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### 2020-2021 FACULTY SENATE XXV - September 28, 2020 Minutes Summary

Faculty Senate

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UNIVERSITY OF NEW HAMPSHIRE  
2020-2021 FACULTY SENATE XXV

The fundamental function of the approved minutes of the Faculty Senate is to accurately document actions taken by that body. Additionally, the minutes traditionally seek to provide context by capturing some statements of Senators, faculty in attendance, and guests. The minutes do not verify the veracity, authenticity, and/or accuracy of those statements.

Meeting called to order at 3:10 pm on September 28, 2020 via ZOOM

MINUTES SUMMARY

I. Roll: The following senators were absent: Knowles and Sample. The Following senators were excused: Bachrach, Halpern, and Seal. The following were guests: Elisa Bolton, Andy Colby, Nicky Gullace, Wayne Jones and Kate Ziemer

II. Remarks by and questions to the provost:

Provost Wayne Jones shared the following remarks:

- The Spring Planning Committee for Education is conducting some focus groups in an effort to identify areas where we can do better in the spring.
- The Spring Student Engagement Committee is getting ready to kick off. Their work will focus on how to engage with students in this new format to ensure a successful spring semester. They will also be looking at the questions of how to move students in and out and how to manage transfer orientation.
- Both of the spring planning committees are also thinking about how to structure student expectations. Some students have taken advantage of the flexibility in a random way, sometimes attending class remotely and other times face-to-face. The Registrar's office has been doing some work on the concept of sister sections. This would allow students to choose between a face-to-face version of the course or a remote version. The idea is that if they choose a face-to-face course section, they have to keep their faculty member in the loop if they will not be in class.
- Enrollment data for the fall will be available on Friday, the R+30 date. The early data is showing that the number of students who chose to defer admission was three times as many as usual, but this was before the first day of classes. Since the first day of classes, the enrollment numbers have not changed very much.

In terms of Covid testing, the staff positivity rate jumped last week and is drifting down now. According to Dr. Peter Degman and the contact tracers at DHHS there is not a lot of student connection related to these positive cases.

- The number of positive covid cases among students has been very low. In response to a concern about whether students are self-swabbing sufficiently or if there was an issue with the testing, a random sample of a couple of hundred samples is being run each day to determine if there is enough RNA in the sample. We believe that the number of students who are attempting to avoid the system is low. However, the reality from the modeling data is that even if just 70% of students are doing their testing correctly, we would have an indication of what is going on. We are also monitoring waste streams from campus

buildings. At this time, the results of this monitoring totally track to the testing results. When our test results from the students was high a couple weeks ago, we saw a higher spike in the waste stream monitoring. It has now declined significantly, and this is consistent with the decline in the positivity rate.

- Beginning tomorrow, the covid dashboard will report the prevalence rate which is the ratio of positive cases to the total number of people, not the total number of tests.
- Work is being done to transition faculty and staff to the self-swab testing protocol and to turn off the Convenient MD contract.

Wayne offered to take questions.

Questions were asked about what specific steps UNH is taking to ensure accurate results from self-swabbing samples. Wayne shared that the lab is taking 200 samples per day that will be tested individually – not pooled. The testing will look for any RNA and for Covid RNA. As well, Health and Wellness is planning to ask random students to swab in front of a staff member when they pick up their next package of test tubes to observe if the student is swabbing correctly.

A CEPS senator suggested, in connection with spring planning that some courses that would otherwise be set up with rotational attendance, be shifted to online only to allow space to be freed up. The extra space could then be used to offer two sections of a class that would otherwise be taught with a rotational attendance model. The provost thought this was a good idea and suggested that the senator write up the recommendation and send it to their associate dean and to Kate Ziemer, chair of the Education Spring Planning Committee.

Another CEPS senator pointed out that the recent security changes to Zoom caused some of his students to miss out on his virtual office hours because they were put in a waiting room and he didn't notice them there. Wayne said that he knows that there are some significant benefits of the Zoom update. He suggested that Terri Winters should be using the IT committee of the faculty senate to help with rolling out changes like this.

