recognized as in the General Education program.** (See Appendix E)

[The Social Science Department voted for a slightly revised version of their November motion. Changes from the original motion are marked. From Social Science: “We make the following motion for the sake of: not making Gen Ed more complex with double-counting; keeping the philosophy of why Directions course should be offered; honest accounting; the integrity of a PSU degree that includes electives, to encourage depth outside the major, and supports minors; the size of the General Education program; and the ability to offer Directions seats to Plymouth students.” The original motion was committed to the General Education Committee for a recommendation during our November Faculty meeting. Their recommendation was negative. From p. 9 of the General Education Committee report: “We hope that revisiting the process and the proposal that led to the current General Education program will cause the Faculty to realize that the proposals we have heard from the Social Science Department to reduce the Directions component by half and from the Provost to reconsider double counting are proposals for profound changes in the program, ones that should only be made if we are ready to modify significantly the principles and goals that guided the Task Force and that the Faculty endorsed in its approval of this General Education program.”]

This item was moved, seconded and defeated with only 16 “YES” votes.

- E. Discussion from Faculty Welfare (Mary Cornish): to discuss adjunct representation on the Faculty Welfare Committee.
This item was tabled until the next Faculty Meeting.
- F. Motion from the Women's Studies Council (Ann McClellan): to amend the Faculty bylaws, as described in Article XI, Section F, article 16 (page 18-9) (See Appendix F for current wording.)
A suggestion was made to move this item to the Resolutions of the Standing Committees, but the wording in this motion was amended to read: to amend the faculty bylaws....” which will require a 2/3 vote. Therefore, it was not moved.
Revision:
- a. The Women’s Studies Council will be composed of at least five and no more than twelve faculty members; Adjunct and Contract faculty will serve one-year terms, and Tenure-Track and FIR faculty will serve three-year terms. Two student members will be elected by the Council and must be declared Women’s Studies minors; they will serve one-year terms. The Chair of the council will serve a one-year term, and may also be elected to the Chair-elect position. The Chair-elect will serve a one-year term and then become Chair of the Council the following year. All terms are renewable by election by Council members. The Chair will notify full-faculty, adjuncts and declared Women’s Studies minors of the opportunity to run for open seats to be filled at a meeting of the Council. The voting members of the Council elect new members.

The Chair of the President's Commission on the Status of Women and the Director of the S.A.G.E. Center will be permanent, ex officio non-voting members of the Council, and the Library liaison will be a permanent voting ex officio member of the Council.

b. Function:

Within the policies of the Faculty Handbook and the Bylaws of the Faculty, the Women's Studies Council shall decide all policies concerning the Women's Studies minor program.

This item, a by-law change, was moved, seconded, and passed unanimously.

- G. Motion from the Academic Affairs Committee: to introduce a leave of absence policy for students. (See Appendix D) – moved from the Resolutions of the Standing Committees. AVP David Zehr made a few changes to the language of the motion (see highlighted sections of Appendix D) before moving the motion.

The motion was moved, seconded and passed unanimously.

IV. Announcements

- A. The Nominating and Balloting Committee would like to let the faculty know that we're moving to Survey Monkey for our next election.
- B. Women's Studies Council has a meeting Friday at 2:30. All are welcome to attend.
- C. Mark Fischler: Sidore Lecture Series has two more events this semester: March 24, 2009: Guadalupe T. Luna, *Immigration and the Infamous Border Fence*, and April 14, 2009: Paul Gunter, *A Change in the Weather: Why Nuclear Power Still is Not the Answer*. For more information see <http://www.plymouth.edu/sidore/index.html>.
- D. Dennis Machnik – The official ceremony for the installation of the Mark Sylvestre Planetarium will take place Friday at 2 pm.
- E. David Zehr invited all faculty members to the faculty lunches to be held in Frost. See his earlier email.
- F. Cynthia Vascak: Opening Reception for "Trajectory," an exhibit in the Silver Center for the Arts highlighting printmakers. For more information see <http://www.plymouth.edu/gallery/2008-09/trajectory.html>.

The meeting adjourned at 5:24 p.m.

