

**UNIVERSITY OF NEW HAMPSHIRE**

**FIFTH-YEAR INTERIM REPORT**

SUBMITTED TO THE NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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October 15, 2008

## STATEMENT ON REPORT PREPARATION

By letter of August 31, 2007 to Interim President J. Bonnie Newman, NEASC initiated the Fifth-Year Interim Review of the University of New Hampshire. On October 10, 2007, Senior Vice Provost Alan Ray and Director of Institutional Research and Assessment John Kraus participated in the NEASC/CIHE Fifth-Year Report Orientation. Following the Orientation, at the request of Provost Bruce Mallory, Dr. Ray organized the NEASC Fifth-Year Review Steering Committee (“the Committee”) to prepare the Fifth-Year Report (“the Report”). The Committee established a timeline for producing drafts of the Report which provided for its review by the UNH community in spring 2008 and final approval by the Provost and President by the deadline of August 15, 2008. On June 1, Dr. Ray left the University; Professor Lisa MacFarlane replaced him as Interim Vice Provost. The timeline for completion of the Report was extended to October 15, 2008.

Due to an impasse in faculty contract negotiations, the Senate declined temporarily to name a representative to the Committee. In April 2008, the contract was settled, and the Senate selected Professor Lawrence Prelli as its representative.

The final membership of the Committee consisted of the following members of the UNH community:

Professor Victor Benassi (Psychology), Director, Center for Excellence in Teaching and Learning  
Dr. Taylor Eighmy, Interim Vice President for Research  
Dr. John Kraus, Director, Office of Institutional Research and Assessment  
Professor Lawrence Prelli (Communication), Chair, Faculty Senate Academic Affairs Committee  
David Proulx, Assistant Vice President for Finance and Administration  
Dr. Mark Rubinstein, Vice President for Student and Academic Services  
Megan Davis, Executive Assistant to President Mark Huddleston, ex officio member  
Dr. Alan Ray, Senior Vice Provost, chair of the Committee (AY2007-08 ending June 1, 2008)  
Professor Lisa MacFarlane, Interim Vice Provost, chair of the Committee (AY2008-09 beginning June 1, 2008)

In late 2007 and spring 2008, drafts of sections of the Report were prepared by members of the Committee plus the following individuals: Vice President for Finance and Administration Dick Cannon, Associate Dean for the College of Liberal Arts John T. Kirkpatrick, Associate Provost Leigh Anne Melanson, Vice President for Communications and Marketing Jennifer Murray, Associate University Librarian and Professor Diane Tebbetts, Assistant Provost James Varn, Associate Vice President for Research and Outreach Scholarship Julie Williams.

The Committee forwarded its draft Report to the Agenda Committee of the Senate in late April. Senate committees for Academic Affairs, Research and Public Service, and Student Affairs reviewed the document on April 28. These Committees consisted of the following tenure track faculty:

### Academic Affairs Committee of the Faculty Senate

Larry Prelli, Communications, LA, Chair  
Lynette Hamlin, Nursing, SHHS  
Frank Birch, Earth Science, CEPS  
Charlie Caramihalis, Thompson School, COLSA  
Michel Charpentier, Computer Science, CEPS  
Todd DeMitchell, Education, LA  
Eleanne Dowd, Decision Sciences, WSBE  
Grant Drumheller, Art, LA  
Art Greenberg, Chemistry, CEPS

Rochelle Lieber, English, LA  
Joe Onosko, Education, LA  
Susan Walsh, UNH-M  
Barbara White, Occupational Therapy, SHHS

Agenda Committee of the Faculty Senate

William Stine, Psychology, LA, Chair  
Marco Dorfsman, Languages, Lits. and Cultures, LA, Vice chair  
Jeff Salloway, Health Management, SHHS, Past chair  
Mimi Becker, Natural Resources, COLSA  
Karen Graham, Mathematics, CEPS  
David Richman, Theatre, LA  
Ruth Sample, Philosophy, LA

Research and Public Service Committee of the Faculty Senate

Lynn Kistler, Physics, CEPS, Chair  
Funso Afolayan, History, LA  
Clayton Barrows, Hospitality Management, WSBE  
Kevin Gardner, Civil Engineering, CEPS  
Robert Haskins, Music, LA  
Anita Klein, Biochemistry & Molecular Biology, COLSA  
Rob Robertson, Resource Economics & Development, COLSA  
Sharyn Zunz, Social Work, SHHS

Student Affairs Committee of the Faculty Senate

John Miller, Kinesiology, SHHS, Chair  
Ken Baldwin, Mechanical Engineering, CEPS  
Bob Barcelona, Recreation Mgmt. & Policy, SHHS  
William Berendtson, Animal & Nutrition Sciences, COLSA  
Meghan Howey, Anthropology, LA  
Jeong Park, Marketing, WSBE

On May 5, 2008, at its final meeting of the academic year, the full Senate considered the draft Report, and unanimously passed a motion requesting “that the NEASC Interim report accurately reflect the concerns raised and the advice offered by the Faculty Senate and its Academic Affairs, Research and Public Service, and Student Affairs Committees.” The Senate’s concerns have been incorporated into this Report.

## 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 major research university, UNH is Carnegie classified a Doctoral/Research University with high research activity. The University remains committed to its land-grant tradition, and now pursues its mission under sea-grant and space-grant charters as well. On the Durham campus are four colleges (Engineering and Physical Sciences, Health and Human Services, Liberal Arts, Life Sciences and Agriculture), one school (Whittemore School of Business and Economics), a two-year school that grants associate degrees (Thompson School of Applied Science), and a Graduate School. In 1985, the state legislature designated Merrimack Valley College as an academic division of the University, and renamed it the University of New Hampshire at Manchester (“UNHM”). UNH-Manchester is the sixth unit of the University of New Hampshire pursuing a singular mission as the University’s urban campus serving people who live and work in the Merrimack Valley and the state’s southern tier. UNH operates numerous centers and institutes that contribute to its teaching, research, and public service missions. UNH is a member of the University System of New Hampshire (“USNH”), which also includes Keene State College, Plymouth State University, and Granite State College.

The University strives to combine its missions of teaching, research, and public service in a distinctive way. A broad range of strong undergraduate programs is complemented with graduate programs of excellence; at every instructional level, UNH has a tradition of involving students as collaborators with faculty in fulfilling its research mission. Currently, UNH is cultivating a comprehensive undergraduate curricular reform. This Discovery Program, currently in the final stages of faculty review, will implement the insights of the 1995 *Boyer Report* and the AAC&U’s 2002 *Greater Expectations*, to stimulate undergraduate teaching and learning and better prepare UNH students for successful futures as citizens and professionals. As enunciated in the UNH Academic Plan, assessment of the University’s students, programs, and the institution itself, and the inculcation of a culture of responsibility, continue to inform everything done by the University.

## **RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS**

When preparing for its decennial accreditation review by the New England Association of Schools and Colleges (NEASC) in 2003, the University of New Hampshire included three topics deserving focused consideration: one, the undergraduate experience; two, engagement through research and scholarship; and three, institutional effectiveness. These decisions were made after broad consultation with the University community in the context of the recently completed Academic Plan.

A note: throughout is the recommendation that our current standards for promotion and tenure be reviewed to include some accounting of academic advising, mentoring, internships, and faculty involvement in co- and extra-curricular activities; and recognize and reward faculty efforts at engagement and outreach. Any modification of promotion and tenure guidelines and standards will require the extensive engagement of the Faculty Senate, departments, deans, and the Office of the Provost, and is currently at the most preliminary stages.

### **SPECIAL EMPHASIS 1: The Undergraduate Experience**

The initial charge to the 2003 Committee on the Undergraduate Experience was to:

- Describe and examine current standards for academic excellence for all students and students' goals, attitudes and behaviors as they relate to academic expectations.
- Recommend strategies for recruiting and retaining the highest possible quality students and for clarifying goals for all students.
- Describe and appraise how well the University integrates learning across all environments from classroom to lab, dorm, playing fields, internships and beyond, from the first year to graduation. This will include identifying the key change agents at UNH.
- Evaluate opportunities to improve the integration of General Education, International Education, and Undergraduate Research. Develop other recommendations for better integration of learning.
- Recommend measures and a structure for assessing the integrated UG Experience, in order to improve the quality of teaching and learning.

In order to organize this work, the 2003 Committee identified five core areas for study: advising, undergraduate research, internships, international education and student life. With subcommittees leading the effort on each of these topics, the 2003 report evaluated available data on each theme, offered appraisal on each area, and also made recommendations that should guide progress over the next five year period. The 2003 NEASC Evaluation Committee added recommendations after their October campus visit. Now, as part of the five year review of progress, this Fifth-year report seeks to summarize those recommendations and to provide an update on each. For clarity, we reference the source of each recommendation.

The 2003 Committee report also identified five broad recommendations, echoed by the NEASC visiting team report, that are embedded in UNH's responses to many of the recommendations below. Those are:

- Enhance communication across campus.
- Enhance collaboration across programs and between academic and student affairs.
- Build more deliberately on previous work.
- Align expectations of faculty with the reward system.
- Develop a permanent assessment mechanism by formalizing the work of the assessment fellows.

The 2003 NEASC Report also recommended that the University “identify which are the most likely to produce early significant results.” The activities undertaken since 2003, and detailed below, reflect the University having taken that advice. Recommendations concerning the University’s budgeting model, Responsibility Center Management, and the Discovery Program, the University’s proposed general education plan, are taken up under Special Emphasis Three: Institutional Effectiveness.

### Advising

The issues associated with advising are complicated ones, because more than virtually any other function on the UNH campus, they are decentralized, and carried out by more than six hundred faculty members, dozens of professional advisors, and scores of peer advisors (in selected settings). Additionally, because advising requires that the advisor and the advisee collaborate, breakdowns in the advising process are not always simple to diagnose and resolve, particularly when changes in major (or level within major) can precipitate a change in advisor. At present, as in 2003, the University notes that the most concrete measures of success are those related to students’ retention and graduation at levels that significantly surpass its peer (four year public) institutions. Still, the University acknowledges that data from its most recent survey of graduating seniors (the College Senior Survey, 2007) highlights that academic advising (with 57 percent of UNH respondents and 59 percent of national respondents reporting that they were “satisfied” or “very satisfied”) represents one of the areas where the University must continue to devote attention, both in educating students to be more effectively involved in the advising process and in assisting faculty with information and resources on general education and other University-wide requirements.

*Recommendation: Provide incentives for faculty advising and tie those rewards to regular evaluation and participation in training on advising. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

Faculty and students generally manage department and major requirements well; breakdowns in the advising process are more often associated with general education or other University-wide requirements. In addition to strengthening students’ understanding of these requirements, faculty should have opportunities for additional training, application of technology, and greater institutional focus on the advising process to strengthen their resources in this area.

*Recommendation: Simplify the process of advising to encourage advisor understanding of University-wide requirements and policies and student accountability for meeting requirements and following policies. Specific steps include: user-friendly on-line technology that provides degree audits and listings of students’ advisors with advisor e-mail links; adoption of the revised General Education program (the Discovery Program) which is more easily explained, understood, and fulfilled because it incorporates linked and/or interdisciplinary courses that intentionally integrate the undergraduate experience; and closer monitoring of the academic progress of first semester students. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

The primary resources available to improve advising and advising outcomes are education and training, for advisers and students. The University Advising and Career Center, through annual updates and distribution of the Advising Handbook seeks to ensure that all faculty and staff with responsibility for academic advising have access to current, accurate information.

Additionally, the University continues to develop the appropriate use of technology to support advising. Since the 2003 NEASC review, the Registrar’s Office, in conjunction with the Colleges, has completed the implementation of an on-line general education degree audit. This allows a student to request a snapshot of her or his progress toward satisfying general education requirements at any time. Additionally, in the semester following the student’s completion of 80 (or more) credits, the Registrar’s Office produces a printed copy of the degree audit for general education that identifies outstanding

requirements. Work is ongoing with individual departments to broaden the capabilities of the system to capture specific degree requirements for individual majors.

Finally, with the recent resolution of the collective bargaining agreement for faculty, we expect a final draft and approval of the Discovery Program in AY 2008.

### Undergraduate Research

Long considered a strength of the undergraduate experience at UNH, within the past decade the University has taken concrete and systematic steps to reinforce the significance of undergraduate research, and to increase its visibility and centrality to the undergraduate experience.

In 2006, the Undergraduate Research Program received a \$7 million endowment (through the generosity of the Hamel family) and became the Hamel Center for Undergraduate Research. The Center oversees all undergraduate research opportunity programs (academic year and summer; campus-based, domestic, and international; and across all four years of the curriculum). The Center also publishes *Inquiry*, the on-line undergraduate research journal of the University of New Hampshire. The Center is currently engaging in strategic planning with a faculty advisory committee. The Undergraduate Research Conference has grown to a 10-day long event in which more than 800 students participate representing all fields of research, scholarship, and creativity. In addition, the University is developing an on-line directory of faculty research interests, both to illustrate the scope of research activity by UNH faculty and to assist in connecting students' interests (as well as inquiries from the public and from media) to the work of faculty

The University's most recent survey of graduating seniors (the College Senior Survey), demonstrates that the percentage of its students who reported that faculty afforded them opportunities to participate in research has increased from 21 percent in 2005 to 27 percent in 2007. The data reflect progress consistent with the investments described above. However, if undergraduate research is to become a true signature of the University's undergraduate curriculum, it must become an expectation, not an opportunity

*Recommendation: Recognize and reward faculty mentoring of undergraduate research. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

The Hamel Center and the Center for Excellence in Teaching & Learning are developing a series of workshops on effective mentoring. Faculty in disciplines in which external funding is limited should be eligible for research support to facilitate the context for mentoring.

*Recommendation: Undergraduate Research should be more clearly integrated in the undergraduate curriculum. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

The Hamel Center, the University Honors Program, and some colleges have collaborated on research courses that train students in, and provide credit for, research activities. INCO 590 is a University-wide variable-credit course that provides credit and small amounts of funding for students to assist faculty mentors with teaching and research activities. INCO 501 is a two-credit course on scholarly literature searches and research project design currently offered in three broad areas (biological sciences, social sciences, and humanities), and team-taught by a faculty member and a librarian. For many departments, the Discovery Program's proposed capstone experience for seniors should also facilitate curricular integration.

Colleges and departments will need to create a systematic and coherent introduction to research at the lower level across the University; and the current draft of the Discovery Program includes a capstone experience

that in many fields offers an opportunity to integrate research into the major. At present, over half of all majors require the equivalent of a capstone experience as a condition of degree completion.

*Recommendation: Develop a way of assessing the impact of the UNH decentralized budgeting system and other policies and initiatives, such as the Discovery Program, on the University's ability to enhance undergraduate research. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

We currently have no explicit evidence to suggest that RCM, as a budgeting system, is having a detrimental effect on the efforts to infuse research into the undergraduate curriculum. The above developments speak to undergraduate research as an institution-wide priority. As we go forward, we will be attentive to other policies and initiatives of the University, such as the Discovery Program and the Blue Ribbon Commission on Research, that could impact the faculty's ability to mentor undergraduates, in particular by affecting teaching loads.

