

**FACULTY MEETING AGENDA**

March 1, 2017

3:35 PM

Heritage Commons, Samuel Reed Hall Building

**Meeting called to order**

- I. Acceptance of the draft minutes** of the February meeting.  
*(The minutes were sent in a separate email together with other agenda attachments)*
  
- II. Reports**
  - A. President  
*(The report has been distributed via email)*
  - B. Academic Deans  
*(The report will be distributed via email before the meeting)*
  - C. Principal Policy Making Committees  
*(Committee reports from Academic Affairs, General Education, Curriculum and Academic Technology and Online Education are included with this agenda. All committee chairs will be available to answer questions during the meeting.)*
  - D. First Semester report of Student Success Coaches  
Patrick Cate, Dean of Student Success  
*(Provided as email attachment. Unfortunately Patrick cannot be at the meeting but he wanted to provide the first semester report (which was submitted via the Academic Affairs committee) as soon as possible, and will be happy to answer any questions as needed later.)*
  - E. June Hammond Rowan, graduate faculty speaker  
*(There will be a short presentation about the future of the graduate faculty as a constituency of Plymouth State University followed by questions and comments. A motion or motions to add various appropriate items to the faculty bylaws will be brought forward by the Steering Committee in a month or two, so any feedback is appreciated.)*
  
- III. Old Business**  
None
  
- IV. New Business**
  - A. Resolutions of Standing Committees**  
None

## **B. Other New Business**

### **1. Motion**

The Department of Biological Sciences moves to add a B.S. in Cell and Molecular Biology

*Presented by Heather Doherty, Assistant Professor of Molecular Genetics, Co-Director of the Biotechnology program, and coordinator of the M.S. in Biology.*

*(This program has been approved by the curriculum committee. Detailed justification, proposed program of study, and curriculum forms have been sent as an agenda attachment on a separate email)*

### **2. Motion to amend the Faculty Bylaws** submitted by the Faculty Steering Committee and the Faculty Bylaws Task Force:

Delete the Honors Council and the Humanities Council from Article XI of the Faculty Bylaws (articles XI.D.13 and XI.D.14, respectively). No new language will replace the deletions.

*Note: A motion to amend Faculty Bylaws requires a 2/3 majority to pass.*

*(The two councils being deleted from the bylaws served programs that do not exist anymore. The language being deleted is included at the end of this agenda for reference. Other deletions might be coming up in the future.)*

## **Adjournment**

### **Announcements**

Announcements from the faculty speaker:

- The call for nominations (for faculty elections) will be coming to you early next week from the Nominating and Balloting committee.

Other announcements submitted for inclusion with the agenda:

- Dates for the Spring Writing Retreat are March 24 - March 26, 2017. If you are interested in attending, please contact either Maria Sanders ([masanders1@plymouth.edu](mailto:masanders1@plymouth.edu)) or Annette Holba ([aholba@plymouth.edu](mailto:aholba@plymouth.edu)) for more details. Spaces are limited so register now to secure your own room in the lodge or your own cabin on the lake
- A STEAM teacher workshop, "**INTERWEAVING ART, SCIENCE, TECHNOLOGY IN OUR CLASSROOMS,**" will be held on Friday, March 10, 9:30- 2:30 at Museum of the White Mountains. \$30 for lunch and materials; students are free.

More announcements from meeting attendees after adjournment.

### **Faculty Scholarship Fund raffle**

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## **Report from the Academic Affairs Committee**

*(submitted by Anne Jung-Matthews, committee chair)*

### Academic Affairs Report for March 1, 2017 Faculty Meeting

The Academic Affairs Committee is presently working on substantial updates to the Warning/Probation/Severance process (in conjunction with the Office of Student Success) as well as the Academic Integrity Policy. Our plans are to bring both updates before the faculty at the May meeting.

In December business, the Academic Affairs Committee voted to remove the E grade from the transcript. It was originally designed for courses that extend over two terms, but it can no longer be used under new federal financial aid regulations. In addition, the committee voted to cease using the grade AF in cases of academic integrity sanctions. In that case, an F will be assigned. The AF grade will revert back to its intended use as the designation for a failure to withdraw from the course before the deadline. The record of conviction will be held in the Registrar's office.

