



FACULTY MEETING AGENDA

November 6, 2019

3:35 PM

Heritage Commons, Samuel Read Hall Building

Meeting called to order.

I. Approval of the draft minutes for the 10.02.19 faculty meeting. ([LINK to Minutes](#))

II. Reports

A. President

(Distributed via email from the President's Office)

B. Academic Affairs Provost

(Linked via President's Monthly Report)

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. Any other reports

Gen Ed Coordinator Report

(See Appendix G. Cathie LeBlanc will be available to answer questions during the meeting.)

Promotion, Tenure, and Evaluation (PT&E) Advisory Group

(See Appendix I. Rebecca Grant will be available to answer questions during the meeting.)

Faculty Scholarship SOS Committee Report

(See Appendix J. Julie Fagan will be available to answer questions during the meeting.)

III. Old Business

2019-2020 Elected and Appointed Committees Vacancies and Appointments

(Committee Chairs will be available to answer questions during the meeting.)

IV. New Business

A. Resolutions of Standing Committees

B. MOTIONS:

1. **MOTION** To change the requirement for Undergraduate Student Graduation Honors such that a degree candidate must have earned at least 30 credits at Plymouth State University instead of 45 credits to be eligible for graduation honors. (Submitted by Jay Cordeira, Chair of Academic Affairs Committee and presented by Chris Benedetti) (*See appendixes A for Rational*)

2. **MOTION** Any student who has earned an Associate's Degree in the last three years from an accredited Community College and has not taken any college courses since will be guaranteed admission to Plymouth State University. (Submitted by Jay Cordeira, Chair of Academic Affairs Committee, presented by Chris Benedetti) (*See appendixes A for Rational*)

3. **MOTION** To clarify the policy regarding the earned-credit requirements for academic minors (Submitted by Jay Cordeira, Chair of Academic Affairs Committee, presented by Chris Benedetti) (*See appendixes A for Rational*)

4. **MOTION PACKAGE**
 - I. **MOTION** (Ann Berry, Graduate Council Chair), To amend the Faculty Bylaws, Article X. Principal Policy-Making Committees, to delete the Graduate Council as a Principle Policy-Making Committee and strike other wording referring to the Graduate Council as indicated below:

Article X. Principal Policy-Making Committees

The Principal Policy-Making Committees shall be:

Academic Affairs
Academic Technology and Online Education Athletic Council *
Council of Educator Preparation * Curriculum
Faculty Welfare General Education ~~Graduate Council~~

* Not included on the Steering Committee.

No faculty member shall be elected to serve simultaneously on more than one of the Principal Policy- Making Committees that make up the Steering Committee, ~~except for members of the Graduate Council who can serve on one other Principal Policy-Making Committee.~~

- II. **MOTION** (Ann Berry, Graduate Council Chair), to amend the Faculty Bylaws, Article XI. Committees, D. Committee Descriptions, 16. Graduate Council, as indicated in Attachment [#1] (text to be deleted ~~struck through~~, text to be added in **bold**).

Rationale: Graduate Council has redefined its membership to be inclusive of all faculty teaching in graduate programs. The function of the Graduate Council has changed with the unification of principal policy-making

committees. There is currently graduate and undergraduate representation within the faculty governance structure.

5. **MOTION** from the General Education Committee: Replace the Integration Connection (INCO) requirement of the General Education program with an Integrated Capstone (INCAP) requirement. (*See appendixes H for Rational*) Paper Vote

C. Discussion Items

1. Matt Wallace and Marlin Collinwood
Community College Connection – Update

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

The Academic Affairs Committee (AAC) last met on Monday 21 October and Friday 25 October.

