FACULTY MEETING AGENDA
December 5, 2018
3:35 PM
Heritage Commons, Samuel Read Hall Building

Meeting called to order

I.   **Approval of the draft minutes** for the November 7, 2018 faculty meeting. *(Sent with this agenda.)*

II.   **New Business**

    A. Discussion item; Student Senate Representatives, Janet Currier, Joseph Scala, and Clayton Harbert

    Draft proposal for awarding academic credit to students for the educational experience gained through their work as members of the Student Senate Executive Board. **See Appendix J.**

    B. Discussion item: Cluster Vision Proposal, Provost's Council. **See Appendix K.**

    C. Resolutions of Standing Committees

The Curriculum Committee voted to adopt the following policy: *Courses not offered in three consecutive years are designated inactive and removed from the catalog until programs submit a curriculum change form to the Curriculum Committee requesting reactivation of the course.*

III.   **Reports**

    A. President
    (The report will be distributed via email from the President's Office.)

    B. Provost
    (The Provost will be available to answer questions.)

    C. Principal Policy Making Committees
    (Committee reports from Academic Affairs, Academic Technology and Online Education, Curriculum Committee, Faculty Welfare, General Education, and

Graduate Council follow this agenda as Appendices A-F. Committee chairs will be available to speak to the reports and answer questions during the meeting.)

    D. Other reports:
1. General Education Coordinator Report. **See Appendix G.** Cathie LeBlanc will be available to answer questions.
2. Campus Transition Leadership Team Report. **See Appendix H.** John Krueckeberg, Chair, will be available to answer questions.
3. Administrator Evaluation Task Force. **See Appendix I.** Eric Hoffman will be available to answer questions.

IV.   Old Business
None

V.   Adjournment

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:

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Academic Affairs Committee Report
Chair, Sam Miller
December 2018

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The Academic Affairs Committee continues to work on an academic integrity policy for members of the PSU faculty, and are planning to begin with a policy written by Andrew Ines that applies only to Public Health Service grants. It may be possible to generalize this policy to all scholarship projects and campus, and AAC will likely take this up during the Spring 2019 semester. The AAC has also taken up the consideration of a proposed policy on Prior Learning Assessments, originally developed over the summer of 2018 by the Curriculum Committee. A subcommittee of the AAC will begin consideration of a proposed policy in late January. The Registrar developed a document for faculty members to assist with updates and corrections to DegreeWorks. Several members of AAC have provided the Registrar with feedback on the document, to help clarify the instructions for faculty members.

Respectfully submitted,
Sam Miller, Chair
Academic Affairs Committee

APPENDIX B:

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Academic Technology Committee Report
Chair, Lynn Johnson
December 2018

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Submitted: November 30, 2018

Submitted By: Lynn V. Johnson, ATC Chair

ATC Meeting Date: November 13, 2018

Action Items:

* Committee members charged with requesting to be on agenda for department/Cluster meetings in order to get input from faculty regarding technology support and hardware needs and/or input. Reports from Clusters/departments will be an agenda item for all future ATC meetings.

Discussion Items:

1. Cluster representation: Based on request to non-represented Clusters, Christopher Benedetti will serve as the representative from Education, Democracy and Social Change (non-voting) and Hyun Joong Kim will serve as the representative from Tourism, Environment and Sustainable Development Cluster Representative (non-voting): One non- representative Cluster slot is still open: Exploration and Discovery.

2. Academic Technology Strategic Plan Update: Currently there is no Academic Technology Strategic Plan. However, due to having representation from all Clusters, the Provost is in favor of ATC beginning that process. Necessary tasks to create "roadmap" leading to a strategic plan include, but are not limited to:

a. Collecting and assembling technology needs

     i. Survey (faculty and students)

     ii. Focus groups

     iii. Data collection (current usage, etc.)

b. Prioritizing those needs

c. Presenting to Administration

3. Identified working groups for following tasks:

        a. Survey development

        b. Revision of Online Education Policy

        c. Revision of Technology Innovation Project (TIP) and Technology Enhance Spaces
        Proposals

4. Academic Technology Support Structure: JoAnn Guilmett (Director, Client Services &
Academic Technology) gave a report on the support structure for academic technology:

