

STANDARD XI **Integrity**

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INTEGRITY

Dramatic changes have taken place in the context for institutions of higher education in the United States during the last decade. New social, economic, technological, and ecological concerns, as well as emerging issues in research, teaching, academic governance, campus climate, faculty culture, and student life have underscored the importance of ongoing attention to the principles governing institutional integrity. Within this context, designing and implementing ethical guidelines that address the changing needs of an academic community and that set appropriately high standards for its members have been formidable challenges for most institutions.

At the University of New Hampshire, a long standing commitment to ethical practice has guided the development of formal institutional policies and procedures. The University has conscientiously attempted to meet the evolving requirements of state and federal law as well as the provisions of the *Bylaws of the University System of New Hampshire*. Yet the stance of the University has not been merely reactive. Policies, procedures, and programs have also been initiated within the University that go well beyond the letter of the law.

DESCRIPTION

It would not be possible in the space allowed here to discuss in detail the full range of the University's policies and procedures designed to ensure institutional integrity. All policies are published in *The USNH Policy Manual* and *UNH Policy Manual*. Those approved since 1988 are available in on-line format. The *UNH Student Handbook*, *Undergraduate Catalog* and *Graduate Catalog*, also available on-line, contain the University's Nondiscrimination Statement, descriptions of academic policies, rules of conduct, rights and responsibilities, and procedures ensuring due process and the resolution of grievances. Further, many of the specific ways in which the University attempts to meet its goals for institutional integrity have been detailed in previous sections of this report. This section will thus list current policies relevant to Standard Eleven criteria. A review the report's earlier responses

to the standards and areas of special focus in regard to integrity will be presented under the Appraisal.

Degree-Granting Authority

University System Charter (NH State Law RSA 187- Chapter A 1-2)

UNH Charter (NH State Law RSA 187 - Chapter A 3-10)

Relations with External Organizations and the General Public

Public Relations:

Public Information (Policy XI-A-1)

UNH Official Statements (Policy XI-A-3)

UNH News Releases (Policy XI-D-1-2)

UNH Publications (Policy XI-E-1-3, 6)

Institutional Interrelations:

NH College and University Council (Policy V-G-2)

NH Post Secondary Education Commission (Policy V-G-3)

New England Board of Higher Education (Policy V-G-4)

NH State Department of Education (Policy V-G-1)

Accreditation Agencies:

UNH programs that are in compliance with standards of specialized accreditation agencies are noted in the "Institutional Characteristics" section of this report.

Administrative Operations

Bylaws of the Board of Trustees (Policy III-A-1)

Bylaws of UNH Administration (Policy III-B-2)

Bylaws of the Academic Senate (Policy III-B-6)

Financial Exigency and Programmatic Reductions (Policy VII-A-25) (*UNH*

AAUP Collective Bargaining Agreement)

NH Right to Know Act (Policy V-A-26-1)

Foundations Established for the Benefit of USNH (BOT Policy III.C)

Policy Development and Distribution (BOT Policy III A)

Audit (NH State Law RSA 187-Chapter A-25a)

Operating Budgets, Reporting (BOT Policy IV.B.5)

Internal Audit Department (BOT Policy IV.D)

External Audit (BOT Policy IV.E)

Academic Honesty

Student Academic Honesty (UNH Academic Senate Policy: *UNH Student Handbook* p. 4)

Student Registration and Withdrawal (Policy VIII-B-3) (*UNH Student Handbook* p. 17)

Grades and Honors (Policy VIII-B-8) (*UNH Student Handbook* p. 20)

Conflict of Interest and Consultants (Policy VII A-27.1-4; USY Policy V D-7)

Consulting and Conflict of Interest (*UNH AAUP Collective Bargaining Agreement*)

Copyrights (Policy V I-1.1-4)

Faculty and Staff Political Activities (Policy VII A-8.1-2; USY Policy V D.8-9)

Ethics in Research

Assurance of Compliance with PHS Policy on Humane Care and Use of Laboratory Animals (Office of Sponsored Research), 10/1/91.
Multiple Projections: Assurance of Compliance with DHHS Regulations for Protection of Human Research Subjects (Office of Sponsored Research), 10/1/92.
Policies and Procedures Governing Sponsored Research at the University of New Hampshire. (Office of Sponsored Research) 1993.

