Meeting called to order at 2:00 pm on June 29, 2020 via ZOOM  

MINUTES SUMMARY

I. Roll – The following senators were absent: Ballestero, Feldman, Haines, Holznienkemper, Knowles, Moore, Robin, Ruml, Shannon, and Wilder. The following senator was excused: Li. The following were guests: Wayne Jones, Michele Dillon, Andy Colby, and Shari Robinson.

II. Remarks by and questions to the provost - The Senate chair welcomed Provost Wayne Jones and Dean Michele Dillon, co-chair of the Education Reopening team to talk about some of the reopening issues.

Provost Jones thanked the senators for their service and for attending this meeting during the summer. He explained that there has been much planning done and that things are now in a position where implementation can be transitioned more to the departments and colleges because that is where the work needs to be done. The deans have been asked to meet with their own executive committees and the department chairs to put together an implementation plan for each college that includes how department offices and the deans offices will function, how advising will work and at the curricular level, to determine what the mix of courses will be in each department and how offices will be staffed. The planning work also needs to include how each college will respond to internships, research experiences, laboratory settings, and those classes that require hands on engagement. Each college plan will have its own nuance.

A reopening framework has been posted on the university website based on the work of the 13 different teams that included more than 20 faculty members. The more specific details of the reopening strategy are in final edits and will soon be posted on the university website. The material currently available provides the broad-brush nuts and bolts of the plan.

The pedagogy and the ability to respond to these planning questions sits with the faculty. The provost’s office, the president’s office, and the senior administration are not the ones who should be making those decisions. Instead, we are creating the support structure but now is the time to really get it down to the college and department level. This next step is very important. The deans have been asked to begin the conversations right away in order to develop a first draft of a plan by mid-July. The key is to get the faculty involved in those conversations.

The provost said that he has received a copy of one of the letters generated and circulated by some faculty. He said that it is reasonable. He appreciates the emails that have come to him, to the deans, and the department chairs and that input is good and valued. He encouraged faculty to contact him via email at Wayne.Jones@unh.edu and also provided his cell phone # (This will be provided to senators outside of the minutes). He admitted that he does get frustrated when people use Facebook
as a mechanism to communicate to the provost. But, if that public setting is the form you feel you want to use, you can. He would like to see this more as a dialogue.

Wayne shared that there seems to be an impression that we don’t want the faculty to have autonomy to teach a course online because it would be an easy semester for them. However, he knows that is not true at all. In fact, he argued that doing a course online is more work than what a hybrid would be depending on the course and the instructors’ strength with technology. The reality is that we all are thinking about what is going to drive student success. The UNH experience that we value and that we know is so important is the face to face engaged interaction with an expert in their field, not a course in a box, and not a video lecture, rather the engagement with the faculty member. What will that engagement look like in these unusual times? The faculty need to define that. The accommodation process being run right now by HR is not defining that. When we talk about accommodation it is a health accommodation for yourself and we are expanding that beyond the ADA guidelines because we are including health accommodation if someone in your family is at great risk as listed by CDC. Those are not designed to decide which course you are going to teach or how you are going to teach it. Those are designed to define what your work life is going to be like. Because if you have that circumstance, you probably do not want to be on campus, you probably don’t want to be in a grocery store, and you probably don’t want to be in a restaurant, but your work environment needs to be modified.

A separate conversation is the pedagogy in the classroom. Once the health accommodation is dealt with, we want to create conversations between the faculty and the dean and in consultation with the department chair. A faculty member cannot unilaterally decide by themselves without impacting all of their faculty colleagues in their department. Things to be considered are the mix of courses available to our students, whether our students can still graduate on time, and the mix of courses available to students that are on campus vs. off campus. Those are the conversations that do not belong in the provost’s office. Those conversations belong at the department. The department can say that you have an approach to teaching your course that is consistent with student success that fits into the broader mix of the courses we are trying to offer and then at the deans level is consistent with the mix of courses at the college level. That is where we need to get the conversation to next.

The provost said that the last memo that he put out said that we wanted to be flexible for health and other considerations and that is where the other considerations sit and he does not see that as a change in policy. Instead, he sees it as a change in circumstance. Some faculty are being very creative and have sent him notes about how they want to structure their course. One example is an instructor who is not comfortable in front of a large lecture, so instead they are going to record their lecture and flip their course. They are going to schedule meetings with small groups of 5 or 10 students in a larger space. That meets the Education Committee’s goals of ensuring faculty/student face to face learning and a curriculum that is led by an expert in their field. It also is a course done in a manner where if a student must be out of the face to face environment for two weeks because they have to quarantine, they still have access. They can continue progress toward their degree. They can still graduate on time. There are other creative examples.

The provost invited Dean Michele Dillon, currently serving as the co-chair of the Education Reopening Committee, to speak. Dean Dillon explained that there is a lot of uncertainty. The Education Reopening Committee is simply making recommendations to try to ensure student
success while also protecting the health of faculty and staff and the larger community. She offered to take specific questions along with the provost:

**Question:** While I haven’t watched the town hall with students personally I was made aware by a fellow colleague that based on the nature of the questions it appears that some students don’t take safety seriously, e.g., “can we have off campus guests? Where can we meet without wearing masks?” Is the administration discussing how to keep the campus safe considering that students will likely try to find loopholes?

**Provost:** That question came up from one student. We received about 350 questions from students and of the 350 there were probably about a dozen or so that went down that line. I am not going to say it is the majority of our students, but it will be naive to think that some of our students aren’t going to push the limit. The answer to the question is yes, we are working with the Student Senate right now - the Graduate Student Senate and the Undergraduate Student Senate - and we are revising the Student Rights, Rules, and Responsibilities document. We have a complete version that is being vetted by the legal team at the System office right now. What it puts into place is the public health requirements of the campus and we are working in lock step with downtown Durham so that it aligns with them as well. So, if a student does not follow our public health guidelines, the first time it is a learning experience, the second time they are going to learn that they are not welcome on campus and they can continue their education remotely and that will be the end of that conversation. I think it is important that we as a community recognize that it is a privilege, not a right, to be on campus and if you are not going to follow the campus guidelines, you are not going to be on campus. Some students are going to push that. I bet we will have to make some examples very early in the semester. To be honest what I worry about a little bit more is what is going on in the state. We are not a police state. Students are not required to stay in the town of Durham. When I was last in Dover, I was stunned how few face masks I saw there, and downtown Portsmouth is not much better. I think what we really need to drive home in this public health message is that if students want to be on campus, they have their destiny in their own hands in many ways. We all need to practice good public health hygiene and follow good public health practices by wearing a mask and social distancing. And if we don’t, cases will go up and when cases go up, we go right back into remote.

**Question:** I understand that some of the details are going to have to be worked out at the department level and, if not, at the course level. I am wondering if the administration or the Senate is going to come up with some guidelines on what I would call a minimum set of requirements? What can students expect from faculty and what can faculty expect from students. I want to guard students against unreasonable professors and professors against unreasonable students. We are going to grant accommodations that are reasonable, but I have had to deal with students who are not reasonable. What can I demand of my students and what can students demand of me? Last semester one or two students gave me more work than the remaining 60 put together. When I don’t know how to handle a situation, then emails go to the chair, to the dean of the grad school, and we are going back and forth, and everyone is trying to resolve this. Is there some baseline in terms of equipment that we can require students to have? Will there be some guidelines, or will the departments have the autonomy to develop their own? There are already questions popping up in my department along those lines.
Provost: I’m going to defer to Michele to talk about the education committee framework

Dean Dillon: We talked about this at length in our Education Committee that as we anticipate fall, we want to have very structured expectations for students. I know that there is this notion that if students want to stay at home or if they need to take class remotely while on campus, we want to accommodate that. So, we want to ensure the success of our students’ timely graduation. But that means the student has to be committed. Most of our courses, even if they are remote, will have a synchronous component. We are trying to maintain as much as possible the current room and time schedule. So, students can’t just show up and say tomorrow I’m not coming to class because I want to take a day trip somewhere. If they commit to a schedule, we want to enforce that. At the same time, we are recognizing that there may be new illness that emerges among a student or in their family situation and they may need to go home and miss a test. We are hoping that faculty will have a certain amount of empathy and flexibility in uncertain situations but we have been very clear that we have very clear expectations that whatever mix of courses the student is taking they are committed to that for the semester and they can’t, for example, just sign up to work a shift at some café if it conflicts with their course. It still needs to be synchronous with the in-person class or whatever the modality is.

