

## STANDARD FIVE: FACULTY

### Description

Faculty at the University of New Hampshire are committed to their students and to the mission of the University. Faculty are well-qualified, enthusiastic, and professional. They fulfill expectations of teaching, advising, research, and service at a high level of quality while undertaking administrative functions required for the smooth running of the institution. New faculty hires are impressive as teachers, emerging scholars, and informed citizens. Senior faculty continue to be excellent teachers and productive scholars. While UNH has an entrepreneurial



spirit in which faculty develop new courses and set their own research agenda, faculty value and demonstrate collaboration among themselves; among students; and between faculty and students, setting an interactive tone for pursuit and sharing of knowledge. Faculty are generally well-supported in their work and are sufficient in numbers to carry out the parts of the mission with which they are charged. There are 1037 faculty of which 582 are full time and 455 are part time. Female faculty tend to serve, more often, in part-time non-tenure-track roles than in full-time roles. Fifty-eight percent (58%) of the part-time faculty are female, whereas 37% of the full-time faculty are women.

Faculty [appointment criteria](#), along with respective role descriptions, reside on the Office of the Provost website. Designations include full-time tenure-track faculty at the Professor, Associate Professor, Assistant Professor, and Instructor levels. Other designations include [clinical faculty](#), [extension faculty](#), [research faculty](#), and lecturers. There are also [joint faculty appointments](#) across colleges and schools. All faculty, deans, the president, and most vice presidents have a “home” within one or more academic units (e.g., department, school, library). The nature of the hiring process, which generally begins at the department level in accordance with university-wide stipulations, ensures that faculty roles meet the UNH mission and the Commission standards. The hiring process requires careful matching of candidates to position descriptions of content area, teaching expectations, research focus, advising duties, and other pertinent criteria. Recommended candidates undergo in depth screening for evidence of appropriate degrees held, scholarship in relevant venues, teaching ability, and professional experience. Only well-qualified candidates are hired.

Faculty appointments, promotions, and activities at the University of New Hampshire reflect standards of preparation and qualification consistent with those of a comprehensive research university. [Faculty ranks](#) are clearly defined in policy manuals and statements. Full-time tenured and tenure-track faculty hold the appropriate terminal degrees in the fields in which they have been appointed. In some cases the degree appropriate to a particular discipline is not the doctorate. Thus, percentages of full-time faculty holding the doctorate vary by college and range from 82% in the College of Life Sciences and Agriculture to 100% in the College of Engineering and Physical Sciences (data for FY13 only).

Percentage of degrees held by tenure-track faculty has remained the same for 2010-2013.

570 full-time t-t faculty in FY13 (90% doctorate, 9% Master’s, 1% Bachelor’s)

601 full-time t-t faculty in FY12 (90% doctorate, 9% Master’s, 1% Bachelor’s)

598 full-time t-t faculty in FY11 (90% doctorate, 9% Master’s, 1% Bachelor’s)

599 full-time t-t faculty in FY10 (90% doctorate, 9% Master’s, 1% Bachelor’s)

Non-tenure-track faculty are also expected to hold graduate degrees in appropriate disciplines but are sometimes appointed without the terminal degree when their expertise, skills, or work experiences enhance a program or meet specialized program needs, or when acute shortages exist in the availability of more qualified applicants. Here, too, percentages of faculty holding the doctorate vary by college and range from 11% in the Paul College of Business and Economics to 64% in the College of Engineering and Physical Sciences (data for FY13 only). All faculty in the College of Life Science and Agriculture who are not in the Thompson School of Applied Sciences hold a doctoral degree.

Faculty devote their time to UNH in many ways that fulfill our mission. They utilize instructional practices that result in positive student learning outcomes as evidenced through performance of assessments given in courses. (See AAI.) Faculty also advise students, participate in planning and policy-making through committee work, develop and revise courses and degree programs, carry out research, and have a voice in shared governance through the faculty senate. Sixty-four research faculty also contribute to UNH's mission through their scholarship, discovery, and innovation.

UNH is committed to equal opportunity, [affirmative action and diversity principles](#) in the hiring of all faculty and staff. On its website, the Provost's Office publishes and maintains hiring procedures for faculty (tenure-track and non-tenure-track). The website includes a position vacancy form, [Faculty and Senior Administrative Staff Search Manual](#), for positions under the purview of the Provost. In addition, [Faculty Recruitment procedures](#) can be found on the [Human Resources](#) website. Faculty searches are also overseen by the Office of the Vice Provost for Faculty Development and Inclusive Excellence and by the Affirmative action and Equity office which are responsible for ensuring that searches are conducted in compliance with the law and university policy and mission. All tenure track faculty recruitment must be approved by the Provost prior to advertising. Non-tenure-track faculty positions require the approval of the Dean or Director prior to advertising. Once approval has been granted to fill a new faculty position, the faculty hiring procedures are followed as per the search manual. Each college/school's Dean directs the hiring department Chair to consult with the Vice Provost for Faculty Development & Inclusive Excellence before beginning the hiring process, in order to draft and confer on the Position Announcement and to present a preliminary departmental Recruitment Plan for the identified position. For every tenure-track and clinical faculty search, the department must complete a recruitment plan.