Privacy Rights

Personnel Files (Policy VII-A-5; VII-G-12)
Personnel Files (*UNH AAUP Collective Bargaining Agreement*)
Family Education and Privacy Act Provisions (Policy VIII A-1)
Maintenance, Retention, Disposal, Disclosure of Records (BOT Policy III G)
UNH Health Service and Confidentiality (Policy IX-G-3.1)

Academic Freedom

University System Charter: NH State Law RSA 187- Chapter A 2-b 11
Academic Freedom (*UNH AAUP Collective Bargaining Agreement*)
PAT Exercise of Professional Judgement (Policy VII-E-6.1)
Declaration of Student Rights and Responsibilities: Right to Pursue Learning and the Right to Freedom of Expression (Policy VIII-A-2.1)

Nondiscrimination

Students:

Admissions Policies and Procedures (Policy V-B-1)
Athletics and Recreation: Eligibility of Women (Policy XIII-B-4)
Title IX: UNH Plan for Continued Compliance in Athletics (Affirmative Action Office, 1993)
504 Policy and Procedure (ACCESS Office)

Employees:

Advertising Employment Opportunities (Policy VII-A-1)
Americans With Disabilities Act (USY Policy U.C-3.12)
Trustees' Personnel Action (Policy VII-A-4)
PAT Appointments (Policy VII-E-1)
PAT Performance Evaluations (Policy VII-E-3)
PAT Promotions, Reclassifications (Policy VII-E-4)
PAT Termination of Employment (Policy VII-E-5)
OS Termination of Employment (Policy VII-F-6)
OS Promotions and Transfers (Policy VII-F-8)
Cooperative Extension Educator Appointments (Policy VII-G-2)
Cooperative Extension Educator Termination (Policy VII-G-6)
Externally Funded Positions/Faculty and Staff (Policy VII-A-7.1)
Academic Administrators' Appointments (Policy VII-H-1)
Principle Administrator Performance Evaluation Guidelines (Policy VII-D-2)
Nondiscrimination (*UNH AAUP Collective Bargaining Agreement*)

Affirmative Action

Affirmative Action (Policy BOT V.B; Policy USY V.C)

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Affirmative Action Plan (USY Policy V.B.3)
Program Responsibilities for Affirmative Action (Policy III-A-4.9)
Affirmative Action Advertising Regulations (Policy VII-A-2.1)
Equal Employment Opportunities (Policy VII-A-1.1, 1.2)
Affirmative Action for Temporary Appointments (Policy V-A-2.1)
Affirmative Action Guidelines (UNH Office of Affirmative Action 1991)

Grievance Procedures/Due Process

Personnel Grievance Procedure (Policy VII-A-10)
UNH Faculty Grievance Procedure (*UNH AAUP Collective Bargaining Agreement*)
PAT Grievance Procedure (Policy VII-E-10)
OS Grievance Procedure (Policy VII-F-7)
Student Grievance Procedures (*UNH Student Handbook* p. 33)
Cooperative Extension Educator Grievance Procedure (Policy VII-G-7)
UNH Declaration of Student Rights and Responsibilities (Policy VIII-A-2)
Student Rules (Policy VIII-B-1)
Academic Procedures: Grade Appeals (*UNH Student Handbook* p. 4)

Sexual Harassment

Sexual Harassment (USY Policy V.B-5)
Grievance Procedure for Sexual Harassment (Policy VII-A-10.3)
Sexual Harassment of Students (Policy VIII-A-3)
Policy on Non-Sexist Language (Policy III-B-8)

