Meeting called to order.
Comments from Gary McCool about Robert’s Rules document. When you close off debate by either moving the question to end debate or whether you’re moving to table a motion, both are non-debatable motions.

I. Approval of the draft minutes for the 12.04.19 faculty meeting. (LINK to Minutes)
   a. No corrections to minutes.

II. Reports

A. President
   (Distributed via email from the President’s Office)
   • Question: Campus received letter from new UNH CIO Bill Poirier regarding new considerations for IT and tech services. Faculty concerned about consolidation. President answered: we have the same questions. Been discussing with system office ad Bill Poirier. We will learn more on Monday. President is cautious about consolidation and the need to balance with individual campus needs. Then there will be time for us to have some feedback. We don’t know if it will be an open session but we will communicate as we learn. PSU needs better support than we’ve had in the past, and we need to take into consideration what’s happening on each of the campuses and for us not to lose our budget or the personnel involved.

B. Academic Affairs Provost
   (Linked via President’s Monthly Report)
   • No questions

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.)
   • AAC: no questions
   • ATC: no questions
   • CC: No questions. Scott Coykendall, Chair: Reminded AUs to form a curriculum committee for their group to support small programs. Info session about blanket agreements on Feb 7, location TBA.
D. Any other reports

Faculty Governance Taskforce
(See Appendix G. Stephen Flynn will be available to answer questions during the meeting.)
- TF meeting later this month and they will share info later this month.

Open CoLab
(See Appendix H. Robin DeRosa will be available to answer questions during the meeting.)
- No questions

Ascent Taskforce
(See Appendix I. Cathie LaBlanc will be available to answer questions during the meeting.)
- No questions

Board of Trustees Meeting
(See Appendix J. Robin DeRosa will be available to answer questions during the meeting.)
- No questions

General Education Coordinator
(See Appendix K. Cathie LaBlanc will be available to answer questions during the meeting.)
- Cathie LeBlanc: if you're interested in teaching TWP, please contact her. Looking for FT to teach.
- Question about canceling classes for Showcase of Student Engagement in Fall. Is there any quantification on how successful that was? Should we continue to cancel classes for this event? Do faculty have a say in this? Cathie explained that classes were cancelled for Showcase of Student Engagement which included students from across campus. Associate Provost clarified that the Showcase and recommendation to cancel class comes from the Showcase committee. The calendar is created in collaboration with the faculty steering committee. Joe Boyer, chair of the Showcase committee, volunteered to answer questions. Faculty asked what measures we have to see if it had impact. Joe: Surveyed students and faculty after the event and had very positive results. Impression was the students were very engaged and that the structure this time was very effective. It was also scheduled during/after the legislators’ brunch on campus that day and we had them see what kinds of work our students are doing. Has a lot of impact for what our students are doing. The committee is charged with doing this. The committee tries to make it better. What can we do to make it better? Faculty Speaker asked if the Showcase has meetings that she can share and post. The committee does meet, but not regularly, but they welcome more participation. Faculty: the question is about the impact of the Showcase on students who did not present. Jay Cordeira: Clarified Cathie brought this issue and the calendar plan to faculty meeting.
last February and stated that classes were not cancelled per se but that faculty
could re-assign students to attend the showcase in lieu of attending their
classes. Joe: we also encouraged from outside of doing jus TWP and research
to include music performances, videos, etc. Faculty: All the richness would be
there regardless so recommend that we not schedule it last Wednesday of
semester. Brought her students to present final presentations but only had one
hour to do 19 presentations and the experience was chaotic. The venue wasn’t
set up do presentations, so not a good fit. We should have a campus culture of
doing the end of semester showcase, but perhaps we should consider a Friday.

Joe: The tentative schedule for fall would be the last Tuesday of fall semester,
Dec 1 and Tuesday April 27. Faculty: are classes canceled that day or not?
Cathie: they were supposed to be re-assigned to go to the Showcase. Speaker
Elect: Confusion comes from Academic Calendar says classes are cancelled.
Could we change the language to clarify? Speaker: That issue should come to
the steering committee who can then bring to the faculty.

Promotion, Tenure, and Evaluation (PT&E) Advisory Group
(See Appendix L. Rebecca Grant will be available to answer questions during the
meeting.)

