

Dear Colleagues:

I would like to commend and congratulate Provost Bruce Mallory, his predecessor David Hiley, the many members of the provost's staff, and the faculty for their outstanding commitment and dedication that has brought the Academic Plan to fruition. This has been a lengthy but extremely productive process, and the resulting road map for the University of New Hampshire's pursuit of academic excellence is exemplary.

It gives me great pleasure to fully endorse the vision, values, strategic themes, and goals of the Academic Plan and all that it represents. I also want to publicly acknowledge my deep appreciation for the Faculty Senate's unanimous endorsement of the goals and ideals of the plan at its September 8 meeting. My appreciation is further extended to the Senate's actions with its overwhelmingly positive vote on November 3 supporting the resolution on the implementation of the Academic Plan, which calls for the close consultation between the Provost and the Senate, with periodic formal reports by the Provost to the Senate regarding progress in achieving the specific goals.

Based upon this most recent Faculty Senate action, the Provost is now charged with immediately moving ahead to implement the six-year phase-in plan for the Discovery Program (as approved by the Senate at its October 20 meeting), a central part of the Academic Plan aimed at enhancing the University's undergraduate curriculum.

I will work closely with the Provost to charge each of the vice presidents to begin to develop concrete action plans for the implementation of those parts of the Academic Plan that are relevant to their areas of responsibility and will participate in the process by responding to the areas relevant to my direct involvement. This will begin immediately.

The Academic Plan has a five-year horizon, 2003-2008; the Provost and his team intend to review our collective progress on the plan every three years. The plan will then be updated accordingly so it becomes a five-year rolling plan that responds to the changing conditions, new opportunities, and our overall assessment of how well the plan is working. It is important to keep in mind that the Academic plan is a fluid and evolving road map which guides our strategic academic vision.

It is also important to note that the NEASC accreditation team, which recently visited UNH, was very impressed by the thoroughness and visionary qualities of the plan. The team expressed its support for the projections in our self-study that were based upon the plan.

Again, I extend my congratulations to everyone who has worked so diligently on the Academic Plan and look forward to working with you all in the months and years to come to bring this excellent plan to life.

Best wishes,
Ann Weaver Hart
President

**ACADEMIC PLAN FOR THE FUTURE OF THE
UNIVERSITY OF NEW HAMPSHIRE
2003-2008**

The University of New Hampshire will be distinguished for combining the living and learning environment of a small New England liberal arts college with the breadth, spirit of discovery, and civic commitment of a land-grant research institution.

PREFACE

The process of strategic planning, which began in early 2000 under the direction of Provost David Hiley and President Joan Leitzel, has engaged multiple campus governance groups, central academic administrators, the deans and chairs in each school and college, and external constituents. The final stage of the planning process was completed during the first months of Ann Hart's tenure as the 18th President of the University of New Hampshire.¹

The planning process has served to clarify our identity, values, and academic priorities as we chart our course for the next five years. The focus of this process has been on the academic commitments and processes of the University, although by necessity most non-academic components of the University have been and will continue to be engaged in achieving our primary purpose—the education of our students. Simultaneous planning has occurred in such areas as student affairs, alumni affairs, financial affairs, research and public service, enrollment management, and cooperative extension. The campus master planning process was renewed in the fall, 2002. Each school and college has also conducted extensive academic planning; those plans will be articulated with this one in the coming months.²

The University of New Hampshire has a rich history and strong reputation on which to build. Thus, this planning process was not initiated to fix something that was broken or to fundamentally redirect our course. Rather, it was designed to focus our energies, to capitalize on our strengths, and to bring the whole of the University up to the quality of its best parts. The plan that follows will serve as a guide to decisions and actions over the next five years; the plan is not intended to foreclose unanticipated opportunities or circumstances that are consistent with our mission and resources.

