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 weeks 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

<table>
<thead>
<tr>
<th>New Requirements: Mathematics Education Minor K-8</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 2110</td>
<td>Math in Our World I</td>
</tr>
<tr>
<td>MA 3010</td>
<td>Math in Our World II</td>
</tr>
<tr>
<td>MA 3050</td>
<td>Introduction to Math Ed</td>
</tr>
<tr>
<td>MA 2300 Statistics I or MA 3500 Probability and Statistics for Scientists</td>
<td>3</td>
</tr>
<tr>
<td>Complete one of the following</td>
<td>4</td>
</tr>
<tr>
<td>MA 2140</td>
<td>Precalculus</td>
</tr>
<tr>
<td>MA 2490</td>
<td>Applied Calculus I</td>
</tr>
<tr>
<td>MA 2550</td>
<td>Calculus I</td>
</tr>
<tr>
<td></td>
<td>18 credits</td>
</tr>
</tbody>
</table>
New Requirements: Mathematics Education Minor 7-12

MA 2490 Applied Calculus I or MA 2550 Calculus I 4
MA 2500 Applied Calculus II or MA 2560 Calculus II (QRCO) 4
MA 3500 Probability and Statistics for Scientists 3
MA 3050 Introduction to Math Ed 3
MA 3230 Geometries (TECO) (WRCO) 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)
MA 3110 Logic, Proofs, and Axiomatic Systems (WRRO)
MA 3200 Discrete Mathematics
Complete one of the following: 3 to 4
MA 4020 The Cultural and Psychological Aspects of Mathematics Learning (DICR) (INCR)
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 (rnoel@plymouth.edu), Co-Chairs; Gerard Buteau (gbuteau@plymouth.edu), Louise McCormack (louisem@plymouth.edu), or Bryon Middlekauff (bryonm@plymouth.edu).

Proposed New PSU Honors Program in brief

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

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

PSU Honors Council, 2010
<table>
<thead>
<tr>
<th>reception</th>
<th>Field trips</th>
<th>diversify experiences; add service opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving on Honors Student Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other community projects/events</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bridge—Independent</strong></td>
<td>½ each+, 3-6 total</td>
<td>Engage students when coursework unavailable; allow diverse &amp; independent Honors work</td>
</tr>
<tr>
<td><strong>Approved by Honors Coordinator</strong></td>
<td>Research/added project in non-Honors course, including Independent Study, Individual Enrollment, Internship, or Practicum with Tutoring Mentoring (including other Honors students)</td>
<td></td>
</tr>
<tr>
<td><strong>Honors Capstone</strong></td>
<td>1-2</td>
<td>Interdisciplinary research-sharing experience distinct from major, unites Honors community</td>
</tr>
<tr>
<td><strong>Conference/Banquet planned by Student Board &amp; Honors Coordinator</strong></td>
<td>Conference/Banquet each semester showcases in-major Capstone work OR approved Honors Capstone work in key in-major course Requires monthly meetings with Honors Capstone cohort and/or Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

**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, listserv, 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

**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.

---