

PLYMOUTH STATE UNIVERSITY  
FACULTY MEETING MINUTES  
Wednesday, February 4, 2015  
Newfound Room, Prospect Hall

The meeting was called to order at 3:39 pm with approximately 90 faculty in attendance.

I. The DRAFT minutes from the meetings of November 5 and December 3, 2014 were accepted as submitted.

II. Reports.

A. Sara Jayne Steen, President. Her monthly report had not yet been sent, so there were no questions.

B. Julie Bernier, Provost and Vice-President for Academic Affairs. She shared with the faculty that she will be looking for faculty interested in being the Dean of the First Year Experience, and gave some information on this. She took questions.

III. Old Business (none).

IV. New Business.

A. Resolutions of the Standing Committees (none).

B. MOTION: (Robyn Parker) that the Faculty approve the new minor in Marketing. (Attachment 1.) The motion was made by Robyn Parker and seconded. Deb Brownstein spoke to the motion. Brad Allen also spoke as the advisor for MAPS. The motion was approved unanimously.

C. MOTION: (Patrick May, on behalf of the Sustainability Council) that the Faculty approve the new minor in Sustainability. (Attachment 2.) The motion was made by Patrick May and seconded. He, Brian Eisenhauer, and Maria Sanders spoke to the motion and answered clarifying questions. Concerns were expressed that the timing is not good in relation to budget issues. A number of comments were made supporting the motion, including the Provost. The motion was approved.

D. MOTION: (Stephanie Halter, on behalf of the Academic Affairs Committee) that the Faculty approve the revised policy on Early Evaluation. (Attachment 3.) The motion was made by Stephanie Halter and seconded. She spoke to the motion. Discussion both pro and con, including the Provost's support. The motion was approved.

V. Announcements.

- Winter carnival is next Wednesday and faculty and staff will get the added ski pass discount that day.
- MAPS and the Snowboard Club will be having a Rail Jam 2/20-21 next to ice arena.
- Maria Sanders made two announcements.

- First, there are a couple seats still available for the PSU Spring Writing Retreat at Bear Tree (March 27<sup>th</sup> – 29<sup>th</sup>) sponsored by the Philosophy discipline. Interested faculty should contact either Maria Sanders or Annette Holba as soon as possible, as availability is filling quickly.
- She also invited faculty interested in appearing as a guest on the Philosophy 4 Life Radio Show to contact her. The show is hosted by Dr. Sanders every Tuesday evening from 5pm – 7pm on WPCR-Plymouth (91.7 FM). Guests need not have a fully developed topic in mind, as Maria will work with each guest in advance to frame a show around the guest's expertise.
- Next Sidore lecture on 2/5, on the State of Democracy, at 7:00 pm in the Silver Center for the Arts.

The SOS basket was donated by the English Department, and won by Ann Berry.

The meeting adjourned at 4:51 pm.

Respectfully submitted,  
Alice O'Connor, Scribe

## Attachment 1.

### **Minor in Marketing**

- **Program Purpose:** The 18 credit minor in marketing is designed to meet a demand for increased knowledge and skill in marketing for non-business students. Students in majors such as Professional Communication, Graphic Design, Travel & Tourism Policy, Geography, and English have expressed interest in this minor. Non-business majors are completing BU-2450, Introduction to Marketing, and are registering with frequency for other marketing courses. They are also joining the Marketing Association of Plymouth State (MAPS), a student organization with a focus on marketing and community service.
- **Program Composition:** BU 2450 Principles of Marketing and BU 4250 Marketing Management, plus 12 credits of electives chosen from a list of eleven three-credit BU courses, from which a student would select a minimum of three classes, and a list of four three-credit non-business classes from which a student could select a maximum of one class.
- **BU electives are:** BU 3050 Special Topics in Marketing (three credit offering only), BU 3340 Consumer Behavior, BU 3350 Event Marketing, BU 3360 Marketing Research, BU 3370 Branding and Marketing Communication, BU 3380 Business Innovation, BU 3450 Sports Marketing, BU 3460 Small Business/ Entrepreneurship Marketing & Operations, BU 3600 Corporate Public Relations, BU 4440 Global Marketing, and BU 4910 Independent Study (Marketing topic, three credit offering only).
- **Non-BU course electives are:** CM 3090 Technical Communication, EN 3120 Advanced Composition, SO 2220 Foundations of Sociology, and TMP 2750 Introduction to Travel & Tourism. These courses reinforce skills demanded in the marketing profession (such as writing skills, ethnographic/qualitative research methods) or apply marketing concepts to industries (such as tourism).
- **Program Implementation:** All courses in this minor presently exist. The courses can continue to be staffed by current full-time instructors and, when capacity is needed, teaching lecturers. Students likely to enroll in this minor are already taking BU-2450, Principles of Marketing. There is capacity in upper division marketing courses for additional students. Having many options for electives will spread demand across course offerings and also make it possible for non-business majors to tailor their marketing minor to the niche in marketing that best matches their interests and career goals.
- Including non-business courses acknowledges valued integration across disciplines and will, in some cases, allow students to double count courses in their major and their marketing minor. Where non-business courses were included, the departments were consulted. Responses were supportive of the proposal for the marketing minor.