Respectfully submitted,
Alice O'Connor

Appendix A: Justification for Foreign Language motion:

We are proposing to drop the undergraduate Spanish and French Teacher Certification Options for the following reasons:

1. At the present time (Dec. 2008), there are 2 first-year French Teacher Certification Option Students and 7 Spanish Teacher Certification Option Students (2 1st Yr, 1 Soph., 1 Jr., 3 Sr+) with only 2 of the 3Sr+ students formally admitted into the program through the Office of Teacher Certification. At the end of the Fall semester 2008, due to very poor course performance, one 1st year Fr. and 1 Jr. Sp. Teacher Cert. Option Majors most likely will not continue in the program. The historical low number of students does not justify the extra work and cost to maintain the program in the department. Also, there is no guarantee that these current students will be formally admitted into the Teaching Certification Program because of certain recommended CTE and OTC dispositions, a minimum GPA and Praxis exam scores required of the program.
2. It has become increasingly difficult for student teaching placement in a public elementary, middle or high school language program throughout the region/ state. Since many of the schools throughout NH with language programs have novice language teachers or teachers who received their Alternative 4 certification through the NHDOE because of the critical need to teach world languages, many of these language teachers do not feel comfortable nor qualified to mentor our language student teachers. Please note that as part of Alternative 4, it has not been a specific NHDOE requirement for these teachers to take a Foreign Language Methodology course as part of their three yr. Alternative 4 NH State Cert. plan. (SEE ATTACHMENT "A" RE: INFORMATION ON NHDOE ALTERNATIVES TO TEACHING CERTIFICATION).
3. In recent years, several formally admitted French and Spanish Teacher Certification candidates have decided to forego their student teaching practicum because they had met the required 122 program credits needed to graduate w/out counting student teaching credits, or they could not fulfill the study abroad requirement or could not participate in an immersion language program due to personal or financial constraints. They too have chosen to seek teaching certification through the NH Alternative 4 certification program which allows them to enter a school system as a full-time teacher and apply for state certification through Alternative 4 while working in the public school system for 3 years.
3. As French and Spanish Language Majors w/out the Teaching Option, students committed to teaching would have the opportunity to complete more language courses, hence making them stronger and more proficient in the language. They would have several options besides Alternative 4 for public school teaching. They could teach at a parochial school or private school w/out state certification. They could enter one of our College of Graduate Studies Certification programs (K-12 FR ED Cert. or M.Ed. K-12 FR Ed. Cert./ K-12 SP ED Cert. or M.Ed. K-12 SP Ed. Cert) with the possibility of fast-tracking some of the program courses by taking them their senior year as electives and completing these graduate programs in one to two years. These PSU Graduate programs would ensure that the students would have a strong foundation in Education, a required Foreign Language Methodology course LL 5170 and additional language courses (SEE ATTACHMENT "B" RE: COGS LANGUAGE CERTIFICATION PROGRAMS).
4. PSU Spanish and French B.A. graduates interested in teaching also would have the opportunity to apply for a Graduate Teaching Assistantship/Fellowship in the Department of Languages & Linguistics. If they qualify, these students would have a Department of LL faculty member mentor them while they teach fundamentals language courses for the department while they complete the Graduate program Certification program. Once the graduate teaching certification program is completed, these students would enter into the school system at a higher pay scale.

Appendix B:

Geography Degree Revision Justification

The revised Geography degree will accomplish the following goals:

1. Provide students with a basic core of Geography courses which allows them to study Geography and cognate subjects at an advanced undergraduate level.
2. Ensure that students take some advanced undergraduate- level courses in each of the major areas of study in Geography, and
3. Give students an opportunity to specialize in of the major areas of study in Geography. This specialization may include a limited number of courses in cognate areas such as Biology, Earth Science, Meteorology, Computer Science, Technical Communication, and Mathematics.

The revised degree accomplishes these objectives while allowing students flexibility in course choice so that they may graduate in a timely fashion. The revised degree also allows faculty flexibility in schedule planning. The revised degree will also allow better management of class sizes, since most courses are electives and specific courses are not desperately needed by students in order for them to graduate on time.

Appendix C:

Department of Education

EARLY CHILDHOOD STUDIES, Bachelor of Science

120 credits

Change to current catalog: Eliminate second sentence, "Majors may also choose to take two options," from second paragraph of explanation of degree.

Add new option: CONTRACT OPTION

This 21-credit option is designed by the student and his/her advisor and must be approved by the Department Chair. The 21 credits of the Option must be 3000/4000 level courses in Early Childhood (ER), Early Childhood Special Education (ERSE), and/or Education (ED). The student must have 15-30 credits left to take at Plymouth to declare this Option. In designing this Option the student should work with his/her advisor to develop a program that will support his/her career goals.

