



FACULTY MEETING AGENDA

May 2, 2018

3:35 PM

Heritage Commons, Samuel Read Hall Building

Meeting called to order.

I. Approval of the draft minutes for the April 4, 2018, faculty meeting.

II. Reports

A. President

(The report will be distributed via email from the President's Office.)

B. Academic Deans

(The report will be distributed via email from the Academic Affairs Office)

C. Principal Policy Making Committees

(Committee reports from Academic Affairs, Academic Technology and Online Education, Curriculum Committee, Faculty Welfare, General Education, and Graduate Council follow this agenda as Appendices A-F. Committee chairs will be available to speak to the reports and answer questions during the meeting.)

D. Report of the INCO Task Force

(Sent with the agenda. Members of the Task Force will be available to answer questions during the meeting.)

E. Reports from the Faculty Representatives to the Board of Trustees and the Board of Trustees Financial Affairs Committee

(See Appendix G and the BOT Financial Affairs Committee Report sent with the agenda. Mary Ann McGarry, Representative to the Board of Trustees, and Ben Amsden, Representative to the Financial Affairs Committee, will be available to answer questions during the meeting.)

III. Old Business

None

IV. New Business

None

Adjournment

The Faculty Meeting will be immediately followed by the announcement of the awards for Distinguished Teaching, Scholarship, and Service and a celebration to honor the recipients.

APPENDIX A:

Academic Affairs Committee Report May 2018

One of Academic Affairs' April meetings was canceled due to ice. In the other meeting, in addition to making plans for the coming year, the committee discussed whether or not double majors must be in the same catalog year.

In anticipation of the last month of the semester, the Academic Affairs faculty have volunteered to be on standby for several potential integrity panels during finals week.

Dr. Emma Wright
Academic Affairs Committee Chair

APPENDIX B:

Academic Technology and Online Education Committee (ATOEC) Report May 2018

Meeting Date: April 10, 2018

Action Items:

- Report of results of email vote (8-0-1) for approval of Technology Enhanced Space Proposal: *Expansion of the GIS Laboratory in Rounds 308*
- Acceptance of 2 Status Reports of 2016-2017 Technology Innovation Project grants (see attached):
 - C. Coker (*Making Motor Control and Performance Visible: Technology Innovation Project*)
 - L. Lindley (*Patient Based Research and Electronic Medical Records in Athletic Training*)

Discussion Items:

- ATOEC Bylaws Function Revision Working Group Report – Discussion Highlights
 - Consistency of Process for upgrading/improving academic technology spaces – the role of ATOEC
 - What constitutes “Academic Technology”? Can we / should we provide advice/narrative in addition to numerical vote in our technology recommendations? Can we create tech/pedagogy directional documents to get information to our community/best practices? The University system is working on further engagement with OE/OER, yet at this campus it isn't saliently occurring. How can we engage this here at PSU locally? Multiple needs identified, seats, hardware, software, space / How to best meet and coordinate those needs? *Response:* Potentially not the best use of ATOEC because it is more so infrastructure and logistics instead of the front end technology component. Use survey results to inform long term planning; share results with the faculty at large. Noted to coordinate with Cluster funding.

- Add:* align and advocate for *practical and beneficial* University System Academic Technology initiatives.
- Working group will consider discussion points and revise recommendations to May 2018 meeting

Next Meeting: Tuesday, May 8, 2018 - 3:30-5:00 pm HUB 119

Making Motor Control and Performance Visible: Technology Innovation Project

Cheryl A. Coker, PhD
Doctor of Physical Therapy Program

Technology Received

Five iPads, protection accessories and the app Dartfish Express for each iPad.

Original Purpose

The purpose of this project was to make neuroscience and motor control visible through the integration of iPads in both the Neuroscience and Movement Systems Lab classes ultimately leading to development of a working knowledge of motion analysis and modification.

