2-22-2021

2020-2021 FACULTY SENATE XXV - February 22, 2021 Minutes

Summary

Faculty Senate

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UNIVERSITY OF NEW HAMPSHIRE  
2020-2021 FACULTY SENATE XXV

Meeting called to order at 3:10 pm on February 22, 2021, via ZOOM

MINUTES SUMMARY

I. Roll: The following senator was absent: Knowles. The following senator was excused: Lockwood. The following guests attended: Wayne Jones, Kate Ziemer, Megan Carpenter, Nicky Gullace, Scott Smith, and Nelson Thomas.

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

- The number of virus cases is declining following the move to Orange mode. The trend in the data is consistent with a move back to in-person classes. The notification timeline will include time for faculty to prepare for the change.

- The testing lab now has its new gene sequencer up and running and it is being used to process the first set of studies looking for virus variants within the UNH positive pool cases. The work to do this is not as automated and fast as running a test. However, results from the first set should be available later this week. A question was asked about whether there will be any policy changes or other precautions should the lab find the B117 variant which is thought to be a more contagious or communicable strain. Wayne said that our policy all along has been to watch the data. If we see one case of the variant, we will start screening for that variant aggressively to determine if any policy shifts need to be made.

- Communication about a new reporting tool will be sent out this week that can be used to report Title IX violations, harassment violations, and discrimination. UNH has been using the ReportIt! system and a call-in phone number for the past few years. The new system is a single system, and it should be more straightforward and provides opportunity to give the reporting person some feedback as to whether the issue has been addressed or looked into.

- Several years ago, a Faculty Senate group made a motion to move toward a tobacco-free campus. Three years ago, UNH got a grant in support of this goal. Although work on this effort was derailed when COVID hit, a committee is now being formed that includes representatives from groups across campus to work on this issue this semester.

Erin Sharp shared that Dr. Rosemary Caron has agreed to serve as the faculty senate representative on this committee. Please send any questions or comments to her.

The provost offered to take questions:

A Paul College senator asked if there is any talk about vaccinations for faculty? Is there anything that faculty can do to advocate for higher education to be prioritized?
Wayne responded that the vast majority of states prioritized higher education with K-12. However, New Hampshire was not one of them. UNH has signed a letter with the New Hampshire College and University Council about this and has done advocacy with USNH and with CCSNH to encourage a reconsideration of the policy. UNH has also been focusing on opportunities to get members of our community that are eligible into the queue as fast as possible. This includes our first-line responders, and students in the nursing program that are working and doing internships.

Wayne said that he has discussed with the Senate’s Agenda Committee whether there would be a benefit to sending a letter from the Faculty Senate to the Governor. However, because of the way state laws are written, UNH is considered a state agency and, as a result, we are not supposed to do this. Faculty are welcome to talk to their state representatives about this. However, a letter writing campaign is not recommended.

Recently, UNH received a call from DHHS about the availability of 250 vaccine doses that had to be deployed within 12 hours. The call came at night and the shots had to be deployed by 10:30 am the next day. As a result, 177 vaccines were administered to frontline student-facing workers that live in the residence halls and to night cleaners, an at-risk population. As well, the workers in the COVID testing lab received the vaccine. All of the doses could not be delivered because the state did not provide enough of the mixing solution to prepare all 250 samples. However, all of the doses that could be prepared were delivered. The state has guaranteed second doses for all of these people who were vaccinated.

In response to a question about how to prepare for any future opportunities like this, it is obvious that faculty teaching face-to-face and staff who are also offering face-to-face services will be next in the queue but there is no mechanism yet to do the announcements. Discussions are taking place this week about that. Wayne said that as soon as he knows more, he will share but there is no guarantee that it will happen again.

A COLA senator asked about the email from President Dean a few weeks ago about the merger that was announced with the community college system. She said that when she read a list of comparator institutions last year in connection with negotiations with AAUP, there were a number of them without a substantial research orientation. She asked if UNH is interested in retaining research faculty? She said that the question is not about status since she can anticipate getting more students from the community college system and she would love to have the opportunity to interact with students in the community college system. However, she pointed out that when her tenure and promotion file is considered she won’t get any credit for working with community college students the way that she does in getting a book out. Faculty really need a clear accounting of the institution’s priority for our work.

Wayne responded that the theme of this question appears to be about what commitment there will be to remaining a flagship research university. He said that this is an absolute top priority for all of us. At the same time there are many public flagship universities that are part of systems that include four-year colleges and community colleges. The governor articulated that he sees redundancy in such a small state. There are two chancellors and two system offices, and the systems are not coordinating. So, this is really more an efficiency play. At the same time for UNH, we know that we lose the vast majority of the transfer students that come out of the community college system. This is an opportunity for us to strengthen those pathways. There will be opportunities for faculty who have done great work with community college students to do more of that and maybe even to help structure that. Wayne stated that he and the President are both committed to UNH as a flagship research university. We don't want to shift our playing field so that we all homogenize across what a community college curriculum might look like. We would like to create stronger pathways that will bring community college students up and give them the tools they need to be successful at a research university. That is where the focus is for now.
There is a lot of work to be done in the state legislature. This is the Governor's proposal that he built into his budget. It is going to get negotiated and hashed out. There will be some big fans and there will be those who are against it. The legislators will be working it out and we will see what it looks like in April or May. If it is approved, the first thing that will happen is that the two boards of trustees will have to go down to one and they will have to figure out how they want to deal with the system offices. That process will take a couple of years. Wayne said that he thinks that the curricular decisions are going to stay at the campuses and certainly that is what he wants as the chief academic officer for UNH. If it opens up some doors to get more transfer students here, we will take it as long as they are good students.