Degree Requirements

Credits

Courses required for the Option are shown in boldface

ER 2000	Introduction to the Early Childhood Professions (WRCO)	3
ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2300	Young Children's Learning and Development in Context	3
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
ER 3200	Assessment in Early Childhood (QRCO)	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)	3
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3
ER, ERSE, and/or ED 3000/4000 level Contract courses		18
MA 2110	Mathematics in Our World I (MATH)	4
RL 2500	Language and Literacy Development in Young Children	3

General Education:

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature Of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6

GACO	Global Awareness Connection	3	
WECO	Wellness Connection		3
TECO	Technology Connection - complete one of the following		3
	ER 3800 Technology and Problem Solving Across the Primary Grade Curriculum (TECO)		
	ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)		
Electives			27-29
Total			120

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits	
EN 1200	Composition		3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry		3
MA 2110	Mathematics In Our World I (MATH)	4	
ER 2000	Introduction to the Early Childhood Profession (WRCO)	3	
ER 2300	Young Children's Learning and Development in Context	3	
CTDI	Creative Thought Directions		6
PPDI	Past and Present Directions		<u>6</u>
			31
Year Two		Credits	
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6	
ER 3200	Assessment in Early Childhood (QRCO)	3	
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)		3
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3	
RL 2500	Language and Literacy Development in Young Children	3	
SIDI	Scientific Inquiry Directions		6-8
SSDI	Self and Society Directions		6
	Electives		<u>2-0</u>
			32
Year Three		Credits	
ER and/or ERSE 3000/4000 level courses			9
GACO	Global Awareness Connection	3	
WECO	Wellness Connection		3
	Electives		<u>15</u>
			30
Year Four		Credits	
ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)		3
TECO	Technology Connection (ER 4300 or ER 3800)	3	

ER, ERSE, and/or ED 3000/4000 level courses

9

Electives

12
27

Appendix D: Leave of Absence and Return Policy (proposed)

Students may request a Leave of Absence from studies for one or two consecutive semesters' absence from Plymouth (this policy applies only to continuous fall and spring semesters; winter and summer sessions are not considered to be a part of a student's regular continuous enrollment). A Leave of Absence is appropriate if the student intends to return to the University following a temporary absence for compelling reasons, which may include but are not limited to: military service, employment to support future study, family emergencies, or medical reasons. Eligible students who apply for and receive a Leave of Absence retain their status as an active student which guarantees retention of their Plymouth email account, access to myPlymouth, and the ability to register online. No readmission application or fees are required if the student re-enrolls for a fall or spring semester immediately following the leave of absence. If there is no intent to return to the University or if a student is unable to return following the leave of absence period, the **regular** withdrawal procedure should be followed. If the university approves a leave of absence, a student receiving federal loans retains their in-school status for a maximum of 180 days.

Eligibility for a Leave of Absence

To be eligible for a Leave of Absence the following criteria must be met:

1. The student must be matriculated during the semester in which the Leave of Absence is requested.
2. The student must be in good academic standing.
3. The student must not be subject to university initiated disciplinary action.
4. The student must have no restrictions/holds on their registration.
5. The student must provide documentation to support the leave of absence request.

Additional Conditions for a Leave of Absence:

1. Students have the right to request a Leave of Absence more than once, but may not exceed a total of two years for all approved requests.
2. Students have the right to return earlier than the initially agreed upon return date.
3. Students who do not return to Plymouth at the end of the Leave of Absence period will be withdrawn from the university and must follow all procedures for readmission if, in the future, they seek to re-enroll as a matriculated student.
4. Students are not eligible to receive financial aid payments from the university during the Leave of Absence period.
5. Plymouth State University will report any student granted a Leave of Absence as "approved leave of absence" in response to inquiries for enrollment verification.
6. Students may not live in on-campus residential facilities, attend classes, or seek/maintain university sponsored employment during a leave of absence. Students may not enroll in winterim or summer sessions if those alternative sessions fall within the time period of the requested leave of absence.
7. Students are responsible for understanding all implications of a Leave of Absence, including but not limited to the following:
 - Potential Loss of financial aid
 - Potential loss of health insurance coverage
 - a. ~~Status of financial aid and scholarship awards~~

- b. Residential Life/Meal Plans. Students living in on-campus housing must contact the Residential Life office to request termination of their housing contract. Students returning from a Leave of Absence must reapply for on-campus housing.

Process for Requesting a Leave of Absence

To request a Leave of Absence a student must fill out a Plymouth State University *Request for Leave of Absence and Return Form*. Upon completion, the form must be reviewed and approved by both the Associate Vice President for Undergraduate Studies and the Vice President for Student Affairs.

Steps for Returning from a Leave of Absence

A student returning from a leave of absence reactivates their matriculation by contacting the Registrar.

