

University of New Hampshire

NEASC Self-Study Report

Committee on Engagement Through Research and Scholarship

Committee Members:

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7/25/2003

Introduction

In light of its historical and evolving mission, its recently articulated vision statement, and the core values of the University of New Hampshire, it is logical that we would select **Engagement Through Research and Scholarship (ETRS)** as one of our three areas of emphasis in the accreditation process. Like the third area—Institutional Effectiveness—this area to a large degree reflects the University’s interest in reframing and expanding a number of separate initiatives that have evolved over the past decade. That is, we have particular aspirations relative to ETRS that go beyond our traditional approaches to outreach and public service. These aspirations represent a confluence of external factors (e.g., the impact of the Kellogg Commission’s work, the changing nature of the regional economy, the challenge of sustaining public financial support) and internal factors (e.g., a new academic strategic plan, stronger emphases on interdisciplinary, professional studies, and our rapid development into an extensive doctoral/research institution with a strong complement of graduate programs).

At UNH, the Office of the Vice President for Research and Public Service has been charged with developing and directing public service and outreach initiatives since 1990, when the position of associate vice president for research was upgraded to vice president for research and public service. By the late 1990’s, it was clear that a more focused and strategic effort was needed in the area of public service if we were to fulfill our public, land-grant mission and reflect the important recommendations of the Kellogg Commission’s report on “The Engaged Institution.” This realization led to a comprehensive review of our public service and outreach activities; subsequently the position of associate vice president for research and public service was established and filled in August, 2001. One of the primary responsibilities of this new position is to provide leadership that helps to advance and coordinate engagement, outreach, and public service efforts across campus. (An organizational chart for the Office of Research and Public Service, now being revised, will be included as Appendix A of the final report).

Beginning in the spring of 2000, the academic strategic planning steering committee, consisting of faculty, administrators, staff, students, and Trustees, conducted extensive discussions on the relationship between our public service mission and our campus-based academic and research activities. This discussion was informed by reviews of the Kellogg reports, conversations with many external stakeholders, analyses of existing examples of public service and outreach, and the realization that we were not effective as an institution in helping our various publics understand the extent and value of the University’s contributions to the state and region. The result was an academic strategic plan that reaffirmed the University’s mission statement. That statement makes clear a commitment to serve “New Hampshire and the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research.” The plan includes a set of core values including “engagement,” which we defined partially as, “the production of knowledge and the application of skills that address social, scientific, aesthetic, cultural, and technical needs in today’s world.” In turn, the mission and values led to a focus on “engagement and outreach” as one of five strategic themes and one of five strategic goals. Thus, a critical goal for the next five

years is that, “The University will be actively engaged—consistent with its mission, strengths, and resources—in extending its ideas, expertise, and services to meet the needs of New Hampshire, the New England region, and beyond.”

Concurrent with the drafting of the academic plan, then President Leitzel and Provost Hiley commissioned the Engagement, Outreach and Public Service Advisory Board as a standing committee of the University (October, 2001). The Board’s role is to serve in an advisory capacity to the Office of the Vice President for Research and Public Service, specifically focused on the areas of outreach and engagement. (A list of members of the Board during 2002-2003 is included in Appendix B). During the spring of 2002, the Board continued its preliminary work on the academic plan, leading to the articulation of the goal quoted above. Subsequently, in the summer and fall of 2002, a subcommittee of the Board and a few other university members were charged with developing the Engagement area of emphasis relative to the NEASC self-study. (A list of the members of the subcommittee on Engagement of the NEASC self-study is included in Appendix C.) The subcommittee’s first order of business was to adopt a standard definition for Engagement Through Research and Scholarship. After conducting its own deliberations and reviewing definitions used at other institutions, the Board agreed to use the following definition for the purposes of the self-study and future planning initiatives:

Engagement through Research and Scholarship is a mutually beneficial collaboration between the University of New Hampshire (New Hampshire’s land, sea, and space grant University) and community partners for the purpose of generating and applying relevant knowledge to directly benefit the public.

