



To: University of New Hampshire President, Mark Huddleston

May 1, 2018

In passing the attached resolution, the Graduate Student Senate recommits its support for and solidarity with UNH Lecturers United in the context of non-renewals of individual faculty contracts. While the direct impact of curricular and staffing decisions on graduate students constitutes our motivating impulse in offering such support, and again submitting it for the record, we also recognize and give credence here to two salient points:

1. The teaching conditions of faculty in our respective colleges, departments, and programs are also our learning conditions as students.
2. Budgets are moral documents that provide evidence not only of economic inevitabilities, but also of priorities, choices, and decisions made.

Therefore, while we focus in the resolution on recent and specific effects of budget constraints, and while it may be construed that this resolution takes a stand on behalf of faculty against administration, the divergence of labor and management interests is but a manifestation of a deeper issue; rather, the underlying source of budget woes facing UNH and public higher education throughout New Hampshire is the abandonment by the state of its financial obligations to the systems it created.

To trumpet fiscal efficiency at UNH as an unqualified accomplishment is to offer covert approval of perennially abysmal per-pupil appropriations and per-capita investments in higher education, as well as rates of student loan debt and tuition among the highest compared to all public four-year institutions across the country.^{1,2} These low points remain true even given relative increases in state appropriations in the years since the Great Recession.

To accept praise for being so pennywise in such a context is to celebrate the radical proposition that the state, which provided for the creation of this university and system, need not adequately support them in their mandated efforts to research and educate in the various arts, sciences, and industries.³ The scope and standard for such support are lower in New Hampshire than in any other state, and this reality cannot be changed or undone by ignoring or normalizing it.

With that in mind, we also commit our support to the founding premise that the University System of New Hampshire, and the University of New Hampshire as part of that system, were chartered by the State to offer liberal education that would further the interests of the state and nation. We argue, as we have before, “that public higher education is integral to the economic and cultural success of the state and its people,”⁴ and urge renewed and continued efforts by our legislators to increase funding of these systems.

Respectfully submitted,
Assembled Voting Membership
UNH Graduate Student Senate

cc: VP of Finance & Administration, Chris Clement

¹ Barrick, D., S. Norton, & K. McHugh. (2014). [Public colleges, public dollars: Recent trends in higher education in New Hampshire](#). New Hampshire Center for Public Policy Studies.

² Laderman, S. (primary author). (2018). [State higher education finance: FY 2017](#). State Higher Education Executive Officers Association.

³ [RSA 187-A:3](#).

⁴ Cover letter accompanying Graduate Student Senate [Resolution 2012:8](#), Supporting the USNH Biennial Budget Request for FY14-15, October 2, 2012.



Resolution AY2017-2018.2, Passed April 3, 2018

A Resolution Expressing Continued Support for the UNH Lecturers' Union

WHEREAS, the University of New Hampshire Graduate Student Senate has previously expressed support for, and solidarity with, UNH Lecturers United-AAUP, in Resolution AY2014-2015:3; and,

WHEREAS, pursuant to the UNH Lecturers United collective bargaining agreement, non-renewal notices delivered to 17 Lecturers in January 2018 cite “budget constraints” as explanation for the decisions; and,

WHEREAS, subsequent public statements by University of New Hampshire administrators cite a previously undisclosed requirement that Lecturers hold terminal degrees in their field^{5,6}; and,

WHEREAS, hiring, rehiring, and promotion of Lecturers not in possession of such degrees suggests that such absence has not been an obstacle to teaching quality or student achievement; and,

WHEREAS, there are current and former University of New Hampshire graduate students who are employed by UNH as Lecturers, such that employment decisions involving Lecturers have direct impact on the graduate student body; and,

WHEREAS, trends at the University of New Hampshire parallel trends in academia more generally, and point to diminishing opportunities to pursue tenure-track teaching positions and increasing reliance on non-tenure-track faculty and other instructional staff to satisfy teaching duties⁷; and,

WHEREAS, teaching duties are met at the University of New Hampshire by an instructional staff including 91 full-time Lecturers on short-term contracts and 398 part-time Adjuncts hired on a semester-to-semester basis, as well as 461 graduate students serving as Teaching Assistants (TAs), as compared to the 553 tenured or tenure-track teaching faculty⁸; and,

WHEREAS, the precarious nature of employment for contingent instructional staff, including Lecturers and graduate Teaching Assistants, contributes to a discontinuity of educational expectations for students and possible impacts on their learning experiences;

Therefore, BE IT RESOLVED that the University of New Hampshire Graduate Student Senate expresses its continued solidarity with UNH Lecturers United-AAUP; and,

BE IT FURTHER RESOLVED that the University of New Hampshire Graduate Student Senate continues to support fairness, equity, respect, and transparency in the University’s relationship and dealings with UNH Lecturers United-AAUP, as well as other faculty, instructional staff, or TAs.

⁵ University of New Hampshire 2017-2018 Faculty Senate XXII, *Minutes Summary* (January 29, 2018), 2.

⁶ Neary, M. (Feb. 1, 2018). “[COLA faculty reconstructed for ‘future needs’](#).” *The New Hampshire*, 1. Also: Haime, J. (Feb. 15, 2018). “[Arabic program loses only lecturer in cuts](#),” *The New Hampshire*, 1, 3.

⁷ Kezar, A., and Sam, C. (2010). *Understanding the new majority of non-tenure-track faculty in higher education: Demographics, experiences, and plans of action* [Monograph]. [ASHE higher education report, 36\(4\)](#).

⁸ National Center for Education Statistics, IPEDS Data Center, [Institutional Profile: University of New Hampshire-Main Campus](#), Fall 2016.