INSTITUTIONAL SELF-STUDY REPORT

Submitted to the

NEW ENGLAND COMMISSION OF HIGHER EDUCATION

SEPTEMBER 2023
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INTRODUCTION | NECHE Self-Study Process at UNH

Process

Preparation of this self-study embraced the spirit of shared governance at UNH. The primary goal was to be as inclusive as possible in describing how we met the NECHE Standards, the Commission’s 2018 areas of focus, and remain steadfast to our mission and values from as many voices and perspectives from across our institution as possible. We also aimed for transparency while describing our institution’s ability to successfully meet the various challenges that came our way in the past few years, including the pandemic and a significant merger. The entire university community was invited to participate in an open, collaborative process. Each step in the process engaged faculty, staff, students and administration. The Self-Study Leadership team comprised Katherine S. Ziemer, Senior Vice Provost for Academic Affairs; Jennifer Lehmann, Assessment and Accreditation Specialist; Robin Pelechowicz, Administrative Coordinator in the Provost’s Office, and Professor Barbara Prudhomme White, faculty CHHS (NECHE Liaison). In Spring 2023, we gratefully added Todd Slover (from the former Granite State College) Director of Institutional Effectiveness, Compliance, and Planning, to our team who personified one of the first — and hopefully of many more — positives to come from the merger.

Initial steps for the self-study included conversations with the Faculty Senate and administration regarding further development of Student Learning Outcomes (SLOs) and assessment plans in programs that had not yet provided them, with a goal of having all programs across the three campuses provide SLOs on their respective websites. In 2021, the leadership team began recruiting individuals to represent their colleges in the NECHE accreditation affirmation process. NECHE Liaisons were named to serve as points of contact for each college and the library and began meeting periodically to discuss questions and resources regarding SLOs, Academic Program Reviews (APRs), assessment plans, and other NECHE-related work. The leadership team, in partnership with the college liaisons, offered several online “bootcamps” about SLO and assessment plan development. In all, 4 open sessions were held between Fall 2021 and Spring 2022 for undergraduate and graduate programs needing consultation and assistance. Sessions included pairing up less-far-along programs in small groups with faculty from
Beginning in Fall 2022, representatives of all UNH stakeholders participated in working “NECHE Standards” teams, that included the NECHE college and library liaisons, students, staff, administrators, and faculty. Each team had two co-chairs, one from administration and one faculty member. Data First forms were completed as early as possible, giving each team data-driven information with which to respond to each element of the nine standards. Co-chairs were established in each team and met regularly throughout the semester to work toward goals and timelines.

UNH’s entire NECHE self-study group used a SharePoint worksite to track progress and note areas that required attention. In Fall 2022, we began communicating with the entire UNH community through a series of three newsletters that introduced the self-study process and asked for contributions to three targeted questions about UNH’s four strategic initiatives. These questions, collected anonymously unless otherwise selected, asked the community to contribute accomplishments, concerns/obstacles, and innovations/initiatives as they related to the four initiatives.

In January 2023, NECHE leadership and the standard teams, in collaboration with senior administrators and the presidents’ executive council, released a draft summary of key efforts and progress in addressing the NECHE standards and areas of focus, as well as what we believed to be remaining challenges and needs. This draft was released to the entire UNH community, including all employees and students at all three campuses. Feedback was solicited through a Qualtrics survey and paper copies, with Spanish...
translations, of the report were made available at the three campuses, with paper copy collection options for giving feedback (N=139).

In February, on-site in-person and Zoom forums were offered at each campus for sharing further information. In addition, the leadership team contacted targeted groups for feedback, including students, staff, faculty, and held open forums in person at the Concord, Manchester, and Durham campuses and two online forums. All feedback collected was used to help draft the initial narrative of the self-study. The SVPAA responded to most of the comments made via surveys in which respondents voluntarily submitted names.

On April 14th, the initial drafts were released to all NECHE team members and designated “experts” for review and feedback. All feedback was reconciled in the SharePoint working documents, which continued to be edited with additions through the end of May 2023, when they were released to higher administration, the Executive Council, and other content experts for further feedback. On May 11th, the leadership team met with the creative team responsible for planning final copy editing and publication design.

It has been a joy to work as a community on this self-reflection effort. The NECHE leadership team extends special appreciation to all members who served on committees and/or participated in feedback opportunities. While the names are too numerous to list of those who attended our listening sessions, we are forever grateful. Similar gratitude to our VPs, AVPs, deans, and administrators, many of whom serve on the EC and PLC. We give special appreciation to these individuals who went above and beyond in assisting with this enormous effort:

Our College and School NECHE Liaisons

CHHS: Paul Bonzani
COLSA: Kevin Pietro
CEPS: Chuck Zurcher
Extension: Shane Bradt
Library: Kimberly Sweetman
Nadine Petty, we would not have accomplished much without your guidance and efforts.

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Cliff Brown, Associate Professor of Sociology and UNH AAUP Chapter President

Matthew MacManes, Associate Professor of Molecular, Cellular & Biomedical Sciences, Faculty Senate chair 2022/23

Vidya Sundar, Associate Professor of Occupational Therapy and Faculty Senate Chair 2023/24

Tamara VonGeorge, Associate Dean of Undergraduate and Graduate Studies, CPS Online

Carina Self, Assistant Dean, Center for Academic Engagement and Assessment, College of Professional Studies

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Faina Bukher, Changemaker Collaborative Director
Saege Robinson, Program Coordinator
Kathleen Grace-Bishop, Director, Health & Wellness Education & Promotion
Bill Janelle, Associate Vice President, Facilities
Ruth Abelmann, Director of Residential Life and the entire Res Life team.
Dawna Perez, Executive Director, Student Success
Abe Shafermeyer, Director, Office of International Students & Scholars
Leslie Couse, Engagement & Faculty Development
Catherine Peeples, Director, University Honors Program/Affiliate Assistant Professor
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Kimberly Foss/Ampers® Studio, Freelance Designer
Everyone who attended Community forums at Durham, Manchester, or Concord.
Everyone who contributed feedback on our surveys about contributions, challenges, and future ideas.
Program chairs for helping to build a central repository of assessment plans and the E-Series.

The community built the self-study, and the self-study built community.
INSTITUTIONAL OVERVIEW | University of New Hampshire

Who We Are

Welcome to the University of New Hampshire (UNH)! We are pleased to share this 2023 self-study and reaffirm how we continue to achieve each of the NECHE standards. The University of New Hampshire is a comprehensive and complex institution inclusive of three campuses, 6 degree-home colleges and the Franklin Pierce School of Law, 3 schools supporting graduate education and research (a Graduate School, the Carsey School of Public Policy, and the Marine School), and 2 institutes supporting cross- and transdisciplinary research and programing (the Institute for Sustainability, and the Institute for the Study of Earth, Oceans and Space). We are proud to have been recently named as “One of America’s Best Colleges in 2023” by Money Magazine, for both academics and affordability.

This is a special moment in UNH history as we celebrate 100 years of being the University of New Hampshire, and UNH Franklin Pierce School of Law celebrates its 50th year. UNH began in 1866, as part of the nation’s federal land-grant college system established by the Morrill Act (1862) as the New Hampshire College of Agriculture and the Mechanical Arts. In 1923, we became the University of New Hampshire, designated as the state’s flagship institution for research, education, and community service. UNH has always risen to the challenge of our mission to meet the educational, research, business, and artistic needs of the people of NH and beyond, and the past 10 years are no exception. We hope that this self-study impresses upon readers just how much we have:

• Adapted to forces both within and outside of our control by embracing opportunities,
• Engaged in comprehensive strategic planning,
• Established new initiatives, and
• Applied self-evaluation grounded in systematically collected data to assess how well we have done and what we need to do better.

UNH is the primary doctorate-granting institution in the state. As the only USNH institution with federally designated land-, sea-, and space-grant charters, it is the only institution in the system with a major research mission. UNH has three physical campus locations, each with some differences in academic offerings tailored to the needs of its student body, and all under the guiding mission of the institution. Granite State College recently merged with UNH and is now located at the Manchester campus. The Manchester campus and GSC now comprise one college, named the College of Professional Studies (CPS) with both in-person and online programs.

The University System of New Hampshire is governed by a Board of Trustees comprising the governor of the state, the president of the senate, the speaker of the house, 10 members appointed by the governor and executive council, 7 alumni-elected members, 2 student-elected members, the commissioner of education, the commissioner of agriculture, the presidents of the university system’s three colleges and universities, and the chancellor. The chancellor is the chief executive officer of the university system. The board also governs the other public institutions in the system: Keene State College and Plymouth State University.

The governance structure of UNH emphasizes the combination of collaboration and direct reporting needed to support its mission and commitment to teaching, research, and service. The UNH shared governance model, based on the 1966 Joint Statement on Government of Colleges and Universities from the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges, affirms that our institution requires communication and consultation among all constituencies. At the campus level, the relationships among administration, faculty, and staff are detailed in UNH’s organizational chart and in the USNH

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1 College of Life Sciences and Agriculture; College of Engineering and Physical Sciences; College of Liberal Arts; Peter T. Paul College of Business and Economics; College of Health and Human Services; College of Professional Studies
Online Policy Manual. Information on the authority structure and relationships among the governing board, administration, faculty, and staff at the system level are available to the public in the NH Statute and USNH policies and bylaws.

The Durham campus, located in the seacoast town of Durham, is the main residential campus serving undergraduate and graduate students. The Durham campus was founded in 1866, achieved university status in 1923, and currently serves approximately 11,500 undergraduate students and 2,600 graduate students in over 200-degree programs with a 16:1 student to faculty ratio. In 2019, the University of New Hampshire rose to the top echelon of research universities in the country as designated by the Carnegie Classification of Institutions of Higher Education and is among the 146 doctoral-granting universities in the “very high research activity,” or R1, category.

The UNH College of Professional Studies (CPS) names our newest college as of July 1, 2023. The college is comprised of two divisions: Manchester and CPS Online. CPS serves students for whom the traditional, residential-based Durham campus is not a convenient option. The Manchester division hosts face-to-face and hybrid programs in Manchester’s historic mill yard, and is often referred to as UNHM. The Manchester campus was established as part of UNH in 1985 and serves 1,000+ undergraduate and graduate students, 96% of whom are NH residents. UNHM has more than 50 areas of study with a 10:1 student to faculty ratio and offers courses during the day, evening, and weekend to reflect the needs of its students. The CPS Online division offers fully online programs at both the undergraduate and graduate level and attracts mostly adult students—many with previous college experience—seeking to enhance or change their careers.

UNH Franklin Pierce School of Law is located in Concord. It is accredited by the American Bar Association and recognized as an innovative law school committed to experiential learning; a hallmark of that commitment is the Legal Residency Program, which allows students to work in their fields of interest for up to a full semester while receiving credit. The Franklin Pierce School of Law was established in 1973 and serves 600+ students offering JD, LLM, and master’s degrees. Additional areas of study include JD/MBA, JD/MSW, and JD/MPP dual degrees.

The University of New Hampshire has a national and international agenda in education, research, and service, yet stays true to its mission to the State of New Hampshire and its land-grant, sea-grant, and space-grant charters. UNH serves New Hampshire and the region not only through continuing education and cooperative extension, but also through activities at all campuses for cultural outreach, economic development, workforce development, and applied research. The UNH commitment to sustainability, engagement, and public service serves not only the Granite State, but also the nation and the world. Faculty offer expertise in areas of public policy as diverse as crimes against children, ocean fisheries management, rural poverty, space science and environmental research. UNH is committed to the breadth of undergraduate education that promotes active citizens in a thriving society. This commitment is reflected in the strength of our College of Liberal Arts, the largest college in terms of both students and faculty.

Areas of Focus

The Commission has asked that this self-study highlight four designated areas of focus:

1. Continue to implement a comprehensive approach to assessing student learning and use the results for improvement, including a regular review of all of the university’s academic programs. (Standard 8)

2. Update the strategic plan and develop metrics to measure success in achieving its goals. (Standard 2)

3. Continue to give attention to meeting the goal to increase the diversity of the undergraduate class and to close the gap in success rates between majority students and students of color. (Standards 5 and 6)
Meet financial challenges. (Standards 2 and 7)

An overview of our response to each area of focus follows this section of the self-study, as well as in-depth discussion, where applicable, within the narratives for individual standards.

External Challenges

Four influences exerted significant and unique influence over UNH in the past 5 years. They are summarized below and discussed throughout the narrative responses to the standards as appropriate.

1. **COVID-19 Pandemic**. A summary of UNH’s response to COVID-19 (COVID-related activity) captures the timeline and actions we took throughout the pandemic.

2. **Financial Strain**

3. **National and Internal Racial Tensions** challenged our aspirations to achieve an inclusive climate.2

4. **GSC Merger**

1. **COVID-19 PANDEMIC**

Ensuring student success along with the health and well-being of all students, faculty, and staff during the COVID pandemic required everyone’s contributions. Decisive leadership and strategic agility allowed the university to respond to the COVID pandemic and resume in-person instruction in Fall 2020. UNH was proud of its ability to return to on-campus, reduced-density operations in Fall 2020. Drawing on our research expertise across the university (and particularly in the College of Life Science and Agriculture), UNH was able to develop its own high-throughput COVID testing capacity, with antigen testing at the Manchester campus for Manchester and Concord, and PCR testing at Durham for screening and confirmation of all screened positives. Self-swabbing test kits, deposited in COVID drop boxes located throughout the campuses, were critical to managing the testing requirement for students (twice per week) and employees (once per week). UNH Health and Wellness managed contact tracing, quarantine, and isolation protocols, with fast response times to limit the exposure of more people.

UNH needed an easy way for university community members to show compliance with testing, isolation, and quarantine protocols to help keep the campus safe. The Software Development team developed myWildcat Pass, a mobile application tied into the COVID lab results software, UNHCEMS. The app leveraged testing and Health and Wellness information to create an easy way for students, faculty, and staff to show a valid pass if they were cleared to be on campus.

Academic technology personnel, the Center for Excellence and Innovation in Teaching and Learning (CEITL), and the library were instrumental in providing resources and assistance as faculty pivoted within one week to remote and hybrid learning in Spring 2020. While our superb testing facility and protocols enabled us to host residential students in Fall 2020, it was the cooperation through shared governance and the agreements between management and union leadership that ensured a successful academic environment. However, the constant stress of hybrid teaching, testing, reducing density, constant cleaning, and sometimes week-by-week decisions on operating conditions took its toll on all faculty and staff. Important initiatives such as revision of the general education curricula and centralization of business processes were disrupted. In total, there are three lasting impacts from COVID:

- Financial strain was exacerbated.
- Use of technology in teaching and various modes of hybrid work are becoming part of a normal landscape, with varying success in student and employee satisfaction.
- Antidotal evidence suggests that burnout is high as employees are still adjusting to multiple changes, and some needed personnel positions continue to be difficult to fill.

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2 An inclusive climate is defined as intentionally deepening a culture of inclusion and belonging for the entire UNH community through racial equity, justice, and free speech. This includes all students and all employees, and covers DEAI initiatives such as campus climate.
2. FINANCIAL STRAIN

Before the COVID-19 pandemic arose, UNH leadership had already recognized the need to reimagine and strengthen the financial health of the university. Such needs stemmed from national trends like decreased enrollments in higher education; expected decrease in New England school age population (resulting in more competition for a smaller number of New England students); competition within the higher education market with the rise of microcredentials, badges, and certificates; and continued insufficient state funding. Financial health is one of the four strategic priorities as well as a NECHE area of focus. To address financial strength, the university partnered with the Huron Consulting Group to conduct an in-depth financial analysis across all academic and administrative areas. Huron’s work began in September 2019 and a final report was released in January 2020. The report was intended to guide UNH in aligning its budget and resources with its strategic priorities.

Several changes that embraced suggestions in the report were in process (e.g., Financial and Administrative Restructuring; a new purchasing system, USHOP) when the COVID pandemic interrupted normal operations. In Spring 2020 the university refunded approximately $30 million in housing, dining, and related fees to students when on-campus services ceased. In cooperation with the Board of Trustees and the presidents of the other USNH institutions, the university enacted an immediate and far-reaching revision of the financial strategy, including suspension of all nonessential spending and purchasing. This was supplemented by a COVID Enhanced Retirement Program (CERP) in 2021, an early retirement option offered to any qualified faculty and staff members.

Although careful planning went into working with Huron, the implementation of those plans was disrupted (pandemic, CERP) and coincided with changes in financial leadership, financial budget processes and modeling, and technology changes. As one UNH community member aptly noted, “Covid, the CERP, and some of the Huron initiatives were like a perfect storm” impacting the university culture and operations because of changing systems and the departure via retirement of key personnel with the expertise needed to navigate the rapidly changing landscape.

Financial operational changes included the removal of business service centers that had been co-located within colleges and programs to manage the RCM budget model that had been in place since the 1970s. Procurements and purchases were transitioned to a consolidated USHOP program intended to be more efficient and contain costs. However, the deployment of this new program resulted in significant disruption and confusion throughout the institution. UNH leadership responded to the challenges by acknowledging responsibility and working with Faculty Senate, clinical faculty and PAT councils, and staff groups to identify the issues. As issues were collected and new supports (a temporary call center, and new electronic workflow processes, for example) were developed, leadership maintained open communication by sending several newsletters, holding open Town Hall meetings, and increasing training sessions in order to smooth the difficulties of transition.

In total, we recognize that the compounded effect of the change process during a pandemic and the nonstrategic personnel loss, which exacerbated the impact of the lack of systematized business processes at the department and college levels as people and their institutional memory left the university. After this experience, leadership is paying closer attention to business process documentation and conformity across the institution as we move forward with more technology integrations such as Courseleaf and the new Workday ERP.

3. NATIONAL AND INTERNAL RACIAL TENSIONS CHALLENGED OUR ASPIRATIONS TO ACHIEVE AN INCLUSIVE CLIMATE

New Hampshire counties, though increasing in ethnic diversity with time, still range from 83% to 94% white, per the US Census Bureau. UNH is, in general, more ethnically diverse than its host locations, with
the Spring 2023 Durham campus undergraduate population at 85% white, the graduate population at 68% white, and the location of Strafford County at 88.5% white. As noted in the NECHE response to the interim report, UNH needs to be diligent and deliberate in creating an inclusive culture and providing diversity of thought and experience to prepare students for success as global citizens. Internal events starting with a Cinco de Mayo incident on the Durham campus, and national conversations including Me Too and Black Lives Matter, brought focus to internal social justice issues at UNH.

In the Spring of 2018, the Black Student Union (BSU) and other affinity-based student groups requested action from UNH on various campus climate concerns, including incidents of cultural appropriation (Cinco de Mayo) and recruitment and retention of faculty, staff, and students of color (see workroom documents St. 5, Climate/DEAI concerns folder). President Dean responded with an open Town Hall and a series of actions that have established ongoing strategies to improve the internal culture and make UNH a more welcoming place for everyone. Further, data relevant to DEAI are presented and updated regularly to shape and inform DEAI policies, services, and initiatives, including the examples presented below.

In 2019, UNH administered the first Campus Climate Survey. The survey results revealed that while faculty, staff, administrators, and students responded positively on several dimensions of work/life satisfaction, several community members at the University of New Hampshire from historically less well represented groups indicated that they were not as comfortable in comparison to their majority counterparts with the climates of the campus, workplace, and classroom. The climate survey also noted general areas of needed improvement, such as a lack of mechanisms for staff, in particular, to be heard. These beginnings were disrupted when COVID and organizational changes left fewer employees around all three campuses and reorganized some employees into different positions.

4. GSC MERGER

In August of 2021, the USNH Board of Trustees approved the merger of Granite State College and the University of New Hampshire. The following Fall, the state legislature passed House Bill 1218, which included the mandate that GSC would no longer be awarding degrees after July 1, 2023. This decision was made by the board and the state legislature; however, UNH leadership made every effort to involve faculty and staff from both institutions in navigating the process of integration. The merger leadership team, led by Provost Jones, established a widely representative group of faculty and staff designed to address each key area, including administrative processes, academic curricula and degrees, location, and student impact. The NECHE substantive change request was approved on July 19, 2022. Based on the reasons behind the board’s decision, we articulated how the merger aligned to our UNH mission to access a larger, nontraditional market in service to the workforce needs of New Hampshire, and how the merger strengthens fiscal efficiencies across USNH by leveraging online modality expertise and the flagship brand to expand and strengthen the online portfolio. A SharePoint site was established for broad communication that is continually updated as the merger process progresses. Periodic updates are given to Faculty Senate, at town halls, and through communications from President Dean and regular newsletters from the merger team.

We acknowledge that not everyone feels that the merger process was as inclusive as it should have been, especially in relation to timing — e.g., having the right people involved at the right stages. Mergers are disruptive, and this one is no exception. We continue to seek additional involvement and feedback (via surveys, face–to-face meetings, and upcoming town halls) and continue to be transparent in our communications.

Key Accomplishments

In every instance, UNH has risen to the challenges described above and has emerged as a vital, thriving institution prepared to achieve its mission and purposes — perhaps more so than ever. Several examples are presented below, with more to be found throughout the self-study.
COVID-19

The testing services developed for the UNH campuses were subsequently extended to the broader local community and the state of NH, giving UNH an opportunity to provide significant leadership and service within the state. UNH conducted over 1.4M COVID tests from 2020-2021 and provided testing resources to over 137 community entities, including schools, long-term care facilities, shelters, and camps across the state.

FINANCIAL STRAIN

The Huron projects, financial restructuring, and CERP resulted in ≈ $43 million saved in FY22 and set UNH on a more solid, sustainable financial trajectory despite COVID impacts, and without cutting any academic programs. However, due to the non-strategic nature of CERP implementation and unforeseen disruptions in the breadth of operational consolidation through Huron projects, we have used approximately one-third of the funds saved through the CERP to rehire vacated full-time positions, though most positions have been restructured into different job descriptions.

INCLUSIVE CLIMATE

UNH made significant investments in expanding the role and office of the Chief Diversity Officer and Associate Vice President, who restructured and elevated the Office of Community, Equity, and Diversity and Civil Rights and Equity Office. The revised office serves as the hub for building an inclusive institution, and provides insight and counsel on signature initiatives, hiring practices, research, education, and student life to ensure that a welcoming environment is available for all students, all employees, and all who visit our campuses.

The Aulbani J. Beauregard Center for Equity, Justice, and Freedom is positioned at the center of UNH’s commitment to creating a more inclusive and socially just campus through education, advising, advocacy, and community building. The reimagined and expanded diversity center, named in 2020 for a rising scholar who passed far too soon, is considered a place where all students feel embraced and welcomed. It provides opportunities for learning and sharing in center-focused programs as well as community outreach.

In response to resolutions passed by Student Senate, the Faculty Senate and provost’s office have worked to integrate DEI initiatives into the general education curriculum. In May 2023, a proposal to include a diversity requirement to the Discovery program was submitted to the Faculty Senate leadership for consideration as it works to revise the program.

Opportunities for training for all students and employees are available from the DEAI website in addition to required annual education for staff, faculty, students on harassment prevention and Title IX that also meets state requirements. The online training, through Get Inclusive, raises awareness around
workplace discrimination and how to support employees and students when reporting acts of violence or harassment at UNH, GSC, KSC, PSU, and the system office. In 2019, UNH created the Postdoctoral Diversity Innovation Scholars (PDIS) program, designed to bring excellent, diverse scholars to our campus who have a passion for teaching, research, and public engagement within the context of a research university that values its commitment to the public good. Thus far, the PDIS program has yielded nine graduated scholars, eight (89%) of whom have been hired in tenure-track positions (five at UNH). We currently have four scholars in their 2nd and 3rd year. In Fall 2023, we will welcome our fifth cohort of five scholars.

In 2021–2022, we hosted a Community Policing Series. This four-part panel brought in a dozen industry experts across the justice system and law enforcement to discuss Black Lives Matter, mental health, police education, and community policing. In 2022, Provost Jones and Chief Diversity Officer Petty developed a Framework for Faculty Diversity Hires program that aims to diversify the professorate and enhance student success based on representation and excellence.

A final example is the updating of restrooms in residence halls and campus buildings to increase gender inclusivity, in addition to an increase in gender-inclusive housing for incoming students and the creation of a “Lavender Floor” theme. A formal Lavender Graduation was offered for the first time for 2023 graduates for students who identify as LGBTQ+.

Several broad communications and events point to the concerted efforts of UNH administration to share how significant changes or efforts contribute to the mission and strategic priorities of the university. For example, the president’s office worked closely with Faculty Senate leadership to host a Town Hall meeting on October 12, 2021, in response to concerns regarding the impact of major restructuring efforts at the university. After the Town Hall, university leadership responded to faculty and staff concerns around changes in various administrative and financial processes. President Dean shared an Update on Administrative Changes and Solutions, which directed the community to resources. The president’s office again worked with Faculty Senate to coordinate a Town Hall on February 16, 2022, on the topic of sexual misconduct and interpersonal violence.

Across campus we recognize that there are pockets of low morale persisting, in part due to people feeling stretched in their work expectations. UNH has recently administered the second campus climate survey (Spring 2023) that is intended to capture as much information as possible from the community. The results are expected to offer us areas for continuing improvement.

**GSC MERGER**

GSC has merged with UNHM to become the College of Professional Studies (CPS) and will be administratively located at the Manchester campus. This merger brings to UNH extended educational opportunities for working adults, increased capacity for workforce development, and expands enrollment of students with greater socioeconomic and cultural background diversity. These impacts are fully aligned with our mission of inclusivity and serving the state of NH. To the former GSC students and staff, the merger provides a deeper infrastructure for growth and expands their marketing reach under the UNH brand. The overall benefit to USNH comes from increased financial return and greater impact from an online educational infrastructure that can be expanded across the system.

The merger teams have, at the time of this report, transitioned to implementation teams. We completed the Banner migration of data in April 2023 and GSC students have successfully registered in the UNH registration system for their summer classes. While all is proceeding well for program operation as the UNH College of Professional Studies starting on July 1, 2023, we know that the continued integration of cultures and systems will be ongoing for many months and that we will be discovering the programmatic and student benefits as we go forward.
SUMMARY
Since the previous comprehensive self-study, UNH has experienced several significant changes including: a presidential transition and an almost complete transition in senior leadership in the past 5 years; a revision of the strategic plan and then a reaffirmation and repackaging of the strategic plan into 4 strategic priorities; achievement of R1 status from the Carnegie Foundation for the Advancement of Higher Education; and achievement of platinum rating in sustainability from the Sustainability Tracking, Assessment, and Rating System.

We have demonstrated resiliency through the pandemic and the financial challenges before and after. We are aware of the challenges and opportunities that face us in the next 10 years: New England demographic shifts, changing expectations of society for higher education, generative AI, and the need to diversify income sources and balance expenditures. We also believe that our strong sense of mission, the excellence of our faculty and staff, and the commitment of our leadership will bring UNH to an even better place 10 years from now.
STANDARD ONE | Mission and Purposes

UNH LAND, WATER, AND LIFE ACKNOWLEDGEMENT

As we all journey on the trail of life, we wish to acknowledge the spiritual and physical connection the Pennacook, Abenaki, and Wabanaki Peoples have maintained to N’dakinna (homeland) and the aki (land), nebi (water), olakwika (flora), and awaasak (fauna) which the University of New Hampshire community is honored to steward today. We also acknowledge the hardships they continue to endure after the loss of unceded homelands and champion the university’s responsibility to foster relationships and opportunities that strengthen the well-being of the Indigenous People who carry forward the traditions of their ancestors.

The mission, vision, and values of the University System of New Hampshire are to serve the higher educational needs of the people of New Hampshire. The University System strives to assure the availability of appropriate higher educational opportunities to all New Hampshire people; seeks to enroll a diverse student population to enhance educational experiences; and provides programs and activities based on a commitment to excellence. Through its institutions, inclusive of the University of New Hampshire, the University System engages in research which contributes to the welfare of humanity and provides educational resources and professional expertise which benefit the state and its people, the region and the nation.

Description

UNH is distinguished by its commitment to high-quality undergraduate and graduate instruction, relatively small size, a location in a beautiful and culturally rich part of the seacoast of New England, and a strong sense of responsibility for this special place. As noted in UNH’s mission and strategic plan that aligns with USNH, UNH’s primary purpose is learning: students collaborating with faculty in teaching, research, creative expression, and service. UNH has a national and international footprint and holds land-grant, sea-grant, and space-grant charters. From its main campus in Durham, its college in Manchester, and the UNH School of Law in Concord, the University serves New Hampshire and the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research. Several examples of programs that directly and indirectly serve the state and our mission, in addition to our academic programs and research initiatives, include the Carsey School of Public Policy, the Institute on Disability, Northeast Passage, Repository of Town Annual Reports, and Cooperative Extension. Achieving Carnegie Research 1 (R1) status in 2019 reflects our increased activity in knowledge generation, discovery, and graduate education, all infused with a strong history of shared governance and dedication to serving the public good.

Remaining unchanged through three university presidencies, the mission of UNH continues to accurately describe and guide the institution as the state’s public flagship and national land-grant, space-grant, and sea-grant institution with vision and purposes addressing the educational and economic needs of the state, region, nation, and the world. UNH’s Mission Statement has been endorsed by the USNH Board of Trustees, and is threaded throughout various websites at UNH, ensuring that the mission is front and center of every endeavor at UNH. And though the mission has remained the same, the institution is markedly different since our last self-study 10 years ago.

In 2019, recently appointed President James Dean reaffirmed UNH’s mission congruent with USNH’s mission and vision statements, aligned the strategic plan into four strategic priorities, and established a new set of performance metrics that compare UNH with other US institutions. The public dashboard with these performance metrics exemplifies the significant growth UNH has made in making data publicly

Footnotes:

1 Written with consultation with National Association of Student Personnel Administrators, Indigenous Peoples Division (NASPA) and Native American Graves Protection and Repatriation Act (NAGPRA). The statement was used for the first time at commencement in 2021.

2 Link to pronunciation and recommendations for use in celebration and remembrance ceremonies

3 As approved by the Board of Trustees, October 8, 2016
UNIVERSITY OF NEW HAMPSHIRE

available and applicable for institutional self-assessment and improvement. Ongoing assessment and evaluation of UNH’s mission and actions in meeting its mission are transparent, routine, and guided by shared governance principles. Examples include periodic institutional campus climate assessments; published dashboards on student enrollment, personnel, and financial metrics; comparisons to data from other institutions; and monthly newsletter communications from President Dean to the entire UNH community.

USNH and UNH collaborate in periodic evaluation of planning and resource allocation in relation to effectively meeting the mission of USNH. An example of these efforts resulted in the strategic merger of Granite State College (GSC) with UNH. The merger with GSC is broadly recognized as a strategic move to enhance our mission to the state by expanding online educational programs for working adults and others who benefit from flexible online education in order to meet NH workforce needs. GSC’s strong history of providing online education to an expanded student market not typically served by the Durham and Manchester campuses provides an area of growth for UNH. The potential implications of making higher education more accessible to a more diverse working-adult population is anticipated to have far-reaching effects on the economic growth of the state as well as the socioeconomic status of the population in NH. At its July 29, 2021 meeting (minutes available here) the Governing Board voted affirmatively that “the proposal relative to Granite State College will support and advance the mission of Granite State College and will serve the best interests of Granite State College, the entire University System of New Hampshire, and all New Hampshire citizens.”

Appraisal

There is good evidence that the UNH community recognizes the four strategic priorities and their relations to UNH’s mission. For example, the Faculty Senate’s 2020 Discovery Review Committee final report (submitted to Senate Agenda Committee in September 2020 and released to the full Faculty Senate in November 2020) makes specific reference to President Dean’s Strategic Initiatives, and notes how special emphasis on sustainability and student success and wellbeing connect to faculty priorities represented in the core curriculum. Further, a series of surveys was given to the community in Fall 2022 and early Spring 2023 designed to gather information about faculty/staff efforts related to the four strategic priorities. Though response numbers were modest (N=139), the information contributed suggested that respondents are familiar with and are addressing the priorities in teaching, scholarship, and community outreach.

Throughout recent challenges, UNH also made significant gains in addressing the academic mission and in addressing areas of focus specified by the commission in 2018. We achieved comprehensive publication of Student Learning Outcomes (SLOs) across all programs. This step represented a key element of improved academic clarity and transparency. Further, the majority of all programs have submitted curricular assessment plans (98% of undergraduate and 94% of graduate programs). The effort to strengthen a culture of continuous improvement through self-reflective assessment began in earnest in 2019, in response to the 2018 interim report and commission feedback. Moving beyond offering the UNH community online resources (e.g., guidelines, examples, templates) and workshops (e.g., writing program learning outcomes, components of assessment plans, implementing assessment plans) we also had faculty assessment liaisons in each college who offered support and feedback (on learning outcomes and plans). In addition to SLOs and assessment plans, the majority of programs now publish descriptions of career preparation and student expectations on their websites.

