

UNIVERSITY OF NEW HAMPSHIRE

Self-Study Report

September 1993

**Submitted to the
New England Association of Schools and Colleges**

UNIVERSITY OF NEW HAMPSHIRE



CENTENNIAL

This Self-Study Report represents the collective efforts of the University of New Hampshire community to appraise its effectiveness against the standards developed by the New England Association of Schools and Colleges. It methodically and articulately describes improvements made since the 1983 Accreditation Report and the subsequent fifth-year interim report, assesses the significant changes over the course of the past ten years, and presents plans for the University's future. The superb performance of the faculty, administrators, and students who served on the various committees and sub-committees during this review process warrants our gratitude.

The self-study process achieved its goal of helping the campus to discover its strengths and weaknesses. What has been learned from this process will be incorporated into the UNH planning process currently underway through the UNH Planning Council and through the University's facilities master planning efforts. Our ongoing planning processes, coupled with what we have learned from the self study process, aid us in strategically placing ourselves in a desirable position for the 21st century. We must continue to be sensitive to the New Hampshire and New England economic recession, public attitudes toward the University, the reality that the quality of the University is primarily a function of the quality of its students and faculty, and the need to address problems of deferred maintenance and outmoded instructional and research facilities and equipment without pricing ourselves out of the very competitive market.

The self examination has been extremely helpful as we enter our Centennial Year in Durham and look to the next decade. The University of New Hampshire is proud of its accomplishments and looks forward to welcoming the visiting team of the New England Association of Schools and Colleges. We want to extend to each member of the visiting team our deep appreciation in advance for your contributions. We welcome an objective evaluation of our achievements to date and the constructive guidance which will be forthcoming from the accreditation visit and subsequent report.

Sincerely

Dale Mitzschke
President

FROM THE PLOW TO THE STARS: A CENTURY OF DISCOVERY

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INSTITUTIONAL CHARACTERISTICS

Date July 1, 1993

1. Corporate name of institution: University of New Hampshire
2. Address: Durham, New Hampshire 03824. Central switchboard
phone: (603) 862-1234. Direct dialing to individual
University offices, each with a number 862 = four digits.
3. Date institution was chartered or authorized:
4. Date institution enrolled first students: 1866.
5. Date institution graduated first regular class:
6. Type of Control:

Public	Private
State <u> X </u>	Independent, non-profit <u> </u>
City <u> </u>	Religious group <u> </u>
Other <u> </u>	Proprietary <u> </u>
	Other <u> </u>

By what agency is the institution legally authorized to provide a program of education beyond the high school?

By the General Court of the State New Hampshire, as recorded in Chapter 187 of the New Hampshire Revised Statutes Annotated:

187:1 College of Agriculture and Mechanic Arts. The state agricultural college, located at Durham, is a corporation by the name of "The New Hampshire College of Agriculture and the Mechanic Arts."

187:2 Object: The leading object of the college is, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in conformity to an act of congress entitled "An act donating land to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts," approved July 2, 1862.

187:3 University of New Hampshire. A university is established and made a body politic and corporate, by the name of the "University of New Hampshire," the object of which shall be to teach such branches of learning, and to prosecute such researches as may be necessary and desirable in the education of youth and the advancement and development of the arts, the sciences and the industries, including the education and training of teachers for the public school systems of the cities and towns of the state, and of such nature, scope and standard as usually prevail in the tax-supported universities of the several states; and is authorized to grant and confer in the name of

the University of New Hampshire all such degrees, literary titles, honors and distinctions as other such universities may of right do; and the trustees of said university are further authorized to define and prescribe the standard, scope and nature of the instruction and attainments necessary in order to qualify for such degrees, titles, honors, and distinctions, and to issue such bulletins, announcements and reports in the name of the University of New Hampshire as may be found necessary or desirable in publishing and defining the standard, scope, quality and nature of the educational work of the corporation.

8. Levels of postsecondary offerings:

Less than one year of work _____	First professional degree _____
At least one but less than two years	Master's and/or work beyond the first professional degree <u>X</u>
Diploma or certificate programs of at least two but less than four years	Work beyond the master's level but not at the doctor's level (e.g., Specialist in Education) <u>X</u>
Associate degree granting program of at least two years <u>X</u>	A doctor of philosophy or equivalent degree
4 or 5 year baccalaureate degree granting program <u>X</u>	Other

9. Type of undergraduate programs:

Occupational training at the craftsman/clerical level (certificate or diploma) _____	Liberal arts and general <u>X</u>
Occupational training at the technical or semi- professional level (degree) <u>X</u>	Teacher preparatory <u>X</u>
Two-year programs designed for full transfer to a baccalaureate degree <u>X</u>	Professional Other

10. The calendar system at the institution is:

X Semester _____ Quarter Trimester Other

11. What constitutes a "normal" credit hour load for students each semester?

- a) Undergraduate 16 credit hours
- b) Graduate 9 credit hours
- c) Professional _____ credit hours

12. Student Population: (UNH and UNHM combined)

a) How many full-time students in degree programs?

