

Plymouth State University  
Faculty Meeting Minutes  
Wednesday, May 6, 2009

There were approximately 85 faculty members in attendance.

I. Approval of draft minutes of the April 1, 2009 meeting. *Approved as amended*

Speaker Blaine commented on her year as Faculty Speaker, especially her experience on the selection committee for Distinguished OS and PAT, which she described as “a humbling experience” to see all that they do.

II. Reports (submitted in writing) –

President Steen: no questions

Provost Bernier: no questions

III. New Business

A. Resolutions of the Standing Committees— none.

B. **MOTION from the ACADEMIC AFFAIRS COMMITTEE:** To change the policy regarding first academic severance as indicated below, so as to allow students on first severance to take up to eight credits via the Frost School (as non-matriculated students) during their severed semester. (See Appendix A)  
Moved by Liz Ahl. Seconded. Discussion with some language change (highlighted in yellow in Appendix A). *Motion approved.*

C. **MOTION from BUSINESS** (Richard Sparks): To replace the existing Marketing major with three Marketing options: IMC (Integrated Marketing Communications), Professional Sales, and Public Relations (See Appendix B)  
Moved by Richard Sparks. Seconded. No discussion. *Motion approved.*

Mary Cornish asked that the faculty consider Motion E prior to voting on Motion D.

E. **MOTION from FACULTY WELFARE** (Mary Cornish): To **amend Article XI.F.7 of the Faculty bylaws** (requires a 2/3 vote) as follows:  
*See Appendix C for current wording.*

***Proposed wording (changes in italics): Faculty Welfare Committee***

The academic reputation and vitality of the University is integrally linked to the quality of the faculty. Therefore, it is in the best interest of the University and the students to attract and keep high-quality faculty. Toward that end, the Faculty Welfare Committee represents the interests of the faculty.

a. Composition:

The Faculty Welfare Committee shall have six (6) elected faculty members. The term of each elected member shall be for three years, with two members being elected each year.

The President, the Vice President for Financial Affairs, the Provost and Vice President for Academic Affairs, the Director of Human Resources, and the USNH Legal Counsel shall be available to serve as consultants to the Faculty Welfare Committee, at the expressed request of the Committee. *In addition, there will be two non-voting members of the committee, each with one-year, non-renewable terms: one non-voting tenure track faculty member and one adjunct faculty member. The non-voting tenure-track faculty member should have not more than five years service at PSU and will be appointed by the Faculty Speaker. The adjunct faculty representative will be elected annually by the adjunct faculty using a process determined by and managed by the adjunct community.*

The Chair of the Faculty Welfare Committee shall be elected annually from among its members and must be a tenured faculty member. The Chair of Faculty Welfare, or his/her designee, who must be a tenured faculty member, shall serve as an ex officio, voting member of the Grievance Resolution Committee. The Chair of the Faculty Welfare Committee serves on the University Steering Committee.

b. Function:

- (1) To represent the interests of the faculty as a group of professional persons; (reference Bylaws of the Trustees, The Faculty Welfare Committee). The Committee will advocate for the welfare of the faculty and will make recommendations to the faculty and/or administration on matters affecting the welfare of the faculty, including but not limited to: academic freedom; promotion and tenure; compensation and benefits; workload; personnel policies; professional ethics; and "quality of life" issues related to working conditions.
- (2) To serve as a point of contact and consult with other groups, constituencies, and/or administrators when they formulate, revise, or propose policies affecting faculty welfare.
- (3) To select one of its members to serve as a representative to the USNH System Personnel Policy Council meetings.
- (4) To report annually on its activities to the full faculty.
- (5) To request a Faculty Forum or a special meeting of the faculty, if in the Committee's judgment one is necessary.
- (6) To perform such other duties as specified by the Faculty Handbook and by these Bylaws.

**Rationale for the two motions:**

At the April faculty meeting, the Faculty Welfare Committee conducted a straw poll to gauge the will of the faculty regarding adjunct representation on the Faculty Welfare Committee. The majority of faculty indicated that adjuncts should be represented. Given the complexities of adjunct contracts at PSU, the FWC and a large number of the straw poll voters felt that an election to a one-year, non-voting term is the best way to include an adjunct representative on the committee.