III. Old Business

2019-2020 Elected and Appointed Committees Vacancies and Appointments
(Committee Chairs will be available to answer questions during the meeting.)

- All voting committee vacancies have now been filled. (CHECK
  ACCURACY)

Vacancies:
Faculty Speaker Elect (1)
Grievance Resolution Committee: Tenured Faculty (1)
Academic Affairs Committee: Observer (1): Mike Davidson volunteered to serve this
position.
Student Senate: Observer (2)
Athletic Council: Male Member and Observer (1)
Nominating and Balloting Committee (1)

IV. New Business

- Resolutions of Standing Committees
- MOTION: To approve revisions to the graduate academic standing and incomplete
  policies (Submitted by Jay Cordeira, Chair of Academic Affairs Committee with Ann
  Berry from Grad Council)
- Motion seconded.
  RATIONALE: Policy revisions required to simplify and clarify academic standing
  policies and the incomplete policy so that they are more equitable for students enrolled
  in grad programs.
CATALOG CHANGE: See appendices for new policy language and a copy with red-lined changes (attached.)

- Discussion: No discussion
- Motion passed.
- Discussion Item: Student Advising - Associate Provost McClellan
  a. Academic Affairs in collaboration with the Retention and Persistence ESG went to Academic Affairs committee to propose a cross-constituency advising task force to review a tem based advising model. The RPWG is also working on advising initiatives, so we will be working together to create a timeline and call the task force in early March. We want to be able to assemble the task force quickly once the announcement goes out so we want people to think about participating and suggestions now.
  b. AP McClellan: We also want to remind faculty that students who declare a minor do so under that year’s specific academic catalog. So if the curriculum changes, faculty and students need to remember that they are under the requirements for the year they declared. So it’s important to keep a copy of the requirements for the year they declared.
  c. Question about CTLT report on Economic Sustainability Group initial reports. Speaker Earick clarified that this is the first round of sharing and asking for feedback. This will then be

- Meeting adjourned at 4:08pm.

Adjournment

Announcements: Note: Please limit announcements to matters that are urgent, timely (happening within the next few days to a week), and have not been/will not be disseminated through multiple other means. In other words, let’s keep the announcements short and sweet!
APPENDIX A:

Academic Affairs Committee Report
February, 2020

The Academic Affairs Committee (AAC) met once since December 2019 on Friday 24 January 2020. This meeting focused on updates from sub-committees on old business related to “prior learning assessment”, “AP equivalencies”, and faculty involvement in the “WPS” process. We have pending old business needing attention prior to our next meeting regarding updates on the “wait list policy” and “audit caps”. A majority of new business at the meeting focused on (1) reviewing new grad policies related to academic standing and incompletes that formed the basis for a motion to be heard at the faculty meeting and (2) discussion of a new taskforce on team-based advising brought to AAC from the Office of Academic Affairs.

Submitted by Jay Cordeira, Chair of Academic Affairs Committee
The Academic Technology Committee did not hold a meeting in January. The ATC committee’s next meeting is February 11, 2020 at 3:30 in the HUB 123.
APPENDIX C:

Curriculum Committee October Report
Scott Coykendal, Chair
February, 2020

The Curriculum Committee met Friday, January 17, and also had two online sessions the weeks of December 9-13 and January 6-10. Our next meeting is Friday, February 21 (at 2:30 pm), in HUB 119.

Actions taken:
Including our online sessions in December and January, we have considered 157 proposals since November. Most of those proposals were approved, but the earlier deadline allowed the committee to use that initial consideration to offer feedback to programs on some proposals. Thus, of the little more than 100 proposals that are still in our queue for February, more than half are proposals we will be seeing for the second time.

CIM:
While we continued to consider some proposals that use our old forms through January, all proposals for February (and all proposals going forward) have been submitted through CIM. On balance, the system is a big improvement over the old forms in that it manages proposals much more carefully and much more efficiently. Nevertheless, several problems have cropped up as we make this transition—the most common occurs when programs propose to change the number of credits in a course or to change its Gen Ed designation. CIM requires that any change that will generate a new course number (change in the number of credits, change in gen ed designation, change in level, etc.) use the following procedure:
1. submit a proposal to create a new course (using the old as a template)
2. submit a separate proposal obsolete the old course.
Several other issues in the design of CIM have also been noted and we are working with the Registrar’s office to make improvements to the system.