The recruitment process is open, orderly, and well-documented. All advertisements for university job vacancies include the following language: "UNH is an Equal Opportunity/Equal Access/Affirmative Action institution. The university seeks excellence through diversity among its administrators, faculty, staff, and students. The university prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Application by members of all underrepresented groups is encouraged." Employment data forms are sent to all applicants and are available online. The applicant discloses his/her minority and disability status. The Director of Affirmative Action and Equity serves as a liaison to groups, offices, departments and individuals working on diversity efforts, on and off campus. Applications for tenure-track positions are received by the relevant department, college, or institute. Search committees are composed of faculty within the department who are required to follow the Faculty Search procedure. Once the top candidates are selected, they are reviewed by the Director of Affirmative

Action and Equity prior to being invited to campus to ensure a diverse pool. Once invited, the candidates meet with faculty members within the department/college, administrators, and, as required, the Provost (for positions at the Associate and Professor levels). The college dean enters into negotiations with the finalist for salary and any start-up funds. An [appointment letter template](#) for faculty hires and renewals is posted on the Provost website. All faculty hires sign a written contract that states the nature and term of the initial appointment

Although graduate assistants rarely teach full lecture or seminar sections at UNH, they do assist in teaching laboratory and recitation sections, in conducting research, and in carrying out administrative tasks. Graduate assistants are selected on the basis of both need and expertise for the proposed assignment. There is an overall orientation conducted by the UNH Graduate School that includes training in research ethics. The Graduate School also offers a Cognate in College Teaching with a current enrollment of 17 graduate teaching assistants from four colleges. UNH's Center for Excellence in Teaching offers other instructional training open to graduate student instructors. The research office offers an online course in the ethical conduct of research, which includes a certification of completion. Graduate Research Assistants are expected to complete this course. Additional training provided by the Office of Environmental Health and Safety is required for those working in research laboratories. The number of Graduate Assistants is roughly comparable across comparator institutions, relative to the institution's size.

The faculty contract, negotiated between representatives of the American Association of University Professors (AAUP) and the University System of New Hampshire (USNH), provides full-time tenure-track faculty with a competitive compensation package, benefits program, and contractual security. Salary increases including cost of living, merit, equity, and promotions for tenure-track faculty are based on the AAUP contract, and the AAUP contract has a merit/equity increase component. Each department has a procedure for awarding merit/equity that must be approved by the College Dean. [Salary and benefits](#) (article 16, page 22) are negotiated, in part, with comparator institutions in mind. Non-Tenure-track faculty receive the same salary increases as administrators and staff. These increases are recommended by the UNH administration and approved by the USNH Board of Trustees. Non-tenure track faculty appointment periods vary from 1 to 5 years, renewable. Employment security is assured for the period of the contract. Faculty lecturers have recently formed the Faculty Lecturer Council to provide a forum for discussing their interests, and Research Faculty have followed suit.

Faculty workloads at UNH are thoughtfully configured to allow expectations in various positions to be met. Language in [Article 8.1 WORKLOAD](#) of the AAUP collective bargaining agreement for full-time tenure-track faculty is commensurate with that of NEASC standard 5.7:

Faculty workloads are determined by the University and shall take into account teaching, scholarship including creative and/or professional activity, and service. Faculty members can be most effective only if there is reasonable flexibility in determining the manner in which they carry out their responsibilities. Individual workload assignments shall be made by the department Chairperson, subject to the approval of the Dean of the appropriate school or college.

Under the purview of the VPAA, college deans and department chairs establish faculty workloads that provide a balance among expectations (e.g., programmatic needs, research output,

budget adherence, appointment criteria). Faculty members have responsibilities in the areas of teaching, research, and service. To meet specific programmatic needs and provide support of individual faculty development, the Deans' Council agreed that individual full-time tenure-track faculty workloads can be described using eight units, of which typically five will be dedicated to teaching (corresponding to five courses per academic year), two to research and one to service. These proportions are by no means fixed, and in fact, the typical distribution of workload units differs among colleges and among individuals in some cases. The College of Liberal Arts has recently shifted the workload assignments (through department choice) to provide more time for faculty research. The College of Life Science and Agriculture has recently re-distributed workloads to reflect a "differentiated staffing" model in which tenured faculty can make sanctioned choices regarding the focus of their work: teaching or research intensive. Both of these changes are discussed in the appraisal section. Also see the [Faculty Workloads](#) chart which shows workload distributions for all faculty types, by college.

The ratio of part-time to full-time faculty has been climbing over the last few years. According to the IPEDS database for 2011, approximately 60% of the instructional faculty is full-time. Using the NEASC report data for 2013, UNH, drops to 57% FT faculty. As noted above, the majority of non-full-time faculty are lecturers. There is a deliberate attempt by the university to limit the number of single per-course hires (unless clearly appropriate) in favor of faculty with longer-term appointments, thus allowing time for these faculty to become familiar with their department and understand its programs, students, and relationship to the overall mission of the university. Under the purview of the Vice President for Academic Affairs (VPAA), college deans determine the number of full-time versus part-time faculty based on departmental need. New faculty are invited to the university's faculty orientation. The College of Liberal Arts (COLA), which has the highest number of lecturers at 118 (out of a university total of 204), publishes an annual brochure introducing new lecturers and their credentials. In recent years, COLA has also taken several steps to clarify the status of non-tenure-track instructional staff (mainly lecturers) as discussed in the appraisal.