A CEPS senator asked if Wayne could share some examples of other systems that have combined a community college system with a university system. There is a desire to know what this might look like five years from now.

Wayne responded that the SUNY (State University of New York) system comes to mind. They have 64 campuses in that system, 30 of which are community colleges. They have one Chancellor and one system office. They eliminated that bureaucracy, but they function as distinct groups.

Another model is the University of Connecticut system. They moved to one Chancellor, one system office, one central administration. The flagship was held off to the side with a couple of satellite campuses.

III. Remarks by and questions to Dean Megan Carpenter, UNH Franklin Pierce School of Law - The Senate Chair introduced Dean Megan Carpenter, to provide an overview of the initiatives and current happenings at the UNH Law school. Megan shared the following remarks and PPT slides that appear as Appendix III.

The Law School was founded in 1973 and it has long been a leader in intellectual property and also an innovation leader in legal education. The Law School affiliated with UNH in 2010 and was fully integrated into the university in 2014. At that time applications for law school nation-wide plummeted. As a result, many law schools took the approach of lowering their standards in order to keep their revenue up. UNH decided, instead, to invest in reducing the class size and raising the standards for admission with the idea that this was going to be critical to long-term success. That investment has now come to fruition.

The Law School is now offering a number of different programs that have expanded in recent years. One has been the hybrid JD in intellectual property and technology law. It's designed for working professionals and is mostly online with some intensive campus visits. It is the first ABA (American Bar Association) accredited specialized law degree in the country. For decades, the LL.M (masters of laws) program for lawyers has been offered and this is popular with many foreign lawyers from other countries. There has also been a launch of professional certificates for lawyers and non-lawyers in areas like Sports Wagering & Integrity and Blockchain, Cryptocurrency & Law. There is also the Law minor that involves law classes for undergraduate students.

This year the Law School had the largest entering class in its history. It is also the most diverse class seen in a decade. This was accomplished without lowering any standards. The deposits were higher this fall than in many years. However, there was difficulty getting student visas due to COVID. Nevertheless, UNH Law had the largest entering class.

The Hybrid JD was in some ways prescient and set us up for success even during a COVID timeframe. This is the second class and the third application cycle for the Hybrid JD. The ABA (American Bar Association) which is the accreditor, granted an increase of students enrolled per class from 50 to 100 this year. The
number of applications in year two nearly doubled. This is a model for legal education, not just during the pandemic, and competition is expected. The hope is to expand the program to include international students.

The Law School has had success in two categories. There has been the financial success due to higher enrollments. Net tuition revenue increased over 350% in the last four years. This has been accomplished while bringing the discount rate down by 15%. The second area of success is alumni giving. Right now, the highest number of alumni in the history of the school are giving - a 130% increase over the past four years. The total amount of giving increased by 90% over the past four years.

Megan said that this has all been accomplished while maintaining or raising the academic success, the academic profile of the Law School, and the strength of LSAT scores and GPAs. UNH Law ranks as a top 100 school and top ten in intellectual property. A pre-law magazine recently ranked UNH Law in the top 25 for Public Interest Law. The Rudman Center for Justice, Leadership and Public service is thriving and there are many opportunities for partnerships at the main campus.

A recent study said that, given the profile of students coming in to UNH Law, we would be ranked top ten in the country for bar passage. We are also right now number six in the entire US for employment, defined by the ABA as the number of graduates employed within ten months of graduation. On that ranking UNH Law is first in New England, ahead of Harvard and Yale. UNH Law graduates are very highly sought after in the marketplace.

In closing, Megan shared that the volume of Fall 21 applications is up over 60%. Things are still looking bright.

Megan offered to take questions.

A COLA senator asked about the relationship between the UNH Innovation Lab and UNH Law.
Megan said that the relationship has recently been revisited and has included some joint work with the Association of University Technology managers. As well, there are some UNH Law interns working at the Innovation Center. One of the challenges has been that law students doing externships must be supervised by an attorney and until recently there has not been an attorney working in-house at the UNH Innovation Lab. There is now an in-house attorney and there are plans to include the Innovation Center in our externship residency program.

Jeffrey Halpern, chair of the Senate’s Finance and Administration Committee, asked about the diversity profile in terms of acceptance, applicants, and then enrollments.
Megan said with the 60% increase in applications this year, we have also seen an increase in applications from diverse communities. However, it's pretty much proportional. In recent years there has been a higher level of diversity in the hybrid program than in the residential program because the hybrid program makes a legal education accessible to people who otherwise might not be in a position to get a law degree. We are basically bringing a top legal education to them wherever they are. It makes it available to people with full-time jobs or who have families.