A senator from CHHS explained that she has a class of 80 students. Because she doesn't have a room to accommodate them all with social distancing, she has half the students on Zoom one week and the other half on Zoom the next week. It is not good pedagogy and it is confusing. She asked if there were plans to look at this kind of situation more proactively since she will have the same group of 80 students in the spring semester. Wayne said that this is one of the things that the deans and associate deans have been thinking and talking about. As well, the spring planning committee is going to look at the possibility of deploying some of the larger rooms like the Granite state room. He suggested that faculty submit ideas or challenges to their associate deans and to Kate Ziemer for the Spring Planning Committee to consider.

A COLSA senator pointed out that in the testing results data on the Covid website, there is some terminology that is not clear and there is some confusion about how things are counted. Where should questions be directed on this? Wayne suggested that questions could be sent to Dr. Peter Degman or to Marian McCord. Students should call the Health and Wellness number and they should be able to answer these kinds of questions.

A question was asked about graduate students working in the covid testing lab. How many are working there? Wayne said that he didn't know how many but that students are not in the majority because we have

been hiring full-time professionals to staff up the lab. Marian McCord could answer that as well as the faculty members who designed the lab.

A senator asked about the on-campus mask policy since he sees many students wearing masks outside in situations where they are already social distanced. Wayne said that students have been very good about mask wearing and that the university policy is aligned with the town ordinance. A new social media campaign to reinforce mask wearing is ready to kick off. The Senate chair pointed out that the regulation is that you do not need to wear a mask outside when you can be socially distanced. Therefore, if somebody is jogging or walking alone, they don't need to have the mask on.

Erin pointed out that there is a new detailed rider to the *Students Rights Rules and Responsibilities* that has specific health and safety guidelines. She suggested to the provost that this be placed front and center on the covid home page. He said that he would follow up on this.

A COLA senator asked about the extension of flex work arrangements and ADA accommodations into the spring semester. Wayne said that he is meeting with the Provost Council and the associate deans tomorrow to talk about this and he hopes to be able to have something in writing by next week.

A COLSA senator asked if there was a hypothesis to explain why the positivity rate for faculty and staff are higher than that for students. Wayne said that there are two working hypotheses that have come out of Health and Wellness and the DHHS based on their contact tracing work. One hypothesis involved the Labor Day holiday. The other hypothesis is related to schools and school sports starting up. That being said, we don't have any evidence of faculty members that became infected from carpooling or participating in face-to-face meetings without masks. There were three instances among staff and contractors and those have all been addressed.

A senator asked whether faculty could expect students to turn on their Zoom video during class instruction. Is there a restriction on requiring this? Kate Ziemer pointed out that the syllabi guidance group did have some language about best practices on students showing themselves on Zoom and this document didn't say that you couldn't ask for something like that. Andrew Coppens, co-chair of the syllabi guidance group, added that there has been some nationwide conversation around privacy related to remote instruction. It is a complicated issue. He suggested that it is an important issue for a committee to take up. Michel Charpentier added that the issue did come up during the discussion about Respondus software in the context of proctoring exams through student cameras. The important piece was to let students know about this requirement as part of the course description and the syllabus.

A COLSA senator responded to the earlier discussion about Covid testing and the student positivity rate vs. the faculty positivity rate. He said that it is very difficult to compare the two because there are very large differences between the way the university is testing faculty and staff compared to student testing. The frequency of testing and the sampling process is different, and the testing protocol is slightly different. According to a public health colleague that he spoke to, we should look at these as two separate scenarios and not compare the results of the two populations until both are on the same testing regimen.

Erin Sharp, the Senate chair, closed out the discussion by sharing that the Campus Planning Committee has been charged to monitor any concerns about testing that people have heard so that the senate can follow up and keep an eye on issues in this area.

III. Presentation by Dr. Elisa Bolton about the resources available from the office of Psychological and Counseling Services (PACS) - Elisa shared information about the virtual care package offered by PACS. All services are confidential, and the office is providing both in-person and telehealth services. Students who are in crisis and need an urgent same day appointment are encouraged to meet in-person. The office is set up for reduced density and everyone is wearing masks. The PACS offices are in Smith Hall and it is very easy for students to make appointments by calling 862-2090.