As previously noted, the university is made up of different faculty types as defined on the Provost's [Faculty Appointment website](#). All faculty appointments are governed by the [USNH and UNH policies and procedures](#). UNH and USNH policies and procedures typically reflect AAUP contract language for tenured and tenure-track faculty, where relevant, and flesh out details of implementation. For example, specific promotion and tenure guidelines for tenured, tenure-track, research, and clinical faculty are posted to the Provost's website each year. All policies are consistently applied. Hierarchical tenure approval structures, typically from department committee, to chair, to college committee and dean (including the Dean of the Graduate School when appropriate), to Provost ensure oversight of consistency in application and regular review. The [Clinical Faculty website of Policy and Procedures](#) specifies definition, appointment procedure, (qualifications) criteria, responsibilities and privileges, and review criteria for clinical faculty. In the case of promotion and tenure for full-time faculty, the Provost's website also includes criteria, annual evaluations, procedures, and provisions for review of contested cases. Each section details expectations and actions, citing contractual agreements where appropriate. See also Standard 11. [The Collective Bargaining Agreement](#) between the University System of New Hampshire (USNH) Board of Trustees and the UNH Chapter of The American Association of University Professors (AAUP) which describes the following for tenure-track faculty: faculty rights, workload, grievance procedure, annual review, promotion and tenure, termination of employment, faculty development, salary, benefits, and

overload and summer compensation, as noted more specifically in some of the discussion above. The Faculty Grievance Procedure is described specifically in article 9 of the Collective Bargaining Agreement. Information on faculty resources that assist tenure-track faculty in understanding their teaching, research, service responsibilities, and advancement in rank are available on college websites and/or are linked to the Provost's and other relevant websites. For example, the posted bylaws of the College of Engineering and Physical Sciences includes sections entitled: "Election Procedures for Promotion and Tenure Committee," "Promotion and Tenure Procedures," and "Review Procedures for Promotion and Tenure." The College of Health and Human Services bylaws link to the Provost's website on policies and procedures for faculty. The College of Life Sciences and Agriculture bylaws have information on "The advisory committee on promotion and tenure." UNH Manchester describes responsibilities for adjunct faculty on its website and has codified promotion procedures, available from division chairs, in keeping with UNH policy. All contractual policies for tenure-track faculty are reviewed during the collective bargaining period, and all other policies and procedures noted here are reviewed and updated periodically.

Faculty are held responsible for ensuring that the content and methods of instruction meet accepted academic/professional standards and expectations. Regular evaluations of faculty include an expectation that a faculty member's research and professional development activities advance knowledge of his/her field so that curricula and instruction can be constantly updated to reflect current knowledge and best practices. Student evaluations of faculty teaching are also a part of this evaluation. Faculty, themselves, review student evaluations of their teaching, which includes a narrative portion, to gain insight into areas of excellence and challenge in meeting student needs. The Center for Excellence in Teaching (CETL) is available to work with individual instructors and program representatives to align instructional goals with student outcomes and assess the effectiveness of the process. [Program reviews](#) that include experts in the field of study/teaching outside of UNH highlight currency of curriculum and instructional methodology in the evaluative criteria. For example, in the review of the Theatre and Dance Department, students and faculty were interviewed regarding curriculum and pedagogy. Outside evaluators observed classes and ultimately recommended that, to achieve curricular currency and breadth, the addition of a modern dance component was necessary. In addition, forty-one [professional programs](#) are accredited by discipline-specific, external accrediting bodies. Faculty in those programs are held accountable for meeting professional standards and take part in the accreditation process. All accreditors now emphasize student outcomes. (See also Standard 4.)

Support for professional development throughout the faculty's careers holds a strong priority at UNH. Even during difficult fiscal times, some sources of support have always been available to faculty. The **Collective bargaining agreement (Article 15)** highlights the importance of faculty development and addresses funding for annual faculty development for full-time tenure-track faculty to attend and present at professional conferences/workshops.

15.1 It is in the best interests of the University that each member of the faculty develop competence in teaching and scholarship or artistic endeavors to the fullest extent possible given available resources. The procedures set forth in this Article are intended to assist in meeting this end.

In some colleges, deans allocate central funds to academic departments and chairs distribute the funds to their faculty. Generally, priority funding is earmarked for junior faculty to enhance scholarly activities. Expectations and timing of university-supported sabbatical leaves are stated in the collective bargaining agreement for full-time tenure-track faculty. Faculty pursue enhancements to their teaching and/or research during the sabbatical leave period and are held accountable for those activities. Besides those that are mandated, a host of additional opportunities are available to, and engaged in by, both full- and part-time UNH faculty. Some of these include courses in best practices in teaching, curriculum re-design for online courses, local and international grant opportunities, training workshops such as ethical conduct of research, and programs in mentoring and leadership. The Provost's webpage has a full section on [faculty development opportunities](#) with links to specific programs and how to apply or participate in these programs. Opportunities include offerings by the Center for Excellence in Teaching and Learning, International Faculty Development Grants, Instructional Technology Development Opportunities, Research and Engagement Academy, Faculty Development Mentoring Program, Academic Leaders, Faculty Development Grants, and Higher Education Resources Seminar (HERS).

Academic freedom underlies the teaching and learning environment at UNH. The university protects, fosters and recognizes academic freedom of all faculty regardless of rank or term as outlined in several documents including the AAUP collective bargaining agreement, the USNH charter and USNH specific policies. For example, Article 2 of the USNH Board of Trustees (BOT) and American Association of University Professors (AAUP) Collective Bargaining Agreement states:

The BOT and the AAUP recognize the essential importance of academic freedom to an institution of higher education and affirm their continuing commitment to the principles of academic freedom and its protections as provided in the AAUP Statement of Principles on Academic Freedom.

The USNH charter, personnel policies and professional standards committee describes the value of academic freedom as follows:

The general court also recognizes the need to protect the institutions of the university system from inappropriate external influence which might threaten the academic freedom of faculty members or otherwise inhibit the pursuit of academic excellence. To this end, the general court has delegated broad authority to the board of trustees who shall be responsible for managing the university system in a manner which promotes academic excellence and serves the educational needs of the people of New Hampshire.  
(USNH Charter)

UNH personnel policies also ensure academic freedom:

The University is committed to academic freedom as a value of the University, and is committed as well to the free and open exchange of ideas, active discourse, and critical debate. Accordingly, all members of the University of New Hampshire community have the right to hold and vigorously defend and

promote their opinions. The exercise of this right may result in members of the community being exposed to ideas that they consider to be unorthodox, controversial, or even repugnant ([5.1.2 UNH Personnel Policies 5.1.2](#)).

