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2020-2021 FACULTY SENATE XXV - November 2, 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 November 2, 2020, via ZOOM MINUTES SUMMARY

I. Roll: The following senators were absent: Eshbach and Tsukrov. The following senators were excused: Barnett and Karaivanova. The following were guests: Wayne Jones, Kate Ziemer, Bill Poirier, and Scott Lapinski,

II. Remarks by and questions to the provost: Provost Jones shared the following updates

- The provost said that we are incredibly thankful for the great work of students, faculty, and staff in working through the pandemic. There has been an uptick in positive cases on campus, but more concerning is that the rates are going up in the state and across the country. The UNH metrics show that we remain in the yellow mode but there is worry that we may move to orange. The best advice is to stay the course and keep following our health guidelines. We still have no direct evidence of any transmission within a classroom or within the teaching laboratory and there have been only "close contacts" that came out of classroom and lab work.

The Provost shared a set of slides (Appendix II.1) with these comments:

- New and continuing enrollments in R+30. There is a downward trend for undergraduate enrollment. However, our graduate numbers are up and, as a result, total enrollment for this year is only down about 2.4 to 2.6%. This is very good compared to the spring projections and to the budget which reflects a 5% decline in enrollment. However, the budget ended up breaking about even because our financial aid costs were a little bit higher. The retention rate has remained strong at 86.3%.

- An announcement will be made soon about the return of room and board and fees, assuming that we will make it to November 20. The impact of these refunds to the budget is significant. Accounts will be credited within the next few weeks.

- The CERP (COVID-19 Early Retirement Program) application deadline has now passed. 58 tenure-track faculty and 233 staff requested the CERP. The next phase is to understand where the losses will be. These kind of retirement incentives create artificial compressions and expansions compared to a normal flow of retirements and hiring. It is not a strategic approach. We have faculty leaving where we have significant needs. Officially, the Board of Trustees has said those faculty lines are now gone. However, the reality is that they can't all be gone because we have positions that are required by federal law; we have needs in departments where we have growing enrollments; and we have needs in breadth where we need to make sure that we protect the integrity of the UNH degree. The losses amount to roughly 30% on average across colleges. The deans have their requests for hiring for next year submitted and now there will be review and meetings to figure out how many hires we can do. At the same time, we are watching applications that are coming in and this will also be taken into account.

The provost offered to take questions

- A question was asked about Covid testing for students who will remain working around campus and with external organizations once we go online. Wayne explained that these students will continue with testing. After Thanksgiving, faculty, staff, or students who are coming to campus will be required to test once per week. For some employees who are putting in significant hours, the testing will be twice a week. Testing is also being extended into the Durham community for students who plan to come back and live in their off-campus apartments and finish up the semester there. This is being done out of respect for the community as a whole.

For faculty or staff who do receive a positive result, they will be asked to go to Health and Wellness for a confirmation test if they are local. However, if they want to do another test with their health provider they can do so. Testing done through a health care provider will take longer and the time delay is worrisome.

Faculty and Staff will be getting a message later this week about how faculty and staff will transition to the on-campus testing protocol after Thanksgiving.

- A question was asked about a report from the AAUP union that showed a decrease in tenure-track vs. lecturer hires. In the past there were comments made by the administration that there was a desire to increase tenure-track lines. Wayne said that he has not seen the union report, but he would be happy to look at it and reflect on the data and then respond.

Erin Sharp, the Senate chair, pointed out that the Finance and Administration committee is charged with monitoring the data on hiring across time and in connection with these different job categories. Hopefully the Senate will get a presentation on that data fairly soon.

- In response to a question about students being allowed to continue with independent research, work-study, or labs during the period when UNH is remote, Wayne shared that 1) All courses are online. 2) Work-study should be happening independently, and students shouldn't have to come on campus for this work. And 3) Students who have approval and are following the testing protocol may come on campus for a research lab or if they are part of a senior design project.

