



FACULTY MEETING AGENDA

February 6, 2019

3:35 PM

Heritage Commons, Samuel Read Hall Building

Meeting called to order

I. Approval of the draft minutes for the December 5, 2018 faculty meeting. (*Sent with this agenda.*)

II. Reports

A. President

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

B. Provost

(The Provost sent an update via email and 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. **An update was sent via Campus Mail.** John Krueckeberg, Chair, will be available to answer questions.

III. Old Business

A. MOTION: To amend the General Education program to replace the requirement for IS 1111 First Year Seminar (3 cr.) with IS 1115 Tackling a Wicked Problem (4 cr.), effective Fall 2019. (Submitted and presented jointly by the Curriculum Committee and General Education Committee)

Note from the Committees: the overall number of Directions credits was reduced in 2017 in order to account for the increase in credits in this and Composition.

IV. New Business

A. Resolutions of Standing Committees

None

B. MOTION: To approve an update to the Excused vs. Unexcused Absences policy, by adding the proposed language. (Submitted and presented by Jay Cordeira, Chair of the Academic Affairs Committee) (*The proposed language is attached as **Appendix H.***)

C. DISCUSSION ITEM: The state of Faculty Governance (Submitted by the Steering Committee)

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:

Academic Affairs Committee Report Chair, Jay Cordeira February 2019

The Academic Affairs Committee (AAC) did not meet during the month of December and our first meeting in January 2019 fell on Martin Luther King Jr. Day. The first meeting of the Spring 2019 semester occurred on Friday 25 January 2019.

The meeting primarily focused on updates regarding old business:

- Discussion of recent issues coding and programming curricular and discipline changes in DegreeWorks. The Registrar will communicate these issues and steps taken to address these issues in a separate communication.
- Discussion of an “Academic Integrity Policy” for faculty/staff, its usage at USNH/UNH, and analogous policies already on campus (e.g., IRB and Research Integrity). Follow up conversations are planned between AAC, the former Deans, the Center for Research and Innovation, and the Provost. Ultimately, such a policy would be implemented by the Provost’s office.
- Discussion and review of preliminary template for the formulation of “Prior Learning Assessments” as an addition to “Credit by Examination”. A sub-committee is further evaluating its possible implementation and will soon seek additional faculty input.
- Revisited a prior motion put forth by the AAC on 6 December 2017 to approve an update to the “Excused vs. Unexcused Absences policy”. Based on faculty input, the update was revised, approved by the AAC, and will be bring this revised (or new) motion to the 6 February 2019 Faculty Meeting for approval.

The meeting had one item of new business, which was for an update on the status the newly-implemented Academic Integrity Policy. Recall this policy was updated to provide a means for “lesser infractions” (i.e., resulting in level 1 sanctions) to be settled at the departmental or program level and recorded with the Office of the Academic Student Advocate. The Office recorded 13 violations of the Academic Integrity Policy during Fall 2018, of which nine were resolved with level 1 sanctions. One case was dismissed due to insufficient evidence and three cases are still pending as the recommended sanction necessitates a panel decision.

The AAC is currently seeking a new faculty observer. Please contact the Faculty Speaker if you interested in serving a one-semester term as faculty observer on AAC.

APPENDIX B:

**Academic Technology Committee Report
Chair, Lynn Johnson
February 2019**

The Academic Technology Committee did not meet during December or January.

APPENDIX C:

**Curriculum Committee Report
Chair, Scott Coykendall
February 2019**

The Curriculum Committee has not met since the December meeting and so has no report for February. A reminder that all small proposals, such as modifications to single courses, are due to the committee by February 1 for our online voting session, and all other proposals are due to me by noon on February 8 for the February 15 agenda.

An email was also sent to faculty on January 23, 2019 with all pertinent details and deadline information on new course proposals and other curricular items.