Reminders:
- Academic Unit Curriculum Approval: All proposals for curricular changes, deletions, and additions require you to record a vote of the appropriate department, academic unit, or cluster. In situations where there is only one faculty member in a discipline, the Curriculum Committee may agree to approve nominal curriculum changes relating to major-, option-, minor-, or course-names or -prefixes without first obtaining an academic unit. More substantial curriculum changes – e.g., those relating to course numbers, prerequisites, course-levels, grading systems, descriptions, etc. – shall continue to require a vote from the appropriate academic unit. Therefore, academic units that house single-person programs need to create some sort of standing body for the purpose of advising those programs on curricular proposals (if they have not already done so).
- Experimental Courses: Reminder, effective January 2020, faculty who wish to teach an initial offering of an experimental course will need the approval of their program or cluster, program/cluster coordinator, and the Provost or Associate Provost (who will
notify the Curriculum Committee of the offering). Initial offerings of experimental courses will not need Curriculum Committee approval. The procedure for second offerings of experimental courses has not changed.

- Information session on creating blanket agreements: On Thursday, February 27 (2-3 PM) members of the Curriculum Committee and Registrar’s office will hold an information session to help faculty design blanket agreements. Blanket agreements are useful when changes to a course or a program (like converting to 4 credits) will create a need for numerous student-request proposals. We'll talk about ways you can create time-saving blanket agreements that clarify for the Registrar how new or revised courses will fulfill requirements from earlier catalogs and/or how courses from old catalogs will satisfy requirements in the new catalog (https://curriculumcommittee.press.plymouth.edu/chapter/creating-blanket-agreements/).

The Curriculum Committee meets the 3rd Friday of each month during the academic year from 2:30-5.

Commonly sought links for the Curriculum Committee:

- Curriculum Guide
- Required Forms, Signatures, Consultations, etc. for New or Revised Curricula
- Syllabus Checklist
- Creating Blanket Agreements
- New Program Approval Process & Template
- Changing 3-Credit Programs to 4-Credit Programs
APPENDIX D:

Faculty Welfare Committee Report
Rebecca Grant, Interim Chair
February, 2020

The Faculty Welfare Committee did not hold its regularly scheduled meeting in December.

Our next meeting will occur at 2:30pm on February 14th in Rounds 304A.

As a reminder, anyone wishing to contact the Faculty Welfare Committee can send an email to: psu-facultywelfarechair@plymouth.edu

Respectfully,
Rebecca Grant, Interim Faculty Welfare Committee Chair
APPENDIX E:

General Education Committee Report
Kate Elvey; Joey Rino, Co-Chairs
February, 2020

The General Education committee met once in January. We focused primarily on sunset and new proposal votes.

**Sunsets and New Course Proposals:** Nearly all proposals have been read by the committee. Votes are recorded in the general education committee minutes and agendas. Programs have been, or will shortly be contacted regarding the status of their proposals. In the voting process we noted a number of instances where the vote was unanimous in favor of the proposal, but that members of the committee wanted to provide suggestions or counsel to the programs. Our purpose in providing such feedback was to help programs recognize how courses fit within the broader collection of general education courses. These suggestions, which ranged from clarifying course titles to providing clear distinction between different general education statuses to differentiating content with similar courses, did not change the vote.

One issue that did influence voting was the department/program vote. In cases where a single individual represented a program, we have requested that the proposal be considered and voted on by the academic unit before the committee will vote on the proposal.

Please send proposals and other inquiries to our "Gen Ed Committee Chair" email address: Psu-general-ed-chair@plymouth.edu
APPENDIX F:

Graduate Council
Ann Berry Graduate, Chair
February, 2020

Graduate Council Report

The Graduate Council Advisory Group met Nov, Dec, and Jan and revised the graduate Academic Standing and Incomplete policies. Policies are more equitable for graduate students who have enrolled in a minimum number of credits. The policies now also include how graduate students can address an Academic Warning or Severance as well as resources that are available to them.

The Graduate Council Advisory Group is currently addressing a recent issue that arose with the recommendation of cancelling graduate courses a month or two before the start of the Spring semester. Such actions do not take into account the registration constraints of graduate students who often wait to enroll closer to the start date of the course. Ongoing discussions with OAA will hopefully resolve the issue and clarify the timing of payment for registration and course cancelations.
APPENDIX G:

Faculty Governance Taskforce
Stephen Flynn
February, 2020

The Faculty Governance Taskforce did not meet in January. Recommendations from their February Meeting will be shared via email and at the March Faculty Meeting.