In addressing the commission’s call to focus on the retention and success of all students and especially those from underrepresented groups at UNH, we broadly recognized that significant changes in addressing the climate needed to happen. For example, student feedback and best practices in inclusion pointed to a need for improvements in how we hire faculty and staff, and how we make everyone feel welcomed on campus. UNH has now implemented several strategic actions to make UNH a more inclusive institution; these are described in greater detail in Standards 4 and 5.
Projections

UNH has promising plans to enhance our residential commitment to education and research, as well as our service mission to NH. The COVID pandemic spurred UNH to expand its service to the state, making use of our facilities and expertise to support public health. As the COVID pandemic is moving into an endemic phase, UNH is planning to leverage the investment made in COVID lab facilities, creating a core facility to enhance research and support future potential needs of NH Department of Health and Human Services (DHHS). UNH has also been performing wastewater monitoring to detect the presence of COVID on campuses or at municipal facilities and will be expanding to approximately 25 municipalities this Fall.

UNH will continue to work with our System partners to secure resources for meeting the needs of higher education in NH and the region. In order to advance our mission, UNH and USNH need to improve our financial stability. Demographic trends indicating a decrease in New England high-school graduates likely to attend college underscore the urgency of this necessity. Ongoing projects include:

- WorkDay Enterprise Resource Planning (ERP) System across all three USNH institutions (project website here),
- Expanding study abroad supports across UNH and PSU (website here), and
- HB 1530 for system-to-system collaboration on transfer pathways from community college system of New Hampshire to USNH.

Across the 6 colleges, library, and the law school, 4 colleges and the library have developed and are operating under strategic plans. The remaining (COLSA, Law, and CPS) are in development, with projections for completion in the next year.

While our merger with Granite State College has changed the makeup of UNH, expanding our reach to adult and nondegree learners, the university continues to be driven by our mission of serving the higher-educational needs of the state through education and research. The near future will undoubtedly bring other changes to our campuses and organizations, but we do not foresee any change to our mission statement; it will continue to drive decision making for the university.
**STANDARD TWO | Planning and Evaluation**

**Planning: Description**

In 2018-2019, President James Dean led an inclusive university-wide effort to reaffirm UNH’s mission through a comprehensive strategic plan that named four strategic priorities in alignment with the mission, vision, and values of the institution. The four priorities are:

- Enhance Student Success and Well-Being
- Expand Academic and Research Excellence
- Embrace New Hampshire
- Build Financial Strength

UNH lists the overall performance metrics and the strategic activities under each priority. Each year the performance metrics are updated and source data are made available on a public dashboard. As the metrics are updated, the President’s Leadership Council (PLC: 36 leaders across all campuses and offices) reviews the priorities, allocates resources, and updates activities and strategies.

In AY 22-23, President Dean and his Executive Committee performed an in-depth review of the four priorities. They incorporated feedback from the community about morale, DEAI, change management, and operational challenges, as described more thoroughly in the Introduction. Through the engagement of the larger PLC, the four strategic priorities were confirmed, and four operational objectives that cut across the four priorities were added. These include: (a) Data-informed Decisions; (b) Streamlined Technology-enabled Processes; (c) Strengthen Talent; and (d) Better Prioritization. Small teams were formed to develop proposed initiatives and implementation plans. By the time of the self-study visit, an update should be available.

Within the last five years, each college and the library have, or are developing, a strategic plan/ set of values and objectives that are aligned with UNH’s four strategic priorities. The College of Professional Studies will be developing its strategic plan during the coming academic year. The mission and values reflected across student life, athletics, and other support structures also support the four strategic priorities.

The president, the provost, the president’s leadership council, and the president’s executive committee engage in high-level strategic planning every 4 years. The team is currently working on strategic planning revisions that will carry the institution forward into AY 2026-27.

We are introducing Strategic Enrollment Management (SEM), under the leadership of the Vice Provost for Enrollment Management, as a strategy for shaping the quality of our incoming classes in a financially sustainable way. The initiative will result in a 5-year enrollment plan that aligns with our mission and goals as an institution and addresses the changing needs of our students and the higher education landscape. Over Summer 2023, committees, including students, faculty, staff, and alumni, have been meeting regularly to develop action plans, accountability, and metrics to achieve these goals. These groups will continue through Fall 2023 and will be ready to report on their efforts by mid-semester.

Another active strategy is the USNH-wide ERP (Enterprise Resource Planning) Project. The goal is to subscribe to a cloud-based Software-as-a-Service (SaaS) solution that meets the financial, human resources, and student administration business needs using state-of-the-art functionality and technology capabilities. The product Workday has been chosen, and implementation with finance and human resources began in Spring of 2023. The student information system planning will begin in Fall of 2023. This is a long-term project across the entire university system, with significant investment of capital and people resources. July 2025 is the estimated completion for the finance and HR systems, and January 2028 is the estimated completion for the student information system.
Planning: Appraisal

The four strategic priorities and goal of being in the top 25 of public research universities in our chosen key metrics is well recognized across UNH, as evidenced by the self-study surveys and general conversations among faculty and academic units.

We are routinely incorporating feedback and assessment into our strategic planning through the President’s Leadership Council as described above, through effectively responding to changes outside of our control such as the pandemic. As described in more detail in the introduction, many factors over the past five years have disrupted normality and focused our community on employee morale, business interruptions, questions of shared governance, and questions of priorities, in addition to the focus on students and their needs in an unusual time. It is a testament to our engaged community that the feedback and lessons learned from those external influences shaped the development of the four objectives that cut across the four strategic priorities. Collectively, the objectives reflect the focus on how we operate toward our strategic priorities in response to the needs exposed through the impacts of reorganization, retirement, and the COVID pivot.

Demonstrating the effectiveness of our planning processes, UNH achieved R1 research status in 2019 Carnegie Classification of Institutions of Higher Education. Planning toward this goal was initiated by former President Huddleston and embraced by President Dean in part through the enhancement of the Office of Research, Economic Engagement and Outreach (REEO) with charges to expand research across the institution. The achievement is an excellent example of how UNH was able to implement an ambitious plan and realize success within a short time period.

The UNH Sustainability Institute is in the top 5 of nearly 700 academic institutions in achieving the STARS platinum rating in 2021 (Association for the Advancement of Sustainability in Higher Education (AASHE)). With this rating, UNH ranks as one of only a handful of schools in the nation to achieve the highest level of sustainability performance among colleges and universities, making UNH a leader in sustainability. UNH’s Platinum rating was made possible through a long-term, concerted, and university-wide effort that engaged faculty, staff, and students.

The Campus Master Plan revisions planned in 2021–2022 were delayed (e.g., CERP; COVID). See projections below for updated plan.

Evaluation: Description

UNH’s accomplishments depend on the use of data and information to understand what is thriving and what needs additional resources. Institutional Research and Assessment (IR&A) is the major hub for providing the data and analyses that provide insight into what is happening at UNH. Examples of IR&A’s work to support institution-wide decision making include: surveys of students and recent alumni to collect information about students’ experiences while at UNH and their outcomes once they graduate (COVID-19 pandemic surveys, First Destination Survey); the publication of public dashboards for tracking key metrics such as enrollment and retention over time (with dashboards holding more sensitive information behind single-sign-on security); the tracking and publication of broad academic performance measures; in-depth studies to answer questions not readily answered by available descriptive statistics; and providing detailed student data to support program assessment and accreditation work as well as grant applications. IR&A is also the central provider of student and institutional data to external entities such as rankings and guidebook organizations. University-level reports are publicly available on IR&A website.

All academic programs are expected to engage in planning and evaluation through Academic Program Reviews (APRs) (every 5 years) or external accreditation processes as described in Standard 4. These require an assessment of the program’s relation to the university’s mission and strategic priorities. In addition, UNH regularly solicits student feedback through surveys including the Health and Wellness
Survey, Residential Life Surveys, National Survey for Student Engagement, the Law School Survey of Student Engagement, etc.). These are described in greater detail in Standard 8. University reports are posted publicly, and customized reports on student outcomes are created for colleges and other programs at the university.

Students routinely share their experiences via course feedback surveys (Student Experience of Learning –SEL surveys). This process was revised in 2022 and is described in Standards 4 and 6. The SEL is primarily narrative-based, opening up the possibility for student commentary, some of which may be inappropriate or biased. Faculty have the opportunity to request redaction for inappropriate comments made in SEL surveys prior to sharing of reports with chairs, and deans. Guidance for how to interpret and use student feedback for constructive improvements is provided on the IR&A website. Resources and suggested strategies for using feedback in professional and instructional development are made available to all faculty and staff through HR resources and CEITL.

In 2018 UNH engaged a third party to administer/report on the Campus Climate, part of an effort to address problems that had arisen in 2017/18 around increased incidents of bias and cultural appropriation that resulted in student protests for improvement. The Campus Climate report was shared with leadership the same time as the UNH community at large in a Town Hall presentation. The results indicated that while people were generally satisfied, areas that needed improvement were identified. We then spoke directly to Black students, faculty, staff and alumni to learn more about their experiences at the university. We were all moved by what we learned, and became acutely aware that, despite the progress made by those who have come before us, much work remained. Subsequent committees were convened to address these areas and actions steps were made, including the hiring of a new diversity officer, changing hiring practices, adding in name preference to student information system, and expanding the new Beauregard Center. (University Leadership Announces DEI initiatives in response.pdf). To gauge the effectiveness of these changes, another campus climate survey was launched in March 2023. Results will be shared widely with the UNH community in Fall 2023.

Evaluation: Appraisal

As a university, our collective efforts since 2019 have resulted in an increased values for the ranking for each key comparator metrics (see below and see the Academic Performance Metrics Dashboard).

*All metrics began in 2019 with the exception of two which were introduced in 2022: (1) Graduation Rate Performance Ranking; and (2) Ratio of Administrative to Instructional Expenses and Academic Support.

<table>
<thead>
<tr>
<th>Comparator Metric</th>
<th>Value Used for First Ranking*</th>
<th>Value Used for Current Rank</th>
<th>Current Rank (2023)</th>
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</thead>
<tbody>
<tr>
<td>Sustainability Rating</td>
<td>86.00%</td>
<td>86.09%</td>
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</tr>
<tr>
<td>Best Value Ranking</td>
<td>Rank 91</td>
<td>Rank 69</td>
<td>9</td>
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<tr>
<td>Percentage of Students Participating in High-Impact Educational Practices</td>
<td>81%</td>
<td>75%</td>
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<tr>
<td>Graduation Rate Performance Ranking</td>
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<td>22</td>
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<td>6-Year Graduation Rate</td>
<td>77.4%</td>
<td>78.2%</td>
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<tr>
<td>Graduation Rate for Pell Grant Students</td>
<td>72.6%</td>
<td>74.0%</td>
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<tr>
<td>Research Funding Per Faculty Member</td>
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<tr>
<td>Ratio of Administrative to Instructional Expenses and Academic Support</td>
<td>17.4%</td>
<td>17.5%</td>
<td>100</td>
</tr>
</tbody>
</table>

There are approximately 22 initiatives in the current Strategic Plan, the majority of which are actively underway and expected to achieve their objectives (see details and status of initiatives).
Additional examples of UNH’s success in implementing planning over the past 10 years include the ranking of The Peter T. Paul College of Business and Economics as the top public business school in New England, specific program rankings by US News (online MBA (37th), Occupational Therapy (36th), Social Work (94th), Nursing (68th), UNH Law Intellectual Property (5th), Online Master’s in Education (117th), GSC for Online Bachelor’s (74th) and online Bachelor’s programs for veterans (44th)), and UNH Franklin Pierce School of Law being named the #1 online law program by Best Value Schools in its online law school program and earning an A+ rating from PreLaw Magazine as a top school in the country for intellectual property law.

In September 2019 the university system partnered with the Huron Consulting Group to conduct an in-depth financial analysis across all academic and administrative areas. The final report was released in January 2020. Several recommended changes have been implemented, including centralization of aspects of financial units and processes, academic technology, and IT. IT reorganized to optimize resources and standardize service delivery across the university system (see many gains here). What is now called the Enterprise Technology and Services (ET&S) is described from the CEO’s perspective here. However, the implementation of the Huron restructuring plans were disrupted (pandemic, CERP4, and coincided with changes in financial leadership, financial budget processes and modeling, and technology changes.

Projections

We are currently shifting our methods of strategic planning toward more centrally driven processes. National trends in lowered student interest in traditional higher education resulting in lower enrollments, increased interest in student groups that we have not yet tapped, and increased interest in more flexible education pathways, among other forces, require us to become more holistically strategic in addressing these challenges. After incorporating feedback from the community, we have committed to new major initiatives including improved significantly improved change management and preparation processes. For example, our significant investment in the WorkDay ERP and Strategic Enrollment Management will support this commitment; we are also considering strategic investments to expand partnerships with industry and business. Workday will minimize the risk of inconsistent or inaccurate data; improve the ability to analyze data for decision making and enable real-time budgeting and forecasting for finance and people management. The transition to Workday began in 2023 and will continue to roll out with full deployment anticipated by January 2025.

Effective Spring 2023 the Associate VP of Facilities is working with a consultant to deliver an updated Campus Master Plan, likely within the next year.

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4 Covid Enhanced Retirement Program
STANDARD THREE | Organization and Governance

Introduction

The University System of New Hampshire is governed by a Board of Trustees comprising the governor of the state, the president of the senate, the speaker of the House, 10 members appointed by the governor and executive council, 7 alumni-elected members, 2 student-elected members, the commissioner of education, the commissioner of agriculture, the presidents of the University System’s three colleges and universities, and the chancellor. The chancellor is the chief executive officer of the University System. The board also governs the other public institutions in the system: Keene State College and Plymouth State University.

Governing Board: Description

Chartered under state law RSA 187, USNH is a nonprofit corporation governed by the 29-member University System of New Hampshire Board of Trustees. Authority, responsibilities and relationships among the Board of Trustees, administration, faculty, and staff are outlined in RSA 187 and in the Trustee Roles and Responsibilities. USNH maintains policies at the board, system office, and campus levels to clarify the responsibilities and authorities of each. The full USNH board meets at least four times each year, while committees meet as often as needed.

Under the law, the board has authority over and responsibility for the university. The board establishes and revises USNH policies, usually after extensive communication with system institutions through its committee structure, the administrative board (comprised of the chancellor and the three institutional presidents), and the system councils. The Board’s bylaws and policies require that major initiatives receive Board approval before going forward. This includes policies and procedures for reviewing programs or initiatives with systemwide impact. No new academic programs can be opened to students until approved by the board.

State law RSA 187-A:16 charges the Board of Trustees to “recognize and foster the unique character and educational mission of each institution of the system. To this end, the institutions are to be permitted to operate with the highest measure of autonomy and self-governance, subject to the supervision of the Board of Trustees.”

The governor of New Hampshire, with the advice and consent of the board’s executive council, ensures that the public interest is represented through the appointment of 11 board members. Public interest initiatives periodically come through the board via state legislation. For example, USNH and the Community College System of New Hampshire (CCSNH) are currently working on HB 1530, legislation designed to increase access and reduce costs of the bachelor’s degree by providing clear and flexible curricular pathways for students to start from any CCSNH community college, move into a USNH institution, and graduate with a bachelor’s degree in a timely manner. (See NECHE Workroom for more information.)

Annually, the board’s governance and nominations committees review the skills, experiences, and backgrounds of trustees and identify any gaps that could inform the selection of new trustees. The board conducts exit interviews for outgoing trustees, when possible. The board has a conflict-of-interest policy covering financial conflicts and requires annual disclosures of financial interests in USNH affairs. Disclosures demonstrate that at least 2/3 of the trustees and the chair hold no relevant financial conflicts of interest. The USNH board conducts annual self-evaluation of its effectiveness and forwards any issues that could affect the board’s ability to carry out its duties to the governance committee for review and potential mitigation.

Student representation to the USNH board is guided by the University System Student Board (USSB). The primary function of the USSB is to advise the Board of Trustees and each of its committees on all topics and matters of interest to the students of any or all of the component institutions of USNH.
The UNH president is also a trustee, ensuring that information can flow between the board and institution. The board appoints the chief executive officer of each USNH institution (college and university presidents) and conducts a yearly performance review. According to state law RSA 187-A:16, “The chief executive officer of each institution shall have the authority for and be responsible for the general administration and supervision of all aspects of the institution.”

The financial affairs committee (FAC) of the Board of Trustees establishes budget guidelines for the system and oversees the financial activities of the system, ensuring institutions’ ability to meet its financial obligations. The FAC and the board annually approve both an operating budget and a capital budget for the system. The FAC receives periodic financial updates during the fiscal year relative to the budgets approved. A summary and links to most recent financial audits is found here, as well as the most recent National Collegiate Athletic Association (NCAA) report. The board’s audit Committee receives regular reports on enterprise risks and related concerns.

The Educational Excellence Committee (EEC) reviews and reports on several Academic Quality Metrics to the full BOT each year. To aid the BOT in making effective decisions, each institution provides the following to the Committee:

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**Governing Board: Appraisal**

**Board of Trustees.** An example of a major initiative that involved board action was the COVID-19 response. The board actively helped guide the institution through the COVID-19 period, holding more frequent meetings and influencing strategies.

Another example of the board’s ability to find effective solutions and adapt to changing circumstances occurred when, in June of 2021, the post of USNH Chancellor was vacated. It remained vacant for a year; the Board was not willing to incur the costs of a search during the financial strain of COVID and wanted time to reconsider the role of chancellor. A solution was found in appointing UNH President James Dean to the role temporarily, in addition to his UNH role. Before the final decision, the board considered concerns about role definition and potential conflicts of interest. In March 2022, following a self-evaluation and assessment, the USNH Board Governance Committee proposed a resolution documenting and clarifying the roles of the Board, Chancellor/UNH President, and Presidents’ Council. Together with the presidents of USNH’s institutions, the Board of Trustees approved the resolution, and elected UNH President James Dean to serve as the interim chancellor of USNH through June 2024.

The solution has proven to have many benefits. President Dean's temporary dual role as interim chancellor and UNH President comes at a time when consolidating efforts across UNH, Keene, and Plymouth affords opportunities to reduce costs and strengthen collaborations among institutions. Under his leadership, several offices and support operations have collaborated or combined together to become more efficient and reduce operating expenses (ET&S improvements described here).

While there have been some short-term benefits, the community continues to express concern over an inherent conflict of interest in President Dean’s dual responsibility arrangement, and all recognize that
this is not an ideal solution. The Board, working with all USNH Presidents, continues to consider the most effective longer-term solution.

**RELATED TO MERGER**

The GSC merger presented one of the most complex shared-governance undertakings UNH has accomplished in the past 10 years; the implementation is ongoing and expected to continue for 12 to 18 months. This move was initiated by the Board of Trustees. While it is understood that this was within the purview of the board, concerns are still expressed that the decision was made without the input of the faculty. Once the decision was announced, as explained in the Substantive Change request and final report to NECHE, UNH leadership made every effort to involve faculty and staff from both institutions in navigating the process of integration. The merger leadership team, led by Provost Jones, established a widely representative group of faculty and staff from both institutions designed to address each key area through a network of committees (GSC-UNH Merger SharePoint Site). All curricular and policy changes were developed and approved through the standing shared governance practices. A SharePoint site was established for broad communication that is continually updated as the merger process progresses. Through these shared responsibilities, we integrated both the UNH and GSC catalogs, as well as the entire Banner student information systems. Periodic updates were given to Faculty Senate, at town halls, and through communications from President Dean and regular newsletter updates will continue from the merger team.

Despite processes designed for inclusion and effective communication, not everyone feels that the right people were included at the right time after the merger announcement and throughout the process. Expressed concerns about the merger coalesce around people being concerned about their future roles at UNH, particularly how some programs will operate. For example, even though all course equivalencies on the former GSC online courses for our general education courses (Discovery Courses) went through the Faculty Senate Discovery Committee, and the policies for who can take those courses went through the Academic Policy Committee of Faculty Senate, there are still concerns being expressed about the impact of those decisions on students and faculty.

Mergers are disruptive and this one is no exception. As the implementations proceeds, there continue to be changes in structures, names/vocabulary, and reporting lines. We continue to seek additional involvement and feedback (via surveys, face-to-face meetings, and upcoming town halls) and continue to be transparent in our communications through newsletters, open invitations for group presentations (GSC-UNH Merger SharePoint Site), and regular newsletter communications.

In spite of concerns, the community widely acknowledges that the GSC merger with UNH proceeded with the mission of the institution and the system clearly in mind, and with students at the forefront. Through the expertise and time of many individual committee members, representing diverse areas of the institution, committees tackled issues and generated solutions, keeping the merger on track and accomplishing the necessary work in just two years, so that we succeeded in meeting the legislated deadline of July 2023.

All former GSC faculty, staff and students are now part of UNH through the College of Professional Studies (CPS), and we have successfully enabled uninterrupted educational offerings for the former GSC students through UNH.

**Board of Trustees. Internal Governance: Description**

**SENIOR LEADERSHIP**

The president is the leader and chief executive officer of the University of New Hampshire and reports directly to the USNH Board of Trustees. The provost and senior vice president for academic affairs (referred to as provost in this document) serves as the chief executive when the president is not available. The organizational and administrative structure is illustrated in the UNH organizational chart.
The president’s direct reports include a chief financial officer, a chief diversity officer, chief of police, AVP for emergency preparedness, director of athletics, chief information officer, and chief marketing officer, as well as three vice presidents responsible for: (1) the academic mission of the university (provost); (2) alumni relations and fundraising (advancement); and, (3) human resource administration. The deans of the university’s schools, colleges, and institutes report to the provost. Three senior vice provosts also report to the provost: (1) Senior Vice Provost for Research, Economic Engagement and Outreach; (2) Senior Vice Provost for Academic Affairs; and, (3) Senior Vice Provost for Student Life.

UNH upholds a shared governance model in which representative groups are formally constituted and charged with researching relevant issues and making recommendations to those individuals making final decisions. Policies and procedures are proposed, reviewed, and revised by the various campus advisory governance groups. Where appropriate, policy changes are approved by a higher authority such as the dean, provost, president or the trustees. The USNH Recommended Guidelines for Institutional Policy Development, Review and Approval provide a framework for these activities. In addition to the president’s Executive Committee (EC), the president created the President’s Leadership Council representing key strategic leaders on campus. Both the PLC and the EC review, solicit feedback, and make recommendations on a wide range of proposed policies, major issues and reports by other groups. The Central Budget Committee, in concert with the USNH board, advises the president on budget policy and financial planning for the campus community. Budgetary processes and the management of financial challenges are discussed in detail in Standard 7.

Key planning and decision making at UNH involve participation from councils of various levels, from departmental advisory boards to university-wide planning committees. These councils coordinate with other university entities (such as Advancement or Athletics) as necessary. Various committees and sub-committees address issues including student fees, parking and transportation, budget process, physical plant/space allocation, and student services.

FACULTY AND STAFF

The Faculty Senate, established in 1996 (initially as the UNH Senate), functions as a legislative body that reviews and develops policies concerned with the university’s academic mission to ensure that all academic offerings on or off campus, in person or online, are integrated into both oversight and evaluation processes at UNH. The Faculty Senate Constitution outlines the principles of shared governance at UNH and the role of the Faculty Senate. HR management and Faculty Senate leadership (Agenda Committee) co-signed a joint statement (May 9, 2022) articulating shared commitments regarding change management.

The Faculty Senate was revised in 2015 to include a proportion of non-tenure track faculty including clinical, contract, lecturer, extension, alternative security, and research faculty. Recently, in Fall 2022 the senate constitution and by-laws were amended to expand participation within the Faculty Senate to all faculty lines at the UNH across all campuses, including the new CPS faculty (Motion # XXVII-M1) and (Motion #XXVII-M9).

The Faculty Senate works closely with the provost and the senior vice-provost for academic affairs (SVPAA) through monthly meetings, routine visits to senate meetings, joint representation on academic committees, and shared oversight for implementation of curricula. For example, the Discovery Program faculty director reports to both the senate, as chair of the senate’s Discovery Program subcommittee, and to the SVPAA. In another example, the SVPAA shared co-chair responsibilities with a senate-appointed faculty member on the senate ad hoc committee for the revision of course evaluations (2020-2022). Undergraduate students have a Student Senate that forms the core of the student governance system. The Graduate Student Senate provides a similar function for graduate students, including Law students. Representatives from the student body (usually through the Student Senate or the Graduate Student Senate) are regularly invited to Faculty Senate meetings and are represented on the senate standing committees as appropriate. The Faculty Senate chair and vice-chair meet monthly with the
SVPAA and the Student Senate’s president, vice-president, and academic affairs chair. The president and vice-president of the Graduate Student Senate meet regularly with the dean of the graduate school. The president and vice-president of both student senates meet monthly with the university’s president and provost.

The Operating Staff Council and the Professional, Administrative and Technical Staff Council are both composed of elected representatives of the staff. The Extension Educators Council is an elected council to represent Cooperative Extension educators. The Research Faculty Council was formally recognized by President Huddleston in 2013, and the Clinical Faculty Council was established in 2017. These formally constituted groups communicate the concerns and positions of their respective constituencies to the faculty and administration, including the president and, through the president to the Board of Trustees, thus strengthening our shared governance structure.

UNH has 4 collective bargaining units: American Association of University Professors (AAUP) (tenure-track faculty); AAUP UNH Lecturers United (lecturer faculty); National Education Association (NEA) (UNH Law faculty); Chauffeurs, Teamsters & Helpers Local Union 633 (UNH police)

Collective bargaining agreements are posted on the USNH website. Negotiating the AAUP-UNH contract for tenure-track faculty was at times difficult and was protracted over a period of 32 months, beginning in February 2020 finally resulting in a factfinders report that was accepted by both administration and the AAUP-UNH CBA, and signed at the end of October 2022. The contract, voted in favor by represented faculty in 2022, covers 5 years, retroactive from 2020 through 2025. Lecturers United has a 5-year agreement negotiated in 2022 and valid through 2027. UNH Police also negotiated a 5-year agreement in 2022, and UNH Law (NEA) holds an agreement from 2020–2026.

Internal Governance: Appraisal

BOARD OF TRUSTEES

There is generally good will and respect among the community and a deep willingness to work together to identify issues, plan methods of addressing issues, solve problems, evaluate results, and change direction, if necessary, to remain student-centric in providing the best possible educational opportunities for learners.

The UNH community’s serious commitment to shared governance is a steadfast characteristic of UNH. Faculty have primary responsibility for curricula and academic policies that impact the quality and effectiveness of our academic programs through department, college, and university-wide committee processes and through oversight by the Faculty Senate. Shared governance policies afford opportunities for many voices to be heard in shaping how the university addresses its mission broadly and strengthens specific actions and initiatives. For example, the Faculty Senate was instrumental in creating the academic policies that guide the merger. In addition, the Faculty Senate led the imitative to revise how course feedback is obtained from students, resulting in the new Student Experience of Learning (SEL) survey.

Success stories include the revision of course evaluations (SEL), referenced above. After a year of committee work, the revised system is now in a 3-year pilot and evaluation process. Another example of success is the alignment of the former “E-Term” 8-week term calendar with the full 16-week semester calendar. This alignment better serves students, faculty, and the academic support offices. The challenges of shared governance can be seen in three failed attempts to revise our core-curricular requirements. (This work is ongoing and described more fully in Standard 4.).

FINANCIAL AND ADMINISTRATIVE RESTRUCTURING

The university is currently making a concerted effort, through shared governance, to establish a new financial model that will replace the Responsibility Centered Management (RCM) model that has been applied, in several modified configurations, since the 1970s. The motivation for this change is multi-
faceted, including the realization that our current model was actively discouraging cross-college collaborations that are necessary for a thriving R1 university to engage students in transdisciplinary educational experiences. The timing was accelerated by the restructuring that eliminated the decentralized business centers within each RCM unit, formed a central financial and accounting unit, and transitioned procurements and purchases to a consolidated USHOP program. These changes exposed a previously hidden disparity among business practices in place for everyday operations. The business practices were all effective in their own way, but they differed greatly among units, were mostly manual, and often relied on an individual’s connections or knowledge. Faculty have been involved in the new financial model committees and will continue to be so.

The changes around the financial and administrative restructuring coincided with a COVID Enhanced Retirement Program (CERP) in 2021, an early retirement option offered to qualified faculty and staff members to help offset the financial strain created by necessary COVID responses. The CERP did not apply a strategic approach to the loss of personnel, so its effects were uneven across the university and created major problems in some quarters. The restructuring and personnel loss, together with the unavoidable strain of operating a residential campus during a pandemic, caused significant confusion and dissatisfaction throughout the institution. Various advisory councils and shared governance committees raised issues to leadership. UNH leadership, led by President Dean, responded by acknowledging responsibility and working with Faculty Senate, Clinical Faculty and PAT councils, and staff groups to identify the issues. Problems were collected and new supports were developed, including a temporary call center and new electronic workflow processes. Leadership maintained open communication by sending several newsletters, holding open Town Hall meetings, and increasing training sessions in order to smooth the difficulties in transition. From these experiences, leadership is paying closer attention to business process documentation and conformity across the institution as we move forward with more technology integrations such as Courseleaf and the Workday ERP.

**PROJECTIONS**

We continue to reaffirm our commitment to shared governance and continuous improvement. Internal administrative and business structures and processes are an active area of change. For example, the Enterprise Resource Platform (ERP) project will be a focus over the next few years, as we continue to balance fiscal pressures and technology integration to improve work processes across the institution.

As “One UNH” that integrates our campuses and online programs, we are continuing to evolve structures and processes that best support the expanded learner population and build our potential for strengthening academic excellence and service to New Hampshire. We recognize that this process needs intentional action in order to realize the full potential across the university. CPS Online is fully integrated into shared governance structures, and merger planning and implementation activities will be continuing, as will intentional assessment of impacts. Tracking of these merger activities and impact assessments can be found on the internally facing Merger SharePoint site.

UNH will continue to work with our USNH board in meeting financial challenges across the system, and as the Board evaluates the role of its Chancellor position.
STANDARD FOUR | The Academic Program

Description

OVERVIEW OF ACADEMIC PROGRAMS

As of Spring 2023, UNH offers 6 associate, 176 bachelor’s, and 103 master’s degrees; and 20 PhD/doctoral/clinical doctoral programs; a juris doctor (JD) degree, and 6 master of laws and intellectual property (LLM) degrees. UNH offers 7 dual major programs, 7 graduate dual degrees, two 3+3 programs in partnership with the law school, and over 70 accelerated master’s programs. The new CPS Online division (formerly GSC) adds 5 associate degrees, 27 BA/BS (including 5 bachelor’s completion programs) degrees, and 6 master’s degrees as well as 5 graduate certificates. Additionally, the merger adds 4 BA/BS degrees that include new teacher certification, and 20 post-baccalaureate teacher certification programs to the university’s academic offerings. Degrees are clearly defined here, as are the general education curriculum expectations (i.e., the Discovery Program). All CPS programs are fully online, asynchronous programs. UNH at Manchester (UNHM) will continue to offer their current programs as the Manchester division of CPS. The Law school offers three dual programs across the two campuses in JD/MBA, JD/MPP, and JD/MSW. In addition, UNH offers several dual undergraduate major options, minors, cognates and graduate dual degrees all designed to address student areas of interest and employment opportunities within the state, regionally, and nationally. The 7 dual undergraduate majors that we offer cannot be standalone degrees; only one degree is conferred in the primary designated major.

The Discovery Program is the foundational liberal arts curriculum of the university that infuses USNH’s mission, vision, and values into each student’s program of study. The continued relevance and alignment of each program is reviewed as part of external accreditation, or every five years as part of the internal Academic Program Review (APR) process. Educational experiences and degrees serve the higher education needs of the state while providing resources and professional expertise that benefit New Hampshire residents, the region, and the nation.

Common core requirements (minimum of 40 credits) in the Discovery Program or the CPS Online General Education Curriculum provide breadth, while each major provides depth in disciplinary content. Student Learning Outcomes (SLOs) for the Discovery Program were published in 2019 and include evidence of independent learning, information literacy, skills in inquiry, and critical thinking culminating in a capstone requirement that provides one meaningful measure, among others, of educational success. The CPS Online general education learning outcomes are: (1) communicate; (2) think critically and comprehensively; (3) apply knowledge to workplace and community; and (4) gain specialized knowledge.

The academic programs offer credit-bearing graduate certificates and allow non-matriculated student registration (as capacity allows) as a part of professional development program offerings. Through Continuing Education, UNH offers noncredit options such as micro credentials, badges, and executive education. As part of our land-grant mission, Cooperative Extension provides community-based training and education resources and plays a large role in community engagement and public education.

UNH offers a robust Honors Program that recently received significant donor support of $20 million to become the Hamel Honors and Scholars College with expectations to enroll students for the 2024-2025 academic year. The funding supports both significant increases in scholarship support for the Hamel Scholars Program and the renovation of Huddleston Hall for student event, classroom, and gathering space. As with the current Honors Program, admission to the Honors College is offered with admission to UNH. Honors students represent about 10% of the Durham undergraduate population. In addition to providing a challenging educational program for talented students and a living-learning community option, the Honors Program has a long history of piloting new academic programs for feasibility.

5 CPS Online programs maintain the general education curriculum of the former GSC until a new universal general education program is developed through Faculty Senate.
before bringing to institutional scale, including the Inquiry course element of the Discovery Program. In that same spirit, the Honors Program began piloting more flexible category programs (e.g., Honors Discovery Flex, Interdisciplinary Honors) that allow students to have more flexibility and self-direction in their curricula. A shared governance committee is currently charged by the Faculty Senate to develop a framework for a new Honors curriculum that maintains intellectual rigor, expands flexibility and non-classroom learning experiences, and empowers faculty to experiment with pedagogy that can enrich all of UNH.