When preparing to return from an approved leave of absence, a student should make sure that they have contacted:

- The Registrar
- The Financial Aid Team
- The Bursar's Office
- Residential Life
- Academic Adviser

Appendix E:

Whereas:

1. Many members of the faculty have felt the Directions component of the General Education program has been stressed (as frequently caps have been raised at the last minute, overloads have been requested, last-minute/frantic searches for adjuncts have been conducted, and advising students often has shown few-to-no seats open for first and second-year students); and further, in her October 22 charge to the General Education Committee, asking for the program to be reviewed, the Provost stated that: "We struggle to offer enough seats in Directions courses. The term seats was consciously used as opposed to sections because it is the number of seats that is ultimately most important in meeting student need."
2. Cutting the number of Directions seats required by students in half, assuming the number of seats offered remains the same and students take upper-division and/or minor courses in their place, will eliminate current staffing/enrollment issues re: Directions seats.
3. Requiring a minimal amount of upper-division coursework not only relieves stress on Directions (all required to be lower-level) being taken as electives but also improves the integrity of a PSU degree by acknowledging the quality of a generally educated student is reinforced with some depth of knowledge in a field outside a major; a principle amplified by those students who use the electives to complete a minor.
4. The University has a long tradition of recognizing the importance of electives, yet some programs currently have less than 12 electives, and this motion will create a minimum of 12 electives.
5. The Provost has observed that: "Reducing the overall number of required courses to something closer to 40 would greatly enhance our ability to adequately implement the general education program." Cutting the number of Directions in half brings the size of the program (including "in the discipline" Connections courses) to 14-16 courses (42 credits if all classes are 3-credits and a

minor is earned); down from 18 courses (approximately 54 credits if all classes are 3-credits). A smaller Gen Ed program thus is achieved.

6. Related: 40 credits is what NEASC, our accrediting body, looks for in a General Education program and currently we are 35% above that; this motion brings us to about 5% above it if a minor is achieved and an “honest” accounting of the “in the disciplines” is used so as to acknowledge they are in the Gen Ed program.
7. Requiring all four Directions still be taken maintains the integrity of the original Directions program (compared to double-counting) and does not reduce the breadth of Directions taken (just the repetitiveness of that breadth).
8. Reducing from 2 courses in each Direction to 1 course in each Direction makes the Gen Ed program no more complicated than already it is (while “double counting will make the program much more complicated).
9. Acknowledging the “in the discipline” Connections as part of the Connections courses to be counted in the General Education program gives the General Education Committee appropriate oversight of these important courses (Quantitative Reasoning, Writing, Technology) and the General Education motions will leave oversight to an already-burdened Curriculum Committee.
10. Acknowledging the “in the discipline” Connections as part of the Connections courses counted in the General Education program allows for a fair accounting of the courses considered in the Gen Ed program, compared to the current status where they: are listed in the General Education program; are reviewed, approved, and sunsetted (as appropriate) by the Gen Ed Committee; comprise up-to three courses required by students to graduate and thus affect the size of a major or number of electives; yet, are not considered by the current General Education Committee as “in the program.”
11. Including the “in the discipline” Connections seems important from a NEASC-accreditation perspective, where we believe the current proposal by the General Education program will be viewed by NEASC’s “three primary domains” of General Education (“natural sciences and mathematics”; “arts and humanities”; and “social sciences”) as something roughly like the following (where motion 1 double-counts and motion 2 removes the ‘in the disciplines’ from the Gen Ed program:

Natural Sciences and Mathematics:

Math Foundations (MA 1500 or higher)

~~Quantitative Reasoning Connection~~

~~Technology Connection~~

Scientific Inquiry Direction/Introduction to a Natural Sciences I for the a Science field major

Scientific Inquiry Direction/Introduction to another Natural Science (or part II) for a (the same field) Science major

Arts and Humanities:

English Composition (EN 1200)

~~Writing Connection~~

Creative Thought Direction/Introduction to an Art for an Artistic Major

Creative Thought Direction/Introduction to an Humanities for Humanities Majors

Past and Present Direction/Introduction to the Arts/Humanities for a discipline-specific major

Social Sciences:

Past and Present Direction/Introduction to Social Science Field for a Social Science major
 Self and Society Direction/Introduction to Social Science Field for a Social Science major
 Self and Society Direction/Introduction to Social Science Field for a Social Science major
 Global Connection (this might be in Art/Humanities)
 Diversity Connection (this might be in Art/Humanities)

Critical Thinking/Other:

First Year Seminar (IS 1111)
 Wellness Connection
 Integrative Connection

12. Our motion would look something like the following in the same NEASC construct:

Natural Sciences and Mathematics:

Math Foundations (MA 1500 or higher)
Quantitative Reasoning Connection
Technology Connection
Scientific Inquiry Direction
~~Scientific Inquiry Direction~~

Arts and Humanities:

English Composition (EN 1200)
Writing Connection
Creative Thought Direction
~~Creative Thought Direction~~
~~Past and Present Direction~~

Social Sciences:

