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### 2020-2021 FACULTY SENATE XXV - May 10, 2021

Faculty Senate

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UNIVERSITY OF NEW HAMPSHIRE  
2020-2021 FACULTY SENATE XXV

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

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

MINUTES SUMMARY

I. Roll: The following senators were absent: Ballestero, Bartow, Cappiello, J. Davis, DeJoie, Innis, Mitchell, Shannon. The following senators were excused: Came and Lockwood. The following were guests: President James Dean, Wayne Jones, and Kate Ziemer.

II. Call the order: The Senate chair, Erin Sharp, called the meeting to order and shared a PowerPoint slideshow acknowledging current senators who are retiring from UNH. Erin thanked the following senators for their many years of service to UNH and to the Faculty Senate: Bill Woodward, Bob Eshbach, Mary Katherine Lockwood, Michelle Grenier, Subhash Minocha, Joyce Cappiello, and Tom Davis.

The chair welcomed President Dean to the final meeting of the Faculty Senate.

III. Remarks by and questions to President James Dean

*The full text of President Dean's remarks follows:*

Thanks for the introduction and thanks to everybody for the invitation and the opportunity to talk with you this afternoon. I always accept your invitations and I always look forward to the opportunity to be with you.

For the understatement of 2021, we've had a challenging year. But we have come through it well, due to your efforts and the efforts of all faculty, staff, and students. In fact, I don't know of another university in the country that has handled the pandemic better than UNH has. Our case numbers are way down, and our vaccinations are way up. Today was the first day in a very, very long time that we've had no new infections at UNH. And last week was the first week that we have had fewer than ten new infections since last summer. It is really extraordinary the progress we have made. Over 90 percent of our students are telling us that they intend to be vaccinated before the fall semester starts. Thank you for everything you all have done to support our university and especially to support our students.

As you know, we have been developing plans for the summer and fall, and we will be communicating them very soon. We expect to reduce mask requirements, especially for outside this summer. For those of you who live in and around Durham, our plan is to open the swimming pool. Most classes in the fall will be face-to-face and, as always, plans are fluid and depend on our numbers, particularly on the number of vaccinations. I know we all say this repeatedly, vaccinations represent our most important weapon against COVID at this point.

I just saw that Chief Dean sent out a notice about the availability of the Johnson and Johnson vaccination coming up soon. I hope you had a chance to take a look at that.

Beyond the specifics about COVID, I would like to spend - and this is what the Senate leadership had asked me about the spend - a few minutes discussing the long-term direction for the university. This direction is articulated in our strategic priorities, which you can find on the University's website under the heading the future of UNH. And in fact, it's right there on the homepage. Because the faculty senate membership evolves as we've just seen from year to year, I want to make sure that everyone knows that faculty senate leadership was deeply involved in creating the strategic priorities, right down to crafting the actual words of the statements on the website. Where we hope to be five years from now and beyond is among the top public universities in the United States, as measured by metrics. That makes sense for a 21st-century public university, including graduation rate, specifically graduation rate for Pell-eligible students, our poorest students; student participation in high impact educational practices; the ability of our students to repay loans; the sustainability of the university community; the research productivity of our faculty, and so on. We have a set of specific metrics, not an overall ranking that we track in terms of being among the top public universities. And as you may remember, we aspire to be among the top 25 public universities.

To achieve these types of goals, we established four strategic priorities: 1) enhance student success and well-being, 2) expand academic and research excellence, 3) embrace New Hampshire, and 4) build financial strength. In addition to the quantitative goals in the plan, which I've talked about a little bit already, there is also aspirational language associated with each priority. And I have to say that this language inspires me every time that I see it and read it. So, I'm just going to read you two examples of the aspirational language that is part of this plan.

“UNH will ensure that all students graduate on time and are engaged and ethical global citizens. Students will be prepared to thrive in their first jobs and throughout their careers. UNH will become a national leader in designing the educational experience from the first year to graduation” And, a second statement on there is “UNH will attract increasingly strong and diverse students and faculty from across the country and abroad. The university will be known and respected for the high caliber of teaching, research, and advising in our academic programs. Our distinguished research, scholarship and doctoral education will be recognized worldwide, including our contributions to global sustainability challenges”.

These statements and the goals that I mentioned collectively represent our NorthStar providing our long-term direction. And again, I can't emphasize enough that these were developed with considerable input from faculty who wrote both statements that I just read, as well as from the entire university community. And as the faculty senate deliberates various important issues, including the Discovery curriculum, I hope that you will keep these aspirations in mind. We are preparing students for success in their first job and throughout their career? Are we leading them to be engaged and ethical global citizens? Faculty play just an absolutely central role in moving us toward this desired future.