### Internships

Internship experiences, broadly described as pre-professional experiences, vary considerably across disciplines. Some are a required part of completing a degree program and prescribed by professional associations and/or accrediting bodies. In other areas, the experience is embedded in the curriculum of one or more courses with explicit learning objectives associated with the experience. In still others, the experience is more detached from the curriculum and serves primarily to provide the student with a hands-on exploration of a career option or, often, a resume-building experience.

*Recommendation: The wide range of experiences labeled "internship" does little to communicate what the experience entails. UNH should clarify what it means by an internship and develop some common expectations about what is entailed in an internship, both in terms of academic expectations and faculty involvement. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

The variation in the context for internships has made imposing a template on the curriculum challenging and of questionable value to some. Through the Internship Office in the University Advising and Career Center and as a complement to advising activities throughout the University, effort is made to assist students in evaluating the value of internships and for identifying the best available options for internships based on a student's particular needs and interests. The University is exploring using e-portfolios to allow students to document their in- and out-of-class learning experiences and as a way to demonstrate outcomes. This technology holds promise for documenting the internship experience in all of its variations.

*Recommendation: All programs should examine the possibility of and expectation for practical experiences for their students. To the maximum extent possible, all academic programs should have an identified, credit-bearing internship course. A campus-wide workshop to share ideas and practices would be a good vehicle for both communication and faculty development. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

An institution-wide approach seems unlikely to provide uniform benefit to all students. As the Discovery Program requires a "capstone" experience, however, more departments are likely to define whether and in what form an internship would support the curriculum.

*Recommendation: Greater centralization of information and resources for internships and more collaboration between academic programs and the Internship Office would facilitate student access to internships. We do not advocate less programmatic autonomy for handling internships, but we do advocate greater sharing of*



*information about options and opportunities. We also advocate more centralization of data on internships. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

Although some departments, particularly those which use internships as part of the student's degree requirement and subsequent professional certification, maintain their own listings, many post their internship opportunities on the University Advising & Career Center's online database, hosted by MonsterTrak.

*Recommendation: Faculty work with students on internships must be recognized and counted in faculty workload and in the reward structure. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

In those departments in which an internship is an integral component of the degree program (or licensure), faculty engagement with this pursuit is recognized and rewarded; however, among other programs where the internship is not explicitly required, it is less clear (and likely to be less consistent) as to how this is valued. As internships have come to be more widely recognized and valued, it seems departments have become more aware of the faculty effort associated with successful outcomes.

### International Education

In the 2003 NEASC report, the University resolved to expand student participation in study abroad programs, particularly in non-English speaking countries. Between 2000-01 and 2007-08 the number of UNH students participating in international study away programs increased from 453 to 677 (an increase of 49%; close to 25% of undergraduate students now spend some portion of their time studying abroad). English-speaking countries accounted for 38 percent of the study abroad destinations in 2006-07 (with England and Australia accounting for more than a quarter of all participants). The major non-English speaking destinations were Italy (105), Spain (66) and Hungary (40).

*Recommendation: UNH should expand study abroad opportunities and exchange programs, targeting institutions of comparable, and especially in countries where we do not have existing study abroad or exchange programs. The exchange programs would have the dual intent of expanding study abroad opportunities for UNH undergraduates and of expanding the enrollment of international students (and the diversity of the student body). (2003 UNH Committee on the Undergraduate Experience, p. 13)*

Although not in a linear fashion, the number of UNH students participating in study abroad activities reflects a generally upward pattern over the past decade, from fewer than 400 students in 1997-98 to more than 600 students in 2006-07. This increase represents more students participating in UNH-managed programs as well as in "approved" programs (managed by other institutions). It also represents the expansion of appropriate exchange programs with other institutions.

Faculty tend to initiate study abroad and exchange opportunities, often in a decentralized manner. The Center for International Education and the University Committee on Study Abroad (UCSA) provide support to departments or faculty members and ensure that programs are managed in compliance with all UNH guidelines and policies. Examples of the most recent initiatives include: Nagoya University of Commerce and Business in Japan and WSBE at UNH; Kookmin University in Korea and WSBE; Shanghai International Residence (Graduate); Social Work in the Dominican Republic (SW785/885 Study Tour); Classical Dressage Experience in Portugal (ANSC 520); and Early Childhood in Southern France (FS 797/897).

The Center for International Education and the Center for the Humanities recently were awarded a grant from the State Department to develop study abroad programs with Ghana at the University of

Ghana, Accra and Kwame Nkrumah University, Kumasi. The programs aim to help UNH students have access to study in Ghana, and to facilitate faculty exchanges. In addition to contributing to the internationalization of education at UNH, we anticipate that this program will enhance our efforts to diversify our community.

*Recommendation: CIE should develop permanent faculty staffing for the IA core courses by joint appointments or other suitable means. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

The College of Liberal Arts has authorized a full-time lecturer position for fall 2008 to teach an average of four courses per year in the International Affairs (IA) dual major program and the equivalent of two courses per year in the Honors Program. Additionally, the Provost's Office has established a Hood House Professorship beginning in the fall of 2008 to build synergy among the "Hood House Programs" (University Honors, the Hamel Center and the Center for International Education); that position also offers the potential for additional teaching resources for the IA Program .

*Recommendation: CIE should increase awareness of the IA program and improve access to the program through better coordination with college and faculty advising systems. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

CIE has developed an IA brochure for students, which is distributed on campus and through the Office of Admissions. CIE also targets faculty, directly, on the web and through the Deans' offices, especially those from under-represented disciplines. The Advising Handbook (prepared by the UACC) has annually updated information about the IA program and the range of study away options UNH offers. Although typically the International Affairs Dual Major (IA) Program has averaged 27 students a year, in May 2008, the University graduated 47, with 143 junior majors. This suggests success in stimulating increased interest and the potential for further significant growth.

*Recommendation: The NEASC Committee strongly suggests that the University act immediately to require close coordination of all study abroad programs offered by the University and strict adherence to established guidelines and procedures. (2003 NEASC Evaluation Committee)*

In 2005, the University initiated the pilot of a tuition-based model for all UNH-managed programs; this was intended to regularize procedures and costs for UNH programs. That initiative is due to be reviewed this year, with an eye towards its unintended consequences for programs that vary in their geographical locations, role in departmental curricula, and local costs and infrastructure. In addition, CIE has recently hired an administrative director whose portfolio includes updating risk management procedures; developing contracts with international partners; supporting faculty development; working with General Counsel on legal and liability matters; and reviewing all approved programs.

## Student Life

*Recommendation: UNH should create a centralized communication infrastructure for all co- and extracurricular activities. The university also needs accurate mail and email addresses for students both on and off-campus, as the current process for maintaining contact information is ineffective. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

Although the University has introduced a "University-wide" calendar intended to capture all events with a University-wide appeal, most campus activity continues to be tracked by individual departments and communicated in multiple locations. In an effort to better coordinate this information, the University maintains a website that gathers these into a single location. In winter 2008, UNH initiated *UNHToday*,

a daily emailed news source for the UNH community. Additionally, Blackboard (a secure, password protected course management website restricted to those with UNH IDs) provides tools that allow the University to disseminate information to students while allowing them to customize announcements and invitations based on their own interests and organizational memberships. More recent developments in “directed communication” also permit targeted outreach through email; following a 2004 policy, the University continues to rely on electronic communication rather than mail for most institutional communication. However, UNH has made no significant effort to update students’ local addresses.

*Recommendation: UNH should plan themes for large-scale campus activities and develop and implement a university-wide conversation on relevant topics in classrooms, the residence halls, and other campus venues. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

This recommendation has been adopted through the creation of the University Dialogue as a component of the Discovery Program. The University Dialogue, now in its fourth year, has addressed globalization, energy and democracy, and, in the current year, the growing divide between wealth and poverty in the U.S. Every year, about a dozen faculty from diverse disciplines lead the campus in examining the topic from the perspectives of their scholarly areas, in print, in classrooms, in dormitories, and in the student union. Additionally, coordinated activities such as the Energy Waste Watch Challenge attempt to engage students in “living what they are learning.”

*Recommendation: UNH should initiate a year-long program for first year students that integrates them to the academic priorities of the institution. (2003 UNH Committee on the Undergraduate Experience, p. 13)*

Beginning with June Orientation and carrying over to the early fall Wildcat Days, newly enrolled students receive clear and consistent messages about the value that the University places on academic endeavors, as well as the civic responsibilities associated with membership in the University community. They receive a “statement of shared civic commitment;” the Deans’ Offices reinforce those values and expectations when they meet with newly enrolled students.

The University also attempts to provide newly enrolled students with a coherent framework for understanding the University’s priorities and the available resources to achieve them. For the past two years, the University has been piloting programming based on a curriculum designed specifically for first-year students. Taking advantage of the fact that more than 80 percent of the University’s entering students are first year students and that more than 95 percent of those students choose to live on campus, the University has relied primarily on the residence halls to deliver this “first year integration” curriculum. At present, Residential Life is working to develop more measurable outcomes to allow us to evaluate this curriculum. Outreach from the Office of Off-Campus and Commuter Services provides a vehicle for reaching transfer students as well as first year students who elect to commute; however, it is likely that the University will need to find ways to reinforce these efforts as it moves from the pilot stage to full implementation in the residence halls.

Outside of the residence halls (and outreach to commuters), the University is also attempting to reinforce the relationships between academic and co-curricular experiences. For example the Memorial Union Building’s MUB Lecture Series seeks to coordinate invited speakers with the formal curriculum, either in conjunction with the Discovery Program’s theme for the year or with specific faculty and courses; diversity-related programming sponsored by the Office of Multicultural Affairs (and the Vice President for Student & Academic Services) links to faculty work in, for example, American Studies and Race, Culture & Power; constructive partnerships between Campus Recreation and Kinesiology create opportunities for practical experience in Outdoor Education, Athletic Training and other academic programs.

The Division of Student & Academic Services, with the Parents' Association (which funds the effort), the Office of Conduct & Mediation Programs, the Office of Health Education and Promotion and several other offices, also distributes a DVD to incoming students that helps shape their understanding of institutional expectations as well as consequences. The DVD, titled "Your Choices Matter" was originally intended to highlight the risks associated with poor choices around alcohol, but given the explicit connections between these choices and the academic consequences of such actions (including loss of scholarships and loss of privilege to study abroad), this resource has become part of the institution-wide effort to help students focus on their academic responsibilities. More recently, the Sexual Harassment and Rape Prevention Program (SHARPP) has worked with a group of faculty members in Psychology, Sociology and Women's Studies to implement an evidence-based "bystander training program" that is intended to provide community members with the skills and knowledge to lessen the likelihood of harm to members of the community. Initially contemplated as a resource to reduce sexual assault and domestic violence, the framework for this training is now being applied to a range of issues including suicide and other forms of self harm such as eating disorders and high risk use of alcohol.

*Recommendation: UNH should increase the diversity of students, faculty, and staff and address the feeling of isolation of multicultural students. Improving diversity also needs to be an integrated effort among campus offices. (2003 UNH Committee on the Undergraduate Experience, p.28)*

Although UNH continues to be a predominantly white institution in a predominantly white state, the University's efforts toward inclusion have become increasingly productive in recent years. The University has completed a Diversity Strategic Plan, undertaken regular annual reviews of progress and challenges, and developed protocols for employment searches that increase the likelihood of attracting well qualified students and job candidates from underrepresented groups. The percentage of students in recently entering cohorts who are drawn from underrepresented groups has approached seven percent; increased retention has brought the diversity among students to approximately twice the level observed at the University a decade earlier. The University has made parallel efforts to hire faculty and staff with more diverse backgrounds and who are multi-culturally competent.

In addition, current staff members across the University have taken advantage of training opportunities to develop better understanding and more appropriate skills to serve students from diverse backgrounds whether that diversity is reflected in race, ethnicity, sexual orientation or identity, gender, religion, disability or class. Additionally, the University has developed mechanisms to be more responsive to reports of behaviors that are potentially threatening to members of the University community, taking steps to respond to the immediate needs of those who are affected by such behavior as well as using these opportunities to inform and educate the University community when these events occur.

*Recommendation: Students living off-campus can often feel disconnected from the broader UNH community. While other recommendations made in this section may help to dissolve that disconnect, a comprehensive study of off-campus students would help commuter students feel more satisfied and connected to the University community. (2003 UNH Committee on the Undergraduate Experience, p.28)*

Over the past five years, the University, through the Office of Commuter Services, has developed a wide array of programs and support services for commuter students including "Commuter and Transfer Survival Day" and a monthly "Good morning, Commuters" activity. More substantively, the creation of "commuter assistants" (who serve as information and programming resources and parallel the work of residential assistants) and the introduction of "The Commuter Connection" a weekly newsletter intended

to help commuting students stay in touch with both “mainstream” campus life as well as issues that are unique to commuting students (e.g., road closures, parking bans, etc) have improved the sense of community and engagement for students who choose to live off campus. Additionally, the introduction of periodic online surveys for off-campus students has helped focus University attention on areas where the University needs to improve the delivery of service for commuter and transfer students. Located within the MUB’s Leadership Center, the Office of Commuter Services blends the effective delivery of administrative services that commuting students require with the effective engagement and commitment to student development that all students need.

*Recommendation: The University should increase the percentage of students living on campus and by exploring options for making affordable housing available to new faculty members. (2003 UNH Committee on the Undergraduate Experience, p.28)*

Between 2003 and 2008, the University added 1258 beds in new and renovated residence halls. See Standard Eight for details. The University has explored options for faculty housing and family housing for students.

### Summary

Through the past five years, the University has made steady, albeit uneven progress toward achieving the objectives outlined in the last NEASC review to improve the undergraduate experience at UNH. Virtually all of the issues that were identified as priorities have received attention; however, some of the specific goals, particularly those that require greater recognition and reward for faculty involvement (e.g., advising), will still require work and represent uncertain outcomes as the valuing of faculty time and effort must be addressed through discussion and deliberation among the faculty, department chairs, deans, and the Office of the Provost. Still, the University has good reason to believe that it is making progress toward fulfilling its own objectives for becoming the institution that its aspirations have defined.

## **SPECIAL EMPHASIS 2: Engagement through Research and Scholarship**

The 2003 Committee on Engagement through Research and Scholarship had two initial charges: one, to define “engagement” in concert with UNH’s land, sea and space grant mission; and two, to contextualize that work with existing strengths within the university and connections beyond it.

The 2003 Committee defined “engagement through research and scholarship (ETRS)” as “a mutually beneficial collaboration between the University of New Hampshire and community/external partners for the purpose of generating and applying relevant knowledge to directly benefit the public.” The 2003 Committee then developed a set of projections to help guide UNH faculty, extension educators, administrators, staff and students. The 2003 NEASC Report echoed the Committee’s recommendations, grouping them under larger headings:

- Embedding an engagement ethos
- Developing high impact, high profile interdisciplinary initiatives
- Building a supporting structure for ETRS
- Defining and measuring success
- Investing in engagement
- Communicating internally and externally
- Coordinating outreach functions.

