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University of New Hampshire NEASC self-study report 2003. Part 1: The eleven standards

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Standard One MISSION AND PURPOSES

DESCRIPTION AND APPRAISAL

The New Hampshire College of Agriculture and Mechanical Arts (chartered under the Morrill Act) separated from Dartmouth College in 1893 and moved to its current location in Durham. The college was chartered by the state in 1923 as the University of New Hampshire. The university's 1993 NEASC Self-Study Report describes in detail the rich historical background and the evolution of the university's missions and programs over the 20th century. Also, the university's Undergraduate Catalog provides information on the institution's history and development: <http://www.undergradcat.unh.edu/webinfo.html>.

The University of New Hampshire (UNH) has a clearly stated mission that is consistent with its land-grant, sea-grant, and space-grant charters. The university's Academic Plan (<http://www.unh.edu/academic-affairs/pdf/academicplan.pdf>) –developed and reviewed by a broadly represented task force, with input from faculty, administrators, staff, students, Board of Trustees, and others – provides a succinct description of its mission:

The University of New Hampshire is New Hampshire's public research university, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. Its primary purpose is learning: students collaborating with faculty in teaching, research, creative expression, and service. The University of New Hampshire has a national and international agenda and holds land-grant, sea-grant and space-grant charters. From its main Durham campus and its college in Manchester, the University serves New Hampshire and the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research.

The university's institutional identity, vision, and values are also stated clearly in the Academic Plan:

“Institutional Identity *The University of New Hampshire is distinguished by its commitment to high quality undergraduate education, targeted graduate programs of distinction, our relatively small size, our location in a beautiful and culturally rich part of rural New England and a strong sense of responsibility for this special place, our commitment to serving the public good, and our emergence as a significant research institution. The dedication of our faculty to the highest academic standards infuses all we do with the excitement of discovery.”*

“Vision *The University of New Hampshire will be distinguished for combining the living and learning environment of a small New England liberal arts college with the breadth, spirit of discovery, and civic commitment of a land-grant research institution.”*

“Values *The University of New Hampshire's core values are academic freedom, commitment to the pursuit of knowledge, quality, integrity, community and diversity, accountability, and engagement. These interdependent values influence how and what our students learn, how knowledge is defined within and across disciplines, how faculty are appointed and supported, how resources are obtained and allocated, and how we function as a community of teachers, learners, and support staff.”*

The planning process has served to clarify the university's identity, values, and academic priorities for the next five years, and it has provided the framework for institution-wide strategic planning.

PROJECTION

The university has undertaken a multi-year, comprehensive review and evaluation of its mission and purposes, the result of which is a coherent Academic Plan that sets specific direction for the period between 2002-2006. This plan emanates from discussions among a large number of members of the university community (and of some from outside the university). Based on the strength of our faculty, staff, and students, a sound Academic Plan, the budget planning and management model in place (Responsibility Center Management; see Standard 9), the university is well positioned to face the challenges of the future. More detail on the articulation of planning, budgeting, and evaluation will be found in the "area of focus" study on "institutional effectiveness."

Standard Two PLANNING AND EVALUATION

DESCRIPTION AND APPRAISAL

The university has undertaken systematic planning and evaluation during the period since its last review by NEASC. At the university level, there have been four major planning activities: Administrative Services Redesign (ASR), Responsibility Center Management, the Academic Plan, and updating the Campus Master Plan.

The Administrative Services Redesign (ASR) Project was begun in 1995 and fully implemented in 1998 (http://www.finadmin.unh.edu/asr/asr_main.html). This effort addressed a projected structural deficit in the university's budget. The goals of the project were to reduce UNH administrative costs by \$1.5 million by June 30, 1998; maintain/improve essential administrative services; avoid layoffs of secretaries and other administrative staff. Goals were all achieved by making significant changes in organization, process, and policy. Background may be found at <http://www.unh.edu/Campus/councils/admin-serv/asp1.html>. This effort has been considered a success. Leaders from other Universities have visited the university to learn about ASR and ASR leaders have given talks at national meetings on this initiative (http://www.finadmin.unh.edu/asr/asr_1099ppt.html).

Following the full implementation of the ASR project, UNH reconsidered its approach to budgeting and adopted Responsibility Center Management (RCM; <http://www.unh.edu/rcm/>). The vision, goals, and principles of this effort are available at <http://www.unh.edu/rcm/principles.htm>. RCM is radically different from the centralized, incremental approach that the university had used for decades. Under RCM, there is real budgetary control, flexibility, and accountability at the level of the responsibility center (RC), of which there are 19. For example, each school/college is a RC unit, as is the University Library, Office of Academic Affairs, Athletics, etc. (see <http://www.unh.edu/rcm/unit.htm>). Budget officials and other leaders from a number of other Universities have visited UNH to learn about our approach to RCM, and budget officers have given presentations at professional meetings (http://www.unh.edu/rcm/presentations/EACUBOpresentation_files/v3_document.htm). A preliminary review of some of the parameters used in the model that allocates revenue to school/college and Library RC units was undertaken in FY 01 (the initial year that RCM was implemented) and a comprehensive review and analysis of results of RCM will be undertaken in FY 05, after its fifth year of implementation.

The university has recently completed its Academic Plan (<http://www.unh.edu/academic-affairs/pdf/academicplan.pdf>). This planning activity has been the most comprehensive and inclusive of any in memory at the institution.

Two key decisions shaped the direction of academic planning from the outset. The most important of these was the decision to call the resulting plan an *academic* plan rather than an institutional plan. This implied that the academic vision of the university and academic priorities of the plan would be the driver of all university planning and decision-making. Academic

planning was not to be an aspect of institutional planning nor was it one among other planning activities. The Academic Plan was to be *the* university plan and all other planning was to be in support of it. With the Academic Plan in place, each major unit of the university – Colleges and Schools, Student Affairs, Cooperative Extension, Computer Information Services, the Alumni Association, Finance and Administration, and Public Television, as well as the Campus Master Planning process, were initiated with the expectation that they be developed within the vision and framework of the Academic Plan.

The second decision we made at the outset was to ground the planning process as much as possible in the existing governance structures of the university. Jack Schuster et al, in their illuminating book Strategic Governance: How to make big decisions better, observed that the reason strategic planning so often fails in higher education is that planning groups, whose mandate is vision and change, must ultimately implement those changes through governance structures which are inherently conservative and change averse. We took this observation to heart. While we established a broadly representative planning committee typical of traditional university strategic planning, we called this group the Academic Planning Coordinating Committee. We intentionally avoided calling them the Vision 2000 Committee, the Futures Committee or some such, since we wanted the planning process to be at the center of current institutional thinking rather than at some visionary edge. Key membership of the Coordinating Committee served as the connective tissue between the committee and the existing governance structure including the Faculty Senate, Graduate Council, General Education Review Committee, Research Council, Enrollment Management Task Force, the president's diversity commissions and so on. Each of these groups was actively engaged in responding to successive stages of the process and in developing the action plan that was to achieve the vision and goals of the Academic Plan.

The Coordinating Committee, led by Provost David Hiley, included over 30 faculty members, staff, students, trustees, and senior administrators. It reviewed past planning efforts, coordinated planning already under way, assessed the university's current situation, consulted widely, and held a number of public forums for members of the university community. Drafts of the document were reviewed and commented on by the university's major councils (e.g., deans, PAT, Operating Staff), by chairs of academic departments, the President's staff, and student groups.

The academic planning process assisted in the transition of presidents that occurred in the summer of 2002. President Leitzel had approved the overall planning process and had provided direction in the course of early drafts, particularly in the mission and vision statements. President Hart was able to use the existing drafts as a quick orientation to key issues and initiatives. In turn, she brought a fresh perspective that helped to refine and tighten the document. The final document prepared by the committee is an Academic Plan that will set the course for the institution for years to come (<http://www.unh.edu/academic-affairs/pdf/academicplan.pdf>).

The plan is organized around five themes. They are: Discovery, Engagement and Outreach, Resourcefulness, Institutional Effectiveness, and Community and Diversity. Each theme includes strategic goals and actions. These will be used to guide the general direction of all university activities for the next five years, including campus master planning. In the fall of

2002, the university convened a Campus Master Planning Committee to review and revise the 1994 Campus Master Plan for facilities. The Committee is chaired by the Provost.

ASR, RCM, the Academic Plan, and the Campus Master Plan are examples of institutional change and long-term planning activities that will have ongoing positive impact on the institution's effectiveness. Other Planning and Evaluation activities routinely take place in specific units of the university. The work in these units — which is now all to be considered in the context of the university's overall Academic Plan—is intended to ensure that all units work in concert with our overall academic mission and work. Examples of these efforts include:

- Office of Vice President for Finance and Administration plan (<http://www.unh.edu/vpfa/Academicplan.ppt>).
- Division of Student Affairs (<http://www.unh.edu/student-affairs/VisionMissionValues.htm>);
- Cooperative Extension <http://ceinfo.unh.edu/common/documents/stplan02.pdf>
- Computer and Information Services <http://unh.edu/cis/strategicplan.pdf>
- UNHM Strategic Plan: <http://www.unhm.unh.edu/strategic-plan.pdf>
- College of Liberal Arts Strategic Plan: http://www.unh.edu/liberal-arts/faculty/COLA_strategic_plan.pdf.
- Campus Master Plan: <http://www.unh.edu/cmp/>

The university employs a number of ongoing procedures by which to evaluate the achievement of its mission and purposes. These include external accreditation reviews of certain programs (e.g., business, nursing), internal academic program reviews (<http://www.unh.edu/ir/pr1.html>; http://www.gradschool.unh.edu/forms/prog_review_ss.pdf), and Strategic Indicator Reports (<http://www.unh.edu/ir/performnceind.html>).

NEASC has asked the university to report on progress in: "*completing the proposed inventory of current data collection efforts, then developing and implementing direct measures of student learning.*" The assessment of student learning outcomes has in fact been a focus of attention and resources over the last decade. For instance, internal review of proposed and existing academic programs now includes an evaluation of student outcomes assessments – both their existence and their use in curriculum development (http://www.unh.edu/academic-affairs/faculty/gen_resources.html). Over time, these “top down” administrative mechanisms will help to insure a greater use of assessments. The university, however, has chosen to invest resources in a “bottom up” approach to assessments. In fall 2001, the Provost and deans appointed a group of faculty fellows, representing each school and college, the Library, and Student Affairs to broaden institutional commitment to student outcomes assessment. This committee has conducted a university-wide inventory of assessment activities, documented cases of student outcomes assessment activities, organized a student outcomes assessment conference, and recruited applicants for an assessment-related grant competition. In fall 2001, UNH joined nine other New England institutions building institutional assessment portfolios in a project funded by the Pew Charitable Trusts and the Davis Educational Foundation. The project is intended to provide other institutions with web-based examples of campus-wide assessment programs. The UNH web site may be found at: <http://www.unh.edu/academic-affairs/assessment/index.htm>. It includes the results of an institutional inventory, as well as case studies of program-level assessment activities and results. In April 2002, the fellows hosted the

NEASC portfolio group as part of an all-day assessments workshop for interested faculty members. Approximately forty faculty members attended an afternoon session of five speakers.

The fellows will continue their program of activities in the coming years. In AY 2002-03, they worked with faculty members in a number of departments on assessment projects, which will eventually appear as case studies on the web site. The fellows will also host another campus-wide workshop in the fall of 2003, which will feature the results of the internally-funded projects. (See Standard 4 for further details.)

PROJECTION

Over the last ten years, the university has invested considerable time, resources, and energy in revising and creating systems and procedures to improve planning and evaluation from the unit to the institutional levels. The NEASC self study offered a chance to focus on how well these systems have been integrated into resource allocation. For this reason, we chose “Institutional Effectiveness” as one of the areas of focus. A more complete appraisal and the projection for Standard Two will be incorporated into that report.

Standard Three ORGANIZATION AND GOVERNANCE

DESCRIPTION AND PROJECTION

The University of New Hampshire is part of the University System of New Hampshire (<http://usnh.unh.edu>) which is governed by a single Board of Trustees. UNH is the only university in the University System, the only doctorate granting institution and, as the only USNH institution with land-grant, sea-grant, and space-grant charters, the only institution in the System with a major research mission. Keene and Plymouth State Colleges are primarily undergraduate colleges with selected professional programs, offering associate, baccalaureate, and selected master's degrees. The College for Lifelong Learning offers certificates, associate degrees, and baccalaureate degrees at sites around the state.

The Board of Trustees

Chartered under state law RSA 187, the University System of New Hampshire is a non-profit corporation governed by a twenty-six member Board of Trustees. The authority, responsibilities, and relationships among the Board of Trustees, administration, faculty and staff are outlined in RSA 187 and in the Trustee Bylaws, which can be found in the University System Policy Manual. (<http://usnholpm.unh.edu/Bylaws/Article.1.htm>). Biographies of the current members of the Board may be found at <http://usnhbot.unh.edu/Trustees/bios.htm>.