UNH affirms strong statements, policies and procedures, training, and sanctions related to academic integrity including ethical conduct of research and scholarly activities, financial conflict of interest, harassment, relationships with students, and conditions for termination of employment. UNH addresses and oversees academic integrity through the [USNH Policy in Scholarly Activities and Honesty in Academics](#). USNH maintains an Internal [Audit site](#) that references systems policies on ethics as well as undergirding national policies on ethical conduct and values in higher education. Financial Conflict of Interest (FCOI) is addressed in Article 12, and Termination of Employment is contained in Article 14 of the Collective Bargaining Agreement. The [Faculty Senate Professional Standards Committee](#) oversees and reviews matters affecting the welfare of the faculty including academic freedom, promotion, tenure, workload assignments, faculty personnel policy, and professional ethics. The Senior Vice Provost for Research (SVPR) is responsible for assuring [compliance and safety](#), managing [misconduct in scholarly research](#), and financial conflict of interest through her [Disclosure Review Committee](#). UNH maintains on-line modules for faculty and graduate students on the topic of [Ethical and Responsible Conduct of Research and Scholarly Activity](#) that include such topics as working with human subjects, animals, authorship, and controlled substances.

## Teaching and Advising

Faculty teaching and student learning are at the heart of our UNH mission. As noted earlier, faculty engage in numerous activities to continually develop their own teaching and learning as they plan and teach courses and advise students. Curriculum and methods of instruction take into account students' capabilities and learning needs. For example, specialized "high impact" programs providing honors curriculum, research opportunities, and



international experiences for our students characterize a large part of the UNH curriculum that looks toward the future: [Honors Program](#), [Study Abroad](#), [ESL Institute](#), and the [Hamel Center for Undergraduate Research](#). **Our relatively new online delivery of courses and programs that fulfill our mission** also looks toward the future. These "distance learning" formats are increasingly popular among both students and faculty. An in-house infrastructure has been developed to support faculty in re-designing the essential elements of their courses for online delivery. eUNH instructional designers work with faculty to effect design and delivery of these courses and programs.

The university also offers [multiple programs](#) to meet the academic needs of a diverse learning demographic. Examples include special needs' services such as alternative testing and assistive technology, e.g., dragon dictation, echo smart pen, and lecture capture. At the student's request, via registration with the office of [Disability Services for Students \(DSS\)](#), faculty are apprised of special learning needs and given information about relevant modifications of instruction. A variety of other support options exists for underserved populations including programs for mastery of English academic language, and programs focused on adjustment to the college environment. These programs are discussed more fully in Standard 6.

UNH encourages, supports, and prizes scholarly and creative achievement by students. Capstone experiences include, for example, student-developed simulations, original scientific research, student-authored books and plays, artistic performance and collaborative action research. The UNH Fellowships Office assists students in securing competitive grants to advance their academic careers and works with the SVPR and Graduate School to support submission for Graduate Research Fellowships from the National Science Foundation (NSF) and other federal agencies. The annual Undergraduate Research Conference (URC) and Undergraduate Research Opportunities Program (UROP) provide opportunity for students to receive formal and informal feedback on research projects and grant proposals. The URC exemplifies the diversity in student achievement across disciplines.



Programs hire faculty with various areas of expertise and viewpoints. Courses with multiple sections have a single course description, but syllabi show variation according to the instructor's background and preferred teaching style (e.g., administrator vs. practitioner focus or lecture-discussion vs. small-group problem-solving). The [Faculty Scholarship Table](#) represents a sampling of 36 faculty from 13 representative programs. Data indicate a variety of faculty areas of expertise such as elementary education, biofuel energy, symphony conductor, and human cognition, etc.

UNH encourages experimentation in and self-evaluation of teaching while maintaining high standards. The Center for Excellence in Teaching and Learning (CETL) is instrumental in providing timely instruction in teaching practice while offering critique and curriculum and teaching evaluation services. For example, the January 2014 offerings, broadcast to all UNH faculty, are listed below. Participants can register for these offerings by completing an online registration form. Offerings are free of charge and include lunch.

Addressing the Learning Needs of Our International Students

Teaching and Learning with Multimedia

The Lecture as Creative Non-Fiction

We will offer Drop-in syllabus review sessions, by appointment.

The university formally and informally assesses instruction. Formal teaching evaluation data are compiled annually and are available from [Institutional Research](#). As noted earlier, faculty review course evaluations each semester to improve instruction. Recommendations for accomplishing this are part of the student evaluation-of-teaching policy, which reads in part:

The policy of the University is to establish an ongoing program for Instructional Development. The purpose of the program is to provide support and assistance to faculty members, singly or in groups, on course development and on personal teaching skill development.

UNH provides multiple programs and resources, constituting the aforementioned kinds of support to faculty, encouraging them to review instructional practices and develop a preferred teaching style and/or increase a repertoire of effective teaching techniques. Participation is voluntary. In addition to CETL, examples of faculty teaching support include:

- [Midterm Assessment Process \(MAP\)](#)
- [Instructional Development Center \(IDC\)](#)
- Context specific summer and J-term Teaching Workshops
- Peer mentor/Teaching feedback as part of the Tenure and Promotion Procedure at the College level
- [Faculty Instructional Technology Summer Institute \(FITSI\)](#).