The AAC reviewed several items of new business that collected from faculty and administration since August 2019. These items of new business focused discussion on (1) revising the credit threshold for Latin Honors, (2) permissions needed by interdisciplinary studies students registering for classes, (3) the need to update AP test-score and related equivalencies for transfer credit, (4) the creation of a class registration wait list, (5) whether to automatically accept students who have an Associates degree, (6) the number of credits that may overlap between undergraduate and graduate degrees, (7) the creation of a graduate student warning, probation, and severance appeals process, and (8) clarifying the catalog language for credits required for second (and subsequent) minors. The outcomes of these discussions primarily resulted in sub-committee work to further evaluate items of business (e.g., AP test scores), contacting individuals or programs who requested that the AAC review said item with possible solutions (e.g., IDS permission), three motions to be presented at the November Faculty Meeting (i.e., Latin Honors, Associates acceptance, and minors catalog language), and one statement by the AAC regarding wait lists.

Submitted by Jay Cordeira, Chair of Academic Affairs Committee

Academic Affairs Committee MOTION #1 November 2019

MOTION: To change the requirement for Undergraduate Student Graduation Honors such that a degree candidate must have earned at least 30 credits at Plymouth State University instead of 45 credits to be eligible for graduation honors. (Submitted by Jay Cordeira, Chair of Academic Affairs Committee and presented by Chris Benedetti)

RATIONALE: Policy for recognition is now similar to the minimum number of PSU-earned credits required to earn a degree from Plymouth State University.

CATALOG CHANGE: Catalog 19-20 change p. 53 under “**Undergraduate Student Graduation Honors.**” First paragraph regarding requirements for diploma and final transcript: **change 45 to 30 credits.** Second paragraph, second sentence regarding recognition at commencement: change text to read: “... Honors will be calculated only for students who will earn the minimum of 30 credits at Plymouth State University by the end of the spring semester.”

Academic Affairs Committee MOTION #2 November 2019

MOTION: Any student who has earned an Associate’s Degree in the last three years from an accredited Community College and has not taken any college courses since will be guaranteed admission to Plymouth State University. (Submitted by Jay Cordeira, Chair of Academic Affairs Committee, presented by Chris Benedetti)

RATIONALE To streamline admission *acceptance* process for post-Associates transfer applicants to PSU.

ADDITIONAL CONDITIONS: To apply students must submit the Panther Application, Common Application, or NH Transfer Application. Any student who has taken classes since earning their Associates Degree or earned their associates more than three years ago should follow the standard transfer application process. A review of transfer credits will take place after the point of acceptance. Credits will be reviewed following Plymouth State University's standard course evaluation practice unless the student qualifies for an applicable articulation agreement.

CATALOG CHANGE: Catalog 19-20 change to p. 11 under the heading "Undergraduate Admission" and under sub-heading "Admission Policy": Add above-mentioned motion and conditions as new section.

Academic Affairs Committee

MOTION #3

November 2019

MOTION #3: To clarify the policy regarding the earned-credit requirements for academic minors (Submitted by Jay Cordeira, Chair of Academic Affairs Committee, presented by Chris Benedetti)

RATIONALE: Policy was unclear in regard to how credits contributed to second (and subsequent) minors leading to misinterpretation by students, Office of Academic Affairs, and Registrar's Office.

CATALOG CHANGE:

On Page 203 under the section regarding minors (add red, remove strikethrough):

- Students may not major and minor in the same discipline.
- Students with a minor must complete six credits of 3000/4000 level courses outside the major discipline. These six credits could be taken as part of the minor.
- For a second, ~~or subsequent,~~ minor, at least nine credits must be different from the major ~~and~~ **and** of the first minor.
- **For a third, or subsequent minor, at least nine additional credits (per minor) must be different from the major and any other declared minor**

Academic Affairs Committee

STATEMENT

November 2019

The Academic Affairs Committee has been tasked by members of the faculty to develop a *course registration wait list policy*. A wait list policy is also supported by the Office of Academic Affairs in order to identify course popularity and demand. The AAC is soliciting feedback on what the faculty, and individual programs, would like to see in a future wait list policy in order to determine feasibility and to determine a timeline for implementation. Please look for a forthcoming Qualtrics survey link from Jay Cordeira.

