Meeting called to order.

I. Approval of the draft minutes for the 05.01.19 faculty meeting. *(Sent with this agenda.)*

II. Reports

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

B. 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.)*

C. Any other reports
   - Gen Ed Coordinator Report
     *(See Appendix G. Cathie LeBlanc will be available to answer questions during the meeting.)*
   - INCAP Pilot Report
     *(See Appendix H. Cathie LeBlanc will be available to answer questions during the meeting.)*
   - BOT Report
     *(See Appendix I. and BOT Packet attached. Robin DeRosa will be available to answer questions during the meeting.)*

III. Old Business

2019-2020 Elected and Appointed Committees Vacancies
   *(Committee Chairs will be available to answer questions during the meeting.)*

IV. New Business

A. Resolutions of Standing Committees
   The Steering Committee in Response to the following Motion:

   The Steering Committee shall organize a Task Force of appropriate size and consisting of a representative cross section of faculty constituencies in order to consider transitioning our current form of faculty governance to a senate or other appropriate representative model. This Task Force shall be made up entirely of faculty, though testimony from other members of the community is certainly
welcome. This task force shall report back to the full faculty with an initial report on progress by December 2019. The chair of the Task Force shall be appointed by the Faculty Speaker. (Submitted by Elliott Gruner.) The motion was moved and seconded. Elliott Gruner spoke to the motion. The motion passed by voice vote.

Is soliciting volunteers to serve on what will be titled, the Faculty Governance Task Force.

**Charge:** To complete an initial report on progress by December 2019 to consider transitioning our current form of faculty governance to a senate or other appropriate representative model. That report will include recommendations for how the task force will clarify the scope of their charge, a procedure to move forward if necessary and a timeline.

**Selection Process:** The Steering Committee will select 8 from a volunteer pool representative of faculty that have current or previous experience serving on policy making Committees, Taskforces, etc. and broad representation across all faculty constituencies. Interested faculty should complete the following survey: https://www.surveymonkey.com/r/FacultyGovernanceTaskForce

**B. MOTIONS:**

i. **MOTION:** The Steering Committee shall organize a Task Force of appropriate size and consisting of a representative cross section of faculty constituencies in order to update the Faculty Handbook. A number of changes must be considered, including details about promotion requirements for non-union represented Faculty; areas where the AAUP bargaining agreement should be referenced for those faculty in the bargaining unit; and information that has simply grown outdated and needs to be examined and updated. This Task Force shall be made up entirely of faculty, though testimony from other members of the community is certainly welcome. This task force shall work with Faculty Welfare Committee and Academic Affairs Office, with the goal of reporting back to the full faculty with an updated Handbook by April 2020. The chair of the Task Force shall be appointed by the Faculty Speaker.

ii. **Motion:** to remove the principal policy making function of the Graduate Council and amend the membership to include anyone who teaches in graduate programs. The motion passed unanimously. (Submitted by Ann Berry-Graduate Council).
C. Discussion Item
Tamara Herbert, Director, Events and Conference Planning—Tabled to October Meeting (per request of the Director of Events).
“Two years ago, a conversation was begun about uniting Faculty and Staff awards. I’m pleased to say that last year, the Operating Staff and PAT’s combined their efforts to host one event. It was well attended and well received. I would like to propose an integrated Faculty and Staff Awards event in April.”

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
Jay Cordeira, Chair
September 2019

The Academic Affairs Committee (AAC) last met on Monday 15 April 2019, did not meet on Friday 26 April 2019, and has not met yet during AY19–20.

Policy initiatives for Fall 2019 primarily include addressing academic affairs catalog policy changes and continued discussion on establishing policy for prior learning assessment (PLA). The objective is for the PLA to complement existing policies on “credit by examination”. A key issue is that we seek the input of programs that would specifically benefit from and utilize the PLA policy. As such, we also seek to fill one Voting Member vacancy for the AAC committee for AY19–20 with a hope for a volunteer from such a program in order to help inform the development of this policy and also seek to fill one non-voting Observing Member vacancy for the AAC committee for AY19–20. The policy will be drafted during Fall 2019, presented for feedback at January Jamboree, and brought forth to the faculty in Spring 2020. Additional initiatives in the near-term will likely include reviewing existing policies for credit thresholds for Latin Honors, working with IDS on contract/permissions, and revising/discussing AP equivalencies, among other faculty policy requests.

Submitted by Jay Cordeira, Chair (acting/defacto, until September vote by AAC committee)
APPENDIX B:

Plymouth State University Academic Technology Committee (ATC)
Daniel Lee, Chair
September 2019

Submitted: August 27, 2019
Submitted By: Daniel Lee, ATC Chair
ATC Meeting Date: April 30, 2019

Action Items:
• Faculty survey was been sent to faculty in May 2019. Data analysis will be presented to
  the committee in the Fall of 2019, and shared with the faculty later in the Fall 2019.
• Technology Innovation Proposal (TIP) Form has been revised and converted to an
  online form. The new process will be shared with Faculty at the October 2019 Faculty
  meeting.

Discussion Items: Working Groups
• Student Survey was sent out to students in May 2019. Results will be shared with
  committee in Fall 2019.
• Online Education Policy: Additional input from those who teach online courses and
  other stakeholders will be requested. Discussion centered around whether it should be
  a policy or a “best practice” document and whether or not it can be enforced (and by
  whom).

Next ATC Meeting: September 10, 2019 – 3:30-5:00 pm – HUB 123
Dear colleagues:

We are writing to inform you about significant changes to the process for developing curriculum and general education proposals for 2019-2020, including changes to the deadlines for curriculum proposals and a new web-based proposal system.