Chair, Erin Sharp: Having served on that committee, there is, and hopefully everyone will get to see these, a set of language for syllabi that have been developed to help with some of that setting parameters and expectations. It might not be everything we need, and it may need to be adjusted. But, some of the language is there in the document to help with some degree of setting those expectations.

Provost: I do think that we need some framework for departments and department chairs and for faculty and deans to work within. That is one of the reasons that the Education committee’s report is so important and why that is now going to be made public. I believe that by the end of the week we are going to have both the full report – which is a compilation of all 13 teams. But, the Education committee, the Research committee, and the Student life committee get a much deeper dive and I want to share those individual reports as well. So, all 4 of those documents will be available on the web soon. I am thinking that we are going to try to send them to the Faculty Senate sooner than that since it has already taken too long.

At the end of your comments, Michele, you made the observation about challenging students and difficult students and that is an interesting one as well. One of the reasons that we want to work so closely with this framework in place is so that we can make it clear to students where the box is, what the expectations are. I worry a lot about if we are able to achieve yellow. Unlike what is happening in several states to our south, let’s say New Hampshire does manage to stay low as well as New England, and we are in the yellow condition, I don’t want to have students on campus taking all of their courses online. That is a recipe for disaster. We have a policy on campus right now that if a student can take a course online while they are resident and taking face to face course, but they are limited to one a semester. I think that policy is a good one and I think that policy should be able to stand up. The Education Committee concluded that we should be able to be just about that and still be able to meet the criterion under yellow. So, we need to make those very clear to students and we need to help give faculty the tools they need to push back. [Clarification on 07/08/20: It has now been determined that there is no policy limiting the number of online courses a student may take except for students on an F1 visa.]
**Question:** I have heard you several times say that if the school systems are shut down or if there are childcare issues some accommodations will have to be made because of the onerous impact on the faculty. But, in speaking to my chair this morning, he believes that this would be an ADA accommodation and that we have to fill out certain forms. We couldn’t find these forms. There is some ambiguity about how to be sure that we get childcare and it is a concern of a lot of our faculty in our department. How do we get accommodations for childcare so that we can teach classes online or work from home if needed?

**Provost:** If the K-12 system shuts down that is not an FMLA request. That is a much broader circumstance. However, we do have some individuals that may have the need for an FMLA type of accommodation, an accommodation that encompasses all work. It would say you cannot come to work because of this need and there are examples of that. I think if K-12 shuts down, that is not FMLA. That is a broader consideration and we would handle it through a different process that would be dealt with separately. Having said that, decisions on that have not been made yet. I am talking to a number of superintendents about this regularly and probably many of you are too. We will have to take that as it comes.

**Question:** I know they have mentioned in the past that undergraduates are not a priority yet in a research capacity but we have a lot of undergraduates going through the Honors program and they need to complete research to get an Honors Thesis. What are the plans to open for some subset of undergraduate research and how will that play out?

**Wayne:** We need to get to that level 4 condition before we are going to let undergraduate researchers on to campus. If we are yellow in the fall, we will be at level 4/5. For those of you that haven’t read the research report, the research committee has a 6-phase opening plan. Level 4/5 corresponds closely to the yellow/orange stage. So, the answer is that when we get to level 4 undergraduates can be in the lab and I think that seniors that are trying to do honors theses would be at the top of that priority list.

**Question:** It seems that the messaging from the administration is becoming one sided about being on campus. I currently do some work from home, like writing grants or papers, or even some advising from home over Zoom which I have done before COVID. That seems to be being pushed on to campus even more than the previous condition.

**Provost Jones:** I love the question about balancing work from home. That hasn’t changed. Nothing has changed in that context. If you were doing advising from home when you had to take care of a child or if you were balancing your work so you could take one day a week and write papers at home with some quiet times, you can still do all those things. Nothing has changed. As you are going to see in the Education Committee report it just sets some guidelines for what students can expect in this uncommon limited environment that would be yellow saying that they would still see a faculty member once a week. I don’t think that is too egregious. I think that gives a faculty member lots of flexibility to how they achieve that goal and I apologize that the communication on that front has taken so long. I think we are really close to rolling those out and, more importantly, getting the report in the hands of department chairs so that those conversations can go on.

**Question:** To what degree will UNH Manchester be able to deviate from Durham’s COVID plans to attend to our status as a commuter campus located largely in one building?
Provost: I think in the framework that has been put together, there is no need for UNH Manchester to deviate outside of that framework. I think they have the flexibility within that framework to do lots of things different than Durham. They don’t have to do it the same. They are a college that stands on its own. They will be provided the same support as the Durham campus will be in terms of PPE, testing and tracing, and all that stuff. They do have a different population. The average age in Manchester is not a typical full-time first-time freshman. A large percentage of the student body is a commuter student that creates different risk factors and that is certainly true. I am going to be looking for the Dean and the program chairs to be working through that with the faculty. What we don’t want to do is create something that doesn’t have the framework for the UNH education that we all value. We are one UNH and we have the same commitment to student success, and I would not want to see us let go of that and that is what the Education Committee has tried to do. Michele, given your detailed knowledge of the Education Committee report, is there anything specific about Manchester that I didn’t mention that you may want to call out?

Dean Dillon: I think that Manchester has such a non-traditional population and a long tradition of doing online and remote teaching that they already have a lot of protocols from the education point of view already in place. I think they should be all set. There is freedom and flexibility. We are emphasizing flexibility. We want to deliver high quality education, but we recognize that there are many ways of doing that.

Question: Will faculty covered by one of the collective bargaining units be offered an early retirement incentive similar to that offered to non-union staff?

Provost: Those discussions are ongoing, and I believe that it is very likely but those are negotiations. I appreciate the engagement of the faculty unions around that.

Question (from senator in Molecular, Cellular, and Biomedical Sciences) - I wanted to talk about testing and contact tracing because I have real concerns about what UNH is proposing here. Essentially UNH is proposing to test greater than 14,000 upon their return to campus and have a 24 to 48-hour turnaround time and we are already on record saying that we can test up to 2000 samples per day. That was given to us by the president during a town hall meeting on the COVID plan. But, the NH Dept of Public Health averages about 415 tests per day and they have a 72-hour turnaround time. The state as a whole does not average more than 2000 tests per day. The state as a whole is farming out its tests to North Carolina to Mako Technologies because we don’t have the capacity here. When we look at the number of test providers here in New Hampshire we are looking at Quest diagnostics, LabCorp, Dartmouth Mary Hitchcock Hospital, and the NH Dept of Health labs. They can’t reach what UNH is proposing, never mind the contact tracing. We have no clear certified testing facilities. We have no medical technologist – the ad was just posted on June 19. We have no medical director to manage that. We have no people to take the samples for the testing, which is not trivial. Sampling for testing of a 1000 to 2000 people per day, depending on the test you are doing, even a simple throat swab, involves a lot of logistics. What I am really concerned about here is that we have these plans in place to make sure that we are all safe coming back in the fall but I don’t see the infrastructure or the logistics on the ground that make this realistic. I am wondering how it is that UNH thinks right now that we can best the state of NH, the entire state, in testing. I have friends that work in lab facilities that are having a hard time getting PPE. I want to hear from you that we have made some sort of leap forward in testing that is going to allow us to basically do what it is that UNH is proposing to do. I am really concerned as someone who has a PhD in
microbiology, specializing in infectious disease and did his doctoral degree in phenomena and has colleagues that teach medical laboratory science for a living - there are 4 of them. We have no idea where these testing numbers are coming from and it is really concerning for all of us.