Health and Safety

Alcohol and Controlled Substances (Policy VII-A-11)
Toxic Substances (Policy VII-A-26)
Safety (USY Policy V.D-3)
Non-Smoking (USY Policy V.D-4)
Sexually Transmitted Diseases (Policy and Programs of UNH Health Services)
Rape/Sexual Assault (Procedures and Policies of UNH SHARPP Office)
NH Occupational Safety and Health Act (Policy XXI-B-3)
Drug-Free Workplace (USY Policy V.D-2)

*The prefix BOT refers to Board of Trustee policies and the Prefix USY refers to University of New Hampshire policies that are published in the *USNH Policy Manual*. All other policies appear in the *UNH Policy Manual* unless otherwise noted.

APPRAISAL

Standard One: Mission and Purposes

The *UNH Mission Statement* was revised during the last three years to clarify and articulate more carefully the University's goals and standards. The

revised statement commits the University to conducting its affairs within a context characterized by "a dedication to collaborative learning inside and outside the classroom," "a concern for humanity," "the ethical dimensions of the intellectual enterprise," "the free and open exchange of ideas," and "the scholarly virtues of integrity and honesty." These principles are consistent with our traditional land grant charter, are widely understood, and have guided the development of ethical practices at the University.

The *Mission Statement*, as well as the process of revising it, has helped define the criteria for recent reviews of curricula, advising, graduate education, assessment practices, and institutional effectiveness described under Standard Four in this report. The *Mission Statement* also determined the agenda of the planning efforts described under Standard Two. As detailed under Standards Four, Five, and Six, regular evaluation of faculty and academic programs, recruitment of highly competent students and distinguished faculty, expansion of research and public service activities, and increased provisions for student involvement in research all represent the University's efforts to improve effectiveness in relation to its stated goals and purposes.

Standard Two: Planning and Evaluation

It should be clear from the description offered under Standard Two of this report that evaluation and planning take place at all levels at the University. In relation to Standard Eleven, the most significant change in evaluation and planning since our reaccreditation in 1983 is the extent to which these processes have become more open, inclusive, and responsive. While the committee structures that have been developed to accomplish these goals have sometimes proven cumbersome, and communication between constituencies can still be improved, progress has been made in devising a more consultative structure. Similarly, while improvements can continue to be made in the way evaluation results are linked to planning processes, progress has also been made in the way evaluations guide planning. The conclusions and recommendations of the Budget and Planning Committee (Standard Two), Commission on Graduate Education (Standard Four), UNH Diversity Committee (Standard Six), Space Allocation and Repair/Renovation Committee (Standard Eight), and biennial budget

building process (Standard Nine), for example, have all informed institutional planning.

Standard Three: Organization and Governance

The USNH Policy Manual outlines the responsibilities of the Board of Trustees, Chancellor, System Office, and President of the University. *The UNH Policy Manual* delineates the responsibilities of the President, chief university administrators, and the Academic Senate. Honesty and integrity are standards at all levels. Within the institution, President Nitzschke has been particularly attentive to assessing and improving the central administrative structure at UNH since taking office in 1990. Changes have also taken place within a broad array of University-level councils and committees that are involved in aspects of governance. As described by the Task Force on Standard Three, this has resulted in an effective but complex decentralized system which involves shared governance and parallel organizational structures. These structures have increased the opportunities for faculty, staff and student participation in decision making. Nevertheless, during the 1992-93 academic year, when protracted collective bargaining negotiations raised campus tensions, some faculty members questioned the administration's as well as the Board of Trustees' openness to consultation and advocacy of faculty welfare. As a result, during this period, faculty participation in some committees designed to promote shared governance decreased. With the signing of the collective bargaining agreement in March, levels of participation were restored. However, there is still work to be done in this area both at the local institutional level and in communications between the faculty and the Board of Trustees.