To achieve these aspirations, we have been undertaking a number of initiatives, some new and some we've been working on now for more than two years. These are all explained and identified on the website. One that I want to particularly point to is the student basic needs initiative, which is part of student success and well-being. A committee of faculty and staff has been working for almost two years now to make sure that the university is addressing the basic needs of our students. For example,

for food, housing, and emergency relief. And this committee is doing an amazing job. For example, they are currently planning to create food pantries for students who are food insecure. Faculty have been incredibly generous in contributing to the student emergency financial assistance fund which has had a tremendous impact, particularly during the depths of COVID, with many layoffs and job losses among the families of our students. Thank you to the faculty senate leadership and to the faculty as a whole for your generosity and your concern for our students.

A few months ago, the University's leadership team took another look at the goals and priorities and decided to more explicitly incorporate diversity, equity, and inclusion into our strategic direction. Our initiatives now include, for example, greater support for students who have experienced bias or racism. And we've also significantly increased our efforts to recruit more diverse faculty and post-doctoral students. These efforts have already started to bear fruit. One change we made at the level of strategic priorities, and you might have picked it up already, was to change the name of the second item from "expand academic excellence" to "expand academic and research excellence." The faculty who reviewed our plans felt that research was not featured as prominently as one would expect at an R1 university. We made this change we are already directing more resources toward research and graduate education.

One final specific point I want to make about our priority for building financial strength. We have unfortunately been forced to take one step backward with the significant financial challenges of COVID. But we've now been able to take two steps forward in our implementation of the Huron expense management projects and also the COVID enhanced retirement program, the CERP program. We just saw the fruits of that just a second ago. While our current draft of the budget for fiscal year '22 still shows us losing money I believe that when the dust settles, we will be at least break even and perhaps a little bit better.

But this will continue to make it difficult to find the funds for pay increases. As you know, our ability to increase tuition, which is the traditional source of funding for raises, is very limited in the current environment, especially for in-state students. In business it's a cliché that you cannot cut your way to greatness. But I believe this applies even more powerfully to universities because our goal is of course not to make a profit, but in achieving our educational, research, and service mission. Our future success will depend not only on prudent financial management, which I believe we've been doing but on finding new ways to offer the incredible intellectual resources of the university to the world in ways that bring in revenue. Even in casual conversations about this topic I've already had faculty tell me that they have ideas for new programs. Fortunately, we're already on this path as under the leadership of Provost Jones and several deans we have introduced and grown a number of new programs over the last few years, mostly professional master's programs, many of which are online. Provost Jones and I agree that we need to accelerate this process, finding ways to use the university's academic strengths to create an exciting and sustainable future. We're currently thinking about how to do this. We have some ideas that we'll be presenting to you soon and we would be interested in any feedback that you can offer. New programs could be "for credit" or "not for credit." They could be conventional courses, or they could be certificates. They can be held during the academic year or in the summer. They could be a week; they could be a weekend. And at a minimum, what the university will do is to provide enhanced opportunities for faculty to suggest new programs and a rigorous analysis of their potential.

In closing, I believe that our university has a very bright future. We have met the most difficult challenge of our century so far, with expertise and character, and we've achieved great success. We have created a number of initiatives that will allow us to claim our place among the best public universities. We've recognized the opportunity and indeed the need to respond with enthusiasm to the challenges and opportunities of diversity, equity, and inclusion. And again, I believe we're headed in the right direction. As we complete this academic year, and we prepare for the next year I continue to ask for your help as colleagues in creating a curriculum that will allow our students to enjoy successful careers and fulfilling lives. The university needs your help in sorting out what kinds of technology and what kinds of course formats make sense for the next few years. And, in identifying ways to bring our intellectual resources to the public in a way that will create a sustainable future for our great university. Thank you.

*President Dean offered to take questions*

**Kevin Healey**, the Senate vice chair, asked whether the focus on addressing student needs includes students who are off campus or abroad now that we are moving into a post-pandemic environment.

**President Dean** responded that we want to address student needs no matter where students are. He said that UNH Students haven't been abroad over the last year because of COVID so that hasn't been a concern. We have had more students living at home, but we have a way through the website for students to request help wherever they are and for whatever kind of help they need. To some extent, because of the resources that faculty have provided UNH has been able to help hundreds of students over the last year who have had a setback of one kind or another. The president explained that one of the things we are working on now is to try and make it easier to find help on the web or otherwise. A Vista volunteer is helping to pull this together. UNH is also surveying students right now to help better address the needs that they have.

President Dean said that this seems central to what a public university should be doing. Between 20 and 25 percent of our students are Pell-eligible. The University has most clearly recognized that need and has acted on it. There is an incredible level of commitment by the Student Basic Needs Initiative group, both faculty and staff, for what they have done for students. It is an incredible point of pride for the university.