Using this definition, the NEASC self-study subcommittee on Engagement Through Research and Scholarship has collected extensive data on current faculty and staff activities that support engagement. While UNH has a long and rich tradition of outreach, there is no centralized location for the range of activities that occur on campus. Without this information, it was difficult for the subcommittee to conduct a thorough appraisal of UNH’s efforts in regards to engagement. The subcommittee developed a process to gather ongoing information on ETRS for the NEASC self-study and beyond. The five deans of the schools and colleges and three unit directors (library, cooperative extension, and the Institute on the Study of Earth, Oceans, and Space) were solicited to write a one page description about the outreach and ETRS activities that they thought engaged community stakeholders as partners and should be highlighted in the NEASC self-study. This information helped the subcommittee focus its further efforts.

A survey was developed based upon other institution’s surveys and the kinds of information that the subcommittee needed to know about this institution’s engagement efforts. The Engagement through Research and Scholarship survey asked for information on the kind of activity the engagement effort entailed, project characteristics, location of activity, who participated, who was impacted, how was new information generated and/or applied, and how was new information disseminated. (The Engagement through Research and Scholarship Survey is available at: <http://www.db.unh.edu/surveys/ors/default.asp>. Members of the subcommittee as well as

those members of the Engagement, Outreach, and Public Service Advisory Board field-tested the survey for content and format.

In November 2002, a letter and an email was mailed to the deans, chairs, directors, and program coordinators asking them to nominate at least five members of their unit that they thought were involved in engagement activities. These nominees were sent a letter and email stating that they had been nominated to fill out a short online survey. The nominees were given one month to complete a survey (mid-November to mid-December) and after three weeks those who had not submitted one were encouraged to do so with a follow-up phone call. Nominees numbered a total of 339 with 120 solicited submitting at least one survey with many of the respondents completing more than one survey. The percentage responding was 36% with a total number of surveys at 238. The data were categorized in January 2003.

The subcommittee decided to target the data collection effort on faculty/staff/extension educators and students that were already involved in engagement. This survey is a preliminary snapshot of engagement at UNH and therefore represents only a subset of the total outreach and engagement activities. There are some limitations to this data set. Not all members of the UNH community responded to the survey so only a sub set of engagement efforts were captured. The data does not give us any information on the reasons why some faculty, staff, or extension educators do not participate in engagement activities.

The goal of this work was two-fold: 1) to make more public the wide range of activities that link external audiences to the University's broad array of basic and applied research and demonstration projects, and 2) to discover inductively how we are currently fulfilling our engagement obligations and how we might do so more effectively in the future. The *description* section below provides some qualitative evidence on the types of engagement activities existing at UNH. The *appraisal* section offers some quantitative evidence from the survey. The potential consequences of this work, to be developed more fully in the *projection* section below, include a review of the faculty reward system, reorganization of disparate activities and organizations into more coherent structures, improving public access to the University through the web and other media, and closer linkages among the institution's teaching, research, and service missions.

Description

Recent and Current Examples of Engagement Through Research and Scholarship

To illustrate our interpretation of the working definition cited above, this section will offer selected examples of faculty- and staff-directed projects that demonstrate direct linkages between our research and public service commitments. The examples represent the University's engagement with diverse public sectors, including business and industry, environmental monitoring and protection, health care, graduate and public education and community development. Each of these sectors is critical to the economic and cultural

well-being of the state of New Hampshire, the New England region, and the nation. The examples were chosen because they seem to embody the full meaning of “engagement through research and scholarship” more than traditional forms of what has been called public service or outreach. In addition, these examples explicitly include reciprocal relationships, whereby both the University and its external partners bring expertise and resources to the collaboration.

Engagement with Business and Industry

Partnerships with business and industry are found primarily but not exclusively in the Whittemore School of Business and Economics (WSBE), the College of Life Science and Agriculture (COLSA), and the College for Engineering and Physical Sciences (CEPS). In 1991 the New Hampshire Industrial Research Center (NHIRC) was created by the New Hampshire Legislature for the purpose of providing a mechanism to promote applied and basic scientific, engineering, and associated marketing research and technological transfer to support the New Hampshire industrial and business community. Since its inception the NHIRC has impacted the state’s economy with \$168 million in new sales and 2,700 new jobs. The Interoperability Lab is a cutting edge facility that reaches to approximately 120 companies and provides a range experiences to about 75 graduate and undergraduate students annually. CEPS faculty and approximately 10 graduate students annually have developed a pollution prevention partnership with New Hampshire’s manufacturing industries. A central part of WSBE’s mission is to provide research-based education and technical assistance to individuals and companies; for example, in the areas of venture creation, international trade, and commercialization support. These services enable businesses to successfully manage and commercialize emerging technologies, products, and services. Faculty and students serve as consultants to assist businesses in all stages of developing new technologies for success in the marketplace. To assure that such projects are mutual, there are multiple advisory boards as well as a Corporate Roundtable that identify needed research and demonstration projects, help find the necessary resources to support projects, and provide access for faculty and students to proprietary data vital to the applied research process.

