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2020-2021 FACULTY SENATE XXV - December 7, 2020 Minutes

Summary

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UNIVERSITY OF NEW HAMPSHIRE  
2020-2021 FACULTY SENATE XXV

Meeting called to order at 3:10 pm on December 7, 2020, via ZOOM  
MINUTES SUMMARY

I. Roll – The following senators were absent: Cashman, Caron, Colleran, DeJoie, Eshbach, Feldman, McClain, Mitchell, Mulligan, and Sample. The following guests attended: Wayne Jones, Kate Ziemer, Kenneth Holmes, Nadine Petty, Nicky Gullace, and Scott Smith.

II. Remarks by and questions to the provost – Provost Wayne Jones provided the following updates:

- Budget planning is taking place with the first projection showing that UNH is down approximately $2 million on our base budget. COVID costs are being accounted for separately in the hope that working with the state, with some possible federal stimulus money, we will be able to offset some of these costs.

The search process to fill the CFO position is being started up. Plans are being made for a budget road show starting in January.

- Information was shared at a recent meeting of department chairs about an opportunity hiring program that is still in development. This kind of program would be used when there is an opportunity for spousal situation or a diversity situation. It would allow the university to centrally make a hire if necessary if one of these opportunities arises.

As well, there is a team coming together to create an RFP program for cluster hires. The idea is to do a series of hires in multiple departments that straddle departments and colleges. These hires would take place in areas where we can drive excellence in our scholarship as well as support our ongoing academic program. The goal is to roll out this program early in the spring semester.

A question was asked whether cluster hires would affect a department's ability to replace faculty lost to retirement. Wayne responded that while cluster hires have not always been successful at UNH in the past and in other institutions he has been part of, there are universities nationwide that have done this effectively. There is a small group working on this effort at the provost level right now. The goal is to learn from other institutions and find the best practices that are out there. In any case, there is still base hiring that we have to do to make sure that we are getting the breadth of curriculum that is needed and this cluster hire effort can’t replace that.

- Wayne was asked to provide a reflection on recent developments at the University of Vermont (UVM), [a proposal to cut low-enrollment academic programs in the arts and sciences: 12 majors, 11 minors, and 4 master’s degree programs]. Wayne responded that he hasn’t talked to the UVM provost about this yet. He suggested that he would be willing to coordinate a small group to discuss it after the holidays when he has learned more about this. He also said that there are no plans at UNH at this time to close departments or programs in the way it was described at UVM. That being said, every semester
that he has been in a leadership role, we have turned off some degrees or minors and also turned on new degrees. This needs due diligence to make sure that we don’t have programs where there are no students in them. Under enrolled courses are always going to be a problem. We have to push back against those whenever we can. At the same time, we need to be looking at the underlying infrastructure and the way we are built. This is what we have tried to do in the areas of the IT work, in financial services, and in the restructuring that is going on right now in facilities, in the motor pool and in the Student Affairs area.

III. Remarks by and questions to Kenneth Holmes, Senior Vice Provost for Student Life

Kenneth presented a series of slides (see Appendix III.1) and shared the following remarks:

The main goals that have been set for the year ahead are:

- There is a focus on finalizing the organizational structure and to think about how we deal with leadership and staffing. There may be some areas not currently under Student Life that could be brought in. There will also be a focus on tearing down silos in order to better work as a team to support students.

- In the area of staff development and training, the senior leadership are having monthly conversations around DEI and have begun to develop an assessment team that will look at all areas in Student Life and make decisions about how to improve the work we do for students and the community.

- There is a goal to be deliberate in developing student learning outcomes for all of student leaders, RAs, orientation leaders, clubs, and organizations, as well as our student employees to ensure that students are engaged and that they learn and get something out of the experience.

In the area of managing COVID-19, the first goal is to make sure that students keep themselves safe along with faculty and staff. A great amount of time was spent in the fall on safety compliance. This was not just about rules and regulations but also about getting buy-in from student leadership in getting that done. This involved work with the student government (both undergraduate and graduate), the incident reports process, and spending a lot of time on student concerns, including basic needs in terms of food, housing, dean’s letters, and mental health.

In the area of Academic Intervention Support Letters (aka Dean of Students Letter), there is a new effort to manage these letters through the Clockwork system that is currently used by the Student Accessibility Services and the goal is to implement this change at the beginning of the spring semester.

For spring semester planning, there is a committee working to develop plans for how we will engage students, and this will include three focal points, 1) providing students with face-to-face engagement, 2) providing opportunities for students to have living/learning opportunities and 3) is to strengthen institutional outcomes and continue to have relatively strong enrollment.
A staggered move-in for the spring semester is planned to begin on January 27. A number of programs and services are being organized to keep the students occupied during the time before classes start on February 1.