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

APPENDIX D:

Faculty Welfare Committee Report Chair, Lisa Doner February 2019

Faculty Welfare Chair Report – Feb 2, 2019

Non-unionized faculty listening sessions

As part of its ongoing effort to assess common concerns and needs across all PSU faculty, on Dec 14, 2018 and Feb 1, 2019, the Faculty Welfare Committee met with non-unionized faculty members comprised of Contract Faculty, Teaching Faculty (TF), and Clinical Faculty, and Teaching Lecturers who have served for less than 5 semesters in the last 5 years.

For both Teaching and Contract Faculty, an emerging theme is the desire for, and value of, multi-year appointments. The value of such multi-year appointments *to PSU* include the ability for programs, disciplines and Clusters to:

- develop multi-year workload distribution and curricular plans,
- include such faculty in academic advising service for majors (a multi-year task),
- attract faculty from outside the daily commute region, and
- fill gaps in specialized course coverage such that those courses may be retained as major requirements despite unfilled faculty lines, and
- engage non-tenure track faculty in cluster and cross-cluster activities.

These considerations become increasingly important as *the ratio of non-unionized to unionized faculty* at Plymouth State increases. We are currently seeking data about past and present numbers (and duration of service) of faculty in various non-tenure-track appointments.

Faculty Survey, Fall 2018

The results of the all-faculty survey conducted in late Fall, 2018 have been compiled and are now being statistically evaluated. There were over 200 respondents. Discussion of the results, dissemination plans, and action outcomes are agenda items for our first monthly meeting this term (Feb 8).

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 February 2019

The General Education committee met in December and focused on Thematic Pathways and January Jamboree sessions. We are continuing work on Thematic Pathways and considering how they fit into the culture-shift.

It was discussed that there needs to be a way to introduce transfer students to Cluster Pedagogy since some will not be required to take *Tackling a Wicked Problem*. The importance of this is that transfer students are often neglected and they will have a higher likelihood of success in InCap with some introduction to Cluster Pedagogy. A draft of a 1-credit course is in the works for future discussion.

After the December Faculty meeting, the Gen Ed Committee further discussed the new course, IS 1XXX *Tackling a Wicked Problem*. The Gen Ed co-chairs worked with the Curriculum Committee to bring the new course to the full faculty.

Instead of contacting the co-chairs directly, 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:

Graduate Council Chair, Clarissa Uttley February 2019

The Graduate Council meet on Monday January, 28, 2019 with representation by 12 Program Coordinators, Admissions, and the Registrar's Office. Attendance at the Graduate Council meeting has been waning and is an issue that will be a topic of conversation at future meetings. Sean Collins shared an update on the DPT NECHE (formerly NEASC) Substantive Change Visit Report and will continue to update the Council as final reports are shared with the University. Tonya LaBrosse shared reminders about DegreeWorks, Student Request Forms, CourseLef, and parts of term decision dates for summer & fall 2019. Lori Armstrong and Beth Beaulieu provided an update on student and registration numbers that included an increase in applications. Last year at this time there were 372 applications, 383 this year. Registrations last year were 4,333. This year registrations are at 4,471. Things are trending up. There is an increase in undergrads taking grad classes. Fifty-four undergraduate students are enrolled in graduate courses, mostly in the MBA and Counseling programs.

Our next meeting will be held in Frost Common on Monday February 25th at 3:30.

Clarissa M. Uttley, Chair Graduate Council

APPENDIX G:

General Education Coordinator Report February 2019

Report from the General Education Coordinator

1. Nineteen people from across campus responded to the call to teach Tackling a Wicked Problem, the course that (I hope) will replace the First Year Seminar, in the Fall 2019 semester. Only 8 of these instructors are full-time faculty members and together the 19 people have volunteered to teach 23 sections of the course. To put this into perspective, in Fall 2018, we had 35 instructors teaching 46 sections and in Spring 2019, we have 6 instructors teaching 7 sections. While not all first year students need to take the course in the Fall semester, we would like as many as we can accommodate to do so. With the current number of offerings, fewer than half of our incoming students will be able to take the course in the Fall.

All of this is to ask once again that you consider teaching a section of this rewarding course.

Let me know if you'd like to chat about the expectations for the course or the professional development opportunities provided for instructors of the course. And please let me know if you are planning to teach the course but haven't contacted me about it yet.

