

## FACULTY MEETING MINUTES

December 3, 2014

3:35 PM

Newfound Room in Prospect Dining Hall

- I. Approval of Minutes** The Minutes from the November 5, 2014 meeting will be circulated at a later date and approved at the February 4, 2015 Faculty Meeting.

### II. Reports

- A. Sara Jayne Steen, President (*Report distributed via email, and attached to these Minutes as Attachment 1.*)

Pres. Steen noted that there had been some e-mail discussion of her salary and wanted to provide the following information. Pres. Steen began in 2006-07 at \$160,000, moved to \$180,000 in 07-08, and to \$200,000 in 2008-09. Salaries for all presidents were frozen for several years. When Board leadership looked at market equity for the presidents and chancellor (and Anne Huot was hired at Keene at a competitive rate), Pres. Steen received for 2013-14 a \$49,000 raise to \$250,000 and, this summer, another base increase of \$19,000, for a current base salary of \$269,000. Pres. Steen also noted that in fundraising efforts, she and her husband have given \$115,000 to PSU, including two endowed scholarships, and they are working on a planned gift.

Prof. Becky Noel, noting news that the Governor had asked USNH to reduce their proposed budget by \$3 million, asked whether this reduction would be apportioned among the various USNH campuses. Pres. Steen answered, "The presidents recommended, and the Board approved, that we delay investments that we have planned as a system, but not take the dollars from current campus budgets."

- B. Julie Bernier, Provost and Vice President for Academic Affairs (*Report distributed via email, and attached to these Minutes as Attachment 2.*)

Provost Bernier reminded the faculty of the PSU Presidential Search Committee Listening Sessions on Monday, December 8. (Schedule on page 1 of attached Provost's Report.)

- C. Cathie LeBlanc, Chair Four-Credit Task Force

Interim Report (Attachment 3) The Task Force has begun its work by looking at the areas that were not fully addressed in the report of the 2008 Four-Credit Task Force. A recommendation to move or not move to a four-credit curriculum will be made to the full faculty at the April, 2015 Faculty Meeting. The faculty will then vote on this recommendation. Chair LeBlanc was asked by Marcel Lebrun whether the Task Force was including graduate programs in its examination of a four-credit curriculum, and she replied that they were not looking at the graduate curriculum at all. Jeremiah Duncan noted his concern that class sizes might increase under a four-credit curriculum. Chair LeBlanc noted that some of the math on such ramifications was in the 2008 Four Credit Task Force report which would again be made available to the faculty.

- D. Anne Jung-Matthews, Chair, Steering Committee

PSU has created a University Review and Strategic Allocation Task Force (URSA) to guide the University in future budget allocations. Chair Jung-Matthews summarized some information on URSA that she had e-mailed to faculty on Nov. 26 regarding the selection of faculty members to serve on URSA, as well as its purpose and timeline. (She will re-send this information to faculty this week.) The seven faculty members on the Planning and Budgeting Leadership Group (PBLG) will serve on the URSA Task Force. The Provost has asked the Steering Committee to appoint additional faculty members to this task force. The Steering Committee has decided that each of the 5 Principal Policy-Making Committees would select one current member to serve on the task force. In addition to these,

faculty volunteers are sought. Any faculty member interested in serving should contact Chair Jung-Matthews ([amjung@plymouth.edu](mailto:amjung@plymouth.edu)). The Steering Committee will strive to make appointments that represent the three Colleges.

- E. Reports of the Principal Policy-Making Committees  
General Education Committee Report (Attachment 4)

### III. Old Business

None

### IV. New Business

Resolutions of the Standing Committees: None

Speaker Egbert noted that a Motion for a Minor in Marketing will be on the February 2015 Agenda.

### V. Announcements

- A. Prof. Duncan McDougall (COBA) noted that he was retiring from PSU effective December 31. He expressed that it had been a pleasure working with everyone at PSU and noted his belief that PSU continued to be “the hidden jewel of New England”.
- B. (Student Body President Alex Herbst) A Student Organization Holiday Bazaar will take place on Thursday, Dec. 11, from 10am to 2pm in the HUB Fireplace Lounge.
- C. (Jen Green, Lamson Library & Learning Commons) Two items:
  - 1. The *New Hampshire Journal of Education* (Marianne True, Editor) is now available online on the PSU Digital Repository (accessible via the Lamson Library Website).
  - 2. There will be a new exhibit coming to the Lamson Learning Commons as part of the Lamson Print Series: *Silent Witness: Lichen and Global Change* by Kimberley Ritchie (Coordinator of Printmaking and Assistant Professor of Art at PSU). The exhibit will run from Dec. 12, 2014 to March 6, 2015. An opening reception and gallery talk will be held Feb. 10 at 4pm.
- D. (Bonnie Bechard, COBA) Dr. Haroon Ullah, International Scholar and U.S. Diplomat, will speak on “ISIS & the Middle East: Understanding Islamic Parties, Political Violence, and Extremism” on Thurs. Dec. 11 at 1:00 pm at the PSU Ice Arena & Welcome Center. This event is co-sponsored by PSU and The World Affairs Council of New Hampshire.
- E. (Kimberley Ritchie, Art) There will be a Student Print/Pottery/Art sale on Friday, Dec. 12, from 12-4pm in D&M, 1st floor, Ceramic Studio.

### VI. Adjournment

After a motion was made and seconded, a vote was taken to adjourn the meeting.  
The meeting adjourned at 4:07 pm.

