

**Graduate School Annual Report
Summary 15-16
Harry J. Richards, Dean**

This report presents a summary of activities by the Graduate School and the intercollege academic programs that report to the dean for the 2015-16 academic year. A separate annual report is published by The Carsey School of Public Policy, with a summary included as an Appendix to this report. The report is organized around several programmatic and functional activities. The success of the Graduate School and in turn my own success has always depended on the support of the Graduate School staff, the Graduate Council, Graduate Program Coordinators, Chairs and staff, and the leadership of the Graduate Student Senate. The support I have received over the years from the staff, the faculty and the Graduate Council has been outstanding and very much appreciated.

❖ **Personnel**

➤ **Graduate School**

- Harry Richards, Dean
- Cari Moorhead, Associate Dean
- Jon Adams, Information Technologist III
- Dovev Levine, Assistant Dean
- Candice Morey, Educational Program Coordinator II, Manchester office
- Sharon Andrews, Senior Administrative Assistant
- Beth Cilley, Student/Academic Services Assistant (admissions)
- Danielle Peterson, Student/Academic Services Assistant (admissions)
- Laurie Witham, Student/Academic Services Assistant (student support)
- Amanda Fontaine, Senior Information Support Assistant (admissions/records)
- Jennifer Cooke, Administrative Assistant II, Manchester office
- Donna Laferriere, Administrative Assistant II Manchester office (joint with Education and UNHM)
- Graduate Assistants: Felicia Fowler (RMP), Myles Lynch (Education), Te-Hsin Chang (Education)

➤ **NRESS**

- Jennifer Bourgeault, Education Program Coordinator II – Fall semester
- Lynne Cooper, Educational Program Coordinator II – started in spring
- Linda Scoggin, Program Assistant (non-status hourly)
- Steve Frolking, Faculty Director

➤ **Analytics**

- Lyin Schramm, Educational Program Coordinator II
- Mallory Hubbard, Administrative Assistant II
- Robert McGrath, Faculty Director

❖ **Staff Development and Leadership**

- **Jon Adams** is an elected representative to the PAT Council, a standing member of the SAS Committee, has provided support to the E-UNH initiative, and continues to be a key contributor to the UNH Law School merger in the Banner Student environment. He provides technical support to departments using admissions related software applications. He continues his training in a variety of software tools and applications.
- **Sharon Andrews** attended workshops on Box training, WEBI, Voice over IP (VoIP), and My Courses. She also took a course on Animal Assisted Therapy. She was the facilitator

and leader of the Thompson Hall staff group that was organized to promote a sense of community in T-Hall throughout the year. Topics covered included: troubleshooting priorities, LinkedIn, “Short Email”, Campus emergency operations, “Answers to questions you didn’t even know to ask (about your own retirement planning)”, training session -WEBI, Admissions, Box, Telecommunications-reviewed changes and features of the Voice over IP (VoIP), and attended a My Courses training session.

- **Jennifer Bourgeault**, stepped down as Educational Program Coordinator in the NRESS program to become the United States Country Coordinator for The GLOBE (Global Learning and Observation to Benefit the Environment) Program. , The GLOBE Program is an international science and education program funded by NASA that provides students and the public worldwide with the opportunity to participate in data collection and the scientific process, and contribute meaningfully to our understanding of the Earth system and global environment.
- **Beth Cilley** served on the UNH Study Abroad Committee. She is a member of the Education and Faith Formation Ministry of the Community Church of Durham, liaison to Families First in Portsmouth and the Dover Friendly Kitchen, and President, Friendship Force of the New Hampshire Seacoast.
- **Jennifer Cooke** participated in the following trainings: Implementation Updates to Webi; Transitioning organizations to MyCourses, UNHBox, TargetX Advance Email/Conga Training; I-9 and W-4 hiring processes; HR: Working With Millennials; Best Practices for Social Media; Digital Marketing Trends & Strategies. Jennifer completed two graduate level courses: “Financial Management and Budgeting” and “Non-Profit Management” and is a member of the following committees: UNH Manchester Commencement Committee, Implementation/Salesforce User Group, CRM Intake Committee, UNH Communicator’s Networking Committee’s Quarterly Meeting.
- **Lynne Cooper**, who completed her MED in Counseling at UNH in May 2015 joined the NRESS program in January after serving as the Coordinator for Engagement and Academic Outreach for a number of years.
- **Amanda Fontaine** currently serves as the Graduate School representative on the Campus Suicide Prevention Committee. She also represents the interests of graduate students on the Committee’s Faculty/Staff/Graduate Student Working Group. Amanda received her M.A. in Sociology in May and has presented her thesis research on undergraduate suicide to the Committee, as well as at the annual Graduate Research Conference hosted by the Graduate School. In collaboration with UNH Health Services and the Counseling Center, Amanda also designed and implemented an academic-year-long Wellness Workshop series as part of the Graduate School’s professional development initiatives. Two workshops were held in both the fall and spring semesters, and the series culminated with a De-Stress Fest in late April. This drop-in style event provided healthy snacks, yoga sessions, meditation practices, and other wellness-related activities to more than a dozen student attendees. Amanda will pursue her doctorate in Sociology at UNH beginning in the 2016-17 academic year.
- **Mallory Hubbard** joined the Analytics program staff in April. She has completed training in Drupal, WEBI, and Xtender.
- **Donna Laferriere** was involved with the planning of the annual Collaborative Schools Breakfast, the Partnership Breakfast, and the annual ‘Education Department Program Presentations’ Conference in May, this year integrating 27 Durham secondary interns. She also participated in the following training activities, including: Canvas/MyCourses, I-9 training, BANNER, and WEBI; and attended the PD&T workshop on “Assessing Responsibilities and Delegating Work: Getting the Monkeys Off Your Back.”
- **Dovev Levine** completed his Ph.D. in Natural Resources and Environmental Studies in September. He served on several UNH councils and committees, including the Graduate

Council, McNair Scholars Program Advisory Committee, the International Recruitment Task Force, the VP for Enrollment's Recruitment and Marketing Committee, the UNH Sustainability Institute's Climate Fellows Committee, and the New England Graduate Admissions Professionals' Professional Development Committee. He also served on the search committees for the positions of Director of Financial Aid and Director of International Recruitment. In addition, he held an appointment as a Research Associate for the UNH Sustainability Institute.

- **Cari Moorhead** has continued to actively represent the Graduate School and the University on and off campus. Regionally she has been reelected for a third term on the Executive Committee of the Northeastern Association of Graduate Schools. In addition, she is serving on Diversity and Inclusion Committee of the Council of Graduate Schools. In this capacity she was asked to participate in the national dialogue on Holistic Admissions, which led to the publication of Holistic review in Graduate Admissions. Cari also served on the Ford Foundation Fellowship Program Education panel for the 2016 program year. The Ford Foundation Fellowship Programs are designed to support the career development of highly qualified individuals who will contribute to diversity in the academy. On campus, Cari continues to highlight the research efforts of our graduate students through the GRC, and surpassed her goal of including over 300 graduate students in this year's series of events. She oversaw the implementation of a very successful pilot 3 minute thesis competition in 2015-16 and plans a full program to coincide with the Sesquicentennial in 2016-17. She is collaborating with Dr. Paul Tsang, Hamel Center, and Dr. Jan Nisbet to 'rebrand' the broader concept of spring being research time @ UNH, highlighting the work of the GRC and the URC.

Cari represents the graduate school and graduate education on the Title IX Working Group and the Behavioral Intervention Team. She continues to provide leadership to inclusive excellence initiatives both on and off campus. This summer, she is again teaching RMP 664, "Internship" a core graduation requirement for students completing the bachelor's degrees in Recreation Management and Policy. She continues to strengthen our ties with the Foundation through her work with UNH faculty and staff alumni. This year we continued to raise funds for the Graduate School through the #UNH603 challenge and annual fund drive. She continues to develop her ties with the Leadership New Hampshire alumni/ae throughout the state and several of our 3MT judges were UNH and Leadership NH alumni.

She had been named Interim Dean of the Graduate School for the 2016-17 AY.

- **Candice Morey** participated in a number of conferences, workshops and webinars including: Greater Concord Chamber of Commerce Leadership Class; New England Graduate Admissions Professionals; Manager's Conference; Salesforce/CRM training; Chamber events; webinars on recruitment; and the Governor's Conference on Volunteerism. She also served on the following UNH Manchester Committee's: Veteran's Advocacy Team and UNH Manchester Supervisor's Group. She was recently hired to teach a First Year Seminar class at UNH Manchester this fall.
- **Danielle Peterson** completed her Masters of Education in Counseling and graduated this May. As part of her program she completed a 600 hour internship at Dover High School in their Guidance Department. She also attended several workshops on Mindfulness in Education.
- **Lyin Schramm** completed her first year as Program Coordinator for the Analytics Program. In addition to setting up and managing office she coordinated the program move to 10 Pettee Brook downtown, completed training on Xtender, WEBI, Blackboard, MyCourses, Sales Force, PACES as well as Graduate School training in admissions and registration. Managed the student LinkedIn site for students, updated the program website, and coordinated the inaugural hooding program for the class.
- **Laurie Witham** attended IT seminars about Box and SharePoint. She also participated in a brief web training on the new features of the UMI Electronic Thesis and Dissertation system. She

moderated a number of oral presentations at the GRC as well as coordinated and hosted the PhD lunch, which was attended by over 100 guests.

❖ **Promotion and Tenure**

- Reviewed and acted on 22 cases for Promotion and/or Tenure.

❖ **Graduate Council Actions/Discussion:**

- Met with Terri Winters to discuss transition to Canvas.
- Met with Leslie Couse, Education, Patrick Shannon, Social Work, and Terri Winters to discuss on-line programs (successes, challenges, advice, and support available from e-UNH).
- Met with Vice-President for Enrollment Management for a general discussion on enrollment.
- Recommended a 4% increase in the base stipend levels for graduate assistants for AY 16-17 (\$16,640; \$17,760; \$19,060) and continue student health benefit plan, tuition waivers for the AY. Programs are encouraged to offer guaranteed summer support at a rate equivalent to the academic year rate, and offer stipends above the base in programs that need to have higher stipends to be competitive.
- Approved a revision to the definition of graduate courses and expectations in simultaneous 700/800 courses.
- Recommended that the Graduate School recommend to all programs that annual reviews of doctoral student progress be conducted.
- Reviewed drafts of handbooks for Graduate Program Coordinators, Graduate Assistants and Graduate Program Handbook Guidelines.
- Endorsed a proposal from the Graduate Student Senate to encourage programs to have a graduate student representative on departmental governance committees.
- Approved the addition of Pearson Academic as an acceptable examination to measure English proficiency for international applicants.
- Reconfirmed the end of the third week is the deadline for completing registration and payment to avoid having one's degree status discontinued.

❖ **Programmatic Actions:**

- Approved a proposal for a certificate in Assessment, Evaluation and Policy through the Education department to become effective January 2016.
- Approved a proposal to offer a Master in Public Policy program to commence fall 2016.
- Approved a proposal to revise the Doctor of Nursing Practice and move the program on-line.
- Approved a proposal to close the executive MBA program effective May 2016.
- Approved a proposal to offer an on-line certificate in Data Science through the Analytics program effective fall 2016.
- Approved a proposal to offer a JD/MPP dual degree effective fall 2016.
- Approved proposals to offer on-line certificates in Ubiquitous Computing and Wireless Communication through electrical and Computing Engineering to become effective fall 2016.
- Approved a proposal offer a post-master's certificate in Psychiatric Mental Health Nurse Practitioner to become effective fall 2016.
- Approved a proposal to offer a certificate in Technology Integration through the Education Department to become effective fall 2016.
- Endorsed a proposal to offer specializations in Finance, Information Systems Business Analytics, Marketing, Global Business, and Growth & Innovation.
- Approved an Intent to Submit proposal to offer an interdisciplinary PhD program in the College of Health and Human Services.
- Approved a proposal to change the major titles in Civil Engineering to Civil and Environmental Engineering effective fall 2016.
- Admission to the MED program in Counseling was suspended.

- ❖ **Program Review:**
 - Completed reviews and accepted self-studies and enhancement plans for NRESS, Chemistry, and Mechanical Engineering.
 - Self-study for Natural Resources – Master’s programs was received.