Moved and seconded. Discussion.

Amendment from Robin DeRosa (in **BOLD** italics) to change italicized portion above to: *In addition, there will be one non-voting tenure track faculty member and one voting adjunct faculty member, each with one-year, non-renewable terms. The non-voting tenure-track faculty member should have not more than five years service at PSU and will be appointed by the Faculty Speaker. The adjunct faculty representative will be elected annually by the adjunct faculty using a process determined by and managed by the adjunct community.*

The motion was seconded by Gary McCool. Discussion. Amendment was accepted by Faculty Welfare.

Moved and seconded – ***amendment approved.***

A vote on the Motion was taken – ***motion approved unanimously.***

D. **MOTION from FACULTY WELFARE** (Mary Cornish): **Motion:** To **amend Article III of the Faculty bylaws** (requires a 2/3 vote) as follows: *See Appendix C for current wording.*

***Proposed wording (changes in italics):***

Membership in the faculty shall be restricted to those persons employed at Plymouth State University who have appointments in one of the following categories: Tenure-Track Faculty, Faculty-in-Residence, or Contract Faculty. Only such members of the faculty may vote on issues at faculty meetings, vote in faculty elections, or be elected to faculty offices and committees. *The one exception is that the adjunct faculty will each year elect an adjunct faculty member to serve as a non-voting participant of the Faculty Welfare Committee for a one-year term.*

According to the Faculty Handbook, Section 2.1 Definition of Faculty Status, administrators with academic rank are the President, the Provost and Vice President for Academic Affairs, the Associate Vice President for Undergraduate Studies, the Associate Vice President for Graduate Studies and Community Outreach, and the

Director of the Library. All such administrators with academic rank are members of the voting faculty. However, of the listed administrators, only the Director of the Library is eligible to be elected to faculty offices and committees. No person may be simultaneously a member of, or represented by, two governing assemblies.

Gary McCool made a friendly amendment to the Motion that the language read “voting member” instead of “non-voting participant.” The amendment was accepted by Mary Cornish and the second.

The Motion was moved and seconded. No discussion. ***Motion approved.***

**F. DISCUSSION ITEM:** To discuss the impact of the ice rink.

A 15-minute limit was established for this discussion. Gary McCool gave background. Wendy Palmquist from the Athletic Council explained that the Council is up-to-date on all things related to the rink. President Steen went down the list of questions (Appendix D), after listing ways in which this information has been shared with the different campus constituencies last year. She did acknowledge that not having a specific forum for the faculty was an oversight. There have also been meetings with both Plymouth and Holderness town officials.

**1. Why was the decision made to move forward with the construction of a PSU ice rink?**

*It has been rumored that the NCAA is pressuring PSU to improve our athletic facilities. Is this true? Is there any evidence that not building an ice rink would somehow threaten our status with the NCAA?*

The Rink is part of the Allwell Center and has always been intended to happen as a way to increase student enrollment and retention, offer new academic programs, and offer new opportunities for research and community programming. NCAA doesn't have anything to do with this.

**2. What portion of the student body is expected to make regular use of the ice rink?**

We hope a lot of students will use it for classes and recreational skating, as well as attending events like hockey games.

**3. How does this project fit in with the University's sustainable vision?**

*Specifically, what is the impact of this construction on the “Climate Commitment” signed by Pres. Steen – in which PSU pledges to reduce our institution's emission of greenhouse gases, in pursuit of the goal of carbon neutrality? That is, will the construction of this facility add to PSU's carbon footprint? How is additional building in a flood plain justified? Was any consideration given to the consequences of paving over prime agricultural land for another parking lot?*

Yes, it will add to the carbon footprint but overall it will be a reduction over what might have been assumed. It will equal the energy use of a traditional academic building of the same size. It is in the flood plain, but it is still the best site. Low impact ice making machine from Canada will generate heat to heat the building. It will be a model of green tech for its type.