Several formal organizations support ETRS initiatives. The Hamel Center for the Management of Technology and Innovation recently helped to design and carry out New Hampshire’s biotechnology business incubator feasibility study, which led to recommendations about the location of research capacity for new high technology businesses. The Center for Venture Research provides analyses relevant to early stage equity financing of high-tech and high-growth entrepreneurial ventures with for state, national, and international businesses and governmental agencies. WSBE faculty with expertise in information systems have partnered with IS professionals to provide real world projects for student engagement, including a cost-benefit analysis of an integrated messaging system for Sanmina-SCI, a build-vs.-buy feasibility study of financial reporting software for Bottomline Technologies, development of a framework to manage morning checkout at Fidelity Management and Research Co., and a handheld, wireless application cost-benefit analysis tool for Liberty Mutual Insurance Co. The Small Business Development Center’s Manufacturing Management Center has been conducting an analysis of high-tech clusters in the state in order to identify those best poised for

growth and success. The Center's overall mission is to assist New Hampshire's manufacturing sector through research and development of a model program to provide in-depth assistance to high-growth rural manufacturers.

In the College for Life Sciences and Agriculture as well as the College for Engineering and Physical Sciences, there are a number of examples of ETRS that link the University to the business and industry sector. These include the Open Ocean Aquaculture Program, which provides work and training to unemployed fishermen who learn about new fish culture and capture techniques. The Biomolecular Interaction Technology Center works with six corporate partners representing the pharmaceutical industry, with the aim of creating new methods and instruments for the analysis of biomolecular interactions. Similarly, the Environmental Research Group, comprised of faculty from COLSA and CEPS, is conducting more than \$2.5 million of externally sponsored research, with a strong graduate education component, in **partnership** with industry, municipalities, state and Federal agencies, and international organizations. The ERG conducts studies relevant to industrial waste management, air and water pollution, and soil contamination, all of which bear on the social and economic impacts of industrial activity. The New Hampshire Space Grant consortium integrates graduate and undergraduate activities in the space and environmental sciences into a state-wide activity involving outreach centers, such as the McAuliffe Planetarium, and other educational institutions such as the NH Community and Technical colleges. Finally, the Division of Continuing Education, supporting the schools and colleges offers a variety of non-credit training to business and industry throughout the state. All of the examples of engagement meet the criteria of being reciprocal partnerships that join cutting-edge research with community needs.

Engagement with Environmental Monitoring and Protection Interests

One of UNH's internationally acclaimed strengths is in the interdisciplinary fields of natural resources and environmental sciences. A newly established inter-college doctoral program, Natural Resources and Earth Systems Sciences, brings together some 60 faculty who engage in basic and applied research on climate change, terrestrial ecosystems, space science, and oceanography. Much of this work takes place within the Institute for the Study of Earth, Oceans, and Space (EOS). A central part of the mission of EOS is to engage citizens from New Hampshire communities and elsewhere in applying its work to immediate environmental problems. One of the better-known examples of this commitment is the Forest Watch program, which involves K-12 students and teachers from more than 160 New England schools in a research collaboration, studying the effects of tropospheric ozone on the health of Northern White Pine trees. Primary and secondary students and their teachers collect and process data relating to air pollution damage in forest stands. Authentic science activities that meet our criteria for Engagement Through Research and Scholarship include:

1. forest stand assessment, and
2. laboratory-based assessment of damage symptoms, and image processing/data analysis of Thematic Mapper data for the area around participating schools.

Other examples of public engagement relative to environmental monitoring and

protection can be found in the Environmental Research Group (see above), many of the projects within the Agricultural Experiment Station (e.g., agricultural management, environmental health, and marine health research groups), and initiatives located in UNH Cooperative Extension. The explicit mission of Cooperative Extension is to, “*provide New Hampshire citizens with research-based education and information, enhancing their ability to make informed decisions that strengthen youth, families and communities, sustain natural resources and improve the economy.*” A wide range of public educational activities are delivered through the Cooperative Extension web page, interactive television, and satellite downlinks, along with on-site workshops, forums, public meetings, publications, and one-on-one consultation.