How to get your Academic tech questions resolved quickly and efficiently:

All requests for support need to come though the Helpdesk. This assures that requests for support
are expedited in the most efficient manner. The staff at the helpdesk are required to handle and
resolve 70% of all requests for support at the initial point of contact. They are evaluated annually
against this standard. This includes our student staff who receive evaluations and professional
development training each semester. The Helpdesk receives 300 -

500 requests for support in a week. When a request comes in, a student worker gathers the
information and works with the Helpdesk professional supervisor on duty to resolve the issue.
Our Helpdesk professional staff have access and the training necessary to use every single
application PSU supports. Our student staff have access and training to many, but not all systems
we license – we do restrict access to systems which contain FERPA protected data.

If the request cannot be resolved at the time of the call, then it is escalated to one of 7
professional staff members on the academic tech team, who in most cases are able to respond to
the ticket the same day, if not within minutes. These staff are also evaluated against how quickly
they resolve tickets. When a faculty member bypasses this system and reaches out to a member
of our Academic teach team via email, they are taking the chance that the issue will not be
resolved as efficiently. All of our Academic Tech staff are each assigned primary responsibility
for some of the applications we support, as well as acting as a back-up for other applications.
This way we insure that if someone is out on vacation there is backup for that support for that
application. Tickets come into the Academic Tech support queue unassigned generally, and
everyone on the team is notified that there is a ticket waiting. Depending upon the application
either the primary or backup tech "takes the ticket" and begins working to resolve the problem.

Our Academic Tech staff also have office hours (we call them "drop in hours") for the various
applications we support and those times are published monthly in the Learning Commons
newsletter. They also offer workshops and "lunch and learns" on a monthly basis. In addition,
they all work one-on-one and consult with faculty to help design learning modules, and come to
classes to provide training for students in a variety of apps. When a faculty member sends a
support request via email directly to an Academic Tech staff person, then they are risking the
chance that their request is overlooked, buried in email or response is delayed as the Tech may
be out on vacation, tied up with training sessions, or out teaching classes.

Asking everyone to make requests through the helpdesk is not intended to create a buffer between faculty and the AT staff, but is intended to help resolve your request efficiently. BTW, are you aware there are over 600 how-to articles on how to use the tools PSU provides on the Help Desk knowledgebase? 283 of those pertain specifically to Academic tech tools and services: https://support.plymouth.edu/index.php?/Knowledgebase/List/Index/137/learning-tools-and-services

Professional Staff Responsibilities: There are currently 6 full time academic technology professional staff (including Director of Client Services and Academic Technology), with one current vacancy. Each professional staff has identified areas of expertise (Primary support responsibility) and areas in which they serve as Back-Up support. Academic technology support areas include: Instructional design; Moodle; Moodle LTI integration; Taskstream; Domain of One's Own (DoOO); Banner INB; BannerSSB; ATI Ambassador Support; All ITS Documentation; All ITS campus Communication; Mahara; Lynda; AutoDesk Apps; Qualtrics; CourseEval; Adobe Apps; 3-D Printing; Specialty Space Design, Maintain and Upgrades (Open labs, Maker space,

Video Production, Virtual Cadaver); Curricular Space Planning (Robotics, Data Viz); Capital Project AV Coordination; Large Format Printing; 3-D Scanning; WordPress; PressBooks; Maker Space Ops Planning; Kaltura; Event Support; Standardized Classroom Design, Maintain and Upgrades; SmartBoards; Teams; and Zoom Video.

TIP Proposal Actions: (Proposal Description/Vote)

* One TIP Proposal was submitted and was referred to Cabinet for alternative funding. The ATC fully supported the request, but it was determined that it was a department funding request and was not a one-time innovation project.

Next ATC Meeting: Tuesday, December 11, 2018 – 3:30 – 5:00 PM HUB 119

APPENDIX C:

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Curriculum Committee Report
Chair, Scott Coykendall
December 2018

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The Curriculum Committee met on November 16. Among other things, we discussed a couple of items that may have impact on programs across the University:

1. We approved the First Year Fellows' proposal to delete IS1111 First Year Seminar and to add IS1xxx The Wicked Problem (effective Fall 19). Since the new course is a 4-credit course please revisit your program descriptions in the catalog to see how this impacts the number of free electives your students may have. Remember that the faculty approved a measure some years ago specifying that all major programs must have a minimum of 15 free elective credits.