**4. How will the ice rink be paid for and maintained?**

*We are leaving the age of cheap and abundant energy. What are the projections of the annual cost of energy to maintain this building in the future, as energy prices overall start to skyrocket? Presumably, PSU is counting on projections of revenue from renting ice time and from gate receipts – in order to help pay off state bonds. What if these projections turn out to be less than anticipated? What risks are there that students may be counted on to pay higher fees? And will raising existing fees and/or adding new ones make PSU less affordable for the average student?*

We are looking at geothermal to help with costs. Yes, we are counting on revenue projections and over the last year, we have raised over \$2,000,000 in pledges and donations and NH is partnering to make it happen. It will be the only building in USNH approved by the NH Community Development Finance Authority for business for tax credits to encourage community partnerships.

**5. What are the financial (or other) arrangements with Coke as a sponsor/donor to the ice rink project?**

*Is Coke sponsorship of the ice rink related to the removal of all non-Coke products from the HUB Snack Bar? Was consideration given to using “Coke” or “Coca-Cola” in the name of the ALLWELL Center or the ice rink? Was there discussion of both pros and cons of such corporate sponsorship? Was any objection voiced or concern raised about accepting the sponsorship of a soft drink company for facilities promoting health and wellness?*

We have worked with Coke and we do have an exclusivity contract. There was no intention of using their name. With every year we stay with the Coke contract, we get an amount of money because they

don't have to worry about losing the contract. They provide water, tea and energy drinks as well as soft drinks, so, no, we weren't concerned about a soft drink company partnership.

**6. There seems to have been very little information about this project presented to the campus as a whole. Why the secrecy?**

*With the University so close to groundbreaking on this project, why has it had such a "low profile"? Apparently the project was not discussed in depth with the President's Commission on Environmental Sustainability until April 20. One member of this group has resigned because of his opposition to this project. There has been no discussion of the project with the University Environmental Committee.*

There was no intention to be secretive. The plans for the Rink were discussed with so many groups and around campus that not having a forum specifically for the faculty was an oversight. If the faculty want a full presentation, she will arrange it.

**7. What happened to the University's "Good Neighbor" policy?**

a) *Is it true that none of the abutting property owners were notified about this project when it was in its early planning stages?*

b) *It has been stated that Waterville Valley invested about \$300,000 in their existing rink in part because they were counting on their agreement with PSU that PSU hockey teams would use their facility for 10 years. PSU has now backed out of this agreement. Could Waterville Valley have been notified of PSU's plans for its own rink prior to WV investing in their rink?*

c) *What happened to the planned partnership with the Holderness School?*

Abutters were not notified in the initial stages. But, as things progressed, yes, they were notified. Waterville Valley knew a long time ago, even before they invested in their new rink. President Steen met with them to discuss a partnership. Indications show that there will be so much interest in ice that the Holderness School and Waterville Valley will send their overflow here. Regarding a partnership with the Holderness School – we used to share in their arena but they needed the ice too much and we ultimately went to Waterville Valley for our hockey teams. We discussed doing an arena with the Holderness School, but their BOT didn't want to do that. They will lease space in ours. Our partnership is alive and well.

President Steen asked if faculty would like a presentation – yes. There was also an economic impact study done. Our bid came in \$1.5 million less than the estimate. Questions on "cultural projects" from Coke? She had no information on that. No one was available to answer this question. LEED certification?? We are looking more at other certifications. The cost for doing LEED (Langdon is one of the top 10 LEED'S buildings in the country) is \$170,000. But the building will hold to LEED's Silver construction standards.

**IV. Announcements**

- A. Please update your faculty webpage links so that any reference to PSC is replaced with PSU.
- B. See attached reminders from the Academic Affairs Committee regarding add/drop (Appendix E) and registration overrides (Appendix F). (Liz Ahl)
- C. Becky Noel: Honors Council: Wanted 1 faculty member to serve on the Honors Council to develop honors Curriculum. Contact Marcia Schmidt Blaine to express interest.
- D. Linda Levy: thanked Marcia for a job well done as Faculty Speaker this year.
- E. Brad Allen: The student chapter of the American Marketing Association is sponsoring a golf scramble on May 28<sup>th</sup> as a fundraiser for the students to travel to AMA conferences

Meeting adjourned at 4:21 p.m.