In many ways, UNH Cooperative Extension embodies what we mean by our definition of Engagement Through Research and Scholarship. This is one reason that the University has recently (2002) established the classification of “extension faculty.” Such individuals are employed by Cooperative Extension but given joint appointments in academic departments that match their areas of expertise. In this way, they participate in teaching, graduate student supervision, and public service in collaboration with their tenure-track peers. These relationships will be instrumental in advancing our commitment to ETRS.

Engagement with the Health Care System

There are multiple examples of ETRS to be found in the School for Health and Human Services (SHHS), complemented by interdisciplinary activities in such units as the Office for Sustainability, the Institute on Disability, the Department of Education in the College of Liberal Arts, and the Carsey Institute for Effective Families and Communities (see next section). The clinical and therapeutic programs operated by SHHS demonstrate explicit ways in which faculty scholarship and expertise are extended to public groups with particular and special needs. These programs include the Child Study and Development Center, the Marriage and Family Center, Northeast Passage, the Speech, Language, and Hearing Clinic, the Cardiac Clinic, and the Seacoast Child Development Clinic.

At a more strategic, policy-oriented level, the New Hampshire Institute on Health, Policy, and Practice (NHIHPP) is a formal alliance between the State of New Hampshire's Department of Health and Human Services, The University of New Hampshire, and Dartmouth Medical School. The intent of this Institute is to establish a central point of contact and resources for state and private agencies that require health services research and analysis that can lead to fact-based policy development and improvement in the health care system. The NHIHPP draws on faculty scholarship in specific fields such as health economics, long-term care for those who may be elderly or disabled, public health, social policy analysis, and public opinion polling. In early 2003, the NHIPP sponsored a series of intensive workshops for newly elected state legislators on health care and related topics that were likely to come before them during the legislative session. Each of these workshops was led by a UNH faculty member who had conducted and published substantive policy-relevant research on the topic. The series was supplemented by a comprehensive web site that allows legislators to conduct further research as particular bills are brought forward.

Engagement with Public Education and Community Development Projects

UNH has a rich history of collaborating with the preK-12 public school system as well as non-profit and governmental community agencies. One example in the preK-12 arena is the UNH Impact Center, located in the College for Engineering and Physical Sciences and engaging faculty across multiple academic and professional departments. The mission of the Impact Center is to facilitate the implementation of exemplary standards-based mathematics and science programs by public school teachers throughout New England. Programs involve access to specialized instructional materials, custom-designed teacher training relative to science and mathematics content and pedagogy, and development of electronic communities among educators who are using the same materials or want to engage in support networks with teachers and experts. As with other examples of ETRS, the UNH Dimond Library plays a critical role in making faculty resources accessible to the larger public. In this case, science and mathematics curriculum materials are collected systematically and made available in a dedicated space for K-12 teachers. The Division of Continuing Education (DCE) contributes to outreach in New Hampshire by offering a wide variety of noncredit CEU professional workshops for teachers throughout the state. DCE works with UNH's schools and colleges to offer the latest content to teachers through the "Teachers as Scholars" program. The newly endowed James & Joan Leitzel Center for Mathematics, Science and Engineering Education will serve as a central focus for outreach scholarship, foster high quality research in teaching and learning and seek to engage and learn from external partnerships.

Other examples of scholarly collaboration between UNH and the public school community are found in two mentoring projects—the Women in Science and Technology Forum conducted in partnership with US FIRST (For Inspiration and Recognition of Science and Technology) and Project Mentor. In the former, approximately 300 junior and high school students interested in science are matched with over 50 accomplished scientists and scholars who serve as mentors, under the auspices of UNH/Manchester. In Project Respect, UNH undergraduate students are paired with middle school students, primarily adolescent girls, to foster both skills and self-confidence in the areas of math and science. In each case, the mentoring relationships are based on faculty scholarship in the areas of adolescent development, science and math education, and the sociology of gender.

