Plymouth State University D_R_A_F_T FACULTY MEETING MINUTES

Wednesday, May 5, 2010

The meeting was called to order at 3:38 p.m.

There were approximately 110 faculty in attendance.

I. Acceptance of the draft minutes of the April 7, 2010 meeting. Accepted as submitted.

II. Reports

- A. Sara Jayne Steen, President (submitted electronically) In reply to question about moving to Colleges versus departments, she is not ready to comment on where we are in the planning because she is still in conversation with the Board of Trustees. Concern was expressed on how the faculty will be able to influence the decisions on salaries when the decisions will probably be made during the summer. KSC has postponed their decision on salaries until June and UNH has not yet reached a decision with the union. All the campuses decided to postpone decisions pending more information on next year's enrollment and state appropriation levels. Thus far information looks positive for next year's enrollment. Much is hanging on the state appropriation which has not yet been announced. The PSU constituency groups will be meeting tomorrow morning to discuss the Mercer rpt.
- B. Julie Bernier, Provost and Vice President for Academic Affairs (submitted electronically) No questions.
- C. Yvette Lazdowski, Faculty Representative to Board of Trustees Financial Affairs Committee (submitted electronically) Reported her experience in this role as "valuable." She urged the faculty to be "calm" in their waiting for word on salaries/benefits, and supportive of the administration's efforts to advocate for PSU. Feels that the people making the decisions have received our concerns and have the employees at heart as they deliberate and make our needs known to the BOT. She said that student concerns have also been made known to the Board. President Steen described the types of data and information that have been forwarded to the decision-making Board.
- D. Phil Lonergan, Faculty Representative to Board of Trustees (submitted electronically) Expressed his opinion that Programs and Services Committee (a USNH committee) would benefit by having more faculty representatives on it. Scott Coykendall reported that next year the PSU Steering Committee will be looking closely at faculty representatives and observers to the USNH BOT and its committees. The current "observers" were just that listening, not talking, which may have been good because it wouldn't interfere with the Board's work. Phil said that the real work is done in the Committees and the Board is the final authority. Other comments and anecdotes were shared

III. New Business

- A. Resolutions of the Standing Committees—none.
- B. **MOTION** from the MATH DEPARTMENT (Barbara Boschmans): To drop the Statistics and Mathematics Education minors and add a Mathematics Education K-8 minor and a Mathematics Education 7-12 minor (See Appendix A.)

RATIONALE: We have had no students enrolled in the Statistics or Mathematics Education minors. The Mathematics Department doesn't have enough statistics courses to offer a statistics minor. The Mathematics Education minor as currently listed is not very student friendly and is hard to complete. Splitting the minor into two, K-8 and 7-12, allows students who are completing a Childhood Studies degree or a Secondary Teacher Certification program to complete a Mathematics Education minor, which will help them in their future job searches.

The motion was made by Dana Ernst (MA Department) and seconded. He spoke to the motion. No questions or comments. A voice vote was taken; *the motion carried*.

C. MOTION from the COUNCIL OF TEACHER EDUCATION (Irene Cucina): To include the following statement on syllabi:

Plymouth State University is committed to providing students with documented disabilities with equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with the PASS office in Lamson Library (535-2270). If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that the accommodations can be reviewed.

The motion was made by Louise McCormack and seconded. Louise spoke to the motion. There was a suggestion that the syllabi common statements should be kept online somewhere. Provost Bernier said they will be on the Academic Affairs website, as well as the PASS website. Should they be in the academic catalog? There were some questions about the language used. Should this statement be reviewed by USNH counsel before voted on by the faculty? Discussion.

A motion was made to send this motion back to committee to get reviewed. A voice vote was taken on this second motion; *the motion was approved*.

D. **MOTION from the ACADEMIC AFFAIRS COMMITTEE (Eric Hoffman):** To change the catalog policy regarding the Early Evaluation process. The current policy is on p. 51 of 2009-2010 catalog under the "Grading System" heading and the "Early Evaluation" sub-heading. Changes are indicated in bold.

New Policy:

All students who have earned 47 or fewer credits (First Year through Second Year sophomore classification) are evaluated at the end of the first six weeks of classes during the fall and spring semesters. Instructors of full-semester courses submit grades on students' performance. Students are urged to discuss these grades with their advisors and instructors. All first-semester, first-year students (those who have attempted fewer than 12 credits), after consultation with the advisor and instructor(s), may drop full-semester course(s) within two weeks after notice of the early evaluation.