Past and Present Direction
Self and Society Direction
~~Self and Society Direction~~
Global Connection (this might be in Art/Humanities)
Diversity Connection (this might be in Art/Humanities)

Critical Thinking/Other:

First Year Seminar (IS 1111)
Wellness Connection
Integrative Connection

13. And the General Education's first motion does not really change the effective size of the current program (where 2 Directions may be waived, now they say waivers are void and two courses may be double-counted)
14. And the General Education's second motion does not really change the effective curricular constraints for a student (as the "in the disciplines" will still be required to be reported to the General Education Committee and the Curriculum Committee will require all majors have them)

Therefore we make the following motion for the sake of: not making Gen Ed more complex with double-counting; keeping the philosophy of why Directions course should be offered; honest accounting; the integrity of a PSU degree that includes electives, encourages depth outside the major, and supports minors; the size of the General Education program; and the ability to offer Directions seats to Plymouth students:

Motion: (Social Science Department – Khuan Chong): That the Directions portion of the General Education program be reduced to require one 3-4 credit course per Direction (Creative Thought, Self and Society, Past and Present, and Scientific Inquiry) instead of the two courses per Direction currently required. The 12 credits saved will be used for free electives (~~which includes minors~~) **of which 6 must be at the upper-division or used towards a minor. Furthermore, the “in the discipline Connections” courses are recognized as in the General Education program.**

Appendix F:

Women’s Studies Council motion:

Current Bylaws:

a. Composition:

The Associate Vice President for Undergraduate Studies will prepare a roster of those faculty members who will regularly teach Women’s Studies courses, are planning to teach such courses, or are otherwise actively involved in the program. The roster will be updated every two years. At an annual general meeting of those on this roster, convened by the Chair of the Women’s Studies Council, the faculty members of the Women’s Studies Council will be elected. The Council will be composed of at least five and no more than twelve faculty members; Adjunct and Contract faculty will serve one-year terms, and Tenure-Track and FIR faculty will serve three-year terms. Two student members will be elected by the Council and must be declared Women’s Studies minors; they will serve one-year terms. All terms are renewable by election. The Associate Vice President for Undergraduate Studies and the Director of the Women’s Services and Gender Resources will be permanent ex officio members. At a meeting of the Council called every spring, the Council will elect its Chair for the following year. The Vice President for Academic Affairs serves as a consultant.

b. Function:

Within the policies of the Faculty Handbook and the Bylaws of the Faculty, the Women’s Studies Council shall decide all policies concerning the Women’s Studies minor program.

[amended 12-2-92 and 9-7-05]

Monthly Report to the Faculty President Sara Jayne Steen 4 March 2009

Colleagues,

At the meeting, I would like to provide a brief oral update on the economic situation and our progress as we move forward on the budget and with the state.

Below are a few highlights from recent weeks.

PSU has been named to the 2008 President’s Higher Education Community Service Honor Roll with Distinction, one of only 83 institutions recognized at that level across the country. The award is for commitment to service and civic engagement, part of the Learn and Serve America program. For instance, two student groups spent spring break in Louisiana and Texas with Habitat for Humanity, and another group in Chicago worked with the Union League Boys and Girls Club. The award also recognizes the partnership between PSU and Newfound Regional High School for the College for Every Student Program, which helps underserved youth prepare

for, gain access to, and succeed in college. As part of the program, PSU students mentor local high school students. The list goes on. Suffice to say that this is a wonderful recognition of our students' commitment.

Nick Stevenson, a Center for the Environment graduate student, won the 2009 Student Poster Competition at the US Department of Agriculture (USDA) National Water Conference in February. He was selected from a field of over 50 posters at the conference attended by more than 500 scholars and agency personnel from across the country, and was competing against MS and PhD students from schools such as Cornell and Penn State. Nick has been working with Brian Eisenhauer on a multi-year USDA project to protect water quality by reducing homeowners' over-fertilization of lawns.

Several undergraduate students presented papers at the 2009 American Meteorological Society Annual Meeting in January. Christopher Ander and Adam Frumkin reported on their summer research activities at the Kennedy Space Center/Cape Canaveral Air Force Station with Jim Koermer, and John Sears presented on his summer work on hurricanes with the Marshall Space Flight Center.

The Chamber Singers spent part of January on a tour of the southwest United States led by Dan Perkins. The tour was the culmination of a semester studying the culture and history of the region. The repertoire for the southwest tour included four settings of Native American texts by Jonathan Santore. The group conducted workshops at elementary, middle, and high schools in Utah. Collaborative performances were also held with the chamber choirs at Dixie State College in St. George, Utah and at Southern Utah University in Cedar City, and with the 200-voice Heritage Choir, a community chorus, at the historic St. George Tabernacle.