Actual Implementation

There is a room in our department that can be accessed only by the DPT students and faculty. The iPads were stored in this room allowing students to use them as needed to explore concepts, study course material and self-quiz in preparation for exams. Further, as proposed, they were used in numerous lab experiences to advance and challenge student understanding. Examples of the apps used and lab experiences in which they were incorporated are below:

Apps Utilized

Neuroscience

Nerve Whiz

Neuro Localizer

Brain view

3D Brain

Brain Anatomy

Brainstem 101

Complete Human Brain

Sylvius 4 – web page associated with textbook that provides an interactive atlas and visual glossary of neuroanatomy

Anatomy

Muscles in Motion

Anatomy Mapp

2018 Anatomy Atlas

Skill Analysis

Dartfish

Posture zone

Play Physics

Resource Access

FA Davis Digital Resources

Example of Lab Activities Using iPads

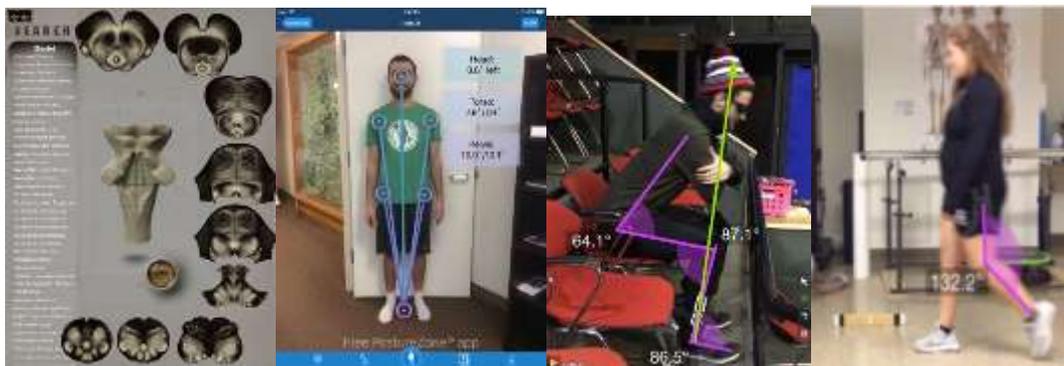
Neuroscience

1. Surface Anatomy Labs: Use of apps listed above for neuroanatomy identification
2. Brainstem Lab: Use of Brainstem 101 for identification of brainstem anatomy and relationship to clinical conditions that can result from vascular compromise.
3. Basics of Neurologic Localization Lab: App allows you to enter symptoms and the neuroanatomic pathways are drawn out for you to assist in localizing the lesion

Movement Systems

1. Sit to Stand Lab: Analysis comparing movement different initial conditions as well as comparing performance done “normally” vs in a geriatric simulation suit using dartfish express.
2. Posture Analysis Lab: Completed qualitative and quantitative postural analysis using posture zone app as well as the camera feature.
3. Paper Challenge Lab: Video feature to observe and compare movement strategies used when attempting the paper challenge.
4. Teaching Lab: Students were provided with an iPad that had a video of a movement that they then had break down into phases, determine its key elements and develop teaching strategies for including verbal cues and whether they would teach it in parts or as a whole.
5. Gait Analysis Lab – TBD. We start the gait unit April 16th.
6. Motor Learning Project: Students were required to engage in a teaching/learning project that incorporated concepts discussed in class. Many of them incorporated the use of technology to assist in both skill analysis and the provision of feedback to their “client”

PHOTOS



Reflection

The availability of the iPads allowed for the development of enriched learning opportunities that furthered student’s application of clinical understanding, decision making and critical thinking. They allowed for a greater understanding of movement deficiencies and their outcomes than through the use of observation alone. Further, they provided valuable examples of how they could be used in a clinical setting to enhance

patient understanding of diagnosis and movement deficiencies as well as the treatment plan including a visual demonstration of prescribed exercises.

Quotes from students:

“Enjoy the ability to interact with the material.”

“Apps were super helpful for understanding material.”

“Apps give overall sense of where structures are and how they relate especially when learning the pathways and their functions.”