Current Policy:

To provide early evaluation for first-semester, first-year students (those who have attempted fewer than 12 credits), at the end of the first six weeks of classes, instructors of full-semester courses submit grades on these students' performance. These students are urged to discuss these grades with their advisors and instructors. After consultation with the advisor and instructor(s), these first-year students may drop full-semester course(s) within two week after notice of the early evaluation.

RATIONALE: After hearing from students and faculty regarding the previous motion (defeated at the March faculty meeting), the committee decided to amend the motion to include only first and second year students. There are several reasons we feel this policy change would be beneficial:

- 1. This allows students early in their academic career the opportunity to get feedback from their professors early enough during the semester to take action.
- 2. This allows many more transfer students to get early feedback about their progress at a new school with new expectations.
- 3. Academic advisors can use this information as an effective advising tool for more than just first year first semester students.

The motion was made by Eric Hoffman and seconded. Eric spoke to the motion. Discussion. A motion to move the question was approved. A voice vote was taken; *the motion was approved*.

E. **MOTION from the ACADEMIC AFFAIRS COMMITTEE (Eric Hoffman):** Change the Transferring Credits policy on p. 49 of the 2009-2010 catalog. Changes are indicated in bold.

New policy:

A maximum of 90 credits from regionally accredited degree-granting institutions will be accepted toward the baccalaureate degree.

Current policy:

A maximum of 65 credits taken at two-year colleges or 90 credits taken at four-year institutions will be accepted toward the baccalaureate degree.

RATIONALE: The current policy is a disadvantage to students that may have earned more than 65 credits at a two-year college or colleges that would be transferable if taken at a four-year institution. By eliminating this disadvantage it would help the handful of students each year in this situation graduate in a timely manner.

The motion was made by Eric Hoffman and seconded. Eric spoke to the motion. No discussion. A voice vote was taken; *the motion was approved*.

F. **DISCUSSION ITEM:** To discuss the proposed new Honors Program (Becky Noel) (See Appendix B)

Distributed handout and spoke to the new program.

G. **DISCUSSION ITEM:** To discuss the benefits survey sent to Faculty (Elliott Gruner)

IV. Announcements

V. Adjournment

The meeting adjourned at 5 pm.

Respectfully submitted, Alice O'Connor, Scribe

Following the meeting, the following 2010 faculty awards were announced:

Distinguished Adjunct Teaching Award – Janis Bass, HHP Department

Distinguished Graduate Teaching Award - Bonnie Bechard, College of Business Administration

Distinguished Teaching Award – Warren Tomkiewicz, ESP Department

Congratulations to all of the honorees – and to all those who received nominations for these awards.

APPENDIX A: Proposed New Math Minors

New Requirements: Mathematics Education Minor K-8		18 credits
MA 2110	Math in Our World I	4
MA 3010	Math in Our World II	4
MA 3050 MA 2300 Statistics I or MA 3500 Probability and Statistics for Scientists	Introduction to Math Ed	3
Complete one of the following		4
MA 2140	Precalculus	
MA 2490	Applied Calculus I	
MA 2550	Calculus I	

18 credits

New Requirements: Mathematics Education Minor 7-12

MA 2490 Applied Calculus I or MA 2550	2490 Applied Calculus I or MA 2550 Calculus I	
MA 2500 Applied Calculus II or MA 2560 Calculus II (QRCO)		
MA 3500 Probability and Statistics for Sc	ientists	3
MA 3050	Introduction to Math Ed	3
MA 3230	Geometries (TECO) (WRCO)	4
		24.4-
Old Requirements: Mathematics Minor	- Teacher Education Majors (and Others)	21 to 23
MA 2300	Statistics I (QRCO)	3
MA 3010	Mathematics in Our World II (QRCO)	4
MA 3230	Geometries (TECO) (WRCO)	4
Complete one of the following:		4
MA 2490	Applied Calculus I (QRCO)	
MA 2550	Calculus I (QRCO)	
Complete one of the following:		3 to 4
MA 2500	Applied Calculus II (QRCO)	
MA 2560	Calculus II (QRCO)	
*** 2440	Leste Burgle and A travella College (MCCC)	
MA 3110	Logic, Proofs, and Axiomatic Systems (WRCO)	
MA 3200	Discrete Mathematics	
Complete one of the following:		3 to 4
MA 4020	The Cultural and Psychological Aspects of Mathematics Learning (DICO) (INCO)	
MA 4030	Mathematics in the Secondary and Middle School	

APPENDIX B: Honors Council Proposal

The Honors Council seeks feedback on the new Honors Program it has been developing. The two-page attachment shows in brief what we have been working on. We plan to work this program into a votable item for a fall Faculty Meeting. For now, we would appreciate any thoughts or questions you may have. The overview will also be posted on the Faculty Governance blog in case you'd like to make comments there, or you may send comments to any member of the Council: David Zehr (zehr@plymouth.edu), ex officio; Joyce Larson (jlarson@plymouth.edu), ex officio; Kerry Yurewicz (klyurewicz@plymouth.edu), or Rebecca Noel (rrnoel@plymouth.edu), or Bryon Middlekauff (bryonm@plymouth.edu).

