2020-2021 FACULTY SENATE XXVI - September 27, 2021 Minutes

Summary

Faculty Senate

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Meeting called to order at 3:10 PM on September 27, 2021, via ZOOM

MINUTES SUMMARY

I. Roll - The following senators were absent: Came, DeJoie, Knowles, and Wollheim. The following senator was excused: Radmanovic. The following were guests: Wayne Jones, Kate Ziemer, Catherine Peebles, and Andy Colby.

II. Remarks by and questions to the provost - Provost Wayne Jones shared the following remarks:

- Faculty Senators should have received today (by email) a report on what went wrong in late August with the power outage that affected some IT systems. (See Appendix II.1.) Wayne explained that the issue was pretty mechanical in nature. The power crashed at 6:23 am and there was a complete restoration of services by 1:00 pm. Wayne offered that he would be happy to set up a meeting with the Senate’s Information Technology Committee or any other interested individuals to get a tour of the facility and dig into this with the folks that test the systems on a regular basis.

- In connection with COVID, the case numbers came down last week. What is not visible on the dashboard is the fact that there was a spike in three residence halls. Measures were taken in those halls and, as a result, the numbers have come down to what is considered normal operations. However, the decision has been made to not lift the extra measures until we get through a full set of testing that would involve everyone in the building testing twice.

Wayne said that, otherwise, student compliance has been very good. 97% of students have valid Wildcat passes and don't have any issues. An email address is available for instructors to send a note if a student is not in compliance. Wayne said that he is thankful for this compliance, and he believes it is the reason why our positive cases are going down. New Hampshire’s case numbers are also going down.

- Wayne said that he has spent a lot of time in the prior two weeks focused on procurement and business process issues. He learned from the chairs’ meeting a few weeks ago that there were more issues cropping up than were ever anticipated. In response, Wayne has been meeting with teaching and research faculty across the university, department chairs, and staff supporting faculty in an attempt to get his arms around the issues. Wayne said there was clearly some breakdown in the way things are done. More importantly, there were issues with handoffs where people are getting passed around. That can't happen.

Wayne explained, as a reminder, that we knew we were going to be facing some financial challenges before COVID. Changes were made because we had a lot of redundancies and a lot of broken processes and inequities in the way people were supported across the university and we wanted to build up a firm financial base on which we could build a future academic program, the UNH of the future. Since 2019, our revenue when you exclude grants and gifts, had declined $25 million. If we had not started this process, if we had not looked at the way we’re doing our work to try and find efficiencies wherever possible, we would not have been able to do 50 faculty hires last year. Wayne shared that he has already approved 27 hires this year in spite of the fact that we are down nearly 1400 students and $25 million in revenue. That is the reason behind it. Wayne said that, at the same time, he doesn’t want to have faculty spending seven hours trying to do a procurement purchase either. That is a total waste of faculty talent and time. So, a deep dive is happening
into these issues right now. Communications will be coming out regularly about what is going on in these areas. He and President Dean are meeting twice a week with HR leadership, business leadership, and finance leadership and procurement at the System office to try and get this cleaned up. He said that if we have to make some investments to do that we will do so. In the meantime, some short-term investments are being made to get extra help in a few key places.

Wayne closed out his comments on this with an offer for anyone interested in joining a lunch conversation about these issues to send him an email. He said he is happy to hear stories and push them into this system where they will do the most good for getting things cleaned up going forward.

The provost offered to take questions.

Jim Connell from the Agenda Committee thanked Wayne for diving in on the research and administration issues. He said that he has been in two meetings in the last week which were eye-opening. He said that he has been pushing on this all summer and it is daunting to discover in these meetings that it is far worse than he thought it was and we are in this horrible position where we are hiring people to fix these problems and it will take these people six months to get up to speed. Although he is glad that Wayne and President Dean are getting hands-on with this, there is a worry about management in general. Jim said that, for example, we buy software like Kronos and UShop, to name a few, and it seems that we just take the word of vendors about how wonderful it all will be. Jim said that it seems that some of these problems could have been avoided with more due diligence.

Jim said that there seems to be a sense, particularly at USNH, that anything that worked in a corporate environment must be perfect for UNH. And similarly, if it works at a small college or university with little research, it must be fine for a flagship research university. We are all paying the price.

Jim also shared that he has heard that staff in many areas had to reapply for positions and that the majority had pay cuts, although he doesn’t know if this is true. Jim closed out his statement by saying, “help, we are drowning.” Wayne responded that yes, that is the message. While some of it as not as bad as you might think, some of it is worse and we need to tease those apart. Some people did have to reapply for positions. But none went down in salary that he knows of unless they are doing to a very different job.

Wayne responded that yes, that is the message. While some of it as not as bad as you might think, some of it is worse and we need to tease those apart. Some people did have to reapply for positions. But none went down in salary that he knows of unless they are doing to a very different job.

Wayne said that they are digging in on all fronts that Jim mentioned. There are two issues that he is most engaged with right now. First is that UNH has to lead the System. The President is in the leadership role for all the presidents in the System as the chair of the Presidents group. There is no chancellor. Wayne is the chair of the provost group. Both of those things happened in the last two months. Therefore, they will be showing the System how UNH does it and the System can align. This will be a big shift in how things will shift almost immediately.

In response to Jim’s comments about software, all of the software that was acquired was done through a competitive process. And all of these tools are being used by other major universities. The university did run into a massive problem because two procurement officers left during the transition A new procurement officer, Josh Dubroff, was hired to take over and he started two weeks ago. Josh worked in the UMass system and the UC system. UShop was deployed successfully across all of their research universities. Wayne said that in his first meeting with Josh he learned that there are several solutions to the UShop issues within the application. Wayne said that he does think the software is the right software, but we've got to turn it on in a manner that's going to be more effective for faculty, not less. It should take them less time, not more. More information will be available about this soon. Wayne said that he will also see if Josh can come to the Faculty Senate and share what he is doing.

A COLSA senator asked about Homecoming and what university policies will be in place for visitors to campus and how those policies will be enforced. He also asked if the university has considered
increasing testing post-Homecoming for students in the hopes of warding off a large blip in COVID-19 infection or positive testing.

Wayne said that the frustration for Homecoming centers around Boulder Field and all the tailgating that takes place there. The university has implemented all new protocols for tailgating. No students are going to be in the tailgating space and the size of the tailgating is restricted so you can't have more people at your tailgate than you can have in your vehicle. As well, police presence has been increased and everybody going into Boulder Field will receive a letter saying that if they violate any of the protocols, they are going to be escorted out immediately. Therefore, very few students are going to be over there mingling with the outside community. There is also decreased density and a requirement for masks indoors. In response to the idea of doing increased testing the week afterward, Wayne said he would bring it to the COVID team. It has not been discussed at this point. Instead, the focus is on trying to change behaviors.

Charles Vannette, from COLA, and chair of the Senate Academic Program Committee (APC) asked a question about the status of campus. Last year, there was an easy-to-understand color-coded status in connection with operating during COVID. When the APC was looking at some policies that reference the color-coding, it realized that the color-coded status no longer exists. Charles asked if there is some sort of clear rubric that is being used to determine where we are at. Is there specific language that we should be using or looking for when we write up the policy of motions moving forward? Wayne explained that the university found that as we got more experience and more different datasets coming at us, the color-coding system was a bit too rough and crude since it only dealt with four levers for managing things. We now have many more levers for managing COVID and the advantage is that we can be very strategic. We are working the system work precisely this year in terms of the language that we use. He said that he is happy to work with the APC and he is aware that Kate Ziemer attends some of the APC meetings. He is happy to work with the faculty to revise some language that might help. Without knowing the protocol or policy that is being discussed, it is hard to give an answer right now.

Ivo Nedyalkov, chair of the Research and Public Service Committee (RPSC) thanked the provost for his hard work, especially related to UShop and related issues. Ivo said that one of the charges of the RPSC is to monitor and report on the university’s progress in retaining R1 status. The committee will focus on the things that might impede progress when it comes to faculty and their work. Ivo asked what the best way for his committee is to interact with the administration so that their efforts are not redundant to ensure that the committee work on this topic can progress. Wayne replied that he is happy to come to a RPSC meeting and engage that way. There may also be value in having either the Chief Procurement Officer or one of his representatives come to a committee meeting so that specific questions can be asked. He suggested that he talk with Ivo offline to talk through this and figure out the best person to put in the room.

