Table of Contents

I. Enrollment and Recruitment
II. Professional Development
III. Diversity
IV. Engagement, Reach and Visibility
V. Shared Governance, Engagement, and Collaboration
VI. Metrics, Data Collection, and Analysis
VII. Retention and Academic Support Services
VIII. Financial Support
IX. Interdisciplinary Programs
X. Manchester Office
XI. Technology Support and Processing
XII. Goals, Actions and Challenges
XIII. Appendices
   A. Enrollment, Applications, Admittances and New Matriculations
   B. Annual Professional Development Report
   C. Responsible Conduct of Research and Scholarly Activity (RCR)
   D. Technology Support
   E. Graduate School Financial Support (Student and Faculty Awards)
   F. Graduate Student Senate Annual Report
   G. Additional Graduate School Collaboration/Engagement
   H. Academic Support Services
   I. Graduate School – Manchester Office
   J. Interdisciplinary Programs
   K. Graduate School Office Personnel
Greetings from the Dean

As Interim Dean of the Graduate School, I am pleased to present the 2017-2018 annual report. As you will see in this report, our 90th year in existence was one of tremendous and exciting growth, and we have continued our longstanding tradition of providing quality graduate education through our 34 doctoral programs and our growing number of professionally oriented master’s and certificate programs. As is our tradition, our efforts are in line with national leaders in higher education, including the Council of Graduate Schools, and we are increasingly being viewed as a trendsetter by our peer institutions. This report highlights our work in the past year in the key areas of enrollment, professional development, diversity, engagement, metrics and data, retention, finances and interdisciplinarity. Below is a brief iteration of highlights in these areas.

The Graduate School supports the work of our graduate community from recruitment to graduation and beyond. This was a banner year with increased quality and diversity; we are on track for our largest, most diverse and most international incoming graduate class ever, and an overall admissions pool with the highest ever GPA. Our work on the retention and diversity issues is illustrated by our participation in multiple national and regional initiatives, including the helming of the Council of Graduate Schools’ Diversity and Inclusiveness Advisory Committee and assuming the leadership of the NEAGEP consortium to increase graduate diversity.

UNH is a land-, sea- and space-grant institution. At the UNH Graduate School, we take those designations seriously and are very proud of our students’ research efforts, which extend beyond the classroom out into the state, the nation, and beyond. UNH graduate students are involved in research projects supported by NASA, NSF, NOA, and USDA. We are impacting knowledge in areas as wide ranging as sustainable agriculture to space weather. Our healthcare and workforce initiative will create opportunities and advances in health care and biomanufacturing for the people of New Hampshire and the New England region.

UNH is continuing to grow its graduate level interdisciplinary and online programs. The Graduate School is a strategic partner with the schools and colleges in all aspects of program development and review. We graduated our first cohort of online students from our Doctor of Nursing Practice and created an M.S. in Cybersecurity and Risk Management, our first M.S. to be developed as an online program.

Please join me in celebrating the Graduate School’s accomplishments over the past academic year. As I look toward next year, I could not be more excited about the work we are doing to meet the challenges and opportunities that lie ahead. We are welcoming President Dean, who will join Interim Provost Jones, in leading us into the next chapter for UNH’s storied history. As I enter my third year as the Interim Dean, 12th year as Associate Dean, and 30th year overall at UNH, I look forward to continuing to work with the faculty, staff, students, and other stakeholders who make up the broad UNH graduate community.

Sincerely,

Cari Moorhead, Ph.D.
Core Administrative Functions of the Central Graduate School Office

**Recruitment & Enrollment**
- Process all graduate applications (3400 annually; coordinate with 400+ stakeholders)

**Data Collection, Assessment & Outcomes**

**Alumni Outreach**

**Certify Graduations (900 annually)**

**Programming and professional development (2700 student participants annually)**

**Student Academics (800 petitions reviewed + acted upon annually)**

**Grad Student Funding (300 Awards, $600,000 annually)**

**Shared Governance and Program Development & Review**

**Oversee the Carsey School + manage all 10 interdisciplinary grad programs (Carsey programs, PhD NRESS, Analytics, GIS, Feminist Studies)**

**Core Staff**
- 2 Deans
- 1 Admissions Supervisor
- 5 Staff Members—Durham Office
- 2 Staff Members—Manchester Office
I. Enrollment, Admissions, Admittances and Degrees Awarded¹

**Enrollments**
In Spring 2018, 2179 students enrolled in UNH graduate programs. This was the Graduate School’s highest enrollment since 2012. Master’s students comprised 72% of the graduate population; PhD students comprised 25%; and certificate students made up the remaining 3%.