Proposed New PSU Honors Program in brief

PSU Honors Council, 2010

Currently students can earn an Honors transcript designation for a given year by taking two Honors courses in that year. The new program awards **Honors Points** for Honors-designated **coursework** (as at present), **Bridge Experiences** both group and independent, and an **Honors Capstone**. Students earning **6 Honors Points in a year** receive an Honors transcript designation for that year (maximum two years). Students earning **24 Honors Points and completing an Honors Capstone** graduate with a University Honors degree.

Honors Points Opportunities

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EXPERIENCE	POINTS	DESCRIPTION	RATIONALE	
Coursework	1/credit	Honors-designated courses, including Honors travel	Core of program remains	
	hour, 12-18	courses	Honors coursework	
	total	Honors transfer semester through NCHC		
Bridge—Group	½ each+,	Existing campus lectures/events	Engage students when	
Events enriched by	3-9 total	Added campus lectures/events, sponsored by	coursework unavailable;	
writing, discussion, or		honors/disciplinary societies, student groups	enhance community;	

reception		Field trips	diversify experiences;
		Serving on Honors Student Board	add service opportunities
		Other community projects/events	
Bridge—	½ each+,	Research/added project in non-Honors course,	Engage students when
Independent	3-6 total	including Independent Study, Individual	coursework unavailable;
Approved by Honors		Enrollment, Internship, or Practicum with	allow diverse &
Coordinator		Tutoring	independent Honors
		Mentoring (including other Honors students)	work
Honors Capstone	1-2	Conference/Banquet each semester showcases in-major	Interdisciplinary
Conference/Banquet		Capstone work OR approved Honors Capstone	research-sharing
planned by Student		work in key in-major course	experience distinct from
Board & Honors		Requires monthly meetings with Honors Capstone	major, unites Honors
Coordinator		cohort and/or Coordinator	community

Honors Coordinator, with Council, to do/delegate

Outreach upon admission, at Orientation

Coordinate courses

Recruit, direct training of faculty

Coordinate, publicize Bridge experiences

Approve/Record Honors points

Award Honors points to transfer students

Run cohort Capstone meetings

Keep up with best practices, attend conferences

Conduct program, faculty, alumni assessment

Create alumni network

Faculty needs

Application/continued eligibility process Ongoing training, best practices, RP group Improved course/faculty evaluation process Rationale for an Honors Program

Student needs, in addition to program itself

Attention upon admission, at Orientation Improved/expanded selection process Honors-wide gatherings, 2-3/semester Student Board to plan events, give input Honors residence option(s) Lounge/reading room Social networking, listsery, active website Honors alumni network

University needs

Budget line for events, Coordinator National Collegiate Honors Council membership Program & alumni assessment Mechanism to award University Honors degree

- >Recruit high-achieving students—competing with other public universities, private colleges, and community colleges, noting that a major trend nationally is the creation of honors programs at other public institutions, particularly regional state colleges and community colleges, to compete with private schools
- >Retain students, particularly out-of-state students
- >Serve high-achieving students; research shows this population can have particular difficulties with isolation and career choice, especially among first-generation college students
- >Useful for faculty—experiment with new ideas and courses, vary offerings and assignments

Origin of PSU's Honors Program

PSC's Honors Program was founded in 1968 "to provide students who have demonstrated superior academic ability with the opportunity for enriched courses in a number of interdisciplinary areas of study" and "to promote a more genuine academic atmosphere throughout the College community," among other reasons. (from the 1981-1982 catalog, p. 105).

How Honors courses differ from non-Honors courses

- --You can often cover more material with the same amount of work, go through syllabus faster; this frees up time for an additional chapter or assignment without much more student work time
- --You can broaden assignment options, direct students to more advanced/complex work or higher-order work sooner; an honors class will often climb a skills scaffold faster and enjoy the challenge
- --You can often use more discussion and more independent projects, whether group or individual.