These evaluative procedures and support structures are applied consistently but with creative latitude, across all units and teaching modalities, and demonstrate the university's commitment to enhance the quality of teaching and learning. Measures of teaching effectiveness apply equally to faculty using any and all delivery formats, including distance education and compressed delivery formats in Summer Session and January-term. Several awards are given each year to recognize outstanding teachers at UNH, as noted in the appraisal section

Student advising centers are ubiquitous and effective, beginning with general student orientation and advising sessions ([Office of First Year Programs/Orientation](#)), moving onto advising in specific programmatic areas such as general education (Discovery) and Pre-Law, and drilling down to one-on-one advising from assigned faculty (or, in the case of Paul College, a professional from their advising center). Students across the entire university have access to two offices providing general academic counseling, including counseling on academic skills and career planning. One of those is the [Center for Academic Resources \(CFAR\)](#). The other is the [University Advising and Career Center \(UACC\)](#). Advising on all aspects of the university's "Discovery" program, including its "[First Year Experience](#)," is available both online and in person, at the program office. UNH also provides university-wide academic advising geared to the specific needs of particular student populations. These include the [Robert J. Connors Writing Center](#), [Pre-Law Advising Committee](#), and [Pre-Professional Health Programs Advising](#). In addition, various colleges maintain their own academic-counseling offices and/or officers for college-specific advising, including counseling on academic skills and/or career planning. Examples include: [COLSA Academic Advisor and Program Coordinator](#), [UNH-Manchester Academic Advising Office](#), [UNH-Manchester Center for Academic Enrichment](#), and [Paul College Academic Advising](#). Finally, most UNH undergraduates are assigned a faculty advisor in their own field of study, once they have declared a major and have been accepted into a program. Faculty themselves are kept amply informed of their advising functions by both college and university offices, through web pages, online advising handbooks, and informative meetings. Among the resources available to them are the COLSA Faculty Advising Handbook, [CEPS Faculty Advising Handbook](#), and [Discovery Program Advising](#). Departments establish advising practices and maintain faculty effectiveness by various means, including specific lists of student advisees for each faculty member and access to each advisee's academic record. Special career advising services are regularly offered to students, such as review of resumes, mock interviews and [career and internship fairs](#).

Good advising and teaching require an atmosphere that supports academic integrity. At the undergraduate level associate deans, faculty, and staff begin discussion with students about academic integrity at freshman orientation in June of the year that they enter UNH. At the graduate level, the Graduate School raises matters of integrity with new graduate students when they first arrive on campus. All students are informed of the UNH online publication, [Student Rights, Rules, and Responsibilities](#). When there are breaches of academic integrity at the undergraduate level, the more serious cases are referred to an Associate Dean or to a committee

of Associates Deans known as ASAC. At the graduate level, many departments have policies that deal with academic integrity. When necessary, infractions are referred to the Associate Dean of the Graduate School or the college in which the student's program is housed.

### Scholarship, Research, and Creative Activity

UNH takes great pride in the scholarly accomplishments of its faculty. All tenure-track faculty are required to pursue scholarship. Scholarship, which includes comparable creative and/or professional activity, is clearly identified as one of three metrics for promotion and tenure, as outlined in Articles 13.4 and Article 13.15.4 of the Collective Bargaining Agreement between USNH Trustees and the UNH AAUP. Teaching is an equally important metric. Expectations in both areas, plus the area of service, are clearly outlined in the Guidelines for [Promotion and Tenure \(Article 13, page 10\)](#) at each level and are commensurate with the UNH mission. Scholarship and instruction are integrated and viewed as mutually supportive at UNH. The [Research and Engagement Academy](#) is a good example of how UNH instills and supports the concept that teaching, scholarship, and engagement can be intertwined and integrated. Of equal note is the work of the Hamel Undergraduate Research Center and the Undergraduate and Graduate Research Conferences. The [Undergraduate Research Conference](#) (URC), for example, is a celebration of academic excellence at the University of New Hampshire. In 2014, the URC celebrates its 15<sup>th</sup> year during a two-week long symposium, running April 11-26. Over 1,300 UNH undergraduate students, from all academic disciplines, will present at the URC. The presentations showcase the results of their scholarly, engaged, and creative research, working with faculty in over 20 professional and artistic venues at both campuses (Durham and Manchester). The UNH URC is one of the largest conferences of its kind in the country.

Award-winning faculty across the university have attracted major funding, published seminal research results, and made life-improving contributions to society, significantly beyond what might be expected for a small, land-grant, state university. Research funding and recognition are particularly strong in the sciences. The Institute of Earth, Oceans, and Space is UNH's largest research enterprise, receiving over \$41 million a year in research support from NASA, NOAA, NSF and other federal agencies. In a review of citations for climate change research papers 1999-2009, ecology, environmental science papers 2005-2009, and forestry papers (ranked #1 2004-2008), UNH has been in the company of NASA, NOAA, NCAR, Stanford, Columbia, and Princeton for the top-ranked international institutions.

In the College of Liberal Arts, Academic Analytics recognized the UNH history graduate program with percentile rankings of 88, 94, and 87 for years 2008, 2009, and 2010, respectively. Department faculty scholars receive national awards. In 2013, professor Jeffrey Bolster won the Bancroft Prize for *The Mortal Sea: Fishing the Atlantic in the Age of Sail* (Harvard University Press, 2012), and professor Eliga Gould's *Among the Powers of the Earth: The American Revolution and the Making of a New World Empire* (Harvard University Press, 2012) won the SHEAR Book Prize, was a finalist for the George Washington Book Prize, and was named a "Best Book" by *Library Journal*. Presidential historian and professor Ellen Fitzpatrick is a regular guest on PBS's NewsHour, and her recent book, *Letters to Jackie*, was turned into a Hollywood movie with A-list actors. Among creative writers, the work of Charles Simic stands out. A former U.S. poet laureate, Professor Emeritus Simic has published more than 60 books, including 20 volumes of poetry. His work has garnered many awards, including the Pulitzer Prize, the Frost Medal, and the Wallace Stevens Award.