- ❖ **Enrollment Data (see Appendix C for charts)**
 - Total enrollments:
 - 2103 students enrolled in **Fall 2015** (2% increase from 2014, 8% decrease from 2010)
 - 2060 students enrolled in **Spring 2016** (5% increase from 2015, 8% decrease from 2011)
 - New enrollments:
 - 168 new students enrolled in **Spring 2016** (11% increase from 2015, level with 2011)
 - 190 new students enrolled in **Summer 2016** (6% increase from 2015, 20% increase from 2011)
 - 636 new students accepted admission for **Fall 2016** (6% increase from 2015, consistent with 2011)

- ❖ **Recruitment and Marketing**
 - Identified and corresponded with over 18,000 prospective applicants. These were identified through participation in over 40 recruitment events (graduate fairs, graduate school information sessions and workshops, representation at UNH campus-wide fairs), purchased lists, program referrals, and various other activities. Each prospect was sent a series of 5 individualized emails to highlight their program of interest and encourage application.
 - Met with nearly all graduate program coordinators to determine the scope of their marketing activities and devise plan for how to intersect the Graduate School.
 - Continued efforts towards fully implementing a customer relationship management system (Salesforce), which will strengthen our management, tracking and correspondence to prospective and active applicants. The major activity for 2015-16 was the implementation of “contact us” response templates for all graduate programs, which are hosted on the Graduate School website, and provide prospective applicants with an automated and personalized response to their interest. Salesforce is also used to follow-up periodically with these individuals.
 - Coordinated with the Communications and Public Affairs office on completing the exercise on branding graduate education at UNH. A subsequent brochure and revisions to the Graduate School website are expected to be completed by the end of summer 2016.
 - Continued administering surveys for the following populations; these provide relevant data towards recruiting efforts, including reasons for applying, enrolling and leaving graduate programs. These surveys were administered each semester, and elicited the following response rates: 1) newly enrolled students (48%); 2) Admitted applicants who did not enroll (36%); 3) Students exiting their programs without a degree (18%).
 - Recruitment of underrepresented students continued via the following efforts:
 - Continued efforts to enhance relationships with minority-serving institutions. In each case, the connection is through a faculty member, alum of UNH or a current graduate student.
 - Graduate School funding was used to support visits to UNH from underrepresented applicants. These were multi-day visits coordinated by the Graduate School to meet with prospective faculty members and current graduate students in the areas of chemistry, mathematics and natural resources.
 - We continue to target **McNair Programs** across the country as part of our recruitment efforts. Information sessions were held with the UNH McNair Scholars program, and direct electronic correspondence was provided to each Scholar and Coordinator in the 130 McNair programs. Connections with New England-based McNair Programs are proving to be a useful

pipeline of diverse graduate students, and this is being supported through initiatives including the above mentioned campus visits. For the summer and fall 2015 terms, a total of 14 applications from McNair Scholars were received (up 3 from last year). 8 were admitted, with 6 accepting offers.

- The **Institute for the Recruitment of Teachers (IRT)** at Phillips Andover continues to provide a portion of our minority applicants. As one of the original institutional sponsors of the program, our relationship with IRT has served us well over the years. For the summer and fall 2016 terms, we received 10 applications from IRT students (down 7 from last year) and 5 were admitted.

❖ **Admissions Data (Summer and Fall 2016 admissions data is as of June 1st; See Appendix C for charts)**

- Spring 2016
 - 516 applications received for spring 2016 (10% increase over 2015, 9% increase over 2011)
 - 272 admitted for spring 2016 (8% increase over 2015, 12% increase over 2011).
- Summer 2016
 - 362 applications received for summer 2016 (3% increase over 2015, 28% increase over 2011).
 - 247 admitted for summer 2016 (9% increase over 2014, 22% increase over 2011).
- Fall 2016
 - 2263 applications received for fall 2016 (3% decrease from 2015, 14% decrease from 2011).
 - 1124 admitted for fall 2016 (level with 2015, and 2011).
- Totals for Spring + Summer + Fall 2016:
 - Applications = 3141 (level with 2015; 7% decrease from 2011)
 - Admits = 1643 (3.3% increase over 2015; 6% increase over 2011)
- Additional Admissions Data
 - **Quality of admitted applicants** for fall 2016 remains strong with a mean UGPA of 3.50 (all-time high) and GRE scores of 153 verbal/155 quantitative/3.8 writing (consistent with fall 2015 scores, with the quantitative scores being an all-time high).
 - **Applications from NH residents** continue to lag. For fall 2016, 444 complete applications were received (8.5% decrease from 2015, 27% decrease from 2011).
 - **Applications from other New England residents** increased slightly. For fall 2016, 447 complete applications were received (3% increase over fall 2015, 10% decrease from 2011).
 - **Applications from US residents outside of New England** increased slightly. For fall 2016, 484 complete applications were received (3% increase over fall 2015, 5.5% decrease from 2011).
 - **International applications continued their upward trend.** For fall 2016, 496 complete applications were received (3.2% increase over fall 2015, 12.7% increase from 2011).
 - **Applications from US minority applicants declined.** For fall 2016, 143 complete applications were received (8.9% decrease from fall 2015, level with 2011).
 - 157 UNH undergraduate students applied to the graduate school as **accelerated master's** students in 17 distinct programs during the 2015-16 academic year (level with 2014-15).

❖ **Academic Support Services**

- 668 Master's degrees, 3 EDS, 45 post-baccalaureate certificates and 67 doctoral degrees (66 PhD, 1 DNP) were awarded (September 2015, December 2015 and May 2016).
- Hosted the annual PhD luncheon in May which was attended by over 100 PhD students and faculty sponsors. This luncheon is very much appreciated by both the students and their sponsors and highlights the breadth and quality of the research conducted by our doctoral students across campus.

- Sent 38 letters to students who had received grades below B- at the end of the spring 2016 term, 49 at the end of fall 2015, and 4 at the end of summer 2015.
- Sent 21 letters to students with a cumulative GPA below 3.0 at the end of the spring 2016 term, 22 at the end of fall 2015, and 23 at the end of summer 2015.
- Dismissed a total of 3 students for failure to make satisfactory progress during the year (down 6 from 2014-15).
- Acted on 199 general academic petitions during the academic year (down 66 from 2014-15).
- Reviewed and acted on 59 requests for transfer of credit. This includes both transfer credit from outside universities and non-degree credit work at UNH (down 34 from 2014-15).
- Acted on and approved 13 requests for an extension of the time limit for doctoral students to reach degree candidacy (up 2 from 2014-15).
- Acted on and approved 49 requests for an extension of the time limit to complete a graduate degree (down 7 from 2014-15).
- 4 students had their student status inactivated due to the expiration of their time limit to complete the degree (down 17 from 2014-15).
- Processed 187 special grade reports (down 51 from 2014-15).
- Monitored records of 144 students who had special conditions or stipulations on their records at the point of admission and worked with program chairs to insure that requirements had been met.
- Reviewed and approved 39 leave of absence requests including leaves for both personal and documented medical reasons (up 4 from 2014-15).
- Processed 47 voluntary withdrawal requests from students (down 20 from 2014-15).
- 88 students had their degree status discontinued for failure to register (up 8 from 2014-15).
- Nine graduate student appeared on the UNH police activity report, most for minor violations.
- Worked closely with DSS to support graduate students with disabilities and to ensure accommodations are documented and reasonable.
- Hosted a process mapping exercise with faculty from HHS and Education to determine best practices in working with students who have capstone internship experiences to ensure that students know their rights and responsibilities when it comes to health, wellness, disabilities, and professional conduct expectations.
- Worked closely with Affirmative Action and Equity, SHARPP and Innovation Prevention, to develop and implement trainings related to Title IX for graduate students, in particular GA/TA/RA's.
- Continued to conduct background checks on all students who will be on an assistantship and have yet to find a problem that would preclude a student from their role on an assistantship due to a failed background check.
- Worked closely with University Counsel on a limited number of time consuming legal cases and threats of legal action.
- Participated on the BIT team to ensure that the Graduate School perspective is central to university responses for graduate students.
- Three handbooks, one for Graduate Program Coordinators containing policies and procedures pertaining to graduate policy, a blue print for graduate programs manuals, and a manual for graduate assistants were published on-line.
- The Graduate school continued to provide leadership on issues related to student retention and time to degree. We have been more deliberate about highlighting issues with programs regarding IC grades, and time to degree (i.e., all applications for extensions must now have a detailed timeline of remaining steps to successful completion).
- With the national increase in mental health issues on college campuses, the Graduate School continues to work with health services and the Counseling Center to address these issues locally. One example is the promotion of Kognito for graduate assistants.

❖ **Graduate School – Manchester Office**

- Held two Advisory Board meetings.
- Thirteen programs were offered at Manchester this year: MBA, MED in Elementary Education, MAT and MED in Secondary Education, MED in Educational Studies, EDS in Educational Administration, MPA, MPH, MSW, and the MS IT. Certificates in Public Health, Software Systems Engineering and Substance Use Disorders are also offered. Admissions to the Software Systems Engineering Certificate was suspended.
- Participated in 50+ recruitment activities from June – May, some of which included: regular information sessions; Fall (All Programs) Open House, program specific information sessions, UNH Manchester community events, classroom visits, information tables at a number of locations, including chamber events, association meetings, area colleges, Professional Development & Training Conferences, HR Conference etc. In total we participated in 50+ recruitment activities.
- Hosted 3 Professional Development opportunities for graduate students in preparing for doctoral study, resume writing and using LinkedIn as a networking tool for career advancement.
- In collaboration with UNH Manchester's Center for Academic Enrichment and Career Services, co-hosted multiple undergraduate preparatory workshops on applying to graduate school and writing the personal statement.
- Continued to use social marketing platforms, Facebook and LinkedIn to promote programs.
- Imported all inquiries into the new Salesforce CRN in October. From November 1, 2015-June 1, 2016 we had 261 new prospective student inquiries; in 14-15 (July to June) we had 260 new inquiries.
- Enrolled 100 graduate students in summer 2014, compared with 116 in summer 2013.
- Enrolled 207 graduate students in fall 2015, compared with 209 in fall 2014.
- Enrolled 208 graduate students in spring 2016, compared with 268 in spring 2015.
- Marketing and outreach efforts included: Chamber of Commerce, Local Government Center, American Public Health Association, UNH Benefits Fair, Tri-City Expo, HR Conference, Christa McAuliffe Technology Conference and a number of smaller venues, including Concord Leadership Class, AmeriCorps/City Year, NH High Tech Council, etc.
- Supported education department events, including Collaborative Schools Breakfast and Inquiries Conference.
- Collaborated with MPH Program and made employer visits to Concord Hospital, Geneia Healthcare and Concord Regional Visiting Nurses Association.
- Hosted two alumni events for Manchester programs for both the MPA (March 29) and MSW Programs (June 3).
- Sponsored general orientation sessions in the fall, spring and summer for new students.
- Coordinated and participated in new student orientation programs.
- Coordinated two graduate adjunct faculty orientation sessions.
- Worked with PD&T in delivering professional development programs at Manchester.
- Worked with the MPA, MPH, MSW and MBA programs on their hooding ceremonies.
- Visited and networked with off campus graduate programs at Tamworth, Conway & Nashua schools, promoted online MED program.

❖ **Technology Support 2016**

- Increased focus on recruitment and marketing; website updated with new features to promote what the graduate school is doing and to highlight accomplishments by students, faculty, and alums; continue on-going work with Salesforce CRM to improve communication and tracking of our application pool; active use of social media (Facebook and LinkedIn) to engage and communicate with our students.
- Worked with E-UNH to improve visibility on our website; coordinated with E-UNH to add new online certificate programs; adjusted internal processes to accommodate the different term structure and population of students.

- Worked with Academic Technology group to start migration from Blackboard to MyCourses (Canvas) with Associate Dean and Graduate Assistants; Attended training for MyCourses and create new organization in Canvas; attended new Portal software demonstrations and provided input on new software
- Continued work on tracking PHD students for advancement and alumni; updated existing database and worked with advancement to make sure our data was accurate and current; provided help on institutional surveys related to PHD students.
- UNH Law School updates; worked with UNH Law to provide more reports for tracking their students, registrations, and applicants; helped re-enable the scholarship feed process; currently reviewing data feed to re-enable incomplete application data to be fed over; added law school students and applications to graduate school error reports to help law review and correct errors. Continue to provide support and training to Law staff on using Banner, running reports, and explain coding relationships.
- Refined and improved the online application process for Dissertation Year Fellowships (DYF) and Summer Teaching Assistant Fellowships (STAF);
- Branding, marketing, and strategic goals currently being reviewed on our website with the CPA office with the goal of improving our web presence with improved writing and focus on the key branding points.
- WEBI underwent another update and conversion to 4.1. Worked with MR to update our reports, test the new version, and migrate all reports to the new version. Currently assisting in the testing of Tableau Server and reporting with MR and our office while creating a few basic Tableau reports.
- Provided technical support, training, and data to various offices on campus, including the e-UNH group, ECG, UNH Law School, the Registrar's Office, OISS, GSMC, academic programs and admissions.
- Purchased new computers, and upgraded existing ones, for staff and grad assistants; configured all computers in office to ConfigMan with UNH IT; updated software and operating systems for most office personnel.