Students are being seen for a wide range of concerns, including after relationship break ups, grief and loss, anxiety, depression, substance abuse, disordered eating, and academic struggles. It can be a smaller problem, or it can be a huge problem. PACS is fully equipped to see students with a broad range of concerns. There's no additional fee for their care since students pay a student health fee. The PACS website also has a ton of helpful resources for students, including a recently launched online service called WellTrack which offers online self-help for anxiety and depression and a new module focusing on building resilience.

Crisis counseling urgent consultations are also available 24 hours a day 7 days a week, including holidays and curtailed days. Faculty and staff, for example, can always call and talk to somebody about student concerns. PACS has also contracted with a service called Protocol which is a service for all faculty and staff to consult about a student at any time. Students are also able to call this service to speak to a crisis counselor day or night and weekends.

Elisa shared an overview of the PACS virtual care package that has been sent out to students. She said that she has been very impressed with students' ability to manage through the covid situation.

A question was asked about psychiatric care for students and how PACS handles that. Elisa said that psychiatric care is offered in collaboration with the Health and Wellness office. We have dramatically expanded students access to our psychiatrists.

Asked about the demand for services as students are dealing with covid, Elisa said that the demand is pretty steady but definitely manageable. They are seeing somewhat less acuity than in previous years. This may be due to some students self-selecting to not come to campus.

Elisa closed her remarks by sharing that PACS is still offering the QPR Suicide Prevention training in a social distanced way or via Zoom to any groups who are interested. As well, a new training for faculty and staff on mental health literacy is being offered.

Erin thanked Elisa for her presentation and explained to the Senate that the Student Affairs Committee is working is to get regular updates from PACS.

#### IV. Remarks by and questions to the Chair –

The Senate will meet on October 5 instead of this date being used for committee meetings.

We will send out information on the membership of the spring planning committee for education.

V. Approval of the Minutes from August 31, 2020 - Changes were suggested for Section VII. It was moved and seconded to approve the minutes of August 31. Thus adjusted, the minutes were unanimously approved with no abstentions.

## VI. One-Minute Committee Reports

**Joe Dwyer, Chair of the Academic Affairs Committee (AAC)** explained that once we get through the Spring calendar, we will be reviewing the rolling 5-year calendar and a motion to extend the online add/drop process. The committee will also be reviewing previous Senate motions on diversity equity and inclusion issues related to previous Senate motions.

**Stephen Pimpare on behalf of the Financial Affairs Committee (FAC)** shared that the committee had met with the CFO Jay Calhoun who shared a slide deck about last year's (ending June 31) financials and the current year. Stephen shared one page from the deck (Appendix 6.1). Some of the key takeaways were:

- The pre- covid budget projection for the University contemplated that we would finish out last fiscal year with a \$16 million net surplus after we had put \$50 million into the Reserve fund.
- However, the covid reality resulted in a \$2.2 million deficit and that was after drawing down \$57,000 from our reserves.
- For the current year the projections are for a \$39 million shortfall after we have withdrawn \$18 million from our reserves and includes assumptions a) about what happens on R30 b) that everyone is on campus till Thanksgiving and paying room and board and c) that students are on campus in the spring and paying room and board.
- The larger goal is for the university to find \$43 million in reductions of ongoing expenses starting in the 2023 budget process.
- The committee is scheduled to meet with Jay and have asked for an update on the Huron Report and for clarity on what is going on with System-wide finances and how that plays out in how we are or are not constrained in the System.

A question was asked about whether CARES money was integrated into this budget. Stephen thought that \$13 million of CARES money is already in the budget but he needs to confirm. There is potential for some additional CARES money and the possibility of some FEMA money, but it doesn't appear that it will come anywhere close to helping with the \$39 million shortfall.

A question was asked about what the previous 3 to 5 years of net addition to reserves has been. Stephen shared that the net positive income after contribution to reserves was:

For 2016 - \$24 million

for 2017 - \$16 million

For 2018 - \$13 million

For 2019 - \$24 million

The current balance on the reserve fund is \$95 million.

The full slide deck will be shared with the Wednesday Senate newsletter. The committee is happy to take questions at the next Senate meeting.