A signature high-impact educational event for undergraduates is the yearly Undergraduate Research Conference (URC) in Durham and Manchester. The Hamel Center for Undergraduate Research oversees the URC and provides resources and financial support for the research, scholarly, and creative projects of UNH undergraduate students, supervised by UNH faculty. The URC at UNH carries a strong legacy of supporting the original research, scholarly, and creative projects of thousands of undergraduates from all academic disciplines. This year (2023) marks 24 years that the conference has supported and promoted research projects among students and their faculty mentors. Open to the public, an average of 2000+ students participate with nearly +/- 450 faculty members. Students are also able to publish articles on the scholarly and creative work in the online, multi-disciplinary undergraduate research journal, Inquiry. There is also a Graduate Research Conference, which in 2023 involved 130 student presenters.

UNH is one of more than 160 National Student Exchange (NSE) member colleges and universities in the US and territories and has been an affiliate since 1976. Several UNH students studied away in 2021–22 at the University of the Virgin Islands, Florida International University, and California State University. In 2021–22, UNH had 19 students enrolled in Washington Center (TWC) internships working full-time at in-person and hybrid internship sites such as the US Department of Homeland Security, US Environmental Protection Agency, US Department of Energy, the Justice Research and Statistics Organization, and several nonprofit organizations/NGOs. An affiliate of TWC since 1976, UNH is consistently one of the top five participating campuses among hundreds in the country.

OVERVIEW OF ACADEMIC POLICIES

Enrollment Management (with a plan in revision, discussed in Appraisal below), IR&A, the Admissions Office and the Graduate School have policies and procedures published for student admission, retention, and completion of degree. Similarly, the Discovery Program website, the Students’ Rules, Rights, and Responsibilities (SRRR), and the UNH Catalog, as well as individual college and program websites, each post expectations and/or learning objectives that clearly present various options and pathways to successfully achieving degrees. These references guide the rules and processes by which UNH ensures academic integrity, as well as ensuring academic integrity in conferring degrees. UNH utilizes data whenever possible to drive decision making, and makes data available publicly as well as additional data for internal audiences only. For example, an internal review of retention rates and enrollment trends helped drive strategic admissions efforts as well as the combining of programs (e.g., International Affairs and Political Science became one political Science department in Fall 2023).

As part of the merger process, a faculty committee representing both GSC and UNH worked with the registrars and associate deans to develop proposals for unifying academic policies. The philosophical approach was to compare the two policies according to the following principles: (1) If the UNH policy would not harm the GSC students, then the UNH policy was adopted; (2) If the UNH policy would harm GSC students, then if the GSC policy would not harm UNH students, then the GSC policy was adopted; and (3) If existing policies could not apply across the student populations, then either a new policy was proposed, or ways to segregate policies by student population were proposed. For example, a

6 In order to serve its intended audience, the CPS online programs retain the admissions practices and policies from the former GSC. CPS admissions are rolling and mostly open-enrollment (with the exception of certain programs that carry prerequisites), and its modality is online and asynchronous modality. These factors drive most differences in policies among the CPS Online and other undergraduate programs.
compromise for Fall 2023 was implemented between the differing withdrawal policies. The proposal from the merger committee went through the merger approval process, the feedback/approval of the Academic Strategy Group, and finally feedback/approval of the Academic Policy Committee of the Faculty Senate. In Spring 2023, the Faculty Senate passed a motion approving the recommendations from the shared governance process for academic policies in the merged catalog.

Assuring Academic Quality: Description

Academic Program Review (APR) procedures were revised and strengthened in 2021-2022, resulting in an improved comprehensive schedule, improved data access, and streamlined instructions. The APR process became more systematic and consistent by the following: (1) ensuring all programs are on schedule; (2) sending proactive emails to programs with upcoming (or outstanding) APRs; (3) streamlining of the guidelines; (4) creating data packages to make it easier to complete for programs; and (5) creating a central repository for completed self-studies and external accreditation reports/letters (managed by IR&A).

Shared governance drives the APR, program faculty frame the review and collaborate with administration in using findings for improvement (often completed at the department level). The APR is required every 10 years for non-externally accredited programs, with a 5-year interim report expected. Externally accredited programs meet APR requirements through submission of their external accreditor reports and are evaluated every 1–7 years depending on the accrediting agency. See the calendar and guidelines for the APR here. All reports are sent to the respective dean’s office for review and to IR&A. APR/external accreditation reports ensure that program quality standards are upheld and monitored for consistency. The APR/external accreditor self-study report ensures that there is academic coherency and increasing rigor and progression in the major or area of study, as well as tracking of student admissions and retention/completion. IR&A, the respective deans’ offices, and Career and Professional Services (CaPS) provide data and resources to support programs in both sustaining, improving, and marketing their areas of study. For example, helping programs track students’ job market success or in national practice examinations affords opportunities to publish findings on program websites, meeting transparency obligations as well as providing evidence regarding program effectiveness.

All courses are approved initially in the program and are then approved by the respective college/school academic oversight committees prior to approval in the provost’s office. Course approval instructions guide the process to submission and approval. Courses proposed for the Discovery Program follow a similar path, with an additional review by the Discovery Committee prior to being sent to the provost’s office for final approval. A similar process occurs for courses proposed for Writing Intensive (WI) designation. Once approved through the college oversight committee, WI courses are reviewed for WI designation either by the Writing Committee, or by the Discovery Committee if the course is applying for Discovery designation in addition to WI.

Program approval and program change processes address length, content, rigor and progression of study, fit within the respective college/school and UNH mission, and degree level of proposed undergraduate and graduate programs. Changes to programs require review using the same criteria as for initial program approval. Substantive changes (e.g., the recent merger of GSC) are submitted to NECHE for approval and guidance in addressing both financial and resource viability and educational quality standards. Academic program changes are reported in APRs and are also guided by Collective Bargaining Agreements (CBA). When programs have been eliminated (e.g., several associate degrees in the Thompson School within COLSA), the university makes provisions for ensuring that students are able to fulfill their academic intentions in adherence to the catalog year in which they enrolled or are able to transfer to another program within the institution. This was noted, for example, in the successful graduation of all of the students who were matriculated in associate programs at the time of

Committee consists of graduate and undergraduate associate deans of each college at all campuses, the Registrar, director of academic technology, director of admissions and enrollment, SVP of student life, and SVP of academic affairs.
discontinuance. The changes to academic programs policy is available on the provost’s website. New programs and program deletions must be reported annually to the USNH Administrative Board, the USNH Programs and Services Committee, and the full USNH Board of Trustees.

To prepare for the GSC merger, broad representation from both institutions worked diligently to ensure a smooth transition. The 2023 interim report details key elements of the merger such as business requirements, data conversion, organization change management, academics, and student support. Students currently enrolled at GSC and completing their degree requirements by June 30, 2023, will receive GSC diplomas. Students graduating after June 30, 2023, will receive UNH diplomas. Students who graduate prior to the effective merger date (July 1, 2023) will not be able to request a UNH diploma, and transcripts will indicate their degree achievement was from GSC. Post merger, the new CPS Online division will retain its own general education curriculum, described in GSC’s 2020 interim report. The only change is that CPS Online BA students will add a language requirement to their programs, consistent with UNH policy. This plan will be in place until there is a revised core curriculum for the entire institution; the process is underway in summer 2023. Graduate programs offered through CPS will have the same support and policy oversight provided to all graduate programs from the UNH Graduate School.

Academic rules delineate the requirements for all degree types. Undergraduate, graduate, and law program requirements are found in each respective section of the academic catalog. For the JD program, requirements are anchored in ensuring that graduates can sit for a state bar examination and be admitted to practice law in one or more jurisdictions. The university has dual enrollment agreements at UNHM with Pinkerton Academy in Derry, NH and Bow High School, Bow, NH (First Step), and a small pilot program between COLA and Portsmouth NH High School. All three of these programs follow NECHE policy and uphold UNH standards through faculty teaching arrangements. Articulation agreements and policies for credit transfer are publicly available here.

Proficiency in English is required for admission, course of study, and graduation. Students coming from non-English speaking countries must achieve a minimum TOEFL score of 80 (internet version), 550 (paper version), 213 (computer version); recommended minimum IELTS score is 6.5; recommended Duolingo score is 105 or higher. UNH provides ESL courses for students needing additional help in English language proficiency.

**Undergraduate Degree Programs: Description**

Programs of study publish learning goals and requirements on their respective websites. The addition of nonrestricted elective courses comprises a minimum total of 128 graduation credits; a few programs have higher minimums as a result of major requirements (e.g., Civil Engineering with 129 credits). The new CPS Online division undergraduate programs will retain GSC’s 120 credit graduation requirement, aligned with the NECHE minimum requirement and market norm. Guides for meaningful clustering of unrestricted electives are offered in the form of minors and/or cognates. The Discovery Program offers course topics aligned with cognates as well as courses clustered in various interest areas. The UNH Philosophy Department recently received special recognition in Inside Higher Ed for its 3-course cognates in Business, Innovation and Technology, and Political and Legal Philosophy; these cognates appear on transcripts. These popular course clusters are designed to tether philosophical thinking and ethics to major degrees in other areas.

All undergraduate and graduate students take courses in person at one of our three campuses, or through UNH online programs. Faculty seeking resources for online teaching best practices may access CEITL, Teaching and Learning Technologies (TLT), and/or a website resource dedicated to online instruction. UNH maintains oversight for student experiences within the classroom and with any ancillary resources. For undergraduates, UNH offers domestic Study Away programs through the
National Student Exchange, The Washington Center, and Semester in the City. Education abroad is offered through exchanges, third-party providers, and faculty-led experiences. These are all overseen by the Education Abroad office, which manages contracts, agreements, compliance, and safety-related systems (e.g., Travel Registry, International SOS). Barnes & Noble manages the UNH Bookstore. UNH and Barnes & Noble have contracts that outline the expectations for external resources to support the success of our students. In cases where UNH leases space (e.g., PAUL College, CEPS advanced manufacturing; Interoperability Lab (IOL, UNH Innovation); and COLA’s Survey Research Center and Prevention Innovation Research Center), contracts are in place governing use.

**General Education: Description**

In alignment with our mission, UNH offers students a robust exposure to broad areas of inquiry through the core curriculum (The Discovery Program), designed to enhance and complement the diverse array of major and minor areas of study that provide in-depth mastery of discipline-specific knowledge, skills, and applications. Detailed evidence of disciplinary depth is located on every program’s webpage and in the [catalog](#) (4.16).

The Discovery Program, divided into three sections of study (Discovery Foundation Skills, Discovery in the Disciplines, Senior year Capstone), ensures that students gain proficiencies in English and writing, quantitative reasoning, and inquiry-based learning and thinking, as well as a broad overview of 8 disciplinary content areas and points of view. The final element, the Capstone, is embedded within the major, with intentions of pulling together the student’s entire academic trajectory at UNH and placing the knowledge within the context of the major field of study. Both the Inquiry course, capped at 35 students, and the Capstone are considered high-impact learning experiences (applying AAC&U best practices definition), ensuring that all UNH undergraduates have a minimum of two HIPs before they graduate. A list of all program Capstones is included [here](#). Discovery requirements comprise at least 40–48 credits, depending on whether courses selected double-count for Inquiry and WI requirements and categories. An advising guide assists students and faculty advisors manage the requirements. To graduate with an [associate in applied science degree](#), a student must complete 20 credits of Discovery (general education) coursework with an overall grade-point average of no less than 2.0.

The UNH Writing Program, linked to the Discovery Program as a proficiency element, is a hybrid of writing across the curriculum and writing within disciplines. Four Writing Intensive (WI) courses are required for graduation: two early courses across the curriculum and two upper-class courses, one within the major. The Writing Program is overseen by both the Writing Committee and the Discovery Committee, both of which are standing committees of the Faculty Senate. Resources for teaching a WI course are available on the [writing program website](#) as well through [CEITL](#). Each year, there is a retreat for faculty WI courses designed to help faculty reflect on their course, review feedback, adjust assignments and strategies, and share and create new methods. Other opportunities are offered throughout the year to promote the highest quality of student learning through implementation of best practices in college teaching.

**The Major or Concentration: Description**

Once admitted to UNH, accessibility of classes is based upon program of matriculation as well as any prerequisites. With the merger, restrictions based upon matriculated programs became more complicated because of separate general education requirements and the different admissions requirements for CPS Online undergraduate programs. CPS students may take courses across the two divisions (Online and Manchester) without restriction as long as prerequisites are met. As part of the merger process, 34 former GSC courses went through the Discovery Committee process to be granted UNH Discovery attributes in order to facilitate additional flexibility for students in UNHM programs (30 approved, 3 denied, 1 pending). However, students matriculating in Durham campus programs may

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8 In partnership with [College for Social Innovation](#)
only take a CPS online course with advisor and college-level permission. Durham and UNHM students may take courses at both campuses without restrictions as long as prerequisites are met.

All undergraduate students must declare a major by the end of their sophomore year, since most majors focus on disciplinary courses in the junior and senior years. The exception is CPS Online students, who must declare a major upon admission. There are several creative options for students to pursue their educational goals. Double majors earn one undergraduate degree (128 credits) in two areas of study (e.g., BA in History with a 2nd major in English). Students who elect a dual degree earn both a BA and a BS, or two BS degrees, in two areas of study (160 credits). In addition, there are dual major options in 7 disciplines that are not stand-alone majors and must be paired with another major. Dual majors include: Sustainability; Ecogastronomy; Justice Studies; Humanities; Global Studies; World Languages; and Educational Studies. Oversight for these programs is provided within the respective colleges and/or the provost’s office. Student Learning Outcomes (SLOs) for all programs of study are found on respective webpages (links available in E-Series document). When applicable (e.g., double majors or dual degree programs), the Discovery Capstone requirement is encouraged to represent a synthesis of knowledge from both disciplines studied. A list of the 189 minors available on both the Durham and Manchester campuses allows students to add additional depth in areas of interest outside or complementary to their major(s). Several programs in professional fields (e.g., Nursing, Occupational Therapy, Veterinary Technician, Communication Sciences and Disorders, Marketing’s Business in Practice requirement, Forestry) offer fieldwork experiences at the undergraduate level to bridge knowledge with practice experiences. Additional oversight is provided by external accreditation review for all professional programs.

Graduate Degree Programs: Description

Durham, UNHM, CPS Online, and UNH Law graduate programs are listed in the online Graduate Catalog that is updated every year. Each graduate program is approved after a rigorous program proposal process. The steps and forms for proposing a new graduate program are clearly outlined on the provost’s website. All graduate programs are required to engage in continuous self-assessment through the APR. Admission to the master’s and PhD programs at all three campuses is competitive and limited. For example, in Fall 2022, 61% of applicants were admitted to master’s and doctoral programs (2,468/4,037 applications). In accordance with its mission of serving adult learners, CPS Online accepts nearly all applicants who meet admission criteria. All students must have completed a baccalaureate degree to be admitted into a graduate program. Admission requirements vary by program and applicants must demonstrate appropriate qualification and requirements. Students are directed to individual program websites for specific admission requirements by program and may also refer to a general overview of admission requirements on the graduate school webpage. Graduate programs vary in length (minimum of one year).

Graduate programs have different expectations and require more advanced coursework and activities than baccalaureate degrees, as reflected in program SLOs and descriptions on respective websites, and on most course syllabi. All graduate programs have clearly stated SLOs for their programs as well as description of courses of study required for successful completion. Information literacy is embedded in several programs; for example, UNH Law ensures that all classes work toward equipping students with information literacy and the critical thinking skills it entails. All residential graduate students are introduced to research opportunities within their programs and with their advisors, with the exception of some professional preparation programs that require disciplinary internships instead (e.g., graduate study in nursing, occupational therapy, etc.).

Master’s degree students must complete a capstone or comparable disciplinary experience (e.g., fieldwork). PhD students complete a qualifying examination (or disciplinary equivalent), conduct original independent research, and defend a research project through the dissertation. Expectations for PhD students vary by discipline; however, all PhD students are expected to obtain substantial
mastery in a field or area of study and be prepared to contribute meaningfully to advance and promote knowledge within their fields through research. Most graduate programs require a thesis for master’s or a dissertation for PhD, or other professional discipline-related requirements. Professionally oriented master’s and doctoral programs require advanced coursework in the subject matter, theory, and application of knowledge and skills. Graduate programs that offer both clinical expertise and research make explicit in their learning outcomes the relative emphases and purposes of each. For example, the Doctor of Nursing Practice is a professionally oriented doctoral degree program in Durham that requires both 1,000 hours (about 6 and a half months) of advanced clinical practice as well as a scholarly project that results in a publication. Similarly, the new doctorate in occupational therapy (OTD) combines coursework and practical experiences. There are also non-degree seeking graduate programs of study for learners to explore their interests at advanced levels.

All faculty with advanced degrees in their field and who are teaching in graduate programs may be nominated for graduate faculty status. Graduate faculty eligibility, roles, and responsibilities are outlined in the graduate faculty bylaws (in section Policies > Faculty/Staff Forms). In addition, this site contains the nomination and approval process for Graduate Faculty and the nomination form. Graduate faculty are reviewed periodically as part of the APR process or external accreditation.

The Graduate Council is comprised of 12 graduate faculty members and four graduate students. It advises the dean of the Graduate School on policies concerning graduate education and makes recommendations concerning new graduate programs to the graduate faculty. All new graduate programs are approved by a vote of the graduate faculty. Standing committees of the council include the doctoral program committee, the master’s program committee, the student affairs committee, and program review committee.

**Transfer Credit: Description**

The UNH transfer of credit website provides policies that ensure that eligible courses are taken at an accredited institution, and that academic quality and integrity of credits are acceptable to UNH standards. For example, a grade threshold of C or better must be met for courses to receive undergraduate transfer credit. Resources posted include access to a transfer credit database that makes clear to students what will transfer to UNH from other institutions, as well as Discovery credit and Advanced Placement examination policies. Transfer credit policies are also available in both the academic catalogs, and the Student’s Rules, Rights, and Responsibilities handbook (SRRR). Further, the UNH admissions website makes available to students lists of institutions with which UNH has articulation agreements and describes pathways for military personnel and veterans. Military personnel and veterans may apply to have up to 32 credits accepted at the undergraduate level, up to 16 of which can come from lower-division military courses and count towards elective credits. Any upper-division coursework may count towards a major or minor at the program’s discretion (Senate motion XVII-M4, 11/2012). Transcripts are reviewed for credit by both admissions and registrar’s office staff at each campus for new students. Current UNH undergraduate students are encouraged to complete a transfer credit prior approval form if wishing to take courses elsewhere. The Discovery Program Committee reviews student petitions for transfer credit on a case-by-case basis. Students may petition the Discovery Committee in order to waive or replace a requirement; these must also be approved by their major advisor and the dean of their college. Discovery Program requirements stated that courses needed to be a minimum of 3

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9 OTD students conclude their education with a 14-week doctoral capstone in which they apply and expand their knowledge and are expected to take leadership roles in developing new programs that address client and population needs, conduct research, promote policy changes, or provide education.

10 In efforts to further support equitable graduate faculty governance, the Graduate Council in AY 2023/24 will be adding two new faculty members to better represent graduate programs across all colleges/programs.

11 As of 7/2023, we are continuing to review the different transfer of credit policies between the prior GSC and new UNH CPS-Online division.
credits, so some transfer courses from foreign institutions and those on the quarter system were not receiving Discovery credit. Faculty Senate motion XXIII-M26, 2019 approved that courses for 2.5 credits be allowed to count toward Discovery requirements. UNH Law makes available separate policies for transfer credit as does UNH Graduate School and CPS Online.

Students are encouraged to seek information about transfer credit when entering UNH or selecting external courses to meet major or core requirements (e.g., study away or special circumstances) from two resources: UNHM transfer credit database and at NH Transfer. GSC (now CPS) has had a robust system in place designed to meet the transfer needs of distance learners, as this is particularly complicated for degrees that include paths to state licensure, such as in education.

Integrity in the Award of Academic Credit: Description

The award of credit is based on policies developed and overseen by the faculty and academic administration. To be eligible for graduation from the University of New Hampshire, a student must obtain a passing grade in at least 128 credit hours (or 120 credit hours for CPS undergraduate online students) for baccalaureate degrees and 64 credit hours (or 60 credit hours for CPS undergraduate online students) for associate degree graduation. Graduate degrees must be earned at a minimum of 30 credit hours. As noted in the Data First forms, 6% of programs exceed the minimum number of UNH credit hours (N=16).

Degree requirements are published in the catalog and on program websites, with many but not all programs posting credits awarded (e.g., PhD programs). For up-to-date information regarding when a course is offered, instructor information, and the number of recitations, lectures, labs, etc., students are referred to each semesters Time and Room Schedule. A majority of program websites make clear expectations regarding the trajectory of study in the major (or minor), and number of semesters and length of the program.

Credits awarded are consistent with commission policy and course content, appropriate to the field of study, and reflect the level and amount of student learning, per federal credit guidelines. UNH does not offer any competency-based programs. Students complete at least 25% of their undergraduate credits, including substantial advanced work in the major or concentration, at UNH. With the new CPS Online division, UNH now offers credit for prior learning at CPS Online only. Degree and credit evaluations for individual students are available in DegreeWorks for all undergraduate, and several graduate and School of Law degrees. Not all graduate programs are included given the wide range of experiences required by each discipline, especially those that are primarily research-based. Degree and program content information on the unh.edu website is fed by the catalog, providing curriculum and degree requirements in consistent format across majors (e.g., Social Work). All undergraduate degree programs are required to provide a degree plan that is published in the catalog and demonstrates that programs are appropriate in length, content, and level (e.g., Undergraduate Nursing degree).

UNH has multiple levels of curricular review (department, college, academic dean, graduate council, university undergraduate curriculum committee, Discovery Committee, Provost Office) to ensure that degree length, content, and level are appropriate, and restraint is used in requiring credits above the minimum for undergraduate degrees. UNH is in the process of implementing CourseLeaf Curriculum (CIM) to support the review and approval for this workflow. This platform offers an improved method of review that tracks approvals, ensures required elements have been addressed, and increases efficiency and accuracy.

UNH publishes requirements for continuation in, termination from, or re-admission to its academic programs that are compatible with its educational purposes. Decisions about the continuing

12 CPS online offers Prior Learning Assessment (PLA) credits for demonstrated competencies as appropriate to their diverse adult-learner market. The award of PLA credits is overseen by faculty and policy. This change to UNH is addressed in the merger documentation submitted to NECHE.
UNH publishes the credit hour policy in both the undergraduate and graduate catalogs, in addition to the provost’s webpage, stating that all programs and courses at UNH follow NECHE credit hour and degree integrity policies. This applies to all J-term and summer term courses, all accelerated master’s programs, all online 8-week semesters, and any modality of delivery (e.g., in person, hybrid, asynchronous/synchronous online). Most undergraduate courses at UNH are 4 credits and graduate courses are typically 3 or 4 credits. Faculty are guided to include credit hour expectations in their course syllabi to make clear to students the work expected in a course for the credits earned, regardless of the length of the course. The Faculty Senate on 5/4/2020 passed a motion (XXIV-M18) suggesting that all UNH faculty post language regarding credit hour expectations in order to affirm faculty expectations of effort for credits earned. Although we trust that the faculty adhere to credit hour expectations, we recognize the importance of making course workloads explicit to students and verifying credit hour policies. This recognition was the catalyst for the comprehensive syllabi review discussed below.

An area of emphasis for us following our 2018 interim report was evaluation of student learning. All programs have since developed SLOs for each degree offered, which are published on websites and in the catalog. We have also made great strides in assessment plans for the majority of programs, which are centrally collected and reviewed for quality. Exemplars are shared (with permission) with faculty who request them. Academic program reviews timelines (APRs) were standardized, and requirements were strengthened.

Programs offering certificates do so through a selection of courses and/or experiences that students in the major also take, ensuring consistency in quality and integrity with the degree program. The graduate certificate in assistive technology is earned by taking 15 credits of degree program courses and provides a representative example.

The verification of a student’s identity begins at the time of admission to the program and once accepted, Enterprise Technology & Services creates a secure, unique username and password for the accepted student using a FERPA-compliant procedure. The University of New Hampshire utilizes Microsoft Multifactor Authentication to ensure that digital users are who they say they are by requiring that they provide at least two pieces of evidence to prove their identity.

UNH has a long-standing commitment to integrity and transparency. Existing policies (e.g., Academic Dishonesty, Degree Requirements, Credit Hour) apply to online learning and the verification of student identity. Each course has an academic honesty statement. Even if it is not included in the syllabus, every course in Canvas is provisioned with a hyperlink to the provost’s office that has information on academic honesty, as well as other supports students may need.

GSC MERGER AND THE FORMATION OF THE COLLEGE OF PROFESSIONAL STUDIES

Our merger with Granite State College to form the College of Professional Studies has been a successful change, with some areas that still need work. The academic policies of former GSC were compared by faculty and applicable support offices (e.g., Registrar, Advising, Financial Aid) and through shared governance, combined and modified as appropriate. This is a starting point, as we learn from each other and our learners regarding how to best optimize the learning experience for all students.

GSC has earned US News & World Report Ranking of 74th in best online bachelors programs and 44th for best bachelor’s program for veterans. As “One UNH,” we are committed to supporting and enhancing this record of excellence. As described in the substantive change request and the update report, faculty from GSC and UNH participated in a detailed program review of both undergraduate and graduate programs. No former GSC programs were eliminated. Some name changes of programs were instigated to differentiate program offerings (e.g., the Psychology BS degree from GSC became the Applied Psychology B.S. degree in CPS), and 52 course equivalences for the general education requirements
were established. We recognize that there will be ongoing work at the program and course level as we learn how to best meet learner needs through the merger, but we are proud of what was accomplished through shared governance to ensure no disruption to current students from either institution.

In addition to continuous improvement opportunities, there are 2 ongoing areas of active exploration and restructuring: (1) former GSC's School of Nursing; and (2) former GSC's School of Education. The Nursing faculties from CPS and CHHS are meeting in retreat this summer as a first step in establishing a UNH School of Nursing. The education area is more complicated, as there is perceived competition across the USNH system that needs to be resolved. The Academic Excellence Committee of the USNH BOT is developing a charge for the education faculties across USNH to get together and discuss teacher preparation needs and education programs across the system. In the meantime, all programs at UNH (including CPS Online) are continuing. Due to the merger and in order to maintain NH State licensure capability, GSC's former School of Education is now the Center for Educator Preparation and is operated independently of the UNH COLA education department. As such, the state has approved the GSC Professional Educator Preparation Program (PEPP) to continue as CPS PEPP.

Assuring Academic Quality: Appraisal

Since 2018, we have made positive changes in addressing learning outcomes and assessment processes for programs that are not professionally accredited, and in improving assessment of the student academic trajectory in both academic and cocurricular experiences. Through self-study, we have identified and are working with programs that need further work in developing learning outcomes and stronger assessment plans. Advances toward improved assessment have been initiated through several actions, including adding CourseLeaf technology for workflow and documentation, and strengthening the course and program proposal system; strengthening IR&A efforts to monitor APRs and SLOs; initiating plans to better track HIPs across all student experiences (academic and cocurricular), including the development of cocurricular SLOs, to correspond with a new student information system; and convening a committee to revise the general education program.

A self-study of a sample of ≈ 400 UNH course syllabi across all campuses, and in both UG and Grad education, revealed that courses are not always in compliance with UNH academic standards for providing information about courses to students. Syllabi were purposefully sampled for broad representation from a pool of more than 800 syllabi and reviewed for several required, suggested, and aspirational elements. Elements studied included naming of credits for courses, content covered, grading expectations, relevancy to academic plans and courses of study (such as Discovery, WI, major courses, etc.), credit hour expectations, and distinctions between versions of the course in cross-listed (grad/undergrad) versions. Here is a summary of the syllabi review, as well as access to the syllabi repository that was used for the sample. In general, we found that syllabi are inconsistent in making information about the course clear to students, with most not addressing key information such as number of credits, credit hour understanding, student learning outcomes, and including Discovery and Writing Intensive course requirements. In addition, the Writing committee in 2022 conducted an independent Writing Intensive Program review on a sample of 207 WI syllabi and found similar concerns specific to WI syllabi. Based on these findings, we designed the new CIM program to collect this information for new courses proposals. Plans for the future are to address how we will improve legacy syllabi. One proposal being considered is a syllabus template that would organize and require specific elements of the current syllabi suggestions posted on the SVPAA webpage. In discussing these findings and recognizing inconsistencies, Faculty Senate, the Academic Strategy Group, and department chairs have a growing interest in re-examining credit hour practices across the university. While we stand by faculty practice in ensuring the integrity of credit awarded, we recognize the confusion created as students take classes across colleges. We recognize the opportunity to combine improvements to syllabi and credit practices with better data collection through Courseleaf as a CIM system (Curricular
Inventory Management), DegreeWorks, and Canvas, as well as through re-envisioning of the general education requirements to improve flexibility for students.

A new step in the review process for courses and programs was initiated in 2021. The new University Undergraduate Education Committee (UUEC) gathers faculty from the previous UCAPC committee, associate deans of each college, the senior vice provost for academic affairs (SVPAA) and the registrar and is now called UCAPC/UUEC. This revised process was implemented to increase cross-university awareness of changes and to more effectively represent interdisciplinary expertise. This change is intended to provide more comprehensive feedback to enhance the impact of curricular changes and quality of new undergraduate programs and courses. The Graduate council reviews similarly for all new graduate programs and courses. The move to adding Courseleaf represents a major effort over the past year in streamlining and standardizing the course approval process. The final launch of the software platform is expected by the end of September 2023.

UNH values student feedback as an important method of ensuring academic quality. UNH had used a traditional course evaluation tool for gathering student feedback until 2020. In Spring 2020 a “placeholder” form was created to manage the shift to online/hybrid teaching. There had been growing recognition that the evaluation form was not generating helpful information from students that faculty could use to strengthen instruction. Many faculty developed personalized questions in order to fill this gap. Further, we also recognized that the tool was prone to bias, and rating values were often over-emphasized in faculty reviews, rather than efforts made to improve. UNH faculty saw the temporary suspension of the old form as an opportunity to develop a new one. (See guide sheet for faculty options by terms). In Fall 2020 the UNH Faculty Senate convened a broadly representative committee to further investigate options. After nearly a year of research and deliberations, the ad hoc committee provided the senate with a new survey instrument and guidelines that defined the role of student surveys of teaching and learning in demonstrating teaching effectiveness for the purpose of annual reviews, renewal, promotion, and tenure decisions. On April 11, 2022, the Faculty Senate passed a motion that endorsed the committee’s report and process for piloting the new survey, called the Student Experience of Learning (SEL) Survey. The senate motion includes a 3-year pilot process for deploying the instrument across the entire institution, recommendations for how the results from the instrument are to be considered by departments and colleges, and a plan to reconvene in Fall 2023 to analyze data and review comments about the instrument’s performance.

COVID’s impact on the university is threaded throughout this self-study. An “all hands on deck” approach to the academic program ensured that the pandemic had as little impact on the mission of the university as possible. In 2020, UNH pivoted to online learning in one week’s time, just as every other academic institution was forced to do. Several elements stand out as points of pride as UNH transitioned, adapted, and persevered in meeting our mission to our students, employees, and community members. Our IT and Academic Technology teams ensured that we had the infrastructure to support online instruction and offered online skill-building seminars for all instructors, from online-teaching novices to advanced educators. The Center for Excellence in Teaching and Learning (CEITL) further promoted instructor skill development, resources, and supports. Our success in maintaining academic standards under the unprecedented challenges of the pandemic is an excellent demonstration of our ability to assure academic quality.

**General Education: Appraisal**

Since the beginning of the Discovery Program in 2010, there were concerns about the struggles of some majors to fit both Discovery requirements and major requirements and leave room for electives. Examples include Music Education requirements and, Electrical Engineering majors. A second criticism was that there was no diversity requirement, even though there were two failed attempts to add a “Social Identity” requirement to the program through the Faculty Senate. This was underscored in the 5-year review in 2015 and again in the 2022 (GESC 2022 report). Several attempts (including Motion
XXVI-M9 to include a diversity requirement) to revise the Discovery Program stalled from 2019 through 2021, due to a number of factors including COVID fallout (e.g., stressed working conditions, low morale/burnout, and loss of senior-status individuals through the COVID-19 Enhanced Retirement Package). In Spring 2023 the Faculty Senate leadership and provost’s office have been working on developing a new path forward in revising the core curriculum. On April 30, 2023, the Faculty Senate passed two motions: (a) call for faculty nominations to serve on a committee charged with developing a revised or completely new core curriculum requirement; and (b) parameters for committee membership. In addition, a separate senate ad hoc committee charged with developing a diversity requirement proposal for the core curriculum submitted their proposal on April 3, 2023, for deliberation. CPS Online representation on the core curriculum revision committee ensures that going forward, a new common general education program will be inclusive of all UNH programs, students, and campuses across the institution. Work on curriculum revision is anticipated to begin this Fall; the revision also affords opportunities to embed core curricular assessment strategies using rubrics embedded in Canvas.

