Meeting called to order at 3:12 p.m. on August 27, 2018

MINUTES SUMMARY

I. Roll – The following senators were absent: Bauer, Ballestero, Chini, Innis, Kim, Magnusson, Shipesni and Simos. Coppens, Ollinger and Tenczar were excused. Jim Dean, Wayne Jones, Victoria Dutcher, and Rob McGann were guests.

II. Remarks by and questions to President Jim Dean - President Jim Dean opened the meeting with remarks about how great it has been to join UNH. He spent most of the weekend with students including welcoming parents and students during move-in. This is his fourth opportunity to interact with faculty. Wayne and he have had two luncheons with faculty from different schools and colleges. His favorite has been meeting the new faculty going through an impressive orientation for app. 45 new faculty. Jim offered congratulations to the faculty.

Jim shared that, based on his experience so far, he believes we can meet the challenges and make UNH even better. He has met with students, faculty, and a fair number of alumni and donors, and staff as well as senators and state representatives in Concord. Although there is still a lot that he doesn’t know he is proud to represent UNH and, as president, he will give everything he has to work with faculty to make the institution better and he appreciates the opportunity to do that.

Jim reviewed that he was provost at UNC Chapel Hill and, before that, the dean of the business school of UNC Chapel Hill. So, he has had a lot of opportunity, especially as provost, to work with what was there the faculty council (what UNH calls Faculty Senate) and it was a really good working relationship. He learned a lot and he has a pretty clear idea about how that relationship can work. He offered that he has every expectation for a great relationship with the UNH faculty senate. It doesn’t mean that there will be agreement on everything. But, he does hope that he can have a collegial relationship as he is, after all, a colleague, first and foremost.

Jim stated that the relationship that he and Wayne have with David and Scott and other members of the agenda committee is off to a good start after the first few meetings. He explained that before he came to NH he had just finished writing a book about the relationship between business and higher education. The audience for the book is for business people who are trying to help universities become better and one of the chapters is about shared governance and how it works.

Jim welcomed suggestions, questions, or thoughts and encouraged the members to send a note or come by and talk sometime.
Clearly one of the expectations of a university president is to work with the university community to set some direction, Jim explained. Over the next four months he will be trying to learn enough so that in January he will be able to say that, based on what he has learned, these are the things that he wants to focus on over the next couple of years. He explained that he is working systematically with his immediate leadership team, the executive committee, with the cabinet, which is the next group of leaders, and that the senate will have the opportunity to contribute as well, along with student leadership, alumni, and donors. He is asking each group to do a SWOT analysis (strengths, weaknesses, opportunities, and threats). He also will be asking for help to think about what language we can come up with for the direction of the university that would seem meaningful and feel right, for example, what phrases work to explain what UNH could be in 3, 5 or 10 years?

Jim offered that by January he will have a pretty good sense of some things that need to be done and will ask for help to arrive at what the central priorities should be. He will then engage several groups to talk about how to make progress and identify goals, metrics, time frames, and who is going to do it.

In closing his remarks, Jim shared that he is just delighted to be here, he is so impressed with his new faculty colleagues and his experiences so far and he hopes to have the opportunity to work together closely.

Q&A with President Jim Dean

Q: What has impressed you so far?

Jim: Everyone has been incredibly nice. The other observation - there is water everywhere. Even a year ago, I would have failed a test if the question was “NH has a coastline.” I have a lot to learn and I really like that a lot.

Q: You mentioned the issues with working with the state legislature. How does one do that in a place like NH? What is the plan of attack?

Jim: How do we restart the relationship? This is something I am still working out. Part of it is just building relationships with people. I have been to Concord 4 or 5 times already. Earlier today I had a meeting with 3 state reps. I have other meetings later this week. I am meeting the senators and meeting the representatives. I am asking all of them, what do you think about the university? How can we better serve the state? I think part of it too is that I would like to get them here. I know we do some of this already, so it isn’t a new idea. But, I think if we can get the leadership in Concord to spend time on campus they will see that this is an impressive place. You do great things. Your students are great. I think they would have a different understanding. For example, we (the royal we) had a tech camp for girls this summer for 12 to 14 years old and the governor’s daughter came, and he was just ecstatic about the whole thing. He was on campus and watching these girls take things apart and put them back together again and learning how to weld and solder and stuff that I don’t know how to do. So, whatever we can do to get people from Concord here to Durham to see people and see what is happening, that is going to be a big part of it. We are better than they think we are.
Maybe we can get them to forget about things that happened 5, 10, 20 years ago.