**Michel Charpentier, chair of the Information Technology Committee (ITC)** explained that their main charge was to report on problems related to the implementation of new technology in the classrooms. The committee gathered some informal anecdotal information about what the issues and most pressing needs are. They used this information to build a survey that will be sent out soon with the goal of identifying the best place to invest efforts to improve instructional technology including classrooms. The results will be shared with Terri Winters to determine what is doable.

**John Hasseldine, chair of the Library Committee**, reported that concerns have been expressed about the Huron Library report, but no decision has been communicated to the Library committee or to the Library faculty at this point. So, the committee can't do any work associated with the library budget until the budget for the academic year is settled. The Senate chair shared that the Agenda Committee and the Library Committee did have an opportunity to review a draft of the Huron Report and provide feedback over the summer.

There is going to be another round of journal cuts. An email is expected soon from the Library to department reps with an October 12 deadline. Journal subscriptions are based on the calendar year beginning January 1. The library is looking to save a 6-figure sum in this area.

**Ivo Nedyalkov, chair of the Research and Public Service committee** shared that the committee is working to identify representation on the Research Council, the Outreach and Engagement Council, and the resuming Research committee.

The committee is also working on the implementation of engaged scholarship into the promotion and tenure process. At this point, the idea of including a subcategory to scholarship is being considered.

**Andrew Coppens, chair of the Student Affairs Committee (SAC)** shared that the committee is monitoring several issues and he asked for feedback to the committee on these:

- In terms of monitoring the impact on international students, if you are an adviser for an international student, please share if there are any particular issues to consider.
- Following up with PACS on telehealth services and CFAR, please share any information that students have shared about their general interactions with these support groups.
- What experiences, interests, or ideas do you have in connection with the test proctoring center.

Andrew reported that the gender question on Student evaluations of teaching was removed beginning this past summer in response to the senate motion on this issue.

Andrew invited Kate Ziemer to speak. She shared that the syllabus committee that was formed this summer is live and relevant and that efforts are being made to identify ways to keep it up to date and accessible and how to expand this concept of a Resource Hub? She has been working with Cathy Overson and Terri Winters on this and they plan to come to the Senate in the near future to discuss this work.

**Lisa MacFarlane, chair of the Academic Program Committee (APC)** shared that the committee is charged with monitoring three long-term initiatives on campus, the development the Honors College, the progress of the New U committee, and the recommendations of the Discovery Review Committee. As well, the committee has a charge to develop a roadmap for addressing teaching evaluations for the overall campus Community.

VII. APC Motion on Suspending Online Rules through Spring 2021 - Alex Holzniekemper presented the motion to waive the restrictions on online teaching for J-Term 2021 and Spring 2021 as follows

**Rationale:** As the COVID-19 pandemic continues, the academic model for Fall 2020 provides that face to face (F2F) instruction should occur as much as is feasible within the health and safety recommendations. However, the model anticipates a mix of course modalities where some courses are totally F2F, some online, and some with rotating attendance for the class with some students F2F

and others remote in real time. In light of this model, the Faculty Senate has considered all previous motions on online courses:

*April 2, 2013 motion on Honors Program courses not online*

*April 2, 2013 motion on review required for substantial changes in mode or time for courses*

*November 30, 2018 motion to support the offering of online courses designated as writing intensive*

*March 19, 2019 motion on online Inquiry Attribute Courses*

*March 31, 2020 motion to suspend the Faculty Senate rules for online courses for Summer 2020*

*June 2020 motion to suspend the Faculty Senate rules for online courses for Fall 2020.*

**Motion: In order to provide the most flexible model for instruction to meet the educational needs of students within the health and safety guidelines created by COVID-19, , the Faculty Senate suspends all rules related to online courses for Inquiry 444s, Inquiry Labs, Discovery Labs, Honors courses, and Writing Intensive Courses for the J-Term 2021 and Spring 2021 semester only.**

The chair asked if the committee would consider extending this motion to cover summer 2021. Lisa MacFarlane said that the committee would take that as a friendly amendment.

The motion will lay over to the next meeting for a senate vote.

