***Plymouth State University***

**FACULTY MEETING MINUTES**

**D\_R\_A\_F\_T**

Wednesday, April 3, 2013

Heritage Commons

The meeting was called to order at 3:42 p.m. with approximately 63 faculty in attendance.

**I.** **Approval of the draft minutes** of the March 6, 2013 meeting.

 After a review of the minutes, there were no amendments. The minutes were accepted as submitted.

**II. Reports**

A. Sara Jayne Steen, President – no questions

B. Julie Bernier, Provost and Vice President for Academic Affairs – no questions

**III. Old Business**

1. **None**

**IV. New Business**

A. Resolutions of Standing Committees (None)

1. **Motion from the Promotion, Tenure, and Evaluation Advisory Group** (Eric Hoffman): To Accept revisions to the evaluation sections of the faculty handbook (currently 2.5 Evaluation Procedures and 2.10 Faculty Rights and Responsibilities).  Please see attached revisions in a document entitled "Evaluation sections of handbook - Revision". (Appendix A)

The motion was made by Eric Hoffman and seconded. Professor Hoffman showed a PowerPoint to speak to the motion and then took questions and comments from faculty, mostly related to the Workweek section on page 5 and the proper way to “accept” the report.

A voice vote was taken to “accept” the revisions. The motion passed.

1. **DISCUSSION/REPORT** (General Education Committee – Elliot Gruner) Revision of General Education Directions Requirements (See Appendix B)

Professor Gruner spoke on behalf of the General Education Committee. He

acknowledged the feedback received from the faculty, the advising office, and the

administration. The proposal has been divided into 3 motions. The Gen Ed

Committee has submitted this to the Academic Affairs Committee for discussion and

feedback, and the AA Committee will be meeting to discuss return feedback to

Professor Gruner. The motions, as well as the pros and cons of each motion, were

summarized for this Faculty Meeting. Discussion.

A motion was made to end discussion. Seconded.

A voice vote was taken to end discussion. The motion passed.

The meeting was adjourned at 5:13 pm.

This month’s SOS Basket Raffle, “Glass with Class,” kindly donated by the Educational Leadership, Learning and Curriculum Department was won by Pamela Childs from the

 Health and Human Performance Department.

Respectfully submitted,

Alice O’Connor, Scribe

**APPENDIX A**

 **2.3 Faculty Roles and Responsibilities**

**DRAFT March 2013**

Focus on substance and big ideas. Don’t worry about formatting and typos. We have an editor that will take care of those issues.

##### A. Academic Freedom

## 1. AAUP Statement on Academic Freedom

The University believes that faculty members are entitled to pursue knowledge wherever it lies, to freedom of discussion in their areas of academic competency and to their rights and responsibilities as citizens. The University therefore subscribes in principle to the following passages from the 1940 ***Statement of Principles of the American Association of University Professors*** (edited to use inclusive language):

 *“Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*

 *Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subjects.*

 *College or university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free of institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and educational officers, faculty members should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, show respect for the opinions of others, and should make every effort to indicate that they do not speak for the institution.”* (listed also in Sec. 2.3.I. Political Activity)

American Association of University Professors, 1940

## 2. Defining Academic Freedom

*“Over the course of decades, a great many books, essays, and policies have been written and published about academic freedom. We have learned how to apply it to pedagogical, technological, cultural, and political realities that did not exist when the concept was first defined. Not only faculty members, administrators, trustees, and students, but also parents, politicians, and other members of the public, would now benefit from a concise summary of its major features. Sometimes academic freedom is invoked in situations where it doesn't actually apply. But many within and without higher education are not well-versed in all the protections it does provide. This statement is designed to help clarify both what academic freedom does and doesn't do.”*

Cary Nelson, Inside Higher Ed, December 21, 2010

To view entire piece defining what academic freedom does and does not pertain to, see: <http://www.insidehighered.com/views/2010/12/21/nelson_on_academic_freedom>

##### B. Professional Ethics

PSU subscribes to the standards of professional ethics as outlined by the American Association of University Professors (AAUP) who have recognized that membership in the academic profession carries with it special responsibilities and has consistently affirmed these responsibilities in major policy statements. What follows is a copy of the AAUP *Statement on Professional Ethics* that sets forth general standards to serve as a reminder of the variety of responsibilities assumed by all members of the profession. The statement was originally adopted in 1966. Revisions were made and approved by the Association’s Council in 1987 and 2009. (<http://www.aaup.org/report/statement-professional-ethics>)

***“The Statement***

1. *Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.*
2. *As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*
3. *As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.*
4. *As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.*
5. *As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”*

##  Basic work expectations and availability of all full-time faculty.

## Basic expectations

## Meet basic responsibilities in connection with their course including but not limited to holding classes during the prescribed day and time, preparing appropriate learning activities and assessments, responding to students in a timely manner

## Meets all expectations under section D

* + 1. Attend commencement, convocations, faculty day and other faculty related activities
		2. Attend and participate in meetings of the faculty and department
		3. Participate in department activities related to admissions and recruitment including orientation sessions and open houses
		4. Be available and responsive to your students and colleagues
		5. Be available for department and committee work
		6. Establish and sustain practices for interacting with students in addition to instructional activities.