**Provost:** It is a great question. The issue around testing is one that is about internal metrics of readiness. If we are not convinced by the end of July that we are going to hit that, we won’t be at yellow. Full stop. Having said that, we got way out in front of this. We started working on this over a month ago. All of our PPE for the fall is in hand for the most part because we got so far out in front. We had no problem ensuring that we had our PPE covered. There are a few things on order, don’t get me wrong. We added to the order face shields for any faculty member who wants one in a classroom. That is still on order.

The testing, that is something we also got out in front of. We worked very closely with Dr. Chan, the state epidemiologist, who is the head of DHHS (NH Department of Health and Human Services), and he actually looks at UNH’s plan as being the gold standard and has described it that way in public meetings. They [the state] have the capacity to do a lot more testing than what is coming out on a daily basis. What they have a problem with is that people aren’t asking to be tested. Anybody that asks to be tested and can get an appointment scheduled at Rite Aid or elsewhere is getting tested. President Dean was just tested last weekend at Rite Aid.

We will be using PCR and a nasal swab. By the way, our health and wellness crew are set up to do these tests now and has been for months. The biggest risk is that the equipment to do the tests is not scheduled to be delivered until July 10. We have the space set up and the test kits on order. We have the ability to do the pooled tests, as recommended. Dr. Fauci just spoke about that recently. In terms of the logistics, I think we have all the pieces in place except that the tests have to be approved by DHHS. Now, the reality is that most of our peers aren’t anywhere near 2000 tests.

We have also looked at what happens if our facilities aren’t enough and can’t work. We have the local hospitals. And private entities like Quest Quick MD have already contracted with the system to provide sufficient tests as a back up to the on-campus testing. So, we have 3 levels of back up tests. We have our own, the local hospitals which can each provide hundreds of tests a day to UNH based on our conversations with them, and we have the private provider which would be more than happy to charge us a small fortune to do as many tests as we would like. It is true that if you have the private provider the best they will do is 48 hours, not 24 hours. I will stop there. It is a concern that I continue to have but I feel that we have done everything we can at this point to say that we are on the right track. If we are not there by the end of July, then we are going to have to pivot. We will also have to pivot if what is going on in Alabama makes its way up the east coast.

I would encourage you to contact the faculty involved with the testing. The team includes Rick Cote and Kelly Thomas and I would encourage you to probe them. If, after talking to them, you still have concerns, please reach out to me. I am happy to talk through with you and heck, we will have you join the team.

**Question:** One of the things that concerns me is the adversarial “law and order” messaging paradigm coming from the university and faculty that emphasizes punishments for not complying with policy rather than positive messages that can be more compelling for cooperation. Is there a
campaign or messaging framework being developed to maintain a tone of solidarity, community, and commitment among the administration faculty, university workers, and students?

**Wayne:** I am big fan of the carrot rather than the stick. One of the things we have been talking with the students about is that when we come back on campus in the fall, assuming we get to yellow, there will be many things they will be restricted from doing. They are asking if we can go through a week or two of no positive tests can we turn on some of those things? To be honest some of the things that they want to turn on are the ice cream station in HOCO and they want to be able to turn on the ability to have a salad bar instead of someone building a salad for them. I think we are looking at some of those things. More importantly, the students are a key part of the marketing plan for this public health campaign. I was just in a conversation this morning with several leaders in Student Life, the MUB, and Campus Activities and that is where they are focusing their energy right now when they aren’t working on orientation.

**Senate Chair, Erin Sharp:** The Agenda Committee has been meeting every Monday including meeting with some of the folks directly involved with this and we had a meeting with Academic Technology around an effort to use the LinkedUp app associated with Paul College that would provide some incentives for behavior. There are also students working on a public health campaign that has positive messaging.

**Wayne:** LinkedUp is something I am interested in since I think that it will help with the contact tracing since there is some automation to that. It is not a standalone option, but it will be a nice addition to the other [contact tracing] mechanisms.

**Question:** I understand that the town of Durham does not believe that it has the legal authority to impose mask requirements in town. Has UNH made any efforts to talk to the state government about changing that so that the town does have that authority?

Provost: The answer is yes. The answer “live free or die” is the short response. The reality is that we have been working very closely with the town. We meet with the town leadership on a weekly basis. The town believes that they can’t put a law in place, but they have put public health ordinances in place. It doesn’t have the same teeth as the law. You can’t arrest somebody, but you can cite them. If you are a member of the UNH community and you get cited by the Durham police for not following a public health ordinance that goes into the Dean of Students’ conduct office and it will be handled through the SRRR.

**Question:** Will asymptomatic students be placed in quarantine and how will it be enforced? Will the professors of the classes be updated on students who are quarantined while asymptomatic?

Provost: If a student tests positive but they are asymptomatic, they will be in the quarantine dorm. They will not be coming to class. We are still working through the privacy logistics. There is a HIPAA thing going on here. We may not be able to notify a faculty member of a student in quarantine. If they are in quarantine, they will not be able to leave the building. We will be asking the students when they test positive to let us notify their faculty. There is a detail in there to be worked out.
**Question:** Can you make the distinction between the accommodations process that happens through HR and the pedagogical determination process that happens with faculty and working with their chairs?

**Provost:** The HR process is the health process and is set up to operate that way. It looks at a completely different level. They are not involved at all in the pedagogical process. They won’t get involved with the department deciding what percentage of its courses are going to get delivered in a certain way. They are not going to get involved with a faculty member having a conversation with their department chair because they want to flip their class or they want to build their face to face interaction with their students in a different way. So, they are completely decoupled.

I acknowledge that in my last message that I sent out the language was not as clear as I wish it were. The bulk of the message I was sending was going to both faculty and staff and if you are on the staff side, HR plays a bigger role in those conversations. The short answer to the question is that if there is a pedagogical change in your class, HR is not involved at all. They will certify if you need an accommodation for your entire work portfolio, which would include coming to campus and anything you do on campus in addition to teaching.

**Question:** Can you comment on whether the university is taking any measures to protect itself from liability if employees or students become ill or die. Some recent Op-eds have cautioned faculty against signing waivers that may forfeit certain protections. Is this a valid concern in your view?

**Provost:** This is a trickier one. There are some conversations going on at the System level like this, but they are not going on at UNH. I think we need to be transparent and clear with everyone in the university community of everything we are doing to try to create a safe environment and share the latest data and exactly what we are looking at and what we are seeing. I think that if we do that then that is the best thing we can do for the campus community. I read some of those Op-eds. There is a nice article in the Chronicle about whether any of those liability waivers would stand up. As I have talked to other provosts at other land grant universities, what I am hearing is that most of them are not doing that and for those that are it is being driven from someone off campus at the state or board level.

**Question:** Is the process for faculty quarantine going to be different than any other faculty illness that a faculty member might get, for example, if a faculty member gets the flu? If a faculty member gets COVID as a result of interaction with students on campus, is that subject to workmen’s comp?

**Provost:** Let’s say you are in the small percentage of folks that become ill because of COVID, I don’t know if workmen’s comp would cover it or not. That is an HR question. In terms of quarantining, this fall we are asking every member of our community to do is – if you are feeling symptomatic or sick for any reason – stay home. We are going to err on the side of caution, and we are saying the same thing to our students and staff.