III. Presentation on Barnes & Noble First Day Complete (FDC) Program by SVPAA Kate Ziemer - Kate shared information about the proposed FDC program, explaining that it is a transition from the Barnes & Noble First Day By Course program which is currently being piloted at UNH. Slides from Kate’s presentation are available as Appendix III.1 Kate said that her goal was to walk away from the meeting with a list of questions or information that she should be looking at in order to do the right thing about this proposal.

Kate shared that The First Day by Course program started as a pilot in Paul College and has been expanding ever since. This fall, there are faculty from all the colleges, including Manchester, in the undergraduate programs, participating in the program. Instead of going to a bookstore or Amazon or other places, students in the First Day by Course Program, have the cost of the course materials incorporated in the fee line for their course. Currently this is an opt-in program for both students and faculty. The program is a way to save money for students. Even with a small number of students participating in 2021, students, in total, have saved almost a million dollars in their course materials.
There are 7000 undergraduates participating in the “by course” program and during the pilot 115 unique faculty opted in. There are 30 to 35 faculty on the waitlist to participate right now. The dilemma is not about the demand side. Instead, the issue is around what it takes to manage the First Day by Course program. This is year 4 of the program and we can’t expand it because each course requires manual labeling within the Banner and Canvas systems and each student that opts in requires manual intervention on the business side to make sure those fees are applied. At this point, the ability to handle that demand on the business side has tapped out.

Kate explained that in the proposed FDC program, any student can opt-out. However, the faculty teaching undergraduate courses cannot opt out. Therefore, it is important to get all of our faculty who teach undergraduate courses to see this and to realize this is a good thing or not if we are going to go this way. The benefit for students is that they get all their books before the first day of class and they have significant cost savings. Based on the last school year, the average cost would be $304 per semester as compared to the rough average of $500 for course materials per semester. The $304 would be worked into student billing and would be covered by financial aid if they qualify. However, if the student realizes, for example, that three out of their four courses are using open access materials they could opt out of the whole semester, not just the three classes using open access material.

Kate said that there are a lot of pros for students. The cons are that because the materials cost is averaged over time, students may be in a position where they are not aware of the difference between opting in and opting out. This puts pressure on the university to do a good job of advising to make sure that students are aware of what the program is. Students can opt out on a semester-by-semester basis. Kate suggested that one could think of this program like an insurance policy where the premium will be based on past expenses. The cost is expected to go down from here because the $304 is an initial estimate without realizing the full capacity of savings when volume purchasing is involved by the university bookstore that comes when all students are participating.

Kate said that, operationally, it is only pros for UNH because we don’t have the manpower to run the “by course” model. With the “Complete” program all the work goes to the bookstore.

For faculty there are pros and cons. The students will have all their materials. It does not limit what faculty choose for course materials. It can be online. It could be paper. It can be something you put together yourself. It can be from any publisher, or it can be open access. The program doesn't change any of the deadlines we currently have for textbook adoptions. But it makes the importance of those deadlines much more critical than they are now. UNH faculty are kind of loosey-goosey on those deadlines. However, if we choose to go to this program, those deadlines are going to become pretty tricky.

Kate offered to take questions and the following were asked:

Q. from Vidya Sundar: Do students who opt in to be part of this program get to own the textbook? Are the textbooks available in an electronic version or a hardcopy version? What are the options? And is there an option to rent rather than own?

A. from Kate: My understanding is that this is ownership so there is not an option to return. However, I will double-check on this because the pilot was restricted to electronic versions.

Q. from Vidya: Do students retain their electronic copy beyond their tenure at UNH? When they graduate will they still have access?

A. From Kate: Yes
Jan Golinski from COLA said “I'm very skeptical about this. I have to say I'm looking for solid evidence that it will actually reduce prices of books for students. All we are presented with is a comparison between the average costs of students in the pilot program and a notional figure of $500 a semester, which I don't know where that comes from. That is just the figure that is recommended that students set aside on a per semester basis. Tying students to a monopoly supplier is not the way to reduce prices, it seems to me. I don't see any evidence that it will reduce prices for our students. If there are problems with the costs of administering the program on a course-by-course basis, I suggest we need to negotiate a better deal with Barnes and Noble so that we make sure that they at least cover administrative costs of the program from whatever it is that they pay us for our participation.

Kate responded that there is nothing that we can negotiate about the costs for the “by course” program because the work involves accessing our systems and our people. The bookstore is a subcontract of ours and UNH doesn’t own it. But we do own our access to Banner and Canvas. It is the manipulation on that side that has to be done in the course-by-course mode by people. But, if we go to all online, it is just an API data feed. So that so there's not much to negotiate there.

Kate asked for some guidance on what would be necessary to demonstrate the cost savings that seems to her to be pretty evident based on how this is done in other places and what we see her.

Jan responded that it would be good to have a survey of students who participated, which was not actually a survey conducted by Barnes & Noble which has a clear commercial interest in producing a certain result. And secondly, the pilot program doesn't seem to be representative of the whole variety of ways in which faculty assign books and the students obtain books across the university if it was only confined to electronic materials. He said that students are very resourceful at sourcing their books from all sorts of places. They have many places online they can go. They can rent books; they can buy used books; they can sell them back at the end of the semester. Faculty put books on reserve in the library and so on. That's the way to get the lowest price books by individuals going out there in the market. He concluded that it would take a lot of convincing that tying students to a monopoly supplier is actually going to reduce the price of books for students.

The following questions were asked by Roger Allan Ford of UNH Law:

Q. To your question of what would be sufficient to demonstrate the cost savings here, is Barnes& Noble unwilling to continue the program as it exists in the course-by-course version such that we can only move to the complete version? Or is the only constraint at the university level, in which case, why would something like training administrative assistants in the different schools to handle the Banner system and so forth not be adequate there?

Q. If this is for undergraduates only what happens when there is a cross registration between undergraduates and graduates?

Q. The pilot program so far has only consisted of software in electronic materials, which makes me wonder if reviews about whether or surveys about whether students would continue to be interested in participating are representative, or if they might have different views if it was books.

Q. Similarly, to the earlier question, I think $500 is not a good comparison. I would want to know how much students are actually spending on their books because $500 is a number that is sourced to financial aid, I believe.

Q. What would be the process for the university deciding whether to remain in the program going forward? This is a vendor lock-in program and so I am deeply, deeply skeptical of this idea that prices would fall with more enrollment unless there is some forcing mechanism or enforcement there to do that.
Q. Similarly, how will student satisfaction and faculty satisfaction be measured over time?

Q. What happens with commercial publishers that are not available through Barnes & Noble? In my field there have been a number of self-published books through a self-publishing imprint through Amazon or electronic materials through websites run by the authors that, my guess, Barnes & Noble cannot get their hands on.

Q. Similarly, what about efforts to use older editions of books to save students money? Is that just not possible anymore?

Q. If a book is available in print and electronic, it sounds like they would only get the electronic edition through this program. What about students or faculty who would prefer print?

The chair, Kevin Healey, asked that any additional questions be emailed to him and to the Senate admin, Kathy Brunet, and to Kate. However, the questions listed in the chat will also be captured.

Kevin asked about the deadline by which the Senate would need to respond about this proposal. Kate said that she is trying to negotiate a decision date. From a business point of view, it would be great to have something decided soon since UNH needs to go all the way with the Complete program or have nothing since the UNH employees managing the “by Course” program need to be doing other things. She said that UNH would like to know a final plan by next fall and that would mean we would need to know this semester, sooner than later.

Kevin pointed out that the next Faculty Senate meeting is October 18 and that no final decision could be made by the Senate before that date.

IV. Remarks by and questions to the chair - The Senate chair introduced some student representatives who are attending the meeting, Kylie Rock from the Student Senate, Karla Onate Melecio, and Caroline Kanaskie President and Vice President, respectively, of Graduate Student Senate. Each took a moment to introduce themselves.

