



FACULTY MEETING MINUTES

Meeting Location: Heritage Commons, Samuel Read Hall Building

Date and Time: September 6, 2017 at 3:35 PM

Meeting called to order:

- Meeting called to order at 3:37 PM.
- The Faculty Speaker made brief remarks about the nature and purpose of faculty meetings.
- New faculty were introduced by the Deans.

I. Approval of the draft minutes for the May 3, 2017 faculty meeting. *(Attached)*
Minutes were approved as written.

II. Reports

A. President

The President's report was sent via email prior to the meeting.

The president took questions about his report. In response to a request for an update on the searches for Provost, VP for Financial Affairs, and VP for Student Affairs, the president stated that the search for VP of Financial Affairs will begin Friday, September 8. The job description for the VP for Student Affairs position is being reviewed.

Dean Cynthia Vascak stated that in regards to the Provost search, they are working on a foundational draft of the job description and preparing to set up a first meeting of the search committee. The goal is to have candidates on campus in the spring.

B. Academic Deans

The Deans' Report was sent via email prior to the meeting.
There were no questions for the Deans regarding their report

C. Principal Policy Making Committees

Reports were sent out to faculty with the agenda, via email, from the Academic Affairs Committee (see Appendix A), the Academic Technology and Online Education Committee (see Appendix B), the Curriculum Committee (see Appendix C), General Education Committee (see Appendix D), and the Graduate Council (see Appendix E). The committee chairs were available to answer questions.

A faculty member asked why there is no report for the Faculty Welfare committee. The outgoing chair of the Faculty Welfare Committee, Anil Waghe, stated that the committee had not dealt with any new business because of the union negotiations. The committee is trying to determine its role.

A faculty member commented on a section in the Curriculum Committee report related to the lack of a Curriculum Committee role in the development of the 2-credit course in the Pathways program and asked for an explanation. The committee chair, Hilary Swank, stated that the Curriculum Committee did not know how the program was developed and hadn't heard about it beforehand, and the committee had requested to meet with those involved in developing the program.

Jason Moran, Dean of Enrollment Management, stated that the program began as a way of getting students on campus and acclimated to PSU before the semester begins. He described the 2-credit course as a separate part of the Panther Pathways and a co-curricular piece. He noted that he would be meeting with the curriculum committee.

A faculty member commented that 4-5 alumni had described the program as excellent.

Another faculty member asked Dean Robyn Parker to speak about why it went from co-curricular to a curricular program. Dean Parker stated that the course was a special topics course already in the CoBA curriculum and not a new program. It was approved as the Pathways course because it involved design thinking, which is used in most of their marketing courses.

A faculty member and First Year Fellow stated that it would have been important for First Year Seminar Fellows to get the communications so there is no overlap. Perhaps First Year Seminar faculty can get the names of the students who have been through Panther Pathways.

In response to a question about graduate curriculum proposals, Curriculum Committee Chair Hilary Swank said that all curriculum proposals, graduate and undergraduate, should go to her for review by the Curriculum Committee. She reiterated that dates for proposal submission were in her report.

D. First-Year Seminar Fellows Report

The First-Year Seminar Fellows Report was sent out with the agenda (see Appendix F). First Year Fellows were available to answer questions. There were no questions.

E. Transition Leadership Team (TLT)

The Transition Leadership Team report was sent as a separate email to the faculty. Members of the Transitions Leadership Team stood up to be identified and were available to answer questions.

In response to a comment about the role of general education as an integral part of the Clusters, the Chair of the Transition Leadership Team, Ann McClellan, noted that the Team wants to make sure that all students have a consistent Cluster experience.

A faculty member commented that as revisions are made to general education and as cluster curriculum is developed, we should keep in mind the goal of making transferability easier, not more difficult. We need to make sure we don't go too far in our difference that we can't understand how other credits fit into our programs.