	Headcount:	Headcount M/F
1. Undergraduate	10,425	4,710/5,715
2. Graduate	840	441/399

b) How many part-time students in degree programs?

	Headcount:	Headcount M/F
1. Undergraduate	822	264/558
2. Graduate	713	326/387

c) How many full-time equivalents (total student population)?

1. Undergraduate	10,836.25
2. Graduate	1,276.00

d) How many students (headcount) in non-credit, short-term courses? 2,305

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program.

Forestry	Society of American Foresters
Forest Technology	"
Nutritional Sciences	American Dietetics Association
Education	National Council for the Accreditation of Teacher Education
Social Work	Council on Social Work Education
Chemical Engineering	Accreditation Board for Engineering and Technology
Civil Engineering	"
Electrical Engineering	"
Engineering Technology	"
Mechanical Engineering	"
Computer Science	Computer Science Accreditation Commission

Counseling Center Predoctoral Internship	American Psychological Association
Chemistry	American Chemical Society
Outdoor Education	Association for Experiential Education
Nursing	National League of Nursing
Athletic Training	National Athletic Training Association
Leisure Management	National Recreation and Park Association
Therapeutic Recreation	American Alliance on Therapeutic Recreation
Health Management and Policy	Association of University Programs in Health Administration
Health Administration	Accrediting Commission for Education in Health Services Administration
Marriage and Family Therapy	American Association of Marriage and Family Therapy
Consumer Studies	American Home Economics Association
Medical Laboratory Science	Committee on Allied Health Education Association
Occupational Therapy	Committee on Allied Health Education Association; and American Occupational Therapy Association
Communication Disorders	American Speech, Language and Hearing Association

14. List by name and title the chief administrative officers of the institution.

CHIEF INSTITUTIONAL OFFICERS

<u>Function of Official</u>	<u>Name</u>	<u>Exact Title</u>
President	Dr. Dale Nitzschke	President
Chief Academic Officer	Dr. Walter F. Eggers	Provost and Vice President for Academic Affairs

Chief Financial Officer	Mr. Fred A. Schnur	Vice President for Finance and Administration
Chief Student Services Officer	Dr. Daniel A. DiBiasio	Interim Vice President for Student Affairs
Planning (Facilities)	Dr. Victor D. Azzi	Associate Vice President for Campus Planning & Real Property Management
Institutional Research	Dr. John D. Kraus, Jr.	Director of Institutional Research
Development	Dr. Gary F. Martin	President, UNH Foundation
Library	Mr. Michael York	Interim Director University Libraries
Continuing Education	Dr. William F. Murphy	Dean of the Division of Continuing Education
Grants/Research	Dr. James D. Morrison	Vice President for Research and Public Service
Admissions	Mr. Stanwood C. Fish	Dean of Admissions /Financial Aid
Registrar	Ms. Stephanie M. Thomas	Registrar
Financial Aid	Mr. Stanwood C. Fish	Dean of Admissions /Financial Aid
Public Relations	Ms. Phyllis Bennett	Associate Vice President for University Relations
Alumni Association	Dr. John H. Lawson	Interim Director of Alumni Affairs

Alumni Association	Dr. John H. Lawson	Interim Director of Alumni Affairs
Chairman, Board of Trustees	Mr. Donald G. O'Brien	Chairman, Board of Trustees

Deans of Schools and Colleges

Dr. Stuart Palmer	Dean of the College of Liberal Arts
Dr. Otis Sproul	Dean of the College of Engineering & Physical Sciences
Dr. Roger Ritvo	Dean of the School of Health & Human Services
Dr. Thomas Fairchild	Dean of the College of Life Sciences & Agriculture
Dr. Lyndon Goodridge	Dean of the Whittemore School of Business and Economics
Dr. John Resch	Interim Dean of UNH Manchester
Dr. Karol LaCroix	Interim Dean of the Graduate School

15. Supply a table of organization for the institution.

(see attached)