APPENDIX B:

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

Submitted: October 28, 2019

Submitted By: Daniel Lee, ATC Chair

ATC Meeting Date: October 8, 2019

Action Items:

- Who should have access to the ATC Sharepoint site? The Committee voted to open the ATC Sharepoint site to students.
- The Committee started working in two working groups: 1) one charged with defining the academic technology strategic plan on campus and 2) another charged with updating online education policies.

Next ATC Meeting: November 12, 2019 – 3:30-5:00 pm – HUB 123

APPENDIX C:

Curriculum Committee October Report Scott Coykendal, Chair

The Curriculum Committee met Friday, October 18. Our next meeting is Friday, November 15, in HUB 119.

Actions taken:

Including our online session at the beginning of the month, we considered 42 proposals in October, including the new revised and new options in Allied Health, and the deletion of the Dance minor.

The committee also discussed its role in minor course-level adjustments such as specifying which semester a course is offered, identifying the instruction type for courses, or inactivating a program. We decided to streamline the process and allow for the Academic Affairs office to make such approvals and to notify the CC for inclusion in the minutes.

Additionally, the committee voted to offer a forum in the Spring for faculty interested in a conversation about 4+1 programs. This will not be a presentation by the CC, rather we will facilitate a conversation with the Provost and others to come up with common definitions and to create a list of questions for further consideration.

Reminder, last month the committee voted to change our policy on approving initial offerings of **experimental courses**. Effective January 2020, faculty who wish to teach an initial offering of an experimental course will need the approval of their program or cluster, program/cluster coordinator, and the Provost or Associate Provost (who will notify the Curriculum Committee of the offering). Initial offerings of experimental courses will not need Curriculum Committee approval. We will update the forms this Fall.

The procedure for second offerings of experimental courses has not changed.

Migration to CourseLeaf:

Many faculty participated in the CIM trainings last month. While some features are still being built out in CIM, all new-course proposals, experimental course proposals, program proposals, and other curriculum changes shall now be submitted in the CIM application. You can get to CIM from the Banner:Faculty link in MyPlymouth. Choose the CourseLeaf tab at the bottom of the screen, then choose the CIM application that works for you:

- **Course Inventory** allows you to create new courses, modify existing courses, and propose experimental courses.
- **Program Inventory** allows you to create or modify existing programs. Note that you should propose course additions and modifications before you attempt to create or modify programs.

- **Workflow Approver** allows program coordinators, members of the General Education or Curriculum Committee and others who are built into the approval workflow to review proposals.

Curriculum Deadlines:

Finally, we want to remind faculty of the changes in proposal deadlines for the 2020 catalog. **All changes for the 2020 catalog that require Provost approval must be submitted (via CIM) to the Provost or Associate Provost by November 26.**

Below, is a revised list of deadlines--the deadlines have not changed from our May and September report, but we have tried to clarify the expectations. Please note that course or program revisions that do not affect resource-allocation do not require the approval of the Provost. [Consult the Curriculum Handbook for a chart of required signatures, forms, etc. for each proposal type \(https://curriculumcommittee.press.plymouth.edu/chapter/required-forms-signatures-consultations-etc-for-new-or-revised-curricula/\).](https://curriculumcommittee.press.plymouth.edu/chapter/required-forms-signatures-consultations-etc-for-new-or-revised-curricula/)

- ~~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 (SIGNED experimental course proposals and minor course- or program-changes such as course level, course description, prerequisite changes, program names, addition or removal of courses from programs, and the like).
- November 8 – **Curriculum Committee** (Provost- or Associate Provost-approved) 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 (minor course- or program-changes such as course level, course description, prerequisite changes, program names, addition or removal of courses from programs, and the like).
- December 13 – **Curriculum Committee** **FINAL** deadline for all (Provost- or Associate Provost-approved) course/program proposals for 2020 catalog

The Curriculum Committee meets the 3rd Friday of each month during the academic year from 2:30-5

Commonly sought links for the Curriculum Committee:

- [Curriculum Guide](#)
- [Required Forms, Signatures, Consultations, etc. for New or Revised Curricula](#)
- [Syllabus Checklist](#)
- [Creating Blanket Agreements](#)
- [New Program Approval Process & Template](#)
- [Changing 3-Credit Programs to 4-Credit Programs](#)

APPENDIX D:

**Faculty Welfare Committee Report
Rebecca Grant
November, 2019**

October 31, 2019

During the Faculty Welfare Committee meeting on October 18, 2019, we discussed and proposed a timeline for a new faculty survey. We also reviewed the Community College Connection proposal, the Oct. sabbatical forum, and our current bylaws and role within faculty governance.

