

UNIVERSITY OF NEW HAMPSHIRE

5TH YEAR INTERIM REPORT

JANUARY 25, 1999

Prepared for

New England Association of Schools and Colleges
Commission on Institutions of Higher Education

INTRODUCTION

The letter of reaccreditation from the Commission after the last decennial review of the University of New Hampshire asked for a fifth-year interim report with special attention to the following four topics:

- (1) “further diversifying the faculty, staff and students in accordance with its own goals,”
- (2) “assuring adequate library resources to support its academic programs,”
- (3) “addressing the accomplishment of the institution’s mission and purposes through an effective system of governance,” and
- (4) “defining the role of the Manchester campus.”

None of these topics was surprising to the University. Each was a point of focus in our self-study, and each was confirmed as important in the visiting team’s report. Progress had been slow in achieving diversity in the UNH community. Library facilities, collections, and services had for years been an unfulfilled priority for development. There had been serious contention over governance, both within the University and within the University System. And the college in Manchester had an uncertain future. While there is good progress to report under these headings, there remains work to be done even after five years. This required report is an opportunity for the University to take stock and rededicate itself.

This report describes some additional important developments at the University over the past five years, and it includes special attention to the theme of assessment, which is growing in importance in planning here as elsewhere.

The University as a whole has been broadly engaged in the preparation of this report.

The following offices contributed information:

Office of the Provost and Vice President for Academic Affairs

Office of the Vice President for Finance and Administration

Office of Sponsored Research

Office of the Vice President for Student Affairs

Office of the President

The following individuals provided information for this report, worked on various aspects of its preparation, or read draft material:

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Karol LaCroix (Dean, UNH Manchester)

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Other groups that were consulted, were shown draft material, or contributed to this project included:

Members of Black Student Union

Students in the Diversity Support Coalition

Members of the Faculty Senate Library Committee

Faculty, Staff, and Students at UNH at Manchester

The preparation of the final report was coordinated by Victor Benassi, Interim Associate Vice President for Academic Affairs.

INSTITUTIONAL OVERVIEW

The University of New Hampshire, originally the New Hampshire College of Agriculture and the Mechanical Arts, was founded in Hanover in 1866. The institution moved in 1893 to its current location in Durham, a small community located in the seacoast region. The University of New Hampshire (UNH) received a new charter and its current name in 1923. The Graduate School received its formal designation in 1928.

Now a research university, UNH is committed to its land-grant tradition. In addition, UNH has sea-grant and space-grant charters. On the Durham campus, there are three colleges (Engineering and Physical Sciences, Liberal Arts, Life Sciences and Agriculture), two schools (Health and Human Services, Whittemore School of Business and Economics), a two-year school that grants associate degrees (Thompson School of Applied Science), a Division of Continuing Education, and a Graduate School. In 1985, the state legislature named Merrimack College as an academic division of the University, and renamed it the University of New Hampshire at Manchester. UNH operates numerous centers and institutes that contribute to its teaching, research, and public service missions. Total undergraduate FTE was 11,588 and 11,163 in 1994 and 1997, respectively. Total graduate FTE was 1,331 and 1,440 in 1994 and 1997, respectively. Undergraduate and graduate FTE declined somewhat in fall 1998.

UNH is a member of the University System of New Hampshire (USNH), which also includes two state colleges (Keene State College and Plymouth State College) and the College for Lifelong Learning. The UNH organizational charts shown in **Appendix A** identify the University's major units and administrative heads. The President is its leader and chief

administrator. The By-Laws of the USNH Board of Trustees state that “the Presidents are the chief executive officers for the respective campuses, and shall have the authority and responsibility for the proper and effective management of their institutions in accordance with policies established by the Board of Trustees.” The President exercises broad executive powers over all aspects of the instructional, research, and public service functions of the University. There are four Vice Presidents reporting to the President: the Provost and Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Research and Public Service, and the Vice President for Student Affairs. The Provost and Vice President for Academic Affairs serves as the chief executive when the President is not available. Others reporting directly to the President include the Special Assistant to the President for Affirmative Action, the Coordinator of the President’s Commissions, the Director of Intercollegiate Athletics, the General Manager of New Hampshire Public Television, the Executive Director of the Alumni Association, the Associate Vice President for University Relations, the President of the UNH Foundation, and the Executive Assistant and Assistant to the President.

The University's current mission and goals are summarized in two documents printed in **Appendix B**: the Shorter Version and Longer Version of the University’s mission statement, and "The President's Vision for the Next Decade." These two statements share a common view of the University as striving to combine its three central missions of teaching, research, and public service in a distinctive way. A broad range of strong undergraduate programs is complemented with graduate programs of distinction; at every instructional level, UNH has a tradition of involving students as collaborators with faculty in fulfilling its research mission.

This mission is strengthened by the growing reputation of its research programs, many of them externally funded, as well as by the creative and artistic accomplishments of faculty. Indeed, UNH stands out nationally for the increase in its funded research activities and its expansion in graduate programs and enrollments over the past decade, jumping two steps in the Carnegie classification of colleges and universities (from Doctoral II to Research II) since the last time the list was published. Yet UNH has not lost its primary focus on undergraduate instruction.

Programs initiated through the Office of Student Affairs complement the basic academic goals of the University. New initiatives in the Office of Finance and Administration have been aimed at creating a more predictable and stable financial base, as well as minimal administrative costs so as to maximize resources available for academic purposes. Recently, the University has rededicated itself to Alumni Affairs and is about to initiate a major capital campaign through the UNH Foundation. In these ways, too, the University strives to be a vital center of academic excellence.

AREAS IDENTIFIED FOR SPECIAL EMPHASIS

This section includes discussions of the four topics identified for special emphasis in a September 23, 1997, letter from Charles Cook to President Joan Leitzel. (The names in parentheses are the individuals who have primary responsibility for coordinating the preparation of draft reports on these topics.)

“Further diversifying the faculty, staff and students in accordance with its own goals.”
(Patricia M. Gormley, Special Assistant to the President for Affirmative Action)

“Assuring adequate library resources to support its academic programs.” (Claudia Morner, University Librarian)

“Addressing the accomplishment of the institution’s mission and purposes through an effective system of governance.” (J. Gregg Sanborn, Executive Assistant to the President)

“Defining the role of the Manchester campus.” (Karol LaCroix, Dean, UNH- Manchester)

**Further diversifying the faculty, staff and students in accordance with its
own goals**

The issue of diversity is identified as vitally important to the University as well as to the Commission in the 1994 self-study, the visiting team report, and the Commission's letter. Our common concern is with minority underrepresentation in faculty and student populations and the underrepresentation of women in the ranks of tenured and tenure-track faculty. In order to describe this problem, summary data are provided in **Appendix C**. This is followed by an analysis and evaluation of the steps that have been taken to address this problem over the last five years.