**The announcements of the Distinguished Graduate Teaching Award (Gail Mears), the Distinguished Adjunct Teaching Award (Joe Mealey), and the Distinguished Teaching Award (Cynthia Vascak) immediately followed the meeting.**

**MOTION from the ACADEMIC AFFAIRS COMMITTEE: To change the policy regarding first academic severance as indicated below, so as to allow students on first severance to take up to eight credits via the Frost School (as non-matriculated students) during their severed semester.**

### **CURRENT LANGUAGE**

There are two situations which will result in a first academic severance:

1. the cumulative GPA is in the academic probation range for the third consecutive regular semester, or
2. the cumulative GPA falls into the ranges listed below for different numbers of cumulative credits attempted.

Cumulative Credits Attempted	Cumulative GPA
First semester	0.00-0.49
Less than 30	0.00-1.49
30-45.5	0.00-1.59
46-59.5	0.00-1.74
60-74.5	0.00-1.84
75-89.5	0.00-1.94
90-115.5	0.00-1.95
116 and above	0.00-1.97

Students who have been academically severed for the first time may not enroll in any course at Plymouth State University during the next regular semester (fall or spring) following the severance action. The only exception is provided by the appeal mechanism. As explained below, students may appeal for immediate reinstatement, and, if the appeal is successful, may return the following semester on academic probation. **Students who were severed following their first semester at Plymouth State University are not eligible to appeal.**

Students who have been academically severed for the first time may be granted an opportunity, through either readmission or reinstatement, to demonstrate their ability and intention to succeed academically and to earn a degree from Plymouth State University.

1. Reinstatement. In the days following the Severance action, students, except those who were severed following their first semester at Plymouth State University may appeal to the Academic Affairs Committee for immediate reinstatement. Students who wish to do this must submit a letter of appeal to the [Undergraduate Advising Center](#). Instructions for writing this letter are sent by certified mail to severed students. They may also seek counsel from their academic advisors or from the staff of the Undergraduate Advising Center.
2. Readmission. Any time following the mandatory one semester away from Plymouth State University, students may apply to the Office of Admission for readmission. Readmission is not automatic. A student who was severed following two or more semesters of enrollment is usually required first to raise the cumulative GPA out of severance range. This can be done by returning as a non-matriculated, part-time student and repeating courses in which grades of C- or lower were earned. Alternately, students may repeat courses at other colleges/universities that they failed at PSU to have the F removed from the PSU grade point average calculation. Prior arrangements must be made through the Undergraduate Studies Office.

Students who were severed following their first semester at Plymouth may reapply without having repaired their GPA; they must provide an explanatory letter as part of their readmission application.

Readmitted or reinstated students will be placed on academic probation for the next regular semester. If these students earn a 2.00 semester GPA for that semester, but fail to raise their cumulative GPA out of the severance range, they are given a second probationary semester in which to do so.

### **PROPOSED LANGUAGE (IN BOLDED CAPS)**

There are two situations which will result in a first academic severance:

1. the cumulative GPA is in the academic probation range for the third consecutive regular semester, or
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#### Cumulative Credits Attempted Cumulative GPA

First semester	0.00-0.49
Less than 30	0.00-1.49
30-45.5	0.00-1.59
46-59.5	0.00-1.74
60-74.5	0.00-1.84
75-89.5	0.00-1.94
90-115.5	0.00-1.95
116 and above	0.00-1.97

Students who have been academically severed for the first time **AUTOMATICALLY LOSE THEIR MATRICULATED STATUS** during the next regular semester (fall or spring) following the severance action. The only exception is provided by the appeal mechanism. As explained below, students may appeal for immediate reinstatement, and, if the appeal is successful, may return the following semester on academic probation. **Students who were severed following their first semester at Plymouth State University are not eligible to appeal. DURING THE MANDATORY SEMESTER (FALL OR SPRING) OF NON-MATRICULATED STATUS STUDENTS MAY ENROLL FOR A MAXIMUM OF EIGHT CREDITS THROUGH THE FROST SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES. STUDENTS MAY ALSO ENROLL IN A MAXIMUM OF FOUR CREDITS DURING A WINTERIM OR A SUMMER SESSION.**

Students who have been academically severed for the first time may be granted an opportunity, through either readmission or reinstatement, to demonstrate their ability and intention to succeed academically and to earn a degree from Plymouth State University.