**Attachment 2.**

**Sustainability Minor**

18-20 credits

*Pending Approval of the Faculty*

Offered by the Sustainability Council

*Sustainability Council:* Kathleen F. Bush, Brian W. Eisenhauer, Patrick May, Mary Ann McGarry, Maria A. Sanders, Amy M. Villamagna, Stephen W. Whitman

Sustainability perspectives and practices are emerging as essential tools in the 21<sup>st</sup> century at local, national and global scales. To prepare graduates from all fields to create and work in a more sustainable world, this interdisciplinary minor was created to allow all students the opportunity to develop a solid mastery of the fundamental components of sustainability and its applications across multiple disciplines. Students will be provided opportunities through course selection and capstone experiences to develop a focus that compliments the content of their major curriculum and provides them with skills to directly apply to their professional and personal practices in the future.

The program allows for student choice while maintaining a focus that ensures all students learn core sustainability concepts. Within the minor all students must take the Issues in Sustainability and the Capstone courses, and no more than six credits in the minor can be double counted with a student's major. Four of the six classes taken in the minor must be at the 3000 or 4000 level. Students interested in the minor are encouraged to contact a member of the Sustainability Council for assistance in planning their studies.

ISDI 2xxx Issues in Sustainability (SSDI) 3 credits

Environmental Systems - complete two of the following courses: 6-8 credits

- BI 2070 Botany
- BI 3240 Conservation (DICO) (GACO) (INCO)\*
- BI 4050 Ecology (QRCO) (WRCO)\*
- BI 4800 Current Environmental Issues\*
- CH 3600 Environmental Chemistry (INCO)\*
- EPL 3xxx Introduction to Permaculture
- ESDI 2500 Environmental Science (SIDI)
- ESDI 2610 Earth Systems Science: The Hazardous Earth (SIDI)
- GEDI 1200 Environmental Geography (SIDI)
- MTDI 1200 Weather and Climate (SIDI)
- MT 2800 Climatology (GACO)\*
- MT 4440 Climate Change (INCO)\*

Social and Economic Systems – complete two of the following courses: 6 credits

- AR 3570 The Art of Sustainability (INCO)\*
- BU 3220 Business and the Environment
- EPL 3100 Environmental Planning\*
- EPL 3xxx Sustainability in Residences
- ESP 3270 Sustainable Structures
- IS 3090 Food Issues (INCO)\*
- PY 3310 Environmental Ethics (INCO) (WECO)
- PY 3330 Business Ethics (DICO) (INCO)
- PY 3610 Philosophy of Technology (INCO) (TECO)
- SO 3xxx Sustainability in Practice (WECO)

IS 4xxx Sustainability Capstone (INCO)

3 credits

\*course has prerequisites

Four of the required six courses must be taken at the 3000/4000 level.

No more than six credits may double count with a student's major.

### Sustainability Minor Goals and Objectives

#### Program Goals:

- A. Integrate Sustainability across campus curriculum
- B. Ensure that a range of Majors use the minor
- C. Advance Sustainable Systems on campus and in community through civic engagement
- D. Promote awareness of sustainability among students, faculty, and staff
- E. Integrate theoretical and practical perspectives on sustainability
- F. Connect sustainability at scales ranging from individual to global
- G. Develop awareness of professional opportunities and applications

#### Program Elements / Curriculum Components:

- a) Applied project experiences
  - Group collaborative (team) experience
  - Individual capstone experience
- b) Foundation course – Potentially integrate with general education program requirements
- c) Community partnerships
- d) Exposure to professionals in sustainability fields
- e) Portfolio development (including a statement of how program learning objectives are met)
- f) Interdisciplinary (scientific and ethical basis for understanding sustainability)