Q: I’m on twitter. I really value your tweets about campus, the Isle of Shoals, and photos with students. I think it is great.

Jim: Two years ago, when I was dean of the business school at UNC one of my faculty members, due to my ignorance of social media, said “you’re not even on Twitter.” I was on Twitter that afternoon - 10 years ago. I am getting there. I just joined Instagram. They say there are videos involved. So, we’ll see. With my wife of 37 years, we have two daughters, both in communications, and they are really good at social media. So, I have that going for me.

Q: (from Audrey Getman, Student Senate): How do you plan on fostering interpersonal relationships between upper administration and the student body?

Jim: That is a really good question. I think that this has to be done on a person to person basis. So, here’s a few examples from the weekend. Yesterday, I went to the minority student reception and met students from, as far as I can tell, all the clubs that were associated with various kinds of minority groups and told them I want to do what I can to support them. One young woman came up to me who, I believe, represents Hillel, one of the Jewish organizations. She was concerned about how her schedule of classes and faculty’s understanding of that issue. That has been issue at every university I have been at. So, I wasn’t surprise, but that is not an excuse. I asked her if she would be willing to invite me to visit with leadership team to understand those issues.

I also met a young man who is in charge of one of the dorms – and I asked if he would allow me to come and visit his dorm and meet the people who live there, and he said that he would. So, I’m going to do that.

I have also met with some of the other minority student group leaders and asked if I could come and visit with them.

So, you can’t really do it wholesale. You have to do it retail. And, that is what I’m going to try to do.

Q: Many faculty have been frustrated by the lack of input on the budget process. What is your experience with this? What are some good ways to do that and bad ways to do that?

Jim: I don’t really know how to do that. I think it is important, but I don’t know how to do that. But, we’ll have to figure it out. I’ll get back to you as I learn more.

Q: I’m interested in a few stories from North Carolina. I imagine there are some of the same political problems with regard to the relationship between the legislature and the university. I’m curious about solutions that you found there or things that you saw happen that might be instructive for us.
Jim: Have you been reading the news from North Carolina this week? Last week some demonstrators finally tore down the Silent Sam statue on campus. That was erected in the early 20th century as a monument to white supremacy and the university could never bring itself to tear it down. Now, the legislature and the governor are saying that they have to put it back up. So, I’m really happy to be here. I wouldn’t say that the playbook is really great. You have to show up and you have to talk to people. The challenge is when you fundamentally have different values and if it just appears that you disagree and talk your way to a fundamental agreement, that is one thing. But, if there are really different values there are limits to what you can do. I have not found yet in my conversations with people in Concord really different values. I have found a lack of understanding. I do think that there is maybe more focus on the cost of education than on the quality of education. So, I think there is some different emphasis there. But, we have to be concerned about the cost of education as well. I’m going to try to help them understand the importance of the quality of education. So, ask me that in a few months and I’ll see if I have a better answer.

Q: Please sound out your values about the value of the arts in education. Think about the arts in education and I think there is a tremendous opportunity there. See what they think about the value of the arts in education and where they think we can go with that.

Jim: Thank you for that and I will do that. Some of you may have looked at my background – business school – and wonder what I may know or care about the arts. Since you have given me a free pass to do this, I’ll share: I play the clarinet. I love classical music. I have been a subscriber to a theatre for the last 20 years. The week before I moved here I spent a week in a chamber music workshop. So, I’m on your team too.

Who is your favorite composer?

Of the major composers that everybody would know, I’m a sucker for Beethoven, especially the symphonies, especially the 7th symphony, especially the 2nd movement.

Among composers that not everybody would know, I particularly like Gustav Holst. A Music for Military Band is particularly nice. I have not listened to the Planets without swooning. I’m trying to pull in the physicists in the audience.