If you were to test positive for COVID, you would be told to quarantine for two weeks and until you get two negative test results – I think those are the state guidelines - and follow the state guidelines at the time as to what you should do. Your healthcare provider should tell you that explicitly.
**Question:** Will there be support for faculty to assist in vetting or verifying student requests for accommodations similar to what the Dean of Students does now with regard to serious health issues facing students?

**Provost:** The UNH approach to handling that through the Dean of Student’s office is an outlier. Nationally it is not necessarily a best practice. But the answer is that faculty will never be asked to vet a student’s health situation. They will always have support in one form or another though it may not necessarily be done in the way that UNH has done it in the past. I hope to, later this week, be announcing a new Senior Vice Provost for Student Life and more information will be coming.

I think that the key this fall is going to be the recognition that we are all supposed to be flexible to anybody that doesn’t feel well or is self-isolating. So, I would say to faculty that if a student says they are not feeling well, we should be very flexible this fall in the current circumstances.

**Dean Dillon:** We also have SAS (Student Accessibility Services), independent of the dean of students, that can weigh in. We wanted to give as much support as possible to faculty members. And the associate deans in each college that deal with student matters today and with particular exemptions for one thing or another, will also be in place because we don’t want to put things on faculty shoulders.

**Chair Erin Sharp:** These are some questions that faculty have continued to ask. The accommodation process has a date of June 30 attached to it. Can you clarify the meaning of that date? And, also can you clarify which sets of people should be completing the accommodation forms?

**Provost:** June 30 was a target date so that we can find out as soon as possible who has medical issues and who is going to need much broader accommodations to cover their work. That link [to the accommodation request] will be up for the foreseeable future for years to come. If you did not get in a request by June 30th it is fine.

The most important folks to use the link are the ones that have significant health issues for themselves or an immediate family member. The level of support you can receive through that is very large.

If you are worried about teaching your course, that is the pedagogy side, and that is not going through HR. That is about talking to your department chair about the mix of courses and how you would like to manage your course. That will be a different conversation.

**Question:** Who will police violations of PPE policy by students in a classroom? If a student is not compliant with the request to wear a mask what will I do? If I ask them to leave and they do not, what do I do?

**Provost:** It is kind of like smoking in your class. If a student were smoking in your class last fall, what would you do? I would treat it exactly the same way. If it were my class, I would tell them, “put on your mask, there is a box of extra masks right there, put one on. If you don’t want to put one on, leave the room.” If they refuse, the faculty member has the right to cancel the class and walk out or they will go call somebody to deal with it if they don’t feel comfortable dealing with it themselves and the faculty member will report that student to the Dean of Student’s office and action will be taken.
Chair Erin Sharp: Again, on the accommodations, what is the timing in which faculty and staff would be receiving any kind of response and is there an appeals process if someone gets denied their accommodation request?

Provost: I don’t know the latest timing. I know that when I talked to HR, they were talking about being able to get through all of the requests that came in by June 30 in two weeks. If the conclusion from the HR review was that there was not an accommodation that they would support, I would suggest that you go directly to the department chair and dean because then you are going to build it in to the way you are going to do your workload. It might be the flexibility that every faculty member has like Jeff Halpern described or maybe it is taking a look at your class and how many students there are and what classroom it is in and saying I want to configure the class differently and have that conversation. See where it fits into the curriculum, see where it fits into the mix within your department or your college.

Chair Erin Sharp: I do think a lot of decisions going down to the department level and the deans and chairs makes a lot of sense and I think that is where we make these decisions. I do share concerns with others about equity around these issues and what kind of guidance chairs and deans will be given around these accommodations. I have great concerns about inflexible chairs - not that any of those exists, I’m sure - or the fact that a faculty member in one college gets one accommodation and a faculty member in another doesn’t. Are deans going to feel comfortable if a faculty member comes to them with a lot of anxiety and fear about being in the classroom, are they going to be comfortable giving them a message of “you will need to be face to face once a week in this setting” or whatever the message will be.

Dean Dillon: The provost’s document that was sent last week gave the June 30 date so people should really read what he said. There is a lot of material there, including all those FAQ’s for different groups, staff, students, graduate and undergraduate students, and it is very explicit that HR will accept requests right throughout the fall and ongoing. Medical issues are the more objectively impinging set of conditions, as expressed in that document. That is why HR wants to look at those first. It is the medical condition of the individual faculty member or, as it also states, if people are in a family situation where they have medically related concerns. I know a lot of faculty have pushed back because they say that they don’t have an ADA disability. That is correct but for the COVID situation the understanding of what might be an accommodation is much broader. The CDC has an evolving list with a lot of conditions. Then, as stated in the communication from last week, after HR has reviewed these objective medical situations, as bullet # 3 says it will look at other requests that don’t necessary meet the bar of this fairly expansive so-called disability accommodation and I think that is why HR is having to do this, rather than doing it at the individual local level. It gives a certain equity across the university. And that has been senior leadership’s thinking all along. They want to ensure equity across colleges, across departments, even while recognizing that if someone has a very particular situation and all their requests are denied by HR, it means that they can discuss this with the dean and the chair. It is a complicated set of scenarios, because we don’t know how many people are going to request accommodations and we want to be equitable in making sure that just because someone was slow in requesting that they still get full consideration for their particular set of circumstances.

Provost: I would add that we are trying to do is create something that could be with us for a while. I know that some are optimistic that we will have a vaccine and we will all go back to normal for the
spring. I think we might find ourselves in this odd environment for a couple of years and we are trying to build something that will be sustainable over that period of time.

The other thing I would add is that I think that the communication is going to be key and one of the things that I am taking from this discussion is the need for a kind of updated communication, maybe just to the teaching faculty, instead of faculty and staff and the broad announcement that went out. I will do one that just targets the teaching program, not to share anything new, not to say anything I haven’t already said to the faculty senate, but to codify and clean up the language and make sure that it is all out there very clean.

The last thing I will say is that the deans actually had a collective conversation at our meeting last Tuesday and we have agreed that after the executive committee of each of the colleges work on their implementation plans, we are going to bring them back together to watch for that parity. I worry about departments that become too strict or become too lenient. We would like to keep everybody equitable across all of the departments and colleges and I am going to count on my dean colleagues to pay attention to that.

Chair Erin Sharp: I just want to clarify because this is a question I continue to get. You talked about the process about the importance of HR with the medical issues and then all of the other issues will be pulled out from HR and go to the deans and chairs. Michele’s answer might have been that we are going to use HR to maintain equity. There are all of these people who aren’t going to have documented ADA issues who are going to have legitimate concerns. They are not going to be handled in HR. Who is that overseer of the equity of those decisions?

Provost: If there is no underlying health condition as recognized by ADA and we have worked with HR to expand that to include health conditions in the household, then it would be the conversation with the department chair and the dean. And the person responsible for making sure that those are equitable across all departments and colleges would be the roll up to the provost office.

Question: Have building ventilation systems been evaluated for air exchange volume?

Provost: Yes, absolutely, the work is ongoing as we speak. The conclusion is that in any building with a new HVAC system put in over the last 20 years, we can increase the air exchange by at least 2x or 3x and that is the target in every building. For some of the older buildings that have not had any HVAC work done they may need something extra to get to that goal and facilities is working on that right now. A special thank you to Ivo and another faculty member in Mechanical Engineering who have helped out with those calculations. I appreciate that.

Question: Is being 65 a preexisting condition?

Provost: The CDC says that this puts you in a higher risk group. I do not know how the ADA is reporting that. But the CDC says you are in a risk group. You could file through ADA, click on the link, submit your stuff and say you are 65. But my advice would be that you don’t have to do that. I would work directly with your department chair and your dean.