The Office of the Provost will take responsibility for moving to the next critical stage of this process, that of implementing and monitoring the goals and actions delineated here. This will entail close consultations with faculty, school and college deans, other academic administrators, and students. Implementation will also require careful prioritizing and resource allocation in order to achieve the longer range purposes of the Plan. Finally, a

¹ Materials in the appendix to the Plan contain a history of the deliberative processes used over the past two years and earlier drafts of this document.

² The UNH Academic Plan has been developed independently but concurrently with institutional and academic planning in our partner institutions of the University System of New Hampshire. As a consequence, we expect to find new opportunities for collaboration across campuses in ways that benefit the state, the University System, and each institution.

system for periodic review of the Plan and its implementation will be designed and used to assess our progress along the way.

MISSION AND INSTITUTIONAL IDENTITY

The University of New Hampshire is the state's public research university, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. Its primary purpose is learning: students collaborating with faculty in teaching, research, creative expression, and service³. The University of New Hampshire has a national and international agenda and holds land-grant, sea-grant and space-grant charters. From its main Durham campus and its college in Manchester, the University serves New Hampshire and the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research.

The University of New Hampshire is distinguished by its commitment to high quality undergraduate instruction, select excellence in graduate education, relatively small size, a location in a beautiful and culturally rich part of the seacoast of New England and a strong sense of responsibility for this special place, a commitment to serving the public good, and our emergence over the past decade as a significant research institution. The dedication of our faculty to the highest academic standards infuses all we do with the excitement of discovery.

VISION AND VALUES

The University of New Hampshire will be distinguished for combining the living and learning environment of a New England liberal arts college with the breadth, spirit of discovery, and civic commitment of a land-grant research institution.

This statement of vision is consistent with our historical traditions, our aspirations to continually strengthen undergraduate and graduate programs, and our rapidly increasing levels of scholarship and public service. As we fulfill this vision, we will achieve ever-increasing distinction among America's public universities.

The selection of academic goals and strategic actions must be informed by a set of core values that affirm our best traditions and embody our aspirations for the future. The University of New Hampshire's core values are *academic freedom, commitment to the pursuit of knowledge, quality, integrity, community and diversity, accountability, and engagement*. These interdependent values, delineated below, influence how and what our students learn, how knowledge is defined within and across disciplines, how faculty are appointed and supported, how resources are obtained and allocated, and how we function as a community of teachers and learners.

- The University will sustain and protect the fundamental values of *academic freedom and a commitment to the pursuit of knowledge*. The University will assure that all its citizens—students, faculty, extension educators, and staff—are encouraged to engage in

³ Throughout this document the term “faculty” generally is intended to include the recognized categories of tenured and tenure-eligible faculty, extension, research and clinical faculty, extension educators, and adjunct faculty.

teaching, research, and the creative process consistent with the value of free and open inquiry.

- Our academic goals are achieved through the provision of *high quality, integrated learning experiences* from the freshman year through doctoral research. High quality programs are characterized by effective and engaging instructional strategies, high standards for student learning and assessment, an emphasis on critical analysis, the development of excellent communication abilities, a balanced integration of liberal and professional education, and interdisciplinary approaches where appropriate. It is acknowledged that two forces driving the University – the desire to be comprehensive and the desire to achieve excellence – are in constant tension. In cases where they conflict, the University of New Hampshire will always opt for quality. We will not be “all things to all people;” we will focus on areas that are consistent with our mission and in which we can excel.
- The University strives to assure *integrity* in all of its actions and decisions. The University’s academic endeavors must be characterized by ethical and honest pursuit of knowledge and its applications. Integrity is a guiding value not only in classrooms and laboratories, but across the institution – in residence halls, athletic fields, governance bodies, and administrative offices.
- The University is committed to the values of *community and diversity*. The expression of these values assumes there are multiple forms and levels of community – from communities of interest and affiliation to communities of physical proximity. The University community is dedicated to recognizing and rewarding the accomplishments of all our members, and we embrace civil discourse, mutual respect, and human and intellectual diversity as necessary conditions for learning and development.⁴
- *Accountability* is central to the academic enterprise. All members of the University community are accountable to each other and to appropriate external audiences for their decisions and contributions. To this end, we will make our work public and expose our actions to review, evaluation, and healthy critique.
- The University’s mission and institutional identity requires that *engagement* of our faculty, extension educators, staff, and students in activities that serve the larger community is a critical value. We are committed to the production of knowledge and the application of skills that address social, scientific, aesthetic, cultural, and technological needs in today’s world; and we will enrich the culture of New Hampshire and New England by making public a wide array of artistic and intellectual resources. Through these activities, we seek to instill in our students lifelong habits of civic and social responsibility.