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**COLSA senator, Tom Davis**, explained that he is one of the individuals retiring. He said that many retirees are still seeking to continue to engage in research and contribute to the University's mission and productivity. He said that he would like the opportunity to talk about ways that UNH can make it easier for faculty like him to continue to engage. He has encountered obstacles in this area after accepting the CERP.

**President Dean** said that he will make a note of that and will probably have someone from the provost office reach out to make sure that we're doing everything we can. The president said that he doesn't think that, as a university, we have done a terrific job leveraging the contributions of retired faculty. We could do better. He said that he appreciated the reminder.

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**Ivo Nedyalkov, a CEPS senator**, shared that Senator Shaheen's office has expressed interest in a UNH project that he has been working on related to heat and power. He said that he wanted to give the president a heads up and would share more offline.

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**Andrew Seal, a Paul College senator**, asked about NH House Bill 544, sometimes referred to as the divisive concepts bill or the critical race theory bill. Andrew said that he understands that it has been withdrawn but has now been added as an amendment to the budget in an attempt to get it passed. Andrew said that this is concerning to many faculty. If this does get passed, how will the university respond to protect the academic freedom of its faculty?

President Dean said that the university follows the legislature process carefully with professional staff and the process is also followed along with the four institutions that are part of the University System of New Hampshire. He said that UNH has gone on record as opposing the legislation and has been very strong with our feelings about it. He explained that the bill was withdrawn but seems to be coming back in some zombie-like way. He said that he doesn't believe it is going to pass and that he hopes it doesn't pass. If it does, the university will do everything possible to maintain academic freedom. It is the core of any university, but especially a research university like UNH and we'll work together.

President Dean added that he is on the board of the NH Business and Industry Association. He shared that this association is effectively the chamber of commerce for New Hampshire, and they are vociferously opposed to the bill. President Dean summarized that the university community is against it and the business community is against it. However, if it does somehow pass, he gave his assurance that we will do everything possible to maintain academic freedom as it is one of our core values.

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**Harriet Fertik, senator from Classics, Humanities, and Italian Studies** asked to follow up on the president's comments on curriculum and discovery. She said there has been a COLA committee working for the past year on questions of diversity, equity, inclusion, and justice. She shared that one of the things that they've been working on is how curricular change is only one piece of the puzzle. She said that we have lost a number of faculty in the past couple of years. Not only faculty of color, but also faculty, including faculty of color, who work concretely on race and the history of race and racism. Harriet asked what resources the university is planning to provide to support the development of curricular and curricular change in a responsible way.

**President Dean** responded as follows, "What I was observing is that under our system of shared governance, curricular changes are really under the control of the faculty as you have said. There has been a proposal that has now been put on hold and is sort of being revisited. And I, was simply encouraging you to continue to work in that area.

We are able to offer a lot of extracurricular, literally extracurricular activities, having to do with questions of diversity and so on. And I would say that we've amped up what we've done there over the last year. So, there are a lot of opportunities. We just finished Unity week, a lot of opportunities there, but a number of others and more to come. So, the way we've worked with a division of labor is

that faculty control the curriculum, but that under Student Affairs and under Chief Diversity Officer, Dr. Petty, we've been offering really a pretty wide range of other kinds of things.

To take your other point though, about the faculty, yes, we have, unfortunately, lost some faculty this year that we really desperately didn't want to lose. And I will say that this is the environment that we're in now. We at the University of New Hampshire are saying we want to have a more diverse faculty. And many, many universities around the country are saying that they want to have a more diverse faculty. We are unfortunately one of the places they look to find those diverse faculty. And unless and until we can increase the number of diverse faculty who are in the pool, so to speak, it is a zero-sum game. With everybody who gains, somebody loses. We tried extraordinarily hard to hold on to the faculty we lost. We made counteroffers that were very, very generous. We were creative in terms of what we've offered. And we're very sorry to say that it wasn't enough in a few cases. To understand how we can do better in the future, Nadine Petty is conducting exit interviews with faculty who left and even faculty who left a year or two ago to make sure that we have a really good understanding of what happened and what, if anything, we could have done to change it. I'll also say that while the recruiting season is still going on, we have also recruited some more diverse faculty this year. So, it's not just that we've lost some, but we've gained some. And I particularly want to call out both the opportunity hiring program that many of you are familiar with, that Provost Jones has led working with the deans and with department heads, and also particularly the post-doctoral program, which is really focused on diversity. We brought in five new postdocs a year ago. We're bringing five new post-docs in this year. And what we're hoping is that this becomes a group of people whom we can recruit into the ranks of the professorship within the university. And that's fairly innovative. You haven't seen that in a lot of universities. And it allows us to have a leg up in recruiting more diverse faculty. So, we're in this 100 percent. We are trying to do the best we can. We're not content to lose people. We are fighting very hard to keep people, but also to bring new people to the university in any way possible.”