## Workweek

A fulltime faculty member’s primary work responsibility is to PSU as a member of the faculty. The work of a faculty member is complex and dynamic and varies from week to week through the academic year. For Tenure-Track Faculty approximately 60% of time is devoted to teaching or librarianship and 40% to advising, scholarship, and service as articulated in the work plan and agreed upon between the faculty member and Chair. Clinical faculty devote 60% to teaching and 40% to advising, clinical practice, and service. Contract faculty typically devote 60% of their time to teaching and 40% to advising and service. The allocation of time for fulltime Research Faculty varies by appointment.

## Work-year

The faculty work-year for 9-month appointments runs from approximately mid August (the Monday two weeks prior to the first day of classes) to the Friday after Commencement. This includes the month of January during which time faculty are on contract. It is understood that January is typically used by faculty members for scholarship and preparing for courses. Faculty shall be available for department meetings, retreats, or committee meetings as necessary. Thus, faculty members are not expected to hold a regular schedule on campus during the month of January. In return, faculty are expected to share in the responsibility of attending and participating in orientation sessions.

## Faculty Responsibilities by appointment type

Consistent with the mission of the university, based on appointment type, faculty members are expected to engage in effective teaching/librarianship, quality scholarship and meaningful service as outlined in Sections 2.3E, F, and G and detailed in Appendix A of this handbook.

The responsibilities of faculty members include teaching, scholarship, and service as outlined below by appointment type.

**Tenure-Track Faculty:** Teaching/librarianship (including advising), Scholarship, and Service

**Clinical Faculty:** Teaching (including advising), and Service including clinical assignments

**Research Faculty:** Scholarship and Service (including teaching and advising when research faculty have teaching/advising responsibilities as outlined in a letter of appointment)

**Contract Faculty:** Teaching (including advising), and Service

**Adjunct Faculty:** Teaching

All faculty members\* are expected to complete and discuss with Department Chair/Director an annual work plan that assists the department and university in meeting its mission and supports the professional development and goals of the faculty member. In the case of a joint appointment, the primary Department Chair/Director shall consult with the secondary Department Chair/Director to ensure that secondary responsibilities are met. The secondary Department Chair/Director may provide evaluation in writing to the primary Department Chair/Director to be included in the comments and recommendation section.

In addition, the following professional expectations apply to all faculty based on appointment type and shall be part of annual evaluation. Annual evaluation procedures are outlined in section 2.4.

\*adjunct faculty are not required to complete an annual work plan

## Expectations of all faculty with teaching responsibilities

Consistent with the educational philosophy of the University, all faculty members with teaching responsibilities are expected to be effective teachers, and adhere to the basic course responsibilities including following all academic policies. Effective teaching and basic course responsibilities are described below.

**Effective Teaching\* is demonstrated by a teacher that:**

* engages in scholarly teaching
* uses effective instructional design
* utilizes appropriate instructional delivery
* employs instructional assessment
* mentors and supports students

\*See Appendix A for further definitions.

**Basic Course Responsibilities for Teaching Faculty include:**

**1. Classes and Office hours:** Teaching faculty members have the following specific responsibilities in connection with their teaching:

1. Remain current in the subject matter of courses taught to inform your teaching activities, assignment, and pedagogy.
2. Develop course activities and assignments, and update them regularly, to meet the course goals and objectives developed by the department and approved by the curriculum committee.
3. Convey goals/objectives, course requirements, grading criteria at the outset of the course through the course syllabus.
4. Instruct all courses as scheduled for the full allotted time, beginning and ending as scheduled and including any scheduled final exam period.
5. Require student attendance only during the regularly scheduled course time. Special events, field trips, etc. must be approved by Department Chair/Director and students must be informed on the first day of class and posted in the syllabus. An alternate assignment must be provided for those students who cannot attend the special event.
6. Instruct classes on the assigned subject area aligned with the curriculum and appropriate to the level (graduate/undergraduate, upper/lower) of the course.
7. Adhere to the NEASC credit-hour guidelines:
	* 1. *“For each credit hour* [undergraduate and graduate], *there will be a minimum of one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; OR*
		2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”*
8. Complete required training through Learning Technologies and Online Education Office when greater than 33% of the regular “seat-time” is replaced with online activity. See <http://www.plymouth.edu/office/online-education/online-teaching/> for more information.
9. Inform Department Chair/Director (in advance when possible) of any absences and to make arrangements for appropriate teaching substitution.
10. Publicize and hold at least one office hour /week for each 3-4 credit course taught and to communicate office hours to the Chair/Director. Post Office hours on syllabi and office door. For each online, evening, hybrid, or alternatively scheduled course, faculty members are available and responsive to students for the equivalent of one hour per week per course to serve as “office hours.”
11. Establish communication expectations with students and be responsive to questions and requests for information in a timely manner (e.g., respond to voice-mail, e-mail and other electronic communications).
12. Order books and other materials in a timely manner to ensure material list is available at time of registration and materials are available at the outset of the course.
13. Foster free discussion, inquiry, and expression in courses while maintaining academic standards and objectives.
14. Provide formative and summative feedback to students in a timely manner.
15. Submit grades on time as set out by the Registrar and within the university’s [Fair Grading Policy](https://www.plymouth.edu/undergraduate/files/2010/11/Fair-Grading-Policy.pdf).
16. Comply with applicable department, college, or university policies relating to teaching.
17. Post syllabus to the university’s course management system (currently Moodle).
18. Provide updated electronic copy of syllabus to department administrative assistant at the start of every semester.