V. Approval of the minutes from August 30, 2021 - It was moved and seconded to approve the minutes from August 30. No corrections were offered. The minutes were approved by unanimous consent.

VI. Committee updates:

Jeffrey Halpern, Chair of the Finance and Administration Committee (FAC) provided a clarification on the travel policy for faculty. He said that faculty should not be discouraged from traveling or working to determine if their travel is essential. If they have a legitimate need to travel, such as anything associated with the overall mission of teaching or research, they should make plans. A statement about this will also go into the next Senate newsletter.

Ivo Nedyalkov, Chair of the Research and Public Service Committee (RPSC) shared that his committee is charged with monitoring and reporting on the progress of the university’s R1 status. The committee is planning to focus on issues that impede the work of faculty in connection with contributing to R1 status. Ivo said that everybody here as well as the administration would like to see UNH retain its R1 status. Ivo asked that any suggestions or thoughts about this effort should be sent to him. He said that the committee will also work with Provost Jones on this.
Moen Khanlari, chair of the Campus Planning Committee explained that the committee will share information about a new campus bike sharing program when more information is available. The plan is for there to be a fleet of 50 bikes located at different places on campus. Riders can locate a bike using a Bluetooth device. The program will be owned by the university and managed by an outside vendor. The details are being fleshed out but there may be an annual $5 student fee. A survey showed that 80% of students indicated they are willing to pay the extra cost to have a bike share program on campus. Any comments or thoughts about the program can be sent to Moein and he will relay these to the university Transportation Policy Committee.

In response to a question about whether faculty and staff can participate in the bike share program, Moein said that the plan is that they will be able to participate as well. The program will be opened to all on campus.

Karla, the GSS president, asked if the bikes were free to ride on a day-to-day basis. She also asked if the student transportation fees will be increasing to cover this program. Moein indicated that there would be an increase of about $5.50 for the first year and about $3 after that. However, he will gather more information. He said that the finances about this aren’t final yet. As well, there is an opportunity to get sponsors, and this may reduce the fees.

A question was asked about the many abandoned bikes that are visible at the university police department. That are auctioned off each year. Instead of the police department auctioning these off each year, can these bikes be used for a bike share program? Moein indicated that he would share this suggestion with the people involved in developing the bike share program. He said that the proposed program involves additional technology that allows members of the program to lock and unlock a bike through the use of their cell phone. So, it may be difficult to repurpose these bikes with that technology.

A question was asked about the Honors college and whether a building will be involved. Catherine Peebles, the director of the Honors College, answered that the timeline for an Honors college is changing a bit. The goal is to have a space, a common space for honors students, as this is something they have asked about for a long time. In response to a question about a building, Catherine said that any progress we might make in the coming years would be a sustainable kind rather than a building for the Honors Program or an Honors college. She asked that people stay tuned in the coming months.

She said that the curriculum is the central thing for the Honors program. Changes were recently made to make the program more flexible and to ensure that we are not producing a series of more bureaucratic hoops for students who have already shown that they can jump through all the hoops they need to jump through. The purpose of the Honors program or an Honors College is to give students opportunities to really stretch themselves and to be challenged and to prevent high-performing students from falling through the cracks as they often can.

Catherine said that one of the main reasons that we don't want to make a misstep with our curriculum redesign now is that it doesn’t make sense to nail down a new curriculum design for Honors if there will be changes to the Discovery Program since the two are very closed tied together.

Andrew Seal of the Academic Affairs Committee provided an update on some of the committee’s charges:

- In connection with a review of any issues associated with Common Exam Time, the days and times are now back to the pre-Covid schedule. Andrew asked that any issues or concerns related to Common Exam Time be brought to his attention for the committee to review.

- The committee is working on developing a public facing 5-year calendar.
- The committee has been looking into the feasibility of tracking student progress towards the completion of the requirements of minors through Degree Works.

- The committee was asked to verify that Indigenous Peoples’ Day appears on the university calendar. Andrew reported that this holiday does, indeed, appear on the UNH Master calendar.

VII. Academic Affairs Committee (AAC) report and motions on the 2025-2026 Academic Calendar - Andrew Seal, Chair of the AAC, explained that one of the principal responsibilities of the committee is to review and present to the Senate for approval the academic calendar. Last year the approval of the 2025-26 calendar was put on hold.

The committee’s report about the calendar issues was included in the agenda packet. (See Appendix VII.1.) Andrew explained that one of the issues raised last year is that the January 2026 term is compressed because of a slightly earlier than usual start date for the Spring semester. The start date for the spring semester is determined by Commencement which cannot be moved. The calendar proposed by the Registrar’s office resolves this compression by adding three Saturdays as class days (January 3, 10, and 17) to provide the historically used 14-day class schedule for face-to-face January Term classes. In Faculty Senate discussion last year, a concern was raised that holding classes on Saturdays could potentially affect observant Jews, for whom Saturdays are obligatory days of rest. This would create an inequity. Andrew said that there is a process to address this concern at the individual instructor level.

Andrew explained that the second issue raised last year was with E-terms not fitting perfectly with the regular academic calendar. This is a perennial problem. And so, the lack of synchrony is something that is very difficult to fix. However, E-term 1 has now been pushed so that it is closest to starting at the same time as the fall term as it can. However, because of the length of these E-terms and the need to fit both E-term 1 and 2 into the fall semester and E-term 3 and 4 into the Spring semester, there is not much wiggle room in terms of the timing.

Andrew presented the proposed calendar as follows:

**Academic Year 2025-2026 Calendar:**

**Fall Semester, 2025**

Monday, Aug 25 Classes begin  
Monday, Sept. 1 Labor Day, University Holiday  
Monday, Oct. 13 Mid-semester, Fall break day no classes  
Tuesday, Nov. 4 Election Day - no exams scheduled  
Tuesday, Nov. 11 Veterans Day, University holiday  
Wednesday, Nov 26 No Classes (University offices open)  
Thurs-Fri, Nov. 27-28 Thanksgiving holidays  
Monday, Dec. 1 Classes resume  
Monday, Dec 8 (70 days) Last day of class  
Tuesday, Dec. 9 Reading day; 6:00 p.m. final exams begin  
Tuesday, Dec. 16 Final exams end
January Term, 2026

Monday, Dec. 29 On-line classes & trips begin
Thursday, Jan. 1 New Year’s Day, University holiday
Friday, Jan. 2 On-campus classes begin
Saturday, Jan. 3 Classes meet (additional class day)
Saturday, Jan. 10 Classes meet (additional class day)
Saturday, Jan. 17 J-Term classes end (additional class day)
Monday, Jan. 19 Martin Luther King, Jr. Day, University holiday

Spring Semester, 2026

Tuesday, Jan. 20 Classes begin
Friday, Mar. 6 Mid-semester
Mon-Fri, Mar. 16-20 Spring recess
Monday, Mar. 23 Classes resume
Monday, May 4 Last day of classes
Tuesday, May 5 Reading day or Curtailed Op day
Wednesday, May 6 Reading day
Thursday, May 7 Final Exams begin
Wednesday, May 13 Final Exams end
Saturday, May 16 Commencement

Summer Session, 2026

Monday, May 18 – Friday Aug. 7 Classes in session
Monday, May 25 Memorial Day, University holiday

E-Term 1: August 18 – October 10 (8 weeks)
E-Term 2: October 20 – December 12 (8 weeks)
E-Term 3: January 12 – March 6 (8 weeks)
E-Term 4: March 16 – May 8 (8 weeks)
E-Term 5: May 18 – July 10 (8 weeks)

A CEPS senator said that he has serious issues about offering three classes on Saturdays. He said that while there is a means to resolve it, it does not necessarily mean there is an equitable means to resolve it. He said that from the perspective of a religious Jewish student, you are excluding them from the modality that the course is intended for 20 percent of the content. From the perspective of the faculty number, you are telling a faculty member that they must make accommodations in a way that reminds us of everything that we as a Faculty Senate had been fighting against with COVID. The instructor will have to offer some sort of hybrid learning or asynchronous options, or other type of modality for 20 percent of the content. The senator said that as a religious Jew he would not be able to attend these classes. He suggested some options to resolve this are to set the schedule so that there are three asynchronous classes to be taken over the weekends so that all students have the same modality of teaching. This still places a restriction on the faculty member and removes academic freedom for the faculty member, but it creates more equity for students. The second option is to include double classes on some dates. For example, there could be two classes on a Monday or two classes on a Wednesday. He closed his comments saying that he can’t support voting for any calendar that has required Saturday classes.
A senator from UNH Law pointed out that UNH Law doesn’t follow the same calendar and wondered if the Senate must approve it or is UNH Law just violating the rules? Andrew said that his understanding is that the UNH Law calendar is not within the scope of the AAC’s work.