**The Senate chair** Erin Sharp added to the discussion sharing with President Dean that the Senate considered a motion at the previous meeting to endorse the UNH Diversity Statement. She said that it was a good discussion and very powerful. Several senators wanted to go on record that they had not experienced UNH in that aspirational way of being welcoming to all and to people from diverse backgrounds. **President Dean** said that he would be happy to hear more about that. He said that nobody thinks we've got it fixed. Nobody thinks we're all the way there. It's going to be a continuing challenge. All we can hope is to continue to make progress with the goodwill of people like those at this meeting.

**Provost Wayne Jones** added that he will be following up with Harriet as well and he appreciated the question. He said that the fourth leg of the stool, if you will, is the curricular piece around cluster hiring and how we create those cluster opportunities. He explained that there is a group still working on this and that he will be working with Senate leadership over the summer to try and finalize that and get that out to the faculty senate to get feedback, as well as to the department chairs who will be meeting on July 1.

IV. Approval of the minutes from April 19, 2021 - It was moved and seconded to approve the minutes of April 19, 2021. Corrections were offered in sections III and VI. Thus adjusted the minutes were unanimously approved with 1 abstention.

V. Approval of the Minutes from May 3, 2021 - It was moved and seconded to approve the minutes of May 3, 2021. Corrections were offered in Sections VI and VII. Thus adjusted the minutes were unanimously approved with 1 abstention.

VI. Update on Academic Affairs Committee (AAC) motion to endorse the UNH Diversity Statement - The Senate chair explained that the AAC brought this motion to the floor at the May 3 meeting. In response to the discussion at the May 3 meeting, the committee has requested additional time before bringing the motion before the Senate again. Erin offered that the Agenda Committee was willing to facilitate discussions between the AAC and the Chief Diversity Officer about the diversity statement.

VII. Discuss and vote on motion to make online Add/Drop permanent - Joe Dwyer shared a revised version of the motion that had been presented at the May 3 meeting as follows:

**Rationale:** The Registrar’s Office has successfully implemented a fully online process where students use their Registration Access Code (RAC) to make changes to their schedules for the ADD/DROP process. The Registrar’s Office seeks to make the online ADD/DROP process permanent.

**Motion: The Faculty Senate approves making permanent the fully online ADD/DROP process, which will include retaining the requirement that students request and receive permission to add from instructors during the last three days of the add period. In addition, the Senate recommends incorporating a process by which the Registrar’s Office notifies instructors of students who have added and dropped their courses both at the end of the add period and again at the end of the drop period.**

Joe explained that there were concerns raised in the May 3 meeting about the proposal to drop the requirement that students request permission from instructors to add during the last three days of the add period. The AAC considered the points made at the meeting and further feedback they received after the meeting. As a result, the motion now states that the requirement for permission during the last three days is retained.

A friendly amendment was offered to change “which will include” to “which includes.” Joe accepted this amendment.

**The motion was put to a vote. The motion passed with 52 in favor, none opposed, and no abstentions.**

VIII. Discussion about suspending the rules to allow substantive motions to be voted on today - The Senate chair explained that the 4 remaining motions on the agenda are being presented to the Senate for the first time. The 3 motions from the Student Affairs Committee were on the agenda for the May 3 meeting but, due to time, were not presented to the Senate.

Andrew Coppens, chair of the Student Affairs Committee, made a motion to suspend the rules to allow these motions to be put to a vote at this meeting. He explained that senators have been made aware of



the SAC motions for several weeks and have, therefore, had time to share and discuss with their colleagues. As well, this would allow the committee to close out business for this Senate session. The motion was seconded.

A COLSA senator pointed out that there were earlier discussions in the Senate this year about the importance of working within the Senate rules. He explained that the motions being presented today involve matters where there is no precedence; the motions were not previously put on the floor, and the motions were distributed to senators during the busiest time of the year. He wondered why these motions are so urgent that they must be handled this session.

Andrew explained that senators have had access to these SAC motions for the same amount of time they would have had them if they had been put on the floor at the last meeting. He also shared that, although we are all busy, the Senate proceeds despite busy semesters. He offered that we don't choose to suspend the rules of the Senate based on the content of the motions and whether we think one motion is more important than another. That is not what is happening here. Instead, we are recognizing that the session is ending.