⁴ In this document and in University policies and practices, references to human diversity embrace all members of the community, particularly those who have been traditionally underrepresented in higher education for reasons of race, gender, ethnicity, sexual orientation, religion, disability, or income.

STRATEGIC THEMES

The Academic Plan is structured at two levels—strategic themes that embrace our multiple responsibilities in teaching, scholarship, and public service; and a set of strategic goals and actions that will serve as the basis for annual and multi-year planning and decision-making. The strategic themes and the subsequent goals and actions affirm and strengthen the University’s mission and identity, vision, and core values.

The strategic themes that guide the 2003-2008 Academic Plan for the Future of the University of New Hampshire are *Discovery*, *Engagement and Outreach*, *Resourcefulness*, *Institutional Effectiveness*, and *Community*.

Discovery

The processes, rewards, and challenges of intellectual and creative discovery serve as the foundation for academic goals related to undergraduate and graduate curricula, research endeavors, and artistic activities. Within the theme of discovery, goals are focused on the integration of teaching and learning, the quality of both in-class and out-of-class experiences, the pursuit of new knowledge through research, and the critical role of our library and technology infrastructures. Even as the University of New Hampshire continues to respect and preserve the integrity of academic disciplines, its strategic future will be guided by the goals of increasing coherence in our students’ education and collaboration across academic disciplines and administrative units in order to foster the processes of discovery.

The University builds on a number of strengths as it emphasizes this strategic theme, including:

- A strong commitment to undergraduate education and teaching, enhanced by opportunities for undergraduate research, with consistently positive assessments by students of the quality of faculty as instructors and advisors
- At both the undergraduate and graduate levels, a substantial number of highly competitive major areas of study as well as innovative interdisciplinary majors, minors, and specializations
- An attractive array of study abroad programs and community-based learning experiences
- A comprehensive writing program that supports students across all majors
- Professionally oriented graduate programs that are competitive regionally and effectively preparing students for leadership roles in all sectors
- A significant growth in the scope and reputation of scholarship, creative activities, and research over the past decade, as reflected in individual faculty initiatives, the success of our research centers and institutes, and new partnerships with external agencies

Engagement and Outreach

Consistent with its mission and institutional identity, the University is committed to deep and reciprocal relationships with the community of Durham and the city of Manchester, the state of New Hampshire, the region, the nation, and the world. Those relationships have evolved from a primary concern with agricultural and economic development to a broader array of connections that encompass the University's commitments to the families, communities, and challenges of the 21st century. These changing forms of engagement enrich the curricula, lead to new processes of inquiry and discovery, and reflect our modern charter. To that end, we have articulated goals and actions that support the application and dissemination of knowledge produced by the University, the development of programs that prepare competent and ethical professionals for leadership roles in the state and elsewhere, and the organization of academic centers and institutes that foster innovative approaches to critical social, scientific, and technological problems. In addition, opportunities for faculty, students, and staff to be engaged in public service are viewed as integral to our mission. The theme of engagement and outreach will be fulfilled through goals that recognize the interdependent, mutual relationships among the institution and its many constituencies.