1. Reinstatement. In the days following the Severance action, students, except those who were severed following their first semester at Plymouth State University, may appeal to the Academic Affairs Committee for immediate reinstatement. Students who wish to do this must submit a letter of appeal to the [Undergraduate Advising Center](#). Instructions for writing this letter are sent by certified mail to severed students. They may also seek counsel from their academic advisors or from the staff of the Undergraduate Advising Center.

2. Readmission. A student who was severed following two or more semesters of enrollment is required first to raise the cumulative GPA out of severance range. **DURING THE MANDATORY SEMESTER (FALL OR SPRING) OF NON-MATRICULATED STATUS STUDENTS MAY ENROLL FOR A MAXIMUM OF EIGHT CREDITS THROUGH THE FROST SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES. STUDENTS MAY ALSO ENROLL IN A MAXIMUM OF FOUR CREDITS DURING A WINTERIM OR A SUMMER SESSION.** Alternately, students may repeat courses at other colleges/universities that they failed at PSU to have the F removed from the PSU grade point average calculation. Prior arrangements **FOR TRANSFER COURSES** must be made through the Undergraduate Studies Office. **IF, THROUGH ANY OF THE ABOVE ACTIONS, THE CUMULATIVE GRADE POINT AVERAGE IS RAISED TO MEET THE APPROPRIATE MINIMUM STANDARD FOR NON-SEVERANCE STATUS, THEN STUDENTS MAY APPLY TO THE OFFICE OF ADMISSION FOR READMISSION ANY TIME FOLLOWING THE MANDATORY SEMESTER AWAY (FALL OR SPRING).** Readmission is not automatic.

Students who were severed following their first semester at Plymouth may reapply without having repaired their GPA; they must provide an explanatory letter as part of their readmission application.

**Readmitted students who have raised the cumulative GPA to the Academic Probation range, and all reinstated students,** will be placed on academic probation for the next regular semester (FALL OR SPRING). If **STUDENTS WHO ARE READMITTED OR REINSTATED** earn a 2.00 semester GPA for that semester, but fail to raise their cumulative GPA out of the severance range, they are given a second probationary semester in which to do so.

## Appendix B:

### PROPOSED MARKETING MAJOR, BACHELOR OF SCIENCE

General Education Requirements: 33 – 35 credits

Business Core: 47 credits

Marketing Core Courses: 9 credits

1. Bu 3340 Consumer Behavior
2. Bu 3280 Professional Selling Skills I
3. Bu 3360 Marketing Research

Marketing Option 1: IMC (Integrated Marketing Communications) 12 credits

1. Bu 3370 Advertising and Promotions Management
2. Bu 4440 Global Marketing
3. Bu 4250 Marketing Management
4. Elective (choose one)
  - a. Bu 3XXX Event Marketing
  - b. Bu 3450 Sports Marketing
  - c. Bu 3320 E-Commerce
  - d. Bu 4600 Business Internship

Marketing Option 2: Public Relations 12 credits

1. Bu 3600 Corporate Public Relations
2. Bu 3XXX Event Marketing
3. Bu 3XXX Business and the Media
4. Elective (choose one)
  - a. En 3670 Journalism
  - b. Cm 3500 Media Effects
  - c. Bu 3370 Advertising and Promotions Management
  - d. Bu 4600 Business Internship

Marketing Option 3: Professional Sales 12 credits

1. Bu 3290 Professional Selling Skills II
2. Bu 4260 Interpersonal Relations
3. Bu 3230 Sales Management
4. Elective (choose one)
  - a. Bu 3370 Advertising and Promotions Management
  - b. Bu 4440 Global Marketing
  - c. Bu 3XXX Event Marketing
  - d. Bu 4600 Business Internship

Electives: 17 – 19 credits

Total credits: 120



## Appendix C:

### **For Motion D: *Current wording:***

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### **For Motion E: *Current wording:***

#### **Faculty Welfare Committee**

The academic reputation and vitality of the University is integrally linked to the quality of the faculty. Therefore, it is in the best interest of the University and the students to attract and keep high-quality faculty. Toward that end, the Faculty Welfare Committee represents the interests of the faculty.

