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### 2020-2021 FACULTY SENATE XXIV - February 17, 2020 Minutes Summary

Faculty Senate

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UNIVERSITY OF NEW HAMPSHIRE  
2020-2021 FACULTY SENATE XXIV

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 February 17, 2020

MINUTES SUMMARY

I. Roll – The following senators were absent: Ballestero, Healey, Karaivanova, Kim, Magnusson, Minocha, Ollinger, Plachetzki, and Robin. The following senators were excused: Bartow, Knowles, McHugh, Shannon. Wayne Jones was a guest.

II. Remarks by and questions to the provost - Provost Wayne Jones shared updates as follows:

- A number of searches are underway, including the search for Dean of CEPS and Dean of COLSA. The search for a Chief Diversity Officer will also soon be up and running.

- The search committees for the Senior Vice Provost for Student Affairs and the Senior Vice Provost for Academic Affairs will be announced next week. The Student Affairs position will include two arms, one that focuses on well-being and that other that focuses on student engagement. In Academic Affairs there will be one arm that focuses on faculty affairs and faculty development while the other arm focuses on student success.

- For the Graduate Student housing project, Wayne shared that he is guardedly optimistic about it moving forward. President Dean and a team from the University System and the Town of Durham traveled to Maryland recently for a day and a half meeting with the developer. The discussion focused on the identification of needs and ways in which the town and university can meet them. The hope is that a deal will be reached within 30 to 60 days.

- On the Huron Project, Wayne explained that it was discussed in detail at the State of the University address and at the first Town Hall meeting today. A question was raised at the State of the University address about whether Athletics was in or out of scope for the Huron work. Athletics was considered by Huron and it was one of the 69 areas that could have been looked at. However, in the mid-term review, the steering committee reduced the number of areas to 18 and then asked Huron to do a deep dive in 9 areas. The decision making was based on the areas with the best financial impact and the best organization structural benefit across the organization. The Huron review of Athletics did identify two opportunities, but they were relatively small. Wayne reported that we do have an ongoing project with Athletics right now, focused on reducing the Athletics fees but it is not a Huron project.

Huron identified savings opportunities of between \$20 million and \$40 million that they think we can get by doing work with more overall efficiency. The common theme across Huron was more about efficiency and not about whether or not employees are working hard on a process. The focus will be on whether we should even be doing a process or whether a process can be done in a more efficient way. There are five areas of focus with an implementation team for each area. These teams include faculty senate reps, staff, PAT, OS, professionals from within the units involved, and a few specialists. The implementation teams will report to the steering committee. Each team is charged to look at what Huron is recommending, look at the data, pull more recent data as

necessary and then make their recommendations to achieve the goals for the opportunity that has been laid out. The teams have been advised to not work in a vacuum and they will form some subcommittees. We are trying to keep the teams small and then engage with the community as a whole. The teams are:

- **Business process (BSCs)**
- **Library**
- **IT and enterprise management systems**
- **RCM** – Note that RCM was not recommended by Huron. But, it is time to do an RCM review and it was very clear that doing this review now is critical for laying the foundation for any other work we are going to do.
- **Academic Program costs** - There were no findings in this area by Huron. Instead, Huron was asked to build a tool for analyzing costs to help deans and department chairs when making decisions about programs (growing, shifting, or sunseting programs). There is an implementation team for this area that will focus on getting the data into a Tableau form so that it can be shared. The raw findings from Huron didn't provide access for department chairs to look at the data in an easy way. As well, there were some apples/oranges comparisons to clean up. Jackie Snow, senior director, Center for DATA, is working with the deans and a cross-function team to do this work and then deploy it to the executive committees.

John Hasseldine, chair of the Senate's Library Committee and also a member of the new Library implementation team, asked to what extent members of the implementation teams are going to be able to report back to the faculty senate? John pointed out that there may be some sensitive discussions within the implementation teams, yet, in his case, he is also representing the faculty senate. So, what can he share from the implementation team with the Senate's Library Committee? Wayne responded that he wants the committees to do their work free of worrying about whether or not the media will be coming out with a story about what was discussed at a meeting. Therefore, these should be confidential conversations. At the same time, he recognizes that we want to keep the community informed. He said that he will be coming to every meeting to answer questions and he hopes that the representatives on the implementation teams would be willing to do the same recognizing those things that they can share and those things that are still in discussion. Wayne said that he is also asking every implementation team is to provide a monthly update that can be posted on the President's financial strength webpage

- Ivo Nedyalkov from Mechanical Engineering shared that he is aware of the progress with the lecturer's contract and appreciates this and hopes that there is continued work toward improving the conditions for lecturers.

- Ivo also pointed out that he has completed a rap video about fluid mechanics which was sponsored by the Executive Director of the American Society of Mechanical Engineers, a former vice president at Sony music. The video was shot at UNH and features some of its facilities. Ivo suggested that the provost and senators check it out and spread it. It is called "It's All About Flow" <https://youtu.be/i0B6I3EfqHY>

- A senator asked about the Senate motion passed in the fall semester to [decouple myElements from faculty activity reporting \(FAR\)](#). What is the administration's response to that and what will become of myElements as we seek to avoid replicating new systems over and over again? Wayne responded that he has talked to the deans and confirmed for them that departments can decide how to submit their FAR. He has received feedback along the lines of 1) some departments have asked if they can still use myElements and he has said yes, 2) Many departments have said they don't want to use it. Wayne said that he has been asking what we are using the FAR

for and who is reviewing these reports? Wayne said that he is not a big fan of faculty doing work on something that doesn't get looked at for any reason other than maybe tenure and for looking at question 14. So, this is another conversation he has asked the Deans to have with their department chairs in the executive committees.

Wayne said that MyElements still has a role in terms of the way the University is going to collect data and we are still using it to populate the web pages. This does save a lot of money because we don't have to hire three or four people to do the work that it does. myElements may not be the tool that we end up with at the end of the contract in two years, but we are not going to throw away that money and hire three people. He will let the contract run its way out before we make a decision about how we want to do that. We have to have a means of curating this data so we can draw from it for our reporting purposes, but there's no reason it has to be coupled with the FAR.

Wayne closed out his remarks by reminding faculty about the remaining town hall sessions to discuss the Huron work.

III. Remarks by and questions to the chair – Chair David Bachrach shared the following remarks:

- John LaCourse has agreed to chair the Senate's Finance and Administration Committee after Bill Knowles had to step down.

- The charge that had been assigned to the Student Affairs Committee on investigating the purpose and value of standardized student evaluations has been moved to the Academic Program Committee (APC). As well, the APC has been given a charge to respond to Barb White's work in preparing for NECHE accreditation, specifically on syllabi language about expected hours of work outside of class.

- Please let your colleagues know about the upcoming town hall meetings with President Dean this month to discuss the Huron report.

- David asked Kathy Brunet, the administrative assistant for the Senate to review information about upcoming Senate elections. Kathy shared this information:

- Senate terms are 2 years in length.
- 36 senators have terms that expire at the end of May.
- Department size is determined by the number of tenure track plus the number of non-tenure track faculty with a 75% or greater appointment at the time of the election.
- The number of Senate representatives for each department is determined by the department's size at the time of the election:
  - 15 or fewer = 1 senator
  - 16- 40 = 2 senators
  - 41 + = 3 senators
- At least one senator from each department must be tenure-track faculty.
- All faculty eligible to serve will be listed on the ballot. This includes faculty who plan to be on leave or retire.
- Faculty are encouraged to discuss possible candidates with their colleagues. Faculty who are interested in serving are encouraged to share this information with department members prior to the start of voting. Likewise, faculty who will not be available to serve are encouraged to share this information.
- Senators have the opportunity to designate a proxy from the department to represent them during the semester(s) when they are not available.