The full Board meets at least four times each year, while committees meet as often as needed to perform their functions. Faculty, students, administrators, and staff from UNH and the other USNH institutions represent their institutions at meetings of the Board and its various committees. They receive advance notice of meetings, along with agendas and background materials, participate in discussions, and keep their institutional constituencies informed of the meetings they attend. However, they are not voting members of either the Board or of its committees (<http://usnholpm.unh.edu/Bylaws/Article.3.htm>).

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

The University System of New Hampshire (<http://usnhbot.unh.edu/chan1.html>)

The Chancellor is the chief executive officer of the University System and serves as chair of the Presidents' Council, which includes the President of the University, the Presidents of Keene

State College, Plymouth State College, and the College for Lifelong Learning. The Council is responsible to the Board of Trustees for recommending and implementing system-wide academic and administrative policies and procedures. The Chancellor's office and system-level committees are intended to coordinate and facilitate planning and the development of programs, policies, and procedures in the academic, financial, personnel, and facilities arenas. There are six standing USNH committees and several affiliated boards:

<http://usnhbot.unh.edu/Committees/committeemaster.html>. System committees, the Administrative Board, and the Board of Trustees are staffed by University System officers who report to the Chancellor (see <http://usnhbot.unh.edu/chan1.html>). System staff endeavor to coordinate and support the operations of the individual institutions. The authority and responsibilities of the Chancellor and System office, along with the authority and responsibilities of the President and administration of the university are described in the USNH Policy Manual. The Manual states that, "the Chancellor is the chief executive officer of the University System." The Chancellor reports to the Chairperson of the Board of Trustees. There is also direct, frequent, and important two-way communication between the President of the University and the Chairperson of the Board and other key Trustees.

The University of New Hampshire

The President is the leader and chief administrator of the University of New Hampshire. The Bylaws of the Board of Trustees state that "the Presidents ... are the chief executive officers for the respective campuses, and shall have the authority and responsibility for the proper and effective management of their institutions in accordance with policies established by the Board of Trustees" (USNH Policy Manual, III-Art. IV-Sect. 5). The President exercises broad executive powers over all aspects of the instructional, research, and public service functions of the university. The Provost and Vice President for Academic Affairs serves as the chief executive when the President is not available. The organizational structure, including the President, Vice Presidents, and those reporting directly to them, are illustrated on the UNH organizational charts (http://www.unh.edu/ir/univ_org_chrts.html). Further information on administrative offices may be found at <http://unhinfo.unh.edu/Campus/admin/index.html>).

The University of New Hampshire has six schools and colleges: the College of Life Sciences and Agriculture (which includes the Thompson School of Applied Science that is led by a Director), the College of Liberal Arts, the College of Engineering and Physical Sciences, the Whittemore School of Business and Economics, the School of Health and Human Services, and the University of New Hampshire at Manchester. There is also a separate Graduate School and a Division of Continuing Education. Each of the schools and colleges, along with the Graduate School and the Division of Continuing Education, is led by a dean, each of whom reports to the Provost. With the exception of the Graduate School, Thompson School, and UNH Manchester (organized by divisions), all the schools and colleges are organized into academic departments, led by a department chair. The University Library is headed by a University Librarian who reports to the Provost and is a member of the Deans' Council.

In 1996, campus governance was restructured. The existing Academic Senate—which included representatives from faculty, operating staff, professional-administrative-technical staff, and students—was dissolved. A new governance body, the Faculty Senate, was approved by the Provost and Vice President for Academic Affairs, University System General Counsel, and

others, and endorsed by University Interim President Walter Peterson. The new Faculty Senate has responsibility for matters of university-wide academic policy and consists solely of faculty members elected from the various constituencies throughout the schools and colleges of the university (<http://www.unh.edu/fac-senate/>). The Graduate Council, consisting of representatives from the Graduate School and faculty representing the schools and colleges, provides oversight and guidance in all matters related to graduate education. Undergraduate students have a Student Senate which is at the core of the student governance system. The Graduate Student Organization provides a similar function for graduate students. The Operating Staff Council and the Professional Administrative Technical (PAT) Staff Council consist of elected representatives of the staff. In addition to the bodies described above, there is a broad array of university-level councils and committees which play a major role in the governance of the university (<http://unhinfo.unh.edu/Campus/councils/index.html>). All of the governance groups communicate the concerns and positions of their respective constituencies to the President and, through the President, to the Board of Trustees.

Policies and procedures are regularly reviewed and revised by the various campus governing groups. Where appropriate, policy changes are approved by a higher authority such as the dean, Provost, President, or the Trustees. Periodically, the President will ask governance groups for issues/concerns. If it seems warranted, the President will convene a Task Force to make recommendations on future governance. Such Task Forces include membership from all governance constituent groups. The USNH Recommended Guidelines for Institutional Policy Development, Review and Approval provide a framework for these activities (<http://usnholpm.unh.edu/UNH/III.Admin/E.Guidelines.htm>)

The faculty play an extensive role in university governance. They have primary responsibility for establishing and modifying academic programs and policies. This is accomplished through the colleges and schools, including their departments or divisions, through university level committees (such as the University General Education Committee and the department chairs and deans group), and through the Faculty Senate. All academic operations (e.g., distance learning, executive programs) are integrated and incorporated into the same system of policy formation and management. In general, the Faculty Senate deals with matters of university-wide educational policy while academic departments and the colleges deal with course and program development and the direct administration of degree programs. Although final authority for hiring faculty personnel rests with the administration, in fact hiring is almost always based on recommendations of a faculty search committee, usually at the department level. Annual evaluations of faculty members are derived from student evaluations, annual faculty reports, department chairpersons' assessments, and promotion and tenure decisions involve substantial faculty input at both the department and college levels.

The establishment of the faculty union—UNH/AAUP—in 1990 has changed university governance as dictated by federal and state labor laws and negotiated contracts. From 1990 until 2001, the Trustees, via a representative committee, bargained with the AAUP on behalf of UNH. In 2001, the Trustees allowed the university administration to bargain directly with the AAUP (<http://chaucer.unh.edu/aaup/>).

PROJECTION

Board of Trustees members have been an advocate for all USNH institutions in requesting funds from the state, and it has attempted to balance the needs of the institutions with the best interests of the general public. Since 1993, the Board has recognized and fostered the unique character and educational mission of the university. The largest challenge has been collective bargaining, which in the past has been too protracted and contentious. A change in the process — direct bargaining between the university and the faculty union— provides hope for quicker resolution. All parties must work to improve the speed and tone of negotiations.

Standard Four PROGRAMS AND INSTRUCTION

DESCRIPTION AND APPRAISAL

The University of New Hampshire strives to meet its mission of providing high quality programs and instruction at the undergraduate and graduate levels. The undergraduate curriculum is comprehensive in that it spans the arts, humanities, physical, biological, and social sciences, professional fields (business, education, health, human services), and engineering. Graduate programs are offered in selected areas based on the strength of faculty, state and regional needs, and other factors. The university, as New Hampshire's land-grant institution, takes seriously its mandate "to serve the public need for educated citizens."

Undergraduate Degree Programs

The university offers associate and bachelor degrees in many fields and disciplines as well as in interdisciplinary areas. Students may also complete a student-designed-major (<http://www.unh.edu/academic-affairs/students/sdm.html>) and double majors or dual degrees (e.g., <http://www.unh.edu/cie/iadm/iadm.html>). Associate degrees are offered through the Thompson School of Applied Science in the College of Life Sciences and Agriculture), UNH-Manchester, and the Division of Continuing Education.

Degree Programs and Requirements

Associate Degree Programs and Requirements. The university offers three associate level degrees: the associate in arts (AA), the associate in science (AS), and the associate in applied science (AAS). The Manchester campus offers the first two degrees (<http://www.unh.edu/unhm/uassociate.html>) and the Thompson School of Applied Science offers the AAS (<http://www.unh.edu/thompson-school/>). The Division of Continuing Education offers the AA for nontraditional students.

Bachelor Degree Programs and Requirements. The university continues to offer five bachelor degrees: bachelor of arts (BA), bachelor of fine arts (BFA), bachelor of music (BM), bachelor of science (BS), and bachelor of science in forestry (BSF). The undergraduate program includes multiple components and offers diverse educational opportunities. The academic requirements include the following areas: writing intensive (WI) courses, general education, degree requirements, and majors/minors/options. Details on each of these areas are provided in the Undergraduate Catalog: <http://www.undergradcat.unh.edu/webreq.html>. The WI courses requirement was implemented in the mid-1990s based on legislation passed by the Faculty Senate. That program is succeeding because of the exceptional work of the university's Writing Across the Curriculum Program and Robert J. Connors Writing Center (<http://www.unh.edu/writing/>). The University Honor Program underwent a comprehensive program review in 2002 and is now implementing recommendations of a university committee, an external review team, and the Provost and Vice Provost for Undergraduate Studies. The General Education Program has undergone a review by a select committee of the Faculty Senate and this academic year a committee is studying the feasibility of implementing a new general education program called Discovery. For details, see <http://www.unh.edu/gesc/>.

Academic Majors, Minors, and Options

An up-to-date listing of bachelor degree majors, minors, and options may be viewed at <http://www.undergradcat.unh.edu/webdegrees.html>; <http://www.unh.edu/majors.html>; <http://www.unh.edu/minors.html>). These offerings provide students the opportunity to engage in in-depth study of a field or discipline or of one of many emerging interdisciplinary areas.

College of Engineering and Physical Sciences. The College of Engineering and Physical Sciences offers a wide range of degree programs based in nine departments: four engineering departments (Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, and Mechanical Engineering), Chemistry, Computer Science, Earth Sciences, Mathematics, and Physics. Students can receive baccalaureate degrees in science and arts (<http://www.ceps.unh.edu/>).

College of Liberal Arts. The College of Liberal Arts offers 38 programs toward award of the Baccalaureate degree (Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Music). In addition the College supports eleven interdisciplinary minors. These programs, organized in Divisions within the College, include the Humanities, the Fine and Performing Arts, the Social Sciences, and Education (<http://www.undergradcat.unh.edu/web/la.html>).

College of Life Sciences and Agriculture. Students majoring one of the disciplines or fields represented in the College may acquire in background in one or more of 20 areas as diverse as animal sciences to biology to forestry to zoology (<http://www.colosa.unh.edu/academ.htm>; <http://www.colosa.unh.edu/>).

School of Health and Human Services. The School of Health and Human Services offers baccalaureate degrees in Communication Sciences and Disorders, Family Studies, Health Management and Policy, Kinesiology, Nursing, Occupational Therapy, Recreation Management and Policy, and Social Work (<http://www.unh.edu/ur-hhs.html>). Most of the undergraduate programs of study are accredited (<http://www.undergradcat.unh.edu>).

Whittemore School of Business and Economics. The School offers degree programs in Economics, Business Administration, and Hospitality Management (<http://www.undergradcat.unh.edu>; <http://www.unh.edu/wsbe/index.html>). The School has six departments representing the areas of business and economics (<http://www.unh.edu/wsbe/wsbedept.html>).

University of New Hampshire Manchester campus. UNH Manchester, the university's urban campus, provides students with the opportunity to complete degree programs at the Associate and Baccalaureate. "Students of all ages and backgrounds come to UNH Manchester and find a community that supports their academic success. UNH Manchester brings the university's undergraduate, graduate and professional programs to people who live and work in the Merrimack Valley." Students also have the option of beginning their academic careers at UNHM and then transferring to the main campus to complete requirements, or they may transfer in the other direction (<http://www.unh.edu/unhm/undergrad.html>). Bachelor degree programs are offered in Business, Communication Arts, Electrical Engineering Technology, English, History, Humanities, Mechanical Engineering Technology, Nursing, Psychology, and Sign Language

Interpretation. The associate of arts in general studies and the associate of science in biological science and business administration are also offered.

Division of Continuing Education and Summer Session. The Division of Continuing Education and Summer Session provides access to the courses of the degree programs of the schools and colleges of the university. The Division also offers the Associate in Arts in General Studies program. A description of the A.A. degree program and other programs offered through the Division can be found at <http://www.learn.unh.edu>.

Special Academic Programs

The university makes available to students a wide array of opportunities and programs designed to broaden their experience and strengthen their academic record. These include:

- University Honors Program and Honors in Major Programs (<http://www.unh.edu/honors-program/>).
- Undergraduate Research Opportunity Program (<http://www.unh.edu/urop/>).
- International Research Opportunity Program (<http://www.unh.edu/urop/iropmission.html>).
- Dual Major in International Affairs (<http://www.unh.edu/cie/iadm/iadm.html>).
- Writing Intensive Course Requirement (<http://unhinfo.unh.edu/registrar/writ/wi.html>).
- Humanities Major (<http://www.unhm.unh.edu/course-catalog/huma.html>).
- Women's Studies Major (<http://www.unh.edu/womens-studies/>).
- Domestic Exchange and Study Abroad Program (<http://www.unh.edu/cie/studyabroad/starting.html>)
- Service Learning, Field Experience and Internship Programs (<http://www.unhm.unh.edu/course-catalog/ca.html>; <http://www.unh.edu/serve/elist.html>; <http://www.unh.edu/volunteer/>)
- ROTC: Army and Aerospace (<http://www.unh.edu/army-rotc/>; http://www.unh.edu/afrotc/what_is_afrotc.html#)
- English as a Second Language (Durham campus) (<http://www.learn.unh.edu/esl/>)
- Summer ESOL Program (Manchester campus): <http://www.unhm.unh.edu/learningcenter/esol.html>
- McNair Program Graduate Opportunity Program (<http://www.unh.edu/mcnair/>)
- Minors: e.g., Race, Culture, and Power; American Studies; American Sign Language and Deaf Studies

Enrollment Management

NEASC has requested that the university report on its progress in "*Implementing enrollment management strategies.*" In 1998 the University of New Hampshire hired a Vice Provost for Enrollment Management (later modified to Vice Provost for Academic Achievement and Enrollment Services). Predicated on a framework of "relationship building," the emphasis over the past five years has been on more timely, efficient, and student-focused service. These improvements include more efficient review of admission applications and more timely decisions, earlier communication of financial aid packaging decisions, greater use of the web to manage various student service and information activities, and a greater focus on ensuring that students have access to the classes that they need to make steady academic progress toward degree.

