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UNIVERSITY OF NEW HAMPSHIRE
2018-19 FACULTY SENATE XXIII

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 3:12 p.m. on April 1, 2019

MINUTES SUMMARY

I. Roll - The following senators were absent: Ballestero, Gass, Hemstock, Innis, Kies, Kim, Knezevic, Knowles, Merenda, Neefus, Reardon, Seal, Shipe, Simos, Terry, and Tucker. The following senators were excused: Eshbach, LaCourse, and Scherr. The following guests attended: President Dean, Nicky Gullace, Catherine Peebles, and PT (Vasu) Vasudevan.

II. Remarks by and questions to the President: The Senate Chair, Scott Smith, welcomed President Dean to provide an update on the strategic plan and to take some questions. President Dean's presentation was based on the content of the slides that appear in the Appendix to these minutes.

Question and Answers with President Dean:

David Finkelhor (Sociology): That was a very inspiring vision. Thank you for sharing it with us. We have this really wonderful, unusual, and once every 4-year opportunity to be host to the national media in NH. I don't feel that we have really leveraged that opportunity as well as we could, not being partisan, to inject ourselves into the conversation about national leadership. We have some wonderful political scientists who do leave a mark on the national media. But, I wonder whether other parts of our faculty and university can be organized to take more advantage of or to leave a mark in people's minds about the quality here and the intellectual vigor and that this is one of the most important institutions in the state. Have you thought about? Do you have any task forces looking at that?

President Dean: You are right that there is more that we can do. I am aware that if candidates wish to speak on campus that we do facilitate that and a number of them have spoken on campus already. We have contacted the Democratic National Committee to ask for one of the debates to be held here. Some of our folks in Political Science are pretty active. St. Anselm's is certainly taking a leadership position in that area and maybe there is more that we can do along those lines. This is my first one [presidential primary]. I am open to suggestions. It is a very unusual opportunity. If anyone has specific suggestions about things that we are not doing but that we could be doing I am open to hearing them.

Lori Hopkins (Spanish): One of the things that, as a body, we noticed and that I notice from your strategic priorities in January and from your presentation today, is that there is a lack in the question of diversity, diversification, internationalization, and the place of foreign languages and cultures in their study here. We have been talking a lot about the growing importance of a global economy, of a global culture, etc. I would really like to see that be one of our priorities at UNH in a way that is specific, in a way that is really spelled out. This may not be a question, but more of a statement. I would really like for that to be at the forefront, por favor.

President Dean: Muchas gracias, Profesora. I think that the priorities need a little bit of elaboration in order for people to appreciate where the diversity is. Let me point out two things in particular:

1) In **Student Success and well-being**, one of the core ideas there around well-being is that the diversity of students who we have now are not always able to flourish as well as they might because of the culture and climate here. We have asked endlessly for you to fill out the climate survey and that is one of the ways in which we are trying to ascertain what the challenges are for all students and all faculty and all staff. That idea of well-being was on here really explicitly to try and make sure that we are meeting the needs of the diverse representation of students, faculty, and staff that we have now and that we can identify what the challenges are and work on them. In looking around the room, you all have decades of experience. We are not going to solve any of these problems overnight, the national problems and so on. The intent is really to understand what we can do. And then try to work on that.

2) On **Expanded Academic Excellence**, in some sense if you think about diversity and inclusion as the two big constructs, the “well-being” is really the “inclusion” and the other one “expanded academic excellence” is more about “diversity” and is about making sure that we continue to bring a more diverse group of students, faculty, and staff to the university. I agree that this is not obvious in the language. So, I wanted to point that out. We are in fact negotiating right now with a large company that I can’t identify to try to and create a scholarship program that will bring a more diverse student body to UNH. I hope to be able to make an announcement about that soon.

On internationalization, I am with you. It is important and I put on the slide about foreign languages. I didn’t think it was as pressing as some of the other things that we have to work on, to be quite honest. Strategy is the art of what you are going to do and what you are not going to do right now. My judgment was that expanding the academic excellence and building financial strength was more crucial right now than focusing on the internationalization, beyond what the folks are doing that are already focusing on it. Thank you for that.