Throughout the fall, the committee discussed with Patrick Cate, Dean of Student Success, a new process for simplifying the probation letter contracts that were sent to students after the end of the fall semester. His office is working with the Academic Affairs Committee to implement changes given results of the fall semester survey.

Faculty bylaw changes to the Academic Affairs Committee are being updated and will be put forward for a vote in April with the rest of the bylaw updates.

Anne Jung-Matthews, Chair

## **Report from the General Education Committee**

*(submitted by Wendy Palmquist, committee chair)*

General Education Committee update

March 1, 2017

After the Snow Day February 13 cancelled our regularly scheduled meeting and we were unable to get a Quorum, we met February 27, this week. February is a busy time for various proposals because of catalog deadline, and this year was no exception.

Two discussions from December were continued. The Bylaws covering the committee needed to be changed to match the current Academic Affairs organization. We also continued a discussion of Student Requests regarding Gen Ed courses. At our December meeting we had agreed to review Student Requests from students moving from a major with a Directions waiver to one without such a waiver. We have been asked by the Registrar to consider also Student Requests about transfer courses and how they have or have not been accepted as Gen Ed courses. Adding to the mix were questions from Interdisciplinary Studies, which has been determining waivers for individual students without consulting with the Gen Ed Committee, and questions about Experimental Courses and their Gen Ed status. It was a lengthy discussion that pointed to the recent loss of administrative support for certain Gen Ed policies and other academic decisions, a much broader issue that the committee will be presenting to the faculty shortly.

We also will be continuing a discussion on 4 credit Gen Ed courses. Originally only some SIDI courses were 4 credits (lab courses), and so everywhere else in the Gen Ed materials speaks of 3 credit courses. As departments are moving to 4 credit models we are seeing Connections courses move to four credits, and have already approved some. This means some Gen Ed Connections course descriptions will need to be changed (some specifically speak of 3 credit courses). This discussion will continue as the Gen Ed working group looks at related questions.

The two working groups continue their efforts on working to integrate the Cluster model with many aspects of the Gen Ed model we have. You should have all noted the new FYS Fellows program is starting up, a result of discussions from the Working Group on FYS and a new approach to the course. There will be more from the Gen Ed working group shortly.

## **Report from the Curriculum Committee**

*(submitted by Hilary Swank, committee chair)*

### March 1<sup>st</sup> Curriculum Committee Report to Faculty:

In February the Curriculum Committee spent most of its meeting reviewing new curriculum proposals.

- As required by policy, the committee is notifying the full faculty that the following new minors were approved:
  - Cybersecurity
  - Global Health
- The committee also approved a new BS in Cell and Molecular Biology which needs approval of the full faculty.
- In addition, the committee approved the English Department's proposal to move to a four-credit curriculum.

With respect to the committee's larger discussions and initiatives of this academic year, below you will find the committee's plans for the spring:

- Experimental Course Procedures The committee plans to discuss and vote on proposed changes in March
- Committee Bylaws The committee plans to rectify some inaccuracies in the bylaws and is considering recommending changes to the committee's composition. The committee will return to discussion on this topic during our March meeting with the intention of bringing proposed changes to the faculty by the end of the spring semester.
- Clusters and Curriculum The committee has formed a working group comprised of committee members and Cluster Guides in order to move forward with revising curricular structures and procedures to accommodate clusters. The group will seek formal and informal faculty feedback during the rest of the semester and will work closely with the full curriculum committee.

In order to be as productive as possible in adapting to Integrated Clusters the committee requests faculty input on the following:

- The kinds of credit-bearing cluster experiences you hope to provide students and the perceived existing barriers to doing so
- Ideas for procedural and structural changes to curriculum that you believe would be productive
- Transitioning to Four-Credit Model The committee welcomes proposals for program changes to the four-credit model. The committee has developed the following guidelines for departments as they prepare proposals:
  - The overall degree requirements must remain at 120
  - The requirement for a *minimum* of 15 free elective credits remains in effect
  - The degree program should not increase in size (number of required credits.) Change to a four-credit model should rearrange existing content, rather than merely add content, open lab, or field experiences to existing three credit courses. Proposals should demonstrate how existing three credit program content maps onto the proposed four-credit program.