III. Remarks by and Questions to the Interim Provost, Wayne Jones

Wayne shared that it has been quite an exciting couple of months for him and it has been an exciting time on campus. When he was first asked if he was willing to step into the interim provost role he was reluctant until he had a conversation with Jim Dean. Wayne recounted that he was in a hotel in Washington DC and Mark Huddleston suggested that he talk to Jim and then make a final decision. An hour later, he got off the phone and told his wife “he cares about student success just as much as I do.” Wayne explained that student success is what drew him to UNH in the first place over a year ago and that this continues to be the focus.

Wayne thanked Scott and David for engaging so quickly. He explained that one of the things he likes to see in shared governance is lots of shared conversation - on a frequent basis, not just
when there is an issue. Wayne shared that, in addition to individual meetings with Scott and David, he has been to the agenda committee meeting every time that they have met since he stepped into his new role and that he looks forward to continuing to do that. He also remarked that he is very excited to engage more of the academic leadership in those conversations and that there have been discussions about deans joining him at faculty senate meetings to get more dialogue going.

Wayne said that this summer the deans and he got together for a retreat where they decided on a theme to focus on during the coming year. The announcement about this will come out in a couple of days in the form of a draft mission statement for academic affairs that focuses on the uncommon commitment to student success that exists at UNH and how we can build on it in three areas, specifically:

1) around graduate programs and how we can use professional master’s programs to build our Ph.D. programs as well
2) in the diversity and inclusion of our faculty and student body.
3) in growing our research profile and our scholarly profile to support the whole university.

During the retreat discussions, the group decided to choose one goal to really push on. Wayne shared that this year our strategic initiative is going to be around student retention. He explained that 86% of first year students return to UNH and that is a good number. But, if one looks across New England that barely gets us into the top 10. Wayne suggested that there is really no reason we can’t be above 90, if we really put our mind to it - if we engage the faculty, if we engage the administration, if we engage student affairs, if we engage res life, everyone at UNH the student meets with should be focused on this. Wayne explained that there are 4 groups coming together to work on this initiative. There are about 15 faculty who are participating in some of these groups and there will be more opportunities in the future as well.

Wayne offered to answer any questions. There were no questions.

IV. Approval of the Senate minutes from May 7, 2018, Session XXII and Session XXIII - It was moved and seconded to approve the minutes of the May 7, 208 meeting of Senate Session XXII. Corrections were offered in Items IV and VI. Thus adjusted, the minutes were unanimously approved, with 4 abstentions.

Next, it was moved and seconded to approve the minutes of the May 7, 2018 meeting of Senate Session XXIII. The minutes were unanimously approved as presented, with 4 abstentions.

V. Conversation about the Gaokao initiative with Victoria Dutcher, VP for Enrollment, and Rob McGann, Director of Admissions – Scott explained that over the summer the agenda committee took the extraordinary action to approve a pilot admissions program focused on students in China who took the Gaokao exam but did not meet the requirements to study at a Chinese university of their choice. Scott explained that the faculty senate has the right to rescind the motion (Motion XXIII-M1 on conditional admission of post-Gaokao students) if the senate feels this is warranted. He said that he hopes the senate does not rescind the motion even though it is within their power to do so.
Scott introduced Victoria Dutcher, VP in charge of Enrollment management and Rob McGann Director of Admissions to a conversation about the Gaokao program and explained that 30 minutes was allotted for the discussion.

Victoria shared that Enrollment Management started to work on some international recruitment initiatives more than a year ago partly because, compared to other New England flagship universities, we have a great number of international students, but many of them are here because of our graduate programs and our pathway programs. We have not been recruiting a lot of international students for direct entry into one of our undergraduate degree programs. Victoria shared a slide with information from the Yankee Conference, a conference of admission directors from NE flagship universities, including UNH. Victoria showed a slide with information about international new students for Uconn, Umass Amherst, UVM, URI, Umaine and UNH. She said that they have been watching these numbers for some time and thinking that UNH should be getting more direct entry freshmen, even in the context of global competitiveness and the current political environment. Other new England flagships are attracting a fair number of students compared to UNH.

Victoria also explained that there had been a buildup for some time in the Global Student Success Program (GSSP), a UNH pathway program for international students, with the majority of the students coming from China through Navitas before they transfer into a UNH degree program. The officially reported numbers for GSSP for the fall term won’t be known until the census numbers are reported in about a month. However, she said that all reports are that those numbers are down significantly, perhaps as much as half of what they were last year, resulting in drops in international undergraduate students.