Question: For folks who themselves don’t fall within the ADA guidelines, but have people in their households who do, will those people also be considered as part of the HR process?
**Provost:** The answer is yes and what they are going to be evaluating is whether or not the person in your household meets the ADA threshold. They would not do the childcare piece directly. But, if it is a childcare issue, let’s say you have a special needs child that was in a unique circumstance, they would direct you to the FMLA option which is different but provides more support than just providing flexibility in how you teach your course. One of the reasons why I really wanted to do the HR site first is that there are a lot of resources available in our benefits package. If I just told everybody that they can be flexible with your course, they may not be able to take advantage of the benefits that are there. I appreciate your patience as this communication did not roll out as smoothly as we had hoped but hopefully the next one will help tighten it up.

**Question:** When will faculty know their teaching rooms and if they will have OWLS or fixed cameras in them and might it be the case that half the class will be in person on Tuesday and half on Thursday? This type of arrangement affects how I might teach, flip my classroom, structure my assignments, etc. I am waiting to think about the structure of my fall courses until I know this.

**Dean Dillon:** The registrar Andy Colby is working with Jackie Snow on a classroom optimization tool, looking at all of our current schedules for all classrooms for all times to see what the COVID capacity is in terms of guidelines about how many can fit in the classroom. That is a complex process. Now that we have most of our first-year students registered, we are getting a better sense of the numbers across all of our courses across the whole university. As we look at these numbers and see that some classes, for example, classes larger than 90, should go remote synchronous. I have asked in COLA that classes with 70 or above be remote synchronous and most of the chairs have written back to say they are fine with that. CEPS is doing something similar; I believe. Then we are looking at the classes smaller than those numbers. With all the vacant space with the large classes going synchronous online, can the class with 35 now fit in a large lecture class for example? There is a lot of work going on there and we are trying as much as possible to keep the current time and room schedule as close as possible to whatever people already know. But some will probably have to change, and everyone will be alerted to that in advance.

To the other question, yes, we are recommending, or we have recommended in our committee’s reports that students in some classes will have to rotate in and out. So, on Tuesday half of the students will be in their dorm taking it remotely and the other half in person and then switch around the next day. I know that it impacts how you design your syllabus and assignments. We are hoping to have some good sense of that by the 3rd week of July. We will alert people. I have to say that Andy Colby and Jackie Snow have been doing a tremendous amount of work.

**Chair Erin Sharp:** I want to say that from meetings with Terri Winters for the Education Committee and also for the Agenda Committee, she has reported that 50% of classrooms should be Zoom capable by the end of the summer and they have purchased approximately 140 OWLS to use in other classrooms that don’t have Zoom capability.

I have been thinking that we have autonomy as faculty to decide how we want to want to use those face to face times. If I were designing my 50 person class for the fall I would probably do some recording of my basic content lectures and then use that time when half the class is on a Tuesday and half on a Thursday to do some more case study and in depth discussion. That way if we pivot to remote you can keep that same organization as we move into that framework. I feel that we all get to use our creativity in a way that we think that our course will work the best.
**Question:** In the detailed faculty schedule on Webcat most of my courses still show up as lecture. But, one that is scheduled in Nesmith Hall shows up as “media learning needed” but it is supposed to be an in-person course. Does that mean that Nesmith is one of the buildings where in-person instruction just isn’t possible?

**Andy Colby, the Registrar:** We have not switched anything yet. We have not made any changes yet. If you want to send me that message, we can look into the original scheduling of that and the communication about setting it up but there are no changes yet.

**Chair Erin Sharp:** Wayne, can I put you on the spot? Hypothetically, if today were August 1 given the conditions of COVID and our surrounding states, would we be bringing our students on campus?

**Provost:** In terms of external metrics, as of today, we have been on a downward slope and the numbers are still low and, as of today, the governor has opened up amusement parks at reduced capacity. For external metrics I think we would be between orange and yellow. I would like the numbers to come down, but I think that is where we would be. For internal metrics, we are not ready yet. To Tim’s earlier point, I can’t guarantee the testing at this moment, so we are not ready internally. It is going to be a busy month of July.

**Chair Erin Sharp:** Thank you so much for being here and to Michele Dillon also.

**Provost:** Thank you to everyone. Please don’t hesitate to send me an email. With the volume I am facing in my email it is not a 24-hour turnaround, but I will get back to you. I appreciate the work that is coming. I think that in the next month as folks talk with their department chairs and they look at their courses this is going to be when the faculty really shine and can be the most creative. Thank you for the work you are about to do.

**Question:** No one in my department is asking for FMLA, but we will need additional accommodations to work associated with joint childcare issues. For example, could more classes be transitioned online if we need to do that for accommodations associated with childcare? Or will we be required to still teach on campus three times a week?

**Dean Dillon:** There is a complicated set of scenarios because on the one hand there is the HR and the medical requests and that then there are others that are pressing but are non-medical. I think what Wayne is saying is to discuss it with your department chair and the dean. In a sense it is too early to be making some of those decisions right now until at the college and university level people have a greater sense of how many people might be needing accommodations. It is not that there is a limit on accommodations, but we need to get a sense of the complexity of the landscape within a given department and then across the college. Patience is still needed, unfortunately.

III. Remarks by and questions to the chair - The Senate chair, Erin Sharp, thanked all senators present during this unusual summer meeting and she explained that it is not normal for the Senate to hold their first full meeting without first holding an orientation session for new senators. We do plan to hold an orientation session in the fall. Erin highlighted three important Senate procedures as follows:
i. As we move into the motions, the discussion should stay on one subject at a time.
ii. We will be using the yes/no option in the Participant section of Zoom for any voting.
iii. Only elected senators or their proxy are eligible to vote.

Erin shared that the Agenda Committee has been meeting every single week this summer and will likely continue to do so. She asked that senators reach out to her or other members of the Agenda Committee with any questions or suggestions. She introduced the Agenda Committee members, David Bachrach, Jim Connell, Rose Came, Ann Bartow, and Kevin Healey. She also reminded senators to continue to share the weekly Senate updates email with their department colleagues.

Senators have the right to bring any issue or motion forward to the Senate. You do not have to be a member of the agenda committee to bring an issue forward. There are several avenues for senators to bring issues forward, including during the “New Business” section of the agenda.

IV. Agenda Committee motion to extend the Special Procedural Rule for Extraordinary Electronic Meetings - Jim Connell presented the following motion on behalf of the Agenda Committee, explaining that it is an expansion of two motions that were passed during the spring semester.

**Extending the Special Procedural Rule for Extraordinary Electronic Meetings of the University of New Hampshire Faculty Senate**

**Rationale:**

The novel coronavirus pandemic that has engulfed the world, the nation and the University of New Hampshire brings with it unique challenges. Acting under Article 6, Section a., second paragraph of the Faculty Senate Constitution, the Agenda Committee adopted an extraordinary procedural rule to commence electronic meetings (MOTION # XXIV – M9), which was unanimously ratified at the first such Senate meeting. In the spirit of Article 6, Section a., the motion was very narrowly worded, leaving it to the Senate’s discretion to expand the scope. It was so expanded by Motion XXIV-M13 to allow any actions that could be taken in normal meeting. The motion presently only applies until the University resumes face-to-face classes. While the University is planning to resume face-to-face classes in the Fall, it appears the public health situation will still be precarious at that time.

**Motion:**

The Faculty Senate shall continue to meet extraordinarily via electronic means using such software as the Agenda Committee shall deem most suitable, provided such software is available to all members of the Faculty Senate, until such time as the Senate shall vote to resume face-to-face meetings.

Jim explained that since this is a motion from a committee it does not require a second. There were no questions or comments about the motion.