EcoHouse Update - Since the USNH funding grant was awarded a year ago a house has been identified, some renovations have been done, and the facility is being used by classes and several student environmental organizations. In the first class at EcoHouse during the autumn, students studied the principles of sustainability, technologies to make residences more environmentally friendly (such as solar hot water and electric systems, composting systems, lighting systems), and the basics of grants and the grant writing process. The culminating experience was a set of proposals that will be funded from the grants obtained to support the project.

Residential Life's second **"Do It in the Dark" competition** was a success. Students saved a total of 50,623 kilowatt hours from October to December, representing 2% of the total electricity consumed on campus during October and November, or the equivalent of running the student union for one month. The goal behind the energy saving competition is to raise campus awareness and commitment to saving energy by educating students, staff, and faculty about the impact made by simple choices.

In terms of appointments, Sylvia Bryant has been named our first Executive Director of University Advancement, and will begin her position in June. A press release should appear later this week. She will oversee a newly formed division encompassing development, advancement services, parental relations, and alumni relations. She is currently the associate vice president for Individual Giving at Alfred University in Alfred, N.Y., and is an accomplished fundraiser with a strong record of success in higher education. During her 10-year career at Alfred University Bryant directed a \$150 million comprehensive campaign that raised \$5 million over goal. She has been instrumental in developing international educational partnerships, has

significant major gifts experience, and has managed corporate and foundation fundraising. Thank you to all who served on the search committee.

Our financial aid staff continually strives to provide quality counseling for our students.

Seven of our team members recently achieved a Financial Health Certification in order to provide our students with more informed counseling on financial literacy. Some of these same staff members also created “Gifts from Heart and Hand,” a craft idea fair designed to show our students unique and cost savings ideas for holiday gifts.

After significant research, Financial Aid also is moving PSU to the **federal direct lending program** for financial aid, which we hope will make a significant difference for students.

Finally, the Physical Plant deserves recognition for their hard work to keep the campus functional during snowfalls. Though not record setting, the amount of snow in Plymouth, about 100 inches, has approached last year’s levels.

Respectfully submitted,

Sara Jayne Steen
President

Monthly Report to the Faculty
Provost Julie Bernier
March 4, 2009

Nominations for Distinguished Teaching Awards

It is my pleasure to provide information about this year’s Distinguished Teacher nomination process. We have three distinguished teaching awards: for full-time faculty, The Distinguished Teaching Award, for part-time faculty, The Distinguished Adjunct Teaching Award, and for graduate teaching, the Distinguished Graduate Teaching Award. I encourage you to be a part of this year’s selection process by nominating a worthy colleague. Links can be found below. Please note the **APRIL 1ST** deadlines.

For the Distinguished Teaching Award: deadline- **no later than April 1st**
<http://www.plymouth.edu/webapp/survey/fillsurvey.php?sid=182>

For the Distinguished Adjunct Teaching Award: deadline- **no later than April 1st**
<http://www.plymouth.edu/webapp/survey/fillsurvey.php?sid=186>

For the Distinguished Graduate Teaching Award: deadline- **no later than April 1st**
http://www.plymouth.edu/graduate/dgta_form.html

The PSU Distinguished Teaching Awards are our highest form of recognition for the excellent teaching that our faculty, both full- and part-time, provide for our students every day. I thank you for your thoughtful responses to this request for nominations.

Excellence in Service and Scholarship Awards

The call for nominations for the Excellence in Service and Distinguished Scholarship Awards will be announced shortly. Please be thinking about deserving nominees.

Dennise Maslakowski Graduate Scholarship

I am pleased to announce that the Dennise Maslakowski Graduate Scholarship has received over \$20,000 in gifts and pledges. The first Scholarship, in the amount of \$1000, will be awarded in April. The nomination form is available at http://www.plymouth.edu/graduate/documents/scholarship_dm.pdf

News from Academic Affairs

Center for the Environment

- **Patrick Bourgeron** gave a presentation to Harvard Forest at Harvard University, "Dynamics of coupled natural and human systems in the Colorado Front wildland/urban interface."

Center for Rural Partnerships

- **Frances Belcher & Thad Gulbrandsen** have been collaborating with colleagues from U Maine Fort Kent, U Maine Farmington, White Mountains Community College, Lyndon State College, Sterling College, and Paul Smith's College to establish the Northern Forest Higher Education Resource Network (NFHERN). Fran sent out NFHERN's first newsletter on February 20, 2009.
- **Thad Gulbrandsen** and **June Hammond Rowan** (Center for the Environment) facilitated the final public meeting for the Berlin Master Planning process on February 11, 2009.
- **Ben Amsden** and **Mark Okrant** (Social Science) hosted an agritourism workshop at the annual Farm & Forest Expo on February 6, 2009. Attended by over 70 people, this workshop was one of the highlights of this year's Farm & Forest Expo.
- **Ben Amsden** was appointed to the Board of Directors of AHEAD (Affordable Housing Education and Development) a non-profit housing and community development organization located in Littleton.