**Spring 2018 Graduate Enrollments**

- 2179 graduate students
  - 1574 Master’s/EDS
  - 578 Doctoral
  - 64 Post-Baccalaureate Certificate
- 1691 students at UNH-Durham
- 180 students at UNH-Manchester
- 308 online students

The College of Health and Human Services enrolled the highest proportion of graduate students, followed by the College of Engineering and Physical Sciences and the College of Liberal Arts. Students in interdisciplinary programs are housed and supported by the Graduate School (GRAD), and recent trends show significantly increased levels of interest, with enrollments increasing 92% since 2013.

Significant enrollment growth over the last five years has also occurred in the College of Health and Human Services (+29%) and the Paul College (+27%). Conversely, significant enrollment decline has occurred over that timeframe in the College of Liberal Arts (-31%).

**Enrollment by College**

- College of Engineering and Physical Sciences: 23%
- College of Life Sciences and Agriculture: 6%
- College of Liberal Arts: 26%
- Interdisciplinary (Graduate School): 6%
- Health and Human Services: 25%
- Manchester: 8%
- Online: 14%

Spring 2018 total enrollments increased for the third consecutive year and were at their highest level since 2012.

¹ See Appendix A for additional detail on enrollments, applications, admittances and degrees awarded.
Furthermore, when students who are registered solely for Continuous Enrollment (e.g., not actively pursuing coursework or research) are excluded, enrollments are at their highest in a decade.

Enrollments in UNH “Focus List”\(^2\) programs rose 10.6% from the previous year to reach a historical high and were up 60% from five years ago.

Ph.D. enrollments reached historical highs in spring 2018.

Master’s enrollments increased by 3% from the previous year, and were at a 5-year high.

\(^2\) These are the self-funded, i.e., revenue-generating graduate programs.
Enrollments of international and underrepresented students are also at **historical highs** in spring 2018. Combined, these two populations comprise 22% of the entire graduate population. These gains reflect the significant efforts made by the Graduate School and partners across campus in recruiting and retaining these students.

**Applications**
For FY17, applications received to the entire set of UNH graduate programs declined slightly from the previous year, but were still the third-highest on record. Applications to Focus List programs increased slightly from the previous year to set a **historical high**, and were up 65% from five years ago.

Offers of admission made by the entire set of UNH graduate programs were similarly consistent with the previous year and the second-highest on record. Offers of admission made by Focus List programs rose 5.3% from the previous year and were up 80% from five years ago.

The number of new enrollees for the entire set of UNH graduate programs increased by 6% from the previous year, and were a **historical high**. The number of new enrollees for the Focus List programs increased by 12.3% over the previous year and were similarly a **historical high**.

Notably, this increase in new enrollees has dovetailed with an increase in the quality of applicants; for 2017, the mean applicant GPA was 3.45, which represents a substantial uptick from 3.39 in 2013.
Degrees Awarded
A total of 863 graduate degrees were awarded during the 2017-18 academic year (721 master’s degrees, 3 EDS, 59 post-baccalaureate certificates, and 80 doctoral degrees). The Graduate School is responsible for coordinating the degree certification process and clearing students for graduation.

Recruitment and Marketing
The Graduate School provided broad recruitment and marketing support to graduate programs across campuses. Efforts for 2017-18 included:

- Identified and corresponded with more than 20,000 prospective applicants. These were identified through participation in numerous 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 individualized emails to highlight their program of interest and encourage application and communication with the Graduate School and program faculty.
- Played a leading role on numerous committees and groups geared toward recruitment and marketing, including the College of Engineering and Physical Sciences (CEPS) Graduate Growth Committee, the Provost’s Office’s Workforce Task Force, and the Behavioral Health Initiative.
- Initiated steps toward implementing a campus-wide Graduate Communications and Marketing Advisory Board.
- Continued efforts toward fully implementing a customer-relationship-management system (Salesforce), which strengthens our management, tracking, and correspondence to prospective and active applicants.

II. Professional Development

The Graduate School offers an array of professional development opportunities in order to prepare our students’ preparation for multiple career pathways. These opportunities generated high levels of interest, with over 2700 student participating in events last year.

The table below provides a brief summary of categories and attendance of events for the 2017-2018 academic year. Attendance represents the sum of all attendees; for a more detailed synopsis refer to Appendix B.