III. Remarks by and questions to Bill Poirier, CIO of UNH and USNH - Bill Poirier shared a number of slides (see Appendix III.1)

Bill explained that he has been working through an IT transformation since he arrived at UNH last August. The goal of this effort was to optimize services and to look for ways to gain some efficiencies in the technology arena so that we can save money that can be better used to help our students and our researchers.

There were three key objectives. The first objective was to improve customer service, especially during the consolidation of services across six different institutions. Another focus was that the integration had to be nice and tight with and that the appropriate cyber security elements were in place. There is also the goal around achieving efficiencies/cost savings. This goal became especially important as the project moved along given that the university faced covid and revenue concerns.

The first step was to do the organizational redesign. This involved consolidating the workforce from the six different institutions as well as locally here at UNH. There is also a large effort going on to centralize all of the commodity items through the different structural processes. We want to be sure that we don't

have computers in the fleet that are seven or eight years old. There is also a focus on getting everyone to a standard for use. The goal is to put together an integrated environment across the university system in a way that it can be best supported. As well, outside of the academic areas, there are major business systems that must be supported, including the student information system which is about 20 years old.

Bill shared some highlights about the areas of support IT has provided to the university system and to UNH from the summer to now. One item was a loaner laptop program for UNH students. This was funded through CARES money. Approximately 200 laptops have been loaned out and there are approximately 100 more available

Statewide contracts have been signed for Canvas, Kaltura, and Zoom that covered K – 20. This included the Community College System of NH. This is good from the perspective of embracing NH as a land grant university, but it also saved us a lot of money because of the scaled contract.

Other important work done was to support the university system to support the COVID high flex environment. We were able to achieve this through a state CARES grant of \$6.5 million.

In being responsive to the faculty, the preferred names project was completed in response to a request from the Senate. From a research perspective, the Cray supercomputer was moved to Leavitt Lane instead of Morse Hall because of the available backup power available there.

There will be 24/7 first level IT support available beginning at the end of December.

There is an effort in place to do work to deal with the inadequate assessment tools in Canvas to prevent cheating. Research is being done on this that involves a grant from The Davis Foundation and this work will involve CEITL.

Bill also shared some information about security. A third-party assessment was conducted to identify vulnerabilities across the system. There were some problems identified. This was expected, given the decentralized environment and the fact that there hasn't been a policy that covers the whole university system. Where there have been policies, they haven't all been enforced well enough for us to reduce the risk. We are now working to get the right professionals involved and the right tools to protect the enterprise. This involves looking at the policies that we need across the system to really get at the appropriate culture for moving forward. While this is an academic environment, we still need to make sure that we can protect everyone's work and private information as well.

Bill offered to take questions.

- In response to a question about the vulnerability data that was presented, Bill said that this information was based on a review of the entire USNH system. However, UNH had the largest share of the vulnerabilities and this is expected since it is the largest part of the system.
- Bill also clarified that the 24/7 tech support that will be rolled out later in the year, involves help desk support, including password reset. The service will also be able to do dispatching on larger issues.
- There were several questions about the laptop loaner program. Bill suggested that faculty contact Terri Winters about this program. It is available to students who qualify for financial aid and it covers students at all UNH locations, including the Law School.

- In response to a question about what services are or will be lost with a restructuring that will save \$4.3 million dollars, Bill said that this is possible because the services across the system were not aligned. There were six different apparatus to provide support. There were some employees doing five different jobs and their work is now reorganized to run deeper and this will help to develop capabilities and provide better service. He also clarified that in addition to the cost cuts, there have been CERPs on top of that, but the plan is to refill a certain percentage of those positions.
- A question was asked about the adoption of Kronos. Bill clarified that HR made the decision to adopt Kronos. IT has the job to support the technical side and to integrate the business processes.
- A COLA senator asked about closed captioning capability in Zoom pointing out that it is a wonderful and necessary feature for both remote learning and also for meetings. Bill said that he didn't know when that would be available, but he will find out.
- A COLSA senator asked about the decision that made computer labs unavailable. This decision has left him and other faculty without options for teaching classes that involve computers. Bill said that he wasn't involved in making the decision about the computer labs but that he would get someone to focus on this right away.
- The Senate chair asked, with so many changes, and with IT staff supporting the campuses during covid, how will the service level be monitored. Bill said that IT has definitely been in surge mode, as have faculty and others. But we are getting to a place where we put enough capacity and we are going to be able to now take some pressure off of the staff. We have a whole bunch of work that's being done to bring the whole environment together to make things easier for people and make the performance even better than what it is today. There is still a lot of work ahead.