❖ **Faculty and Student Awards (See also Appendix D):**

- **Travel Grants**
 - Awarded 209 travel grants to students to present their research and scholarship at conferences around the world.
- **Graduate School Awards**
 - **Graduate Student Teaching Award 2015-16**
 - Matthew Cheney, Ph.D. English
 - Sara Clarke Vivier, Ph.D. Education
 - Jovana Milosavljevic, MS English
 - Samantha Werner, MS Natural Resources /Environmental Economics
 - **Graduate Student Research/Scholarship/Creativity Award 2014-15**
 - Colin Joyce, Ph.D. Physics
 - Elizabeth Moschella, MS Justice Studies
 - **3-Minute Thesis Competition**
 - Lesley Atwood, NRESS Ph.D., Winner and People's Choice Award
 - Susan Deily-Swearingen, History ??, Runner Up
 - Maria Marin Jarrin, Oceanography, Runner Up
 - **Graduate Faculty Mentor Award**
 - Presented the 2015 Faculty Mentoring Award at the fall 2015 University Awards dinner to Professor Sarah Sherman, English
 - Announced Professor Michael Goldberg, Economics, as the 2016 Faculty Mentoring Award recipient

❖ **Graduate Research Conference(GRC)**

- The 13th Annual GRC was held April 11th and 12th in conjunction with the Graduate and Professional Student Appreciation Week. A record 301 students (14.6% of the graduate student body) participated.
- 116 posters were exhibited at the opening reception on April 11th.
- Continuing the tradition where the Graduate Mentor of the Year recipient for the current year serves as the Keynote Speaker at the reception, Professor Sarah Sherman, English, presented.
- Dissertation Year Fellowship recipients for 16-17, as well as teaching, research and creativity award recipients for 2015-16 were recognized at the opening reception.
- 101 oral presentations were delivered on April 12th.
- 84 graduate students participated in GRC ancillary events at the program level.
- A 3-Minute Thesis Competition was held for the first time at UNH with 18 students participating.

❖ **Programming (See Appendix E)**

❖ **Carsey School of Public Policy (See Appendix F)**

❖ **College Teaching**

- Our Summer College Teaching Program offered in cooperation with the Center for Excellence in Teaching and Learning had 65 registrations in 8 courses in 2015 compared to 53 registrations in 8 courses in 2014. Face to face and blended on-line courses are offered.
- Preliminary counts indicate that our 2016 Program has 56 registrations in 7 courses.

❖ **NRESS**

- The interdisciplinary doctoral programs in Natural Resources and Environmental Studies and Earth and Environmental Science under the umbrella of Natural Resources and Earth System Sciences remain the largest doctoral program on campus.
- Enrollments in NRESS in the fall of 2015 were 65 versus 60 versus in the fall of 2014 and 60 in the spring of 2016 versus 59 in the spring of 2015.
- Ten students completed their PhD during the year (September 2015, December 2015, and May 2016).

❖ **Environmental Education**

- Admission to Environmental Education was suspended effective summer 2014, given limited faculty support.
- One student enrolled in the fall of 2015.
- Currently there are no active students and formal action to close the program should be taken by the Graduate Council to close the program should be taken in the fall of 2016.

❖ **Community Development Policy and Practice**

- The program offers a 14 month and a 24 month track. Students in both tracks enroll on campus and complete the remaining portions of their programs on-line over one or two academic years.
- 38 applications were received for this summer's class compared to 57 for the summer of 2015.
- 26 students enrolled in summer 2015 compared to 21 in summer 2014.
- Preliminary counts indicate that 20 students (?? new) are enrolled this summer.
- 10 students graduate in AY15-16 (September 2015, December 2015, and May 2016).

❖ **Geospatial Science**

- Three GSS courses were offered during the past year. Applied GIS for Research, GSS 805, offered in summer 2015 enrolled 7 students compared to 14 students in summer 2014. GSS 896,

Crowd Source Mapping, also offered in summer 2015 enrolled 3 students. GSS 805 was also offered in the fall of 2015 with 5 students enrolled. Preliminary counts indicate that 11 students are enrolled this summer, 7 in GSS 805 Applied GIS for Research, and 4 in GSS 896, Crowd Source Mapping.

- Four students are currently enrolled in the certificate as their primary program and 6 students are enrolled in the certificate as a secondary program.
- Three students completed the certificate as a secondary program between September 2015 and May 2016.

❖ Analytics

- MS and certificate programs were approved in February 2015 to commence in the summer of 2015.
- 15 MS and 4 certificate students enrolled in the inaugural class in the summer 2015.
- All students completed their programs during the 2015-2016 AY.
- 6 applications were received for the certificate program for summer 2016 compared to 8 for summer of 2015; 51 applications were received for the MS compared to 18 for the summer of 2015.
- 3 students are enrolled in the certificate program for summer 2016; 26 students are enrolled in the MS program.
- The program moved to leased space at 10 Pettee Brook Place in January 2016.
- An on-line certificate program in Data Science was approved to begin in January 2017.

❖ Public Policy

- The Master of Public Policy was approved in October 2015 to commence in the fall of 2016.
- A dual degree (MPP/JD) was approved in March 2016.
- 19 applications were received for fall 2016. 3 applications were also received for summer 2016.
- It is expected that 12 students will begin their program as part of its inaugural class.

❖ Responsible Conduct of Research (RCR) 2016 (See Appendix G)

❖ Graduate Student Senate – GSS (see Appendix H)

❖ Scholarship and Service

- Member Deans Council
- Member Marine School Advisory Committee
- Member NH LEND Executive Committee
- Member Advisory Board for the Center for Family Business and CEO Forum
- Senior Advisor to the Northeastern Association of Graduate Schools (NAGS) and member of the Executive Committee
- Member, Board of Directors for the Hardee Center for Leadership and Ethics at the Florida State University (2012 – present)

❖ FY16 Goals and Action

- Complete strategic plan. **Draft completed. (See Appendix I).**
- Complete mapping project of doctoral program quality, research strengths and program capacity and establish an action plan to move forward with Deans Council. **Ongoing with Deans' Council**
- Respond to, modify, and implement proposal for incentives for PI's to support research assistants on grants. (Proposal submitted to Deans Council in May 2015). **Ongoing. See Appendix I.**
- Approve proposal to return a portion of the F&A rate to the Graduate School to support graduate research and academic initiatives. (Proposal submitted to Deans Council in May 2015). **See Appendix I.**

- Continue review of graduate student cost of education. **See Appendix I.**
- Complete branding exercise and implement recommendations. (Branding effort with Communications and Public Affairs and Devine Marketing/Brown & Company commenced June 2015). **Branding exercise completed. Implementation in process.**
- Continue to update PhD Alumni database and work with the Alumni Office on a tracking system for master's students. **Ongoing. Database has been updated through December 2015.**
- Monitor the restructuring of Career Service activities on campus and work to ensure that graduate student needs are addressed. **Ongoing.**
- Develop a proposal to present to the Graduate Council relative to "critical mass" for a program to be maintained or to trigger a program review outside of the normal program review cycle. To be presented fall 2015. **See Appendix I.**
- Approve proposal for a Master of Public Policy. **Completed.**
- Approve and implement a pre-master's program (PMP) with Navitas for master's programs in engineering and computer science. **Completed.**
- Develop a TA training program for programs that do not currently have their own program. **Goal for 2016-17.**
- Continue to work with the Foundation Office to secure funding for graduate education across the campus. **Ongoing. Participate in 603 Challenge; Annual Fund Drive; monthly meetings with gift officer.**

❖ **FY17 Goals**

- Secure Final Endorsement of Strategic Plan by Graduate Council.
- Navigate a smooth transition of the Graduate School leadership.
- Develop a TA training program for programs that do not currently have their own program.
- Develop metrics to determine benefit of added writing workshops and other support in terms of retention and time to degree.
- Work with the Dean of Students to create and promote messaging to remind students to be cognizant of their own mental and physical health.

❖ **Challenges and Issues to Watch**

- Enrollment trends
- Cost of Education
- Graduate Compensation and Incentives for PI's to include students on grants
- Increasing numbers of students with emotional issues
- Role of Lecturers

Appendix A
Mission, Vision, and Goals
The Graduate School

❖ **Mission**

- The mission of the Graduate School is to provide innovative, responsive and accessible master's, doctoral and certificate programs of the highest quality in line with the university's "Blueprint for the Future, UNH in 2020". Graduate programs foster a close interdependence between research and classroom teaching and enhance the undergraduate experience at the university. The graduate faculty and students work together to creatively generate new knowledge and disseminate that knowledge. The Graduate School is a source of intellectual capital for the University, the region, and the nation. The Graduate School extends its programs and services to central and southern New Hampshire by offering professional graduate programs for on the Manchester campus.

❖ **Vision**

- The Graduate School and in particular, doctoral education distinguishes UNH as a research university. Master's programs, both research and professional, further enhance the university's public land-grant, sea-grant and space grant mission. The Graduate School provides leadership to support the scholarly and creative efforts of the faculty and students, advances the principles of ethical conduct of research and scholarship, articulates and champions an institutional perspective on graduate education, promotes interdisciplinary scholarship and ensures its graduates are prepared to become leaders in the 21st Century.

❖ **Goals**

- Increase the visibility of graduate education on the campus, in the state, the nation and the world
- Maintain a strong relationship between research and graduate education to best align the academic and research programs of the university
- Support and encourage the development of interdisciplinary academic and research programs with the UNH School of Law, the Carsey School of Public Policy and the School of Marine Science and Ocean Engineering
- Support and encourage the development of selective new graduate programs that build on the strengths of the faculty in both Durham and Manchester
- Ensure that all programs are of the highest quality through a sustained process of program review
- Foster the development of international collaborations and dual degree programs as appropriate
- Support the development of program delivery models, including on-line learning, that enhance high quality graduate programs to meet the changing nature of today's students
- Ensure that PhD enrollment and graduation rates are at levels appropriate to the university's position as a high research activity institution
- Ensure that master's enrollments and graduation rates for both research and professional programs are at levels appropriate for a high quality graduate experience
- Enhance the diversity of our students and faculty
- Ensure competitive compensation packages for graduate assistants
- Increase the support for graduate students through competitive fellowships and scholarships; professional development programs (PFF, PFP, RCR); and community activities

❖ **Success**

- The Graduate School is an essential partner and valuable investment for the university. Success is measured by the effectiveness of the Graduate School's and the dean's advocacy for graduate education through collaborative efforts with the college deans, the research office, the Graduate Council, the Graduate Student Senate, the Graduate Coordinators, the Graduate Faculty and the program staff at UNH.

Appendix B
Opportunities for New/Revised Programs (2015-16 updates noted)

❖ **Certificate Programs:**

- Principal Certification (**still** under discussion)
- Education - Assessment, Evaluation, and Policy (**approved**)
- Education – Technology Integration (**approved**)

❖ **Graduate School:**

- Master of Public Policy (MPP) (**approved**)
- Revisit development of Professional Science Master's programs – PSM
- Reinstate the MA in Environmental Education (being discussed)
- Geospatial Science – consider developing an MS program (**still** being discussed)

❖ **CEPS:**

- Develop a Pre-Master's Program (PMP) with Navitas for the Master of Engineering and MS in Computer Science programs (**approved**)

❖ **COLA:**

- Criminal Justice – add track in MA in Justice Studies or MPA (**no discussion**)
- Consider moving the MPA to the Manchester campus (close down the Durham program) (**still** under consideration)
- MPA – add a track in Homeland Security (**preliminary discussions**)
- EDD program in Education on the Manchester campus (cohort model – admit every 3 or 4 years) (**no discussion**)

❖ **COLSA:**

- MS in Nutritional Sciences to include Dietetic Internship Program (**still** under discussion)
- Add non-thesis tracks in MS programs and collaborate with Paul College and local businesses to provide professional training opportunities for MCBS and Biological science majors (see PSM) (**no discussion**)

❖ **HHS:**

- MS in RMP (connect to North East Passage) (**no discussion**)
- Interdisciplinary doctoral program in Health Sciences (**Intent to Submit proposal** approved)
- MS in Athletic Training (**under discussion**)
- Develop an on-line track for the DNP program (**approved**)

❖ **Paul:**

- PHD or DBA in Business Administration (**no discussion**)
- Add majors in the MBA program (finance, international business, entrepreneurship, MOT) as part of a restructured MBA program (**6 areas of specialization approved**)
- Reinstate the MOT program (**not included as one of the areas of specialization in the MBA**)