The goal is to overwhelm students while they're away between semesters with support and information about what they can expect for the spring.

The spring orientation committee, directed by Christa Ricker, is organizing a completely virtual program which will begin on January 13.

**An off-campus task force** has been formed to look at the needs of and services for off-campus students. A review of information shows that most of our infections happened off campus this semester. The task force will look at how we can better collaborate with landlords and other community partners and it will focus on developing a communications plan where we're working with students in real time about what's going on, both on campus and in connection with off campus programs that we hope to develop. There will also be work done to develop a program where, even after COVID-19, there is a more concerted effort to help students transition from on-campus to off-campus living.

In this era of COVID-19, we need to be including some of the programs and services that we have on campus to ensure that we reduce the infection rate in the off-campus population. We will have to deal with the issue of large gatherings and parties. But the hope and the goal are to not always have to take punitive measures get that control. There will be work done to tighten up the processes and programs to be clear about the consequences.

*Kenneth offered to take questions.*

- A question was asked if there was any data on the number of students experiencing mental health issues this semester. Kenneth said that he was expecting to see data about this soon. However, Res Life and Housing each conducted surveys around issues on campus, as they do every year. The survey results indicated that about 25% of students have been struggling with covid in connection with classes and other things. Kenneth said that PACS and Health and Wellness have been sending out weekly virtual care packages and checking in on students to make sure that they are aware of the services available to them.

- A question was asked about how many students who were on campus in the fall have made the decision to not return to campus in the spring. Kenneth said that the numbers in housing will be about the same. They are not down as much as we thought they would be for the spring. In the recent survey of students, they made very clear that they made the decision to come to campus in the fall was because they want to be with their friends, and they wanted to engage. However, when the semester started, they felt like it was a bait and switch, and they were stuck in their rooms. So, it is important that we give them a sense of what we will be doing differently in the spring semester.

Kenneth offered to take any additional questions by email directly or they can be sent to Shari Robinson, Interim Dean of Students. Erin also shared that Andrew Coppens, chair of the Senate’s Student Affairs Committee, is serving on the Spring Engagement Committee.
IV. Remarks by and questions to Nadine Petty, Chief Diversity Officer and Associate Vice President -
Dr. Petty shared remarks about her top three priorities:

1. **Work with enrollment services on ways to diversify the student body** - This has included discussions with Pelema Ellis to determine the best ways and the best methods for increasing the number of students from diverse backgrounds who are interested in coming to UNH and on how to increase the yield - actually getting more students to ultimately choose UNH as their destination.

   One partner in this effort is Kevin Lyons, Senior Enrollment Management Data & Information Analyst. He will be helping to prepare a research study working primarily with faculty of color, specifically with faculty who identify as black or African American, about what they see as attractive or maybe not so attractive when it comes to particular faculty positions or assignments at UNH. The effort will involve collecting honest information to help UNH think about how we can best shape, recruit, and incentivize our positions so that they are attractive to faculty of color in the future.

2. **Work with Provost Jones to help diversity our faculty hiring** – We are working together collaboratively right now on a framework on a diversity recruiting and hiring framework that involves diversity benchmarking, what we would call a scorecard. This work will involve meeting with search committees, search committee chairs, department chairs, as well as Deans to determine different metrics. For example, one of those metrics is determining what a diverse pool looks like for individual departments. This is something that the search committee identifies and that the chairs and deans agree on. During the search process, if there is not a diverse pool, we don’t want to move the search forward since, if we don’t have a diverse pool, we can’t say that we have an opportunity to increase our diversity faculty hires.

   There will be a lot of support on the front end to help with the recruiting stage.

3. **Increase the scope and the frequency of diversity education opportunities across campus** – Currently, there are some things in place at UNH that we are working to enhance. There will be enhanced offerings through CEITL. These include a series in January with the Community Equity and Diversity Office and some of our social justice educators on the topic of decolonizing the curriculum. A diversity trainer has been invited from outside of the institution to do an implicit bias session and there will be another offering of this in February and April. There is also work being done with a UNH PhD student and others to introduce different topics and other different types of training and education.

   Dr. Petty pointed out that there appears to be a lot of interest in these topics but there may be concerns about access and concerns about how often they're being offered.

   Two of the main ways that this work is being operationalized is through two new donor driven funds that have been set up with the help of the Advancement and Foundation office. These funds will support directly the diversity initiatives and other initiatives down the road. The first fund is *Diversity, Equity, and Inclusion Strategic Initiatives Fund*, intended for faculty and staff specific things. For example, funds to be used for faculty development, opportunities, for faculty hiring initiatives, for curriculum development, any kind of campus-wide inclusive programming. This fund could also be used for DEI training and education. The fund will support anything campus-wide tied to DEI and social justice.
The second fund is the *Wanda Mitchell Diversity Recruitment and Retention Fund* which will be used for student-specific scholarships and student recruiting and retention initiatives.