The UNH Center for Crimes Against Children has been selected by Attorney General Eric Holder to conduct the main research connected with his signature Defending Childhood Initiative: The National Survey of Children Exposed to Violence. Three waves of this survey were conducted in 2008, 2011 and 2013. The Center's archive of Center-based research publications numbers over 500. Several of these publications have received awards. Two were cited as the most influential publications in the field of child maltreatment. Two received the best publication of the year award from the American Professional Society on the Abuse of Children.

UNH is home to two nationally recognized institutes. The UNH Institute on Disability, established in 1987, with an annual budget of over \$8M, focuses on the improvement of knowledge, policies, and practices related to the lives of persons with disabilities and their families. The Institute was recently awarded the National Disability Statistics Center (\$4.3M) by the National Institute on Disability Research and Rehabilitation. The UNH Carsey Institute is the major interdisciplinary applied research center at UNH for scholars working at the intersection of the social, health, behavioral, and environmental sciences. Housed jointly in the College of Liberal Arts and the College of Health and Human Services, the institute conducts policy research on vulnerable children, youth, and families and on sustainable community development. Carsey researchers and fellows sit on task forces and presidential forums on work and family and are well known throughout the United States for policy analysis and research.

Faculty receive support from UNH for their scholarly endeavors. Colleges have faculty workload policies that include research and scholarship. Faculty who received external awards collect 10% of the F&A generated to support further research and development activities. Support for scholarship, research, and creative activities is also provided through the Office of the Senior Vice President for Research ([OSVPR](#)), including [Research tools](#), [Compliance support](#), [Environmental/Health Safety](#), [Research Integrity](#); [Partnership/Commercialization](#), [Sponsored Programs Administrative Support](#), [Intellectual Property Support](#), [Engagement and Outreach support](#), and support for [STEM initiatives through the ADVANCE program](#). It is typical for the Office of Sponsored Research to send e-mails to faculty regarding research opportunities via grant funding in their areas of scholarly interest. UNH also encourages faculty research through internal [awards for excellence in research](#). [Training opportunities](#) are available through on-line training modules and seminars. These run the gamut from tips on grant writing to compliance with federal regulations and ethical conduct.

The Senior Vice Provost for Research communicates all [research policies and procedures](#) through the office's website. All research policies must be reviewed by the appropriate committee appointed by the SVPR, the Faculty Senate Committee on Research and Public Service, the Faculty Union, and Staff Committees. Development and approval processes are dictated by the policy on [Institutional Policy Development, Review and Approval](#). Affirmation of commitment to [academic freedom](#) and guiding principles for integrity are found in policies delineated in Article 2 of the Collective Bargaining Agreement between USHN Trustees and the UNH AAUP. The UNH [Institutional Review Board \(IRB\)](#) is particularly helpful in advising faculty and students on the balance between academic freedom and protection of human subjects.

## **Appraisal**

Review of student course ratings, faculty vitae, engagement data, and academic program reviews indicates that UNH faculty are excellent teachers, accomplished scholars, and conscientious participants in university and public service activities. They bring appropriate

credentials to their academic assignments and demonstrate the requisite professional skills and experience to competently advise and guide students at the undergraduate and graduate levels. Faculty members are generally well supported in carrying out their responsibilities.

When comparing the UNH mission statement to the variety of faculty categories, it is clear that faculty members are expected to fulfill the research, teaching, and service missions of UNH. In keeping with the faculty “types” specified by the Provost, colleges and departments have defined and posted specific responsibilities associated with the hiring of faculty. Hiring of fulltime tenure-track faculty is subject to a set of well-established procedures including those of Affirmative Action. Evaluation of full-time tenure-track faculty is clearly defined by contract and through posted criteria (from Human Resources and the Provost), procedures for promotion and tenure, and post-tenure evaluation (by college). Faculty at UNH accept the responsibility of teaching and learning in a diverse democracy where social justice serves as a bridge between a high-quality liberal education and civic engagement. The recruitment of underrepresented faculty, particularly faculty of color, is critical for our campus community and more specifically for the quality of the student experience. Work with academic departments to develop more strategic approaches to the recruitment and retention of faculty of color will benefit the UNH student experience and the broader campus community. Employment data forms provide the Director of Affirmative Action and Equity an indication of whether we are reaching a diverse applicant pool. If not, the search may be re-opened to broaden the pool. The chair of the search committee is then charged by the college dean with presenting a more diverse group of finalists. Evaluation is focused on fulfillment of expectations, again, in accordance with position description and contract.

Student course evaluations are weighted heavily in evaluating part-time, as well as full-time teaching faculty. Both tenure-track and non-tenure-track faculty are rated highly for their teaching by students, indicating that faculty are effective teachers. For example, faculty rate a high mean score on Item 14 of the standard course evaluation form (“Overall, how would you rate this instructor?”) on a five-point scale:

4.47 AY11-12

4.48 AY10-11

4.49 AY09-10

(Data come from UNH [Center for Excellence in Teaching and Learning.](#))

In order to enhance the type of information gained from student course/instructor evaluations, a committee of the faculty senate, in conjunction with the central administration, is currently drafting a new evaluation form that will include an improved set of general items, optional items tailored to specific courses, and items reflecting compressed and distance learning delivery formats. Another goal is to be able to cull these data for ratings of specialized courses, such as honors sections, programs abroad, and Discovery courses, thus serving as one measure for the success of these high impact programs (HIPs). These enhancements will provide a better metric for evaluating teaching effectiveness in a way that is more useful to faculty in planning improvement to their teaching.