- The election is done by “Approval voting.” You may select one, some, or all candidates. The winner is the candidate whom most voters support.

David Feldman asked if it were possible to communicate some of the major items that will be on the agenda in the following year in order to excite some interest in serving and selecting a senator? He added that selecting a person is too abstract when one has no idea what the business will be. Kathy suggested that this question be brought back to the Agenda Committee to consider.

David also asked that senators speak to their department chairs to request that Senate business be added as an agenda item on department meeting agendas. Senators are encouraged to share with their colleagues that the Senate elections will be coming up and they should ask who is willing to serve.

IV. Approval of the minutes from February 2, 2020 – It was moved and seconded to approve the minutes of February 2. Changes were suggested in Sections IV, VII, and VIII. Thus adjusted, the minutes were unanimously approved.

V. One-minute Committee reports –

**John Hasseldine, chair of the Library Committee** indicated that the committee did not meet. Instead, John met with the dean of the Library during committee time. The committee will meet next week.

**Lisa MacFarlane, chair of the Academic Program Committee** offered that the committee will bring a couple of motions forward at the next meeting.

**Michel Charpentier, chair of the Information Technology Committee** shared that the committee will be meeting with members of the UNH Information Security Committee on Monday to discuss the process used to manage computer security updates (patches) on campus. The committee is eager to have some users attend who use their computer(s) in a non-standard way for research and work and who have concerns about IT controlled patching. The meeting is on Monday, from 3 to 5:00 pm. Please contact Michel Charpentier directly to find out more about this.

The committee is also preparing a survey to be sent to faculty and staff on campus who have experience purchasing computers using the new UNH Computer Purchasing Program. Please send to Michel Charpentier the names of staff in your unit who regularly use the new purchasing system so that the survey can be sent to them.

**Bill Woodward, chair of the Student Affairs Committee** offered that Susan Endrizzi and Nena Stracuzzi will be presenting a motion on the gender question on student evaluations.

**Joe Dwyer, chair of the Academic Affairs Committee**, shared that the committee has met with Mike Carter, president of AAUP UNH to discuss confidential student evaluations. There have been cases where faculty have faced disciplinary action based on what students wrote in confidential student evaluations. No one is arguing that these should be ignored if someone has done something wrong. However, this is not the place for students to report this. Joe explained that the committee is moving in the direction of having instructions provided on the evaluation form clearly stating that this is not the place to report wrongdoing. Instructions about where to make such a report would be included. Faculty should contact Joe if they have any thoughts or concerns on this subject.

**Ed Hinson, chair of the Campus Planning Committee** – reported that the committee did not meet last week.

**John LaCourse, chair of the Finance and Administration Committee** explained that the committee did not meet last week because they were in transition after Bill Knowles stepped down due to a teaching conflict. But John was able to report that Deb Dutton, vice president of University Advancement has shared that the last fundraising campaign closed with approximately \$60 million but much of this is tied to estates. The money is pledged but the money isn't necessarily available.

The committee has met with Interim CFO, Catherine Provencher, about budget concern issues. 30% of the budget is tied to administration. John said that it is interesting to see that most of that money does flow back to the academic units somehow. Recently, the committee received a report on headcount, tenure track vs. non-tenure track positions. In FY 2016, Tenure track faculty totaled 636 and in FY 2020, Tenure track faculty totaled 593. Non-Tenure track was 402 in FY 2016 and 393 in FY 2020. So, there have been some changes. The committee will be looking at the data next week. John added that if you look at Tenure track and Non-Tenure track combined for COLA, there was a reduction from 356 to 299 between FY 2016 and FY 2020.

**Andrew Coppens of the Research and Public Service Committee** discussed information in a handout that he provided on the committee's work in response to their charge to "identify ways in which research and scholarship can be more widely promoted outside the UNH community." The committee is seeking early input about this very preliminary proposal, shown below. A digital version will be sent out by email to all senators.

Feb 10, 2020

Identify ways in which research and scholarship can be more widely promoted outside the UNH community and report on your findings to the senate.

*Rationale:* It is in the interest of the faculty as well as the university as a whole to bring attention to the important work being done by faculty across all disciplines. How can the faculty, working with administrative leadership, bring greater attention to the important research being done at UNH, drawing on a wide arrange of media outlets. which individuals, departments, and colleges have been successful in attracting positive attention, and what best practices can be identified and shared with the faculty?

#### **Assumptions**

- (1) Although "promotion" of research and scholarship is the eventual goal, this is not necessarily the most strategic step in the process for faculty to be closely involved.
- (2) Many faculty have individual social media accounts where they promote their and others' work. We have chosen not to provide recommendations at this level given the difficulties of mandating or incentivizing this kind practice.
- (3) A comprehensive and up-to-date inventory of faculty activity is ideal as a foundation for the distribution and promotion of scholarly work, as well as for aggregate reporting.
- (4) Shorter reporting cycles (i.e., frequent and timely "inputs") are better than longer cycles
- (5) Inputs should be as easy as possible for faculty to make

#### **A New Faculty Research and Scholarship Reporting Process**

Our core recommendation is that UNH develop a comprehensive, cumulative, flexible, and sortable "list" that tracks and summarizes all scholarly (writ large) activity accomplished by its faculty. The list: Includes a wide range of activities, for example: published/in press peer reviewed articles, artistic performances, grant awards, significant press appearances, conference presentations, outreach educational programming, trainings and workshops conducted.

Available to anyone in or outside of the university via DIGEST email or RSS feed

Sortable by date or date range, college, department, discipline, activity type, stakeholder groups, etc.

Populated on an ongoing basis via brief weekly or bi-monthly input requests sent to faculty via their UNH email account (throughout the calendar year) – a 15- to 20-minute weekly activity. List entries are editable after submission, and can be updated and expanded with new information (e.g., additional publication information; url to press coverage of a grant award)

### Use Cases

**Individual faculty members.** Every 1-2 weeks, all faculty receive an email with a reporting link, which connects to a simple Qualtrics-type data entry interface. If there is no new activity to report, faculty delete the email. If there is new activity to report, faculty make 1 or more single entries for each output. For example, if a journal article was published, faculty input the title, authors, journal, url, and a 100 word “impact statement” regarding the publication’s findings and significance. If a performance was accomplished, relevant information is entered along with the impact statement.

For each entry, faculty apply categorization “tags” that are used for list sorting; department, college, research center (e.g., CCRC), and date tags are applied automatically with each faculty member’s input link sent via email. Entries go “live” immediately and are published to the DIGEST, RSS feed, and can be searched.

**Department Chairs, College Deans, University Administration.** At any time, department chairs or deans can review the list for recent activity at any reporting category and level (e.g., individual faculty or individual departments) across any date range. This can be used for preparing aggregate summaries, for identifying topical expertise in faculty’s current work, etc. At the college and university levels, analyses can examine productivity trends across time, department, college, etc.

**UNH public/media relations and marketing personnel.** The list is a resource for UNH public/media relations personnel to review current projects for marketing, publicity, and other kinds of public distribution opportunities. *UNH Today*, for example, would have a comprehensive menu of options for follow up interviews and in-depth story creation.

**Journalists and other non-UNH media.** The public nature of the list – including a subscription-based weekly DIGEST and moment-to-moment RSS feed – allows local, regional, and national media outlets to easily track scholarship coming from UNH faculty.

**Policy-makers and other non-UNH researchers.** Sorting by department, research center, discipline, topic area, or individual faculty member allows policy-makers and other researchers to stay up-to-date with research in any area or any level to be followed on a timely basis.

### Compliance Incentives

We believe that faculty are motivated to keep accurate, timely, and comprehensive records of their scholarly activities. The previous objections with FAR/MyElements can be read as *design* shortcomings, not faculty resistance to reporting per se.