VIII. APC motion to amend Faculty Senate rule 07.12(fs) to allow intermediate Progress Reports to be submitted using an authorized platform other than WebCat - Lisa MacFarlane, chair of the Academic Program Committee, presented this motion explaining that it came to the committee from the University's Student Success Steering Committee, chaired by Nicky Gullace. Nicky was invited to give background on this motion. She explained that the university is trying to transition a number of assessment activities to *myWildcatSuccess*, an EAP platform. There was a 3-semester pilot program using the platform and it was determined that it was a useful in providing a quick and efficient way to do student progress reports. Students are instantaneously alerted if there is a concern that they need to talk to their instructor about. It is very easy for the colleges to access which students have an alert. It also saves the Registrar's Office time because Academic Technology will send out an alert campaign. The hope is to use the software to do midterm grade reports this semester. These reports need to go out on October 12. This motion allows for an amendment to the language in the Student Rights, Rules and Responsibilities to allow a change in the technology used.

The motion was presented as follows:

**Rationale:**

The motion would allow Midterm Grade Reports, Early Alerts, or other intermediate progress reports to be submitted using EAB's *myWildcatSuccess* software (or other successor software). The advantage of reporting on this platform is that students receive messages instantly, alerting them to problematic performance in one or more classes, instructing them to seek help from their professor or TA, and offering them links to academic support resources. If a college so chooses, the student's advisor or associate dean can receive the alert simultaneously and can easily download reports showing all students in their college who need prompt academic assistance. This software is easy to use, since faculty receive a course roster with a pull-down menu which they can fill out or forward to



their teaching assistants. Finally, it unburdens the Registrar's Office from conducting the Midterm Grade Reports and allows the message to be sent out by Academic Technology, using powerful software that reduces the time spent on conducting intermediate assessments.

**Motion:**

To amend Faculty Senate rule 07.12(fs) to allow intermediate Progress Reports to be submitted using an authorized platform other than Webcat and to amend the 07.12(fs) language in the Student Rights, Rules and Responsibilities as follows:

*07.12(fs) Freshman and new transfer reports. Shortly after mid-semester, freshmen and new transfer students will receive progress reports indicating their mid-semester level of performance in all courses. Instructors must report via Webcat or other authorized platform, a satisfactory or unsatisfactory grading of the student's performance up to that time for specific courses.*

In response to questions about the timing of the vote, Nicky said that if this were voted down, it would leave the Registrar's office in a tight spot.

In response to questions, Nicky explained the mechanics of how faculty would submit their reports and she said that it was actually easier than the WebCat process. It involves an email to the faculty member and this email will contain a link which will open a course roster. Instructors open up a pull-down menu next to each name on the roster, if needed, to indicate assessment, and then click submit.

There was a question about confidentiality and how this platform compares to access privileges in WebCat. Andy Colby, the Registrar, shared that *myWildcat Success* is FERPA compliant. The account process used is the same as the WebCat account process. Essentially, *myWildcatSuccess* has the same group of people, the same types of permissions for access to certain levels of data as exists in WebCat.

Lisa MacFarlane asked for questions be sent to her on this motion by Thursday.

The motion will lay over to the next meeting for a senate vote.

IX. APC motion on Earlier Mid-semester Progress Reporting - Lisa MacFarlane, chair of the APC, asked Nicky Gullace, chair of the university's Student Success Steering Committee to present this motion.

**Rationale:**

Deans, Associate Deans, and Professional Advisors have all noted that by the time they receive the Midterm Grade Report for a struggling student, it is often too late to intervene with the necessary assistance to help them pass a class. National studies show that students who are alerted of their need for help earlier in the semester are more likely to receive a passing grade in a challenging class. From the perspective of retention, UNH data shows that the number one predictor of non-retention is poor first semester grades. A student who passes a class does not need to repeat it, thereby helping move them towards timely graduation. The inclusion of a low stakes early assessment in the 4<sup>th</sup> week of classes can alert students to whether or not they have a strong grasp of the course material. Weaknesses may not emerge in homework assignments, which are often completed in groups, so an assessment that tests the individual's grasp of difficult material, even if it is only worth a few points, can result in improved outcomes by alerting the student of the need to seek help. While we understand that embedding a meaningful assessment in the 4<sup>th</sup> week of classes may involve an

alteration of faculty syllabi, particularly for those who customarily rely on Midterm assessments, we believe it is worth it to allow colleges to intervene quickly to right students who might fail otherwise.