Respectfully submitted,  
Gary McCool, Substitute Scribe

**President's Monthly Report  
December 2014**

Colleagues,

You may have read in the news that Governor Hassan is facing a projected shortfall in state revenue and has required a reduction in expenses by the state of New Hampshire of \$18 million in order to have a balanced budget for fiscal year 2015. For the University System, the amount to be returned is \$3 million. The trustees and presidents are working in partnership with the Governor in hopes of developing longer term strategies for state appropriation and capital projects. Thinking of students and families, we decided not to institute a mid-year tuition increase to compensate for the lost appropriation. Instead, the presidents and chancellor are identifying future projects that can be delayed.

Last week I provided you with a follow-up to the enrollment and budget forums and our campus process to balance expenses and revenues for fiscal year 2015, and I won't repeat that memo here. We now have identified nearly 90% of the projected shortfall for this year and are working as quickly as possible on the rest so that we can move to next year's budget preparation. It has been a hard process. Part of the future thinking has included the creation of the University Review and Strategic Allocation Task Force. The Faculty Steering Committee is appointing faculty members from the principal policymaking committees, and the OS and PATs will have representation as well. We want this to be an open process that will extend into next year. The cabinet and I appreciate the suggestions we are receiving from you and remind you that you can send ideas directly to us through [psu-great-ideas@plymouth.edu](mailto:psu-great-ideas@plymouth.edu).

On 1 December, PSU ran a year-to-year comparison of enrollment inquiries and applications, and initial results are positive. With a marketing campaign, an aggressive admissions travel schedule, and other enrollment initiatives such as the CRM, we have a stronger pool of inquiries and applications (1919 applications this year compared to 1284 last year and 1367 in 2013). This is good news, but we are early in the process. As Vice President Hundrieser points out, the experience that accepted students have during their campus visit is critical to confirm their decisions to attend PSU. PSU provides a high quality, high impact experience that prepares students for their future, and all of us should be ready with examples of what PSU offers students in experiential learning and mentorship. We have much to do to meet (and potentially exceed) enrollment goals for this fall. PSU quality is the key.

Some of you have asked about the television spot that began running in Connecticut and New York, and it is now posted on the [PSU YouTube](http://www.plymouth.edu/experience/) site, embedded on the undergraduate microsite at <http://www.plymouth.edu/experience/> and appears on the PSU home page. A new issue of *Plymouth Magazine* is also online [here](#). This issue contains features about alumni around the world, the good work of the Enterprise Center at Plymouth and the Museum of the White Mountains, and an overview of ALLWell North, PSU's newest building.

At the end of January, Vice President Taksar is planning a Last Beam Up ceremony to celebrate having the steel structure in place for ALLWell North, which is generating excitement among prospective students. In February, we will have an opening for the Samuel Read Hall Building, with an opportunity for all to tour the remodeled facilities that will allow for some expansion of academic programs.

The search firm for the presidential search has been chosen. It is Isaacson, Miller, and search consultants will be joining the members of the search committee as they conduct listening sessions next week.

Some of you know that Elaine Doell, Director of Human Resources, will be leaving in January for a position as chief human resources officer at Cape Fear Community College in Wilmington, North Carolina. We will have a farewell reception next month. Caryn Ines, Assistant Director, will serve as interim director, and we will prepare for a search.

Good news update:

The field hockey team captured the ECAC New England Championship for the third time in five years. Congratulations to the team and coaches.

And the online weekend fundraising challenge issued by alumni Wally and Meredith Stevens was a rousing success. Over that weekend, 431 alumni contributed, including 142 for whom this was their first gift to the University. Friends and partners joined the challenge as well. President's Council members Patti Biederman, Larry Haynes, and Dave Poulin extended the challenge. Together, PSU alumni and friends raised nearly \$80,000. Thank you to Wally and Meredith for their initial support, and to Paula Lee Hobson and the Advancement team for their good work.

Sincerely,

Sara Jayne Steen  
President

**Provost Report for the Month of  
December 2014**

**Julie Bernier  
Provost and Vice President for Academic Affairs**

As we wind down the semester, I want to take a moment to say thank you. I am grateful to work at a university in which the faculty and staff put students first; that in challenging times, we pull together, and that people genuinely care about each other. As we approach the holiday season, I wish you all a peaceful winter break that is both restful and rejuvenating.

**Dean Search: College of Business Administration**

The Search for the next Dean of the College of Business Administration is underway. Candidate's presentations will be open to the campus and are scheduled as follows:

**Roxana Wright**

Thursday, December 4 9:30-10:30 Hyde 220

**Bonnie Bechard**

Monday, December 8 9:00-10:00 Hyde 220

**Robyn Parker**

Tuesday, December 9 9:00-10:00 Hyde 220

**Robert Nadeau**

Friday, December 12 2:00-3:00 Hyde 220

**PSU Presidential Search Committee Listening Sessions**

As a reminder, the Presidential Search Committee is conducting listening sessions on December 8<sup>th</sup> to hear from the campus about the qualities campus members view as important in the next president. Times are listed below for each constituency group.