*Dr. Petty offered to take questions.*

Erin Sharp asked if the NSF report on diversity PhD candidates could be made available to senators. [The report link is: https://www.nsf.gov/statistics/srvydoctorates/#tabs-1]

A **COLSA senator** asked about the tools that would be available to search committees to help them recruit more diverse candidates. **Nadine** said there will be several resources available, including the NSF report, subject area experts in the UNH library who will work with the search committees and their departments to help generate individuals who have expertise in particular fields who might be potential recruits. Nadine said she is also a resource because she has a network of faculty, particularly faculty of color. Carrie Grube, HR Recruiting manager, and other HR specialists are also a good resource. No committee should feel stranded and overwhelmed by this.

A **CEPS senator** asked about a process he has heard used successfully by other universities that makes the first round of applicant screening completely blind as to the identity of the candidate except for their research proposals. Feedback on this process has been that a different set of candidates float to the top than what you normally get by screening CVs. He wondered whether this process is compatible with the ideas that UNH is looking at to increase diversity? **Nadine** responded that using this process might depend on the department and the pool and that she doesn’t think that there's a one-size- fits-all approach for any department because the definition of diversity is going to be different depending on the situation. It might be that a department is seeking women because they are not well represented in that area. For others it might be a racial or ethnic minority, and for others it might be something else. However, blind reviews do help to address some of the implicit biases that we all carry as humans and help to remove it from the process.

An **Education Department senator** asked about the definitions of diversity and how much further you go beyond black and brown. **Nadine** responded that diversity in a true sense is everything, not just what she calls visible diversity. It is not just race and ethnicity, gender, or sexual orientation. For faculty it could also be a diversity of research interests. But it gets challenging when we're looking at diversity in the bigger scope. We also know that the President has made very clear that the focus should be race and ethnicity because that would appear to be the piece of diversity that we have the least of at UNH, particularly in specific departments. That is the gap we're trying to fill because that is the most obvious gap. But she said that her personal definition is diversity in its truest form.

A follow up question was asked about how Nadine is collaborating with other departments on campus when entering into areas that aren't as familiar, including disability. Nadine explained that her office works with the University Commission on Community, Equity and Diversity(UCCED), a large committee that includes faculty, staff, and students. The goal of the committee is to have representation from different departments to ensure that we have a wide lens. The commission includes a representative from SAS (Student Accessibility Services) who helps to keep the commission grounded in areas of disability, accessibility, and ableness.

Erin Sharp pointed out that Professor Don Robin, Communication Sciences & Disorders, is serving as the Faculty Senate representative on UCCED.
Nadine offered to take additional questions by phone or email and pointed senators to the UNH DEI website, https://www.unh.edu/inclusive/

[After the meeting, Nadine shared a presentation on resources for faculty searches. This is also available as Appendix IV.1 to these minutes.)

V. Remarks by and questions to the chair - The Senate chair, Erin Sharp, shared the following updates:

- The Campus Planning Committee will be sending out some information about employee testing procedures now that the COVID-19 testing is being moved over to the UNH testing lab.

- The Agenda Committee is scheduled to meet on Monday, 12/14. If you have any questions or issues to be considered, please email Erin.

- A system-wide faculty summit will be held on December 18. Registration is required. Information proved by Catherine Moran was shared in a recent Senate newsletter.

- The Academic Program Committee has been working through the teaching evaluation process for this year. Unfortunately, the senate-approved alternative for the fall was not able to be implemented centrally this semester. The APC is working with Kate Ziemer, CEITL, and Academic Technology to streamline the process for the spring semester.

- Erin invited Ivo to provide an update on work from the Research and Public Service Committee. Ivo shared that the committee is finalizing their report on engaged scholarship and will be shared early in the spring semester. The report uses a definition of Engaged Scholarship as “the mutually-beneficial collaboration between UNH and external partners, local, state, regional, national, and global for the purpose of creating and applying knowledge to address societal problems and to enrich student learning.”

The committee’s report will also recommend that engaged scholarship be valued, but not required, in the promotion and tenure process.

Provost Jones expressed support for the idea of valuing engaged scholarship. UNH was recognized until a few years ago for its level of engaged scholarship and there is a desire for success in this area be recognized again.

VI. Approval of the minutes from November 16, 2020 – It was moved and seconded to approve the minutes of November 16, 2020. There were no corrections. The minutes were unanimously approved.

VII. Approval of the minutes from November 30, 2020 - It was moved and seconded to approve the minutes of November 30, 2020. Corrections were offered in sections II, III, IV, and VII. Thus adjusted, the minutes were unanimously approved with one abstention.
VIII. Discuss and Vote on AAC Motion on extending changes to the Add/Drop Process for spring semester.