#### Learning objectives: (Identify balance of Skills, Content, Affective Domain)

1. Define and explain sustainability and appreciate how concepts of sustainability are connected to issues of social justice, environment, economy at local, regional, and global levels.
2. Demonstrate scientific and ethical understanding of key sustainability concepts, including planetary carrying capacity, population growth, climate change, and ecological footprint.
3. Explain ways in which natural resources are used to produce what they consume, such as the food they eat, the water they drink, and the energy they use.
4. Exhibit critical thinking skills and a systems thinking approach to sustainability issues at a variety of scales (local to global) and contexts (economic, environmental, ethical, and social).
5. Explain core concepts of relevant basic natural science, social science, and ethical concepts relating to sustainability (such as ecology) and develop skills relevant to their chosen field to provide a basis for environmental sustainability.
6. Demonstrate holistic thinking about sustainability using perspectives across multiple disciplines.
7. Explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability at the individual, and at local, regional, and global levels.
8. Connect the theories of sustainability to organizational change and become effective change agents

### Attachment 3.

#### Early Evaluation

- The Academic Affairs Committee would like to move that the faculty change the early evaluation policy to:
  - All students ~~who have earned 47 or fewer credits (first year through second year sophomore classification)~~ are evaluated at the end of the first six weeks of classes during the fall and spring semesters. Instructors of full-semester courses submit grades on students' performance. Students are urged to discuss these grades with their advisors and instructors. All first-semester, first year students (those who have attempted fewer than 12 credits), after consultation with the advisor and instructor(s), may drop full-semester course (s) within two weeks after notice of the early evaluation.
- **Rationale**

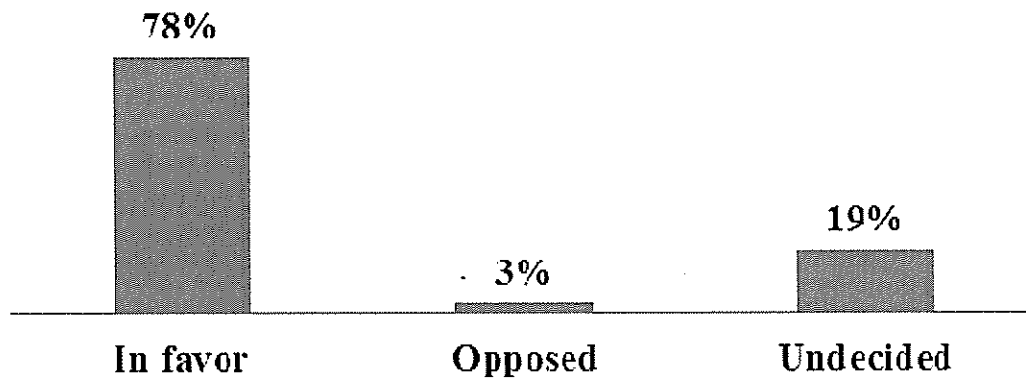
The AAC has diligently reviewed this policy over the course of the 2014 fall semester and would like to recommend that the faculty change the early evaluation policy by extending it to all students. To clarify, this means that instead of providing 6 week grades only to 1<sup>st</sup> and 2<sup>nd</sup> year students, 6 week grades would be provided to all students, including juniors and seniors.
- The AAC acknowledges that this policy has been voted down before by the faculty, and it is not our intent to waste faculty time with an issue that might be considered by some closed. Rather, after reviewing the evidence, we feel so strongly that extending this policy to all PSU students is a positive action for them and for PSU, so are bringing it to your attention again. We are in hopes that by further explaining in greater detail the rationale and importance for such a policy change, that the faculty will be moved to vote in the affirmative.
- Changing this policy would allow the institution to implement an "early alert system" for all of our students experiencing academic difficulty, which is a part of a proactive advising model. Proactive advising is a model of advising which suggests that advisors should monitor student progress closely and intervene as soon as academic difficulty is detected in order to encourage students to seek appropriate assistance (Earl, 1988). Here are a few key points from the literature:
  - Addus, Chen, & Khan (2007) found that students do not consistently seek help on their own when needed. As part of proactive advising, regular monitoring of student grades enables advisors "to keep students from falling too far into an academic hole from which they cannot recover" (Varney, 2012, Anticipating Student Challenges section).
  - Cannon (2013) finds that following up with students about mid-term grades is an important opportunity to connect students with the campus resources that they may not seek out on their own.
  - There is a clear link between quality advising and improved student success and retention, both as perceived by students and based on academic success measures (Glennen, Farren, & Vowell, 1996; Heisserer & Parette, 2002; Metzner, 1989; Tinto, 2004)
  - The proactive advising model has been found to be particularly beneficial to student success and retention (Bray, 1985; Glennen, 1976; Nichols, 1986; Sayrs, 1999; Spears, 1990).
  - The benefits of proactive advising have been observed not only for freshmen and at risk students, but also for upperclassmen (Addus, Chen, & Khan, 2007).