2018-2019 saw a record volume of work for those that design, approve, and implement curricular changes and development across campus. The Curriculum Committee considered almost 350 proposals (at the February meeting alone, they considered 119 proposals), while the General Education Committee considered over 70 new proposals and sunsets combined, most submitted for our February meeting. However, this number will rise significantly again given that no Direction Sunsets were up for renewal this year. All of those proposals were, in turn, handled by the Registrar’s Office, and most were approved by the Provost or the Associate Provost.

There are many explanations for this increased activity—e.g., the change to 4-credits, program responses to cluster- and URI-initiatives, the merging of graduate and undergraduate curriculum groups, and reinstatement of sunsets. No matter the reasons for the increase in volume, in order for faculty to maintain effective governance of the curriculum, and in order for the administration to cope with the volume of changes to Banner and Degree Works, several changes will be made to the process for developing curriculum and general education proposals for 2019-2020. Those changes include:

1. The (re)creation of the role of Director of Curriculum Support.
2. A new web-based proposal system called CourseLeaf that will streamline the process for proposing new or modified curriculum to the Curriculum and General Education Committees.
3. A series of training and workshop sessions throughout the Fall that will help faculty to modify or design new curriculum, design blanket agreements, and navigate the requirements of Curriculum and General Education policies.
4. New calendar of deadlines that will make the workload for the Curriculum Committee, General Education Committee, Registrar’s Office, and Provost/Associate Provost more manageable.

We have included some details below, but the combination of new software, a new Associate Provost, and the resulting changes in the way the committees operate, will necessitate some additional changes as the Fall semester unfolds.

**Courseleaf**

We will be rolling out the [CourseLeaf Curriculum](https://example.com) product, known as CIM (pronounced “Kim”), in the Fall. This is a powerful workflow system designed specifically to manage the curriculum approval and curriculum change management process in higher education. Once the implementation is complete, all course and curriculum changes would start in CIM and make their way through various stages of electronic review and approval, maintaining the path but speeding up the progress of the current cumbersome paper process, all the way through to
approval and implementation in the next academic catalog. CIM integrates with our student information system Banner, as well as the web based academic catalog rolled out in Fall 2018. We have been working hard with stakeholders across campus to implement the CIM system with PSU policies and procedures, as well as help streamline the overall curriculum management structure on campus. We look forward to rolling it out in Fall 2019!

While we anticipate a full implementation of CIM will eventually replace most need for traditional Curriculum and General Education forms, those forms will still be used for all proposals in September and (possibly) October, and will remain in use for other proposals in circumstances such as Blanket Agreements.

Training & Workshops
Beginning with University Days and continuing through September and October, the Curriculum Committee, General Education Committee, Registrar’s Office, and Provost/Associate Provost will offer a variety of sessions designed to train faculty in the use of Courseleaf and to help faculty work through common revisions such as:

● designing new programs (September 5, 3:30-5, HUB 119 and September 6, 1:30-3, HUB 119)
● converting programs from 3- to 4-credits  (September 12, 3:30-5, HUB 119)
● CIM Training (October 9 & 10, times and location TBD)
● designing blanket agreements  (TBA)
● discussion of sunset proposals and requirements (TBA)

Most of the sessions that happen during the semester will be repeated twice, at different times, to accommodate as many teaching schedules as possible. Additionally, both committees have created new handbooks that spell out their policies and procedures. These handbooks will be updated as necessary.

● The Curriculum Committee handbook can be found here.
● The General Education handbook can be found here.

New Calendar of Deadlines
No matter the volume of changes that are proposed, the next year’s catalog must be in place before Spring class registration. The hundreds of proposals and sunset renewals that flooded the Curriculum and General Education Committees in February, in particular, presented an enormous challenge to the committees, the Provost/Associate Provost, and ultimately to the Registrar’s Office. Many of these proposals came to the Provost/Associate Provost on the day of the Curriculum Committee deadline (and several came even later). That left members of the committee with less than a week to read more than a hundred proposals (on top of their teaching responsibilities). What’s more, many of the last-minute proposals were especially problematic. This presented additional challenges for the programs that proposed them, the faculty who serve on the committees, and the members of the Registrar’s Office tasked with implementing these changes. In order to deal with these recent trends, the Curriculum Committee, General Education Committee, and Provost/Associate Provost will be adjusting their deadlines in order to allow more time in January and February for the committees and Registrar’s office to approve and implement catalog changes.
Fall Deadlines - All New Course Proposals and Curriculum Change Proposals must be submitted early enough for the Provost or Associate Provost to approve them before the final day of the Fall semester. This will allow the Curriculum Committee to review the proposals throughout January, work with the programs to resolve issues in the proposals, and decide which proposals can be approved in our online voting protocol and which will need to be discussed at the February Curriculum Committee meeting. Because new programs require the approval of the full faculty after they are approved by the Curriculum Committee, we will only consider new program proposals at the November Curriculum Committee meeting.