Standard Four: Programs and Instruction

Students. The Admissions Office at the University of New Hampshire subscribes to and implements the "Statement of Principles of Good Practice" of the National Association of College Admissions Counselors. Recruitment, admissions, and retention procedures that have been designed to ensure equality of educational opportunity and fairness at the University. These procedures have undergone a series of evaluations since 1983. A notable result has been closer attention to minority recruitment and retention (discussed under Standard Four) and the creation of additional

support services for minority and international students (discussed under Standard Six).

A financial and compliance audit of the University's financial aid programs is performed regularly by an external auditor under the guidelines of the U.S. Department of Education. The Department also conducts periodic reviews for the Title IV Federal Student Financial Aid programs. In addition, the New Hampshire Higher Education Assistance Foundation (the state guarantee agency) conducts regular program reviews.

Petitions for academic variance and a committee to oversee the student designed major ensure that individual educational needs are addressed. A grade appeal process, student grievance procedures, and sexual harassment and non-sexist language policies help to foster fairness. *The Student Handbook* and other university publications also contain a statement affirming that each student has the right "to pursue learning and to express his or her views responsibly." In 1990, the Academic Senate approved a policy on academic honesty which is communicated to all students through *The Student Handbook*, *Undergraduate Catalog* and *Graduate Catalog*. Entering students now sign a statement agreeing to abide by the University's code of ethics.

Faculty and Graduate Research. Ethical standards for faculty and graduate student research, the awarding of internal grants, and the supervision of externally funded research are overseen by the University's Research Office and the Research Council of the Graduate School. An Institutional Review Board ensures the protection of human subjects and the Animal Rights/Protection Committee reviews proposals involving animal research.

Academic Programs. At the heart of the University's academic mission, the General Education Program, undergraduate majors, and graduate degree programs are designed to ensure educational integrity. To review the effectiveness of each program, the Provost instituted a system of regular evaluation in 1991. During the last five years there have been some constraints on academic programs due to budget conditions. However, the University has continued to responsibly meet students' curriculum needs. This is in part due to an institutional commitment, stated in the UNH 1983 Self-Study Report (p. 27) and reiterated in this report, that the educational mission will have first priority and "suffer least" during hard financial times.

As a result, the integrity of academic programs has been consistently maintained.

Standard Five: Faculty

The faculty at the University subscribe to high ethical standards in their teaching, research, and public service. As detailed in Standard Four, special committees oversee all University research activities and the quality of faculty instruction is evaluated regularly. USNH and UNH policies for consulting, involvement in political activity, and conflict of interest set standards relevant to public service. A well developed procedure ensures the fairness and integrity of the University's promotion and tenure processes.

Issues of professional ethics for faculty are formally addressed by the Professional Standards Committee of the Academic Senate's Faculty Caucus. However, deans, department chairs, and program coordinators also play a role in the assessment of the way individual faculty members adhere to standards of integrity. Ethical standards for PAT staff, part-time faculty, and teaching assistants, as well as assurances of academic freedom, nondiscrimination, due process, and fair treatment are outlined in published University policies.

The new collective bargaining agreement between the AAUP and USNH Board of Trustees has altered the relationships between faculty and administrators at UNH. The full implications of these changes are still unclear. However, the new agreement has reaffirmed the University's commitment to academic freedom, provisions for nondiscrimination, due process, and procedures to resolve grievances. While tenure and promotion practices are not expected to be revised under the agreement, there will have been some changes in faculty evaluation and the grievance procedure. The 1984 *Faculty Handbook* is currently being revised to both reflect these changes and to describe policies and procedures for those faculty members who are not covered by the bargaining agreement.