Major/ Concentration: Appraisal

Evidence for student understanding and engagement within their own areas of studies and with other disciplines can be found in several sources. First, the capstone within majors, a Discovery Program requirement and selected by each degree program, is intended to reflect each student’s academic journey, blending liberal-arts knowledge with discipline-specific knowledge and skills. Each program decides what serves as the major capstone, which can be either credit-bearing or noncredit experiences. In addition, several UNH newsletters and publications showcase student work. For example, the UNH-published journal Inquiry is designed to showcase undergraduate research while the UNH online journal Barnstorm shares student literary works. The undergraduate research conference (URC) is a signature program in which over 2,000 undergraduate students and 440+ faculty mentors present their efforts within their own fields of study and in interdisciplinary perspectives. Recently, Cooperative Extension submitted an elective application for Carnegie Classification as a community-engaged institution, in keeping with the strategic priority to Embrace New Hampshire. This goal encompasses collaborations across the institution with organizations, communities, state leaders, and businesses. It also aligns with the high number of internships and other placements in which our students report participating within NH (for 2022 graduating classes, 76% of undergraduates and 84% of Master’s recent graduates had internships located in NH).

Undergraduate Degree Programs: Appraisal

UNH offers more than 200 managed (faculty-led/faculty-organized) exchange programs and approved (provider) programs abroad. As part of its global education offerings, UNH also partners with select universities abroad to provide unique educational opportunities to students of both institutions through campus exchanges. As part of responding to COVID-19, all study abroad programs were reviewed, and offerings were reduced from about 350 to 200 to be certain of students’ ability to mitigate additional risks. The team continues to monitor COVID-19 as UNH returns to more normal rates of study abroad in summer and Fall of 2022 and into 2023. UNH has begun a study abroad partnership with PSU. Beginning in Fall 2022, UNH and PSU advisors worked together to match PSU students with appropriate study abroad programs for AY 2022/23, resulting in 21 students (and another 5 projected for summer 2023).

We recognize that we are missing opportunities to collect objective data that effectively capture the value-added from a blending of academic and co-curricular participation in UNH experiences. For example, participation in Discovery courses has not yet been measured in terms of student objective performance in key learning areas (e.g., writing, critical analysis, and information literacy). Further, we have not been centrally tracking high-impact experiences (HIP), nor intentionally monitoring learning from HIP participation in both academic and co-curricular experiences; rather we have just been documenting students’ self-reported participation in only some academic ones. We also note with interest what other USNH institutions are doing in terms of collecting both cocurricular and academic learning outcomes.
and assessing the interplay among them using work artifacts as well as student perspective. These value-added assessment strategies will be critically important in truly understanding and articulating the investment of obtaining a degree from UNH. For Durham specifically, it is important to understand the value-added of residential hall living and cocurricular group participation in concert with academic pursuits. Similarly, CPS Online and UNHM at the Manchester campus have embedded cocurricular opportunities online and on campus to further enhance the working adult and commuter student experience. We also note that among the USNH institutions, UNH is the largest, and yet the only one without a dedicated staff solely focused on educational effectiveness. Building the right infrastructure to address these gaps in assessment across our campuses is a key focus in the next 5 years.

Graduate Degree Programs: Appraisal

The graduate school completely revamped the accelerated master’s program this past year to better formalize and clarify it for students and student records. The two key changes are: (1) all accelerated master’s programs (“articulations”) must be approved through a relatively simple templated proposal process (this ensures that the undergraduate and graduate portions of the curriculum for any given articulation are transparent and approved by relevant chairs, deans, etc.); and (2) undergraduate students in an accelerated master’s program will take the 800 version of the course and that will count towards their undergraduate program (and then be transferred into the graduate curriculum upon enrollment in the grad program). This replaces the previous “dual enrollment” policy where students were simultaneously enrolled in the undergrad and grad course. We have approximately 70 approved accelerated master’s pathways, which is high in comparison to our peers (UVM: 35; UMaine: 21; UConn: 11; Umass Amherst: 29, URI: 27). Plans include refreshing the marketing of these programs during AY 23/24 to further highlight the accelerated master’s programs as a great opportunity for a certain population of students. To date, our most popular accelerated master’s programs in the past 5 years have been in education.

Transfer Credit: Appraisal

In efforts to enhance our already robust relationship with community colleges, especially within NH, USNH has a plan to implement a new Transfer Evaluation System (TES) to better manage and share transfer credit information with prospective students. In May 2022, the NH legislature passed a bill (1530) to take effect July 1, 2024 that requires establishing curricular transfer pathways between the Community College System of New Hampshire and the University System of New Hampshire. The deadline of the legislation has forced more intentional collaboration within each system and across systems. Since we already have about 200 articulation agreements with 2-year institutions, our effort is focused on organizing and more simply presenting the pathways in a single location for the system, rather in getting faculties to agree on course equivalencies. The biggest benefit of this effort is the increased connectedness and information sharing among transfer and advising teams across the two systems, resulting in a communication network that ensures students are getting correct information and guidance.

Integrity in the Award of Academic Credit: Appraisal

A comprehensive publication of SLOs across all programs is a point of accomplishment for UNH since the last self-study accreditation and interim reports. This step improves academic clarity and transparency and will support all future efforts in building a culture of assessment. The effort to strengthen a culture of continuous improvement through self-reflective assessment began in earnest in 2019, in response to the 2018 interim report and commission feedback. All programs had SLOs by Fall 2021, and they were made available online by Spring 2022. In addition to SLOs and assessment plans, the majority of programs publish descriptions of career preparation and student expectations post-study.

The new Courseleaf software (CIM) has been instrumental in synchronizing SLOs published through the catalog. In 2018, only 65% of non-externally accredited programs had SLOs, and few of those were on
websites (which was an improvement from the <10% with SLOs in 2014). Now 100% of degree-earning programs have programmatic outcomes, and they are all available in the Academic Catalog and on each program’s website. Prior to CourseLeaf, there was no one repository that fed all websites. Inconsistencies resulted as programs updated and revised their SLOs as part of continuous improvement yet did not have a mechanism to ensure that SLOs were consistent across the various places they would be seen (e.g., program webpages, catalog, etc.). Required entry of SLOs in the catalog ensured that programs that had not yet published their SLOs were able to do so seamlessly.

In addition to meeting our goal of having program SLOs available on websites and in the catalog, we have made significant progress in building a culture of assessment. We have much left to achieve, but the foundation laid thus far is solid and widespread. Naming NECHE liaisons in colleges was an effective strategy towards building a culture of assessment while supporting NECHE team chairs with course buyouts for one semester also benefited not only the self-study process but signaling that UNH believes in the importance of self-study. When we reviewed SLOs and assessment plans in our Series E Data First forms, we noted some programs that had the same SLOs for different master’s and PhD degrees. We plan to work with our NECHE liaisons in AY23-24 to add distinct SLOs as appropriate. At the program level, most assessment plans (93% of undergraduate and 86% of graduate) that have been submitted meet the quality expectations of our institution that their plan includes one or more direct measure(s) of student work related to an outcome, and that these measurements are intended for continuous curricular improvement (see Status of Program Assessment Plans). We are working with the remaining programs to strengthen and implement their plans over the next AY 2023–24. All program assessment plans are stored locally and exemplars are made available (with permission) to other UNH faculty via the Assessment SharePoint site (with additional examples upon request). From late 2021 through 2022, the provost’s office sponsored several open online sessions for program chairs, faculty, and deans to attend and learn how to develop and improve assessment plans. These sessions were well attended and generated several new assessment initiatives. Work continues as programs seek to finalize and strengthen their plans. At the time of this self-study, we have turned our attention to helping programs implement their plans. We recognize that while most programs across all three campuses embrace assessment as part of a continuous improvement process, we have not yet reached full participation in implementing assessment plans. Similarly, we have yet to implement a comprehensive assessment plan for our core curriculum, the Discovery Program.

Projections

**REIMAGINING DISCOVERY (GENERAL EDUCATION REQUIREMENTS)**

Faculty Senate, with the support and participation of administration, will start a new process in Fall 2023 to have a re-envisioned general education program that better serves our current and future undergraduate learners.

**GSC/UNH MERGER**

We expect continued academic enrichment as the former GSC employees and students become more integrated into CPS. There is much to still discover about how the added online expertise can contribute to the learning experiences for the residential and commuter students, and how the UNH brand and resource depth can serve online learners. Faculty and administration will continue to work together to design a comprehensive School of Nursing structure that best supports students and the university mission. The former GSC School of Education and Education Programs offered across UNH have successfully coordinated their efforts but are facing challenges of perceived impacts across the USNH system and with the various state governing agencies. While faculty and administration work to overcome these political and practical challenges, the existing programs are continuing to operate and effectively serve students. What is at risk are new programmatic offerings, and changes and expansions to existing programs. Another ongoing aspect of the merger is to understand the impacts of the policy
changes on student outcomes and behaviors. We will monitor student success markers, especially for CPS Online students, and look for any unintended consequences of the changes made to term schedules and course length, particularly. As necessary, modifications and/or remediations will be accomplished through shared governance, including the Faculty Senate and administration.

**SYSTEMS AND PRACTICES**

A recent study of our undergraduate student population found that 92% of student respondents use DegreeWorks to help them plan their academic journey ($N=1,220$). However, we have recognized gaps in DegreeWorks, Catalog, and Banner around programs of study. For example, last year there were over 5,000 approved exceptions to program requirements. We are also not using key pieces of technology, such as prerequisite tracking. Through our colleges, registrar’s office, and provost’s office, we are systematically addressing these gaps. Please see the Courseleaf project website for updates.

Through the implementation of the CourseLeaf Suite and as part of the ERP project (anticipated completion across all sectors of the institution is by 2027/28), we are carefully considering what components should be tagged to more completely understand our program offerings, outcomes, and student success. For example, in collaboration with the Faculty Senate, we have added several course proposal submission features to CourseLeaf that will require faculty to include required elements (e.g., credit hour statement) in course proposals and syllabi. A mechanism exists for reviewing legacy Discovery courses to bring them in line with new courses; we need to develop a mechanism to do the same for other legacy courses.
Building Community at McLaughlin Hall

The Academic and Career Experience (ACE) First Year Experience within the College of Health and Human Services is committed to creating an environment that supports academic success during the transition from high school to college. This comprehensive program offers personalized academic and career advising, assisting students in navigating a wealth of academic and co-curricular resources. It also focuses on the development of crucial skills like active learning, reflection, and decision-making, while encouraging exploration of diverse major and career possibilities. This first year experience fosters a strong sense of community, belonging, and active involvement within CHHS and the broader UNH community.

We have our CHHS ACE Residential Learning Community in McLaughlin Hall. The students in this building are very fortunate — they have Elba Fitzwater taking care of the hall, and taking care of them, on a daily basis! Elba cooked a full Thanksgiving dinner for the students on November 13. When asked about the planning, Elba said, “We wanted to do something super special for our kiddos. Some of our students were not going to be able to go home for the Thanksgiving break, and some were, but we wanted to do something for all of them so they could experience the fellowship of their hall family.”

“We held this event because we are a vacation hall with a lot of athletes and students from out of state who are not going to be able to return home for the break. This way we can provide a home cooked meal for them and help them see McLaughlin as a home away from home! The students love Elba and building this relationship translates to students taking care of the building and respecting the work that Elba does for them. Plus, we found that our CHHS students often forget to eat while studying so this was a good opportunity to provide a hot meal for them and remind them to eat.”

Hunter Hornsby, Residence Hall Director

“I have been so blessed working in McLaughlin Hall. There is a feeling of family here and connectedness with our students. We have wonderful students. I love hearing their stories and spending special moments with them. I love checking in on them before they leave for their classes and asking them how their day was upon their return. Their schedule is so packed that I know how hectic it could be for them. But they are resilient.”

Elba Fitzwater, Building Service Attendant
STANDARD FIVE | Students

Description

There are 12,057 undergraduate and 3,135 graduate Wildcats studying at our three campuses, including online programs (as of Fall 2022). At UNH Durham, 20% undergraduate students identify as first generation, and 1% are US nonresident students. Among domestic students with known race/ethnicity, 85% reported as white and 10.6% students of color. In contrast, at Manchester, undergraduate students identify as 39% first generation and only 0.2% US nonresident students. Among domestic students at UNHM with known race/ethnicity, 75% reported as white and 24.7% students of color. Graduate students identify as 11.6% US nonresident, and among domestic students with known race/ethnicity, 69.6% identify as white and 12.1% as students of color. In addition to demographic differences, each campus has its own personality, driven in large part by the campus’s location (e.g., urban vs rural), student characteristics (e.g., residential, majority post-high school graduates; commuter, majority working adults; commuter, graduate study only) as well as each campus’s staff and faculty.

Admissions: Description

Admission criteria for Durham and Manchester undergraduates are in our catalog and for graduate study here in addition to individual program websites. Similarly, admissions criteria for programs held at UNH Law can be found in the catalog and on individual program admission web pages. Each undergraduate student applicant for Durham and UNHM is reviewed by applying a balance of both objective and subjective measures that predict the greatest likelihood for student success at UNH. Validity studies to affirm student success prediction are conducted every few years by assessing the relations among high school and transfer student data points (e.g., grades, testing, essays, etc.) and measures of success once at UNH (first year student GPA). CPS Online admissions are handled differently, generally accepting all students who meet program requirements, with some additional requirements for bachelor completion degrees (e.g., nursing). The open admissions, rolling enrollment processes, and awarding of credit for professional learning experiences differentiate previous Granite State College practices from other UNH undergraduate programs, reflecting the student demographic served by the new CPS Online division.

Additionally, we employ a territory-based model of file review, as well as extensive training and mentoring that allows admissions staff members to develop an understanding of each high school in their respective territory. This helps admission staff develop a contextual understanding of a student’s experiences and overall profile, resulting in a nuanced and personal approach to admission. Extensive training, mentoring, and appropriate committee structures keep the goals of consistency and accuracy at the forefront of the file review process. UNH participates in the NE Regional Student Program (NERSP) offering reduced tuition for enrollment in programs not offered in the student’s home state. Student Accessibility Services (SAS) has an admissions liaison whose role is to help facilitate communication between admissions and SAS, as well as to ensure that students with disabilities are aware of our support services through the Student Handbook.

In February 2019, the Faculty Senate voted in favor of a test-optional policy for undergraduate admissions which allows to choose whether to provide test scores. Programs have the right to request scores if they deem them important. The move in admissions policy is consistent with our self-study DEI theme of addressing diversity, access, equity and inclusion at UNH — and an area of focus for self-study. The senate noted that a formal review would be conducted in 3 years (2022–23). The range of difference for students in Fall 2020 who submitted scores vs. did not submit scores indicates admissions rates were 3–11% higher for students who did not submit test scores. These data suggest that the policy may be working as intended in yielding students who are proving successful at UNH yet would not have been
admitted 4 years ago. This is confirmed by an Enrollment Management study looking at GPA differences between the two groups (10.12.21 - Test optional.pptx). Although the group numbers were small, a group comparison looking at second semester average GPA's for students admitted in Fall 2020 are both above 3.0, suggesting similar performance among test-optional students at least by the end of the first year. We plan to monitor graduation rates closely as they become available to ensure consistency of academic integrity.

UNH Admissions does specific outreach for diverse populations, including Upward Bound programs in New England, and Boys and Girls Clubs throughout the state. Over 1,200 students in 15 high schools and 14 middle schools are enrolled in the NH Educational Talent Search program (ETS). ETS serves qualified individuals ages 11 to 27, providing advising and referral related to academic progress, career planning, postsecondary enrollment, and student financial assistance. ETS, located at the University of New Hampshire, has been 100% funded by the US Department of Education since 1969. An analysis from Enrollment Management regarding how many ETS and Upward Bound students were admitted to UNH and how many ultimately enrolled at UNH can be found here. It shows that 15% of ETS students enrolled at UNH. Another program supporting HS students is Challenging Academically Talented Students (CATS) program, though this program has not led to as many students enrolling in UNH (see report). The CONNECT program and TRIO Scholars Student Support Services (SSS) assist in the enrollment of underrepresented student groups including first-generation college students, students of color, students from lower-income backgrounds, and students with documented disabilities.

Graduate program websites are listed here. The Graduate School accepts applications for all graduate study candidates and once completed, forwards them to programs through Salesforce TargetX for final decisions. The Graduate School in Fall 2019 introduced the Salesforce TargetX online application platform that allows a more adaptive and streamlined application experience for students, reducing the time to completion and decision. Efforts to reach students virtually expanded UNH's ability to reach new and more diverse potential students. Virtual information sessions and webinars have been incorporated into recruitment calendars, as well as increased online program offerings in select areas, such as Security Studies, Nursing, and Public Policy. Work has continued with organizations such as McNair, the Council of Graduate Schools (CGS) and the Northeast Alliance for Graduate Education and the Professoriate (NEAGEP) in efforts to grow graduate enrollments of underrepresented student populations. The Graduate School uses a series of dashboards and other tools to monitor and improve applications, enrollment, and retention. In the 2021-2022 academic year, 935 students completed graduate programs, including 83 doctoral students. Graduate School and University leadership have worked with the Graduate Student Senate to increase the graduate student recommended stipend by $1,500 over the last two years. In addition, a $500 bonus was given in June 2022 to help with COVID impacted living costs. Leadership has also worked with HR, on behalf of the students, to clarify benefits for graduate students and are currently looking at proposals for additional benefit options.

UNH Law admits students for graduate study in law (JD), plus three master’s degrees for persons who are not lawyers, three master of laws degrees designed specifically for lawyers seeking specialized credentials, and two certificates. Programs are offered both in-person and online and accredited by the American Bar Association (ABA). UNH Law uses the LSAC Statement of Good Admissions and Financial Aid Practices to guide student admissions. The ABA Document 509 is published on our website so that our admissions data are freely available to current and potential students. Applicant’s test scores (LSAT, GRE) and academic performance (GPA) are evaluated by the Faculty Admission Committee, which also conducts internal validity studies on the use of the GRE and GPA to verify that these metrics are predictive of student success in the first year of law school. Recently, the JD admissions standards were reviewed, updated, and approved by the faculty. The ABA, UNH Law’s external accreditor, requires a thorough self-study and review of all admission policies every 10 years. Each student is assigned a faculty mentor and is supported by the office of Academic Advising. Any students who identify themselves as in need of accommodation under the ADA are covered by the procedures laid out in the Student Handbook. UNH
Law works with the Admissions Office in the event that students are subject to automatic dismissal for academic performance through CASS (Committee on Academic Standing & Success). Hybrid students, prior to matriculation, may elect to take a noncredit course called “Lawyering Fundamentals.” This course acclimates students to law school and the electronic course management system they will use in the program.

Student Services and Co-Curricular Experiences: Description

EARLY ARRIVAL AND ORIENTATION

Orientation for new and transfer students is individually tailored to the needs of three different student populations on our campuses. In Durham, first-year students can choose from five orientation sessions in June and are introduced to UNH policies, resources, and opportunities. Recent changes to orientation have strengthened the “new student journey” process and now includes feedback from students and parents for continuous improvement opportunities. Feedback from 2022 suggests high satisfaction with the sessions from both parents and students. The CONNECT program, focused on BIPOC, first-generation, and high financial need students, provides a smooth transition into UNH through an early arrival program via a one-to-two week early-move in followed by a year of peer mentoring, social engagement and academic support. Trio Scholars (SSS) works with incoming eligible students to ease the transition to college and provides financial literacy training, understanding of federal financial aid programs, subject area tutoring, assistance with preparing for advising sessions and course selection, career and major exploration, and one on one guidance from professional educational counselors. UNHM first year student orientation is designed for working adults and accordingly suited to individual needs and schedules. Newly admitted undergraduate first year and transfer students must meet with their professional advisor to review their academic requirements and select courses for the next semester. Examples of UNH programs include in-person new student orientations, Wildcat Welcome Day; a First-Year seminar course focusing on academic resources and supports, and International Student weekly cultural immersion programming that introduces our international students to university and Manchester community resources. UNH Law provides program-specific orientation for new law students. Residential and hybrid students participate in an in-person orientation. The Law School offers an online orientation for students enrolled in online programs and an additional 3-day optional for international residential students. The primary goal for their orientation is for students to become acclimated to the resources available to them.

Both Durham and UNHM reference the Student Rules, Rights, and Responsibilities handbook in which academic rules and policies, codes of conduct, university, local, state, and federal laws, student rights, confidentiality of private records and information, and resources for assistance are catalogued. UNH Law has relevant policies in the Academic Rules & The Student Handbook, including information regarding how students’ official academic records are maintained, course scheduling and registration, exam scheduling and administration, bar certification, and veteran certification. Special orientation sessions are held for international students at both the Manchester and Durham campuses. All students can request that UNH not share their directory information by completing a “Prevent Disclosure of Directory Information” form to the UNH registrar’s office.

LIVING ON CAMPUS (DURHAM CAMPUS ONLY)

UNH Durham boasts a lovely residential campus on which there are 25 residence halls, including themed learning and living residences; there are numerous off-campus private residential options. Wooded walkways as well as College Woods provide ample opportunity for students to enjoy the outdoors. To ensure safety, emergency call posts are located on all trails within the core campus. Housing and Residential Life on the Durham campus offers broad resources and support for student residents. Satisfaction and informational surveys of students routinely find that students are highly pleased with
“Res Life.” For example, the survey showed that 99% (84% response rate) of respondents appreciated and respected their RAs.

While most first-year Durham undergraduate students reside on campus, in Fall 2023, all first- and second-year students will be required to live on campus. This new requirement is being paired with updated and extended residence hall curricula and cooperation with academic advising, career advising, and first-year academic seminar work. These efforts are designed to improve retention and successful graduation rates. The UNHM campus and UNH Law are both located in metropolitan areas and comprised of local commuter students with no on-campus residential options. UNH offers a wide network of holistic wraparound supports for students on each of the three campuses. At UNH Law, student life services include providing resources for housing options and living in the Concord NH area. In Manchester, similar resources are provided to students living in the Manchester area, and several spaces on campus are designed with the commuting student in mind.

All UNH employees are part of student success through acts of kindness that make students feel cherished and supported. An example from last Fall occurred in CHHS’s Academic and Career Engagement (ACE) Residential Learning Community in McLaughlin Hall when the hall’s housekeeper elected to make Thanksgiving dinner for the entire building (McLaughlin Hall Event).

HEALTH, WELLNESS, SAFETY

Examples of physical well-being supports on the Durham campus include the Hamel Recreation Center (HRC), campus recreation and intramural sports programs, and Health and Wellness programs. Mental health support is available through the Professional Advising and Counseling Center (PACS) and Health and Wellness. Mental and Behavioral health of students is a concern at UNH, as it is nationally. Approximately every two years Health and Wellness surveys the Durham campus students about health-related behaviors, including alcohol, nicotine, and other substance use. Health and Wellness use these data to shape programming and student messaging through newsletters, web posts, etc. Reports from the 2021 American College Health-National College Health Assessment (ACHA-NCHA, N=1696) and the New Hampshire Higher Ed Alcohol, Nicotine, and Other Drugs (NHHEANOD N=866) reports specific to alcohol, nicotine, and other drug use are both available in the workroom documents. The NHHEANOD report suggests that use of alcohol (the most widely used substance) may have decreased from previous years, with a suggested slight increase in tobacco, edible cannabis, and hallucinogens. The ACHA-NCHA report suggests that 90% of cis men, 87.5% cis women, and 81% of transgender/gender nonconforming students report that their general health on campus is good or higher. The Health and Wellness Center offers robust programming for information and self-care on the Durham campus. In addition, PACS offers counseling resources including group and individual sessions, and recently added services through UWill, a national mental health platform for colleges and universities. In 2022, PACS documented a 12% decrease in overall appointments from 2021, yet experienced a 100% increase in walk-in appointments now that students have returned to campus. In 2022, PACS offered over 8000 in-person appointments and nearly 600 UWill and 200 UNH telehealth appointments (2022 annual report). For students in crisis, the UNH Behavioral Intervention Team supports students managing significant mental health concerns. BIT served 66 students in AY 21–22 and the recent 2022/23 report notes that 72 students were served this past year. Recently, the Dean of Students revised BIT protocols to include further and more long-term support for students and added additional BIT members to serve as case managers. UNH has an agreement with Portsmouth Regional Hospital to ensure students receive care if needed.

At UNHM, the Student Wellness center offers similar resources and has contracted with a local agency (the Mental Health Center of Greater Manchester) to provide counseling services. UNH Law Health and Wellness also provides regular wellness services in alignment with the other UNH campuses and has an established program with Riverbend Community Mental Health to provide on-site counseling services. UNH Law has a partnership with the Granite YMCA for local students to receive a discounted rate each
semester. Wellness resources are also available for online students (see grad-online program well-being support and CPS Online well-being support).

UNH considers student safety a top priority, evidenced by not only preventative programming (e.g., open forums on campus safety for students, families, staff, faculty, and other community members were held on March 20, 2023) but also through strong collaboration among the UNH police and the UNH community. This is facilitated by Chief Paul Dean’s (Chief of Police and Associate Vice President for Public Safety and Risk Management) position on President Dean's leadership council and his close working relationship with Nadine Petty, Chief Diversity Officer and Associate Vice President for Community, Equity and Diversity. Reporting of safety threats/crimes is managed through a Guardian Rave platform and the UNH Police website. The university maintains an “Emergency Operations Plan” managed through the university police department, and includes Emergency Support Functions (ESFs) for all support units across the university.

**GETTING INVOLVED**

**Durham Campus**

The common gathering spot for UNH Durham students is the Memorial Union Building, affectionally known as the MUB. The MUB is home to over 250 student organizations and leadership programs (many of which are student-created), including the Student Senate. Students learn about the various opportunities at orientation as well as University Day (UDay) an annual UNH event that showcases a wide variety of student groups and local vendors.

The Division of Student Life, including the A. J. Beauregard Center for Equity, Justice, and Freedom, Campus Recreation, New Student Programs, Fraternity and Sorority Life, Health and Wellness, the MUB, Military and Veteran Services, PACS, Residential Life, SHARPP, Housing, Hospitality (Dining) Services, SAS, and the Behavioral Intervention Team all have established Student Learning Outcomes (SLOs) that intentionally complement students' academic SLOs and experiences. Student Life programs engage in student surveys and other methods of data collection to routinely solicit feedback from students. A recent example is the student survey done in 2022, and also referenced above.

Dining services and staff involve residential students in a creative way, soliciting feedback from students via unused napkins on which they can write comments, questions, or concerns. This program supports dining services in offering traditional foods to the international student community as well accommodating diverse diets, including vegan, vegetarian, allergies, etc. Further, as a member of the National Association of College and University Food Systems (NACUFS), we provide a survey link to the students at the beginning of every November to score/rank our dining program.

Between 100–200 Army and Air Force cadets participate in UNH’s robust Army and Air and Space Force ROTC programs. Commuter student spaces in the MUB (recently remodeled) are available as study and gathering spots. Services and programs to engage veteran students are located on their website, including key learning outcomes targeted for vets as they orient to campus.

The Athletics Program is situated on the Durham campus. As a Division 1 program, all participants, including administrators, coaches, students, faculty, staff and volunteers, are covered by the laws, regulations, policies and procedures applicable to other members of the university community as well as each sport’s corresponding conference, professional organization, and federal and state authorities. UNH is committed to full compliance and engages in extensive oversight, education, and training to ensure that all participants in Division I athletic programs understand and comply with them. The UNH Athletics Principals document makes clear that academics are equally as important as athletic participation, and that all academic and athletic expectations must be met in order to continue participation. UNH student-athletes have demonstrated their dedication to both their sports and studies by placing in the Walter Harrison Academic Cup for three consecutive years by earning a GPA of 3.40 or higher (UNH Athletics Records Outstanding 3.44 GPA 2022-23). See also Athletics grad retention.
UNHM Campus

The Student Engagement Center at UNHM provides a wide variety of programming and events throughout the year including a Fall festival, “frazzle free” finals week activities, Lavender and Multicultural Graduations, Commencement fair and senior send-off event, Diwali celebrations, Iftar dinners, Drag Bingo, trivia, and an annual Wellness Fair. UNH Manchester also has its own Student Government Association, which serves as the collective student voice and includes over 11 active clubs and organizations. Student Engagement oversees the Reflection Room, a non-denominational room for prayer, reflection and meditation, and Food Pantry, open to all members of the UNHM community. For those with great financial need, this space also provides contacts for local and regional resources and support. UNH Manchester is proud of its diverse student population, which is reflected in the “In Our Own Voices” gallery, recognizing UNHM’s diverse student population representing over 32 countries, and the stories told by the World of Wildcats flag display. A resources webpage for all UNH at Manchester students provides one-stop information easily accessible to online students as well as to students commuting to campus.

UNH Concord Campus

On the Concord campus, UNH Franklin Pierce School of Law offers several student organizations that facilitate connection-building with the community and with peer law students. In Spring 2022, the school was ranked 11th out of 85 law schools for “accessibility and equity in public schools” in a Rutgers Law Review. The Law school offers a wide range of opportunities for student leadership, including the Student Bar Association, which has a representative who works directly with the administration and faculty as a liaison. All students (in-person and hybrid) are represented. Specific alumni events are held to help students make connections. Simulations and upper-level “on location” courses (e.g., events in Silicon Valley, Washington, DC, Las Vegas, and Seattle) give students a chance to be taught by and meet noted experts in the practice of Intellectual Property Law. Students serve on our Conduct Council and university committees. All students — online and commuting — are provided similar or (when feasible) the same resources and opportunities.

Graduate students have access to a resources portal that gives them campus specific information about orientation as well as programs and events designed to support academic success. Posted resources are offered on a wide variety of support services, including writing, health and wellness, professional development, community organizations, and mentorship. This portal also includes information for all international students as well. Orientation through the Office of International Student Services (OISS) and UNH Global is mandatory for all international students, per non-immigrant status in the U.S.

ACADEMIC AND FINANCIAL SUPPORTS

Students admitted to UNH at all three campuses and online are expected to demonstrate satisfactory attendance and academic progress. UNH utilizes various early alert mechanisms to identify students who are not succeeding academically and identifies students with whom outreach should occur. Undergraduate students who receive academic alerts (through EAB Navigate, named My Wildcat Success), find themselves struggling with coursework, or receive academic actions at the end of their semester are directed individually by advising staff, academic advisors, and residential hall staff to seek support at the campus academic support center (CFAR at Durham; CAE at Manchester, Academic Success and at Law) where deep learning strategies are taught, in addition to time management, organization skills, test-taking skills and other supports. These services are provided by two professional staff, a director, and several peer academic mentors. CFAR also provides full-class presentations to integrate strategies relevant to a particular course. Academic Success seminars are required of students returning after an academic action by their deans’ offices. Since Fall 2018, 82 students had their suspension or dismissal lifted to work with CFAR; nearly 60% of those students persisted or graduated from UNH. On average, student GPAs more than doubled in the term served; subsequent term GPAs revealed lasting
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improvement (see annual reports). The UNH Teaching and Learning Resource Hub offers additional information specific to online students, both undergraduate and graduate.

In addition to CFAR, UNH partnered with Knack tutoring in a pilot in 2021–22, for all undergraduate students in all courses. Knack is a free peer-to-peer tutoring program that is an independent partner with UNH. UNH students receive College Reading and Learning Association (CRLA) training, are approved to tutor in courses in which they have achieved a B+ or better, and respond to online peer requests for tutoring. In Fall 2022, 400 students visited for 1,210 tutoring sessions, with over 69 tutors, covering 438 undergraduate courses. In Fall 2022, 91% of students who had at least one tutoring session passed the course in which they were tutored.

Aligned with our self-study theme and NECHE area of focus, USNH has made a commitment to attract and retain promising candidates from diverse backgrounds through several initiatives. The Granite Guarantee covers tuition for students eligible for Pell Grants and is available across all USNH institutions except CPS Online, due to its low tuition rates. Approximately 400 students were eligible in the first year of the program. Currently, approximately 21% of all NH undergraduates are eligible for the program, and at UNH the program is helping more than 800 students. The Granite Guarantee is a financial aid program that makes college possible for qualified first-year New Hampshire students by covering the cost of tuition for up to four years and bridges the financial gap between a Pell Grant recipient’s total federal and state package and the cost of in-state tuition. In 2018, USNH expanded its commitment to New Hampshire students by offering the Granite Guarantee to transfer students who are graduates of the Community College System of New Hampshire.

UNH offers focused attention to students from low socioeconomic backgrounds in several ways. For example, in the past two years our Ronald E. McNair Scholars program and TRIO Scholars (SSS) programs have partnered with LIT ReisUP, a financial literacy platform designed by a former first-generation college and low-income college graduate whose business success drove her to develop tools for younger generations. TRIO Scholars (SSS) also developed a four-year personal development plan adjacent to students’ academic plan to grow and develop self-confidence, self-advocacy, build social/professional networks, and plan for high-impact engagement over their four years at UNH, in addition to provision of tutoring, mentoring, financial literacy and financial aid information, grant aid, and graduate school preparation for those interested. UNH provides suggested language about finances for course syllabi.

The student-initiated dining hall program Swipe it forward helps connect UNH students in need with access to meals on campus via a virtual food bank. The Cat’s Cupboard food pantry and Inn Between funds support students who need housing during holiday breaks, Spring break, and/or January term. At the Law school, the Student Emergency Fund has been used to support students after disruptive events like house fires, as well as those in need of short-term aid.