In 2007, the Steering Committee prepared for the interim NEASC report and for the revision of the Academic Plan by conducting a five-year review of those goals. The 2007 Steering Committee synthesized the strategic

plans of the six schools and colleges, Cooperative Extension, the Institute for the Study of Earth, Oceans, and Space (EOS), the Joan and James Leitzel Center, and the Carsey Institute into a comprehensive and thematically organized summary. It also conducted face-to-face interviews with key administrative leaders (deans and directors), and invited 18-20 faculty and staff from the above units and the Outreach Scholars Academy to participate in focus groups. The results were synthesized into a revised set of strategic actions for 2008-2013.

Responses to the 2003 Committee recommendations, and implicitly to the broader comments of the 2003 NEASC Report, follow:

*Recommendation: Develop an organizational structure and institutional leadership that will actively promote and embody engagement through research and scholarship. (2003 UNH Committee on Engagement through Research and Scholarship, p.12; 2003 NEASC Evaluation Committee)*

The Office of the Associate Vice President for Research and Outreach Scholarship now reports both to the Provost and Executive Vice President (80 percent) and to the Vice President for Research (20 percent). The new reporting structure optimizes the office's ability to link and integrate the engagement mission into the academic and research enterprises. Since the initial NEASC report, the Office has grown from the Associate Vice President (AVP) and an administrative assistant: the office now consists of the AVP, one senior faculty fellow, one Outreach Associate, and a Program Coordinator. The faculty fellow and outreach associate work part time in the Office on specific projects.

*Recommendation: Align engagement specifically with the recently completed Academic Strategic Plan. (2003 UNH Committee on Engagement through Research and Scholarship, p.12)*

The Office works closely with an advisory board comprised of faculty members, deans and associate deans, and representatives from external organizations. The board is co-chaired by the AVP and a faculty member. The Board is charged with advancing and supporting engagement and integrating it into core academic and research functions in collaboration with external constituencies.

*Recommendation: Develop better linkages with the needs of external stakeholders. (2003 UNH Committee on Engagement through Research and Scholarship, p.12)*

The results of the five-year review of ERTS suggest that multiple areas of the University actively and systematically engage external constituencies through advisory boards, ongoing evaluation of stakeholder needs, and active engagement with stakeholders in externally funded grants. In particular, engagement with external stakeholders is central to UNH Cooperative Extension, and two Colleges--UNH Manchester and the College of Health and Human Services. Other units such as the Carsey Institute, the Institute on Disability and the Leitzel Center also engage stakeholders through a range of funded grant initiatives. In addition, a number of ongoing programs across the University engage external stakeholders with UNH faculty, staff and students.

*Recommendation: Create a University culture that values and promotes engagement, and develop high impact and high profile interdisciplinary initiatives. (2003 UNH Committee on Engagement through Research and Scholarship, p.13; 2003 NEASC Evaluation Committee)*

Central to the university's efforts to promote a culture that values engagement is a signature, semester-long faculty professional development program called the Outreach Scholars Academy. To date 60 faculty members have been "inducted" into the Academy. Faculty must be nominated by their dean or chair and formally apply.

*Recommendation: Create more integration among UNH's outreach service units and with academic units. (2003 UNH Committee on Engagement through Research and Scholarship, p.13, 2003 NEASC Evaluation Committee)*

A primary goal of the Outreach Scholars Academy is to connect departmental faculty with extension and research faculty. Administratively, the Dean of Cooperative Extension and the Associate VP for Research and Outreach Scholarship report to the Provost and Executive VP. Periodic meetings among these administrative leaders and with the academic deans focus on engagement. As noted above, there is also a cross-institutional "engagement advisory board" composed of faculty members, deans, and external partners that helps with this integration.

*Recommendation: Strengthen community engagement through distributed and distance learning, the Center of Graduate Professional Studies at UNH Manchester, and new partnerships with government, industry, and communities. (2003 UNH Committee on Engagement through Research and Scholarship, p.13; 2003 NEASC Evaluation Committee)*

The University has decided not to focus engagement efforts on distance or distributed learning at this time. UNH has developed new partnerships with industry through a National Science Foundation statewide program which engages industry partners (supported by an EPSCORE grant) and through the Office of Strategic Initiatives and the Office of Corporate and Foundation Relations, formed in 2005.

*Recommendation: Provide stakeholders (e.g. alumni, the public-at-large, community partners, faculty, staff, and students) with a clear picture of the University's investment and commitment to outreach and engagement. (2003 UNH Committee on Engagement through Research and Scholarship, p.13; 2003 NEASC Evaluation Committee)*

A new University website has been developed and engagement appears directly on the UNH homepage. The University has applied for the Carnegie classification on community engagement. It is developing a strategic communications plan to help target examples to a range of stakeholders about its engagement work. UNH currently has a variety of examples of engagement that are used by administrative leaders to help clarify the University's commitment to engagement.

In addition to yielding the information above, the 2007 review provided a revised set of strategic actions that will form the core of the Office's work until the decennial NEASC Report in 2013. These will include the following:

- Continue to support multi-disciplinary faculty and staff driven engagement initiatives such as the Carsey Institute, the Joan and James Leitzel Center for Mathematics, Science and Engineering Education, the Institute on Disability and UNH Cooperative Extension.
- Advance the partnership between UNH Manchester and UNH Cooperative Extension with a specific focus on engagement with the Manchester metropolitan area.
- Strengthen outreach and mutually beneficial partnerships with external stakeholders.
- Provide ongoing faculty professional development through the Outreach Scholars Academy.
- Utilize communications strategies within Cooperative Extension, the Colleges, the VP for University Communications and Marketing, and the Office of Outreach Scholarship to raise awareness about UNH's engagement efforts with external and internal stakeholders.
- Create a University culture that values and rewards engagement and outreach activities in addition to teaching, scholarship, creative work, and research.
- Provide input and leadership to the national conversation about engaged scholarship.

## Summary

Over the last five years, UNH has advanced its engagement and outreach mission, by developing an administrative infrastructure, supporting a range of sustainable activities, and initiating a mechanism for beginning to diffuse engagement across the faculty. Because faculty involvement is critical to transforming the campus culture, the University has focused considerable effort on providing financial, professional development and intellectual support to faculty and staff members interested in advancing engagement. The University has also targeted these investments in areas of strength: for example, rural families and communities; extension to the State of New Hampshire; math and science education; and partnerships with the city of Manchester, NH. The 2007 review reveals both substantive progress and strategies for building on our success.

### **SPECIAL EMPHASIS 3: Institutional Effectiveness**

The 2003 Committee on Institutional Effectiveness had as its charge to evaluate the University's budgeting model, RCM (Responsibility Center Management), and its integration into the Academic Plan. In its 2003 report to NEASC, the Committee included several "Projections;" some of these were echoed in the 2003 NEASC Report. Efforts to address both Committee projections and NEASC recommendations are discussed below.

*Recommendation: Proceed with the scheduled review of RCM with broad campus involvement. (2003 UNH Committee on Institutional Effectiveness; 2003 NEASC Evaluation Committee, p.15)*

Throughout the 2003 NEASC accreditation process, members of the UNH community expressed concern as to RCM's unintended consequences on interdisciplinary opportunities, economically vulnerable programs, and core values. All agreed that RCM needed to be reviewed to consider the impacts of RCM and identify any areas where refinement of the model might be necessary. In 2006, the University conducted a comprehensive review of RCM. The review compared FY 97-00 with FY 01-05; it had broad campus involvement and covered all aspects of RCM, including undergraduate tuition credit weighting and interdisciplinary rewards. The President appointed a planning committee to solicit input and feedback about RCM from the community. The full committee conducted meetings and open fora with each RC unit, which led to the identification of seven key areas of concern: Undergraduate Net Tuition, State Appropriations, Indirect Cost Recovery/Research, Facilities, Quality and Governance, Assessments, and Graduate Education. The committee reconfigured itself into an overarching RCM Review Steering Committee with seven sub-committees to study those topics. The VPFA office compiled quantitative information of various activities, and all subcommittee members received these data to help with their work.

It was a thorough and open review: it was conducted over eighteen months; involved hundreds of University community members; and included extended, thorough, and candid committee discussions. Each subcommittee conducted interviews, administered surveys, and analyzed data; each reported on a series of recommendations to the RCM Review Steering Committee. After the Steering Committee reviewed reports and assessed recommendations, two open forums were held to present initial recommendations and receive feedback. The Steering Committee made final recommendations to the Central Budget Committee which in turn made recommendations to the President. The CBC and the President ultimately adopted approximately ninety recommendations, including that another review of RCM be conducted in FY11.

The RCM Steering Committee's overall conclusion was that there remains campus-wide support for decentralized budgeting at UNH. Further, the Committee found no qualitative or quantitative evidence to suggest that RCM has negatively impacted academic quality, funded research activities, or collaborative ventures among individuals or groups of faculty or staff despite widespread perceptions around the University to the contrary.



Some general observations provided the basis for the review and its recommendations. First, the University experienced important changes in the five years since RCM was implemented, as a result of both internal and external factors. Foremost among these was the adoption of the Academic Plan for 2003-2008; the review process provided an opportunity to determine whether the UNH budget model supported the goals and strategies identified in the Plan, which, indeed, served as the foundation for the entire process. Second, although the Plan focuses on a full integration and healthy interdependence of teaching, research, and outreach scholarship, the Steering Committee recognized that the existing RCM model favored segmentation over unification of the University. Third, the RCM Steering Committee emphasized incentives, particularly those aimed at strengthening graduate programs. Finally, the Committee assessed the nature and number of revenue streams upon which each RC unit relied, and therefore assessed its level of financial risk. The conclusion that greater diversification of revenue streams where possible would be advantageous led to some recommended model changes.

*Recommendation: Prepare a very short version (Mini Executive Summary) of the Academic Plan (and other plans) and disseminate widely to all faculty and staff. (2003 NEASC Evaluation Committee, p.15)*

Everyone at all levels of the university should be conversant with the institutional plans. After the launch of the Plan in the fall of 2003, a wide range of print and web-based versions of the Academic Plan were distributed to all faculty and staff, Trustees, the UNH Foundation Board of Directors, and alumni groups. During AY 2003-2004, the Provost gave numerous addresses to faculty, staff, and alumni groups to present the Plan and answer questions about its content and implementation process. Subsequently, the Academic Plan became the benchmark for assessing all school and college strategic plans, academic department self-studies and strategic plans, and strategic plans in non-academic units (including Cooperative Extension, Student and Academic Services, Finance and Administration, and Communications and Marketing).

*Recommendation: Clarify the roles of the Central Budget Committee (CBC) and the Institutional Effectiveness Committee. (2003 UNH Committee on Institutional Effectiveness; p 10; NEASC Evaluation Committee, p.15)*

UNH was unable to take up this issue for the past two years due to a faculty contract impasse. The contract was settled in April 2008. The University anticipates addressing this recommendation in the year ahead. The University currently lacks a single representative governance group responsible for the coordination of strategic planning and institutional assessment. This is unfinished business from the current Academic Plan as well as the NEASC self-study. It is proposed that the Central Budget Committee be recast as the University Planning, Budget, and Assessment Committee (UPBAC). The Committee would continue to function with the current CBC charter and membership, and would have additional responsibilities relative to development and oversight of the Academic Plan as well as become the repository for unit-level plans and those unit-level assessments necessary to track institutional progress on the Plan.

*Recommendation: Allocate some funds centrally for new initiatives that are interdisciplinary or across units. (NEASC Evaluation Committee, p.16)*

Despite widespread perceptions around the University to the contrary, no qualitative or quantitative evidence suggests that RCM has negatively impacted collaborative ventures among individuals or groups of faculty or staff. The Provost and Executive VP and the Deans have been working with faculty to eliminate any perceived or real disincentives to interdisciplinary teaching and research across college programs.

During AY 2006-2007, the Deans Council discussed ways to foster greater cross-unit collaboration in order to stimulate more interdisciplinary academic and research activity. As a result the Provost and Executive Vice President developed a paper, endorsed by the deans, titled "Advancing Interdisciplinary Scholarship at

UNH,” which allowed for inter-college schools as subunits of the colleges organized around specific areas of excellence at UNH. The College of Engineering and Physical Sciences and the College of Life Sciences and Agriculture are currently in the early stages of developing the first proposal, for a School of Marine Sciences and Ocean Engineering.

A centralized strategic fund was developed as a result of the RCM review to be administered by the UNH President with annual funding of \$750 thousand generated from assessments to the RC units. The President receives requests each year from the Vice Presidents and allocates funding to support strategic initiatives across the University.

*Recommendation: Institute an annual reporting structure to evaluate progress of the plan(s) and feed into the periodic review mentioned above. (NEASC Evaluation Committee, p.16)*

Members of the Provost’s staff meet with the Deans and their staffs to evaluate programs in their strategic plans. Unit plans are shared periodically with the CBC.

*Recommendation: Continue process of academic program review at both the undergraduate and graduate levels and make outcomes assessment a more visible part of those reviews. Include in this review the evaluation of the new curriculum (Discovery). (2003 UNH Committee on Institutional Effectiveness, p. 11; NEASC Evaluation Committee, p.16)*

The current process for academic program review at both the undergraduate and graduate levels was revised in order to strengthen the program review process. Departments are being encouraged to consolidate their undergraduate and graduate program reviews. For departments that require specialized reviews, the report for the accrediting agency serves as the basis for the self-study. In addition, departments are asked to describe any outcome measures used to assess student learning.

The University received a three year grant from the Davis Foundation for the development and implementation of an assessment program for its first-year, inquiry-based seminars (INCO 444). The immediate purpose of this project is to insure that course development and redesign will be a coherent and consistent process, with the core values of the Discovery Program and the best practices of inquiry-based pedagogy intentionally expressed in every aspect of these inquiry courses. More broadly, the project begins to build an assessment infrastructure for the overall Discovery Program.

UNH plans to strengthen and sharpen the focus of the assessment expertise on campus by creating a series of sequenced faculty development experiences for a core group of faculty to be designated as College or discipline “Inquiry Fellows.” This group will develop the assessment expertise to guide the implementation of assessment-ready inquiry courses.

*Recommendation: Integrate alumni surveys conducted by the Office of Institutional Research with those alumni surveys conducted by other units (e.g., Nursing). (NEASC Evaluation Committee, p.16)*

This recommendation has proved not to be feasible or appropriate in practice. Every other year, Institutional Research and Assessment administers by mail an alumni survey of 29 questions to bachelor graduates one year after graduation. Questions have been carefully vetted to collect information across a wide spectrum of topics and for the Alumni Office as well.