Shortly after receipt of the Commission's letter in 1994, several events occurred on the campus that highlight minority underrepresentation and its effect. One was the publication of demands by members of the Black Student Union, addressing the academic and social climate of the campus from their perspective. This event was followed by a report to the UNH President, authored collaboratively by the Provost and the Vice President for Student Affairs, entitled *Building a New University Community: Minority Student and Faculty Recruitment and Retention*. This report served as a call to action. The current President, in evaluating these issues, called for an audit of *Building a New University Community*, completed in the spring of 1997. Both documents are useful for assessing the extent of progress on this front.

Fall data on student and faculty populations from 1993, 1995, and 1997, with a fall 1998 update, are provided in the appendix. (The IPEDS data compiled for the

Department of Education are consistent for faculty, and so the same years were used for student data.)

Faculty Data (See **Appendix C**)

The information in the following table indicates a decline in the total number (29 to 26) and percentage (4.5% to 4.2%) of minority tenured and tenure-track faculty members from 1993 to 1997. Information from the current year is slightly more encouraging. Although the total number and percentage of tenured faculty members are not significantly improved, the number (8) and percentage (6.4%) of minority tenure-track faculty are measurably increased. The three minority tenure-track faculty hired this year compare with one or none looking back to previous years. This upward trend is the result of specific efforts to improve the pool of minority applicants for faculty positions, such as contacting candidates through minority directories, advertizing vacancies in publications with a minority audience, and increased personal contacts by faculty. The President's Office has provided funding to school/college deans to pay for half of the salary of newly hired minority faculty for two years, after which time the unit picks up the entire cost of the salary. Participation in the NEBHE Dissertation Fellows Program and the McNair Program have intrinsic value but can also be expected to yield minority candidates for faculty positions. Further efforts must be made on an ongoing basis to recruit and retain minority faculty.

Student Data (See **Appendix C**)

As to the minority student population, the numbers do show slow progress. In *Building a New University Community*, the authors reported that, in the spring of 1994, the undergraduate minority student percentage was 2.8%. By the fall of 1998, the percentage had increased to 3.65%. The "checkpoints" established in *Building a New University Community* were to be 3% in the fall of 1995 and 5% in the fall of 2000.

Since there are two years before reaching the 2000 “checkpoint,” it is feasible that, with improved efforts, the 5% target will be reached. The University’s efforts to pursue that and other goals are set forth below.

Data Regarding Women (See **Appendix C**)

During fall 1998, women made up 58% of the undergraduate population. As the accompanying data show, the number of women in the ranks of tenured and tenure-track faculty have been slowly increasing. In 1993 women constituted 29% of the tenured and tenure-track faculty. This percentage increased to 32% in 1997. There has been an increase from 1993 to 1997 in the percentage of women in tenure-track positions (from 49% to 52%) and in the percentage of women newly hired (from 22% to 60%). A concern noted in the accreditation report was that only 14 of 619 tenured and tenure-track faculty were women full professors. This number has risen to 37 in 1998, a significant change. These changes do not solve the problem of departments in which there are no women among the tenured and tenure-track faculty or in which women are underrepresented in senior ranks; in addition, the number of women undergraduates are not distributed across all departments. These are issues that are being examined by UNH faculty members, members of the Commission on the Status of Women, and the Affirmative Action Office.

The Changing Picture

These five years have seen significant change in the UNH administration at the senior levels. Key administrative appointments include the President, the Vice President

for Finance and Administration, the Vice President for Student Affairs, the President of the UNH Foundation, the Special Assistant to the President for Affirmative Action, the Director of Multicultural Student Affairs, the Vice Provost for Enrollment Management, the Director of Admissions, the Director of Intercollegiate Athletics, all six college deans, and the University Librarian. A search for the Assistant Vice President for Human Resources has just been successfully completed, and the position has been filled with an African American. Searches for a new Provost, a new Vice President for Research and Public Service, and a new Director of Financial Aid are underway.

The number of women hired into these positions is striking: the President, the Vice President for Finance and Administration, the Vice President for Student Affairs, the Dean of the College of Liberal Arts, the Dean of the University of New Hampshire at Manchester, the University Librarian, the Director of Intercollegiate Athletics, the Special Assistant to the President for Affirmative Action, and the Director of the Office of Multicultural Student Affairs. The immediate past Chair of the Faculty Senate is a woman, as are the department chairpersons of Anthropology, Communication, English, Languages, Literature and Culture, Music, Nursing, Occupational Therapy, Recreation Management and Policy, Theatre and Dance, and Women's Studies. Women continue to be underrepresented in leadership roles in the sciences and business.

A series of initiatives undertaken over this period attempt to change the academic and social climate of the University. In the curriculum, the faculty have established formal minors in Race, Culture, and Power, African-American Studies, Asian Studies,

and Latin American Studies. Special exchange programs and collaborations have been developed with institutions whose populations complement ours, including such historically Black colleges and universities as Howard University, where the connections are manifold. Recent academic and public programs include prominent members of the Black community on Martin Luther King Day (Coretta Scott King, Maya Angelou, and Cornell West), a full year's series (the Sidore Lectures) on "Blackness and Whiteness," the Campus Day of Dialogue, in association with President Clinton's initiative on the subject of race, a Traditional Jazz Series (especially featuring African American artists), and various art and photographic exhibits. Many administrative changes have been designed to foreground the subject of diversity. President Leitzel established a Commission on the Status of People of Color and hired a full-time Special Assistant for Affirmative Action. There is now a volunteer corporate gift officer who works for the President, collaboratively with the Affirmative Action Office, to find private support for minority students. The Office of Admissions expanded its minority recruitment staff, and the Provost hired a Coordinator of Minority Student Recruitment and Retention, who has instituted a mentorship program which has helped improve the academic success of minority students dramatically (the number of suspensions and exclusions of minority students has been cut in half over the past three years). The President's Commission on the Status of Women, now in its twenty-sixth year, has always been an example to the nation; most recently, the Commission helped to develop a workshop series on Diversity in the Classroom (in association with the Teaching Excellence Program). Various training programs address the issue of diversity, including new faculty and first-year undergraduate student orientations. A minority student pre-orientation program called

CONNECT was established in 1993. A Minority Student Business Association has begun at the Whittemore School of Business and Economics.

The efforts of the Coordinator of Minority Recruitment and Retention, the Admissions Office, and the Office of Multicultural Student Affairs have been instrumental in improving the conditions for our small population of minority students. The Coordinator has been successful in developing ties with urban high school staff and students, especially in the Boston area. A program in Admissions that provides for visits of admitted students and their families has begun to boost enrollments. A publication aimed at a more diverse student body, *A Common Ground for Different Voices*, has been in circulation for several years.

The Affirmative Action Office has become more active in its efforts to improve the recruitment of minority faculty and staff. The Affirmative Action Search Guidelines are being rewritten to emphasize the need for attention to the earliest phases of the search process: recruitment strategy, advertising plans, and the need to increase the diversity of the initial and interview pools. Contacts with deans, department chairs, and search committee chairs and members have begun to increase the level of awareness.