She explained that the drop in GSSP students is largely because Navitas has had some challenges competing in China. China is still the largest sending country to the US for international students, by far. But, there are multiple pathway providers, like Navitas, now operating in China. A few of them are taking market share from Navitas, including a relative newcomer, Shorelight.

Victoria shared that, over the past year, Enrollment Management has been building some infrastructure to recruit international students directly into our undergraduate programs. This has involved:
- International recruitment committee from existing staff and student workers
- Hiring an international recruiting advisor/contract recruiters
- Some international recruitment travel
- Cultivating government partnerships and sending organizations (particularly from middle eastern countries that send many students to the US under government scholarship programs. Also, working with some of the large language institutes in the region, including EF, which has a campus in Boston)
- Agent recruitment and management
- International marking

Victoria explained that Enrollment Management has been pulling people together to talk about and work on strategies for international recruitment. She showed a slide with the groups
involved in the international recruitment initiative. One group is focused on grad students and another on undergraduate students.

Victoria said that as they were watching the application pool build for this past year they noticed that the number of direct entry applications from China was dropping. This was not unlike what they were hearing in the media about a drop in interest from Chinese students coming to the US because there was a lot of publicity about whether the US was a welcoming place for Chinese students. So, as of April, the number of applications from China were quite a bit off from the previous year. Then the Gaokao idea came up and there were discussions about how to target these students. Some of the reasons to target these students are:

- A decline in China applications
- Low name recognition aside from Navitas in China
- UNH budget pressures
- Few American universities have been reaching out to these students. However, there is heavy recruiting for these students from other countries, including Australia and the UK.

She explained that this was an opportunity to angle in on something where we would not be competing heavily with other American universities.

Victoria shared that a trip was planned, and a press release was issued about UNH being the first public flagship university in the US to accept Gaokao students for admission. She said that no one expected that there would be so much coverage from a press release. The media took off, including prominent places where we issued additional data or had people do some interviews. She said that there continues to be worldwide coverage based on that initial press release.

Victoria turned over the presentation to Rob McGann:

Rob shared that the starting point for the Gaokao initiative was to identify tools and methods to identify which students could be successful at UNH as direct entry students, without any additional support. Rob shared that, based on studies over the years, the high school transcript is always the best predictor for success in any college setting. But, the value and validity of some standardized tests are recognized.

Rob explained that, as a rule, the students they are trying to recruit were not planning to study abroad, they were not taking the SAT and the TOEFL. Instead, they were planning to pursue their education in China. Gaokao is a nationally standardized exam. It is a normed examination across the country. Rob shared that there is a high degree of confidence based on other studies that the Gaokao could be a useful indicator of how well students are prepared. The UNH Gaokao initiative looks at students who scored in the top 25% of this national exam within each province. But, UNH also recognized that performance on a standardized test and doing well in a classroom in China may not be enough to predict how well the student will do in an English language classroom. Rob said that Admissions worked with the ESL faculty to look at alternatives and they suggested using Duolingo which is an English exam offered internationally. It can be administered individually, as opposed to the TOEFL which is scheduled for administration. But, there was also a need to complement the test with other measures that would verify student
performance on those tests, including spoken and written language ability. Admissions coordinated with the ESL faculty to administer an interview that a student would sit for via technology. The interview would also involve a spontaneous written sample for the ESL faculty to evaluate. All of these steps were put in place to verify that the student was ready for English language instruction.

Rob explained that currently we have a sample size of 1 student out of 14 or 15 applications who made it all the way through the process. However, the process will help us build confidence across campus that these students are able to do the work. The target for the Duolingo test is 70% or higher. This is a high standard compared to what the company would recommend and was recommended by ESL faculty. So, there are rigorous expectations being set. Rob said that we also have the opportunity to recruit students who don’t perform at that high level to come to the ESL institute at UNH to pursue English language proficiency before transitioning to a baccalaureate program should they want to go that route.

Rob explained that many of the 14 or 15 applications were incomplete by the deadline, but that this is not surprising given the timing as these students entered the month of June planning to go to a Chinese institution. At the end of June students receive their Gaokao scores and some found out that this wasn’t an option due to supply and demand which doesn’t allow every student in China who wants to go to school the space to do so. There are a lot of bright and capable kids who find themselves without a space at the end of June, said Rob. So, there will be a building pool of students who took the Gaokao and had results in June and will, possibly think about enrolling at UNH in January.

