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**ACADEMIC PLAN FOR THE FUTURE OF THE
UNIVERSITY OF NEW HAMPSHIRE
2002-2007**

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.

VISION AND VALUES

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

Accountability is central to the academic enterprise. All members of the University community are accountable to each other and to appropriate external audiences for their decisions and contributions. To this end, we will make our work public and expose our actions to review, evaluation, and healthy critique.

STRATEGIC THEMES

The Academic Plan is structured at two levels—strategic themes that embrace our multiple responsibilities in teaching, scholarship, and public service; and a set of strategic goals and actions that will serve as the basis for annual and multi-year planning and decision-making. The strategic themes and the subsequent goals and actions affirm and strengthen the University's mission and identity, vision, and core values.

The strategic themes that guide the 2002-2007 Academic Plan for the Future of the University of New Hampshire are *Discovery, Engagement and Outreach, Resourcefulness, Institutional Effectiveness,* and *Community.*

Institutional Effectiveness

A core value for the University, one that is the touchstone for all our actions and decisions, is the commitment to quality in all that we do. A corollary value is accountability, requiring that we produce evidence of quality as well as deficiencies. In order to measure the quality of our work, we must continually engage in the assessment of student learning, faculty performance, program results, organizational arrangements, and budgeting and accounting systems.

The primary purpose of attention to institutional effectiveness is to assure the appropriate degree of articulation among our academic endeavors, organizational arrangements, and financial decisions. Organizational and financial mechanisms are seen as important tools for supporting academic goals and actions, and the use of appropriate technologies is necessary to achieve these and all other goals.

Therefore, goals and strategic actions related to institutional effectiveness focus on student learning outcomes, faculty evaluation (including promotion and tenure processes and standards), program review, data management and reporting systems, and the quality of long-range academic and financial planning.

Current strengths that will support greater effectiveness include:

- Effective systems for data collection and reporting relative to the activity of academic programs
- A commitment to faculty development through the Teaching Excellence Program
- Newly instituted approaches to pre- and post-tenure assessment of faculty performance
- Growing commitments to periodic program-level review and forward planning
- New efforts to assess student learning outcomes and tie those assessments back to curricular improvement

STRATEGIC GOALS AND ACTIONS

The mission, vision, values, and strategic themes articulated here will be realized and sustained through the pursuit of specific goals and actions over the next five years. These goals and actions are tied to each strategic theme, as follows:

Institutional Effectiveness

- I. The University of New Hampshire will continually assess educational outcomes for its students and assess its progress in delivering academic programs and achieving curricular goals.**

Strategic Actions:

- a) In conjunction with the 2002-2003 NEASC accreditation self-study, establish an Institutional Effectiveness Committee responsible for overseeing the implementation of the Academic Plan and for monitoring the ongoing relationship between academic priorities, program assessment and review, and resource allocations
- b) Use the results of periodic program assessment and review to assess the University's progress in achieving its academic mission, enhance program quality, incorporate the results of assessment of student learning into curriculum revision decisions, inform the design of new academic programs, guide strategic allocation decisions, and assess the impact of RCM on program quality and curricular duplication

- c) Conduct a comprehensive review of the role and value of associate of arts degrees, within the context of the respective missions of the Durham and Manchester campuses, and develop a plan to sustain or phase out each program as appropriate
- d) Regularly evaluate our success in communicating the University's value and accomplishments to external audiences