The principles of ETRS also are evident in the newly endowed and established Carsey Institute for Effective Families and Communities. The Carsey Institute has begun to serve as an organizational infrastructure for a number of existing research and demonstration centers at UNH, including the Family Research Laboratory, the Crimes Against Children Research Center, the Child Study and Development Center, the Institute on Disability, the Department of Health Policy and Management, the Marriage and Family Therapy Program, Justice Works, the Survey Center and Cooperative Extension. The most distinctive characteristic of the Carsey Institute is its emphasis on collaborative scholarship, aimed at understanding the larger forces that shape individual behavior and affect the well-being of families and communities. Researchers from diverse fields have

begun to work together in project teams, drawing on the multifaceted expertise of the University's research units and faculty disciplines. The Carsey Institute represents a major commitment on the part of UNH to foster engagement through research and scholarship.

Summary

The above examples include only a portion of current activities at UNH that can be characterized as Engagement Through Research and Scholarship. These examples have in common a two-way, reciprocal relationship between scholars at UNH (faculty, research scientists, and students) and practitioners and citizens located in diverse communities in the state, region, and nation. Using the definition of ETRS presented earlier, and using quantitative data from the survey, we can begin to assess how well we are meeting the Engagement goals articulated in our academic strategic plan.

Appraisal

Several trends emerged from the survey data that assisted the subcommittee in its appraisal of engagement at UNH. An interesting finding was who is involved in engagement activities. The survey found that senior faculty (associate professor, full professor and directors) led 51% of the outreach and engagement efforts at UNH. Cooperative extension members play a primary role in applying and disseminating UNH expertise across the state and comprise 15% of the activities (See Figure 1). Assistant professors play a lesser role in engagement activities. The lack of involvement by junior faculty may be for a variety of reasons but the primary one volunteered by assistant professors here and at other institutions is the limited reward structure for service work in the promotion and tenure process.

Figure 1. UNH Personnel Involved in Engagement Activities

TITLE OF UNH PERSONNEL	NUMBER	PERCENT
Assistant Professor	14	12%
Associate Professor	17	14%
Professor	25	20%
Director	21	17%
Extension Educator	19	15%
Coordinator	6	5%
Information Technologist	1	1%
Instructor	2	2%
Manager	5	4%
Professor Emeritus	1	1%
Research Associate	2	2%
Student	3	3%
Systems Librarian	2	2%
Administrative Assistant	1	1%
Chief Veterinary Pathologist	1	1%
Total	120	100%

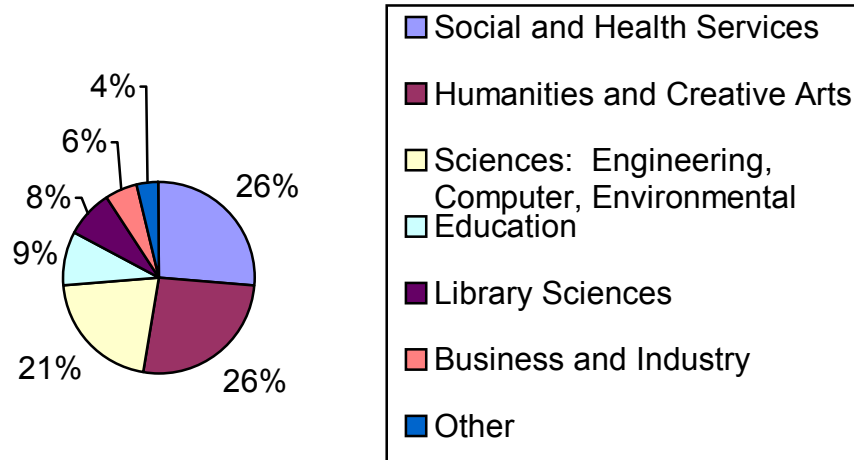
Figure 2 indicates that 71% of the engagement activities impacted the state's citizens while another 15% occurred in New England. UNH's engagement activities do not reach substantially to citizens at the country or international levels as of yet.