Since 1983, the University has made considerable progress in hiring, retaining, and promoting women, but has been less successful in its efforts to recruit minority faculty members. Affirmative Action policies and procedures were improved by hiring a full-time Affirmative Action Officer in 1988. Over the course of the last four years, the Affirmative Action

Officer has coordinated the implementation of a new sexual harassment complaint procedure and helped departments and programs develop systematic and responsible Affirmative Action plans. The President's Commission on the Status of Women at UNH is also responsible for the assessment of the progress of women faculty and staff, and usually publishes their recommendations to the President annually.

Standard Six: Student Services

The quality of student services and dedication of Student Affairs staff were commended by the Commission in 1983. UNH is proud of the fact that standards for student services have remained high despite a social context that has been fraught with change and the emergence of new and dramatically different student needs. As described earlier under Standard Six of this report, students at UNH have access to a wide range of support services and the opportunities to participate in numerous cocurricular activities. Administrators and staff in these programs are conscientious professionals. Students' ethical behavior is guided by "The University's Rules of Conduct," "Declaration of Student Rights and Responsibilities," and the description of policies published in the *Student Handbook*. University policies guarantee the student's rights to academic freedom, privacy, confidentiality, nondiscriminatory practices, and freedom from harassment. Grievance and sexual harassment procedures and a student conduct system offer further protection of student rights.

One of the most significant challenges for American colleges and universities during the last decade has been the maintenance of a healthy campus climate in which students' social as well as academic development can take place. Substance abuse, violence, intolerance of difference, sexual harassment and assault, acquaintance rape, and sexually transmitted diseases are realities for students in institutions of higher education today. At UNH, these issues have been addressed fairly and forcefully. Special committees or task forces have been charged with assessment and the formulation of recommendations for improvement. For example, recommendations for increased support services for minority and international students, regular programming on diversity, recognition of religious holidays, and inclusion of sexual orientation in the University's nondiscrimination statement made by the University Diversity Committee,

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were implemented in this way. Similar courses were followed in regard to the redesign of an alcohol and illicit drug program, creation of an AIDS policy, and improved functioning and oversight of the Greek System. While in some cases change and improvement have been reactive, the goal of the University has been to anticipate community needs in order to improve the campus climate. The initiation of what has become a nationally recognized sexual harassment and rape prevention program (SHARPP) in 1985, along with the 1988 decision to publish statistics on sexual assault and harassment three years prior to the legal requirement to do so are notable examples.

Standard Seven: Library and Information Services

By providing fair and equal access to scholarly materials, documents, and collections, and through its coordination of collection development with individual departments and programs, the University Library supports the academic mission and contributes substantially to the realization of the University of New Hampshire's educational integrity. Computer and Information Services also follows standards of fair and equitable use and access. Both the University Library and Computer and Information Services have highly qualified staff and conduct regular systematic assessments of their policies and services in order to meet changing instructional, research, and public service needs.

Standard Eight: Physical Resources

Related to institutional integrity, issues described under Standard Eight include physical access, environmental health, safety, space allocations, and the development of a long range Master Plan to manage deferred maintenance and construction. While there have been improvements in all of these areas, and the University has conscientiously addressed the Commission's 1988 concerns about deferred maintenance, continued progress still needs to be made. The provisions of the Master Plan, and recent state allocations for the improvements to the University's physical facilities which will make continued progress possible, are discussed in detail under Standard Eight of this report.

Ensuring access for persons with disabilities is a University-wide responsibility which entails the collaboration of the Office of Facilities Services, ACCESS Office, and the Space Allocation and Repair/Renovation

Committee (SARRC). Although the age of many buildings on campus has made renovations for access difficult, the University follows an ADA approved policy of reasonable accommodation to provide all persons with access to the University's activities and programs. The Master Plan includes provisions to bring all University buildings up to code. Facilities Services coordinates special transportation and access needs with the University's ACCESS Office and the Americans with Disabilities Act Task Force. The University has policies to manage the safe handling and disposal of hazardous waste, a planned program of asbestos abatement, and adheres to the standards set by the New Hampshire Occupational Safety and Health Act. Since 1988, UNH has also conducted an energy conservation program and a very successful recycling program. Facilities Services, the Office of Campus Planning, and the Space Allocation and Repair/Renovation Committee conduct regular reviews of physical resource needs and set priorities for campus planning.