2. Second, as programs move their courses to 4-credits, many are revising their minors into 16-credit minors. We recommend describing these revised minors as "15-16 credits" to accommodate students who may have taken (or transferred in) 3-credit equivalents of the minor courses.

Additionally, we voted to adopt the following policy:

Courses not offered in three consecutive years are designated inactive and removed from the catalog until programs submit a curriculum change form to the Curriculum Committee requesting reactivation of the course.

Our next meeting will be held February 15, 2:30-5, in HUB119.

Respectfully submitted,
Scott Coykendall, 2018-2019 Chair
psu-curriculum-chair@plymouth.edu

APPENDIX D:

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Faculty Welfare Committee Report
Chair, Lisa Doner
December 2018

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On Nov 9, 2018 the Faculty Welfare Committee (FWC) met and discussed several items of ongoing work this academic year.

Faculty Survey
FWC has developed an anonymous, all-faculty survey which will be distributed prior to finals week. Please look for it in your campus email. The purpose of the survey is to allow each faculty member opportunity to express and assess individual levels of satisfaction with the work environment. Results of the survey will be communicated at the first faculty meeting in 2019.

Representation of non-tenure track, non-unionized faculty
FWC is reaching out to PSU faculty who are not covered by union contract. Our next meeting will be open forum for teaching faculty (contract) and research faculty to come together and share thoughts and/or concerns with each other and members of the Faculty Welfare Committee. The meeting is Dec 14 (last day of finals week) in Heritage Hall at 2:30 pm. There will also be an online forum and an additional forum in February.

As a reminder, anyone who wishes to contact Faculty Welfare can send an email to:
psu-facultywelfarechair@plymouth.edu

Respectfully,
Lisa Doner, Chair Faculty Welfare Committee

APPENDIX E:

General Education Committee Report
Co-Chairs, Brandon Haas and Kate Elvey
December 2018

The General Education committee met in November and focused on developing Thematic Pathways.

We are in the process of developing a working definition to guide the development of Thematic Pathways. Once the committee has finalized this definition, it will be shared with the faculty. The committee also began a conversation regarding transfers students and the Cluster experience since they do not take the new course that will replace First Year Seminar, tentatively titled "Tackling Wicked Problems." We are considering what an experience for transfer students would entail in order to prepare them to engage in projects and to take InCap. The committee sees this an important part of the transition to PSU for transfer students and will share further developments as this discussion progresses.

Please keep in mind that all Sunset Renewals are due no later than February 1, 2019 and should be sent to the General Education Committee Chair email listed below.

While not required this year, we encourage all faculty to begin considering, and discussing, the Habits of Mind in their syllabi. As the adopted Gen Ed Outcomes, the Habits of Mind will be central to Sunset Renewal and Gen Ed proposals in the future.

The deadline for submissions is **February 1, 2019**.

Please send all proposals and other inquiries to our new "Gen Ed Committee Chair" email address: Psu-general-ed-chair@plymouth.edu

Gen Ed Committee Co-Chairs: Brandon Haas; Kate Elvey

APPENDIX F

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Graduate Council
Chair, Clarissa Uttley
December 2018

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The Graduate Council did not meet during the month of November.

Clarissa M. Uttley, Chair Graduate Council

APPENDIX G:

General Education Coordinator Report
December 2018

IS1111—The First Year Seminar has been deleted starting in the Fall 2019 semester. A new 4 credit course, IS1115—Taking on a Wicked Problem, will take its place as a requirement in the General Education program. Please consider teaching a section of this exciting new course which is designed to provide students with opportunities to practice the General Education Habits of Mind. The course also serves as an introduction to cluster pedagogy and the kind of learning we would like students to engage in as part of the cluster initiative.

Speaking of cluster pedagogy, PSU has received a generous grant from the Davis Educational Foundation to support faculty professional development in cluster pedagogy. You will hear more in the near future about the exciting opportunities this funding will provide.