Joe Dwyer presented the motion that was previously presented at the November 30 meeting, as follows:

    **Rationale:** UNH will likely continue to be in a “yellow mode” of operation in the Spring 2021. The Faculty Senate passed a motion in the Summer 2020 to allow for a fully online ADD/DROP process for the Fall 2020. The change to procedures was made in order to reduce the amount of contact between students, instructors, and staff and to help maintain the COVID-19 classroom density recommendations.

    **Motion:** The Faculty Senate approves moving the Spring 2021 ADD/DROP process fully online in light of the COVID-19 pandemic.

There were no comments or questions in connection with the motion.

The motion was put to a vote. **The motion passed with 51 in favor, one abstention, and none opposed.**

IX. SAC Motion on Academic Instruction During Curtailed Operations

Andrew Coppens, Chair of the Student Affairs Committee, introduced the following motion:

    **Motion on Academic Instruction during Curtailed Operations**

    **Rationale:** Although we recognize that (1) a curtailed operations event at UNH does not constitute a holiday or “day off” for university employees or students, and (2) curtailed operation days continue to be programmed days of instruction during academic semesters it is the case that curtailment responds to varied circumstances of disruption in instructors’ and students’ abilities to continue normal and planned operations. These disruptions may include damage to property or persons needing immediate attention, loss of power and/or internet connectivity, etc. The unpredictability of such disruptions and their person-to-person variance require localized and customized accommodations by instructors and have the potential to exacerbate issues of equity among both students and faculty – the most under-resourced among the campus community are, on the whole, likely to be disproportionately affected by conditions prompting curtailment. Instructional response to such varied circumstances requires nimble and flexible adaptation, which must respond both to issues of equity (i.e., ensuring all students have equitable access and opportunities to learn and succeed) as well as to issues of pedagogy (i.e., determining the best way to engage students in learning under rapid changes in the feasibility of course modalities and academic technology support). The Faculty Senate asserts that course instructors are the best informed and most expert in making curtailment adjustments to uphold educational equity and to uphold high-quality pedagogy in ways that conform to specific subject matter demands. Expansions of course modality diversity during the COVID-19 pandemic have pushed instructors and students to be creative and flexible regarding course delivery modalities and have also underscored the co-dependency of this flexibility with academic technology and internet connectivity. Although non-face-to-face modalities have become more common under COVID-19 campus status conditions, both academic technologies
and internet connectivity resources, in addition to concerns such as availability of childcare and other family resources, are specifically threatened in conditions that lead to curtailed operations. The appropriate standard of instructional continuity to be upheld despite days of curtailed operations is the federal definition of a credit hour, summarized in the recent Senate Motion #XXIV-M18 (https://www.unh.edu/sites/default/files/departments/faculty_senate/on_including_common_language_about_fed_def_of_credit_hour_motn_xxiv-m18-050420_1.pdf). This standard does not require that particular instructional days or synchronous modalities are upheld during curtailed operations. We therefore endeavor to clarify and further specify the 11/16/2020 direct communication from COO and VP of Administration Christopher Clement (which could be read as suggesting continuation of synchronous instruction during curtailed operations), and in the following motion to align policy and recommendations with above rationale.

**Motion:** The UNH Faculty Senate affirms the authority of faculty to determine equity-sustaining and pedagogically appropriate responses to conditions of curtailed operations on UNH campuses, given (1) the subject matter and pedagogical expertise of instructors and (2) their local knowledge of student needs and resources. Faculty may not hold on-campus, in-person classes during conditions of curtailed operations. Students are expected to check course websites and/or follow faculty course-specific guidance for alternate plans. In making alternative plans, we urge academic departments and instructors to appreciate the unique challenges of synchronous remote instruction during conditions leading to curtailed operations and to use temporary asynchronous modalities wherever possible. Synchronous online instruction during curtailed operations, if chosen, should be communicated in course syllabi in advance as an expectation. Students may not be disadvantaged in grading if they are unable to participate due to, for example, limited access to technology/internet services or family complications. If instructors choose to hold synchronous online classes or meetings during curtailed operations, meeting recordings, slides, and/or informational notes must be made available to students who are unable to participate. Flexible accommodations such as assignment deadline extensions should be offered, and it is strongly recommended that exams be rescheduled. We recommend that syllabus language and faculty guidance be added to the newly developed “Faculty Resource Hub” designed and led in part by CEITL and AVP Ziemer, to ensure that faculty and students are able to communicate expectations and have resources for accommodation necessary to respond appropriately to curtailed operations.

Andrew offered that the Student Affairs Committee centered their work on two principles, 1) student and faculty equity and 2) pedagogy.

He also shared that Terri Winters, Assistant Vice Provost for Digital Learning & Communication, provided the committee with information about continuation of academic technology and IT support during curtailed operations.