Nicky Gullace (History and Director of Discovery) I wanted to tell you how much I like and welcome the idea of the Honors College and my own anecdote is that I am the mother of two children. My daughter, 17 years old, is applying to colleges this year and I have been able to see in real time, for instance, how much better the University of Vermont does in recruiting and reaching out to very gifted high school seniors as compared to the University of New Hampshire. My daughter, for instance, is probably going to end up at Oberlin because she didn’t get a place in the Honors program here at UNH. Not only did she not get a place in the Honors Program she didn’t even get something saying that we would like to have you in it. Vermont, however, sent multiple letters saying we see your grades are great, we want you for this and this. I am actually trying to keep a dossier [about our admissions experience] because there are little things we can do, little things that can make those high school students feel great about UNH and tell them that we want them. There are all kinds of ways I see Vermont making students feel special and we aren’t. I think we really need to have to go right to the way we recruit. There are little liberal arts colleges all over the northeast shutting down and their students have to go somewhere. I read an article about a bunch of students from Green Mountain College going to Arizona. We need to get in on that act. I think recruiting is crucial and I do think that the Honors College is going to be absolutely crucial to helping us get some of these fine students. We have now some awesome Honors students and also some very good lovely students that we all adore. But, some of them are struggling to succeed in a college level education. We need to get back that upper middle [group], those students who are B+/A-, students with high SAT scores who can do a lot who haven’t quite made the cut and I think we can do that with really good recruiting and an expanded Honors Program.

President Dean: Thank you. I appreciate that.

Danielle Pillet-Shore (Communication): I wanted to ask you some questions about your presentation specifically. I am very much inspired by everything you said as a faculty member, day to day, and how I encounter students. I had two specific follow-ups. One is that right now I am not part of the myWildcat Success pilot program as a faculty member so it must be something about the course I am teaching. One of the points on the slide was for each faculty member to serve as an early warning system for students who are struggling. I have identified several students across my courses that I would say are struggling and I have looked at the bright orange resource paper that I was given this semester that says what various offices and resources are available. But, I'm not sure where to go because the student just doesn't show up to class or is falling behind in other ways. I'm not sure what to do to flag a student in a way that preserves confidentiality and doesn't overreach. How should I serve as an early warning system for students who are struggling?

My second question is about the Honors College. If we go with that would I still be able to do Honors in major? Will there be an option for students to do Honors a little bit later in their career here?

President Dean: In the second question, there is a lot more detail. We are in the really early stage of redesigning this so there is not really an answer for that. (He asked if there were people in the room on the Honors Committee to identify themselves.)

(The president asked Vasu to help answer the first question and Vasu asked Regina Smick Attisano to answer.)

Regina Smick Attisano (Thompson School): There is definitely a pilot going on and right now we are in the second phase of it and we are looking at students who already had an alert sent to them and we are now sending out a second email to them to ask if everything is going ok and to provide information on resources. The intent is that all faculty will be able to alert through myWildcat Success. If that is not available to everyone, I am sure that at that point next academic year if I am still doing this I will be happy, if you send it to me, to reach out to your students with the process we have now in place to get them to the right point so that they can be successful earlier in the semester rather than at the end of the semester.

Andrew Conroy (Thompson School): I have an 18-year-old who is #1 in his class of 350, has high SAT scores, and has been accepted at 10 different colleges. Being a parent, I get emails, mail, and letters from all of the schools. He may wind up at UNH because of the tuition waiver. But he is a little reluctant. The only school that did less marketing was Cornell. The other schools – public or private – all did more. We live in Maine and UMaine outdid UNH in mailings and offers. This is my second child who will be at UNH. There really is a stark difference between what UVM and UMaine do and multiple schools around us even though some are not ranked as high as we are in some areas.

President Dean: I think it is a huge opportunity for us. Thank you for sharing.

Subrena Smith (Philosophy): We take for granted when we talk about diversity that we all understand at a very basic level what we are talking about. But I have had enough conversations with professionals and young people to know that it is not quite clear what it is that we aim for. So, I'm wondering if you could articulate when would we know that UNH has in some sense achieved diversity that we are happy with.

President Dean: You'll have to forgive the context for this answer. You probably read a lot about the suit that was brought by the Students for Fair Admissions against two universities, Harvard and my former employer, University of North Carolina (UNC) - Chapel Hill. As provost at UNC-Chapel Hill, I was deposed by the attorney for the Students for Fair Admission who tried a thousand different ways to get me to answer that question. What he really wanted me to say was "275 students" because then we would fall into the trap of having a quota which is not legal.