### Requests for Information

The Curriculum Committee requests that departments inform the committee of any significant anticipated proposals and the planned timeline for submission. This will help the committee to plan its work for the rest of this academic year and beyond. Email [hkswank@plymouth.edu](mailto:hkswank@plymouth.edu) with a summary of planned changes.

General inquiries and suggestions are, of course, always welcome. Send your input to [hkswank@plymouth.edu](mailto:hkswank@plymouth.edu)

### Reminders, Meeting Times and Deadlines

This is a reminder about meeting days/times, submission deadlines, and procedures. Please don't hesitate to contact me with any questions or concerns about the committee generally or about specific proposals you wish to bring before the committee.

Remaining Curriculum Committee meetings this academic year will be as follows at the specified locations:

March 17<sup>th</sup> Lamson Tower Room  
April 21<sup>st</sup> Lamson Tower Room  
May 19<sup>th</sup> HUB Student Senate Room

The committee will be voting electronically on all proposals. Only those proposals requiring discussion (as determined by committee members) will be voted on in-person at committee meetings.

Proposals will be collected and sent out for electronic votes after each of the following deadlines:

March 8<sup>th</sup>  
April 12<sup>th</sup>  
April 26<sup>th</sup>  
May 10<sup>th</sup>

Please submit one electronic file (PDF) of all **complete** materials (with appropriate required signatures, recorded votes, etc.) for each proposal to [hkswank@plymouth.edu](mailto:hkswank@plymouth.edu) by the deadline indicated. When your department has one or more items on the agenda, I will inform the department chair if there are questions and if a representative will need to attend the meeting.

Course proposal forms are available here:

<http://www.plymouth.edu/committee/faculty/faculty-committees-and-appointed-groups/curriculum/forms-and-documents/>

\*\*\*These forms will continue to be updated as we adjust to the new administrative structure so please retrieve the most up-to-date forms from the link above instead of recycling proposal forms stored on your desktop.\*\*\*

The syllabus checklist can be found at the link below. *There is a new ADA statement, sent to all faculty by David Zehr that must be used.* The checklist has not yet been updated to account for the new statement but it is below:

<https://www.plymouth.edu/committee/faculty/files/2010/08/PSU-Syllabus-checklist-Appvd-06Feb2012.pdf>

**ADA Statement:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the Disability Services Office (DSO) in the Center for Student Success in Mary Lyon (535-3065) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with DSO. If you have a Letter of Accommodation for this course from DSO, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

For the full University policy, visit: <http://www.plymouth.edu/undergraduate/academic-policies/>

There are two useful documents that will help you as you prepare proposals. The first is the Curriculum Change Procedures document and the second is the 2016 Curriculum Guide. They are both available at the following link:

<http://www.plymouth.edu/committee/faculty/faculty-committees-and-appointed-groups/curriculum/forms-and-documents/>

Please make sure any new or revised course syllabi attend to all items on the list. Syllabi which do not include the items on this checklist will be returned for revision/completion. Most syllabi we see at present already include most if not all of these items – it is not an onerous checklist. If you have any questions about any of the items on this list, please send them to me.

Thank you.  
-Hilary K. Swank

## **Report from the Academic Technology and Online Education Committee**

*(submitted by Lynn Johnson, committee chair)*

ATOEC Committee Report to Faculty

March 2017

Meeting Dates: December 13, 2016; February 14, 2017

### **Action Items:**

December 13, 2016:

1. TIP proposal approval (see below)

February 14, 2017:

1. To bring forward Bylaw Change Motion passed in November 2016 including only Committee Composition proposal and to hold off on any committee functional changes to a later date.
2. TIP proposal approval (see below)

### **Discussion Items:**

December 13, 2016:

1. New Open Lab Spaces : Beginning in early January a group will begin touring spaces for the purpose of creating new Open Labs and there was a discussion regarding how and to what extent ATOEC should be involve in the process.
  - a. Timeline: 2-3 new Open Labs before June 30<sup>th</sup>
  - b. Students have expressed interest in having more Maker Club spaces
    - i. In academic buildings
    - ii. In residence halls
2. Open Lab Discussion
  - a. Should spaces should grow out of pedagogy and research needs?
  - b. How do we help inform decisions that need to be made quickly and/or over the summer?
  - c. Should there be a University Technology Vision Statement/Guiding Statement?