16. Record briefly the central elements in the history of the institution.

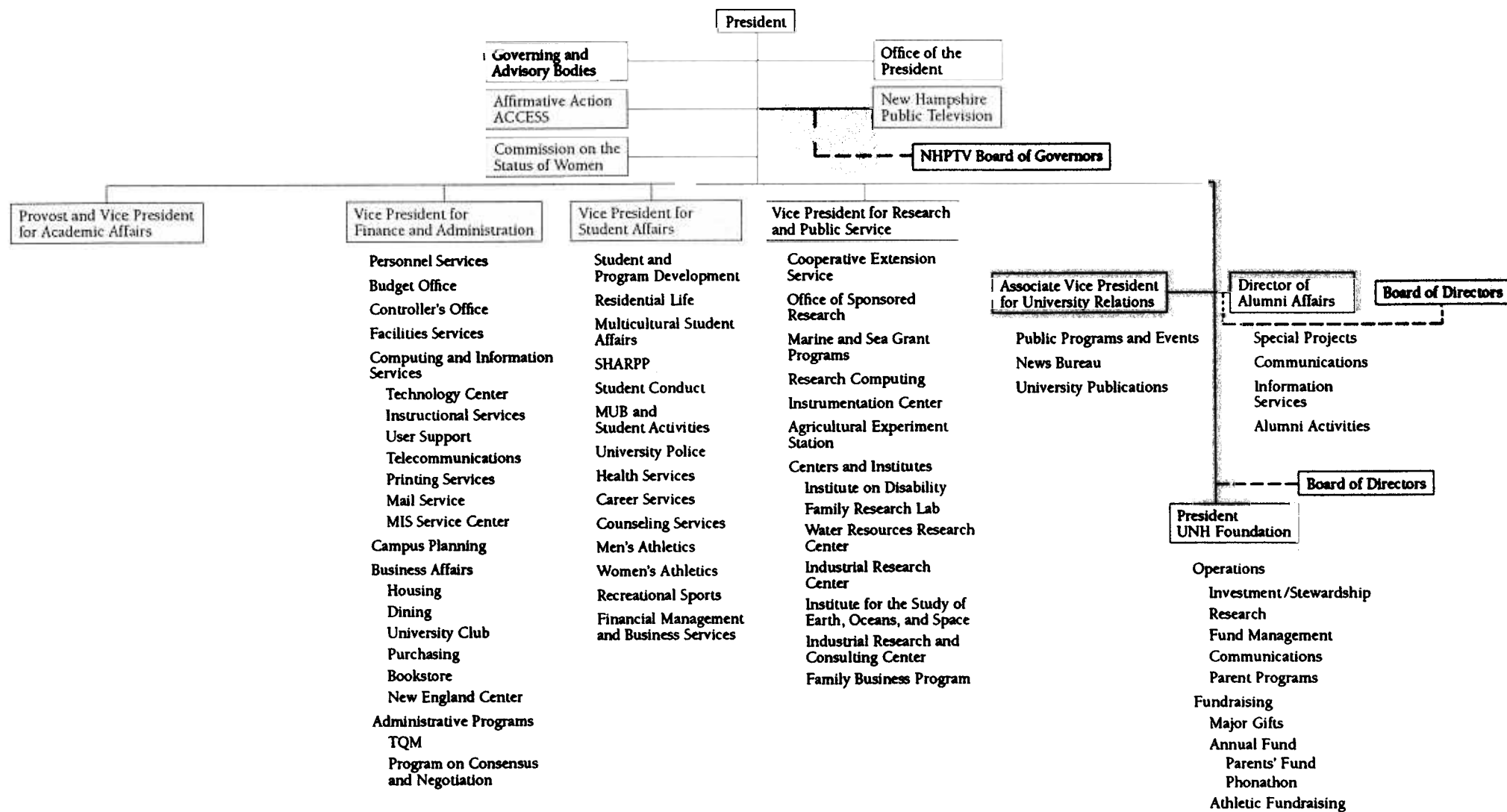
- | | |
|---|--|
| <p>1856 - On February 12, Benjamin Thompson signed his will leaving over \$400,000 to the state of New Hampshire to establish an agricultural school in Durham.</p> <p>1862 - The first Morrill Act was signed by Abraham Lincoln on July 2 granting each state public lands "for the endowment, support, and maintenance of at least one college" to teach agriculture and the mechanic arts.</p> <p>1866 - Governor Frederick Smyth signed a bill on July 7 which provided for the incorporation of the New Hampshire College of Agriculture and the Mechanic Arts to be established in</p> | <p>conjunction with Dartmouth College.</p> <p>1868 - On April 7, a contract was signed with Dartmouth College providing for an exchange of professors between the two schools.</p> <p>1868 - On April 28, Ezekiel Webster Dimond was elected by the Board of Trustees to serve as the first professor of the New Hampshire College of Agriculture and the Mechanic Arts.</p> <p>1868 - On September 4, ten men registered as the first students of the College.</p> <p>1871 - The College graduated its first class.</p> |
|---|--|