Figure 2. Location of Engagement Activity

LOCATION	NUMBER OF PROJECTS	PERCENT
State	164	71%
Multistate	36	15%
Country	10	4%
International	24	10%
Total	234	100%

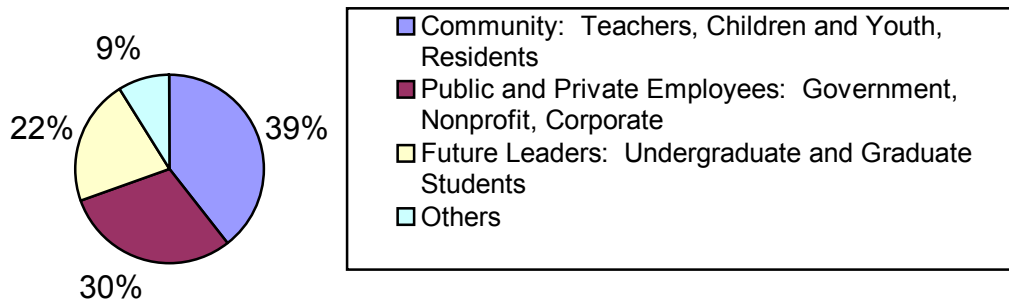
Most of the engagement activities were categorized in the social sciences and health services, humanities, or the environmental, computer and engineering sciences (See Figure 3).

Figure 3. Category that Best Represents the Effort



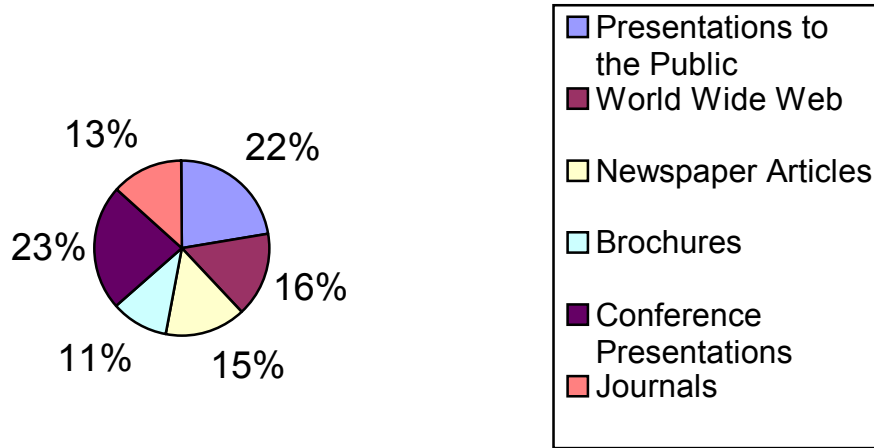
Therefore, most of the citizens impacted by these engagement activities are community residents, employees and future leaders (See Figure 4).

Figure 4. Citizens that Were Most Impacted by the Project



Interestingly, two thirds of the information produced by engagement activities is disseminated directly to the public. Presentations to the public, World Wide Web, newspaper articles, and brochure are avenues that information about activities is accessible to the public (See Figure 5).

Figure 5. Form by Which Knowledge Was Disseminated



The only descriptive question on the survey asked a participant in 250 words to describe why a project embodies the definition of engagement through research and scholarship. From the descriptions, it was obvious that members of the UNH community view engagement in a variety of ways. If continuum was developed with outreach activities is at one end where activities and products produced are developed without the involvement of stakeholders. The other end of the continuum would be engagement activities where the project is a mutually beneficial collaboration between UNH and community partners for the purpose of generating and applying relevant knowledge. Most of the projects described in the survey would fall under the rubric of an outreach activity or as outreach scholarship. There were a few projects that truly involved the community partners from the inception to the end of the project.

There may be a number of reasons why many of the projects captured by the survey could be described as an outreach activity rather than engagement. Determining the cause(s) is beyond the abilities of this survey but research on engagement and outreach scholarship offers several plausible reasons. A lack of reward structure may discourage junior faculty to participate in outreach scholarship. There may be a need to form learning communities among interested UNH personnel to inform, support, and encourage a variety of models of engagement to develop. Allocating resources toward moving to an engaged institution may be necessary before the university culture changes to encompass and value engagement.

It is clear that there needs to be dialogue and discussion around the concept of what does it mean to be an engaged institution. However, from the number of projects and the passion evidenced by the faculty, staff, and extension educators, there is a growing interest in engaging community partners in authentic collaborations.

Campus-wide Conversations Centered on Engagement Through Research and Scholarship

A series of conversations around engagement through research and scholarship occurred as a result of the survey. These initial conversations included discussions with the Dean's Council, the Faculty Senate, selected administrative leadership, and the President's staff. We continued these conversations during a series of open forums in April. These forums were designed to encourage comment by the members of the UNH community on the draft reports written of the NEASC self-study.