**2. Assignments and Assessment**

1. Exams and assignments shall be aligned with the goals and objectives of the course.
2. Exams and assignments shall be graded and returned to students as soon as possible and in a reasonable time period to be informative to the students about progress in the course.
3. Exams shall be administered within the course schedule and only faculty members [or approved teaching assistants] shall proctor exams or administer any other evaluation instrument. [approved by Faculty 11-7-84].
4. In order to meet NEASC credit-hour requirements, instructors shall use the scheduled undergraduate final exam time period for examinations, for tests, or other academic end-of-course activity.

**3. Grading**

1. Faculty shall be familiar with and adhere to the university’s [Fair Grading Policy](https://www.plymouth.edu/undergraduate/files/2010/11/Fair-Grading-Policy.pdf).
2. Faculty shall submit preliminary progress grades for undergraduate students that have fewer than 47 credit hours by the end of the 6th week of each semester.
3. Faculty shall submit final grades by the due date established by the Registrar (not less than 4 days after the last exam period).
4. Faculty members shall treat grades as confidential information. They should be communicated within the institution only as necessary to create transcripts, enforce academic standards, and aid in advising. They should be communicated off-campus only upon the request of the student and when appropriate waivers are given. It is illegal to post grades in any manner that identifies an individual student, including social security numbers.
5. Confidentiality of Grades: The Family Educational Rights and Privacy Act (FERPA) guarantees students the right to privacy. The following are suggestions for compliance:
	* 1. In posting grades, use a code to indicate the students’ identities (the social security number may not be used).
		2. Do not leave student papers in a place that would allow other students to see any paper other than their own.
		3. When passing out papers in class, take care that comments and grades may not be seen by others.
6. Faculty members shall leave grade files and records for all courses with the Department Chair/Director in the event they permanently leave the institution.

# 4. Academic Integrity Policy

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations, which come to their attention by procedures described in the Academic Catalog. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy:

<https://www.plymouth.edu/undergraduate/files/2010/11/Academic-Integrity-Policy.pdf>

# 5. Student Course Feedback

All students shall have an opportunity to provide course feedback in each class, each semester through the university electronic system. The results will be shared with the faculty member; additional feedback will be provided to the faculty member by the chair. Faculty members shall encourage students to complete the online evaluation form as a means to increase response rates and increase the chances of capturing the breadth of student experiences within a course. Library users shall, in a manner to be determined by library faculty, be afforded the opportunity to provide feedback about each library faculty member.

**6. Administrative Assistants**

Faculty shall not request that departmental Administrative Assistants or other administrative staff perform academic functions (e.g., proctoring exams, supervising class activities, returning student work etc.).)

*[approved by Faculty 11-7-84]*

**7. Expectations of fulltime faculty for Mentoring and Supporting Students**

Consistent with the university values and mission that establishes a commitment to actively preparing students to participate respectfully and responsibly in a pluralistic society, faculty members are expected to participate in mentoring students. Mentoring students is different from the basic function of providing registration information to students; it implies that faculty will share experience and expertise that contributes to the intellectual, social, and professional development of students for success in their studies and success in their transition after graduation.

1. Mentoring Students

All faculty members are expected to mentor and support student development. Specifically, faculty shall:

* 1. Provide advice that assists students in meeting career aspirations and/or graduate education
	2. Make him/herself accessible to students (advisees and students in courses/major)
	3. Promote students for awards and scholarships
	4. Promote student orientation and involvement in profession or discipline
	5. Engage students in scholarly and professional activities when feasible and appropriate
	6. Participate in and support student activities (orientation sessions, convocations, commencement, award ceremonies, honorary societies, etc.)
	7. To help the student feel welcome and to provide pertinent general information relative to University life
1. Advising

## Student success hinges on meaningful academic advising. Faculty advising of individual students involves being available to assist students in a variety of their life activities while at Plymouth State University. Recognizing that students differ in terms of the variety and urgency of their need for help, advisors should be particularly interested in the academic planning, scholastic achievement, career planning, and social adjustment of their assigned students. Such counseling should be based on the evaluation of skills and abilities and the identification of personal priorities. Faculty members who are assigned advisees are expected to:

* + 1. Know the curriculum and providing effective and accurate curriculum advising
		2. Assist students with academic progress and time to degree
		3. Establish a basis of contact with students upon which personal, academic, and administrative processes may be integrated.
		4. Promote student awareness of their personal responsibility for the development of an appropriate academic program;
		5. Familiarize students with the procedures and regulations relative to curricula offered, requirements for graduation, required courses and electives, and the content and values of specific courses.
		6. Assist students in completing registration and utilizing the drop/add process.
		7. Develop communication with students that is consistent, frequent, and confidential.

 More detailed information can be found in the *Plymouth State University Advisors’ Handbook* which is available online at: <http://www.plymouth.edu/academicadvising/pdfs/advisinghandbook.pdf> .