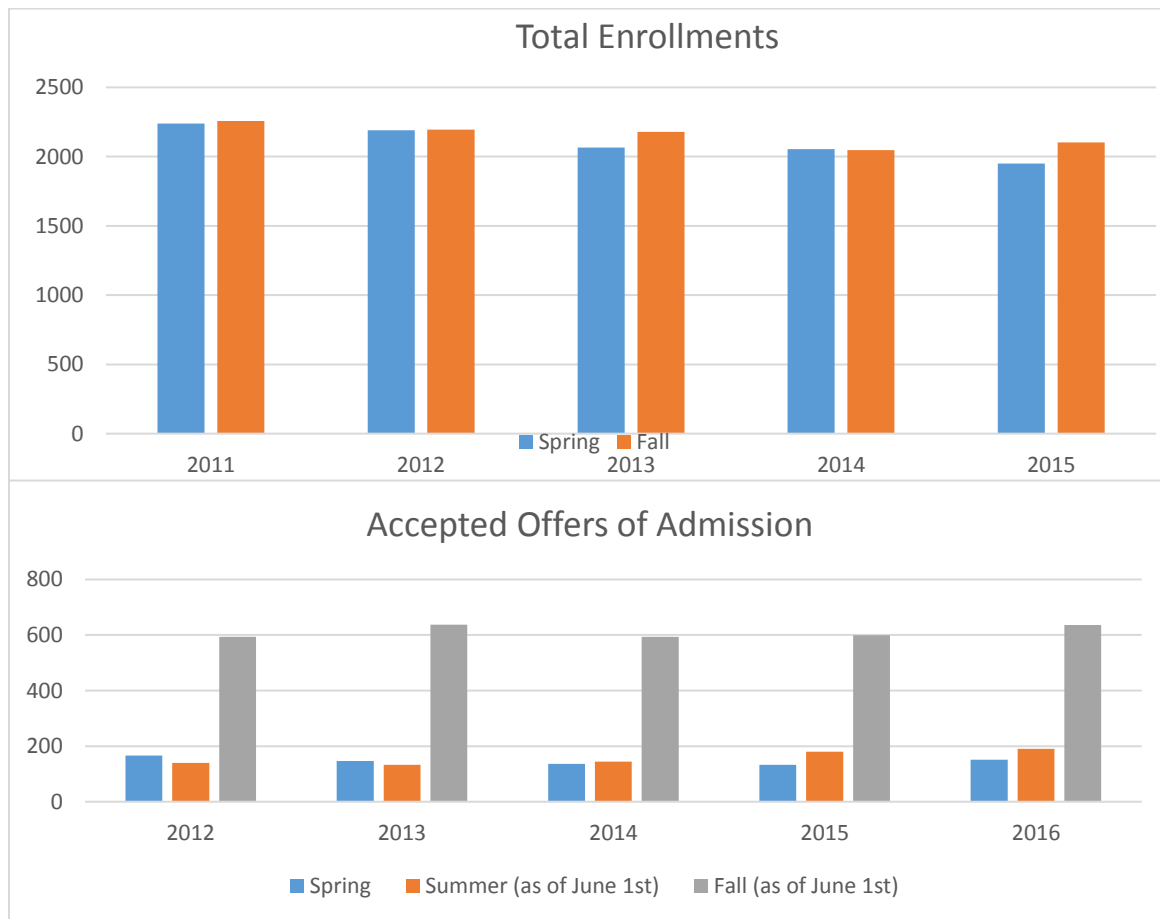
❖ **UNH Manchester:**

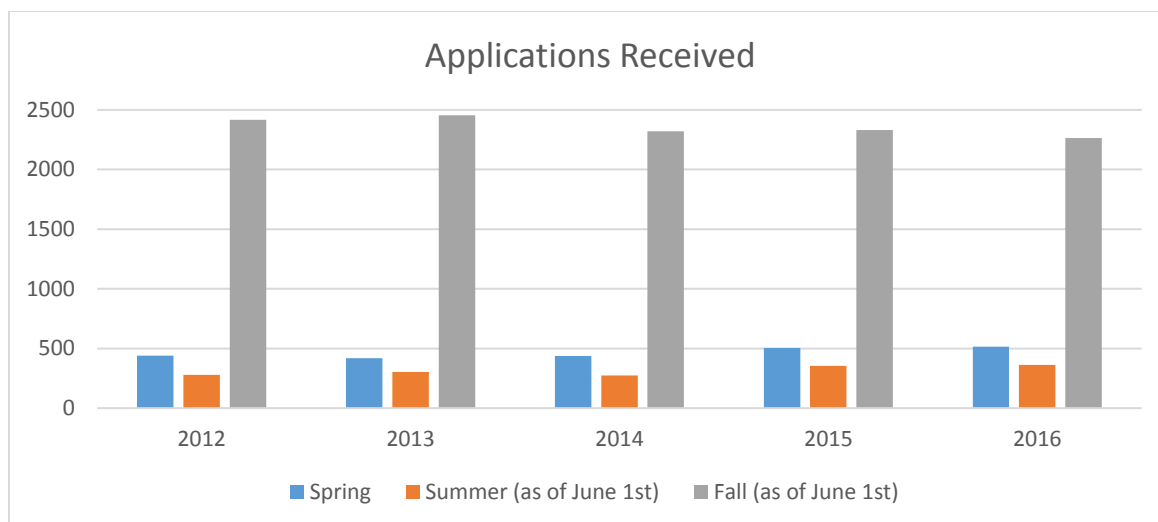
- MS in Information Technology – admit international students and add a full-time track **(international students on H1 or spousal visas approved; full-time track under discussion)**
- Homeland Security – collaborate with MPA program to develop a track **(see above)**

❖ **UNH Law School:**

- Establish a dual JD/MPP program once MPP is established **(approved)**

**Appendix C
Enrollment and Admissions Trends**





Appendix D Fellowship Awards for Summer of 2016 and AY 2016-17

2016 Summer Faculty Fellowship Recipients (9 awards)

Sergios Charntikov, Psychology
 Marcos Del Hierro, English
 Harriet Fertik, Classics
 Majid Ghayoomi, Civil Engineering
 Eleanor Harrison-Buck, Anthropology
 Soo Hyon Kim, English
 Weiwei Mo, Civil Engineering,
 Linda Ragland, Accounting & Finance
 Scott Weintraub, Spanish

2016 SUMMER TA FELLOWSHIP RECIPIENT

Meghan Ange, Genetics	Kimberly Aviado, NRESS
Radhika Bartaula, Genetics	Drummond Biles, Mechanical Engin.
Wilton Burns, Oceanography	Kaitlin Camilleri, Psychology
Matthew Cheney, English	Zhongwei Dai, Physics
Abigail D'Ambrosia, NRESS	Susan Deily-Swearingen, History
Bradfield Dittrich, English	David Earls, Mathematics
Nathaniel Ennis, Microbiology	Aaron Ethridge, History
Haihui Fan, Mathematics	Natalie Feldsinem Plant Biology
Joshua Foreman, English	Miranda Francoeur, Psychology
Katherine Gillman, NRESS	Holly Guevara, Chemistry
Christine Healy, NREN	Amanda Houts, Earth Science
Laszlo Kindrat, Mathematics	Tyler Koloski, Microbiology
Katharine Langley, Biological Science	Wenjing Liu, Mathematics
John McLarney, Biochemistry	Juan Medrano, Psychology
William Nitsch, Electrical Engineering	Justine Oliva, History
Kaitlyn Orde, Biological Science	Devon O'Rourke, MESB

Mirkat Oshone, Civil Engineering
Holland Prior, English
Rebecca Sen Choudhury, Economics
Wyatt Shell, Biological Science
Ryan Stephens, NRESS
Ezra Temko, Sociology
John Turner, Mechanical Engineering
Shokoufeh Zargar Shoushtari, Civil Engineering
Juanyu Zhao, Chemistry

Shiwha Park, Biochemistry
Matthew Roberson, Physics
Elizabeth Sheckler, English
Clio Stearns, Education
Erik Swanson, Microbiology
Christian Tooley, Chemistry
Emily Whalen, Natural Resources
Rui Zhang, Civil Engineering
Meng Zhao, Mathematics

A.Y. 2016-2017 Dissertation Year Fellowship (15 award)

Milan Ardeljan, Mechanical Engineering
Ben Brewer, Economics
Amada C. Demmer, History
Ashley M. Hanlon, Chemistry
Morteza Mirshekari, Civil Engineering
Kei Saito, Sociology
Jennifer A. Wilhelm, NRESS
Milovan Zecevic, Mechanical Engineering

Costel-Gabriel Bontea, Mathematics
Sara A. Clarke-Vivier, Education
Cristian P. Ferrada Alva, Physics
Patrick Lacroix, History
Eric W. Morrison, NRESS
Michael S. Staunton, Sociology
Xiaoqiong You, English

Appendix E

Annual Programming Report 2015-2016

Overall, the UNH Graduate School had a very successful year in program implementation and participation. The Annual Graduate Research Conference (GRC) had over 300 participants (including satellite events), which is the largest to date. In addition, a new event named the Three Minute Thesis Challenge (3MT) was hugely popular, and drew in alumni judging participation. It is expected that more students will participate in this event next year. The Graduate School was also successful in implementing a student Writing Workshop for a second year in a row. The result of the write in group inspired a set of students to organically create their own writing group that meets every Friday. Finally, the PFF and PFP events were woven throughout each semester with highlights being the Linked-In Workshop (35 students), Interview Skills with Maureen Crawford-Hentz (35 students), and Wayne Burton teaching in Community College Setting (40 students). The Graduate School looks forward to future collaboration with organizations and departments across campus next year.

❖ Growth Areas & Future Directions

- The growth of programs at the Graduate School has been extremely positive. However, there have been a few understandable hiccups along the way. Because of the growth of the GRC many of the easels and poster boards have become worn down. It is recommended to have a deferred maintenance plan with regard to replacing and replenishing these boards/easels. A board and easel combination would cost \$60 each, the cost can add up rapidly.
- Next year the Memorial Union Building will be charging room fee's for all of their rooms. This is worrisome for programming because most of the events are held in the MUB. It will be paramount to locate other venues for programs. A couple recommendations would be: The Trustees Board Room, The Library Conference Rooms, or Perhaps Off-Campus Locations.
- The transition between Blackboard to Canvas may have unintended and complicated consequences in terms of communication with Graduate Students. The best way to communicate with students was initially via Blackboard using a direct email. Canvas (the new option) will now have an OPT OUT function in which students can choose not to get notified about events. This may cause a dip in participation due to many students opting out of communication.

- Over the next 3 years it is recommended to increase the programming budget to \$16,000. With more events and student participation there needs to be increased funding for food, room costs, and other general supplies.
- ❖ **Research**
 - Graduate Research Conference – April 11th & 12th, 2016 – (217 students)
 - 3 Minute Thesis – Competition- April 2016 – (18 students competed)
 - Responsible Conduct of Research Training- (95 students attended)
 - National Science Foundation & GRFP Information Sessions, 80 students attended
- ❖ **Preparing Future Faculty/Preparing Future Professionals**
 - **Fellowship Information Sessions**
 - Dissertation Year Fellowship – 55 students attended (2 workshops)
 - Summer TA Fellowship- 50 students attended (2 workshops)
- ❖ **Preparing Future Faculty (PFF) Luncheon Series**
 - Teaching in a Community College Setting with Representative Wayne Burton – 40 students
 - Hiring in Academia with Shawna Hollen (Physics), Cindy Hartman (RMP), and Kelley Thomas - 35 students attended
 - Cognate and Certificate in College Teaching Information Session- March 9 (8 students)
 - Life in Small Liberal Arts Colleges with Anne Harrington- April 5 (16 students)
- ❖ **Preparing Future Professionals (PFP) Series**
 - Linked-In with Megan Hales – 35 students attended
 - Library Resources with Kathrine Aydelott- 6 students attended
 - Job Search and Interview Skills with Maureen Crawford Hentz (Co-Sponsor: MUB, Paul College, UACC, Honors) – 35 students attended
 - SHARPP- Reporting Policies, Obligations for Title IX 8 students attended
 - How to Fund It, Find It, & Get It: Strategies for Finding Funding- 14 students
 - Strategies for Successful Grant Writing- 15 students
 - Leveraging Your LinkedIn- rescheduled
 - Kognito Training for TA's and all Graduate Students- 4 students
 - Box & Canvas/MyCourses: Tools, Tips and Techniques- rescheduled
 - Intellectual Property, Entrepreneurship and You- Mar. 31 (10 students)
- ❖ **Networking**
 - Graduate Student Survey- 538 student responses
- ❖ **Dinner and a Movie/Lecture Series**
 - Women of the World Dinner and Show – 18 students attended, Sept 21st (Co-Sponsor: Stonewall Grads)
 - Heroic 1st Responder Dinner and Lecture – Sept 30th – 17 students attended (Co-Sponsor: The MUB)
 - Overcoming Obstacles to Make a Difference Dinner and Lecture- Nov 18th (Co-Sponsor: The MUB) 25 students attended
 - Graduate School Information Meeting – 22 students attended, Sept 17th
- ❖ **UNH Center for Excellence in Teaching and Learning- Talking about Teaching**
 - Prior Knowledge is More than Content: Skills and Beliefs Also Impact Learning (6 students) Sept 17
 - Talk about Teaching for Neil Niman, Gamify October 7, 2015, (6 students)
 - Assessing Learning Outcomes in the Major, Nov 3, 2015
 - Managing Collaborative Writing Assignments, Jan. 7 (5 students)
 - Advancing the use of Open Educational Resources (OER) at UNH, Jan 11 (9 students)
 - Creating Desirable Difficulties During Learning Produces Better & More Durable Learning & Transfer of Knowledge, Jan 13. (10 students)