Bill closed out by thanking the senators for their efforts and their patience as we have all worked through adjustments in the IT process and in dealing with the unique covid environment.

IV. Remarks by and questions to the chair - The chair, Erin Sharp, thanked the Senate for their ongoing contributions and pointed out that attendance and involvement in Senate meetings has been at an all-time high.

Erin reviewed the calendar for the remaining Senate meetings of the fall semester and the planned list of guest speakers.

Erin introduced Scott Lapinski, the new Director of Student Accessibility Services. Scott is attending the meeting as an observer. Scott made a few brief comments.

V. Election for Vice Chair and an Agenda Committee member - The Senate chair reminded the group that the Senate Vice Chair position needs to be filled via an election because Rose Came has stepped down. Kevin Healey has agreed to serve. No other nominations were made prior to the meeting. The chair asked if there were any nominations to be presented from the floor. None were offered and the nominations were closed. **The nomination of Kevin Healey was put to a vote. There was unanimous approval with one abstention.**

Erin shared that the Agenda Committee has nominated Allison Wilder to serve as a member of the Agenda Committee. There were no other volunteers or nominations made. The chair asked if there were any nominations to be presented from the floor. None were offered and the nominations were closed.

The nomination of Allison Wilder was put to a vote. There was unanimous approval with one abstention.

VI. Approval of the Minutes from October 19, 2020 - Changes were suggested for Sections II and III. It was moved and seconded to approve the minutes of October 19. Thus adjusted, the minutes were unanimously approved with 1 abstention.

VII. One-minute reports from committee chairs

Joe Dwyer, Chair of the Academic Affairs Committee reported that the committee is working on the 5-year calendar right now. There is an issue about pushing back the start of the E term in the fall by a week. Any comments or opinions about this should be sent to Joe.

Jeffrey Halpern, Chair of the Financial Affairs Committee reported that the committee has been meeting with Debbie Dutton who runs Development, Advancement, and Endowment. Their current goal for fundraising is \$40 million. The current information the committee has is that the endowment is currently at the level of \$235 million with \$95 million in unrestricted reserves.

The committee has also met with Jay Calhoun, the interim CFO, about the Huron report and the current budget. Currently the budget deficit is at \$4 million dollars, not including the covid expenses. However, the BOT has tasked the university to cut \$40 million by 2023. This amount goes beyond the Huron Report goals. There have already been savings realized from IT and the library with more expected from the library. They are still looking at the Business Service Centers, Facilities, and procurement. The committee is working to make a report to the Senate on their findings.

Michel Charpentier, chair of the Information Technology Committee (ITC), shared that the committee has been reviewing data from the IT survey. The report will be circulated and presented to the Senate once it is reviewed by the committee and Terri Winters.

John Hasseldine, chair of the Library committee, said that the library budget was finalized in October. 10 staff/faculty took the CERP out of 54. Therefore, the library management is trying to figure out how the work will be done after these people have left.

Andrew Coppens, Chair of the Student Affairs Committee said that the committee has had great conversations with Scott Lipinski, Director of Student Accessibility Services. The committee will report on the conversations in the future.

VIII. The Academic Program Motion (APC) on replacing teaching evaluations - Lisa MacFarlane, chair of the APC, reviewed the background of the motion that was presented at the last meeting of the Senate. She clarified that the current focus is on a short-term covid motion for the Academic year 2021. The committee is also charged with developing a roadmap to redo course evaluations based on the 2017 Senate report. The goal of that effort is to have a new system in place for 2022.