The chair reminded the group that a motion to suspend the rules does require two-thirds of the votes to approve it. The chair displayed the list of the motions that would be covered by this motion to suspend the rules:

*Agenda Committee and AAC Resolution of Thanks to the UNH Office of the Registrar*

*SAC Motion on Expanding Access to myWildcat Success*

*SAC Motion Toward a Personalized, Proactive, and Holistic System of Student Support*

*SAC Motion on Faculty Responsibility and Authority Over Course Content, Pedagogy, and Modality*

**The motion to suspend the rules was put to vote. The motion passed with 45 in favor, 7 opposed, 5 abstentions.**

IX. Agenda Committee and Academic Affairs Committee (AAC) motion to thank the Registrar's Office - The chair presented the motion on behalf of the Agenda Committee and the AAC as follows:

**Resolution:**

**WHEREAS, since March 12, 2020, UNH has worked to meet the educational needs of students within the emergency health and safety guidelines required during the COVID-19 pandemic that has affected the world;**

**WHEREAS, UNH's success in being able to meet the educational needs of students during this time has required extraordinary efforts by every employee and every department, including the UNH Office of the Registrar which has worked to continually adapt course scheduling and grade reporting, and other processes in the midst of uncertainty and changing conditions;**

**WHEREAS, the Registrar’s Office worked with the Faculty Senate to develop and gain approval for the motions:**

- **To expand the Pass Fail policy for Spring 2020**
- **To approve changes to the Academic Calendar for AY 2020-21**
- **To change common exam time for AY 2020-21**
- **To approve changes to Add Drop procedure for AY 2020-21**

**WHEREAS, the Office of the Registrar has worked to implement the changes approved in these motions.**

**THEREFORE, BE IT RESOLVED THAT the Faculty Senate extends profound gratitude and appreciation to all employees in the Office of the Registrar. We recognize and salute you for your selfless dedication to the service of UNH students, faculty, and staff.**

The chair, Erin Sharp, added that she had the opportunity to serve on the first educational planning committee for managing during Covid and she witnessed the work that the Registrar’s Office did with help from Institutional Research. As a result of their efforts, UNH was able to reassign classrooms to reduce the capacity to allow for social distancing and provide classroom space for as much face-to-face learning as possible.

There were no comments or questions.

**The motion was put to a vote. The motion passed with 54 in favor, none opposed, and 1 abstention.**

X. Student Affairs Committee Motion on Expanding Access to myWildcat Success - Andrew Coppens, chair of the Student Affairs Committee, presented the following motion:

**RATIONALE - The limitations of reactive or relatively passive “come to us” models of student support for supporting student success have been intensified during but not created by the COVID-19 pandemic, suggesting the need for long-term transformations to UNH systems and processes.**

**Research makes clear that stigmatization is a significant barrier for students seeking both academic and non-academic help and support. Reaching out to students proactively can lower both material and perceived barriers of access to support and can counter the effects of stigmatization. Proactive, early student support interventions can be highly effective with relatively minor course corrections and carry the benefit of sending students a “someone’s looking out for me” message.**

**The need for a systematic, holistic, personalized, and proactive approach to student support at UNH is intensifying as greater proportions of students are challenged by financial, mental health, and other forms of stressors. COVID-19 layered onto these already-existing realities.**

**A complex and coordinated student support ecosystem requires *infrastructure* and *comprehensive access to it*. There are creative and growing efforts underway at UNH to**

**develop and resource such a system of student support involving both academic departments, advisors, and programs as well as student support centers and programs. These efforts aim to leverage UNH’s FERPA-compliant myWildcat Success (myWS) – the UNH rebrand of the EAB Navigate software platform – to desilo and coordinate existing student support services toward a wrap-around student success approach where academic, extracurricular, and wellbeing facets of students’ experiences are connected and synergistic.**

**The purpose of this motion is to specifically support expanded access to myWildcat Success among core student support centers, such that transformations in the UNH model of support for student success can continue to grow.**

## **MOTION**

**The Faculty Senate strongly advocates expanding access to myWildcat Success/EAB for all centers involved in student support, success, and wellbeing in order to encourage further development of a holistic, personalized, and proactive system of student support and to allow for coordinated partnerships with academic advisors and others invested in student support at UNH.**

**Such centers include but are not limited to: The Center for Academic Resources (CFAR), the Office of International Students and Scholars (OISS), Student Accessibility Services (SAS), The Beaugard Center, Psychological and Counseling Services (PACS), The Honors Program, UNH Athletics, etc.**

Andrew explained that the SAC investigated four charges this year and nearly all of them had to do with checking in with the various student support centers on campus to see how they were doing with COVID. The answer was uniformly “not so good” in terms of contacting students, despite people working hard and doing the best they could under the circumstances. The committee’s takeaway based on conversations with PACS, CFAR, SAS, OISS, was that there are longstanding limitations of a model that relies on students to seek help from support services. These limitations had been recognized for a long time, but COVID layered on to the limitations and vulnerabilities of that model and created a set of circumstances that made student support quite challenging.