Monday, December 8, 2014

Smith Recital Hall – Silver Center for the Arts

8:00 am – 9:00 am Faculty

9:15 am – 10:15 am OS

10:30 am – 11:30 am PAT

1:15 pm – 2:15 pm Students

2:15 pm – 3:15 pm Teaching Lecturers

**Search Committee Members:** Jude

Blake, Co-Chair, Trustee John

Small, Co-Chair, Trustee

Brad Allen, Faculty Representative

Grady Arnao, Student Representative Cathy

Furtek Conway, Trustee

Sherri Covell, Operating Staff Representative

Larry Haynes, Alumni Representative

Philip Inwood, Teaching Lecturer Representative

Karolyn Kinane, Faculty Representative

Todd Leach, Chancellor

Ken Moulton, Trustee

Andrew Palumbo, PAT Representative

Christie Sweeney, Faculty Representative

**Scholarship, awards, and noteworthy service activities for  
PSU Faculty, Staff and Students**

**Art**

- **Kimberly Anderson Ritchie** has had a flourishing Fall Semester with artwork being exhibited throughout the nation. Ritchie was invited to work in a collaborative community project in Denver, CO focusing on rituals in the areas that you live. The work produced from this is being exhibited in "Ingrained" at Ice Cube Gallery, in Denver, CO. The portfolio "Route 66, Westbound to Paradise" that Kimberly produced last year is being exhibited at Tyler School of Art, Temple University, Philadelphia, PA, California State University, Northridge, CA, and here at PSU this Fall semester. Additionally, she will be installing an exhibition in the library titled "Silent Witness – Lichen and Climate Change" that focuses on global climate change and its effect on lichen.
- **Jayme Yahr** curated the exhibition "Resilience" at the Karl Drerup Gallery in partnership with gallery director **Cynthia Robinson**. The postcard exhibition includes artwork by students from Madison Elementary School, Plymouth High School, and PSU. "Resilience" is a response to the "Beehive Collective" exhibition on view through the end of the semester in KDAG's main space. The curatorial layout and installation of the "Beehive Collective" show were engaged learning projects for Jayme's Museum Studies: Objects and Collections fall course.
- In mid-November, **Jayme Yahr** attended the Vermont Humanities Council conference, "A Fire Never Extinguished: How the Civil War Continues to Shape Civic and Cultural Life in America" with colleagues **Rebecca Noel** (HPSSE) and **Marcia Schmidt-Blaine** (HPSSE).

**Atmospheric Science and Chemistry**

- **Eric Kelsey** was a session chair, speaker, and break-out group leader at the Mountain Observatory Workshop on "Social and Ecological Systems" in Reno, Nevada in July. He presented on the PSU-MWO partnership and the logistics of operating a mountain top weather observatory in extreme wind and rime ice conditions. Eric is co-leading a post-workshop effort to explore the need to standardize instrumentation, measurement, and reporting of metadata of various environmental variables in mountainous terrain.
- **Jeremiah Duncan** and Chemistry students **Nate Workman**, **Kim Bain**, and **Albert Lamonda** presented three chemistry activities under this year's National Chemistry Week theme "The Sweet Side of Chemistry" at the New Hampshire TechFest (an outreach event for middle through high school students) at Nashua North High School in Nashua, NH.
- **Jeremiah Duncan** participated in the panel discussion "Uncertainty & Error Analysis for High School STEM Students" at the New Hampshire Science Teachers Association Fall 2014

**Biological Sciences**

- Biology student **Rachael Glazner** presented a research poster at the 13<sup>th</sup> Annual Undergraduate Symposium on Sustainability and the Environment at Bridgewater State University on November 22<sup>nd</sup> with her faculty mentor **Kerry Yurewicz**. Rachael's poster, "Abiotic and biotic factors associated with variation in stream insect abundance at the Hubbard Brook Experimental Forest, NH," was one of 56 presented by students from 11 different New England colleges and universities this year. Rachael's work on this project was supported by PSU's Student Research Advisory Council.
- **Len Reitsma** and collaborator Dan Lambert received funding for a project entitled "Design and Implementation of Best Practices for Sustaining Vulnerable Wildlife Populations in Northeastern Forests" to be completed in the next two years. The project focuses upon six species of special conservation concern in the Northeastern US and will involve students at PSU. The funding comes from the Northeast Regional Conservation Needs Grant Program under Topic 5: Design and Implement Conservation Strategies for NE Species of Greatest Conservation Need.

## **Business**

- On October 23rd, **Chen Wu** presented his research study "Exchange Rate Adjustment of US Imports and Exports to China: a State-Panel Study" at the 51st Annual Conference of Missouri Valley Economic Association (MVEA) in St. Louis, Missouri. This article is eligible for consideration of publication on the peer-reviewed Journal of Economics (MVEA).

## **Center for Active Living & Healthy Communities**

- **Rebecca Busanich** co-authored the following publication: "A social ecological exploration of physical activity influences among rural men and women across life stages" in *Qualitative Research in Sport, Exercise and Health*, Volume 6 (4), pp. 517-536.

## **Counselor Education and School Psychology**

- **Stephen Flynn** presented a 60-minute presentation, entitled: The Comprehensive Counseling Skills Rubric: Grounding a Comprehensive Outcome Based Assessment in Strong Pedagogy and a 90-minute presentation entitled: Teaching Advanced Methods in Couple, Marriage, and Family Counseling at the North Atlantic Region Association for Counselor Education and Supervision Conference in Providence, Rhode Island.