CPS Online students differ from traditional UNH Durham students in several ways: they tend to be older (average age: 34); most of them have previous higher education experience and arrive with transfer credits (80%+); and most of them (80%) are working full-time while enrolled. Of those with previous college experience, most (83%) have at least some previous online experience. For those new to online learning, faculty and academic advisors are adept at supporting students in navigating Canvas and other electronic resources. Additionally, the Office of Academic Affairs is piloting a program in Fall 2023 called “Peer Academic Leaders,” which identifies high-enrollment (usually introductory) courses and embeds peer tutors within them. These tutors are trained to, among other things, assist students with (often basic) technology issues that they may not be comfortable addressing with their instructor.

The Graduate School is committed to providing an inclusive environment for all graduate students. An array of student groups, offices, recruitment initiatives, resources and funding opportunities for students of diverse backgrounds is made available to ensure their success while in graduate school. For example, the Graduate School and its Advisory Board for Underrepresented Graduate Students host a dialogue series dedicated to engaging New Hampshire-based practitioners of equity and inclusion with
their peers outside of the Granite State. This series is a cornerstone of DEAI efforts at the graduate level. Full video recordings of each event are available here.

We understand that the financial well-being of our students is as important as other aspects of health and wellbeing. This is reinforced by UNH Health and Wellness on their website. Further, all UNH students have access to CashCourse via the University’s participation in the Higher Education Financial Wellness Alliance. Students can access this free financial management resource as well as additional information via the UNH Library’s Financial Literacy Resources.

Financial aid information is available for all students online as well as through campus-specific websites (Durham; UNHM; UNH Graduate School; UNH Law) and walk-in offices on all 3 campuses. UNHM holds sessions periodically to help students understand financial support available, and UNH Law has a dedicated financial aid administrator to meet one-on-one with students. Financial aid information is published for each campus, as well as access to Net price calculator. Students who are managing extenuating financial circumstances that would negatively impact their academics can contact the Dean of Students, who can notify their faculty and request reasonable flexibility, and/or extend small grants for academic/living expenses on a one-time, short-term basis.

Each college has Academic Advising Offices. In 2022–23, UNH invested in hiring 7 new professional advisors (Durham and Manchester campus) to decrease the student/advisor ratio and provide more consistent advising, especially for first- and second-year students. Additional advisors are on track to be hired in the next two years. Nearly all first-year students are assigned a professional advisor, though a few departments retain four-year faculty advising. A target success metric for improved student access to advising is a projected 3% increase (from 86% to 89%) in three years for first to second year retention rates. Undeclared students are assigned professional advisors in the University Advising Center, which collaborates and partners with Career and Professional Success (CaPS), Center for Academic Resources, and other campus resources to provide undeclared COLA students opportunities for career exploration, academic success skills, and exposure to supports across campus. Undeclared students in the other colleges are assigned advisors within their respective college. Advising after the first year is also conducted by many faculty across campus, depending on each program’s configuration.

UNHM transitioned to a fully professional advising model in Spring 2022, with three full-time advisors, and a director, who also advises students. In 2022, UNHM Academic Advising met with 1,225 students, averaging over 300 student appointments per semester, including summer and j-term. Additionally, UNHM academic advising added Durham Homeland Security students to their advising load in Spring 2022. The Center of Academic Enrichment includes a director/writing support coordinator, associate director/science support coordinator, math support coordinator, multilingual learner support coordinator, and administrative assistant, along with nine peer tutors who support writing in all courses, sciences, psychology, computer sciences, math, public service, and ASL, along with many individual courses’ content across the college curriculum. A total of 1326 professional and peer-tutoring sessions were held in Fall 2021 through Spring 2022. Over 1,091 sessions were held in the Fall of 2022. These sessions include 1-1 in-person and online tutoring, class link tutoring, group tutoring in workshops, drop-in tutoring, and study group facilitation. CAE staff provided 15+ workshops through in person, online, and asynchronous module modalities in a variety of writing and content subjects. The multilingual learner support coordinator held a forum with staff and faculty and a series of lunches with students.

The Law school transitioned in Spring 2022 to develop an Office of Academic Advising staffed with a full-time advisor for residential JD and graduate students and online graduate students. Hybrid JD students receive single-point academic advising and services from the Hybrid Program Coordinator. This transition redefined faculty, formerly tasked with academic advising, into faculty mentors, and provided training for those faculty in working with students on academic and professional planning. In
the summer of 2023 the Office of Academic Advising and the Career Services Offices (CSO, noted below) developed a joint student counseling process for incoming graduate students.

At CPS Online, each student is assigned an academic advisor who is a specialist in the student’s program. CPS Online adheres to the appreciative advising model, which seeks to promote a partnership between students and advisors as students work toward their goals. The student will stay with that advisor until graduation unless they change their academic program. UNH Law’s Academic Success Program provides academic supports tailored for educational achievement in law. Academic support programs at all three campuses offer hours throughout the day; peer-to-peer tutoring services are flexible for evening and weekends. This is particularly important for UNHM and UNH Law students who tend to be working adults.

Starting in 2021, the law school’s Career Services Office (CSO) rebuilt from one remaining staff member to a staff of 6, focused on restarting employer outreach, developing a judicial clerkship program, and supporting public interest and DEI pipeline programs. The law school has grown 46% in two years and moved rapidly from a local employment base to a national and international focus, with resources focused on employment for ABA reporting requirements. In addition, the office assumed responsibility for career counseling for the new hybrid JD program, largely made up of mid-career professionals who live throughout the US and the world, and non-JD programs (LLM, Masters), previously housed elsewhere in the law school.

At UNH Durham, Career and Placement Services (CaPS) has a mission to “imbue career preparedness across the entire UNH community to equip our students with the experiences, knowledge, and skills to thrive in an ever-changing future.” This Spring semester CaPS, in conjunction with Cooperative Extension, launched a Student Worker Skills Building Program. The program focuses on developing power skills while working on campus. The skills, complete with micro-credentials, provide our students with a hedge against the uncertainty of their futures as the pace of technology and AI accelerates. CaPS also recently launched the Diversity and Inclusion Employer Champion Program to help students identify prospective employers that demonstrate commitment to social justice and equality through tangible actions.

Student Accessibility Services (SAS) provides services to students who have permanent or temporary disabilities that affect academics, dining, housing, and parking. Staff also support students, faculty, and staff with questions regarding services, implementation, and general guidance. Similar services and campus-specific resources are available at UNHM and at UNH Law through the Office of the Assistant Dean for Students. SAS serves approximately 12% of the total student population throughout the interactive accommodations process. Accommodations help ensure access across all learning environments at UNH (Durham and Manchester campuses), including within classrooms, exams, housing, parking, and dining. SAS also has an Assistive Technology Specialist who works directly with students on effective technology use and accessible learning materials. The SAS team also supports students, faculty, and staff with questions regarding services, implementation of accommodations, and general guidance about disability, accessibility, and Universal Design for Learning (UDL).

UNH Global offers students support and resources to study either internationally or within the US. The office also supports international students and scholars. Recent participation analyses show that participation in study abroad has remained fairly consistent in the past 5 years, apart from COVID impact, and has now returned to typical, but for J-term. For example, apart from the pandemic period, approximately 600 students choose study abroad programs. Education Abroad was featured in the UNH Magazine earlier this year.

To ensure that all employees are able to support student involvement and activities on the three campuses, Human resources offers several opportunities for employee training, some of which is mandatory for the entire UNH community. For example, NH state law requires annual training beginning in 2022 through Get Inclusive, a contracted training vendor for workplace training. Description of the
USNH required program is described here. Ethical standards for USNH are applied across all employees at UNH, and guide student services.

**Admissions: Appraisal**

We have seen a small but steady declining trend in enrollments across most undergraduate and graduate programs. For example, total enrollments across the three campuses for both undergraduate and graduate programs moved from 16,510 in Fall 2018 to 15,192 in Fall 2022. Enrollment management and admissions have proactively strategized several efforts to strengthen our student yield. We began using agents to recruit international graduate students to professional (tuition paying) programs. These efforts have yielded an increasingly diverse and continually high-quality applicant pool as evidenced by international applications increasing >200% in the last five years. In Fall 2022, there were 1,880 international applications submitted. Our focus now is turning to increasing the yield on international applications via stronger recruitment efforts and developing the services and programs needed to support a larger international graduate community (e.g., housing). The Graduate School recently strengthened and widened marketing campaigns for the graduate programs through strategic targeting of international students and veterans, expanded recruitment through teleconferences and virtual open houses, and added accelerated master’s programs. We offer several recruitment events (in person and online) in partnership with UNH Online, colleges, and specific departments.

In addition to the Climate Survey, we can learn more about retention and graduation of students of color through anecdotal information obtained through voluntary exit interviews conducted through the Office Community, Equity and Diversity. Data trends show that we have more work to do in admitting, retaining and graduating students of color. Efforts to learn more about what we can do better have come in part from interviews that provide rich subjective information that we can use to better inform our collective practices to make UNH a more inclusive and welcoming community. We have learned that students of color leave UNH for many reasons, including lack of diversity on the campus, not feeling welcomed, and experiences of microaggressions. While some of those reasons are common across all students, we know we can do a better job of ensuring students of color feel more welcome and part of the community. Some examples of how we are offering additional supports include Challenging Ourselves in a New and Nurturing Environment by Coming Together (CONNECT) programs, which also
sponsors a new mentorship program (MentorMatch) and several initiatives offered through the Office of DEAI.

We are paying particular attention to the incoming undergraduate class of Fall 2023 because this may be the class most negatively impacted by the COVID-19 pandemic (academically and personally). Measures to support and retain a successful class have included (but are not limited to): admitting a higher achieving incoming class, and the student success committee brainstorming supports UNH could offer this class to support their retention and academic success at UNH. In addition, the newly revised new student orientation plan is being assessed for effectiveness as part of an assertive effort in strengthening the acclimation process and retention of new students.

The Law school has undergone significant growth, increasing enrollment by 46% (from Fall 2020 $N=445$ to Fall 2022 $N=650$) in only two years. Growth is due in large part due to recruitment efforts, and most notably the Hybrid JD program. Pipeline programs through the Counsel on Legal Education (CLEO) and the CLEO-sponsored Legally Inspired Cohort (CLIC) Fellow’s program, partnership with the Hispanic Association of Colleges and Universities (HACUs), and the newly established DEI Scholarship Fund all focus on not only on growth but diversifying that growth. Like the Graduate School, the focus now turns to supporting those additional students with needed staff, housing resources, and programs.

**Student Services and Academic Supports: Appraisal**

Several improvements to make the university more inclusive, welcoming, and supportive of student success are listed here. To supplement professional staff, 15–20 Peer Academic Mentors were hired to work with students on learning strategies. The program served nearly 1300 students in AY 2021–22. Of the 220 students with academic actions, 48 students with suspensions and dismissals were required to work with CFAR staff to help them remain as successful students. All are still enrolled or graduating.

In 2022, student academic support services were reorganized into the Institute for Student Success, bringing together CFAR, CONNECT, McNair Scholars, TRiO Scholars, University Advising Center, and the University Writing Programs allowed for a more comprehensive, holistic approach to supporting students. The Aulbani J. Beauregard Center for Equity, Justice, and Freedom at UNH unveiled a reimagined year-end event with the debut of its Celebration of Achievement and Excellence on May 10. New this year was the inclusion of first-generation college graduate recognition, as well as the addition of lavender stole recognition to celebrate the achievements and contributions of graduating students who identify within the LGBTQIA+ community and redesigned kente cloth stoles that include Adinkra symbols and UNH branding to recognize members of the BIPOC community and students from other historically excluded backgrounds. SAS, centered in Durham, supports all students at all campuses; however, due to increasing demand for accommodations, we are expanding our support structure to include a new full-time employee that will split their time in Manchester and Concord.

Significant achievements have been made over the past 1-2 years in various areas of student support. These arose from several directions, including President Deans Strategic priority #1, Enhancing Student Success and Wellbeing, an institution-wide focus on retention of students, greater focus on student mental health and supports, and the need for improved collaboration among student-facing services. The latter emerged from the initiation of a series of Student Success Summits initiated jointly by the SVPAA and SVPSL in Fall 2021. The collaborative time spent working together in several 2-hour sessions provided a catalyst for people to collaborate in ways not experienced before at UNH. Examples of accomplishments made include:

- An expanded MyWildcat Success effort that is comprehensive across multiple contacts, beginning with faculty who report student struggles that gets dispersed to professional and faculty advisors, with easy referrals to CFAR etc.
- Increased collaboration between residential life and academics. One example is that 100% of Durham colleges have at least one residential learning community.
• Piloting of an in CHHS for students who struggle early and receive academic supports right away. This model is now being developed in more colleges.

• The creation of deeper collaborations across Student Life and Academic Affairs for a truly integrated student experience focused on achieving student success and wellbeing. An example is the onboarding of student life offices into the MyWildcat Success platform, forming a Coordinated Care Network on the platform that is mirrored on the ground.

• The Student Success Summits that have been held among curricular and co-curricular faculty, staff and admin have exponentially raised the intercommunication among departments and programs on campus, facilitating the dispersal of information and resources.

Across campus, staff remain thinly stretched in some areas. An illustrative example is CFAR, which since 2021 dropped to only three full-time staff to serve all Durham undergraduate students and has lacked administrative assistant support. To supplement professional staff, 15–20 Peer Academic Mentors were hired to work with students on learning strategies. With this small staff, the program still served nearly 1300 students in AY 2021–22. Of the 220 students with academic actions, 48 students with suspensions and dismissals were required to work with CFAR staff to help them remain as successful students. All are still enrolled or graduating (see CFAR 21-22 annual report).

The expansion of MyWildcat Success is key to improving communication. In addition, we have made significant progress in moving towards a single dashboard/portal for improving the access to resources available to students and employees — many of which are key to helping the student/advisor experience. The new portal was piloted in Spring 2023 and will roll out for Durham and Manchester campuses in Fall 2023. The Concord campus will join later in the academic year. One of the advantages of the portal is that, because it is behind single sign on, the information is tailored to the user. For example, an online CPS student will be prompted with services for online learners, and will not be prompted to, for example, visit the Health and Wellness Center in Durham.

UNH has established an Advising Collaborative that will be looking at first year programming, advising training and professional development, and recognition for excellence in advising to establish some standardized outcomes and best practices. Each college will retain the flexibility to design systems that suit its culture and student populations. This grew from the Student Success Sumit work and is led by the Executive Director for the Student Success Institute. In addition, a Student Survey asked students regarding their experiences using DegreeWorks and related degree-completion tools, which will be used for guiding future changes. Refer to the survey report and summary.

Army ROTC, hosted within the University of New Hampshire and comprised of nine other distributed Universities in New Hampshire and Southern Maine, continued to exceed its mission requirement in producing leaders of character for the Army this year. Overall, the program remains ranked in the top five of 42 programs across the Northeast for the Army. UNH Army ROTC maintained a 91% average of graduation for its cadet population, with 79% of those cadets having a GPA over 3.0. UNH cadets had an average Order of Merit (OMS) score of 54.8%, putting it within the top third of over 242 programs across the country. Sixty-three percent of UNH Army cadets are on scholarship (12 national) and one cadet is nationally ranked 72/6,000.

At the Law school, the Assistant Dean for Students currently oversees Student Accessibility Services. This responsibility is a remnant of the time that the law school was an independent school and has not yet been integrated into the central university’s SAS offices. However, SAS and the Law school recognize that placing accessibility services is more efficient and effective if centralized. Plans are to move forward with the transition to the university’s central SAS office, but due to staffing limitations that transition has not yet occurred.
Projections

Our student success strategy will continue to support all students and all campuses in ways tailored to the specific student population as needed. All learners will benefit from increased accessibility and communication through the new UNH Portal. All learners will benefit from the expansion of SAS, increased online support for mental health, and increased online and remote access to and library resources. We are committed to continually gathering feedback from students, both formally and informally, through surveys, the various student governance organizations, and offices of support including the Graduate School, the Dean of Students’ Office, and CaPS. In addition, we have specific targeted ongoing initiatives aligned with our strategic priorities.

Enrollment management uses several sources of information with which to project enrollments that meet our mission, align with UNH’s priorities, maintain academic excellence, and support the institution. To do so, several models are run that consider the right size and number of each year’s student enrollments. These projections also consider demographic models for the next 10 years that suggest that apart from slight increases and moderate declines in the eligible student population (NE), that the current enrollment size of UNH currently may be what is expected in 10 years.

UNDERGRADUATE STUDENT SUCCESS

Durham and Manchester

We are focused on efforts to improve undergraduate student retention, with a particular emphasis on the first two years, through enhanced orientation and arrival programs; expanded student early warning systems; expanded matching programs in COLA and UNH Manchester for incoming first-year and transfer students with advisors, including student/peer navigators; and the Changemaker Fellowship, which engages high school seniors as soon as they are accepted and engages them for four years.

The Student Success Summit will convene semi-annually to share progress and best practices, and review overall retention, inclusion, and graduation rate goals as outlined in the strategic priorities. In Summer 2023, the Institute for Student Success is piloting an early arrival program, “UNH Trailblazers” for 15 first-generation undeclared students. Feedback from participants (students, faculty and staff) will be collected, and Summit committees, along with the executive director of Student Success, will follow longitudinal retention and academic success data. Adjustments based on feedback will be made on a continuing basis. The goal is to increase retention to above 90 percent across all demographic groups and will be monitored by the Office of DEAI, Provost’s Office, Enrollment Management, Office of Student Success, and others.

The CaPS team is creating new tag and data collection systems to help monitor student engagement in internships and career readiness programs and creating an assessment plan for measuring the learning achieved through those internships and career readiness educational opportunities. It is currently analyzing assessment data from our Spring pilot of badging career ready skills through appropriate work study opportunities. Based on the preliminary assessment, we plan to continue this program in the Fall and expand for Spring. Scaling will be based upon faculty and staff committees designing approved learning outcomes.

Online Learners

CPS and online staff will be monitoring registrations, resource use, and help desk activity from online learners, as well as getting biweekly updates from the student service functional units.

Inclusion

We will monitor the success of our inclusion efforts by the student activity through the Beaufregard Center, increased collaborations across student groups (measured through the student activities office), and climate surveys.
Durham and Manchester Graduate Students

UNH has created a multifaceted team to engage in short- and long-term planning for graduate student housing needs, which includes members from Student Affairs, Graduate School, and Campus Planning.
STANDARD SIX | Teaching, Learning and Scholarship

Faculty and Academic Staff: Description

UNH faculty at all three of our campuses are qualified, well-prepared, and excellent at engaging students in learning through academic work and research. Evidence of these characteristics can be found, as examples, in program APR descriptions of faculty teaching accomplishments, participation in the programs of the Center for Excellence and Innovation in Teaching and Learning (CEITL), the number of student-faculty collaborations in our undergraduate and graduate research conferences (annually averaging ≈2000 students and ≈450 faculty each year respectively), our graduation rates (averaging ≈78%), and our achievement of RI status. As of Fall 2022, there were 1,317 instructional, clinical, and research faculty teaching on the Durham, Manchester, and Concord campuses. Of these, 67% are full-time faculty (66% of which are tenured or tenure-track), 53% are women, 12% are faculty of color (among domestic faculty with known race/ethnicity), and 58% of all faculty hold terminal degrees.¹³ ¹⁴

The merger with GSC adds additional fully online undergraduate programs to the UNH portfolio. These programs are governed and managed through the CPS Online division. Because of the learner demographics for these programs (mostly part-time, employed, transfer and degree completers with an average age of 34), the courses in the programs are offered in the fully asynchronous modality, with some necessary exceptions.¹⁵ The merger also brings a new faculty profile and a new adjunct hiring practice to UNH and maintains the expectations of shared governance and high-quality instruction and instructional supports. The CPS Online division employs 14 full-time faculty, all of whom are Online Professional Faculty with 12-month contracts, and a roster of approximately 200 adjunct faculty annually who are hired based on their expertise and the demand for class offerings.

Faculty members formally participate in governance through the Faculty Senate, Research Faculty Council, Clinical Faculty Council, and Extension Educator Council. In Fall 2022, the Faculty Senate approved Senate Motion XXVII-MI, lifting any remaining restrictions to participation for non-tenure track faculty members that had been in place since the senate approved inclusion of non-tenure track faculty Senate Motion XIX-M12 in 2015. In keeping with the desires of UNHM and GSC faculty and the UNH value of shared governance, the Faculty Senate passed a motion in Spring 2023 to add a new senate seat for CPS Online. This gives representation to both divisions of CPS, and to the Online Professional Faculty.

As these data show, compared to peer institutions, UNH at Durham, Manchester, and Concord have some of the lowest student: faculty ratios compared to each campuses’ respective peers. The composition of faculty members varies by college, depending on the unique programs of each college (e.g., CHHS has many clinical faculty who support professional degree programs, whereas CEPS and COLSA have more research faculty). In the CPS Online division, the role of Online Professional Faculty was created, as the job requirements of the former GSC faculty did not align with any other faculty classification at UNH. The new classification allows the permanent faculty of CPS to continue their roles with minimal adjustments in job descriptions, avoiding having to restructure the faculty model used by GSC, and establishes consistency and pay equity. This resulted in pay increases for most CPS full-time faculty, no pay cuts, and no elimination of positions. Unlike other faculty types, the Online Professional Faculty members are 12-month employees whose role is mostly curriculum development, quality control, and adjunct hiring and management, with some teaching. The online division of CPS is the only unit at UNH that operates with an intentionally high adjunct faculty percentage. All faculty members, including adjunct hires, must have the appropriate academic qualifications for their roles. These are

¹³ Terminal degrees include any type of doctorate, plus MFA degrees.
¹⁴ The Data First forms show 1,321 faculty rather than 1,317 because some faculty have multiple appointments across the campuses.
¹⁵ Exceptions to asynchronous courses are occasional Capstone courses that are held synchronously to prepare and support students with their projects.
described on the provost’s website under Faculty Appointments, with criteria and descriptions of each faculty category and type.

The Affirmative Action and Equity Office is now the Civil Rights and Equity Office (CREO). The name change was made to better reflect the breadth of civil rights compliance operations managed by the office to include discrimination, sexual misconduct, and hate/bias reports; requests for ADA and religious accommodations; and review of search and hiring processes. UNH remains an Affirmative Action and Equal Employment Opportunity employer and these functions remain a part of CREO’s work. CREO and the Office of Community, Equity and Diversity collectively are called the Division of Diversity, Equity and Inclusion. The division was created to improve alignment and structural clarity and to strategically position diversity, equity, access, justice and inclusion as continued institutional priorities.

Diversity Dashboards created for CDO to monitor success of employment initiatives and to track trends. Trends indicate more diverse applicant pools overall in comparison to prior years, increased number of faculty of color making it to finalist stages, and more faculty of color (in some demographics) being offered employment opportunities at UNH. There is greater success recruiting Asian and Hispanic faculty than Black and Native American faculty. Recruiting and retention of faculty of color, specifically Black faculty, remains an overall challenge despite some success in this area. For example, the Postdoctoral Innovation Scholars program has yielded 3 new faculty hired at UNH.

The hiring process, initiated within academic departments, assures that all faculty appointments (including part-time) are consistent with the mission of the university and commission standards, following the policies of Human Resources and the Office of Diversity, Equity, Access, and Inclusivity. Each year, deans identify priorities for new faculty hiring based on the programmatic needs of their units, and these requests are reviewed by the provost’s office. Guidelines for hiring are posted on the HR website, as are various training modules required by USNH. Screening for all new faculty and staff is done by HR, search committees, and college Deans. The faculty search manual outlining the processes for recruiting and appointing faculty was updated in 2022. Best practices (e.g., Hiring Toolkit) in hiring encourage that prospective faculty and staff are interviewed by those who understand the positions and will work with them or will be in supervisory roles. In AY 2022–23, the UNH Faculty Search and Hiring Manual was updated on the provost’s website. A cross-functional team, including representation from UNH faculty (including a dean taskforce leader, and one associate dean), the CREO, HR Recruiting, USNH General Counsel, and academic staff support, worked together to revise the manual and update it with marketplace best practices, enhanced affirmative action approval guidelines, enhanced uses of the applicant tracking system and offer letter process, and the addition of specific search checklists. To ensure that we meet all legal obligations and that we have diverse candidate pools, CREO is involved with most faculty and status staff hires of grades 25 and higher, including student-facing hires.

Academic programs have authority over curricula. Academic Program Reviews (APR) (or external accreditation for applicable programs) provide periodic review through college/school deans and the provost’s office to ensure that high quality academic and professional expectations guide all academic programs. Guidelines for APRs for non-externally accredited programs are found here. Each academic program’s APR reports (archived in IR&A) provide information regarding the faculty and staff needed to deliver high-quality education and support (e.g., scheduling of clinical placements, internships, etc.). Any discrepancies are discussed with respective deans as part of the APR review process. Similar staffing reviews that ensure sufficient people are in place occur in yearly reports that each department submits to their direct reports (e.g., UNH Global; Student Success; Honors Program, etc., all report to the SVPAA). APR’s and program reports include parameters describing metrics on student services, learning outcomes (where applicable) and yearly goals related to each program’s sphere of responsibility. Several examples are available in the workroom documents. USNH makes all employee policies available, including those describing rights, responsibilities, and expectations for ethical conduct. UNH embraces and promotes a shared Code of Ethical Conduct that all researchers must complete before projects are reviewed by the Institutional Review Board (IRB) for work with humans or animals.
UNH currently employs 8 full-time and 1 part-time instructional designers across all colleges; 4 off the full-time staff are at CPS Online. Instructional designers have consolidated roles and responsibilities over the past 2 years due to retirements and reorganization. Library faculty and staff includes 19 librarians and 53 FTE non-librarians, including student assistants, working across all of UNH. Librarians have also consolidated roles and responsibilities over the past two years due to retirements. For example, in FY 2021, the UNH Library in Durham launched a team-based organizational structure which allowed effective delivery of services offered across UNH with fewer employees. The new structure includes a subject specialist librarian dedicated to each of the colleges on the Durham campus (two for the largest and most diverse college, COLA).

Research faculty policies and resources are located on the Research, Economic Engagement and Outreach website. Graduate teaching assistants are hired and mentored by faculty within departments; they receive orientation and professional development through the Graduate School and, for those teaching in Inquiry courses, through CEITL. Faculty who meet criteria posted in the Graduate School Resources Guide are nominated to become members of the Graduate Faculty. Research funding per faculty member for 2020 averaged $246,931, which puts UNH in the 16th percentile according to NSF's HURD ranking based on total R&D expenditures. UNH has been in the 15th to 16th percentile since 2016.

USNH posts all collective bargaining units for public institutions in the state. UNH holds four collective bargaining agreements (CBA) with UNH AAUP, AAUP Lecturers United, UNH Law, and the UNH Police. CBA’s were renewed in 2021 (AAUP-TT) and in 2022 (AAUP-Lecturers) for 5 years each. The NEA CBA (Law faculty) was also renewed for 6 years in 2020 (2020–2026). Employment information including personnel policies, salaries, benefits, collective bargaining agreements, and other relevant information for all faculty and staff is readily available on the HR websites. Salary information for all USNH employees is made publicly available. Salary increases for FY 2023 were announced recently for eligible Professional Administrative and Technical staff (PAT), Operating staff (OS), and Academic Administration (AA) staff. The HR Compensation Team completes market assessments for all positions to ensure that we are paying competitively and equitably to attract and retain talented academic staff and faculty. The HR team responds to ad-hoc requests from departments to review our standing in the marketplace, and proactively conducts analyses and responds to the changing marketplace to ensure we remain an employer of choice.

Faculty-student collaborations in research are common at UNH, and embody the mission of the university and strategic priorities. In addition to graduate student-faculty collaborations that are typically embedded within programs, undergraduate student research collaborations with faculty are often part of Honors requirements or are elective, and exemplified by the significant numbers of students and faculty mentors participating in the Undergraduate Research Conference each year. The URC is one of the oldest, largest and diverse in the nation, boasting over 20 years of conference events, with over 2000 undergraduate student participants and over 450 faculty mentors participating each year at Durham and Manchester campuses.

UNH faculty complete different review assessments of their work depending on their positions and roles at the institution. For example, Article 13 of the AAUP-lecturer Collective Bargaining Agreement details expectations and processes for lecturer faculty, and Article 11.2 of the AAUP-TT CBA details expectations and processes for tenure track faculty. Annual evaluation processes may include chair reviews, classroom observations, feedback from the new Student Experiences of Learning (SEL) survey, and dean review letters for faculty across all appointments. Faculty reviews additionally include individual annual reports with self-assessments of achievements across teaching, scholarship, research, and service as applicable given the position type. Performance expectations, including scholarship/research, teaching, service, and clinical activity for all faculty are specified in promotion and tenure documents posted on the provost’s website. There may also be additional promotion and/or tenure guidelines that are college- and/or department-specific. Additional review processes may occur through shared governance based on standards adopted at a program, department, or college
level; for example, in programs with external accreditation expectations. Review methods can vary across colleges; however, all faculty have access to Symplectic Elements (MyElements) for archiving faculty accomplishments in research, scholarship, and teaching if they so choose. These documents are reviewed by department and program chairs, deans, and faculty and documented in annual review letters. They provide documentation regarding faculty achievements for program APRs and external accreditation reviews. Each lecturer faculty member, by CBA agreement, receives an annual written assessment of performance from the dean or the dean’s designee, in concert with the appropriate chairperson. Assistant professor tenure-track faculty have an intensive interim review (typically in the third year) to assure that they are meeting scholarly expectations, providing high quality instruction to undergraduates and graduate students, and successfully progressing toward tenure. At the Law School, clinical faculty are subject to a tenure-alternative track program, called “alternative security” in the law school union’s collective bargaining agreement, which provides for a tenure-like series of review and final vote for permanent placement in the faculty. Clinical, Online Professional, Contract, Lecturer, Extension, Alternative Security and Research Faculty (COCLEAR) replaced the previous acronym (CCCLEAR) with the addition of Online Professional Faculty in connection with the GSC merger. COCLEAR faculty guidelines for annual reviews are available on the provost’s website.

In addition to faculty, academic staff are required to conduct annual self-performance reviews. Supervisors and academic staff apply a “Coaching for Performance” model that has been utilized broadly at UNH for the last 10 years. HR is currently gathering feedback from employees and leaders regarding our current coaching model to refresh it as needed based on feedback; however, data analyses and changes are paused pending the implementation of the new management platform (WorkDay).

Academic freedom and freedom of speech for all is a sacred value in the state of New Hampshire; at UNH, freedom of speech for all employees is reinforced by statements and resources available on the provost’s website. The library posts further information on the Office for DEAI website to foster greater understanding, context, and meaning of freedom of speech. Statements governing academic freedom are posted in the USNH Charter on the USNH website. Examples of UNH’s tenacity in upholding free speech are described by President Dean in his online interview with NH Journal Podcast as well as by the Law School dean in reaction to recent events.

UNH leadership is attentive to the well-being of all UNH employees, including individual perspectives of job satisfaction within positions at UNH. To that end, UNH conducted a Campus Climate Survey in 2019, asking all students, staff and faculty to share their perspectives on what it is like to live, learn, and work at UNH. Findings from this survey are discussed below in the appraisal section; one of the action items was a follow-up climate survey that was administered in Spring of 2023. The Law School conducts additional internal climate surveys each year, including the most recent in 2022. When situations arise requiring grievance processes, unionized faculty and the police have such processes articulated within their collective bargaining agreements. For employees without a CBA, information about FAIR (Fast and Impartial Resolution) grievance processes are on the HR website.

Teaching and Learning: Description

The Center for Excellence and Innovation in Teaching and Learning (CEITL) and our subscription with the National Center for Faculty Development and Diversity (NCFDD) are available to assist faculty with professional and curricular development. For example, CEITL offers resources and expertise to support the university’s mission of enhancing student learning through the continual improvement of teaching. The Midcourse Assessment Process (MAP) offered by CEITL is available for instructors to obtain student feedback early in the course for formative use. The Academic Programs on College Teaching coordinated by CEITL and offered with the Graduate School offer instructors and graduate students opportunities to delve into the scholarship of teaching and learning. CEITL works with faculty on developing, implementing, and assessing instructional interventions designed to benefit student learning through Scholarship of Teaching and Learning (SoTL) projects. The new SEL survey implementation includes
clear guidance to chairs and deans on how feedback is to be interpreted and applied toward faculty performance evaluations, including guidance regarding the limitations of student survey data and the need to supplement with other forms of assessment, such as teaching portfolios. The pandemic forced a shift in delivery, resulting in a faculty who now have a greater competence with tools that allow for flexible course delivery including such as use of Canvas, Zoom, Kaltura, etc. Faculty also have access to several instructional course designers who assist specifically with online instruction (additional resources here). The Discovery Program monitors delivery methods for all courses in the Discovery Program. A review by the Discovery Program Committee is required if the delivery method changes in courses that are part of the Discovery Program.