College of Graduate Studies

- **Leo Sandy** published "Promoting Parent Involvement in Assessment: Putting Parents First," in the Winter Issue of *NHASP Protocol*, the official publication of The New Hampshire Association of School Psychologists. He has also been designated as an associate editor for *The International Journal of Diversity in Organizations, Communities and Nations*.
- Starting Winter term, the College began using its enlarged space at **2 Pillsbury Street** in Concord. Twenty-three courses were offered there in winter, and 39 will be offered in the spring term.
- The Department of Counselor Education and School Psychology has announced the hire of a new faculty member, Karen Hall. Currently at University of North Carolina at Greensboro, Hall will join the department in September.
- In March Prof. **Trent Boggess**, of the Business Department, will travel to the city of Cluj (Romania) to work with officials at University Babeş-Bolyai (UBB) on plans to enroll an international cohort of students into PSU's MBA program. American and Romanian students will participate in online class work, with instruction provided by both PSU and UBB faculty members.
- **Kathleen Norris**, Director of Admissions and Assessment for the College of graduate Studies, presented an invited talk entitled "Creating and Using Effective Formative Assessments" at the Curriculum, Instruction and Assessment Conference, sponsored by the New Hampshire School Administrators Association and held at the Grappone Center in Concord.

Computer Science and Technology Department

- **Zhizhang Shen** had two papers published: **Shen, Z.**, and Qiu, K., "An explicit formula of the surface area for the star graph and a Proof of its correctness," *Congressus Numerantium* (Proc. of the Thirty-Ninth Southeastern International Conference On Combinatorics, Graph Theory and Computing (CGTC39), Boca Raton, FL, March 3-7, 2008), 192 (December 2008) 115-127; and Cheng, E., Qiu, K., and **Shen, Z.**, "A short note on the surface area of star graphs," *Parallel Processing Letters*, 19.1 (2009) 19-22.

Education Department

- In December **Gerard Buteau** and **Marianne True** presented at the TASH conference in Nashville, Tennessee. Their presentation, "Advocacy in Practice: Students and Chronic Illness," focused on the role advocacy can play in positively influencing the student's school experience and provided program participants with advocacy strategies for students who are chronically ill and their families so that they may participate in meaningful ways within the context of the school community.
- In January **Gerard Buteau** shared his sabbatical experience with legislators as part of the New Hampshire Association for Supervision and Curriculum Development's meeting with policymakers on school improvement. Dr. Buteau's work with PSU graduates in their primary grade classrooms at Bakersville Elementary School in Manchester, New Hampshire, was lauded by Commissioner of Education Lyonel Tracy and Deputy Commissioner Mary Heath.
- "Differentiating Instructional Strategies to Support English Language Learners," an article written by **Marianne True** and **Gerard Buteau**, was recently published in the current journal of the New England Reading Association.

Health and Human Performance Department

- **Liesl Lindley** and **Ali Serrani** ('09) participated in the Athletic Training Hit the Hill Day in Washington, DC where they met with representatives of New Hampshire's legislators (Paul Hodes, Carol Shea-Porter, Judd Gregg, and Jeanne Shaheen). Their charge was to help them understand and provide evidence to encourage their support of H.R. 1137, the Athletic Trainers' Equal Access to Medicare Act of 2009. In preparation for this event, Ali attended the iLead Conference where she learned about leadership and the communication skills necessary to talk with our legislators.
- At the most recent Eastern District Association of the American Alliance of Health, Physical Education, Recreation and Dance Convention in Lancaster, PA, February 3-7, 2009, the Health and Human Performance Department was very well represented. **Louise McCormack** received the Honor Award which is the highest honor bestowed by the Eastern District Association. Louise was recognized for her years of service and many contributions to the profession. **Irene Cucina** and **Lynn Johnson** are past recipients of the EDA Honor Award.
- Also at the convention, **Irene Cucina** was reelected as the Eastern District Association Representative to American Alliance of Health, Physical Education, Recreation and Dance Board of Governors; **Barbara McCahan** was elected the Vice President Elect for Physical Activity and Recreation; and **Lynn Johnson** moved from President-Elect to President. As a result of these elections, Plymouth State University and the Health and Human Performance Department is the most represented University in the governance of the Eastern District.
- **Mardie Burckes-Miller**, just finished coordinating the 11th Annual Love your Body Week for the campus and community.