Incorporating survey questions from other individual units would create a compendium instrument that would be long, cumbersome, and confusing. Large parts of the survey would not be relevant to any one completer. Return rates would suffer and results would be unreliable. Individual department surveys are

highly specific and refined vehicles to collect information germane to those unique and often professional programs. The connection of the department to their graduate is significant and personal and insures excellent response rates.

*Recommendation: Review the Academic Plan and develop a regular review and renewal of RC units' strategic plans. (2003 UNH Committee on Institutional Effectiveness, p. 12)*

In 2008-2009, the University will be engaged in institution-wide strategic planning, which will involve a review of the Academic Plan and its integration into all other aspects of campus organization and management. In addition, all RC units are in various stages of strategic planning.

*Recommendation: Clarify the roles and responsibilities of department chairs, and provide opportunities for professional development and leadership. (2003 UNH Committee on Institutional Effectiveness, p. 12)*

The University holds annual summer retreats for all department chairs, and a leadership workshop for all campus leaders in August. The University has also developed a professional development and mentoring program for all untenured faculty, with an emphasis on the retention and success of faculty from traditionally underrepresented groups.

*Recommendation: The Manchester campus is symbolic of an institutionally effective organization. The relationship with the main campus requires ongoing monitoring to ensure continuing academic integration. (NEASC Evaluation Committee, p.16)*

Since the 2003 accreditation review, concerted efforts have been made to incorporate data reports and other information from UNHM with the Durham campus' schools and colleges. The Manchester campus offers selected liberal arts and professional degree programs at the associate and baccalaureate levels and provides transfer opportunities for students who wish to begin their education in Manchester and complete their degree requirements in Durham. The Center for Graduate and Professional Studies, housed at UNHM, coordinates offering Durham graduate programs in Manchester. The Dean of the Manchester campus works with the Deans from the main campus to identify programs to be offered on the Manchester campus and to coordinate offerings. The Provost and Executive Vice President meets regularly with the Dean of UNH Manchester to review ongoing initiatives to ensure that they align with the mission/vision of the University.

## **NARRATIVE**

### **Standard One MISSION AND PURPOSES**

#### *Description*

The mission of the University of New Hampshire has remained constant since its most recent accreditation review. UNH continues to endorse the statement of its mission and purposes as presented in the University's Academic Plan and recited in its Final Report to NEASC in spring 2003 under its discussion of Standard One:

*The University of New Hampshire is New Hampshire's public research university, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. Its primary purpose is learning: students collaborating with faculty in teaching, research, creative expression, and service. The University of New Hampshire has a national and international agenda and holds land-grant, sea-grant and space-grant charters. From its main Durham campus*

*and its college in Manchester, the University serves New Hampshire and the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research.*

### *Appraisal*

While the main components of the University's mission remain unchanged, UNH is constantly evaluating the balance among them. Traditionally known as a university that focused on the teaching of undergraduates, UNH continues to develop as a major research institution. In addition, it continues to endorse engagement and outreach. Although not entirely a "zero-sum" proposition, enhancement of these components of the UNH mission challenges the University to be vigilant in retaining its commitment to undergraduate education and the special relationship between faculty and students in the teaching and learning process.

### *Projection*

The University will soon engage in a major review and renewal of the Academic Plan, including an assessment of its mission and purposes. As UNH closely evaluates and continues to enhance its role in research, scholarship, and engagement, it will necessarily make changes that affect the undergraduate experience. The University will make these changes carefully to be sure it has the optimal balance among the major components of its mission, and that it improves—rather than diminishes—the experience for its most important constituency: the nearly 12,000 undergraduates at UNH.

### *Institutional effectiveness*

UNH has a history of keeping a healthy balance among its missions of teaching, research, creative expression, and service. As this balance evolves, the University will continue to involve all of its internal and external constituencies in reviewing and monitoring its mission and purposes. In this way, the University will ensure that change occurs as efficiently and effectively as possible for all UNH stakeholders.

## **Standard Two PLANNING AND EVALUATION**

### *Description*

The University of New Hampshire continues to be guided by its Academic Plan. In AY2008-09, the University will undertake a review and renewal of the plan. At the present time, unit-level planning aligned with the Academic Plan functions across the University. With the arrival of a new president in July, 2007, the particular shape and scope of institutional strategic planning is under review. To the extent that the Academic Plan was not entirely comprehensive with respect to all aspects of institutional activity, it is anticipated that the President will lead a broadly conceived strategic planning process beginning in AY 2008.

### *Appraisal*

The Academic Plan provides a charter for policy and program decision-making at every level of the University. For example, the UNH Discovery Program, which is piloting the University's comprehensive undergraduate curricular reforms, accurately describes itself as "the signature liberal education program reflecting our vision and embodying the Academic Plan for the University of New Hampshire." The 2005-2009 UNH Strategic Plan for Diversity recites, "The University of New Hampshire Diversity Strategic Planning process was launched in January 2004 . . . to address the University's Academic Plan theme of community and diversity." In the area of

financial management the Academic Plan guides the University. The manual governing each major financial unit (called “RC units”) provides, “Each RC unit is responsible for developing strategic and financial plans that fit within the overall Academic Plan.” The current UNH Master Plan also reflects the academic priorities of UNH. The strategic planning process in the College of Life Sciences and Agriculture undertaken in 2006-07, which resulted in a reorganized COLSA, hewed closely to the Academic Plan. In early 2008, Cooperative Extension created graduate fellowships “in response to both Extension's Strategic Plan and UNH’s Academic Plan, promoting and supporting university engagement and partnerships between Extension and UNH’s academic departments.” In these and all other aspects of the University’s life, the Academic Plan has served successfully as a touchstone and guide for planning and operations.

### *Projection*

Then-President Ann Hart, in her letter endorsing the Plan, stated:

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

The Academic Plan was due to undergo review during academic 2006-07, with any changes to be implemented in academic 2008-09. However, in the absence of a faculty contract in 2006-07, the Senate passed a motion on October 30, 2006, stating in part, “The Faculty Senate will take no decisions and no actions during this period of work to rule, and the Faculty Senate expects the University administration to take no decisions and no actions on all those areas over which the faculty has primary or co-equal responsibility. Should such actions be taken, the Faculty Senate will be prepared to take appropriate action including but not limited to motions of censure and no confidence.” On November 13, 2006, as part of the rationale for a related second motion, the Senate reiterated that “for the duration of work to rule, the Senate will not be considering university-initiated business (as per the first motion passed on 10/30/06).”

As a result, throughout 2006-07 and 2007-08, the University community did not engage in broad-based, University-wide review of “our collective progress on the plan” (Hart). Although formal review and revision of the Plan was delayed, certain sectors of the University faculty informally reviewed the Academic Plan to provide suggestions for revision in their respective areas of expertise. These sectors include the University Writing Committee, the University Committee on Study Abroad, and the Advisory Board of the Center for Excellence in Teaching and Learning. They have proposed detailed amendments to the Plan designed to better integrate the perspectives of their specific missions with the larger mission and purposes of the University. The areas addressed pertain to undergraduate writing skills, internationalization of the campus and curriculum, and oral communications competencies. Because the contract was settled in April 2008, their work will provide important starting-points for a University dialogue leading to a sustained and comprehensive review of the Academic Plan in 2008-09.

### *Institutional effectiveness*

The Academic Plan of the University has anchored all UNH initiatives since its adoption, and continues to effectively serve the University. The adopted Strategic Plan for Diversity, the reorganization plan for the College of Life Sciences and Agriculture, the five-year revisions to the University’s financial model, the revisions to the UNH Master Plan, and the ongoing development and piloting of the Discovery Program are illustrative of the positive impacts the Academic Plan has had on UNH planning and operations. While a

campus-wide process of reflection on the Plan would have been optimal, the Plan nonetheless continues to allow us to advance the mission and purposes of the University.

### **Standard Three ORGANIZATION AND GOVERNANCE**

#### *Description and Projection*

The University of New Hampshire is part of the University System of New Hampshire, which is governed by a single Board of Trustees. UNH is the only comprehensive university in the University System, the only doctorate granting institution and, as the only USNH institution with land-grant, sea-grant, and space-grant charters, the only institution in the System with a major research mission.

#### *The Board of Trustees*

Chartered under state law RSA 187, the University System of New Hampshire is a non-profit corporation governed by a twenty-seven member 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 Trustee Bylaws, which can be found in the University System Policy Manual. Biographies of the current members of the Board may be found online. Board of Trustees members have been advocates for all USNH institutions in requesting funds from the state, and have attempted to balance the needs of the institutions with the best interests of the general public. The full Board meets at least four times each year, while committees meet as often as needed to perform their functions. 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 agendas and background materials, participate in discussions, and keep their institutional constituencies informed of the meetings they attend. However, they are not voting members of either the Board or of its committees.

Under the law, the Board has ultimate authority over and responsibility for the University. The public interest is represented explicitly by the eleven members appointed by the Governor with the advice and consent of the Executive Council. The Board establishes and revises USNH policies, usually after extensive communication with System institutions through its committee structure, the Administrative Board, and the System councils. There are also various ad hoc occasions for members of the Board to meet directly with different segments of the University community. Through its Financial Affairs Committee, the Board establishes budget guidelines for and oversees the financial audits of all USNH institutions, thus ensuring their ability to meet their financial obligations. State law RSA 187-A:16 charges the Board of Trustees to "recognize and foster the unique character and educational mission of each institution of the system. To this end, the institutions are to be permitted to operate with the highest measure of autonomy and self-governance, subject to the supervision of the board of trustees."

#### *The University System of New Hampshire*

The Chancellor is the chief executive officer of the University System and serves as chair of the Presidents' Council, which includes the President of UNH, and the Presidents of Keene State College, Plymouth State University, and Granite State College. The Chancellor's office and system-level committees coordinate and facilitate planning and the development of programs, policies, and procedures in the academic, financial, personnel, and facilities arenas. There are seven USNH committees and several affiliated boards. In light of the increasing importance of human resource management issues within USNH, a Human Resource Sub-Committee of the Executive Committee was recently added. The authority and responsibilities of the Chancellor and System office, along with the authority and responsibilities of the President and administration of the

University are described in the USNH Policy Manual. The Manual states that, “the Chancellor is the chief executive officer of the University System.” The Chancellor reports to the Chairperson of the Board of Trustees.

### *The University of New Hampshire*

The Bylaws of the 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" (USNH Policy Manual, III-Art. IV-Sect. 5). The UNH President exercises broad executive powers over all aspects of the instructional, research, and public service functions of the University. The Provost and Executive Vice President serves as the chief executive when the President is not available. A description of the Administrative structure of the University may be found online.

The University of New Hampshire has six schools and colleges: the College of Life Sciences and Agriculture (which includes the Thompson School of Applied Science), the College of Liberal Arts, the College of Engineering and Physical Sciences, the Whittemore School of Business and Economics, the College of Health and Human Services, and the University of New Hampshire at Manchester. There is also a separate Graduate School. Each of the schools and colleges, along with the Graduate School and the University Library, is led by a dean, each of whom reports to the Provost. With the exception of the Graduate School, Thompson School, and UNH Manchester (organized by divisions), all the schools and colleges are organized into academic departments, led by a department chair. The Institute for Earth, Oceans and Space became a University Institute recently; the director is a member of the Dean’s Council.

In 1996, the Faculty Senate replaced the existing Academic Senate and was approved by the Provost and Vice President for Academic Affairs, University System General Counsel, and endorsed by University Interim President Walter Peterson. The new Faculty Senate has responsibility for matters of University-wide academic policy and consists solely of full-time faculty members elected from the various constituencies throughout the schools and colleges of the University. The Graduate Council, consisting of representatives from the Graduate School and faculty representing the schools and colleges, provides oversight and guidance in all matters related to graduate education. Undergraduate students have a Student Senate which is at the core of the student governance system. The Graduate Student Organization provides a similar function for graduate students. The Operating Staff Council, Professional Administrative Technical (PAT) Staff Council, and Extension Educator Council consist of elected representatives of the staff.

Policies and procedures are regularly reviewed and revised by the various campus governing groups. Where appropriate, policy changes are approved by the relevant dean, Provost, President, or the Trustees. Periodically, the President will convene as hoc task forces to make recommendations on governance matters. The USNH Recommended Guidelines for Institutional Policy Development, Review and Approval, which provide a framework for these activities, can be found online.

The faculty play an extensive role in University governance. They have primary responsibility for establishing and modifying academic programs and policies. This is accomplished through the colleges and schools, including departments or divisions, through University level committees (such as the University General Education Committee or the University Study Away Committee)), and through the Faculty Senate. All academic operations (e.g., distance learning, executive programs) are integrated and incorporated into the same system of policy formation and management. In general, the Faculty Senate deals with matters of University-wide educational policy and standards while academic departments and the colleges deal with course and program development and the direct administration of degree programs. Although final authority for hiring faculty personnel rests with the administration, hiring is almost always based on recommendations of a faculty search committee, usually at the department level.

The establishment of the faculty union—UNH/AAUP—in 1990 has changed University governance as dictated by federal and state labor laws and negotiated contracts.

### *Institutional Effectiveness*

The Board of Trustees conducts annual planning retreats that assess progress toward identified goals and set objectives for each year. All University administrative officers are subject to systematic annual performance evaluation, as are all faculty and staff. The Faculty Senate conducts annual planning sessions each summer at which it assesses its progress on committee charges and sets charges for the coming year. The Provost and Executive Vice President requires deans and senior Academic Affairs staff to adhere to the standards for shared governance articulated in the Joint Statement on Government of Colleges and Universities (AAUP, ACE, AGB, 1966 and 1990).

## **Standard Four THE ACADEMIC PROGRAM**

### *Description and Appraisal*

The comprehensive, formative role of the UNH Academic Plan in all initiatives of the University has resulted in a series of changes in academic programs and their organizational design. The University is intentional in the management and assessment of its academic programs and express in articulating the relationship and responsibility of research institutes, outreach and engagement, cooperative extension, and sustainability to the University's academic mission. Accordingly, this section will highlight the following key developments since the 2003 NEASC review: (1) growth of and modifications to UNH degree programs, (2) undergraduate academic reforms, (3) organizational shifts that inflect the missions of selected programs, and (4) initiatives to enhance the University's assessment capabilities.

### *New, Modified, and Eliminated Degree Programs*

Since the 2003 NEASC Report, the University of New Hampshire has continued to initiate, refine, review, and eliminate academic programs in furtherance of its land-grant mission “to serve the public need for educated citizens.” From AY2003-04 through AY2007-08, the University has added, modified, or eliminated numerous academic degree programs. Specifically, UNH has made the following alterations to its degree programs:

New undergraduate majors/dual majors: 6

*English Literature, Justice Studies, Computer Information Sciences (UNHM), Environmental Sciences, Politics and Society (UNHM), Biological Sciences (UNHM)*

New graduate degrees: 2

*M.A. in Justice Studies, M.F.A. in Writing*

New undergraduate minors, options (including 1 graduate degree option), and other sub-major tracks: 21

Programs eliminated: 16

Programs subject to name change: 11

Grounded in the UNH Academic Plan, UNH procedures for new program proposals are express, applicable throughout the University, readily available (on the UNH website), and rooted in shared governance with the faculty. Certain substantial program changes also receive review and approval according to procedures promulgated by the University System of New Hampshire and its Board of Trustees. In this way, UNH “works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded” (Standard Four).