-The Faculty Governance Taskforce-
APPENDIX H:

Open CoLab
February, 2020

Submitted by Robin DeRosa, Martha Burtis, Matthew Cheney, Hannah Hounsell

In these reports, we will talk about major initiatives and larger-scale projects. To learn more about our daily work, visit our website or stop by our office in Lamson Learning Commons anytime.

The 68 faculty and staff in the Cluster Pedagogy Learning Community have been meeting and working since May of 2019, and tracks are focused on Cluster Learning, Open Education, and the development of the “Tackling a Wicked Problem” course. Season Two of the CPLC will launch on April 24, 2020, and applications are being accepted now at https://colab.plymouthcreate.net/cplc/. Tracks will be offered in Open Education, TWP, INCAPs, and Cluster Curriculum, and mentoring and team-teaching opportunities are also available. All participation is stipended, and all employees are welcome to apply. Contact Robin DeRosa (CoLab) or Cathie LeBlanc (Gen Ed Coordinator & CoLab Affiliate) for more information.

Here are February’s other key updates and programs from the CoLab, with the contact person who can supply more info:

- 9 faculty and staff members are kicking off the Ambassador for Career Education program. (Katie Gaebel, Career Services & CoLab Affiliate)
- 5 PSU faculty members are participating with their Keene State colleagues in a Wikipedia Editing course tied to the UN Sustainability Goals through WikiEdu. (Robin DeRosa, CoLab)
- We are currently working with faculty teams focusing on: developing online portfolio domains in Art (Martha Burtis, CoLab); developing an interdisciplinary certificate in Data Analytics (Robin DeRosa, CoLab); developing a database for tree-related data with Environmental Science students and faculty, with an outreach component to Admissions and campus tours (Martha Burtis, CoLab); developing PSU policies for reducing the cost of learning materials and opening access to faculty research. (Robin DeRosa, CoLab; Christin Wixson, Library & CoLab Affiliate)
- OER Grants have been awarded to faculty teaching Anatomy & Physiology, Health Science, Biology, and Public Health. Biology faculty are also working to reduce the cost of textbooks to $0 across 100% of their courses. Your program could possibly do this, too! Talk to us! (Robin DeRosa, CoLab)
- We are creating a shared online resource for using digital and open tools in courses which should be live for sharing and adapting by June. (Martha Burtis, CoLab)
- The CoLab has partnered with faculty and staff across the public institutions in NH to launch an online OER Hub with the Institute for the Study of Knowledge Management in Education. This will go live in May (beta test in March), and be a place for all of us to see and share free curricular resources that we find or create. We are also partnering with the New England Board of Higher Education on a
Hewlett-supported effort to increase higher ed affordability in the region. (Robin DeRosa, CoLab; Hannah Davidson, Accessibility Services & CoLab Affiliate; Christin Wixson, Library & CoLab Affiliate)

- The Staff Learning Community, an emergent, community-driven initiative established to improve the culture and processes at PSU with the goal of providing the space and structure for staff to join together as an empowered community and engage in university projects, was launched at January Jamboree. Sign-ups for Spring 2020 projects will be live on Sunday, February 2. (Hannah Hounsell, CoLab/IDS; Matty Leighton, FSA & CoLab Affiliate)

- We have begun to position CoLab Student Affiliates to work with faculty, starting with training them to assist faculty with pedagogical initiatives and innovative teaching & learning. (Hannah Hounsell, CoLab/IDS) We also work with student workers from other programs to support their digital and open initiatives so they can serve their own areas of campus. (Martha Burtis, CoLab)

- We have partnered with Admissions, Marketing, and Student Success to 1) create advising resources and student videos to present IDS as an option for students who have hit roadblocks in finishing their degrees and are considering withdrawal from the university, and 2) develop materials for students who are considering transferring to PSU, emphasizing IDS’ ability to utilize transfer credits. (Matthew Cheney, CoLab/IDS)

- We are partnering with Granite State College to develop shared online onboarding resources (Martha Burtis, CoLab).

- We are offering a public webinar on Ungrading on February 6th at 7pm. (Martha Burtis, CoLab)

- CoLab archives and resources are located at https://colab.plymouthcreate.net/resource/.