The Graduate Advising handbook is available through the CoGS Moodle site.

Other information about advising may be found at the Website of the Undergraduate Advising Center at: <http://www.plymouth.edu/academicadvising> .

## Expectations for scholarship

Active engagement in scholarship is an important aspect of research and tenure-track faculty members’ academic lives. It fosters the intellect of faculty members by enabling them to remain intellectually engaged and current in their respective fields; it contributes to the intellectual and aesthetic climate of the department and of the University; it provides opportunities for collaboration among faculty and students; and it reflects positively on the University. These faculty members are expected to be involved in scholarship in their disciplines including active and effective participation through presentations, publications, exhibitions, and/or performances.

**1. Quality Scholarship** **is demonstrated when a faculty member:**

* conducts scholarship in a manner with clear goals and appropriate methods
* demonstrates discipline-related or interdisciplinary expertise
* meets the standards of discipline-related or interdisciplinary scholarship
* contributes to a body of knowledge through new, original and/or innovative works
* disseminates to a wider audience in an appropriate forum (presentations and/or publications to scholarly peers, exhibitions, performances, etc.)
* makes an impact or contribution to the discipline or some community of people

Plymouth State University values diversity in scholarship that is informed by the Boyer Model of Scholarship as described below. This framework considers the multiple forms that scholarship may take; there is no requirement that candidates involve themselves in all of these types of scholarship. The types of scholarship include:

|  |  |
| --- | --- |
| **Scholarship of Discovery** | Building new knowledge through research or creating new works. |
| **Scholarship of Teaching and Learning** | Investigating teaching theory and/or processes for the purpose of optimizing learning. |
| **Scholarship of Integration**  | Making connections across disciplines and advancing knowledge through synthesis.  |
| **Scholarship of Engagement**  | Utilizing relevant research by linking theory and practice in collaboration with community stakeholders to solve pressing social, civic, or ethical problems. |

Specific information about the expectations of scholarship is provided in section 2.7 and 2.8 of this handbook.

Scholarship must be conducted in accordance with university policies and other state and federal legislation. Please refer to the Office of Sponsored Research for more information:

<https://www.plymouth.edu/office/sponsored-programs/policies/internal-policies-procedures/>

Some of the policies are listed below.

**2. Compliance with Federal Regulations.**

Faculty are expected to comply with all regulations governing research imposed by law or University policy, including but not limited to the Conflict of Interest Policy and the policies and procedures of the Institutional Review Board, and the Animal Care and Use Committee.

**3. External Funding**

Faculty members who are serving as the principal investigator seeking external funding (grants and contracts) must have Department Chair/Director approval and shall coordinate all external funding activity through the Office of Sponsored Programs.

a) **Grant Submittal Procedures**

Prior to submission to an external sponsor, all grant proposals are reviewed by OSP for compliance with University policies, prospective sponsor requirements, and all applicable laws and regulations. Procedures and forms for submitting grant proposals can be found at <http://www.plymouth.edu/office/sponsored-programs/>. Proposals are then routed by OSP to the Provost and to the Vice President for Finance and Administration for their approval of submission.

A **complete and final edited** version of the grant proposal including narrative and budget must be submitted to the Office of Sponsored Programs **no later than one week prior to the application deadline** to ensure adequate time for on-campus review. It is strongly recommended that Principal Investigators begin to work with the Office of Sponsored Programs **several weeks prior to the application deadline** in order to ensure that a final version will be completed one week prior to the sponsor deadline. Proposals that do not meet these time requirements may not receive institutional approval for submittal

## Expectations for Service

Consistent with the mission and university motto, Ut Prosim, all fulltime faculty members are expected to engage in meaningful service and participate actively in the life of the University. Service can be to the department, the University, and the community and/or profession. Faculty members are not required to serve all of these service areas each year, though faculty members shall demonstrate service in all of these areas over time (e.g. develop a portfolio of service that includes all areas). Meaningful service and expected elements of participation in department and university activities are described below.

**1. Meaningful Service is demonstrated when the faculty member:**

* contributes to the department, the college, and the University
* conducts activities with integrity and professionalism
* accepts responsibilities and follows through on commitments
* demonstrates ability to work collaboratively
* contributes to the community and/or the profession through the application of professional expertise
1. **Expected elements of participation include:**
	1. Accomplish the work of the university by:
		1. Participating meaningfully in governance through work on standing or ad hoc committees, and/or advisory or representative groups
	2. Accomplish the work of the department by:
		1. Participating equitably in departmental governance; standing and ad hoc committees, strategic planning, self-studies, special projects
		2. Participate in curricular support and development; program assessment, accreditation support, academic planning and curriculum development
	3. Meet the needs of students by:
		1. Establishing and sustaining a presence for interaction with students in addition to instructional activities
		2. Provide appropriate advising and mentoring; support student clubs as appropriate
	4. Serve the profession and the public by:
		1. Engaging in service to their professional organizations
		2. Providing consulting, formally and informally.
			1. External service and consultation is respected and reflects well on the university.
			2. Such service should adhere to policies regarding Compensated Professional Activities for Faculty (see the USNH Online Policy Manual (OLPM), USY.V.D.7.4 at <http://www.usnh.edu/olpm/search.html>

For specific information relative to Promotion and Tenure and expectations of service see section 2.7 and 2.8 of this handbook.