## *College Reorganization*

Since 2003, the University has engaged in a major restructuring of its College of Life Sciences and Agriculture for the purpose of strengthening academic programs, fostering greater interdisciplinary teaching and research, and achieving greater resource efficiencies. By early 2007, the College had adopted a new and ambitious strategic plan to increase enrollments, expand extramural funding, and consolidate its academic departments from seven small, discipline-based units to three larger, interdisciplinary units (Biological Sciences, Natural Resources and the Environment, and Microbiology, Cellular, and Biomedical Sciences). This was the largest restructuring of a UNH college in recent memory and involved substantial effort on the part of faculty, staff, and academic administrators. In AY 2008, the College is undergoing a complete curriculum review to better align degree programs with the new departments and integrate undergraduate and graduate research with its instructional mission.

## *Undergraduate Curricular Reform*

The Faculty Senate approved an implementation plan for the Discovery Program, which will culminate with a final vote to authorize the program. The Discovery Program is the University's undergraduate curriculum reform initiative, administered by a faculty-led body called the Discovery Program Action Committee ("DPAC"). The components of Discovery consist of small (25 students), first-year courses based upon an inquiry pedagogy ("Inquiry courses"); revised general education categories and review of courses potentially appropriate to them; a senior capstone experience centered in the disciplines; and a student-focused University Dialogue on a topic of common interest and faculty-authored readings directed to that topic. The final drafts of Discovery's precise contours are now in progress, and the Faculty Senate has scheduled a fall 2008 vote to fully authorize the new requirements for AY 2009.

DPAC has made significant headway on developing and piloting the University Dialogue. Each year since AY2005-06, approximately a dozen faculty from across the University have authored focused papers on an annual theme, which they have presented to the University community in a campus dialogue format. The same papers, which form a common set of readings, have been offered to all faculty for use in their classrooms. The themes of the University Dialogue are: *Where in the World is UNH? A University Dialogue on Globalization (AY05)*; *Power to the People: A University Dialogue on Energy (AY06)*; *We Hold These Truths: A University Dialogue on Democracy (AY07 – a national election year where New Hampshire figures prominently)*; and, coming for AY08, *Poverty and Opportunity: The Growing Divide*.

Piloting the Inquiry courses has been challenging, given competition for faculty time and pressures on teaching loads. However, evidence suggests that faculty who teach Inquiry courses enjoy their experiences greatly, and student evaluations are positive. DPAC has worked carefully and consistently through a system of faculty department liaisons, and cultivated close connections with deans and other senior administrators, to pilot a growing stock of Inquiry courses: 29 in AY05, 44 in AY06, and 45 in AY07. The administration, seeking to stimulate the growth of Inquiry courses, has allocated \$1.2M over three fiscal years to the schools and colleges to serve as replacement funds for tenure track faculty who elect to teach Inquiry courses rather than larger, more lucrative large enrollment courses. In addition, the administration provides departments \$2500 per faculty member for Inquiry course development. Substantive campus conversation continues about how many of these courses the University can afford, and how best to integrate them into faculty teaching loads and departmental curricular obligations.

General education category analysis and redefinition continues to occupy DPAC, members of which attended a multiday general education reform workshop in spring 2005, conducted by the Association of American Colleges and Universities. DPAC also remains engaged with the departments on the definition and reform of capstone experiences in the majors.

### *Consolidation of Programs under the Office of the Provost*

In an effort to better integrate all University activity according to the UNH Academic Plan, the following offices, reporting elsewhere in the University at the time of the 2003 comprehensive NEASC review, now report directly to the Provost and Executive Vice President: Office of Sustainability; Cooperative Extension; the University Institute on Earth, Oceans, and Space; Office of the Associate Vice President for Research and Outreach Scholarship. These transitions have been effected with relatively little difficulty. The short-term impact of the consolidation of these reporting lines has been much improved communication between program leaders and the Provost's office, and a clearer sense among program leaders that their missions, goals, and tasks must be responsive to and reflect the values of the Academic Plan. Beginning in AY06, the Provost established the Academic Leadership Council, which is an extension of the Deans Council and meets monthly for two hours. The ALC is comprised of all deans, the senior staff of the Provost's Office, the director of the Institute for the Study of Earth, Oceans, and Space, and the Chief Sustainability Officer. The chair of the Faculty Senate is also invited to participate in a portion of these monthly meetings.

The relationship of research to the University's academic programs continues to be defined in practice. UNH is now classified as a Carnegie doctoral/research university with high research activity. In light of the prominent role of research in the life of the University, President Mark Huddleston convened a Presidential Blue Ribbon Panel on Research in January 2008 to embark on a comprehensive assessment and analysis of research on the UNH campus, in preparation for seeking a new Vice President for Research sometime in AY08. The work of the Panel will be guided by the Academic Plan and therefore will seek to improve the integration of research, teaching and service according to the mission of the University.

### *Enhanced Role of Academic Program Review and Student Learning Outcomes Assessment*

Since the last NEASC review, the University has sought to enhance the place of assessment of academic programs through a number of interrelated initiatives. The Office of Institutional Research is now the Office of Institutional Research and Assessment ("IR&A"), signaling a new role for this office which had previously focused exclusively on data collection, display, and reporting. Guidelines promulgated by the Provost's office for the review of all academic programs were reviewed, vetted, and revised in AY05 and AY06 to clearly center program review in the departments, where possible, and encourage departments to perform candid, useful, and forward-looking reviews; to increase the flexibility allowed deans in addressing programmatic shortcomings; and to facilitate the coordination of UNH and professional accreditation reviews, and undergraduate and graduate program reviews, where applicable. IR&A now maintains a comprehensive, up-to-date schedule of program reviews available on its website, and assists departments in the preparation of their self study documents. Further, in AY05, the University secured a three-year grant from the Davis Educational Foundation for faculty fellows who will develop and teach first-year Inquiry courses with embedded assessment techniques.

The University's commitment to developing a culture of assessment also found expression in AY07, when it created the position of Student Outcomes Assessment Coordinator, reporting to the Faculty Director of the Center for Excellence in Teaching and Learning. This position now serves a wide range of University programs in evaluating, proposing, and executing assessment methods appropriate to their academic programs. The Coordinator, as the title implies, also allows UNH to ensure that multiple programs work in tandem or in cooperation, and that learning in one area transfers easily to others. With the assistance of the Coordinator, UNH evaluated for possible adoption the Collegiate Learning Assessment, Measure of Academic Proficiency and Progress, and College Assessment of Academic Proficiency, and will be piloting the CLA in AY 08. Finally, UNH is considering whether participate in the Voluntary System of Accountability (VSA) and is taking steps to better inform itself of the facts and implications of doing so.

### *Projection*

UNH projects that it will continue to rely on the Academic Plan as its touchstone for the review and approval of new academic programs, and the modification or elimination of existing programs. The Senate has resumed its work, and has a full agenda for AY 08; among the programs the Senate expects to finalize and approved is the Discovery Program. The Office of the Provost will continue to provide organizational and mission support for programs related to research, outreach and engagement, and service to the University's New Hampshire and regional constituencies, and to encourage those programs to define themselves in terms of the Academic Plan. Finally, the University will continue to assess all academic programs; the next stage of growth will be at the level of institution-wide student outcomes assessment.

### *Institutional Effectiveness*

The consistent approvals of UNH proposals for academic program creation, modification and elimination by the University System of New Hampshire constitute strong evidence that UNH is effectively pursuing its academic mission. Undergraduate academic reform initiatives, though slowed by factors related to their institutional matrix, are having a demonstrable positive effect on the institution, as shown by the significant and growing number of faculty and students who participate in them. Because the large-scale feasibility of these initiatives depends on internal UNH factors which are presently unsettled, evaluation of the Discovery Program and its components at the next comprehensive review by NEASC is advised. The consolidation of programs related to research and external engagement under the Provost has been effective in advancing dialogues among these programs and those most closely linked to the academic mission. The enhanced role of the Office of Institutional Research and Assessment in program review, and the successful start of coordinated student outcomes assessment services around campus, positions the University for undertaking more systematic assessment of outcomes at the institutional level in the near future.

## **Standard Five FACULTY**

### *Description and Appraisal*

The University has well-established guidelines and policies that govern the appointment, review, and promotion of faculty. The rights, roles, and responsibilities of faculty are addressed in several official documents (e.g., The USNH – UNH/AAUP Collective Bargaining Agreement, Faculty Senate Constitution, USNH Online Policy Manual). The work of faculty is reviewed and evaluated through a variety of means, e.g., annual faculty reports, pre-tenure reviews, promotion and tenure reviews, post-tenure reviews, and student evaluations of teaching. The terms of these reviews for tenure-track faculty are specified in the USNH – UNH/AAUP Collective Bargaining agreement (tenure-track faculty) as well as in other documents developed at the academic department and school/college levels.

The University maintains clear definitions of all faculty ranks and instructional categories. Full-time faculty members have the appropriate terminal degrees in the disciplines and fields associated with their appointments. Non-tenure track (including research faculty, clinical faculty, and lecturers) and part-time faculty also hold graduate degrees in the appropriate fields/disciplines. In accordance with Standard 5.13, UNH “protects and fosters academic freedom of all faculty regardless of rank or term of appointment.” The University believes that not only academic freedom, but procedures that ensure due process for faculty, must be guarded vigorously and defended whenever threatened.

### *Faculty Numbers and Rank*

The number and rank of full- and part-time faculty for FY 2007-2008 are shown in the chart below. Complete data on faculty counts are provided in an appendix to this report (CIHE Data Form 7—Faculty Counts).

	<b>UNH/UNHM</b>	
	<b>FY 2007-08</b>	
	<b>FT</b>	<b>PT</b>
<b>NUMBER OF FACULTY</b>		
Professor	242	1
Associate	259	3
Assistant	99	6
Instructor	5	8
Other	46	424
<b>TOTAL</b>	<b>651</b>	<b>442</b>

### *Developing and Implementing the Academic Program*

Faculty members have primary responsibility for the development and implementation of the academic program at UNH (curriculum, methods of instruction, and aspects of student life that are related to the academic program). They exercise this responsibility through numerous means and in many venues—e.g., developing proposals for the creation, modification, and termination of academic programs; developing and teaching courses; serving on department, college, and University committees; advising students. In accordance with Article 8.1 of the Collective Bargaining Agreement, “Faculty workloads are determined by the University and shall take into account teaching, scholarship including creative and/or professional activity, and service . . . , individual workload assignments shall be made by the department Chairperson, subject to the approval of the Dean of the appropriate school or college.”

### *Scholarship, Research, and Creative Activity*

Consistent with NEASC standard 5.19, UNH “faculty pursue scholarship designed to ensure they are current in the theory, knowledge, skills, and pedagogy of their discipline or profession.” Given its position as a research university, most faculty members have additional roles and responsibilities for the “creation, revision, or application of knowledge” and for artistic creation, consistent with their position classification and their individual work-related expectations. Workload assignments for tenure-track and research faculty reflect the special role of research and creative artistry at the University.

### *Service and Public Service*

Faculty members have service and public service roles and responsibilities consistent with their position at the University. Whether they are serving on an internal committee or providing public service to an external constituency, faculty members contribute to the University’s mission by the service they provide. As noted earlier in this report, traditional forms of service have been reconceptualized to include engagement and outreach, such that faculty scholarship is directly made accessible to multiple publics and the work of faculty is informed by interactions with communities, agencies, businesses, and non-profit organizations in the state and nation.

### *Faculty Development*

The University continues to offer faculty numerous opportunities for professional development. These opportunities include, but are not limited to, sabbatical leaves, internal research and professional funding

opportunities, support and services provided by the Vice Provost for Diversity, programs and services offered by the Center for Excellence in Teaching and Learning, support provided by a Sponsored Research Office and by the Office of the Vice President for Research and Public Service, an orientation program for new faculty, instructional development programs and services (offered by the Academic Technology unit), and international faculty development opportunities. The University administration periodically reviews these opportunities and services to ensure they effectively address faculty needs.

Beginning in AY 2008, a comprehensive faculty mentoring program is in place, to include guidance and professional development for recently hired faculty (with an emphasis on faculty from underrepresented populations), and formal training opportunities for department chairs to assure faculty retention and success in gaining tenure.

### *Collective Bargaining*

The tenure-track faculty has engaged in collective bargaining with the USNH Board of Trustees since 1993. The most recent collective bargaining agreement was approved in April 2008. That contract will expire in June, 2009. Negotiations for the next contract will begin in February, 2009.

### *Projection*

At the time of UNH's last review by NEASC, the University wrote that "UNH faculty will continue to be committed teachers, accomplished scholars and researchers, and conscientious participants in University and public service activities." This statement remains an accurate description today. The University, through well-established procedures and processes, will continue to recruit and hire outstanding faculty who will play their unique roles in contributing to the University's mission, as described in the Academic Plan. The UNH administration remains committed to providing faculty with resources and opportunities that will help them to effectively perform their duties in the areas of teaching, research/creative artistry, and service/public service. As UNH moves forward, the faculty, in collaboration with University administrators, has much work to do in several important areas: general education (Discovery Program), updating and renewing the UNH Academic Plan, supporting and enhancing faculty research, among others.

### *Institutional Effectiveness*

The University hires full-time faculty with appropriate terminal degrees; hiring procedures now include explicit guidelines for and assistance in developing diverse candidate pools. Annual evaluations of untenured faculty and regular post-tenure reviews of tenured faculty are derived from student evaluations, annual faculty reports, department chairpersons' assessments; promotion and tenure decisions involve substantial faculty input at both the department and college levels. The University has instituted a mentoring program for junior faculty. UNH offers staff support, workshops, and funding opportunities for faculty development in scholarship and teaching and is developing similar options to support engagement and outreach activities. The expanding definition of scholarship should prompt a lively future discussion about how university-wide guidelines and standards for promotion and tenure.

## **Standard Six STUDENT SERVICES**

### *Description and Projection*

As noted in the projection for Standard Six in the University's 2003 Report, in the previous decade, "The University has invested heavily in the infrastructure of Student Services, particularly in...facilities and

staffing.... Student services have evolved to meet the changing needs of changing cultures that send students to UNH. The process of assessment and adaptation will continue in the future. The University is eager to address the challenge. At the same time, in the face of limited resources, the process may include dislocation, reduction, and even elimination of some programs. Future challenges will be the same as historical challenges—finding ways to provide facilities and staffing with finite resources.” Since that passage was written, it has proven to be an accurate portrayal of the University’s processes for assessment and adaptation. The University has modified its structures and services to respond to the changing needs of the students whom it serves while remaining dedicated to its institutional mission, vision and values. Additionally, in recent years, the University has attempted to become increasingly responsive to the needs of students and the expectations of families in view of recent events on some college campuses. The University has in place a state-of-the-art emergency notification system that allows us to send text, email and voice messages, either as directed communications to specific groups or as a “blast” e-mail to about 22,000 people on and off campus; the average time frame for a person to receive the message is 40 seconds. The University also has a state-of-the-art outdoor emergency notification system.