The motion was put to a vote. The motion passed unanimously with 55 in favor, none opposed, and no abstentions.
V. Motion to suspend the rules about voting on substantive motions. David Bachrach explained the Senate’s rule for laying over motions of a substantive nature until the next meeting. David moved to suspend the rules to allow voting on substantive motions today. Kevin Healey seconded the motion. Jim Connell clarified that David’s motion does not force the Senate to vote on these motions today and that there are ways to postpone discussion and a vote if necessary. Instead, this motion allows the Senate to vote today if ready.

The motion to suspend the rules was put to a vote. The motion passed with 55 in favor, 2 opposed, and 1 abstention.

VI. Agenda Committee motion to Approve Change in ADD DROP procedures for Fall 2020 - Kevin Healey presented the motion on behalf of the Agenda Committee as follows:

**Motion to Approve Change in ADD DROP procedures for Fall 2020**

**Rationale:** UNH is planning for on-campus instruction for the Fall 2020; however, we are still facing the COVID-19 pandemic. The Academic Reopening Committee has recommended adjusting the ADD/DROP process for Fall 2020 in order reduce the amount of contact between students, instructors, and the Registrar’s office staff and to help maintain the COVID-19 classroom density recommendations. The Registrar’s office has proposed a fully online process where students could use their Registration Access Code (RAC) for the Fall 2020 ADD/DROP process.

**Motion:** The Faculty Senate approves moving the Fall 2020 ADD/DROP process fully online for the Fall 2020 only as recommended by the Academic Reopening Committee in light of the COVID-19 pandemic.

The Registrar, Andy Colby, was present at the meeting and provided some background information as follows:

- The motion will allow a student to use their student registration access code (RAC) for the full add/drop period in the fall – eliminating the paper form.

- In the past when changes to the process were discussed instructors rightly wanted to control who could add during the latter part of the add period for 2 reasons a) so that instructors knew who added late and could work with students to catch up and b) to assist students who have been waiting to add. To address this concern, the proposed process would allow instructors to turn on an approval process for the Wednesday, Thursday, and Friday when paper forms would typically have been used. The approval process could include the instructor giving permission in Webcat, the instructor referring the student to the department admin who could use Banner to give the student permission to add in Webcat, or the department admin adding the student directly to a course using Banner. Andy shared that these options have been tested in the test environment of WebCat.

- There are challenges with the drop process because a student who drops below full time or completely withdraws up until the second Friday of the semester gets a 100% refund of their tuition. After that second Friday and through the 5th Friday it switches to a 50% tuition refund. A lot of work had to be done to make sure that the system could understand, based
on that timing, the tuition differential. Andy said that his office has been meeting with Business Services to run more test scenarios to verify that this works well.

- For the fall semester the WebCat settings will not allow instructors to override capacity limits because these limits are now more important than they have ever been.

- When a student uses a RAC to make changes there is no workflow approval process that runs from the student who makes the request to the instructor and advisor. The student is engaging with the system directly to make the changes. This is different than the usual add/drop period.

The floor was opened for questions and discussion.

**Question:** Will the instructor know if a student drops a course?

**Andy:** The instructor will know if a student drops based on the Canvas roster. There have been proposals in the past to send automatic emails to instructors whenever there are add/drops. However, students tend to do many add/drops and many of them do not stick. Therefore, the number of emails an instructor would receive would be very high. The Canvas roster is, therefore, where instructors can identify student drops.

**Question:** The current add/drop process requires the instructor and the advisor to sign. How would that work?

**Andy:** This new system would remove both signatures from the process. The student would be making the changes directly into WebCat themselves. There would be no advisor approval or instructor approval notification. But, if the instructor is requiring permission for adds during the Wednesday, Thursday, or Friday of the second week they would use the process described above. But the advisor is not involved.

**Question:** Is this for Fall, 2020, only?

**Chair, Erin Sharp:** This motion is for fall only.

**Question:** How would graduate students be managed through the Add/Drop?

**Andy:** Graduate students do not need a unique RAC. It is built into the system already. We would follow with the same process for graduate students. The idea is to minimize the contact with people and the need to get signatures in a face to face format.

**Question:** Regarding the 4 options, are they all available?

**Andy:** Yes, they are all available in different ways. An Instructor can go into Webcat to give that permission. Or, the instructor can say “sure, go see the Dept Admin and they will give you permission” and the department admin can do it directly into Banner.

Different departments handle permissions in different ways right now. Some require permission for
a major-required class for nonmajors. Sometimes departments will give the student permission access and the student will have to then register in WebCat. Or, sometimes the department registers the student directly into the class. Those are different options to be used.

**Question:** Physics and Astronomy, being smart, does not let its instructors approve these things. I assume that under item d)Instructor could send student to dept admin who could register directly in Banner, that is how that would be handled.

**Andy Colby:** Yes, the Physics and Astronomy Department could basically award the permission to the student who could then go do it in WebCat or could register them directly for the class.

**Erin:** If the motion passes will the Registrar office send out instructions to students, instructors, and advisors?

**Andy:** Yes, I would work with you and the Education Reopening Committee on those communications. We would have information with some screenshots on the WebCat process. We could put a little video together to show how this works in WebCat.

The motion was put to a vote. **The motion passed unanimously with 58 in favor, none opposed, and 2 abstentions.**

VII. **Agenda Committee motion to suspend Faculty Senate rules for online courses for Fall 2020** - Kevin Healey presented the following motion on behalf of the Agenda Committee:

**Rationale:** As the COVID-19 pandemic continues, the academic model for Fall 2020 provides that face to face (F2F) instruction should occur as much as is feasible given health and safety recommendations. However, the model anticipates a mix of course modalities where some courses are totally F2F, some online, and some with rotating attendance for the class with some students F2F and others remote in real time. In light of this model, the Faculty Senate has considered all previous motions on online courses:

- April 2, 2013 motion on Honors Program courses not online
- April 2, 2013 motion on review required for substantial changes in mode or time for courses
- November 30, 2018 motion to support the offering of online courses designated as writing intensive
- March 19, 2019 motion on online Inquiry Attribute Courses
- March 31, 2020 motion to suspend the Faculty Senate rules for online courses for Summer 2020

**Motion:** In order to provide the most flexible model for instruction to meet the health and safety needs of students, faculty, and staff and in order to not impede opportunities for student progress toward graduation during the uncertainties created by COVID-19, the Faculty Senate suspends all rules related to online courses for Inquiry 444s, Inquiry Labs, Discovery Labs, Honors courses, and Writing Intensive Courses for the Fall 2020 semester only.
Erin Sharp explained that a similar motion was passed in the spring covering summer 2020 courses. The Agenda committee has consulted with Joe Dwyer, chair of the Academic Affairs committee, Lisa MacFarlane as chair of the Academic Program Committee and interim director of the Honors Program, and Ed Mueller, Writing Program Director [and Nicky Gullace, Director of Discovery Program] and all are in support of this motion.

The floor was opened for discussion. There were no questions or discussion about the motion.

The motion was put to a vote. **The motion passed unanimously with 60 in favor, none opposed, and no abstentions.**

VIII. **Agenda Committee motion to adjust Academic Calendar for Fall 2020** - Kevin Healey and Erin Sharp presented a motion on behalf of the Agenda Committee to change the academic calendar for Fall 2020.

**Rationale:**

UNH is planning for on-campus instruction for the Fall 2020; however, we are still facing the COVID-19 pandemic. The Academic Reopening Committee has recommended adjusting the Academic Calendar for the Fall 2020 in order to mitigate potential COVID-19 infections on campus that could spike due to traveling and new social contact points associated with the Thanksgiving holiday. This change would also eliminate the need to conduct another round of COVID testing on students returning to campus after travel for the Thanksgiving holiday.