## I. Professional and Legal Standards for All Faculty Members

In the performance of their duties, all faculty members are expected to maintain the highest professional, ethical and legal standards. In addition to responsibilities outlined in this section (2.3), faculty are expected to adhere to all policies in this handbook including but not limited to the following policies:

Note, these reference numbers will be updated when changes to the handbook are complete

1. discrimination (section 2.3.K)

2. nondiscrimination and/or harassment (section 2.3.L)

3. professional responsibilities of faculty members (section 2.3.C-L)

4. financial conflict of interest (section 2.12) (note- these are highlighted because the numbers need to be updated once edits are complete)

5. outside employment/consulting (section 2.13 B.)

6. copyright (section 2.14 B.)

7. human subjects (section 2.14 C.)

8. hazardous materials and hazardous waste (section 2.14 D. & E.)

9. political activity (section 2.14 F.)

10. alcohol service (section 2.14 H.)

11. drug free workplace (section 2.14 I.)

##### J. Political Activity

The following policy governing political activity was adopted by the Board of Trustees in 1950. It was reaffirmed in 1956 and again in 1964. Refer to USNH Online Policy Manual at USY.V.D.8: <http://usnholpm.unh.edu/USY/V.Pers/D.8.htm>

1. This policy is intended to express the System’s desire to facilitate free discussion of all points of view to the extent permitted by the Constitution of the United States and of the State of New Hampshire.

2. The rights of assembly and freedom of speech within the University System of New Hampshire shall be limited only to the extent applied to other citizens for the purpose of preventing assembly for illegal purposes or the advocacy of overthrow of government by force. Such rights shall be respected according to their meaning and application under law and within the function and program of the System.

3. Reasonable use may be made of institutional facilities for political meetings and discussions.

4. Outside speakers may be invited to address groups on the same basis as speakers invited to address student organizations.

5. The University System does not accept responsibility for views expressed or entertained by either speakers or groups, except as stated in paragraph 1.

6. Participation of faculty members in political action is governed by Paragraph 1 (B) of the 1940 Statement of Principles of the American Association of University Professors. It has been revised here to be gender neutral. The statement reads: *College or university teachers are citizens, members of learned professions, and officers of educational institutions. When they speak, or write, as citizens, they should be free from institution censorship or discipline; but their special positions in the community impose special obligations. As people of learning and educational officers, they should remember that the public might judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not institutional spokespersons*. (listed also in Sec. 2.3.A. Academic Freedom)

*[revised 6-28-04 in accord with USNH policy]*

See also Section 2.3A., Academic Freedom.

##### K. Political Office

The USNH Board of Trustees has the following policy in connection with holding political office (USY.V.D.8.8):

“The Board of Trustees will not object to any member of the faculty or staff of the University running as a candidate for political office. However, should the amount of time required by the office or the candidacy for the office be such as to materially affect the time the faculty or staff member is expected to spend on his/her University System position, he/she may be required to take a leave of absence or the terms and conditions of his/her employment may be amended.”

*[revised 6-28-04 in accord with USNH policy]*

##### L. Discrimination

PSU, in accordance with federal and state laws and regulations, will not tolerate discrimination and/or harassment against any person based on race, color, national origin, religion, sex, sexual orientation, gender identity or expression, age, disability, marital status, disabled veteran status, or Vietnam veteran status by faculty, staff or students because such behavior is unlawful, disrespectful and undermines the spirit of PSU's mission. Any person so discriminated against should seek to rectify the condition and may file a grievance. (See section 2.18 of this Handbook for Grievance Policy. See also following section for PSU Nondiscrimination and/or Harassment Policy Statement.)

**M. Nondiscrimination and/or Harassment Policy Statement**

The Nondiscrimination and/or Harassment Policy Statement is available online and should be viewed online to ensure access to the most up to date version. The complete policy may be found at <http://usnholpm.unh.edu/PSU/V.Pers/B.htm>

# 2.4 Performance Evaluation

**A. Purpose of Annual Evaluation**

This section outlines the process for annual evaluation of faculty based upon the expectations outlined in section 2.3 and sections 2.7 and 2.8 as they apply to faculty members by appointment type.

The purpose of the annual evaluation is to ensure that faculty members’ efforts align with the university mission in their varied roles and activities in teaching, scholarship and service. All faculty members are expected to meet basic professional expectations as a citizen in the department/institution and expectations of professional development as relevant to their respective positions. All faculty members shall be evaluated annually using the criteria as appropriate to the faculty appointment type. Evaluations are made as a basis for personnel actions such as renewal of appointment, promotion and tenure decisions, and annual salary adjustments.

According to the USNH policy, performance evaluation is: (a) a means of constructively analyzing the efforts of individuals, (b) a means of determining where improvement is necessary, and (c) a procedure by which communication is enhanced, thus providing a forum for the guidance, and counseling to promote the growth of faculty members, and (d) the opportunity for recognition of achievement.

PSU maintains standards of performance from faculty members in accordance with faculty appointment type and annual work plan and as determined collaboratively between the faculty member and the Department Chair/Director.