“Having access to the iPads definitely enhanced my learning.”

“Offered a greater perspective on the complexity of movement when conducting a movement analysis.”

“Will be able to use in the clinic to provide patient immediate feedback on movement error.”

Submitted By: Cheryl Coker



**Athletic Training
Technology Innovation
Project Report 2017 – 2018
Academic Year**

Patient Based Research and Electronic Medical Records in Athletic Training

The athletic training program was granted funding from the ATOE Committee in the 2016-2017 academic year for a Technology Innovation Project. The project funding allowed the clinical athletic training program to purchase a number of Chromebook laptops to enhance the clinical access to, and use of, online Electronic Medical Health Records for patient documentation. Along with the laptop acquisition, the athletic training program implemented a new web-based Electronic Medical Record (EMR) system called CORE-AT.

The implementation of the new record-keeping system was slow but steady as the transition took place this past fall semester (Fall 2017). There was a steep learning curve with the new record keeping system. The athletic training students, both on and off campus, were exposed to the new EMR system, which is in line with current medical practice and compliant with standards set by the Centers for Medicare and Medicaid Studies (CMS) and compliant with the federal patient confidentiality standards established by the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). The new CORE-AT system is incredibly detailed, including medical coding for diagnosis and treatment procedures but is not flexible and does not allow individualization options. Both the athletic training staff members and the students expressed some frustration with the lack of user friendliness for the EMR system but liked the availability and accessibility of the laptops for recording required patient data. The ongoing development of this project has led the athletic training program to reconsider the EMR system and to invest in a more user friendly and flexible software system called Athletic Trainer System (ATS). The new EMR is currently in beta testing with the athletic training staff this semester (Spring 2018) and will be integrated for full implementation in the fall of 2018.

As part of the Technology Innovation Project, the athletic training students completed extensive statistical tracking of patient exposures and incidence of injury at all of our clinical placement sites this past fall semester. The data from that tracking was presented in a formal meeting at the end of the fall semester. The students are still compiling data from the winter and spring seasons and the data from that tracking will be presented at the end of this semester. The data tracking will be continue as an ongoing project within the athletic training program as the data provides a number of opportunities for both target specific injury prevention education and programming as well additional future research avenues. At the formal presentations for the Clinical Summary reports, the students are required to present their statistics as well as to offer their evidence-based recommendations for how to improve upon their incidence of injury numbers for the future.

The Athletic Training Program sincerely thanks the ATOE Committee for their support of this programming for the clinical development of our students. It is a critical and hugely beneficial aspect of clinical professional development for our students and one that we look forward to continuing in the future.

**Athletic Training Technology Innovation Project Report 2017 – 2018 Academic Year
Submitted: April 05, 2018**

Liesl Lindley

APPENDIX C:

Curriculum Committee Report May 2018

At the April 20 meeting, the Curriculum Committee approved the elimination of the BA in Studio Art and the creation of an Option in Visual Studies within the BFA in Studio Art degree. The Committee also approved four experimental Toolkit courses that were proposed for the Summer Bridge Program; the Curriculum Committee approved these Toolkits as courses, and the Summer Bridge Program group will now vote to decide which Toolkit courses to offer in the Bridge program.

The Curriculum Committee is considering summer work that may include guidance for programs transitioning to a 4-credit curriculum and guidance for clusters and programs about developing so-called cluster courses.

Meeting Times and Deadlines

The final Curriculum Committee meeting this academic year will be on May 18 at 2:30 PM in the HUB Student Senate room. Deadline for proposals is May 11 at 11:59:59 PM.

The committee will be voting electronically on all proposals. Only those proposals requiring discussion (as determined by committee members) will be voted on in-person at committee meetings.

Reminder

Transitioning to Four-Credit Model The committee welcomes proposals for program changes to the four-credit model. The committee has developed the following guidelines for departments as they prepare proposals:

- The overall degree requirements must remain at 120
- The requirement for a *minimum* of 15 free elective credits remains in effect
- The degree program should not increase in size (number of required credits.)