- August 30 – General Education proposals due for the September 9 Gen Ed meeting
- August 30 – Deadline to submit materials to Provost/Associate Provost for the September 20 CC meeting.
- September 13 – General Education proposals due for the September 23 Gen Ed meeting
- September 13 – Curriculum Committee Proposals due for September 20 CC meeting.
- September 27 – Deadline to submit materials to Provost/Associate Provost for the October 18 CC meeting.
- October 4 – General Education proposals due for the October 14 Gen Ed meeting
- October 4 – Curriculum Committee Early deadline for October CC electronic voting.
- October 11 – Curriculum Committee Proposals due for October 18 CC meeting.
- October 18 – General Education proposals due for the October 28 Gen Ed meeting
- October 25 – Deadline to submit materials to Provost/Associate Provost for the November 15 CC meeting.
- November 1 – Curriculum Committee Early deadline for November CC electronic voting.
- November 8 – Curriculum Committee Proposals due for November 15 CC meeting (final deadline for new program proposals).
- November 15 – General Education proposals due for the November 25 Gen Ed meeting
- November 26 – General Education FINAL deadline for all gen ed sunsets and proposals for 2020 catalog
- November 26 – FINAL deadline to submit materials to Provost/Associate Provost for the February CC meeting.
- November 26 – Curriculum Committee Early deadline for December CC electronic voting.
- December 13 – Curriculum Committee FINAL deadline for all course/program proposals for 2020 catalog.

All proposals must be approved by the Provost/Associate Provost (if appropriate) at least 2 weeks prior to the curriculum committee deadline so that resource implications can be better considered as part of the approval process.

Please send your Curriculum questions to psu-curriculum-chair@plymouth.edu
Please send your General Education questions to psu-general-ed-chair@plymouth.edu
PPT Attached: Joint University Day Presentation
APPENDIX D:

Faculty Welfare Committee Report
September

Faculty Welfare Committee Report
Interim Chair, Rebecca Grant
September 4, 2019

This year’s faculty composition of the Faculty Welfare Committee is:
Lisa Doner, Chair (on sabbatical Fall 2019)
Rebecca Grant (interim Chair)
Laura Tilghman
Hyun Joong Kim
Aparna Waghe

We currently have openings for a voting member and an observer.

As mentioned at the Faculty Meeting in May, the Faculty Welfare Committee has been entrusted by Provost Dorff to oversee revisions of the Faculty Handbook. This work will be the focus of our discussion during our first meeting of the semester on 9/13.

MOTION:
The Steering Committee shall organize a Task Force of appropriate size and consisting of a representative cross section of faculty constituencies in order to update the Faculty Handbook. A number of changes must be considered, including details about promotion requirements for non-union represented Faculty; areas where the AAUP bargaining agreement should be referenced for those faculty in the bargaining unit; and information that has simply grown outdated and needs to be examined and updated. This Task Force shall be made up entirely of faculty, though testimony from other members of the community is certainly welcome. This task force shall work with Faculty Welfare Committee and Academic Affairs Office, with the goal of reporting back to the full faculty with an updated Handbook by April 2020. The chair of the Task Force shall be appointed by the Faculty Speaker.

As a reminder, anyone wishing to contact the Faculty Welfare Committee can send an email to: psu-facultywelfarechair@plymouth.edu
Respectfully,
Rebecca Grant, Interim Faculty Welfare Committee Chair
APPENDIX E:

General Education Committee Report
Kate Elvey; Joey Rino, Co-Chairs
September 2019

The General Education committee held a retreat in early August to review our course for the year and get updates on initiatives in progress.

INCAP: The committee reviewed INCAP Pilot Report and discussed the implications of different approaches to scaling INCAP. The primary concern is that Habits of Mind and Cluster Pedagogy infuse the Tackling a Wicked Problem (TWP) course, but may not exist in a systematic way throughout general education. Moving from TWP through a themed pathway, and culminating with an INCAP course would provide a cohesive general education experience. We will continue to pilot INCAP courses and seek out faculty insights in order to choose the best path forward.

Gen Ed Pathways: We continued our discussions about themed pathways and how we could support the varied efforts of faculty who are interested in working in this space. While the Contemplative Pedagogy group provided one model for connecting courses, faculty in different clusters are experimenting with different models. For example, one possibility we are seeing is the use of a dedicated “Cluster Semester”.

GenEd Assessment: Assessment of the general education program continues to develop. Cathie LeBlanc is working with a group of TWP instructors to establish a shared vision regarding how artifacts produced in TWP could be used to evaluate performance relative to the Habits of Mind basecamps.

Sunsets: Sunset renewals will continue this year. The General Education and Curriculum Committees have updated their calendar. Please make sure that all sunset materials are submitted in a timely manner. Support materials will be uploaded to the faculty governance blog. We will include examples of syllabi that had features or annotations that made it clear to the committee how the course would meet particular General Education goals, facilitating the process. Please watch for emails regarding which courses are up for sunset renewal this year. Please see attached Final Sunset Dates excel spreadsheet.

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

Gen Ed Committee Co-Chairs: Kate Elvey; Joey Rino
Report From: Graduate Council
Ann Berry Graduate Council Chair

In a meeting during University Days, Graduate Council voted to amend their bylaws with the following motion:

A motion was made to remove the principal policy making function of the Graduate Council and amend the membership to include anyone who teaches in graduate programs. The motion passed unanimously.

This change was necessitated by the lack of attendance of Council meetings by program coordinators. The lack of a quorum prohibited policy changes from being decided upon and moving forward. Those teaching in graduate programs were encouraged to be on other principle policy-making committees so that the graduate perspective would be represented in faculty governance.

In addition, the Graduate Council members present asked to discuss at the next meeting the new function of Graduate Council, likely to be centered around planning and support of those teaching in graduate programs. Unfortunately, at that meeting on August 26th, 6 teaching faculty were present. A survey will be sent out to members to provide topics for discussion at the September Council meeting.
APPENDIX G:

Gen Ed Coordinator Report
Cathie LeBlanc, Coordinator
September 2019

Report from the General Education Coordinator

1. Reminder that all students and faculty are expected (encouraged?) to attend the Showcase of Student Engagement on Dec 4, 10am-3pm, in lieu of classes. All students from the Tackling a Wicked Problem (TWP) course will be presenting. (The TWP Steering Committee is working on the plan for the format of the event.) Students engaged in other experiences, whether related to a class or not, are encouraged to submit their work. More information will be forthcoming about how to do so. The idea is that we will have a Showcase event at the end of every semester.