Current strengths to build upon relative to this theme include:

- A significant number of faculty members and extension educators who are actively engaged throughout the state and region in public and private sector collaborations
- Increasing expectations and opportunities for University involvement and expertise in such fields as education, health care, economic development, and the environment, where policy makers seek objective information and multi-disciplinary approaches which the University is uniquely positioned to provide
- An emerging necessity for regional approaches to issues of common interest (e.g., environmental and economic concerns), leading to opportunities for cooperation across state and national boundaries

Resourcefulness

As a public institution in a state with very limited funding for higher education, the University must work continually to attract new resources, to use resources wisely, and to invest appropriately in the long-term health of the institution. That is, we must be resourceful in multiple ways. Mindful of our sense of place, we will exercise the “thriftiness” for which New Englanders are known. In this context, resources include the human, organizational, fiscal, and capital components of the institution, each of which requires strategic actions for development and sustainability. Thus, the recruitment and retention of high quality and diverse students and faculty is a central goal within the theme of resourcefulness. Equally important, the University must assure that the financial means and physical facilities are in place to support our vision and mission. The highest financial priorities must be placed on attractive and equitable compensation for faculty and staff, economic access to the University for all qualified students, and minimal exposure of the institution to inordinate risk.

These priorities are met through goals meant to attract the most capable faculty and students, promote enhanced levels of state appropriations, garner continued philanthropic support, and expand revenues from research and development activities. A key strategic action to achieve these goals will be through more effective articulation of the University’s contributions and the quality of its programs. The audiences for this message include the University System and Board of Trustees, the NH Executive and Legislative branches, our many alumni and private donors, and the citizens of New Hampshire, among others.

Even as we are challenged relative to state appropriations, we have a number of strengths upon which to build:

- Dramatic growth in revenue from external sponsors of research
- A remarkably successful campaign to support academic excellence completed in 2002 and devoted entirely to the support of faculty, students, and programs, as well as a significant state appropriation for capital improvements that will support new and renovated instructional and research space
- The adoption of a new budget model in 1999—responsibility center management—that is proving to be a useful and transparent tool for linking academic decisions to organizational goals
- Alumni who support the institution with enthusiasm and a small number who do so with unusual generosity

Institutional Effectiveness

A core value for the University, one that is the touchstone for all our actions and decisions, is the commitment to quality in all that we do. A corollary value is accountability, requiring that we produce evidence of quality as well as deficiencies. In order to measure the quality of our work, we must continually engage in the assessment of student learning,

faculty performance, program results, organizational arrangements, and budgeting and accounting systems.

The primary purpose of attention to institutional effectiveness is to assure the appropriate degree of articulation among our academic endeavors, organizational arrangements, and financial decisions. Organizational and financial mechanisms are seen as important tools for supporting academic goals and actions, and the use of appropriate technologies is necessary to achieve these and all other goals.

Therefore, goals and strategic actions related to institutional effectiveness focus on student learning outcomes, faculty evaluation (including promotion and tenure processes and standards), program review, data management and reporting systems, and the quality of long-range academic and financial planning.

Current strengths that will support greater effectiveness include:

- Effective systems for data collection and reporting relative to the activity of academic programs
- A commitment to faculty development through the Teaching Excellence Program
- Newly instituted approaches to pre- and post-tenure assessment of faculty performance
- Growing commitments to periodic program-level review and forward planning
- New efforts to assess student learning outcomes and tie those assessments back to curricular improvement

Community

A condition for accomplishing any of our academic priorities is that we become a university community that is clear about the mission, vision and values we share while recognizing and celebrating our differences and promoting an atmosphere that is diverse and complex enough to be intellectually and socially enriching. First and foremost, this requires that we commit ourselves to making the University an inclusive community for diverse students, faculty, and staff—a community that makes deliberate efforts to recruit, welcome, and support those who have been historically excluded or underrepresented in higher education for reasons of race, ethnicity, gender, sexual orientation, religion, disability, or income. Reflecting our core values, goals and actions to strengthen community include a welcoming and sustaining climate for diverse students, faculty, and staff, mentoring community members both academically and socially, and resolving differences through civil and democratic governance structures.