A COLA senator pointed out that, in addition to the religious issues, Saturday classes might also affect both faculty and students with caregiving obligations.

A CEPS senator asked how St. Patrick’s Day falls in this 2025-26 calendar as this has been an issue in the past. Andrew shared that St. Patrick’s Day does fall during spring recess in both the 2026 and 2027 calendars.

A senator pointed out that the E-term 1 start date, which has been moved later than it was, still has a larger problem which is that faculty start teaching one week before the contract begins. So, essentially, we are teaching one week unpaid. Andrew said that his understanding is that this has been the practice and that is a labor issue that is outside the responsibilities of the committee. The committee doesn’t control how pay is allocated. Instead, their role is on how dates are set on the calendar.

In connection with the Saturday class issue, Andrew pointed out that the committee did discuss how things could be moved around and the possibility of having more contact hours on other days did come up. It has historically been the practice to have 14 days enumerated on the calendar. Of course, that is quite flexible in practice at the level of the instructor. He said that having a hypothetical situation in which this occurs is one that can be resolved by the instructor. He said that he recognizes that this may send a message that some people are uncomfortable with. However, there is not an easy way to resolve it. The other option is to move classes to a Sunday, but this still creates issues for caregiving and religious observance.

Andy Colby, the Registrar, joined the meeting. He explained that J-term is always a challenge given when semesters end, when semesters start, and when holidays fall within that timeframe. The online classes and the trips always begin at the end of December and allow for that extended period. Then the university closes for a certain period, usually about a week. During that time, IT staff and a couple of people in the Registrar's office don't close and are trying to help support those classes that are in play, as well as the start of face-to-face classes. Early on when J-term came about, the Senate did get particular with making sure there were there were enough face-to-face classes. Starting the face-to-face classes after the university has reopened is a challenge for getting in those days before the Spring semester starts.

Andy agreed that the points made about Saturday are entirely valid and the points about Sunday are entirely valid. That leaves us with Monday through Friday or an option of Saturday or Sunday. He said that he is not aware of anyone trying to schedule two sessions in a weekday. There is no history there to fall back on about how that would work.

In connection with the question that was asked about the idea of making a 4-hour class instead of a 3-hour class since it is the contact hours that count, Andy pointed out that the concern with this approach is that, in addition to that intense contact hour time, there is theoretically less time to do the work before the next contact hour session starts the next day.

Andrew Seal closed out the discussion saying that he is a religious Jew and that he if he were teaching a J-term class, he would not teach on Saturday and would record a lecture for asynchronous use. And he feels that managing this at the level of the instructor is a better solution than trying to mandate a workaround in the calendar.

Andrew displayed a motion to approve the 5-year Academic Calendar for AY 2025-26 as follows with the calendar dates as they appear above.
Rationale: In order to maintain an approved five-year Academic Calendar, the AY 25/26 must be reviewed and included as the last year of the five-year Academic calendar.

Motion: The Faculty Senate approves the proposed 2025/26 Academic Calendar as provided by the Office of the Registrar (see Appendix). 2025/26 will be added to the five-year calendar, which includes the start and end dates for each of 4 regular terms throughout the calendar years starting from AY 2021/22 through AY 2026/27.

A separate motion was displayed to approve the 5-year E-UNH Calendar with the E-UNH calendar dates as they appear above.

Rationale: In order to maintain an approved five-year UNH E-term Calendar, the AY 2025-26 must be reviewed and included as the last year of the five-year UNH E-term calendar.

Motion: The Faculty Senate approves the proposed 2025/26 UNH E-term calendars provided by the Office of the Registrar (see Appendix). 2025/26 will be added to the five-year calendar, which includes the start and end dates for each of 5 terms throughout the calendar years starting from AY 2021/2022 through AY 2026/27.

There was a discussion about whether senators should make amendments to the motion now or whether it makes sense for the AAC to revisit the proposal based on the feedback from the meeting. Andrew Seal said that he wanted to make it clear that we are stuck between two goods, or two evils, depending on how you look at it. In one direction, we violate academic freedom by imposing a particular solution on the instructors. And in the other we violate some equity regarding the problem that Saturdays create. There is not really an ideal solution here.

A question was asked of Andy Colby whether it would be possible for the Registrar to allow it to be left to the instructor’s discretion whether we extend contact hours during the week or offer hours asynchronously. Or do we need to decide as a faculty which modality is primary? Andy Colby answered that it is an interesting question to think about because we are trying to apply an online modality to a face-to-face schedule because we already have an online schedule for J-term and those begin on December 29th. He said he is thinking about how to weave the line on rights all around, which is recognizing everyone's non-work hours and observances and providing those contact hours clearly to everybody. He said that he would want some time to think about an answer to ensure that it is well thought out.

Kate Ziemer, SVPAA, pointed out that the administration has some open 5-year contracts that have been waiting for approval of the 2025-26 academic calendar. She said that it is important to keep the motion going since there are people waiting for the contracts to be finalized.

There was no further discussion. The motions will lay over until the next meeting.

VIII. Academic Affairs Committee (AAC) report and motions on the 2026-2027 calendar - Andrew Seal, Chair of the AAC, presented a report on the Academic Calendar for 2026-2027. The report was included in the agenda packet for the meeting. (See Appendix VIII.1 ) Andrew displayed the calendar proposal, as follows, and pointed out that there is no issue of compression for the January term in this calendar as there was for 2026. The calendar for January 2027 does not require Saturday classes as all 14 class days can fit within the Monday through Friday dates.
Fall Semester, 2026

Monday, Aug 31 Classes begin
Monday, Sept. 7 Labor Day, University Holiday
Monday, Oct. 12 Fall break day no classes
Friday, Oct. 16 Mid-semester
Tuesday, Nov. 3 Election Day - no exams scheduled
Tuesday, Nov. 11 Veterans Day, University holiday
Wednesday, Nov. 25 No Classes (University offices open)
Thurs-Fri, Nov. 26-27 Thanksgiving holidays
Monday, Nov. 30 Classes resume
Monday, Dec. 14 (70 days) Last day of class
Tuesday, Dec. 15 Reading day; 6:00 p.m. final exams begin
Tuesday, Dec. 22 Final exams end

January Term, 2027

Monday, Dec. 28 On-line classes & trips begin
Thursday, Jan. 1 New Year’s Day, University holiday
Monday, Jan. 4 On-campus classes begin
Monday, Jan. 18 Martin Luther King, Jr. Day, University holiday
Friday, Jan. 22 J-Term classes end

Spring Semester, 2027

Tuesday, Jan. 26 Classes begin
Friday, Mar. 12 Mid-semester
Mon-Fri, Mar. 15-19 Spring recess
Monday, Mar. 22 Classes resume
Monday, May 10 Last day of classes
Tuesday, May 11 Reading day or Curtailed Op day
Wednesday, May 12 Reading day
Thursday, May 13 Final Exams begin
Wednesday, May 19 Final Exams end
Saturday, May 22 Commencement

Summer Session, 2027

Monday, May 24 – Friday Aug. 6 Classes in session
Monday, May 31 Memorial Day, University holiday

E-Term Sessions, 2026-2027

E-Term 1: August 17 – October 9 (8 weeks)
E-Term 2: October 19 – December 11 (8 weeks)
E-Term 3: January 11 – March 5 (8 weeks)
E-Term 4: March 15 – May 7 (8 weeks)
E-Term 5: May 24 – July 16 (8 weeks)

There were no questions about the report.
Andrew presented the actual motions to approve these calendars as follows:

**Academic Affairs Committee Motion to approve**  
**the 5-year Academic Calendar, AY 2026-27**

**Rationale:** In order to maintain an approved five-year Academic Calendar, the AY 26/27 must be reviewed and included as the last year of the five-year Academic calendar.