Department Chairs/Directors have a responsibility to provide ongoing developmental and evaluative feedback that fosters professional development and productivity across faculty members’ careers. Chairs/Directors will consider criteria for meeting basic professional expectations articulated in section 2.3 and the annual work plan in the performance evaluation. For full USNH policy on Performance Evaluation, see Online Policy Manual (OLPM) at USY.V.C.7, available online at: <http://usnholpm.unh.edu/USY/V.Pers/C.7.htm>

**B. Basis for Annual Evaluation**

Faculty will be evaluated on expectations articulated in section 2.3 (Faculty Roles and Responsibilities) and 2.7 and 2.8 as appropriate to their position type and appointment as follows:

**Tenure-Track Faculty:** Teaching/librarianship (including advising), Scholarship, and Service

**Clinical Faculty:** Teaching (including advising), and Service including clinical assignments

**Contract Faculty:** Teaching (including advising), and Service

**Research Faculty:** Scholarship and Service (some may have teaching/advising responsibilities as outline in a letter of appointment)

**Adjunct Faculty:** Teaching

The Department Chair/Director shall use student course feedback, classroom teaching observations/evaluations and other appropriate and related information to evaluate teaching effectiveness.

For faculty categories that require scholarship and/or service, the Department Chair/Director shall evaluate scholarship and/or service in the course of the annual work plan review process as appropriate to the appointment type and rank guided by the criteria established in sections 2.7 and 2.8.

**C. Procedures for Evaluation**

Annually, and as appropriate to the faculty appointment type, the Chair/Director shall evaluate faculty members on teaching, scholarship, service and fulfillment of professional responsibilities as described in section 2.3. The Chairs/Directors shall use the work plan with self-evaluation (when applicable), student feedback, review of syllabi and course materials, any observations/evaluations done during the academic year, and other appropriate information to evaluate the faculty member.

Adjunct faculty members are evaluated through review of course materials, syllabi, use of appropriate assessment methods, any teaching observation/evaluation done during the academic year, and review of student course feedback as outlined in the collective bargaining agreement (in progress).

Chairs/Directors will be evaluated by the dean of each college following a set of procedures described in the Chair’s Handbook (<https://www.plymouth.edu/office/vpaa/files/2012/11/chairs-hndbk.pdf>).

1. **Work Plan (not applicable for adjunct faculty)**
	1. Purpose of the Work Plan
* To outline Workload /differentiation of load
* To create an opportunity for conscious planning by developing annual goals for teaching, scholarship and service.
* To promote conversation between the Department Chair/Director and the faculty member
	+ to identify resources required for achieving professional goals,
	+ to encourage initiatives in support of student success,
	+ to consider how individual professional goals align with the needs of the department and the mission of the university,
	+ to plan a sustainable work load.
* To evaluate the outcome of professional goals on a yearly basis by determining evidence of success or progress toward goals.
* To promote reflection regarding accomplishments and needed revisions of professional goals.
* To enhance individual and institutional accountability.

The current Work-Plan document is available at (<http://www.plymouth.edu/office/vpaa/faculty/> )

* 1. Process of work plan development

Annually, every faculty member develops a work plan in consultation with his/her Department Chair/Director (Chairs/Directors will develop work plan in collaboration with the Dean and shall be evaluated by the Dean). The work plan is designed to support faculty planning, development and evaluation. In developing the work plan, faculty will articulate and prioritize goals for teaching, scholarship, and service. Work plans are intended to be developed in collaboration with Department Chairs/Directors. The Chair/Director shall work with faculty members to ensure that the work plan sets a reasonable workload while supporting the professional goals of the faculty member and meeting the needs of the department and university.

* 1. Work plan as evaluation tool

Annually, Chairs/Directors will evaluate faculty performance by commenting on each section of the work plan and providing a summative evaluation as directed at the end of the document. The completed Work Plan with Chair/Director comments and recommendations along with an up-to-date copy of the faculty member’s Curriculum Vitae are forwarded to the Dean. The completed work plan serves as the primary tool for faculty evaluation. The summative evaluation at the end of the document should include an overall assessment of faculty members’ performance taking into account student course feedback, teaching observations, and success in scholarship and service by reviewing other data as applicable. Finally, a recommendation for general increase and recognition pay is provided.

* 1. Submission of work plan and evaluation

A written (or electronic) copy of the annual evaluation as reported by the Chair/Director (or Dean in the case of Chair/Director evaluation) in the Work Plan document shall be provided to each faculty member and copied to the Dean (these will be forwarded to the Provost and become a permanent part of the personnel file). Any faculty member who wishes to append to the evaluation a statement acknowledging receipt but stipulating that the faculty member does not necessarily agree with the contents, may do so by providing a letter to the Provost. These comments will become part of the permanent file.

* 1. Curriculum Vitae

All faculty members shall attach an updated Curriculum Vitae in the approved format to the Work Plan, annually, as part of submitting their work plan to the Department Chair/Director. The Dean’s office will provide a copy of the Curriculum Vitae to the Office of Human Resources.