The measurable outcomes of these efforts include freshman cohorts that have been relatively consistent with institutional targets and compatible with academic resources (but somewhat larger than housing resources can comfortably accommodate) for the past four years. These classes (between 2554 and 2709) represent significant improvement over the two cohorts that enrolled in fall 1997 (2350) and fall 1998 (2110) and have been accompanied by stable first year retention (approximately 85%), and have contributed to an increase in total undergraduate degree enrollment from 10,169 (Fall 1998) to 10,867 (Fall 2002). Additionally, the student population has become more diverse (growing from 3.3% students of color in 1999 to 4.3% students of color in 2002). Basic measures of academic quality have remained relatively stable for entering classes over the past decade and student achievement (retention, graduation, grade point average) also reflects relative stability. The Academic Plan calls for the development of a long-range enrollment plan that will recommend the appropriate enrollment size and the appropriate mix between undergraduate and graduate enrollment. UNH Manchester is developing a separate enrollment plan and the Center for Graduate and Professional Studies on the Manchester campus is developing a long-range plan that will include an enrollment plan.

Admissions

The university has developed and implemented a clear set of criteria and guidelines for admission (<http://www.unh.edu/admissions/criteria.html>). The Admissions Office, whose Executive Director reports to a Vice Provost in Academic Affairs, is committed to recruiting students to the university who will contribute to and benefit from the its mission.

The Admissions Office implements a consistent policy on the awarding of credit to transfer students. UNH and other USNH institutions have developed and implemented a number of articulation agreements with New Hampshire Community Technical College units over the past five years, including a path that NHCTC students may take that, if admitted, will ensure they meet general education requirements of USNH institutions

(<http://usnhbot.unh.edu/Transfer/Transferopen.html>). UNH recognizes the College Level Examination Program (<http://www.colosa.unh.edu/handbook/clep.html>) and the College Board Advanced Placement Program (<http://www.unh.edu/advising-handbook/ap.htm>).

Academic Advising

The university incorporates academic advising into all aspects of the undergraduate experience. Faculty members advise majors, the school and college deans' offices all have an advising component, and the university has a comprehensive advising and career services office. All aspects of academic advising are covered and the university publishes an official advising handbook. Examples of online information may be found at:

- <http://www.unh.edu/advising-handbook/index.html>
- UNH Manchester advising handbook: <http://www.unh.edu/unhm/acadcounseling/advising-handbook.pdf>
- <http://www.colosa.unh.edu/handbook/index.html>
- <http://www.unh.edu/insidescoop/acadadvising.htm>
- <http://www.unh.edu/orientation/junefirstyearschedule.html>
- <http://www.unh.edu/advising-center/>
- <http://www.unh.edu/advising-center/unhman.htm>
- <http://www.unh.edu/prelaw-advising/>
- <http://www.unh.edu/pre-med-club/index.html>

- <http://www.cfar.unh.edu/>

The Academic Plan includes a commitment to greater integration between Academic Affairs and Student Affairs to improve the quality of the undergraduate experience. To this end a task force was established to review Academic Advising and Career Services. Based on the task force recommendations, the university has undertaken a merger of Academic Advising and Career Services in order to provide more student centered services. The merged unit reports to Academic Affairs.

Registrar

The university has and uses its authority to award academic credit based on course content and degree level. The Registrar (<http://www.unh.edu/registrar/index.html>) and the Academic Standards and Advising Committee (<http://www.dceadmin.unh.edu/asac.html>) work to ensure that accurate records are created and maintained and that university policies and procedures are followed.

Retention and Graduation Rates

Efforts are coordinated through departmental advising, Student Affairs, academic support services (e.g., Center for Academic Resources), and the Advising Center (<http://www.unh.edu/advising-center/>). The Office of Institutional Research collects and reports information. For example, most recent data showed that the retention rate from the first to second year was 85% and the six-year graduation rate was 72% (<http://www.unh.edu/ir/index.html>; see Common Data Set).

Graduate Degree Programs

The university has a long record of offering graduate programs at the master and doctoral level (<http://www.gradschool.unh.edu/>; <http://www.unhmgrad.unh.edu>). A complete listing of all graduate programs and other information about graduate education at the university may be found at a variety of locations (<http://www.gradschool.unh.edu/home/programs.htm>; <http://www.gradschool.unh.edu/home/staff.htm>). The mission of the Graduate School is published in a variety of sources, including on its website (<http://www.gradschool.unh.edu/home/mission.htm>): “To provide innovative, responsive, and accessible master’s and doctoral programs of the highest quality to graduate students.”

Administration, Governance, and Faculty Mentors

The administrative structure and listing of current Graduate School staff are provided at http://www.gradschool.unh.edu/home/staff_directory.htm. The Vice Provost and Dean of the Graduate School oversees graduate education at the university. In that role, he/she works closely with the school and college deans and the Vice President for Research and Public Service. The Vice Provost and Dean reports to the Provost and is a member of the Provost’s staff. There is a Graduate Council (<http://www.gradschool.unh.edu/home/staff.htm#council>), an elective body made up of representative graduate faculty from the various colleges, that is actively involved in a variety of governance issues—e.g., reviewing proposals for new academic programs, academic program review, monitoring conditions for graduate students supported by assistantships. Faculty who advise and work with graduate students are assisted by the Graduate School in a variety of

ways. For example, the Graduate School publishes a faculty advisor handbook (<http://www.gradschool.unh.edu/forms/FacAdvHndbk.pdf>).

Admissions, Enrollments, and Financial Support

The Graduate School develops and publishes information on graduate admissions (<http://www.gradschool.unh.edu/home/demographics.htm>). Enrollments have been fairly stable over the past five years at about 2100 students. The quality of enrolling students has been very good based on undergraduate grade point average and GRE scores. In doctoral programs, the credentials of entering students are, as expected, higher than those of students who enroll in master's programs. Information on specific graduate programs may be found at a variety of sources: <http://www.gradschool.unh.edu/forms/catalog.pdf>; <http://www.gradschool.unh.edu/home/programs.htm>. A new Center for Graduate and Professional Studies was created at the Manchester campus, details about which may be found at <http://www.unhmgrad.unh.edu/>. Graduate students are supported through a variety of means including assistantships, fellowships, and full and part-time scholarships (http://www.gradschool.unh.edu/home/grad_appt.htm). Information about this support may be found in information published by individual academic programs (e.g., see Psychology, http://www.unh.edu/psychology/grad_pro.htm#highlights) and in a graduate assistant handbook published by the graduate School (<http://www.gradschool.unh.edu/pdf/GAbook.pdf>).

Current and Developing Programs

The university offers 73 master's degrees, 29 PhD degrees, one CAGS, and six certificate programs (college teaching, computer networks, and industrial statistics). A unique program in college teaching, which is administered through the Graduate School, provides the opportunity for students to earn either a cognate (minor) master's degree in college teaching (http://www.gradschool.unh.edu/pff/pff_academic.html). Students enrolled in this program also typically participate in the university's preparing future faculty program (<http://www.gradschool.unh.edu/PFF/>).

The Graduate School, University, and Board of Trustees have recently approved new programs in a number of areas. These include the following: Materials Science (<http://www.gradschool.unh.edu/home/programs/ms.htm>), Health Management (<http://www.gradschool.unh.edu/home/programs/hmp.htm>), Liberal Studies (<http://www.gradschool.unh.edu/home/programs/mals.htm>), Ocean mapping (<http://www.gradschool.unh.edu/home/programs/esci.htm>), Environmental Education (http://www.gradschool.unh.edu/pff/pff_academic.html).

Requirements

Entrance and graduation requirements for specific programs vary. Information may be found in the Graduate Catalog. General requirements are also published in the Catalog (http://www.gradschool.unh.edu/home/admit_policy.htm) and in "Student Rights, Rules, and Responsibilities" (<http://www.unh.edu/student/rights/>).

Instruction

Faculty use instructional methods that are appropriate to their fields and disciplines. In addition to traditional pedagogies (e.g., lecturing, discussion), UNH faculty use many other approaches. A few examples will suffice.

- Faculty members have become increasingly skilled at incorporating technology into their teaching. The Academic Technology unit has led the way by providing instruction and the physical resources needed (<http://at.unh.edu/>). For example, this unit has overseen the implementation of Blackboard®. Faculty use of this product has increased since its introduction at UNH during the late 1990s. In the faculty development area, Academic Technology now sponsors an annual summer institute on technology and teaching (<http://at.unh.edu/fitsi/2002/>) and the Teaching Excellence Program has included a course on teaching with technology in its summer institute (http://www.gradschool.unh.edu/pff/pff_institute.html).
- Faculty use case methods in such areas of business and health administration.
- The university has a writing intensive courses requirement that was implemented in the mid 1990s (<http://unhinfo.unh.edu/registrar/writ/wi.html>). Faculty are assisted in their efforts to include significant writing in their courses by the Writing Across the Curriculum Program (<http://www.unh.edu/writing/>).
- Faculty in many fields and disciplines routinely include laboratory components in their courses (e.g., <http://pubpages.unh.edu/~jes1/Psyc713.html>).
- Faculty members also utilize co-curricular opportunities (<http://www.unh.edu/leadershipcenter/programs.htm>) to complement their instruction in the classroom. Some faculty members present these programs while others require or recommend that their students attend.
- Students in many fields and disciplines have the opportunity to learn about subject matter and approaches used by experts through field and other experiences that extend beyond the classroom: <http://www.sml.cornell.edu/>;
<http://www.seagrant.unh.edu/education.htm#UNH%20Ocean%20Research>;
<http://www.unh.edu/natural-resources/ecoquestweb/index.html>;
<http://www.ceps.unh.edu/news/releases02/concamp902.html>.
- Students may optimize their classroom experience by participating in service learning activities many of which are supported by the Partnership for Social Action. More than simply volunteering, students not only give back to their community but they learn about the world they live in, apply what they are learning in class, and develop a variety of skills.
- The UNH Teaching Excellence Program has overall responsibility to assist faculty and teaching graduate students in learning about and implementing instructional methods that are appropriate for their instructional goals and based on sound research. For the success of its efforts in the faculty development area, the university received a Theodore M. Hesburgh Award in 2002 (<http://www.unh.edu/teaching-excellence/award.html>).

Assessment of Student Learning

The university's 1993 NEASC Self-Study report documented progress that had been made to date in regularly and systematically assessing student learning. The 5th year Interim Report to NEASC (January, 1999) described additional progress, including UNH's involvement in one of the NEASC sponsored workshops on student outcomes assessment. In 1999, Academic Affairs

created a new university-wide assessment committee. That group, which was expanded, includes a faculty fellow from each school and college, a faculty librarian, an assessment special from Student Affairs, and faculty member whose efforts are directed at the assessment of student writing. The Vice Provost for Undergraduate Studies (Victor Benassi) and a faculty fellow working in Academic Affairs on assessment, accreditation, and related areas (Stephen Hardy) chair the Assessment Committee.

In the fall of 2001 the New England Association of Schools and Colleges (NEASC) commissioned a project to pilot the development of institutional assessment portfolios. The University of New Hampshire represents one of ten NEASC institutions selected to pilot the portfolios. (<http://www.unh.edu/academic-affairs/assessment/index.htm>) The portfolios serve as a vehicle for strengthening and making public what institutions are accomplishing in the assessment arena. Their primary purposes are to:

- Provide documentation of student learning processes and outcomes within the context of each institution's distinctive mission
- Enable presentation of the variety of ways that faculty, administrators, and students confirm the amount and quality of student learning that occurs, and how the curriculum and other campus experiences have impact on this learning
- Encourage presentation of selected student learning assessment efforts at classroom, program and institution levels within a thematic emphasis determined by each institution that aligns with its strategic planning.”

The committee has spent considerable time developing an inventory of current assessment activities. The assessment website includes material on the survey administered in 2001-2002 to collect information on assessment activities and the results of that survey (<http://www.unh.edu/academic-affairs/assessment/inventories/metasummary.htm>). One outcome of that effort was that assessment fellows identified examples of good assessment practice and wrote brief case studies of those efforts, which are posted on the web site.