Because of these initial conversations about ETRS, two efforts to encourage and improve engagement are currently underway. The Office of the VP for Research and Public Service has broadened and re-designated the Discretionary Fund competition to include engagement scholarship activities. The first round of grants will be awarded in the spring of 2003. In addition, discussions are underway regarding the production of a short film on engagement and outreach activities.

Projections

The NEASC self-study on Engagement provided the subcommittee with vital information about the state of UNH's involvement in engagement activities. From the information gathered in this effort, and the academic strategic plan, the subcommittee developed a set of projections that will help guide UNH faculty, extension educators, administrators, staff and students, as we seek to improve and strategically advance **engagement through research and scholarship** over the next five years.

Develop an organizational structure and institutional leadership that will actively promote and embody engagement through research and scholarship.

- Charge the Engagement, Outreach, and Public Service Advisory Board to serve, as an advisory Board to the Office of the Vice President for Research and Public Service.
- Under the leadership of the Associate Vice President for Research and Public Service, and in collaboration with faculty, staff and other administrative leaders, develop one-two high profile initiatives that promote ETRS

Align engagement specifically with the recently completed Academic Strategic Plan and provide greater focus to community engagement activities to produce targeted results.

- Systematically collect and disseminate information about faculty, student, and staff engagement activities.
- Identify and target existing outreach-oriented centers to determine potential for high-profile initiatives.
- Promote and enhance the selected initiatives.
- Determine feasibility of establishing and developing future targeted initiatives.

7/25/2003

Develop better linkages with the needs of external stakeholders

- Conduct an outreach needs assessment and develop a plan for meeting specific identified needs, based on institutional strengths and capacity.
- Align needs with institutional strengths. Develop responses that provide a multidisciplinary, multi-unit approach to address a broad yet targeted identified need

Create a University culture that values and promotes engagement

- Develop a series of forums to promote dialogue and increase understanding of Engagement through Research and Scholarship
- Identify internal Faculty Champions to participate and lead these efforts
- Identify and target faculty in specific academic departments to develop learning communities that could develop, inform and support a variety of engagement models
- As part of the overall review of promotion and tenure criteria, consider revisions to the “Service” section more clearly defining “service” and include criteria for outreach through research and scholarship.
- Include scholarship and research-related engagement activities on faculty annual reports and evaluation of College and School success.
- Utilize existing and identify new grant funds to foster engagement activities
- Create an annual faculty award recognizing excellence in engagement through research and scholarship

Create more integration among UNH’s outreach service units and with academic units

- Develop a regular opportunity for meetings between New Hampshire Public Television (NHPTV), Cooperative Extension, the Division of Continuing Education, the University Library, and Computing and Information Services. Include these units as appropriate in the planning and implementation selected initiatives.
- Increase the number of extension faculty appointments within academic departments.
- Enhance connections and use of NHPTV, Cooperative Extension, DCE, the Library Computing and Information Services as a vehicle for disseminating UNH expertise.
- Enhance opportunities for faculty to learn about the internal capacity within outreach service units to expand opportunities for collaboration.

Strengthen community engagement through distributed and distance learning, the Center of graduate Professional Studies at UNH Manchester, and new partnerships with government, industry, and communities.

- Incorporate outreach and engagement in any long-term planning (e.g., strategic plans) pertaining to distributed and distance learning, the Center of graduate Professional Studies at UNH Manchester, and new partnerships with government, industry, and communities.

Provide stakeholders (i.e., alumni, the public-at-large, community partners, faculty, staff, and students) with a clear picture of the University's investment and commitment to outreach and engagement.

- Develop a strategic communication plan for engagement through the Office of the Vice President of Communications.
- Develop a website specifically focused on outreach and engagement and an easily accessible web-based tool that provides external stakeholders with information about specific outreach and engagement activities.
- Publish a outreach document depicting examples and analyzing the affects of outreach and engagement activities.

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Appendix A
(The Office of the Vice President for Research and Public Service Organizational Chart)
is under revision and will be included in the final report

Appendix B
Engagement, Outreach & Public Service Advisory Board

MEMBERS	TITLE	UNIT	EMAIL
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Appendix C
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