Jeffrey also asked about faculty headcounts since the FAC is working on a faculty headcount report right now. He has noticed that the law school has a huge increase in enrollment while holding a steady rate of faculty. Megan responded that when the school experienced a drop in enrollments during the great recession, it maintained its faculty numbers and focused on raising the school’s profile. We are now building back the student enrollments to support the faculty levels. However, now we need to start growing faculty. There are plans to hire two faculty members this year.
Erin Sharp asked for more information about the law minor
Megan said that when she first came to UNH her understanding was that 2 to 3% of undergraduate students at public universities go on to law school, on average. However, at UNH it is only 1%. This makes her feel that we're not doing our job as a law school in working to partner with the main campus to figure out ways to make students aware of the opportunity to go to law school. Also, the LSAT scores of UNH students who were applying to law school were generally lower than we would like to see them. In response, a class called “Getting ready for law school” was developed that helps introduce students at the main campus to different areas of law and what they will experience in law school. It also helps them do some preparation for the law school admissions test. That served as a foundation to make opportunities available for undergraduates to take law courses. The biggest growing area for jobs right now in the legal services market is outside the JD degree. Therefore, students who are majoring in business, the sciences, history, political science, and so many different areas across the curriculum could benefit from some knowledge of the legal frameworks and structures within which we live our lives every day. Law schools need to be more involved in the liberal arts and in general education. UNH Law wants to be that partner.

In connection with the law minor, the goal is to work department-to-department to include some law school courses that we would teach at the main campus but also include other classes that could qualify for the minor from different colleges. If there are colleges teaching classes that are related to legal issues, whether it is in Justice Studies, business law, or others, those would also count toward the minor.

A Computer Science senator asked for more information about how the JD Hybrid model works.
Megan said that the program is a mix of in-person and online education. The students are mostly engaged in online education and most of it is asynchronous, with some synchronous. The students come to campus four times a year for intensive immersion periods where they are learning in-person.

Currently, due to COVID measures, the high flex or hybrid model is being used for some classes in the law school. This involves some students participating in person and some online.

A question was asked about how the “small” class size is defined.
Megan said that class size varies. There were approximately 110 students in the entering residential program class this year. There are a few courses where the entire class is in one room in one section. But as students are further along, they might have classes with 7 to 14 students in them. For writing and skills classes, the goal is to keep the numbers low, under 20 students. For a specialized class, like a clinic, there are a maximum of 8 students.

IV. Remarks by and questions to the chair - Ern Sharp shared the following announcements:
- Monday, March 8, follows a Friday schedule so there will be no senate meetings on that day.
- Next Senate meeting is on March 15
- Election ballots will be sent in the next few weeks.
- The RPSC report on Engaged Scholarship will be sent out this week for review. Please send any questions or concerns to Ivo Nedyalkov. There will be an opportunity to also ask questions in the March 15 meeting.

V. Approval of the minutes from December 7, 2020 - It was moved and seconded to approve the minutes of December 7, 2020. There were corrections offered in Section XI. Thus adjusted, the minutes were unanimously approved with 3 abstentions.

VI. Approval of the minutes from February 8, 2021 - It was moved and seconded to approve the minutes of February 8, 2021. Corrections were offered in section VII. Thus adjusted, the minutes were unanimously approved with 3 abstentions.
VII. Academic Program Motion (APC) on process to revise teaching evaluations - Lisa MacFarlane, chair of the APC, explained that in 2017 an Ad Hoc committee made recommendations about teaching evaluations in a report to the Senate. However, there was no implementation of that work. The motion being presented today calls upon the Agenda Committee to form an Ad Hoc committee to redesign the teaching evaluation process.

Lisa presented the following motion:

**Motion to form Ad Hoc Committee to Recommend Revisions to Course Evaluation Process**

The Faculty Senate will form an ad hoc committee to review and recommend revisions to the current course evaluation process. The committee will include faculty representatives from each college; it will also include at least one faculty senator. The Faculty Senate will invite the Director of the CEITL, the Senior Vice Provost for Academic Affairs, and selected non-faculty members to serve on the committee.

The Agenda Committee will finalize committee membership and establish both the goals and the timetable of the ad hoc committee using the Supplemental Guidance for Motion to Create an Ad Hoc committee to Revise Teaching Evaluations shared by the APC.

Lisa explained that information about the work that has been done and a description of the history of work on this subject and points made by colleagues that might be considered, are included in the guidance document referred to in the Motion: *See Appendix VII for the Supplemental Guidance Document.*

The floor was opened for questions:

A senator pointed out that there are longstanding issues of bias with regards to faculty evaluations. Also, faculty evaluations for non-tenure track faculty tend to play a more important role as to whether those faculty get renewed for contracts. He asked if there was thought put into making sure that there's good representation on both fronts. Lisa responded that the APC included recommendations about how the Ad Hoc committee might be composed including with representatives from all modalities, all types of faculty, etc. She said that this whole effort is to try to do our best to, if not completely eliminate, at least find a way to recognize bias. The guidance document also recommends that the Agenda Committee consider putting the UNH Chief Diversity Officer on the committee. Many of the references provided in the guidance document have to do with bias.

Lisa said that the most important thing from the APC’s point of view is that the Ad Hoc committee doesn't have to take any of its suggestions. Instead, the APC organized information that has been discussed and heard in various surveys. One of the key observations was that student surveys should be a subset of a more robust and holistic course evaluation process. The 2017 committee recommended that what we call evaluations now should be called surveys and that there should be an evaluation process that was much more fulsome, and faculty-driven. These points are included in the guidance document.

A senator from Education asked how micro-credentialing and badging is considered within the evaluation process. Lisa responded that the guidance document recommends that faculty collectively overlap to represent each of the seven degree-granting colleges, different classifications of instructors, different kinds of accreditation needs and experience and all modalities. There is also a suggestion to include representation from programs with clinical sites where clinical supervision of students is involved.
A COLA senator asked the degree to which this committee is going to get into the actual use of evaluations in promotion and tenure processes since that is a separate issue from the design of the evaluation survey itself and some of that gets into contractual issues regarding faculty status. Lisa answered that the APC has had an extensive conversation about this and believes that the Ad Hoc committee will do what it thinks best. But the sense was that coming up with a recommendation about what constituted a fulsome and faculty-driven holistic review of evaluation of teaching, which includes peer evaluation, evaluation of methods, etc. was something that the ad hoc committee should be recommending. The APC has provided a list of people that should be consulted in the process, including a chair from a large department or an associate dean. The guidance also includes a question to the committee about whether or not there should be professional development prepared for the people who use these evaluations around how to look at qualitative and holistic evaluation processes.