III. Old Business

None

IV. New Business

A. Resolutions of Standing Committees

None

B. Questions for Discussion

Faculty members Liz Ahl, Annette Holba, and Ann McClellan requested a discussion of these questions, which appeared on the meeting agenda:

- What is/will be faculty governance's role in the processes of defining and developing cluster curricula?
- What is/will be faculty governance's role in the processes of defining/developing cluster "governance?" (PT&E processes, administrative structures, etc.)

The Faculty Speaker asked members to discuss these questions in small groups for 10 minutes. Afterward, a number of faculty spoke as part of a whole group discussion.

Points made during the whole group discussion included:

It was suggested that one faculty be selected from each cluster to form a committee to meet with the Provost to determine P & T regulations.

A faculty member commented that structure and governance are two different things. Governance has been working well and may not need to be changed

radically just because the structure is changing. Two other faculty members reported that their small group discussions had also emphasized that the governance structure does not need to be changed due to the change to clusters. Another faculty member noted that faculty are going to be able to move from cluster to cluster so the governance structure needs to stay university-wide rather than being cluster-based.

Several faculty members pointed out that the Faculty Welfare Committee can play a role in recommending promotion, tenure, and evaluation policies in a cluster structure. Faculty Welfare needs to be involved because all faculty members are evaluated annually.

A faculty member suggested that the University needs to figure out how disciplines will be moving into different clusters before deciding on promotion and tenure procedures; others supported this suggestion.

A faculty member noted that part of the evaluation is contribution to the discipline and the department; it would seem there could easily be an evaluation on contribution to cluster/program and discipline.

One faculty member stated that we have to protect faculty governance and amend only if needed and if the faculty agrees, emphasizing that the university should not ignore or circumvent faculty governance.

While it was noted that some items specified in faculty bylaws will change due to the union negotiations, it was also noted that the contract does not go into effect until it is voted on and approved. The Faculty Welfare Committee still has a role to play for all faculty. A member of the Faculty Welfare Committee stated that the Committee has decided that they will continue as before.

V. Adjournment

The meeting was adjourned at 5:00 PM.

Announcements

Note: Please limit announcements to matters that are urgent, timely (happening within the next few days to a week), and have not been/will not be disseminated through multiple other means. In other words, let's keep the announcements short and sweet!

APPENDIX A:

Academic Affairs Committee Report September 2017

During the summer, the Academic Affairs Committee reviewed severance appeals and revised the draft Academic Integrity Policy that was shared at a session during University Days. The Committee thanks faculty for their thoughtful comments, especially those who took the time to send in written feedback if they were unable to attend the University Day session. The Academic Affairs Committee's first meeting is September 18th.

APPENDIX B:

Academic Technology and Online Education Committee (ATOEC) Report September 2017

A reminder to all faculty that there are two technology funding opportunities available:

Technology Innovation Project: ATOEC is inviting proposals to support innovative projects that advance how we think about and use technology to enhance student learning and the student experience. Applications for Technology Innovation Projects are reviewed monthly during the Fall and Spring Semesters. Projects applications are due on the 15th of the month for review by the committee at its next monthly meeting.

New or Modification to a Technology-Enhanced Space: 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, and to determine which new spaces, if any, should be created.

Proposals for upgrades and changes to existing Technology Enhanced Learning Spaces, requiring significant budgetary resources, are due on February 15th annually for a scheduled implantation in the Summer of the following academic year.

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/>

APPENDIX C:

Curriculum Committee Report September 2017

Summer “Clusters and Curriculum” Work: The committee held a retreat in June, divided into subgroups for specific tasks and returned in August for an extended meeting to share and discuss work and plan University Days workshops. The committee sent a report out to all faculty describing its summer work and proposed next phases in curriculum development. During its two workshops on August 24th the committee received excellent feedback and questions to consider. If you did not attend the workshops but would like to provide feedback, please send your thoughts to hkswank@plymouth.edu

Phase One of “Cluster Curriculum”: We are rolling out two new course types this year: Toolkits and Projects. Descriptions, samples and general procedures/required elements are all included in the Curriculum Committee report sent August 22nd.