The Student Affairs area includes a Student Affairs Research and Assessment Center (<http://www.unh.edu/student-life/assessment/>). That office has focused its attention on developing and administering surveys, analyzing survey data, and providing technical and methodological assistance. These will remain areas of focus for this unit. At the same time, this is now beginning to work with leaders of student affairs units to assist them in moving beyond thinking of student self report data as their only source of information and in considering more direct measures of student outcomes.

A number of faculty development activities have been undertaken to assist faculty and teaching graduate students. These include:

- A course taught each summer on Classroom Assessment and Research, as part of the university's summer institute on college teaching
- Assessment grant competitions open to faculty, funded initially in 2002. Another round request for proposals to be announced in spring 2003.
- Workshop held in spring 2002 on student outcomes assessment, in conjunction with the assessment unit of NEASC's CIHE.

- Ongoing assistance provided by the Teaching Excellence Program to faculty (<http://www.unh.edu/teaching-excellence/index.html>).

New Academic Programs, Academic Program Review, and Program Closure

In order to obtain approval of a new academic program, a set of well-defined steps must be undertaken, starting with the preparation of a detailed proposal. These steps, and the required intermediate approvals, differ somewhat between undergraduate and graduate programs (http://www.unh.edu/academic-affairs/faculty/gen_resources.html: <http://www.gradschool.unh.edu/home/staff.htm>).

The university undertakes regular review of academic programs. Specific policies and procedures related to these reviews may be found at <http://www.unh.edu/ir/pr1.html>. In addition, the university fully complies with University System of New Hampshire's policies and procedures regarding program review. The following link to the USNH documents: <http://usnholpm.unh.edu/BOT/II.Acad/G.htm>; <http://usnholpm.unh.edu/USY/II.Acad/G.htm>.

If the university is considering closure of a program, a review process is undertaken (see Faculty Handbook). The Provost and President must approve the elimination of a program before the request is sent to the Board of Trustees. In the event that a proposed program elimination could result in the displacement or termination of tenured or tenure track faculty, a full review and other steps are undertaken in accordance with the USNH and AAUP/UNH collective bargaining agreement (<http://usnhbot.unh.edu/Info/aaup/cba.html>).

Scholarship and Research

The University of New Hampshire has a distinguished faculty who are actively involved in publishing scholarly books and articles, novels, poetry, and other forms of creative work. They routinely present their work at professional meetings, conferences, and workshops. In the arts, faculty write and perform music, conduct orchestras, show their painting and sculptures, perform in plays, and in other ways convey their creativity. All permanent faculty are expected to engage in appropriate scholarly activities as a means to stay abreast of and contribute to their fields. Many units have a number of faculty who are at the top of their fields. Some examples are: <http://www.unh.edu/english/faculty.html>; <http://biochemistry.unh.edu/#UNH%20Faculty%20and%20Staff%20Directory>; <http://www.unh.edu/history/faculty.htm>; http://www.unh.edu/psychology/the_faculty.htm; <http://www.unh.edu/environmental-engineering/index-ene-faculty.html>.

The university provides resources so that faculty may accomplish their work. Department chairpersons, with the approval of their dean, set faculty workloads. A number of units provide technical and other support to UNH researchers: <http://www.unh.edu/orps/support.html>. Overall responsibility and oversight of the research enterprise at the university are provided by the Office of the Vice President for Research and Public Service (<http://www.unh.edu/orps/>) and by the Office of Sponsored Research (<http://www.unh.edu/osr/>). Faculty (<http://usnhbot.unh.edu/Info/aaup/cba.html>) and students (<http://www.unh.edu/student/rights/>) pursue their research and scholarship in an environment that respects academic freedom.

There are a number of indices that provide useful information on the research productivity of faculty. At the time of its last accreditation, the university had obtained about \$33 million in external grants and contracts. In 2002, that figure topped \$85 million. There has been a similar increase in the number of grant applications processed by the university and the number of applications funded. When the fact that UNH is a relatively small university is taken into account, the level of research productivity is even more noteworthy.

(http://thecenter.ufl.edu/research_data.html). Some areas of the university have had exceptional success. For example, in its more recent rankings, the Institute for Scientific Information listed the UNH faculty as number 1 in geosciences (http://in-cites.com/research/2002/december_2_2002-2.html). Some faculty have secured patents: http://www.unh.edu/news/Feb02/lg_20020205patents.html.

Research centers and institutes provide venues for systematic work in specific areas. Examples of centers and institutes at UNH include:

- Institute for Earth, Oceans, and Space (<http://www.eos.sr.unh.edu/>).
- Space Science Center <http://www.eos.sr.unh.edu/Resctr/SSC>
- Center for Coastal and Ocean Mapping <http://www.ccom-jhc.unh.edu/>
- Crimes Against Children Center (<http://www.unh.edu/ccrc/>)
- Institute on Disability <http://www.iod.unh.edu/>
- Family Research Lab (<http://www.unh.edu/frl/>)
- Justiceworks (<http://www.justiceworks.unh.edu/>)
- Carsey Institute (<http://www.carseyinstitute.unh.edu/>)

For a complete list, refer to <http://www.unh.edu/orps/research.html>.

The university has recently established a policy and review procedure for establishing University Institutes: <http://usnholpm.unh.edu/UNH/II.Acad/M.htm>.

Public Service and Special Activities

Public service, engagement, and other forms of outreach to the state, region, and beyond are central to the university's mission. This topic is one the three areas of focus in the full self-study, which will be delivered to NEASC in August 2003.

PROJECTION

The university will continue to offer strong academic programs at the undergraduate and graduate levels, supported by a competent faculty and who use appropriate instructional methods. Faculty will be supported in their work by professionals who offer services and provide technologies that enhance programs of instruction. With the implementation of its Academic Plan, the university will further sharpen the focus of its academic programs and its research and other scholarly agendas. The university has been successful in maintaining a blend of the best of a New England liberal arts college and a developing profile as a research university. During the next 10 years, the major challenge will be to strengthen both of these elements. This will not be

an easy goal to achieve, but by staying focused on its Academic Plan, the university is positioned to do so.

Standard Five FACULTY

In 1993, the university and the AAUP signed the first collective bargaining agreement. The current Collective Bargaining Agreement may be found at: <http://usnhbot.unh.edu/Info/aaup/context.html>. Collective bargaining has been a major change in university operations. The AAUP bargains wages, benefits, and other conditions of employment for all tenured/tenure track full-time faculty members. The bargaining unit includes department chairs but excludes “faculty in residence, research faculty, extension educators, visiting faculty, part-time faculty, lecturers, deans and associate deans, library equivalent positions including the University Librarian, Associate University Librarian and two Assistant University Librarians, the Director of Environment Research Group, the Director of the Center for Humanities, the Director of the Thompson School, the Director of the Center for Educational Field Services, the Director of the Institute for Policy and Social Service Research, and the Director of the Institutional Research and Consulting Center.”

Over the last ten years, contract negotiations have been protracted and often contentious. A recent shift in policy that allows the university administration to bargain directly with the AAUP offers hope for smoother negotiations. The Academic Plan includes a commitment to “review the collective bargaining process and propose appropriate changes to achieve timely agreement on issues, encourage more effective communication, and promote positive relationships, consistent with the Memorandum of Agreement appended to the 1998 - 2003 USNH/AAUP Collective Bargaining Agreement” (<http://www.unh.edu/academic-affairs/pdf/academicplan.pdf>).

DESCRIPTION AND APPRAISAL

Faculty Qualifications

Faculty appointments, promotions, and activities at the University of New Hampshire reflect standards consistent with those of a comprehensive research university. Faculty ranks and statuses (e.g., associate professor, adjunct) are clearly defined in policy manuals and statements: http://www.unh.edu/academic-affairs/faculty/gen_resources.html

Full-time faculty hold the appropriate terminal degrees in the fields in which they have been appointed. Percentages of full-time faculty holding the doctorate vary by school and college — 88% overall in 2002, as reported in CIHE Form VI (faculty).

Non-tenure track and part-time faculty are also expected to hold graduate degrees in appropriate disciplines. Adjunct or clinical faculty without the doctorate are sometimes appointed when their special expertise, skills, or work experiences will enhance a program or meet specialized program needs, or when shortages exist in the availability of doctoral-level applicants.

Faculty Numbers and Rank

The number and rank of full- and part-time faculty is shown in the chart below.

UNH/UNHM	CURRENT YEAR (FY 2002-03)	
	FT	PT
NUMBER OF FACULTY		
PROFESSOR	235	6
ASSOCIATE	236	6
ASSISTANT	141	20
INSTRUCTOR	9	49
OTHER	7	323
TOTAL	628	404

Faculty Recruitment

Faculty recruitment typically occurs at the department/program level, led by faculty, but a process of approval, collaboration, and oversight includes deans, the Provost, the Office of Affirmative Action (reports to President), and the Department of Human Resources. See:

- Human Resources Hiring Procedures <http://www.unh.edu/hr/Fac%20Empl>
- USNH Policy Manual <http://usnholpm.unh.edu/UNH/V.Pers/Default.html#F>
- Faculty Search Guidelines provided by the Office of Affirmative Action

The recruitment process has worked well to attract high quality faculty. The university continues to pursue its goals of a more diverse faculty, as articulated in the Academic Plan. We have seen more progress in attracting and retaining women than we have with minority faculty. In 2002, 33% of all tenure track faculty members were women, compared to 19% in 1983 and 28% in 1993. In 2002, 6% of all tenure track faculty members were minorities, compared to 4.8% in 1991 and 3.8% in 1981.

Faculty Salaries, Benefits, and Workloads

Tenured/tenure track faculty salaries and benefits are governed by the collective bargaining agreement: <http://usnhbot.unh.edu/Info/aaup/context.html>. Collective bargaining has ultimately produced salary and benefit packages that attract and retain a faculty that can advance the university's mission within the limits of its resources. Although collective bargaining governs salaries and benefits only of tenured/tenure track full-time faculty, each contract has had an elevating effect on salary and benefits for all benefits-eligible faculty. At the same time, stipends for per-course, part time faculty are negotiated at the Department and College level.

Article 8 of the Collective Bargaining Agreement states that "Individual workload assignments shall be made by the department chairperson, subject to the approval of the dean of the appropriate school or college" (<http://usnhbot.unh.edu/Info/aaup/context.html>).

This agreement has allowed flexibility in practice. The Deans' Council has agreed that individual faculty workloads can be described using eight units, of which, typically five will be dedicated to teaching (corresponding to five courses per academic year), two to research and one to service.

In practice, the teaching loads tend to be lighter in the College of Engineering and Physical Sciences and the College of Life Sciences and Agriculture. The research and grant expectations, however, are higher in those colleges. The University of New Hampshire at Manchester faculty normally teach six courses per year with the remaining two units dedicated to research and service.

The Academic Plan includes commitments to

- Take actions to ensure that the University of New Hampshire is competitive in retaining and attracting the highest quality faculty, extension educators, and staff.
- Affirm that competitive compensation in relation to market comparators is the highest priority for faculty and staff salary and resource allocation decisions

Faculty Rights and Responsibilities

Faculty rights (including issues of academic freedom, security, and tenure), responsibilities, and conduct, are outlined in several documents:

- Collective Bargaining Agreement <http://usnhbot.unh.edu/Info/aaup/context.html>
- 1984 Faculty Handbook.
- USNH Policy Manual <http://usnholpm.unh.edu/>
- Faculty Senate Constitution <http://www.unh.edu/fac-senate/index.html>
- Discriminatory Harassment Policy: <http://usnholpm.unh.edu/OLPM/UNH/V.Pers/B.htm>
- Complaints Against Faculty policy: In Student Rights, Rules, and Responsibilities: <http://www.unh.edu/student/rights/>
- Copyright Policy: <http://www.library.unh.edu/libinfo/copyright.html>
- Policies Governing Research: <http://www.unh.edu/osr/>
- Environmental Safety policies: <http://unhinfo.unh.edu/ehs/index.html>

Most faculty grievances are resolved at an informal, departmental level. Data on formal grievances were provided by the AAUP. They indicate that faculty have utilized the formal grievance procedures outlined in the collective bargaining agreement:

Formal grievance, by year initiated

1993	2
1994	3
1995	9
1996	4
1997	3
1998	7
1999	5
2000	9
2001	9
2002	4

All but three grievances have been resolved.

Ethical standards, assurances of academic freedom, nondiscrimination, due process, and fair treatment are outlined in the USNH and UNH Policy Manuals for nontenure track faculty, part-

time faculty, and teaching assistants. For PAT Staff, these issues are covered in the Professional, Administrative and Technical Staff Handbook.