Rob took a number of questions at this point:

Q: Is there data anywhere about how Gaokao scores translate into performance at universities outside of China?

Rob: There are some limited studies we found. We haven’t gone through them in great detail. We found one study done in Australia and there was a correlation between performance in an Australian university. But, the sample size was quite small. But, we are hoping to work with some folks on campus to look at those and replicate some of those studies to see if they can give us greater confidence that the Gaokao scores could be a substitute or have similar meaning that the SAT carries. When we have done limited studies here at UNH with domestic students we submit things like high school GPA, standardized test scores, a few of the variables that go to the college board and then do a correlation between their SAT scores, and the inputs with their first year UNH GPA and consistently those studies come back saying that the HS GPA has the most predictive value and in a secondary space would be the standardized testing like the SAT. We are hoping that as we further explore this that the data will show that the Gaokao examination could be a good supplement to our interpreting of the high school transcript.

Q: Is there any data about services that translate high school transcripts? Is there any data on the meaning of that in performance in college?
Rob: No, we have not done validity studies on Chinese students at UNH or other US institutions. We haven’t seen those studies, with the exception of the Australian Gaokao study. We are going to dig into that more this year and learn more about. We haven’t found any studies that correlate high school performance in another country, a national standardized examination – like the Gaokao, with the performance in college in the US.

Q: What consideration or balance does the ability for students to pay the tuition play in the admission offer?

Rob: The financial ability of the students that come here plays a role in why they are going here. But, I can assure you that their ability to pay has nothing to do with their admissibility. We are need-blind in the admission process at UNH. We always have been and will probably always be. One of the motivations for introducing the English score and the skype interview and written interview is to make sure that we are not bringing students who are not prepared to meet the expectations of the environment of UNH in the classrooms. I think many of us have memories of what happened when the initial wave of Navitas students moved through the process and they struggled in the academics when they got out of the bridge program. Nobody wants to repeat that. We are putting a lot of safety nets in place to ensure that we are bringing students who are prepared to do the work and we have a number of different data points to point to that will give us confidence that these kids can be successful. So, we don’t want to admit students just because they can afford to pay.

Q: Is there already data collection or plans for collection of data regarding looking at other state universities in New England. Is there any information as to what the international students are looking for? Why they decide? Are there different majors or programs that we can offer?

Rob: There are a couple of things to be aware of. One of the things that our slides showed is that UCONN and UMASS Amherst have a much larger pool of admitted international students than UNH does and UVM and Umaine and URI do. At the same meeting that Victoria referred to, there was a discussion about what are the explanations as to why UCONN had such a significant number of applications? They were pointing to the reality that they (UCONN) don’t set foot in China. But, their single biggest source of international students is China. And they attribute that solely to their ranking. It doesn’t have anything to do with the programs they offer or which programs they offer or which services they are offering. UCONN attributes their substantial number of international students to their prominence in rankings. All the studies we have seen and all the experience we have had either, directly or anecdotally, would point to that fact that it is very significant to families, in particular, and students, secondarily, as to why they choose these particular institutions when considering studying abroad. So, we as an institution have the right programs. We have the programs that internationally students are looking for, they are looking for business programs, life science programs, physical science and engineering programs. So, we have those programs. But, again, it is about how prominent we are in the market. But, also, how present we are in the market. And, UNH has not really been present in the international market for probably 25 years. So, we are trying to reintroduce ourselves.

Q from Chris Reardon: During the summer, I was here with the senate and we were presented with information about this program. And, now as I listen to what Scott is saying we could vote
against it. But, it would obviously be difficult for us to do it because it would look badly upon us. Take that as a given. My question is we put forward this program and you looked at the Navitas and you are blaming Navitas for that drop in numbers saying that they are being faced with competition. I guess I have had more contact, not with Navitas, but with the students who were not happy with the program. They are going back to China and saying things. So, my question is how much have you looked at the experience of these students who came here and weren’t necessarily happy with the experience that they had here? Will we continue to have this? Is this going to be our solution – to get the Gaokao people here? But, if the reputation back in China is not as strong, have you looked into whether or not the student views have been and what their experiences have been?