Updates to Forms and Procedures Documents: The committee is working to revise curriculum forms and related documentation to align with current administrative structures and account for new opportunities in course offerings. The Experimental Course form has not yet been updated to align with the changes to the procedures. Please use the existing form, review the changes to the policy and address all components now required (e.g., department vote.) If you are unsure how to proceed, contact hkswank@plymouth.edu with your questions.

Plymouth Pathways: The committee shared its concerns about the Plymouth Pathways program through a letter to the instructors and administrators involved in its development. Several of these individuals will attend the September committee meeting for further discussion. We were particularly concerned with the lack of involvement of faculty in developing, delivering and eventually assessing a new credit-bearing program.

Reminders

- Experimental Course Procedures The committee approved some changes to experimental course procedures. Please review the changes (attached) and adhere to the new policy when proposing experimental courses even though the forms have not yet been updated to reflect the new policy.
- 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 as appropriate, rather than merely add content, open lab, or field experiences to existing three credit courses.

- 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 with a summary of planned changes.

General inquiries and suggestions are always welcome. Send your input to hkswank@plymouth.edu

- Meeting Times and Deadlines
Curriculum Committee meetings this academic year will be as follows at the specified location:
 - September 15th HUB Student Senate Room
 - October 20th HUB Student Senate Room
 - November 17th HUB Student Senate Room
 - December 15th HUB Student Senate Room
 - February 16th HUB Student Senate Room
 - March 16th HUB Student Senate Room
 - April 20th HUB Student Senate Room
 - May 18th HUB Student Senate Room

The deadline for each meeting is end-of-day nine days prior to the meeting. (Wednesday of the week before.)

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.

- Procedures: Please submit one electronic file (PDF) for each proposal (with appropriate required signatures, recorded votes, etc.) to 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/>

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>

Revised Experimental Course Procedures:

Experimental Course Proposal

An experimental course is one which lies outside the area of an already established course either in terms of perspective, subject matter, or audience.

- Initial offering: Experimental Course proposals are approved by the Department, the Dean (who may also approve a General Education attribute) and the Curriculum Committee. Initial proposals can request an experimental period of two consecutive semesters. The instructor is expected to conduct course evaluations at the close of the experimental course offerings. A summary and interpretation of the evaluation are then forwarded with the Experimental Course Report to the Department Chair, the Dean, and--if a 2nd experimental offering is planned--to the Curriculum Committee.
- Subsequent experimental offering: Experimental Course proposals are submitted to the Department, the Dean (who may also approve a General Education attribute) and the Curriculum Committee, with an Experimental Course Report of the initial experimental period and student evaluations. The instructor is required to collect and interpret course evaluations after the initial experimental period, and to present those findings as part of the proposal for a subsequent offering. For this reason, one full semester must have elapsed after the initial experimental period before an experimental course can be offered again.

Experimental courses are not included in the Academic Catalog. The Registrar's office enters Experimental Courses into the appropriate schedule of classes (Fall, Early Spring, Spring, Summer).

The syllabi for Experimental courses should be kept on file by the department offering the course so when students need information about these courses, it can be accessed easily, even after several years have passed.

Thank you.

Hilary K. Swank

APPENDIX D:

General Education Committee Report September 2017

The General Education Committee ended last year with a June retreat of available committee members to discuss the impact of potential 4 credit changes coming from departments as they move toward a 4 credit model. Last year the committee and faculty approved the possibility of Connections being 4 credit courses, and TECO, QRCO, and WRCO courses taught in the major have always been allowed to be 4 credit. Changing all Directions courses to 4 credits would increase the number of credits in Gen Ed, and that is not a result the committee would want. The results of that retreat will be presented to the committee at the first September meeting, as will the results of the Gen Ed outcomes task force, and the committee expects to report our progress at the October meeting.