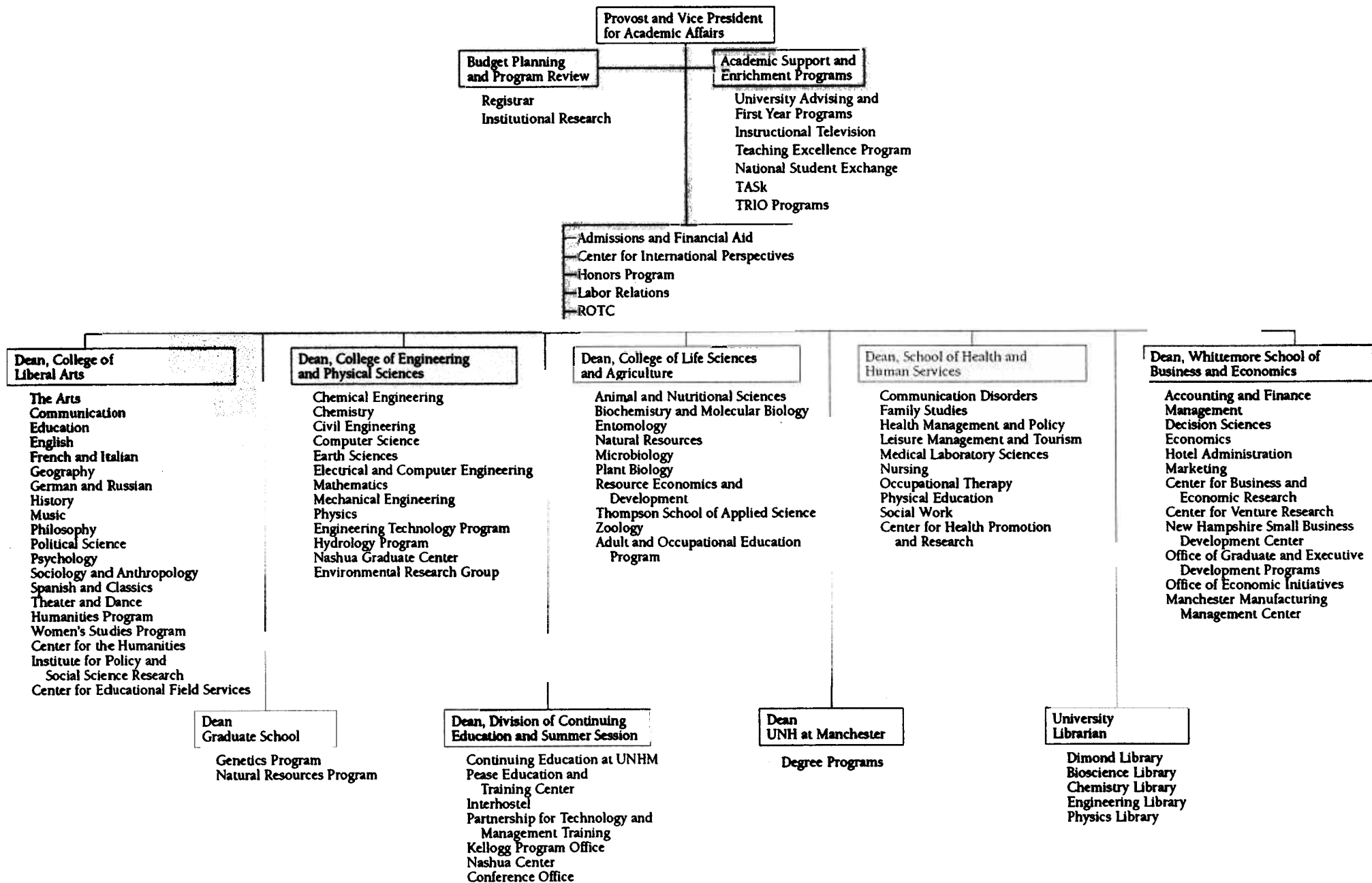
- 1887** - The Hatch Act was passed on March 2 which enabled the College to establish an Agricultural Experiment Station.
- 1888** - On February 22, George H. Whitcher was appointed to serve as the first director of the Agricultural Experiment Station.
- 1890** - Benjamin Thompson died on January 30. His will stipulated that the state of New Hampshire hold his estate for twenty years, guarantee a compound interest of four percent on its appraised net value, and establish a second fund for which the state was required to appropriate \$3,000 annually for twenty years to be used for equipping the College.
- 1890** - Lucy Swallow and Delia Brown became the first female students to attend the College.
- 1891** - Despite some opposition, Governor Hiram A. Tuttle signed the act accepting the conditions of Benjamin Thompson's will on March 5.
- 1891** - On April 10, a bill was signed by Governor Hiram A. Tuttle providing for the removal of the College and its Agricultural Experiment Station from Hanover to Durham.
- 1893** - Classes started in the fall in Durham. The enrollment consisted of fifty-one freshmen and thirteen upperclassmen.
- 1893** - On May 18, Reverend Charles Sumner Murkland was chosen as the first President of the New Hampshire College of Agriculture and the Mechanic Arts.
- 1895** - The "Leach Bill" was introduced to the legislature by Representative Edward D. Leach of Franklin. The bill proposed reducing the board of trustees to nine members. It also required manual labor of students, specified a course of instruction, and proposed a practical two-year agricultural program. The bill was not widely supported and was replaced by an act requiring the establishment of a department of horticulture and a two-year course in agriculture. The final "Leach Bill" was passed and signed, on March 27, by Governor Charles A. Busiel.
- 1896** - The New Hampshire College of Agriculture and the Mechanic Arts awarded the degree of doctor of philosophy to Charles H. Clark of Kingston, NH.
- 1897** - Ralph W. Crossman received the first master of science degree from the College.
- 1903** - William D. Gibbs replaced Reverend Murkland as President of the College and was inaugurated on October 28.
- 1903** - Morrill Hall was dedicated on October 28 as the new agricultural building named after Senator Justin Morrill of Vermont, author of the Morrill Act.
- 1906** - New Hampshire Hall was dedicated on January 26 and served as the gymnasium. One thousand dollars had been donated to construct the building by the Boston and Maine Railroad in appreciation for emergency assistance from faculty and students at the wreck of the St. John's Express on January 20, 1905.
- 1907** - Hamilton Smith Hall was constructed and used as the college library.
- 1907** - The first Student Council was formed.
- 1911** - The College reorganized into three divisions: agriculture, engineering, and liberal arts and sciences.
- 1911** - A proposal to change the name of the New Hampshire College of Agriculture and the Mechanic Arts to the University of New Hampshire was defeated by state agricultural interests. The Alumni Association requested that the Board of Trustees vote on this issue and the trustees approved the request on December 10, 1910. However,