Lisa pointed out that at least two schools, the University of Arizona and American University, both recently completely overhauled their course evaluation processes to be much more holistic. So, it's not like we're doing something that peer institutions hadn't tried to do and have moved towards. There is a lot of good information out there.

Erin pointed out that while she doesn’t have all the details, she is aware that AAUP leadership have been thinking about concerns with how teaching evaluations might be used in disciplinary actions.

A COLSA senator said that multiple courses on campus have graduate teaching assistants and that including at least one graduate student on this committee would be useful. Lisa said that the guidance document includes a recommendation for an undergraduate student and graduate student.

Lisa pointed out that the APC recommended a tight timeframe so that they can get a recommendation to the Senate at the beginning of the fall of 2021. If the Senate can vote on a recommendation very early in the fall semester, it may be possible to put new teaching surveys in place for Spring of 2022.

The Chair explained that this is a procedural motion since it is charging the Agenda Committee. Therefore, it does not need to lay over until the next meeting.

The motion was put to a vote. The motion passed with 57 in favor, one opposed, and no abstentions.

VIII. Academic Program Committee (APC) motion to suspend Faculty Senate rules for online course through J-Term 2022 - Lisa MacFarlane, chair of the APC, presented the following motion:

**Rationale:** As the COVID-19 pandemic continues, the academic model for Fall 2021 provides that face to face (F2F) instruction should occur as much as is feasible within the health and safety recommendations. However, the model anticipates a mix of course modalities with some courses offered face to face, some online, or a combination of the two. In light of this model, the Faculty Senate has considered all previous motions on online courses:

April 2, 2013 motion on Honors Program courses not online

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

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

March 19, 2019 motion on online Inquiry Attribute Courses

March 31, 2020 motion to suspend the Faculty Senate rules for online courses for Summer 2020
June 29, 2020 motion to suspend Faculty Senate rules for only courses for Fall 2020
October 5, 2020 motion to suspend Faculty Senate rules for online courses through Summer 2021

Motion: In order to provide the most flexible model for instruction to meet the health and safety needs of students, faculty, and staff and in order to not impede opportunities for student progress toward graduation during the uncertainties created by COVID-19, the Faculty Senate extends the suspension of all rules related to online courses for Inquiry 444s, Inquiry Labs, Discovery Labs, Honors courses, and Writing Intensive Courses for the Fall 2021 and J-term of 2022.

The Faculty Senate requests that the Discovery, University Honors, and Writing Programs monitor the efficacy of on-line courses and provide the Faculty Senate with a report and a recommendation as to eliminating the restriction permanently. The report should be received by the end of September, 2021. The Senate has chosen this date because it will allow for any potential changes to the spring 2022 schedule.

Jeffrey Halpern proposed a friendly amendment that this suspension of the online rules continue until the university transitions to green condition. Lisa agreed.

Tim Montminy made a motion to suspend the rules so that the Senate can vote on this motion today rather than lay over until the next meeting. He explained that this is something that the Senate has already voted on multiple times and he doesn’t see it as controversial. Therefore, he doesn’t think it necessary to go back to faculty to discuss. The motion was seconded by Michel Charpentier.

Andrew Coppens pointed out that unless there is an emergency circumstance, he has concerns about suspending rules under the assumption that everybody agrees on it. He said that he believes the default should be the normal procedures of the Senate, which is that you introduce a motion and then the next time it's voted on. He said that it is a concerning precedent to be making judgments about which motions need to follow normal procedures and which ones don't based on the content of a motion.

In response to a question about the urgency, the chair pointed out that the Registrar’s office is aware of the timing of the Senate’s work on this.

The motion to suspend the rules was put to a vote. The motion passed with 40 in favor, 13 opposed, and 5 abstentions.

The discussion returned to the original motion. Jim Connell pointed that while we understand green conditions right now, people may not understand this 5 years from now. He proposed that the motion be changed to say “…Green conditions of operation associated with the COVID-19 pandemic.” Lisa accepted this as a friendly amendment.

A COLA senator asked what are the COVID related plans for Fall 2021. She said that she is working through Fall semester scheduling right now and that she does not have any clarity about how the university plans to operate in the fall. She pointed out that this confusion at this point is not ideal.

Erin Sharp said that she understands that the university will still be operating under social distancing and room capacity differences, but that might change.
The motion in its final form was presented for a vote:

**Motion to Continue Suspension of Restrictions for Online Courses through COVID-19 Pandemic**

Motion: In order to provide the most flexible model for instruction to meet the health and safety needs of students, faculty, and staff and in order to not impede opportunities for student progress toward graduation during the uncertainties created by COVID-19, the Faculty Senate extends the suspension of all rules related to online courses for Inquiry 444s, Inquiry Labs, Discovery Labs, Honors courses, and Writing Intensive Courses until UNH returns to Green conditions of operation associated with the COVID-19 pandemic.