Some additional information supporting adopting this policy change specific to PSU:

- This change was recommended by the Student Success Taskforce (May 31, 2014).  
<https://www.plymouth.edu/office/vpaa/files/2014/09/Student-Success-Task-Force-Final-Report.pdf>

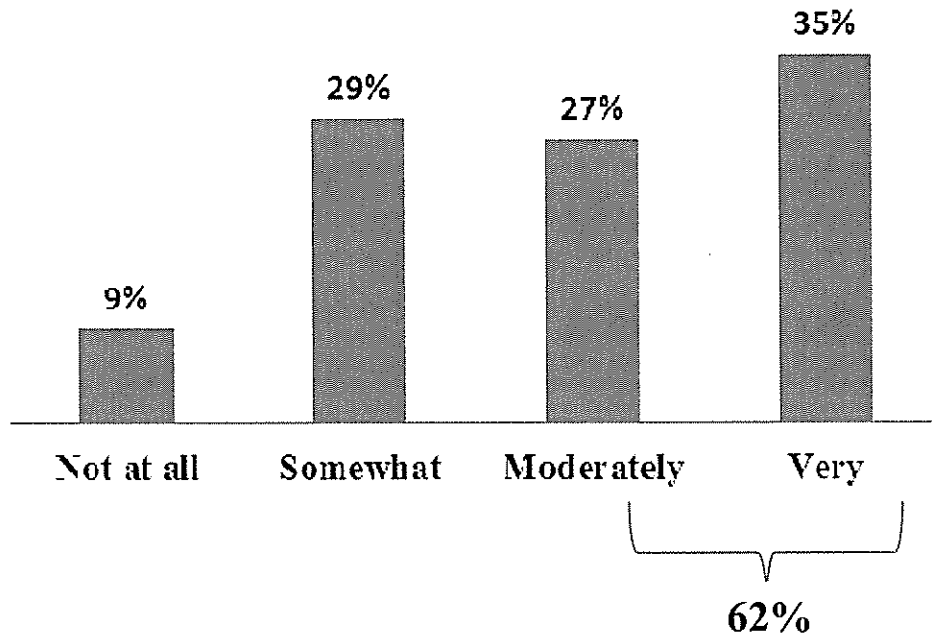
- Ten of our 12 comparator institutions offer mid-term grades of some form (varies on who it applies to, e.g. underclassmen, students with a GPA < 2.0 or on probation, anyone earning a D or F, student athletes, all students).
- If we had this policy in place, this would be communicated to potential students and they would be told that if they were to join PSU that they could expect timely feedback and support in their progress.
- Juniors and seniors at PSU do experience academic difficulty. A look at the % of students with an Academic Warning, Probation or Severance by year in school in the spring of 2014 shows the following distribution:
  - 42% First years
  - 36% sophomores
  - 15% Juniors
  - 7% Seniors/Seniors+
- Our junior and senior students generally support the idea of receiving 6 week grades (78% would vote in favor, 19% undecided, 3% opposed).