- The CoLab has hosted many events and many more are being added to the schedule every day. Find out what’s coming up at https://colab.plymouthcreate.net/events/.
APPENDIX I:

Ascent Taskforce
February, 2020
Cathie LaBlanc, Task Force Member

The Ascent Program Task Force, via the Office of Academic Affairs, advertised the new position of Ascent Fellow with a deadline for applications of Jan 24. From its membership, the Task Force chose a small search committee which is in the process of reviewing applications. Interviews will begin in early February.

Position Announcement – Ascent Coordinator

The Summit Planning task force has been meeting since December to create an initial outline for a five-year (now renamed and reimagined) Ascent program. Based on their recommendation, the Academic Affairs office is seeking applications for a faculty fellow to direct and coordinate the program. Interested candidates should provide a CV and cover letter that addresses experience with advising and teaching first year students, experience with bridge or academic onboarding experiences, interest in working with students with academic challenges, and vision for the program. Application materials should be submitted to the Office of Academic Affairs by January 27, with the expectation that applicants will interview with the Associate Provost and task force the following week.

Please note that Spring 2020 teaching, scholarship, and service loads can be negotiated during the selection process.

Position Description:

PSU is transforming the existing Ascent program into a five-year pilot project that will serve around 175 students each year (including summer). These include 75 students who are normally admitted but are considered high-risk for “summer melt” and 100 students admitted specifically just outside of our admission criteria. The outlines of the program are still being shaped (and it should adapt as we assess the pilot), but in its initial version, the program will offer summer programming, including at least one 1-cr. Ascent course designed to build academic and social confidence in the Ascent cohort (as the original Ascent program did). Additional programming, including additional 1-cr courses for the cohort, will follow throughout the academic year and may persist throughout the students’ four-year academic career.

The Ascent Coordinator will be chosen from the current full-time faculty to serve as a Faculty Fellow 12 months per year for the duration of the five-year pilot. The initial appointment will be for three years with the possibility to renew. The Ascent Coordinator shall be tasked with:

- Coordinating with Admissions to select student cohort for the program
- Coordinating and leading year-round advising efforts for Ascent students
- Taking a leadership role in campus-wide advising initiatives and recommending best practices
- Developing programs to engage and support Ascent students in years 2, 3, and 4.
- Tracking retention and other assessment data associated with the Ascent program, and communicating progress to the campus community
• Liaising with Student Life to coordinate academic programming for Open Houses, Orientations, and Panther Days

• Liaising with appropriate student supports offices and staff, including but not limited to: PSU’s Academic Advocate, PASS (Tutoring and TRIO), Campus Accessibility Services, Math Activities Center, and the Writing Center, including working with teams in those areas to coordinate services and to determine what additional resources will be needed to develop support programs for students in the Ascent program

• Liaising with appropriate staff from Student Life, Admissions, and Financial Aid to coordinate services and to determine what additional resources will be needed to develop support programs for students in the Ascent program

• Assigning and managing student cohorts and developing best practices for student outcomes in those cohorts

• Developing, selecting, and overseeing Ascent courses and proposing those as experimental courses, including recruiting, assigning and facilitating faculty training and mentoring, and coordinating logistics for Summer Ascent (pay, scheduling and room reservations, creation of Moodle and CourseEval sites, etc.);

• Coordinating activities throughout the semester to maintain connections between students and faculty

• Other duties as assigned

The 12-month Faculty Fellowship shall report to the Office of Academic Affairs and shall receive 12 cr per year of course reassignment, some of which may be allocated to Ascent TK courses.

**Deliverables:**

• Assist Admissions with selecting and inviting students for the Fall 2020 cohort (already in progress) and future cohorts.

• Design and administer the PSU Ascent Program serving annual cohorts over the next five years.

• Submit a research-informed report to the cabinet and to the faculty by mid-March 2020 describing the program in full.

• Deliver regular reports to the cabinet and faculty regarding the progress.

Deadline for applications is January 27. Please submit applications to psu-academic-affairs@plymouth.edu no later than end of day on January 27th.
Meeting began at 8:30am at UNH Law School in Concord.