Communication has improved among members of the University and local minority communities. The Partnership Council (a presidentially appointed advisory council with ties to local minority communities and to minority faculty, staff, and students) strives to increase interaction and communication. The Council will become

more involved in the recruiting and retention efforts, including working with the Admissions Office on visits by prospective students and their families.

During November 1998, the Black Student Union again challenged the President and the University as a whole to commit the resources necessary to improving diversity and effecting change. The agreement reached by the President and the students reflects the current concerns of a particular segment of the community, but it also represents the rededication of the University to the goal of diversity.

Assuring adequate library resources to support the University's academic programs

There has been no higher academic priority at the University over these five years than library facilities, collections, and services, and despite budgetary constraints, the University has been determined to invest in this priority. Dimond Library, at the heart of the Durham campus, was rebuilt and expanded. Designed by Graham Gund Associates to the careful specifications of the library staff, it re-opened just this fall to great admiration not only on campus but across the region. Additional space for collections is provided in an expanded remote storage facility. During this same period, funding for collections has improved. Both facilities and collections benefit from significant private fund-raising, another aspect of the University's priority on the library. The requisite expansion of library staffing is now planned and being implemented as funds allow. The University aims at nothing short of the best library services for an institution of its kind and size.

Progress toward this goal over this period, as well as the inevitable frustrations, can be described by reviewing the recommendations of the visiting team report in 1993. (Strengths are followed by concerns; the Visiting Team's remarks are written in italics and a response follows in regular type.)

Excellent committed staff that is devoted to good service

Faculty and staff continue to be a strength of the UNH libraries. An indication of their commitment is the success of the design, relocation of services, and construction phases of the remodeling and expansion of Dimond Library. A significant number of

library faculty and staff were involved in the building process, with branch library staff helping share the workload. During the construction and relocation to temporary quarters (in five separate locations), many library staff and faculty helped on a number of projects, such as a complete reclassification of periodicals and bar coding of 110,000 volumes of bound periodicals to facilitate online circulation of that collection. New job descriptions for non-librarian personnel (Operating Staff, and Professional, Technical and Administrative Staff) were developed, and money was made available centrally to bring salaries up to market levels.

Ability of the staff to get material for users via interlibrary loan

The Interlibrary Loan staff continues to do an excellent job borrowing and lending in the Interlibrary Loan system, both OCLC and DOCLINE. For the last six years they have shown a steady increase in interlibrary borrowing for patrons, while at the same time offering full text access to a number of electronic sources. They now offer an electronic ILL form for remote requests.

Commendable progress in addressing library space issues through the storage building, the commitment to a library addition/renovation, and various other improvements

In addition to the Dimond Library construction and renovation project, a storage facility, with a second floor and compact shelving on the first floor, is now finished. Compact shelving has been added in the Physics Branch Library, and the storage facility now provides space relief for Dimond and the science branch libraries. Library faculty

and staff played a key role during the design and construction phases of the Dimond Library project and the remote storage facility project. A fifteen member building and renovation committee met frequently over the past five years and the results are clear.

The wiring of library buildings, including branches and storage, has been updated to connect to the University's network. In this respect, Dimond is state of the art. The library's data center will provide resources for analyzing electronic data and will also serve as a demonstration area for Internet II projects. New services in the Dimond Library that technology provides include the Data Center, the Multimedia Center, an Adaptive Equipment Room, and an excellent instruction facility in the reference classroom. Updated data port and electrical needs for all libraries have also been met. There will be 210 Ethernet ports for laptop hookups and, as of February 1999, 125 PC and terminal workstations for library and web resources. A web format has been implemented for the online catalog (Innovative Interfaces, Inc.), and permanent funding (at \$100,700 per year) has been added for upgrading our online systems. Significant investment has been made in full text resources including Jstor, Lexis-Nexis and Ebsco Host.

To take advantage of new facilities and technologies, it was imperative for the libraries to improve communication with Computing and Information Services. A joint CIS/Library committee was formed, "Books and Bytes," to discuss and solve mutual problems. This committee meets and also communicates over e-mail. Library staff

received excellent support from Telecommunications and Media Services when they relocated and selected equipment.

Need to initiate a long-range planning process, involving faculty, students and librarians, as the foundation for its building program as a way of addressing other issues, such as staffing for priority services and the balance between electronic and traditional sources of scholarly information

The Dimond Library construction and renovation project involved a large number of people. Initially, focus groups of faculty members, graduate students, and undergraduates were consulted about library building needs. In the library, the fifteen member Building and Renovation Committee met regularly for the past five years dealing with a myriad of choices and decisions. Campus experts in computing, telecommunications, audio-visual, purchasing, wood furniture, and facilities, design and development gave freely of their time and expertise. The Faculty Senate Library Committee had regular briefings on design and construction progress. This mode of planning will change the way that library faculty and staff interact within the University in the future.

There are also new planning activities that connect the UNH libraries externally. The University Librarian is actively involved with the other five New England Land Grant library deans and directors. This group hired a consultant and developed a plan for joint ventures using technology and building a digital library. An NSF grant application has been submitted as part of this group's activities for the design and testing of a search

engine for graphical images. UNH is also an affiliate member of NERL, benefiting from better discounts for products like Lexis/Nexis.

Collection depth, volumes added annually and serials held: the UNH Library is too weak to support an institution of 12,000 students, especially one with quality research and graduate programs. Specific problems with collections: imbalance between serials and monographs, faculty control of acquisitions budget, lack of in depth research collections in new fields., and balance between serials and monographs

There is new commitment in the University and the University System to support collections in the state's only public research library, including a 10% inflationary materials budget increase for the past three years. (For FY 00 and FY 01, a 12% increase has been budgeted.) Nonetheless, this increase has allowed the library only to maintain serial holdings: orders of new journal titles have required cancellations of other journals for the past six years, and there is too little funding for monographs. There is reason for concern about the lack of depth in research collections, especially in new fields. When seeking approval for a new program or major, department representatives may be reluctant to identify significant amounts of needed library materials, because they are concerned that the program might not be approved. The library does not receive additional funding for new programs. As a result, there continue to be academic areas that do not have dedicated library allocations for materials.

The University continues to receive important book and manuscript gifts. Examples include the print version of the US Serials Set from the Manchester City Library and the

following additions to Special Collections: papers from poet Jane Kenyon, Senator Warren Rudman, Senator John Durkin, and Governor Walter Peterson; Civil War papers of George Naylor Julian and Louis Bell; Shaker Papers of Eleanor Parmenter Churchill; Henry Bailey Stevens and Agnes Ryan Papers; Edwin Jay Roberts Glass Plate Negatives; and significant additions to the papers of Mrs. HHA Beach, Donald Hall, Galway Kinnel, Charles Simic, and the Society for the Protection of New Hampshire Forests.