The committee, in responding to these charges, tried to take a big view to consider what UNH can do and what kinds of efforts are already out there that we can be supported to create a much more proactive approach to student support.

Andrew pointed out that President Dean in his remarks at the beginning of the meeting talked about the importance of UNH positioning itself to address student needs. This is exactly what this motion and the next one to be presented are intended to do. He said that addressing student needs goes in two directions. The first need involves making sure students know where to go, but it is also about creating the infrastructure and the connection among students support centers and faculty and services so that we know how to reach students.

Andrew explained that the reason why it is important to act proactively – as is widely researched and understood in the student support field - is that there is a significant stigma around “help-seeking.”

Students are resistant to seeking help. Some students face psychological barriers to accessing resources.

UNH has a sophisticated piece of software now, myWildcat Success. The software is widely used in our comparator institutions. It is used to connect different student support services and to connect faculty and to plug people into a sort of wraparound system that provides information on student coursework, the kinds of advising that students have experienced, and it allows collaboration around student support between faculty, students support centers, professional advisers, etc. Andrew explained that the motion is an opportunity for the faculty senate to weigh in and support this approach,

This motion is specifically directed at providing student support and academic centers with access to myWildcat Success so that they can be more proactive and so that they can position themselves to help students with both academic and non-academic needs, He explained that the committee had extensive conversations with Kate Ziemer, Nicky Gullace, the Student Success Steering Committee, and other groups listed in the background document. There were also good conversations with Andy Colby of the Registrar's Office about FERPA. All of these people agree that this is the direction the university should go. They also agreed that they would appreciate faculty weighing in and giving their support to this growing effort. There are a lot of plans for the upcoming summer to expand myWildcat Success and to move the university as a whole in a comprehensive way down the road to be more proactive holistic around and more personalized around student success.

The floor was opened for questions and comments.

A UNH Manchester (UNHM) senator commented that his campus has been doing most of what has been described for the past three or four years. He said there is still a distance to go but it has been enormously advantageous particularly when faculty sit down to advise students since there is a protected record of feedback coming from multiple sources. As a result, UNHM has become much more effective at responding early to students who may be experiencing some difficulties. He said that it will be more complex to implement this approach on the Durham campus. However, the experience has been enormously positive, and he wholeheartedly recommends this move.

A suggestion was made to spell out in the motion the meaning of the acronym FERPA. Andrew accepted this as a friendly amendment.

A question was asked about who currently has access to myWildcat Success. Is this about giving more support staff access? Andrew said that it is mixed. UNH Athletics, for example, does have access as part of an early pilot program. But other centers are seeking access, including the Beaugard center. CFAR just recently obtained access.

Andrew clarified that not all centers would have the same kind of access. For example, the access that SAS has is very different than what CFAR has. The access that PACS has is very different than what CFAR or Athletics has. The privacy norms of the particular center dictate what information is put onto the platform. For example, PACS and SAS will not contribute notes into myWildcat Success as this would create vulnerabilities around privacy. The system is very customizable and it's customizable in ways that maintain compliance with FERPA as well as compliance with other privacy regulations.

The senate chair asked about the goal of the motion. Andrew confirmed that the Senate does not necessarily need to give its approval for access to be expanded. Instead, the goal of the motion is to make sure that faculty are informed and for the Senate to endorse this expanded access.

A faculty visitor from the Computer Science Department shared that, as an advising coordinator, he does a lot of advising and that it is very apparent that he is not equipped for some of the types of things that he is being called upon to do as an academic advisor. He said that he is not a substance abuse counselor, nor a grief counselor or a psychologist. He said that he is being called upon to do things that are largely underneath the umbrella of all those categories and plenty of others. He said that under this model it is great to collect the information in myWildcat Success but the missing piece that we have at the moment is that there needs to be somebody who oversees the collection of red flags - somebody who is there to watch this. He said that he doesn't think that would be the academic advisors as they are not equipped to do that. He wonders if this issue has come up in the committee's deliberations.

Andrew responded that one of the things that people involved in these conversations were excited about is that by connecting centers, professionals with advising expertise, both academic and non-academic, have an opportunity to sort of share the workload

Kate Ziemer, the Senior Vice Provost for Academic Affairs, added that this is a very important question. She pointed out that one of the advantages that we hope to gain from this process is that advisors can put a flag on a person. If someone in SAS, for example, is working with that person, they can reach out proactively. She said that she can't provide the exact mechanisms because they haven't been developed yet. That is something that must be done collaboratively with the support offices involved so that we understand how to how to move forward in a way that everyone is comfortable with.