Rob: I think that is a broader question than just admissions and enrollment. I think that the experience of Navitas students here with the GSSP program is the product of lots of interactions, a product of academic interaction, student life interaction, the program itself run by Navitas. But, that is a broader issue that we, collectively, can try to control and influence the experience these kids have been having through that program. I think the effort over the past 5 years has been designed to do that, to some extent. Whether we have been successful as we want to in creating the desired outcomes for that program is open to debate, certainly. I think that this effort is one of trying to take control of the process more within UNH’s hands and not rely on a third party. We want to try to establish our own narrative in other countries and China, for example, what is UNH like as an institution, what sort of students do we want to see come here and hope that we can build that trust and awareness by establishing those relationships with embassies, school counselors, families, agents, everybody who is involved with this process of having their kids come abroad to come to school here in the US. I think over time the reputation of UNH will be seen for what it is, a great school, a great educational experience, different than a lot of places that kids can choose in a lot of very nice ways. That is going to take that time. We don’t have the benefit of a ranking that UCONN might have. But, that doesn’t have to be a barrier to our success. Rather it requires us to approach the problem differently, rely on our strengths, be able to articulate our strengths, consistently in a way that is meaningful and with the right people in the right countries.

Victoria added: We are very interested in trying to get started with more contact with our alumni who are living in China and in other countries where we are trying to attract students. We are trying to develop a greater awareness within our own team about where faculty have relationships and also direct contact that can help us build that brand or reputation. We are trying to tap into some of the students we have who study in China and in other countries. You are right. Reputation, in light of the fact that we don’t have the ranking of a UCONN, reputation matters a lot. It matters a lot anyway. But, particularly when we don’t have that. So, we are trying to round up all of those other connections that we have and see how we can tap into those. We don’t want to just send recruiters willy-nilly all over the world. We want to have a strong reputation for the UNH experience. We want to have a strong brand, we want the students to be happy and successful. When we talk to people who have been doing international recruitment and for a long time they tell us the best thing we can do is to get more alumni to just talk about their experience. Well we have a whole bunch of students who have left UNH without actually graduating with a degree that is absolutely not going to work in our favor. So, we are well aware of that and we need to do those things too, absolutely.
Q from Erin Sharp: I want to share a quick point of information that reputation is not so much what we had in terms of discussions with the agenda committee this summer. But, student experience was. The agenda committee put together what we felt was a pretty comprehensive list of things that the university needed to do to provide better student and student experience.

Q: I appreciate the contact with ESL faculty because I felt that this is not only an area of expertise in the field about the process of transitioning to do academic work in a second language, but it is also our most direct contact with student’s experience. There were a lot of students in Navitas who were isolated here and there are some that know a lot more about this than I do. For me, this is a pitch to keep the ESL faculty closely involved as your best source of information and research about the experience about how it works and what the issues are. It would be good to have faculty representation from ESL to have a standard position [in your recruiting committee] to share the incredible experience that they have. To have a standard position in those groups so that voice, with the most direct contact with the student experience is a constant part of the conversation.

Q from another ESL faculty: We see these kids 6 hours a day. We hear stories about what is working and what is not working. And, our rapport is good and they are happy with their teachers while they are in the ESL program. But, 1) atmosphere, loneliness, etc. And 2) expectation about how much time they were going to spend in the program. If you clear that out I think it is going to extend out.

Q from Lori Hopkins: One of the things that the agenda committee suggested was related to an experience when we had with 23 Argentine students who came in through Fulbright. They were connected through LLC with buddies. We have a Chinese program with students learning Chinese, we have students who would be thrilled to know Chinese students. We also have students who would be excited to meet international students. You have an international program here, LLC, that is what they teach. So, students can be a source for them.

Q from Kat Karaivanova: What additional support are you providing for these students? Because, based on my graduate school experience as an international student and as an undergrad at a smaller school, the amount of support these students get here as international students is way below my own. So, what are the additional things that UNH is doing to make sure that these students are being taken care of?