#### a. Composition:

The Faculty Welfare Committee shall have six (6) elected faculty members. The term of each elected member shall be for three years, with two members being elected each year.

The President, the Vice President for Financial Affairs, the Provost and Vice President for Academic Affairs, the Director of Human Resources, and the USNH Legal Counsel shall be available to serve as consultants to the Faculty Welfare Committee, at the expressed request of the Committee. In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant of the committee for a one-year, non-renewable term. This member shall be selected from a pool of faculty with not more than five years service at PSU.

The Chair of the Faculty Welfare Committee shall be elected annually from among its members and must be a tenured faculty member. The Chair of Faculty Welfare, or his/her designee, who must be a tenured faculty member, shall serve as an ex officio, voting member of the Grievance Resolution Committee. The Chair of the Faculty Welfare Committee serves on the University Steering Committee.

#### b. Function:

- (1) To represent the interests of the faculty as a group of professional persons; (reference Bylaws of the Trustees, The Faculty Welfare Committee). The Committee will advocate for the welfare of the faculty and will make recommendations to the faculty and/or administration on matters affecting the welfare of the faculty, including but not limited to: academic freedom; promotion and tenure; compensation and benefits; workload; personnel policies; professional ethics; and "quality of life" issues related to working conditions.
- (2) To serve as a point of contact and consult with other groups, constituencies, and/or administrators when they formulate, revise, or propose policies affecting faculty welfare.
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- (5) To request a Faculty Forum or a special meeting of the faculty, if in the Committee's judgment one is necessary.
- (6) To perform such other duties as specified by the Faculty Handbook and by these Bylaws.

## Appendix D

### QUESTIONS CONCERNING THE PLANNED PSU ICE RINK

Compiled by Gary McCool (member, University Environmental Committee) from suggestions from many people

*NOTE: The PSU Ice Rink project is clearly going to happen. However, a number of questions have been raised and it seems that it would be good to make these public and get responses as a way to share info and clear the air.*

#### 1. Why was the decision made to move forward with the construction of a PSU ice rink?

It has been rumored that the NCAA is pressuring PSU to improve our athletic facilities. Is this true? Is there any evidence that not building an ice rink would somehow threaten our status with the NCAA?

#### 2. What portion of the student body is expected to make regular use of the ice rink?

#### 3. How does this project fit in with the University's sustainable vision?

Specifically, what is the impact of this construction on the "Climate Commitment" signed by Pres. Steen – in which PSU pledges to reduce our institution's emission of greenhouse gases, in pursuit of the goal of carbon neutrality? That is, will the construction of this facility add to PSU's carbon footprint?

How is additional building in a flood plain justified? Was any consideration given to the consequences of paving over prime agricultural land for another parking lot?

#### 4. How will the ice rink be paid for and maintained?

We are leaving the age of cheap and abundant energy. What are the projections of the annual cost of energy to maintain this building in the future, as energy prices overall start to skyrocket?

Presumably, PSU is counting on projections of revenue from renting ice time and from gate receipts – in order to help pay off state bonds. What if these projections turn out to be less than anticipated? What risks are there that students may be counted on to pay higher fees? And will raising existing fees and/or adding new ones make PSU less affordable for the average student?

#### 5. What are the financial (or other) arrangements with Coke as a sponsor/donor to the ice rink project?

Is Coke sponsorship of the ice rink related to the removal of all non-Coke products from the HUB Snack Bar? Was consideration given to using "Coke" or "Coca-Cola" in the name of the ALLWELL Center or the ice rink? Was there discussion of both pros and cons of such corporate sponsorship? Was any objection voiced or concern raised about accepting the sponsorship of a soft drink company for facilities promoting health and wellness?