Finally, please don't forget that the First Year Seminar Poster Symposium is right after the faculty meeting. The event is Wednesday, December 5, 5:30-7:30pm, ALLWell North. Please support our first year students by attending the event and talking to them about their work.

Thanks!
Cathie LeBlanc (cleblanc@plymouth.edu)

APPENDIX H.

Campus Transition Leadership Team Update

November 30, 2018

Dear Campus Community,

This is the November report from the Campus Transition Leadership Team (Campus TLT).

At the beginning of the month we finalized the conversations begun earlier in the semester with our constituency groups, concerning a process that would result in the creation of cross-campus integrated strategic action groups. Our last steps were clearing it with the faculty, having met with the Faculty Steering Committee in the last week of October and made ourselves receptive to questions from the faculty at its November meeting. After that we met with Cabinet to build a bridge between this cross-campus governance structure and it. Prior to meeting with Cabinet we launched the website containing the tool for submitting ideas and concerns that might be addressed. A link is available on myPlymouth for easy access. (Look under "my services" column, found on a standard my.plymouth layout on the left-hand side menu.)

Since launching the tool to collect ideas and concerns, we made some small changes to it. We added a column for status/comments to each idea submitted. Also we changed the contact field from optional to required as follow-up/clarification will be challenging to conduct without a name.

The Campus TLT reviewed the first two ideas submitted and acted on them. New ideas can be submitted here. (Alternatively you can go via my.plymouth or type in: https://plymouthstate.sharepoint.com/sites/TLT)

Respectfully,
Lori Armstrong
Betsy Ayotte
JoAnn Guilmett
Annette Holba
Amanda Hutchins
Anne Jung-Mathews
John Krueckeberg (Chair)
Jason Moran
Nikki-Ann Nunes
Karen Schaffner
Jacob Shairs
Matt Wallace
Chen Wu

APPENDIX I

Administrator Evaluation Task Force

The Administrator Evaluation Task Force has been meeting weekly for the last month and a half and have made significant progress on updating the evaluation process. We expect to engage the campus in an evaluation process of the longest serving administrators beginning sometime in the Spring 2019 semester.

APPENDIX J

Discussion Item from Student Senate Representatives

Draft Proposal
"We, the Executive Board of Student Senate and the Student Body, submit this proposal to request that students on the Student Senate executive board receive credit for the educational experience of being a Student Senate and Student Body executive board member. This document proposes that each executive board member of the Student Senate branch and the Student Body branch receive two academic credits per semester that the student is in office.

Explanation
As a voice for all students at Plymouth State University, the Student Senate and Student Body executive board officers represent students in PSU's decision and policy making process. Numerous learning outcomes occur through this role in the shared governance structure of the university and university operations. We suggest that the credit be granted through interdisciplinary studies as practicum credits, as we all come from different backgrounds of education and the Student Government is truly interdisciplinary in its practices. The professional and life skills that we learn through our work within Student Government are valuable to our academics and career paths.

We have brought this to the attention of the President's Cabinet, but would like to hear some thoughts from faculty in our next steps, as this intersects the realm of student organizations into academics."

APPENDIX K

Cluster Vision Proposal

Dear Campus Community,

Leaders of all clusters met on November 14, 19, and again on November 26 to discuss the status of the cluster transition, identify the challenges we face, and look for common solutions. These cluster leaders met at the Provost's Council meeting on Monday, December 3, and discussed much of this vision with the Provost. This document lays out our vision for clusters at PSU, the challenges leaders have encountered, and our suggestions for how to proceed. While we acknowledge the need to move things along quickly, especially given our financial situation, we asked for time at the December 5 Faculty meeting in order to hear responses from the faculty.

<u>Our Vision for Clusters at PSU:</u>

1. <u>As an "overlay" to the departments, disciplines, and majors, *not* as an administrative unit.</u>

   The version of clusters that has most energized faculty and offers the flexibility necessary for students and faculty to succeed in integrating a cluster ethos into their teaching and learning is one in which clusters exist as shifting collections of faculty, staff, and students engaged in working on similar problems, projects, and curricular priorities. While they must have some structure and some funding, the membership in any given cluster may change from semester to semester as faculty follow their interests. Faculty may choose to actively participate in multiple clusters.