---

3 See Appendix B for additional detail on 2017-18 programming activities.
Graduate School Professional Development Programming 2017-2018

<table>
<thead>
<tr>
<th>Type of Event</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Assistant Orientation and staff information sessions</td>
<td>310</td>
</tr>
<tr>
<td>Networking and social: Includes First Thursday events and Dinner and Lecture series</td>
<td>802</td>
</tr>
<tr>
<td>Preparing Future Faculty and Professionals: Includes “How To Get A Job in Academia” and other workshops and panels</td>
<td>192</td>
</tr>
<tr>
<td>Research: Graduate Research Conference, Three Minute Thesis, and Dissertation and Thesis Workshops</td>
<td>585</td>
</tr>
<tr>
<td>Writing: Weekly graduate student writing group, the January Term Graduate Writing Group, and collaborations with the Connors Writing Center</td>
<td>710</td>
</tr>
<tr>
<td>Health and Wellness: Graduate student cooking class and events related to work/life balance</td>
<td>67</td>
</tr>
</tbody>
</table>

Professional development programming highlights include:

- Hosted the annual Graduate Research Conference, which highlighted the depth and breadth of graduate research via hundreds of oral and poster presentations. We have continued to grow participation in the GRC with a 40% increase in participation since 2015.

- Hosted a weeklong January Term (J-Term) Graduate Writing Boot Camp that offered students a time and place to work on their dissertation, thesis, fellowship applications, etc. Two faculty members and the Connors Writing Center provided support and resources. The J-Term Writing Boot Camp falls under the multiple writing groups and workshops aimed at enhancing the academic and professional writing abilities of students. Participation in this event has increased every year since its inception in 2015.
J-Term Graduate Writing Boot Camp

- Promoted and conducted information sessions focused on applying for National Science Foundation-Graduate Research Fellowship Program (NSF-GRFP) grants, Dissertation Year Fellowships (DYF), and Summer Teaching Assistant Fellowships (STAF).

- National Science Foundation Innovations in Graduate Education (IGE) proposal submitted for STEM Writing Academy.

- In its third year, participation in the Three Minute Thesis (3MT) has steadily grown and is building interest and momentum beyond UNH and into Seacoast New Hampshire. In 2018 three members of the UNH Board of Trustees, Bob Baines, Wally Stevens, and Amy Begg, judged the final round. Additionally, Sam Evans-Brown from New Hampshire Public Radio hosted the final round.

![Average number of attendees per day and Total attendees chart]

From left to right: Interim Dean Cari Moorhead; 2018 3MT second-place winner Devon O’Rourke (Ph.D., Molecular & Systems Biology); first-place winner Jovana Milosavljevic-Ardeljan (Ph.D., Education); and third-place and People’s Choice Winner Kaitlyn Belknap (M.S., Genetics).
III. Diversity

Enrollments of U.S. underrepresented students were at a historical high in Spring 2018. This reflects the continued recruitment and retention-based efforts undertaken by the Graduate School and partners across campus, including:

- Assumed the leadership of the Northeast Alliance for Graduate Education and the Professoriate. This consortium of 15 universities and colleges collaborates to increase the diversity of graduate programs.
- Continued focus on having consistent and frequent presence with diverse students, faculty, and staff. These were achieved through targeted relationship-building activities throughout the year, mainly in the form of “Dean’s Lunches/Dinners” with students in which the Graduate School deans met with diverse individuals on and off-campus for meals and individual meetings. This resulted in the formation of numerous robust relationships with the diverse campus community, which in turn allows the Graduate School to act nimbly and quickly to challenges and issues that arise.
- Continued efforts to enhance relationships with minority-serving institutions. In particular, we are seeing our decade-long effort with the University of Puerto Rico-Mayaguez paying off in numerous ways, including an established pipeline of strong candidates to our doctoral programs in engineering and faculty/staff engagement across campus in strengthening this connection. This resulted in plans to submit an EPSCoR proposal, which included Graduate School assistance.
- 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.
- 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 such as the above-mentioned campus visits.
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.