The information below was sent in an email from the Curriculum Committee Chair on January 31st.

Curriculum Procedures:

- Procedures: Please submit one electronic file (PDF) to psu-curriculum-chair@plymouth.edu for each proposal with all of the following included/attached:
 - Complete Curriculum Proposal Form;
 - All required votes and signatures;
 - Email communications from librarians and ITS;
 - Email communications with other departments/programs if required;
 - Syllabus and other supporting documentation if required. Syllabi must meet the requirements indicated on the syllabus checklist.
 - The syllabus checklist is available at the link below. *Be sure to use the newest ADA and Academic Integrity statements in your syllabi.* The checklist has not yet been updated to the newest statements because of recent changes for the Spring 2018 semester: <https://www.plymouth.edu/committee/faculty/files/2010/08/PSU-Syllabus-checklist-Appvd-06Feb2012.pdf>

All of the above must be submitted in a single PDF with an identifying file name.

- Policies:
 - Clarifications and minor changes to proposals are acceptable during the approval process.
 - When a department/program/cluster has one or more items on the agenda, a representative should plan to attend the committee meeting. If a proposal passes by online vote, attendance will not be necessary.

- Proposal Forms: The most recent Curriculum Change and New Course Proposal forms, approved in August 2015, are available at the following link: <https://campus.plymouth.edu/faculty-governance/committees-and-appointed-groups/curriculum-committee/> as is the updated Experimental Course Proposal form. The newest forms will be available at the link above as they are ready. Please use this link to retrieve the most current forms instead of using older ones you may have saved elsewhere.

- Questions: If you are unsure how to proceed with curriculum changes, contact psu-curriculum-chair@plymouth.edu with your questions.

APPENDIX D:

Faculty Welfare Committee Report May 2018

On April 13, the Faculty Welfare Committee met with non-tenure-track faculty representatives to obtain perspective on how people in these positions experience the promotion process, issues of equity, and cluster integration. As a result of this feedback, the Faculty Welfare Committee made the following discoveries and determinations:

Teaching Faculty & Promotion

- The November 2016 Dean's Report outlines a model Teaching Faculty, to replace the Contract Faculty line: <https://campus.plymouth.edu/clusters/academic-deans-report-november-2016/>.
- Faculty who have undergone the promotion process under these new guidelines indicate a need for better communication and guidance, especially with regard to requirements and timelines.
- The Teaching Faculty position has not been added to the Faculty Handbook, so the only documentation available is the 2016 Dean's Report. The Handbook needs to be updated. Faculty Welfare recommends these updates be made as soon as possible.

Inequities among Faculty

- Inequities exist among and across non-tenure-track faculty. These seem to arise because Contract, Teaching, Clinical, and Research faculty individually negotiate for what they want and/or need, including salary, release time and contract length. Not all faculty are aware that negotiation is possible, those that do negotiate are advantaged.
- Faculty Welfare will examine inequities/inconsistencies among faculty in non-tenure track positions with attention to their role, years of service, and contract length.

Cluster Integration

- Teaching faculty and teaching lecturers who teach a full load (15 credits/semester) and offer 20% of their time in service (suggested promotion guidelines) have insufficient time to also engage in Cluster collaborations.
- Very clear guidelines are needed about expectations for cluster engagement among contract/teaching/research/clinical faculty; this is especially important for promotion determinations.
- Teaching Lecturers need clarification on areas of contribution in Clusters, and compensation for those contributions.

Respectfully,
Lisa Doner, Chair Faculty Welfare Committee

APPENDIX E:

General Education Committee Report May 2018

The General Education Committee met twice in April and spent most of our time on the INCO task force work. Representatives met with us on April 9 to discuss where they were in their work and the many different people, sources, and conferences and workshops they had learned from. They outlined their preliminary ideas. At our April 23 meeting they brought to us the tentative final draft of their report. We discussed the many points in it, and agreed that we would accept the report and recommend that the new INCO Fellows program be initiated and that they would pilot experimental sections of INCO, then bring the results of those pilots for approval of changes in the INCO requirement. This parallels the way the FYS course was revised. Timing of this is a challenge; the earliest likely experimental sections would be Spring of 2019.