- many in the state felt that the change would alter the institution's focus on agricultural education.
- 1911** - State funding was provided to begin extension work.
- 1911** - The first issue of the student newspaper, *The New Hampshire*, was issued on September 20.
- 1912** - A student strike over the suspension of William H.L. Brackett started on May 2. Brackett had been suspended by President Gibbs for creating a false fire alarm to assist the sophomore class in leaving campus for a banquet. The Board of Trustees over-ruled the President and rescinded Brackett's suspension. The strike ended on May 6 and President Gibbs resigned later that year.
- 1912** - Edward T. Fairchild became President of the College on December 1.
- 1914** - The first major Alumni Association fund drive provided support for the construction of Memorial Field.
- 1914** - The Smith-Lever Act was passed on May 8 providing funds for cooperative extension work in agriculture and home economics between the land grant colleges and the United States Department of Agriculture.
- 1915** - The first deans of the College's three academic divisions were appointed on April 14: Frederick W. Taylor of the Agricultural Division, Charles E. Hewitt of the Engineering Division, and Ernest R. Groves of the Arts and Sciences Division.
- 1916** - The first New Hampshire Day celebrated on November 21. The entire student body and faculty devoted the day to work on the athletic field.
- 1917** - Cooperative Extension placed an agricultural agent in every county of New Hampshire and made New Hampshire the first state in the country in which this was accomplished.
- 1917** - A faculty potato patch planted as part of the war effort for World War I.
- 1917** - Ralph Dorn Hetzel became President of the College on August 15.
- 1918** - The College joined the National Collegiate Athletic Association.
- 1918** - 341 of the 1,269 soldiers trained in Durham for service in World War I arrived on May 16 to receive vocational instruction.
- 1921** - The College's first summer school was officially established.
- 1922** - Enrollment reached 1,000 for the first time.
- 1922** - The Memorial Athletic Fields were donated to the College by the Alumni Association on June 10 and dedicated to the veterans of World War I.
- 1923** - Governor Fred H. Brown signed bill changing the name of the New Hampshire College of Agriculture and the Mechanic Arts to the University of New Hampshire on April 23, effective July 1, 1923.
- 1925** - President Ralph Hetzel presented a plan to the legislature asking for a permanent policy of state support. The plan was passed and the University of New Hampshire Fund was created.
- 1926** - The nickname "Wildcats" was chosen for University athletic teams.
- 1927** - Edward Morgan Lewis replaced Hetzel as President of the University on September 1.
- 1928** - The Graduate School of the University was formally organized.
- 1928** - The summer Marine Laboratory at the Isles of Shoals was established.
- 1929** - An Engineering Experiment Station was established by the trustees designed to conduct research on industrial problems of importance to the state.