**Motion:** The Faculty Senate approves the proposed 2026/27 Academic Calendar as provided by the Office of the Registrar (see Appendix). 2026/27 will be added as the last year of the five-year calendar, which includes the start and end dates for each of 4 regular terms throughout the calendar years starting from AY 2021/22 through AY 2026/27.

**Academic Affairs Committee Motion to approve**  
**the 5-year E-UNH Calendar, 2026-27**

**Rationale:** In order to maintain an approved five-year UNH E-term Calendar, the AY 2026-27 must be reviewed and included as the last year of the five-year UNH E-term calendar.

**Motion:** The Faculty Senate approves the proposed 2026/27 UNH E-term calendars provided by the Office of the Registrar (see Appendix). 2026/27 will be added as the last year of the five-year calendar, which includes the start and end dates for each of 5 terms throughout the calendar years starting from AY 2021/2022 through AY 2026/27.

There were no comments or discussions about the motions. The motions will lay over until the next meeting.

VIII. Academic Program Committee (APC) report on online teaching - Charles Vannette, Chair of the APC, explained that one of the committee’s charges was to review the motion passed last spring (Motion # XXV-M18) which allowed, because of Covid, online teaching of Inquiry 444, Inquiry Labs, Discovery Labs, and WI courses. These courses were previously restricted for online teaching by earlier Faculty Senate motions.

Charles shared a report about the current status of these courses as follows:

1. The COVID-19 pandemic continues.
2. The Senate does not yet have reports from Discovery, Honors, or the Writing Program regarding the permanent lifting of all online teaching restrictions outlined in Senate Motion XXV-M18.
3. UNH no longer follows the color-coded system for COVID-19 status, upon which Senate Motion XXV-M18 relies.
4. The APC notes that there is some time pressure to make this decision, as spring and summer schedules are currently being created and finalized at the departmental and college levels.

Since the color-coded system is no longer in effect, and since UNH has effectively returned to a normal state of course delivery, the university has at this point returned to standard course delivery practices and protocols. Therefore, absent further action by Faculty Senate, the moratorium on online restrictions is not currently in effect and will not be in effect during January or spring semester of 2022. Inquiry 444s,
Inquiry Labs, Discovery Labs, Honors Courses, and most Writing Intensive Courses should be taught face to face.

The committees’ recommendation is that:

1. The moratoria regarding online delivery of Inquiry 444s, Inquiry Labs, Discovery Labs, Honors Courses, and Writing Intensive Courses should be lifted in the event that the University’s prophylactic measures surrounding the COVID-19 pandemic require some or all courses to shift to online delivery.

2. Subsequent to such a shift, APC recommends that the moratoria be reinstated and extended through the Summer 2022 semester.

3. APC reiterates its request for reports from the Discovery Committee, the Honors Program, and the Writing Program regarding the efficacy of this recommendation, and regarding the permanent elimination of online delivery restrictions for Inquiry 444s, Inquiry Labs, Discovery Labs, Honors Courses, and Writing Intensive Courses at The University of New Hampshire.

A UNH Manchester senator pointed out that the Spring schedule goes live on October 6, so this (recommendation) comes too late for departments or programs to be doing planning. He said that he doesn’t know how many courses we are talking about, but that people, are rightly or wrongly operating on the assumption that the status quo was continuing through until the spring. So, this is a change that could be disruptive to some unknown number of courses and comes far too late for us to be considering it for the spring.

Andy Colby said that he did not run a report prior to the meeting to identify which courses would be affected as he wasn’t aware that this was on the agenda.

The Manchester senator said that he was also concerned about faculty who have ADA and other related dispensation who may be offering courses online. He said that he believes that Manchester is about 40 percent online. So presumably there are some non-trivial numbers of courses that are likely to be affected if we implement this change.

Andy Colby said that for the fall semester Durham is pretty much in line with pre-covid numbers relative to online vs. face to face. However, he doesn’t know how individual courses that have a moratorium on online fit into that.

Charles said that the disconnect is that we didn’t realize that we were in normal status, and it appears that no one seems to be aware of that and everyone assumes that online delivery of these subset of course, was allowed. But, by Senate rules, it appears that they aren’t allowed. He said that in terms of ADA accommodations, he is not sure what the university position would have been pre-covid for an instructor who could not teach face-to-face.

A CHHS senator explained that she is a department chair of a very small department. Said that she has several adjunct and full-time faculty who have ADA accommodations. She said that from her perspective we are not back to normal practices and with the increased retirement rates she has more adjuncts than ever before teaching remotely because she had to hire people across the country. With the schedule going live on October 6, she has already hired her instructors for the spring, although they are verbal offers. She said that this is frustrating.

SVPAAC Kate Ziemer said that ADA accommodations trump everything. It is the university’s obligation to work things out in a way that makes sense for the individual and the direct supervisor. She also shared that
she believes the intention was not to have a moratorium and that is what was meant by “kind of back to normal.” We wanted to present our mission the best way we could as “normal as possible” but it is not truly normal. However, the university is also not making a broad statement that it is all online either and that is why the color-coding system is not in use.

Charles clarified that the committee also wants to have language that will allow faculty to quickly pivot to online delivery of these restricted courses if the administration directs classes to go online as was done in March 2020.

Charles closed out the discussion saying that the comments, particularly from the senator who is a chair, are concerning and that the committee may need to address this further in terms of policy. He said that he can sympathize with these situations. His own department has people in Oregon teaching some of its classes. He said that this is a pressing issue. The chair pointed out that the report highlights that the Senate would need to do something to change what is now the status quo.

IX. Update on September 9 Agenda Committee meeting with CDO Nadine Petty - The Senate chair, Kevin Healey, reviewed that the Senate passed a motion on August 30 to endorse the Agenda Committee’s report on the membership criteria for the ad hoc committee on a general education diversity requirement. There was a stipulation in that report that the Agenda Committee would hold off on issuing charges for the ad hoc committee until after a meeting with Nadine Petty in connection with New Hampshire’s House Bill 2 (HB2).

Kevin reported that a meeting was held on September 9, and it also included Tracy Birmingham and SVPAA Kate Ziemer. The goal of the meeting was to:

- Clarify the potential impacts of HB2 and the University’s strategies for addressing and mitigating such impacts.
- Advocate for clear guidance from the administration on the meaning of HB2 for faculty, staff, and students.
- Consult with and provide updates to the Senate on the status of discussions with the administration, and at such time as it deems appropriate will share the charges and timelines for the new ad hoc committee with the Senate for approval.

Kevin said that the Agenda Committee is ready to move forward in preparing the charges for the ad hoc committee. Harriet Fertik, a member of the Agenda Committee who was also at this meeting said that we were satisfied as a committee that HB2 doesn't prevent us from considering and developing something along the lines of the diversity requirement. However, there is ongoing work needed to address concerns from faculty, staff and students about this legislation.

Kevin said that the Agenda Committee has begun drafting a full set of charges so that this ad hoc committee can start getting its work done in earnest.