Andy Colby, the Registrar, explained that the requirement for 70 days of instruction for an academic semester does include any curtailment days.

Andrew said that this motion is about putting the decision in the hands of faculty and it is about providing faculty with some specific considerations and guidance around how to make that decision.
X. Academic Affairs Motion Supporting Students as Fall 2020 Semester Concludes -Joe Dwyer, chair of the Academic Affairs Committee, presented the following motion.

**Academic Affairs Committee Motion on Supporting Students as Semester Concludes**

Whereas the COVID-19 global pandemic continues to disrupt the academic, personal and professional lives of all of us on the UNH campuses and beyond; and whereas students are taking courses in a variety of new and different modalities during this continued challenging and complex time; be it resolved that the Faculty Senate encourages all administrators, faculty and advisors to respond to students in a compassionate, flexible and supportive manner that is respectful of the extraordinarily difficult environment in which we are living. The Faculty Senate acknowledges that these student-centered supports have been in place across our campuses, but as we approach the end of the Fall 2020 semester, the Faculty Senate encourages:

- Continued consideration of supporting petitions for academic variance (i.e., support students petitioning to late withdrawal from a course if they have significant reason)
- Continued access to remote and/or in person UNH healthcare resources and counseling (i.e., compassionately, respectfully encouraging students to explore possibilities for supportive healing)
- Continued responsiveness by faculty to student requests for support.

Joe explained that this motion was prepared in response to a discussion at the last Senate meeting and based on discussions within the AAC.

Jeffrey Halpern suggestion a friendly amendment to change the word “significant” to “suitable” in the first bulleted item so that it would read as follows:

- Continued consideration of supporting petitions for academic variance (i.e., support students petitioning to late withdrawal from a course if they have significant suitable reason)

In response to a question about getting this motion in front of the Academic Standards and Advising Committee (ASAC) Erin Sharp pointed out that the motion has been shared with Kate Ziemer and she will be sharing it with ASAC.

There was no further discussion.

A motion was made to suspend the rules to allow for the motion to be voted on today instead of laying over until the next meeting. **This motion passed unanimously approved with 46 in favor, none opposed, and 4 abstentions.**

The motion, as amended, was put to a vote. **The motion passed with 52 in favor, none opposed, and 4 abstentions.**
XI. Discovery Review Committee Presentation of the Final Report and Recommendations - Scott Smith and Nicky Gullace provided an overview of the final report and recommendations from the Discovery Review Committee. The slides for the presentation are available in Appendix. Senators received a copy of the final report and recommendations with the agenda packet.

Scott said that the committee was deeply impressed with the understanding that changes we make may have ramifications for the university. In many ways, we're thinking about how this might affect us and our individual departments, but also how this might be good for the university and for the students. He pointed out that there was representation from all undergraduate degree bearing units and from the library and student representation, some college leadership and from central administration, and the Registrar.

Scott addressed the question of why the Senate should consider changes in the midst of the pandemic. If we believe in general education as well as a diverse curriculum, this is exactly the time that we should settle on what we want education to be and to mold and modify our budget model to ensure the sustainability of it. This is a period where we can create the model we want and then make sure that we have the financial model to support that. To be sure this is a mandate on how we value education. RCM is widely acknowledged to have perverted Discovery, leading not to curriculum students need, but instead, about what would fill our own classrooms.

Scott said that another question that has been raised is why the committee was not more radical and why didn’t it simply scrap the old system and fully replace it with something that was completely new. Scott explained that the charges that we were given asked us to work within the confines of the Discovery program that we already have. The committee feels that we have pushed these to the maximal limit without going over what we were charged to do. We are also aware that massive changes would potentially lead to a curricular cliff with an associated loss of departments and diversity.

Nicky Gullace shared some additional comments. She pointed out that the proposal includes a number of changes that give students more flexibility, allowing them to fit their degrees in highly structured majors and still take some of the courses they want to take for interest or pleasure. She added that the biggest takeaway of the changes is that the final grouping of ethical categories, global challenges in sustainable living, are attributes, not distinct new courses. It also allows students the opportunity to fill some of their requirements through internships and allows faculty to enrich their courses by adding an ethical dimension. The plan also puts a diversity requirement into our curriculum. Nicky said even if we had to table this, it might be possible to start implementing this diversity requirement since it wouldn't have to change things.

Erin reminded the group that students have been asking for UNH to include a diversity piece as a core value in our curriculum. She pointed out that UNH is the only university within our comparator institutions in the Northeast without a specific general education requirement related to race, racism, or diversity.
Scott and Nicky offered to take questions and comments.

- **A COLA Senator** asked how the committee arrived at the idea of the diversity issue being addressed as a course as opposed to being addressed as an attribute or by having a requirement that says you have to take two or three courses with this attribute.