2. A group of faculty interested in thematic pathways in General Education has begun exploring ways in which we can offer several such pathways starting in the Fall 2020 semester. If you are interested in this conversation, please send me an email and I can add you to our Team (part of the Microsoft Office 365 suite of tools). If your discipline would like more information about where we are in our thinking about this initiative, I can come talk to you at a discipline meeting sometime if you like.

3. The Gen Ed Committee approved the INCAP Pilot report and the idea that we will offer another set of INCAP courses in Spring 2020. (See the report elsewhere in the agenda.) We need people to teach new sections of this course so as you're planning your spring semester courses, please consider this option. The description and other unique aspects of the course are listed below. Teaching the course will require attendance at a meeting or two so that we can talk about how to design the course as well as participating in the assessment activities (evaluating student work on the level of achievement in the Habits of Mind).

Respectfully submitted by Cathie LeBlanc

IS4220--Signature Project

Course Description:
In this student-driven capstone course, students will collaborate across disciplines to create signature projects that address a significant problem, issue, or question.
Prerequisites: Junior Status (students should be at or near the end of their General Education program) (INCO)

General Education:
This course carries INCO status in the General Education program: We live in a world where scholarship is increasingly interdisciplinary. The educated person recognizes the challenges and rewards of drawing connections between fields of knowledge and of applying alternative methods of inquiry to solve problems. Students take a three- or four-credit Integration (INCO) course (either within the major or not) which brings content or methods of inquiry from two or more disciplines or perspectives to bear on
a problem or question. The integration course is a General Education capstone course, taken in the junior or senior year. As such it should require substantial, although general, background and a high level of proficiency at most or all of the General Education skills.

**Course Goal:**
Students will articulate, develop, plan, and implement a signature project that addresses the topic of the particular section of the course. A signature project:

- Is transdisciplinary: The project integrates knowledge from multiple disciplines and sources to create something new that could not be created without all of them.
- Is completed collaboratively: The project is large and complex enough that it requires input and work from more than one person to be successful.
- Is student-driven: While faculty, staff, and community partners provide guidance and coaching, **student agency and independence move the project forward**.
- Requires metacognitive reflection: Students reflect on what and how they learn and how their learned knowledge, skills, and dispositions might be transferable to other contexts.
- Reaches beyond the walls of the classroom: The work of the project touches the world outside the classroom in some way.
- Has an external audience for project results: The results of the project are presented to someone who is outside of the class.
- Is completed ethically and respectfully: Work on the project engages internal/external audiences and/or partners with mutual benefit.

**Learning Outcomes (Habits of Mind):**
Habits of mind are a set of four usual ways of thinking or ways of engaging with the world. These habits of mind equip students to succeed in their lives and work after college. As students take courses within the General Education program, they develop and practice the Habits of Mind in various meaningful contexts. Because this course is the capstone of the General Education program, the Habits of Mind are also the learning outcomes for the course. Students are expected to have reached the summit level of achievement in each of the Habits of Mind by the end of this course. Details of the Habits of Mind can be found here: [https://psufys.pressbooks.com/chapter/habits-of-mind/](https://psufys.pressbooks.com/chapter/habits-of-mind/)

In this class, students will:
- Communicate purposefully
- Practice and employ problem-solving strategies
- Recognize and integrate multiple perspectives
- Regulate their own learning
APPENDIX H:

INCAP Pilot Report
Cathie LeBlanc, Coordinator
September 2019

INCAP Pilot Report
Report from the General Education Coordinator, Cathie LeBlanc

Introduction

Early in the cluster initiative, President Birx identified an Integrated Capstone (INCO) experience as one of its cornerstone tools. The president wrote that the Integrated Capstone would be taken in the junior or senior year and would act as a bookend to the First Year Seminar. We have long had an Integrative Connection (INCO) requirement in our General Education program and although that course was originally intended to serve as the capstone of the Gen Ed program, it has not been used in this way. The INCO is indeed taken in the junior or senior year but the focus has been on integrating multiple disciplinary perspective to the exclusion of the capstone aspect of the original proposed course.

During the 2017-18 academic year, a group of six faculty formed the INCO Task Force to investigate the possibility of using the INCO as the INCAP experience for all of our students. Their April 2018 report made the following recommendations:

1. Replace INCO with INCAP requirement
2. Create INCAP Fellows Program
3. Phase in the INCAP courses, beginning with a pilot in Spring 2019
4. Review the overall General Education Program and propose changes to allow for the addition of this course

Through the course of its research, the INCO Task Force developed the following set of goals for any changes that would be recommended to the Integration Connection. The course should:

1. Be the capstone to the General Education program that, along with First Year Seminar, bookends a student’s academic experience;
2. Bring together students from multiple disciplines to work on an outward-facing project that allows them to demonstrate their abilities to work collaboratively using their own disciplinary backgrounds;
3. Align with the multidisciplinary, integrative vision of the university that includes the Four Tools of Clusters;
4. Allow for assessment of the Habits of Mind at the end of a student’s General Education experience; and
5. Ensure equity across disciplines so that each student has a project-based interdisciplinary experience outside of their major.