X. Adjournment. The meeting was adjourned at approximately 5:00 PM
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAC</td>
<td>Academic Affairs Committee (Faculty Senate standing committee)</td>
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<tr>
<td>AC</td>
<td>Agenda Committee of the Faculty Senate</td>
</tr>
<tr>
<td>ASAC</td>
<td>Academic Standards &amp; Advising Committee</td>
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<tr>
<td>APC</td>
<td>Academic Program Committee (Faculty Senate standing committee)</td>
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<tr>
<td>AT</td>
<td>Academic Technology</td>
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<tr>
<td>BAC</td>
<td>Budget Advisory Committee</td>
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<td>CaPS</td>
<td>Career and Professional Services</td>
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<tr>
<td>C&amp;PA</td>
<td>Communications &amp; Public Affairs</td>
</tr>
<tr>
<td>CCLEAR</td>
<td>Clinical, Contract, Lecturer, Extension, Alternative Security, Research faculty</td>
</tr>
<tr>
<td>CEITL</td>
<td>Center for Excellence &amp; Innovation in Teaching &amp; Learning</td>
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<tr>
<td>CFAR</td>
<td>Center for Academic Resources</td>
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<tr>
<td>CORPAD</td>
<td>University Committee on Real Property Acquisition and Disposal</td>
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<tr>
<td>CPC</td>
<td>Campus Planning Committee (Faculty Senate standing committee)</td>
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<td>DRC</td>
<td>Discovery Review Committee</td>
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<td>FAC</td>
<td>Finance &amp; Administration Committee (Faculty Senate standing committee)</td>
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<td>FAR</td>
<td>Faculty Activity Reporting</td>
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<td>IRA</td>
<td>Institutional Research and Assessment</td>
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<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>ITC</td>
<td>Information Technology Committee (Faculty Senate standing committee)</td>
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<tr>
<td>JSMB</td>
<td>Joint Strategic Management Board (Navitas review)</td>
</tr>
<tr>
<td>LC</td>
<td>Library Committee (Faculty Senate standing committee)</td>
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<td>OISS</td>
<td>Office for International Students &amp; Scholars</td>
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<tr>
<td>OS</td>
<td>Operating Staff</td>
</tr>
<tr>
<td>PACS</td>
<td>Psychological and Counseling Services</td>
</tr>
<tr>
<td>PAT</td>
<td>Professional and Technical Staff</td>
</tr>
<tr>
<td>PSC</td>
<td>Professional Standards Committee (FS permanent committee)</td>
</tr>
<tr>
<td>RPSC</td>
<td>Research &amp; Public Service Committee (Faculty Senate standing committee)</td>
</tr>
<tr>
<td>SAARC</td>
<td>Space Allocation, Adaption and Renewal Committee</td>
</tr>
<tr>
<td>SAC</td>
<td>Student Affairs Committee (Faculty Senate standing committee)</td>
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<tr>
<td>SAS</td>
<td>Student Accessibility Services</td>
</tr>
<tr>
<td>SHARPP</td>
<td>Sexual Harassment and Rape Prevention Program</td>
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<tr>
<td>SSSC</td>
<td>Student Success Steering Committee</td>
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<tr>
<td>SVPAA</td>
<td>Senior Vice Provost for Academic Affairs</td>
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<tr>
<td>UCAPC</td>
<td>University Curriculum &amp; Academic Policies Committee (FS permanent committee)</td>
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<tr>
<td>VPFA</td>
<td>Vice President for Finance and Administration</td>
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</tbody>
</table>
APPENDIX II.1

Background Paper

Power Outage at the 1 Leavitt Lane Data Center on August 25, 2021

On August 25, 2021, at approximately 5:30AM, the 1 Leavitt Lane Data Center experienced a loss of power from Eversource, our commercial power provider. The data center’s back-up generator automatically started (by design). The transfer switch, a major industrial electrical component, mechanically failed to transfer the Data Center commercial power load to generator power. With no valid source of power, the Uninterruptible Power Supply (UPS) batteries carried the load for 56 minutes until exhaustion at 6:26AM.

ET&S Data Center personnel responded immediately, and the manufacturer of the transfer switch provided both telephone and on-site support. Eversource commercial power was restored to 1 Leavitt Lane at approximately 6:00 AM. After examination for damage, the transfer switch was manually bypassed to Eversource power, establishing power to the redundant UPS systems at 7:24AM. This enabled technicians to conduct a controlled restoration of application and data services. ET&S found no data corruption and we completed this restoration effort by 1:09PM.

Concurrent with service restoration, a complete examination and repair of the transfer switch and UPS systems was performed by factory engineers on site. The root cause was identified as the transfer switch, the repair was performed, and automatic power transfer was tested.

The 1 Leavitt Lane Data Center is a purpose-built facility staffed by dedicated Data Center personnel and monitored 24/7/365. It represents the best resilience we have in the USNH system. The Lenharth Data Center in Morse Hall, by comparison, lacks generator backup power and is subject to frequent electrical and cooling failures. We have been migrating Lenharth equipment to 1 Leavitt Lane to improve the resiliency of the service that equipment supports.

The entire 1 Leavitt Lane Data Center load is tested and operated on generator weekly via the transfer switch. The transfer switch was inspected and maintained on July 21st, 2021. A scheduled load test ran successfully on August 19th, 2021. The entire suite of power equipment is under a service contract and maintained by factory engineers. The equipment is midway through its planned life cycle. ET&S maintains excellent vendor relationships with factory support engineers to ensure we obtain the best possible response time in a crisis.

This is the only transfer switch failure in the history of the 1 Leavitt Lane Data Center, which was constructed in 2002. This event is more like a 100-year flood than a regular ongoing maintenance issue. A well-prepared ET&S team did an exceptional job of responding and recovering services in a quick and orderly manner.

Anyone wishing to tour the facility is encouraged to reach out to the ET&S Director of Data Center Operations to schedule a tour and have questions answered in person. Our director is Mr. Randy Carver, randy.carver@unh.edu.
Appendix III.1

• UNH, in collaboration with Barnes & Noble, began a pilot of the First Day by Course program in the 2018-19 Academic Year.

• First Day is B&N’s Inclusive Access (aka Equitable Access) course materials program. The program is designed to reduce the cost of course materials by pre-provisioning course materials for students and billing them through their student’s accounts.

• The cost savings comes because the volume of materials purchased by students goes up and is more predictable for publishers, who then decrease their prices.

• While students always have the option to opt out of the program, results have shown 99% remain in and thus start the first day of class with their materials available to them.

• UNH is now in its 4th year of First Day by Course.

• We are now at a transition point and must take the next steps toward the First Day Complete program to continue program growth.
**Current State — First Day by Course (PILOT)**

- UNH first piloted the First Day by Course program in AY2018 -2019 with a handful of Paul College courses and faculty.
- A cross functional team from Business Services, Academic Technology, Registrar’s Office and UNH Bookstore, was formed to define and manage the operational processes needed to support this program.
- Year 2 of pilot focused on expanding to faculty in other colleges and improving supporting processes to allow for additional anticipated growth.
- Year 3 capitalized and refined on those improvements and allowed for additional expansion to current levels.
- Students may opt out of the program, but 99% students choose to remain in.
- Now in Year 4, this program has greater demand from faculty than we can operationally support. Additional interested faculty have not been able to participate in the current model.

**Year over Year estimated student savings**

<table>
<thead>
<tr>
<th></th>
<th>AY 18/19</th>
<th>AY 19/20</th>
<th>AY 20/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>$122,542</td>
<td>$622,920</td>
<td>$993,575</td>
<td></td>
</tr>
</tbody>
</table>

**Fall 2021 stats for First Day by Course**

-~7% course sections
-~17% of student enrollments
-~7000 UG students participate in one or more classes

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**WHAT IS FIRST DAY COMPLETE?**

A course material model that addresses affordability & equitable access across all undergraduate courses at an institution by bundling the cost of materials will be applied as a student charge.

**STUDENTS AUTOMATICALLY**

receive all their books and access to electronic materials before the first day of class.

**SIGNIFICANT COST SAVINGS**

For students versus the traditional model (save on average 40% on the cost of course materials each term)

**Cost of Materials**

would be billed to students on their UNH account
First Day COMPLETE — moving from pilot to full implementation

For Students:
• Pros:
  • Further reduce cost of course materials
  • Predictable costs of all course materials makes financial planning easier
  • Simplify acquiring materials, electronic and physical.
  • Materials available before start of term.
• Cons:
  • Because materials costs is averaged overtime. Program may feel less valuable in one term versus another.
  • Requirement for semester participation is all or nothing. Can’t select course by course.