Certainly, this was a hair I was trying to split in my deposition. I think that when students in any category that might be seen as different don't have to think about themselves as the one or the only or think about themselves – this is a little idealistic –as different on a day to day basis, I think we will be there then. When they can just be students or faculty or staff. The reason – a tiny bit more complexity - about that is I think that our appreciation for differences and the need to respond to differences continues to be enhanced over a period of time. And, so, as we are trying to make each group feel included, we recognize that there are other groups that don't necessarily feel included. So, it has evolved over a period of time. That is a great question. Thank you.

Subrena Smith: I really love your answer. So, thank you.

George Roth (Management): Thank you for being here and sharing the strategic plan. I'd like to ask very general questions. I think it would help you and it would help us as well. My question is what has been your experience with the Faculty Senate? What have you seen so far at the University of New Hampshire from the Faculty Senate and what would you hope to see and how can you support and engage the Senate?

President Dean - My experience with shared governance and faculty leadership at my previous institution is that the tradition there was that the President – called chancellor there - and the provost attended all of the Faculty Senate meetings. That was the tradition there and some people saw that as great evidence of commitment to shared governance and other people saw it as an attempt to shape the conversation in such a way. I see very much that this is not the tradition here. I think that is fine and I am comfortable with that. I have been invited twice to come and speak and I will come as much as you want me to. But I don't want to overstay my welcome.

The other thing that I will say, and this may be more personal, is that in my time between my last job as provost at UNC and my job as president here I wrote a book that is going to be published this fall by UNC press and it basically tries to help business people better understand universities. The problem we are trying to solve is that most of the people or most of the boards at universities around the US are business people and they don't really understand what we do and how we do it. So, this is trying to fill that gap. The reason I mention the book is that one section of the book is on shared governance and I would have to say that my appreciation for shared governance has increased quite a bit in writing the book since I went back and read the [statement that was agreed to by the AAUP](#) and AGB and the AAU and by representatives of presidents, boards, and faculty. It has been revised a few times over the years and I think I have learned that at a high level the agreement – and I think that is represented here at UNH as well – is a commitment to be together. That is how I see it. What is interesting about those documents - and I imagine a few of you have by virtue of your roles here have probably read them – is that they are pretty general. They are not that specific. It is based on an expectation of shared leadership and a lot of back and forth and collaboration among the various people involved. So, I have been pretty happy with how it has been working here.

You know I mentioned in one of my first slides that the Faculty Senate was very involved in the strategic planning process at a level that probably wouldn't have happened in very many places. I would say that the caliber of the contributions and the collaboration among your colleagues who participated in that was also extraordinary and beyond any reasonable expectation I could have had. So, right now I am feeling really good about how that works. Now, push will come to shove as these initiatives start getting kicked off. I gave you a disclaimer up front that faculty control the curriculum and work with the deans and so on and that I can share with you my perspective for whatever that is worth. There are probably other areas that fall more in the grey between administrative rights or faculty rights and there I think what I would fall back on is the relationships we have built and continue to build with the members of the Faculty Senate. So, it is a pretty much a good news story at this point. But there will be harder days ahead. But I think we are all invested in trying to find systems and relationships that will make it work Scott has said that he wants us to be a national leader in the caliber of our shared governance. That is a wonderful aspiration and one that I certainly share and so far, I think we are on our way.

I showed the slide that talked about the email from the mom for a bunch of reasons including to show my respect for you. I don't come in here thinking that I know everything. No one personally in this room has thousands of years of experience. But collectively you do. And, you are doing great things. As long as we try to work together then we have a shot at making this great university even better.

III. Remarks by and question to the chair:

- The Senate chair, Scott Smith, asked David Bachrach to share some information about the **Honors College Committee**. David explained that the Honors College was an idea that came out of the President's strategic planning effort. Provost Jones asked Catherine Peebles, the Director of the Honors Program, to look into what it would take to bring us from an Honors program to an Honors College. Catherine worked with the Agenda Committee to recruit faculty senators for this as well as faculty from all of the colleges, staff from the Honors Program, and Honors students for this committee. Their work has included review of more than 20 comparator institutions. The key focus has been on developing a program that increases equity and diversity and provides flexibility for our students, including making the program accessible to more students at different points in their college career. Joe Dwyer from Physics and Cristy Beemer from English are also Faculty Senate members of this committee.

Scott explained that the full report of this Honors College Committee will be presented to the Senate. A Senate committee will also look at the report in advance of that presentation.