- 1936** - A baseball field was dedicated in memory of William H.L. Brackett, an outstanding athlete and the subject of the student strike in 1912. Brackett had died from wounds suffered in World War I.
- 1937** - In April, Fred Engelhardt became President of the University.
- 1937** - The University faculty reorganized and its legislative function was transferred to the Academic Senate.
- 1938** - The General Extension Service was organized to administer all adult education and off-campus activities.
- 1939** - The Graduate School was reorganized into six divisions: biological sciences, education, engineering, language and literature, physical science, and social studies.
- 1943** - In March, the University contracted for an Army Specialized Training Program (ASTP) in engineering and pre-medicine.
- 1943** - Fall enrollment dropped to 1,083. However, 1,101 soldiers were enrolled in the ASTP program.
- 1944** - On August 10, the Board of Trustees selected Harold Walter Stoke to replace President Engelhardt. Stoke was inaugurated on December 17.
- 1944** - A Postwar Education Service was established by the Academic Senate to counsel and test veterans and offer them refresher courses.
- 1946** - Registration for the fall soared to 3,478 due to the end of World War II.
- 1948** - On January 17, Arthur S. Adams, Provost of Cornell University, was elected to replace President Stoke. Adams was inaugurated on October 9.
- 1951** - The Men's Student Council and the Association of Women Students merged to form the Student Senate.
- 1951** - Robert Flint Chandler, Jr. became President of the University on April 25.
- 1955** - Eldon L. Johnson was chosen to follow Robert F. Chandler as President of the University.
- 1958** - Dimond Library was dedicated and named for Ezekiel Dimond, first professor of the New Hampshire College of Agriculture and the Mechanic Arts.
- 1958** - The UNH space program was initiated. Professor Robert E. Houston, Jr. established its first satellite tracking station.
- 1958** - In April, the American Association of University Professors announced that the University of New Hampshire's president and board of trustees had been awarded the first Meiklejohn Award for academic freedom for their defense of academic freedom in the face of strong journalistic and political opposition.
- 1958** - The Memorial Union Building was opened on November 22 and dedicated to members of the American armed forces.
- 1959** - Channel 11 (WENH) began broadcasting on July 6 from the Memorial Union Building.
- 1960** - The Whittemore School of Business and Economics was established by Board of Trustees.
- 1963** - In July, the state legislature established the State University System comprising the University of New Hampshire, Plymouth State College, and Keene State College to be governed by an expanded board of trustees and an administrative board composed of the President of UNH as chief administrative officer, and the Presidents of Keene and Plymouth State Colleges.
- 1963** - John W. McConnell was inaugurated as University President on May 25.
- 1965** - A bill was defeated in the state legislature which attempted to

- limit the University's freedom to invite "subversive speakers" to campus.
- 1966** - The Thompson School of Agriculture became the Thompson School of Applied Science, awarding associate degrees in applied science.
- 1967** - The Merrimack Valley Branch of the University of New Hampshire was added in Manchester.
- 1967** - The Faculty Educational Policy Committee, chaired by Professor Dwight R. Ladd, published a report which led to a comprehensive reorganization of undergraduate academic programs in 1969-1970.
- 1967** - A group of students and faculty formed a "Free University" to offer non-credit, non-fee courses not otherwise available on campus. Two hundred and twenty students enrolled.
- 1969** - The School of Health Studies was established.
- 1969** - The College of Agriculture was renamed the College of Life Sciences and Agriculture.
- 1970** - The New England Center dedicated on January 10.
- 1971** - The Division of Continuing Education was authorized to offer the associate in arts degree.
- 1971** - Thomas N. Bonner became President of the University and was inaugurated on September 30.
- 1971** - President Bonner appointed a UNH Commission on the Status of Women, making the University one of the first institutions of higher education in the country to have a Woman's Commission.
- 1974** - Eugene S. Mills was appointed President of the University.
- 1974** - The University System of New Hampshire established the office of Chancellor.
- 1975** - The College of Technology was renamed the College of Engineering and Physical Sciences.
- 1980** - Evelyn E. Handler became President of the University of New Hampshire and was inaugurated on October 20.
- 1980** - The University of New Hampshire and the University of Maine at Orono were jointly designated as the nation's 14th Sea Grant College by the National Oceanic and Atmospheric Administration of the Department of Commerce.
- 1983** - In September, a federally funded program provided fifteen million dollars for a science and engineering research center (Morse Hall) to house fourteen laboratories for research and education in space science, technology, and engineering.
- 1984** - Gordon A. Haaland was inaugurated as President of UNH On October 4.
- 1984** - UNH began offering classes through the Nashua Center in Nashua, New Hampshire.
- 1985** - The New Hampshire Legislature incorporated the University of New Hampshire-Manchester as a college of the University.
- 1989** - The School of Health Studies became the School of Health and Human Services.
- 1989** - The University of New Hampshire Foundation was established.
- 1990** - In August, Dale F. Nitzschke became President of the University of New Hampshire.
- 1990** - In October, the University of New Hampshire faculty voted to unionize.
- 1991** - The University of New Hampshire was awarded space grant status.
- 1993** - The American Association of University Professors and the University System Board of Trustees signed a collective bargaining agreement on March 26.
- 1993** - The University Library acquired its millionth volume.





PREFACE

The University of New Hampshire Self-Study Report represents a year and a half of intensive institutional review and evaluation. From the first, the self-study was designed to be inclusive and thoroughgoing. It involved all university constituencies and provided the opportunity for sustained discussion of UNH's achievements, challenges, and goals. A broadly representative steering committee, chaired by a faculty member and advised by an Associate Vice President for Academic Affairs and the Director of Institutional Research, had the responsibility of directing and overseeing the self-study process. The steering committee conducted campus-wide sessions on individual standards, consulted with the deans of the colleges and schools, made periodic reports to the President and Provost, and reviewed, edited and approved successive drafts of the report. Over the course of the self-study, more than two-hundred members of the UNH community were directly involved as members of the steering committee and individual task forces or as consultants and reviewers. Each college, school, department, and program, as well as appropriate university offices and committees, provided commentary or documentation.