Standard Nine: Financial Resources

The management of the University's financial resources is conducted prudently and with honesty and integrity. Previous sections have described management standards and practices (Standard Nine), faculty and staff involvement in budgetary decision making (Standard Two), and the systematic organization of responsibilities (Standard Three). The University follows system-wide policies governing investments, insurance, risk management, interfund borrowing, and the ethical administration of gifts and endowments. Board of Trustees Bylaws require systematic and regular internal and external audits. The University Office of Financial Affairs subscribes to the standards of the National Association of College and University Business Officers.

Standard Ten: Public Disclosure

The Office of University Relations, and its units, the Office of University Publications, Public Programs and Events, and the News Bureau at the University of New Hampshire are responsible for public disclosure. University policies govern the publication and distribution of public information and establish standards of truthfulness and accuracy. The News Bureau monitors compliance with new laws requiring the publication

of campus crime statistics. University Publications oversees catalogs and other official representations of the University which are intended for use by members of the UNH community as well as external constituencies and the general public. These procedures are intended to promote clarity, honesty, and the reliable portrayal of policies, programs, institutional statistics, and activities. The University's financial statements, are also made available to the public, as is the *UNH Fact Book* compiled by the Office of Institutional Research. The general sense of the University's *Mission Statement* is included in most official publications. However, the full text of the statement has not usually appeared in recent years. UNH's accreditation status with the NEASC is noted in publications in accord with the Commission's guidelines.

Assessment of the Effectiveness of Ethical Policies

The NEASC Commission's final criteria of compliance under Standard Eleven calls for a periodic assessment of ethical policies and procedures. As indicated above, there are numerous reviews and assessments of ethical policies and procedures that take place at the University of New Hampshire. These assessments are conducted at various levels and in a number of contexts relevant to each of the NEASC Standards for Accreditation. However, in compiling the documentation for this standard it became evident that, except for the 1983 and 1993 University Accreditation Steering Committees, there has been no University-level ethics committee to evaluate institutional integrity as a whole. This has not seemed to impair the institution's effectiveness. However, more frequent reviews might serve to coordinate and clarify the University's ethical practices and goals.

PROJECTION

The revised University Mission Statement will be presented to the Board of Trustees for approval during the 1993-94 academic year.

Planning and evaluation at the University level will continue to utilize inclusive and consultative structures like the Budget and Planning Committee and UNH Planning Council while making increased efforts to improve their efficiency.

While restructuring and downsizing will be necessary, the University will maintain its commitment to the educational integrity of academic programs.

The undergraduate Office of Admissions and Office of the Graduate School will further explore strategies to improve recruitment of minority students and increase the cultural diversity of the student population at UNH

The Vice President for Academic Affairs, in collaboration with the Academic Senate and deans, will review and revise the 1984 Faculty Handbook to reflect changes in the grievance and evaluation of tenured faculty procedures. Revisions will also include clarifying provisions for faculty who are not covered under the new collective bargaining agreement.

In accord with the University's Affirmative Action Plan, greater efforts will be made to recruit minority and female applicants for faculty and administrative positions.

The Division of Student Affairs will continue to develop programs designed to enhance the campus climate.

A major campus climate study to be conducted by an external consulting agency will take place in academic year 1993-94.

Support services and programming for minority students will continue to be developed through the Office of Multicultural Affairs.

The Academic Senate will review recommendations for a new University policy on discriminatory harassment in the fall of 1993.

Renovations to improve access to university buildings for persons with disabilities will continue.

Following the approval of the revised University Mission Statement, the Office of University Publications will oversee its inclusion in UNH's catalogs and official publications.

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