In addition, we assessed our progress with updating the Faculty Handbook and created a strategy for reaching out to constituents. This work will be a priority for our November meeting.

We would also like to welcome our new Teaching Lecturer member, Nathan Theriault.

Our next meeting will occur at 2:30pm on November 8th in Rounds 304A.

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 October 2019

The General Education committee met once in October. We focused primarily on the INCAP motion.

INCAP: The committee considered faculty feedback regarding the proposed INCAP motions that were presented prior to the October faculty meeting. As no clear consensus regarding a preferred option was apparent in the faculty feedback, the General Education Coordinator prepared a motion that aligned with the recommendations of task forces that had researched options regarding general education capstone courses. The committee reviewed the motion and discussed different viewpoints, questions, and concerns that faculty might raise. Minor edits were made to the supporting materials, and the committee voted (6-0-1) to bring the motion before the full faculty. The motion is attached separately.

Sunsets and New Course Proposals: We encourage faculty to use CIM to submit their proposals. However, the General Education Committee will continue to accept submissions by email. The deadline for a motion to be considered for the next meeting is 11/15.

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

Gen Ed Committee Co-Chairs: Kate Elvey; Joey Rino

APPENDIX F:

Graduate Council Ann Berry Graduate, Chair November, 2019

October Report From Graduate Council
Ann Berry, Graduate Council Chair

Graduate Council met on Weds October 23 from 2 - 3:15 in Frost. Graduate Council members brainstormed and exchange ideas to build and improve graduate programs.

Chen Wu (I & E): classes from current or new GR certificate programs to count as Business program electives. Clarissa Uttley (EDSC): possible new GR certificates that could be used to fill the elective component for the MEd in Curriculum & Instruction. Annette Holba and Nancy Puglisi: using OATH/PATH classes in new/innovative GR certificates. Julie Bernier (HHE): creating a new 4+1 path in Allied Health and MBA.

The first Graduate Council Advisory Group Meeting will meet be Nov 3rd.

Heather Doherty (Exploration and Discovery)

Chen Wu (I & E)

Eydie Kendall DPT Program (HHE) Cindy Waltman (HHE)

Chris Benedetti (Education Democracy and Social Change)

June Hammond Roan (Environment and Sustainable Development)

Beth Beaulieu Graduate Admissions or Lori Armstrong (Graduate Admissions)

Tonya LaBrosse (Registrar)

Gail Mears (Office of Academic Affairs)

Mark Coulter (Financial Aid).

Concerns to be shared at GCAG are: Graduate student severance and appeal process, termination of TL Moodle access, scheduling of specific ZOOM dates for an online course, resources for instructional design as courses shift to OL delivery, payment for courses that run the latter 8 weeks of term and students waiting to register for courses.

From: Ann Berry, Chair, Graduate Council

Subject: Proposed Amendments to Faculty Bylaws for 11-6-2019 Faculty Meeting

A. Motion (Ann Berry, Graduate Council Chair) to amend the Faculty Bylaws, Article X. Principal Policy-Making Committees, to delete the Graduate Council as a Principal Policy-Making Committee and strike other wording referring to the Graduate Council as indicated below.

Article X. Principal Policy-Making Committees

The Principal Policy-Making Committees shall be:

Academic Affairs

Academic Technology and Online

Education Athletic Council *

Council of Educator Preparation *

Curriculum

Faculty Welfare
General
Education
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* Not included on the Steering Committee.