Preparations for the self-study began in January 1992 when President Dale F. Nitzschke charged Provost and Vice President for Academic Affairs Walter Eggers with setting up a university accreditation steering committee. A chairperson was selected in February and nominations for steering committee members were solicited from each college and school. In March, the composition of the steering committee was finalized and its members were appointed by the President. On April 3, 1992, the UNH Accreditation Steering Committee met for the first time with the President and Provost. As outlined by the President, the steering committee's initial tasks were to study the university's recently revised mission statements, evaluate previous accreditation documents, and develop strategies that would guarantee a representative and thorough self-study process.

By late April 1992, individual task forces were formed to address each of the NEASC's eleven standards and compose draft responses. The steering committee elected to serve as the task force for standards one and eleven, while separate task forces coordinated by individual steering

committee members were organized to address standards two through ten. In May, each group began to identify appropriate resource people, outline documentation needs, and establish a timetable for its work. During the summer of 1992, task forces reviewed relevant documents, consulted with appropriate individuals and committees, and met with the Chair of the steering committee to discuss projected plans for the fall.

As the steering committee resumed its regular bimonthly meetings in September of 1992, a structure to elicit campus wide participation in the self-study was in place. A summary of the NEASC standards and request for evaluative commentary from the campus community was distributed through the deans, academic senate, and student senate. A complete copy of the NEASC standards was placed on reserve in the university library and an article on the university's reaccreditation appeared in the *The New Hampshire*. The Director of the NEASC's Commission on Higher Education, Dr. Charles Cook, came to UNH to confer with the members of the committee, and the committee Chair made presentations at the University Budget and Planning Committee, Student Senate, and the President's Cabinet.

In October, the steering committee determined responsibilities for compiling descriptive summaries and drafting sections of the self-study report. Plans for campus wide forums were initiated but were postponed when the failure of negotiations between the American Association of University Professors and Board of Trustees began to inhibit faculty participation in the process. While this situation delayed the data collection of some task forces, work nevertheless continued and the steering committee completed a review of standards one and two during the first semester. Second semester saw a lessening of tensions on campus and the steering committee's work intensified. *The Campus Journal* reported on the university's reaccreditation activities and invited commentary. Six full day open sessions on reaccreditation were held for the UNH community in February. Steering committee members made status reports to the President's Cabinet, Dean's Council, Academic Senate, Student Senate, and PAT and Operating Staff Councils and solicited their responses. First and second drafts were composed, reviewed, revised, and made available to appropriate university departments and committees.

In April 1993, Dr. Byron Pipes, Provost at the University of Delaware, who had been appointed as the Chair of the NEASC evaluation team, visited campus to meet with the President, Provost, and steering committee members. Dr. Sandra Elman, the Associate Director of the NEASC Commission, spent a day at UNH reviewing the first versions of the task force reports. In May, preliminary summaries of each task force's conclusions were drafted, compiled, and distributed to the President, Provost, and members of the Deans' Council for written comment. Guided by these comments, and in consultation with the steering committee, each task force revised its draft during the spring and early summer. An integrated draft of the full report was distributed for review in June. In August, as the reviews were received, the final editing of *The University of New Hampshire Self-Study Report* was completed by the steering committee Chair, reviewed by steering committee members, the Provost, and deans, and presented to the President for his approval.

As this outline of self-study activities indicates, provisions were made for incorporating the commentary and suggestions of representative UNH community members throughout the self-study process. While this structure required alterations in the steering committee's initial schedule, it allowed for a fuller consideration of perspectives within the UNH community. As a result, we are confident that *The University of New Hampshire 1993 Self-Study Report* accurately describes how UNH appraises its effectiveness in relation to the NEASC's standards for accreditation.

ACKNOWLEDGEMENTS

The UNH Self-Study Report is the result of the dedicated work of the individuals who served on the UNH Accreditation Steering Committee. Each person brought their own special talents, insights, and energies to the project. The Steering Committee members are grateful to the people who served on special task forces or as consultants, and to the students, faculty, staff, and administrators who offered comments on successive drafts or participated in discussions of the standards. The final version of the report owes much to the following people. John Kraus, Director of Institutional Research, worked with several task forces to coordinate the presentation of statistics within the report. Special Collections Librarian William Ross completed the cataloging of documentary sources for the team exhibit room. David Rohde, Manager of Printing Services, provided valuable technical assistance as well as advice on the cover design. University Archivist Frank Wheeler compiled the entries for "Elements in the History of the University of New Hampshire." Joan Weeks of Academic Affairs served ably as the secretary to the Steering Committee. Finally, special thanks are due to Merrill Black of Computing and Information Services who formatted the text, designed the cover, and assisted in proof reading.

NOTE ON SELECTED SOURCES

The listing entitled *Selected Sources* at the end of each section of the report contains items that will be found in the team exhibit room during the accreditation visit. All exhibits have been catalogued, or cross referenced, according to the standard under which they appear.