For UNH operational teams
• Pros:
  • Billing for course materials falls into standard, automated process via Student Accounts. Reduce risk of mischarging students and reduce effort required to mitigate current risk.
  • Eliminates need for special First Day designation and treatment of courses in Banner and Canvas. Special treatment is time consuming and subject to mistake.

For Faculty:
• Pros:
  • Students have all materials at start of school, not backordered or waiting on Amazon delivery.
  • Maintains academic freedom. Does not restrict ability to choose types, format, content of course materials for classes. Includes physical and electronic options. Can include books, software, calculators, etc.
  • Supports OER use and access. OER inclusion can reduce program costs as part of annual price review.
  • Timing of adoptions will improve ability of IT to support Canvas integrations with the publishers that faculty select.
• Cons:
  • FD Complete program requires increased compliance to material adoption deadlines. UNH often does not meet current federal HEOA guidelines now. Timeline for Fall adoptions are particularly sticky because calendar structure.
  • Faculty committed to OER as an affordability mechanism for their classes may feel their efforts towards cost reduction are less impactful.

IMPROVING AFFORDABILITY AT University of New Hampshire

Full Time Student would now only spend an estimated $304 Per semester on all course materials.

UNH currently recommends allocating $500 for course materials per semester.

First Day Complete saves almost 40% on course materials for UNH Students.
UNH FAQ for First Day Complete

What about OER (Open Educational Resources)?

- Barnes and Noble College offers and supports Open Educational Resources. First Day Complete does not preclude the use of OER course instruction.
- Use of OER can reduce the overall cost of First Day Complete.
- Academic Freedom along with OER have not been affected with First Day by Course nor will be affected by moving to First Day Complete.

Why not fully embrace OER?

- Faculty would need to change the curriculum they currently are teaching to utilize open access materials.
- Going to full open access would inhibit the use of any software currently in place. Using only OER materials will limit faculty's ability to use more traditional academic materials and texts.
- One challenge with using Open Access course materials is integrating with Canvas. If an integration in Canvas passes student (such as username) to the OA platform or that platform passes grades back to Canvas, a security review is required. To date, it has been difficult to obtain the required information for OA platforms to pass a security review.

How would students be billed?

- Currently the proposed plan would be for full-time students (13+ credits) would be billed 100% (Estimate $304/semester). For students who are part-time (5-12 credits) would be billed 50% and part-time students (14 credits) would be billed 25%. Students who do not wish to participate in the program are free to opt-out on a term by term basis and will not be billed for a given term.
- 96% of UNH undergraduate students are full-time.
- Students are only billed for required materials. Any recommended materials would remain optional for purchase.

UNH FAQ for First Day Complete

How would the adoption timelines impact faculty course planning for the coming term?

- B&N has a strong knowledge of UNH faculty, department, college level adoption practices.
- The course material adoption timelines take on additional importance within First Day, so that the timely provisioning of student materials can be completed and to ensure reduced program costs overtime. Presently, the impact of late adoptions, increased materials cost and delivery to students, may not always be evident to instructors but can still be a starting obstacle for students.
- Today, the missed adoption deadline is often a case of uncommunicated decisions rather than uncertainty in what course material will be utilized. B&N has improved its adoption tools and knowledge of UNH course materials needs in order to support faculty and departments in timely to complete the majority of course adoptions on time.
- Situations such as new curricula development, changes to instructor assignments, and adding course sections, are all expectations for late or changing course material adoptions and B&N will always work with faculty and departments to meet the needs for courses and students.

Should we continue with First Day by Course instead of First Day Complete?

- Because First Day by Course operates as an exception to standard process, rather than our primary program, it is labor intensive to set up each semester. This is a reasonable condition for a pilot program, but not for a long term program. For this reason, the growth of the program was capped after Year 3, so the supporting team could ensure success each term of the participating classes. Additional staffing and technology resources would need to be identified in order to support the current program in subsequent years.
- Faculty interest in the program already exceeds operational capacity.
- Students and families are frequently curious why they have below market pricing in some classes but not others.
# UNH FAQ for First Day Complete

**What are the major differences between First Day Complete and the First Day by Course program we have piloted?**

<table>
<thead>
<tr>
<th>First Day Complete</th>
<th>First Day by Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>All undergraduate courses operate within the program. The course volume can be managed because it becomes the standard process for billing via Banner accounts and Canvas course set up.</td>
<td>Limited number of courses can participate due to “special handling” of courses and student accounts.</td>
</tr>
<tr>
<td>The program would become the new standard for course material distribution to students. All undergraduate courses would be within program.</td>
<td>Faculty opt-in to the program.</td>
</tr>
<tr>
<td>All types of course materials can be included: electronic, physical books, calculators, etc.</td>
<td>Materials in the pilot were limited to electronic books &amp; software.</td>
</tr>
<tr>
<td>Student savings improves further, and pricing of materials becomes a predictable expense for students.</td>
<td>Students realized savings in a limited numbers of courses. Only about half of UG students are currently participating.</td>
</tr>
<tr>
<td>B&amp;N and UNH conduct annual pricing reviews to continue to reflect the best prices available to UNH students.</td>
<td>Discounted pricing is set by the publisher of the content selected by the faculty member. Generally based on the size of class and UNH program participation levels.</td>
</tr>
<tr>
<td>Students can opt out on a term-by-term basis, but not a course-by-course basis.</td>
<td>Students can opt out on a course-by-course basis.</td>
</tr>
</tbody>
</table>

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**Appendix for Supporting Information from Barnes & Nobel partner**
List of Similar schools to UNH who utilize First Day Complete

**Launched:**
University of Pittsburgh Greensburg
Sam Houston State University

**Launching Fall 2021:**
Eastern Kentucky University
Winston-Salem State University
Florida International University
Morgan State University
University of Southern Mississippi
NC A&T
Louisiana Tech University
Nicholls State University

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**Full List of First Day Complete Schools**

**Already Launched:**
- Lees-McRae College
- Campbell University
- Oakwood University
- Onondaga Community College
- University of the Cumberlands
- Ocean County College
- Jacksonville University
- Bethel University
- Niagara University
- University of Pittsburgh Greensburg
- Sam Houston State University
- Erskine College
- Providence College
- L’Youville College

**Launching this Fall:**
- Eastern Kentucky University
- Hinds Community College
- Hobart and William Smith Colleges
- Muskingum University
- Hawkeye Community College
- Florida International University
- Spartanburg Methodist College
- Technical College of the Lowcountry

**Launching Spring 2022:**
- Delgado Community College
- Marymount University
- Forsyth Technical CC
- Claffin University
- Alamo Colleges

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**Better Preparation, Better Outcomes**
Students who had purchased course materials on their own in at least one previous term said that First Day Complete:

- **Helped me be better prepared for the academic term**
  - FALL 2020: 51%
  - SPRING 2021: 74%
- **Had a positive impact on my success in the classroom**
  - FALL 2020: 49%
  - SPRING 2021: 64%
- **Helped me achieve better grades**
  - FALL 2020: 32%
  - SPRING 2021: 50%

**Worth Recommending**
The majority of all respondents saw value in First Day Complete for themselves – and others.

- **I would participate in the program in the future**
  - FALL 2020: 72%
  - SPRING 2021: 76%
- **I would recommend to a friend**
  - FALL 2020: 78%
  - SPRING 2021: 76%
Providing Students the Greatest Opportunity for Achieving Academic Success:

Student Outcomes

Access  Affordability  Convenience

KEY BENEFITS FOR STUDENTS SUPPORTING THEIR ACADEMIC SUCCESS

ACCESS
Students have all materials before the first day of class

AFFORDABILITY
UNH Students save on average 40% on the cost of course materials each term

CONVENIENCE
Highly personalized, concierge service

91 PERCENT of students reported that COVID-19 had added greater "STRESS AND ANXIETY" to their lives

4 OUT OF 5 said they are FACING FINANCIAL DIFFICULTIES due to the coronavirus crisis.

HELP REDUCE STRESS
Students don’t have to worry about shopping around for their course materials each term.
**EASY FOR INSTITUTIONS TO IMPLEMENT AND LEVERAGE**