  **Scott** responded that our alumni advocated for a full year course that would have covered the entire United States from top to bottom. We felt that we couldn't do it for a whole year given the fact that UNH uses a four-credit x four class system. **Nicky** added that most of our comparators have a 5-course x 3-credit system. As a result, we are playing with a smaller deck. It is one of the reasons that our students in highly structured majors have such a hard time fitting their courses in along with a robust general education program. Nadine Petty in her remarks to the Senate today echoed what some of these alumni had to say in that the focus on race in the United States is crucial to having American students understand how the systems of inequality we live with today grew out of a culture that we live in and that we all participate in. So, there was a strong feeling that for students to become more compassionate they really needed to know those things. On the other hand, we are saying we can't do two semesters because with all the things we took out would be too challenging. The plan does include five ethical categories around global challenges of sustainable living. One is diversity and that could be related to any location in the world. This could also dovetail with a diversity requirement that the College of Liberal Arts is thinking of instituting so that their students could fulfill that as well. It was a combination of practicality and what our students saw as necessity in terms of what they wanted their colleagues to get out of a diversity requirement.

- The same **COLA senator** asked if a motion on the Discovery plan could include a contingency for a particular kind of budget model, one that does not pit departments against one another?

  **Scott** responded that the Senate could put whatever provisions into a motion that they want. It is up to the Senate to deliberate the way that they want to present this to the faculty and to the administration and to articulate it in a motion.

  **Nicky** added that, as Discovery Director, the Senate is welcome to write anything into a motion. But, if it can’t be enforced, it doesn’t do much good.

- Another **COLA senator** asked, given the goal of breadth that Discovery Program is supposed to achieve, is it really doing what everyone needs it to do and do students buy into it? They don't get anything on their degree for doing Discovery, although it is on their transcript. Also, how can we foster and support students to pursue a double major? There are so many roadblocks that it makes it hard. Students are graduating with large amounts of debt and have only one major.

  **Scott** shared that one of the biggest concerns he has is the general idea that Discovery is making students’ lives miserable because they can't get the courses they want or the courses they need. But in fact, a lot of those issues depend on the major requirements and how those major requirements are set up. For example, most COLA majors require 40 to 50 credits. But there are majors that require 108 credits and that literally leaves 24 units of courses outside their major. Scott suggested that it might be useful for department and units to conduct a self-audit to determine if the major is appropriately sized. However, he recognizes that there are certain ones that are guided by external accreditation agencies. Scott added that, at some point, we have to reckon with ourselves, about
whether general education is worthwhile. He said that he wonders if we have abandoned that for “majorism” where everything matters about the major and that exploration doesn’t matter. It doesn’t matter about seeking weird things that just might be interesting to you personally. Instead, it gets reduced to “I need to do this.” It becomes almost transactional. These are some of the challenges and tensions that we're facing as a university, not as individual departments, but as a whole university.

- A COLSA senator shared that there are a variety of concerns and suggestions from faculty in his department. He wondered whether the report as it stands is finalized or will there be modifications or additions or subtractions from what's being proposed on the report?

Nicky responded that the COLSA Associate Dean Kim Babbitt sat on the Discovery Review Committee as well as Chuck Zecher, the CEPS dean. We wanted to make absolutely sure that science deans with a big picture of the welfare of your colleges were able to speak and negotiate at the table, which they did. While we do expect there to be give and take, it is important to know that there were definitely COLSA stakeholders at the table.

- The same COLSA senator said that the plan was particularly difficult to read in connection with some of the science courses. I have colleagues who have spent a lot of time developing innovative labs for lower-level students. So, there are some people with hurt feelings about the proposals. With regards to laboratory courses in the sciences, there needs to be a balance between managing resources and between making sure that students are well educated with regards to the scientific method and how science is actually done. One of the central concerns that came up was the lack of a health component in the attributes section of the proposal. We are dealing with a situation where educating students on health and sciences is proving to be important. Faculty are really concerned about the number of anti-vaxxers and the skepticism about vaccination in this country. That is something that needs to be addressed among other types of science topics like climate change and other topics that are important for global challenges in that attributes category.

Scott responded that nothing gets enacted until the Faculty Senate passes a motion. The DRC report responds to charges and the committee is making recommendations. The Faculty Senate then formulates what they want out of that or they can reject it wholesale. It can be presented with an up or down vote. When we went through this review process five years ago it was a multi-step, very agonizing, difficult process. Picking it apart can be quite helpful, but it can also create a very long process that might not end up getting where you want to go. The committee is trying to create a holistic, coherent whole and picking it apart has dangers, but it doesn’t mean that we can’t refine, change, or tweak it. I think that the Faculty Senate ought to tease it out. They should interrogate it. And they should find those places where it doesn't really represent what the faculty wants to do.