- 5 white women at board table. 17 white men.
- Resolution from last night: basically that safety on campuses is a high priority and the admin board is directed to make a plan for emergency and crisis management assessment (goals, timeline, estimate of resources, etc). April 23, 2020 is deadline for that plan. [DeRosa Editorial (DE): This will cost money and will take time. Sigh.]
- Audit guy talked for a bit. All good on audits, Title IX compliance, etc.
- Investments guy talked. Very good news. Lots of people smiling. Endowment is at 566 million, I think. Good returns. 11 years of expansion. The guy expects more like a 6% growth for next decade rather than the good 8% we have seen over the last decade. We got 3.4% on cash which was outstanding. That interest income flows right through to margin. We expect less later, but it's been good. Basically I guess the point here is that the market has treated us well. “Most happy announcement:” we are going to hire Prime (who is currently just an advisor), we are moving to an OCIO model, an outsourced CIO model. It used to be our committee that took action, but now we are hiring this company to actually do the work. [DE: outsource all the things.] Prime is going to manage the portfolio in the parameters we select. They will make the decisions and institute them and report back to us. The investments guy is really happy to be outsourcing all of this decision making. It will take us 1/3 less time. It puts the responsibility and liability on Prime, rather than on our BOT. “The onus of making these investments is now on them.” They are not raising their fees. [DE: hmm...why is this no more money? I bet we are paying somehow if you know what I mean.] This is a one year deal, and we can do whatever we want after the year. They moved this as a motion. Unanimous yes and much glee. Jokes about how the upcoming recession will now be Prime's fault.
- Next is a motion about maximum fees we can charge at each campus. Dining and housing are just over half of the cost of attendance at UNH. We need to look into that more. Student suggests that fees should be broken out separately so parents and families understand. Motion passes. Next motion is to freeze in-state tuition rates again for FY20 and FY21. Student is happy. Motion passes. Next motion is to spend an additional 3.34 million in strategic investments at UNH (over original budget). Investments focused on increasing revenue and decreasing costs and advancing capitol campaigns. Motion passes.
- Todd Leach, Chancellor. Grad and Online Programs and Markets is his main topic.
  - Online markets are an area of growth but becoming competitive and saturated. Some competitors are very low-cost and moving this to a commodity level. “Disaggregating instructional model.” ie- there aren’t faculty doing as much. CBE as lower cost subscription-based pathways. Cheap, but not much support for
students (i.e. Western Governors and CFA at SNHU, which is less than $10K for a degree if you are prepared to self-regulate to that level).

- Georgia Tech partnering with for-profit Udacity for “free” MOOC-style classes, but it’s non-credit. If they can just grade/assess, they can give the credential. Like a GED model. Get the credential but not the support and instruction. It’s worked out well for Georgia Tech and has not backfired on their reputation.
- Shows some stats. Grad exclusively online has grown 56% compared to 12% for undergrad.
- SNHU at 140K students.
- For-profits are starting to decline in enrollments, though.
- Overall growth of online is slowing for undergrad, but shifting away from for-profits to nonprofits, so growth for those institutions continues.
- Markets for online: adult learners; some are degree completers and some are upskilling;
- 70% of grad students in online market are full-time employed (51% for online undergrads).
- Affordability is the most important thing in choosing an online college (60% for undergrads, and 40% for graduates).
- 67% of students live 50 miles or less from the online program that they choose.
  [DE: we need to think about distance differently. We are under-considering the complexity and how regional and community colleges intersect with online convenience.]
- Also, students aren’t doing a lot of shopping for online programs. “First to contact is first to contract.” Todd heard that SNHU says that, because we hired one of their phone recruiters.
- Lots of conversation about how marketing makes the difference. SNHU spends over 100 million a year on marketing. [DE: gahhhh.]
- [DE: Probably this BOT should read McMillan Cottom’s Lower Ed. Like a year ago.]
- Basically our professional Master’s programs NEED TO BE ONLINE if we want to keep up with market share.
- Todd just skipped by a slide REAL FAST that talked about centralizing ITS and the LMS.