Catherine Peebles, Director of the Honors Program, was given a short amount of time to talk about the work of the committee and she introduced Kate Gaudet and Kristen Butterfield from the Honors Program office who also were in attendance. In response to a question from Shelly Mulligan asking for clarification on what an Honors College at UNH would look like, Catherine answered that the charge of figuring out the difference between an Honors Program and Honors College is what the committee is working on. Every university with an honors program or college has to decide for itself what that term means. Catherine explained that her office has spent a lot of time workshopping ideas with and surveying Honors students and faculty. In short, the students want a special experience, but they don't want to be set apart from the rest of the university. They very much want to have a space that they can call their Honor's home and use it for events, informal study groups, formal leadership lunches, and

everything in between that is there for them, but not in a residential hall. In terms of the rest of the program they want a lot of flexibility compared to the current situation where they don't have any. In particular, students majoring in nursing or engineering currently have difficulty with the lack of flexibility in the Honors program because they have over 100 credits to complete for their major. The idea of very minute requirements in the Honors Program gets in the way of what they are doing instead of enhancing and enabling them to do more. But, the general thrust of the curriculum is to make changes that will keep quality and rigor and also provide great opportunities for them to be in the driver's seat when it comes to choosing their curriculum. Currently, over 50% of students drop out of the Honors Program. There is a lot of potential.

Catherine also shared some information in response to a question asked to President Dean earlier in the meeting. The Communication department is doing the civil discourse lab next year which will involve a lot of activity around the attempts to have civil dialogue. There will also be a PBS hosted program filmed here as part of the community college Mellon grant initiative.

- Scott said that one of the things gained from working with President Dean and Provost Jones this year is that the Faculty Senate has a voice in a way that he hasn't seen in his 19 years at UNH. He urges those of you who are continuing next year to consider taking on **leadership of a committee** if you have the time and energy and motivation to do so. Scott said that he sees us having a real role in shaping the way this university goes in the next 5 years. If you want to nominate yourself or someone else, send an email to him or to David Bachrach or Kathy Brunet.

- **Discovery Review Committee** - Scott shared that the Agenda Committee is working to find members to populate the Discovery Review Committee. The committee work will begin the day after classes end and will be continuing into next year. Scott displayed the current draft of the Discovery Review Committee charges as listed below. A copy of the charges was also sent to Senators earlier in the day prior to the meeting.

04/01/2019 DISCOVERY REVIEW DRAFT CHARGES

- 1) Investigate ways the Discovery Program can become more manageable for students in highly structured pre-Professional majors.
- 2) Investigate ways the Discovery Program can develop the flexibility to allow Transfer Students to achieve their degrees in a timely fashion.
- 3) Investigate the First Year experience at UNH to achieve academic and community engagement through interdisciplinary Discovery offerings.
- 4) Investigate ways to encourage High Impact practices (such as Study Abroad and Internships) by aligning the transfer and assessment of credits with the goal of encouraging, rather than deterring, students who wish to take advantage of these enriching opportunities.
- 5) Investigate ways Discovery can accommodate qualified students who wish to fulfill distributive requirements in upper division courses, possibly as part of a Minor or Cognate cluster and/or through a deeper understanding of a content area or category (depth).

- 6) Investigate the possibility of incorporating Ethical Attributes (such as Diversity, Civic Education, and Sustainability) that are politically, socially, and culturally inclusive.
- 7) Review the concerns about Discovery delivery by colleges and "turf" battles over Discovery courses.
- 8) Tasks 1–7 should be carried out in concert with a review of the best practices and successful strategies adopted by other universities, especially our comparators.

The Agenda Committee will be voting on the charges on April 8. Scott asked that any feedback be sent to him before then. These charges have been vetted by the Provost Office and Scott is confident that they will lead to a vigorous and productive review.

IV. Approval of the minutes from March 18, 2019 - It was moved and seconded to approve the minutes of the March 18, 2019 meeting of the Senate. Corrections were offered in Sections II, V, and VI. The minutes were unanimously approved with 4 abstentions.

V. Discussion and vote on the Agenda Committee motion on Shared governance - Scott explained that over the past week he has had a productive conversations with members of the unions about this motion and the Agenda Committee has agreed to a friendly amendment in order to clarify that the Senate cannot take action on collective bargaining issues. It makes sense to include this clarification in the rationale of the motion. The amended motion was presented as follows:

Agenda Committee Motion on Shared Governance

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.

Allison Wilder asked if there was a concern that we will be inundated by matters because of this motion. Scott responded that he thinks this is a good motion. If we do get inundated, we can come back and say we didn't mean it. The Agenda Committee thinks that this is a way to formalize the really good communication we have been having with the president and provost office during the past 9 months.