We propose that the reporting system outlined above serve as the primary faculty reporting process for research and scholarly activity – faculty participating in this process are not required to complete end-of-year faculty activity reports in research and scholarship, as they can be easily generated via filtered list reports. Evaluative and reflective summaries would continue to be required at the college and department levels.

Faculty have the option to request “tags” that can help to sort and identify their own work.

### Benefits

This 1-2 week input process drastically reduces the previous annual reporting cycle, which is not timely enough to be useful for promotional efforts and media relations.

This may be an opportunity to significantly increase faculty use of the UNH Scholar’s Repository, enhancing public access to UNH research and other scholarly work.

Such a proposal provides a constructive Faculty Senate response to the recent rejection of the FAR as a research and scholarship reporting mechanism.

The regular email provides low-intensity “reminder” about the importance of scholarly work.

### **Costs and/or Resources Needed**

Xx

VI. Discuss and vote on AAC motion to approve the 5-year eUNH Calendar – Joe Dwyer, chair of the Academic Affairs committee, reminded the Senate that the motion to approve the 5-year academic calendar was passed at the last meeting of the Senate. That motion included a change to the timing of spring break in 2025, moving it one week past when it would normally occur to allow spring break to overlap with St. Patrick’s Day.

Joe reviewed that the senate still needs to vote on the E-term calendar motion that was presented at the December 9 and February 17 meetings of the Senate as follows:

**MOTION to approve the 5-year eUNH Calendar** Motion presenter: Joseph R. Dwyer, Chair of the Academic Affairs Committee

**2. Rationale:** In order to maintain an approved five-year UNH E-term Calendar, the AY 23/24 and AY 24/25 must be reviewed and included as the last two years of the five-year UNH E-term calendar.

**3. Motion: The Faculty Senate approves the proposed 2023/24 and 2024/25 UNH E-term calendars provided by the Office of the Registrar (see Appendix A). 2023/24 and 2024/25 will be added as the last years of the five-year calendar, which includes the start and end dates for each of 5 terms throughout the calendar years starting from AY 2020/21 through AY 2024/25. Appendix A – University of New Hampshire – Durham E-Terms**

2020 - 2025 University Holidays not set

Revised May 14, 2019

*Proposed 2023 - 2024*

*Proposed 2024 - 2025*

#### **E-Term 1**

Classes Begin

*August 14, Monday*

*August 12, Monday*

Labor Day; University

*September 4, Monday*

*September 2, Monday*

Holiday

Classes End

*October 6, Friday*

*October 4, Friday*

#### **E-Term 2**

Classes Begin

*October 16, Monday*

*October 14, Monday*

Election Day; no exams  
scheduled

*November 7, Tuesday*

*November 5, Tuesday*

Veteran's Day; University  
Holiday

*November 10, Friday*

*November 11, Monday*

Thanksgiving holidays

*Nov 23-24, Thur-Fri*

*Nov 28-29, Thur-Fri*

Classes End

*December 12, Tuesday*

*December 10, Tuesday*

#### **E-Term 3**

MLK, JR Day; University  
Holiday

*January 15, Monday*

*January 20, Monday*



Classes Begin	<i>January 16, Tuesday</i>	<i>January 14, Tuesday</i>
Classes End	<i>March 8, Friday</i>	<i>March 7, Friday</i>
<b>E-Term 4</b>		
Classes Begin	<i>March 18, Monday</i>	<i>March 17, Monday</i>
Classes End	<i>May 9, Thursday</i>	<i>May 8, Thursday</i>
<b>E-Term 5</b>		
Classes Begin	<i>May 20, Monday</i>	<i>May 19, Monday</i>
Memorial Day; University Holiday	<i>May 27, Monday</i>	<i>May 26, Monday</i>
4th of July; University Holiday	<i>July 4, Thursday</i>	<i>July 4, Friday</i>
Classes End	<i>July 12, Friday</i>	<i>July 11, Friday</i>

The committee was asked to explore whether spring break in the 2025 eUNH calendar could be pushed back a week so that it would fall in the same week as spring break in the Academic Calendar in 2025. Joe explained that the eUNH calendar applies to 13 online graduate programs. There are five eUNH terms each year, two in the fall, two in the spring and one in the summer. The question is whether we can change the break between the spring E-terms. The Registrar has identified two problems with this. If the break changes this would result in overlapping final exam weeks for eUNH and regular courses. The Registrar does not want the final exam weeks to overlap since some students take both regular and eUNH classes. The other problem is that if the break between the E-terms is pushed back there will only be 3 days between the end of the second E-term and the start of the summer E-term. Since the summer E-term must start at the beginning of summer, both students and faculty will have very little break in between terms. With these issues raised, the AAC is recommending to leave the eUNH calendar unchanged. Joe reminded the group that the motion covers approval of the 2023/24 and 2024/25 calendar since the 2023/24 eUNH calendar was not approved last year.

A senator asked if a faculty member was teaching in E-term 4 and also teaching a regular semester class would they not have a spring break free of teaching. Joe confirmed that this would be true. Joe did not know how many faculty are likely to be in this situation.

Another senator asked how many students are likely to be taking both eUNH and regular semester classes. Joe did not have an estimate.

In response to a question about why the summer E-term could not be moved one week later, Joe said that there are lots of pieces that go into this and that there are some federal rules that say when it has to start.

One senator pointed out that faculty who teach in eUNH are used to having schedules that differ from the typical faculty academic year schedule. She said that she didn't think that it would be that shocking or problematic for the faculty who teach these courses to be off schedule in terms of their spring break.

**The motion was put to a vote, passing with 43 votes in favor, 10 opposed, and 1 abstention.**

Joe reported that he has talked to Andy Colby, the Registrar, about a 5-year calendar being published on the university website. Currently, three years of the calendar are available. Joe will be meeting with Andy further to discuss a 5-year calendar view. Joe will come back to the Senate with a motion on this, if necessary.

VII. Discuss and vote on the Agenda Committee motion to amend the UCAPC charter – Jim Connell of the Agenda Committee reminded the Senate of the motion that had been presented at the February 3 meeting of the Senate.

**Agenda Committee Motion to Amend the Charter  
of the University Curriculum and Academic Policies Committee**

**Rationale:** Provisions have existed over the years to assure that the University Curriculum and Academic Policies Committee (UCAPC) membership includes at least two faculty senators. Originally the Chair of the Academic Affairs Committee and the Chair of the Senate, or a member of the Agenda Committee designated by the Chair, were members. Later this was changed to the Senate electing one or two of its members to serve if the membership elected by the colleges did not include two senators. Based upon experience over the years, the Agenda Committee sees no benefit in this provision. Furthermore, given the many other demands of Faculty Senate membership, finding senators willing to serve is challenging.