- Faculty maintain full academic freedom
- Includes electronic and print materials, OER
- Marketable to prospective and current students to support enrollment
- Drive Student Success
- Revenue to the Campus from the bookstore can increase, even with lower prices

87 PERCENT of students nationally are interested in lower-priced course materials bundled with the cost of education.
Appendix VII.1
Report from the Academic Affairs Committee on the 2025-2026 Academic Calendar

The Academic Affairs Committee has the following charge:

*Work with the Registrar’s office to update the rolling UNH five-year calendar and the UNH E-Term rolling calendar as per Faculty Senate Motion #XX-M1, Report by October and present to the Senate for approval. This work was not completed in 2020-21. Therefore, calendars for 25/26 and 26/27 must be presented for approval to the Senate.*

We have reviewed the proposed calendar for AY 2025-2026 and have discussed it with the Registrar, Andy Colby. The calendar itself is on the next page, but these are the points we discussed:

- The January term is necessarily compressed because of a slightly earlier than usual start date for the Spring semester; that date is itself determined by Commencement, which cannot be moved. This compression has been resolved by adding three Saturdays as class days (January 3, 10, and 17) in order to provide the historically used 14-day class schedule for face to face January Term classes.
  - In Faculty Senate discussion last year, the point was raised that holding class on a Saturday could potentially affect observant Jews, for whom Saturdays are obligatory days of rest. However, because of the increased availability of asynchronous accommodations (e.g., recording lectures), we feel that instructors and students have clear means to resolve such conflicts and the particulars should be left to the instructors. It should be noted that the Faculty Senate has previously acted to identify religious observance as a valid reason for an excused absence. See the *Student Rights, Rules, and Responsibilities (SRRR) Handbook, 4.13(fs).*

- There is an issue in all years regarding the lack of perfect synchrony between E-Terms and the general academic calendar. There is very little flexibility here, because, due to federal regulations, E-Terms 1 and 2 must both conclude during the Fall semester, while E-Terms 3 and 4 must conclude during the Spring semester. E-Terms also must be eight weeks each.
  - In response to faculty input, the starting date for E-Term 1 has been moved back to bring it closer to the starting date of the Fall Semester.

- See proposed calendar on next page -
Proposed Academic Year 2025-2026 Calendar:

**Fall Semester:**
- Monday, Aug 25: Classes begin
- Monday, Sept. 1: Labor Day, University Holiday
- Monday, Oct. 13: Mid-semester, Fall break day no classes
- Tuesday, Nov. 4: Election Day - no exams scheduled
- Tuesday, Nov. 11: Veterans Day, University holiday
- Wednesday, Nov 26: No Classes (University offices open)
- Thurs-Fri, Nov. 27-28: Thanksgiving holidays
- Monday, Dec. 1: Classes resume
- Monday, Dec 8 (70 days): Last day of class
- Tuesday, Dec. 9: Reading day; 6:00 p.m. final exams begin
- Tuesday, Dec. 16: Final exams end

**January Term:**
- Monday, Dec. 29: On-line classes & trips begin
- Thursday, Jan. 1: New Year’s Day, University holiday
- Friday, Jan. 2: On-campus classes begin
- Saturday, Jan. 3: Classes meet *(additional class day)*
- Saturday, Jan. 10: Classes meet *(additional class day)*
- Saturday, Jan. 17: J-Term classes end *(additional class day)*
- Monday, Jan. 19: Martin Luther King, Jr. Day, University holiday

**Spring Semester:**
- Tuesday, Jan. 20: Classes begin
- Friday, Mar. 6: Mid-semester
- Mon-Fri, Mar. 16-20: Spring recess
- Monday, Mar. 23: Classes resume
- Monday, May 4: Last day of classes
- Tuesday, May 5: Reading day or Curtailed Op day
- Wednesday, May 6: Reading day
- Thursday, May 7: Final Exams begin
- Wednesday, May 13: Final Exams end
- Saturday, May 16: Commencement
**Summer Session:**

Monday, May 18 – Friday Aug. 7  Classes in session
Monday, May 25  Memorial Day, University holiday

**E-TERMS**

E-Term 1:  August 18 – October 10 (8 weeks)
E-Term 2:  October 20 – December 12 (8 weeks)
E-Term 3:  January 12 – March 6 (8 weeks)
E-Term 4:  March 16 – May 8 (8 weeks)
E-Term 5:  May 18 – July 10 (8 weeks)

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**APPENDIX VIII.1**

AAC Report on Academic Calendar for 2026-2027

The Academic Affairs Committee has the following charge:

Work with the Registrar’s office to update the rolling UNH five-year calendar and the UNH E-Term rolling calendar as per Faculty Senate Motion #XX-M1. Report by October and present to the Senate for approval. This work was not completed in 2020-21. Therefore, calendars for 25/26 and 26/27 must be presented for approval to the Senate.

We have reviewed the proposed calendar for AY 2026-2027 and have discussed it with the Registrar, Andy Colby. This calendar is closely based on the calendar for AY 2025-2026, with the exception that the January Term for this academic year does not need to be compressed, and therefore does not require classes to be held on any Saturday.

**Proposed Academic Year 2026-2027 Calendar**

**Fall Semester:**

Monday, Aug 31  Classes begin
Monday, Sept. 7  Labor Day, University Holiday
Monday, Oct. 12  Fall break day no classes
Friday, Oct. 16  Mid-semester
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Nov. 3</td>
<td>Election Day - no exams scheduled</td>
</tr>
<tr>
<td>Tuesday, Nov. 11</td>
<td>Veterans Day, University holiday</td>
</tr>
<tr>
<td>Wednesday, Nov. 25</td>
<td>No Classes (University offices open)</td>
</tr>
<tr>
<td>Thurs-Fri, Nov. 26-27</td>
<td>Thanksgiving holidays</td>
</tr>
<tr>
<td>Monday, Nov. 30</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Monday, Dec. 14 (70 days)</td>
<td>Last day of class</td>
</tr>
<tr>
<td>Tuesday, Dec. 15</td>
<td>Reading day; 6:00 p.m. final exams begin</td>
</tr>
<tr>
<td>Tuesday, Dec. 22</td>
<td>Final exams end</td>
</tr>
</tbody>
</table>

**January Term:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Dec. 28</td>
<td>On-line classes &amp; trips begin</td>
</tr>
<tr>
<td>Thursday, Jan. 1</td>
<td>New Year’s Day, University holiday</td>
</tr>
<tr>
<td>Monday, Jan. 4</td>
<td>On-campus classes begin</td>
</tr>
<tr>
<td>Monday, Jan. 18</td>
<td>Martin Luther King, Jr. Day, University holiday</td>
</tr>
<tr>
<td>Friday, Jan. 22</td>
<td>J-Term classes end</td>
</tr>
</tbody>
</table>

**Spring Semester:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Jan. 26</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Friday, Mar. 12</td>
<td>Mid-semester</td>
</tr>
<tr>
<td>Mon-Fri, Mar. 15-19</td>
<td>Spring recess</td>
</tr>
<tr>
<td>Monday, Mar. 22</td>
<td>Classes resume</td>
</tr>
<tr>
<td>Monday, May 10</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Tuesday, May 11</td>
<td>Reading day or Curtailed Op day</td>
</tr>
<tr>
<td>Wednesday, May 12</td>
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</tr>
<tr>
<td>Thursday, May 13</td>
<td>Final Exams begin</td>
</tr>
<tr>
<td>Wednesday, May 19</td>
<td>Final Exams end</td>
</tr>
<tr>
<td>Saturday, May 22</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**Summer Session:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 24 – Friday Aug. 6</td>
<td>Classes in session</td>
</tr>
<tr>
<td>Monday, May 31</td>
<td>Memorial Day, University holiday</td>
</tr>
</tbody>
</table>
E-TERMS

E-Term 1: August 17 – October 9 (8 weeks)
E-Term 2: October 19 – December 11 (8 weeks)
E-Term 3: January 11 – March 5 (8 weeks)
E-Term 4: March 15 – May 7 (8 weeks)
E-Term 5: May 24 – July 16 (8 weeks)