- Incorporating Experiential Learning in the Classroom, Jan 14 (14 students)
- Managing Collaborative Writing Assignments, Jan 7, (7 students)
- Advancing the use of Open Educational Resources (OER) at UNH, Jan 11, (7 students)
- Incorporating Experiential Learning in the Classroom, Jan 14 (12 students)
- Two Strategies to Engage Learners and Improve Student Performance: Flipped Classroom and Clicker Use in the Classroom March 22 (9 students)
- Methods of Engaging and Assessing Students in Large Enrollment Courses (8 students)
- ❖ ***Professional Writing***
 - Dissertation/Thesis Writing Boot Camp – January 19-22, 25 – 26; 5 days over J-Term (25 students, Co-Sponsor: MUB)
 - Spring Semester Friday Write In- Grad School Provided Dinner
- ❖ ***Wellness***
 - Wellness Workshop: Stress Management - October 15th – 10 students attended
 - Wellness Workshop: Health Services & Beating the “Winter Blues”- 6 students
 - Wellness Workshop: Cabin Fever - March 10th – 15 students attended
 - Kognito Training with David Cross –TBD (Co-Sponsor: Health Services)
 - De-Stress Fest- 15 students
- ❖ ***Social Programs***
 - Music Hall with Guest Brene Brown (5 students)
 - Music Hall Loft with Guest Amy Cuddy (8 students)
 - Music Hall Loft with Michael Lynch (10 students)
- ❖ ***Thesis and Dissertation Workshops***
 - Held monthly, with 20-25 students attending each session.
- ❖ ***Graduate School Information Workshops***
 - Held monthly on average, with focus on both general admission and Accelerated Master’s admission. Specific workshops were also provided for numerous campus-based offices, including the Honors Program, McNair Scholars program, Civil Engineering, Education, the Office of Multicultural Affairs, Center for Academic Resources, University Advising and Career Center, and the UNH Chapter of the National Society for Black Engineers.
- ❖ ***Various Programs Co-Sponsored with other Departments/Programs***
 - In conjunction with Advance, moderated panel on faculty mentorship
 - In conjunction with GSS, the MUB and Commuter Services, hosted a graduate student welcome/information session in early fall.
 - Presented on Graduate School services as multiple department welcome sessions for new students, including those in Justice Studies, MCBS, Nursing and Social Work.
- ❖ ***Co-Sponsorship of UNH celebration of Dr. Martin Luther King***

Appendix F
Carsey School of Public Policy Annual Report for Dean Richards
June 2016

The Carsey School of Public Policy at the University of New Hampshire is a nationally acclaimed resource for policy-related research, leadership development, and engaged scholarship. We address the most pressing challenges of the twenty-first century, striving for innovative, responsive, and equitable solutions from all levels of government and the for-profit and non-profit sectors. With an expanding range of degree and non-degree programs, the Carsey School offers a growing number of opportunities for those interested in beginning, or advancing, careers in public policy.

This report highlights our major accomplishments over the past year. Fiscal Year 16 has been very successful for Carsey. In October 2015, we launched our Master in Public Policy degree and will welcome our first class of students this fall. With support of partners across all UNH campuses, we worked to build the foundation of the new school with two new centers, the Center for Impact Finance and the Center for Social Innovation and Enterprise (the latter with Paul College), and new relationships across the state and the nation with policy leaders and organizations at the forefront of public policy today.

❖ **NEW CENTERS**

- **Center for Impact Finance.** This center is led by Michael Swack and launched in early 2016. The center addresses the role that access to capital plays in community development, economic mobility, and income and wealth inequality. With a successful track record of working within communities and as respected thought leaders in the field, CIF conducts original applied research, develops initiatives, designs programs, and implements financing products, projects, and policies that address societal challenges.
- **Center for Social Innovation and Enterprise.** A new center created in late 2015 in partnership between Paul College and Carsey, offers innovative pedagogy, applied research, and meaningful engagement opportunities for students and faculty from across the University of New Hampshire

in “social innovation” – the application of market-based and cross-sector strategies to develop sustainable, scalable solutions to societal problems.

❖ RESEARCH

This year, we continued to build on our research programs with analyses of vulnerable families’ struggles and successes, new insights into the changing electorate in New Hampshire, high school dating aggression, Mexican migration, and how birth rates among different minority groups are poised to change the country. We continue to work with engineers and scientists across campus on research on climate change and infrastructure and the interplay between changing ecosystems and changing communities. Our work in climate change perceptions, demographics, and poverty continues to be an important resource and the work of Carsey researchers drew attention from policy makers, national and local media, academia, and the public. Carsey researchers continued their strong presence in the media, led by Ken Johnson, Kristin Smith, and Marybeth Mattingly, with coverage by the *Wall Street Journal*, *Washington Post*, *USA Today*, *Christian Science Monitor*, *Fox News*, and *National Public Radio* as well as in hundreds of other national and regional media outlets.

Key research highlights:

- **The Vulnerable Families.** This research team published cutting-edge analysis all year long on issues relating to families and children, from access to health care, child nutrition policies, to poverty and opportunity gaps. They presented at academic conferences and public forums around the country.
- **Senior Demographer Ken Johnson Received A Carnegie Fellowship.** Ken Johnson was among 33 scholars across the nation who received one of the country’s most generous and prestigious fellowships to advance research in the social sciences and humanities. Fellows receive up to \$200,000 from the Carnegie Corporation to fund scholarly research and writing aimed at addressing some of the most urgent challenges to U.S. democracy and international order. As a fellow, Johnson will advance and expand his work on the changing demographic structure of rural America and its implications.
- **Research Support for UNH Faculty.** Six UNH faculty were named Carsey Summer Scholars. Funding enabled research support for a variety of topics that will each publish a brief with Carsey in the coming year.
- **Global Impact Investing Network.** Michael Swack published a landmark report on the challenges and opportunities of scaling US community investing: an in-depth landscape study of the US Community Investing field.
- **Demography, Forestry, and Carbon.** Mark Ducey and Ken Johnson published research on the high rates of Northeastern land that are forested and the effects on local economies in a project funded by the U.S. Forest Service.
- **Dual Hire with EOS.** In collaboration with EOS’s Earth Systems Research Center, Carsey conducted an international search and successfully co-hired applied economist Maria Christina Jolejole-Foreman to work on coupled human and natural systems research projects.
- **Women and Families in NH.** Kristin Smith, Carsey’s family demographer, is working with the New Hampshire Women’s Foundation to create a series of research briefs addressing the needs of women and families in the Granite State.
- **Financial Services and Community Well-Being.** Carsey researchers began working with the National Community Investment Fund to measure the relationships between the availability of responsibly-priced financial services and changes in community quality of life and economic well-being.

- ❖ **FY16 Publications to date (6/10/16):** Carsey researchers and fellows published original applied research briefs, which were downloaded thousands of times by lawmakers, the media, non-profit organizations, and researchers throughout the world.
 - **Was December Warm?**, Lawrence Hamilton, Mary Lemcke-Stampone, June 9, 2016
 - **U.S. Births Remain Low as the Great Recession Wanes**, Kenneth M. Johnson, June 7, 2016
 - **Carsey Perspective: Is the Poverty Rate 1.1 Percent?**, Michael Ettlinger, Andrew Schaefer, May 26, 2016
 - **After a Parent Left Employment, One in Five Children Lost Private Insurance**, Kristin Smith, May 24, 2016
 - **Forests in Flux**, Mark Ducey, Kenneth M. Johnson, Ethan P. Belair, Miranda H. Mockrin, May 10, 2016
 - **Clean Water for Less**, Alison Watts, Robert Roseen, Paul Stacey, Renee Bourdeau, Theresa Walker, April 26, 2016
 - **The Unmet Need for Care**, Rebecca Glauber, Melissa Day, April 12, 2016
 - **Carsey Perspectives: Saving Salt, Protecting Watersheds, in Winter Road Maintenance**, Andrew Jaccoma, March 15, 2016
 - **Exclusionary Discipline Highest in New Hampshire's Urban Schools**, Douglas Gagnon, Eleanor M. Jaffee, Reeve Kennedy, March 1, 2016
 - **Child Poverty Higher and More Persistent in Rural America**, Andrew Schaefer, Beth Mattingly, Kenneth M. Johnson, February 23, 2016
 - **After Years of Decline, Private Health Insurance Rates Among Children Grew in 2014**, Michael J. Staley, February 16, 2016
 - **First in the Nation**, Kenneth M. Johnson, Dante J. Scala, Andrew Smith, January 26, 2016
 - **2014 Data Indicate That Four in Ten Children Live in Low-Income Families**, Jessica Carson, Andrew Schaefer, Beth Mattingly, December 16, 2015
 - **Deaths Exceed Births in Most of Europe, But Not in the United States**, Kenneth M. Johnson, Layton M. Fields, Dudley L. Poston, Jr., December 15, 2015
 - **Carsey Perspectives: Polling and the New Hampshire Primary**, David Moore, Andrew Smith, December 14, 2015
 - **Why Do the Children Flee?**, Mary Fran T. Malone, December 2, 2015
 - **Should I Say Something?**, Katie Edwards, Robert Eckstein, Kara Anne Rodenhizer-Stämpfli, November 24, 2015
 - **Federal EITC Kept 2 Percent of the Population Out of Poverty**, Douglas Gagnon, Beth Mattingly, Andrew Schaefer, November 17, 2015
 - **Rural Adolescents Are More Likely Than Their Urban Peers to Abuse Prescription Painkillers**, Shannon M. Monnat, Khary K. Rigg, October 22, 2015
 - **Scaling U.S. Community Investing**, Michael Swack, Eric Hangen, October 19, 2015
 - **Trump and Sanders Supporters Differ Sharply on Key Scientific Fact**, Lawrence Hamilton, October 5, 2015
 - **Although Child Poverty Declined in 2014, Persistent Racial and Ethnic Disadvantages Remain**, Beth Mattingly, Andrew Schaefer, Jessica Carson, September 18, 2015
 - **Official Poverty Statistics Mask the Economic Vulnerability of Seniors**, Andrew Schaefer, Beth Mattingly, September 15, 2015
 - **Conservative and Liberal Views of Science**, Lawrence Hamilton, September 1, 2015
 - **Behind at the Starting Line**, Daniel T. Lichter, Scott R. Sanders, Kenneth M. Johnson, August 12, 2015
 - **Red Rural, Blue Rural**, Dante J. Scala, Kenneth M. Johnson, August 5, 2015
 - **Rates of SNAP Receipt Stabilize or Drop in All Regions for First Time Since Great Recession**, Jessica Carson, Paul Anskat, July 28, 2015
 - **A Transformation in Mexican Migration to the United States**, Rogelio Saenz, July 14, 2015

- **Many Eligible Children Don't Participate in School Nutrition Programs**, Jessica Carson, July 14, 2015
- **Women as Economic Providers**, Kristin Smith, June 30, 2015

❖ ACADEMICS

The Carsey School launched its Master in Public Policy degree program in October 2015. Our already established degree program, the Master of Arts in Community Development Policy and Practice welcomed its largest class so far to campus in June 2016. We continue to train professionals through additional certificate programs both on campus and online in best practices in community development and sustainable microenterprise. Our faculty are recognized in their fields as hands-on professionals and experts as well as scholars who can combine academic rigor with applied experience to prepare students for work on the ground throughout the world.

- **Master in Public Policy** Carsey will welcome its inaugural MPP class in the fall of 2016, after launching last fall.
- Through our **Sustainable Microenterprise and Development Program webinar series** and training courses in developing countries, Carsey's internationally renowned experts trained 857 people in capital raising, savings groups, business solutions to poverty, and ways to fund community development.
- 2015 graduates of Carsey's **MA in Community Development Policy and Practice** began careers around the globe, spanning from Canada's Poverty Impact Council and the Somali Federal Government's Aid Coordination division, to the Oregon Center for Public Policy and the Immigrant Women's Health organization in Maine. New recruitment strategies were adopted that resulted in the largest admitted class to date.
- The **Carsey Social Innovation Internship** program placed fifteen UNH students in summer positions in the region's most socially and environmentally innovative companies.
- Carsey, in partnership with the Opportunity Finance Network, grew the **Certificate in Community Development Finance**, drawing community development finance professionals from around the United States to the UNH campus in June 2016, with additional trainings planned in Seattle and Durham, North Carolina later in 2016.
- The Carsey School partnered again with **NeighborWorks America** to create dynamic new training opportunities for community development practitioners who serve the affordable housing and community development sectors across the country.
- **Savings Groups Training** Carsey expanded its Savings Groups work— training more than 700 professionals around the world, developing a new training approach to reach field-level practitioners, and sponsoring a joint SEEP-OXFAM-Carsey webinar training series.