IV. Engagement, Reach, and Visibility
The Graduate School continued to extend its reach across campus units and beyond the University’s borders through a variety of actions:

- Provided leadership and support on university-wide initiatives—many of which increase the University’s engagement beyond campus borders—including the Provost’s Office Workforce Task Force and the Behavioral Health Initiative.
- Became an affiliate partner with the CGS PhD Pathways Project, which aims to increase institutional understandings of the career goals and outcomes of its PhDs (communicate support for the career diversity of PhDs; make evidence-based interventions that support the success of PhDs and the recruitment of future students; and access anonymized benchmarking data compiled from other project partners)
- Served on the UNH Behavioral Health Initiative Research Development Team, which was awarded a CoRE Interdisciplinary Working Group award for 2018-19.
- Assumed the leadership of the Northeast Alliance for Graduate Education & the Professoriate (NEAGEP) consortium, with Assistant Dean Levine at the helm. This consortium aims to increase the diversity of graduate education by collaborating on an array of initiatives with 15 majority and minority-serving universities.
- Submitted grant applications (NSF-IGE), and participated in conferences (CGS-NSF, CGC).
- Collaborated with the UNH Graduate Student Senate on events in Boston and NYC aimed at raising visibility for graduate research via the Three-Minute Thesis Competition.
- Continued working with units across campus to increase the visibility of graduate education, including presenting to the UNH Foundation on graduate education and research.
- Working with the UNH Foundation, we continued to promote the Harry J. Richards Scholarship Fund, and prior to the 603 Challenge, we reached out to Graduate School alumni, including former Dissertation Year Fellowship recipients. This year, 35 people donated to the Graduate School during the campaign.
- Connected with alumni across numerous initiatives, including coordinating presentations from past and current graduate students to the Alumni Association.

V. Shared Governance, Engagement, and Collaboration
The Graduate School continued strengthening its ability to serve the graduate student population and graduate faculty through significant collaboration on governance-based issues between the Graduate Council and the Graduate Student Senate, along with additional relationships across campus. In particular, the Graduate School developed new guidelines for program approvals that will streamline the workflow for reviewing requests to add, modify, or delete graduate programs. Additional 2017-18 shared governance highlights include:

- **Programmatic Actions**
  - **New Programs**
    - M.S. Cybersecurity and Policy Risk Management (intent to submit and full proposals)
    - M.S. Finance (intent to submit proposal)
  - **New Options**
    - Accelerated B.S./M.S. Nutritional Sciences
    - M.S. Nutritional Sciences with Dietetic Internship
  - **New Certificates**
    - Didactic Program in Dietetics
  - **Major Program and Curricular Changes**
- Post-Master's Psychiatric Mental Health Nurse Practitioner Program (modality change)
- Bioscience M.S. and Ph.D. programs (curricular changes)
- Department of Agriculture, Nutrition, and Food Systems (realignment of graduate degrees)
- MBA (curricular changes)
- English M.A. (restructuring)
- M.S. Electrical and Computer Engineering (credit reduction)
- Electrical and Computer Engineering (accelerated certificate – pilot program)
  - **Deleted Programs**
    - Certificate in Sustainability Politics and Policy

- **Program Review**
  - M.S. in Natural Resources review completed in Spring 2018
  - Self-study for Mathematics & Statistics completed, external review scheduled for September 2018

- **Promotion & Tenure**
  - Reviewed and acted on 27 cases for promotion and/or tenure

**Graduate Student Senate**
The Graduate Student Senate (GSS) is the official governance body and voice for all graduate students. The purpose of the GSS is to advocate for the needs of graduate students and help create a graduate student community. Highlights of the activities that the GSS committees worked on in the 2017-18 academic year include:

- **Governance Committee**: Responsible for internal business and governance matters. The committee worked on several items regarding graduate student presence and involvement in departmental governance and passed several resolutions.
- **Financial Affairs Committee**: Responsible for finance matters and the GSS budget. One of the key items was restricting the student fee review process.
- **Programming Committee**: Responsible for creating and organizing events for graduate students, as well as promoting events that could be appealing to this population. The committee organized informational, social, and fundraising events.
- **External Relations Committee**: Responsible for working with other organizations and offices on matters related to graduate students. The committee established new connections and continued working with existing ones.
- **Advocacy Committee**: Responsible for advocating for graduate students with relevant offices, organizations, and administrators. Two of the key items were re-establishing monthly meetings with President Mark W. Huddleston and securing graduate student space.
- **Communication Committee**: Responsible for communication within the GSS, as well as with our constituencies and other organizations and offices. The committee increased GSS presence and visibility.
- **Health & Wellness Committee**: Responsible for issues related to graduate student well-being. The committee started important work on providing dental insurance to graduate students.
- **Diversity & Inclusion Committee**: Responsible for work related to diversity and inclusion matters, as well as making sure that all graduate students’ voices are heard. The committee contributed to the work of the Campus Climate committee.