The current motion is a bridge to a new system and an opportunity to try some things that people have talked about as being important and useful. We will get some information to see what the issues are and if we are going in the right direction.

A survey of UNH faculty was conducted with responses from 284 faculty. 70% of UNH faculty were clear that they wanted to see a continuation of last year's motion to suspend the traditional student

evaluations. They had a variety of concerns about the current evaluations, including that these were not appropriate to the moment and that it was long past time for us to develop something considerably better.

Faculty do want to know how we are doing and we want information from our students that can help us improve and understand whether some of the things that we've been trying to do in these strange times where many of us are trying new pedagogies and new formats and new modalities about how those things are working.

The committee gathered information from the spring planning committee about the AT survey for faculty and also worked with the associate deans and with the provost's office to understand what our accreditation requirements are because that is really critical and in the context of shared governance. The Faculty Senate shares responsibility for ensuring that we meet accreditation requirements.

Lisa presented the current version of the motion. It contains some changes from the October 26 version:

The Faculty Senate intends to provide an opportunity for students to provide feedback that can be used formatively to assess and improve teaching while also supporting faculty and holding individuals harmless for COVID-related issues that are out of their control. The Faculty Senate therefore moves a two-part motion:

One, during COVID-conditions (yellow, orange, or red), the Senate will suspend the student evaluations of teaching used prior to Spring 2020. Faculty may, however, if they choose, opt to use the on-line teaching evaluations used prior to Spring 2020 by notifying the Information Technology team through their departmental or college administrator.

Two, the Senate will replace the student evaluations of teaching with end of semester surveys that address the effectiveness of course modalities, technologies, and pedagogy. These surveys should be formative in nature and administered with the intent that the information gathered be used to improve the academic experience for both students and faculty in the spring of 2021, when we anticipate a continuation of our current status. We anticipate three sets of open-ended questions not to exceed 8 questions. All faculty will administer 4 common questions on instructor/course effectiveness; and 1 question specific to course modality; in addition, departments and programs may add as optional no more than 3 questions specific to individual courses and program needs specific to the discipline.

Neither the surveys nor the standard evaluations are to be used in assessments for renewal or promotion and tenure decisions unless the faculty member explicitly asks for them to be admitted into the process. This motion applies to all course instructors, including teaching assistants. In the rare case where a program's accreditation standards specifically call for a single and particular (rather than general) type of evaluation of teaching, programs may, in the context of shared governance, develop holistic methods.

Lisa shared the currently proposed questions:

Please note that the university expects all courses, including Discovery and elective courses, to be rigorous and challenging.

Your year, major and (if desired) your expected grade

- 1. What did you learn in this course?***

2. *What did your instructor do that was effective in helping you master the material? You may wish to choose a class session that was most inspiring and discuss why.*
3. *What was an ineffective practice, and why? You may wish to choose a class session that you found less successful than others and explain.*
4. *Do you have any other comments about this course or the instructor?*
5. *Because of the pandemic, many course formats were changed. Think specifically about your course format. Did you have any specific challenges because of the format? What technologies worked well for you?*

Then, optional: departments and programs could add a question that is discipline specific; and individual instructors could add a question specific to their course.

There was a question about why the two parts of the motion needed to be together in one motion instead of separately. Lisa responded that if we were to separate them and the first part that allowed the suspension of the traditional course evaluation were to pass, but the second part did not pass, we would be in a position where we would be getting no feedback from students for 18 months and that is not possible in connection with accreditation. It is also irresponsible for us as a faculty to not get feedback from our students.

There was a concern that the Senate has not yet seen the replacement survey questions.

A senior lecturer pointed out that, regardless of this motion, the evaluations are used as part of lecturer renewals by contract. So, for lecturers to not do the standard evaluations, it will work against them.

A COLSA senator said that one of the ways in which course evaluations are particularly problematic is in their biases, particularly against women and junior faculty, and faculty of underrepresented groups. These biases have been well documented and substantial. How will the survey counter those biases or at least how can we think about ways in which we can prevent similar biases from arising in this new questionnaire?