Criteria and procedures for hiring and evaluating teaching faculty who are part-time and non-tenure-track are determined by each college. “Fit” of expertise to position description is the main criterion for hiring and for evaluating performance. The decreasing ratio of full-time tenure-track faculty to part-time and “other” faculty categories is worthy of mention. If a large

proportion of the non-tenure-track faculty hires continues to be a trend at UNH, as it is nationally, it will be increasingly important to attract, retain, and integrate into the university highly qualified lecturers and clinical and research faculty. UNH is well aware of this issue. The Faculty Lecturer Council and the office of the VPAA, for example, are currently discussing employment parameters for lecturers. The College of Liberal Arts, which has the largest number of faculty lecturers (118), has established some parameters, instituted the senior Murkland Lecturer position, and printed a brochure, each year, introducing new lecturers and their qualifications as well as new tenure-track faculty. In recent years, fiscal pressures have resulted in extended hiring freezes, particularly for tenure-track full-time faculty in many units, that are only now starting to be lifted. This occurred during a time of increasingly attractive voluntary separation packages for senior faculty. Colleges and departments have made effective adjustments to reduce potentially exorbitant advising and departmental service demands on the remaining full-time faculty. The high 4-year graduation rates (See Standard 6.) and high marks at all instructor levels indicate that this attrition-based crisis aversion strategy has proven adequate to maintain programs and standards during that time of fiscal exigency. Students completed their programs in a timely fashion, and teaching earned high marks as strong and effective. Monitoring the balance among faculty “types” and the overall effectiveness of teaching, research, and service contributions commensurate with the Mission will be important for UNH going into the future. UNH must practice careful and strategic hiring to ensure that program strength is maintained across the university.

The area of advising has received a lot of attention at UNH in recent years, particularly as the advising load among full-time tenure-track faculty has increased. Both large-group and small-group advising appears to be effective. There is, however, some onus on the students to seek advice from the many campus advising facilities or from their assigned advisor. The university has been diligent in posting easy-to-understand advising information, appointment procedures, and in apprising students of how to access their individual advisor.

In general, faculty working conditions are good at UNH. When negotiating the collective bargaining agreement, for example, faculty compensation and benefits are reviewed based on comparators. Non-tenure-track faculty (research, clinical, and lecturers) working 75%+ time have a contract that includes benefits and evaluation-based contract renewal opportunities. UNH participates in multiple salary and benefit studies that compare us to other institutions. In FY14, tenured and tenure-track faculty will receive a lump sum increase to bring each of the ranks in line with the salaries of our competitors. Workload for tenured and tenure-track faculty is appropriate for an institution that has been classified by the Carnegie Foundation as *Research University – High Research Activity*. While there are guidelines dictating workload, they are sufficiently flexible to allow faculty members to pursue areas of their work where they have greatest expertise and impact. While the changing ratio of FT/PT faculty over time begs an analysis of employment trends within and across colleges, as noted above, the current status reflects a highly effective faculty who uphold the mission of the university, are well integrated into UNH, and are provided with adequate opportunities for faculty development.

Opportunities for faculty professional development are consistent with, and support the achievement of, the institution's mission and purposes. There is mix of targeted opportunities, from support for engaged scholarship to IT instructional design for faculty at all levels. Many programs are competitive; others that reach across the university are open to anyone who would like to participate. Available funds and programs are publicly announced in a timely manner. Faculty take advantage of professional development opportunities as noted in contract-required

Faculty Reviews and Promotion and Tenure documents that adhere to required Guidelines. Inspection of a representative sample of faculty vitae indicates that faculty regularly attend professional conferences, present peer-reviewed papers, and participate in symposia. Funding is provided by colleges and mediated through departments. Faculty development funds are occasionally suspended in certain colleges for a year, however such cases are rare and temporary.

The University of New Hampshire assures that all faculty members in the university have the right to academic freedom, which is consistent with and supports achievement of our mission and purposes. These rights are clearly described in a number of UNH documents, including the faculty contract, USNH charter, and other policies. The USNH professional standards committee concerns itself with matters affecting the welfare of faculty and supports the exercise of academic freedom.

UNH faculty are held accountable for the quality of their research, teaching, engagement and service activities. While some variation occurs in the manner and frequency of annual faculty evaluations, the criteria are sound and found to be very appropriate for a research university that is [classified as Research University/High by the Carnegie Foundation for the Advancement of Teaching](#). Based on a recent report of an [ad-hoc Faculty Senate committee on promotion standards](#), faculty evaluation standards for UNH demonstrate an appropriate level of flexibility, enabling departments to ensure that the rigor of their disciplines is measured and evaluated appropriately. Implementation of the Faculty Activity Reporting (FAR) system has recently been effected, although some faculty are still not using it to construct their annual reports. Faculty data are cumulative in this system, offering the ability to cull large data sets for accreditation reporting, compliance with USNH requests, or for other purposes. Learning to use the system and develop a comfort level may take time for some faculty, so an air of patience is in effect.

The number of professionally accredited programs (41) at UNH is an indicator that our programs meet accepted academic and professional standards. Inspection of criteria for many of these accrediting bodies shows high expectations for faculty teaching, research, and student outcomes. (See, for example, recent reports from Paul College and the Education Department in the College of Liberal Arts.) The fact that all UNH academic programs are scheduled for review, on a rotating schedule, indicates that UNH remains accountable for the overall quality of academic programs and faculty within them ([Program Review Guidelines](#)). However, while comprehensive procedures have been developed to enable faculty and administrators to do a thorough program review, it is not clear that reviews are carried out in a timely and consistent manner across all programs. (See Standard 4.) Improvement of the program review process/timeline is an action item in progress under the auspices of the Office of the Vice President for Academic Affairs. The process for proposing changes to existing programs and proposing new academic programs is clear, rigorous, and takes important criteria into account, such as educational objectives, employer demand for graduates in the program, and plans for sustainability. The proposal process appropriately starts with faculty at the department level, but requires approvals at college and Provost levels (and forwarding to USNH) before a decision is made to add or change a program substantively. The process is in effect and works well as seen when one inspects recently approved proposals.