The current strength of the community is manifested in several ways:

- Increased efforts to hold academic units accountable for the recruitment of diverse faculty and students, with clear expectations for achieving long range goals
- Focused programs aimed at including new and continuing students, faculty, and staff into communities of support to assure their full participation and continuing commitment to the University
- Special initiatives to bring faculty, administrators, and Trustees together for discussion of institutional priorities and needs
- New forms of community-building within specific governance groups such as staff councils, administrative office personnel, human resources leadership, and student affairs offices

STRATEGIC GOALS AND ACTIONS

The mission, vision, values, and strategic themes articulated here will be realized and sustained through the pursuit of specific goals and actions over the next five years. These goals and actions are tied to each strategic theme, as follows:

Discovery

I. The University of New Hampshire will provide undergraduate students an innovative, high quality, coherent, and integrated educational experience.

Strategic Actions:

- a) Ensure the completion of the general education reforms as proposed by faculty planning and governance groups; move to implement the first-year and subsequent curricular recommendations; and seek to integrate general education more fully with the major area of study and with out-of-class experiences
- b) Establish and fund course development and implementation plans for a revised general education program
- c) Foster high expectations for academic excellence for all students
- d) Make undergraduate research, experiential learning, service learning, community-based initiatives, internships, international study, and the Honors Program more integral to the academic experience
- e) Integrate academic and non-academic aspects of student life into a more cohesive experience
- f) Provide library and information resources and instruction to ensure academic success and provide skills for lifelong learning

II. The University of New Hampshire will provide innovative, responsive, and accessible masters and doctoral programs of the highest quality to graduate students.

Strategic Actions:

- a) Incorporate long-range planning for graduate education in college and school strategic planning and budget planning process
- b) Ensure that graduate education, especially at the doctoral level, is in alignment with the University's best research and scholarship
- c) Develop degree and certificate programs in new and emerging fields of graduate studies consistent with our research and professional areas of expertise

- d) Develop a five-year strategic plan for the Center for Graduate and Professional Studies at UNH/Manchester that will include plans for optimal enrollment levels and that targets new areas for graduate degrees and certificate programs

III. The University of New Hampshire will continue to grow strategically in its role as a significant and excellent research university while balancing research with its primary commitments to undergraduate education and high quality teaching.

Strategic Actions:

- a) Recruit and retain faculty of the highest quality to support research priorities, through the development of annual and long term hiring strategies in each school and college
- b) Foster faculty retention through rewards and incentives that enhance scholarly productivity while supporting instructional commitments
- c) Enhance or expand those mechanisms that strengthen the University's ability to pursue its research and scholarly commitments (e.g., through early career research development; mentoring opportunities; proposal-writing support; seed grants; adjustment of faculty work loads as appropriate; and non-competitive summer support)
- d) Involve more graduate students in research programs and provide them with competitive financial support; use these initiatives as tools for the recruitment of outstanding graduate students
- e) Increase the involvement of undergraduate students in research and allocate the necessary resources to support undergraduate research and discovery activities

IV. Interdisciplinary teaching and research activities will be strengthened in a manner consistent with faculty expertise, the emergence of new fields of inquiry, and the University's existing areas of excellence.

Strategic Actions:

- a) Enhance interdisciplinary teaching and research activities and strengthen connections among our teaching, research, creative, and public service activities
- b) Determine which organizational arrangements at the University, college, and program level are most effective for supporting high quality interdisciplinary graduate education; develop and implement management, faculty governance, program review, and budget policy and procedure governing interdisciplinary, intercollege graduate programs

- c) Implement administrative structures and review processes to promote the success of existing and potential centers and institutes while maximizing their contributions to achieving the University's mission

V. The University of New Hampshire will employ appropriate, state-of-the-art technology to support the processes of teaching, learning, and scholarship.