Lisa responded that it might not actually ever be possible to design course evaluations that don't reflect implicit bias. However, by passing this motion we have a chance when students write in sentences to get information that allows us to read those evaluations more closely and see the bias that's in them as opposed to just knowing that it's there through the quantitative measure. The way that students express themselves often helps to contextualize their responses. We would be able to experiment with something that might help us create a better ultimate outcome in a year. A follow up question was asked about the importance of including language about implicit bias when the evaluations are delivered to students. Lisa said that this was one of the recommendations of the 2017 report.

A question was raised about how to improve the response rate, especially given that the nature of the questions is changing and that these surveys are still being conducted online. Lisa said that the committee has given some thought to this in connection with the long-term motion. Some schools have a system in place where students don't get their grades until they have completed the evaluation.

A History Department senator asked whether a department could choose to add department level questions to the survey and how this would work. Lisa said that she thinks departments would be free to add questions. However, if a department wanted to replace what the Senate voted on with their own questions, they probably need to come to the Senate and ask for that. **A friendly amendment was accepted to add this language to the motion: *In addition, departments and programs may add as optional no more than 3 questions specific to individual courses and program needs specific to the discipline. Departments are also free to use supplemental items.***

A question was asked about student sentiment on this motion. Lisa said that there is an undergraduate and a graduate student on the committee and they have indicated their support.

A CEPS faculty member asked if an instructor could select the traditional SET for one course and the new survey for another. Lisa said that she thought this would be possible.

The same CEPS faculty member asked about the possibility of including some numerical questions. Lisa wondered whether if designing some sort of numerical question was important, could we take it up after the motion was passed.

A COLA senator asked about the final paragraph of the motion that says that the results don't get put into the process for renewal or tenure or anything and wondered how that would be controlled. Do faculty have direct access? Do the Deans and chairs see the results? Lisa said that they are still working through the details with Academic Technology and still working out how to aggregate information and yet preserve the holding harmless feature during this time.

A Paul College senator asked whether faculty could see their results and then decide whether to include them in promotion and tenure packages. He also made the point that not including them can be seen as "information" also and we have to think about how a P&T committee will take or not take this into account. Lisa said that the way the motion was written last spring did allow faculty to see their evaluation results and then decide after the fact whether to include them. She also pointed out that there are many ways to assess teaching besides the surveys or the 14 questions on the course evaluations. One of the goals in the longer-term process would be to move us towards a more holistic and more nuanced assessment of effective teaching. While it's nice and easy for chairs and deans to get a spreadsheet with the data on it, it is not best practices for assessing effective teaching for all the reasons that people have brought up.

In response to a question about whether the evaluation or survey is non-optional, Lisa confirmed that if we approve this motion, every faculty member does have to do something, either through the traditional evaluation process or the new survey process.

A CEPS senator pointed out that her department has asked open ended questions related to the department and to courses for decades. People read them and learn from them. They are great.

Andrew Coppens from the Education Department pointed out that there are very few silver linings in this pandemic but that he believes this proposal is one of them. The Senate report on evaluations was completed in the spring of 2017 and there hasn't been any action on it despite the fact that it was a highly detailed and very much supported with evidence. This is a really hard issue to move forward on. Covid is giving us an opportunity to try something out for a bit and learn from that. He said that he urges his colleagues to take up this opportunity.

Andrew also shared that his training was at UC Santa Cruz where they have a history of narrative evaluations. As soon as they implemented letter grades the narrative evaluations disappeared and students stopped paying attention to them and faculty stopped using them. This may be an opportunity for us to give formative and more narrative evaluations a chance to grow on their own more and then afterward we can sort of combine them with some sort of more numerical and quantitative approaches. In the long term, it doesn't have to be one or the other. In the short term, this is the right approach.