The Faculty Senate requests that the Discovery, University Honors, and Writing Programs monitor the efficacy of on-line courses and provide the Faculty Senate with a report and a recommendation as to eliminating the restriction permanently. The report should be received by the end of September, 2021. The Senate has chosen this date because it will allow for any potential changes to the spring 2022 schedule.

The motion passed with 53 in favor, none opposed, and 4 abstentions.

IX. Discovery Review Committee (DRC) Presentation with Scott Smith and Nicky Gullace - Erin Sharp, the Senate chair, welcomed Nicky Gullace, the Discovery Program director, and Scott Smith, Chair of the Discovery Review Committee to the meeting to present the current state of the proposal to ensure that everyone has the same understanding of the DRC recommendations.

Nicky shared that Discovery Review Committee has fairly substantially changed some of its initial recommendations thanks to the excellent faculty feedback received and also in response to discussion with student reps.

Nicky discussed the strengths of the proposal as described in this slide that she presented:
Nicky explained that to achieve the savings, the Inquiry course requirement has been eliminated. Though the inquiry courses themselves will still be part of the general education program, they will simply carry a knowledge category. Two of the interdisciplinary categories, ETS and World Cultures, are stackable. Also, most controversially, the lab requirement has been eliminated.

The following slide explains how the proposal impacts highly structured majors:
In summary, she said that most engineering courses will have a one course reduction. Most nursing courses will have a one course reduction. Where this particular reduction comes from is allowing for students to choose their science curriculum. Rather than stipulating they must have biological science and physical science. So nurses can fulfill both their science requirements in majors. Engineering can fill both their science requirements in major. And with the stackable, this allows the introduction of the diversity requirement and still overall reduction by one course,

Nicky shared the following slide to show the Risks and Benefits of the new proposal. the plan does eliminate seats and credits from Discovery and puts them on the free market. But students still take 128 credits of coursework, so seats won’t be lost. Instead, students will have more freedom to choose where their seats are.

### What are the Risks and Benefits?

**Risks:**
- While students will still need 128 credits to graduate, 4-8 credits will shift from Discovery to the “free market,” giving students more choice but reducing the overall number of seats likely to be filled in Discovery.
- Lab classes will focus on Major, pre-Med, and other interested non-Majors, but will lose guaranteed General Education students who do not wish to take them.
- The Diversity Requirement will need sufficient resources to staff courses, in all Colleges, that deal with racial inequality in the United States.
- Students and Advisors will need to become accustomed to “stackable” courses in order to take advantage of double-counted classes.
- Inquiry 444 classes wishing to remain in Discovery will need to apply for a Knowledge and/or Global Challenges designation.

**Benefits:**
- Students will have greater flexibility, potentially allowing them to add Minors, Cognates, or Internships.
- Diversity Requirement will fulfill a key DEI goal without adding to the overall number of Discovery courses.
- Non-Science students will have a curriculum targeted to their needs in Science Literacy, while Lab faculty will be able to focus on the needs of Science Majors & Pre-Med students.
- Upper Division courses can apply for Discovery credit, potentially boosting enrollments.
- Under-enrolled Discovery courses can boost enrollments by stacking requirements.
- **Global Challenges & Sustainable Living** classes will contribute to a curriculum founded on students’ interest in thematic and relevant topics.

A Timeline was presented for making changes:

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<th>Event</th>
<th>Timeframe</th>
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<td><strong>Faculty Senate Vote:</strong></td>
<td>Spring 2021</td>
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<td><strong>Implementation AY 2021-22</strong></td>
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<td>- Solicit and review course proposals</td>
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<td>- Work on scheduling needs with ABET programs</td>
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<td>- Offer Advising Trainings</td>
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<td>- Work with Registrar on changes to Degree Works</td>
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<td><strong>First Year Students under new Discovery arrive:</strong></td>
<td>Fall 2022</td>
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Scott Smith asked that the Senate consider, in addition to its own representation for departments, the greater good in many ways. In many ways, looking for the positives might allow us to think about what opportunities this can provide us. One of those opportunities is to implement a diversity requirement that we've been trying to do since 2005 and even earlier.

Nicky and Scott introduced Nelson Thomas a 2020 UNH graduate who helped to formulate the diversity component of this DRC Proposal. Nelson is one of the founders of a company called Eco-texts which provides classroom materials for all levels of education.

Nelson shared the following remarks:

“Thank you for the opportunity speaker today alongside Faculty Senate. Wonderful to see so many familiar faces from my time in Durham. This is really exciting for me to be able to speak more in depth around this proposal that came about early in the summertime in the wake of the George Floyd murder. I believe education is at a crossroads because education is faced with a great responsibility. Dr. Martin Luther King talked about the fierce urgency of now. And we are now in such a moment. We have witnessed one of the grave consequences that resulted from the miseducation or omission around fully teaching our country's history. A moment that cannot be clearer than the eruption of the riots on Capitol Hill where mobs of people proudly displaying confederate flags stormed the capital in a desperate effort to preserve white supremacy, to nullify thousands and thousands of black votes and black voices. So misinformed were these folks about our full history, that they felt justified in mounting an insurrection against the most sacred symbol of our democracy, the seamless and peaceful transition of power. Why? Because of their long-standing belief in their own supremacy.

I firmly believe that our education systems can be at the forefront of this remedy, such as something like this will never happen again. I believe that by teaching our full history we can develop minds to provide a space for open discourse -discourse that takes place privately or in the public sphere devoid of animosity and hate. These were not all uneducated people. These were doctors, lawyers, professionals, folks who had four, even eight years, of a college or university education. But at their core, they were storming the capital because they believed it was okay to negate the votes of thousands of fellow citizens, primarily African Americans. In short, their votes were more important because they were more important because they are white.