#### 6. There seems to have been very little information about this project presented to the campus as a whole. Why the secrecy?

With the University so close to groundbreaking on this project, why has it had such a "low profile"? Apparently the project was not discussed in depth with the President's Commission on Environmental Sustainability until April 20. One member of this group has resigned because of his opposition to this project. There has been no discussion of the project with the University Environmental Committee.

#### 7. What happened to the University's "Good Neighbor" policy?

a) Is it true that none of the abutting property owners were notified about this project when it was in its early planning stages?

b) It has been stated that Waterville Valley invested about \$300,000 in their existing rink in part because they were counting on their agreement with PSU that PSU hockey teams would use their facility for 10 years. PSU has now backed out of this agreement. Could Waterville Valley have been notified of PSU's plans for its own rink prior to WV investing in their rink?

c) What happened to the planned partnership with the Holderness School?

## APPENDIX E:

### New Registration Process Underway F.A.Q.

#### **So, please remind me, what's going to be different with registration and Add/Drop for the Fall semester?**

Two big things will be different. What has been known as the Add/Drop period will be shorter, and students will not need a faculty signature to add a course during this period. In a little more detail: registration for returning students opened on April 13<sup>th</sup> and will remain open until the end of the new (shorter) Add period in the fall. Students will be able to register online, via WebReg, all summer long and into the beginning of the semester. Under the old system, registration would have closed on August 2 and then be reopened for Add/Drop on September 1, and at that time all adds would have had to be processed at the Registrar's Office with an instructor signature. Under the old system, students could have added classes as late as September 11. Now, students will not be able to add classes after September 8. Additionally, students will not need an instructor's signature to add a class; if there is an open spot in the class, and they are qualified to take the course

#### **Why did we do this again?**

We are hoping that this shift in process will address a couple of issues. First, faculty have long complained that the add period is simply too long. This change cuts it down by about a week, and while this still means that there's some catch up for students who add a course during this time, it also means that catch-up won't entail two full weeks of coursework, putting students at an instant disadvantage. Secondly, we're hoping that the availability to students of an extended period (over the summer, in this first instance) to add and drop courses will result in more students getting the classes they need and want BEFORE the first day of classes. We hope that this will make the first week of classes less hectic for students and faculty with respect to adding/dropping. Finally, the ability of students to add a course with an available seat without having to get the faculty member's signature will ensure that we make good, honest use of resources – that faculty cannot just decide to stop adding students even when seats are available. (In the past, some faculty members have balked at adding students after nearly two weeks of the semester have passed.)

#### **How will I know if a student has added my class?**

As is the case with students who drop courses, the Registrar's Office will email faculty with information about student adds as soon as it is available.

#### **Will this new process apply to first-year students?**

First-year students will have online registration open to them only during the registration session (beginning at 11:15 AM on day II) of their June Orientation date. It will then close until all June orientation dates have passed. Then, on or around June 16, all incoming students who have attended an orientation session will have the same open access to add and drop courses as upperclassmen.

#### **I'm worried that first-year students (or their well-meaning parents) will make unhelpful changes to their schedules if given this freedom. What is being done to prevent this?**

We probably can't prevent this in an absolute sense, but we can all take steps to reassure students (and parents) that the schedule they leave with after June orientation is a good fit for them. Specific strategies for conveying this message include:

1. The Associate Vice President for Undergraduate Studies will talk about schedules during the General Education presentation for students and parents (this is a required session at orientation).
2. Faculty department representatives should discuss this issue with their students at the departmental "welcome" sessions that have replaced schedule planning at orientation.
3. The Associate Vice President for Undergraduate Studies will speak with parents directly about this issue during the "Parents as Partners" session at June orientation.