## **Criminal Justice**

- **Stephanie Halter** published "Evaluation of Protocols Relative to RSA 169-C Post Permanency Hearings for Older Youth with a Permanency Plan of APPLA" for the New Hampshire Court

## **Elementary Education and Childhood Studies**

- **Hilary Swank** presented a poster, "Afterschool and Non-Cognitive Skills," on November 8th at

## **Education Leadership, Learning, and Curriculum**

- In mid-October, Linda Carrier presented the first of a four part professional development series for the Pittsburg School on Developing Data Teams. The focus of this work is to support the school in developing a practice of data inquiry for examining their educational practices.
- On Saturday, November 22nd, Susan Shapiro presented, "Belonging as a Pre-requisite for Learning" at the Maine Down Syndrome Conference in Portland. The audience included both educators and parents working to facilitate inclusive education in their schools.
- Cheryl Baker traveled to Shanghai, China to teach ED 5005 Social Psychology and Mythology Across Cultures. The course consisted of 32 graduate students from five different countries examining the relationships among culture and education.
- Kathleen Norris' article, Using Permaculture Design Principles to Teach Research Design Courses: A Transdisciplinary Approach to Course Design, was published in the November issue of the European Academic Research journal.
- By the end of the fall graduate term, a total of 26 candidates have successfully defended their dissertations and earned their Doctor of Education degrees from PSU.

## **Early Childhood Studies**

- **Pat Cantor** and **Mary Cornish** presented "Developing Program Policies Related to Technology Use in Infant/Toddler Classrooms: The What, Why, and How" at the National Association for the Education of Young Children Conference in Dallas, TX.
- **Elisabeth Johnston** presented "NGSS, iPads, and Developmentally Appropriate Practice: Guiding Scientific Exploration for Primary Students" at the NH Science Teachers Association Fall Conference in Meredith, NH.
- **Meagan Shedd** presented "Growing Readers: Using Books about Food, Nutrition, and Physical Activity to Support Literacy Development" at the National Association for the Education of Young Children Annual Conference in Dallas, TX.

- **Meagan Shedd** gave a poster presentation on “Growing a Lifetime of Good Habits Among Young Children at an Early Childhood Education Center: An Exploration of Perceptions” at the National Association of Early Childhood Teacher Educators in Dallas, TX.
- **Clarissa Uttley** recently had a book chapter published in “Hope Matters: The Power of Social Work” (National Association of Social Workers). The chapter, “Human-Animal Bond: Trauma Victims Help Each Other Heal,” was co-written with Gary Cournoyer, a LICSW practicing in Rhode Island, and serves as an example of the power of human-animal interaction in therapeutic settings.

### English Department

- **Robin DeRosa** attended a NERCOMP workshop in Massachusetts (with **Scott Robison**, LTOE, and **Christin Chenard**, Lamson) and the national OpenEd conference in Washington, DC (with **Scott Robison** and **Scott Coykendall**, CMS), both focused on open access: reducing textbook costs for students, improving public access to scholarly research, and building transdisciplinary networks to strengthen the public good.
- **Karolyn Kinane** attended the International Symposium on Contemplative Studies, Boston Oct 20-Nov 2 and the New England Medieval Conference, Middlebury, VT Nov 7-8, 2014.
- **Meg Petersen** and **Megan Birch** presented their work on Critical Curricular Inquiry Units at the National Writing Project annual meeting in Washington, DC. In addition, they presented “Laying Our Stories Down: Reading Personal Narratives as Socio-Political Texts” at the annual convention of the National Association of Teachers of English, also held in Washington, DC.

### Global Education Office

- **International Education Week** took center stage in November for the staff of the Center for Global Engagement with a robust and diverse calendar of events, supported by an array of collegial collaboration of offices and departments. Ranging from cultural games, international food sampling, lectures by students and published authors and more, this year's offerings were a fine celebration of international education at PSU. CGE staff also continued to work closely with students as they consider various study abroad exchange program opportunities, and post-graduation options for international students.
- **Jessica Morel** attended international education week at our newest exchange partnership in Germany at the Fachhule Dortmund School of International Business. She made 3 presentations on studying in the US and on pursuing internships for credit while studying in English speaking countries. PSU is currently hosting 3 students from the German exchange partnership.
- **Thomas Janis** completed training through NAFSA: Association of International Educators, in order to be approved by the Department of Homeland Security as a “Designated School Official” for advising exchange students, faculty and scholars.

### Health and Human Performance

- **Ryanne Carmichael** joined two PSU alumni at the New England American College of Sports Medicine conference in Providence, RI on November 13th and 14th. **Meredith Shea** (BS '14) and **Nicole Soucy** (BS '14) presented a poster on their undergraduate research, “The Effect of Cold Compression Therapy on Anaerobic Performance and Lactate Clearance in Collegiate Male and Female Rugby Players.”
- **Irene Cucina** was the keynote speaker at the Virginia Association for Health, Physical Education, Recreation and Dance state conference in Norfolk, VA on November 5. She also gave the keynote address at the Vermont Association HPERD state convention in Killington, VT on November 14. Additionally Irene trained 35 elementary classroom teachers, physical educators and administrators as Physical Activity Leaders at the Vermont conference. The training is designed to increase physical activity of children before, during and after school as well as work with community partners on increasing opportunities for physical activity.
- **Lynn Johnson** presented at a number of state conferences during the month of November including: *Vermont Association for Health, Physical Education, Recreation and Dance Conference,*



Killington, VT (November 13th and 14th) 1) Teaching Movement Concepts and Skill Themes in Elementary Physical Education; 2) Assessment K-5: In a Practical Way (Co-Presented with Susan Barnard and Laura Thygesen, Barre Town Elementary and Middle School, Barre Town, NH); and 3) Fun and Functional Technology in K-12 Physical Education. For the *New Hampshire Association for Health, Physical Education, Recreation and Dance*, Waterville Valley, NH (November 20th and 21st) she presented two sessions: 1) Fun and Functional Technology in K-12 Physical Education and 2) Grading in K-12 Physical Education. Additionally, Lynn did an all-day Assessment Workshop at *Pinkerton Academy*, North Londonderry, NH for physical education teachers (November 4th)