Somewhere the education system failed. They failed to fully teach them about the contributions of African Americans to this country. They failed to teach them about the contributions of Black Wall Street and the Buffalo Soldiers. They failed to demonstrate how over 400 years of slave labor catapulted this young nation onto the world stage ahead of other nations, a position we hold to this day. UNH can be at the vanguard of this change. We can begin to show how black history is America's history, and how contemporary America is a direct result of its history.

We have seen the murder of black men and women, boys and girls of this nation. We have seen daughters shot in their beds as they sleep. We have seen fathers strangled outside convenience stores and we have seen those same father's shot as their children watch from their backseat and their mothers scream for help. Breonna Taylor, Ahmaud Arbery, George Floyd, Eric Garner, Philando Castile. The names go on and on and on. How easily could that have been Kenneth Holmes, Senior Vice Provost of student life at the University of New Hampshire? How easily could have been Nadine Petty, Chief Diversity Officer and Associate Vice President at the University of New Hampshire? How easily could that have been Julian Maduro, UNH student, McNair Scholar, who recently graced the fall 2020 UNH magazine cover? How easily could have been me, Nelson Thomas, UNH class of 2020?
This is an opportunity. This is an opportunity to speak truth to power and be the change UNH has dedicated itself to be. To not just talk about it, but to move the words to action:

- to be the changed our country so desperately needs.
- to be the change that students at this university so desperately need
- to be bold and take the first step to demonstrate to educational communities across the country and indeed the world, the role academia has to play in creating a better and more inclusive society, the role academia has to play in producing our next generation of thought leaders, the role academia has to play in upholding our societal and historical truths.

Our society needs us at this very moment to do the right thing. It needs us as educators and centers of higher education learning to not just talk about what we need to do, to not just apologize and sympathize, and nod our heads wisely. It needs us to act. It needs us to teach our communities to enable and equip our students with the tools they need to enter a world where they will be challenged to have discourse and enact policy no matter their field of study. To speak up when they see hatred and ignorance take place on their watch because they have the confidence from being equipped with the knowledge to do so. For discourse is our nation's greatest strength. A nation that this very hour is under attack.

It is our civic responsibility as an institution of higher learning to demonstrate that we will no longer run from our darkness, but bravely confront our truths, to finally begin moving our country forward as one nation. By incorporating this curriculum, you are making a statement to not stand idly and allow ignorance to result in fear and hatred that you will provide this community with the knowledge needed to make a cultural and systemic transformation going forward and provide the opportunity for students of all backgrounds to find a home here in Durham. You're making a statement for every black body that the part of this community and beyond that, we not only hear you, but we protect you. And you are teaching white students to be allies and use their position of power now and in the future to bring us closer to a more perfect union. You are educating students to recognize that we are all equally American.

During the pandemic, I've been doing a lot of listening. And one of the people I've been listening to a lot is individual, I'm sure you guys are familiar with, named Simon Sinek. He speaks about this concept of the finite game versus the infinite game. And in finite games, like football, chess, players are known, the rules are fixed, and the endpoints are clear. The winners and losers are easily identified in those finite situations. But in an infinite game like business or politics or life itself, the players come and go, and the rules are changeable. And there is no defined endpoint. We find ourselves in an infinite game where our duty is not to declare winners and losers. Rather, our duty is to enact policies and practices that will stand today and days long after our duties here are fulfilled, to lay the foundation for a culture that is representative of the worldview we want to portray, that graduates from the University of New Hampshire had the context and understanding to enact policies, to lead and build communities that operate with compassion and inclusivity for generations after us - to have the skills so necessary to participate in civil discourse that moves our country forward towards equality. And in the spring, coming soon, we have the opportunity to be national leaders. We can demonstrate the role academia can and should play in shaping our society.

As James Baldwin so elegantly said, , is that history, as nearly no one seems to know, is merely something to be read. And it does not refer merely or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us and are unconsciously controlled by it in many ways. And history is literally present in all that we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and our aspirations.

Again, I want to thank you for the opportunity to speak here today. It is a pleasure.”
Scott thanked Nelson and shared how important it was for Nelson to be part of the team thinking about these changes. Scott said that he hopes that all can see some of the reasons why we feel that the diversity requirement is a central and deeply important thing for us to do. It may explain why we also have decided to make certain changes that might affect certain departments and units on campus.

Erin thanked Nelson for taking the time to come back to UNH to fight for this diversity component of our general education curriculum.

Erin explained that in an effort to guide the deliberation of the Senate, The Agenda Committee is putting a motion on the table. The earliest time for a vote would be our next meeting on March 15. But we have not had time to spend fully deliberating as a Senate. The purpose of the motion is to get us structured around that discussion.

Kevin Healey, vice chair of the Senate, presented the motion:

**Motion:** The Faculty Senate endorses the Discovery Review Committee’s recommended changes to the UNH general education program as presented to the Faculty Senate on February 8, 2021.

Erin explained that if this motion were passed, the following motion would be presented which outlines the procedural steps for moving forward.