2. I will once again maintain a web page listing "cluster experiences" that students can engage in during the Fall 2019. To see examples of the kind of stuff we're talking about, here's the page for the Spring 2019 semester: <https://campus.plymouth.edu/general-education/general-education/available-integrated-cluster-experiences/> Please send me the experiences you and your colleagues are offering in the Fall so that students (and their advisors) can find them.

Please let me know if there's anything related to General Education that I can help you with.

Thanks!

Cathie LeBlanc

cleblanc@plymouth.edu

APPENDIX H:

MOTION: To approve an update to the Excused vs. Unexcused Absences policy, by adding the proposed language.

Rationale: Instructors must allow students with excused absences the opportunity to make up missed graded work. Some students have reported that the only opportunity the instructor allows will occur during finals week, even when the missed graded work was originally due in the beginning of the semester. These students report that having such a delayed opportunity creates additional stress. The Academic Affairs Committee introduces revised additional language, given in bold below, to allow students more timely opportunities. This motion revises previously proposed language from a motion in December 2017 based on faculty input.

CURRENT: The current policy is found on page 49 of the 2018-2019 catalog, as follows:

Excused vs. Unexcused Absences

Student absences are defined as excused or unexcused. Unexcused absences are those that occur without adequate reason. Unexcused absences may be used in the computation of grades.

Excused absences are defined as absences stemming from (a) participation in University-sponsored activities and (b) compelling and extenuating circumstances beyond a student's control. Documented excused absences may not be used in the computation of grades. Instructors must allow students to make up missed examinations, quizzes, writing assignments, and other course work for documented excused absences. Examples of excused absences include, but are not limited to, the following:

- documented student's participation in University-sponsored events,
- student's documented illness,
- student's documented injury,
- documented death in a student's immediate family,
- documented illness or injury in a student's immediate family,
- documented student's required military duty, or
- documented student's required jury duty.

Instructors are not obligated to excuse an absence if a student fails to provide requested documentation. Instructors also reserve the right to determine when the number of excused absences exceeds a reasonable limit to the extent that it significantly interferes with a student's satisfactory mastery of course content/skills. Excused absences do not exempt a student from course requirements, and therefore in circumstances that entail excessive excused absences the instructor may reasonably recommend that a student consider withdrawal from a course.

PROPOSED IN DECEMBER 2017 (STRUCK) AND PROPOSED TODAY (BOLD):

Excused vs. Unexcused Absences

Student absences are defined as excused or unexcused. Unexcused absences are those that occur without adequate reason. Unexcused absences may be used in the computation of grades.

Excused absences are defined as absences stemming from (a) participation in University-sponsored activities and (b) compelling and extenuating circumstances beyond a student's control.

Documented excused absences may not be used in the computation of grades. Instructors must allow students to make up missed examinations, quizzes, writing assignments, and other course work for documented excused absences. ~~Any make-up work must be offered to students in as timely a manner as possible during the semester. Students shall not be required to make up work during finals week.~~ **Any make-up work must be offered to students in as timely a manner as possible during the regular semester. Faculty should not delay make-up work to final exam week if it is feasible to schedule it earlier and if delaying it to final exam week is detrimental to a student's academic progress. Make-up work may be scheduled during final exam week if no earlier arrangement is possible in light of extenuating circumstances for a faculty member or a student.**

Examples of excused absences include, but are not limited to, the following:

- documented student's participation in University-sponsored events,
- student's documented illness,
- student's documented injury,
- documented death in a student's immediate family,
- documented illness or injury in a student's immediate family,
- documented student's required military duty, or
- documented student's required jury duty.

Instructors are not obligated to excuse an absence if a student fails to provide requested documentation. Instructors also reserve the right to determine when the number of excused absences exceeds a reasonable limit to the extent that it significantly interferes with a student's satisfactory mastery of course content/skills. Excused absences do not exempt a student from course requirements, and therefore in circumstances that entail excessive excused absences the instructor may reasonably recommend that a student consider withdrawal from a course.