Strategic Actions:

- a) Use appropriate technology to enhance the educational experiences of our students
- b) Determine the optimal organizational structure and support mechanisms for developing and delivering technology-mediated distance education programs
- c) Provide the technology infrastructure necessary to support the University's research and creative work

Engagement and Outreach

I. The University of New Hampshire 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.

Strategic Actions:

- a) Develop an organizational structure that provides for greater collaboration and clearer access to University expertise, through the creation of an Engagement, Outreach and Public Service Council to serve as the advisory and coordinating body for outreach activities, charged with assuring greater focus to outreach activities in order to produce targeted efforts leading to significant impacts
- b) Conduct outreach needs assessments in the major sectors that the University serves and develop a plan for meeting the identified needs
- c) Enhance linkages with the interests of business and industry, State government, non-governmental organizations, and the Seacoast and greater Manchester communities
- d) Strengthen programmatic integration among New Hampshire Public Television, Cooperative Extension, the University Library, the Division of Continuing Education, Computer and Information Services, and the University's teaching and research programs
- e) Increase the University's role and visibility as a cultural and intellectual resource for the Seacoast region, the Greater Manchester area, and the state

- f) Strengthen continuing and professional education through distributed and distance learning, the Center for Graduate Professional Studies at UNH Manchester, new partnerships with government, industry, and communities, and new professional development initiatives in the Division of Continuing Education
- g) Develop a strategic communication plan for university public service and outreach activities

Resourcefulness

I. The University of New Hampshire will maximize and diversify resource streams to relieve pressure on tuition and fee rates and to provide the resources needed to support its programs and services.

Strategic Actions:

- a) Work with the University System of New Hampshire to effectively make the case for increasing the amount and stability of funding from the State of New Hampshire, and create an effective advocacy network of alumni and friends statewide to help increase the level of State appropriations to the University and University System
- b) Develop a communication strategy that effectively provides stakeholders, alumni, partners, and the public-at-large a clear picture of the University's values, goals, services, and unique contributions
- c) Develop a long-range plan to optimize the mix of private gifts, federal research dollars, and foundation and corporate support
- d) Capitalizing on the success of the Next Horizon Capital Campaign, initiate planning and establish priorities for a subsequent major fundraising campaign
- e) Significantly increase the university's capacity to seek gifts and grants from private foundations to enhance academic programs
- f) Initiate a coordinated project between the Alumni Association and the UNH Foundation to significantly increase participation in the alumni membership and annual fund programs in support of academic priorities
- g) Increase faculty competitiveness in obtaining funding from a wider range of federal agencies
- h) Seek opportunities for investments of one-time money that will result in either material annual savings or incremental revenue

II. The University of New Hampshire will have the highest quality students, faculty, extension educators, and staff possible.

Strategic Actions:

- a) Develop a five-year enrollment management plan that establishes an optimum enrollment size, defines the appropriate enrollment mix between undergraduate and graduate students and between in-state and out-of-state students, assures high retention rates, and enhances the diversity of the student body
- b) Develop a comprehensive plan for financial aid and scholarships that addresses the balance between need-based and strategic aid; academic quality and accessibility; support for transfer students; the use of private financial support; the use of financial aid to increase diversity; and the need to increase institutional support for graduate teaching and research assistants
- c) Build on the distinctive aspects of undergraduate and graduate education of the University of New Hampshire (see Discovery goals) as a strategic recruitment tool to become more competitive for the most capable and motivated students
- d) Take actions to ensure that the University of New Hampshire is competitive in retaining and attracting the highest quality faculty, extension educators, and staff
- e) Affirm that competitive compensation in relation to market comparators is the highest priority for faculty and staff salary and resource allocation decisions
- f) Develop comprehensive recruitment and retention strategies to increase the diversity of faculty, staff, and extension educators

III. The University of New Hampshire will make efficient use of its human, information, financial, natural and other resources, consistent with the priorities expressed in the academic plan, and with a proper balance between short-term and long-term needs.