SELF-STUDY OVERVIEW

This accreditation self-study represents the University of New Hampshire at a critical moment in its history. By objective measures, no public university in New England can match our achievements over recent years. The enterprise of scholarship, including funded research, has expanded at a national record pace. With the establishment of a University Foundation, private giving is dramatically on the rise. The current degree of public interest and support from the business community and state political structure is unprecedented; and partly as the result, the physical campus, including teaching and research space, is being transformed by major building and renovation projects. Perhaps most significant, over the past three years, when competition for declining numbers of prospective students in the state and region has been intense, UNH has recruited successively larger freshman classes and graduate applications have almost doubled. The University's academic reputation has never been stronger, and faculty, staff, and students are ambitious for the University.

At the same time, this self-study documents reasons for serious concern about the future. Because the state of New Hampshire has never funded its only public university adequately for its broad mission, the pressure of long unmet needs and rising expenses—including a current Trustee commitment to raise salaries—is felt in each year's budget. Alternative sources of new support are problematical. Tuition, fees, and room and board charges have risen over the past three years but more slowly than at the other major New England public universities, and the Trustees, to their credit, are determined to hold student costs down. Funded research, while it contributes substantially to meeting overhead costs, also makes enormous demands on infrastructure. Even fund-raising is expensive to start up and sustain. We have achieved a greater degree of control over budgets than in the past and managed to stretch current-year dollars as far as possible. But it seems clear that the University cannot afford to maintain, much less build, quality in the present full array of programs and that, therefore, responsible planning means reallocation and consolidation. As the accreditation team visits us, for the first time in the

history of the University, academic programs and faculty positions are being formally reviewed for elimination.

Our problems reflect our successes. The character of the University has changed significantly since its last accreditation a decade ago. We have even to some extent changed our own conditions. The question is whether we can sustain the university that has emerged. Can we afford excellence when we worry about getting through the year without deficits? Can we extend ourselves to meet rising expectations for public service, economic development, and outreach to the State and region, when our resources are strained by student demands on campus? Does investing in professional education mean diminishing the liberal arts and sciences? Likewise, will new and expanded graduate programs shift our focus from the quality of undergraduate education? Are we up to the challenge of the students we are trying to recruit with more culturally diverse backgrounds? When we hire research faculty and part-time instructors, do we fracture teaching and learning? Questions like these challenge the very mission of a contemporary public research university, and as we address such questions in the process of accreditation review, we will be testing our conception of the University's distinctive mission.

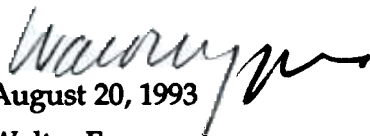
I expect the New England Association to characterize the University of New Hampshire as strong in its purposes and capable as perhaps never before of achieving its purposes. Clearly in recent years we have shown determination to set priorities and make choices in spite of difficult circumstances. Even as we have cut budgets, we have reallocated to academic department support, student financial aid, instructional facilities and equipment, and graduate assistantships. With the help of the Foundation, we have created new professorships to recognize and support excellence in the faculty. Now as we build a substantial library addition, we set our sights on a campus-wide telecommunications system that will alter the very conditions in which students, faculty, and staff work together.

In these efforts we pursue ideals of teaching, learning and personal development which are collaborative and interdisciplinary. Our recently revised mission statement represents the University as a unified faculty of bona fide scholars who share the activity of their own learning with the students they teach. From this perspective, we are advantaged by our relatively small size and the full scope of academic programs we offer.

Likewise, we idealize our mixed private and public character, which gives us the capacity to recruit strong students from the region and the nation even as we serve the needs and interests of New Hampshire. By this mission, we involve undergraduate students in research, our best respected faculty scholars are among our best teachers, and we encourage learning beyond the classroom. It suits us that the campus looks like a New England liberal arts college, smaller than it really is, because good students are attracted to the ideal of a community of learning. At the same time, we strive to be cosmopolitan and afford our students access to the larger world of learning. Our niche in higher education in New England is best described in opposites and paradoxes: small but comprehensive, land-grant and liberal arts, a teaching and research university.

For this ideal to have reality, it needs to be embraced not only by students, faculty, and staff but by our governing board, the state legislature, and even our alumni. It needs to inform planning at every level, from individual departments and programs to Trustee committees. Especially during times of change, successful planning requires not only a strong sense of mission but also cooperation among those who share authority. As this report makes clear, current planning efforts are sometimes confused or complicated by the structure of governance, which includes a new faculty union, a University System, and a Systemwide Board of Trustees. Nonetheless, a bright future is assured for the University by the serious but optimistic attitude shared by the many people who have so far participated in the process of re-accreditation. This self-study and the visit that follows are welcomed opportunities not only to communicate our identity to others but also to reinforce it among ourselves.

The accreditation team visits the campus during the University's Centennial year in Durham. We will use this occasion to celebrate the achievements of the past and to chart our course for the future.



August 20, 1993

Walter Eggers,

Provost and Vice President for Academic Affairs

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