- **Louise McCormack** presented two sessions at the New Hampshire Association for Health, Physical Education, Recreation and Dance Conference, Waterville Valley, NH (November 20th and 21st) including: 1) The Woes & Highs of Student Teaching: UNH, KSC, NEC and PSU students (**Joseph DiTommaso**, 2014) and 2) What's Happening in NH – with NHDOE Marcia McCaffrey
- Special Plymouth State University Events/Recognitions at the New Hampshire Association for Health, Physical Education, Recreation and Dance (NHAHPERD) Conference, Waterville Valley, NH included:
  - 1) Newly elected NHAHPERD Executive Board members:
    - PSU Alumni: **Melissa (Tillotson) Pollard** -- President-Elect (2008);
    - Matt McGuigan** (2014) – VP-Elect, Recreation; and
    - Hannah Kimball** (2014) - VP-Elect, Dance.
  - 2) Awards/Recognitions:
    - Nathan Trask** (2015) PSU Outstanding Future Professional;
    - Karyn Misenhiemer** (1995) NH Meritorious Achievement Award – will receive recognition at the Edies June 2015; and
    - Kathy Campbell Kelly** (1976) Lilyan Wright Service Award.
  - 3) The 8th Annual NHAHPERD/PSU Alumni Breakfast took place on Friday, November 21st and was attended by a large group of PSU ALUMNI.
  - 4) Finally, a number of sessions were presented by our current students including: 1) Technology in the Gymnasium: Enhancing teaching and learning in physical education (Student Presenters: **Allison Arneri, Ryan Dalton, Benjamin Haskell, Kristin Hrubowchak**, Kathleen McCormack, Michael Russell, Alex Simo, Brittany Terra - Advisor: Lynn V. Johnson

### History, Philosophy, and Social Studies Education

- **Marcia Schmidt Blaine** gave the fourth in a series of lectures for the grant-funded North Country series “New Hampshire and the Revolutionary War” on November 19 at the White Mountain Community College in Berlin. The topic for this, the final session, was “New Hampshire Voices from the Revolution.”

### Lamson Library

- Faculty Scholarship, Awards, and Service:
  - Anne Jung-Mathew's** review of the book “Everything Changes” by Samantha Hale, was published in the November 2014 issue of *School Library Journal*. Conference, Presentations, and Workshop Attendance: **Jen Green** chaired the Visual Resources Association's New England Chapter meeting at UNH and gave a presentation on the PSU Digital Repository, October 24<sup>th</sup>, 2014
- **Gary McCool** organized and hosted a workshop on “Grantseeking Basics for Nonprofit Organizations” with a guest presenter from the Foundation Center, at Lamson Library & Learning Commons on November 3, 2014. The 40 attendees represented a wide range of nonprofit organizations in NH.

### Languages and Linguistics

- The Languages and Linguistics Department is pleased to announce that on November 20, **Wilson Garcia** successfully presented and defended his doctoral dissertation, “Contributing Factors for Degree Completion of Hispanic Undergraduates at a Four-year Public University,”

thus becoming a Doctor of Education in Learning, Leadership and Community. Congratulations, Wilson!

- **Wilson Garcia** and **Barbara Lopez-Mayhew** presented a live webinar conference November 17 on "The 'Boom' period of Latin America -- Colombian author Gabriel Garcia Márquez and one of his masterpieces "Cien años de soledad (One Hundred Years of Solitude)" to Spanish literature students and faculty from the University of Dalarna, Sweden. This online conference was an inaugural collaboration with Spanish professor Mario López Cordero of University of Dalarna and the PSU Department of Languages and Linguistics, as part of a recent exchange agreement between the two universities.
- **James Whiting** presented a webinar, "Using Comics in the EFL (English Foreign Language) Classroom," as part of the Shaping the Way We Teach English Language teacher training series sponsored by the US State Department's Office of English Language Programs. Whiting's webinar on November 5<sup>th</sup>, was attended by over 1250 participants at US embassies and

### **Music Theater and Dance**

- **Gary Corcoran**, Emeritus, was recently presented with the Lifetime Achievement Award by the New Hampshire Band Directors Association. The award was made at the 2014 New England Band Directors Institute, an annual event he established in 1992.
- **Dan Perkins** was the guest conductor of the Asia Pacific Area Conference Orchestra Festival in Hanoi, Vietnam November 9-16. He worked with 80 students and their teachers from Shanghai, Beijing, Hanoi, Manila, Kobe, and Hong Kong.
- **Dan Perkins** was the coordinator and conductor for the 37th annual All New England Choral Festival at PSU, working with 220 high schools students from 50 New England schools.
- **Dan Perkins** performed a series of piano concerts with guest NH Music Festival trombonist David Loucky, and also with his chamber ensemble Trio Veritas.

### **Psychology**

- **Katie Herzig** and **Angela Kilb** presented a poster at the New England Conference on Teaching of Psychology in October entitled "Research Participation Night: Increasing Efficiency of Data Collection for Student Research".