UNH uses a mixed model of advising across the institution that employs both professional and faculty advisors depending on college, degree, and program. In addition, faculty mentors work with individual students throughout their programs to provide academic and institutional support. Continuing students meet at least once per semester with an academic advisor and are not permitted to register for courses each semester without providing evidence of having met with an advisor. Incoming undergraduate students receive advising at orientation and accepted student events on both the Manchester and Durham campuses. At the Law School, the Office of Academic Advising oversees residential JD and graduate student advising, and the Hybrid JD office serves as an advising and overall touchpoint for those students. At CPS, each student is assigned an academic advisor who is a specialist in the student’s program. Advisors communicate often with students via phone, videoconference, email, and text to ensure that students are aware of important deadlines, policies and procedures, upcoming course offerings, and progress toward completion. Resources for advising undergraduate and graduate students are available on the recently revised advising website. The revision adds new functionality allowing faculty and advisors to more easily refer students to CFAR, vet and military services, McNair Scholars, Math Center, Knack tutoring, and resources for basic needs. Resources for all advisors are located in a common online handbook. Various institutional and technical tools are available to help all students, faculty, and staff manage and optimize advising (e.g., My Wildcat Success, The Center for Academic Resources, Office of Academic Advising (UNHM), DegreeWorks) is used by all students, advisors and faculty to monitor degree progress. MyWildcat Success (based on the EAB Navigate platform) is an ongoing project to bring all advisors into a common platform that enables a student-centric web of support across academic affairs and student life offices. Through this technology, various advisors can share information on the same student, office and individual referrals can be made, and cases can be created and managed.

The Career and Professional Success (CaPS) office has career advisors and educators placed in every college at Durham and Manchester with strong collaboration (through both personnel and technology) with Concord and online students. This ensures that all students have access to career advising early in their academic programs. (PhD and JD students tend to work more closely with their own faculty and dedicated colleges’ offices for career advice). Team members serve as experts in employer relations, technology, data, and marketing/communications. The college-embedded CaPS directors build faculty and staff partnerships in the colleges that help integrate career education into students’ academic experiences, particularly at the undergraduate level. The CaPS director in the College of Health and Human Services, for example, shared career-related topics with over 1,400 unique students through classroom presentations in 2021. The CaPS director in COLA worked with the undeclared students, in partnership with professional advising staff, to include career readiness curricula in the freshman seminar and integrate career advisors into the MyWildcat Success platform. CaPS advisors cultivate internship and job opportunities to ensure that over their four years, most students participate in at least one internship (including fieldwork, clinicals, and research), and provide students with a UNH mentoring/network community on Wildcat Connections. On the Manchester campus, the CaPS career director led the way to become the first office to integrate GSC students into UNH by bringing them onto our career technologies and including them in our employer relations activities — thus establishing
CaPS as a core function of the new College of Professional Success. UNH Law has a similar career preparatory service, offered through the Career Services Office (CSO).

Through department and/or program curriculum committees, faculty in multi-section courses coordinate syllabi, textbook choices, and assessments as much as possible to ensure consistency, while faculty retain the academic freedom to tailor course content to match their experiences and expertise. Adjunct faculty are often professionals who come to the university to share their specific expertise. All faculty teaching courses are vetted for appropriate credentials and experience for specific content areas through hiring processes that begin with each program and college, as well as the Graduate School when appropriate (i.e., graduate level courses). Teaching within dual enrollment programs (UNHM, COLA) is shared by UNH faculty and approved high school faculty.

Professional development opportunities are system wide, and within colleges/programs many additional opportunities are available for all faculty and staff. For several examples visit: Travel funds, Faculty Development, Professional Success, Employee Tuition Assistance, Professional Development and Training, the UNH Media Lab, and Lean (which supports USNH employees as well as New Hampshire businesses, see report). In 2022 USNH added LinkedIn Learning free for all employees. The Center for Excellence and Innovation in Teaching and Learning (CEITL) regularly offers professional development in teaching excellence and instructional support to ensure that UNH’s educational offerings embrace the latest research-based pedagogies. Faculty are encouraged to innovate and learn new techniques of instruction. For example, CEITL and writing instruction faculty recently collaborated on an instructional seminar focused on how to use CHATGPT effectively. Another example is the FITSI summer workshop to which faculty apply and learn new technologies for effective teaching. Faculty teaching Writing Intensive courses have access to several opportunities professional development, including a yearly writing retreat (see Events webpage for link to FLYER), and other online resources. A newsletter is released each semester summarizing events and opportunities (see Fall 2022 Write Free or Die Newsletter and Faculty Testimonials offering are available in a hybrid fashion to support all three campuses and remote faculty. New this year is UNH’s membership in the National Center for Faculty Development and Diversity (NCFDD), a leading provider of professional development in higher education. All faculty are able to access online resources as part of membership. We plan to collect and monitor participation in NCFDD as the program progresses. Funds for professional development for lecturers are contractually specified in the CBA. Further, the University offers development programs and opportunities to employees through tuition reimbursement benefits, and other programs facilitated by HR or other external resources.

All USNH employees are now required to complete a harassment and Title IX training module offered through an external vendor (Get Inclusive).

Both internal and external faculty achievements and honors provide evidence of high-quality instruction and scholarship. Several University and college faculty awards recognize excellence in various domains of faculty activity, contributing to retention. UNH faculty are at the forefront of teaching innovation in understanding how students learn, embracing programs, such as Peer Led Team Learning, that provide evidence-based opportunities in building leadership skills for peer instructors while developing improved academic skills in students struggling with difficult content.

Collaborating with other educational institutions, disciplines, and industries to address real-world issues is highly valued at UNH and exemplified by several projects highlighted by the Research, Economic Engagement and Outreach office (REEO) and UNH Innovation office. UNH has partnered with Howard University on the Writing Academy since 2013, first welcoming Howard faculty to the UNH Writing Academy. After Howard created their own version of a writing institute the partnership shifted to the Howard University Graduate School. Another example is the new interdisciplinary collaboration targeting national intelligence and security. The faculty in the UNH Department of Security Studies partnered with Howard University (HU), the University of Massachusetts Lowell (UML), the College of Mount Saint Vincent (CMSV), and Northern Essex Community College (NECC) to create the Northeast Intelligence Community Centers for Academic Excellence (NE IC CAE). Their mission is to empower IC
CAE student scholars to address the many security challenges in our region, nation, and internationally. Aligning with our institutions' academic missions and IC employer requirements, the program will be interdisciplinary and applied, and will value teaching, deliver creative pedagogy, and develop diverse and inclusive learning communities. The program's focus is on preparing the next generation of diverse intelligence professionals. The theme of deepening an inclusive culture at UNH is underscored by the multiple efforts UNH developed to increase diversity at the institution at every level, with special emphasis on faculty, academic staff, and students. Several initiatives that are completed or underway to address ongoing efforts to create a welcoming and inclusive university are summarized here.

Appraisal: Overview

We are very proud of our high-quality faculty and staff and believe that their achievements speak to their excellence. We will continue to invest in professional development for all of our employees, and in recognizing the achievements of our academic faculty and staff. We recognize that systemic changes in technology and business processes need to continue as we restructure system-wide processes and implement a new Enterprise Resource Platform (ERP) over the next 5 years. We value the input and feedback of all employees, will continue the climate survey process, will continually strive for a welcoming and inclusive workplace where all can thrive, and will use changes in technology and business processes to better assesses employee supports.

Faculty and Academic Staff: Appraisal

As with much of the Northeast, we are struggling to hire hourly positions and many staff positions. Salary and wages for staff positions are being reviewed in light of recent market increases. UNH leadership is attentive to the well-being of all UNH employees, including individual perspective of job satisfaction within positions at UNH. The Executive Summary of the Climate Survey Report (2018–19) framed the survey as a metric to assess whether UNH is living up to its mission and values. While we acknowledged several strengths, we also identified several issues that needed to be addressed. A summary list of actions taken in response to the 2019 Climate Survey Report is available. In addition, the annual DEI report (2022 report) describes efforts made or in progress to improve working conditions for all UNH employees as well as students. We also remain committed to the continuous improvement of campus climate and transparent communications. A follow-up Campus Climate survey was administered in Spring 2023. By the time of the NECHE site visit, we will have an understanding of the impact of our past and more recent actions.

Longitudinal diversity reviews are conducted at the end of each academic year to inform recruiting and hiring deliverables. The CDO has provided a comprehensive review of Global Diversity and Inclusion Benchmarks (GDIB) to department leaders as a means of measuring levels of inclusiveness in academic departments. It is a self-assessment intended to prep spaces for inclusiveness as we work to increase diversity among faculty ranks. After use of this tool along with required training for search committees about bias awareness and best practices, we saw a small increase in diversity in both faculty candidate pools and hires across all three campuses. In addition, when a search committee does not come up with a diverse pool of candidates, the provost and president are committed to extending that search.

CREO continues to promote messaging around reporting incidences of bias, harassment, and discrimination based on federally protected identities. CREO engages in mitigation, investigations, resolutions, and sanctions where relevant and works with HR to provide ongoing and sustainable behavioral modification plans as needed. Strategies and structures in place that will manage diversity, measure results, refine approaches, and institutionalize a culture of inclusion include continued building of DEIA dashboards in Tableau to capture additional aspects of DEIA, a bi-annual DEIA climate survey, task forces to provide and implement recommendations from climate survey findings, and continued input and contributions from DEIA committees and councils like the Bias Assessment and Response
Team, the Inclusion Council, the University Commission on Community, Equity, and Diversity, and other similar councils embedded within all UNH colleges.

The Tableau dashboards relate diversity numbers as well as retention data and are customizable, allowing for the disaggregation of data. Current DEIA dashboards outline demographics such as race, ethnicity, and gender, and also provide cross-sectional information based on employee status (e.g., clinical faculty, tenure track faculty, lecturer, adjunct faculty, full time staff, part time staff, operating staff, professional or administrative staff), student status (e.g., full time, part time, degree seeking, non-degree seeking) and student majors. Additional dashboards are developed by request, resulting in a living and malleable database that has been an effective tool to track and assess diversity and measures of equity across UNH’s three campuses. For example, the Chief Diversity Officer uses Tableau to monitor and compare faculty retention across racial and ethnic demographics, to monitor and compare the number of faculty of color and women faculty in tenure track lines, to monitor the majors underserved students are pursuing, and so on.

In addition to the dashboard data and the Climate Surveys, we can learn more about retention of faculty of color through anecdotal information obtained through voluntary exit interviews conducted through the Office Community, Equity and Diversity. From these interviews we have collected rich subjective information that we can use to better inform our collective practices to make UNH a more inclusive and welcoming community. For example, we have learned that faculty of color often leave UNH for multiple reasons. The majority appear to leave because they have received better opportunities elsewhere (e.g., higher salary/benefits, greater research support, family reasons). However, some individuals choosing to leave have expressed climate concerns. We recognize that creating an inclusive environment takes intentional commitment and an attitude of continuous improvement. We are focusing on how to better retain our talented faculty through tracking retention data that shape and inform DEAI policies, services, and initiatives, and through strategic actions in every college and division to strengthen our talent.

Online services during the pandemic allowed for more inclusive practices across campuses. For example, UNH Law was able to more fully participate in CEITL programs for faculty development. Online practices are continuing in many venues that involve all campuses and remote faculty, such as many CIETL programs, Faculty Senate Meetings, and University Town Halls. We continue to experiment with balancing in-person interactions and remote accessibility by monitoring individuals’ perceptions and work productivity/effectiveness in each situation, either formally or informally. Many offices enable staff to work remotely 2 times a week, while maintaining an open office 5 days a week. Some roles, such as IT support and CPS, offer fully remote options for current and new employees. These changes are not changes in USNH policies, but rather changes in practice based on what was learned during the realities of remote work during the pandemic.

The investment in both faculty and staff professional development is both utilized and appreciated. We also recognize that the awareness of and use of these resources are inconsistent across units, and we are working to expand this message and the benefits offered to all UNH faculty and staff. Faculty participation in development opportunities from the Engagement and Faculty Development Office has seen steady participation in a variety of programs, including teaching practices, leadership development (e.g., for chairs and academic leaders), and pathways to professorships. Participation by type of program can be found here, showing T/TT and lecturers have the highest participation rates. As part of the Engagement and Faculty Development Office, CEITL supports course-specific professional development, which offered programs for instructors (yielding 294 distinct participants); 45 instructor consultations, and 62 participants in graduate student preparation courses for college teaching. In AY 2022-23, 68 instructors took advantage of the midterm assessment process in which instructors can receive, in real time, formative feedback.
Teaching and Learning: Appraisal

The APR documents provide evidence of faculty performance in scholarship, service, and teaching. Through AY2020-2021, teaching effectiveness was documented primarily through summative ratings on course teaching evaluations. During the pandemic, faculty were given options to temporarily suspend course evaluations, or use adjusted versions for online teaching, and supplement with other methods of their own choice. UNH took this period as an opportunity to reimagine course evaluations, based on prior years of evidence that the evaluations were, in line with national reports, impacted by bias and other factors not related to teaching effectiveness (e.g., bringing cookies to class on evaluation day). The Student Experience of Learning survey was created through an open shared governance process and fully launched in Fall 2022. Suggestions for using this new instrument for measuring faculty teaching effectiveness include pairing the SEL survey with teaching portfolios, peer teaching evaluations, and/or self-assessment. This new method focuses on faculty development based on student feedback about their learning preferences rather than student “assessment” of teaching. This represents a major shift in perspective of how we assess faculty teaching effectiveness, placing more emphasis on multiple sources of evidence (e.g., peer-assessment, self-study, student feedback) and actions taken to strengthen teaching rather than numerical rankings and scores. We are still piloting and conducting ongoing assessment of this innovative approach over a 3-year period.

Faculty receive support for research through the offices of Research, Economic Engagement and Outreach, and the Sponsored Programs Administration (SPA). SPA also oversees the institutional review board process ensuring ethical research on humans and animals. Newsletters are sent to faculty and staff periodically for updates regarding funding opportunities and other research related activities. The annual Collaborative Research Excellence (CoRE) internal funding competition is available for those seeking internal support for research and scholarship. In its seventh year, CoRE supports the advancement of interdisciplinary research excellence to address issues facing UNH, our state, region and beyond through five funding opportunities. In 2023 $60,000 was allocated to support Extension faculty who led, co-led, or were significantly involved in CoRE projects. Each year, REEO celebrates the many UNH faculty, postdoctoral researchers, graduate students, and staff who received prestigious external honors, prizes, special recognition and other accolades for their research, scholarship, creative, innovative and outreach achievements. Current and past recipients are available here.

Each year, UNH celebrates the work of faculty, staff, administrators, and students across the institution. For example, in 2022, 32 faculty representing a diverse array of disciplines and levels of appointment received university, state, and national awards for teaching, service, research and other scholarly work. Similarly, 13 students received national awards from, for example, the Department of Defense, the US Office of Personnel Management, and the National Science Foundation (NSF). These are in addition to student accomplishments referenced in Standard 8. Nine staff and administrators were recognized by national organizations for their work in community health, research, business, and leadership, among other fields. Team awards recognize collaborations among faculty, students, and their community and/or staff partners. UNH also recognizes over 20 faculty who have received Fulbright Scholarships for international scholarship from 1981–20, averaging at least one per year. The most recent summary of accomplishments is here.

The Law school has seen a 136% increase in total student population (275 to 650 students — particularly in the recently added online JD program programs), and as a result has increased the number of adjunct faculty from 28 to 57 (103% increase). While all hired adjuncts are qualified to teach, the Law faculty express that the number of full-time faculty is not sufficient to support future growth in the program. Both the dean of the Law school and the provost are aware of the situation and discussions are ongoing.

Undergraduate advising and retention efforts have been evolving to be more holistic, student-centered, and equitable through the efforts of faculty, staff, and students through the Student Success Summit Initiative that started in 2021. The Student Success Summit started with about 30 participants,
including faculty, staff, and students, and currently averages about 70. Participants work in grassroots ways based on conversations through networking, through a series of committees with certain tasks and goals, and through open forum discussion and planning sessions. The groups accomplishments include: (a) Funding for 7 new professional advisors across the colleges to transition first and second year students to mostly professional academic advisors with faculty mentors; (b) Expanded use of MyWildcat Success to include student life as well as faculty and professional advisors in order share information among advisors for the same student; (c) Expanded early alert system (from first year students to all students); (d) Pilot of the case management feature of MyWildcat Success across colleges; (e) Pilot of career advising in first year seminars; and (f) Collaborations among residence life and first year instructors and advisors resulting in complementary learning outcomes in first-year seminars and residence life curricula. Standing committees include an advisory board for student success, MyWildcat Success implementation teams, and data teams. There are cultural barriers to be worked on as we discuss a common first year curriculum and continue to build collaboration into systemic processes across Student Life, Academic Affairs, and faculty. The Law school recently negotiated in the new faculty union CBA to allow two new classes of faculty work in anticipation of near- and long-term future needs. The first is fully remote faculty. Because multiple programs are 100% online, remote faculty are not a disadvantage, and we anticipate that remote faculty positions will encourage more diverse faculty applicants than those attracted to the NH location. The second is the inclusion of off-cycle work years; because of the year-round classes, some faculty might want the flexibility to teach Spring/Summer or Summer/Fall academic year.

**Projections**

The leadership commitment to continuing and expanding the professional development of all employees is evident in the ongoing work of the climate survey process, and the strategic operational objective to strengthen talent. We will be continuing to improve the recruitment and retention of faculty and staff, and BIPOC faculty in particular, through monitoring the diversity dashboards and continuing training and awareness efforts. We will continue to respond to climate feedback both formally (through the climate survey) and informally, and broadly share the impact of the community's collective efforts.

We will continue to improve and use technology to help with human resource management. The WorkDay ERP project will include the capability to better track compliance with and effectiveness of HR training and programs such as Coaching for Performance. Once WorkDay is implemented it will allow a workflow to ensure that all full-time hires pass through CREO. WorkDay will also allow HR to track completion of Coaching for Performance annual reviews. We are working to improve systemic market equity reviews and reduce the need for ad hoc requests, and to grow in our understanding of how to best facilitate flexible hybrid work with personnel and business needs.

In addition to improving communication and access to professional development opportunities (from CEITL programs to the availability of LinkedIn Learning), we recognize that the upcoming years could bring some campus-wide needs for professional development. As we respond to shifting demographics in New England, there is an opportunity to help faculty understand the different needs of more experienced learners. Rapidly evolving technology (including generative AI) and changing learner expectations around modalities present additional opportunities for facilitating campus-wide discussions and professional development. We feel that through CEITL, our internal expertise, and our external resources we have the structure necessary to support our faculty and employees to navigate both their own professional development and the changing needs of our learners.
STANDARD SEVEN | Institutional Resources

Human Resources: Description

The university recognizes employees as one its most important assets, employing almost 3,000 non-instructional staff in Fall 2022, including the former Granite State College personnel:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNH Durham</td>
<td>2,071</td>
<td>648</td>
<td>2,719</td>
</tr>
<tr>
<td>UNH Manchester</td>
<td>42</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Law</td>
<td>27</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Granite State College</td>
<td>76</td>
<td>15</td>
<td>91</td>
</tr>
<tr>
<td>(now CPS Online)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,216</td>
<td>677</td>
<td>2893</td>
</tr>
</tbody>
</table>

**UNH Human Resources** ensures that everyone has access to information regarding benefits, postings for promotion opportunities, as well as processes for filing grievances and reporting issues as necessary. For the bargaining units, additional information is provided through the **USNH website**. Consideration of roles and scope of work for all employees is a shared governance endeavor with ongoing frequent reviews to ensure that sufficient people are in place in order to support the mission of the entire institution.

For example, program chairs and college deans engage in distributing work among faculty such that, in accordance with respective bargaining unit agreements, individual efforts reflect a balance of teaching, service, and clinical and/or scholarship responsibilities. Opportunities to request additional positions arise through the yearly budget process, Academic Program Reviews (every 5 years) and in the development of new programs or expansion of existing ones. Similarly, sufficient staffing within dining, housing, residential halls, academic support services and other co-curricular programs is monitored by supervisors through yearly reviews.

The CREO (Civil Rights Equity office) is engaged in our recruiting process to ensure that we meet all legal obligations as needed and is a resource to ensure that we have diverse candidate pools. CREO is involved with faculty and status staff hires of grades 25 and higher. **Job classification for non-academic faculty and administration** are posted on the HR website. **Academic administration and faculty appointments** are posted on the provost’s website. CREO engages at 3 stages of the hiring process: reviewing/approving candidates and processes at the semifinalist stage, finalist stage and prior to extending an offer.

UNH’s goals for equity resonate with the main message of our **diversity statement**, which is that we continually work to create “an environment of inclusive excellence where all students, faculty, and staff can thrive.” UNH is proud of the relative diversity of its faculty and staff when compared to the state demographics as a whole. For example, we have retained a stable percentage of faculty of color over the past 4 years (10.6%–11.8%) as well as students of color (9.7%–10.7%) over the same period. However, we continue to focus our efforts on building a more inclusive and representative community.

Financial Resources: Description

**USNH**

State law ([RSA 187-A:16 VII, VIII, and XV)](https://www.nh.gov/laws/rsa/187-A-167.html) authorizes the Board of Trustees to manage and control the financial affairs of the University System. The Board of Trustees (BOT) evaluates actual financial results and the short and long-term plans of each institution on a regular basis. Various financial updates are provided at each Board meeting with primary oversight assigned to the Financial Affairs Committee and the Investments and Capital Planning Committee. Institutional budgets and financial targets are presented as part of the overall annual budget approval process each year with USNH, and are also
periodically reviewed internally to ensure achievement of the financial targets. As UNH is the largest institution within the System, long-term financial stability of UNH is not only critical to the System but also critical to the State of NH. Accordingly, UNH leadership, systemwide leadership and BOT resources are devoted to ensuring the long-term financial stability of UNH.

The Board of Trustees delegates the oversight of matters related to finance and financial aid policy and associated planning to the Finance Executive Council. The FINEC is comprised of the chief financial officers of each USNH institution and other invited financial officers at USNH. It is chaired by the senior advisor to the chancellor for financial affairs. The Council’s mission is advisory to the Administrative Board (the chancellor and the presidents), and its charge is to consider, decide and/or make recommendations on strategic and operationally significant financial matters, according to the policies, ethics, and processes of USNH. Systemwide centralized/shared services such as Enterprise Technology, Financial Services (Payroll, Accounts Payable, Treasury, etc.), Human Resources, etc. are allocated to USNH institutions based on pre-determined allocation methods approved by the Finance Executive Council. The annual shared services budgets are approved by FINEC and the Presidents’ Council as part of the annual budget process. The allocation methods are based on various cost drivers/metrics such as institutional annual expenses. Given UNH’s size and research mission, its programs dominate the annual USNH Schedule of Expenditures of Federal Awards.

State law, Title XV, Section 187-A:25-a requires the engagement of an external audit firm. USNH undertakes a competitive proposal and bid process every 5-7 years to select the best qualified independent accounting firm at most reasonable cost to recommend to the governor for appointment to perform this audit. KMPG, LLP is currently engaged for this function.

UNH

For FY2023, UNH realized a preliminary positive operating revenue of $9.2M, with revenues of $726.4M and expenses of $717.2M. FY2022 ended $33.8 positive, following two years of COVID-driven operating losses (-$14.6M in FY2021; -$4.5M in FY2020). Fall 2023 is the fifth straight year that in-state undergraduate tuition has remained at $15,520; out-of-state tuition tends to increase approximately 2.5% each year. This Fall also represents the fifth year of the Granite Guarantee, which allows Pell-eligible New Hampshire students to attend UNH tuition-free and has benefited more than 2,000 students since its inception.

FY2022 expenses aligned with the institutional mission and purposes, led by instruction (23%) and research (24%), as defined by IPEDS and shown below:
Detailed financial reports are available to the UNH community, as well as the public, on the Office of the Provost’s website. Finance personnel monitor key performance indicators, regularly, evaluating any variation and taking action as needed. A sample from Spring 2023 is provided below, followed by discussion/analysis:

### Key Performance Indicators (KPI)

<table>
<thead>
<tr>
<th>Operating Income (Total)</th>
<th>FY23 YTD</th>
<th>FY23 Full Year Forecast</th>
<th>FY23 Budget</th>
<th>FY22 Actual</th>
<th>FY21 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Revenues ($M)</td>
<td>615.1</td>
<td>715.3</td>
<td>673.9</td>
<td>690.5</td>
<td>616.4</td>
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<tr>
<td>Operating Expenses ($M)</td>
<td>514.1</td>
<td>707.7</td>
<td>683.8</td>
<td>656.7</td>
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<td>Operating Income ($M)</td>
<td>101.0</td>
<td>7.6</td>
<td>(10.0)</td>
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<td>(14.5)</td>
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<td>Operating Income Pct</td>
<td>16.4%</td>
<td>1.1%</td>
<td>-1.5%</td>
<td>4.9%</td>
<td>-2.4%</td>
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<table>
<thead>
<tr>
<th>Undergraduate Enrollment</th>
<th>Grad Enroll (Spring R30)</th>
<th>Undergrad Gross Tuition ($M)</th>
<th>Undergrad Financial Aid ($M)</th>
<th>Undergrad Net Tuition ($M)</th>
<th>Undergrad Net Tuition/Student (Spring, $)</th>
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<tbody>
<tr>
<td>FY23</td>
<td>11,369</td>
<td>297.7</td>
<td>(133.9)</td>
<td>163.8</td>
<td>7,314</td>
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<tr>
<td>FY23 YTD</td>
<td>11,196</td>
<td>279.6</td>
<td>(132.6)</td>
<td>163.3</td>
<td>7,314.4</td>
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<tr>
<td>FY23 Full Year Forecast</td>
<td>11,514</td>
<td>304.7</td>
<td>(142.9)</td>
<td>161.8</td>
<td>6,920</td>
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<tr>
<td>FY22 Actual</td>
<td>11,417</td>
<td>284.5</td>
<td>(130.1)</td>
<td>154.4</td>
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<td>FY21 Actual</td>
<td>11,749</td>
<td>285.8</td>
<td>(125.6)</td>
<td>160.2</td>
<td>6,998</td>
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<table>
<thead>
<tr>
<th>Graduate Enrollment (Total)</th>
<th>Grad Enroll (Spring R30)</th>
<th>Grad Gross Tuition ($M)</th>
<th>Grad Financial Aid ($M)</th>
<th>Grad Net Tuition ($M)</th>
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<tbody>
<tr>
<td>FY23</td>
<td>2,858</td>
<td>59.8</td>
<td>(27.5)</td>
<td>32.3</td>
</tr>
<tr>
<td>FY23 YTD</td>
<td>2,858</td>
<td>59.7</td>
<td>(27.3)</td>
<td>32.4</td>
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<tr>
<td>FY23 Full Year Forecast</td>
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<td>FY22 Actual</td>
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<td>55.3</td>
<td>(24.2)</td>
<td>31.1</td>
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<td>FY21 Actual</td>
<td>2,821</td>
<td>50.6</td>
<td>(21.3)</td>
<td>29.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balances</th>
<th>Unrestricted Reserves ($M)</th>
<th>Total External Debt ($M)</th>
<th>Unrestricted Reserves/Debt</th>
<th>Current Use Gift Fund Balance ($M)</th>
<th>Restricted Reserves ($M)</th>
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<tbody>
<tr>
<td>FY23</td>
<td>243.1</td>
<td>144.8</td>
<td>1.7</td>
<td>40.2</td>
<td>1,069.1</td>
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<tr>
<td>FY23 YTD</td>
<td>139.1</td>
<td>142.1</td>
<td>1.0</td>
<td>38.7</td>
<td>1,116.5</td>
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<td>FY23 Full Year Forecast</td>
<td>117.9</td>
<td>142.1</td>
<td>0.8</td>
<td>51.0</td>
<td>1,133.5</td>
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<tr>
<td>FY22 Actual</td>
<td>132.5</td>
<td>152.8</td>
<td>0.9</td>
<td>46.3</td>
<td>1,068.3</td>
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<tr>
<td>FY21 Actual</td>
<td>65.4</td>
<td>163.4</td>
<td>0.4</td>
<td>43.5</td>
<td>1,088.0</td>
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</tbody>
</table>

### Operating Income

FY23 Operating Income full-year forecast is $17.6M favorable versus budget primarily due to the higher FEMA recovery of $15.8M, increase in grants and contract direct revenue of $18.7M, and increase in auxiliary services and other operating revenue of $9.9M. These are partially offset by decreased Net tuition and fees of $4.7M, increase in supplies and services of 15.3M and increase in employee compensation $5.8M.

### Undergraduate Enrollment

FY23 Undergraduate Net tuition full-year forecast is $1.5M favorable versus budget, primarily driven by $8.9M lower finance aid, which is partially offset by the lower-than-budgeted total student enrollment on the Durham and Manchester campus ($7.1M). FY23 YTD Undergraduate Enrollment reflects Spring ’23 R30 census data. Net tuition per student calculations excludes grant-funded financial aid.

### Graduate Enrollment

FY23 Graduate Net Tuition full-year forecast is $7.4M unfavorable versus budget due to lower-than-projected enrollment, unrealized growth online revenue, and reclassification for Athletics financial aid from undergraduate.
Balances

YTD unrestricted reserves balance is temporarily inflated due to the timing of Operating Income described above. Current Use Gift fund balance excludes certain funds not available for spending (i.e., pledges, investments, future capital projects, accounting adj). Restricted reserves include endowment corpus and net capital plant and equipment investment.

The 5-year Capital plan is updated each year, approved by the Space Allocation, Adaptation, and Renewal Committee (SAARC) and forwarded to the President. This plan documents the campus’ recommendations for capital investments that are needed to keep the campus current with programmatic needs and stay on top of deferred maintenance challenges. Part of the 5yr Capital plan includes dedicated deferred maintenance funding approx. $6M. This funding is allocated each year by the SAARC committee to critical projects across campus to ensure operational continuity.

The UNH Foundation and Office of Advancement is an independent, 501(c)(3) nonprofit entity with “publicly supported” status. The UNH Foundation oversees and carries out UNH’s fundraising efforts, as outlined in the UNH Foundation’s website and is led by an active board of directors with related committees comprised of donors to whom Foundation staff are accountable (https://www.unh.edu/give/board-directors). Communications with donors and the public follow ethical standards and policies as evidenced by transparent audit reports posted on the website. Foundation and Advancement staff work closely with UNH partners on fundraising opportunities and closely monitor fundraising initiatives such as the 603 Challenge in which staff recruit faculty and student alumni with several reach-out efforts including emails and announcements requesting broad participation (see fundraising campaign and the Foundation’s by-laws). No gifts are accepted which will limit UNH’s pursuit of academic freedom or integrity, or which would otherwise not be in the best interests of UNH. As required in UNH’s Gift Acceptance Policy, the UNH Foundation has a Gift Acceptance Committee that meets on a regular basis to review prospective gifts that exceed dollar thresholds and/or which may require exception(s) to the existing policy. Gift agreement templates are periodically reviewed by USNH General Counsel. In the collaborative process leading up to mid-level and large donations, donors articulate the purpose of their choice, and UNH seeks to best match the donor’s desire to UNH’s needs in creating a gift agreement suitable to all parties. Gift agreements follow an extensive review and approval process, including the Gift Acceptance Committee as previously noted.

Information, Physical, and Technological Resources: Description

PHYSICAL RESOURCES

In total UNH operates and maintains approximately 6M sq ft of space across its three campuses in Durham, Manchester and Concord. The Durham campus resides on approx. 1000 acres. Recent construction projects including, the renovation and addition to Spaulding Hall in support of the Biological Sciences program, and the Health Sciences Simulation Center in support of the nursing program are both examples of major construction projects that support these goals. A component of the Master Plan is a space utilization plan, currently under review. This effort will evaluate how space across the UNH campus is currently utilized and make recommendations for the future that will be incorporated into the new Campus Master Plan. UNH’s Classroom Maintenance Committee, comprised of the registrar, facilities, faculty, AT, and ADA and Student Accessibility offices, has worked to improve and upgrade classroom learning spaces. Sustainability and carbon reduction strategies will also be evaluated as part of this process. In Concord, the law school maintains its own master plan for building renovation and development of facilities and resources. In Summer 2023 the law school will begin two delayed projects to renovate the legal clinics and modernize public spaces in the law school library. The clinic and library faculty, respectively, have worked directly with administration, facilities personnel and architects to design spaces sufficient for the institution’s current programmatic and student needs.
LIBRARY AND INFORMATION RESOURCES

UNH has 6 institutional physical libraries: There are 4 on the Durham Campus, including Dimond, the main campus library, plus the Engineering, Math and Computer Science (EMCS) Library, Physics Library, and Chemistry Library. Manchester and Concord campuses each have their own physical library. The UNH Library in Durham, the largest library in terms of budget, collection and users served, developed a strategic plan for 2020-2025 which is aligned with the strategic objectives of UNH. The combined collection includes 1.1 million physical titles and 2.1 million electronic titles that serve and support the mission of the institution across teaching, learning, and scholarship endeavors, and provides a public service to the state of NH. Online and remote students are served through electronic and digital access and have full access to subject librarians.

Nineteen librarians and 53 FTE non-librarians, including student assistants work collaboratively across the three main campus libraries. In 2019, a shared catalogue was implemented across all three campuses, and electronic material access is available across the institution. Available remote services include the library’s catalog, interlibrary borrowing, electronic databases, digital collections, chat/email reference, electronic reserves (delivered through Canvas), research guides (Libguides), library websites (Durham library, Manchester library, and Law library) and an institutional repository.