The issue of the control of acquisitions budgets is an example of the need for expanded library staffing. Other university libraries have the advantage of librarian teams of bibliographers to manage book selection and budgets for specific departments. At UNH, library liaisons (librarians who work with specific academic departments) have been established but not fully implemented, for the reason of tight budgets. Meanwhile, the Blackwell approval plan works well to catch the most important book publications in disciplines.

During the latest round of budget reductions, the University spared library collections in particular. Further, special University grants have enhanced library collections. Endowments for library collections are a priority for the University's capital campaign, to be launched this fall.

Critical understaffing, especially in professional positions, leading to considerable morale problems in the library

Now that the library has the facilities that the University needs and collections budgets have been stabilized, planning has begun to build the library faculty and staff and improve services. Especially in the transition between facilities, library personnel showed heroic dedication to serving the University; but the lack of professional librarians in certain areas has affected general morale and the quality of specific services. The University now has the opportunity, within constrained budgets, to allocate resources appropriately to the library of the future. Temporary funds have already been allocated to bridge to permanent positions, and a three-year plan for reallocation will be completed this Spring.

The equipment budget, flat for a number of years, is remarkably inadequate for a library of UNH's size

The library's equipment budget line was increased in 1995 by 100%, and \$100,000 was permanently added to the budget for the annual payments and future upgrading for the online catalog system. The library faculty has been successful in using internal grants from the University to purchase needed equipment. Library gift funds have also been used to expand technology resources, including servers, public workstations, and audiovisual equipment. Branch Libraries have also expanded equipment budgets and updated access to the University network. One-time gift monies have been used to purchase equipment. Looking ahead, there may be a shortfall on ongoing costs such as technology upgrades, replacement costs, and maintenance, on account of continuing University-level budget troubles, in which the library participates. But support for the library will remain a top University priority.

The Library at UNH-Manchester

UNH-Manchester maintains a library, now located at French Hall, which houses approximately 25,000 volumes and more than 500 periodical subscriptions. It also serves as the audio-visual center for the college, providing materials, equipment, and services for faculty, staff, and students. This library cooperates closely with the library system in Durham, and it is expected to be expanded and improved when UNH-Manchester facilities are combined and relocated (see the UNH-Manchester section below).

The UNH-Manchester collection has been developed to support the curriculum of the college. Holdings are strongest in the humanities, history, psychology, art, languages, literature, sign language, deafness, and nursing; areas that need strengthening to support new curricula include business, economics, and education. The library is fully automated and houses a network for periodical literature. Periodicals are collected in many formats, including full-image compact disk. The library has an extensive bibliographic instruction program that helps students become familiar with library resources and technology.

The UNH-Manchester library is part of the Greater Manchester Integrated Library Cooperative System (GMILCS), affording patrons on-line catalog access to academic and public libraries in the region and borrowing privileges. Patrons can also view the holdings of other academic and public libraries in the state, including Keene State College, Plymouth State College, the New Hampshire State Library, and the UNH Dimond Library. Four internet terminals access collections across the country. Printers

are provided at all terminals. The primary source of interlibrary borrowing is the Dimond Library. The UNH-Manchester library is an active member of NELINET and OCLC.

Addressing the accomplishment of the institution's mission and purposes through an effective system of governance

The State of New Hampshire has organized all its public institutions of higher education, which offer degrees at the baccalaureate level or above, into a system with a single governing board. Chartered under state law RSA 187, the University System of New Hampshire is a nonprofit corporation governed by a Board of Trustees. The authority, responsibilities, and relationships among the Board of Trustees, administration, faculty, and staff are outlined in RSA 187 and in the Trustees By-Laws, which can be found in the University System of New Hampshire policy manual.

RSA 187 states that “the University System shall be governed by a single Board of Trustees who shall be responsible for ensuring that its components, each having a unique character and educational mission, and operate as a well-coordinated system of public higher education.” The membership of the Board consists of 11 gubernatorial appointees, 4 members elected by the UNH alumni, 1 member each elected by the alumni of Plymouth and Keene State Colleges, 1 undergraduate student elected annually on a rotating basis by the students at the University and State Colleges, and 8 ex-officio members including the Governor, the Commissioner of Agriculture, the Commissioner of Education, the Chancellor of the University System, the Presidents of the University and Keene and Plymouth State Colleges, and the Dean for the College of Lifelong Learning.

There are 11 standing committees of the Board: Executive, Financial Affairs, Audit, Investments, Academic Affairs, Agricultural Affairs, Student Affairs, Alumni Affairs,

Personnel, Employee Relations, and Planning Committees. In addition, the Board establishes special or ad hoc committees as needed. Faculty, students, administrators, and staff from UNH and the other USNH institutions represent their institutions at meetings of the Board and its various committees. They receive advance notice of meetings, along with agenda and background materials, participate in discussions, and keep their institutional constituencies informed about the meetings they attend. However, they are not voting members of either the Board or its committees. The full Board meets at least four times each year, while committees meet as often as needed to perform their functions. Beginning in fiscal year 1998, the Board of Trustees established visiting committees for each system institution. These committees, made up of at least four trustees each, visit their assigned campuses at least once each semester to learn about the unique character and educational mission of each institution.

Changes Since 1994

Since the University of New Hampshire received accreditation in 1994, two significant steps have been taken, one by the New Hampshire General Court and one by the Board of Trustees. The legislature created a University System Study Committee in 1995 (RSA 187-A: 28) and charged the committee with studying the operation, goals and purposes, organization, size, and financing of the University System and any other areas which would guide the legislature and trustees in formulating policies for the future. The committee is required to meet at least four times each year and to submit a report to the General Court by January 15 of each year. Copies of the report are submitted to the Governor and Executive Council, the Senate and House of Representatives Finance and

Education Committees, the Board of Trustees of the University System, and any other individual or organization as the committee deems advisable. The committee submitted its initial report on January 15, 1998. This report summarized the committee's activities for 1997, made certain specific recommendations, and identified those issues that the committee will continue to explore in the future.

The committee's report found the governance of the University System of New Hampshire to be essentially sound. In addition, after reviewing materials prepared by the Association of Governing Boards of Universities and Colleges, the California Higher Education Policy Center, the National Center for Higher Education Management System, and "Restructuring Higher Education" by Perry McTaggart and Associates (Jossey Bass, 1996), the committee concluded that "restructuring the system of governance would likely be so disruptive in both the short and long term that a change in the system of governance could be advocated responsibly only in a situation where a gross mismanagement exists."

However, committee members concluded that any educational institution merits continuous review and adjustments. The committee encouraged the USNH Board of Trustees to increase the Board's attention to those issues highlighted during the public comment components of the committee's work.

Current Situation

On December 10, 1998, the Chair of the University System Board of Trustees, Dr. Harry Bird, announced that the University System of New Hampshire Board of Trustees would begin a self-evaluation process in preparation for anticipated changes facing them as the millennium approaches. According to Dr. Bird, in recent months the trustees have become acutely aware of a number of critical governance and organizational issues that require the attention of the Board: “we feel that it now is the appropriate time to conduct a self evaluation of the organization and practices of the Board of Trustees, as well as the University System.” He announced, “with the Board facing so many changes over the next two years, it is important to the future of this body that we make the proper decisions with regard to our own future.”