Faculty Development

The university offers faculty substantial and equitable opportunities for professional development. These are outlined in the following documents:

- The collective bargaining agreement (Article 15), which prescribes specific levels for annual development funds for all full-time faculty <http://usnhbot.unh.edu/Info/aaup/context.html>
- The Faculty Handbook, which outlines sabbatical policies.
- Office of Sponsored Research, Internal Funding Opportunities Matrix, which summarizes all internal grant opportunities. <http://www.unh.edu/osr/intfunding.html>
- Faculty Orientation Program: http://www.unh.edu/academic-affairs/faculty/gen_resources.html
- Teaching Excellence Program: <http://www.unh.edu/teaching-excellence/index.html>; <http://www.unh.edu/teaching-excellence/resources/resourceB.html>
- Writing Center Materials for Faculty : <http://www.unh.edu/writing/>
- Instructional Technology Development Opportunities: http://www.unh.edu/acac/AY00_01/FacDevRFP_4-6-01.htm; http://www.unh.edu/acac/AY01-02SubcommitteeMinutes/IT_Indicators.htm
- International Faculty Development Opportunities: <http://www.unh.edu/cie/faculty/facopp.html>
- Instructional Development Center Opportunities: <http://at.unh.edu/idc/>

The innovation and success of the university's faculty development programs was reflected in November 2002, when the American Council on Education awarded UNH the annual Theodore M. Hesburgh Award for faculty development for its Academic Program in College Teaching: http://www.gradschool.unh.edu/PFF/pff_hesburgh.html; http://www.unh.edu/news/Feb02/lg_20020220faculty.html.

Opportunities for staff development may be found at the UNH HR website at: <http://www.unh.edu/hr/pod/prof-devel.htm>.

Faculty Evaluation and Effectiveness

Faculty are continually assessed by way of the following processes: student course evaluations, annual faculty reports, pre-tenure review, promotion and tenure review, and post-tenure review. All of these procedures are referred to in the Collective Bargaining Agreement <http://usnhbot.unh.edu/Info/aaup/context.html>, and in other policy statements.

Student course evaluations are tracked by the Office of Institutional Research, which publishes data at the university, College, and Department levels. Overall student satisfaction is high. In fall 2001, for instance, the university average – of 40,666 responses – was 4.33 (out of 5) on summary question 14: "Overall, how would you rate this instructor." (http://www.unh.edu/ir/master_factbook_01PDF.pdf)

Conditions of Employment for Academic Support Staff and Graduate Students

The terms of employment for all PAT staff, including those with academic responsibility, are described in the Professional, Administrative and Technical Staff Handbook. PAT staff members are encouraged to seek professional advancement within the University System. They are also encouraged to take advantage of job-related training, workshops, and seminars. Exchange programs with staff at other institutions are also available, and a Staff Development Fund has been established for use in cases where unusual opportunities arise that would promote professional development. PAT Staff Development (<http://www.unh.edu/hr/pod/prof-devel.htm>; <http://unhinfo.unh.edu/pat-council/profdev.html>).

Selection of graduate assistants is based upon qualifications, the programmatic needs of the assistant's department and the professional interests of the candidate. Policies governing academic standards and university-wide expectations for graduate students are overseen by the Graduate School and published in the Graduate School Catalog.

Formal training in college teaching is provided in a number of ways at the college, department or program level. Some departments such as English and Psychology, which employ significant numbers of graduate assistants as instructors, have structured programs and there is a fall training program for graduate teaching assistants in the College of Life Sciences and Agriculture. All teaching graduate students may participate in the university's Academic Program in College Teaching (http://www.gradschool.unh.edu/pff/pff_academic.html), for which the university has gained national recognition.

Evaluations, typically done at the program level, include a review of required student course evaluations and the graduate assistant's academic record. For more information, see:

- <http://www.gradschool.unh.edu/forms/catalog.pdf>
- http://www.gradschool.unh.edu/home/grad_appt.htm
- <http://www.gradschool.unh.edu/pdf/GAbook.pdf>
- http://www.gradschool.unh.edu/home/gao_schedule.htm

PROJECTION

UNH faculty will continue to be committed teachers, accomplished scholars and researchers, and conscientious participants in university and public service activities. They will have appropriate credentials for their academic assignments and have the requisite professional skill and experience to competently advise and guide students at the undergraduate and graduate level. PAT staff will continue to bring to the institution a diverse set of backgrounds, interests, and areas of expertise. Many will be directly involved in supporting and enhancing the educational process. PAT staff and Graduate Students function as teaching and laboratory assistants, advisors, library and media specialists, scientific technicians, and athletic coaches. University policies will provide for regular assessments of faculty and PAT staff effectiveness in their various roles. The university administration is committed to maintaining a system of compensation that attracts and retains outstanding faculty, PAT staff, and graduate students. The Academic Plan includes a commitment to this goal.

Standard Six STUDENT SERVICES

The Academic Plan notes that “Our academic goals are achieved through the provision of high quality, integrated learning experiences.” This commitment frames both curricular and co-curricular programs at the University of New Hampshire and is reflected in the strategic plan of the Division of Student Affairs. Since the last review by NEASC in 1993, the university has continued to offer student services that support its mission. Many of these services—for example, residential life, multicultural student affairs, student union and activities—are organized in units that report to the Vice President of Student Affairs (<http://unhinfo.unh.edu/student-affairs/index.html>). Other service units—e.g., admissions, advising, international perspectives and services, first year programs, honors, student exchanges, academic skill development, career services, support for students with disabilities, and financial aid—report to the Provost or—e.g., UNH Dining—to the Vice President for Finance and Administration. Still others—e.g., Athletics—have reported directly to the President. One outcome of strategic planning has been a desire to examine more closely the administrative structure related to Student Services. For instance, in 2001 the President organized a task force to consider the consolidation of academic advising and career services, which had reported to different vice presidents. The task force report recommended a consolidation, with a direct report to the Provost. In the fall of 2002, the university engaged a consulting firm to examine other changes that would enhance the delivery of services to advance the university’s academic mission. In addition, the Undergraduate Experience Committee of the focused self-study (draft available at <http://www.unh.edu/neasc/reports.htm>) will also describe, appraise, and project the integration of learning across a range of settings—classroom, residence hall, recreation, athletics, and student union.

DESCRIPTION AND APPRAISAL

Basic Structure and Funding

The university supports a comprehensive system of offices and organizations that provide student services. These units are well-publicized and well-integrated into campus life. Among the most heavily utilized services are: Campus Recreation; Counseling Center; ACCESS Office; Health Services; Memorial Union Building; Office of Multicultural Student Affairs; Office of Residential Life; Office of Student Life; Police Department; University Advising and Career Center; Greek Affairs; Athletics. Each student service office maintains records in accordance with Federal laws and internal policies and procedures.

Since 1993, the university has renovated or built a number of facilities to support students, including the Memorial Union Building, the Whittemore Center, and Mills Hall. Overall facility plans are discussed in Standard 8. Student Services are staffed by well-trained professionals who are described on the web sites listed above.

Orientation, Advising, and Assessment

The university provides extensive orientation services to incoming students through both a formal Orientation Program in June (one day for transfer students and one or two days for freshmen students as well as parents or other family members) and an extended set of

orientation-related experiences prior to the start of classes in the fall and throughout the first year. A program for students entering in the spring semester is also offered. Early orientation is followed with a continuous stream of information— via flyers, web sites, residence hall meetings, and campus newspapers— about the services available for health, recreation, safety, and personal growth. Examples include: the University Police (<http://www.unh.edu/upd/preventi.htm>); Sexual Harassment and Rape Prevention Program (SHARPP) Peer Education (<http://www.unh.edu/student-life/sharpp/PeerEd/Peered.html>); UNH Students of Color Survey.

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

The university, through various offices such as Institutional Research, the Registrar’s Office, and the Student Affairs Research and Assessment Center, gathers and analyzes data on a broad range of student characteristics, expectations, behavior, and needs. Within the past two years, the use of math placement testing has been piloted and is being more widely adopted for the future. Systematic review of courses with high incidence of student failure (as characterized by either grades that inhibit academic progress or student decisions to withdraw) are reviewed and receive consideration for support through the Teaching Excellence Program as well as other forms of support to improve instruction (e.g., appropriate introduction of technology into the course). These types of “wide view” analyses assist the university to identify systemic problems that invite systemic solutions.

On a more individual level, mid-semester progress reports are prepared by faculty who teach courses with high percentages of freshmen students. These reports allow students, instructors, advisors, and the respective dean’s offices to identify potential problems and to intervene earlier than the end of the semester. Additionally, for freshmen students who reside on campus (about 95%), hall directors and residential assistants are expected to make personal contact through individual meetings within the first six weeks of the fall semester to get to know each resident, and to learn about his/her needs and aspirations (<http://www.unh.edu/residential-life/>). For students of color, the university’s Connect Program and the Office of Multicultural Student Affairs provide early and ongoing points of contact to identify the needs of individual students. At the same time, the Special Assistant to the Vice Provost for Multicultural Recruitment and Retention monitors students’ academic progress in individual courses, working directly with the associate deans to ensure that students are either progressing appropriately or being directed to necessary institutional resources. The UNH President's Commission on Gay, Lesbian, Bisexual and Transgender Issues “assists the President in monitoring the campus climate for gay, lesbian,

bisexual and transgender faculty, students and staff. It reviews policies and programs that might affect the university's gay, lesbian, bisexual and transgender community and makes recommendations to the president on improving campus climate”

(<http://www.unh.edu/glbti/index.html>). Individuals with documented disabilities who have registered with the ACCESS Office benefit from proactive communication with faculty to address unique needs (including relocation of courses to more accessible locations when this is necessary for the participation of a student).

Among the resources available to students:

- Center for Academic Resources (<http://www.cfar.unh.edu/>)
- Counseling Center (<http://www.unhcc.unh.edu/>)
- University Advising and Career Center (<http://www.unh.edu/advising-center/>;
<http://www.unh.edu/career-services/>)
- ACCESS Office (<http://www.unh.edu/access/index.html>)
- Robert J. Connors Writing Center (<http://www.unh.edu/writing/>)
- The Learning Center at UNHM: <http://www.unhm.unh.edu/learningcenter.html>
- Joan and James Leitzel Center for Mathematics, Science, and Engineering Education
- Various department-based tutoring programs (often run through the departments by the respective student honor societies in those disciplines).

The university regularly assesses the effectiveness of its student services. Over the last two years, all major units of the university have engaged in strategic planning, which has included a close look at strengths, weaknesses, opportunities, and threats. The Student Affairs units' strategic plans are in various stages of development. As the Academic Plan becomes finalized, the Student Affairs strategic plan as well as the individual unit's plans will be further developed (e.g., Student Affairs Research and Assessment Center Strategic Plan).

Diversity, Accessibility, and Equity of Services

An array of offices and programs work to ensure an inclusive and accessible campus for all students. These offices include:

- Access Office, which provides support for students with disabilities (to provide support and arrange accommodations for students with documented disabilities) (<http://www.unh.edu/access/index.html> at Durham, <http://www.unhm.unh.edu/learningcenter.html> at Manchester)
- the Center for Academic Resources (CFAR) which provides academic support services including individual and group tutorials, workshops on time management and study skills, and related services to students who are from low income families and/or from families without college experience (<http://www.cfar.unh.edu>)
- the Office of Multicultural Student Affairs (which fosters a supportive climate for students from racially or ethnically underrepresented groups, LGBTQ students, and “allies” who are interested in engaging issues of diversity and multiculturalism more directly) (<http://www.unh.edu/omsa/>)
- Graduate Students of Color Program which provides special events (<http://www.gradschool.unh.edu/gsoc/>)

- Connect Re-Connect Programs which assist multicultural students with their transition to college and helps them to establish both academic and co-curricular support networks on campus (<http://www.unh.edu/connect/index.html>)
- Early Academic Intervention Group which monitors the academic progress of newly enrolled multicultural students, working with faculty and various academic support resources on campus to facilitate student success;
- Office of International Students and Scholars (<http://www.unh.edu/oiss/>)
- Special Assistant to the Vice Provost for Multicultural Recruitment and Retention who works directly with individual students and families to identify opportunities and to solve potential administrative problems that might derail students' progress at the university.
- Leadership Center - Off Campus Living
- Non-traditional Students Center

The university has committed itself to meeting the needs of all students. The staff of the Access Office, Support Services for Students with Disabilities, and the Learning Center at UNH-M offer services that may include 1) support, counseling, and information, 2) academic modification and auxiliary aids 3) referral services, and 4) environmental modifications. The University Computer Information Services' academic student computer clusters and Dimond Library Parker Adaptive Media Room are equipped with adaptive technology to enable students with disabilities to access and manipulate either print or electronic information. Such software products and hardware devices include screen readers, screen enlargement, optical character recognition, Braille embosser and translator, video magnifier, and voice recognition. The UNH World Wide Web Resources Policy includes language stating that the university is committed to the principle of universal access to official information and requires web page design for accessibility to audiences using alternate communication channels. Resources for designing and validating accessible web pages are offered through links on the University Webmasters Resource site. Specific case-by-case student accommodation request for access to materials on academic web pages is assisted by the Access Office staff. The university revised ADA self-evaluation and transition plan sets forth the procedure for priority management of barrier removal including parking and maintenance of structural access. To ensure "program accessibility," as defined under the ADA and Section 504 regulations, the university as deemed necessary, will change the location of inaccessible programs, services or activities it sponsors. Ongoing ADA workshops and yearly orientations are conducted to address ADA requirements and UNH policies and procedures in handling such requirements. University disability resources are also disseminated. Disability related resources are included in UNH's major publications and those publications specifically addressing diversity. All UNH publications and resources are available in alternate format upon request.