### *Appraisal*

The University continues to support a comprehensive system of offices and organizations that provide student services. These units are well-publicized and well-integrated into campus life. Among the most frequently utilized services are: Campus Recreation; Counseling Center; Disability Services for Students; Health Services; Memorial Union Building; Office of Multicultural Student Affairs; Office of Residential Life; Sexual Harassment & Rape Prevention Program (SHARPP); University Advising and Career Center; and Athletics. Other offices that contribute to the quality of campus life and support the mission of the University are the Office of Conduct and Mediation Programs and the University Police Department. Each student service office maintains records in accordance with federal and state laws and internal policies and procedures.

### *Orientation, Advising, and Assessment*

The University provides extensive orientation services to incoming students through both a formal Orientation Program in June (one day for transfer students and one or two days for freshmen students as well as parents or other family members) and an extended set of orientation-related experiences prior to the start of classes in the fall and throughout the first year. We also offer a program for students entering in the spring semester. We follow early orientation with a continuous stream of information via email (or “Directed Communication”), flyers, web sites, residence hall meetings, and advertisements placed in the campus newspaper, about the services available for health, recreation, safety, and personal growth (from, for example, the University Police, Sexual Harassment and Rape Prevention Program (SHARPP), and the UNH Connect Program).

Academic advising takes place through a variety of channels. The majority of advising at UNH is conducted by professional advisors or faculty advisors; however, the Whittemore School of Business and Economics does make use of a well-managed “peer advising” system. Students with declared majors are generally assigned to a faculty advisor within that department while students who are undeclared are more often advised by the professional advising staff in the dean’s offices of the respective schools and colleges. For students who are undeclared within the College of Liberal Arts, the University Advising and Career Center (UACC) provides academic advising. The UACC, which now combines the resources of Career Services with those of the University Advising Center, provides academic guidance to students who are trying to identify an area of study. While this activity typically takes place in the first two years of the student’s career, the Center also provides assistance with pre-medical and pre-law students through faculty advisory groups.

The University, through various offices such as Institutional Research and Assessment, the Registrar’s Office, and through joint efforts by the Provost’s Office and the Office of the Vice President for Student and Academic

Services, gathers and analyzes data on a broad range of student characteristics, expectations, behavior, and needs. The University continues to conduct a systematic review of courses with high incidence of student failure (as characterized by either grades that inhibit academic progress or student decisions to withdraw) in order to identify opportunities for support through the Center for Excellence in Teaching and Learning as well as other forms of support to improve instruction (e.g., appropriate introduction of technology into the course). These types of “wide view” analyses assist the University in identifying problems that invite systemic solutions. In 2005, the University initiated biennial administrations of the College Senior Survey to establish baseline, trend and peer-comparator data on graduating students’ experiences at UNH. In 2007, the University also conducted a campus climate survey (among faculty, staff and students) and makes use of those data to identify targeted opportunities to improve the overall quality of life at the University of New Hampshire.

On a more individual level, all first-year and new transfer students having academic difficulty in a course are notified and urged to visit the faculty member or another form of academic assistance. These reports allow students, instructors, advisors, and the respective dean’s offices to identify potential problems and to intervene earlier than the end of the semester. Additionally, hall directors and residential assistants are expected to make personal contact with all freshmen students who reside on campus (about 95 percent); these individual meetings, usually within the first six weeks of the fall semester, enable residence staff to get to know each resident, and to learn about his/her needs and aspirations. For students of color, the University’s Connect Program and the Office of Multicultural Student Affairs provide early and ongoing points of contact to identify the needs of individual students. At the same time, the Special Assistant to the Vice President for Multicultural Retention monitors students’ academic progress in individual courses, working directly with the associate deans to ensure that students are either progressing appropriately or being directed to necessary institutional resources. Student experience is also monitored by the UNH President’s Commission on the Status of People of Color. The Sexual Harassment and Rape Prevention Program assists students who have been affected by interpersonal violence by providing ongoing support, and assisting students who need to speak with professors about any resulting and ongoing academic needs. The UNH President's Commission on Gay, Lesbian, Bisexual and Transgender Issues “assists the President in monitoring the campus climate for gay, lesbian, bisexual and transgender faculty, students and staff. It reviews policies and programs that might affect the University's gay, lesbian, bisexual and transgender community and makes recommendations to the president on improving campus climate.” Similarly, the UNH President’s Commission on the Status of Women seeks “to explore conditions and attitudes within the University of New Hampshire, relating to the mobility and functional equality of women, and to encourage movement toward the goal of full participation of women.” Individuals with documented disabilities who have registered with the Disability Services for Students Office benefit from proactive communication with faculty to address unique needs (including relocation of courses to more accessible locations when this is necessary for the participation of a student) to support realization of their full potential. The Affirmative Action and Equity Office, in addition to monitoring institutional compliance with federal and state laws and University policies, also plays a proactive role in identifying and remediating physical barriers to access in University facilities and programs.

The University regularly assesses the effectiveness of its student services. Over the last five years, all major units of the University have engaged in strategic planning as an outgrowth of the institutional Academic Planning process, which has included a close look at strengths, weaknesses, opportunities, and threats. The strategic plans of individual units are in various stages of implementation, but as the University moves toward implementation of a comprehensive review and renewal of the core Academic Plan, this ongoing process should serve as a catalyst for similar review and refinement of individual unit plans.

### *Diversity, Accessibility, and Equity of Services*

The University has committed itself to meeting the needs of all students. An array of offices and programs work to ensure an inclusive and accessible campus for all students (see Standard 10: Public Disclosure). The staff of

the Disability Services for Students office and the Academic Enrichment Center at UNH-M offer services that may include: support, counseling, and information; academic modification and auxiliary aids; referral services; and environmental modifications. The University Computer Information Services' academic student computer clusters and the Dimond Library Parker Adaptive Media Room are equipped with adaptive technology to enable students with disabilities to access and manipulate either print or electronic information. Software products and hardware devices include screen readers, screen enlargement, optical character recognition, Braille embosser and translator, video magnifier, and voice recognition. The UNH World Wide Web Resources Policy includes language stating that the University is committed to the principle of universal access to official information and requires web page design for accessibility to audiences using alternate communication channels. Resources for designing and validating accessible web pages are offered through links on the University Webmasters Resource site.

Disability Services for Students staff assist individual students with requests for accommodation and access to materials on academic web pages. The University ADA self-evaluation and transition plan sets forth the procedure for prioritizing the removal of physical barriers, including parking and maintenance of structural access. To ensure "program accessibility," as defined under the ADA and Section 504 regulations, the University will when necessary change the location of inaccessible programs, services or activities it sponsors. Ongoing ADA workshops and yearly orientations are conducted to familiarize faculty and staff with ADA requirements and UNH policies and procedures in handling such requirements, and to distribute information about University disability resources. Disability related resources are included in UNH's major publications and those publications specifically addressing diversity. All UNH publications and resources are available in alternate format upon request.

### *Student Involvement, Rights, and Responsibilities*

The University supports opportunities for student leadership and participation in campus organizations and governance. The Student Organization Services web site lists over 150 organizations. Graduate students have an active Graduate Student Organization. In addition, students serve on a wide array of governance boards and committees, including the Board of Trustees, the Advisory Committee for Campus Recreation, the Athletics Advisory Committee, the Student Health Advisory Committee, and the Transportation Policy Committee, to name a few. All members of the University Community can find the Handbook of Student Rights, Rules, and Responsibilities on-line; all first-year students are notified about this resource and given information about how to access it when they move in to the residence halls.

The Office of Conduct and Mediation Programs provides opportunities designed to promote community standards of behavior, personal accountability, conflict management and resolution, civility, and an appreciation for living in a pluralistic society.

### *Financial Aid*

The University administers an extensive financial aid and scholarship program that balances myriad interests: ensuring access to the University; attracting a talented and diverse group of students; and optimizing the use of academic resources by matching student enrollment with academic capacities. The awarding of need-based aid is managed through the Office of Financial Aid. The basis for all awards through this Office is the Free Application for Federal Student Aid (FAFSA). Based on guidelines developed by Academic Affairs in conjunction with the Office of the Vice President for Finance and Administration (and built upon recommendations from the Office of Financial Aid and the Vice President for Student & Academic Services), the Financial Aid staff develop "packages" for awarding federal, state, institutional, and private aid to students in a manner consistent with standard practice in student aid. In addition to publications and presentations in high schools, the Office of Financial Aid also maintains a website with information about financial aid programs



administered by the University. Financial aid and scholarship programs are subject to an annual audit by USNH's external auditors.

The awarding of merit-based aid to prospective students is managed primarily through the Office of Admissions. Criteria and award values are referenced in presentations to prospective students and are also included in various publications and on the Office's website (with notation that criteria and awards are subject to change from year to year). As such, all prospective students are made aware of these opportunities. Additional merit-based awards are made available to students based on performance at the University through the schools, colleges, and departments. In those instances where a formal application process is required, information is made available to students through their respective schools, colleges, and departments. In those instances where the awards are based on a combination of merit and need, the departments generally work directly with the Office of Financial Aid to furnish recommendations for merit that are then reviewed as the criteria for need.

All aspects of the University's financial aid and scholarship program are subject to regular audit and review by the institution, the University System of New Hampshire, and various state and federal agencies that provide funds to students at the University of New Hampshire.

### *Recreation and Athletics*

Campus Recreation is available to all students on the Durham Campus, in a wide array of programs located primarily at the Whittemore Center and Swasey Pool. In 2002, the University converted two grass fields into artificial surfaces with lighting, which enhances practice and competition opportunities for both recreation and intercollegiate athletics. In 2007, the University converted its grass football field to an artificial surface. The Towse Rink at the Whittemore Center provides Athletics with a high-quality, multi-purpose, 6,500 seat venue for competition. Renovations to the Field House and the replacement of seating and scoreboards have improved its effectiveness. UNH-Manchester runs an array of programs that provide students with recreational and athletic opportunities to complement the core academic experience.

Intercollegiate Athletics (housed on the Durham campus) is integrated into the mainstream of the University's mission. Athletics operations are organized to comply with NCAA regulations, which include a periodic certification process. Campus governance of Athletics includes oversight by the President's Athletics Advisory Committee, established in 1996, by President Leitzel. Among other activities, the AAC monitors Title IX compliance and student athlete welfare. At UNH, athletes are students first, illustrated by graduation rates consistently higher than the overall student body. For its commitment to academics, equity, and student welfare, as well as competitive success, UNH Athletics is recognized consistently by the NCAA for the quality of this program. In 2007, UNH was re-certified by the NCAA.

### *Institutional Effectiveness*

The University is committed to creating a campus that is inclusive, safe, comfortable, and academically challenging for all members of the community. To ensure this, the University systematically reviews programs, offices, and support systems that serve students, and surveys students, faculty, and staff about a wide range of campus climate issues, the level of satisfaction with services, and the quality of instructions in all courses. Institution-wide Strategic Planning will provide an opportunity to examine more explicitly how best to integrate the full range of student services with the academic mission of the University.

## **Standard Seven LIBRARY AND INFORMATION RESOURCES**

The University of New Hampshire assures successful accomplishment of its mission, in part, by providing appropriate library and information resources and services. These services and resources contribute to the University's teaching and research missions and to "the intellectual and cultural development of students, faculty, and staff." The University Library and the Computer and Information Services areas have strategic plans that are aligned to UNH's Academic Plan. In addition to Dimond Library and several branch libraries on the Durham campus, the University operates a full-scale library on the Manchester campus.

## LIBRARY

### *Description*

The mission, vision, institutional identification, and core values of the University Library, including all of its branch libraries, are clearly articulated on-line on the library's website. Many individual units have prepared department-specific mission statements, e.g., Special Collections/Archives/Museum. The University Library also has a comprehensive set of policies and procedures that guide the conduct of its work, as do individual departments.

### *Appraisal*

The University's commitment to its libraries is certainly evident in an impressive history of upgrades to the facilities. Within the last five years, the Engineering, Math, and Computer Science branch library has had a major renovation and redesign. The new Physics Library in the newly renovated DeMeritt Hall reopened in summer 2008. The Chemistry Library is scheduled for a full renovation in 2010, but many upgrades to the facility, including a new booklift, were accomplished in spring 2008. In addition, in Dimond Library, the Library and Computing and Information Services (CIS) have worked jointly to implement the Dimond Academic Commons (DAC). Also, an initial planning phase for upgrade and expansion of the UNH Manchester facility is underway. According to a May 2007 College Senior Survey, 93percent of UNH graduating seniors are satisfied with the quality of library facilities.

The University Library develops and maintains sufficient collections and services to meet the changing needs of students, faculty, staff, and citizens. The library participates in Online Computer Library Center, is a member of the Boston Library Consortium, shares resources with the New Hampshire College and University Council, and is a member of North East Research Library Consortium. Through its Interlibrary Loan service for students and faculty, the library shares resources with libraries worldwide; membership in RAPID allows UNH patrons to receive articles electronically with a 24-hour turnaround time.

### *Staff*

The Library has appropriately trained staff members. The Systems Department has added new personnel to help manage its large systems, provide workstation support, and design and develop the Library's web pages. In addition, the Library has hired a Digital Resources Librarian to direct its Digital Library project. UNH has initiated a digitization project employing software to scan and provide access to local materials. In addition to this effort, the Library is engaged in the BLC's massive OCA (Open Content Alliance) project, and is digitizing copyright-free materials as part of this initiative.

The University periodically evaluates the adequacy and use of its library, information resources, and services and uses the results of the data to improve and increase the effectiveness of these services. In 2004, the Library conducted the LibQual survey. Results are located on the Administration website. The Library facilities did

very well on this survey. Many sessions of focus groups with faculty, graduate students, and undergraduate students were held while planning for the DAC.

### *Projection*

The high and growing cost of professional journals is still a major concern for all colleges and universities. The University has worked aggressively to curb the spiraling costs. A thorough serials review and reallocation resulted in the cancellation of subscriptions amounting to over \$1 million. At the same time, the University has continued to support the materials budget with 9percent increases annually to match current serials inflation. UNH has purchased electronic materials, including major journal collections, to deliver the needed resources, joined consortia to share materials and cooperate on collection development, and begun a digital library including digitizing materials locally and through the Boston Library Consortium for the Open Content Alliance. UNH will continue to maximize its resources by judicious review of its print materials, purchasing of electronic resources, and enhancing its physical facilities to provide “one-stop” shopping for information needs and a welcoming and attractive space for group study and individual research.