Reasons for this self-evaluation process include the election of new alumni trustees and the expiration of the terms of several gubernatorial appointees. By the end of 1999, it is possible that as many as half of the trustees will have less than two years’ experience serving on the Board. In addition, the Board will be making a change in its leadership for the first time since 1994. Dr. Bird, finishing his fourth term as Chair, has already made it clear that he has no intentions of seeking the position for a fifth year.

Dr. William Farrell, now in his eighth year as Chancellor, intends to retire no later than age 65, two years away. With the expectation that the Board will be searching for a new Chancellor, now seems to be the ideal time to formulate exactly how the Board sees the role of the Chancellor changing in the future. According to Dr. Bird, “the question is

not whether there will be a System, the question is how the Board can ensure that the System continues to bring added value to the future of our institutions.”

The configuration and staffing of the University System and System Office have been stable since 1993. The Chancellor is the Chief Executive Officer of the University System and chairs the Administrative Board, which includes the President of the University, the Presidents of Keene and Plymouth State Colleges, and the Dean of the College for Lifelong Learning. The Administrative Board is responsible to the Board for recommending and implementing system-wide academic and administrative policies and procedures. The Chancellor’s Office and System level committees are intended to coordinate and facilitate planning and the development of programs, policies, and procedures in the academic, financial, personnel, and facilities domains. The Chancellor reports to the Chair of the Board of Trustees, and all campus executive officers report to the Chancellor. Since the Chancellor and the Presidents are ex-officio members of the Board of Trustees, there is direct and important two-way communication between the President of the University, the Chancellor, and members of the Board.

University Governance

In February 1996, the UNH Academic Senate was dissolved by action of the Faculty Caucus. The Faculty Caucus moved that a new governance body, the Faculty Senate, be approved beginning with academic year 1996-97. The new Faculty Senate would have

the responsibility for matters of University-wide academic policy and would consist solely of faculty members elected from the various constituencies throughout the schools and colleges of the University. The Faculty Caucus proposed a constitution and by-laws for the Faculty Senate, which were reviewed by the Provost and Vice President for Academic Affairs, University System General Counsel, and others, and endorsed by University Interim President Walter Peterson.

The faculty plays an extensive role in University governance. Faculty have primary responsibility for establishing and modifying academic programs and policies. This is accomplished through the colleges and schools, including their departments or divisions, through University-level committees, and through the Faculty Senate. In general, the Senate deals with matters of University-wide educational policy while academic departments deal with course and program development and the direct administration of degree programs.

The Faculty Senate has the following standing committees: Agenda, Academic Affairs, Campus Planning, Finance and Administration, Library, Professional Standards, Research and Public Service, and Student Affairs. These committees interact on a regular basis with the appropriate University vice president on substantive matters. The University President attends the Agenda committee and the beginning of each Faculty Senate meeting to relay information and engage in dialogue on important issues. The Agenda committee is also responsible for designating faculty to serve as observers to the Board of Trustees and to serve on numerous University committees.

The Faculty Union, UNH AAUP Chapter, plays an important role in determining faculty compensation and working conditions. These matters are negotiated between the Union leadership and the USNH Board of Trustees.

Similar to the Faculty Senate are five other groups which are intended to represent the views of students and staff. Undergraduate students have a Student Senate which is at the core of student governance and which elects student representatives to the various administrative committees on campus. The Graduate Student Organization provides a similar function for graduate students. The Operating Staff Council and the Professional, Administrative, and Technical Staff Council consist of elected representatives of the staff. Both Councils communicate the concerns and positions of their respective constituencies to the President and, through the President, to the Board of Trustees. In addition, UNH Cooperative Extension has an Extension Educator Council that functions like the Operating Staff and PAT Staff Councils.

To make sure that these various councils are informed about of each other's activities, the President has created a University Governance Communication Council, composed of the leadership of the various councils and the administration. This group meets twice a semester to provide the President with counsel on specific issues as well as to share the major activities and issues they face.

The Provost and VPAA convenes the academic chairs, deans, and directors on a monthly basis, for discussion of academic policies and priorities. Out of these meetings an informal Council of Chairs has organized itself, enabling not only reflection but cooperation across school and college lines. In the Finance and Administration area, the Vice President meets regularly with the Finance and Administration Council.

President Leitzel has cited the strengthening of shared governance as a high priority for her administration. Since she assumed the position of President in July 1996, faculty and other constituent groups at the University have played an increasingly important role in University governance. President Leitzel regularly meets with the faculty, student, and staff leadership and seeks advice during policy development. She ensures that faculty are involved in key decisions that affect the University. In addition to the standing administrative committees and governance committees, President Leitzel has established the Commission on the Status of People of Color, and she continues to work closely with the Task Force on Gay, Lesbian, Bisexual, and Transgendered Issues and the Commission on the Status of Women.

Like any dynamic institution, the University of New Hampshire needs an efficient and responsive system of governance. In an academic setting, governance must represent independent authority of faculty, staff, and even students, so that the challenges facing the University can be opportunities to learn. UNH affirms that all members of this community will continue to play an active role in planning and decision-making.

Defining the role of the Manchester campus

At the time of the decennial accreditation visit, in 1994, the future of the University of New Hampshire in Manchester (UNHM) was uncertain. It had been a community college adopted by the University as a branch campus, offering University courses and programs, credit and non-credit, to commuter students in the Merrimack Valley region. Its budgets had been built on a specially dedicated appropriation within University accounts, but its resources were strained, in part because the College operates two campuses--one in a downtown mill building and the other on Hackett Hill, a plot of land outside the city developed for a full-scale campus (replete with curbed roads and utility poles) which never materialized. In spite of competition from many private schools in the Merrimack Valley region, there is unquestionable demand for University courses and programs at UNHM. In 1994, the question was, what is the distinctive mission of the College? What is its future?

A vision for UNHM has now been articulated and accepted by the Board of Trustees and the Manchester community. The University's college in Manchester will have two foci: providing access to higher education for persons in the Merrimack Valley, and addressing the social and economic needs of their urban area. In addition, UNHM will be an urban laboratory for the University as a whole. The City of Manchester, recently awarded first place among small cities in the East for its economy, quality of life, and involvement of its citizens in the community, has embraced this vision, in its own interest. The trustees are enthusiastic about this plan.

After months of negotiation with the City, UNHM will soon be consolidating its facilities in the historic mill yard section of the city. Faculty, staff, students, community leaders, and administrators have been involved in a series of meetings to define the role of the College in this urban setting. Elements of the vision have included the following:

introducing additional academic programs to meet the professional needs of area residents, such as the BSET (Bachelor of Science in Engineering Technology), Bachelor of Science in Computer Information Systems, Master in Education in Early Childhood Education, Master of Science in Social Work, and courses leading to certification in ESL;

tailoring existing academic programs to better reflect an urban environment, such as a media studies emphasis within the Communication major, a public history focus in the History program, and courses in small business applications for business students;

expanding service learning activities and collaborating further with the UNH Cooperative Extension Office based in this area;

promoting opportunities for the campus to serve as an urban laboratory for Durham and Manchester faculty to conduct research and provide meaningful service;

attracting more external funding to the institution to support projects related to the teaching, research, and service aspects of the College mission; and

increasing the population of minority students as a reflection of the ethnic diversity within the city.