**Motion: The Charter of the University Curriculum and Academic Policies Committee Article 2, Section C. “Membership”, is hereby amended as follows:**

**Strike subsection 1., paragraph b., reading “A minimum of two members of the UCAPC at any time must be members of the Faculty Senate.”;**

**Under subsection 1., paragraph c., strike the sentences “If fewer than two members elected by the colleges are also members of the Faculty Senate, the senate will elect from among its members one or two additional representatives to the committee as necessary to meet the requirements of 1.b. above. If the senate elects two members, they will not be from the same college.”;**

**The paragraphs that remain under subsection 1. shall be re-lettered sequentially after 1.a.**

*From UCAPC Charter, Section 2.C The UCAPC will consist of members described by the following:*  
*1.a. Tenured faculty members who are not also administrators shall represent the schools, colleges and the library in proportion to the size of their faculties. Specifically, each school, college and the library with less than 75 permanent full-time-equivalent faculty (tenure track and non-tenure track combined) will have 1 representative; more than 75 but fewer than 150 will have 2; and greater than 150 will have 3. 1.b. A minimum of two members of the UCAPC at any time must be members of the Faculty Senate. 1.c.b. The faculty representatives from each college will be elected by written ballot by the members of the faculty in that college eligible to vote for faculty senators. If fewer than two members elected by the colleges are also members of the Faculty Senate, the senate will elect from among its members one or two additional representatives to the committee as necessary to meet the requirements of 1.b. above. If the senate elects two members, they will not be from the same college. 1.c.c. The term of service for faculty is three years, with staggered terms. Committee members may be re-elected. When a member is unable to complete his or her term, the Faculty Senate will appoint a replacement for the balance of the term, provided that replacement represents the same college as that represented by the member who left the seat vacant.*

There were no questions or discussion. **The motion was put to a vote and was passed unanimously with 53 in favor, none opposed and no abstentions.**

VIII. Senate Vice Chair provides status of prior year motions - Erin Sharp reviewed the status of the 30 motions that were passed by last year's senate. See Appendix 9.1 for the slides from this presentation. There were no questions.

IX. Student Affairs Committee Motion on the gender question in student evaluations of teaching - Nena Stracuzzi provided an update on the work the SAC is doing on the gender question in student evaluations of teaching, sharing this outline of talking points.

#### Problem

- Male & Female as response choices to the "gender question" are outdated and inadequate
- Such narrow response choices are alienating and can act as a barrier to participation
- To be supportive of those who are transgender and gender non-conforming, we need to recognize the complexity
- Challenge: balancing our 'need' to collect data (i.e., useful data) with the importance of creating an inclusive range of choices

#### Competing Interests

- UNH is committed to supporting and sustaining an educational community that is inclusive, diverse and equitable. (from <https://admissions.unh.edu/diversity-inclusion>)
- Various organizations on campus have differing of views of how gender identity should be labeled.
- UNH Administration uses gender data from student evaluations of teaching although the details are not clear.
- Faculty use gender data from student evaluations of teaching although we don't know to what extent.

#### Observations

- This is a difficult area that many universities and organizations in the US and around the world are dealing with.
- The terms used to describe gender/gender identity are not universally agreed upon even among those within the LBGTQ + community, including here at UNH.
- We are still missing detailed information about how the administration uses gender data from evaluations other than that it is used for graduation rates/retention rates and for a correlation of Q14 (overall, how would you rate instructor) with gender.
- We are still missing information about who has access to the administration's analysis of gender in evaluation results.
- We have not had a discussion in the Senate about how individual faculty use gender information. Is it useful? How do you use it? Would the more granular categories being proposed be useful?

- There are multiple efforts on campus looking at the gender question for various uses.
- The Faculty Senate is separately working on an effort to investigate the purpose and value of standardized student evaluations for instruction.

Nena presented the following motion to the Senate:

**the Gender Question on Teaching Evaluations presented to the Faculty Senate on February 17, 2020 by Nena Stracuzzi and Susan Endrizzi**

Student Affairs Committee motion in support of the Student Senate Resolution 39.17 (Dec. 10, 2017), Appendix A, and the Graduate Student Senate Resolution AY2019-2020.4 (Dec. 10, 2019), Appendix B, concerning the Gender Question on Teaching Evaluations.

Rationale: The Student Affairs Committee of the Faculty Senate was charged with reviewing Student Senate Resolution 39.17 (Dec. 10, 2017) requesting that the binary question included on course evaluation forms regarding biological sex (male/female) be changed to a self-determined gender-identity question with more inclusive gender non-conforming response choices. Recognizing that sex and gender are far more complicated than previously understood, University forms and documents should not perpetuate a sex binary of “male” and “female.” For those who are transgender and non-binary/genderqueer, any such forms that provide only binary response choices about biological sex and neglect to include self-determined gender-identity options can be alienating and can sometimes act as a barrier to participation.

In order to be inclusive and supportive of transgender and gender non-conforming students, the Student Affairs Committee has reviewed current best practices as outlined by national organizations (e.g. The Consortium of Higher Education, LGBT Resource Professionals, Trans Policy Working Group) as well as the University of New Hampshire’s Transgender Policy and Climate Committee and the Trans UNH student organization. The Student Affairs Committee has agreed that students should be able to self-determine their gender identity, not only on course evaluations, but all campus records and documents.

Importantly, in regard to course evaluations, while it is possible that in some cases, this might identify particular students due to the relatively low number of gender non-conforming students on campus, this is not a reason to limit students’ options. There are three reasons for this: (1) this will be no different from many classes on campus that have skewed sex ratios that might reveal student identity, (b) students are welcome to skip the question altogether or to simply select, “prefer not to say,” and finally, (3) the alternative, which is to use limited, less inclusive terms, can be alienating for many students and act as a barrier to their participation.

The Student Affairs Committee suggests replacing the current misaligned response choices on course evaluations, which asks for student’s “gender” and provides binary response choices referring to biological sex (male/female), with the appropriate response choices in line with gender, as per the recommendations of the UNH Transgender Policy and Climate Committee and the Trans UNH student organization. We recommend the question as written below, with a drop-down field of five-response-choices, including an open-ended space for students to write in their gender identity. Because gender non-conforming students often identify with multiple identities, or because it is

possible that none of those listed will adequately represent everyone, we recommend that the open-ended question response choice be labeled “another identity/multiple identities” and include a brief note saying “write-in your gender.”

## RECOMMENDED QUESTION AND RESPONSE CHOICES

What is your gender?

- o Man
- o Woman
- o Non-binary/Genderqueer
- o Another Identity/Multiple Identities (write in your gender)
- o Prefer Not To Say

As the primary reason for collecting gender identity data is for analytical purposes to track student performance, it is important to note that when conducting analyses, these categories can be ‘bucketed’ in any way that is deemed useful based on whichever drop-down values are selected. That said, student responses should be reported to faculty exactly as students enter them.

**MOTION: We move that beginning Summer 2020, course evaluation forms offer the following question and its ensuing response choices:**

**What is your gender?**

- o **Man**
- o **Woman**
- o **Non-binary/Genderqueer**
- o **Another Identity/Multiple Identities (write in your gender)**
- o **Prefer Not To Say**

**We further recommend that the response choices are presented in the form of a drop-down menu with a space provided for the open-ended selection, labeled “Another Identity/Multiple Identities,” that allows students to write in however they identify.**

**Finally, we move that student responses are reported to faculty exactly as students enter them and that any efforts towards future changes regarding this question on course evaluation forms are first approved by the faculty senate.**

The Senate chair opened the floor for discussion, reminding senators that the vote on this motion will be at the next meeting of the Senate. The following is a transcription of the discussion:

**A senator from CEPS:** In an example of a class of 10 students from one gender and 1 student from another there may be a case where you get the teaching evaluations back and 10 people have identified their gender and 1 person has left the question blank. That compromises their [the one student’s] anonymity. Ought we encourage students to realize that they could falsify their gender if they so wish?

**Nena:** It is the same as if you have 7 men and one woman. It is not going to be any different from classes that have different ratios. They are welcome to skip it even though skipping it might reveal themselves. But when

we talked to Lu Ferrell, Interim Director of the Office of Multicultural Student Affairs, about this and others we have talked to say that it is important to do it [ask the gender question.]

**A different senator from CEPS:** If we want to be inclusive why do we have to divide by gender in terms of the teaching evaluations? In terms of getting data for graduation retention, I really don't understand how by getting teaching evaluations we'll get any graduation data for sure or not if we look at retention. I'm sure there are other ways we can get that information based on gender. And as far as instructor feedback goes, if its constructive feedback and it is related to gender, I'm sure the student will mention that in the feedback. But if its constructive feedback it's good regardless of what gender the student is so I think there are other certain members that agree with me that there should not be a question about gender at all.