Lamson Library

- **Publications**

- **David A. Beronä:**

- "Preface" to *An Abraham Lincoln Tribute: featuring woodcuts by Charles Turzak*. Dover Publication, 2009; "Introduction" to Lynd Ward's *Vertigo: A Novel in Woodcuts*. Dover Publication, 2009; and A French edition of *Wordless Books: The Original Graphic Novels (Roman Graphique. Des Origines aux Annees)* was published by Editions de La Martiniere

- **Conference, Presentations, and Workshop Attendance**

- **David A. Beronä**

- Judge for the 2009 Juried Print Show, *Momenta III*, running through March 31, 2009 at Two Rivers Printmaking Studio, White River Junction, Vermont.

Mathematics Department

- **Dana Ernst** presented a poster session: "A diagrammatic representation of an affine C Temperley--Lieb algebra" at Project NExT-Young Mathematicians Network Poster Session Joint Mathematics Meeting 2009 January 5, 2009. He also presented "On an open problem of the symmetric group" at the Keene State College Math Seminar, February 27, 2009.
- **John Donovan** has been appointed by the President of the National Council of Teachers of Mathematics to be the new editor of the *Mathematics Teacher* starting in June.
- **Brian Beaudrie** is presenting "The Impact of Online Assessment on Grades in Distance Education Mathematics Courses" at the Society for Information Technology & Teacher Education conference in Charleston, SC on March 3rd 2009 and has a full paper with the same title published in the conference proceedings.
- **Barbara Boschmans** and PSU graduate student **Leal Rivanis** are presenting "Preservice Elementary Teachers' Experience with The Math Forum's Virtual Fieldwork Sequence in a Mathematics Methods Course" at the Society for Information Technology & Teacher Education conference in Charleston, SC on March 5th 2009 and have a short paper with the same title published in the conference proceedings.

Music, Theatre and Dance Department

- **Dr. Gary Corcoran** was the guest conductor the 2009 Rhode Island Junior All-State Band in Providence, February 6-8.
- **Elizabeth Cox** coordinated the New Hampshire Professional Theatre Association auditions held in the Silver Center on February 21, 2009. Eighteen theatre companies from around the state attended the day-long process seeing 94 individuals for auditions and interviews for summer stock and full-time work.
- **Carleen Graff** just returned from a performance at Illinois State University where she gave a lecture/recital on George Crumb's piano music. She performed several selections from "Makrokosmos" as well as a new work from 2002 "Eine kleine Mitternachtsmusik", based on Thelonius Monk's "Round Midnight." She also gave a master class for graduate and undergraduate students, and was interviewed on public radio from the University of Illinois. She will be giving a similar lecture/recital on March 7 for the PSU Contemporary Piano Festival.
- **Amanda McLaughlin Munton '00**, adjunct in music, is one of 12 young National Association of Teachers of Singing (NATS) voice teachers who have been selected from a nationwide applicant pool to participate in the prestigious NATS Intern Program to be held at Shorter College in June, all expenses paid. Interns will hone their voice teaching skills under the supervision of four master voice teachers for a period of two weeks.

- **Dan Perkins** presented a series of workshops at public schools in Whitefield, NH with the Hanover Chamber Orchestra principals as part of an outreach project funded partially by the Center for Rural Partnerships. He also presented a workshop in the Silver Center for the Arts with the Lebanon, NH High School Chamber Singers.

Psychology Department

- **Joel Funk** gave a presentation, "Two Alternatives to Ken Wilber's Transpersonal Model of Development," at the semiannual Lifwynn Foundation for Social Research meeting in Vancouver, BC.

Social Work Department

- **Stephen Gorin** published "Long Time Coming: Are We on the Brink of Universal Health Care Coverage?" in *Health & Social Work*, (February 2009), 34(1). He is also a member of a newly formed Social Insurance Working Group (SIWG) consisting of leading national experts on social insurance and attended a founding meeting for the group in Washington, DC in January.
- **Stephen Gorin** and **Cynthia Moniz** attended the Presidential Inaugural Ceremonies in January as guests of Senator Shaheen. They also participated in meetings and celebrations sponsored by SWIG and the Health Policy Advisory Committee and Doctors for Obama.
- **Scott Meyer** conducted a field instructors' workshop in January in preparation for our spring Social Work Practicum. Scott also served as Associate Editor for the current volume of the *International Journal of Diversity in Organizations, Communities and Nations*.
- **Cynthia Moniz** brought 15 students from 2 social work classes to the "Every Child Matters" one-day conference held in Concord on Feb. 17.