Student Involvement, Rights, and Responsibilities

The university supports opportunities for student leadership and participation in campus organizations and governance. The Student Organization Services web site lists over 150 organizations (<http://www.unh.edu/sos/>). Graduate students have an active Graduate Student Organization (<http://www.gradschool.unh.edu/GSO/>). In addition, students serve on a wide array of governance boards and committees, including the Board of Trustees, the Advisory Committee for Campus Recreation, the Athletics Advisory Committee, the Student Health

Advisory Committee, and the Transportation Policy Committee, to name a few. Student Rights, Rules, and Responsibilities can be found at <http://www.unh.edu/student/rights/>.

The Judicial and Mediation Programs Office provides opportunities designed to promote community standards of behavior, personal accountability, conflict management and resolution, civility, and an appreciation for living in a pluralistic society. Student Rights and Responsibilities can be found at <http://www.unh.edu/student/rights/> and a copy is given to each entering first year student when s/he moves in to the residence halls.

Financial Aid

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

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

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

Recreation and Athletics

Campus Recreation is available to all students on the Durham Campus, in a wide array of programs (Campus Recreation). New facilities at the Whittemore Center provide space for exercise and competition. In the fall of 2002, the university converted several grass fields into artificial surfaces with lighting, which enhances practice and competition opportunities for both

recreation and intercollegiate athletics. The Towse Rink at the Whittemore Center provides Athletics with a high-quality, multi-purpose, 6500 seat venue for competition. Renovations to the Field House have improved its effectiveness. UNH-Manchester runs a cultural arts program that provides students, faculty & staff access to a diverse schedule of films, lectures, music and more. <http://www.unhm.unh.edu/culturalarts.html>

Intercollegiate Athletics (housed on the Durham campus) is integrated into the mainstream of the university's mission. Athletics operations are organized to comply with NCAA regulations, which include a periodic certification process. Campus governance of athletics includes oversight by the President's Athletics Advisory Committee, established in 1996, by President Leitzel. Among other activities, the AAC monitors Title IX compliance and student athlete welfare. At UNH, athletes are students first, illustrated by graduation rates consistently higher than the overall student body. For its commitment to academics, equity, and student welfare, as well as competitive success, UNH Athletics was cited in 2002 as one of the Top 20 programs in Division I. This cohort included Harvard, Stanford, Duke, and Penn State. <http://unhinfo.unh.edu/aac/index.html>; <http://www.unhwildcats.com/pres0102/031302.html>

PROJECTION

Since 1993, The university has invested heavily in the infrastructure of Student Services, particularly in the facilities and staffing described above. Student services have evolved to meet the changing needs of changing cultures that send students to UNH. The process of assessment and adaptation will continue in the future. The university is eager to address the challenge. At the same time, in the face of limited resources, the process may include dislocation, reduction, and even elimination of some programs. Future challenges will be the same as historical challenges—finding ways to provide facilities and staffing with finite resources.

Standard Seven LIBRARY AND INFORMATION RESOURCES

The University of New Hampshire assures successful accomplishment of its mission, in part, by providing appropriate library and information resources and services. These services and resources contribute to the university's teaching and research missions and to "the intellectual and cultural development of students, faculty, and staff." The University Library (<http://www.library.unh.edu/admin/>) and the Computer and Information Services (<http://unh.edu/cis/strategicplan.html>; <http://www.unh.edu/signals/>) areas have recently developed strategic plans that are aligned to UNH's Academic Plan. In addition to Dimond Library and several branch libraries (<http://www.library.unh.edu/>) on the Durham campus, the university operates a full-scale library on the Manchester campus (<http://www.unh.edu/unhm/home.htm>). The Dimond Library has undergone major renovation and expansion (<http://docs.unh.edu/carpet/carpet1.htm>) and a new library has been created at the new urban campus of UNH at Manchester Library. The Kingsbury branch library is scheduled for major renovation and redesign when Kingsbury Hall undergoes its renovation and expansion (<http://www.unh.edu/krc/>).

LIBRARY

DESCRIPTION AND APPRAISAL

The mission, vision, institutional identification, and core values of the University Library, including all of its branch libraries, are clearly articulated in a public location at: <http://www.library.unh.edu/admin/mission.shtm>. Many individual units have prepared department-specific mission statements — e.g., Special Collections/Archives/Museum: <http://www.izaak.unh.edu/specoll/>. The University Library also has a comprehensive set of policies and procedures that guide the conduct of its work:

- Loan Department: <http://www.library.unh.edu/loan/loandesk/index.html>
- Reserve Desk: <http://www.library.unh.edu/reserves/index.html>
- Special Collections: <http://www.izaak.unh.edu/specoll/geninfo.htm#policies>
- Biological Sciences Library (Kendall Hall): <http://grinnell.unh.edu/bioinfo.html>
- Chemistry Library (Parsons hall): <http://www.library.unh.edu/branches/chemguide.html>
- Engineering, Mathematics & Computer Science Library (Kingsbury Hall) <http://www.library.unh.edu/branches/engmathcs.html>
- Physics Library (DeMeritt Hall): <http://www.library.unh.edu/branches/physlib.html>
- UNH Manchester Library: <http://www.unh.edu/unhm/home.html>
- Interlibrary Loan: <https://www.library.unh.edu/illiad/logon.html>
- Government Documents: <http://docs.unh.edu/default.htm> (Policies are buried in the sections)
- (Government Documents): <http://docs.unh.edu/ask.htm>
- Boston Library Consortium: http://www.unh.edu/news/Oct02/lg_20021018library.html

The University Library develops and maintains sufficient collections and services to meet the changing needs of students, faculty, staff, and citizens:

<http://www.library.unh.edu/OnlineGuide/libguide.htm>;
<http://www.library.unh.edu/tools/--Library>; <http://www.library.unh.edu/onlinejournals/>;
<http://www.library.unh.edu/Whatsnew/ebooks.htm>;
<http://www.reference.unh.edu/guides/guides.html>; <http://docs.unh.edu/>;
<http://docs.unh.edu/ask.htm>; <http://docs.unh.edu/Links/links.htm>; <http://docs.unh.edu/digital.htm>;
<http://www.izaak.unh.edu/exhibits/>; <http://grinnell.unh.edu/bioqform.html>;
<http://www.library.unh.edu/whatsnew/Index.htm>
Need help finding information for your latest project, paper, or assignment?

The University Library has undertaken a study of UNH and the university official group of comparator institutions.

Staff. The Library has appropriately trained staff members who are prepared to meet clients' changing needs: <http://www.library.unh.edu/libinfo/whoswho.html>. Library liaisons work with a faculty representative from each academic department to ensure that appropriate collections and services are made available to constituents: <http://www.library.unh.edu/coldev/liaisons.html>. The University Library works with Computer and Information Services to provide training for faculty on Blackboard <http://blackboard.unh.edu/?bbatt=Y>.

The university exchanges resources and services with other institutions as appropriate and feasible to support and supplement its educational programs — e.g., the library participates in OCLC and NELINET (<http://www.nelinet.net>), is a member of the Boston Library Consortium (<http://www.blc.org/>), shares resources with the New Hampshire College and University Council, and is a member of NERL. Students and faculty (including Manchester) may access electronic resources from anywhere in the world. UNH is currently ranked #6 in the New England Region for lending library materials to other libraries.

The university periodically evaluates the adequacy and utilization of its library, information resources, and services and uses the results of the data to improve and increase the effectiveness of these services (<http://www.library.unh.edu/survey/surveyresults.htm>; <http://www.library.unh.edu/whatsnew/Index.htm#laptops>).

NEASC has asked the university to report on progress in: “enhancing library and computer resources.” There has been no more important priority at the university over the last decade than the University Library. In its Interim Report (January, 1999) to NEASC, the university described the major progress it had made over a five-year period, particularly the new award-winning university library. The interim report also highlighted areas where further progress would be made, one of which was long-range planning. As described above, the library staff and others have developed a careful and successful planning process. A signal achievement of their efforts was the recent acceptance into membership of the prestigious Boston Library Consortium. The planning and consensus building that went into the Dimond Library renovation and expansion were important steps forward. In the context of the development of an overall academic plan, library staff, faculty, and administrators have been further engaged in systematic long-range planning.

PROJECTION

The most significant challenge to the library is the same one facing nearly all colleges and universities—namely, the high and growing costs of professional journals. The university has attempted to deal with this challenge in a number of ways, including revising the methodology for determining the Library budget, joining consortia, securing access to journals electronically, reviewing the need for and use of all subscriptions.

COMPUTING AND INFORMATION SERVICES

DESCRIPTION AND APPRAISAL

As described in its draft strategic plan, the mission of Computing and Information Services (CIS) is:

to select, implement, sustain and retire information technology (IT), tools and infrastructure: we support teaching, learning, research, public service and administration. We provide the means to communicate, present, manage and secure information. We encourage the appropriate use of IT to improve the educational experience. Our role as CIS staff is to be the experts in IT, leaders in its deployment, and coaches in its best use.

Its vision is to:

lead in optimizing the use of IT resources through high quality, affordable, and responsive services. Collaboration with our clients and partners will foster IT outcomes that advance their programmatic objectives.

CIS is a large and complex organization, with several distinct areas of responsibility (<http://www.unh.edu/cis-avp/graphics/orgchart.gif>); Academic Technology (<http://at.unh.edu/>); Enterprise Computing (<http://www.unh.edu/ecg/index.html>); Finance and Planning (<http://www.unh.edu/cis-finplan/index.html>); Printing and Mail Services (<http://www.printing.unh.edu/>); Telecommunications and Client Services (<http://www.unh.edu/tcs/index.html>).

The work of CIS is integrally connected to all areas of the university. There are a number of committees and groups that are concerned with computing and information technology. These include:

- Academic Computing Advisory Committee: <http://www.unh.edu/acac/>. ACAC reported to the Provost and focused on the centrality of computing to UNH's teaching, research and public service missions. See:
- Bylaws: http://www.unh.edu/acac/AY99_00/bylaws.pdf
- 2001-2002 activities: <http://www.unh.edu/acac/>
- Membership: http://www.unh.edu/acac/AY01_02/membership01_02.htm
- Executive Summary of the Academic Technology Plan: http://www.unh.edu/acac/AY99_00/rev_exec_sum.pdf

The ACAC was recently disbanded. A new Technology Policy and Planning Group is now in place and an Instructional Technology Committee is under development.

- Electronic Communications Privacy Statement: http://www.unh.edu/acac/AY99_00/e-mail-privacy-may-1998.html
- Supported Products Advisory Committee: <http://www.unh.edu/cis/supported-products/>. SPAC provides a forum for faculty, students, staff, and administrators to make decisions regarding which hardware and software products Computing & Information Services supports. Given the wide representation of campus constituents on SPAC, such decisions are influenced by the entire UNH community.

The university develops, implements, and periodically reviews policies and procedures related to computing and information services:

- Acceptable Use Policy: <http://www.unh.edu/cis/aup.html>.
- Student Technology Fee: <http://at.unh.edu/news/techfee.html>.
- University System of New Hampshire DRAFT Information Technology Security Policy: <http://usnhsecurity.unh.edu/>
- WWW Resources Policies: <http://www.unh.edu/president/wwwpolicy02521.html>

CIS's support of the university's academic mission is shown by the array of services it provides.

- Academic Technology: <http://at.unh.edu>
- Academic Technology Liaison Program: <http://at.unh.edu/news/atl.htm> Academic Technology Liaisons are information technologists assigned to each school and college. They support activities like maintaining academic department student clusters and labs, building and maintaining web pages, managing central file servers, assisting faculty using technology-enhanced classrooms, troubleshooting problems with faculty and staff computers, assisting the schools and colleges with strategic planning for information technology, and supporting faculty in integrating technology in teaching.
- Audiovisual Services: <http://at.unh.edu/audiovisual/>
- Blackboard Project: <http://www.unh.edu/blackboard/> Training: <http://www.unh.edu/blackboard/training.html> As of Spring 2002, more than 280 faculty from every school and college have created course web sites that will be used by their students. This semester, over 340 courses are being offered using Blackboard web sites; this represents over 15,000 enrollments.
- CIS Central System Accounts: <http://usnhaccounts.unh.edu/> Faculty, Staff and Students within the University System of New Hampshire are eligible for one or more Central System account. Accounts managed by Computing and Information Services include Academic, Administrative, Research, Web Contributor, *Blackboard*, and Exchange accounts.
- CIS Knowledge Base: <http://www.unh.edu/helpdesk/cis-hdkb.html> The CIS Knowledge Base provides access to UNH computing-related documents and web pages. This allows you to quickly find information on CIS Unix, e-mail, computer accounts, support services, computer repair, computer-based training, software downloads, virus protection and more.
- CIS Unix User's Guide: <http://pubpages.unh.edu/smog/kb/notes/cisug/>
- Computer Setup & Repair: <http://www.unh.edu/tech-services/csc/index.html>
- Computer Virus Protection: <http://www.virus.unh.edu/>

- Faculty Instructional Technology Summer Institute: <http://at.unh.edu/fitsi/2002/>;
<http://www.tltgroup.org/programs/seven.html>
- Help Desk & Dispatch Center: <http://www.unh.edu/helpdesk/index.html>
- Instructional Development Center: <http://at.unh.edu/idc/>
- Instructional Technology Faculty Development Grants Program:
http://www.unh.edu/acac/AY00_01/FacDevRFP_4-6-01.htm
- Learnline Support & Training: <http://at.unh.edu/tlc/learnline/>;
<http://at.unh.edu/tlc/learnline/faculty.html>); (<http://at.unh.edu/tlc/learnline/students.html>).
- Networking: <http://www.unh.edu/telecom/data/index.html>
- ResNet: <http://at.unh.edu/resnet/>
- Student Computing Clusters: <http://at.unh.edu/clusters/>
Available hardware: <http://at.unh.edu/clusters/equipment/hardware.html>
Available software: <http://at.unh.edu/clusters/equipment/software.html>
Course-specific software installations: <http://at.unh.edu/clusters/services/install.html>
Hours and locations: <http://at.unh.edu/clusters/info/hours.html>
Site-licensed software: <http://at.unh.edu/clusters/services/license.html>
- Teach/Learn Centers: <http://at.unh.edu/tlc/>
- Walk-In Services: <http://www.unh.edu/helpdesk/walkin.html>
- Video Services: <http://at.unh.edu/video/>

PROJECTION

Members of CIS have been working toward developing a draft strategic plan that will position this unit to lead the university in the areas of computing and information services. There are three strategic themes in this plan:

- Managing Partner and Client Relationships.
- Leading UNH, and USNH as Appropriate, in the Optimal Use of IT Resources.
- Fostering Individual and Organizational Development in CIS.