**Nena:** We agree mostly with that. There is just a major pushback about eliminating that question altogether from Student Senate and administrators. So, Student Senate for whatever reason doesn't want to lose it either. So, we're just presenting all the sides, but I agree with you.

**A senator from COLA:** Do the administrators say why they don't want to lose the question? What are their rationales? I don't understand. Maybe there are other better ways, like if a person comes into your school and identifies a certain way, assuming they don't change their identity while they're here, then they have a student ID number and when they graduate they still have that same student ID number, you're going to know how they did if they did well or poorly. Why do they have to keep saying this over and over again every class that they take, I don't get it. I think the administrators should say what's the big deal and what they're doing with the data.

**Nena:** Vasu had also said something about wanting to know gender differences and expected grade which I didn't understand that one either.

**Wayne Jones:** So we have a fair amount of data built over time that includes data on students coming in as they are admitted by specific programs where we'd like to be able to make sure that all students get the resources they need to be successful and there are some differences that we see by gender - not in most programs but in a couple of programs - but that's why it is nice to be able to have that so that we can help to target them with lots of emails saying hey, there's resources that you can take advantage of and we would like to help you.

**COLA senator:** So, I have a faculty colleague in my department who is concerned with the research that shows that students use gender as part of the way that they evaluate us. There is a lot of that research that I think most of us are familiar with. So, that colleague was very concerned about not being able to see that on the other side, so I just wanted to bring that up.

**Nena:** I know about that and I wonder if that differs by the gender of the student doing the evaluating. I know there is bias in terms of us. But I don't know about that.

**A different senator from CEPS:** I heard it said several times that it's not really clear how faculty use this information and I think that if a person is a member of an underrepresented group in their field, they might actually use this information. For example, if you are a woman in STEM, I do know that my graduate school friends, people from my post-doctoral experience, all of that, we talk about this. We talk about our evaluations and how they differ between males and females and they really do and for whatever reasons. Having that information in the evaluations helps us especially if these evaluations are used in the promotion and tenure process because I know that for me it was a really important thing to make sure I was ready for the P&T process, to make sure that I responded to issues about what it is to be a woman in science.

**Nena:** That was the point that Vasu was trying to make. Like I was saying we haven't had a huge conversation to talk about how many and to what extent faculty use it. This is so complicated, should we get rid of it? No, there's a lot of faculty that use it, well how many? Well, we're not sure.

**Same senator from CEPS:** Every woman in science. Every single one.

**Nena:** Okay, so that's important.

**A senator from COLA:** So I would like to make the motion to say that we get rid of it because it's unclear to me that it's being used in a useful way by the administration, mostly because I would say that I understand the argument that faculty wants to know. But, the idea of underrepresented fields of women does not necessarily mean that women are going to be happy with a woman instructor either. We live in a patriarchal world where most of the time we say that a white male knows more. Period. So, thinking that only men are going to be biased would, to me, maybe not be that useful.

I would be more interested to ask where we are getting this information from the students who want this to appear. The reason being I know that it's very important sometimes to see yourself written as a category and the fact that they haven't been included they might just like to look down and go "wow I'm important enough to be written on a piece of paper." For that reason alone, I'm willing to say okay let's keep that on there if students feel that they are being validated. What is being done with that information, I would still love to look into more.

**Nena:** Insofar as why students want it, I'm not 100% sure about that either. We just heard back from both the student senates that they wanted to keep it. I would like to probe further and insofar as the faculty, that's up to other faculty to dispute that. I don't know how to respond to that part.

**Another faculty member from CEPS:** Hi I'm from the Physics department and I'm one of the few out transgendered tenure track faculty members. I've worked on this topic before in Physics. With the question being asked I'm both simultaneously excited by it and worried by it. The thing that makes me excited by it – particularly having man/woman/non-binary is that it's going to open up and allow students to answer things much more honestly, especially since New Hampshire is now one of the states that have an option for an X as an ungendered gender marker here in the state for a driver's license.

I do notice that all other references from transgendered got removed as well. I don't know if a conversation went out that I had with our faculty senate folks. Having transgendered categories as a separate question "are you transgender", yes/no?" along with this could provide, I think, very useful data wherever you are grasping data, in order to understand issues like retention. Are you capturing the data you need for particular minority groups that the studies that are out there for academia? I've done pretty much the only one in physics right now – it has shown that the rates of discrimination that we see - on LGBT people, specifically that LGBT women experience rates of discrimination twice that of LGBT men, non-binary people as three times the rate of LGBT men and everybody who has answered yes to the transgender question, half of them, like every other person has experienced discriminatory behavior. So, I think particularly for trans people who are an especially vulnerable group on campus, I think it's important to look at that data.

I'm really worried about that being included, even just the non-binary here, just because of the low numbers. I would be excited about having that data as a whole, as an aggregate group, for doing what we need to for trans and non-binary students. But I would be worried about any individual faculty member for any individual course getting that because the numbers would be so low that it would become very easy to identify who that person was. In our study we saw a lot of pushback on the basis of being nonbinary and being transgender from faculty

members directed towards students. So that's where a lot of my concern would be for it as well. So, I just wanted to throw that out there.

**Nena:** Yes, you've brought up a number of good points. I was surprised with the way that the question was changed to remove any reference to people who are transgender. I also shared concerns about anonymity and that was one of the things to which Lu Ferrell representing TPAC said absolutely the question should be asked anyway and that inclusivity was more important than being concerned with anonymity, not to say that that wasn't a concern but just that this outweighed that. Insofar as some people on campus being privy to something that faculty aren't privy to that's another problematic issue and that's kind of a union issue too. So that's why I say there are so many competing factions on this and it has been impossible to work on this motion. We are just met with layer after layer after layer and I understand all the problems.

**David:** Alright we have time for one more question and please bring this to your departments and discuss with your colleagues and we'll have more time to discuss at our next senate meeting.

**Paul College senator:** As much as I hoped to add some clarity or at least promise some clarity for our next meeting - this has come up in the Economics Department meeting in which I raised some of the various concerns that we've been talking about. The Economics faculty in the department meeting mentioned that some faculty use the gender data in their own research. I wasn't able to follow up on how they use it at that time, but I can try to do so in the next two weeks and get back to us all and clarify somewhat on how faculty are using some of this data on gender and evaluations. So hopefully that will clear up some of those questions we have about why this might be necessary to certain people or how necessary it may be.

X. New business – Stephen Pimpore from UNH Manchester asked if it would be useful for students to be able to declare minors, as they do majors, and have that tracked in Degree Works in the same way that we track progress toward our majors. He offered the example of a student on a pre-law track who is minoring in Philosophy and History. Stephen said that in the advising process it is easy to track progress on majors and on Discovery requirements, but it is a non-trivial difficult exercise to make sure that students are on track to complete minors. Stephen asked the senators to sound out their colleagues on this question so that the Senate agenda committee can consider whether it is useful to create a charge to explore this issue. Stephen asked that senators put aside the question of whether we think this is hard or not and, instead, focus on whether it will be useful for ourselves, advisors, and students. Senators should send comments to the Senate chair or to the Senate administrative assistant.