The role of the Manchester campus and its relationship to the University of New Hampshire in Durham has been redefined through its Mission Statement and an Academic Plan for 1997-2007. The process of clarifying the mission was initiated in the fall of 1996 by the newly appointed interim (now permanent) dean. She met with faculty, staff, and representative groups of students to articulate the mission and define an academic plan for the next ten years. The document that evolved was discussed in an open forum in November , 1996, attended by UNHM faculty, staff, alumni, and students, as well as by representatives from the UNH administration and the USNH Board of Trustees. Also present were officials and interested citizens from the City of Manchester. In the spring of 1997, the UNHM College Council and then the UNH Board of Trustees approved this statement of mission and academic plan.

UNH-Manchester Mission Statement

The primary mission of the University of New Hampshire at Manchester is to provide access to public higher education for people who live and work in the greater Merrimack Valley Region of the State of New Hampshire. UNHM fulfills this mission by:

offering selected liberal arts and professional degree programs at the associate, baccalaureate, and graduate levels with special emphasis on programs which address urban issues, and

providing transfer programs for students who wish to begin their education at UNHM and complete their degree requirements at the University of New Hampshire in Durham or at other academic institutions.

The College is founded on a strong liberal arts base and is dedicated to excellence in teaching. In addition to its own offerings, translocated programs from UNH-Durham and other USNH institutions enrich its academic core. UNMH also values institutional collaboration and has fostered articulation with area colleges and other USNH institutions.

Summary of Academic Plan (1997-2007)

During the next ten years, in order to effectively fulfill its mission, the University of New Hampshire in Manchester will:

increase the emphasis on transfer opportunities for students;

maintain enrollments at a level which is commensurate with facilities and resources (projected numbers of degree and transfer students over the

next ten years will range from 1,600-1,800 annually, and continuing education enrollments for academic credit will vary from 600-650 each year);

strengthen existing degree programs through increased support of faculty and staff along with investments in the library and academic computing facilities;

investigate new models for delivery of existing courses, to include such things as year round operations or shortened semesters; and

develop stronger relationships with the Manchester community.

The UNHM Budget Committee subsequently developed a process to meet the goals of the academic plan and to thereby fulfill the mission. A document entitled “Towards an Alternative Budget Process” was presented to President Leitzel and discussed by UNHM faculty and professional staff in December of 1997.

During the 1997-98 academic year, monthly meetings were held at the Durham campus to clarify relationships between Manchester and Durham staff and programs. The participants were the Dean of the College of Liberal Arts at UNH, the Dean of UNHM, UNH Department Chairs whose programs are offered at UNHM, and UNHM Division Chairs. The group first identified a list of issues to be addressed during the academic

year. Substantial progress was made, and more meetings were scheduled for the 1998-99 academic year.

The consolidation of the UNHM campus in a historic mill in the downtown area will represent a new beginning for the College. Problems associated with the split campus will be resolved; new space will be available; and operating budgets will have new flexibility. Most important, faculty, staff, and students will feel secure about the future of the College and will rededicate themselves to the College mission.

MAJOR CHANGES

This section describes some important changes in the University since the decennial review in 1994. The subject of assessment is addressed in the following section.

Maturation as a Research University

UNH has qualified for a change in its Carnegie Commission classification from Doctoral II to Research II since the last time the list was published, reflecting substantial increases in funded research and an expansion of graduate programs. Increases in externally funded projects over the 1990s have been striking: UNH has gone from about \$20 million in grant and contract expenditures in FY 1989 to about \$50 million in FY 1998. Among universities with no medical school, there may be no other in the country which can show such a dramatic increase or such a rate of increase, per faculty, of external research expenditures. Faculty members achieve national and international notice for their scholarly accomplishments, sit on important national advisory boards, serve as editors or review board members of first line research journals, and head major research programs. The University has especially strong relationships with the National Aeronautic and Space Administration and the National Oceanic and Atmospheric Administration. A recently released UNH publication, *Faculty in the News*, shows that faculty work has been not only regularly noticed in New Hampshire and regional newspapers but also in such publications as the *Chicago Tribune*, *The New York Times*, *The Los Angeles Times*, *USA TODAY*, *Psychology Today*, and *The Dallas Morning News*.

The authors of “The Boyer Commission on Educating Undergraduates in the Research University “ emphasize the value and importance in universities like ours of involving undergraduate students in the research process. One of the major successes of UNH faculty members has been the extent to which they have included undergraduates in their research programs. It is common to find undergraduate students, graduate students, and faculty working together on research projects. The University’s Undergraduate Research Opportunity Program (UROP) has been an integral part of the effort to increase the opportunities for undergraduate students to learn first-hand about research and discovery. UROP and the UNH Center for International Education recently received a major grant from the U.S. Department of Education (FIPSE) to develop a national demonstration project, called the *International Research Opportunity Program*, in which students work with researchers from another country after they have studied the language and cultural customs of their host countries. This effort has capitalized on the contacts that UNH faculty members have with researchers from throughout the world. This project is just one example of how UNH has been successful in integrating its research mission with the undergraduate educational experience.

Initiation of a Major Capital Campaign

The University recently hired a new president of the University Foundation. In 1998, UNH saw a record breaking year on three fronts: reunion giving, largest individual financial gift, and overall giving. Private support was \$17.74 million in 1998, up from \$7.96 million in 1997. The previous record for an individual year was \$16.4 million in 1993-94. The largest gift in UNH history was a pledge of \$10 million for the Marine

Program. In 1999, the University will formally begin the largest fund-raising campaign in its history, with the probable goal of \$100 million. The campaign will focus on funding new scholarships for students, attracting and retaining distinguished faculty members, increasing the University's ability to provide technology and other learning tools to all university members, and further strengthening certain academic programs of national and international reputation. The new leaders of the UNH Foundation and the UNH Alumni Association have had the experience and success at other institutions that will greatly enhance the likelihood of a highly successful capital campaign.

Administrative Services Redesign and Business Service Centers

During a major budget reduction process initiated in 1995, members of a university budget task force proposed to reconsider the way that business and other administrative support services were provided at UNH. This group had three primary goals: to reduce UNH's administrative costs by \$1.5 million per year by June 30, 1998; to maintain and improve essential administrative services; and to avoid layoffs. The group sought to accomplish these goals by making organizational, process, and policy changes. As a result of this group's work, as well as that of a follow-up Administrative Services Redesign team, the University has developed business service centers, offered administrative services training opportunities, and developed cost saving improvements in the way that business is transacted at the University. Administrators from other universities have sought advice and information based on UNH's experience with this project, and project leaders have been asked to make presentations at national meetings. The Administrative Services Redesign project is an excellent example of how the

University responds to serious financial challenges by reconsidering longstanding practices.