The second issue we worked on was the idea of “Themes” in Gen Ed, ways to connect Gen Ed courses to each other. Three connected Experimental courses are being offered this semester, and we hope to have a discussion with the faculty of those courses at our May meeting. The loss of the March meetings delayed our work on having student discussions of such ideas and on their thoughts/ideas for Gen Ed as it integrates with the Cluster model. We are planning to have a retreat soon to discuss how we could do this in the Fall.

We also dealt with a few issues associated with the changes in the distribution of Directions for those majors with waivers. It was decided that credits in the waived Direction would not count for the additional credits in the total for Directions, though such courses could be taken as electives. It was also felt by the Committee that students could move into the 2018-2019 catalog for new/changed majors and do the new Directions distribution, and could move into that catalog for the changes in Gen Ed if their major did not change, because of the impact of the increase in 4 credit Gen Ed courses across all Directions, which would impact their total number of Gen Ed credits if they could not move.

Wendy Palmquist
Chair, General Education Committee

APPENDIX F:

Graduate Council May 2018

The Graduate Council held its final meeting of the year on April 23rd in Frost Commons. The minutes from our March 26th meeting were accepted without the need for correction.

Jason Moran and Marlin Collingswood engaged in a discussion with the council about recruitment efforts and the marketing research that has been conducted. They provided us a great deal of information. Of particular concern is the lack of awareness about graduate programming at the University. While this is true and concerning about our external audience, of greater concern to us was the lack of awareness about graduate programming of the internal audience, specifically that our current undergraduates are unaware of graduate education opportunities at Plymouth. Marlin will be working with us on developing messaging to educate both audiences on Plymouth's graduate programming and the value of a graduate level education.

On April 24 a group of representatives from the council met with the cabinet to have a conversation about graduate programming at the University. The conversation was based on a letter developed by the council for the purpose of highlighting concerns with the integration of graduate programs into clusters, and to offer possible solutions to those problems. (see Attached) As a result of the conversation, Marlin Collingsworth and Jason Moran have requested that we develop a representative group that can work collaboratively with them to develop a strategic marketing and recruitment plan. If any clusters or departments would like council representative to attend your meetings to discuss how to support the integration of graduate programs into clusters please contact Linda Carrier to arrange that.

Respectfully submitted to the faculty,
Linda L. Carrier, Ed.D.
Graduate Council Chair

To: The Members of the Cabinet, Cluster Leadership, and Members of the Faculty
From: The Graduate Council
Re: Authentic Integration of Graduate Programming into Clusters
Date: March 26, 2018

We are writing to share issues and ideas from Plymouth State University's (PSU) Graduate Council regarding the authentic integration of graduate programs into PSU's Cluster structure. We realize the integration of graduate programming into the University Cluster model is not without challenge, and we are committed to ensuring that the current graduate population is not marginalized but fully embraced as the vibrant members of the University community they are.

As graduate program coordinators who make up the Graduate Council, it is our understanding that the President's vision for graduate programming is focused on the development of 3+2 and 4+1 programs, which is more oriented to the full time graduate student. However, that population is substantially

different than the students we are privileged to work with who are currently enrolled in commuter based programs. We want to make sure that PSU's Cluster structure fully recognizes, acknowledges, embraces, and supports our graduate programs and these students. They are an important and viable part of PSU.

For the students in graduate programs there are many questions about what Clusters mean to them and how/if they might affect their program completion. For all of us there are questions about how graduate programs will benefit from Clusters. As a means of addressing these questions we describe several key issues that are critical for us to consider, and we offer potential remedies to contemplate as we work together to move our University community forward with cluster development.

Adult Learner Issues

Differentiation between on-campus residential and off-campus non-residential graduate students.