XI. Adjournment – The meeting was adjourned at 4:55 pm.



## **Appendix 9.1**

### Annual Review of Motions Passed Last Academic Year

Erin Hiley Sharp

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Faculty Senate Vice

Chair

Motion 30 / 19

Concurrent Credit Pilot Program Presented by  
Academic Affairs Committee

The Faculty Senate supports the implementation of the proposed UNH concurrent credit pilot program for offering students from select high schools the opportunity to take UNH courses for credit in a limited set of entry level courses within UNH Manchester computing and communication arts programs, and CEPS programs in Computer Science that are taught within the high school curriculum, and by high school teachers supported by UNH faculty provided that:

- the program is implemented as a 2-year pilot with the collection of relevant outcome data and will undergo a formal review by the Faculty Senate after 2 years. At that time recommendations for any future implementation will be made.
- a formal structure and process be developed to guide the UNH implementation and administration of all current and future dual credit course offerings, including an ongoing plan for oversight of all dual credit courses offerings, to be reviewed by the Faculty Senate
- participating high school students meet eligibility criteria including being in grades 11 or 12 with a minimum overall “B” average
- high school teachers delivering UNH courses be provided with support and oversight by a UNH faculty member to ensure the rigor, content, and grading follows UNH standards; UNH faculty time and UNH resources to do so needs to be monitored
- participating students be charged an administrative fee that would cover the cost of establishing a UNH academic record, registration, and transcribing.

## Status of UNH Concurrent Credit Pilot

### Status & Follow-up

- Currently handled on case- by-case basis through MOUs
  - Administration wants to wait for results from pilot before developing a formal structure and process
  - **Follow-up: Faculty Senate review in 2021-22**
- Concurrent Credit Pilot formally announced August 22, 2019 and branded as “UNH First Step”
  - Pinkerton Academy named as pilot launch partner
  - First Step has been well-received by NH high school community with several schools across a range of subjects expressing interest in participating in pilot
    - Schools: Bow, Manchester Central, Alvirne, Concord, Londonderry, Merrimack, Manchester Memorial, Manchester Central, Campbell, Nashua, Manchester West, ConVal, Bishop Brady
    - Subjects: Computer Science, Chemistry, Theater, Dance, Anatomy & Physiology, Journalism, English, Graphic Design, ESOL, Math, Biology
  - Pilot is beginning this Fall with a year-long programming course at Pinkerton earning current credit in one, semester-long course at UNH
    - Pinkerton course being taught by UNH CS program graduate
    - Pinkerton students will earn 6 high school credits concurrently with 4 credits in UNH COMP 424
    - For pilot, Pinkerton students will not be allowed to register for both First Step and Running Start credit
    - Registration opens September 16 week
    - OTHER departments (Theater and Dance at UNH) have expressed an interest in creating a similar program.

Motion 29

Professional Names Presented by  
Agenda Committee

The Faculty Senate repudiates discrimination of any kind for reasons of technical expediency, including taking FindScholars@UNH and its associated software and websites on-line prior to resolving the long-standing professional names issue, and further is concerned about the lack of urgency in finding a resolution thereto.

**- The Faculty Senate calls for FindScholars@UNH and its associated software and websites to be disabled if, by 31 December 2019**, any faculty are not represented under their chosen professional names, until such time as they are so represented; we recognize that USNH HR has agreed to meet this deadline and urge them to do so;



- To mitigate the disadvantages pending this correction, the Faculty Senate calls for a warning to be displayed prominently on all webpages that do not accurately list a faculty member's professional name, including webpages with faculty lists (e.g. college or department faculty lists);

- For FindScholars@UNH and its associated software and websites to be disabled if, by 1 July 2019, the aforesaid warning is not in place, until such time as they are represented as per section 3;

- Calls upon the administration to provide guidance to all departments with affected faculty going up for tenure in the fall semester of 2019 that letters to outside readers should include information regarding the gaps in FindScholars@UNH and other affiliated websites, and should encourage these outside readers to consult directly with the department concerning the faculty under external review;

- Calls for the UNH Administration to conduct a survey within two months of passage of this motion designed to reach all UNH faculty and staff in order to identify all UNH employees whose name currently published on UNH websites does not match their professional name; identifying all of those affected now is crucial for ensuring that USNH addresses the full range of concerns when developing and fixing the system.

## Status & Follow-up

- Imperfect temporary fix is in place
  - Webpages fixed
  - Canvas defaults to legal name after password reset
  - Ballots from HR present legal name
- Delay due to personnel issue in USNH IT
- Scope of permanent fix larger than expected
  - Bill Poirier  Jim McGrail  Amy Hodgdon
  - Project planning complete
  - **Request: Expertise and/or interest in gender identity, gender pronouns, and/or international characters**
  - Goal for completion Fall 2020
- **Follow-up: Continued review by Faculty Senate Agenda Committee (Erin representing Senate on Steering Committee)**

## Motion 28

Universal Expectations for Course Syllabi  
Presented by Student Affairs Committee



The Faculty Senate moves that all department chairs and/or program coordinators request that all instructors distribute syllabi to all students enrolled in their courses and submit copies of the syllabi to department or program staff within the first two weeks of each semester. Syllabi should include information on required assessments and assignments, grading policy, instructor contact information, and office hours, as well as references to policies on Academic Honesty, Disabilities, Mental Health, Classroom-Behavior Expectations, and Confidentiality and Mandatory Reporting, for which sample language is distributed by the Dean of Students. Such information may be distributed through electronic means (such as Canvas) or in hard copy.

## Status & Follow-up

- Contacted department chairs and Student Senate
- No concerns
- **No follow-up needed**

Motion 27

Expanded Academic Engagement  
Presented by Academic Program  
Committee

We hereby propose that all Departments, in concert with faculty, Department Chairs, and Deans (as appropriate), should undertake a reevaluation of the times, classroom configurations, and faculty schedules for teaching, service, and scholarship to expand the possibilities and potential iterations of course scheduling. This may include considering teaching more early morning classes, evening classes, Monday & Friday schedules, one day a week classes, online or hybrid courses, weekend courses, or other. Further, we move that administration work with faculty to facilitate more flexible course offerings befitting a R-1 university.

## Status & Follow-up

- Registrar ran a scan of 8 AM and Friday classes and did not see change
- No current initiative known that addresses expanded course-time scheduling
- **Follow-up: Charge for 2020-21 to continue to look at course scheduling and consider registrar requirements versus pedagogical needs**

Motion 26, 25, 7

Discovery Credit Changes Presented by  
Discovery Program Committee

*Motion 26:* To allow students to receive Discovery credit for courses aligning with the UNH Discovery Category Description and Student Learning Outcomes but transferred to UNH at 2.5 credits.

*Motion 25:* To award Transfer and Study Abroad Discovery credit based on whether a course taken at another institution (and transferred with sufficient credit hours) aligns with the UNH Discovery Category Description and Student Learning Outcomes.

*Motion 7:* To remove the 2013 moratorium prohibiting Inquiry Attribute courses from being delivered in an online format, with the exclusion of Inquiry 444 seminars and Inquiry Labs, which must be offered in a classroom format pending further investigation of best practices (UNHM Cybersecurity degree program)

## Status & Follow-up

- Reached out to Nicky Gullace and Ed Mueller
- Implementation successful
  - Improving situation for transfer students
  - Providing greater flexibility for students studying abroad
  - Expression of support for a pathway to graduation for transfer students
  - Writing Intensive: No reservations (Jim Ramsay).
- **No follow-up needed**



Motion 24

Indigenous People's Day Presented by  
Student Affairs Committee

We propose that Columbus Day be renamed Indigenous Peoples' Day on the UNH Calendar and that it be observed on the second Monday in October. This would start in Fall 2019.

Recognition of Indigenous Peoples' Day does not require classes to be cancelled.

## Status & Follow-up

- UNH master calendar of holiday's was updated this year to indicate Indigenous Peoples' Day and not Columbus Day
- **Follow-up: Make sure this is also the case next calendar year**

## Motion 23

### Outreach to Secondary Schools

Presented by Research and Public Service  
Committee

The Faculty Senate urges administrative leadership to facilitate outreach by UNH faculty to secondary schools. In addition, because the outreach by UNH faculty to secondary schools shares the knowledge and increases the awareness of the work of the university, the Faculty Senate urges the administrative leadership to identify such outreach as a valued element of their portfolio of service activities.