**The motion was put to a vote. The motion passed with 50 in favor, one opposed, and 4 abstentions.**

XI. Student Affairs Committee Motion toward a Personalized, Proactive and Holistic System of Student Support – Andrew Coppens presented the following motion on behalf of the Student Affairs Committee:

#### **RATIONALE**

For rationale, see documentation for April 19, 2021, *Student Affairs Committee* motion “**On Expanding Access to myWildcatSuccess to All Student Support Centers**”.

In relation to the motion noted above, the purpose of this motion is to support further transformations in the UNH model of support for student success.

#### **MOTION**

**The Faculty Senate strongly supports recent work happening to advance and transform the UNH model of student support and success among advocates such as the Student Success Steering Committee, various student support centers on campus, and the office of SVP for Academic Affairs. We especially support transformations to UNH's approach to supporting student success in alignment with the following principles:**

- ***Proactive.* Supporting student needs proactively, whether academic or non-academic, can reduce barriers to help seeking, permit smaller interventions, and reduce crises and stressful situations. Proactive support sends a message of care, which we value.**
  
- ***Personalized.* UNH has long prided itself on a campus environment where students have supportive and meaningful relationships with advisors, staff, and faculty. Transformations to student support should enhance and sustain this principle.**
  
- ***Holistic.* At UNH, we aim to provide academic experiences that sustain student health and wellbeing, and to provide health and wellbeing resources that can deepen academic success. We support increasing partnerships and coordination synergies among academic, student affairs, and student wellbeing centers, groups, units, and programs on campus.**

Andrew pointed out that while the last motion about myWildcat Success was specific in terms of intervention, this motion is asking for support for a set of principles around efforts to transform student success support and advising at UNH. Andrew said that the principles outlined in the motion came out of conversations with all of the different groups and people on campus that are described in the background of the motion.

In response to a question about the benefit of a Faculty Senate endorsement of these principles, Andrew pointed out that all decisions at the university level, especially those that interface and intersect with academic concerns and academic advising concerns are negotiated and decided through shared governance. This is an opportunity for the Senate to weigh in. However, it is not a blank check. Instead, it is a way for the senate to support student success generally and an approach to student success that is based on these principles. This is sort of a thumbs up, a signal to go ahead and move in this direction and to keep having conversations back and forth across academic centers, across non-academic centers, with UNH administrators, and with the faculty as we think of actions that are appropriate to realize these principles.

A senator from COLSA asked for confirmation that this essentially encompasses all mechanisms of student support, including academic advising. He said that he does support these principles and as an academic advisor he does his best to try and behave in said manner, but with 45 advisees (and he has colleagues with more than that numbers) it is sometimes difficult to give completely personalized or proactive services to all of those advisees. it can be very difficult to do the things that are being listed here.

Andrew responded that these principles are horizons. These are things that we are pointed toward but there are lots of constraints that limit our ability to have one-on-one relationships with each and every advisee. He said that he very much understands the kind of advising load that people carry and the class sizes that are out there as well. He said that this motion is an effort to stay oriented on a particular set of principles, knowing that there are lots of other things that come in and strain our ability to achieve that in one way or the other. The committee specifically didn't subscribe or prescribe what

proactive and personalized and holistic looks like, just knowing that the context is very different from one department to the next and from one college to the next.

A suggestion was made to change the first bullet to read: “*Proactive*: Proactively supporting student needs, whether...” Andrew accepted this as a friendly amendment.

A CEPS Senator pointed out that given the current constraints, the goal, albeit a horizon, isn’t going to be reached, and given the various distribution of different programs people are going to have different experiences. He worries about voting in something that placates that and doesn’t support striving towards these goals. What are we going to actually do to normalize this across campus and to make sure that the resources are available to reach that success?

Andrew responded that there is always some principle that guides action, He said that is what he means by a horizon. It is also why the committee felt it was important to articulate these principles so that it was explicit which ones we are working toward. . This also produces an implicit rejection of some less noble principles that might guide student support and academic success.

A COLA senator who is on the SAC added that the issue of differences in resources for student advising across campus came up in the committee’s meetings with various center directors. . She said that her reading of this motion offers a guide to UNH in how it would choose to allocate or think about the questions of allocation of resources. This motion would put on record that we are in support of making this kind of advising possible for all students and not just for ones who are currently in better-resourced parts of the university.

Another COLA senator, also on the SAC, shared that one of the things that came out drafting the motion is the idea that our previous senate motions help guide the rationale for future motions. She said it is really important to say that this is what we believe in, and this is what we would like to get to. That may actually help with resource allocation, or it may help to nudge that in the future.