Victoria: It is a valid point. We are hearing that some of the colleges are trying to do their own thing for students in their majors. Paul College is hiring additional international student advisor. So, you are right, they need to go hand in hand. There was a worry that there would be this huge influx of students because of the huge number of students who take the Gaokao. We want to build this up over time and then the university has time to build its support services as well. So, it is a valid point and we do them hand in hand as enrollment builds so that we don’t get too far ahead of ourselves.
Q from Casey Golomski: A faculty led year-long study was conducted with many Navitas students on their experiences at UNH. The main barriers that these students experienced had to do with housing, admissions, racial biases, stereotypes, and insults, and cultural discomfort. (Note: Casey provided additional information for these minutes about a publicly available document and webinar that was prepared out of the study mentioned above for Navitas: https://learningandteaching-navitas.com/opportunity-vs-reality-international-students-american-college-experience/)

Victoria: Maybe my biggest take away from this whole thing is that we have faculty who are expressing interest in being involved in this, hoping to create it and hoping to be involved in it. We have not, other than through ESL, and recently the agenda committee, necessarily tapped into the right pipelines of how to take advantage of that expertise. So, we need to figure that out moving forward.

Q from Buzz Scheer: Law school has over 25 years of experience dealing with a lot of students from Asia and I would encourage you to reach out to UNH Law.

Scott closed out the discussion by saying that a good step going forward will be to involve the faculty senate initially as faculty expertise can be useful on the front end of the pipeline. He explained that the senate could have helped earlier in connection with the Gaokao initiative.

Victoria and Rob left the meeting at 4:20pm.

Scott advised that the issue on the table is whether we allow the pilot program to continue based on the faculty agenda motion or amend it or rescind it.

Cristy Beemer (English) shared that ESL has played such an important role in supporting international students. She is concerned about whether this new effort to recruit international students is sustainable given the two thirds reduction in ESL staff last year. She also raised the question of whether anything can be built in to protect ESL faculty when are promised there will be students, but enrollments go down. Scott said that he would share this concern with the provost Wayne Jones.

There was a discussion about whether the Gaokao students would even need ESL classes. Scott indicated that the agenda committee did point out that they thought it was a good idea for these students to continue to take ESL classes to bolster their skills and Enrollment Management took that under advisement.

Buzz Scherr suggested that it would be useful to come back in 2 years to look at the see what the data looks like, what the experience is and if there is a procedural motion that can be made that can make that happen. Scott responded that the motion runs out at the end of this year and suggested that we allow the Academic Affairs committee to do its work and make a recommendation.

There was a discussion about the Gaokao initiative being another example of the failure of shared governance and a concern that the presentation by Victoria and Rob did not address why
faculty governance was not considered during the development of the program. Scott did convey that the discussions between enrollment management and the agenda committee included a clear statement of unhappiness about being put in the position of approving the program late in the process. He felt that there was contrition shown. Also, he felt that there is a sense among upper university leadership that this can’t happen again.

Scott suggested that the senate not approve the motion by silence nor rescind officially. But, he suggested that we wait two more weeks and he will consult with Victoria to ask her to offer a written reason why we were not included and if that is not forthcoming we can rescind it.

There was also a discussion around how the learnings about social and cultural issues from the Navitas program have not been addressed. David Bachrach shared that the agenda committee’s recommendation was for fall admits only so that these students would have the same orientation experiences as other students.

After the discussion Scott suggested that senators should send him via email, with a cc to Kathy, with suggestions for remediation and these will be reviewed at the senate’s September 10 agenda committee meeting and will come back with a response.

Scott also agreed that he would request, in writing, how they plan to consider and implement the strictures included in the motion and how they plan to ensure faculty governance in the future.

(There was a return to the Gaokao discussion after the senate had moved on to the remarks by the chair)

Buzz Scherr moved:

Motion to rescind Motion XXIII-M1 on conditional admission post-Gaokao students until the administration provides details on how to implement the presence of the Gaokao students.

The motion was seconded and there was a discussion. Scott commented that he thought that it was a bad idea to rescind the original motion because there is a new administration that may support faculty governance, and that this might cause a bad start. The previous question was moved and seconded. The vote to end the debate was passed unanimously and the motion was laid over until the next meeting.

VI. Remarks by and questions to the chair - Scott reviewed that he will be holding senate office hours on Thursdays from 1 to 3pm in Thompson Hall 314A for anyone, and especially committee chairs to come and chat.