INCAP Fellows Program

The INCO Task Force report recommended the following responsibilities for the INCAP Fellows:

1. Develop and assess problem-driven, upper-level courses that bring together students from multiple majors to work on a wicked problem. The report says: “The General Education Committee, likely in collaboration with the INCAP Fellows, will need to develop the course
description and other paperwork necessary to make these changes during the first part of Fall 2018..."

2. Offer these courses as part of a pilot program in Spring 2019. The report further explains: "To encourage enrollment in these pilot INCAPs, they should initially also carry the INCO designation." The Spring 2019 INCAP courses will be offered as INCO courses (since the INCAP designation will not exist in the 2018-19 Academic Catalog).

3. Develop a proposal, to be voted on by the faculty, for the creation of an INCAP designation within the General Education Program. The report says "the General Education Committee, likely in collaboration with the INCAP Fellows, will need to develop the ... paperwork necessary ... to bring the INCAP proposal to a faculty vote by the end of that semester." The semester referred to is Fall 2018.

The call for volunteers to the Fellows Program was sent out in August 2018. Nine faculty (Liz Ahl, Brian Eisenhauer, Suzanne Gaulder, Abby Goodie, Cathie LeBlanc, Sarah Parrish, Filiz Ruhm, Maria Sanders, and Metasebia Woldemariam) responded with interest in participating and all were chosen to be part of the program.

Working through the Fall 2018 semester, the Fellows developed an experimental course called Signature Project (IS4220) to be offered in pilot form in Spring 2019. The Fellows developed the generic syllabus for the course (see below) and then each developed their own section of the course focused on a different area of interest in which the signature project was to be completed.

**IS4220: Signature Project**

The generic syllabus for the experimental offering of the Signature Project course contains the following information.

<table>
<thead>
<tr>
<th><strong>Course Description:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this student-driven capstone course, students will collaborate across disciplines to create signature projects that address a significant problem, issue, or question.</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

**General Education:**

This course carries INCO status in the General Education program: We live in a world where scholarship is increasingly interdisciplinary. The educated person recognizes the challenges and rewards of drawing connections between fields of knowledge and of applying alternative methods of inquiry to solve problems. Students take a three- or four-credit Integration (INCO) course (either within the major or not) which brings content or methods of inquiry from two or more disciplines or perspectives to bear on a problem or question. The integration course is a General Education capstone course, taken in the junior or senior year. As such it should require substantial, although general, background and a high level of proficiency at most or all of the General Education skills.

**Course Goal:**

Students will articulate, develop, plan, and implement a signature project that addresses the topic of the particular section of the course. A signature project:
• Is transdisciplinary: The project integrates knowledge from multiple disciplines and sources to create something new that could not be created without all of them.
• Is completed collaboratively: The project is large and complex enough that it requires input and work from more than one person to be successful.
• Is student-driven: While faculty, staff, and community partners provide guidance and coaching, **student agency and independence move the project forward.**
• Requires metacognitive reflection: Students reflect on what and how they learn and how their learned knowledge, skills, and dispositions might be transferable to other contexts.
• Reaches beyond the walls of the classroom: The work of the project touches the world outside the classroom in some way.
• Has an external audience for project results: The results of the project are presented to someone who is outside of the class.
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**Learning Outcomes (Habits of Mind):**

Habits of mind are a set of four usual ways of thinking or ways of engaging with the world. These habits of mind equip students to succeed in their lives and work after college. As students take courses within the General Education program, they develop and practice the Habits of Mind in various meaningful contexts. Because this course is the capstone of the General Education program, the Habits of Mind are also the learning outcomes for the course. Students are expected to have reached the summit level of achievement in each of the Habits of Mind by the end of this course. Details of the Habits of Mind can be found here: [https://psufvs.pressbooks.com/chapter/habits-of-mind/](https://psufvs.pressbooks.com/chapter/habits-of-mind/)

In this class, students will:
• Communicate purposefully
• Practice and employ problem-solving strategies
• Recognize and integrate multiple perspectives
• Regulate their own learning

The experimental offering of the course was approved and the individual Fellows planned their particular sections of the course. The titles and descriptions were:

• **Designing Online and Face-to-Face Experiences for Incoming PSU Students**
  o How did you decide that PSU was the college for you? How did you learn things like which classes to take and when to take them? Each year prospective, admitted, and enrolled students learn about PSU via web-based and face-to-face interactions designed to provide them with the information they need to make good decisions about their college attendance. In this class, we first will learn about the goals and current implementation strategies for PSU’s interactions with incoming students. We will then examine questions such as “what is design?” and “what is GOOD design?” Finally, we will design new experiences and share our ideas with the administrators in charge of them. This course is particularly well-suited to students interested in marketing, media production and use, communication studies, writing, psychology, education, technology design, user interfaces, and human and organizational behavior.
• One Small Step: Marking the 50th Anniversary of the Moon Landing
  o In July 1969, astronaut Neil Armstrong, commander of the Apollo 11 lunar landing mission, was the first human being to set foot on the moon. In 2019, PSU students intrigued by this event and all its many implications will immerse themselves in the history, politics, culture, and science involved in making the moon landing a reality. Then they will use what they have learned to create and share/implement (in small groups, with guidance and support) public “signature work,” which might include commemorative materials, events, projects, displays, educational materials/resources, projects, etc., across any number of disciplines and for audiences/participants beyond the classroom, in the wider university, and even in the broader community and region.

• American Food Issues: From Fast Food Nation to Farmstands
  o What are the issues, images, and narratives associated with eating in American culture? How might they help us confront the many ecological and social crises related to food in our community? Taking into account contemporary environmental debates about organic farming and locavorism, students will examine the many facets of what writer Michael Pollan calls “our national eating disorder.” Collaborating across a range of disciplines, they will use their diverse skills and knowledge to develop, propose, and implement their own solutions to pressing food issues within their community.