- The Faculty Senate charges the Discovery Program Committee to establish the student learning outcomes for the Discovery Foundation categories (except for the new Diversity and Inequality: The US Experience), Knowledge categories, and Attributes and present them to the Senate for approval.
- The Faculty Senate agrees to the formation of an ad hoc committee charged to develop the framework, objectives, and student learning outcomes for the new Diversity and Inequality: The US Experience requirement and present them to the Senate for approval. The Agenda Committee will finalize committee membership with faculty representatives from each College, a Faculty Senate representative, and one faculty member of the Discovery Program Committee as voting members.

Erin asked that senators share this motion with their colleagues. Nicky’s presentation will also be sent out in the Senate newsletter this week.

X. Adjournment: The meeting was adjourned at approximately 5:00 PM.

SEE NEXT PAGES FOR ACRONYM LIST AND APPENDICES
### Some UNH Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
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<tbody>
<tr>
<td>AAC</td>
<td>Academic Affairs Committee (Faculty Senate standing committee)</td>
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<tr>
<td>AC</td>
<td>Agenda Committee of the Faculty Senate</td>
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<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>
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<td>AT</td>
<td>Academic Technology</td>
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<td>BAC</td>
<td>Budget Advisory Committee</td>
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<td>CaPS</td>
<td>Career and Professional Services</td>
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<td>C&amp;PA</td>
<td>Communications &amp; Public Affairs</td>
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<tr>
<td>CCLEAR</td>
<td>Clinical, Contract, Lecturer, Extension, Alternative Security, Research faculty</td>
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<tr>
<td>CEITL</td>
<td>Center for Excellence &amp; Innovation in Teaching &amp; Learning</td>
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<td>CORPAD</td>
<td>University Committee on Real Property Acquisition and Disposal</td>
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<td>Discovery Review Committee</td>
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<td>FAC</td>
<td>Finance &amp; Administration Committee (Faculty Senate standing committee)</td>
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<td>FAR</td>
<td>Faculty Activity Reporting</td>
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<td>IRA</td>
<td>Institutional Research and Assessment</td>
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<td>Information Technology</td>
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<tr>
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<td>Information Technology Committee (Faculty Senate standing committee)</td>
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<td>JSMB</td>
<td>Joint Strategic Management Board (Navitas review)</td>
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<td>LC</td>
<td>Library Committee (Faculty Senate standing committee)</td>
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<td>Office for International Students &amp; Scholars</td>
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<td>Operating Staff</td>
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<td>Psychological and Counseling Services</td>
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<tr>
<td>PAT</td>
<td>Professional and Technical Staff</td>
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<td>Research &amp; Public Service Committee (Faculty Senate standing committee)</td>
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<td>Space Allocation, Adaption and Renewal Committee</td>
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<td>Sexual Harassment and Rape Prevention Program</td>
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<td>Vice President for Finance and Administration</td>
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APPENDIX III
Slides from Presentation by Megan Carpenter, Dean of UNH Franklin Pierce School of Law

GENERAL INFO
- Founded in 1973
- Long been a leader in IP and innovation in legal education
- Affiliated with UNH in 2010, integrated in 2014

STRATEGY
- Applications nationwide down 40%
- Invest in raising standards, reducing size of class
- Expand enrollment at that level

INNOVATION
- Hybrid JD
- LLM and Masters programs
- Professional certificates for lawyers and non-lawyers
- Law minor
ENROLLMENT

- Largest entering class in the history of the law school
- Most diverse class in a decade
- Student profile virtually unchanged (LSAT same, GPA slightly higher)

[Bar chart showing enrollment trends]

[Graph showing UNH Law 10-Yr Enrollments by Program]
HYBRID JD

- ABA granted an increase of enrollees from 50 to 100 students per year
- Nearly doubled applications in year 2
- Model for legal education during a pandemic and in the future
- Expanding to include international students
- Looking to scale program

![2019/2020 Hybrid Admissions Data](image)

FINANCIAL SUCCESS

- Enrollment highest in history
- Increased NTR of entering class by over 350%
- Brought discount rate down by 15%
- Highest number of alumni giving to school in history (increased 130% in 4 years)
- Increased alumni giving 90%

ACADEMIC SUCCESS

- Maintained strength of student profile
- Top 100 school, top 10 in IP
- Top 25 in public interest
- Top 10 in bar passage (recent study)
- Top 5 in IP
- #6 in the US for employment
Appendix VII

Supplemental Guidance for Motion to Create an Ad Hoc committee to Revise Teaching Evaluations:

The material here is to provide guidance to the Committee, and consists of the following:

1. The 2017 Report on Teaching Evaluations;
2. Guidance as to the composition of the committee;
3. Guidance as to the timing of the work;
4. Recommendations and questions to consider in the revision (these are not intended to be narrowly prescriptive; rather, they constitute a set of concerns and questions that will need to be addressed).

1. The 2017 Report on Teaching Evaluations can be found here:  
   https://www.unh.edu/sites/default/files/departments/faculty_senate/faculty_senate_agenda_05_01_17_app8-
   2_tesc_report_1_0.pdf

2. Guidance as to the composition of the committee:

   We recommend two circles of the committee: a larger and representative group that includes faculty, administrators, and students; and a smaller working group drawn from their ranks. The smaller group, composed primarily of faculty, is tasked with designing both the instrument and the process. The larger group reviews drafts, ensuring that the overall goals of the surveys are appropriately prioritized and met. The smaller group will present a report with a
recommendation for both instrument and process to the Faculty Senate, which will vote on whether to accept and implement the report.