**Other Engagement and Collaboration**
The Graduate School continued to collaborate with dozens of departments and offices across campus to ensure quality graduate experiences (see Appendix G for a full listing of ongoing Graduate School collaborations).

---

4 See Appendix F for more detailed information about the GSS activities and future plans
VI. Metrics, Data Collection, and Analysis

The Graduate School is consistently lauded for its work in collecting graduate data and providing analyses on behalf of programs, Colleges and other partners across campus. During the 2017-18 year, we built on this strength for working further with the Office of the Provost and academic units across campus to develop a set of core metrics that are fundamental to understanding graduate education, including:

- Admission selectivity and yield
- Enrollment demographics
- Retention rates
- Time to degree
- Distribution of assistantships by type
- Sources and types of funding for students
- Career placement

This data will play a key role in efforts to improve program quality and student outcomes. During the past year, the Graduate School redirected existing resources in order to dedicate increased staffing towards achieving these data goals.

VII. Retention and Academic Support Services

Retention
In addition to our overall professional development programming efforts (see section II.), the Graduate School engages in a variety of retention strategies tailored to the type and level of student, including:

- Strongly encouraging the use of annual reviews for research-based programs to ensure that students have up to date feedback about their progress in the program.
- Successfully engaging in early warning efforts through individual communications with all programs (e.g., reporting back and engaging program coordinators in discussion over failing and incomplete grades as flags for students at risk).
- Creating several handbooks to ensure that departments, faculty and students have clear and up-to-date information regarding policies and procedures.

Effective summer 2018, we are an affiliate member of the Council of Graduate Schools’ (CGS) Ph.D. Career Pathways Program, a multi-institution effort to collect and use data on Ph.D. career pathways, funded by the National Science Foundation and The Andrew W. Mellon Foundation. This effort focuses on collecting data from current Ph.D. students and alumni using surveys that were developed by CGS. The resulting data will allow us to be part of a national effort to analyze Ph.D. career preferences and outcomes at the program level and help faculty and university leaders strengthen career services, professional development opportunities, and mentoring. We are also working with DoctoralNet to conduct research with our population to better understand where we lose Ph.D. students, while researching which implementations and support at the program, institutional, and other levels are most successful in supporting student degree completion.

Academic Support Services
The Graduate School coordinated academic support services for all graduate students across a variety of areas. Highlights of these efforts include the following5:

- Acted on and processed all petitions for exceptions to academic policy, warning letters for unsatisfactory performance, dismissals, requests for extensions to time limits, leaves of absence, withdrawals, special grade reports, discontinuation of degree statuses; monitored special conditions of admission, and requests for transfer of credit.
- Worked closely with Student Accessibility Services to support graduate students with disabilities and to ensure accommodations are documented and reasonable.

5 See Appendix H for additional detail on academic support services undertaken this year.
• Continued to conduct background checks on all students who will be on an assistantship; we 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 number of significantly time-consuming legal cases and threats of legal action.
• Participated on the Behavioral Intervention Team to ensure that the Graduate School perspective is central to university responses for graduate students.
• 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.

VIII. Financial Support

The Graduate School worked to provide financial support to graduate students and faculty across multiple areas, including critical advocacy needed in order to increase the assistantship stipend levels, as well as coordination of the Dissertation Year and Summer Teaching Assistant Fellowship awards. In total, over 300 awards and grants providing almost $600,000 were made available to graduate students and faculty, as summarized on the next page.

---

6 See Appendix E for additional details on Graduate School Financial Support.
2017-18 Student and Faculty Awards & Grants

300 Faculty and Student Awards & Grants

- **DYF Awards**
  - 50 applications
  - 15 awarded
  - $315,900

- **STAF Awards**
  - 75 applications
  - 50 awarded
  - $157,500
  - 2 faculty fellows funded

- **Travel Grants**
  - 269 applications
  - 223 awarded
  - $44,600

- **Student Teaching Awards**
  - 16 nominations
  - 4 awarded
  - $2,000

- **Student Research/Scholarship/Creativity Awards**
  - 8 nominations
  - 2 awarded
  - $1,000

- **3MT Awards**
  - 11 nominations
  - 1 award
  - $2,000

- **Faculty Mentor Award**
  - 12 finalists
  - 3 awarded
  - $700

- **Diversity Fellowships**
  - 15 awarded
  - $65,000

- **Summer Faculty Fellowship Awards**
  - 75 applications
  - 50 awarded
  - $157,500

- **STAF Awards**
  - 50 applications
  - 15 awarded
  - $315,900

- **DYF Awards**
  - 16 nominations
  - 4 awarded
  - $2,000
2018 Dissertation Year Fellowship (DYF) Recipients

The DYF is one of The Graduate School’s most prestigious awards for Ph.D. students. Fifteen students are awarded each year after undergoing a rigorous application process.