- Plymouth State University's graduate programs and students are not alike. Some students are enrolled in on-campus residential programs (e.g. Doctor of Physical Therapy, MS programs in sciences), but most graduate students are enrolled in non-residential programs. Those students may travel to campus intermittently to attend classes or they may not come to campus at all because they have chosen a fully online option for their studies.
- Our graduate students come to PSU to obtain a graduate degree and/or professional development related to their field. Along the way, some graduate students may have the opportunity to interact with undergraduate students, but their primary goal for attending graduate school is to accomplish their professional goals.
- Non-residential graduate students vary from pursuing degree programs to those seeking professional development only. These students tend to be working professionals, who rely on tuition reimbursed through employers, personal finances, federal financial aid, or a combination of those resources to access higher education. They are also balancing work and family while trying to achieve their educational goals. We must continue to provide educational opportunities to these students so they can utilize their knowledge to positively impact their own professional and local communities.
- Graduate student learning must be relevant. Our programs have a history of providing integrated project based learning experiences that are grounded in the professional learning goals of our student population. The Cluster structure, though still vague to many of us, feels equally as vague to them. The relevance of these structures has not been developed for adult learners and subsequently they cannot share the value of cluster work or experiences in the community. If we aren't able to find meaningful relevant ways to integrate this segment of the student body into the model, we will in effect be robbing the clusters of the richness that the blend of personal and professional experiences our students provide can infuse.

As a proffering of possible solutions to this issue we suggest the following:

- Adult learners require a high degree of relevance in order to maintain engagement. To that end, Cluster projects and activities need to intentionally establish relevance for this segment of our student population. We suggest Cluster project proposals and activities be asked, as part of the approval process, to articulate how they can engage with our graduate students and priority be given to the projects that can effectively engage with them.
- We fully support 4+1 and 3+2 in programs where appropriate. In programs where this is not appropriate (e.g., programs that require several years of professional experience), we also request recognition and support for these programs.

Curriculum and Program Delivery

Our graduate programs are delivered in multiple ways that impact course delivery and scheduling. These nuances have been established to support our students in accessing coursework. As we consider implications for curriculum and program delivery the following concerns require our attention as a community:

- Adult learners aren't necessarily available to participate during the 8 am-4 pm work day, as they are at work as well. Planning of cluster activities and projects during the 8am -4pm work day essentially excludes the majority of graduate students.
- Program accreditation and other curriculum requirements of many graduate programs are driven by professional standards and accreditation requirements. Most accredited programs do not have room for electives, Cluster capstone experiences, or took kit courses.
- Offering graduate assistantships keeps us competitive in the marketplace and supports recruitment and retention. Graduate assistantships (GA) are vital to our programs' functioning and faculty's service and scholarship endeavors. This is consistent with other universities but seems particularly relevant given concerns about how to market programs. Additionally, Ga's are appropriate resources for providing additional support to students that area engaging in cluster related coursework and activities.
- Many of our graduate programs require students to have professional work experience in their field before they are eligible for enrollment (e.g. K-12 principal and superintendent certifications require five years of educational experience and three years of administrative experience respectively). These programs are not suitable for 3+2 and 4+1 programs, but they still need to be supported for the vital role they play in providing a graduate education for our students.
- Students have shared with us that registering for courses with our competitors is much easier than registering with us.

As a proffering of possible solutions to this issue we suggest the following:

- Course scheduling and Cluster Project Planning needs to consider the full day, 8am-9pm, and weekends. Some Cluster related courses or workshops or projects need to be in the evenings or on Saturdays in order to make them accessible to our graduate students.
- Registration needs to be easily accessible to both matriculated and non-matriculated students. We are in need of a master calendar of all graduate courses that are being offered in a term, so one link brings you to all the graduate classes offered during the academic term.
- Graduate Assistantships need to continue and be further resourced. We suggest that they be charged not to individual graduate programs, but rather to the program they support (e.g. Teaching Assistantships should be charged to the undergraduate programs they support) to help integrate the GA functions within programs and Clusters.
- Intentionally provide support for programs that are not able, because of accreditation or other outside of the institution requirements, to adapt to the 3+2/4+1 model.