## Status & Follow-up

- Ongoing discussions with Ken La Valley, Vice Provost University Outreach and Engagement and Rob McGann, Director of Admissions
- Three key initiatives:
  - NH Impact: Impact reporting, goal-setting and evaluations to improve advocacy for State support
  - Youth Programs and K-12 Pipeline Initiatives Council: Implementation of the workforce task-force
  - Reporting system to better coordinator engagement in K-12 setting
- **Follow-up: Identify faculty senate representation on these activities; Continue conversation**

## Motion 22

Student Recruitment and Department  
Website Presented by Research and Public  
Service Committee

Recruitment of students is a top priority for UNH. Students are more likely to apply and enroll in UNH if they become aware of how academic activities at the university will contribute to developing their interests and furthering their careers. Today's prospective students get much of such information from the Internet. As a result, interest in UNH can be enhanced by having more Internet content connected to university departments that is appropriate for young applicants that stimulates their excitement about possible fields of study.

The Faculty Senate urges the administration to assist departments in collaboration with Academic Technology, Admissions, and the Communications Managers in each of the colleges to add material to their websites addressed to and relevant for potential applicants to the university. This assistance can be in the form of the provision of resources, training and models for such websites.



## Status & Follow-up

- Academic Technology is working in collaboration with Dean of Students, Admissions, and First Year Programs on several initiatives:
  - First Year Programs website revisions.
  - Eye toward consolidation of first year student checklists on various UNH websites.
  - Orientation modules being developed in Canvas.
  - Working with College communication managers on text describing academic programs (catalog and website).
  - Studying / enhancing Google Analytics tracking of visits to website.
- **Follow-up: Charge Information Technology Committee to monitor and make sure there is faculty engagement in efforts**

Motion 21

Graduate and Family Housing Presented  
by Campus Planning Committee

That safe, affordable, proximate couple/family housing for use by graduate students, international students, and early career faculty with spouses/families should be a strategic priority to help fulfill UNH's responsibility to recruit and support, train and retain new scholars; and

That the Faculty Senate urges the University Administration to designate safe, affordable, proximate family housing for use by graduate students, international students, and early career faculty with families.

## Status & Follow-up

- Discussions continue with developer to build housing for graduate students and families downtown (public-private venture)
- **Follow-up: Campus Planning Committee continue to engage on this issue**

Motion 20

Shared Governance Presented by  
Agenda Committee

Whereas, both the Senate and administrative leadership are in agreement that effective cooperation between the faculty and administration depends upon frequent communication and collaboration throughout all stages of policy development, and

Whereas, the Senate Constitution, article 9, states, "Collective bargaining issues may be discussed, but no official action may be taken," and

Whereas, it is not the intent of the Senate to supplant the collective bargaining process through the present motion,

The Faculty Senate Moves that: All matters that affect faculty in more than one college and that rise to the attention of provost's office, inclusive of all of the members of the administrative leadership within the provost's office, should be shared by the provost's office in a timely manner.

## Status & Follow-up

- Information transfer seems to be happening
- **Follow-up: Consider faculty senate procedures that will support bidirectional communication flow**

Motion 18

MyElements and FAR Presented by  
Agenda Committee



We call upon the central administrative leadership to acknowledge that the implementation of My Elements as the platform for Faculty Activity Reporting (FAR) was initiated without the full consent of the Faculty Senate (and thus was a violation of the spirit of shared governance), and to recognize that the Faculty Senate should be able to decide for itself the method of reporting faculty work. In the future we urge the university administrative leadership to seek a full vote by the Faculty Senate before the adoption of any major technological system that directly impacts faculty.

Furthermore, we move that the Faculty Senate Agenda Committee, in consultation with the Information Technology Committee, conduct a second survey of faculty, chairs, and deans in August 2019; if faculty dissatisfaction with My Elements as the platform for FAR remains high, the motion to decouple FAR from My Elements is to be brought to the floor of the Senate for deliberation by the whole body.

Finally, we strongly encourage Academic Technologies to work closely with faculty (ITC and others) in order to resolve the still serious and unresolved issues with MyElements and develop the system to facilitate an accurate submission of faculty annual achievements in a way that is both transparent and responsive to different disciplines, responsibilities and functions. We also urge central administrative leadership to offer AT the necessary support to address faculty concerns.

## Status & Follow-up

- September 2019 survey of faculty, chairs, and deans showed continued dissatisfaction with myElements for FAR. Motion XXIV-M3 was passed “*Departments or corresponding units shall have primary role, in consultation with the deans ... in determining both format and platform for faculty activity reports.*” November, 2019
- Well-received by tenure-track and CCLEAR faculty
- Ongoing discussions about reporting needs and how to work together to maintain up-to-date departmental websites and UNH Scholars.
- **Follow-up: Research department- and college-level decisions about how to submit FAR**

## Motion 16

Test Optional Admissions Policy

Presented by Academic Affairs

Committee

The Faculty Senate supports the move to a "test optional" admissions policy for undergraduate admissions at UNH, provided that:

- students decide whether to submit standardized scores or not based on which approach the student believes makes the strongest application;
- additional resources to review applications if necessary would be provided to the Admissions Office;
- the review process and criteria for reviewing and evaluating applications for university scholarships be modified appropriately as needed to ensure the process remains equitable and fair;
- individual departments, or Colleges reserve the right to require additional admission criteria to select programs which may include ACT and/or SAT test scores upon consultation with the Admissions Office, to ensure satisfactory admission criteria for such programs;
- the Office of Admissions collects data yearly to monitor and evaluate the impact of the test optional policy on student outcomes, and the quality, quantity and diversity of the applicant pool, and matriculated students, making a report to the Faculty Senate each year for the first three years; and
- the policy undergoes a formal review by the Faculty Senate three years after it is

implemented.

## Status & Follow-up

- Policy was implemented Fall 2019 admissions for students entering Fall 2020
- Feedback from Rob McGann:
  - Students choose whether or not to submit; 24% of applications chose “test optional: Yes”
  - Academic profile lower for “test optional: Yes”
    - Submit test: average GPA 3.78
    - Do not submit test: average GPA 3.56
  - Admissions practices were modified to support this change
  - Currently has not created need to more resources
  - Academic scholarship criteria modified
  - Currently no programs required that students submit test scores
- **Follow-up: Formal review of policy by Senate 2022-23**

## Motion 15

Amorous Relationships Policy  
Presented by Agenda Committee

In response to the imposition of the new Amorous Relationship Policy, which did not involve shared governance, the Faculty Senate of the University of New Hampshire resolves that any amorous relationship policy for UNH must:

- Support, and not undermine, the academic mission of UNH
  - Be fair, clear and equitable both in intent and application
- Be adopted under the norms of shared governance and input from, and consideration of, all stakeholders:  
The new policy must improve upon the preceding policy:

The UNH Faculty Senate, therefore, finds the new policy unacceptable: 1. The UNH Faculty Senate calls for the previous policy, which was a legitimate product of shared governance among all UNH stakeholders, to be reinstated immediately, at least on the UNH campus; 2. The UNH Faculty Senate calls for a plan, one that respects the principles of shared governance and meaningfully involving by all stakeholders in the process, to develop a truly improved, widely respected and accepted, Amorous Relationship Policy.