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rory P. Carroll</td>
<td>Natural Resources &amp; Environmental Studies</td>
</tr>
<tr>
<td>Elizabeth A. Moschella</td>
<td>Psychology</td>
</tr>
<tr>
<td>Daniel J. Savage</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Joy D. Erickson</td>
<td>Education</td>
</tr>
<tr>
<td>Jordan T. Coulombe</td>
<td>History</td>
</tr>
<tr>
<td>Te-Hsin Chang</td>
<td>Education</td>
</tr>
<tr>
<td>Wenjing Liu</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Jin Lee</td>
<td>English</td>
</tr>
<tr>
<td>Devon O’Rourke</td>
<td>Molecular &amp; Evolution Systems Biology</td>
</tr>
<tr>
<td>Mark A. Anthony</td>
<td>Natural Resources &amp; Environmental Studies</td>
</tr>
<tr>
<td>Bence Cserna</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Miranda J. Francoeur</td>
<td>Psychology</td>
</tr>
<tr>
<td>Andrea Jilling</td>
<td>Earth &amp; Environmental Science</td>
</tr>
<tr>
<td>Marino I. Fernandes</td>
<td>English</td>
</tr>
<tr>
<td>Yusi W. Turrell</td>
<td>Natural Resources &amp; Environmental Studies</td>
</tr>
</tbody>
</table>

IX. Interdisciplinary Programs

The Graduate School houses UNH’s interdisciplinary programs that are offered at the doctoral, master’s, and certificate levels. Highlights from these programs for 2017-18 include:

Analytics & Data Science

The Graduate Programs in Analytics & Data Science realized a number of accomplishments in 2017-2018. Highlights include:

- The M.S. in Analytics graduated their third and largest cohort of 27 students in May 2018
- The M.S. program also admitted a record 38 students for the 2018-19 cohort
- The online certificate in Data Science enrolled 12 students in the spring of 2018 and graduated its first class of students in the spring of 2018

*See Appendix J for additional detail on the interdisciplinary program 2017-18 activities and highlights.*
• The programs launched a joint M.S. Analytics and M.S. Public Policy Degree with the Carsey School for Public Policy
• The programs have realized total placement from previous graduating classes of more than 95%
• The programs participated in a number of grant applications: three NSF, one NIH, and four UNH CoRE proposals
• The programs hosted the first UNH Northeast Big Data and Innovation Conference
• Faculty presented nationally at a number of conferences
• Faculty published two peer reviewed publications
• Students published one peer review publication, which won best paper at the Ubicomp national conference
• Program faculty mentored students on a record number of nine industry projects
• The program hired a new lecturer who supports the online program and UNH administrative analytics.

Carsey School of Public Policy
To its core, the Carsey School of Public Policy is committed to making positive change. The School takes on pressing public issues with unbiased, accessible and rigorous research, builds the policy and political problem-solving skills of its students, and brings people together for thoughtful dialogue and practical problem-solving. The school is a hub for work that spans its own faculty and staff and faculty from across UNH and other institutions. The faculty boasts a national reputation and its work appears in leading journals. The school publishes 40 policy-relevant briefs each year, offers three master’s degree programs, and engages with experts, leaders, the media, and the public in New Hampshire, the United States, and around the world. Highlights from the year include:

• Carsey welcomed its inaugural class of Master of Public Administration degree students in August 2017, and in May 2018 hooded the first graduates of the program since it moved from the Political Science department in the College of Liberal Arts to the Carsey School.
• On-campus events included public conversations with the communications director from Reddit (the fourth most visited website in the country) and national policy leaders on immigration and women and family issues.
• NH Listens, Carsey’s civic engagement arm, won a national CIVVY award for informed and respectful public discourse.
• With support of partners across all UNH campuses, Carsey continued to build the school’s academic programs and to strengthen relationships across the state and the nation with policy leaders and organizations at the forefront of public policy today.

College Teaching
The Center for Excellence and Innovation in Teaching and Learning (CEITL) jointly administers, with the UNH Graduate School, the Academic Program in College Teaching. CEITL is responsible for a) academic advising for all graduate students enrolled in the programs, b) handling inquiries from and advising non-UNH people interested or involved in the Certificate in College Teaching, and c) activities related to course offerings: instructors, scheduling, advertising, etc.