![Online Delivery Models](image)
- Todd now talking about how OPMs (online program managers) take 40-50% of revenues. But trustees are trying to talk about how it's worth it to capture new markets. [DE: THIS IS ABOUT OUTSOURCING CURRICULUM AND SOMETIMES EVEN TEACHING, SO SERIOUSLY FACULTY WAKE UP!]
- Someone's SIRI just randomly yelled out “Let's take 93 South.” Everyone laughed, but I am thinking about it.
- A slide about centralizing instructional design across USNH. [DE: we need to pay attention! Martha Burtis is PSU’s ONLY instructional designer. Where will this centralization happen? How can we position ourselves to help steer and inflect this?] Todd wants a central ID group.
- Todd wants a single LMS for better course sharing in online education across the system.
- Centralizing online inquiry and support (a staff-run online call center 24 hours, for example).
- Trustees ask: can we do this and then sell it to other schools? Todd says that non-profits can’t partner with other non-profits because of the law. [DE: NUTS!]
- Trustee chair says that our response is very slow to a tidal wave of change. They are basically criticizing Todd/USNH for being behind the eight ball. They are gesturing toward outsourcing so we can get this done. The people who are moving are far ahead of us. Trustees are pushing to outsourcing. Get someone in charge and centralize. Give the deans the tools they need to put their programs online, or go find a partner or something. They want movement. We need to make the move to online and maintain our margin there. [DE: This is huge, people. We will be getting lots of pressure to do this, and if we don’t develop the expertise to do it well, we are going to get outsourced just to get the margin off it.]
- Trustees don’t want individual campuses to do this. Trustees want centralization and want the presidents to be told where and how these programs will happen.
- $139 million was SNHU’s marketing spending in 2018. Mark Rubinstein from GSC makes the case that the market is consolidating, and the big fish are getting bigger. SNHU can always lower their prices. We can’t compete. We can leverage our quality, but we can’t compete with big players. Margins will get keener. GSC can’t compete in marketing. We can contribute instructional design and services, but we can’t contribute that marketing money. Mark is saying that this looks lucrative, but we can’t just be the next SNHU because of the costs of the marketing and the scale of the big fish right now. Todd says yes, but we can’t afford to lose online market share in grad programs.
- In April, KSC will be explaining how they can get to market with new programs.
- Mayor of Keene wants to know if we have a BOT mandate to do this. They will hold off until April to do this. [DE: April folks need to get stuff together with online plan. NOW NOW NOW is what I am hearing.]
- Trustees are very mad that we have done this for three years and done nothing.
- Todd says that we need an online strategy this year.
- Trustee says by April.
- [DE: Are you on a Sustainability team? WE NEED TO BE HITTING ONLINE PLAN OUT OF THE PARK. And I mean, being inventive and student-centered and getting on this in an authentic way. They are going to do bad stuff if we don’t do good stuff.]