Regina Smick Attisano said that she was 100% in favor of this motion. But, if this was in place when the things were happening with the Thompson School the issue would still not have been brought forward since it did not affect more than one college. Scott explained that the Agenda Committee is planning next year to look at how the college procedures deal with those kind of changes. David

Bachrach and Jim Connell have done some work behind the scenes in thinking through this. Although we were working on a motion on reviewing program closures, it was decided that we needed a broader policy that includes creation and other things.

The motion, as amended, was put to a vote. **The motion passed with 57 in favor, none opposed, and 1 abstention.**

V. Campus Planning Committee Motion (CPC) on Family Housing – Danielle Pillet-Shore, chair of the CPC presented the following motion:

UNH FACULTY SENATE MOTION
On the need for UNH family housing

Whereas, as of June 30, 2019, UNH’s only on-campus family housing option (the building complex known as Forest Park) is scheduled to be closed for demolition; and

Whereas, the Faculty Senate has already passed two previous motions about the importance of family housing at UNH: [Motion XV-M7 \(2011\)](#) and [Motion XIII-M14 \(2009\)](#); and

Whereas, [the 2012 Campus Master Plan](#) (pg. 44-45) – citing a 2010 study – indicated the need for affordable campus housing to accommodate at least 40-50 married/partnered graduate students with no children, 15-20 students with families, and 15-20 post-docs/scholars/faculty, and made specific recommendations to meet this need; and

Whereas, dating back to 2006, many faculty supporting UNH’s diversity initiatives expressed deep concerns about a lack of affordable family housing at UNH; and

Whereas, in October of 2018, junior faculty in the College of Engineering and Physical Sciences wrote and sent a letter to President James Dean in which they expressed their concern regarding UNH’s decision to close Forest Park; and

Whereas, the University of New Hampshire is the state’s public flagship research university and an R1 research institution; and

Whereas, such housing is part of UNH’s academic mission in line with President James Dean’s January 24, 2019 Four Strategic Priorities address; therefore, be it

Resolved: 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, be it further

Resolved: 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.

Danielle reviewed that this issue has a long history and the CPC is trying to keep this right front and center and not let this go away. Cost is a big issue despite the need for housing. Danielle explained that her understanding is that the university is charged a fee by the town of Durham for children living in university housing to cover the cost of attending school in the Oyster River School district.

Allison Wilder pointed out that the UNH website advertises rates for next year's rentals for family housing and she wondered if Forest Park was really being torn down. Danielle will follow up with David May about this as he had indicated that the information was removed.

Briggs Bailey said that she is very supportive of this motion and her memory is that this was a sore point when she served on the graduate council in 2003 – 2005. Over and over again graduate students were outraged and faculty joined them in outrage. Forest Park has shrunk. A piece was torn down some years ago. Briggs said that it is very expensive to live in the seacoast area and with an R1 status we need to be able to offer this in recruitment.

Jordan Coulombe from the Graduate Student Senate explained that he has been dealing with this issue directly and indirectly all year. A Housing taskforce has been put together and it does include two graduate students. A study was done in February and the report was prepared in March but it hasn't been released yet so there is no information about what the findings and suggestions are. Jordan said that he is concerned that the results will be released in May or June and we won't be able to react as strongly as we would like to. In any case, Forest park is going off line on June 31 and there will be no extension for residents. Scott offered that the Agenda Committee will be on the lookout for that report.

Elsa asked if there was a plan to relocate families to other residential halls in the summer at the Gables or somewhere else. Jordan said that this request was made but there are financial concerns with this and it was not approved. There was a suggestion to use Woodside Apartments for graduate and family housing. But, that suggestion was met with reluctance. One of the issues is that undergraduate students are also cramped for housing right now. Danielle pointed out that the Woodside was identified in the 2012 Master Plan as where this housing should go to but that hasn't been acted on yet.

Danielle also shared that it is David May's committee that is looking into this housing and doing a survey and hiring an outside consultant. Her concern and that of the CPS is whether this will be a market driven decision and is it going to be heartless. The whole point is that graduate students rely on the stipend they receive. They cannot work off campus. As a result, they can't afford much. Also, in terms of diversity initiatives, graduate housing is one of the most diverse parts of campus, economically, and geographically,

Scott offered that the Agenda Committee will follow up with the provost office to find out what the facts are about the fees the university pays for children on campus to attend the Oyster River School District.