These themes seem reasonable and appropriate. The second theme remains to be operationalized in terms of how it will connect with the university's Academic Plan. This should be accomplished as the plan moves from draft to final form.

Standard Eight **PHYSICAL RESOURCES**

DESCRIPTION AND APPRAISAL

The Durham Campus

The Undergraduate Catalog clearly describes the campus setting:

The home of the main campus of the university is Durham--one of the oldest towns in northern New England--near the picturesque seacoast of New Hampshire. The 200-acre campus is surrounded by more than 2,400 acres of fields, farms, and woodlands owned by the university. A stream flowing through a large wooded area in the middle of campus enhances the natural open space among the buildings. College Woods, on the edge of campus, includes five miles of well-kept paths through 260 acres of woods.

During the last decade major building and renovation projects have revitalized the UNH campus while maintaining its traditions. UNH's Entrepreneurial Campus is the most recent addition to the campus. The Entrepreneurial Campus is a dynamic concept and an actual physical space. The concept encourages innovative collaboration between industrial, government, and academic communities. The initial stage of this initiative focuses on environmental technology, advanced communications and advanced materials. Currently the campus consists of two buildings, one for environmental technologies and the other for ocean engineering. Plans are currently being developed for additional buildings. (<http://www.undergradcat.unh.edu/webinfo.html>)

A section of 1993 UNH NEASC accreditation report is still accurate today:

The university wishes to retain the historic character of the campus as it modernizes and expands its facilities. It has had to balance scarce resources to provide for both growth and the costs of maintenance that was deferred in the past. Many of the university's oldest buildings have significant maintenance requirements as well as costly needs for the improvement of handicapped access. More recent facilities, built in the 1960s and 1970s, are in good general condition but require additional laboratory space, updating of electrical systems to accommodate modern computer technology, and renovations and new cooling systems for appropriate laboratory equipment. Space needs in virtually all areas of the university's mission continue to exist.

Recent, current, and planned capital projects demonstrate UNH's resolve to maintain and enhance the university's physical plant, consistent with its mission and purposes and within its means (<http://facilities-dc.sr.unh.edu/>; <http://facilities.unh.edu/campusplanning/>). The recent renovation and expansion of Dimond Library (<http://carpet.unh.edu/>) has given the university an award winning building that is at the physical and academic center of the Durham campus. The university dedicated a new student dormitory and another dormitory is currently being renovated.

Murkland Hall, the third oldest building on campus, is undergoing a major renovation and will be completed by fall 2003. Kingsbury Hall, an engineering and sciences building, is next in the queue for major renovation and expansion. A new dining hall, which is connected to the Memorial Union Building, will also have a large meeting and conference room and an after hours café (http://facilities-dc.sr.unh.edu/ImageGallery?GALLERY_ID=87&PROJ_ID=62). Away from campus, the university is working on the opening of a Marine Research Facility in New Castle, NH (http://facilities-dc.sr.unh.edu/Project_Files/MarineResearchFacility/).

All of the university's work related to capital projects is done using accepted external planning, design, and implementation protocols in order to ensure that it meets or exceeds the highest professional standards. The current master plan (<http://facilities.unh.edu/plan.html>) and an updated master planning process (<http://www.unh.edu/cmp/>) will serve the university's academic and research missions. It is not fortuitous that the Provost is the chair of the master planning committee. The guiding principle of the master planning process is academic vision of the university.

The university's capital projects are funded through a variety of means, including a bold initiative between the University System of New Hampshire (and its colleges and university) and the State. This project is described at <http://usnhcapitalplanning.unh.edu/KEEPSummary.html>.

The university dedicates sufficient financial resources to ensure physical resources (classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds, off-campus sites) meet institutional needs and serve the university's missions and purposes. Since the last accreditation review in 1993, the university has "wired" its buildings (<http://www.unh.edu/signals/January2003/networkupgrade.htm>), including dormitories. Numerous Super Tech classrooms are used in hundreds of courses every semester (e.g., <http://www.ceps.unh.edu/news/releases02/classroom102.html>). Areas that the university must continue to address are athletics facilities (both intercollegiate and recreation sports), instructional facilities, the creative and performing arts center (Paul Creative Arts), and student housing. A number of units within Facilities Services have responsibility for maintaining and enhancing the physical plant: Housekeeping, Design and Construction, Plant Maintenance (<http://facilities.sr.unh.edu/about.html>).

In addition to the master planning process, a variety of ongoing planning and implementation activities take place on a continuing basis that help ensure physical resources address academic and student services needs. For example, comprehensive space planning has been recently completed in the College of Life Sciences and Agriculture, with a focus on teaching and research laboratories; space planning is underway for UNH Manchester and for utilization of Morse Hall, the primary facility for the Institute for the Study of Earth, Oceans and Space. At a central level, the Space Allocation, Repair, and Renovation Committee (SARRC) has authority to approve the allocation and reallocation of space and to fund certain repair and renovation projects and to set capital projects priorities. This committee, comprised of the Vice Presidents, the Executive Assistant to the President, and a Faculty Senate representative receives staff support by the Assistant Vice President for Facilities and the Director of Facilities and Design. The committee meets on a bi-weekly basis throughout the year. The Advisory Committee on Land and Properties and the University Lands and Properties Use Committee specifically addresses issues

related to the use and disposal of university held land (<http://www.unh.edu/uaclp/>; <http://www.unh.edu/vpfa/uaclp/Criteria.html>), both on the Durham campus and at off-campus sites.

The Vice President for Finance and Administration oversees Facilities Services and Computing and Information Services and is mindful that “facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthful environment with consideration for environmental and ecological concerns” An overall academic/strategic plan and unit plans provide the framework and benchmarks needed to continually monitor, assess, and improve the critical work done within this vice presidential area: (<http://unhinfo.unh.edu/vpfa/plan.htm>; <http://unhinfo.unh.edu/vpfa/orgchart.html>).

The Vice President for Research and Public Service has special responsibility to ensure that health and environmental safety considerations are of paramount concern. The Vice President oversees the work of an Office of Environmental Health and Safety (<http://www.unh.edu/ehs/>).

Computing and Information Services

Computing and Information Services (CIS) has special responsible for supporting the information technology infrastructure needs of the university. The following provides examples of the ways in which CIS meets this responsibility.

- Academic Software Applications: <http://at.unh.edu/scc/services/license.html>
- Academic Technology: <http://at.unh.edu/>
- Audiovisual Ready Rooms: <http://at.unh.edu/audiovisual/rooms/rooms.html>
- Electronic Mail at UNH: <http://www.email.unh.edu/>
- Enterprise Computing: <http://www.unh.edu/ecg/index.html>
- Faculty Desktop Replacement Program: <http://at.unh.edu/fdr/>
- Internet 2: <http://www.unh.edu/cis-avp/links.html>
- Learnlinc Distance Learning Environment: <http://at.unh.edu/tlc/learnlinc/>
- Networking: <http://www.unh.edu/telecom/data/index.html>
- Networks for New Hampshire Designed and Operated at UNH:
- ResNet: <http://at.unh.edu/resnet/>
- Security Clearing House: <http://www.unh.edu/computer-security/>
- Student Computing Clusters: <http://at.unh.edu/clusters/>
- Teach/Learn Centers: <http://at.unh.edu/tlc/>
- Telecommunications & Client Services: <http://www.unh.edu/tcs/index.html>
- Telephone Information: <http://www.unh.edu/tcs/voice/index.html>
- Virtual Private Networking: <http://www.unh.edu/computer-security/vpn.html>
- UNH Computer Store: <http://www.utc.unh.edu/>
- USNH Wide Area Network: <http://telecom.unh.edu/WANindex.html>
- Videoconferencing Facilities: <http://at.unh.edu/tlc/facilities.html>
- Web Solutions: <http://www.webservices.unh.edu/>

The University of New Hampshire at Manchester

The UNH Manchester campus is now completely housed in a 70,000 sq. foot, fully restored building in the former mill district of Manchester (<http://www.unh.edu/unhm/about.html>);

<http://www.unh.edu/unhm/about.html#CampusLocations>). A new library was included in the final restoration of the building and substantial investments were made in technology. A space planning process has recently been initiated to respond to long term growth, especially for the Center for Graduate and Professional Studies.

The dean also has the title of Director of University Programs.

(<http://www.unhm.unh.edu/WebConnections/20020904deanscorner.html>). As such, the dean is responsible for the maintenance and improvement of the physical plant and for ensuring the health and safety of all who use and work at the Manchester campus. Formal agreements are formed as needed—e.g., with local police, city services, Manchester Mental Health Agency for professional student counseling and support services.

PROJECTION

The university's master planning process and its ongoing facilities planning efforts have served the institution well and positioned it for current and future needs. This work has been accomplished with a focus on fulfilling the mission and purposes of the university. As with all institutions within USNH, there will never be sufficient financial resources to undertake all of even the most critical priorities. In this environment, the need for excellent planning and decision-making will continue to be essential. The university is fortunate to have had exceptional employees in a variety of key positions. The net result of their efforts will support continued efforts at enhancing facilities. The current master planning effort will be critical in positioning the university for the next 25 years.

Standard Nine **FINANCIAL RESOURCES**

DESCRIPTION AND APPRAISAL

The University of New Hampshire is a financially stable institution that manages its resources toward carrying out its multiple missions and purposes. The university has demonstrated its ability to allocate and reallocate financial resources in a prudent and sound manner, as illustrated in the following:

- UNH's Audited Financial Statements from 1994-2002 are located at http://www.finadmin.unh.edu/afs/audited_index.html
- President's Report FY01: <http://unhinfo.unh.edu/vpfa/NEASC/PresreportFY01Charts.xls>
- Review of FY01 Operations: <http://unhinfo.unh.edu/vpfa/NEASC/ReviewofUNHfiscalyear.doc>
- Reserve Charts: <http://unhinfo.unh.edu/vpfa/NEASC/Reservecharts.xls>
- University System of New Hampshire (USNH) reports annually on the state of finances at all of the institutions that are part of the System: <http://usnhopa.unh.edu/>
- USNH reports: <http://ecgweb.unh.edu/Finance/>
- USNH Financial and Administrative Procedures Manual: http://www.finadmin.unh.edu/pol_proc/index.html
- The Controller's Office prepares and publishes a variety of financial reports on an annual basis: <http://www.unh.edu/mis/kb/kb-cufshris-cufsrpt.html>
- Current and past projects administered through the Office of the Vice President for Finance and Administration: <http://unhinfo.unh.edu/vpfa/index.html#PROJECTS>
- The Office of the Vice President for Finance and Administration periodically publishes a variety of reports that describe the financial health of the university: <http://unhinfo.unh.edu/vpfa/financialcharts.htm>

NEASC has requested that the university report on its efforts in "*intensifying fundraising through development efforts and grants*." UNH has had a broad revenue base, split between tuition and state appropriations. Over the past five years, UNH has begun to broaden its revenue base, becoming less dependent upon State Appropriation and tuition and more dependent upon Grants and Contracts and gifts under the leadership of President Emerita Joan R. Leitzel and Foundation President Young Dawkins. UNH has just successfully completed a 5-year \$100 million Capital Campaign in 3 years. In the area of grants and contracts, the university's profile has increased dramatically over the past decade to over 85 million dollars in FY 02. For information, see:

- Grants and Contracts <http://www.unh.edu/osr/index.html> ; <http://www.unh.edu/osr/index.html>
- Tuition as a % of revenue: <http://unhinfo.unh.edu/vpfa/NEASC/Tuitiondependency.xls>
- State Appropriation as a % of revenue: <http://unhinfo.unh.edu/vpfa/NEASC/StApprop.xls>
- Endowment Growth: <http://unhinfo.unh.edu/vpfa/NEASC/Endowment.xls>
- 5-Year Revenue President's Report YY 01: <http://unhinfo.unh.edu/vpfa/NEASC/5yearrev.xls>

UNH engaged in a 3-year review of its budgeting system and developed and implemented a new system: Responsibility Center Management (RCM). This system, fully described at the RCM website (<http://www.unh.edu/rcm/>), has had the following timetable:

- FY 98: Information gathering and creation of proposed model.
- FY 99: Test and refine model. Consult widely.
- FY 00: Implement some aspects of new model in this year. Continue to refine.
- FY 01: Full implementation begins with construction of budget for this year.
- FY 05: Comprehensive review and analysis of results of decentralized budgeting at UNH.