### **Social Science Department**

- On November 13, Vice Chancellor Daisy Houdegbe of the Houdegbe North American University (Benin) was a guest of **Khuan Chong** and the Social Science Department. During the meeting discussions concerning setting up teaching fellowships for PSU faculty in HNAUB were held. Several faculty and staff members had lunch with Ms. Houdegbe.
- **Katherine Donahue** (Anthropology) gave a talk on "Steaming to the North: The First Summer Cruise of the Revenue Cutter Bear" (Fairbanks: University of Alaska Press) at the Snow Walkers Rendezvous held at the Hulbert Outdoor Center, Fairlee, VT, on November 7.
- **Krisan Evenson** (Political Science) used her participation in the Art for Peace Festival on September 28 in Concord to engage in fundraising on behalf of students in her Humanitarianism course. The event, held annually to mark the International Day of Peace, offered the opportunity to model 'craft activism.' Four projects were aided in October and November through this effort: one for Syria; one for a water project in Africa; and two more determined by students in her Humanitarianism course during an applied exercise in philanthropy with real-world results. On October 24, Krisan hosted a local viewing session of a livestream event by the Search for Common Ground's Washington Network on Children and Armed Conflict, on the recent successes of programs to decrease the use of child soldiers by government military forces.

**Patrick May** (Geography) attended the NESTVAL annual meeting (New England St. Lawrence Valley regional branch of the AAG) on October 24-25 in Durham NH. He is Secretary for this organization and also served as PSU faculty advisor, a moderator, and a judge of the regional

World Geography Bowl competition. Eleven teams, representing undergraduate and graduate students from universities throughout the region participated. Plymouth's team was comprised of 8 students, all undergraduates, with majors in Geography, Environmental Planning, Environmental Science and Policy, Interdisciplinary Studies, and Social Studies Education. The team had a record of 5-1 in a round-robin tournament, beating teams from UConn, Salem State, UNH, and Bridgewater State University. Based on record and total points, PSU competed in the finals but lost to UMass, earning a runner-up trophy. In early November, Pat travelled with **Jess Morel** (Global Education Office) to represent PSU on a site visit to Dalarna University campuses in Borlange and Falun, Sweden. He met with staff from their International office as well as faculty from programs in Tourism, Irish Studies, Foreign Languages, and Social Sciences. Several possible avenues for student exchange were discussed and seem very promising from the visit.

- **Filiz Otucu** (Political Science) is leading a series of five talks on "Islam: Connected Histories," as part of a "Let's Talk About It" series at Pease Public Library. In October, they discussed "Ornament of the World" by Maria Rosa Menacol and "Leo Africanus" by Amin Maalouf. On December 2<sup>nd</sup> they will be talking about "In An Antique Land" by Amitav Ghosh. Also, on November 13, Dr. Otucu presented a paper titled "Responsibility to Prevent, Protect, and Preserve: Implementing Millennium Development Goals to Stop Veiled Atrocities," during the Northeastern Political Science Association's annual conference in Boston, MA.
- **David Starbuck** (Anthropology) 2al meeting on October 25. He edits the annual journal, *The New Hampshire Archeologist*. David is also editor of the Council for Northeast Historical Archaeology and attended their annual meeting on November 6-9 in Long Branch, New Jersey, where he reported on his work to the Council.

## Interim Report from the Four Credit Task Force—December, 2014

### Members and Charge

In the Spring 2014 semester, Provost Bernier asked for volunteers to serve on a Four Credit Task Force, which was then created with all of the faculty members who volunteered. The task force is comprised of nine faculty members, listed at the end of the report.

Provost Bernier charged the Task Force with the following:

***1. To review the majority and minority reports of the previous (2008) task force on moving to a four credit model. To identify areas not previously addressed.***

***2. To develop a report to the Faculty on the implications of changing to a 4-credit course model with attention to at least the following:***

- the impact of such a model on Faculty workload***
- financial implications of such a plan***
- pedagogical concerns and student performance outcomes***
- scheduling considerations***
- general implications for General Education, but not specific policies or procedures of concern to the General Education Committee***
- a possible time-line for implementation***

***3. To make an interim report to the Faculty at the December 2014 Faculty Meeting and a final report to the Faculty in April 2015.***

In September, we met with Provost Bernier to be sure we understood our charge. We will be making a recommendation to the full faculty at the April, 2015 faculty meeting about whether to move to a 4 credit curriculum or not. The full faculty will then vote on our recommendation. In other words, the charge to the Task Force is to conduct research and gather data concerning a possible curricular change rather than make a policy about the possible curricular change.

Our conversation with Provost Bernier also led us to the understanding that there are several factors that have changed since the 2008 Task Force completed its work and those factors are driving the desire to reexamine the idea of a 4 credit curriculum. Those factors include:

1. Plymouth State University's student retention rate has declined and one possible outcome of a move to a 4 credit curriculum is that students taking 4 classes a semester, rather than 5, would increase academic success and, therefore, retention rate.
2. The General Education program was newly implemented in 2008. Since a move to a 4 credit model would involve an overhaul of the General Education program, many faculty opposed the move on those grounds. In recent months, assessment and possible modification of the General

Education program has been the focus of some faculty discussion and so a discussion of the 4 credit model might also be appropriate at this time.

3. The administration (and many faculty members) would like the standard teaching load to be 3 classes a semester. A 4 credit curriculum might allow PSU to move to a 3-3 teaching load without negative budget impact.
4. PSU's budget situation is significantly different than it was in 2008 and moving to a 4 credit model might save money.