This motion will lay over until the next Senate meeting.

VI. Student Affairs Committee (SAC) Motion in Support of Student Senate Resolution R.40.16 on Title IX hearings – Susan Endrizzi, chair of the SAC, presented the following motion:

**Motion in Support of Student Senate Resolution R.40.16
on Title IX hearings**

Presenter: Susan Endrizzi, Chair of Student Affairs Committee

Rationale: The State of New Hampshire, in a statement found in the [*State of New Hampshire Governor’s Commission on Domestic and Sexual Violence \(2017: 3\)*](#), advocates for a victim-centered approach. It reads:

It is the expectation of the New Hampshire Attorney General’s Office that all disciplines involved in the response to adult sexual assaults will work collaboratively using a victim-centered approach. This means prioritizing victim’s needs, honoring their rights, considering their perspectives, and supporting their decisions.

The Faculty Senate also such an approach. Therefore, the Faculty Senate supports Student Senate Resolution R.40.16 (“On Further Urging Mandated Response in the Title IX Office,” dated Feb. 10, 2019), which calls upon the administration “to adopt the mandated advocacy system to SHARPP from the Title IX Office,” and furthermore to “increase direct communication from the University of New Hampshire to SHARPP in cases of sexual assault to ensure that survivors understand what options are available for them.”

We further note that the Graduate Student Senate also expressed formal support for Student Senate Resolution R.40.16, dated Feb. 12, 2019, with unanimous support.

Motion:

The Faculty Senate supports Student Senate Resolution R.40.16 (Feb. 10, 2019), as well as the Graduate Student Senate’s motion of support (Feb. 12, 2019), that mandates the presence of SHARPP advocates in Title IX hearings, unless survivors decline such services.

Susan explained that the SAC has been working on this issue for at least 3 years. The purpose of this motion is to help provide an advocate for students at Title IX hearings. Right now students are not forced to meet with the Title IX coordinator. The committee feels that it is in a student’s best interest to have an advocate provided by SHARPP. They can decline the services if they don’t want it. Susan said that we do understand that Donna Marie Sorrentino, the Title IX coordinator, does offer to contact SHARPP and provides the literature on the work of SHARPP. The motion put forth supports the Student Senate resolution and the Graduate Student Senate motion about the presence of a SHARPP advocate in Title IX hearings unless the survivor declines the services. The rationale for this motion includes reference to the NH Attorney General’s office that describes a victim entered approach.

Jim Connell asked if there were objections to this approach. Susan said that there this a circle of reporting that these Title IX cases come through and in all cases an advocate is provided automatically and then the victim can choose to decline. It is only with the Title IX issue that an advocate is not automatically provided in a physical form. She explained that there is some resistance from the Title

IX office to this approach. This is why we turned to the students to get feedback on what the students want. There doesn't seem to be resistance from campus police or the conduct office. SHARPP provides services 24 hours a day.

Erin Sharp said that she supports this motion. But, she serves as a hearing officer for the conduct office and just recently did training for Title IX investigation. Often times the respondent and the complainant are both UNH students so we have to be cautious about the way that both of those students are treated. Erin asked if the person who has been accused will also be provided information about an advocate. Susan was not sure about that. But, she is aware of that this may be an issue. Scott suggested that this issue be investigated.

Elsa said that she understands Erin's point and that there needs to be a balanced approach. But, one of the reasons why we are working on this is to make sure that there is not as much of a delay as there has been for survivors to be connected with services that they can use. That is one of most important reasons we are doing this. She said that right now the delays can be unacceptable.

Sterling asked who is allowed and who is excluded at a Title IX hearing. Sterling suggested that we need more information about the hearing, whether it involves employees or students and whether they are allowed to bring other advisors or lawyers. Susan said that she believes that the victim can bring an advocate. This is more for them to be able to opt-in.

Elsa asked if the word "meeting" would be a better word than "hearing" in the motion. The goal is to connect the survivor with help. Scott suggested that we need to find out more detail about the nature of the meeting.

This motion will lay over until the next Senate meeting.

VII. Research and Public Service Committee (RPSC) Resolution about assisting student recruitment through department website development - David Finkelhor, chair of the RPSC, presented the motion as follows:

**RPSC Resolution about Assisting Student Recruitment through
Department Website Development**

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 Information Technology and Academic Technology 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.