APPENDIX E:

Graduate Council Report on Summer Work and Council Start Up September 2017

1. Summer Work - June 22, 2017

June Hammond-Rowan (out-going Graduate Faculty Speaker), Christina Flanders (out-going Graduate Curriculum Committee Chair), Robin Hausheer (out-going Graduate Policy and By-laws Chair), Linda Carrier (incoming Graduate Council Chair)

Overview

In order to provide a smooth transition from the previous Graduate Faculty Committee structure to the new Graduate Council structure the outgoing committee chairs and incoming council chair met to draft a set of by-laws to guide the work of the Graduate Council. The goal of the meeting was to ensure that the work of the previous committees informed the transition and the development of the new Graduate Council structure. Using the Graduate Faculty By-Laws as a starting point the work developing the draft document focused on the membership and purpose of the Graduate Council as voted by the faculty on May 3, 2017.

2. First Meeting of the Council - August 28, 2017

The Graduate Council held its first meeting of the year on August 28th in Merrill Place. The purpose of the meeting was to review the draft by-laws developed during the summer and to provide feedback for revision, to review the current list of graduate program coordinators, and agree to early priorities for our work together. Specifically, the Council has identified the need to develop some clarity and guidance around how graduate programs can authentically and meaningfully integrate into clusters and the possible

development of a graduate commencement. Additionally, an early list of possible policy issues that may arise was developed with awareness that others may emerge throughout the year.

The council will meet on the following dates in Frost Commons: September 25, October 23, November 27, December 18, January 22, February 26, March 26, April 23, May 21 (if needed)

Respectfully submitted to the faculty,
Linda L. Carrier, Ed.D.
Graduate Council Chair

APPENDIX F:

First Year Seminar Fellows Report

This spring, the university launched an initiative to get more full-time faculty engaged with first year seminar (FYS). A FYS fellows program emerged. Those in the group agreed to spend time during the spring and summer of 2017 working on a new FYS experience for our incoming and transfer students.

The new FYS focuses on a bias towards action using problem based learning and design thinking to address a wicked problem. Each section of FYS will focus on a different wicked problem. Some sample topics include:

- Fake news
- Education equity
- Human trafficking

You can take a look at all the topics [here](#).

Our summer work has included:

- Collaborating to build a common understanding of the goals and purpose of FYS.
- Participating in a problem-based learning workshop, led by Danielle Lake.
- Exploring the relationship between FYS, the first year experience and General Education.
- Designing FYS courses built around a wicked problem that students will explore throughout the course of the semester.
- Designing a common culminating activity for all FYS students (see below for details).
- Designing an assessment tool based on the goals of FYS to be used with all sections of the course. This assessment will be administered for the first time this fall in a pre-post format.

The new FYS centers around six goals:

1. Understand the purpose of general education and make connections between general education and major coursework.
2. Understand and engage interdisciplinary thinking, integrative learning, and integrated clusters.
3. Understand and apply various methods of inquiry including critical thinking and design thinking.
4. Engage problem-based learning by exploring challenges/problems/questions from interdisciplinary perspectives.
5. Engage collaborative learning in open laboratory spaces.
6. Become skilled in Information Fluency, exploring the sources of evidence, evaluating different kinds of evidence, and drawing relevant conclusions from the evidence.

As part of this work, Cathie LeBlanc developed an Open Educational Resource (OER) to be used as common reading in all sections of FYS. The topics for the common reading follow the identified goals of FYS. If you are curious to learn more, you can read the OER (<https://psufys.pressbooks.com/>). Instructors are also using additional readings that are relevant to their topics.

The new FYS course will culminate with team projects based on course topics using the design thinking framework. A weeklong display (location: TBD) of work from these projects will be on display during finals week (December 18-22). Each class session will be present during their final exam time to share outcomes from their work. This symposium will not only allow the larger community to learn about and engage with the projects going on in FYS, but will provide students the opportunity to share their work with the larger community in an authentic way.

We are looking forward to an exciting semester and we hope to see many of you at the FYS Symposium. More details will be released as they become available.

Next steps:

- The fellows will be meeting throughout the fall semester to engage in reflective practice around our work teaching FYS.
- There will be a session at the January Jamboree to talk about the FYS redesign. This will be particularly helpful to those faculty who might be interested in teaching FYS in the 2018-2019 academic year.
- The fellows will examine the assessment data from the fall semester and consider changes to both FYS and assessment tool.
- The fellows will make recommendations for FYS for the 2018-2019 academic year.