The larger committee will consist of the following:

- Faculty who collectively overlap to represent each of the 7 degree-granting colleges, different classifications of instructors, different kinds of accreditation needs, experience in all modalities.
- (Among those faculty should be a learning scientist or developmental/cultural psychologist in addition to Catherine Overson; a Senate rep; those active in equity and inclusion efforts at the university; those active in their college’s formal initiatives; someone experienced in the promotion and tenure process)
- An undergraduate and a graduate student (note that graduate student teaching assistants would be covered by this motion)
- A representative from CEITL—Catherine Overson or her designee
- A representative responsible for NECHE accreditation--Barbara White or her designee
- A dean or a chair from a large department; or an associate dean
- The Senior Vice Provost for Academic Affairs or her designee
- The Chief Diversity Officer or her designee
- The Director of Academic Technology or her designee

The smaller committee will consist of the following:

- 5-6 faculty
- Among those faculty should be a learning scientist or developmental/cultural psychologist in addition to Catherine Overson; a Senate rep; someone active in equity and inclusion efforts at the university and/or active in their college’s formal initiatives; someone experienced in the promotion and tenure process
- Representative from CEITL
- An administrator

Note: the committee should be sure to consult with any and all constituencies who may be affected or have specialized expertise. This might include, for example, colleagues in Student Affairs.

3. Guidance as to the timing of the work

- APC presents motion to Senate beginning of February
- Senate leadership creates and charges ad hoc committee beginning of March
- Ad hoc committee provides a progress report to the Faculty Senate before the summer break; this will allow for consultation and feedback, and is intended to promote efficient discussion in the fall.
- The Ad hoc committee will work through the summer months, consulting with Senate leadership and administration as needed.
- The ad hoc committee will present its report to Senate Agenda Committee in late summer or early fall, with the goal of bringing it to the full Senate in the early fall or 2021.
- The Senate would debate and vote on the report. If it is approved, implementation would begin immediately so as to be in place in either fall 2021 or spring 2022.

4. Recommendations to consider in the revision (these are not intended to be narrowly prescriptive; rather, they constitute a set of concerns and questions that should be addressed).
• **What is the purpose of these surveys? To do what for whom and how?**

The course surveys are primarily for individual faculty members. They serve three purposes: to allow a faculty member to reflect upon and improve their teaching; to provide a faculty member with an opportunity to engage with students about their learning; and as a prompt for conversation in the peer review process.

The surveys also are for students. They again serve three purposes: as the most formal and systematic way for students to think and have a voice about—in their own words-- course instruction (for example, to praise especially effective teaching or to offer suggestions); as a device to encourage students’ metacognitive learning, both in an individual course and more broadly; and as practice for the soft skills of providing effective feedback.

Finally, the surveys have a supporting role in decisions about appointment, promotion, and tenure, within the context of a fulsome, sophisticated, and holistic peer review process. However, they are not intended to provide a single metric for the evaluation of an individual faculty member or as the definitive measure of effectiveness of course in meeting learning objectives.

Note: the administration is responsible for ensuring the overall quality of courses and the curriculum; while not the only metric for assessing that, the course surveys can provide relevant information. Specifically, programs, departments, and colleges should be able to aggregate some information from the surveys so as to capture longitudinally the success of the curriculum.

• **What are the principles behind the surveys and the overall aspirations?**

  a) Currently, the numerically-driven SET’s create the governing assumptions for how faculty are evaluated for appointment, promotion, and tenure. This is not in keeping with current research or best practices. Moreover, they systemically reinforce and conceal implicit bias which adversely affects faculty of color, women, and younger faculty. Finally, if the purpose of the SET is to provide students with a voice, a numerically-driven survey with predetermined questions limits the students’ ability to speak for themselves.

  Instead, the evaluation of teaching should be holistic, multi-faceted, and include primarily peer review, including the examination of course documents, class visits, assessment of assignments and grading, attention to student learning outcomes, and instructor narratives describing teaching philosophies and approach. Student voices are an essential part of that holistic review, and students should be surveyed ever semester; they provide important context and information but are not determinative. For that reason, the Senate-approved 2017 Report recommended that this particular portion of a holistic evaluation more accurately be called surveys so as to distinguish them from the larger process.

  b) Given the above, The Report also recommended that as the most common mechanism by which student voices are heard, the surveys should foreground open-ended responses to open-ended questions: in short, that the surveys should be narrative, and quantitative responses limited to a secondary role. Critically, the surveys should be designed to limit bias as much as possible; and those reading the surveys should be aware of and trained in accounting for that.

  c) We include the following as items the committee should consider as part of their overall report:

  • Should surveys be issued twice in the term, both early (like the current MAP) and at the end?
  • When are the optimal times for surveys to be sent out, and how much flexibility is there in the timing?
• We have had declining response rates for several years. We strongly recommend that UNH consider following the lead of other universities in requiring students to fill out course surveys before they can access their grades or identify another effective strategy to increase participation.

• Although not narrowly a part of this charge, we note that a revitalized system of course surveys can support student success by reinforcing the ways in which students can become active, self-aware partners in their learning. We recommend the ad hoc committee consider how course surveys become a more intentional part of the educational ecosystem. Three thoughts:
  - New students should take a one-credit course on learning (see the Cognitive Toolbox).
  - Students should also be trained in how to respond to surveys. Providing thoughtful feedback to colleagues in the workplace is a useful skill; we can provide students with some skill and experience in this area.
  - We provide department chairs, associate deans, deans, and other administrators with appropriate professional development in the use of qualitative data.
  - Should clinical and internship site faculty be brought under the same system?
  - What is the best balance between common questions and those that might vary by discipline, modality, venue, and program?