Recruitment Issues

Our graduate programs are designed for a variety of learners and recruitment and marketing for programs has often fallen on program coordinators. While everyone attempts to be effective in these efforts we also all acknowledge that recruitment and marketing are not our fields of expertise. As we consider issues related to recruitment we believe the following issues require priority:

- The PSU website has not been easy for our students to navigate. Outdated web pages related to graduate programs have remained "live" for far too long. Equal attention has not been given to these

external communications. (E.g. see <http://www.plymouth.edu/graduate/> which is still active as of March 14, 2018). This makes accessing information about programs and the application process exceedingly difficult and contributes to the myth that PSU is out of the graduate business – a message that is still not uncommon to hear about our programs.

- Graduate Program Coordinators need to focus on curriculum and students. They are generally not skilled in marketing and advertising of programs.
- Our students often want to explore our courses and programs independently before reaching out to admissions or coordinators. Still in the stage of being program prospects, we have heard from this population stories of their difficulty in finding graduate program information on the PSU website. They attribute their difficulty to broken links and outdated information that has been left “live”. This is a significant barrier and/or a deterrent to enrolling in courses, and contributes to the community narrative that PSU is “out of the graduate business”.

As a proffering of possible solutions to this issue we suggest the following:

- Graduate Program Coordinators are provided with immediate and full support from experienced marketing, communication, and admission staff to help recruit students.
- External communications and the PSU website encompass graduate programs equally with undergraduate programs.
- All broken links and outdated information are removed from the website and finding graduate information made simple.

As the PSU Graduate Council, we are committed to working with all of you on supporting all programs at PSU and our new Cluster structure. We are flexible and have built PSU’s graduate unit on our ability to be nimble, it is our hope we can start a meaningful dialog on these key issues, in order to develop the presence of PSU’s graduate programming in the region and contribute to PSU’s long term sustainability. Both our current graduate students and alumni of PSU’s graduate programs are successful and serve as wonderful ambassadors of the institution. If properly engaged in our Clusters, they are well poised to help us succeed and give back to PSU for years to come.

We look forward to discussing with you the issues and ideas presented here.

On behalf of the graduate council,

Linda L. Carrier, Ed.D. Graduate Council Chair

APPENDIX G:

University of New Hampshire System Board of Trustees Meeting at UNH, Friday, April 20th, 2018, report by Mary Ann McGarry (PSU faculty rep.)

(Last UNHS meeting was Friday, Feb. 2nd, at PSU,
and the next meeting is June 22, 2018 at GSC (Conway), website:
<https://www.usnh.edu/trustees/meeting-schedule-documents-17-18>)

Background:

The University System of New Hampshire includes the University of New Hampshire, University of New Hampshire School of Law, University of New Hampshire at Manchester, Plymouth State University, Keene State College, and Granite State College. (SNHU is not part of the system, although often assume to be so, especially by people outside of NH. This was discussed at the Bd. Of Trustees meeting.)

The University System of New Hampshire is the largest provider of postsecondary education in the Granite State. With approximately 33,000 enrolled students annually and more than 90,000 alumni living in state, the institutions of the University System - the University of New Hampshire, Plymouth State University, Keene State College, and Granite State College - have a direct impact on hundreds of thousands of New Hampshire citizens every year, <https://www.usnh.edu/>.