### **Areas Not Previously Addressed**

The Task Force meets twice a month and, as our charge suggests, we began our work with a thorough review of the majority and minority reports from the 2008 Four Credit Task Force. We determined that the following areas were not fully addressed in those reports:

1. Are there any statistical data from institutions that have moved to a 4 credit model about the impact of that move on student success (engagement, retention rates, graduation rates, time to graduation, etc.)?
2. Are there other compelling factors (for example, financial) to support the move?
3. What would the time block schedule look like if we move to a 4 credit model?
4. Since the other USNH institutions use a 4 credit model, there are numerous questions about ease or increased difficulty of transfer between institutions:
  - a. What percentage of our students transfer to schools using a 4 credit model?
  - b. What percentage of our transfer students come to us from schools using a 4 credit model?
  - c. How do the other USNH institutions deal with transfers from 3 credit institutions (like the community colleges)?
5. What would each major at PSU look like in a 4 credit model and how difficult would it be to draft those new curricula?
6. What would a 4 credit general education program look like?
7. What impact will a 4 credit model have on faculty scholarship? How will faculty who currently have credits reallocated to scholarship be dealt with? Will that reallocation go away? If it does go away, what impact will that have on our expectations for scholarly activity through the tenure process?
8. What impact will a 4 credit model have on faculty who have release time for service (for example, department chairs and program coordinators)?
9. What impact will a standard 3 course per semester (12 credits) teaching load have on faculty recruitment?

### **Statistical Data: Student Success, Retention, and Graduation Rates**

The 2008 Task Force visited three institutions that had made the move to a 4 credit curriculum and reported their findings at that time. None of that data, however, provided information concerning student success before and after the move to 4 credits. We (the current Task Force) contacted those institutions to see if they had new data regarding student success but, just like in 2008, all information provided from those three institutions was anecdotal.

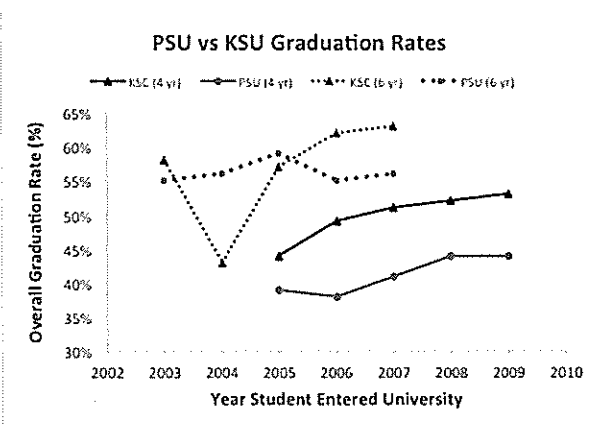
Because we are part of the USNH system with Keene State College, one of the 3 institutions that the 2008 Task Force visited, Provost Bernier was able to provide us with graduation rate statistics for both KSC and PSU. The following tables show the latest available four year and six year graduation rates for both institutions. The four year graduation data for the cohort entering in Fall 2010 and graduating in Spring

2014 were not yet available. Similarly, the six year graduation data for the cohort entering in Fall 2008 and graduating by Spring 2014 were also not yet available.

Four Year Graduation Rates		
Fall Entering Cohort	KSC	PSU
2005	44%	39%
2006	49%	38%
2007	51%	41%
2008	52%	44%
2009	53%	44%

Six Year Graduation Rates		
Fall Entering Cohort	KSC	PSU
2003	58%	55%
2004	43%	56%
2005	57%	59%
2006	62%	55%
2007	63%	56%

We have also included a chart of the above data to show that the trend for graduation rates for both institutions is generally upward. Graduation rates at Keene (black) and Plymouth (red) after 4 years (solid lines) and 6 years (dashed). The years denote entrance year.



KSC transitioned all students to a 4 credit system in 2007. This shows that a trend toward higher graduation rates began before the transition to a 4 credit model and may reflect other factors. PSU's rate was improved over the same period.

But some members of the Task Force have pointed out that KSC made the move to a 4 credit curriculum in Fall 2007 for all students (not just incoming students). This means that students entering in Fall 2005 and graduating in Spring 2009 would have completed 2 years in a 3 credit curriculum and 2 years in a 4 credit curriculum. Those entering in Fall 2006 completed 1 year in a 3 credit curriculum and 3 years in a 4 credit curriculum and students entering in Fall 2007 would have done all 4 years in the 4 credit curriculum. The four year graduation rate for first-time, first year students entering KSC in 2005 was 44% but that rate jumped to 49% for students entering in 2006 and continued to increase for students entering

in Fall 2007. A look at the six year graduation rate shows a similar increase (from 57% to 62%) for students entering in Fall 2006 (and, therefore, spending most of their time in a 4 credit curriculum).

The members of the Task Force disagree about how to interpret these data. Some members feel that the data tell us nothing about the relationship between a 4 credit curriculum and graduation rates. Other members feel that these data show a correlation (although not a causal relationship) between a student spending at least 3 years in a 4 credit model and increased graduation rates and that it should be noted as well that the gap between the graduation rates at KSC and PSU has grown over the period shown (from 5% to 9% for the four year graduation rate and from 3% to 7% for the six year graduation rate). Of course, we cannot conclude that KSC's 4 credit curriculum is the cause of this increased gap.

We also did a literature review to see if we could find any data about the impact of a 4 credit model on student success and were unable to find any such studies. Finally, we contacted George Kuh, who administers the National Survey on Student Engagement (NSSE), for data concerning student engagement at institutions before and after such a switch and again, we were unable to obtain any statistical data.

### **Financial and Faculty Workload Impact**

Provost Bernier told us that, for a number of reasons, she and the President would like the entire faculty to have a 3-3 teaching load. However, it would cost over \$3 million per year to do this if we remain in a 3 credit model. (The details of that report are available on request.) Therefore, moving the entire faculty to a 3-3 teaching load in a 3 credit model is not going to happen in the foreseeable future. In addition, the reallocation of faculty time for scholarly activity is expensive. Provost Bernier writes:

“There are currently approx. 57 fewer classes taught due to reallocated time (faculty teaching 3/3 or 3/4 load). If these faculty taught a full 12 credits (3/3 load with courses @ 4-credits each) the savings would be approx-  
\$222,000/year”

Given the current budget situation and the proposed budget prioritization process, scholarship reallocations are likely going to go away whether we move to a four credit model or not. It is simply too expensive given the current budget situation. So the only way to move the entire faculty to a 3-3 load is to have each of those 3 classes be 4 credit classes so that the standard teaching load remains at 12 credits per semester.