• The Museum as Medium: Exhibiting Culture on Campus
  o How can museums, galleries, and cultural organizations help communities build a sense of identity and inclusion? Through readings and discussions, students will enter contemporary debates about the role of exhibition spaces in our diverse twenty-first-century society. For their signature project, they will draw upon their interdisciplinary knowledge to establish all aspects of Plymouth State University’s new Hummel-Kline gallery according to their collective vision. Students are encouraged to respond to the challenges facing galleries today by experimenting with the space’s mission, format, and operations. Open to any major, with special relevance to students interested in business, writing, history, philosophy, anthropology, education, communication and media studies, graphic design, and/or the visual and performing arts.

• International Media and Development
  o The telegraph’s promise of instant communication led Thoreau to proclaim “perchance the first news that will leak through the broad flapping American ear will be that Princess Adelaide has the whooping cough”. Can we craft meaningful messages for global audiences? This course examines theories and practices of global media/audiences so students can formulate appropriate messages related to UN development goals.

• Making Resilient Communities
  o Enhancing environmentally sustainable, socially equitable, and economically viable communities is a complex and multidisciplinary process that requires formative evaluations, objective prioritization, and attentive planning. Students will reflect on and apply theoretical sustainability concepts they have learned throughout their multidisciplinary coursework, evaluate sustainability practices in local communities, and create a project to enhance sustainability within a targeted local community.

• Life, Liberty and the Pursuit of Dao
  o Explores the ways in which ancient Daoism and Confucianism are helpful for understanding and living in today’s American society. Through a multidisciplinary approach, students will be provided opportunities to make connections between ancient Chinese ideas and contemporary American issues, while proposing real world solutions to issues arising in everyday life from consumerism, emerging technologies, genetic modification, sustainable living, etc.

• Global Challenges: Innovation, Sustainable Practices and Futures
  o This course focuses on UN sustainable development goals as a framework to analyze/develop innovative solutions for the most challenging global problems. After learning about approaches to sustainable development from historical, political, economic, ecological, cultural perspectives, students will then be encouraged to use their own knowledge and think/implement bold and
transformational steps/solutions as pathways towards a more inclusive and sustainable development.

- Sustainable Innovation in Public Health
  - Through the platform of United Nation's Sustainable Development Goals, this course covers the basic principles of public health and social determinants of health. The purpose of this course is to introduce students to the major social factors: poverty, class, race, gender, social networks, community cohesion, capacity, and built environment that affect the health of people in the places where they live, work, and play. Students will have opportunities to apply knowledge to real social issues through interdisciplinary collaboration to investigate the field of global health.

The course also included a common assignment that mirrors the common assignment in the First Year Seminar (now Tackling a Wicked Problem (TWP)). In this assignment, each student is asked to write a paper in which they describe the specific activities they undertook in articulating, developing, planning, and implementing the signature project. The paper should also explain how the student practiced each of the Habits of Mind by providing specific examples of such practice. These examples should point to actual work done by the student. For example, when demonstrating purposeful communication, the student may quote a part of a report they wrote and reflect on the context for which they wrote the report as well as how they used particular language suited to the audience of the report in order to achieve their particular purpose. In other words, the student should use the signposts on the benchmarks to explain why they did what they did and how the activities addressed the signposts. The instructors were given this generic description of the assignment (which is similar to the instructions given to FYS and TWP instructors). Each instructor then determined how to explain the assignment to the students in their section. The instructors were also given the option to have their students participate in the Showcase of Student Engagement in the Spring semester.

Pilot Offering of IS4220

Two sections of the experimental course were cancelled due to low enrollment. The issue of visibility of experimental and new courses is an ongoing challenge as we move forward with the cluster initiative and try to be more agile in our course offerings. Fifty-three students enrolled (and finished the semester) in the seven sections of the course that were offered. Several sections of the course had students from only one or two majors which is another consequence of the lack of visibility of these courses since many students enrolled because they had a previous relationship with the instructor.

The course evaluations were overwhelmingly positive. For example, 37 out of 38 of the students across the 7 sections who responded to the course evaluation strongly agreed or agreed with the statement "I have found the course relevant to my life." In addition, 34 of the 38 students across the 7 sections who responded to the course evaluation said "Highly" or "Mostly" to the statement "The course stimulated my interest in the subject" and "Highly Valuable" or "Mostly Valuable" to the question "How would you rate the overall value of the course?" Responses to other Likert scale statements and questions were similarly positive.

Students seemed to understand and value the goals of the signature project. When asked "What was the most valuable aspect of the course?" student answers included:

"Learning about the habits of mind and how they can relate to life outside of the classroom. Also working on a large project that we all had most of the control over and having an impact on the Plymouth State community was valuable."
"The most valuable aspect of this course was the signature project. The ability to gain agency and create self learning was one of the best things I learned this semester. I feel far more confident in my ability to problem solve because of it."

"The most valuable aspect of this course was its prioritization of self-advocacy and self-regulated learning in each student. We all shared our disciplines to extend our intellectual development and project development."

"Being able to work with students from other disciplines and collaborate on a project with them."

"The interdisciplinary nature of this course allowed us as students to use each other’s unique strengths and the open structure of the course gave us the ability to be creative."

"How we had the opportunity to decide what we were doing instead of being told. I really liked how we got to write the syllabus."

"The individualistic approach this course had was outstanding. I liked how the course revolved around what the students were aiming to accomplish."