   Clusters are primarily concerned with curricular and experiential matters and do not have administrative concerns as their primary focus. Rather, Discipline Groups* are responsible for designing, offering and planning the curriculum associated with their major and minor programs, as well as those general education courses offered by the disciplines. The Discipline Coordinators are responsible for evaluating the work plans and student evaluations of faculty in the Discipline Groups, as well as maintaining budgets, disciplinary curriculum, recommending and managing teaching lecturers, and (where possible and in coordination with the appropriate clusters) Promotion & Tenure committees. Additionally, each Discipline Group will also identify a curriculum leader or coordinator to promote the cluster curricular work.

2. <u>A way to facilitate interdisciplinary, engaging research, scholarship, and outreach; and as a way to promote the good, engaging work that we do with our students at PSU.</u>

With the administrative work being done largely in the Discipline Groups*, the cluster will instead focus on working together and with community partners to engage students and faculty in addressing solutions for our community, region, state, and beyond. As cluster pedagogy develops, each cluster can make decisions -- often in concert with other

clusters, but always in concert with the Discipline Groups whose faculty comprise the clusters -- about cluster values, goals, and cluster curriculum.

3. <u>Clusters and programs will collaborate to find appropriate efficiencies to address the problem of under-enrolled upper-level courses</u>

   To the extent that programs share similar upper-level courses, clusters can work with Discipline Groups* to identify such courses, adjust programs to allow for course-sharing (or other solutions) and coordinate how those courses are offered in order to maximize enrollments. Discipline Groups will look for appropriate ways to address other under-enrolled upper-level courses by reducing the frequency of offerings, combining offerings, or other solutions appropriate to the needs of students.

4. <u>Budget oversight will remain with Discipline Groups*</u>

5. **Reorganization**

   We propose de-coupling the Administrative Structure from the Cluster Structure. We understand the desire to have fewer organizational entities, so we propose creating no more than 14 Discipline Groups* in which programs and faculty would be administratively organized. This would allow the Clusters to be an overlay and would promote more easily moving among the Clusters. Discipline Groups will be composed of programs that complement or strengthen each other. We will endeavor to have Discipline Groups with no fewer than 8 faculty, however there may be some anomalies such as Nursing and DPT.

   Prior to the formation of such groups, bylaws will be created to govern how budgets, curriculum, and other matters will be managed within the group. Discipline Groups will elect their Discipline Group Coordinator for terms of three years and that DGC will have 12 credits release per year. While we may also need Program Coordinators with some release time to administer some of the larger or more complex programs within Discipline Groups, this should significantly reduce release time.

   Discipline Groups will need administrative support, so we do not anticipate, nor would

we endorse reducing the current numbers of Administrative Operations Managers who are critical to our success. In fact, at the Provost Council Meeting we all strongly agreed that all current AOM positions will remain filled.

Discipline Groups might include the whole of current clusters, parts of current cluster disciplines, or new pairings approved by the provost. We do not wish to offer more examples of possibilities because we believe the combinations should be organically constructed by the disciplinary elements that shape the programs once housed in departments. However, going back to the former departmental structures with the same disciplines in each is not in our proposal because we are trying to build new structures that will help the transition.

Please note, details have not been decided. There is still much to work out. But the overall principle--that clusters are better suited for fueling curricular innovation and engagement with community partners than they are as administrative structures--is the general consensus of this group and, we believe, of the faculty as a whole. We believe this new direction will help PSU's cluster initiative to grow and flourish with the goal of transforming the student experience, and simultaneously greatly improving retention and recruitment.

Next Steps:
As we stated above, there is still much to work out, so it is crucial to first gather feedback from faculty and other stakeholders. The Provost's Council will meet again on December 14 to plan a January retreat devoted to this topic and to suggest a rough timeline for the transition. Disciplines and departments should begin thinking about affinities they might have with other disciplines and departments.

*Note that we are using the phrase "Discipline Groups" as a placeholder. We recognize that this phrase is problematic and we are open to suggestions for better term.