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B. Motion (Ann Berry, Graduate Council Chair), to amend the Faculty Bylaws, Article XI. Committees, D. Committee Descriptions, 16. Graduate Council, as indicated in Attachment 1 (text to be deleted ~~struck through~~, text to be added in **bold**).

Rationale: Graduate Council has redefined its membership to be inclusive of all faculty teaching in graduate programs. The function of the Graduate Council has changed with the unification of principal policy-making committees. There is currently graduate and undergraduate representation within the faculty governance structure.

APPENDIX G:

Gen Ed Coordinator Report Cathie LeBlanc, Coordinator September 2019

Report from the General Education Coordinator

1. If you have students who have not registered for a full load of classes yet, encourage them to check out the cluster learning experiences that we are offering in the Spring semester. Cluster learning experiences include Tackling a Wicked Problem sections, Cluster Composition sections, INCAP sections, toolkit courses, and other courses that focus on interdisciplinarity and integration, project-based learning, and/or open education. The list of these courses can be found here: <https://bit.ly/ClusterExperiences>
2. We are forming an assessment advisory group for the General Education program. If you have an interest in assessment and/or Gen Ed and would like to serve on this group, please contact me. The group will provide input and feedback to me and the General Education committee about our plans for how to assess the program.
3. Reminder that all students and faculty are expected 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. 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.

APPENDIX H:

INCAP Motion Justification

1. Motion from the General Education Committee: Replace the Integration Connection (INCO) requirement of the General Education program with an Integrated Capstone (INCAP) requirement.
 - a. Details:
 - i. To receive INCAP status, a course will bring students together into interdisciplinary teams to articulate, develop, plan, and implement a project that addresses the topic of the course. The project:
 1. Is transdisciplinary: The project integrates knowledge from multiple disciplines and sources to create something new that could not be created without all of them.
 2. Is completed collaboratively: The project is large and complex enough that it requires input and work from more than one person to be successful.
 3. Is student-driven: While faculty, staff, and community partners provide guidance and coaching, **student agency and independence move the project forward.**
 4. 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.
 5. Reaches beyond the walls of the classroom: The work of the project touches the world outside the classroom in some way.
 6. Has an external audience for project results: The results of the project are presented to someone who is outside of the class.
 7. Is completed ethically and respectfully: Work on the project engages internal/external audiences and/or partners with mutual benefit.
 - ii. Junior or Senior status is a prerequisite for all INCAP courses (just as it was for INCO courses).
 - b. Rationale:
 - i. Three faculty groups have researched and/or implemented the idea of an Integrated Capstone requirement and have recommended that we move forward with the idea.
 1. First, the INCO Task Force submitted a report in April 2018 in which they made the following recommendations:
 - a. “Replace INCO with INCap requirement
 - b. Create INCap Fellows Program
 - c. Phase in the INCap courses, beginning with a pilot in Spring 2019
 - d. Review the overall General Education Program and propose changes to allow for the addition of this course.”
 2. Second, the INCAP Fellows ran the pilot offering of an INCAP course (called Signature Project) in Spring 2019 and submitted a report in September 2019 with the following recommendation:
 - a. “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.”
 - b. The INCAP Fellows offered three possibilities for how to implement the INCAP requirement and asked for input from the faculty about those three options.

3. Finally, the General Education Committee reviewed the three possibilities from the INCAP Fellows as well as all of the input from the faculty and voted (unanimously?) to put forward the current motion.
- ii. The INCAP requirement represents a second cluster learning experience for all students and is one of the four tools of clusters that President Birx identified when he first arrived at PSU. We have been promising students that they will have the opportunity to participate in these experiences and we should be providing more than just *Tackling a Wicked Problem* for ALL students.
- iii. The course evaluations from students participating in the Spring 2019 pilot offering of the INCAP course were overwhelmingly positive. The INCAP Fellows pilot report said:
 1. 'For example, 37 out of 38 of the students across the 7 sections who responded to the course evaluations 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 evaluations 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.'
 2. '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:
 - a. "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."
 - b. "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."
 - c. "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."
 - d. "Being able to work with students from other disciplines and collaborate on a project with them."
 - e. "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.”