"Learning more about how some proposed solution to a people create a ripple of new problems."

"The class leading the class and making our own decisions."

"The format combining different disciplines added an (sic) valuable perspective to the learning experience."

In their essays for the common assignment, students expressed the ways that they valued the opportunity to practice the Habits of Mind, particularly self-regulated learning. They wrote comments like the following:

"This semester I have gotten out of my comfort zone and truly was in charge of my own learning. What I put into the class was what I was going to get out of it. This class pushed me and tested my limits. I am extremely proud of the work my classmates and I did this semester. I have never had the ability to work on something that goes farther than a Moodle page, something that could actually be implemented into real life."

Recommendations

The INCAP Fellows support the recommendation from the INCO Task Force that we find a way to replace the INCO requirement with an INCAP requirement. Our first recommendation is to offer another set of experimental offerings of IS4220 in Spring 2020 which will continue to fulfill the INCO requirement. We will send out a call for participation early in the Fall 2019 semester.

One of the challenges of replacing the INCO with an INCAP requirement is that there are approximately 15 degree programs that currently allow fewer than 15 elective credits and which have the INCO class built into the major as a required course. Replacing INCO with INCAP would mean that these programs
will fall even further below the desired number of elective credits. On the extreme end of this issue are several programs which currently allow 0 elective credits and the course that fulfills the INCO is a required major course. For these programs, we would need to allow them to fall even further below the minimum number of elective credits and/or allow their current INCO major course to count as an INCAP. In most cases, these INCO major courses do not fulfill the criteria for INCAP courses. In particular, these INCO major courses will not allow students from multiple disciplines to enroll. In addition, requiring a particular INCAP course for a group of students is contrary to the learner-driven vision of these courses.

We have three options for moving forward with including the INCAP criteria as part of the General Education Committee. The General Education Committee will need to decide early in the Fall 2019 semester which option to take so that we can meet catalog deadlines for the curricular changes. We would like feedback from the faculty and administration about these options. We will return to the faculty in the October meeting with a recommendation about which option to implement. The three options are:

1. Keep the INCO requirement but require that all INCO classes meet some of the criteria that comprise the INCAP courses. For example, we might require that all INCO classes engage students in project-based learning even if the class is not comprised of students from a variety of majors.
   a. Pros: easy to implement immediately with no changes to the Gen Ed program
   b. Complications: INCAP classes are not visible or even actually named as integrative capstone experiences, Gen Ed Committee needs to determine which criteria of the INCAP are critical, some instructors will need to change what they do in existing courses.

2. Replace the INCO requirement with an INCAP requirement. To make room in the General Education program for this potentially additional 4 credit course, reduce the number of Directions credits from the current 20 (with at least 1 in each Direction) to 16 (with at least 1 in each Direction).
   a. Pros: no programs will experience an increase in their numbers of required credits since the 4 credits of the INCAP will be offset by the reduction in required Directions credits
   b. Complications: enrollments in Directions courses will decrease (but with an equivalent demand for seats in INCAP courses), worry that a single course in each Direction is not enough for the students to get a real sense of the value of these various ways of looking at the world

3. Replace the INCO requirement with an INCAP requirement.
   a. Pros: most programs allow enough elective credit and do not require a specific major course to fulfill the INCO requirement, every student will have at least 2 cluster learning experiences, a common General Education capstone helps with assessment of the General Education program, our practices will be more aligned with our vision of cluster learning
   b. Complications: this requirement will negatively impact numbers of credits for graduation in some programs, we will need to work with those programs to determine mitigation strategies
Timeline:

Fall 2019:
1. INCAP Report submitted to full faculty for September 2019 faculty meeting
2. Submit paperwork for second experimental offering of IS4220 before end of semester
3. Call for participation in INCAP Fellows for second experimental offering of IS4220
4. Based on faculty and administration input, Gen Ed committee makes a choice regarding option for inclusion of INCAP by end of September 2019
5. If needed, full faculty vote on choice for inclusion of INCAP at October 2019 faculty meeting
6. INCAP Fellows prepare their sections of IS4220
7. Submit any paperwork needed for whichever option is chosen for inclusion of INCAP

Spring 2020
1. Second experimental offering of IS4220
2. Curricular planning for whichever option is chosen for inclusion of INCAP

Fall 2020
1. Begin implementation of whichever option is chosen for inclusion of INCAP

Spring 2022
1. Full implementation of whichever option is chosen for inclusion of INCAP
BOT Report
Robin DeRosa Faculty Representative
September 2019

BOT Meeting: June 28, 2019 at Granite State College
Notes from Robin DeRosa, PSU Faculty Observer
Complete agenda and BOT materials attached

Highlights for Faculty (DeRosa perspective)

- USNH operating margins are dangerously slim
- Administrative consolidation across the system will be increasing, but I did not get the sense that colleges were in imminent danger of closing or that any regional universities were in danger of being absorbed by any other institution in the system right now
- Course sharing across institutions is a key new initiative that faculty should pay attention to

Granite State College (host campus gets to present)
The president and two deans talked about skills and dispositions, moving away from a simple focus on content and majors when we think about preparing graduates and teaching and learning initiatives. They cited the P21 Framework. They are developing language like our base-summit metaphors to explain how students move through benchmarks in learning (they call these Gen Ed level, Program level, and Capstone level). They are developing “Signature Assignments.” The PIECES acronym describes these assignments:

- Practical
- Integrative
- Engaging
- Cross-Disciplinary
- Equitable
- Scaffolded

They have assessed two terms of using these assignments to assess P21 benchmark outcomes in 15 high-enrolled Gen Ed and capstone classes (74 sections, 949 unduplicated students). They are identifying their curricular and pedagogical strengths and gaps so they can improve teaching and learning. We might want to connect with them about these frameworks, their capstone, and their assessment process since we could trade info. To contact: Tamara Van George and Carina Self.