Geospatial Science
The UNH Certificate in Geospatial Science enrolled five new students as their primary program and three new students as their secondary program. Four students completed the certificate between June 2017 and May 2018. For the upcoming year, enrollment is expected to increase with nine students currently signed up for the certificate as their primary program and 12 students currently signed up as their secondary program.
Natural Resources and Earth Systems Studies
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. Highlights from 2017-18 include:

- Of the 15 Dissertation Year Fellowships offered by the Graduate School, four were received by NRESS PhD students (greatest number for a single program/department).
- Coordinating the Environmental Science Seminar Series
- Distributing $17,238 in student support (up from $12,000 in AY2016-17)

X. Manchester Office

The Graduate School’s Manchester Office offers 12 programs at the master’s, Ed.S. and certificate levels: MBA, M.Ed. in Elementary Education, M.A.T. and M.Ed. in Secondary Education, M.Ed in Educational Studies, EDS in Educational Administration, M.P.A., M.P.H., M.S.W., M.S. IT, and certificates in Public Health and Substance Use Disorders. M.S. in Cybersecurity Policy & Risk Management was approved in online format for fall 2018. Highlights for the 2017-18 academic year include:

- Created first Graduate Programs Fair for UNH Manchester students; 9 programs attended and tabled; 50 attendees.
- Participated in 50+ recruitment activities, along with numerous marketing and outreach efforts including the Chamber of Commerce, American Public Health Association, UNH Benefits Fair, Tri-City Expo, HR & Volunteer NH Conferences, and a number of smaller venues, including Concord Leadership Class, AmeriCorps/City Year, and the NH High Tech Council.
- Hosted several 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.
- Worked with OISS, Enrollment Management/UNHM, and M.S. IT graduate program to support international students.
- Hosted alumni events for the MBA, M.P.A., and M.S.W. programs.
- Coordinated and participated in new student and faculty orientation programs.

XI. Technology Support and Processing

The Graduate School office embraced a variety of new and existing technologies to provide a better overall experience for our applicants and students. From initial recruitment to post-graduate work, our staff used technology to increase efficiency and data management. Some of our efforts for this year include:

- TargetX continues to be developed and polished as we prepare to roll it out for both graduate and law applicants. On the graduate school side, it will not only replace our application process, but our entire admissions process as well. This complete shift in how we do our business has required a lot of additional effort on behalf of many staff members and offices on campus. The goal is to provide a more seamless process for our applicants and departments to submit, monitor, and process applications and admission decisions.
- Recruitment efforts have focused on international applicants and primary focus programs. We have implemented new processes to properly track international applicants working with agents, so that we can monitor those agents who return a high yield. In addition, emphasis has been placed on key programs that need increased marketing and tracking. In both cases, our office has increased its ability to use Salesforce, WEBI, and Banner to code and track these two recruitment efforts. In addition, our office recently started using Marketing Cloud, a new email marketing
software tool that will allow our office to communicate on a more personal and individual level with our recruits and applicants.

- Provided technical support, training, and/or data to various offices on campus, including the e-UNH group, ECG, UNH Law School, the Registrar’s Office, OISS, GSMC, external agencies (NSF, ETS/GRE, Princeton, US News), academic programs and admissions.
- Website work started late in the year to begin converting our site over to a Drupal based website managed by WMD and our office. This will be a two-part process as we will need to first migrate our static content over while keeping our dynamic databased content housed on our own server. Over the next two years, our goal is to shift all of our web-based processes to Drupal and WMD. This will provide more stable support and a unified look with the rest of the university’s web presence.
- Social media continues to be a key priority for the graduate school with a focus on providing a clear message and brand across all media fronts such as Facebook, LinkedIn, Instagram, and Twitter. Student, faculty, and alumni achievements, awards, and research are all broadly shared online.
- Increased participation in technology related committees around campus such as the Data Governance Committee and the Digital Governance Committee. Both committees work to provide clear policy, process, and definitions to how data is managed and how websites and other digital media are provided.
- Continued work on revising the entire graduate aid process by working with college BSC’s, finance, business services, and ETS to streamline and improve how graduate aid is processed at UNH.
- Work continues on a variety of technological fronts: Increasing our presence on OneCampus; tracking our Ph.D. students for advancement and reporting purposes; providing more online forms for our students; managing and improving our MyCourses Professional Development and Career organization; migrating our graduate catalog to the new CourseLeaf software; providing technical support for many of our events such as the Graduate Research Conference, Writing Workshops, and PFF/PFP events; updating software and hardware to stay current with patches and security updates as well as the latest versions; and reviewing and testing new software as needed to keep the office running efficiently.