### **How Jr & Sr Undergraduate Students Would Vote on Policy to Extend 6-Week Grades**



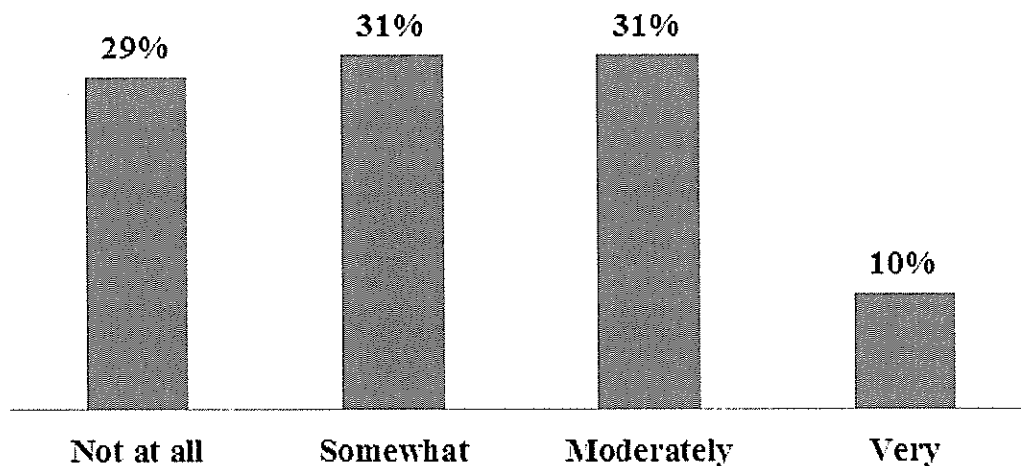
- About two-thirds of juniors and seniors at PSU think it is important (moderately +very) that they receive 6 week grades.

### PSU Jr & Sr Undergraduate Students' Ratings of Importance of 6-Week Grades



- However, fewer juniors and seniors at PSU see the importance of sharing their 6 week grades with their advisor.

### PSU Jr & Sr Undergraduate Students' Ratings of Importance of Sharing 6-Week Grades with Their Advisor





Classes were selected to be group administered the survey by a simple random sample of 3-4000 level undergraduate level courses at PSU (full semester, face-to-face courses). Seven classes were selected from the course search system during the fall 2014. A total of 90 students completed the survey out of the 108 students enrolled in the classes (83% response rate). All students who were present in class on the day the survey was administered completed the survey. 18 students of the 108 were absent from class when it was administered.

## References

- Addus, A. A., Chen, D., & Khan, A. S. (2007). Academic performance and advisement of university students: A case study. *College Student Journal, 41*(2), 316-326.
- Bray, C. S. (1985). *Early identification of dropout-prone students and early intervention strategies to improve student retention at a private university* (Unpublished doctoral dissertation). University of North Texas.
- Cannon, J. (2013). Intrusive advising 101: How to be intrusive without intruding. *Academic Advising Today, 36*(1). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Intrusive-Advising-101-How-to-be-Intrusive-Without-Intruding.aspx>
- Earl, W. R. (1988). Intrusive Advising Of Freshmen In Academic Difficulty. *NACADA Journal, 8*(2), 27-33. doi: 10.12930/0271-9517-8.2.27
- Glennen, R. E. (1976). Intrusive college counseling. *The School Counselor, 24*(1), 48-50.
- Glennen, R. E., Farren, P. J., & Vowell, F. N. (1996). How Advising and Retention of Students Improves Fiscal Stability. *NACADA Journal, 16*(1), 38-41. doi: 10.12930/0271-9517-16.1.38
- Heisserer, D. L., & Parette, P. (2002). Advising at-risk students in college and university settings. *College Student Journal, 36*(1), 69-84.
- Metzner, B. S. (1989). Perceived Quality of Academic Advising: The Effect on Freshman Attrition. *American Educational Research Journal, 26*(3), 422-442. doi: 10.3102/00028312026003422
- Nichols, R. H. (1986). *Effects of intensive, intrusive faculty advising* (Unpublished doctoral dissertation). University of Georgia.
- Sayrs, D. M. (1999). *An experimental analysis of the effects of an intrusive academic advising package on academic performance, satisfaction, and retention* (Unpublished doctoral dissertation). University of Nevada, Reno.
- Spears, M. C. (1990). *A study of the effects of academic intervention on performance, satisfaction, and retention of business administration students in a public comprehensive college* (Unpublished doctoral dissertation). University of South Carolina.
- Tinto, V. (2004). *Student Retention and Graduation* (Rep.). (ERIC Document Reproduction Service No. ED519709)
- Varney, J. (2007). Intrusive advising Of Freshmen In Academic Difficulty. *Academic Advising Today, 30*(3). Retrieved from <http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Intrusive-Advising.aspx>
- Varney, J. (2012). Proactive (intrusive) advising. *Academic Advising Today, 35*(3). Retrieved from [http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-\(Intrusive\)-Advising.aspx](http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-(Intrusive)-Advising.aspx)