David explained that we have heard from university administrators about their concern with recruitment and about the unfavorable demographics the university is facing. His committee was asked

by Senate leadership to help develop ways that we, as faculty, can help the administration in this regard. The committee met with Rob McGann, Director of Admissions and, based on those discussions, came up with some proposals.

The first motion came out of the discussion about how prospective students go to the university web presence to look for information about possible majors and to figure out what benefit there would be and what career opportunities exist for them in particular areas. Currently, the web presence at the department levels is pretty much focused on either the achievements or interests of the faculty or answers to questions for students who are already majors. But, we might be able to attract more students by having more information that is directed at prospective students about things that would be of interest to them in deciding whether or not to come to UNH.

This motion is saying that we would like to get help from the administration to assist departments to add material to websites in an effort to increase applications to the university. We would defer to the administration on how they would roll this out.

The floor was opened for discussion. John Gibson recommended that instead of referencing IT and AT the motion be changed to include Communication and Public Affairs. John shared that there are communication managers from Communication and Public Affairs embedded in each of the colleges and it is their responsibility to manage content on websites. Jim Connell suggested that John and David communicate offline to develop a friendly amendment to the motion.

This motion will lay over until the next Senate meeting.

VIII. Research and Public Service (RPSC) Motion on Outreach to Secondary Schools – David Finkelhor, chair of the RPSC, presented the following motion on behalf:

**RPSC Motion
on Outreach to Secondary Schools**

Whereas, many UNH faculty participate in outreach to regional secondary schools that is mutually rewarding and,

Whereas, faculty outreach to secondary schools helps to develop and strengthen relationships between secondary schools, potential UNH students, their families and UNH, and

Whereas, additional UNH faculty may wish to participate in these outreach efforts if provided support to do so,

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.

David explained that this motion is actually based on a suggestion from President Dean and we are endorsing it and showing our solidarity with him.

Donna Schaefer asked about the structure of this and how it would be designed. What is the programming, what is the message and the consistent piece to that? David shared that the philosophy of the committee in thinking about this is that to not be overly specific about it. Scott suggested, based

on his experience, that it would be useful to have structure provided by the administration and that leaving it open-ended allows the faculty who are interested in this to work with the administration to come up with the structures that make sense.

Allison Wilder suggested and strongly urged that at least one actionable strategy be added to this motion. For example, an action to create a place where there is a list of all faculty that can do this and what schools they go to. She said that it would be useful to have an action step to help move this forward and that it should be part of the motion.

This motion will lay over until the next Senate meeting.

IX. New Business - Casey Golomski reported that he has learned from a colleague who was applying for summer research money that there is now a budgetary mandate that says that employees who want to use Airbnb must first get pre-approval from the campus chief financial officer designee and that this process requires that the employee show the cost savings over traditional accommodation. As well, a copy of the host certificate of insurance needs to be provided. As well, he understands that employees can't use a P-card to stay at Airbnb anymore. Casey said that this is being discussed at the COLA chair's meeting tomorrow. There is concern about the extra burden of accounting and obtaining approval.

X. Adjournment: The meeting was adjourned at 4:59 pm.

SEE NEXT PAGE FOR APPENDIX

APPENDIX
Slides from President Dean's presentation



Faculty Senate Presentation

James W. Dean, Jr.
President
April 1, 2019

Overview

- Strategic planning update
- Thoughts on a university education
- The Honors College
- Q&A

Strategic Planning Update

- Worked with Faculty Senate leaders to establish governing framework
- Announced strategic priorities in January
- Determined specific top 25 goals and announced last week
- Next step is to determine timing and details of initiatives
- Many initiatives would benefit from or absolutely require faculty support...

3



Enhance Student Success and Well-Being

Critical roles for faculty include:

- Serve as an early-warning system for students who are struggling
- Create a classroom environment that promotes well-being for all
- Provide guidance for students and show them that you care about their success and well-being

4



Recent email from the mother of a first-year student

I just got off the phone with my son... For 50 minutes - our longest phone call of the year, he nearly jumped through the phone with enthusiasm for how lucky he is to be at UNH. It's a parent's dream to know that the right choice was made.

He said things like, "I always thought I'd go to college and move in and out of classrooms like a robot just preparing for the next grade. Never in my life would I believe that I would make relationships with my teachers. Is it just me? Is it just these teachers? I actually want to learn for the first time in my life. I don't even study for the grade Mom - I want to learn the material. I'm so passionate about my major and I know that is a gift since I came in unsure."