The COLSA senator who spoke earlier said that he is going to support this motion because in some of his own attempts to be proactive in helping students who were in crisis he has been told that his actions were inappropriate and that the actions of his colleagues who also tried to help students was inappropriate. He said that he hopes this motion will send a message to certain administrative elements that there are things like housing insecurity and food insecurity that need to be addressed and when the administration chooses not to address them, faculty should have the power to do so.

The discussion ended and the motion was put to a vote. **The motion passed with 47 in favor, none opposed, and 4 abstentions.**

XII. SAC Motion toward a Personalized, Proactive and Holistic System of Student Support - The Senate chair explained that there was no time for this motion to be presented. She suggested that the Student Affairs Committee could continue to work on this motion during the summer and next year to bring it to the Senate.

XIII. Reflections by the chair – Erin Sharp shared that it has been an honor to serve as Senate Chair, especially in a time when the university was experiencing many challenges. She said that this year she sincerely looked forward to spending Monday afternoons with the Senate,

Erin thanked the Senate committee chairs for all their work this year in organizing and shepherding their committees: Joe Dwyer (AAC), Lisa MacFarlane (APC), Rob Eshbach (CPC), Jeffrey Halpern (FAC), Michele Charpentier (ITC), John Hasseldine (Library Committee), Ivo Nedyalkov (RPSC), and Andrew Coppens (SAC).

Erin also thanked the Agenda Committee members, vice chair Kevin Healey, David Bachrach, Jim Connell, Ann Bartow, and Allison Wilder. Erin said that she has served in the Senate for 9 out of the 11 years she has been at UNH She has enjoyed working with all of these members.

Erin thanked Kathy Brunet, the Senate administrative assistant for her partnership and hard work throughout the year and explained that a gift had been dropped off for Kathy. Erin also thanked Faith Thompson, the Senate’s work-study assistant who has worked with the Senate for the past 3 years. Faith is leaving UNH now that she is finishing her master’s degree.

The Senate vice chair, Kevin Healey, asked to be recognized. Kevin acknowledged Erin’s service and leadership. He said that he appreciated that she is fast, she knows what is going on, and she doesn’t drop balls. He said that she has displayed totally exemplary leadership. He offered Erin, on behalf of the Senate, good luck in her new position as associate dean of CHHS. Kevin explained to the group that an engraved gavel, a gift from the Senate, was delivered to Erin before the meeting. Erin proudly displayed her gavel.

XIV. Adjournment. The meeting was adjourned, *sine die*, at approximately 3:38 PM.

<b>AAC</b>	Academic Affairs Committee (Faculty Senate standing committee)
<b>AC</b>	Agenda Committee of the Faculty Senate
<b>ASAC</b>	Academic Standards & Advising Committee
<b>APC</b>	Academic Program Committee (Faculty Senate standing committee)
<b>AT</b>	Academic Technology
<b>BAC</b>	Budget Advisory Committee
<b>CaPS</b>	Career and Professional Services
<b>C&amp;PA</b>	Communications & Public Affairs
<b>CCLEAR</b>	Clinical, Contract, Lecturer, Extension, Alternative Security, Research faculty
<b>CEITL</b>	Center for Excellence & Innovation in Teaching & Learning
<b>CFAR</b>	Center for Academic Resources
<b>CORPAD</b>	University Committee on Real Property Acquisition and Disposal
<b>CPC</b>	Campus Planning Committee (Faculty Senate standing committee)
<b>DRC</b>	Discovery Review Committee
<b>FAC</b>	Finance & Administration Committee (Faculty Senate standing committee)
<b>FAR</b>	Faculty Activity Reporting
<b>IRA</b>	Institutional Research and Assessment
<b>IT</b>	Information Technology
<b>ITC</b>	Information Technology Committee (Faculty Senate standing committee)
<b>JSMB</b>	Joint Strategic Management Board (Navitas review)
<b>LC</b>	Library Committee (Faculty Senate standing committee)
<b>OISS</b>	Office for International Students & Scholars



<b>OS</b>	Operating Staff
<b>PACS</b>	Psychological and Counseling Services
<b>PAT</b>	Professional and Technical Staff
<b>PSC</b>	Professional Standards Committee (FS permanent committee)
<b>RPSC</b>	Research & Public Service Committee (Faculty Senate standing committee)
<b>SAARC</b>	Space Allocation, Adaption and Renewal Committee
<b>SAC</b>	Student Affairs Committee (Faculty Senate standing committee)
<b>SAS</b>	Student Accessibility Services
<b>SHARPP</b>	Sexual Harassment and Rape Prevention Program
<b>SSSC</b>	Student Success Steering Committee
<b>SVPAA</b>	Senior Vice Provost for Academic Affairs
<b>UCAPC</b>	University Curriculum & Academic Policies Committee (FS permanent committee)
<b>VPFA</b>	Vice President for Finance and Administration