❖ ENGAGEMENT

One of the ways Carsey continues to stand out in the academic environment is in bringing its research expertise and best practices to where they are needed and valued. Whether traveling from our campus in Durham to Washington, bringing national and international experts and practitioners to the University of New Hampshire, or taking our work to Coös County in northern New Hampshire, Carsey engages for impact.

- **NH Listens Reaches across the State.** Dozens of NH Listens events were held across the state addressing local issues of community action, mental health, access to education and relationships between police officers and the people they serve.
- **First in the Nation.** Carsey hosted events for the UNH Foundation board and the media to discuss the unusual primary season, and present timely research on the changing demographics in New Hampshire and how it might affect the NH Primary

- **Social Franchise.** In September, Carsey co-hosted a gathering at Paul College with leading social franchise pioneers who are looking at the models of commercial franchising and finding innovative opportunities to scale the reach and impact for the world's poorest and most remote populations.
- **Social Venture Innovation Challenge.** This year's SVIC once again saw a record number of applications in both the UNH student and community tracks. Carsey Fellow Fiona Wilson, director of the Center for Social Innovation and Enterprise, oversaw the judging and awards before a large audience in December.
- **Carsey Evaluation.** Carsey is the contracted evaluator for the New Hampshire SNAP-Ed nutrition education program for people enrolled in or eligible to enroll in the Supplemental Nutrition Assistance Program (SNAP) and their schools and communities, funded by the U.S. Department of Agriculture. Carsey's Evaluation Program Director is currently co-investigator on an evaluation of the fidelity, effectiveness, and outcomes of a federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) grant to implement the Healthy Families America evidence-based practice model in New Hampshire, funded by the Health Resources & Services Administration. The Carsey team is also evaluating an initiative launched by the Experimental Program to Stimulate Competitive Research (EPCOR) and funded by the National Science Foundation to increase knowledge flow across institutions and foster collaborative capacity, in order to identify the factors that support and obstruct realization of collaborative science.
- **Semester in the City.** With support from the Center for Social Innovation and Enterprise, beginning in Fall 2016, UNH undergraduates will have the opportunity to spend a semester in Boston in a rigorous 30+-hour per week internship with a leading social change organization (nonprofit, business, or public sector) – in community development, social justice, health, education, environment, and other areas dedicated to the public good. This 16-credit Semester in the City program will include an intensive evening course that examines the theory and practice of various social change approaches, and a series of Friday seminars and reflective workshops – thereby equipping a new generation of leaders who understand both direct and systemic approaches to social and environmental change.
- **Governor Winant Fellowship.** Carsey awarded four competitive Winant fellows to UNH students for the summer of 2015 and again in the summer of 2016. Students will work with New Hampshire organizations and government agencies that improve the lives of New Hampshire families, as proscribed by the Winant family endowment.
- **Aligning Community Health with Investment.** The Center for Impact Finance designed and delivered a series of regional two-day convenings bringing together interdisciplinary teams from hospitals, CDFIs, and other community stakeholder groups to design strategies for promoting hospital investment in those communities.
- **On-Campus Events**
- Carsey co-hosted **Jerry Taylor**, president of the Niskanen Center and prominent libertarian, in April to present to over 250 students and community members on The Conservative Case for Acting on Climate: Why Putting a Price on Carbon Matters. The standing-room-only talk was followed by a panel moderated by Fiona Wilson with Taylor, Michael Ettliger, and Pax World Funds CEO Joe Keefe.
- Carsey sponsored four **MUB** events for students on a variety of political and social justice issues.
- Carsey co-hosted a **Be a Voter** event with NextGen Climate and the New Hampshire ACLU helping UNH students to understand their voting rights.

❖ FY 2016 FUNDING

The single largest source of Carsey School of Public Policy revenue in FY16 continued to be the grant funding we received for our research, academic, and public engagement programs. We received an atypically high level of gifts because of the timing of donations from long-time supporters. Our academic programs are supported by some grants and gifts but rely significantly on tuition as well. Our endowment, which will be growing over the coming years, provides an important source of core funding. We also participated in the 603 Challenge this year and raised funds for graduate program scholarships.

Grants, Gifts and Fee for Service List Fiscal Year 2016 Reporting (Preliminary) 7-1-15 to 6-30-16

Annie E. Casey Foundation Anonymous Appalachian Mountain Club, Inc. David and Jerilyn Brownell
 Marcy Carsey City of Berlin Coalition of Union Employees of NH/SEIU Local 1984
 Coös County Family Health Services County of Cheshire DAI – Europe Ltd. Deutsche Bank
 Ford Foundation Institute of International Educational (IIE) Foundation for Healthy Communities
 John T. Gorman Foundation Health Strategies of New Hampshire The F.B. Heron Foundation
 Impact Community Capital The Kresge Foundation MacArthur Foundation Maine Community Foundation
 The MasterCard Foundation Brian and Loren McCabe
 National Estuarine Research Reserve System National Science Foundation NeighborWorks America
 Neil & Louise Tillotson Fund of the NH Charitable Foundation New Hampshire Charitable Foundation
 NH Department of Employment Security NH Department of Health and Human Services (MIECHV)
 New Hampshire Endowment for Health New Hampshire Kids Count, Inc. Frank and Patricia Noonan
 The Paul J. Aicher Foundation Paul School Social Franchise Initiative Pittsfield Youth Workshop
 Plymouth State University Post-Landfill Action Network Mel Rines Robert Wood Johnson Foundation
 Russell Sage Foundation Craig and Linda Rydin Sam’s Club Second Start SNAP ED
 Tri-County Head Start University of Maryland UNH-Task Force on Community
 U.S. Department of Agriculture, Forest Service, Northern Research Station
 U.S. Department of Health and Human Service, Administration for Children and Families – Office of Planning, Research, and Evaluation

**Appendix G
 Responsible Conduct of Research (RCR) 2016**

- RCR is a joint responsibility of the dean of the Graduate School and the Senior Vice-Provost for Research. Dr. Julie Simpson is Director of Research Integrity Services and Professor Nathan Schwadron, Chair of the RCR Committee.
- Dr. Pistole, Dr. Simpson & Associate Dean Moorhead coordinated and offered the fifth annual training to fulfill the Graduate School doctoral RCR training requirement. Approximately 94 students attended the one 3-hour session in October 2015 after completing the 11 Web-based RCR modules. Graduate faculty volunteers facilitated small group case study discussions.
- Dr. Pistole and Dr. Simpson offered one section of GRAD 930 (Fall 2015). 7 students enrolled.
- Dr. Pistole and Dr. Simpson coordinated and offered three RCR training sessions (that met NSF & USDA NIFA requirements). Enrollment was as follows: 34 in October 2015; 22 in February 2016; and 41 in May 2016. Dr. Summer Cook co-facilitated the October session with Dr. Pistole; and Dr. Nathan Schwadron co-facilitated the February and May sessions with Dr. Pistole.
- Dr. Pistole and Dr. Simpson provided an RCR training session for Dr. Ruth Varner’s NSF Research Experiences for Undergraduates (REU) students (16) in June 2015.
- Dr. Simpson gave scholarly integrity presentations at the fall 2015 and spring 2016 graduate assistant orientations (approximately 225 attendees total).
- During AY16, Dr. Simpson gave ethical and RCR presentations in approximately 21 undergraduate and graduate classes (340 attendees), and to 3 groups of staff and faculty (40 attendees).
- At the request of Dr. Jessica Bolker, Dr. Simpson facilitated a class session for LSA 950 Scientific Communication entitled Ethical Issues Related to Scientific Communication (11 students).
- The UNH Responsible Conduct of Research and Scholarly Activity Committee met 6 times.
- The RCR Committee recruited a member representing the UNH Library.

- The RCR Committee initiated the development of an RCR Library Guide to facilitate the centralization and promotion of RCR resources on campus.

Appendix H

GSS Annual Report, Academic Year 2015-2016

The purpose of the University of New Hampshire (UNH) Graduate Student Senate (GSS) is to advocate for the needs of graduate students and help create a pan-departmental graduate student community. We are the official governance body and voice for the graduate student body. GSS was involved in advocacy to improve graduate student life on many fronts this past academic year. As part of this, GSS met with administrators throughout the year to discuss graduate student life. This included one 30-minute meeting with UNH President Mark Huddleston; while this conversation was fruitful, we hope President Huddleston will be able to have more frequent conversations with us next year.

We had robust participation in GSS from graduate students this past year. All UNH graduate students are considered Members-At-Large of the Graduate Student Senate. In addition to senators and Executive Committee members, many of these Members-At-Large participated in the Graduate Student Senate's work through attending meetings and events and representing the GSS on university committees.

GSS represented graduate students on Graduate Council, Faculty Senate, the USNH Board of Trustees, the MUB Board of Governors, search committees, task forces, and many standing university committees, such as the Alumni Association Board of Directors, the Advisory Council on Community, Equity, & Diversity, the Campus Suicide Prevention Committee, the Health Insurance Advisory Committee, Healthy UNH, President's Commissions, the Responsible Conduct of Research and Scholarly Activity Committee, and the Transportation Policy Committee. New this year, GSS also had a representative on the UNH Police Department Advisory Committee. We also clarified our appointment authority, coming to a mutual understanding with the interim Provost that GSS appoints any graduate students to graduate student positions for search committees and with commission chairs that GSS appoints any graduate students to graduate student positions for President's

Commissions. One priority issue for GSS is to ensure graduate students are prepared to find successful careers after graduating; as part of this, GSS had a representative on the Professional Success Strategic Planning Task Force as well as a representative on the search committee for the Associate Vice Provost for Career Services and Professional Development. We also partnered with the Graduate School for their Preparing Future Faculty and Preparing Future Professionals programs.

Our senators for this past year included Kevin McMahon representing UNH Law/Concord, Tom Cronin representing the Manchester campus, Jin Lee representing Graduate Housing, Wade Heath representing PAUL College, Devin Batchelder representing COLSA, Catherine Welter, Myles Lynch, Nate Stafford, and Jovana Milosavljevic representing COLA, Elizabeth Moschella, Dante Broadbent, and Jochen Wirsing representing CHHS, Damian Manda, Taylor Hodgson, and Drummond Biles representing CEPS. Our Executive Committee consisted of Clerk Paul Rowe, Programming Coordinator Felicia Fowler, Treasurer Patrick Lacroix, External Affairs Officer Andrea Jilling, Vice President Mike Verney, and President Ezra Temko. The Graduate Student Senate awarded three *Distinguished Wildcat Service* to Elizabeth Moschella, Jovana Milosavljevic, and Mike Verney.

Per mandate and tradition, the GSS reviewed and voted on proposed UNH Durham student fees for fiscal year 2016. Our fee review process involves members of our Financial Affairs Committee, under the direction of our treasurer, meeting with auxiliary directors and discussing their proposals and the value of their services for graduate students. GSS also discussed these fees and services as a body and took votes on whether to approve the proposed fees as well as regarding the specific items GSS wanted to acknowledge, appreciate, or offer ideas for improvement. This is put together into a letter that was sent to and well received by UNH administrators.

This year GSS voted to approve the proposed 2016-2017 fees for Academic Technology, Counseling Center, Dining, health Services, Housing, MUB, SHARPP, and Transportation Services). GSS voted against the proposed 2016-2017 fee for Campus Recreation, which was proposed to be raised from \$508 to \$747 per year. GSS instead voted for an alternative proposal that would reduce the size of the increase by removing the portion of the Campus Recreation fee that graduate students currently pay to support the UNH Whittemore Center Arena. Nevertheless, the USNH Board of Trustees approved all fees as proposed. GSS remains concerned about the total cost of fees and the impact this has on graduate students; fees for the next Academic Year for full-time Durham students will surpass \$2,000 per year. GSS is also concerned about the perception of these fees and supports communicating the Responsibility-Centered Management (RCM) portion of fees separately. GSS has continued to dialogue about the fee increase as well as our fee review process. We have also had continued conversation about services, which has resulted in some positive changes that benefit graduate students.

GSS also engaged for the bulk of the year in a visioning process about both our organization and graduate student life. This included various discussions, brainstorming, activities, and surveying of graduate students. We emerged from this with a better understanding of our strengths, challenges, and operating context, as well as with a set of priority action items GSS believes would improve graduate student life.

GSS engaged in advocacy on a number of fronts during this past academic year. GSS sent a letter to General Faculty reiterating its sincere hope that the changes to the Common Exam Hour time revert back to its former time when planned and that the change not be made permanent; we received a supportive communication in response and have been assured that our statement will be included in Faculty Senate discussion when the issue again arises.