A COLA senator shared her observation that this proposal and the questions allow us to take advantage of the pedagogical value of student evaluations and that downstream we might figure out how to evaluate these answers for their bias in a way that is more nuanced than numerical evaluations allow us to do. Even apart from that, the questions have pedagogical value, and we have an opportunity to take advantage of that in these covid times

Lisa said that the other charge that the APC has is to tease out what issues there are in Discovery. Last year we had a charge to develop a faculty description of what constituted Student Success. And now with faculty having the chance to vote on a formative pedagogically more nuanced way of ensuring that we are meeting our goals in general education and all of our programs, we have an opportunity as a faculty to really take ownership in a powerful way of our curriculum.

Tim Montminy pointed out that the motion was not clear about the time period that it covers. **A friendly amendment was accepted to clarify *that the motion applies to Academic Year 2021 only.***

Catherine Moran asked for an amendment to the sentence about renewal to read as follows: *Neither the surveys nor the standard evaluations are to be used in assessments for renewal, promotion, or tenure decisions unless the faculty member explicitly asks for them to be admitted into the process.* Lisa accepted this change as a friendly amendment.

A CEPS senator suggested an additional question for the survey, *“What would you suggest to improve things?”*

There was a discussion about how the Senate would be involved in approving the evaluation questions and it was agreed that the APC would present the survey questions to the Senate at the next meeting. Lisa accepted the addition of this statement as a friendly amendment: ***“These items will be vetted and prepared for presentation to Senate at the November 16 Senate meeting.”***

The motion, as amended, was put to a vote:

Motion: The Faculty Senate intends to provide an opportunity for students to provide feedback that can be used formatively to assess and improve teaching while also supporting faculty and holding individuals harmless for COVID-related issues that are out of their control. This motion applies to academic year 2020-21 only. The Faculty Senate therefore moves a two-part motion: One, during COVID-conditions (yellow, orange, or red), the Senate will suspend the student evaluations of teaching used prior to Spring 2020. Faculty may, however, if they choose, opt to use the on-line teaching evaluations used prior to Spring 2020 by notifying the Information Technology team through their departmental or college administrator. Two, the Senate will replace the student evaluations of teaching with end of semester surveys that address the effectiveness of course modalities, technologies, and pedagogy. These surveys should be formative in nature and administered with the intent that the information gathered be used to improve the academic experience for both students and faculty in the spring of 2021, when we anticipate a continuation of our current status. We anticipate three sets of open-ended questions not to exceed 8 questions. All faculty will administer 4 common questions on instructor/course effectiveness; and 1 question specific to course modality. These items will be vetted and prepared for presentation to Senate at the November 16 Senate meeting. In addition, departments and programs may add as optional no more than 3 questions specific to individual courses and program needs specific to the discipline. Departments are also free to use supplemental items. Neither the surveys nor the standard evaluations are to be used in assessments for renewal, promotion, or tenure decisions unless the faculty member explicitly asks for them to be admitted into the process. This motion applies to all course instructors, including teaching assistants. In the rare case where a program’s accreditation standards specifically call for a single and particular (rather than general) type

of evaluation of teaching, programs may, in the context of shared governance, develop holistic methods. From the Provost Senate Action:

The motion passed with 52 in favor, 1 opposed, and 4 abstentions.