**Motion:**

Beginning in the Spring semester 2021, UNH will move from Midterm Progress Reports to Early Alerts Progress Reports undertaken in the 5<sup>th</sup> week of the academic semester and to amend Faculty Senate rule 07.12(fs) language in the Student Rights, Rules and Responsibilities for the Spring 2021 and beyond as follows:

07.12(fs) Freshman and new transfer reports. In the 5<sup>th</sup> week of the academic semester, freshmen and new transfer students will receive progress reports indicating their level of performance in all courses.

There was no discussion. The motion will lay over to the next meeting for a senate vote.

X. AAC presentation on calendar proposal from the Spring Education Planning Committee - Joe Dwyer, chair of the Academic Affairs Committee, explained that the committee is considering changes to the Academic Calendar for J Term 2021 and Spring 2021 based on recommendations from the university's Education Spring Planning Committee. However, the AAC has not yet met to discuss the proposals since it was just received on Friday. This presentation is an opportunity for the Senate to ask questions and to give some initial feedback.

Andy Colby, the Registrar, agreed to present the proposal:

**Proposed January Term**

Dec. 28 (Monday)	J-term classes begin (online only)
Jan. 1 (Friday)	New Year's Holiday
Jan. 18 (Monday)	Martin Luther King, Jr. Day
Jan. 22 (Friday)	J-term classes end

**Proposed Spring Semester**

Feb. 1 (Monday)	Spring semester classes begin
Mar. 8 (Monday)	No classes (UNH open)
Mar. 9 (Tuesday)	Classes follow Monday schedule
Mar. 19 (Friday)	<i>Mid-Semester</i>
Apr. 5 (Monday)	No classes (UNH open)
May 11 (Tuesday)	Last day of classes
May 12 & 13	Reading Days
May 14	Final exams begin
May 20	Final exams end
May 22 (Saturday)	Commencement Ceremony

ORIGINAL		PROPOSED	
January 26 -	Classes begin	Monday, February 1 -	Classes begin
March 12 -	Mid-semester	Monday, March 8 -	No Classes (UNH offices open)
March 15-19 -	Spring recess	Tuesday, March 9 -	Classes follow Monday Class schedule
March 22 -	Classes resume	Friday, March 19 -	Mid-semester
May 10 -	Last day of classes	Monday, April 5 -	No Classes (UNH offices open)
May 11 -	Curtailed Operation Make up Day or Reading Day	Tuesday, May 11 -	Last day of classes
May 12 -	Reading Day	Wednesday, May 12 -	Curtailed Operation Make Up Day or Reading Day
May 13 -	Final exams begin	Thursday, May 13 -	Reading Day
May 19	Final exams end	Friday, May 14 -	Final exams begin
May 22	Commencement ceremony	Thursday, May 20 -	Final exams end
		Saturday, May 22 -	Commencement Ceremony

Andy explained that the one-week delay in starting the Spring semester is to allow a little bit more time for covid to run its course. Any calendar must provide 70 class days in a fall and a spring semester and each semester must have an equal number of Monday, Tuesday, Wednesday, Thursday and Friday class days.

A request was made for the committee to send out to senators a short summary of the discussion about the three-day weekends. A question was asked if there were student representatives on the committee.

Kate Ziemer explained that the individual one-day breaks were the big part of the committee’s discussion. There are some students in the working group, including Nick Fitzgerald, president of the Student Senate. The students indicated that they would prefer that the breaks be used to create two 3- day weekends and that the one planned for Monday, April 5 falls directly after Easter and the end of Passover.

One senator asked about curtailed operations in this blended format environment. Is there a guide for faculty on what is expected during curtailed operations? Andy Colby said that it appears that the University hasn’t had the conversation on that yet. Kate Ziemer said she will take this back to the provost.

One senator asked if the postponement of classes by a week will allow students to move in one week before and whether the same testing regimen would be in place for move in as was done in the fall. Kate said that there would be a sequenced move in and testing before the start of the semester.

A senator pointed out that Monday day- offs throw off lab schedules considerably whereas Friday day-offs do not since most labs don’t run on Fridays. A Friday day off would allow running labs at a normal schedule. Another senator pointed out that this issue affects labs in multiple colleges.