Nicky added that in response to the science literacy course, Kim Babbitt is working with some faculty on the creation of a science literacy course, which was approved for Discovery but hasn’t been taught yet. Kim’s argument was, there are too many issues where science is intersected with public discourse and people don't know how to evaluate. Her hope was that a science literacy course could help individuals who weren't necessarily scientists evaluate scientific discussion that's going on all around us and make more informed decision.

Erin shared that the Agenda Committee is thinking about what implementation would look like. A link to a Qualtrics survey will be included in the next Senate newsletter. One of the things we
might do as a Senate is vote to support the philosophies and ideas presented in the report and then think about forming implementation teams. So, there would be more give and take at that point.

- **A CEPS senator** asked if there could be some wiggle room in the Global Challenges area to deal with current issues, including the pandemic, big weather problems, etc.

  *Nicky* responded that she really likes the idea of a rotating challenge and that she doesn’t think we would be picking anything apart to stick to a rotating challenge option, as long as we didn't increase the number of overall classes students had to take but she can’t commit to anything.

  **Scott** pointed out that a really good part of Discovery was the “University Dialogue”, but it never caught on. There are going to be shifting urgencies and we can also make decisions on a strategic scale. For example, if COLSA and CEPS want to get together and focus on courses that are truly urgent, they can create those courses and implement those, and limit most of the seats to those classes. We can address certain things through the environment and people. We can address certain things to democratic governance as long as we do this strategically. RCM has perverted the way that we try and create classes. Everybody wants a discovery class because it's money and it's also market share. If we don't have that driving force, we might be able to make strategic decisions about what it is we really want.

- **A COLA senator** shared that, no matter what we do, one thing that will make the Discovery Program successful is the conviction and passion and intellectual heft with which we as faculty who teach in that program, articulate that to students consistently in our Discovery classes. Therefore, one aspect of implementation has to be for all of us to have a common language about what the philosophy is behind the program and to be able to articulate that clearly. And the corollary to that is that advising can be very uneven across campus. Therefore, it would be useful, as part of the implementation, that we will look comprehensively at the kind of advising we do and what constitutes academic writ large advising that we do for all of our students so that we can again put forward a sort of cohesive vision of why we as a faculty think that the general education program that we have voted into existence is one that has some coherence and power behind it.

- **A CEPS senator on the Agenda Committee** thanked Scott, Nicky, and the committee for all their hard work and offered his congratulations, especially for cutting the Gordian Knot on diversity. He also thanked those senators who have taken the time to share information with their departments so that they can offer feedback.

- **A Computer Science senator** explained that while she understands the goal of breadth, she is in a program that is going through an accreditation review with ABET. The department works to figure out what has to be done to satisfy not only the ABET requirements but also how to be competitive for students. The phrasing in the report, “nothing more than job training” and the idea that our requirements are unreasonable to majors and needs correcting, is a little tough to swallow. The students do, at least right now, have an option on which classes they do want to take. If we lock it down and require more, we will have to develop a plan that prescribes that they take specific classes to satisfy the requirements.
Erin pointed out that we are accredited by NECHE and there is a requirement for 40 credits of general education curriculum. She said that it is difficult to think about having students come to UNH and not be able to explore. These are definitely important conversations to have.

Erin thanked Scott and Nicky for their presentation and encouraged senators to share the DRC report with their colleagues.

XII. Adjournment - The meeting was adjourned at approximately 5:10 pm

NOTE: Appendixes begin on the next page.

UNH Acronyms

<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>
</tr>
<tr>
<td>AC</td>
<td>Agenda Committee of the Faculty Senate</td>
</tr>
<tr>
<td>ASAC</td>
<td>Academic Standards &amp; Advising Committee</td>
</tr>
<tr>
<td>APC</td>
<td>Academic Program Committee (Faculty Senate standing committee)</td>
</tr>
<tr>
<td>AT</td>
<td>Academic Technology</td>
</tr>
<tr>
<td>BAC</td>
<td>Budget Advisory Committee</td>
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<tr>
<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>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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<tr>
<td>FAC</td>
<td>Finance &amp; Administration Committee (Faculty Senate standing committee)</td>
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<tr>
<td>FAR</td>
<td>Faculty Activity Reporting</td>
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<tr>
<td>IRA</td>
<td>Institutional Research and Assessment</td>
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<tr>
<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>
</tr>
<tr>
<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>
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<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>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>
</tr>
<tr>
<td>UCAPC</td>
<td>University Curriculum &amp; Academic Policies Committee (FS permanent committee)</td>
</tr>
<tr>
<td>VPFA</td>
<td>Vice President for Finance and Administration</td>
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2020-2021 Student Life Divisional Goals