IX.. **New Business:** There was no new business

X. **Adjournment:** The meeting was adjourned at approximately 5:05 pm

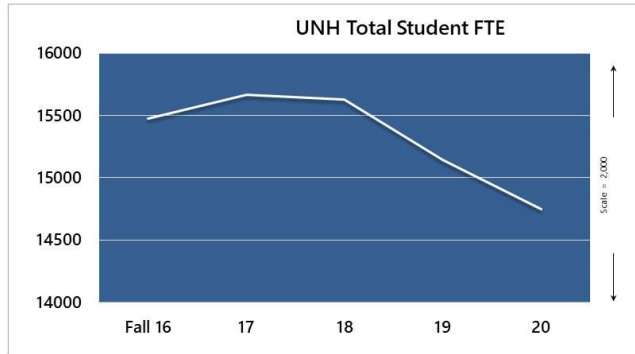
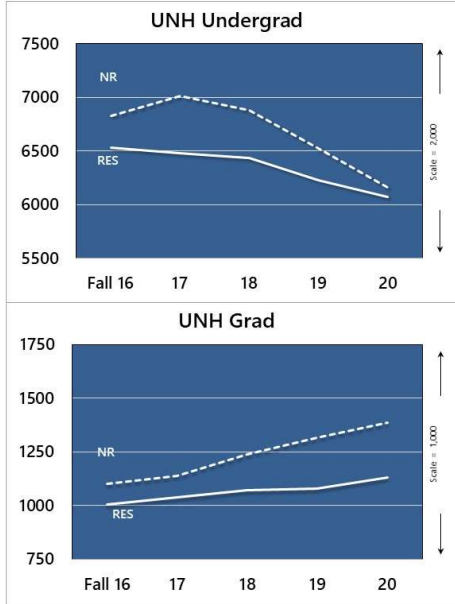
UNH Acronyms key

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

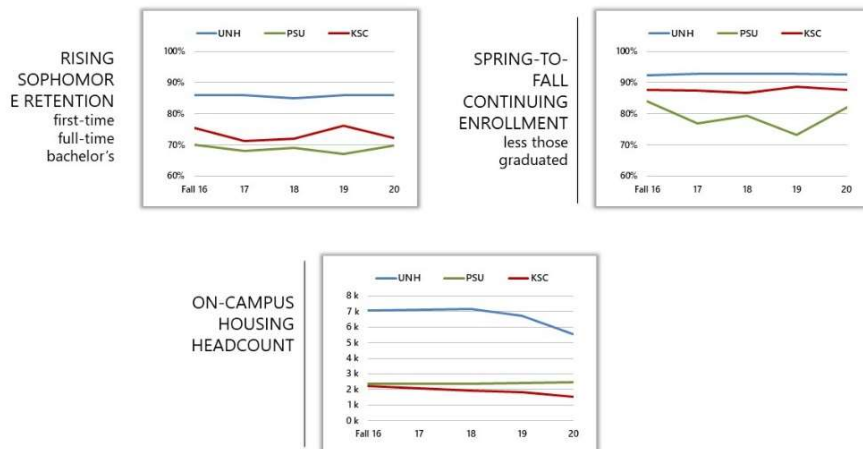
APPENDIX II.1

PPT Slides from Provost Jones' presentation

New & Continuing Enrollment FTE



Undergrad Housing, Retention, Spring-to-Fall Continuation 5 Years



Data from campus Institutional Research.

Progress To Date: CERP

- 292 (59 tenure track faculty, 233 staff)
- Phase 1: maximize applications – complete
- Phase 2: map the approved CERPs – underway
- Phase 3: analyze which positions will need to be refilled
E.g. federal requirements, critical to mission, growth area and overlap with Huron



CERP – Academic Program Strategy

| College | Eligible Faculty | Confirmed Retirements | Percentage confirmed |
|--------------------|------------------|-----------------------|----------------------|
| COLSA | 25 | 9 | 36% |
| CEPS | 41 | 10 | 24% |
| PAUL | 14 | 2 | 14% |
| UNHM | 10 | 2 | 20% |
| CHHS | 18 | 8 | 44% |
| COLA | 73 | 23 | 33% |
| Law | 7 | 2 | 29% |
| Library | 3 | 2 | 67% |
| Grand Total | 191 | 58 | 31% |



APPENDIX III.1
PPT slides from Bill Poirier's presentation

Enterprise Technology & Services Update

Bill Poirier
USNH/UNH CIO

Overview

- **IT Transformation Update**
- **Summer / Fall 2020 Highlights**
- **Cybersecurity Update**



IT Organizational Redesign:

- Integrate centralized/major IT organizations across USNH and local UNH IT workforce into a new enterprise service framework and organization
- Rethink service delivery with an eye to the future capabilities and needs