## **COMPUTING AND INFORMATION SERVICES**

### *Description*

Information Technology (IT) at the University of New Hampshire (UNH) follows a mixed model of centralized support, through the Department of Computing & Information Services (CIS), and decentralized support in departments and programs throughout the University. In 2006, CIS adopted the following purpose statement:

*We are dedicated to excellence in technology leadership and customer service in order to ensure a reliable, sustainable environment. We work in strategic partnership with the University community in support of teaching, learning, research, and service.*

CIS operates major systems (for example, Finance and Human Resources) and a wide area network on behalf of all campuses in the University System of New Hampshire. In addition CIS operates major systems (for example, Student Information System, Portal, Identity Management, Learning Management, and telephones) and IT infrastructure (local area network, central storage, data center, client support, for the UNH Durham and Manchester campuses. CIS is therefore a large and complex organization, with several distinct areas of responsibility: Academic Technology, Enterprise Computing, Finance and Planning, Telecommunications and Client Services, Project Management and Consulting Services, and Information Technology Security.

### *Appraisal*

The consolidation of support across multiple institutions and campuses leads to significant cost savings and effectiveness overall. The University of New Hampshire achieves a significant payback on its IT investment as a result of the shared infrastructure.

Operational efficiency is balanced by IT governance complexity. During 2005-2006, the new Chief Information Officer developed a system of internal IT governance. The CIS Leadership Team functions as an executive committee to the CIO, providing coordination, prioritization, and organizational development functions. Other committees, such as the Single Sign-on and Portal Committee support functions that cross CIS unit boundaries. The current CIS internal governance system is described online. Major University-wide governance groups include a University-wide Technology Policy and Planning Group, chaired by the Chief Information Officer (CIO). Academic technology planning occurs in the Committee for Instructional Technology (CIT); the Committee is chaired by the Director of Academic Technology, who reports to the CIO, with a dotted line

relationship to the Executive Vice President and Provost. Another major committee is the Student Information System Steering Committee, which is chaired by the University Registrar. Academic and IT leadership collaborate to leverage a sophisticated IT infrastructure to meet both business and academic technology needs efficiently.

### *Projection*

Recently, the UNH President's Cabinet has approved a new IT governance system based on these principles:

- UNH will adopt an information technology portfolio management approach.
- The governance model will be designed around communities of interest that support the portfolio concept.
- Senior leadership engagement with the governance model will be effective.
- The Chief Information Officer will provide overall leadership to the IT governance system.

The UNH Steering Committee for Information Technology (SCIT) will be a standing advisory committee to the President of the University of New Hampshire. One of the early tasks of the SCIT will be to endorse and forward to the President a Technology Master Plan in support of the University's Academic Plan.

### *Institutional effectiveness*

The University develops, implements, and periodically reviews policies and procedures related to computing and information services: These reviews may be done by UNH management, by USNH internal auditors, or by external consultants hired by the University. IT staff meet professional standards established for each position. UNH's Responsibility Center Management (RCM) system has designated CIS as an RCM unit. As a result, CIS systematically plans for technology renewal with multi-year equipment and software replacement. The system allows for carry-over of plant funds so that CIS can effectively leverage technology pricing trends.

## **Standard Eight PHYSICAL RESOURCES**

### *Description*

The University recognizes that the physical aspects of the campus environment are integral to the work of the University, and understands the need for efficient use of capital resources. The institution has managed long-term campus planning through a sequence of campus master planning processes embedded in the context of institutional strategic planning; these have been characterized by inclusive discussion and careful analysis. The most recent iteration of this effort is reflected in the 2004 Campus Master Plan, which was developed to complement the then recently completed Academic Plan. With these two guiding documents, the University has followed a steady course of construction and revitalization for core academic buildings, residence halls, and related facilities.

### *Appraisal*

#### The Durham Campus

Among the key projects completed or planned since the 2003 NEASC Review are several that link to the University's role as an engine for scientific and technical advancement. Specifically, with \$200,000,000 in state support for KEEP-NH (Knowledge Economy Education Plan for New Hampshire) and additional private and institutional funds, the University is in the midst of reinvigorating several key science and technology

buildings including Kingsbury (completed), DeMeritt (completed), and James and Parsons Halls (slated for completion by 2013). These buildings will join Gregg Hall, Morse Hall, Rudman Hall and the Spaulding Life Sciences Center as the nucleus of the science, engineering and technology core. Complementing the renovation and expansion of the main library (Dimond) in 1999 and Murkland Hall in 2003 (home of the College of Liberal Arts dean and the Department of Languages, Literatures, and Culture) the KEEP-NH projects also include expanded and modernized space for the engineering, physics and chemistry branch libraries to provide focused, convenient resources for those disciplines. Internal funds are being used in AY 2008 for a complete renovation of NH Hall, home of the Department of Kinesiology and the dance studios of the Department of Theater and Dance.

Federal funding from NOAA has allowed for the building of a new marine pier facility in New Castle, NH. Along with the pier support building and renovations to the Coastal Marine Laboratory, this constitutes a new hub for marine-related research on the coast of New Hampshire. All of the UNH marine vessels as well as the NOAA R/V Thomas Hassler will be berthed at the pier.

Other major initiatives for instructional space include modifications and upgrades to Huddleston and Nesmith Halls (including the installation of an elevator to expand accessible space on the UNH Durham campus). Once this elevator is installed, all but one classroom building on campus will be accessible. In addition to major renovations and upgrades (including a doubling of the number of technology-equipped classrooms over the past five years), UNH is engaged in an on-going process of repair, renovation, and upgrading of existing classrooms, particularly in McConnell and Horton Halls. As renovations and upgrades are carried out UNH has worked to maintain a balance between capacity and the needs of current pedagogy. At this time UNH has sufficient classroom space to meet its needs but continues to see a shortage of teaching laboratory space. UNH will need additional classroom space if its undergraduate population continues to grow.

Beyond classroom and laboratory space, the University has also been pursuing a measured expansion of residential capacity, adding approximately 900 new beds (net, and beyond the 358 new beds that were added in 2003 by the opening of Mills Hall) through the construction of a new apartment building in the Gables Development and three new traditional halls (Southeast Residential Community buildings A, B, and C). The phased construction of these new traditional halls brought 400 net new beds online in Fall 2007, and 240 more in Fall 2008. The University is also in the process of restoring older halls; the most recent project is Fairchild Hall (originally dedicated in 1916). Coupled with the opening of Holloway Commons—the University's newest dining commons—in 2003 and more recent and ongoing upgrades to Philbrook Dining Commons, the University has tried to ensure that virtually all physical aspects of the campus experience it provides for students are of a consistently high quality.

Campus infrastructure has also been upgraded. This includes the completion of a Co-Generation Plant to provide efficient, clean energy; the reworking of Main Street, which bisects the heart of the campus and defines the public image of the University; the completion of vehicle and pedestrian underpass to connect the southwest quadrant of campus to the academic core; and investment in a major project to bring renewable energy to the campus.

Finally, the University continued its stewardship and honored its heritage by completing the exterior renovation of the original campus building, Thompson Hall. Constructed in 1895, "T Hall" is on the national register of historic places. UNH worked closely with the State Department of Historic Resources in planning and executing a careful project that has extended the life of this signature building while restoring many of the details and much of the character that had been lost over time and through less sensitive repairs.

Physical space issues that the University must continue to address on the Durham campus are athletics facilities (both intercollegiate and recreation sports), instructional facilities, and, especially, the creative and the performing arts center (Paul Creative Arts Center).

### The University of New Hampshire at Manchester

The UNH Manchester campus is housed in a 70,000 sq. foot, fully restored building in the former mill district of Manchester. A new library was included in the restoration of the building and substantial investments were made in technology. However, program growth has created space constraints and UNH Manchester has had to rent 11,000 sq. ft. of additional space in a nearby mill building. This space houses the Education Programs, the Center for Graduate and Professional Studies, and UNHM Admissions as well as classrooms. A space planning process has recently been initiated to respond to long term growth, especially for science and technology programs designed to enhance the workforce needs of the Merrimack Valley region.

The UNH Manchester dean also has the title of Director of University Center. As such, the dean is responsible for the maintenance and improvement of the physical plant and for ensuring the health and safety of all who use and work at the Manchester campus. Formal agreements are formed as needed, e.g., with local police, city services, Manchester Mental Health Agency for professional student counseling and support services.

### The Virtual Realm of UNH

Computing and Information Services (CIS) has special responsibility for supporting the information technology infrastructure needs of the University. While this responsibility is fulfilled in myriad ways, among the most relevant to the academic mission of the University is the work being done through the Office of Academic Technology (AT). With a mission to “[f]ocus on the effective application of information technology and the visual arts to the teaching, learning, research, and outreach efforts of the University community,” this unit seeks to “...foster collaborative partnerships which advance the integration of information technology in teaching and learning as well as the visual character of the University and its community [by] provid[ing] support and access to information technology resources for faculty and students.”

Among the significant projects being managed by AT is the collaborative introduction of the Dimond Academic Commons (in conjunction with the Dimond Library). This project “provides ‘one-stop shopping’ for students to get help with their academic work including using library resources and consulting help with computer, communications, and phone questions. Faculty and staff can also get assistance with research and information technology issues.” The Office of Academic Technology also hosts the “Faculty Instructional Technology Summer Institute.” At this popular institute, faculty learn new and developing instructional technologies by applying them creatively to meet pedagogical challenges and objectives that are specific to their own courses.

### Environmental Health & Safety

The Vice President for Research has special responsibility to ensure that health and environmental safety considerations are of paramount concern. The Vice President oversees the work of the Office of Environmental Health and Safety, which supports the University of New Hampshire’s mission by providing leadership, resources, and services to assure a safe and healthful working environment for all members of the University and its surrounding community. The Office of Environmental Health and Safety (OEHS) works to assure safe and healthy environments for all segments of the campus population, through programs of information and education, review and monitoring, technical consultation, and provision for direct services. OEHS is also responsible for developing programs to ensure compliance with applicable state and federal health, safety and environmental regulations, and campus policies on environmental health and safety. Areas of responsibility include hazardous materials, environmental management as well as injury and illness prevention as highlighted

in the USNH Policy on Environmental Health and Safety. The protection of human health and compliance with applicable regulations are essential conditions for the successful operation of research, conduct of instruction, and provision of public service by the University. In addition, OEHS has developed a comprehensive chemical, biological and radiological inventory system (UNH CEMS) to help manage inventories and to assist with regulatory compliance.

### *Institutional Effectiveness*

Considerable progress has been made in maintaining and upgrading the University's physical plant, particularly in engineering and the sciences, and the Campus Master Plan continues to provide guidance. Among the University's future physical plant needs are upgraded facilities for the fine and performing arts (Paul Creative Arts Center), increased instructional space on both the Durham and Manchester campuses, graduate student housing, and athletics facilities.

## **Standard Nine FINANCIAL RESOURCES**

### *Description and Appraisal*

The University of New Hampshire (UNH) has worked very hard to ensure that it is financially stable, that resources are directed toward serving its multiple missions and purposes, and that a sound financial management structure exists to manage resources efficiently and effectively.

### Financial Resources and Stability

UNH is a component institution of the University System of New Hampshire (USNH) and as such is included in all USNH audited financial statements and bond ratings. External auditors, PriceWaterhouseCoopers, perform an annual audit each year of the UNH financial statement and have issued unqualified opinions on the University's financial statements for many years. Similarly, UNH's financial condition has also received positive evaluations by bond rating agencies.

The USNH Board of Trustees also monitors four financial strategic indicators for UNH as compared to the Moody's A1 median for public four year higher educational institutions. These financial strategic indicators are: Operating Margin, Unrestricted Net Assets to Operations, Unrestricted Net Assets to Debt and Total Financial Resources per FTE Student. UNH has performed at or above the Moody's median.

While UNH has demonstrated that it is financially stable, the University is challenged by low levels of state funding for operations, increasing financial aid awards to meet financial need of students, increasing medical insurance costs, increasing energy costs and deferred maintenance on facilities. However, UNH has strong undergraduate and graduate enrollments, a stable research program, and is developing plans to launch a major fundraising campaign after one that concluded in 2001 raised over \$100 million in new gift and endowment revenue. Other efforts include:

- Working with USNH on methods to reduce medical insurance cost increases.
- Construction of an electric cogeneration plant and a methane gas pipeline to mitigate future expected energy cost increases.
- Offering a Separation Incentive Program (SIP) for both faculty and staff in FY08 which will allow UNH to reduce personnel costs.
- Continuing to refine financial aid strategy to ensure that it is affordable for UNH and achieves the University's desired student profile.

## Financial Management Structure

The University of New Hampshire management philosophy is built on the values of transparency, open communication and accountability at all levels of the institution. A number of major initiatives implemented over the past ten years have allowed UNH to transform from a highly centralized institution, which required greater financial control and little accountability except at the highest levels of the institution to one that is decentralized, and requires unit-based (responsibility center) financial control and greater accountability at all levels of management. These initiatives are:

- Development of the University's Academic Plan.
- Creation of Business Service Centers: eighteen centers of local financial management provide centralized services in the form of transactional approvals and processing, budgeting, forecasting and reporting.
- Implementation of Responsibility Center Management.
- Implementation of Management Reporting.
- Creation of AVP Financial Planning and Budgeting Position
- Creation of a Central Budget Committee.
- Local budget and financial advisory committees.
- Finance and Administration Committee (FAC) and Finance and Administrative Forums (FAF).

Each of these initiatives has created a culture of fiscal accountability and responsibility at all levels of the University.

### Budgetary units:

Under Responsibility Center Management, each budgetary unit is responsible for living within its available financial resources. Budget advisory committees in the majority of the units advise unit directors and deans about how resources should be spent. Each unit has a CFO with a support staff to ensure ongoing reviews of budgets and approvals of transactions. Over the past five years, each unit has developed comprehensive budget development and monitoring processes that engage all departments and Principal Investigators. All Business Service Centers generate financial reports on a monthly basis to review and distribute to departments and PIs, quarterly meetings usually follow. The Business Service Center also ensures that all approvals for revenue and expense transactions have been obtained and policies followed. Numerous points of control in each budgetary unit ensure financial transactions occur according to plan.

Each budgetary unit is responsible for preparing and explaining year-end and multi-year forecasts. They are also responsible for budgeting and monitoring use of reserves and complying with UNH reserves policy. RC unit heads and CFO's are accountable to the responsible VP, CFO and President.

### *VPFA Office:*

The VPFA Office is responsible for financial oversight of all budgetary units and for financial performance of the University as a whole. It is responsible for coordinating the University's budgeting process, developing financial forecasts, and monitoring budgetary unit financial performance for all fund types. The VPFA Office serves as the liaison between USNH and the budgetary units, and is the central resource for the University on financial planning and budgeting. The VPFA Office communicates frequently and openly with University constituents on the University's financial status and expectations. The VPFA is chair of the Finance and Administration Council (FAC), which meets monthly and serves as venue for providing information and sharing best practices among the CFO's of the budgetary units. The VPFA Office also runs quarterly Finance and Administration Forums (FAF) to provide information and training to BSC employees and others on policies and procedures, financial controls and best practices.