The UNH Law Library has a faculty approved Information Literacy Plan (IL) and, through the Law Library Liaison program, has been working with faculty to improve information literacy education for students in all law classrooms. While the UNH Library in Durham has developed library learning outcomes and faculty librarians have advocated for an IL program guided by the Association of College and Research Libraries' (ACRL, 2015) Framework for Information Literacy for Higher Education.

ENTERPRISE TECHNOLOGY & SERVICES

UNH Enterprise Technology & Services (ET&S) has a strategic plan that aligns with UNH strategic priorities: https://www.usnh.edu/it/strategic-plan. ET&S maintains a thorough disaster recovery plan for all ET&S services. This plan was reviewed and updated in its entirety in 2022 as part of the shift to a USNH wide shared service technology provider. ET&S facilitated a campus-wide disaster recovery tabletop exercise in January 2023. All cybersecurity policies and standards have been reviewed and updated since Jan 2022.

Ensuring the integrity and security of data in reliable ways supports all operations at UNH, including student academic work, scholarship, research, and community outreach. Several examples include maintaining Canvas, DegreeWorks (facilitating student success), Hyflex learning environments, Microsoft 365, and implementing a USNH-Wide Wireless Consolidation, a universal campus portal, Cyber Detection and Response procedures and Identity Access Management. Further, ET&S supports the institution with expanding research, facilitating research excellence and ensuring inclusivity and equity for all students, staff, admins, and faculty (additional strategic priorities) through administration of Grant Management Software (Cayuse), Research Technology Governance, Research Technology Infrastructure, and Inclusive Learning Student Accessibility Services.

ET&S contributes to building financial strength by providing university leaders with timely financial information, reducing costs, and transforming the USNH system-wide IT department to create efficiencies and reduction of duplicative systems and applications. Several examples include supporting FAR, e-procurement systems, and using business tools that help advance fundraising, and make day-to-day technical operations more efficient. Demonstrating a commitment to investing in technology, USNH is investing in a modern ERP solution over the next 5 years to replace the human resources, finance, and student information systems across USNH (details on capabilities and timeline).
Human Resources: Appraisal

The inclusive culture theme and area of focus extends to all human resource efforts. Over the past three years, we have increased personnel capacity within the Division of Diversity, Equity, and Inclusion to a level we feel meets our mission and needs. For example, the Civil Rights and Equity Office created a new position in Fall 2022 (Equity Specialist) to assist with community education and bias reporting outreach and the Office of Community, Equity, and Diversity created a new Bias Support and Response Coordinator in late Spring 2021 to address concerns around how incidents of racial bias reporting were being handled. A new Faculty Diversity Hiring Framework that was piloted 2020-2021 and is now in full effect.

In 2022, the UNH Faculty Search and Hiring Manual was updated and is available on the provost website. A cross functional team including representation from UNH faculty (including dean taskforce leader, and one associate dean), CREO, HR Recruiting, USNH General Counsel, and academic staff support, worked together to update the manual with marketplace and UNH best practices, enhanced affirmative action approval guidelines, enhanced uses of the applicant tracking system and offer letter process through PeopleAdmin, and the addition of specific search checklists.

Financial Resources: Appraisal

USNH

The most recently available (March 2023) USNH Quarterly Status Report shows that projected USNH FY23 operating margin — although down slightly from FY22 — is still positive $17.5M with a 1.8% positive operating margin, revenue sources are sufficiently diverse, and administrative expense per student is on par with New England peers.

UNH leadership, systemwide leadership, and the Board of Trustees continue to model 5-10 financial years plans for each institution and the System on a periodic basis. From a financial perspective, all USNH institutions are focused on both reducing costs and increasing revenues where opportunities exist. Faced with possible declining enrollment because of declining demographics, the System and each institution continue to seek ways to:

- Reduce costs via restructuring activities, leveraging systemwide shared services, leveraging purchasing power as a system, etc., and
- Increase revenues which include increases in State of NH support. State of NH funding for the FY24/FY25 biennium were approved in June 2023 and include both an increase in operating funding as well as continued support of the UNH capital program.

Additionally, updated campus master plans are currently in process for all individual USNH institutions (funding approved in the FY24 budget) to assist with future facility planning and investment decision-making as well as to identify possible opportunities to further reduce annual fixed costs and deferred maintenance.

The Board of Trustees recently approved various institutional strategic investments as well as the investment in a new systemwide ERP technology solution (supporting financial, human resources and student operations) which will be made over the next few years. The approved investments include a significant investment to renovate UNH Hetzel Hall which will generate additional operating margin for UNH along with other UNH strategic investments in online programs/technology, etc.

UNH

UNH has been able to recover from the pandemic to bring its unrestricted financial resources from $57M in FY20 to $132M in FY22, and Moody’s reaffirmed USNH’s credit rating of Aa3, with an outlook of “stable,” in May 2023. FY23 ended with UNH meeting the 1% operating margin set by the board of
Overall recurring expenses have increased from FY2018 to FY2023 by 17%, while overall revenues have only increased by 16%, at a time when student headcount is declining (note that only Durham undergraduates are shown here). A more detailed comparison of revenue from FY2023 to pre-COVID FY2018 shows the following. Note that they do not include Granite State College data:

From this, several trends are evident:

- Declining revenue from net tuition/fees is commensurate with enrollment declines;
- Revenue from grants, contracts, financial aid, and Pell accounts for an increasing proportion of revenue, driven largely by the R1 classification expectations;
- State appropriations have increased modestly ($5M); and
- New hybrid programs at UNH Law have been very successful, especially with of-state students, with revenue gains of more than $10M since FY2018.
A similar comparison is done with expenses below:

Again, several trends emerge:

- Salaries and wages have increased by $28M, at a time when total enrollment has decreased by approximately 1,000 students. Much of this increase is driven by grant-funded staff, university-wide cost-of-living increases, and other adjustments based on collective bargaining agreement.

- This, combined with a $70M increase in supplies and services, mostly driven by grant and research activity, has underscored the importance of diligent expense control.

To remain financially stable and meet the board’s operating margin goals, each year requires short term adjustments, and these (often) last minute adjustments decrease our effectiveness in setting and achieving strategic priorities. Thus, we recognize that for long-term financial stability, we need to make changes in how we forecast and budget. The need for adjustments stem from national trends like decreased enrollments in higher education, expected decrease in New England school age population (resulting in more competition for a smaller number of New England students), an increase in competition within the higher education market with micro credentials, badges, and certificates, and continued insufficient state funding.

As part of achieving financial stability and aligning the budget process with strategic priorities, the university is making a concerted effort to establish a new budget and expenditure model. For the past two years, the former Responsibility Centered Management (RCM) system was replaced with a “do no harm” centralized budgeting approach designed to hold expenses comparable to past years while a new financial budget and allocation model was developed. While progress was made in developing new approaches to resource allocation for the FY 24 budgeting process, the underlying tax structure did not work with the resource allocation as designed. Difficulties with the draft model were complicated by additional constraints due to expenses increasing faster than revenue, and pressure from USNH to further cut our projected expenses. For FY 24 we are again operating in a largely centralized budget system. Our finance team is working with the Executive Committee to build a reliable projection of how the trends of growing fixed expenses, decreasing income from our traditional sources (i.e., residential undergraduate students) and strategic priorities around diversifying income (e.g., international student enrollment, online programs, professional development and training industry partnerships) can be modeled.

The long-term impact of the merger on the University’s and USNH’s overall fiscal position will become clearer over the next 2 to 3 years. Audited financial statements show that both institutions finished FY22
with positive net positions (see USNH Annual Report). Pre-merger, GSC was producing an operating margin of between $1M and $3M annually.

The University initially allocated $4.1 million to complete the merger. Hiring constraints and other delays caused a significant underspend in FY22, resulting in increased budgetary demands in FY23. As of the end of FY23, we have spent $4.7M on merger-related costs. Because it was a priority to keep all educational offerings operating through the merger and because the deadline of July 1, 2023, as part of State legislation, the investment in Elucian (Banner and DegreeWorks) consultants and third-party technology groups to make up for internal resources was deemed a reasonable additional cost. UNH and University System leadership review the budget regularly and are aware and supportive of the adjustments.

UNH Advancement has achieved the second most successful fundraising year in our history — behind record-breaking success of $78M last year. UNH now stands at $253M in campaign achievement toward a working goal of $400M. The Development team is currently planning for FY24 and has already booked several gifts in the new fiscal year. In addition to goal-setting for FY24, over the next two months, the Development team is firming up strategies for how to successfully meet our $400M working goal.

Information, Physical, and Technological Resources: Appraisal

PHYSICAL RESOURCES

Approximately every 10 years the Campus Masterplan (CMP) is updated. The current plan that is posted (2017) is delayed in large part because of staffing shortages precipitated by the CERP (Covid retirement plan). The university upgraded its facility management software to collect and maintain accurate information in one system and has hired a consultant to assist with the Campus Masterplan (CMP) update process. Work on the CMP will continue through the upcoming academic year with completion in the Fall of 2024. This effort will evaluate the universities’ strategic goals and initiatives, review existing facilities and infrastructure, look at future demographics, and solicit feedback from across campus regarding UNH’s future needs. Per UNH’s Sustainability priority, the CMP will incorporate continuing efforts in considering material and environmental safety and well-being of community members through the many facets of the Sustainable Development Goals (see the Sustainability dashboard). The result of the CMP effort will be a vision for the campuses for the next 20 plus years.

LIBRARY AND INFORMATION RESOURCES

In the 2020 Huron report, the UNH Durham library was identified for a 15% reduction over three years (FY21, FY22, FY23). The library has mostly met these cuts through reductions in the collections budget and a restructuring that has allowed the library to reduce staffing overall. The UNH Library has also made considerable changes to the way it contributed to information literacy instruction over the past ten years. Changes have been in four main areas: personnel, instruction strategy, collaboration and partnerships, and resource development. A complete list of changes is available in Workroom documents.

Enterprise Technology & Services: Appraisal

The merger presented a formidable and complex task for information technology, particularly in the necessary work of merging two Banner systems into one. The optimal deadline was to have the entire registration and student record systems by Summer 2023 if possible and more realistically by Fall 2023. It is a testimony to the dedicated and talented teams that were able to successfully accomplish this work prior to summer 2023.

UNH has done much to modernize and secure the information technology environment to meet the needs of today’s students and best support faculty and staff, while minimizing duplicative technology applications (e.g., Box and OneDrive) to reduce expenses improve technology support efficiency. ET&S
cost and staffing size have been carefully reviewed and adjusted in the 3 years since the USNH Shared Service Technology organization was created. All customers who receive support from ET&S are given a survey to complete after the ticket is closed. Overall satisfaction with the service has moved from an average of 4.6 in September 2020 to 4.9 in September 2023. USNH has invested in improving technical support with the expansion of Help Desk services support to be 24/7 including holidays beginning in Fall 2020.

UNH has improved its protection of data and resources from cyber threats through multiple investments and initiatives. Some of these improvements include:

- Policy and Infrastructure Updates (Cybersecurity policies and standards updated in Jan 2022)
- Cybersecurity Incident Response Refresh – Partnered with industry leading firm CrowdStrike to assist with cybersecurity detection and response. This ensures USNH has 24/7 protection against advanced cyber threats.
- User experience and data protection
- Multifactor Authentication deployed to VPN, Email, SharePoint and OneDrive File Storage securing access to sensitive data
- Modern Cloud Platform with Single-Sign-On deployed simplifying user login across all applications and providing advanced security controls

As part of UNH’s sustainability priority, several efforts extend beyond minimal requirements in considering material and environmental safety and well-being of community members. Several examples are outlined on the Sustainability dashboard.

Projections

In the short term (FY24), we are again committing to the Board that we will achieve a 1% margin, which means working to remove ≈$6M from the current budget through short-term measures used in the past such as delaying hiring, reducing discretionary spending, and utilizing gift funds.

In the long term, UNH is closely monitoring regional and national enrollment forecasts that suggest new first-time undergraduate enrollment will peak in Fall 2024 before declining slightly but steadily for the next several years. This is also informed by UNH’s financial aid metrics compared to regional peers16 are shown below:

- UNH in-state cost-of-attendance to average: $35,350/$33,418
- UNH out-of-state cost-of attendance to average: $54,260/$55,824
- Percent of UNH students receiving institution grants to average: 93%/89%
- UNH aid award to average: $12,130/$12,118
- Percent of UNH students receiving Pell to average: 17%/22%
- Percent of UNH students receiving loans to average: 58%/54%
- UNH student loan amount to average: $10,862/$9,372
- UNH discount rate to average: 42.5%/38%

By early Fall 2023, the president will have been presented with several budget scenarios that model revenue based on variations in in-state tuition, out-of-state tuition, and auxiliary income, with a decision on the long-term strategy expected shortly thereafter. This will be in conjunction with strategies that enrollment management has been deploying, including raising high school academic performance metrics to recruit well-prepared students who will persist through graduation, and strategic marketing for both undergraduate and graduate and programs, as well as improvements have been made in orientation and advising to increase student retention, as described in Standard 5. Also, requiring

16 University of Vermont, University of Rhode Island, University of Maine, University of Massachusetts, and University of Connecticut
second-year students to reside in campus housing (effective Fall 24) should result in an addition net revenue $1.8M annually.

The most important activity around financial resources for the future of UNH, is redesigning the financial modeling and budgeting processes that incorporate our strategic priorities and the predicted external forces, such as changing demographics, that impact our financial stability. A national search for a new Chief financial Officer (CFO) will be underway in mid-August. We are currently working with an Interim CFO from The Registry who has experience in modeling budgets in institutions of higher education that are financially sound and aligned with strategic priorities and market predictors. We are doing this work from a position of relative stability, so we are confident that we can emerge as an even stronger university in 10 years.

The next most important investment in financial stability is an investment in information infrastructure across the University System of New Hampshire. President Dean and the Board of Trustees recently approved moving forward with Workday, Inc. as the software provider for a new Enterprise Resource Planning (ERP) solution. The new ERP is designed to build and integrate the business processes that support the people, revenue, procurement, expenses, and key customer engagement processes that drive positive business outcomes. System conversions will require a multi-year implementation effort with planning beginning in Spring 2023 to deliver the first capabilities during late 2024. The goal for full implementation is anticipated in 2027. The extended period to complete this effort will ensure we have time to collaborate across the university system on critical needs, complete comprehensive system testing including user input, and make available detailed customer training. This effort will involve stakeholders and offices across the university. Based on the lessons learned from the system-centralized restructuring of finance and IT services, much more attention is being given to stakeholder user groups much earlier in the process design of the project. See here for the details.
UNH’s URC is one of the oldest and largest undergraduate research events in the country.

Hamel Center programs support student involvement in real-world research applications.

UNH’s PAWS veterinary clinic offers low-cost services and provides invaluable training for students.
STANDARD EIGHT | Educational Effectiveness

Description

In the past 5 years, we have improved and increased our reliance on several indicators of success that focus on our 4 strategic priorities intended to guide our aspiration of being within the top 25 US universities as measured by several areas of key academic performance. The metrics target student-centric indicators of degree enrollments and retention across all three campuses and by types of degree. Our progress is tracked by dashboards that update our standings in sustainability, loan repayments, research funding per faculty member, and graduation rate performance, among other metrics. The data are evaluated continuously and used to make financial decisions, initiate innovative programs, and adjust existing ones across all three campuses. Significant improvements have been made since the last self-study in our publication of Student Learning Outcomes as well as our Academic Program Review procedures; both are discussed in Standard 4. Aligned with student-centric high-impact practices, UNH Extension recently submitted an application for a Carnegie Elective Community Engagement Classification. Through collaboration with the American Council on Education (ACE) the Carnegie classification provides recognition to US colleges and universities for institutionalizing community engagement.

We elected to present our story through selected examples in 5 different educational effectiveness areas. These show different approaches to delivering high-impact learning practices and provide outcomes that demonstrate how we know our students thrive across all areas of our institution. Cocurricular programs are foundational to our students; they foster the interpersonal skills that are often the special ingredients for future success and complement academics either through enhancing the residential experience (Durham) or by establishing communities in which students feel a sense of belonging (UNHM and UNH Law).

- **Success in research:** As UNH strengthens research capacities, students can expand participation in research in more ways than previously possible.
- **Success through innovative programs:** Programs that address real-world issues provide students with skills and opportunities to become changemakers in matters important to them.
- **Success in traditional student assessments:** Common assessments help document institutional and student achievements.
- **Success in faculty/staff/student collaborations:** Students benefit in unique ways when they have opportunities to partner with faculty and staff in both curricular and cocurricular opportunities.
- **Success through student accomplishments:** Student accomplishments showcase UNH’s extraordinary dedication, as an R1 and midsized state institution, to elevating the academic experiences for students through not only excellence in teaching, but also through encouraging students to follow their passions. This section casts light on examples from the past two years (e.g., special recognitions, scholarships, awards, etc.).

Success in Research Examples

Research participation at UNH is broadly viewed as an opportunity for students across the institution to deeply explore areas of interest within or outside their major fields of study. Engaging students in research is embedded within UNH’s mission and the four strategic initiatives, and referenced in each of the colleges’ mission statements.

UNH’s commitment to engaging students in research is evident in the Undergraduate Research Conference (URC) held on the Durham and Manchester campuses, with events open to the public. A description of recent faculty-student URC partnerships can be found here. The URC’s size, scope, and number of participating students and faculty make it one of the largest in the country. An average
of 2000+ students participate each year with nearly +/- 450 faculty members serving as mentors and advisors. It is also one of the longest-running in the nation, marking 24 years in 2023.

The UNH Graduate School highlights graduate student accomplishments in several ways. Graduate students participate in the Graduate Research Conference (2023, N=130) as well as the Northeast Association of Graduate School’s research competition using the Three Minute Thesis (3MT) approach (2023, N=32). Developed by the University of Queensland (UQ), the competition cultivates students' academic, presentation, and research communication skills as they effectively explain their research in three minutes with only one PowerPoint slide.

Successful grant funding provides other evidence of how UNH’s research status impacts students. The 2022 Spark issue that reviews UNH’s year in research noted that in that year, UNH received the largest amount of funding ever in our history. The current Spark issue is here. One exemplar is HelioSwarm, which is providing research experience to 36 graduate and 30 undergraduate students. NASA has selected UNH to lead a $250 million mission — the largest NASA contract in UNH’s history — that will improve our understanding of how the sun affects the space environment around Earth. HelioSwarm will include the development of a suite, or swarm, of nine spacecraft to observe turbulence in the solar wind — charged particles released from the sun — and the interplanetary magnetic field. UNH’s Space Science Center will oversee and coordinate all aspects of the mission, including preparing the spacecraft, designing onboard instruments, and managing the entire team of scientists, researchers, student researchers, and contractors.

UNH is a lead institution on a mission that NASA will launch in 2025, Interstellar Mapping and Acceleration Probe (IMAP). IMAP will help researchers around the world better understand the boundary of the heliosphere, a bubble surrounding and protecting our solar system. The heliosphere strongly affects the radiation from our galaxy that poses hazards to human and robotic exploration, and likely affected the development of life on Earth. IMAP will collect and analyze particles that are used to map the heliosphere’s boundaries. The IMAP student collaboration is a component of the mission and consists of a 3U CubeSat, which will launch separately from IMAP as part of NASA CubeSat Launch Initiative (CSLI) in 2025. Howard University and Sonoma State University undergrads and faculty are collaborating with the UNH team in the IMAP Student Collaboration, which is on track for delivery in 2025.

UNH’s Collaborative Research Excellence Initiative (CoRE), supported by UNH’s Office of Research, Economic Engagement and Outreach, was developed to ensure that our research mission was tightly tethered to serving the state of NH and beyond. Now in its fifth year, CoRE has invested more than $2.2 million into 83 research teams. In just the first three years, CoRE initiatives resulted in $44 million in new grant awards from external funders. Among the successful collaboration teams, an assistant professor of computer science and a professor of occupational therapy launched an assistive robot project in 2019 with funding from a CHHS grant on technology and aging. The initial project resulted in one of the largest grants ever obtained in a partnership with CHHS. The five-year grant totals $2.8 million, one of the largest ever received in CHHS, from the National Institutes of Health’s (NIH) National Institute on Aging. It supports an interdisciplinary effort to develop and test social assistive robots to aid in the care of individuals with Alzheimer’s disease and related dementia in the comfort of their own homes. This project is anticipated to include approximately 75 undergraduate and graduate students from both CHHS and CEPS in cross-disciplinary training and research.

Success through Innovative Programs Examples

Innovative programs offer students unique opportunities that are relevant to future careers and model the educational impact of their degrees on local, national, and global communities. UNH supports the creation of innovative programs through various sources, with most receiving external funding support from donors and external grants. Additional examples beyond those described below are here.
Many of our innovative programs are designed to elevate student performance or to make the university more accessible to all NH (and beyond) citizens. For example, the Dive In and Deliver (D2) community collaborations with secondary schools in Manchester focus on preparing the area's diverse secondary school population for the transition from high school to college. A multidisciplinary team of UNHM librarians, English faculty members, writing specialists, and professional tutors successfully applied for a Dive In and Deliver (D2) grant from the UNH Office of Community, Equity, and Diversity. In June 2021, the D2 team offered a free, virtual workshop in which high school English Language Arts educators, English Language Learner teachers, and school librarians/media specialists from around the state participated in a unique professional development opportunity.

UNH’s Sustainability Institute welcomes Food Solutions New England 21-Day Racial Equity Habit-Building Challenge to our campus community each Spring (in the last 3 years, 337-105 faculty and staff have participated each year). The challenge is designed to create dedicated time and space to build more effective social justice habits. UNH students, staff, and faculty together have been building skills and will to address racial inequities, using the challenge as a tool. It allows space for individuals to first explore their own bias and gain understanding of how it influences thoughts, behaviors, and practices. It provides a pathway for embracing the intersections among our academic disciplines, careers, and humanity in a more just and equitable way.

An example that created local NH impact was the Teacher Residency for Rural Education Program (TRRE) in COLA. Between 2016 and 2021, TRRE recruited and prepared people with a desire to become elementary or secondary math or science teachers for students in rural, high-need schools in NH. The 35 TRRE graduates present an important successful educational outcome for the state. All graduates now live, learn, volunteer, and teach in TRRE partner community schools in NH. During the 2021-2022 academic year, TRRE focused on in-class support for graduates and school partner districts.

PAUL College’s First-year Innovation and Research Experience — commonly known as FIRE — is a groundbreaking research and innovation program organized as a year-long, game-like experience that encourages students to become immediately involved in campus life alongside a small team of other first-year PAUL students. Following full implementation in 2018, students noted in post-program surveys that they developed a better understanding of campus life at UNH and within Paul College, improved understanding of how to access academic resources, and improved skills in working with peers in teams. In 2022, FIRE survey results (1st completed class, N=628, 78% response rate) showed that 66% believed FIRE contributed to their involvement on campus, 86% felt more prepared for their course load at UNH, and 80% of students felt more prepared for life after UNH. Impressively, 94% of students noted FIRE and their peer advisor as a crucial resource for their first-year success on campus.

The Theatre and Dance (THDA) Department in Durham ensures that students participate in broad opportunities to extend the arts into all aspects of the university. For example, THDA students often conduct research through grants from the Hamel Center for Undergraduate Research and present at the URC. The Naked Arts is an innovative interdisciplinary program featured at the URC, for example. Students who present at Naked Arts often go on to graduate school programs, continuing their URC research in their graduate work. Another innovative program with far reaching impact is a student/faculty committee created as an outlet for expressing issues with equity, diversity, and inclusion, and to create more inclusive programs. Due to their efforts, the program is implementing improved strategies for inclusivity within productions. The THDA department additionally prepares students in standardized patient training for actors (SPT). Upon completion students receive a certificate of completion that positions them to work anywhere in the country.

UNH’s InterOperability Laboratory (UNH-IOL) tests networking and data communications products. Operations are executed through fewer than 30 full-time staff and over 100 student interns in any given semester. Since 1988, the laboratory has fostered multivendor interoperability while preparing
Students for careers in the industry. The laboratory has grown steadily into one of the industry’s premier independent proving grounds for new technologies.

Semester in the City (SITC) is another innovative high impact educational opportunity with real-world influence. UNH was one of the first academic partners to collaborate in developing the SITC program with the College of Social Innovation (CFSI). SITC engages students in rigorous, immersive internships with leading social change organizations in Boston (and now departments at UNH). UNH students who participated in CFSI programs report achieving a professional-track full-time employment at higher rates than their peers upon graduation, according to post-college surveys (2017–2019, N=83 alumni).

At Franklin Pierce School of Law, the launch of the Hybrid JD program marks a nationally recognized innovative program with strong indicators for the future of legal education. One of the first online JD programs in the US approved under a special variance by the American Bar Association, the specialized degree in Intellectual Property, Technology, and Information Law allows JD students to compete required coursework primarily online with four in-person meetings each year. Attracting students from around the United States, and now the world, the class is highly diverse. Launched in 2019, the first cohort graduated on schedule in December 2022, and graduates are taking the bar exam in multiple states at the time of this report’s writing. In recent years the ABA has raised permitted enrollment cap to 120 students, granted the law school permission to both enroll international students and hold on-site Immersions overseas, and to expand beyond Intellectual Property, Technology, and Information to additional specializations, which the law school plans to announce in the 2023–2024 academic year. The program was named the best online program by PreLaw magazine, received a Bloomberg 2022 award and recognition for innovating and reinventing law school pedagogy.

The faculty in the Durham/UNHM Department of Security Studies (DSS) developed a partnership with Howard University (HU), the University of Massachusetts Lowell (UML), the College of Mount Saint Vincent (CMSV), and Northern Essex Community College (NECC) to create the Northeast Intelligence Community Centers for Academic Excellence (NE IC CAE). With a focus on preparing the next generation of diverse and qualified intelligence professionals, the mission of the organization is to empower student-scholars to address the many security challenges in our region, nation, and internationally. Aligning with UNH’s and the other partner institutions’ academic missions and IC employer requirements, the program will be interdisciplinary and applied. The program is designed to value teaching, deliver creative pedagogy, and to develop diverse and inclusive learning communities. Among several impressive experiential learning opportunities DSS has already created for their students, several stand apart as unique, including consulting with a local community police force in selecting an Artificial Intelligence (AI) vendor.
through running the department’s interviews and demonstrations, and providing evaluations and cost estimates for cybersecurity infrastructure.

**Success in Student Assessment Examples**

Under President Dean’s leadership, UNH has expanded and strengthened our use of data to guide our institutional knowledge regarding student achievements and successes. Dashboard summaries ensure that this information is publicly available. The **metrics** allow us to track UNH trend data and compare ourselves to other institutions (sources include IPEDS data, *US News* ranking, STARS, and NSSE). Our graduation rates have been remarkably consistent at approximately 86% over the past 10 years. Within each of the four strategic priorities, there are internal goals and data points that are updated frequently to track improvement and goal achievement (see [https://www.unh.edu/leadership/future](https://www.unh.edu/leadership/future)). For example, we make **publicly available** our graduation rates for undergraduate and graduate students and all licensure passage rates for programs that have them (see Data First form 8.3). Further, the Educational Excellence Committee (USNH) produces an annual program review of each USNH institution ([report](https://www.unh.edu/leadership/future)).

Central to our mission as the state’s land-grant and flagship institution, one of UNH’s **strategic priorities** is to **Embrace NH** through collaborations and supports. The university pays close attention to the numbers of UNH student internships (see figure to the left), our graduate employment rates within the state (43% UG and 54% GR for Durham and Manchester and 72% in law), and key partnerships with community businesses (see UNH’s [Carnegie Community Engagement Application](https://www.unh.edu/leadership/future) for examples across each campus as well as administration’s NH [Tour](https://www.unh.edu/leadership/future)).

UNH BS/BA and MS degree students are more likely to report being employed than graduates of other New England schools, as well as compared with national public institutions ([Source: NACE Report 2021 and FDS](https://www.unh.edu/leadership/future)).

![Map showing UNH undergraduates complete their internships within the state of New Hampshire, based on the Student Experiences Survey administered by CaPS.](https://www.unh.edu/leadership/future)
These trends are shown to be consistent over time (see the graph below).

However, while success rates are higher, the salaries of our graduates are lower than each of the comparators (see below). We are presently uncertain about the salary difference and need to investigate further.

In AY 2020–21, Student Life programs strengthened their culture of assessment and developed SLOs that are complementary to academic programs. Cocurricular outcomes assessment plans are currently in various stages of development across the programs. Residential Life at Durham has been leading the way, with an annual survey of students living in residence halls that has allowed staff to continuously improve (response rate is consistently above 80%).

Over the last 5 years, the NECHE liaison, the provost’s office, and an IR&A analyst expanded the resources available to faculty about SLOs and assessment plans and worked to cultivate a culture of assessment. The team created workshops, formalized templates, articulated guidelines and expectations, shared exemplars, and offered consultations and feedback on drafts. Faculty liaisons within each college supported faculty and helped us nudge programs toward formalized SLOs or plans. In 2018 ≈50% of undergraduate and ≈20% graduate programs had assessment plans; now those proportions are 98%
and 94%, respectively. Furthermore, 93% of undergraduate and 86% of graduate programs meet the quality expectation that the plan has at least 1 direct measure and articulates that it is the program, not the student, that is assessed.

Success through Faculty/Staff-Student Collaboration Examples

Since 2001, more than 400 students have volunteered to help their peers (≈8000 students to date) become stronger learners in chemistry. In the Peer Led Team Learning (PLTL) model, Peer Leaders take a small concurrent course on human learning and group dynamics, while also reviewing chemistry content. The volunteers earn academic credit and can advance to senior leadership positions. The program began 22 years ago, spearheaded by a chemistry faculty member with NSF support. Outcomes of the program are described here and published here. This program model is now being applied in math, biology, and physics.

On the Manchester campus the librarians, the Center for Academic Enrichment (CAE) professional staff, and the First-Year Writing Program faculty collaborated to support undergraduate students throughout the research process. This effort was realized by adapting a highly effective peer-tutoring program, integrating basic information literacy instruction skills into the tutor training curriculum, and incorporating the peer tutors within library instruction classes and activities. This publication focuses on the current iteration of the Research Mentor Program, describes recent changes to the mentors’ information literacy training, and examines valuable lessons learned throughout the program’s evolution.

Career preparedness as a measure of student success is central to UNH’s mission and obligations as a land-grant institution. UNH helps students appreciate that the world of work has changed, and that change will continue to accelerate. UNH recently launched a Student Worker Skills Building program that focuses on in-demand skills that are considered “AI-resilient.” The value proposition for on-campus jobs has been boosted with the opportunity through CaPS to earn micro credentials in several soft management skills, including how to manage teams.

By leveraging the teaching/research/service relationship between Northeast Passage and the Recreation and Management Program (RMP, CHHS), UNH provides a unique graduate curriculum that incorporates the latest theoretical knowledge, technical skills, and evidence base for safe and high-quality professional preparation of therapeutic recreation and adaptive sport personnel. Northeast Passage is a chapter of Move United, serving people with disabilities and their families in the Northeast and beyond. An example of one student’s journey exemplifies the potential impact of the program.

The Communication department has created a Civil Discourse Lab (CDL) with a mission to institutionalize civil discourse at UNH. The CDL brings together students, faculty, staff, and the community into a space of learning to incubate ideas and experiment with processes needed to address pressing issues of civic importance.

The PAWS Veterinary Clinic provides veterinary technology students a service-learning opportunity. Partnering with faculty mentors, students work in the clinics to serve low-income pet owners, while learning communication and technical skills. The program admitted its largest freshman class \(N=20\) to date in 2021 and expects to contribute its largest graduating class to the NH veterinary workforce in 2023.

Success through Student Accomplishment Examples

Capstones in the major provide direct information regarding student success in completion of undergraduate degrees (see E-Series for capstones by major). First Destination Surveys (FDS) are conducted every year through a partnership with CaPS and IR&A. The survey provides information regarding how we serve our mission and the state, and includes postgraduate outcomes, participation in internships, and employment status, as well as degree satisfaction and other outcomes related to experiences at the university. For example, for the Class of 2022, the majority of graduates were (1)
employed or continued onto further education (94% of undergrad; 96% master’s, and 95% doctoral graduates); (2) were satisfied with their UNH education (91% of undergrad, 90% of master’s, and 84% of doctoral degree graduates were extremely or somewhat satisfied); and (3) the majority participate in internships while at UNH (see figure below for undergrad; 64% for grad).

Alumni surveys are conducted at 5- and 10-years post-graduation (through the National Alumni Career Mobility Survey, or NACM) and have shown alumni find relationships with faculty were impactful in shaping their professional development. In addition, many programs send surveys to students and employers, which are not always collected centrally but are referenced in their APRs. We also post all relevant pass rates on national examinations (See 8.3 | Data First Form on Page 8.1). Feedback from these various sources provides information used for continuous improvement and recruitment.

Academically talented students are supported in seeking extraordinary opportunities through fellowships and academic awards. The scope and number of prestigious award winners show the successful academic preparation of our students. Importantly, both applicants and recipients represent an inclusive sample of students from across the institution. Several examples here represent AY 2022/23 successes.