- Focus on organizational health and workforce planning as the University work to “reimagine” the Student Life area.
  - Finalize the Student Life organizational structure, leadership, and staffing.
- Staff Development & Training
  - Monthly DEI conversations with the Student Life Leadership Directors.
  - Develop an outcome and assessment team to work with the division leads to implement change.
- Student Learning and Engagement
  - Create learning outcomes for student programs—Orientation, RA training and development, student employees.
COVID-19 Pandemic

Focus
- Hygiene
- Distancing
- Testing
- Masking
- Culture shift

Mental Health, Resources, Student Engagement

Technology and How it is redefining how we interact

The evolving world of work

What's kept us busy the last 5 Months

COVID-19—
- Staggered move in and move out
- COVID-19 Compliance
- Working With Student Government—Undergrad and Grad
- Incident report form and compliance
- Student Concerns and Basic Needs (food, housing, Dean letters ...)
- Students Rules, Rights and Responsibilities
Automate Academic Intervention Support Letters
(aka Dean of Students Letter)

- **Goal**: Provide faculty with academic intervention letters through clockwork.
- **Status**: Developed requirements, research feasibility, setting up parameters, working with vendor to finalize areas unable to accomplish in house.
- **Next Steps**: Testing, develop procedures, communicate change to faculty staff and students.
- **Implementation**: Targeting beginning of the spring semester.

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**Spring Student Engagement Committee Goal**

*Provide* students with the F2F engagement they crave and need. *Provide* opportunities to address social justice and inclusion issues, and to continue on their pathway for academic success, while still keeping safe during a pandemic.

*Provide* more F2F engagement opportunities for students whenever possible when they are on campus for both living and learning situations.

*Strengthen* both student and institutional outcomes, help stabilize the fluctuating enrollment, enhance academic achievement and student retention, and provide a pathway to career readiness and alumni engagement.
Brief Recommendations from Committee:

- Jan. 27, 2021, Wed-Sat to provide four days of testing
  - Various Campus/Student Life/Academic departments will host a variety of F2F and virtual programming
- Begin to publicize events and programs for spring semester & better utilize UNH mobile app
- Activities/Strategies to connect students to student organizations – offer several formats to connect students in-person and virtually
- Offer some small in-person workshops and programs; will continue to offer virtual programming and educational offerings to students
- Increase Group Exercise classes from 30/week to 50/week

Transfer & New Student Orientation

The Orientation for new students this spring will happen virtually on Wednesday, January 13. Orientation will consist of a variety of sessions, including:

- A University Welcome
- Review of COVID protocol
- Opportunity for students to consider their individual impact at UNH and the ways in which they can take responsibility in making UNH an inclusive and caring community
- Meetings with the Colleges, Departments, and Faculty
- Conversation and activities with other new students
- Introduction to student resources

Supplemental information from additional offices and departments will be provided to new students, to give them a complete picture of UNH and what opportunities and resources await their arrival.
Taskforce for Off-Campus Students

The Off-Campus Task Force maintains and strengthens close ties with undergraduate students who do not reside on campus during the pandemic and reduce the number of COVID-19 infections. It has four objectives:

- **Collaborate** with the landlords and community partner
- **Communication**: Enhance communication between UNH students living off-campus, the community, and the University during this unique era of COVID-19
- **Connectivity**: Develop a sense of belonging and inclusiveness for off-campus students during COVID-19, with each other and with the University. Create a shared understanding that we are one team
- **Consequences**: Be clear about University rules, guidelines, and expectations (and the reasons behind them) for off-campus activities and ramifications if not followed
APPENDIX IV.1

Slides shared (after the meeting) Dr. Nadine Petty on Hiring and Retaining Faculty of Color, Guidance and Best Practices
Best Practices

Require a diversity statement from each applicant as part of the initial application process.

Lead with a UNH DEI statement. If a college or department has a statement, include that as well.

Work with HR Recruiting and the CDO on recruiting efforts and be sure to have UNH Diversity Resource Guide link embedded in job description https://www.unh.edu/hr/diversity-resource-guide

All search committee members take part in implicit bias training via ADVANCE

UNH Statement of Non-Discrimination

The University of New Hampshire seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. We do not discriminate on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, marital status, genetic information, or pregnancy. This applies to admission to, access to, treatment within, or employment in UNH programs or activities.
Accountability

All search committees will determine a reasonable definition of a "diverse pool" and recruit towards that end.

Searches are expected to yield a diverse pool, as defined by the search committee and approved by the Chair and Dean.

If pool is not diverse, search will be extended until the pool meets the pre-established definition of a "diverse pool".

Global Diversity and Inclusion Benchmark (Scorecard)
APPENDIX XI.1
Slides presented on the Discovery Review Committee Proposal
Attribute courses marked by asterisks (*) may be combined with a knowledge course; general education courses can be taken at any level. Generally, a student will take at least 24 credits outside of her major field of study.