Strategic Actions:

- a) Ensure that operating budgets include sufficient funds to maintain competitiveness in faculty, extension educator, and staff salaries and benefits
- b) Ensure that the potential benefits of Responsibility Center Management are maximized within the context of academic strategic priorities, including the ability to collaborate across institutional boundaries and take advantage of new opportunities
- c) Augment funds currently available to the Central Budget Committee with funds from other sources to create a Strategic Initiatives Fund of at least \$1 million annually to support implementation of the Academic Plan

- d) Ensure that library and other information resources and services are sufficient to support the University's goals
- e) Achieve a long range Campus Master Plan that adequately supports the University's teaching, research, creative, and public service priorities and assures that existing facilities are maintained sufficiently to achieve academic goals
- f) Establish and achieve the appropriate institutional goal for reserves to provide prudent protection against downturns

Institutional Effectiveness

I. The University of New Hampshire will continually assess educational outcomes for its students and assess its progress in delivering academic programs and achieving curricular goals.

Strategic Actions:

- a) In conjunction with the 2002-2003 NEASC accreditation self-study, establish an Institutional Effectiveness Committee responsible for overseeing the implementation of the Academic Plan and for monitoring the ongoing relationship between academic priorities, program assessment and review, and resource allocations
- b) Use the results of periodic program assessment and review to assess the University's progress in achieving its academic mission, enhance program quality, incorporate the results of assessment of student learning into curriculum revision decisions, inform the design of new academic programs, guide strategic allocation decisions, and assess the impact of RCM on program quality and curricular duplication
- c) Conduct a comprehensive review of the role and value of associate of arts degrees, within the context of the respective missions of the Durham and Manchester campuses, and develop a plan to sustain or phase out each program as appropriate
- d) Regularly evaluate our success in communicating the University's value and accomplishments to external audiences

II. The University of New Hampshire will employ a system of faculty promotion and tenure that reflects its core academic values, provides for continuing professional development, and aligns faculty activities with the Academic Plan.

Strategic Actions:

- a) Develop strategies for providing greater flexibility in how faculty mix and balance their roles in teaching, research, public service, and administrative responsibilities
- b) Create a University culture and a promotion and tenure system that value and reward engagement and outreach activities in addition to teaching, scholarship, creative work, and research
- c) Assure that the promotion and tenure system, as well as periodic performance reviews, reflect the particular nature of research, clinical, and extension faculty appointments
- d) Include teaching and research-related engagement and outreach activities on faculty annual reports and chairs' evaluations of faculty
- e) Conduct a faculty-led review of existing promotion and tenure standards and processes to assure their congruence with the Academic Plan

Community

- I. The University of New Hampshire will be a community that actively seeks and welcomes a more diverse faculty, extension educators, staff, and student body, and supports and values diversity.**

Strategic Actions:

- a) Develop a comprehensive strategy to identify, recruit and take appropriate steps to retain significant numbers of underrepresented group members, including female and racial and ethnic minority students, faculty, extension educators, and staff
- b) Create orientation and mentoring programs for diverse faculty, extension educators, and staff, particularly in those fields in which they have been traditionally underrepresented
- c) Develop promotion and tenure workshops with specific attention to minority, international, and women faculty
- d) Increase resources, programs and activities that encourage diverse undergraduate and graduate students to enter fields of study in which they are underrepresented
- e) Create a welcoming climate for and attract greater numbers of international and non-traditional students through targeted recruitment and retention efforts

- II. The University of New Hampshire will be a collegial and supportive community that values differences of opinion and disagreement along with civility and consensus; and in which all its members are valued for their contributions and are appropriately recognized and rewarded for what they do.**

Strategic Actions:

- a) Clarify, support and strengthen the University's system of shared decision making and strong faculty governance including the integration of extension, research and clinical faculty into the academic and governance structures of departments, colleges and the University where appropriate.
- b) Clarify and strengthen the role of the Faculty Senate in curriculum development and oversight
- c) Enhance leadership and professional development activities for department chairs
- d) Review the collective bargaining process and propose appropriate changes to achieve timely agreement on issues, encourage more effective communication, and promote positive relationships, consistent with the Memorandum of Agreement appended to the 1998 - 2003 USNH/AAUP Collective Bargaining Agreement
- e) Incorporate the presentation and discussion of the values of community, citizenship, respect, and diversity into our students' education, including the academic curriculum and appropriate co-curricular activities