Consideration of an Alternative Budgeting System

The University has been seriously examining its budget system over the past two years. As part of this process, the President decided in winter of 1998 to approve a systematic consideration of an alternative to its current system. This alternative has various names--e.g., decentralized budgeting, responsibility centered management--and it has been implemented in various ways at private and public institutions across the country. Numerous administrators, faculty, and staff serve on subcommittees that have been examining different aspects and implications of decentralized budgeting approaches. The subcommittees, whose chairs serve on a Steering Committee, are: Tuition, Financial Aid, Graduate Education, and Continuing Education; State Appropriation; Indirect Cost Issues; Library; Facilities; Student Services; Computer Information Services; Interest; Other Revenue; and General Administration.

The University has an RCM website, which includes the following estimated timetable for considering and implementing an alternative budgeting system: information gathering and the creation of proposed model (FY 98), testing and refining of the model and wide consultation (FY 99), implementation of some aspects of the new model and continuing refinement (FY 00), full implementation with the construction of the annual budget (FY 01), and comprehensive review and evaluation (FY 04-06).

No decision has been made about the particular model for a decentralized budget, but President Leitzel has determined that an alternative to the current system is needed. As she wrote to the Vice President for Finance and Administration on November 19, 1998, “the inflexibility of our current budget system, its tendency to focus the energies of Deans and Department Heads only on the expense side of the equation, and the history of centralized budgetary decision-making at UNH have all contributed to the difficult financial climate with which we are all now struggling.”

Development of an Enrollment Management Office

Based on a report prepared by two external consultants and on the experience of a number of people within the University, UNH is in the process of making major changes in the way in which enrollment management issues are addressed. This process is being led by a recently hired Associate Provost for Enrollment Management, who is already engaged in reorganizing the process of identifying, recruiting, selecting, and retaining students. The offices that report to the Associate Provost are Academic Support Services and First Year Programs, Admissions, Financial Aid, and Registrar. Because the enrollment management areas require more resources to collect, analyze, and interpret relevant information, the Institutional Research Office and its functions have been reorganized and one staff person has been reassigned to the Enrollment Management office. Three remaining professional staff will focus their efforts on institutional research needs in other areas. After an appropriate period of time, there will be a determination of whether additional staff FTE are needed in the enrollment area.

Academic Computing

In fall of 1997, President Leitzel established an Academic Computing Advisory Committee. This is to be a standing committee with rotating, overlapping membership. The committee was given the task of developing both 1-2 year and 5-10 plans for academic and research computing at the University. The committee also has the periodic function of updating the President, faculty, computer information and support staff, and students about the status of academic computing at the University. This group produced a comprehensive report during June, 1998, with recommendations that will have important implications for the direction that academic and research computing takes over the next several years. During the current academic year, the President has charged the committee with prioritizing the recommendations in the report, so that funding can be identified for the most urgent needs. A special request has been made to the State Legislature for funding to address academic computing needs. As with the decentralized budgeting and enrollment management initiatives, described above, the academic computing initiative is likely to have major implications for the University over the next several years. Progress in this critical area will be documented each year in an annual report.

Budgetary Challenges

In spring 1995, UNH administrators projected that UNH would experience an approximate \$8 million shortfall. The Provost wrote, "we face problems of such magnitude that it is clear we must make some fundamental changes in the way we do the business of the University. Unless we address these problems with a permanent

restructuring of revenues and expenditures, deficits will continue, and we will face further [internal] taxes and freezes, and we will always be hedging and revising our plans” (June 19, 1995). Then Interim President Fairchild formed six budget task forces (academic programs, central support services, administrative and personnel services, research support and related PAUs, student support services, and advancement services). Each task force was made up of people from various constituencies across campus (faculty, staff, administrators, and students). These groups examined the University’s operating budgets to determine areas in which expenditures could be reduced or revenues could be increased. The criteria of quality, centrality, cost, and demand, which were first introduced in the early 1990s during a budget reallocation process, were used to judge programs and services. The result of the work of these task forces was a series of recommendations that were made to a UNH Planning Council. The Council voted on each recommendation and forwarded approved recommendations to then Interim President Peterson for review and decisions. By the end of the current fiscal year, the expense reductions related to this serious budgetary challenge will have been accomplished. Some of the decisions related to this process have had positive effects, in that financial considerations led the University to examine how it delivered services. Other decisions have involved difficult choices about what programs and services the University can provide within its budget and still maintain quality. The effects of other decisions are still not determined.

Challenges to UNH budgets have not ended. New Hampshire ranks perennially at the bottom of the list of state support for higher education and education in general. The

portion of the University's budget from State appropriation has steadily decreased over the 1990s, from 30% (of the educational and general budget) to 27% currently, less in total dollars than the University spends in externally funded research. State appropriation is only 16% of the total UNH budget. With these declines in the level of State appropriation and several years of lower than expected enrollments, University officials continue to seek ways to reduce expenditures (e.g., combining functions, eliminating or reducing nonessential services) and to increase revenues (e.g., growing graduate and continuing education enrollments). Again, the University is constantly examining all areas to ensure that academic quality is maintained. This, by necessity, means that the University must strategically manage the size and scope of its activities.

Graduate Education and Preparing Future Faculty Initiatives

Starting at about the time of the 1994 Commission report, the Graduate School, responding to a major report of a Commission on the Status of Graduate Education at UNH, implemented a series of initiatives designed to increase the extent and quality of graduate education. A concern was reported in the visiting team's document that "some students and faculty perceive that the Report of the [commission] will not be implemented, even in part." In fact, all of the ten areas discussed in the Commission's report have been addressed. In 1996, the Interim Dean of the Graduate School provided a progress report to the graduate faculty regarding the Commission's ten recommendations. One recommendation was that a permanent Graduate School dean be appointed; that position has now been filled by a new dean who, along with an associate dean with long service, are working with other administrators and with graduate faculty to foster the

selected growth of graduate programs and to enhance the quality of graduate education across the University. In her vision statement, President Leitzel wrote that “nationally and internationally recognized programs in research and graduate studies will increase in number” (see **Appendix B**). Since 1994, the number of students enrolled in graduate programs has increased from 1622 in 1994 to 2015 in fall 1998. Most of this growth results from new programs. In many other areas, consistent with trends at other institutions, both applications and enrollments in graduate programs have decreased in recent years. The Graduate School has gone on record as projecting a 15% increase in headcount over the next five years.