## Status & Follow-up

- <https://www.usnh.edu/policy/usy/v-personnel-policies/d-employee-relations#usyvd36>
- **No follow-up needed**

## Motion 13

Endorsing IPCC Report on Climate Change  
Presented by Research and Public Service  
Committee

BE IT RESOLVED BY THE FACULTY SENATE OF THE UNIVERSITY OF NEW HAMPSHIRE To urge the community of the University of New Hampshire, including faculty, staff, students and university leadership to collectively commit to adopting the IPCC goals of 45 % reduction in greenhouse gas emissions from the 2010 baseline, by 2030, and net-zero emissions by 2050 as part of a revised UNH Climate Action Plan.

To urge the University of New Hampshire to develop and implement a plan to meet these goals through continued coordinated actions among students, staff, faculty, administration and community partners and in a manner that ensures that all members of the university community understand the urgency and importance of the issue, and

To urge the University of New Hampshire community to commit to providing its students with an education that prepares them to respond creatively and effectively to the unprecedented challenges outlined in the report, insuring that they have the skills to contribute to solutions in their professional and civic lives.

## Status & Follow-up

- UNH's Climate Action Plan by UNH Energy Taskforce:  
WildCAP
- **Follow-up: Charge to Campus Planning Committee to review and report on the implementation of WildCAP**

Motion 12

Start-up Policy Presented by Agenda  
Committee

The Faculty Senate endorses the January 28, 2019 report of the Agenda Committee that the *Policy on Management of Equity Interests (11/7/18)* and the *Policy on Conflicts of Interest in Start-Up Companies (11/7/18)* complies with Motion # XXII-M16 on Policies on Start-Up Companies (May 22, 2018) and is therefore accepted under that motion.

## Status & Follow-up

- Policies are available on UNHInnovations website (<https://innovation.unh.edu/>)
  
- **No follow-up needed**

## Motion 11

Curtailed Operations during Exam Week

Presented by Academic Affairs

Committee



In the event of a curtailed exam day make up alternate exam time blocks will be made available by the Office of the Registrar as scheduling permits during the exam week, including Wednesday and Friday 6pm-8pm, and 8pm-10pm, if instructors would like to reschedule. For curtailments on the last day of exams, exams will not be rescheduled, and it will be up to instructors to make other arrangements such as an on-line exam.

## Status & Follow-up

- No concerns about implementation
- Registrar and administration aware of motion and keeping it at-hand when needed.
- **Follow-up: Agenda committee working to make sure there is agreement in messages and actions if curtailed operations falls on the last day of exams**

## Motion 10

Acknowledging Major Holidays and  
Observances Presented by Academic  
Affairs Committee

The Faculty Senate recommends that course instructors include the following statement in their syllabi to address the needs of students of all faiths, "In the event that a student needs accommodation for a religious or cultural holiday/observance, that student is encouraged to make that request as early in the semester as possible."

The Faculty Senate recommends that the university not schedule significant campus events on major religious holidays and/observances.

The Faculty Senate recommends that the UNH Students Rights and Responsibilities Handbook be updated to include consideration of religious observances for excused absences in section 04.13. The proposed change is as follows:( item e is added).

*04.13(/s) Excused absences. The designation of excused absences and the assignment of any subsequent makeup work are the prerogative of the course instructor. It is expected that instructors will be reasonable in the exercise of this prerogative. In general, students may be excused/or reasons such as (a) ill health, (b) participation in official intercollegiate events, (c) personal emergencies, (d) instructional trips, and e) important religious holidays and/or observances as discussed with the instructor, and they will then not be subject to academic penalty.*

## Status & Follow-up

- Office of Student Life will include wording in the email recommendations distributed prior to each semester: "In the event that a student needs accommodation for a religious or cultural holiday/observance, that student is encouraged to make that request as early in the semester as possible."
- Office of Student Life still needs to add (e) to this policy in the SRR&R:

*04.13(/s) Excused absences. The designation of excused absences and the assignment of any subsequent makeup work are the prerogative of the course instructor. It is expected that instructors will be reasonable in the exercise of this prerogative. In general, students may be excused/or reasons such as (a) ill health, (b) participation in official intercollegiate events, (c) personal emergencies, (d) instructional trips, and e) important religious holidays and/or observances as discussed with the instructor, and they will then not be subject to academic penalty.*

- **Follow-up: Charge Academic Affairs Committee with following up on both of these issues during the 2020-21**

**academic year**

## Status & Follow-up

- Re: The Faculty Senate recommends that the university not schedule significant campus events on major religious holidays and/observances:
  - Holiday identification is not the purview of the Registrar's office
  - HR starts the annual holiday identification process
  - At some point the Community, Equity and Diversity Office is consulted
  - Academic Technology enters information into University calendar
- **Follow-up: Charge Student Affairs Committee with following up on both of these issues during the 2020-21 academic year**

## Motion 9

Test Proctoring Facility Presented by  
Student Affairs Committee



The faculty senate urges the administrative leadership to address the growing needs for a test proctoring facility, as well as the associated resources needed for all students requiring accommodations. We strongly recommend drawing upon the expertise of the relevant stakeholders, including SAS, CFAR, Health and Wellness, as well as faculty, in meeting the needs of these students.

## Status & Follow-up

- Facility is available
- Testing Coordinator Position not filled (interviews this week)
- Need to define logistics and process once position filled
- Ad hoc group is being formed to guide process (Mike Shuttick & Ted Kirkpatrick)
- **Follow-up: Charge Student Affairs Committee to monitor process**

## Motion 4

Recruitment of International Students  
Presented by Agenda Committee

**BE IT RESOLVED** that the Faculty Senate reinforces its endorsement of the support structures, outlined by the Agenda Committee in Motion XXIII-MI Conditional Admission of Post-Gaokao Students, needed to provide for the academic success of international undergraduate students admitted to UNH;

**BE IT FURTHER RESOLVED** that the Faculty Senate urges the UNH Administration to place the academic mission of the University and student success at the forefront of all efforts aimed at increasing international student enrollment;

**BE IT FURTHER RESOLVED** that the Faculty Senate encourages the UNH Administration to seek faculty insight and rely on their expertise early and often in all efforts to increase international student enrollment.

## Status & Follow-up

- **Academic Affairs Committee will continue monitoring international recruitment**

## Motion 1

Conditional Admission of Post-Gaokao  
Students Presented by Agenda Committee

That the Faculty Senate reinforces its endorsement of the support structures, outlined by the Agenda Committee in Motion XXIII-M1 Conditional Admission of Post-Gaokao Students, needed to provide for the academic success of international undergraduate students admitted to UNH;

- a) A detailed and tailored orientation to UNH academic support services
- b) Creation of a “buddy system” that employs native English-speaking students to help with academic and cultural issues
- c) ESL support (we strongly suggest that each student take an ESL course at an appropriate level in the first semester)
- d) 4 / 8/ 12 week check-in with instructors
- e) A UNH point person (from OISS or another appropriate body) as the “go-to” contact for issues pertaining to academics, housing, and other student services.

## Status & Follow-up

- Detailed description of orientation processes and supports (see next slide) for our international students provided by Kerryellen Vroman, Associate Vice Provost of International Programs.
- UNH Global serves as the “go to” for all needs: <https://www.unh.edu/global/new-students>
- Academic Transition and Integration Advisors
- **Follow-up: Academic Affairs Committee ongoing charge to monitor international efforts**



- The Global Education Center provides extensive sociocultural programming and support to international students.
  - International students have a comprehensive orientation.
  - Orientation starts before students arrive on campus.
  - Educational sessions offered throughout semester (e.g., driving program; English “chat time”).
  - Regular contact with Academic and Immigration advisors.
  - Weekly sociocultural programming.
  - International student subgroup of the Behavioral Intervention Team (iBIT).
  - Training for faculty and staff across campus to foster inclusive teaching and culturally sensitive services for international students.
  - Buddies without Border program.
  - Global Education Leadership program.
  - Training for Orientation Leaders.
- 
- FYI: ESL decisions made by Academic Advisors.