### **Curricular Revision Challenge**

The majority and minority reports from the 2008 Task Force both made claims about the level of difficulty and the kinds of challenges that making a switch to a 4 credit curriculum would involve. We decided fairly early on that we would need to check these claims. In addition, as we were discussing the implications of moving to a 4 credit curriculum, implementation issues kept arising as potential questions. We therefore decided that we needed to try to implement parts of the curriculum so that we could present actual implications rather than imagined implications. We each began with our own degree programs to determine how easy or difficult it would be to convert it to a 4 credit curriculum. All of us were able to come up with a 4 credit version of our degree program with about four hours (or less) of work. We discovered the following by undertaking this exercise:

1. These curriculum revisions must be done by the faculty most familiar with the programs. Only they have the expertise to determine how the program learning outcomes might be able to be repackaged.

2. There are a variety of ways to undertake such revisions. Some may start completely over with the learning objectives for the program and build new courses that address the objectives in new ways. Others may start with the existing program and determine which courses could be combined so that all learning objectives continue to be addressed.
3. Some of the degree programs will be easier to convert to 4 credits than others.
4. Some degree programs will require that the number of credits to graduation be increased from our current 120 to 128, which is the number of credits a student would earn if s/he took four 4-credit classes per semester for eight semesters. Other degree programs may not need the number of credits for graduation to be increased.
5. Looking at a department's curriculum with fresh eyes for new purposes can lead to positive questioning of why the curriculum is designed the way that it is. At least one member of the Task Force discovered things in his department's curriculum that he and his colleagues may want to change regardless of whether we move to 4 credits or not.

Having gone through this exercise with some of our own programs, we now plan to visit other departments and engage in a similar activity so that we have some experience with which to comment on the ease or difficulty with which these curriculum revisions can be undertaken.

We are in the process of looking a variety of ways in which the General Education program might be changed so that it continues to meet the objective of the program while not increasing the number of credits required for Gen Ed. We intend this exploration to be simply informational and it does not take the place of the Gen Ed committee working to change Gen Ed should the faculty vote to move to a 4 credit model.

We are also in the process of creating a new time schedule to accommodate 4 credit classes. Our assumption is that seat time will be proportionately increased for the standard 4 credit class. That is, our standard classes require 50 minutes of seat time per credit or 150 minutes per week for a 3 credit class. Therefore, we assume a standard 4 credit class will require 200 minutes of seat time per week. Of course, there will continue to be some 4 credit classes that require more seat time just as there are some 3 credit classes now that require more than 150 minutes of seat time per week. We also assume that some departments might want to teach some of their classes using a hybrid model where some seat time for a class is replaced by online and/or out-of-class work.

### **Future Work**

We are trying to add more members to the Task Force since we believe as many voices as possible should be added to the conversation. We have asked several members of the faculty to join us and as of the writing of this report, none have joined us. We encourage additional members to join us in this important work by contacting any member of the Task Force and volunteering your time and energy. We encourage input into our investigation from all members of the faculty, even if you don't have time to actually serve on the Task Force. Any information or suggestions can be sent to any member of the Task Force for inclusion in our work.

We are examining ways in which the Task Force can help each academic department to look in some detail at the challenges and opportunities they would face if we were to move forward with a 4 credit curriculum. Once we determine the best way to move forward with that task, we will be contacting each department to begin that conversation.

Finally, we are continuing to fill in the gaps in information that we identified earlier in this report.



Respectfully submitted by the members of the 4 Credit Task Force:

Susan Buchholz-Jones—Nursing

Lisa Doner—Environmental Science and Policy

Cathie LeBlanc—Communication and Media Studies

Ann McClellan—English

Sam Miller—Atmospheric Science and Chemistry

Paul Mroczka—Music, Theater, and Dance

Robyn Parker—College of Business Administration

Justin Wright—Mathematics

Jayne Yahr—Art

**General Education Committee Report**

**11/24/14**

Since the spring of 2014, the General Education Committee has been working on an assessment plan that begins with a focus on addressing the question, How do we know that students are learning what we want them to learn with regard to general education? As a first step, we have drafted learning outcomes for the four General Education Directions.

The General Education Committee has revised the outcomes based on feedback received from faculty during two Faculty Week sessions. At those sessions, we also received support for our plan for implementing the learning outcomes. We are continuing to seek feedback on the outcomes, most recently through the Project Share sessions offered by the Center for Excellence in Teaching and Learning. Our plan is to finalize the outcomes this spring and integrate the assessment of learning outcomes into the processes for initial course proposals and sunset renewals starting next the next academic year.

We believe that establishing shared learning outcomes for General Education Directions courses and assessing those outcomes will provide essential information about the effectiveness of our general education program. In 2005, the General Education Assessment Task Force recommended establishing learning outcomes as a top priority for general education program assessment. Until now, this recommendation had not been addressed. Assessing student achievement of general education learning outcomes was also identified as a priority in the most recent NEASC review. The USNH Board of Trustees has also charged PSU to assess student learning in general education. We also believe that the assessment of student learning is essential for a high quality general education programs. For these reasons, we are focusing on this aspect of program assessment.