- f. “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.”
- g. “The individualistic approach this course had was outstanding. I liked how the course revolved around what the students were aiming to accomplish.”
- h. “Learning more about how some proposed solution to a people create a ripple of new problems.”
- i. “The class leading the class and making our own decisions.”
- j. “The format combining different disciplines added an (sic) valuable perspective to the learning experience.””

c. Implementation Analysis:

- i. There are currently 27 programs/options that have fewer than 16 elective credits and have designated a required course as the INCO for their students. These programs will require significant support to determine how to allow space for the INCAP requirement.
- ii. There are 22 current INCO courses that are required in a particular degree program/option. Of these, 12 have no prerequisites other than Junior status and by attending to the characteristics of INCAP, could fairly easily be turned into INCAP courses if so desired.
- iii. There are a total of 73 INCO courses currently in our catalog. Of these, 46 have no prerequisites other than Junior status and an additional 5 have Permission of the Instructor as a prerequisite.

d. Implementation Plan:

- i. By December 2020: Gen Ed Committee replaces the INCO requirement with INCAP requirement effective with the AY20-21 catalog
 - 1. This means the bulk of INCAP classes will need to begin to be offered in AY22-23 when students in the AY20-21 catalog are Juniors.
- ii. Spring 2020: Gen Ed Committee gives all current INCO courses INCAP status for 2 years with the status expiring in May 2022. This means that all of these courses will need to come to the Gen Ed Committee by December 2021. See the **NOTE ABOUT COURSE NUMBERS** below.
- iii. Spring 2020: Gen Ed Coordinator figures out how many INCAP seats we will need to offer in each year in order to accommodate incoming students (including transfer students).
 - 1. During AY20-21, sections of IS4220 as well as existing INCO courses (which now also have INCAP status) will be offered to meet the demand for transfer students
- iv. Fall 2020-Fall 2021: By December 2021 when coming to the Gen Ed Committee for sunset renewal on INCAP courses, programs will have a plan for how to incorporate the INCAP requirement. The plan doesn't have to be implemented by December 2021 but has to be created by then. The plan may include extending for some limited amount of time INCAP status on a course that doesn't fully meet the INCAP criteria. The plan must explain how to ensure that no student is required to increase

the total number of credits they need in order to graduate. This might be done by blanket agreements or individual student requests.

- v. Fall 2020: Create a General Education Task Force to review current General Education trends nationally as well as the cluster learning experience goals for PSU and make recommendations for modifications to PSU's General Education program.

NOTE ABOUT COURSE NUMBERS: By Fall 2021, all INCAP courses will be labeled with an IS (or a cluster based interdisciplinary) course number. Because there is a requirement that students from various disciplines be in the course, the course should be labeled as an interdisciplinary course. There may be a period of a year or two when this newly labeled course is offered as cross-listed with the old discipline-based course number. For example, if EN 4000 is an INCO course, it will receive an interdisciplinary course number which might be ATX4000 where ATX is the interdisciplinary course code for the Arts and Technologies cluster. After Fall 2021, the course would be offered as ATX4000. There may be a period of a year or two when ATX4000 is cross-listed with EN4000.

APPENDIX I:

Promotion, Tenure, and Evaluation (PT&E) Advisory Group October 31, 2019

During our weekly meetings, the focus of our work has been on reviewing the current promotion and tenure guidelines for all levels of faculty as outlined in the collective bargaining agreements and the Faculty Handbook. The goal of this work is to provide clarity and ensure consistency regarding promotion and tenure processes. As stated in our charge, our next priority will be researching best practices.

Please don't hesitate to contact a member of the group with any questions or concerns.