On the timing for approving the calendar, Andy Colby said that his office is trying to time things to sustain the same amount of advising time for spring courses that advisors need and that lining all that up involves a mass update in his systems to the first and last days of the semester and that work should be done as soon as possible. A motion to be voted on at the October 5 Senate meeting would work.

Kate explained that there are representatives from every college on the spring planning committee and that some talking points could be developed for these committee members to bring back to their departments.

Eric Berda, a senator who serves on the Spring Planning Committee, pointed out that this change applies to only one semester. As a CEPS representative he was in favor of the Monday off and that it disrupts fewer people at the university. He suggested that instructors should think about how they can work around the lab issue and he encouraged colleagues to keep an open mind.

XI. New Business – There was no new business

XII. Adjournment - The meeting was adjourned at 5:05 PM

VII. APC Motion on Suspending Online Rules through Spring 2021

### Useful UNH acronyms

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

APPENDIX 6.1

FY21 Budget & FY20 Results

	FY21 Budget*	FY20 Adjusted Budget (AFB)	FY20 Results	FY20 Adjusted Budget vs. Actual Results
<b>Revenues</b>				
Undergraduate net tuition	162,594,169	178,197,103	171,924,857	6,272,247
Graduate net tuition	27,780,610	24,735,301	26,114,649	(1,379,348)
Continuing ed net tuition	13,318,342	17,202,440	13,734,890	3,467,549
Student fees & other financial aid	15,954,291	16,294,898	15,645,857	649,041
<b>Net Tuition / Fees</b>	<b>219,647,412</b>	<b>236,429,742</b>	<b>227,420,253</b>	<b>9,009,489</b>
Grants & contracts - direct	100,530,925	101,382,213	108,875,895	(7,493,882)
Noncapital gifts	10,000,000	10,280,278	15,451,485	(5,171,207)
Sales of auxiliary services - mand fees	34,894,870	36,555,340	29,231,268	7,324,072
Sales of auxiliary services-other	92,973,446	114,109,799	85,796,073	28,313,726
Endowment income used in operations	20,847,091	19,521,881	19,479,362	42,519
Endowment return net of amount used	6,784,060	4,391,289	(14,159,791)	18,551,080
All other operating revenue	119,216,004	121,286,448	118,628,476	2,657,973
Non-operating revenue	6,950,000	21,439,286	18,960,041	2,479,245
<b>Total Revenues</b>	<b>611,843,807</b>	<b>665,396,275</b>	<b>609,683,061</b>	<b>55,713,214</b>
<b>Expenses, Allocations and Transfers</b>				
Employee Compensation	429,748,588	400,292,977	394,619,101	5,673,876
Supplies & services	145,988,690	149,777,767	138,121,803	11,655,965
Utilities	8,854,759	9,768,279	8,681,679	1,086,600
Interest expense, net	6,503,371	6,952,184	6,960,558	(8,374)
Depreciation of plant and equipment	51,749,861	48,657,605	51,139,577	(2,481,972)
Central services allocations	8,565,662	9,298,775	9,300,073	(1,298)
Information technology allocations	(14,390,210)	(1,686,661)	(1,700,921)	14,260
Other operating expenses	0	(16,500)	0	(16,500)
Non operating expense (transfers, net)	(7,235,500)	(8,089,115)	2,618,337	(10,707,452)
<b>Total Expenses, Allocations &amp; Transfers</b>	<b>629,785,221</b>	<b>614,955,311</b>	<b>609,740,206</b>	<b>5,215,104</b>
<b>Net Addition To (Use Of) Reserves</b>	<b>(17,941,414)</b>	<b>50,440,964</b>	<b>(57,146)</b>	<b>50,498,110</b>
Operating Revenue	598,109,747	639,565,700	604,882,811	34,682,889
Operating Expense	637,020,721	623,044,426	607,121,870	15,922,557
<b>Net Operating Rev (Exp)</b>	<b>(38,910,974)</b>	<b>16,521,274</b>	<b>(2,239,059)</b>	<b>18,760,333</b>
Operating Margin	-6.51%	2.58%	-0.37%	

Declining net tuition

Lower auxiliary revenue due to reduced headcount and shortened fall semester

COVID and CERP expenses Drive expense increase that Contributes to projected \$39 Million operating deficit