In terms of committees, the chairs will usually find their own room, but the meeting room for faculty senate meetings (going forward Ham Smith 205) is available every Monday between 3:10 and 5pm. Also, committee chairs can contact Kathy about whether there is a conference room on the 3rd floor of Thompson Hall available.
Scott shared some suggestions for conducting business this year to ensure that the senate is effective:

- Stay on topic
- If someone has substantially made your own point, it might be worthwhile to sit back and see how the rest of the discussion develops. Multiple people saying the same thing may result in less time for other items.
- Most of what we can say can be said in 1 minute. Everything we have to say can be said in 2 minutes. So, at 2 minutes you may get cut off.
- Wordsmithing as a committee. Nothing bogs down a faculty senate meeting than to debate the language of a motion that has already been vetted by other committees on the floor. If the motion is effectively powerful and you are concerned about a single word, think carefully about whether that word is really that insulting to your ego before we start changing it. Obviously, if it distorts what we are trying to say that is another matter. We don’t want perfect to be the enemy of the good.
- Our next meeting is September 17th. We are not meeting every other week to allow committees to do their work in the fall. There is a committee meeting on the 10th.

VII. Introduction of motion to amend Senate constitution to add new Academic Program standing committee - Jim Connell presented the motion:

**MOTION 1**
The Agenda Committee of the Faculty Senate moves to amend the Faculty Senate Constitution, Article 6. Committees, Section b. Standing Committees, by inserting the following new paragraph after paragraph 1.:

2. *The Academic Program Committee will concern itself with the University's long-term plans and strategic initiatives, as well as any major changes or issues requiring particularly extensive study or deliberations related to the academic mission.*

The succeeding paragraphs (currently 2-7) are to be renumbered accordingly (3-8).

Jim explained that the senate has 7 standing committees and historically the Academic Affairs Committee has received the disproportionate number of charges and the disproportionate amount of work. In the past agenda committees have tried to shift things to other committees. So, there wasn’t a lot that could be done until the senate became larger because of the CCLEAR faculty. Jim explained that bylaws were amended to allow for the agenda committee to make a committee extra-large so that it could break up into subcommittees. Jim shared that Scott was involved in working with the subcommittee approach when he was chair of Academic Affairs Committee and felt that it didn’t work well as we would like. So, the idea evolved to have two committees to handle different aspects of the academic mission, one committee being pointed at long term or complex issues (i.e., the Discovery review) and the other carrying on with the remaining aspects.

The senate constitution actually specifies the standing committees. Therefore, the motion is to amend the constitution to add an Academic Program Committee that would particularly
concentrate on long term plans, strategic initiatives or major things that require extensive study or deliberation related to the academic mission.

This motion has to hold over to the next meeting and requires a 2/3 majority to pass. Until and unless this amendment passes, all senators who would be on this new committee are currently members of the Academic Affairs Committee and are listed there. If this motion passes they will be split out, and there will be two separate committees.

In response to a question, Scott clarified that this new committee would get charged by the Agenda Committee, like every other committee is. Scott explained that this program committee is conceptualized as a way to deliver something to the university that is proactive that the faculty senate believes should be enacted by the university. Previously his frustration with senate committees is that we have been responding generally to administrative matters and the committees have basically decided between whether it is a good idea or bad idea or how do we change it. Scott identified that one of the main goals for this year is to produce something around what we think the academic mission of the university is. In the absence of us producing something to them positively we will always be a reactive body. He said that this is an attempt for us to be proactive in one small way and to have very intelligent faculty members think about where we are going and do some long-term strategic planning.

There was a discussion about the missions and some concern about the overlap in the missions of the two resulting committees. There was also a concern that the goal of being proactive is being addressed by creating a new kind of standing committee. The suggestion was made for a temporal subcommittee to do this.

The second related motion was shown so that there can be a vote next week if the first motion passes.

**MOTION 2**

Article 6 of The Bylaws of the Faculty Senate shall be amended to add a new row to the table, under “Academic Affairs” and above “Campus Planning,” titled “Academic Program” that lists (as for Academic Affairs) the “Provost/Vice President for Academic Affairs, Dean's Council.”

In the interest of time, the discussion was closed.

VIII. **Adjournment** - Upon a motion and second to adjourn, the meeting was adjourned at 5:05pm.

The informal portion of the meeting with new senators that was scheduled was canceled.