**2. Teaching Observation/Evaluation** (including online)

The Department Chair/Director and/or designee shall annually observe/evaluate teaching of all tenure-track faculty who have not received tenure and shall observe at least once within two years of application, all those tenured faculty who are eligible for promotion. All other non tenure-track faculty will be reviewed annually during their first two years of appointment and every three years thereafter.

Additionally, the Department Chair/Director and/or designee may observe the teaching of any faculty member in the department as determined either by the Chair/Director or by invitation of the faculty member.  Library faculty members are frequently observed by the Dean of Library and Academic Support Services satisfying this requirement for library faculty.

Typically, observations/evaluations of teaching will be arranged in advance. If a particular day is not appropriate, the instructor has the right to request and receive a visit on a different day.   The instructor shall provide class materials such as syllabus and examples of course assignments to the observer and/or explain any unusual aspects of the course. Written reports of the teaching observation shall be shared with the faculty member and the Dean and become part of the faculty member’s personnel file.

The Dean shall observe all full-time faculty members within the first two years of hire and within two years of promotion and/or tenure. The Dean, Provost and/or the President have the right to observe teaching. Results of such observations shall be communicated to the faculty member and the Department Chair and become part of the faculty member’s personnel file.

**3. Student/Course Feedback**

At the end of each semester/term, the Chair/Director shall review course feedback and provide written evaluations to faculty members as appropriate to context and need. Student evaluations for Chairs/Directors shall be reviewed by the Deans. Written feedback shall be returned within a reasonable timeframe to be informative to the faculty member.

\*Students will have an opportunity to provide feedback to instructors in all courses (not required for enrollments fewer than five students). All teaching faculty shall support the collection of feedback from students by encouraging them to complete the online student feedback form. Library users shall, in a manner to be determined by library faculty, be afforded the opportunity to evaluate each library faculty member.

*\*proposed new language from statement approved by faculty in 1999*

*previous language:*

*Student Evaluations: Every teaching faculty member shall be evaluated by each class, each semester, using the university course evaluation process and may include departmentally-approved questions. Library users shall, in a manner determined by library faculty, be afforded the opportunity to evaluate each library faculty member. [revised by Faculty 5-5-99]*

**4. Reappointment Notification Procedures for Non-tenured Faculty Members**

For non-tenured faculty members, the Department Chair/Director shall recommend annually to the Dean and Provost a continuing appointment or a terminal appointment. The Provost shall recommend to the President a continuing appointment or a terminal appointment. Notification shall be given according to the following timelines:

1. Reappointment Notification

Non-tenure track faculty (Clinical, Contract, Research, FIR):

 Annually – March 15

Tenure-track faculty:

1st year – March 15

2nd year and subsequent years– December 15

1. Terminal Appointment Notification

Non-tenure track faculty (Clinical, Contract, Research, FIR):

Annually – March 15

Tenure-track faculty:

1st year – March 15

2nd year – December 15

3rd year and subsequent years – September 1

**D. Pre-tenure Meeting Within Two Years of Tenure Application**

Every non-tenured tenure-track faculty member within two years of a tenure decision shall meet with the Dean and Department Chair/Director in a joint conference for a discussion of progress toward tenure. All other ranked faculty shall be entitled to a joint conference for a discussion of progress toward promotion.

**E. Annual Salary Recommendations for Full-time Faculty**

Using the Work Plan document and other information (observations, student course evaluations, etc.) as outlined in the Evaluation Procedures above, the Department Chair/Director shall provide to the Dean, a salary increase recommendation for each member based on the expectations outlined in section 2.3 and 2.4 of this handbook. Center Directors shall provide the same to their direct supervisors for faculty that report to them. A copy of the recommendation shall be provided to each faculty member.

**Pay Increase Recommendations:**

**No Increase:** Has not met minimum duties and expectations.

**General Pay Increase:** Has performed at an acceptable level and has fulfilled his/her basic responsibilities for the year.

**Recognition Pay Increase:** Has exceeded normal responsibilities and expectations and has demonstrated a commitment to PSU that has moved the institution forward in accordance with its mission and strategic plan.

Within available funds, the Provost, in consultation with the Deans, recommends a salary increase to the President for each faculty member.

Timeline: Chair/Director shall make recommendations in May, the Dean in June, and the Provost in July.   The faculty will be notified of actual changes in compensation once a final decision is made based on enrollment and budget projections.

**Appendix B**

**Proposal to Revise the Requirements for General Education Directions Courses**

General Education Committee, Spring, 2013

INTRODUCTION

The General Education Committee is proposing a revision to the requirements for Directions courses in order to allow designated Directions courses to count toward a major. (Directions courses may already count toward minors.) The current restriction is outlined in the following portions of the General Education Handbook:

"Academic Goal 4", page 2:

In keeping with the principle of integration, lower level General Education courses should be broader in scope than is typically the case with discipline-based courses designed to introduce students to a major and so should be separate from any major.

Point 2 under "Program Description", page 3:

Directions courses should be considered for General Education status on a course-by-course basis. They may not “double count” as part of any major. This decision was based on the philosophical position that breadth courses should be somewhat more integrative and more focused on relevance and application to students’ lives than introductory major courses are likely to be. These courses “belong” to departments; that is, they shall be proposed and taught by departments and carry discipline codes.