UNH has a robust ROTC program in both the Air and Space Force and the Army. UNH’s Army ROTC is listed as one of the top 8 in the nation and was awarded best program within the 2nd Brigade (US Northeast). UNH ROTC graduates often demonstrate extraordinary achievements post-graduation, as in the example for UNH Air and Space Force ROTC alumnus, Lieutenant Colonel (retired) Scott Poteet, class of ’96. LT Poteet will join an exclusive group of fewer than 600 people world-wide who have traveled to space. Later this summer, the former F-16 Thunderbird aerial demonstration pilot will fly the SpaceX Falcon 9 rocket on the Polaris Dawn mission deeper into space than any flight since the Apollo moon missions.

Last year, UNH graduated its first Cotutelle PhD. student. This degree is jointly awarded by two universities from different countries. Under such an arrangement, a doctoral student completes the requirements of the PhD program in both the home and partner university, conducts dissertation research collaboratively, sequentially, and for roughly equal amounts of time in both universities, and is supervised by a faculty member from each of the universities. A story about the first student can be found here. UNH’s second Cotutelle student graduated in December 2022, and several others are now in various stages of their degrees.
Two Integrated and Applied Mathematics (IAM) doctoral students were invited participants at the four-week Boulder Summer School for Condensed Matter and Materials Physics in 2022. For more information click here.

Three UNH students and three recent alumni received National Science Foundation Graduate Research Fellowships in 2023 — the largest number ever at UNH. Considered one of the foremost awards in the STEM fields, the five-year fellowship includes three years of financial support, with an annual stipend and tuition allowance.

Appraisal
We know that the majority of our students are thriving; we observe it every day. We have strengthened our methods of documenting student success and continue to work on systematically documenting changes, and using the information gained through these data. Dashboards have been a huge improvement in showing how effective we are at delivering a quality education.

UNH achieved Carnegie R1 status since our last accreditation site visit, as described in Standard 2. As noted above, increased research productivity aligned with R1 status has benefited student engagement in research at both the undergraduate and graduate levels.

The E-Series Form presents SLO links for all programs and information about each program’s assessment plan. In addition, we added columns showing our review of the quality of assessment plans (e.g., based on use of objective data, documentation of iterative improvement processes) and are tracking where we need to offer support to strengthen them. We also included capstone descriptions for undergraduate programs.

We recognize that there are areas in which we are less effective in documenting student success. Building a larger, centralized structure that serves as a hub for all assessment efforts can help provide decision makers and student-facing staff create a more complete picture of student accomplishments and outcomes. The goals of such a structure would be to (1) collect a central repository of data (e.g., HIP and other learning opportunities, assessment data, measures of success); and then (2) use those data to support and improve the quality of academic and cocurricular program outcomes and assessments. This would enable better predictions about the supports and/or learning experiences most frequently related to success (i.e., grad rate, employment, grad school), so that we could better direct students to the most appropriate resources and pathways.

We also recognize that we have not been very effective at understanding the educational impact of our assessment strategies at the institutional level. Many of our assessment efforts assess face-valid inclusion of outcomes and expectations of what students may expect to obtain from their educational experiences; for example, we track whether SLOs and writing requirements are included on syllabi which is helpful in being transparent to students and a necessary step toward meaningful assessment of what SLO accomplishments may mean. However, what we have not yet established are ways of measuring the educational impact of SLO outcomes and experiences that more specifically address the value of each student’s participation.

We have made several attempts over the past 10 years to capture the number of high-impact practices in which our students participate. From these attempts we know that we offer many opportunities for high-impact participation. The provost’s office produced an HIP report indicating that from 2012 to 2018, student participation in academic HIPs was at about 98–100% for the ones embedded within the Discovery Program. We were interested in also tracking experiences above and beyond the core curriculum. The report on these experiences was time-intensive because it relied on manually gathering information. For this reason (and the acknowledgement that not all HIPs were captured), part of our HIP participation data collection was placed on hold until we build a better data gathering infrastructure (i.e., using the new ERP) to tag student HIP experiences. We continue to track HIP through self-report on the NSSE. To the extent that the modest response rates over 2018-2022 (N=497-595 senior respondents,
average 22–31% response rate) can approximate some estimate of HIP participation, senior students reported about 75% participation in two High Impact Educational Practices as captured by the 2022 NSSE survey. Participation in one HIP was 92%. We also continue to track high impact practices at UNH Law through the LESSE. While the percentages reported are high, two HIPs are embedded in the Discovery Program, so students are underreporting their participation HIPs (we should be seeing 100% participation in 2 HIPs). This suggests we have work to do in helping them recognize when they are participating in an HIP. A recent comparison of the NSSE data with the FDS survey between seniors and recent graduate respondents suggests that students report high participation (75%) in internships, and about a third or more participate in research with faculty in special projects (e.g., outside of their curriculum, URC).

We appreciate that educational effectiveness assessment is a key area of growth and needed improvement for us and one that we will continue to struggle with until we have a centralized mandate and infrastructure to better organize, collect, and analyze the impact of student participation. For instance, SLOs have been established for cocurricular programs and we need to develop strategies for how to synthesize these outcomes and assessments in concert with institutional and degree program SLOs. With the GSC merger comes the opportunity to collaborate with our new colleagues in CPS Online who have mastered several ways of assessing student success in ways that we have not yet been able to accomplish. For example, CPS Online (as GSC) have been conducting learning assessments using rubrics embedded in Canvas.

As faculty embrace novel teaching approaches and especially in applying active learning strategies, they are reporting that the traditional classroom spaces do not provide enough flexibility for moving the desks/chairs and for supporting group work.

Designation as an R1 university accelerates UNH efforts to attract talented undergraduate and graduate students, post-doctoral researchers, faculty, and staff. It also indicates to federal and state agencies, private foundations and philanthropists, and business and industry that UNH can conduct high-quality research and education. As noted above, increased research productivity aligned with R1 status has benefited student engagement in research at both the undergraduate and graduate levels.

We used the NSSE Writing Module for three years and determined that the extent to which we required and assessed writing across our courses was similar to other institutions. Internally, these data were used for decision making at the college level. Students responded to questions about how challenged they were to do their best work in writing assignments. Our data suggest that UNH students were slightly less challenged in their UNH writing intensive courses to our peer institutions. On a Likert scale 1-7 (1=not at all to 7=very much), 503 UNH students in their senior year (2022) averaged 4.7 compared to 5.1 for public institutions (statistically significant) with the same enrollment, 4.9 for all New Public institutions, and 4.8 for those in the same Carnegie class. We acknowledge that the response rate was low (UG N=2,901) and are careful in interpreting results showing that 98% of recent graduates (2,022 UG) felt that they were well or moderately prepared in written communication. One hundred percent of graduate students (MS/MA/PhD) felt similarly (GR N=575). Overall, we appraise our writing programs to be successful, based on student subjective opinion. However, we plan to pursue more objective measures of student writing skill, and in doing so, also consider what our new benchmarks should be based on advances in AI technology.

The law school closely tracks bar passage and job placement numbers as part of its ongoing annual reporting to the JD accreditor the American Bar Association (and makes this information publicly available on their website). Bar passage was especially strong in this reported year: 86.9% of UNH students passed a bar exam in their chosen state, while the national pass average ran almost 20 points
lower at 68.3%. Similarly, job placement metrics are measured against different professional outcomes: JD-required jobs, for instance, are more highly ranked than JD-preferred jobs, and those jobs in turn are considered above jobs that do not require a JD degree. Among the 91% of JD graduates who obtained employment within 8 months of graduation, 94.5% have jobs that require a law license.

We recognize through self-study that it is in our best interests to broaden our perspectives of student success and educational effectiveness. Each of our campuses offers unique student outcomes as appropriate to the varying student bodies. While we have been effective at gathering common elements of success, for example FDS and in some cases program specific surveys, we would benefit from looking at unique student outcomes at each campus as well. For example, we have not yet explored the rich outcomes that account for the additive effects of academics, residential life, Living Learning Communities, and student affairs programs (CaPS, MUB programs, etc.) working together at an in-residence Durham campus, nor have we sufficiently explored unique outcomes for adult learners enrolled in in-person and/or online programs at our Manchester and Concord campuses.

**STUDENT RETENTION**

UNH’s first- to second-year undergraduate retention rate is approximately 86% (not including CPS Online at this point in time), which compares favorably to peer institutions [Monitor Student Success, docx](#). Similarly strong is UNH’s average six-year graduation rate of 78%. The graduation rate (6-year) for Pell Grant recipients is 76.3% at Durham (where the overall 6-year grad rate is 78%) and 61.5% at Manchester (where the overall 6-year grad rate is 69% for the 2016 cohort, N=58). The average three-year loan repayment percentage for UNH graduates across all three campuses has sustained above 80% since AY 2014-15. CPS online undergraduate student success is measured differently due to the profile of the part-time, working adult learner who may take courses over several years to complete a degree. To estimate how well CPS Online students achieve graduation success, we looked at how student graduation rates compared to our peer institutions. Eight-year graduation rate data were available from 9 peer institutions (2011-2012); the former GSC was at the median point (46.9%), suggesting we are comparable to other similar schools. Graduate student graduation rates (6 yrs.) have held steady over the past 4 years at ≈80% for MS and ≈63% for PhD degrees (St. 8 Data First forms). UNH Law graduation rates (6 yrs.) data show a 40% dip from 2019 to 2022 for MS, a 10% increase for JD, and a 76% increase for the new online degrees. The dashboard for graduation rates shows that there is a difference between students of color (6 yr., 53–65%) in comparison to white students (6 yr., 67–70%). The average three-year loan repayment percentage for UNH graduates across all three campuses has sustained above 80% since AY 2014/15.

As part of efforts in improving enrollment and retention strategies, in Spring 2023 IR&A implemented a new [exit survey](#) with aim of better understanding why students leave the university. After leave requests are processed by the registrar’s office, students withdrawing or taking a general leave of absence are provided with a link to complete the optional exit survey. The survey gathers quantitative and qualitative data on students’ reasons for leaving as well as students’ insights on supports and resources that might have helped them stay at UNH. Although it is still too early to analyze the data, the information will support retention efforts by helping us better understand how to improve the student experience and provide the best possible services and support. We also recognize the need to combine efforts with IR&A in focusing exit interviews with students of color. Overall, we demonstrate 6-year graduation rates (78%) that surpass the national average for public institutions (63% IPEDS 2022), and our 77% 6-year graduation rate for students of color is aligned. Our retention rate for students of color averages 77.6% (2021). However, we continue to place effort and importance on enrolling students who represent the state and the nation. As evidenced in the Data First forms, our graduation rates have remained quite stable over time.

Through an ongoing and collective effort across academic affairs and student life called the Student Success Summit (see workroom for detailed descriptions, strategies, tactics, and outcomes), we have
focused on a holistic approach to undergraduate student retention, involving holistic supports for all students and all campuses. Some current student support and retention efforts include:

- Bringing all advisors and care centers into MyWildcat Success to connect offices and share information across boundaries.
- Implementing impactful first-year programs (e.g., FIRE, Innovation Scholars, the Academic and Career Engagement, early arrival programs).
- Investing in consistent first-year undergraduate advising by hiring professional advisors in the colleges.
- In addition, Student Success Summit teams have established targets to increase first-year retention to 89% by 2025. It is exciting, collaborative, ongoing work — and a testament to the faculty and staff’s individual dedication to students.

Our emphasis on increasing retention extends to efforts to decrease the disparity between retention rates of underrepresented minority students and majority students. The use of data to inform various programs across the institution has increased in sophistication and reporting. For example, the Graduate School in the past few years worked with IR&A to develop several dashboards and reports to ensure enrollment and retention are maintained. The Early Alerts program has been successfully included as part of myWildcat Success across all undergraduate courses, and the myWildcat Success software has been more widely adopted across roles and colleges. UNH piloted its first case management use of myWildcat Success and hopes to expand its use depending upon strategic investments. UNH successfully piloted the Knack program for discipline-specific peer-to-peer content tutoring to expand accessibility of free tutoring to all first-year students and additional TRIO-eligible students. UNH will be continuing this pilot for at least two more years to assess and impact on student retention.

**Projection**

Our self-study work drove much of our improvement in assessment, and we are committed to keeping the momentum going. In addition, we recognize that our learner demographics are changing, particularly with the merged population of the former GSC. This recognition drives our commitment to continual improvements through assessments of distinct populations so that academic and student support and activities can be tailored to different student needs.

**RECOGNIZED GAPS**

One recognized gap in our institutional assessment is the educational effectiveness of the general education requirements in achieving their intended outcome for graduates’ success. The Faculty Senate is leading an effort to reimagine our general education requirements, and assessment of the whole (e.g., the program outcomes from meeting all the activity outcomes) will be an integral part of the development process.

Decentralized data, both in collection processes and in coding and definitions, is a recognized challenge in assessment. Discrete and disparate program surveys and other program-specific metrics make it difficult to capture the breadth of what UNH is doing and observing in educational effectiveness. As part of the ERP project, we are intentionally thinking through data tags and data definitions that help us answer questions about not only how many high-impact practices our students are participating in, but those practices’ characteristics and the effectiveness of learning within them. Through effective and comprehensive strategies in data collection and assessment, we will be better able to articulate the value we offer, for example, as a residential undergraduate experience.

Another identified gap is the low participation in the Student Experience of Learning Survey. We have just finished the first year of a three-year pilot for this new course evaluation tool. Data are currently being analyzed and improvements discussed in committee and will be brought to the Senate Academic Affairs committee in the Fall semester.
CPS AS A MERGED ENTITY
Throughout this standard we focused mainly on the UNH student populations prior to the merger with GSC. This is appropriate, because this student population joined UNH as of July 1, 2023. Fortunately, we will be building on GSC’s track record of student success and educational effectiveness assessment. The new CPS Online student population is mostly part-time, mostly working adult degree-completers or degree-changers. Their success measures are significantly different from, for example, first-time full-time residential undergraduate students coming directly from high school. For the part-time working adult learner, success can be persistence in taking at least one class a year, versus a full-time residential student wanting to complete their degree (see GSC profile). As part of the merger process, we are working to understand how to set up effective assessments and goals for CPS. For example, we will need new questions on the First Destination Survey that will be sent to GSC recent graduates (and future CPS Online graduates) that ask for indicators most relevant to their programs and students. We are also exploring how the Durham, Manchester, and Concord programs can benefit from the assessment practices and processes in the CPS Online division.

SPECIFIC INITIATIVES
An example of plans for a more inclusive approach to educational effectiveness is in Residential Life. Residential Life had for some time been collecting information from students that will now be more fully integrated into comprehensive evaluations that we anticipate will not only showcase our on-campus programs, but also be woven into a larger picture of educational effectiveness across all touchpoints of the residential student experiences, including academics, living learning communities, and cocurricular activities.

Through the Student Success Summit and Institute for Student Success, program assessment tools including MyWildcat Success and Knack are being combined to help determine (1) the impact of specific initiatives on student academic success, and (2) the combination of multiple interactions across academic supports and student life supports on overall student success. This work will become increasingly important in informing how to best scale programs for student success within resource limitations.

The office of the Senior Vice Provost for Academic Affairs is working with leadership across the system and UNH to explore an infrastructure that will continue to support assessment and continuous improvement initiatives. The opportunity exists to support this ongoing work and capitalize on the self-study momentum, the merger and new practices brought by GSC (e.g., prior learning assessment, course credit hour assessment), and the new ERP system to help drive a conversation about data definitions and data governance.
STANDARD NINE | Integrity, Transparency, and Public Disclosure

Integrity: Description

UNH upholds integrity, honesty, transparency, and responsibility, adhering to ethical, professional, and legal standards in decision-making. Policies that guide the work of addressing the institution’s mission are routinely updated to reflect changing environments and conditions. For example, ET&S routinely assesses its policies to ensure that changing needs in cyber security are addressed. Similarly, the division of Diversity, Equity, Access and Inclusion (DEAI) and the Affirmative Action and Equity Office adjust policies based on federal and state regulation changes. The University System of New Hampshire (USNH) Board of Trustees reaffirms its commitment to these principles and expects UNH’s students, faculty, staff, and administrators to act with integrity and truth. For example, in March 2022, the USNH Board revised its Investment Policy and Charter, emphasizing ethical management and investment of funds. Recent improvements in adopting Courseleaf software to synchronize catalog descriptions of student learning outcomes (SLOs) with program websites improved academic transparency, accuracy, timely updates, and accessibility. The UNH Student Code of Conduct and Student Rules, Rights, and Responsibilities continues to be updated annually and provides a comprehensive set of standards for student behavior (including academic integrity) and conduct that helps maintain a campus environment where ideas are freely exchanged, university property and processes are respected, and conflicts are peacefully resolved. Policies on academic integrity, plagiarism, and grading policies are posted in the SRR&R Handbook, and in the syllabus resources guide posted for instructors.

At the Law school, academic rules, including academic integrity, grading, and grievance policies are published in the JD Academic Rules and Regulations and the Graduate Program Academic Rules and Regulations. By state law and university charter, the university is authorized and charged to grant all degrees it awards, and it acts within its authority in each jurisdiction in which it operates.

The office of Research, Economic Engagement and Outreach (REEO) follows the university’s mission and strategic priorities. REEO oversees research integrity policies, including humane care of vertebrate animals through the Institutional Animal Care and Use Committee (IACUC) and responsible conduct of research program. Research Integrity Services (RIS) administers UNH’s program for human subject protection and financial conflict of interest in research. RIS also ensures compliance with HIPAA and advises faculty regulatory groups. Policies are periodically reviewed to stay current and support faculty, staff, and student needs amid technological and cultural changes. A Research Compliance Peer Review was conducted in 2018–2019, resulting in recommendations being implemented by various offices. The senior vice provost of REEO reports to the provost and integrates research within the institution’s academic mission. Sponsored Programs Administration (SPA) provides administrative, consulting, and financial services to secure external funding, maintain integrity, and achieve strategic goals. SPA supports faculty and staff with proposals, grant and contract negotiation, financial management, and research administration training.

Free speech and thought are highly regarded and protected values at UNH. Policies and processes in place help direct feedback to appropriate reporting channels or to meetings with appropriate individuals who can help further understanding of why and how decisions have been made. The provost’s webpage contains several examples of free speech resources. President Dean recently participated in a podcast conversation with the NH Journal in which he pointed to the university’s role in modeling free speech. Recent events at UNH Law precipitated the Dean to address students about the university’s embrace of free speech. Further, REEO and the UNH Library are working together to respond to increased federal attention to open science mandates.

UNH values freedom of expression and ideas and strives to be a safe place for all community members to explore different perspectives and ideologies, even if these are sometimes difficult. In such expression, however, the university expects civil discourse and respectful expression and does not tolerate hate
speech, discrimination, or other hateful expression. UNH promotes opportunities for students to be exposed to diverse ideas and to explore different perspectives. The university incorporates into each of its collective bargaining agreements a commitment to the principles of academic freedom and free speech. The integrity of the faculty is highly valued and expected in delivering the free pursuit of knowledge and speech, in scholarship, artistic endeavors, research, and service. The 2021 convocation delivered by President Dean was entitled “Free Speech, Truth, and Civility.” The provost makes available a public statement on the integrity of faculty in their teaching and interactions with students in the Faculty Resource Guide. The guide covers topics including academic honesty, confidentiality, discrimination, grading, and grievances. Institutional values of responsibility, ethics, and integrity are reinforced with a robust set of institutional policies governing expectations for employees and students.

The Division of DEAI focuses on strategic priorities: diverse faculty, staff, and student body; inclusive environment for all, especially people of color; and preparing students for diverse settings. Accomplishments, in addition to those described in Standard 6, include UNH Law’s DEI Digest, UNH’s rebranding of the Affirmative Action & Equity Office, and the launch of a new Incident Reporting Form. UNH Human Resources offers a bilingual website highlighting their commitment to diversity and equal employment opportunities. The Civil Rights and Equity Office oversees the University’s legal compliance efforts regarding affirmative action, Title IX, disability laws and regulations, and equal employment laws. UNH’s Sexual Harassment and Rape Prevention Program (SHARPP), currently celebrating its 35th year, provides information and walk-in and crisis services. On January 16, 2021, NH RSA 188-H went into effect, requiring all institutions of higher education in NH to follow policies on sexual misconduct, and biennially conduct a sexual misconduct climate survey. UNH carried out this survey in 2022; see the report here.

The USNH Office of the General Counsel provides a full range of legal services including advice, counsel and representation to USNH, its component institutions, and its Board of Trustees. In addition, the general counsel’s office maintains the USNH corporate records of.

UNH Human Resources and ensures compliance in hiring and employment. Resources published on the UNH Affirmative Action and Equity Office website help employees prevent unlawful harassment, avoid conflicts of interest, and create a respectful workplace. UNH has a Student Grievance Hearing Board, and a process for a student to pursue a grievance against a UNH faculty or staff member. Appeals information is available in the catalog for students and employee information on grievances and complaints is on the UNH HR site and in the USNH policy manual (Standard 6). There is additional information on the Diversity, Equity, Access, and Inclusion website.

In addition to providing community policing, the UNH Police Department oversees compliance with Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Safe and Drug-Free Schools and Communities Act. Annual reports are listed here. UNH Police manage community safety through the values of Respect, Fairness and Integrity. This includes providing victims’ services and resources to support community members with information to allow them to understand the criminal legal process.

In 2021 UNH launched a new online research administration system that enhances employee conflict disclosure/management and submissions related to IRB/human ethics research, while also providing additional educational resources for community members.

Transparency: Description

The office and website of the Chief Marketing Officer provide guidance and resources for ensuring consistency and clarity in our communication with the UNH community and public. These resources also help to ensure that information about program descriptions at UNH in various forms (e.g., print materials, social media, newsletters, and announcements) are consistent with the catalog and any web-based information. The Center for Data and Constituent Development Services oversees institutional
reporting (IR&A) for all USNH institutions (Plymouth, Keene, and UNH). Each IR&A office is responsible for data reporting, management of web-based dashboards, and ensuring that public-facing information is clear, transparent, and accurate. For example, DEI initiatives prompted the creation of a dashboard to provide transparency on discrimination, hate, and bias reporting. Data posted on the OCED website show the number of incidents, location, and type/description.

The UNH catalog is managed by the registrar’s office and through the Courseleaf Catalog module. A webpage guides users through a comprehensive approach to catalog edits and curricular reports to ensure accuracy and consistency. Courses not taught in the last 3 years are denoted with the # symbol in the catalog. Catalog liaisons are embedded within all programs and receive email notices when various reports are due and editing windows are open. Designated editors within departments are charged with making changes within open time periods. Changes made at any other time must go through the registrar’s office.

UNH Enterprise Technology Services actively updates university data security policies that detail protections for employee and student privacy interests. There is a formal security review process to ensure the privacy and use of UNH community data.

In Standard 6, descriptions are provided regarding where and how faculty and staff are celebrated through various awards and news stories. The UNH Magazine routinely highlights accomplishments from all areas of the institutions and ensures that UNH’s Wildcat family is aware of recent developments across the institution.

The Office of Outreach and Engagement (OE) provides leadership, collaboration, and support to establish pathways to partnership for people, organizations, and businesses seeking assistance, noncredit education, or professional development. OE emphasizes public engagement and collaboration to address the state’s most pressing issues, such as workforce development and readiness, K–12 education, environmental sustainability, and healthcare.

The Office of Environmental Health and Safety (OEHS) works to ensure safe and healthful environments for all segments of the campus population through programs of information and education, review and monitoring, technical consultation, and provision of direct services. OEHS is also responsible for developing programs to ensure compliance with applicable state and federal health, safety, and environmental regulations, and campus policies on environmental health and safety.

The university offers a complaint and grievance policy and a process for pursuing either or both via the FAIR process (Fast and Impartial Resolution). This process provides a method for the fair and equitable resolution of complaints, misunderstandings, and grievances for university employees.

The new IR&A website pulls together all available data points including demographic enrollment information, student success data, and financial information. Online forms to request institutional data are posted here. Financial data are posted online. Audited financial statements released by USNH are found here. Posted links to the NECHE site with current status, prior self-studies, and information about completion of current self-study are here.

Public Disclosure: Description

UNH’s mission is clearly stated on the top level of the president’s website, as is information on its four strategic priorities that include educational outcomes. Academic, research, service, and financial performance metrics are clearly articulated on dashboards. The dashboards also include student enrollments, programs offered, and typical characteristics of students at each campus. Information on admissions provides prospective students with transparent information on credit transfer, military considerations, costs, scholarships and financial aid, admissions criteria, student support services, all of which help students and families make decisions about attending. The catalog and individual program websites make clear expected outcomes for each of the programs. Once matriculated,
students can expect to find information about academic policies in both the catalog and the RR&R manual. Resources for academic and personal issues are available on the appropriate UNH websites. Students struggling with mental health can access resources through Psychological and Counseling Services (PACS), and anyone within the UNH community can access the Behavioral Intervention Team (BIT) for crisis situations. Law students can access support through: (a) the Assistant Dean of Students; (b) book mental health appointments either through emergency resources or for nonemergency situations through partners at Riverbend Mental Health; and/or (c) access the Student Emergency Fund for needed support and financial relief. For the Manchester campus, students may access the Mental Health Center of Greater Manchester. For online students, they may access services through Counseling Services and Community Resources.

The UNH performance dashboards demonstrate accountability in demonstrating that we are engaged in a continuous improvement cycle, comparing institutional results to our mission and the four strategic priorities of UNH. We make these dashboards public so that our entire community and future students know up front the value and opportunities they can expect from a UNH education. The Business Services office ensures that all costs and availability of financial assistance are updated and readily available for public view, including a net price calculator (in collaboration with the College Board). The president’s office provides links to all State of the University addresses and reports (e.g., UNH Climate, dashboard metrics on the four priorities).

**Integrity: Appraisal**

Implementing a comprehensive approach to assessing student learning and using the results for continuous improvement is a 2023 area of focus for UNH’s current self-study. Discussed in greater depth in Standards 4 and 8, we accomplished 100% publication of SLOs by degree and program and have nearly completed in gathering all programmatic assessment plans. The few programs that have not yet submitted assessment plans are in the process of developing them, are working with IR&A, and have legitimate reasons for delays, including significant shortage of faculty and/or staff and open chair positions. Processes for the APR were strengthened in 2018 to include program SLOs and assessment plans, and to streamline data requests and reporting. The current guidelines and APR schedule are posted on the IR&A website and programs with upcoming or outstanding APRs are proactively emailed at the beginning of an academic year with a reminder (deans are kept in the loop as well). External reviews for accredited programs sufficiently meet UNH APR requirements and are submitted in lieu of internal reviews. Program integrity and consistency of data within the catalog and on program websites was greatly improved in 2018 when the CourseLeaf catalog software was adopted and overseen by Registrar’s office. Annually, UNH reports to NECHE all externally accredited programs currently in adverse standing with their accreditor and updates NECHE as needed. UNH enjoys a mutually collaborative relationship with NECHE and maintains regular contact regarding questions and required reporting.

In our work to become more welcoming to a diverse student, staff, administration, and faculty community, UNH attended carefully to the 2019 Climate Report and made several significant changes to hiring, student recruitment and support, and other practices, as discussed in several of the prior standards. Further examples include supporting women in higher education development programs (e.g., HERS), enhanced support for student athletes (e.g., mentorship programs for athletes of color), support of different constituencies on campus through campus events (e.g., UNH’s PRIDE Pancake Breakfast celebrating the LGBTQ+ community), Juneteenth recognition (beginning in 2020), the creation of more gender inclusive and religious sensitive bathrooms, and MUB student group events (e.g., Ramadan Masquerade ball). UNH re-administered the climate survey in Spring 2023.

We have successfully accomplished all systems and policy integrations associated with the GSC merger in order to enroll students in summer GSC classes and Fall UNH classes. This was a huge accomplishment
accomplished in only 18 months and a tribute to the student-centered approach that we have not had an outpouring of student concerns.

**Transparency: Appraisal**

In summer of AY 21–22 all program websites were redesigned to be consistent, enabling easier consumer access across the institution. In addition, the implementation of Courseleaf software allowed for consistency between website information about programs and the UNH catalog. The new merged catalog and attendant processes will ensure the accuracy of the catalog and the transparency of the curriculum. Part of the project vision is to “improve and create more sustainable processes for planning, updating, and tracking, offering transparency into the production processes associated with building course schedules, and curriculum development/management.”

Academic program websites publish the names and credentials of all faculty and staff, curricular plans, SLOs, and anticipated length of study. All other program websites list their mission, objectives, or strategic plans, administrative leaders, staff, faculty affiliations, resources, and other information pertinent to the specific program. Moreover, in academic programs that prepare students to take them, national exam pass rates are made clearly available (e.g., nursing). In the process of self-study, we recognized areas in which we can do better; for example, we have not yet developed a comprehensive assessment approach to understanding the student outcomes of our Discovery Program.

The merger with Granite State College required that the former GSC catalog be merged with the UNH catalog, requiring extensive collaboration between cross-functional teams from both institutions. In particular, it was crucial that policies and procedures that differ between the institutions are represented accurately. Internally, we continue to share information with the entire community, and we continue to seek feedback from the community to make the process transparent.

Website redesign has afforded opportunities to consolidate and improve online access to information and resources for students, faculty, and staff by bringing together resources that used to be spread out and often repeated on different sites. An example is the DEAI website, which was revised to provide robust content and resources that are easily accessed from one site.

The Law school is in the process of integrating many of the processes noted above, including CourseLeaf catalog software, updating the various departmental websites, and ensuring program outcomes for non-JD programs are more readily accessible to outside audiences. Significant strides made in the summer of 2023 will help bring the law school into closer alignment with the other university campuses.

In June 2021, the UNH Research Office implemented a new, modern electronic research administration (eRA) system to support submission of research proposals, award management, and research compliance functions. The system will allow integration of outside activity disclosures (including foreign activities) with funding submissions and compliance activities (such as human subjects protections). As part of the eRA implementation, the University is developing a process for a broader annual outside activity disclosure program.

**Public Disclosure: Appraisal**

The university upholds high ethical standards for the entire community and is willing to strengthen policies as needed. For example, the university called for a comprehensive external review after it was discovered in 2021 that a former faculty member engaged in inappropriate behavior toward students at another institution, and in 2022 published on the Civil Rights & Equity Office website the steps that it is taking to follow the external reviewer's recommendations to prevent misconduct and educate the community on expectations and resources. Further, the university published an updated faculty search handbook that clearly defines a more rigorous process in hiring new faculty to uncover harassment and misconduct complaints, and launched a campus-wide sexual harassment training program. USNH embraces a Point reporting system, where all members of the USNH community are
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encouraged to report all forms of unethical and illegal behavior, whether related to academic affairs, financial reporting, misappropriation of property, research misconduct, conflicts of interest, breaches of confidentiality, or other matters.

Similarly, the Law school underwent a comprehensive external review in 2020-2021 after a departing faculty member suggested bias. This report showed no bias but did indicate a challenging workplace environment with relationship rifts between some faculty members. As a result, the Law school put in place a new cross-campus committee, titled Civility, Professionalism and Responsibility (now retitled the Resilience Committee), tasked with developing a set of workplace community values, recommending action, and developing regular surveys. The community climate survey, most recently repeated in 2022, shows improvement in campus climate but continued areas in need of work, particularly in relationships between certain individuals.

UNH has approximately 100 pathways for transfer students. Most of them are articulated here. However, we recognize that students wishing to transfer do not have direct access to clear information for what courses transfer into the university. The websites for determining some of this information are scattered across the institution, and pathways in PDF form (such as seen in the link above), can become out-of-date without notice. We recognize this as a weakness and (1) have invested in an additional full-time position in the registrar’s office to complement the positions in the admissions office, (2) have purchased TES (a commercial transfer equivalency system) to facilitate ease of course equivalency access to students, and (3) are working collectively across USNH with our NH community college system colleagues to develop more student-centered pathway design and communications.

Projections

Over the years, the UNH website has evolved and expanded and now contains hundreds of pages of content. It has historically been fairly decentralized, allowing for multiple departments to create content, which has increased the possibility of inaccuracy. A new hire in the marketing department has been tasked with reviewing websites for consistent content and format.

While the last date for Granite State College to issue degrees (July 1, 2023) has passed, many operational details for integration will continue to evolve for the coming few years as we learn more about the value to students, New Hampshire, and UNH that can be realized through the merger. For example, we are piloting more online course opportunities with the UNHM undergraduates than with the Durham-based undergraduates to understand the educational impact and modality preferences for students in predominately face-to-face programs. We are currently discussing options for the online-course modality support structures and online student supports to leverage the expertise of former GSC and the benefits of UNH pre-merger. We will need to make ongoing and continuous updates on our websites to keep the UNH community and prospective students (and families) informed as we evolve.

In a continuation of the Courseleaf product implementation, we are integrating the Curriculum Integration Module (CIM) during the academic year 23/24 with full implementation by Summer 2024. This will allow full transparency into the course and curriculum approval processes, allow tracking of proposals and approval processes, and eliminate the emailed PDF forms that would often get accidentally misplaced or delayed.

As discussed in Standard 4, the NH legislature passed a bill requiring established curricular pathways between the community college system of New Hampshire and the university system of New Hampshire, effective July 1, 2024. By that time, UNH, in partnership with its sister campuses in USNH, will have a minimum of 30 clear, simple pathways that are easily accessible in a single location that outline opportunities of pathways to a bachelor’s degree from or with an associate degree in one or all of the USNH institutions, from any CCSNH institution.

17 Some associate degrees would be earned through back-transfer in order to accommodate needed course sequencing in some of the pathways.