On and on he went using so many examples both in the classroom and out of the classroom. I'm still in tears - happy tears! - over this. I knew he was happy and we have a good relationship so I know why he's been happy. But there's been a shift and this call was unlike any other. His excitement is palpable and he finished by saying, "I got my dream of spending the summer working in [a national park] and now I KNOW when I come back for sophomore year - it's GOLD. Just gold."

I don't know who to send this to but I want you to know, i don't even know who 'you' is but I think you get my point. I just want to thank someone. I want his teachers to know but I know him and I know he tells them. I want to hug certain classmates and new friends and I want to demand his little brother go there, but I know [my son's] experience is unique. This is a kid who had an awful high school experience - well all schooling really. He never found his people and he never connected to learning for the right reasons.



Expand Academic Excellence

Critical roles for faculty include:

- Leadership in changes to curriculum (especially Discovery) and pedagogy (evidence-based teaching and learning)
- Support the Honors College initiative (more later)





Embrace New Hampshire

Critical roles for faculty include:

- Contribute to audit of research and outreach on NH issues:
 - Economy and workforce, education, environment and energy, and healthcare
- Faculty visits to high schools would be incredibly powerful

7



Build Financial Strength

Critical roles for faculty include:

- Help to identify resources that can be redirected to academics
- Help to identify opportunities for new programs that can be successful both academically and financially

8



Thoughts on a University Education

- General education and career preparation have been the yin and yang of higher education for centuries, and both are essential
 - The former is about acquiring some of the knowledge and abilities an educated person should possess, as well as developing the intellectual curiosity to want to learn more, and the skills to do so
- Students should become acquainted with the major branches of knowledge
- General education should provide context for the major, and be substantial enough to make a difference in the intellectual development of a student
- It should not have a short shelf life; students should be able to refer back to their general education *for the rest of their lives*



Thoughts on a University Education (cont'd)

- Graduates should have an appreciation of time (e.g. history, anthropology) and space (e.g. geography, astronomy, oceanography), literature (in English and beyond), art (e.g. music, dance, visual arts) science (e.g. chemistry, biology, physics) people individually and collectively (e.g. psychology, sociology, economics) and the history of thought (e.g. philosophy)
- I believe an educated person should have some facility with a second language, and an awareness of different cultures
- Graduates should be able to make and evaluate an argument, both in words (logic, rhetoric) and numbers (statistics, data analysis)
- A university education is such a wonderful privilege and gift to our students; true student success is when they seize the opportunity



The Honors College Initiative

- We rank 135 among public universities in attracting students in the top ten percent of their high school class
- As New Hampshire's flagship public university, we need to do better in getting our share of the best students from New Hampshire and beyond
- An Honors College is one way to get there. The best students want to be around their peers, and to participate in a distinctive, challenging program
- Our current Honors Program does not accomplish this. We are working hard to create one that does

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USEFUL ACRONYMS

AAC	Academic Affairs Committee (Faculty Senate standing committee)
AC	Agenda Committee of the Faculty Senate
ASAC	Academic Standards & Advising Committee
APC	Academic Program Committee
AT	Academic Technology
BAC	Budget Advisory Committee
CaPS	Career and Professional Services
C&PA	Communications & Public Affairs
CCLEAR	Clinical, Contract, Lecturer, Extension, Alternative Security, Research faculty
CEITL	Center for Excellence & Innovation in Teaching & Learning
CPC	Campus Planning Committee (Faculty Senate standing committee)
FAC	Finance & Administration Committee (Faculty Senate standing committee)
FAR	Faculty Activity Reporting
IRA	Institutional Research and Assessment
IT	Information Technology
ITC	Information Technology Committee (Faculty Senate standing committee)
JSMB	Joint Strategic Management Board (Navitas review)
LC	Library Committee (Faculty Senate standing committee)
OISS	Office for International Students & Scholars
OS	Operating Staff
PACS	Psychological and Counseling Services
PAT	Professional and Technical Staff
PSC	Professional Standards Committee (FS permanent committee)
RPSC	Research & Public Service Committee (Faculty Senate standing committee)

SAARC	Space Allocation, Adaption and Renewal Committee
SAC	Student Affairs Committee (Faculty Senate standing committee)
SHARPP	Sexual Harassment and Rape Prevention Program
SVPAA	Senior Vice Provost for Academic Affairs
UCAPC	University Curriculum & Academic Policies Committee (FS permanent committee)
VPFA	Vice President for Finance and Administration
Discovery	(Faculty Senate permanent committee)