UNH has earned the classification of *Research University – High Research Activity* by the [Carnegie Foundation](#). The amount and high quality of research by UNH faculty, plus the involvement of undergraduate and graduate students in research are laudable. Recently (summer, 2012), undergraduate students who received the first UROP grants in 1987 were featured in the

UNH alumni magazine. [Nicholas Mantis '88](#), whose Undergraduate Research Conference presentation in 1987 was in the area of microbiology, is now a Research Scientist, Division of Infectious Diseases, New York State Department of Health. His comment about the undergraduate research experience parallels that of his peers in citing the impact of that early experience: "I was going to major in microbiology and minor in business administration, with the goal of becoming a big shot executive in biotechnology. I entered the lab as an undergraduate and I haven't left since." Faculty continue to work closely with students in a teaching-research capacity at UNH.

Different colleges have different expectations for faculty research productivity and ability to successfully compete for sponsored research dollars. The University of New Hampshire has well-established programs and policies directed at supporting faculty research, scholarship and creative activities. The institution captures more research dollars per faculty member than any of its peers in New England. There is a [well published statement](#) that expresses UNH's commitment: *UNH is a vibrant place: a land-, sea-, and space-grant university where undergraduate and graduate students engage in daily discovery and the intellectual excitement of doing research with their faculty mentors.* For the first time, in 2011, UNH received over \$160M in sponsored research. This reflects the commitment expressed in the [Report of the President's Blue Ribbon Commission on Research](#) published in 2009.

The Office of the Senior Vice Provost for Research (OSVPR) includes over 100 people working in the areas of research development, academic integrity, sponsored program administration, research computing and instrumentation, technology transfer and commercialization, and environmental health and safety. In 2012 the annual budget was 11M supporting the overall UNH research budget of approximately \$120M. Federal sequestration had a negative impact on the research budget in 2013. The OSVPR provides matching funds, assistance with start-up packages, and incentive grant programs of approximately \$1M/year. Faculty also avail themselves of ongoing research training opportunities, in groups through the Research and Engagement Academy, Research Leveraging Initiative, and [Up2NIH](#) and, individually, through Research Office consultation regarding funding opportunities and grant applications. Travel support for visits to federal agencies and foundations is also available. The [Office for Research Development and Communications](#), was established in 2010 to emphasize UNH's commitment to one-on-one faculty research assistance and coordination. Learning communities have focused on NSF/DOE Early Career Awards and Humanities. [Training and education opportunities](#) are published and updated. UNH has a contract with Washington, DC-based Van Scoyoc & Associates to support faculty and administrators to strengthen relationships with federal agencies.

UNH has recently expanded a program dealing with the responsible conduct of research on campus. Across the nation, in the 1990s, attention was directed to numerous episodes of scientific misconduct. Although there have been no major cases at UNH, NSF has increasingly directed attention to problems with fraud and replication failure especially for funded research. In the fall of 2011, UNH began a program guided by the Research Office and the Graduate School to meet new NSF requirements for instruction in the integrity of research. All of UNH's new doctoral students participated in several sessions orienting new graduate students to the ethical conduct of research. These sessions were organized by faculty and taught by Institutional Research Board (IRB) personnel. More than 80 new doctoral students participated in 2011 and 2012. In addition, all faculty submitting research proposals to the Institutional Research Board

(IRB) for approval (mandatory if human subjects are involved) must be "certified" as having completed eleven modules relating to RCR developed to the ethical conduct of research:

- Use of Human Subjects in Research
- Care and Use of Vertebrate Animals
- Responsible Authorship and Publication Practices
- Misconduct in Scholarly Activity
- Data Management
- Conflict of Interest and Commitment
- Use of Hazardous Materials
- Mentoring
- Peer Review
- Collaborative Research
- Intellectual Property

In-house capacity to assist faculty in conducting research, accessing funding, developing courses (particularly online courses), reviewing teaching and program effectiveness, and gathering advising resources, has expanded during recent times of fiscal exigency, boding well for the continuing strength of the university and its faculty.

### **Projections**

In 2013-2014, the Office of the Provost will organize and update the faculty website so that one can easily find titles of, and links to, all policies that affect faculty and all professional development opportunities. In conjunction, a system or systems (where needed) will be implemented to track the number and type of faculty who avail themselves of professional development opportunities.

UNH Deans will be responsible for ensuring that documents regarding expectations for faculty of all classes and rank are up to date, clearly identified, and easy for faculty to find by spring, 2014.

The Office of the Provost will ensure that, by AY 2014-15, UNH will follow an updated program review cycle using the new program review guidelines. Program reviews will follow the established procedures.

The Center for Excellence in Teaching and Learning will continue to gather student assessments through the Academic Assessment Inventory (AAI) with a goal of collecting assessments from 50% or more of all degree programs by 2015. During the same timeframe, a plan for continuous updating will be developed.

### **Institutional Effectiveness**

UNH is home to a successful and well-supported faculty who represent a diverse set of content areas, teaching techniques, scholarly activities, and civic engagement that help to fulfill our mission. Faculty also advise students and serve on committees that propose new courses and

programs; search for and hire new faculty; evaluate candidates for promotion and tenure; and review policies associated with research, working conditions, expectations, and faculty well-being in general. Policies and procedures are posted, followed, reviewed, and renewed as appropriate. Overall, evaluation of faculty sufficiency as well as support policies and procedures, is ongoing, indicates adherence, and demonstrates a pattern of success connoting both sustainability and forward motion.

[STANDARD FIVE DATA FIRST FORMS](#)