-Brad Allen (Professor of Business; Tenured Faculty)

-Jean Coffey (Associate Professor of Nursing; Pre-tenure)

-Rebecca Grant (Teaching Faculty in English; PT&E Advisory Group
Communication Liaison; Pre-promotion)

-Khanh Lai (Assistant Professor of Social Work; Pre-tenure)

-Cathie LeBlanc (Professor of Digital Media and Coordinator of General Education; Tenured
Faculty)

-Trish Lindberg (Professor of Integrated Arts and Artistic Director of ETC and TIGER; Tenured
Faculty)

-Ann McClellan (Professor of English & Associate Provost; Tenured Faculty)

-Anil Waghe (Associate Professor of Chemistry; Tenured Faculty)

-Christin Wixson (Associate Professor of Scholarly Communication; Tenured Faculty)

-Emma Wright (Associate Professor of Mathematics; Tenured Faculty)

APPENDIX J:

Faculty Scholarship SOS Committee Report November, 2019

Current funds as of 6/30/18: \$50,054

2018-2019 Scholarship awards totaled \$7,700 with four scholarships given

Number of payroll deduction contributors: 14

Funding sources:

- Contributions from payroll deductions
- SOS gift basket or gift certificate raffle at Faculty meetings
- Parking space raffle: **We have 2 spaces to offer!**

The SOS Scholarship Fund provides financial support to students based on financial need with recipients selected by the Financial Aid department. The scholarship began in 2012 to benefit undergraduate students. However, as PSU moves toward integration of services and curriculum for all students, the SOS Committee is looking to include graduate student scholarship awards.

Since 2012, Faculty support has decreased by 43% despite continued student need. This trend is not sustainable. Current contribution levels will soon be insufficient to provide scholarships for undergraduate students, and adding scholarships for graduate students will not be possible. The SOS Committee is seeking increased Faculty support in the following ways:

- **Purchase raffle tickets for the SOS basket at Faculty meetings.** Tickets are \$1.00 each or six for \$5.00
- **Create a basket for the raffle.** Please let us know which month your department wants to provide the basket. Gift certificates make great alternatives as raffle items!
- **Bid on the annual online auction for a parking space!**
<https://www.32auctions.com/SOSScholarship-parking>
 - Auction closes at 3:30 on December 4
 - Winner announced at December 4 Faculty meeting
- **Contribute through payroll deduction.** A payroll deduction of at least \$5.00 per pay period (or a one-time donation of at least \$130) will enter your name into the drawing for the second parking space.
 - Payroll deduction forms available at November and December Faculty meetings
 - Winner drawn at December Faculty meeting

Please contact any SOS Committee member to contribute or to ask questions. We also welcome feedback on inclusion of graduate students as award recipients.

Respectfully submitted,
Denise Hutchins, Committee Chair
Scott Coykendall
Pam Childs
Jennifer DeMoras
Julie Fagan



SUPPORTING OUR STUDENTS FACULTY SCHOLARSHIP



Fiscal Year 2018 Account Activity

| | |
|--|-----------------|
| Opening Balance (as of 6/30/17) | \$37,500 |
| Donor Contributions to Endowment | \$3,602 |
| Donor Contributions to Payout | \$3,245 |
| Payout for Purpose (3.7%) | \$-1,429 |
| USNH Management Fee (1%) | \$-387 |
| Capital Gains/Losses | \$3,434 |
| Closing Balance (as of 6/30/18) | \$50,054 |



CHRISTOPHER DESIR '20

Marketing Major & Professional Sales Certificate

Co-President - Marketing Association of Plymouth State (MAPS)

Played on the Football Team for his first three years

"I would like to personally thank you for donating to the Supporting Our Students fund, receiving this from the Faculty means a lot to me. It reminds me that people are in my corner, helping me to succeed as a first-generation college student. It is not always easy, but I am determined to be successful and give back and help others the way you have helped me."

Annual Giving to SOS Scholarship Fund



HOW YOU CAN HELP

Make a difference in the life of a student by donating via payroll, recurring gift on a debit/credit card, or one-time gift.

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For more information or to make your gift, please contact Gene Martin '09, epmartin@plymouth.edu or 535-2588.