### **What's a registration override, and why should I care?**

A registration override is a way for you to assist a student with a registration error without having to sign a physical piece of paper. This means less logistical legwork for faculty and students during the hectic first week of the semester: no more trying to 'catch' one another for a quick meeting to get the Add form signed. Once the online override is entered by the faculty member, the student does not need to bring his add form to the Registrar's Office for processing between 8-4:30 M-F. This time constraint was becoming more restrictive as student schedules became more varied (some are not on campus at those times at all). The student can then simply go online and add the course via WebReg (for more detail, see Registration Override FAQ). In addition, the signed add form had always been (and will continue to be) interpreted at the Registrar's Office as a blanket override of any and all registration errors, whereas the online override allows the faculty member to override some errors but not others. For example, if the course is full, and the student does not have the pre-requisite courses, the faculty may wish to override the pre-requisite error **ONLY**, thus allowing the student to register only if a seat opens in the course. Previously, had that student presented a signed Add form at the Registrar's window, he would have been added to the course regardless.

## **Appendix F:**

### Registration Online Overrides FAQ

#### *Who needs them?*

Online overrides are only necessary for students who are getting an error message when they try to register for a course using the online registration system.

#### *They're Specific and Give Instructors Greater Control*

Online overrides enable instructors to allow specific students to register using the online registration system for a specific section of a course (by CRN) by selecting the specific error to eliminate. Instructors can use the Registration Override to instantaneously add students into full sections, override a time conflict or prerequisite issue, or provide a sort of "signature" for courses that require instructor permission.


#### *They're Useful!*

- We have been seeing increased interest by students and faculty in trying to take care of registration issues via e-mail, indicating that physically getting together to put pen to paper and sign a form is posing a challenge. This is especially true as the number of online courses grows.
- Students want to take care of registration issues during the summer when neither they nor the faculty member is on campus: allowing each side to do their part online would make this much easier.
- Faculty have expressed frustration at the Registrar's Office policy of overriding any and every error when the student presented a signed add form – this method allows faculty members to override only the errors they feel are appropriate.
- Especially with the shortened add/drop period beginning this fall, it will enable students and faculty to conduct the business of getting registered in a 24/7 environment, without needing to be tied to 'regular business hours'
- Students don't have to take time to come into the Registrar's Office to process changes to their schedule.

#### *How Do I Give an Online Override?*

Accesses the following screen by clicking on the Faculty link under the "Services" tab in MyPlymouth and then selecting 'Registration Overrides' and the appropriate term:

## SCT WWW Information System ID Selection

 Enter the ID of the Student/Advisee you want to process then press the Submit ID button.

Student or Advisee ID:


OR

Student and Advisee Query

Last Name:	<input type="text"/>
First Name:	<input type="text"/>
Search Type:	<input type="radio"/> Students <input type="radio"/> Advisees <input type="radio"/> Both <input checked="" type="radio"/> All

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The faculty member can then enter the student's ID number, if known (I recommend asking the student for her ID when she asks for your permission...it will make things easier!), or can enter the name and select from a list. Once the student has been selected, the next screen looks like this:

 Welcome to the Faculty Registration Permits/Overrides Worksheet.

If the word "Confidential" appears next to a student's name, his/her personal information is to be kept confidential.

You may click on the student's name to view his/her address and phone information.

Registration Overrides

Override	Course
None	None
None	None
None	None

There are no current overrides for the selected student and term.

Current Student Schedule

Instructors must make a choice from both the Override and Course columns, thereby giving them the ability to limit the errors they are willing to override for that particular CRN (Enrollment Limit but not Program Requirements, for example). If an instructor wants to override multiple errors, he must put each error on a separate line.

An online override can be used in place of a signature to override the following errors (I've put the actual text that instructors would see as a choice in **bold**)

- **Time Conflict** exists with another course already on the student's schedule (note that the student's schedule appears below the Overrides boxes, for reference).
- **Enrollment Limit** (Cap) has been reached.
- Course has a **Signature Required** stipulation.
- Student does not meet **Program Requirements** (pre-requisites, co-requisites, class level, program/major restriction, and/or signature required).

Once the Override/Course pair(s) have been selected, the instructor must hit **submit**. Then, the student will be able to register through the online registration system without experiencing these errors.