GSS participated in discussions in which we expressed our concerns about the staff position for the UNH Global, Race, and Diversity Studies not being re-filled for this past Academic Year; we are excited to have a relationship with the soon to be established related university-wide center.

In response to last year's incident regarding the UNH's *Bias-Free Language Guide*, I authored an op-ed in the TNH about the issue and GSS adopted a resolution expressing GSS's priority to foster inclusive discourse at UNH. Our resolution stated that we believe it is appropriate for UNH to have some type of discussion guide or toolkit that encourages inclusive discourse available to the UNH community and that we welcome constructive dialogue with the Office of the President regarding how to work together toward our shared goals of inclusive excellence. President Huddleston briefly responded to us, encouraging graduate student participation in upcoming campus conversations on community. Associate Vice President for Community, Equity, and Diversity Jaime Nolan also responded to us and came to a GSS meeting to discuss the issue further. While we have no official communication or response about next steps on this issue, and have seen no progress to date, we have been promised continued progress on this front.

As a proactive measure to address some negative conversations on campus, the GSS co-authored an op-ed in the TNH promoting and demystifying the concept of (sexual) consent. This letter was co-authored with the President's Commission on the Status of Women.

In response to the undergraduate Student Senate's discussions of a potential smoking ban on campus, the GSS discussed smoking and tobacco policies and passed a resolution encouraging the updating and enforcement of these policies. Specifically, GSS encouraged: reasonable enforcement of existing policies, specifically maintaining nonsmoking areas, enhancing education efforts about existing policies; enforcing these policies, including ensuring the focus is broader than residence halls; assessing our current cigarette waste container program; developing a revised policy about enforcement and consequences.

On the occasion of Graduate School Dean Harry Richards' retirement, GSS adopted a resolution honoring Dean Richards and extending our appreciation for his dedicated service.

As part of our engagement in this year's presidential election, GSS created and published a non-partisan guide with information about all primary presidential candidates' positions on higher education policy.

GSS increased its collaboration with the undergraduate Student Senate this year. The undergraduate Student Senate designated a liaison to us who came to a number of our meetings. GSS also attended the majority of undergraduate Student Senate meetings through rotating representation. This year GSS and the undergraduate Student Senate also exchanged agendas and minutes for their meetings. We also worked with the undergraduate Student Senate to successfully address an issue related to a local food and beverage establishment hosting a comedian who made misogynistic comments. We also voted to support their efforts to establish a 24/7 study space on the Durham campus. The GSS continued to be concerned about the lack of clarity that often comes with the use of the term "student," particularly whether it is used as a reference to all students or used mistakenly to only refer to undergraduate students. GSS had a number of conversations about this issue with leadership from the undergraduate Student Senate and at the end of the year passed a motion formally asking the undergraduate Student Senate to include the term undergraduate in the name of their governance organization.

GSS and its representatives on Graduate Council supported the proposal this year to raise stipends for students on assistantship by 3%. GSS also successfully advocates for including a goal of having graduate assistant stipends being in line with our comparator institutions with consideration of cost-of-living. Increasing stipend levels was found to be a top priority item among many graduate students.

GSS was also concerned with last summer's closure of the UNH Classifieds website, which many graduate students used, especially for finding babysitting. Eventually GSS was able to find out who had closed the site and why, though no progress has been made on reinstating this service for graduate students. At present GSS is planning to talk with TNH about their classifieds website.

GSS worked with the Graduate School to support the creation of three new handbooks – a Graduate Coordinator Handbook, Graduate Assistant Handbook, and Guidelines for Graduate Program Student Handbooks. We hope that these handbooks help with some of the issues around expectations and communications that arise from time to time, and we appreciate the Graduate School’s leadership on this issue.

GSS worked with UNH Transportation Services to discuss parking and transit concerns. Out of these discussions, Transportation Services is allowing graduate students with Commuter passes to park in staff and faculty parking lots during the 2016 summer. If this is successful, this benefit will be able to be replicated during future vacation periods as well.

While the cost of Campus Recreation services as well as the loss of graduate assistantships associated with Campus Recreation remain a concern for GSS, Campus Recreation Director Stacey Hall was very proactive in reaching out to GSS and listening to us. When the Hamel Recreation Center was going to have to close for the summer, Director Hall met with us and listened to our concerns about the need for graduate student access to facilities over the summer; we were pleased that the Employee Fitness Center at the Fieldhouse has been made available for students. Through our conversations Director Hall was also able to lower the membership fee for student spouse members from \$191.50/semester to \$100/semester.

GSS worked with the Counseling Center to establish a graduate student support group. We also established a Counseling Center liaison for graduate students.

One priority item for many graduate students is to be able to have a more professional e-mail address for use, e.g. FirstName.LastName@unh.edu. While we have had discussions about this, and Academic Technology has been very cooperative with us, improving the alias service for e-mail addresses appears to be outside of UNH’s current license agreement with Microsoft and so we have been unable to make progress on this front.

Another important priority action item for GSS is departmental student governance. GSS is moving towards having liaisons between individual departments and senator positions. We also support the integral involvement of graduate students in their departmental governance, both as important stakeholders and for professional development, and in line with UNH’s commitment to the principle of shared governance. GSS surveyed departments to determine current practices. GSS also adopted a best practice regarding graduate student involvement in department governance. GSS also encourages graduate programs of substantive size and duration to consider forming a graduate student caucus or group that is recognized by the department/program. Our best practice has been endorsed by the Graduate Council. We look forward to continuing our conversations on this front with individual departments and programs.

Throughout GSS’s visioning and brainstorming process, one theme that continued to emerge was an interest in increasing interdisciplinary opportunities. An action item that came out of this was to establish an interdisciplinary graduate student space for collaboration and refreshments, including adult beverages. Since then GSS has had discussions with various administrators on campus about possibilities for this and is currently engaged in conversations centering around evaluating the possibility of utilizing Babcock Hall for graduate student events.

The GSS continued to help build graduate student community this year through numerous social events, as well as through collaboration with the Graduate School and with UNH Commuter & Non-Traditional Student Services. These included our traditional free pizza socials, tabling at U-Day, a Dinner and Movie night on campus for Health Services’ showing of *The Mask You Live In*, a debate watch party for the December 19 Democratic presidential primary debate, and an ice cream social in honor of retiring Graduate School Dean Harry Richards. We also collaborated with the Graduate School and other campus entities to give our feedback, help plan, coordinate, volunteer for, and/or advertise and promote events such as the Graduate Resource Fair and Ice Cream Social, the Grad Student De-Stress Fest, the Graduate Research Conference (GRC), Graduate and Professional

Student Appreciation Week, the UNH March Against Violence, and the Three Minute Thesis competition. To support the GRC and graduate student needs, the GSS also offered financial assistance for graduate students participating in the GRC poster session.

In terms of governance, the GSS adopted a number of constitutional and bylaw changes that were approved by the UNH administration. These included updating and clarifying the process for amending our constitution and by-laws, and clarifying committee operating processes. As suggested by the UNH Office of Student Involvement and Leadership, we also made changes to be more specific about our process for dissolving ad-hoc committees and to clarify the role of non-graduate students at GSS meetings. In addition to these changes GSS created a one-page information sheet for guests and attendees at GSS meetings with a guide to how our meetings operate and how to participate in them.

The GSS also adopted a number of constitutional and bylaw changes that have been sent on to the UNH administration for review. These included adding a position of “Past President” to the Executive Committee (to be filled at the discretion of the President), updating our officer titles, clarifying language in our constitution to ensure we are not excluding certificate-seeking graduate students, and updating our list of stakeholder groups we are supposed to communicate with to include staff. Proposals also included allowing graduate students to run for Student Trustee, setting up a process for GSS to adopt internal policies (non-binding recorded best practices), codifying senator and Executive Committee members’ ability to resign from GSS and setting up a process for that, enabling more flexibility for the responsibilities of the UNH Law and UNH Manchester senator positions, expanding the Clerk’s role to include collecting archives and bring them to the Milne Special Collections and University Archives, and clarifying the vacancy filling processes, including removing references to special elections.

This year the GSS also adopted the GSS Modified Feminist Process, which we used this year instead of Robert’s Rules of Order. Our feminist process is oriented towards inclusion, being cognizant of power dynamics, striving for consensus, and being efficient and productive. Other internal changes made included moving our reporting protocol for representatives online, reserving meeting time for questions, answers, and discussions about these reports, as well as lengthening the time of our meetings to accommodate our business and guests.

GSS held elections for the 2016-2017 school year and elected the following Executive Committee members: Jessie Bolin, Clerk (if approved, this title will change to Communications Officer; Myles Lynch, Programs Coordinator (if approved, this title will change to Community Coordinator); Andrea Jilling, Treasurer (if approved, this title will change to Financial Affairs Officer); Nate Stafford, External Affairs Officer (if approved, this title will change to External Relations Officer); Beth Sheckler, Vice President; Drummond Biles, President. We currently have a full slate of senators for next year, with the exception of three positions that will need to be filled: the UNH Law senator position, the UNH Manchester senator position, and one CHHS senator position. GSS continues to attract high-performing committed graduate students to serve the graduate student body and is well positioned for a successful 2016-2017 Academic Year.

GSS was only able to competently function and capably continue forth its mission due to the strong support we received from the Graduate School and many other bodies on campus such as the Office of Business Affairs. We appreciate the support of the UNH community to work collaboratively with us and their willingness to give advice, listen, and partner with us as we pursue our common mission of ensuring graduate student life at UNH is as optimal as possible.

Respectfully submitted,
Ezra Temko
GSS President, AY 2015-2016

Appendix I
DRAFT Strategic Plan Draft
The Graduate School
“Maintaining Quality While Moving Forward”

Mission

The mission of the Graduate School is to provide innovative, responsive and accessible master’s, doctoral and certificate programs of the highest quality in line with the university’s “Blueprint for the Future, UNH in 2020”. Graduate programs foster a close interdependence between research and classroom teaching and enhance the undergraduate experience at the university. The Graduate School is a source of intellectual capital for the university with faculty and students working together to creatively generate and disseminate new knowledge. The Graduate School extends its programs to central and southern New Hampshire by offering professional graduate programs for working adults on the Manchester campus and to a broader audience through select graduate programs offered on-line.

Vision

The Graduate School and in particular, doctoral education distinguishes UNH as a research university. Master’s programs, both research and professional, further enhance the university’s public land-grant, sea-grant and space grant mission. The Graduate School provides leadership to support the scholarly and creative efforts of the faculty and students, advances the principles of ethical conduct of research and scholarship, articulates and

champions an institutional perspective on graduate education, promotes interdisciplinary scholarship and ensures its graduates are prepared to become leaders in the 21st Century.

Goals, Strategies and Action Steps:

1. Visibility

- 1.1. Increase the visibility of graduate education on the campus, in the state, the nation and the world.
- 1.2. Complete branding exercise for Graduate School and Graduate Education by October 31, 2015.
- 1.3. Fully integrate graduate school brand into graduate school website.
- 1.4. Infuse graduate school brand within university and college brands by May 2016.
- 1.5. Develop a series of dashboards using Tableau for a visual representation of Graduate School data.
- 1.6. Develop a series of publications on Graduate Education for both on-line and in person audiences.

2. Graduate Education and Research

- 2.1. Maintain a strong relationship between research and graduate education to best align the academic and research programs of the university.
 - 2.1.1. The Graduate School Dean is a member of the Research Council and the RCR Committee.
 - 2.1.2. The Senior Vice-Provost for Research is a member of the Graduate Council.
- 2.2. Complete mapping of research strengths onto academic programs, particularly at the doctoral level.
- 2.3. Develop incentives for PI's to support graduate students on grants.
 - 2.3.1. Eliminate or reduce tuition charges to grants. (see below)*
- 2.4. Support faculty scholarship through competitive and expanded fellowship programs.