AGENDA:

- I. SCHEDULE OF EVENTS & Directions/Parking
- II. CHAIRMAN'S WELCOME & REMARKS - Chair Small
- III. CAMPUS UPDATE - President Huddleston
 - A. Student presentation on **FIRE**: First-year Innovation and Research Experience of the Peter T. Paul College of Business and Economics;
<https://paulcollege.unh.edu/academics/undergraduate-programs/undergraduate-advising/peer-advising-resource-students>.
Fire is a 2 credit experience, includes a gamification experience. Started 3 years ago.
 1. New program as of 2016, makes a key difference, helps students stand out from peers.
 - a. CaPS (Career Professional Services) was revamped.
 2. Used to have 11 career counselors, a ratio of 1/1300 students, now 1/625.
 3. Students surveyed,
 - b. 93% reported a positive outcome
 - c. 78% of students completed one internship
 - d. 83% of students reported satisfied with post graduate experience
 - e. 73% of students employed
 - f. 14% attending higher education
 4. Activities:
 - a. Use color-coded nametags; one color for those looking for internships and another for those looking for a job
 - b. Every college has a handout
 - c. 5000 in attendance at 11 career fairs
 5. Goals:
 - a. Every student builds a personal brand
 - b. Reach 70% of 11,000 students in one year
 - B. CHANCELLOR'S REPORT - Chancellor Leach USSB Update –
 - A. System wide campaign for Granite Guarantee. Promoting through social media is paying off in terms of number of clicks on Facebook.

- B. Adding “in memorium” to existing “posthumous” degree awards for students who have earned less credits.
- C. Looking to have NEASC now New England Commission on Higher Education (NECHE) accommodate system efficiencies and consolidation of services, currently could be a barrier. NEASC doesn’t recognize or accredit systems, only single institutions, maybe NECHE needs to change
- D. Looking to share services for costs cutting
 - 1. IT contracts and licensing- computer hardware (save \$250,000 per year) need to unify
 - a. Migrate data center to cloud
 - 2. Student services
 - 3. Financial transactions- payroll
 - 4. Cybersecurity
 - 5. Institutional research
 - 6. Food services
 - 7. Waste management
 - 8. Vending
 - 9. Cross listing of day courses, deliver in Plymouth, virtual in Keene
- E. System operating as one, yet recognize decision to let campuses have autonomy to market their individual identities (current organizational structure makes it tough to act as one. Made a commitment 6 years ago to give campuses autonomy, makes consolidating challenging, no common CEO
 - 1. Don’t want to have another triage as had to do with Keene, don’t want to wait until that crisis mode again
- F. Goal – reduce cost structure while maintaining or improving student experience. Need to have a 5-7 million annual savings
 - 1. Need to generate revenue to reinvest back in the system
- G. Demographics
 - 1. # of seniors in high school dropping
 - 2. More challenging for northeast and NH, market where population base is higher, Denver, CO returns well.
- H. Bd wants to make sure Presidents are drilling the need for change due to challenging markets, 5 yr forecast- if all goes right, will break even
- I. Bd feels changes are happening too slowly want tangible actions
- J. Need something unique to attract students, something like FIRE (mentioned above)
- K. Case for change is clear.

C. USSB Chair Nate Stafford

D. PRESIDENTS REPORTS

E. BOARD MINUTES MOVED, that the Board of Trustees approve the minutes of the meetings held on February 2, 2018, March 15, 2018 and April 3, 2018 as presented.

F. COMMITTEE REPORTS Executive Committee - Chair Small Governance Committee - Trustee Ardinger Educational Excellence Committee - Trustee Dey Financial Affairs Committee - Trustee Morone Finance Committee for Investments - Trustee Rutman Audit Committee - Trustee Black

G. DISCUSSION ITEMS Higher Education Discussion

- 1. Estimate 12 New England colleges will close.
- 2. 20% Catholic schools will close.
- 3. Vt. two college merger.
- 4. Competition
 - a. NY will provide free tuition for students whose families make less than 125K.
 - b. RI free community college

5. Looking at other NE colleges
 - a. Standardizing IT = cost savings, CT moved to cloud and saved
6. Everyone needs to be working on efficiency, “local sub-optimizing prevents system-wide optimization”
 - a. Decisions need to be made by the Chancellor or Board
7. Strategies
 - a. Cost containment
 - b. Increase market share
 - c. Improve retention
 - d. Alternative revenue sources
 1. Grow graduate programs and offer micro-credentialing.
- H. NONPUBLIC SESSION (if needed)
- I. ADJOURN