The review and decision-making process related to RCM was inclusive (<http://www.unh.edu/rcm/committee.htm>), and there was more communication and consultation during this process than with any other in recent history at the university. A complete operations manual has been published ([RCM Operating Manual - On-Line Version](#)) and a Central Budget Committee (CBC) has ongoing responsibilities. (<http://www.unh.edu/budget/cbc/cbc.html>) CBC Reports are available for: FY 01 (<http://www.unh.edu/budget/cbc/fy01cbcreport.htm>); FY02 (<http://www.unh.edu/budget/cbc/fy02cbcreport.htm>).

The RCM budgeting system will be dealt with in more depth in the “areas of emphasis” portion of the university’s self-study report (to be completed by spring 2003). Formal policies guide actions and decision-making regarding financial matters.

- USNH Policy: <http://usnholpm.unh.edu/>
- UNHF Web Page: <http://www.foundation.unh.edu/index.html>

UNH monitors deficits closely in accordance with the university and USNH policies and meets quarterly with unit heads and their business managers on detail operations. See:

- USNH Deficits Policy: http://www.finadmin.unh.edu/pol_proc/chapter_02/pro02_017.html
- RCM Manual: <http://www.unh.edu/rcm/manual/>
- UNH Policy on Units in Financial Difficulty: <http://www.unh.edu/rcm/manual/oversight.htm>
- RCM FY03 Budget Allocations: <http://www.unh.edu/budget/budgetallocation.htm>

The university recently completed the largest capital campaign in its history, and did it two years before the deadline: http://www.unh.edu/news/Aug02/sa_20020827final_tally.html; <http://www.foundation.unh.edu/>. Some key elements in the foundations operations:

- Goals of the Next Horizon Campaign were set by the Provost and the Dean's Council and approved by the President.
- MOUs over \$500,000 were approved by the UNH Vice President for Finance and Administration prior to being signed by donors.
- The service model of the UNH Foundation created constant dialogue among deans and Directors about all gifts not specifically part of the campaign goal.
- The service model also identified interim goals, as approved by the Provost and President, in non-campaign periods.
- The mission of the UNH Foundation was to support UNH.
- UNH maintains an online stewardship system for endowments and restricted gifts. Donor restrictions are easily accessible to everyone.
- All gifts are entered weekly to the general ledger and thus usable by departments.

USNH, including UNH, is reviewed annually by external auditors. Also, an active internal audit department reviews UNH operations on an ongoing basis.

- USNH Audit Reports: http://www.finadmin.unh.edu/afs/audited_index.html
- USNH Internal Audit: <http://usnh.unh.edu/audit/>
- USNH on-line Policy & Procedure Manual: <http://usnh.unh.edu/OLPM/>

During the mid-1990s, the university undertook a major review of its administrative and business practices. This project, known as Administrative Services Redesign (ASR), was approved and implemented by President Joan Leitzel in 1997: http://www.finadmin.unh.edu/asr/asr_main.html. The university needed to reduce the administrative services budget by \$1 ½ million, as part of an overall \$7 ½ million reduction required to eliminate a structural budget problem.

There were three Goals for the project:

- Reduce UNH administrative costs by \$1.5 million (\$1 million in fund 1000) per year by June 30, 1998.
- Maintain/improve essential administrative services
- Avoid layoffs

A task force made up of faculty, staff, administrators, and a student worked to accomplish these goals through changes in organization, process and policy. Details on this project may be found at http://www.finadmin.unh.edu/asr/asr_main.html. What bears notice here is that the university accomplished each of the goals and changed the way business is done. The project has been perceived to be such a success that members of the ASR team have given presentations at professional meetings and have consulted with senior administrators from a number of universities who have considered changing business practices (http://www.finadmin.unh.edu/asr/asr_1099ppt.html)

The university now has 18 business service centers that conduct the daily business of the university instead of the former model that had often unqualified and uninterested administrative support staff doing this work at the most local levels (e.g., academic departments) (http://www.finadmin.unh.edu/asr/asr_bscmain.html; <http://www.unh.edu/cola-bsc/index.html>; <http://www.unh.edu/cis-bsc/>). The new system has streamlined and improved business-related work in many areas and has provided multiple opportunities for new initiatives to enhance work productivity:

- Technology: http://www.finadmin.unh.edu/asr/asr_technology.html
- Training: http://www.finadmin.unh.edu/asr/asr_training.html
- Process Redesign: http://www.finadmin.unh.edu/asr/asr_process.html)

PROJECTION

University administrators have been successful in managing and using its financial resources to accomplish its missions and purposes. Although resources will continue to be limited, careful planning and decision-making will allow the university to offer strong undergraduate and graduate programs, support a strong and growing scholarly agenda, and

provide service to the state and region consistent with its land-grant charter. The shift toward a decentralized budgeting system will continue to be watched closely to assess whether the overall missions of the university are achieved. The integration of planning with budgeting and assessment will be considered in detail in the area self-study on “institutional effectiveness.”

Standard Ten PUBLIC DISCLOSURE

DESCRIPTION AND APPRAISAL

Administrative Structure and Policies

The University of New Hampshire's policies and procedures governing public disclosure are overseen by the Office of University Relations, which includes the Office of University Publications and the News Bureau. The mission of the Office of University Publications is to "effectively communicate the university's key messages to external audiences through the printed word and graphic design or other media to help achieve university goals, to coordinate these messages and make them appropriate to both the university and the audience."

University Publications works closely with certain departments, such as Admissions, to produce standard publications such as catalogs. In addition, the office works occasionally with other units (such as an academic program) to produce special recruitment materials, such as flyers for a conference. Catalogues – hard copy and electronic -- include the most comprehensive information about admission and attendance. Catalogues are supplemented by other official publications. Standard web information sources are:

- Undergraduate Catalog <http://www.undergradcat.unh.edu/>
- Graduate Catalog <http://www.gradschool.unh.edu/home/programs.htm>
- Division of Continuing Education Catalog <http://www.learn.unh.edu/unhcatalog/index.html>
- Registrar's Office <http://www.unh.edu/registrar/index.html>
- Admissions Page <http://www.unh.edu/admissions/>

All units of the university strive to provide information that is complete, clear, accurate, and supportable. At the same time, some changes (e.g., curriculum) occur more frequently than the publication of catalogs. In this case, university publications include caveats and warnings. In other cases, such as course schedules, web versions may contain more recent information than printed versions.

The university strives to insure that all communications are consistent with catalogue content and fairly portray the conditions and opportunities available at the institution. The university's 1993 self-study noted that personal computers and desktop publishing had created challenges to the control of information that individuals and programs might disseminate to the public. Since 1993, the growth of the World Wide Web has expanded the challenge – not in terms of honesty and accuracy but rather in consistency of format. The university has a web policy that attempts to balance its commitment to academic freedom with the need to insure accurate and consistent information: <http://www.unh.edu/president/wwwpolicy02521.html> The university also has a graphic identity program that provides web designers easy access to marks, colors, and seals (<http://www.unh.edu/publications/identity/>).

All pages designed for recruitment purposes by University Publications contain links to request publications and additional material. In addition, all major printed pieces are provided in alternative format upon request. web policy requires that all university web pages contain contact

information. Recruitment web pages contain contact information and provide links to request additional publications and other materials. Material is provided in alternative format to those who request it. For example, see: <http://www.unh.edu/admissions/>; <http://www.gradschool.unh.edu/>.

The university's audited financial statements are made public and are available on the web: (http://www.finadmin.unh.edu/afs/audited_index.html).

Basic Sources and Content

The undergraduate and graduate catalogues contain the most comprehensive information about the university, including information about course offerings, enrollments, campus life, human resources, and facilities. These sources are supplemented by other hard copy and electronic sources. Hard copy materials include the UNH Viewbook and the UNHM Guidebook. Web-based information includes:

- Information for First Year Students <http://www.unh.edu/student/firstyear/index.html>
- UNH Administration Index pages <http://unhinfo.unh.edu/Campus/admin/index.html>
- USNH Page <http://usnh.unh.edu/>
- UNH Manchester web site <http://www.unh.edu/unhm/>
- Web listing of academic programs, departments <http://unhinfo.unh.edu/alpha-dept.html>
- Student life index page <http://unhinfo.unh.edu/student-life.html>

Catalogs are produced on an every-other year basis, while the web counterparts are maintained and updated on an ongoing basis. For example, course descriptions as presented on the web are “live” as the web pages are populated by the Banner system in the Registrar’s Office. All recruitment materials as well as promotional materials containing fees and important dates/deadlines are updated on a yearly basis.

PROJECTION

The university has adopted policies and procedures to incorporate the swiftly changing communications environment. This process of planning and adaptation will continue in the future. Toward this end, the Academic Plan includes a strategic action to: “Develop a communication strategy that effectively provides stakeholders, alumni, partners, and the public-at-large a clear picture of the university’s values, goals, services, and unique contributions.” In December 2002, the President announced the hiring of a senior level executive in public relations and marketing and the establishment of a Council on University Communications and Advancement (http://www.unh.edu/news/Dec02/kb_20021205communications.html).

Standard Eleven INTEGRITY

DESCRIPTION AND APPRAISAL

The university's legal charter and governance system are addressed in Standard Three. A range of policies and procedures exist to balance commitments to academic freedom with high ethical standards, honesty, privacy, and fairness. Many of these policies and procedures have been examined and modified in the last two years, during a comprehensive strategic planning process. Indeed, page two of the Academic Plan states clearly that "the University of New Hampshire's core values are academic freedom, commitment to the pursuit of knowledge, quality, integrity, community and diversity, accountability, and engagement." Key policies to further this vision include:

Academic Freedom

- Collective Bargaining Agreement: <http://usnhbot.unh.edu/Info/aaup/cba.html>
- Student Rights, Rules, and Responsibilities <http://www.unh.edu/student/rights/rrrguts.pdf>
- World Wide Web Policy: <http://www.unh.edu/president/wwwpolicy02521.html>
- Office of Intellectual Property Management-Policies: <http://www.unh.edu/oipm/>
- Acceptable Use Policy for Information Technology Resources: <http://www.unh.edu/cis/aup.html>
- University Copyright Policy: <http://www.unh.edu/cis/dmca> and/or <http://www.printing.unh.edu/copyright.html>
- University Speech Policy: <http://usnholpm.unh.edu/USY/V.Pers/D.html>
- Code of Student Rights, Rules, and Responsibilities: <http://www.unh.edu/student/rights/>
- Code of Faculty Rights and Responsibilities: <http://usnhbot.unh.edu/>

Ethics, Honesty, Fairness, Non-Discrimination, Grievance

- Collective Bargaining Agreement: <http://usnhbot.unh.edu/Info/aaup/cba.html>
- Student Rights, Rules, and Responsibilities 2001-2002
- UNH Code of Conduct 2002-2003: <http://www.unh.edu/student-life/judprograms/codeofconduct.htm>
- UNH Human Resources "Employee Relations (FAIR - Fast and Impartial Resolution)": <http://www.unh.edu/hr/empl-rel.htm>
- UNH Human Resources "Americans with Disabilities Act" (ADA): <http://www.unh.edu/hr/ada.htm>
- UNH Human Resources "Employee Assistance Program" (EAP): <http://www.unh.edu/hr/eap.htm>
- UNH Human Resources "Family and Medical Leave Act" (FMLA): <http://www.unh.edu/hr/fmla.htm>
- From the USNH On-line Policy Manual: <http://usnholpm.unh.edu/>
 - Affirmative Action
 - Harassment and Sexual Harassment Policy
 - Drug Free Workplace

- Personnel Files:
- Professional Activities: Conflict of Interest
- Reasonable Accommodations

Relationship with CIHE

The university had endeavored to maintain an open and honest relationship with the CIHE, recognizing that self-study and peer review are important vehicles for improvement. The results have been continued accreditation without conditions.

PROJECTION

The university had developed a range of policies and procedures to balance commitments to academic freedom with high ethical standards, honesty, privacy, and fairness. This balance is not an easy one in a complex community with many thousand members. One group's sense of freedom will sometimes clash with another's sense of privacy or dignity. Pursuing this balance, however, lies at the heart of the university's mission, which is shared by all its constituents.