February 14, 2017:

1. Updates on Open Lab Spaces
  - a. Multiple locations on campus were looked at as possible new Open Lab spaces, including, but not limited to residence halls, Mary Lyon, Center Lodge, PE Center, Rounds.
  - b. Tour included representatives from Physical Plant, Information Technology, Academic Affairs, Deans, and Finance
  - c. Considerations: what spaces are available, size of those spaces, how to outfit those spaces
  - d. Some spaces should be generic and others should be specific to discipline/cluster
2. Role of ATOEC in the determination of use and outfitting of Open Lab Spaces
  - a. ATOEC role in this phase of Open Lab determination will be minimal due to short time frame – must be completed by June 30, 2017
  - b. Future Role



- i. Some role in the determination of generic spaces, but discipline specific space decisions need to be at discipline/cluster level
  - ii. Need to create mechanism by which what is going on in the labs and user needs are evaluated
- c. Identified student needs (may be discipline specific)
  - i. Robotics and electrical
  - ii. Data visualization
  - iii. Fabrication

**TIP Proposal Actions: (September 2016 - February 2017)**

September 2016:           Approved: Domain of One (partial funding through ATOEC, partial funding through IT)  
(Robin DeRosa)

December 2016:           Approved: 3 iPads for Physical Education Teacher Certification Program (Irene Cucina)

February 2017:           Approved: 5 iPads for Doctor of Physical Therapy Program  
(Cheryl Coker)

**Other:**

1. Working Group formed to review the Online/Distance Learning Policy
2. Announcements:
  - a. Lynda.com is complete
  - b. Zoom is complete
  - c. Domain of One (Pilot): Single Sign-In Complete
  - d. January Jamboree: 172 registered participants
3. Funding Opportunities for Faculty:
  - a. Technology Innovation Proposals (TIP) are due the 15<sup>th</sup> of every month and will be considered at the next scheduled ATOEC meeting. See attached description and proposal form.
  - b. New/Modified Technology-Enhanced Space Proposals are due on April 15<sup>th</sup> (note due date change) annually for a scheduled implantation in the Summer of the following academic year (i.e. Projects submitted and approved in the spring of 2017 will be implemented during the Summer of 2018). See attached description and proposal form.
  - c. Additional information regarding either of these funding opportunities can be found at: <https://www.plymouth.edu/committee/faculty/faculty-committees-and-appointed-groups/academic-technology-and-online-education-committee/proposals-to-atoec/>

## Technology Innovation Project Proposal Outline

Your Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Project Name: \_\_\_\_\_

### **Purpose and description of the project**

Provide a purpose statement and a description of the activities and outcomes of the project

### **Project Impact**

Describe the impact of the project and how it will be reported including how students will be affected. Describe how the project is innovative and how it advances practice in the University.

### **Shared Learning**

Indicate a commitment to share project results with the University and describe how this will be accomplished. Describe what you will report and how it will be shared.

### **Project Support**

Describe how technical support for the project will be provided. Is this provided by the project itself? By the ITS Helpdesk? By the CETL team? What technical support will be required to make the project successful?

### **Budget**

Provide a detailed budget of proposed expenditures including estimated costs for technology and related costs for implementation. Describe how on-going costs and upgrades will be managed after the initial implementation.

## **ATOEC – Proposals for Technology Enhanced Learning Spaces**

Student technology fees are intended to enhance student learning and the student experience. A significant amount of the annual Student technology fee budget is utilized to maintain the existing Technology Enhanced Learning Spaces on the campus. In the Spring of each year, ATOEC reviews the usage of existing Technology Enhanced Learning Spaces in order to determine priorities for upgrades and changes to those spaces. The committee is particularly looking for spaces that:

1. Benefit students' learning experiences,
2. Are 'right –sized' and the technology is utilized to their fullest extent between the hours of 8am – 6pm, M- F.
3. Are resources that are shared across two or more disciplines, academic departments or strategic clusters.
4. Are open and available for general student use when classes are not scheduled.