SUMMARY

*Note: In the proposal below, “Programs” refers to any and all of the following: undergraduate Departments and the College of Business Administration.*

This proposal would allow Programs to apply for 1000- or 2000-level courses that meet Major requirements to receive designations as one of the General Education Directions. Programs would have the option of submitting some courses of their choosing or none at all. Submitted courses would be subject to the existing application and review processes and would have to meet the same requirements as any other Directions course. Once approved, these courses would then meet both the Major requirement and one of the Directions requirements. Students will still need to take two each of the four types of Directions (eight total), though a limited number could be accrued within the requirements for their major.

MOTIVATION

A survey of the Plymouth State University faculty in Spring 2012, followed by a Faculty Week session in Summer 2012, and a Faculty Forum in Fall 2012 identified several items for consideration concerning the current implementation of the General Education Program. Among these were:

1. A large fraction of the faculty seemed dissatisfied with the current restrictions against “double counting” of majors courses as General Education Directions courses. At the same time, there were notable problems with the “double counting” allowed under the “old” system, including challenges to students switching majors and deciding students finding courses to take.
2. There appears to have been a migration of tenure-track faculty away from Directions courses, such that now the majority of Directions courses are taught by adjuncts.
3. Some categories of Directions have relatively few courses, and there is continued interest in expanding the number of Directions courses offered.
4. There is a barrier to students who want to explore a major (either because they are undecided, or they are considering switching) in that either 1) any Directions courses they take in a discipline will not count toward major requirements, should they choose to switch, or 2) any major course they take will not count toward General Education requirements, should they choose not to switch.
5. There is an apparent barrier to students switching out of a major that currently has a Waiver, in that, after switching, it appears they would need to take the two Directions courses waived under their old program. (It is noted that this issue is readily addressed by submission of a Student Request form to the Undergraduate Studies office).
6. Some smaller programs find it challenging to offer Directions courses due to limited resources
7. Some programs with large amounts of credits required for the major would like to reduce the Directions requirements to open up more free electives and/or reduce the degree to 120 credits

PROPOSAL AND MOTIONS

The specific proposal given below in three motions has been developed to address in whole or in part each of the items listed above in “Motivation,” while avoiding the more obvious problems of the “old” General Education Program. The following is proposed:

 Motion 1: The following changes to the General Education Program are proposed:

1. Programs may apply for 1000 or 2000-level courses (i.e., “Major's courses”) to be designated as Directions courses. Such courses may be a part of degree requirements, and they will also be able to count toward the Directions requirements of the General Education Program, with some restrictions as outlined below.
	1. In order to obtain and keep their status as a General Education Directions course, these courses would be subject to the same application and review process as all other Directions courses.
	2. Programs may begin applying for their Major's courses to be considered for status as a Directions course in the Fall 2013 semester. Such courses may be offered no earlier than Fall 2014.
	3. Up to three (3) Directions courses required of a student may be met by courses that also meet major requirements. If a major's requirements include more than three courses designated as Directions, only three of those will count toward the General Education Directions requirements.
2. Programs may specify courses currently designated as Directions courses to count toward degree requirements. This should not be construed to mean that Programs can prescribe the Directions courses taken by majors, but rather that Directions courses may be used to meet core learning objective/requirements for the major Such changes will need to be approved by the Curriculum Committee through the normal curriculum change process. In addition, the General Education Committee will need to be notified of the new status and requirements after approval by the Curriculum Committee.
3. Successful changes to course designations, degree requirements, and General Education requirements will be effective in the 2014-2015 Academic Catalog.

 Motion 2: The following changes to the General Education Program are proposed:

1. All students are required to take at least five (5) Directions courses that are not part of their degree requirements and that are outside of their major field of study.
2. This changes to the General Education requirements will be effective for the 2014-2015 Academic Catalog.

 Motion 3: The following changes to the General Education Program are proposed:

1. Programs may no longer apply for Waivers of Directions courses.
2. This change to the General Education requirements will be effective in the Fall 2013 semester.

ANTICIPATED PROS AND CONS

1. The projected benefits of these changes, particularly with regard to the items outlined in “Motivation” include:
* An increase in the number of full-time faculty teaching Directions courses
* An increased number of Directions offerings
* A new ability for students to explore majors/minors, while receiving credit towards Directions requirements AND toward a major or minor, should they later choose to declare it
* A smoother transition for students switching out of majors that currently have a waiver
* More efficient use of resources within smaller programs, allowing them to offer Directions courses and better meet the needs of their majors. This could also increase enrollments in courses in smaller programs, allowing them to offer Major's courses more often.
* The ability for Programs that offer degrees currently requiring more than 120 credits and/or that have very few free electives to address these issues.
* An improved ability for students to minor or double major without dramatically exceeding 120 credits. This in turn could promote an increase in the number of students declaring minors and certificates.
1. Potential problems with these changes include:
* Increased enrollments in lower level courses to the point that students in that Majors have problems registering for the course
* The elimination of courses that have been created specifically as Directions
* The potential for Major's courses to be “diluted” by gen ed students
* The perception of General Education students in a Major's course that they are not treated equally/fairly
* The Gen Ed program may be more complex and require more thought for scheduling and advising.

It is noted that a Program could avoid these potential problems by not designating any of its Major's courses as Directions.