INH President Dean presents his strategic plan.
- Starts by talking about how we are different from businesses because we have stakeholders with competing interests. (DE: ooooo wicked problem.)
- Talks about links with legislature and business leaders.
- Talks about how he visits local high schools. To increase applications and yield. [DE: He keeps talking about this, and I am astounded because this is like so micro and tiny I can’t imagine how anyone thinks it matters.] They show an uplifting video of how high school students enjoy the recruitment visits.
- Strategic priorities: www.unh.edu/future
  - Enhance student success and wellbeing
  - Expand academic excellence
  - Embrace NH
  - Build financial strength
- Be one of the top 25 public universities (top 5%) in the country in the top measures for academic performance. We are in some cases there or close.
- Then he went through metrics like grad rate, pell grad rate, loan repayments and more to show where UNH is. (#2 in sustainability right now, btw.) One very bad ranking is in ratio of administrative to instructional costs; they are trying to peel back that onion.
- Trustee thinks we should use more high-profile rankings like US News instead of IPEDS. UNH Prez is dissing those rankings for the most part; calls them a “beauty contest.” Trustee says, “We are in the service industry. We have to recruit customers.” UNH president: “I agree with you.”
- (The Board president continually asks student BOT members and non-BOT observers to shorten their comments.)
- Focus on retention as much as recruitment.
- A few initiatives:
  - Retention team:
    - Early assessment and engagement
    - 1st year retention
    - Second year retention
    - Personal and financial
  - .25 FTE towards additional advising and support to follow up with at-risk students (30-40K, they saved 30 students) Good ROI.
    - They are focusing on PD for faculty who teach gateway courses to use evidence-based approaches.
    - Looking at Basic Needs (food, housing).
    - Starting a faculty fund (like our SOS).
    - Honors College (rather than program). Res life and more.
- UNH strength areas: space, ocean, children with disabilities: these are where we are strong but not showing in the top. Growth possibilities. They are looking at consolidation around that. Others: engineering, applied math, social science.
- Prez says that people will be happy in the areas they want to grow, and won’t be happy in other areas and “that’s why they pay us.” In other words, money flows toward money and potential, and other programs will pay for that.
- Embrace NH: now he is talking again about showing up. Like at high schools.
- Trustees are really gangbusters on these recruiting visits to high schools. Trustees want faculty to attend these as well.
- Build financial strength: they are working with Huron Consulting. They are finishing their analysis. Slides are available [DE: I haven’t seen them. They are public though so we can get them on that website.] They now have teams where they can start implementing Huron recommendations. It’s about finding savings. He talks about pushback from constituents. “THERE WILL BE LAYOFFS.” People are worried. “Treating people who are worried with respect” is key. They want to help displaced people. Like employment fairs. Lots of talk about how to manage the difficulty of making cuts like this. “We have to deploy the resources we have in a way that best meets our mission.”
- Trustee says that this UNH presentation is the best one so far. [DE: this seems promising for us, since this was pretty basic and unspecific. Does suggest some depth behind the presentation, but nothing remarkable IMHO.] UNH provost took a lot of questions and really knows his stuff.
- Trustees like about this presentation:
  - Consistency
  - Messaging stays focused from roll-out on through
  - Use of video
  - Flow from general to specific
- Huron identified potential savings and in-house teams will set targets. Overall range was $20-$40 million. They want a minimum of $12 million, but more like 20. Board suggests “putting a stake in the ground so this doesn’t get dissipated.”
- Board Chair asks how health care factors here. Where does that market fit in? “Embrace NH” is the answer. Huron is looking at academic cost structures across every single program. Deans now have a tool to identify those that are “underperforming.” We are closing three more programs this year, which have been identified through this program. They are looking at online professional master’s and doing market analyses. They have faculty approval for turning on 3 new online programs. “Every single one is based on the market.” A third are in the health care space.
- Prez suggests a NH “grad challenge” focused on something like health care.

That’s all, folks.
APPENDIX K:

Report from the General Education Coordinator
February, 2020
Cathie LeBlanc

1. Please contact me if you are interested in teaching *Tackling a Wicked Problem* in the Fall 2020 semester. Please also let me know if you are interested in or are planning to teach an INCAP or General Education thematic pathway. I will again try to advertise these opportunities so that students can find them in order to take advantage of them.

2. Applications for the second cohort of the Cluster Pedagogy Learning Community are open with a wider range of possibilities for participation. The application can be found on the Open CoLab's web site. The deadline for application is Feb 7.

Respectfully submitted by Cathie LeBlanc
APPENDIX L:

Promotion, Tenure, and Evaluation (PT&E) Advisory Group
February 2020
Submitted by Rebecca Grant, Advisory Member

Meeting: January 25, 2020

During our initial meetings of the spring term, we began a review of the promotion, tenure, and evaluation sections of the Faculty Handbook to provide the updates needed to align with the current CBAs of the tenure-track and teaching lecturer faculty. We are working to provide these revisions to the Faculty Welfare Committee for inclusion in the revised Faculty Handbook. We are also reading and discussing Boyer’s *Scholarship Reconsidered: Priorities of the Professoriate*. We will be working to create workshops for faculty to discuss this model as it relates to workplan development and evaluation.

Please do not hesitate to contact a member of the group with any questions or concerns.

Respectfully,

- Brad Allen (Professor of Business; Tenured Faculty)
- Rebecca Grant (Teaching Faculty in English; PT&E Advisory Group Communication Liaison; Pre-promotion)
- Khanh Lai (Assistant Professor of Social Work; Pre-tenure)
- Cathie LeBlanc (Professor of Digital Media and Coordinator of General Education; Tenured Faculty)
- Trish Lindberg (Professor of Integrated Arts and Artistic Director of ETC and TIGER; Tenured Faculty)
- Ann McClellan (Professor of English & Associate Provost; Tenured Faculty)
- Anil Waghe (Associate Professor of Chemistry; Tenured Faculty)
- Christin Wixson (Associate Professor of Scholarly Communication; Tenured Faculty)
- Emma Wright (Associate Professor of Mathematics; Tenured Faculty)