The authors of the Boyer Commission report cited earlier argue strongly that “research universities must redesign graduate education to prepare students for teaching undergraduate students as well as for other professional roles.” UNH is a leader in this area, one of fifteen research universities selected by the American Association of Colleges and Universities and the Council of Graduate Schools as national models for preparing graduate students for roles as faculty members. This initiative of the Teaching Excellence Program and the Graduate School has a number of strong elements, including a summer institute on college teaching in which UNH graduate students and faculty participate. Courses cover such topics as academic citizenship, teaching with writing, teaching with technology, the undergraduate culture, and classroom assessment and research.

The Teaching Excellence Program, from its beginnings in 1992, has offered its programs and services to both graduate students and faculty. Program activities are developed and coordinated by a director with assistance of other faculty members. A Teaching Excellence Advisory Committee provides overall support and direction. The integration of faculty and graduate student development efforts has had significant impact on graduate education, especially in linking UNH graduate students into the national Preparing Future Faculty (PFF) network. UNH and the graduate students involved in the PFF program have received a high degree of visibility. The program has received notice at national meetings, and academic leaders from other institutions have asked UNH to assist in developing similar programs. Graduate students who have completed the PFF program have done well on the academic job market.

EFFORTS TO ENHANCE INSTITUTIONAL EFFECTIVENESS

The Commission on Institutions of Higher Education has described expectations regarding student outcomes assessment in the *Standards for Accreditation* and the *Policy Statement in Institutional Effectiveness*. The Commission has also taken leadership by assisting member institutions in their efforts to develop student outcomes assessment plans.

Student Outcomes Assessment

UNH responded to the Commission's invitation to its series of one-day workshops on outcomes assessment, sending a team of six members to the workshop held in Portland, Maine, in October 1998. The team members were Victor Benassi, Interim Associate Vice President for Academic Affairs; Cinthia Gannett, Associate Professor of English and Director of the Writing Across the Curriculum Program; Stephanie Johnston, Undergraduate Student; Cari Moorhead, Research Associate, Student Life; Raelene Shippee-Rice, Chair, Department of Nursing; and Judith Spiller, Assistant Vice President for Academic Support Services. This team will expand its membership and charge over the course of the current academic year. At present, the team is in the process of developing an assessment tool designed to obtain data on the nature and extent of student outcome information collected by academic departments and by units within the Office of Student Affairs. These data will provide a baseline against which to measure progress during the coming years and to identify areas in which assistance may be provided to areas that wish to develop or improve assessment student outcomes

activities. Academic Affairs and Students Affairs will collaborate closely on this initiative.

Institutional Goals and Indicators Initiative

One of the ways in which President Leitzel plans to monitor the achievement of institutional goals is through an Institutional Goals Initiative. An initial test of an Institutional Goals initiative began during April, 1998. Sixteen performance indicators were identified, and a person was assigned to provide data for each indicator. The initial test is designed to assess the validity of the indicators of each goal as well as the feasibility of collecting information on the indicators.

The four major goals are to maintain the highest quality undergraduate education, to increase the proportion of research and graduate programs that enjoy national and international reputation, to play a major role in improving New Hampshire's economy and quality of life, and to maintain an efficient and effective business operation. The indicators of these goals are as follows: to continue to strengthen UNH's reputation and public image; to continue to strengthen the reputation of the faculty; to restore and stabilize enrollments to 1996-1997 levels; to improve State support; to undertake a successful major capital campaign; to expand graduate enrollments in selected areas of distinction; to expand external funding in designated programs; to develop the entrepreneurial campus and applied learning opportunities; to remedy longstanding financial problems while maintaining the quality of needed administrative services; to improve diversity across campus; to realize the mission of the UNHM urban campus; to

strengthen faculty governance; to maintain current level of student satisfaction; to establish healthy and manageable intercollegiate athletic program; to provide for significant involvement of university personnel and program with industry, state and local governments; and to strengthen alumni commitment.

Routine and Special Assessment Activities

The University conducts assessment activities on an ongoing basis in a variety of areas. Examples include the Recent Graduate Survey, the Graduate Student Survey, the Recent Alumni Questionnaire, the UNH Substance Abuse Survey, the Admitted Study Survey, the CIRP Survey, retention and attrition reports, IPEDS reporting, NACUBO benchmarking, and several Student Affairs surveys. Also, special assessments activities are conducted as needed--for very recent examples, the "Assessment of the Systems for Servicing Learning Disabled Students," a University System internal audit of UNH study away programs, the 1998 final report on "Academic Computing at the University of New Hampshire," and a program review of the UNH at Manchester Political Science Program. The reorganized Institutional Research Office, which reports to the Office of the Provost and Vice President for Academic Affairs, will play an increasing role in coordinating many of the University's institutional research and assessment activities.

SUMMARY APPRAISAL AND PLANS

The University has continued to develop and mature as an institution during the 1990s, despite continuing financial challenges. To deal with tight budgets, the University has undertaken a major examination of all of its programmatic areas and will have reduced its operating budget. From FY97 through FY00, the University will have closed a \$9.5 M budget imbalance.

The President's goal is to maintain the quality of the University's programs and to strengthen its reputation as a public institution with state, regional, national, and international missions. Toward this end, she and other university leaders will continue to examine all aspects of the University to insure that the emphasis remains on programs and services that are central to the University's mission, are of high quality, are cost effective, and are in demand. Enrollment management initiatives will bring about predictability and enrollment gains, and the new capital campaign will provide funds that will be targeted in areas of high priority. UNH has been successful beyond expectation in achieving a reputation as an outstanding university under challenging conditions. Members of the University community must and will be united in moving the University forward during the next five years.

Plans for the Next Five Years

Over the next five years, the University will need to develop further plans to address a number of continuing and pressing issues. We list seventeen here:

1. develop enrollment management strategies;
2. develop a new approach to budgeting, one that includes more incentives for revenue generation and for cost containment;
3. continue to direct resources to the critical needs of the UNH libraries;
4. further develop initiatives to increase diversity across the institution and to show concrete successes in these efforts.
5. achieve success in the capital campaign;
6. increase the role of the Center for International Education in expanding educational opportunities;
7. further develop resources and skills needed by faculty, students, and staff in the area of computer technology;
8. define its place in a changing University of New Hampshire System;
9. further develop new ways of coordinating, reorganizing, and combining University services--e.g., strengthen links between the Student Affairs and Academic Affairs offices;
10. maintain the gains that the University has made in attracting external grants and contracts;
11. build a stronger base of support in New Hampshire communities and with the State Legislature;
12. increase opportunities for interdisciplinary academic work and strengthen interdisciplinary programs;
13. increase graduate enrollments and develop new programs in selected areas;
14. build enrollments in the Division of Continuing Education and in Summer School;

15. strengthen undergraduate enrollments in selected areas where there are openings;

16. continue a strong effort of academic program reviews with an emphasis on adding, reducing, or eliminating programs where warranted.

17. enhance the role of the University of New Hampshire at Manchester as the state's urban public institution.

ENROLLMENT AND FISCAL DATA

APPENDIX A

ORGANIZATIONAL CHARTS

APPENDIX B

MISSION AND GOAL STATEMENTS

APPENDIX C

AFFIRMATIVE ACTION DATA