**Motion:** The Faculty Senate approves the following academic calendar for the Fall 2020 in light of the COVID-19 pandemic:

- Classes will start on August 31, 2020 as scheduled;
- Face-to-face (F2F) classes will end on Wednesday, November 25, 2020 and then switch to an online format after Thanksgiving (effective Monday, November 30) ending on Wednesday, December 9;
- Final exams will be conducted only online as scheduled from December 15 to December 22;
- Mid-semester break (October 12), Veteran’s Day (November 11) and pre-Thanksgiving Day (November 25) will be instruction days.

Undergraduate and graduate student engagement in internships, clinical placements, and on-campus research should be allowed until the end of fall semester (December 22) as long as conditions allow for safe participation.

The Faculty Senate requests that the Registrar’s Office balance the calendar during implementation in order to make sure there are equal numbers of class sessions across M W F and T R courses.
Erin explained that a question has come up about whether this would apply to the UNH E-term calendar. It does not apply to UNH Law since they set their own calendar.

Erin suggested that the first part of the discussion be focused on the proposal to end in-person classes on November 25 and then switch to an online format. She explained that the Agenda Committee has been discussing the motion with the administration and Education Reopening Committee following feedback from senators and there is support for removing the Wednesday before Thanksgiving as an instruction day.

The question was asked whether dorms remain open to undergraduate students in clinics and other non-campus activities. Erin said that she did reach out to Dean Kirkpatrick when he was in that role and we have brought this up to the Education reopening committee. We have always had dorms that stay open for students who cannot return home for a variety of reasons and that will be the case for Thanksgiving and after as well. The Agenda Committees does need to work with the office of Student Life to ensure that this process is very open and clear to students. For example, if a student is doing clinical placement for nursing and lives on campus, will they be guaranteed to be able to live on campus after Thanksgiving? The answer we have received is yes. There are some structural processes that the agenda committee needs to do to follow up on this.

Dean Michele Dillon, co-chair of the Education Reopening Committee, said that because the committee recommended that internships and on campus research experiences should continue through the current end of the semester, we would automatically assume that students would have full access to room and board and other activities.

A question was raised about the wisdom of pouring all of our students at once into planes and cars on the busiest travel day of the year and whether we would be creating the worst health environment for them and ourselves?

Dean Dillon responded that there are all kinds of unknowns. She said that the Education Committee had some working assumptions. One of the principles is that we want to have as much face to face (F2F) learning and teaching as possible. And, the second principle is to keep things as normal as possible even though we are in abnormal times. All of this is about risk, assessing risk and making sensible decisions based on the uncertainties that exist. Whether you end one day or the next day, they are all busy days. Many of our students will be driving. It seems to make sense to use the Wednesday as we used to do for many years as a teaching day. If we end on the Friday before or the Tuesday, you are still going to have a lot of exposure to risk even though there may be fewer traveling on Tuesday instead of Wednesday. She said that the Senate could offer a counter recommendation.

A question was asked about ending in-person classes on the Friday before Thanksgiving because students do not show up for classes the week of Thanksgiving. Dean Dillon answered that this aspect is not one for the Education Reopening Committee to consider.

Joe Dwyer said that he disagrees with having classes on Wednesday. We stopped doing this for good reason. It is not nice to force the students to stick around and not travel home on that day. A senator from History agreed with this and pointed out that there was not a single one of his colleagues who thought it was good to have classes on the Wednesday before Thanksgiving for the reasons being given.
There was a discussion about how the motion now being considered is different from the revised motion that had been circulated to the Senate last week which provided for the last day of F2F instruction being the Friday before Thanksgiving with no classes during the week of Thanksgiving. The chair explained that the confusion is due to an overzealous move on her part and an attempt to be efficient. The revised motion that was circulated was not approved by the Agenda Committee. Therefore, the original version of the motion is now before the senate and the Senate as a body can move in the direction that feels most comfortable. Motions to amend can be made.

Tim Montminy said that he was confused by this motion. He pointed out that we have been told that we will have contact tracing, up to 2000 tests a day, we will have quarantine dorms, and a managed process to allow us to return to campus safely in the fall. It is unclear how any of this is different for Thanksgiving break. If we are going to be safe coming back to campus in the fall because the university has the testing and contact tracing to surveil the community and make sure that people that are sick are not going to need to be in quarantine, why wouldn’t we be able to do that for students coming back from Thanksgiving break?

He added that when students must stay at UNH for Thanksgiving break because they do not have a place to go, they have to pay for that housing. He shared that he has had students who are housing insecure, that have not had the money to pay for that housing, and they have slept in their car during the break. We need to make sure that our housing insecure students are covered by this.

Erin said that her understanding is that the amount of money that UNH will be spending to do testing is significant. This is less about it being done well than it is about having to retest the entire student body. She agreed with the housing insecurity concern and said that we need to work with the Student Life office to figure out how that will work. She also pointed out that there is a UNH fund to help with housing insecurity issues called Inn Between.

Tim said that he would appreciate someone not speculating on the cost of testing. He said that as someone who looks at what the university’s plan is and as one who has multiple former students and colleagues in the medical testing field, he has some very plaguing doubts about the university’s ability to deliver testing. He is curious about how the university is going to maintain the 3.5 to 4% surveillance they need to keep people on campus safely. That is 400 people a day. The CDC is recommending 3 to 4.5% for a community for adequate surveillance for COVID-19. That is what is expected of the state and the state cannot hold up to that. We need to know that the university can do that. If the university is literally going to test one time for everyone on campus and then only test people that are sick or showing symptoms or showing up at health services, that is not going to be adequate to keep the community safe.

Dean Dillon said that her understanding is that there is to be regular testing across the semester and the reason to stop face to face courses at Thanksgiving was, in part, due to the potential external metrics that people are concerned about at that time due to winter and due to the extra travel.

Tim shared that there are plenty of experts on campus and that the testing and contact tracing committee on campus has not consulted these people. None of them sit on that committee and none have been talked to. He is being told that the testing and tracing plan is not realistic. Erin offered to connect Tim to the testing and tracing group on campus.
Jeffrey Halpern explained that he recently attended a Board of Trustees’ (BOT) financial meeting and learned that UNH is putting aside approximately $10 million for testing and that the decision to go online after Thanksgiving doesn’t have to do with the capability to do testing but on the cost/benefit given the length of time the students would be on campus after Thanksgiving.

Jeffrey shared that the BOT also communicated that they are trying to make decisions from a safety perspective and then figuring out finances associated with that. Provost Jones and President Dean were in the meeting and agreed to the idea of opening up in a way that is as safe as possible and then figuring out the costs associated with that.

Tyler Silverwood, Student Senate Vice President, stated that this will be a very atypical fall and a very atypical Thanksgiving break. There are many reasons why students need as much time as possible including that students will need to essentially move out of the dorms because of the how long the off-campus at-home period will be. That is virtually impossible to do on Wednesday following classes to get home for Thursday. The Thanksgiving week is usually a busy travel period and, due to the pandemic, travel will be worse in both availability and pricing. The more time students have available to get home, the better. Some students have some at-risk family members at home. So, the additional time could allow them to quarantine and get tested prior to their time at home. He said that, for these reasons, the Student body wholeheartedly supports ending classes on the Friday before Thanksgiving.

Jim Connell explained the procedures for making amendments to the motion.

Vidya Sundar made a motion to end classes on the Tuesday before Thanksgiving with the option for learning activities to be assigned on Wednesday to ensure some continuity of learning. This motion was seconded by Michel Charpentier.

Ivo Nedyalkov made a motion to end classes on Friday, November 20. This is considered an amendment to Vidya’s amendment. The motion was seconded by Joe Dwyer.