If you'd like to consult with someone before submitting your proposal regarding pricing, pedagogy, tech integration or anything else, please email [helpdesk@plymouth.edu](mailto:helpdesk@plymouth.edu) and your questions will be forwarded to the appropriate resource.

### **Timeline**

Proposals for upgrades and changes to existing Technology Enhanced Learning Spaces, requiring significant budgetary resources, are due on April 15<sup>th</sup> annually for a scheduled implantation in the Summer of the following academic year (i.e. Projects submitted and approved in the spring of 2017 will be implemented during the Summer of 2018).

### **Amount of Support**

The amount of support for projects is variable and is determined by the amount of student technology fees available and other University budget priorities.

### **Where to submit proposals**

Proposals should be submitted electronically to the chair of the ATOEC committee.

### **What does the committee consider in making decisions about support projects?**

1. Is the technology in the space utilized its fullest extent?
2. Does the space benefit student learning; how many students have access to the space?
3. Is the learning space a shared resource?
4. If a new request, does the proposal offer solutions to prevent "growing the base"
5. If a new request, has there been adequate consideration of the technical support that will be required to make the new project successful?
6. Is there a justification for/or a plan to cover the long term upgrade and maintenance costs associated with a new project?
7. Are there additional software needs required to make this project successful?
8. Are purchases made by the project primarily focused on technology?
9. If the intended funding source is TAG (student technology fees) then it is expected that the project will primarily benefit students.

## Technology Enhanced Learning Spaces Proposal Outline

Your Name: \_\_\_\_\_ Email address: \_\_\_\_\_

Project Name: \_\_\_\_\_

### **Purpose and description of the project**

Provide a purpose statement and a description of the activities and outcomes of the project

### **Project Impact**

Describe the impact of the project including how students will be effected. Describe how the project is tied to the curriculum and how it advances practice in the University.

### **Shared Learning Spaces**

Indicate a commitment to shared technology resources and describe how this will be accomplished. Describe how it will be shared.

### **Project Support**

Describe how technical support for the project will be provided. Is this provided by the project itself? By the ITS Helpdesk? By the CETL team? What technical support will be required to make the project successful?

### **Budget**

Provide a detailed budget of proposed expenditures including estimated costs for technology and related costs for implementation. Describe how on-going costs and upgrades will be managed after the initial implementation.

## **Proposed committee deletions from the faculty bylaws**

### **13. Honors Council**

#### a. Composition:

Composed of Associate Vice President for Academic Affairs, five faculty members appointed by the Faculty Speaker to three-year terms, and the Registrar serving as an *ex officio* voting member. The Committee elects its chair.

#### b. Function:

The Honors Council is responsible for all functions related to the University Honors Program.

*[amended 11/5/09]*

### **14. Humanities Council**

#### a. Composition:

There shall be seven voting members of the Humanities Council. Any number of them may be department chairs. The Associate Vice President for Academic Affairs shall be a non-voting member of the Council. The voting members shall be selected from faculty who teach in the humanities disciplines.

There shall be one voting member from each of the following disciplines: Art History, Foreign Language, History, Literature, Music, Philosophy, Theatre.

Members shall be selected by a procedure adopted by the faculty in each discipline. The Council shall elect its Chair.

Faculty members from any department may attend as observers any meeting of the Council.

#### b. Function:

Within policies of the Faculty Handbook and the Bylaws of the Faculty, the Humanities Council shall decide all policies concerning the Bachelor of Arts Degree in the Humanities.

Council members will serve as advisors of students in the degree program. A group advising program will be included in the B.A. for the Humanities degree; the advising process will be stimulated by convocation, retreats, and group meetings. Although students may choose to work with faculty outside of the Humanities Council for their senior project, they will present the completed project to the Humanities Council for final approval.