The VPFA Office monitors monthly budget variances, unbalanced budgets, deficit budgets, undistributed salaries, revenue projections for tuition and fees, and energy costs.

The VPFA Office also works regularly with the Dean's Council, President's Cabinet and the Faculty Senate to disseminate financial information and come up with strategic solutions to financial problems.

#### *Central Budget Committee:*

The CBC advises the President on central administrative costs, internal fees, financial policies and Responsibility Center Management. This group meets twice per month during the academic year and is comprised of faculty, deans, staff, students and administrators.

#### *President's Cabinet/President:*

The President is ultimately responsible for the financial performance of the University, and relies heavily on the advice of the President's Cabinet. The President's Cabinet meets weekly; it evaluates major financial proposals, recommends solutions, and reviews the University's current and future year financial performance.

#### Budget and Forecasting Process

The University's formal budget process begins in November, when budgetary guidelines are issued to all units, and ends in June, when the final budget is submitted to the USNH Budget Office and Board of Trustees. All budgetary units, the CBC, and the President's Cabinet participate in the annual process; the VPFA Office coordinates the process and is responsible for the final budget. The budget calendar can be found on-line.

Each unit is required to provide updated year-end financial projections three times per year (November 15, March 15, and April 15) which roll up to an overall University financial projection. In March and May, units are required to develop forecasts for the following year. All budgetary variances greater than 15percent and \$100,000 require an explanation by the unit. The UNH VPFA Office reviews all financial forecasts and sends a consolidated forecast to the USNH Budget Office for review and submission to the USNH Board of Trustees. The process for these units can be found on-line.

#### Internal Controls and Policies

UNH maintains written policies governing internal controls. Internal controls include management by the Business Services Centers and VPFA Office, periodic operational and compliance audits performed by the USNH Internal Audit Department, and the annual financial external audit performed by PriceWaterhouseCoopers.

#### *Projection*

The University has created a financial management structure that is transparent, participatory and requires accountability at all levels of management. In doing so, the University has achieved financial results that have allowed it to continue to advance the University's mission. As noted previously, the University has faced and will continue to face challenges in certain revenue streams and expenses. Through a strong planning process, management tools and leadership, the University will continue to address these challenges so as to continue to deliver high quality undergraduate and graduate programs, and to maintain strong research and outreach programs.

#### *Institutional Effectiveness*

As detailed above, UNH regularly undergoes all standard external and internal audits. The University engaged in a systematic campus-wide review of RCM, and will regularly continue to do so. All units undergo year-long budget planning and review to ensure accountability at all levels of management.

## **Standard Ten PUBLIC DISCLOSURE**

### *Description and Appraisal*

#### Administrative Structure and Policies

The University of New Hampshire's policies and procedures governing public disclosure are overseen by University Communications and Marketing, which includes Editorial and Creative Services, Media Relations, and Presidential Events and Programs. The mission of University Communications and Marketing is to "create a distinct identity for UNH, position it as a leading student-centered public research university and support its goals of recruitment, advancement and engagement through integrated and strategic communication focused on its academic programs and faculty and students engaged in discovery and civic commitment." All units of the University strive to provide information that is complete, clear, accurate, and supportable. Standard web information sources are found in CIHE Public Disclosure Form: Standard 10.

Editorial and Creative Services (ECS) works closely with key departments such as Admissions, Academic Affairs, Student and Academic Services, the Office of Research, the President's Office, etc., to produce publications such as view books, catalogs, annual reports, and web sites. In addition, the office works with the colleges and schools to produce print collateral, web sites, special recruitment materials, videos and other pertinent communication pieces. Printed and online catalogs include comprehensive information about admission and attendance, while the admissions web site provides all of the necessary application forms online. Catalogs are supplemented by other official publications and an extensive web presence includes a virtual tour of the UNH campus.

The University strives to ensure that all communications consistently and fairly portray the conditions and opportunities available at the institution. The University frequently updates its web site to provide easily navigable, visually attractive, and pertinent information to students. The University Webmaster and ECS writers and designers hold regular focus groups with students to ensure that web navigation, content, and design are addressing the students' interests and needs.

The University also has a branding and graphic identity program that provides web and print designers easy access to marks, logos, colors, and seals. All ECS-designed print and web pages contain links to request publications and additional material. In addition, all major printed pieces are provided in alternative format upon request.

#### Basic Sources and Content

The undergraduate and graduate catalogs contain the most comprehensive information about the University, including information about course offerings, enrollments, campus life, human resources, and facilities. These sources are supplemented by other hard copy and electronic sources. Hard copy materials include the UNH Viewbook and the UNH Manchester Guidebook.

Print catalogs are produced annually for undergraduate programs and biannually for graduate programs. Some changes, in for example course schedules, room assignments and curricular information, may occur more frequently than the annual publication of print catalogs. ECS includes that caveat in the printed edition and

updates the online catalog regularly to keep information current. For example, course descriptions as presented on the web are populated by the Banner system in the Registrar's Office. All recruitment materials as well as promotional materials containing fees and important dates/deadlines are updated on a yearly basis.

### *Projection*

The University has adopted policies and procedures that can adjust to the swiftly changing communications environment. Toward this end, the Academic Plan includes a strategic action to "develop a communication strategy that effectively provides stakeholders, alumni, partners, and the public-at-large a clear picture of the university's values, goals, services, and unique contributions." The primary focus of the Vice President of University Communications and Marketing and the department is to meet this Academic Plan strategic action.

### *Institutional Effectiveness*

Hard-copy publications (view books, catalogues, magazines, newsletters, etc) continue to be important ways for the University to communicate with the campus community and the public, but for both financial and practical reasons, UNH has increased the scope and sophistication of its electronic communications and interactions. Regular focus groups, systematic connections between units (for example, between Admissions, the Registrar, and ECS), a consolidated campus calendar, and ongoing review of the website provide the basis for continually providing updated information about the University for the campus community and the public.

## **Standard Eleven INTEGRITY**

### *Description*

The University of New Hampshire has identified and adopted a list of core values to guide its relationships and activities. As stated in the Academic Plan: "[T]he University of New Hampshire's core values are academic freedom and commitment to the pursuit of knowledge, quality, integrity, community and diversity, accountability, and engagement." In addition to institutionalizing these values via a variety of policies and procedures, UNH continually undertakes multiple initiatives to embody and embed these values in its institutional culture.

### *Appraisal*

In the five years since accreditation, the University has taken the concrete steps described below in its ongoing effort to realize its espoused values. Details of most of these initiatives are provided in other sections of this document. Some additional examples follow.

#### Academic freedom and a commitment to the pursuit of knowledge

In the fall of 2006, the University vigorously and publicly defended the right of a faculty member to publicly state his controversial and unpopular opinion about the events of September 11, 2001. Faculty and staff developed the University Dialogue component of the Discovery Program, which examines controversial contemporary issues (e.g., globalization, energy, democracy, and poverty/opportunity) from multiple disciplinary perspectives.

#### High quality, integrated learning experiences

The Administration has provided faculty with funds to develop first-year “Inquiry” courses. There are now some 45 approved courses distributed throughout all colleges. The schools and colleges expanded academic programs in discipline-based and interdisciplinary fields. The University, staff, and the faculty in the College of Life Science and Agriculture completed strategic planning for and reorganized the College, including plans to develop more integrated, interdisciplinary undergraduate and graduate programs in the life sciences and agricultural fields. Honors faculty and staff revised the Honors Program to integrate more closely with Inquiry, academic majors, undergraduate research opportunities, and study abroad. The University Created a “University Institute” model to foster interdisciplinary learning, and designated the Institute for the Study of Earth, Oceans, and Space as the first University Institute. Its reporting structure changed from Research to Academic Affairs to more closely integrate research and teaching. The Administration has drafted guidelines for an interdisciplinary school structure to encourage inter-college integrated academic and research programs.

### Shared governance

The Faculty Senate and the Administration jointly developed a draft paper on the principles and practices of shared governance at UNH, and are committed to both the letter of shared governance procedures and the spirit which animates them. The Administration and the Faculty Senate engaged in shared governance on specific issues of common concern, such as the academic status of courses in American Sign Language, the impact of the UNH financial system (RCM) on academic quality, and the appropriate financial model to support study abroad, and have endeavored to work out mutual understandings of what constitutes shared governance.

### Community and diversity

The Chief Diversity Officer, faculty and staff completed a diversity strategic plan and progress report. As part of that work, the University completed a campus climate survey by students, with a faculty and staff survey for comparison purposes. The survey focused on UNH’s learning and social climate, with an emphasis on the climate for traditionally underrepresented groups. The University developed a systematic protocol for all faculty and academic administrator searches to assure diverse candidate pools and hiring of traditionally underrepresented groups, now used with all staff searches at the Professional/Administrative/Technical (PAT) level or higher. Annual awards for Excellence through Diversity for faculty and staff are supported by the Provost’s Office, the UNH Foundation, and the Alumni Association.

### Accountability

The University anticipates progress in several areas. The Discovery Program began focused work on assessing learning outcomes in Inquiry courses with funding from the Davis Foundation; the Writing Program began focused work on assessing improvements in undergraduate students’ writing competencies. The University began early stages of planning for systematic student learning outcome assessment, including a process for decision making regarding adoption of the Voluntary System of Assessment; the faculty senate approved a pilot of the Collegiate Learning Assessment; and UNH now administers the College Interest Profile (CIP) with first year students and the Cooperative Institutional Research Program (CIRP) with graduating seniors to assess their four-year experience at UNH. In addition, UNH has continued to implement and institutionalize periodic academic program reviews.

Non-academic programs also have been held to higher levels of accountability. For example, UNH has instituted systematic use of “360-degree” performance assessment of senior administrators in the office of the Vice President for Finance and Administration. The University began the review of organizational units supported by general assessments to justify expenditures and establish assessment rates under Responsibility Center Management (RCM) and established plans for periodic, systematic unit-level reviews beginning in FY09. In 2006, the University completed the fifth year review of RCM. Recently, UNH decided to serve as a

pilot institution for the STARS assessment tool, which assesses the University's sustainability efforts across multiple dimensions.

### Engagement in activities that serve the larger community

Much of this has been documented in Area of Special Focus Two, but highlights include fully implementing the Outreach Scholars Academy; beginning the process of application to the Carnegie Foundation for classification as an "Engaged University;" transferring Cooperative Extension from the Research Office to the Provost's Office to assure integration of outreach with the academic mission; and finding more systematic ways to capture and demonstrate faculty and staff outreach and engagement activities.

### *Projection*

The University will continue to strive to honor and implement its values with all internal and external constituencies through activities that have real impacts on the campus and beyond. In the next five years, UNH will bring to fruition many of the activities listed above that are in early planning or implementation stages. In addition, UNH will complete a comprehensive strategic review of the research mission at UNH, including the organizational structure of the Office of the Vice President for Research, by the end of FY09; review of research incentives under RCM in FY09; and conduct the next comprehensive fifth year review of RCM in FY 12.

### *Institutional Effectiveness*

The University of New Hampshire has a long history of commitment to the highest level of integrity. Through promulgation of and adherence to policies and procedures that codify its values, through the efforts of faculty, staff, and administrators, and through continual community activities and dialogues, UNH strives to place principles above expediency. The University will attempt not only to continue that tradition, but improve upon it in the future.

## **PLANS**

The University of New Hampshire faces a number of continuing and emerging challenges during the next several years. These challenges may be summarized as strategic, financial, governance, and curricular. For each of these challenges, the University is engaged in careful planning and will be initiating a number of steps to ensure academic and organizational excellence.

Strategic challenges. The University's first order of business in 2008 will be a participatory process of review and renewal of the Academic Plan. This review will occur within the context of institutional strategic planning led by President Huddleston, which will result in the identification of a focused set of key strategic directions that will be pursued over the next five to ten years. In addition to assessing progress made to date on the Academic Plan and considering new strategic directions, the review and renewal process will a) integrate the forthcoming recommendations of the President's Blue Ribbon Panel on the Future of Research at UNH, b) incorporate the current Diversity Strategic Plan, Outreach and Engagement Plan, and International Education Plan, and c) incorporate the recommendations of the President's Blue Ribbon Panel on the Costs of Intersport Athletics. In addition, the University will focus on assuring that there are current and useable strategic plans in each of the Responsibility Center units of the University, that the University's institutional goals are supported by the goals of the next capital campaign (to be launched in the next one to two years), and that there are valid measures of institutional effectiveness in place within all RC units. A long-term outcome of this work will be

to establish the University Budget, Planning, and Assessment Committee referenced earlier to serve as the lynchpin for institutional planning, budget planning and management, and assessment processes.

Financial challenges. The University continues to operate with a structural deficit of between one and two percent per year. Compounded over multiple years, this places the University in a vulnerable position with respect to maintaining excellence, preserving access and affordability, addressing deferred maintenance, and maintaining adequate fund balances. Therefore much effort in the coming years will be on expense reduction and revenue generation. The former will be achieved through stringent controls on personnel hiring, administrative consolidation, and unit-specific targets for reduced operating expenses. Strategies for revenue growth will focus on enrollment management (including enhancements in net tuition revenue) and expanded use of University resources year-round, modest program expansion (primarily in professional master's programs), greater emphasis on seeking grants and contracts (especially from underutilized sources such as NIH and corporate partnerships), and private fundraising. Going forward, the University will make difficult decisions regarding which programs and operations it will fund with available resources. How those decisions are made and with what consequences will be a function of meaningful shared governance. The issue of how to meet overall costs must and will be addressed with faculty involvement.

Governance challenges. UNH wishes to strengthen its practices related to shared governance in the coming years. This will entail extended campus conversations about the meaning of the term, the underlying principles that should guide shared governance, and the processes that engage shared governance among the Faculty Senate, the Administration (including Trustees), and the AAUP. Specific examples of matters to be addressed in a shared governance context include a review of promotion and tenure standards (especially reward systems for outreach and engagement activities as well as the University's approach to assessing teaching effectiveness). The Faculty Senate has created a Task Force that will in 2008-2009 review, among other items, the current standards for promotion and tenure standards. In addition, opportunities for shared governance include adjusting the University's tuition structures for study abroad programs to assure their sustainability, the creation of formal periodic review of non-academic programs (akin to University's current approach to academic program review), and the design of governance processes for interdisciplinary academic structures.

Curricular challenges. The most important goal in the area of curriculum development will be the final design and implementation of the Discovery Program. This is the University's undergraduate curriculum initiative that incorporates the general education program, an emphasis on the first-year experience, the integration of general education into the major, capstone experiences for seniors, and the University Dialogue. As part of the implementation of the Discovery Program, the University will also be developing formal processes for assessing student learning outcomes, consistent with the new NEAC standard for "series E." This will entail a clearer and more measurable articulation of student learning outcomes for the baccalaureate degree and the selection of valid instruments to assess those intended outcomes.