Centralize Commodity and IT Infrastructure Investment to counter 'Tech Debt':

- Aging computer fleet requires deliberate and risk-managed investment
- USNH IT infrastructure to ensure institutions leverage secure and reliable technology tools to deliver world-class academic and research capabilities



Reimagine Major Business Systems and Activities:

- People/Processes: Redesign Functional Organizations (e.g. FAR, C. Provencher)
- Technology: Modernize USNH business platforms (e.g. ERP, B. Poirier)

- **USNH Board:** Optimize services across USNH under one CIO to improve service delivery, realize economies of scale, and increase value to the USNH community.
- **USNH Presidents:** Empower USNH/UNH CIO to drive transformational change that creates a scalable, affordable and secure ecosystem to support student success and research--today and tomorrow.
- **UNH President:** Leverage Huron analysis to optimize technology services across UNH to meet customer needs while achieving cost savings for the university.



**Maintain / Improve
Customer Service**



**Achieve Efficiencies /
Cost Savings**



**Improve Eco-System
Integrity / Integration**

Fall Semester by the Numbers

- 81: Virtual office hours held for teaching-focused consultation
- 126: Owls nested in classrooms
- 193: Classrooms upgraded to Zoom capable across USNH institutions
- 200+: Loaner laptops distributed to UNH students in need
- 234: Teaching-focused training sessions/workshops held
- 1,000+: Faculty participants in training/workshops
- 15,700: Wildcat Passes produced and regularly updated
- 136,500: K-20 users covered by state-wide Canvas, Kaltura, and Zoom licenses
- 230,000: COVID tests supported by data feeds, analysis & reporting
- \$4,300,000: FY22 projected savings from IT transformation
- \$6,500,000: Grants for USNH classrooms to support HyFlex environment

- Added more faculty flexibility to technology enhanced classrooms
 - "Video Mute Projector" feature in Zoom Classrooms
 - Added [instructions](#) for Zoom Gallery View on Second Screen
 - Added "lecture mode" to Paul College TEAL rooms
- Created additional *Talk about Teaching* sessions focused on [creating connections](#) and [student engagement](#) in hybrid classes
- Implemented Preferred Name following UNH Faculty Senate Motion
- Deployed Cray Supercomputer in enterprise data center
- Developed USNH.edu/IT status page for vendor products

- Challenges of hybrid classes—Next steps:
 - Offer full support for pivot to remote teaching after Thanksgiving
 - Convene faculty focus groups on best practices for hybrid teaching in January
 - Offer programming in January to support faculty course preparations for Spring 2021
 - Install new podium, control system, and projector for Horton 210
 - Replace projectors in Horton 4, Murkland G17, Parsons NB22, Nesmith 111
- Concern about student access to computer equipment & Internet—Next Steps
 - Continue to advocate that laptops were purchased for students through CARES Act
 - Provide 24x7 technical support starting in late December 2020
- Inadequacy of myCourses (Canvas) assessment tool for math & science, custom grading, & preventing cheating—Next Steps:
 - Research alternate assessment applications for myCourses
 - Develop new Teaching & Learning Resource Hub with CEITL (grant from Davis Foundation)

Insufficient Policies, Standards and Enforcement

- Lack of system-wide Policy and Standards
- Disparate institutional practices and cultures
- Lack of Enforcement of security best practices



Inadequate Tools and Expertise

- No real-time monitoring / alerting for most devices
- No centralized log analysis capability for most devices
- No scanning for most devices
- Staff training and uplift needed in specific security tools

Poor Cyber Security Hygiene

- Out-of-support software
- Unpatched software
- Insecure services running
- Default passwords
- Test or Default web pages and settings
- Weak encryption settings
- Services exposed to the Internet
- Web application vulnerabilities

Remediation Work by Cybersecurity Team

- Preparing new policies and standards for USNH
- Ensuring all campuses are involved in the remediation efforts
- Integrating new tools and cybersecurity professionals to improve threat identification and response