The discussion was opened on the motion to end classes on Friday, November 20. Ivo clarified that this proposal would allow remote learning to take place on the Monday and Tuesday of Thanksgiving week.

Andy Colby, the Registrar, pointed out that the semester must be 70 days long. So, if F2F ends prior to Thanksgiving we need to be sure that there are the appropriate number of days after Thanksgiving to meet that requirement. The Senate Administrative assistant pointed out that there are more reading days at the end of the semester than usual in this plan.

Jan Golinski said that he supported the amendment to end classes on Friday and this was the preference of his colleagues and he noted that the student representative made some good arguments for this.

Igor Campos Garcia, the Student Senate Speaker, asked how this proposal would affect international students who will be living on campus during the holiday. Erin Sharp said that this is a key implementation question and that her understanding is that student room, board, and fees will be prorated based on the number of F2F instruction days we are offering. She believes that
international students who need to stay on campus would not have a prorated room/board fee if they are staying on campus.

Erin explained that, while it should not be a deciding factor, there are budget implications. The current budget does show Monday, Tuesday, and Wednesday of Thanksgiving week as instructional time on campus. So, the budget would change based on any changes we make for these days.

John LaCourse said that he is concerned that the proposal would affect the number of days of F2F teaching time, especially since he has one course that only meets on Wednesdays and it is important for it to be F2F. He is not enthusiastic about either amendment at this time. Andy Colby said that he will try to reconcile the number of M, T, W, R, and F days but he is not sure what the impact will be to the number of Wednesday F2F sessions.

Shari Robinson, chair of the Student Affairs/Student Life reopening committee, said that she is concerned that a lot of things that faculty are stating appear to be assumptions and that these have not been shared with the Student Life reopening committee. So, there are no decisions about prorating housing and Res Life fees. There were provisions made when we had to pivot quickly in the spring and considerations were made for our international students. We have set a precedent for that, but we cannot assume that this is going to happen again given the budget situation we are in. She said that she hopes that when the Faculty Senate decides how to move forward on this we will work closely with the reopening committees on the actual implementation of this and that she hopes that they are given as much advance notice as possible.

Erin responded that the academic calendar comes directly under the governance of the Faculty Senate. The recommendation from the Senate will have to go to the various committees to implement that calendar.

Will Smiley offered a friendly amendment to swap Labor Day with a day during Thanksgiving since it is still listed as holiday. Erin said that this could be considered.

Erin suggested a vote on Ivo’s motion that calendar reflect that the last day of face to face classes be on Friday, November 20. It was agreed to deal separately with the issue about which days, if any, during Thanksgiving week should be used for online learning.

John LaCourse made a motion to postpone consideration of the motion until the next Senate meeting. Jim Connell explained that, if approved, the Senate would go back to exactly where we are now at the next meeting.

Stephen Pimpare asked for a summary of the issues that are being discussed and the answers to circulate to faculty members to increase the chances for a more thoughtful consideration. Erin agreed that this could be done.

The motion to postpone discussion of the calendar motion until the next Faculty Senate meeting, to be scheduled as soon as possible, was put to a vote. The motion to postpone passed with 30 in favor, 13 opposed, and 6 abstentions.

[ Raised in New Business] Tim Montminy said that with regard to the calendar motion and the proposal to convert Veteran’s Day to an instruction day, we should query the Education Reopening committee to be sure this doesn’t violate a state policy.
Jim Connell urged the chair to bring information from this meeting back to the Education reopening committee and to the Student Life reopening committee.

Erin said that she will work with the Student Life committee, but she assumes that there is also an avenue of discussion between the various reopening committees.

Tyler Underwood, the office of Student Body President and Student Senate would like to be involved in that process.

IX. New Business - Harriet Fertik asked whether the Senate would consider endorsing the open letter that has been circulating since yesterday to the president and provost which asks for faculty autonomy regarding course delivery modalities this fall. There was discussion on the question, and it was suggested that the Agenda committee would work together with Harriet to consider a motion to endorse the letter. The chair also offered to distribute the letter to all senators.

Kevin Healey said that he is not be comfortable with the tone or the wording of the letter but he agrees with the spirit of the letter. He would prefer a more succinct statement drafted for the senate to consider, a shorter statement of principle.

Jim Connell advised that the Agenda Committee could present two motions, or it may be possible that Harriet and Kevin can work together on one motion. Harriet said that she was open to considering multiple options. It was agreed that Harriet will work with the Agenda Committee on this.

Tu Lan said that his colleagues in geography strongly support a motion that endorses the letter’s statement about our right to determine the way of teaching for the fall semester or a motion that states the principles of the letter.

X. Adjournment – The meeting was adjourned at approximately 5:00 pm.

Some common UNH acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AAC</td>
<td>Academic Affairs Committee (Faculty Senate standing committee)</td>
</tr>
<tr>
<td>AC</td>
<td>Agenda Committee of the Faculty Senate</td>
</tr>
<tr>
<td>ASAC</td>
<td>Academic Standards &amp; Advising Committee</td>
</tr>
<tr>
<td>APC</td>
<td>Academic Program Committee (Faculty Senate standing committee)</td>
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<tr>
<td>AT</td>
<td>Academic Technology</td>
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<tr>
<td>BAC</td>
<td>Budget Advisory Committee</td>
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<tr>
<td>CaPS</td>
<td>Career and Professional Services</td>
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<tr>
<td>C&amp;PA</td>
<td>Communications &amp; Public Affairs</td>
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<tr>
<td>CCLEAR</td>
<td>Clinical, Contract, Lecturer, Extension, Alternative Security, Research faculty</td>
</tr>
<tr>
<td>CEITL</td>
<td>Center for Excellence &amp; Innovation in Teaching &amp; Learning</td>
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<tr>
<td>CORPAD</td>
<td>University Committee on Real Property Acquisition and Disposal</td>
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<tr>
<td>CPC</td>
<td>Campus Planning Committee (Faculty Senate standing committee)</td>
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<tr>
<td>FAC</td>
<td>Finance &amp; Administration Committee (Faculty Senate standing committee)</td>
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<tr>
<td>FAR</td>
<td>Faculty Activity Reporting</td>
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<tr>
<td>IRA</td>
<td>Institutional Research and Assessment</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tbody>
<tr>
<td>ITC</td>
<td>Information Technology Committee (Faculty Senate standing committee)</td>
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<tr>
<td>JSMB</td>
<td>Joint Strategic Management Board (Navitas review)</td>
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<tr>
<td>LC</td>
<td>Library Committee (Faculty Senate standing committee)</td>
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<tr>
<td>OISS</td>
<td>Office for International Students &amp; Scholars</td>
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<td>OS</td>
<td>Operating Staff</td>
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<tr>
<td>PACS</td>
<td>Psychological and Counseling Services</td>
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<td>PAT</td>
<td>Professional and Technical Staff</td>
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<tr>
<td>PSC</td>
<td>Professional Standards Committee (FS permanent committee)</td>
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<tr>
<td>RPSC</td>
<td>Research &amp; Public Service Committee (Faculty Senate standing committee)</td>
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<tr>
<td>SAARC</td>
<td>Space Allocation, Adaption and Renewal Committee</td>
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<tr>
<td>SAC</td>
<td>Student Affairs Committee (Faculty Senate standing committee)</td>
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<td>SHARPP</td>
<td>Sexual Harassment and Rape Prevention Program</td>
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<tr>
<td>SSSC</td>
<td>Student Success Steering Committee</td>
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<td>SVPAA</td>
<td>Senior Vice Provost for Academic Affairs</td>
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<tr>
<td>UCAPC</td>
<td>University Curriculum &amp; Academic Policies Committee (FS permanent committee)</td>
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<tr>
<td>VPFA</td>
<td>Vice President for Finance and Administration</td>
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