3. Graduate Enrollments to be reached by Fall 2020

- 3.1. Graduate degree enrollments should be targeted at ~15.6% (our comparator average) of the total UNH enrollment on the Durham and Manchester campuses, assuming an overall enrollment target of 16,000. The breakdown would be ~12,500 Durham; ~1,000 Manchester; and ~2500 Graduate School.
 - 3.1.1. Enrollments in programs offered on the Durham campus should be targeted at ~2,000.
 - 3.1.2. Enrollments in programs offered on the Manchester campus should be targeted at ~200.
 - 3.1.3. Enrollments through eUNH should be targeted at ~15 % or 300 of the total enrollment.
 - 3.1.4. U.S. minority enrollments should be targeted at 10% (250) of the overall enrollment (currently 8% - 170).
 - 3.1.5. International enrollments should be targeted at 15% (375) of the overall enrollment (currently 12% - 261).
 - 3.1.5.1. Establish a pre-master's program with Navitas for engineering and computer science to commence in 2016.
 - 3.1.5.2. Establish formal MOU's to include student exchanges, student pathways to degrees and dual degrees with select foreign universities by fall 2016. Under discussion include Chengdu University and Chengdu University of Information Technology.
- 3.2. Individual college enrollments should range between 5% and 40% of their total undergraduate enrollment. See below.
- 3.3. Ensure that PhD enrollment, graduation rates, and placement of graduates are at levels appropriate to the university's position as a high research activity institution.
 - 3.3.1. PhD enrollments should be targeted at 750 (currently at 509) and have an annual graduation rate of 100+ PhD students per year.
- 3.4. Ensure that masters' enrollment, graduation rates, and placement rates are at levels appropriate to the mission of each program and that there is a critical mass of students in the program to ensure students receive a quality graduate experience.
 - 3.4.1. Master's and certificate enrollments should be targeted at 1750 (currently at 1594) students per year.
- 3.5. Foster the development of international collaborations as appropriate.

- 3.6. Develop high quality academic and research programs with the UNH School of Law.
 - 3.6.1. Develop dual degree programs that have sustainable enrollment and lead to excellent employment outcomes for graduates. The targeted dual degrees are (in order of likely development based on enrollment projections): JD/MPP; JD/MEng. (EE/ME); JD/MPA; JD/PhD in Engineering (EE, ChemE, ME). Other proposals such as the JD/PhD in Biochemistry and the JD/PhD in NRESS-ESS will be reviewed to determine market demand/sustainability of enrollment and resource needs.
 - 3.6.2. With the assistance of CPA and other UNH stakeholders, UNH Law will market its diploma in Intellectual Property (IP), which is currently targeted to international markets as a certificate for the domestic market (including UNH graduate students and alums). Similar marketing efforts will be implemented for the law school's Intellectual Property Summer Institute.
 - 3.6.3. Coordinate international marketing and recruiting of Law School and Graduate School programs with the assistance of the VP for Enrollment Management & Marketing and the Associate Vice-Provost for International Programs.
 - 3.6.4. Add links for all Law School graduate programs to the Graduate School homepage
- 3.7. Clear recruitment strategies for the Graduate School and the Colleges will be established in cooperation with the Office of University Recruitment and Retention.
 - 3.7.1. A marketing budget for graduate education will be established.
- 3.8. Administer surveys to all students offered admission who enroll and who do not enroll to provide data for guiding recruitment and marketing efforts.

4. Program Quality

- 4.1. Ensure that all programs are of the highest quality through a sustained process of program review.
 - 4.1.1. Faculty are active scholars.
 - 4.1.2. Doctoral programs should be ranked in the top 75th percentile in national rankings such as Academic Analytics to remain viable.
 - 4.1.2.1. Programs are given 5 years to show progress in their ranking if they fall in the lower 25th percentile.
 - 4.1.3. Master's programs should have a successful placement rate of 85% in the field or in further education to remain viable by 2020.
 - 4.1.4. Alumni are successful and satisfaction with program is high.
 - 4.1.5. Reviews occur on a 10 year cycle with a 5 year update.
 - 4.1.6. Degree programs that fail to maintain a critical mass of enrolled and/or graduated students over a consecutive 5 year period prior to the review (s) must address the issue in their report.
 - 4.1.6.1. At least 5 master's students or 3 doctoral students is the minimum number of newly enrolled students in a year.
 - 4.1.6.2. At least 10 graduate students (master's and/or doctoral) is the minimum yearly average of enrolled students over the 5 year period.
 - 4.1.6.3. Master's programs will normally graduate at least 5 students per year
 - 4.1.6.4. Doctoral programs will normally graduate at least 1-3 students per year.
- 4.2. Support and encourage the development of selective new graduate programs that build on the strengths of the faculty in both Durham and Manchester.
 - 4.2.1. Doctoral programs (PhD and professional doctorate) will be developed in the College of Health and Human Services.
 - 4.2.2. A PhD program in Analytics will be developed.
 - 4.2.3. Master's and certificate programs that have a professional focus and that enhance the NH and NE workforce will be developed on the Manchester campus. Opportunities include new or expanded

programs in Homeland Security, Information Technology, health care, education, business and public administration.

4.2.4. Master's programs that build on the clinical and research strengths of the Durham based faculty will be developed. Potential programs include athletic training, hotel administration, marketing, finance, and nutrition.

4.2.5. Graduate certificate programs that meet the needs of the NH workforce and also provide pathways into graduate programs will be developed.

4.2.5.1. The development of credit program tracks within the non-credit programs/certificates offered in Cooperative Extension should be considered.

4.2.5.2. Completion of select non-credit certificates offered through Cooperative Extension should be considered to meet and substitute for a program elective in a master's program provided the total number of academic credits does not fall below the 30 credit threshold for a master's degree. A maximum of 2 such certificates could substitute for a program elective in a master's degree.

4.3. Support the development of program delivery models, including on-line learning, that enhance high quality graduate programs to meet the changing nature of today's students.

4.3.1. On-line programs with fully online and hybrid options will be developed (i.e. engineering (MENG), Nursing (DNP), Analytics (certificate) under consideration).

4.4. Administer surveys to students who leave prior to completing a degree to assist in retention efforts.

5. Financial

5.1. Restore graduate school financial aid budget and programs to FY13 levels and adjust annually to keep up with cost of education increases.

5.2. Work with Advancement to secure scholarship and fellowship support for graduate students:

5.2.1. Graduate School funding for graduate student support in any program.

5.2.2. College and program funding for graduate student support.

5.3. Ensure competitive compensation packages for graduate assistants.

5.3.1. Maintain a minimum base AY stipend across all programs, with a goal of increasing the base to become more competitive with our comparator institutions when cost of living is factored in.

5.3.2. Continue health coverage as part of the compensation package.

5.3.3. Encourage programs to offer 12 month appointments (particularly PhD).

5.3.4. Monitor federal policy related to medical insurance under Obamacare and continue policy of fully funding the Student Benefit Health Plan (health insurance).

5.3.5. Encourage programs to increase base stipends where appropriate to be competitive in attracting high quality students.

5.4. Review cost of education and realign policies to keep student debt low and incentivize high quality students to enroll at UNH.

5.4.1. Consider changing the way tuition is charged by removing the cap on tuition at 9 credits and bill by the credit hour. (Reduce credit hour rate and bill students exactly what they register for).

5.4.2. Bill fees in the same manner as tuition noted in 5.4.1.

5.4.3. Award scholarships to out-of-state master's students admitted under an accelerated master's program equivalent to the out-of-state tuition differential.

5.4.4. Award \$1,000 scholarships per semester to in-state master's students (prorate if part-time) admitted under an accelerated master's program.

5.4.5. Allow out of state students to change their residency status to in-state after one year in graduate school provided they have officially changed their residency to NH

5.4.6. Allow international students on H visas to be charged in-state tuition provided they have resided in NH for at least one year

6. Professional Development and Career Success

- 6.1. Focus non-credit professional development under one of the following categories: Health and Wellness; Networking; Research; Responsible Conduct of Research; Professional Writing.
- 6.2. Enhance the visibility of professional development programs
 - 6.2.1. Survey students each fall to determine areas of interest for professional development programming for the coming year.
 - 6.2.2. Redesign website and upgrade printed materials to showcase the wide variety of programs offered to provide graduates with a strong platform from which to succeed academically as well as professionally.
 - 6.2.3. Continue to expand the pool of on-campus collaborators who help support programming activities.
 - 6.2.4. Investigate the development of non-credit certificates, including the posting of such activities on transcripts for professional development activities.
- 6.3. Expand professional development programs for PhD students.
 - 6.3.1. Enhance enrollments in the academic programs in college teaching in collaboration with the Center for Teaching and Learning.
 - 6.3.2. Develop workshops aimed at alternate pathways for PhD students outside of the academy.
 - 6.3.2.1. Specifically focus on alternative career pathways for PhD students in the social sciences and humanities.
- 6.4. Offer workshops focused on career preparation for masters students.
- 6.5. Develop a TA Training Program.
- 6.6. Administer first destination survey to recent graduates (master's and doctoral) and analyze results annually.
 - 6.6.1.1. Survey is administered to previous September, December and May graduates in July of each year. Follow-up surveys are sent in October and January.
 - 6.6.1.2. An internal report is provided annually.
 - 6.6.1.3. A summary report is provided to the BOT every 3 years.

Success

The Graduate School is an essential partner and valuable investment for the university. Success is measured by the effectiveness of the Graduate School's and the dean's advocacy for graduate education through collaborative efforts with the college deans, the research office, the Graduate Council, the Graduate Student Senate, the Graduate Coordinators, the Graduate Faculty and the program staff at UNH.

ENROLLMENT PROJECTIONS USING 2014 DATA AS BASE

In fall of 2014 the graduate student enrollment at our comparator universities, excluding UNH and not including Buffalo, was ~15.6% of the total enrollment at these institutions. UNH was below that average by 1.6%.

Assuming that the target UNH enrollment in Durham and Manchester is ~16,000, the graduate enrollment should be targeted at ~2500 to meet the comparator average.

Doctoral student enrollment among our comparators for which data were available is ~39.8% of graduate enrollments at those institutions. UNH is below that average by ~15.2%. If our doctoral enrollment target was 39.8%, the average of our comparators, our doctoral enrollment should be ~995. A more realistic target would be to have our doctoral enrollment approach 30% of our graduate enrollment target or ~750. This figure should allow us to graduate ~100 doctoral students per year.

PROPOSALS TO INCENTIVISE PI'S TO INCLUDE GRADS ON GRANTS

***Email to Deans June 2015:**

As we discussed at yesterday's Deans Council and noted previously in various discussions we need to provide incentives if PI's are to include RA's on grants as well as leverage research support for graduate education. Here are some ideas to consider as we continue this discussion.

In FY14 \$114,888,000 was generated by external projects. An additional \$19,169,000 was received in F&A. A review of expenditures on sponsored projects indicates that only 5.62% (\$6,460,747) of total expenditures in FY 14 directly supported graduate students (stipends, tuition, and student health benefit plan). And of that expenditure, only \$1,324,128 20.5% was associated with tuition for Research Assistants (RA's). Further, several research units and centers did not support any graduate students which is of concern.

Over the past several years the number of RA's has remained flat or declined. In fall of 2014, the number of RA's was 164 a decline of 20 from the previous year and a decline of 42 from 2011. PI's have little or no incentive to put graduate students on a grant. The primary reason given over the years is that research assistants are expensive and PI's typically cite tuition as the primary obstacle. It has also been reported that in some cases tuition is not an allowable cost on certain grants. Currently the in-state portion of tuition, or in the case of doctoral candidates the doctoral research fee (\$1,000/semester), is charged to grants. The out-of-state differential is "waived" (booked against the college/RC unit of the student).

If tuition was not charged to grants, or alternatively if reduced tuition was charged, PI's would have more incentive to put graduate students on a grant as an RA and offer 12 month support, which would enhance the research output. Since F&A is not charged to tuition, any increase in stipend support for RA's would result in an increase in F&A.

It is noted that tuition charged to grants goes directly back to the unit of instruction and colleges would see a potential revenue loss if tuition were not charged. CEPS and COLSA would see the greatest impact to any change in the way tuition is booked.

Still, if we are to be serious about increasing our research profile we need to look at ways to incentivize PI's for including RA's on grants. Alternatives to consider related to tuition charges include:

1. In all cases colleges should cover the tuition charges for RA's funded by a grant that does not allow tuition to be charged against the grant.
2. Colleges cover the cost of tuition on grants in their units and for students enrolled in their college, regardless of the grant funding source (another way of putting it would be colleges cover the cost of tuition on grants awarded to faculty PI's in their college, or affiliated with their college) which would mirror the way GA tuition is covered.
3. Colleges cover ½ the in-state tuition (or doctoral research fee) charged to grants.
4. Grants pay a flat sum of \$1,000 per semester (or the doctoral research fee) and colleges cover any additional tuition charges.
5. For each fully grant funded RA, the college will cover the tuition for a second RA on the grant.
6. A central financial aid fund be created (in the Graduate School?) to pay tuition costs (full or partial) for all RA's.

In addition, alternatives to consider related to F&A distribution to enhance graduate education include:

1. Allocate 1% of F&A to the Graduate School. Based on FY14 this would amount to ~\$190,000.
2. This fund would be used to support interdisciplinary program initiatives, new program start-ups, marketing, seminars, and workshops.
3. This fund could also be used to support new fellowship/scholarship programs with a specific focus on supporting graduate student research.

These proposals are not meant to be exhaustive but to provide a basis for conversation amongst the deans and the provost staff. To do nothing prolongs the slow downward spiral we have seen for graduate student support over

the past few years as well as continues to limit the ability of the graduate school to provide financial support to enhance graduate education.