Chancellor’s Report
After 5 years of flat funding, USNH requested $5 million increase, or 3.1% inflationary increase, in state support. House provided funding for FY21 tuition freeze. Budget will be vetoed by governor and we will be operating under a continuing resolution until October. $10 million for Spalding Hall should go through in a different bill. 15 and 17 million would be funded in later years for KSC and PSU (likely).

Unique 529 plan scholarship fund: direct scholarship (2 million per year for high need NH students); endowments go in and we have $57 endowment million from that. But that all goes to student scholarship. It’s not a padded USNH endowment.
The Squeeze on Margins is not just demographics:
- National Guard tuition waivers are bigger (1.4 million);
- Appropriations not keeping up with inflation accounted for 6.24 million dollars less than 5 years ago;
- Granite Guarantee 2 million;
- Perkins loans change 2.5 million.

PSU hasn’t lost market share as KSC and UNH have in NH. Our loss at PSU has been out of state market share.

The senate president feels optimistic that USNH will be funded more robustly in this budget cycle. It’s not a point of contention now, which is good.

Governance Committee
A motion to add a statement for board diversity and inclusion. (Note: the large group of voting members assembled for this meeting seemed 100% white, from what I could tell, if people are curious.) Was unanimously passed.

Educational Excellence Committee
A great shout-out for the USNH Open Education initiative!

Operating Budget
- Margin is down to a sliver of .7%. And it usually slips during the year. This is risky. It is called a “frighteningly narrow margin.”
- Our debt capacity is down to about 10 million. It will be awhile before we can build up cash reserves to even get to 20 million. This really affects the downtown Durham project.
- Budget was approved, but people are clearly nervous.

FY20 Cap. Budget
- We are still reinvesting at a level of depreciation. Only the Spaulding Hall renovation exceeds this. So this looks good. Budget was approved.

Themes from Administrative Retreat, from Todd Leach
- There is urgency but not panic. We don’t believe anyone will be closed next year, that’s not the issue. The System is healthy. Our bond rating is keeping up. Borrowing capacity is based on that, so we are ok. We are not in the red or in the dire situation that other systems are in. We can adjust and will make it. But how can we leverage ourselves as a system to contain costs and drive revenues? We should consolidate back-room administrative consolidating. We did purchasing, now we are doing IT and trying to save $5 million. UNH is looking at admin processes with help from outside, and how can we learn from that for the rest of the system?
• How can we look at course sharing? On the academic end, how can we share courses across the system? We need a financial model for this to incentivize this and get a pilot off the ground.

• Online learning. We are missing opportunities. We are not doing it robustly anywhere in our system. Have we missed that train and market? No, it’s still growing. Private nonprofit is growing. For-profits are collapsing which opens the market. There is opportunity for us to do more. It’s just a part of the solution. Doing this as a system is better than doing it as 4 different players. We need an infrastructure and a model. They want to bring in someone with expertise from the outside. [Robin DeRosa sighs.]

• Uniform platforms coming from IT to facilitate course sharing. For the course sharing project, we will use Canvas. But maybe ultimately we would use something totally new.

• We are late to the online market, but what is next that we have to get ahead of? Higher ed is slow and it allows SNHU to dominate national markets for a long time. Maybe CBE is next. What kind of system-wide structure do we need to get out ahead?

• Enrollment trends. Campus based on-ground market is still the main market, and we have had declines there, especially because of the northeast demographics. But we are not seeing a major migration of traditional students to online.

• Administrative Revenue Steps:

![Image of a slide with recommended practices]

1. Continue focus on of contestation with a goal of fine-tuning.
2. Identify new administrative cost-savings and cost-savings with new online platforms with potential.
3. Launch new online training modules (e.g., Correlation, etc.)
4. Develop a system-wide online platform to support easy moving online capture a larger portion of the offering fully online.
5. More on statewide market share.
6. Increase retention to 25% per year.
7. Launch new revenue-generating philanthropic programs.
8. Expand campus move online through multidisciplinary efforts.

• CT and ME are going to be in the red this year. They are not keeping up with deferred maintenance. We are not in that bad shape, even though they are ahead of us in administrative consolidation in some ways. Schools of 1000 students or less are in big trouble (this is most of VT colleges besides UVM). Vermont is not getting the increased funding it needs. Privates have little left to discount. It’s tough everywhere, and even though we saw a 10% decline in our universities, it was for different reasons and not reflective of a NH market decline. We need to look and could make a difference.

• FACULTY NEED TO PAY ATTENTION TO THIS COURSE SHARING PLAN AND NOT LET THIS HAPPEN WITHOUT OUR INPUT (that is DeRosa editorial, now back to our program).

• Question from a trustee/senator: should we think about bringing the community colleges together into our system? If we are looking for economies to scale and collaborative
statewide partnership, should we be weighing this out? Answer from chancellor: we have explored this in the past, and the CC system did not have interest. Maybe we should revisit it at some point. It hasn’t been part of the conversation. We communicate a lot about this. KSC now has a community college on their campus. Trustee: sometimes they get better public funding because legislators know and work with them more intimately. Another trustees: We should put this on the strategic plan. BOT president: seems to be balking along with chancellor because it needs to be both boards. Expresses that it could be threatening. Lots of anxiety expressed. [DeRosa keeps sighing.]