XII. Concluding Remarks

The 2017-18 academic year was an exciting one for the Graduate School, and saw significant growth in many areas, particularly in the enhancement of our role as a strategic partner with the Colleges. Looking ahead, we are excited to continue building on that role, along with a number of additional efforts:

- Our enrollment-based efforts will be even more deliberately directed by strategic planning with the Deans, with efforts to expand capacity of high-demand programs, creation of flexible modalities and programmatic alignment with cross-campus initiatives. Working with Enrollment Management and the Provost’s Office, we look to brand and market UNH as the home of multiple professionally-oriented graduate programs, and this will in turn positively impact the University’s revenue streams.
- We have created the Recruitment and Retention Team, which will enhance the student experience from the admissions process through their enrollment.
- We will continue to enhance the students’ experience with robust and varied professional development opportunities and retention strategies, e.g., with the fall 2018 opening of the Graduate Student Success Space, and our new partnership with DoctoralNet and MastersNet.
- As we continue to grow graduate enrollments, we do so with a keen eye to our value of inclusive excellence. We will continue building on our long history of initiatives aimed at intersectional inclusive excellence, while maintaining our high level of rigor and quality.
- We will continue to ensure that our program development is grounded in our values as a land-, sea- and space-grant institution. For example, our campus wide work on healthcare initiatives and workforce development will inform our curricular changes moving forward to create high quality, graduate level programs meeting workforce needs within the state and region at a competitive price.
• The Graduate School works with the entire graduate community to enhance excellence in our PhD and Masters level programs, through the shared governance curricular development process, program review, student academic accountability. This year we made great strides to streamline the curriculum change process while enhancing levels of faculty input.

• Moving forward, we recognize the need to address some financial areas, i.e., the numerous current graduate tuition pricing levels; how to encourage interdisciplinarity when tuition stays in the primary program of study; how tuition is charged to grants disincentivates research faculty to hire graduate students.

• The core Graduate School functions have increased significantly in recent years with the addition of the Carsey School of Public Policy and the programs in Analytics. In 2018, we plan to continue to increase interconnectedness and functionality between the units within the Graduate School. For example, we will continue to develop cross-functional teams to enhance recruitment and retention and communication efforts.

I could not be more excited about the work we are doing to meet the challenges and opportunities that lie ahead, and deeply look forward to continuing to work with the faculty, staff, students, and other stakeholders who make up the broad UNH graduate community.

Sincerely,

Cari Moorhead, Ph.D.
XIII. Appendices

Appendix A
Enrollment, Applications, Admittances, and New Matriculations

Enrollments
Total Certificate Applications

FY2013: 108
FY2014: 82
FY2015: 110
FY2016: 112
FY2017: 173

CEPS Applications

FY2013: 737
FY2014: 762
FY2015: 815
FY2016: 869
FY2017: 901

COLSA Applications

FY2013: 275
FY2014: 258
FY2015: 252
FY2016: 249
FY2017: 200

GRAD (Inter-D) Applications

FY2013: 127
FY2014: 99
FY2015: 144
FY2016: 193
FY2017: 271
**Admittances**

**Focus Applications**

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admittances</td>
<td>647</td>
<td>781</td>
<td>967</td>
<td>1050</td>
<td>1070</td>
</tr>
</tbody>
</table>

**Total Offers of Admission**

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers of Admission</td>
<td>1687</td>
<td>1656</td>
<td>1822</td>
<td>1891</td>
<td>1889</td>
</tr>
</tbody>
</table>

**Total Ph.D. Offers of Admission**

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers of Admission</td>
<td>249</td>
<td>235</td>
<td>294</td>
<td>352</td>
<td>353</td>
</tr>
</tbody>
</table>

**Total Master's Offers of Admission**

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers of Admission</td>
<td>1177</td>
<td>1150</td>
<td>1231</td>
<td>1234</td>
<td>1175</td>
</tr>
</tbody>
</table>
New Matriculations

**Total Accepted Offers of Admission**

- FY2013: 936
- FY2014: 987
- FY2015: 987
- FY2016: 987
- FY2017: 1045

**Total Ph.D. Accepted Offers of Admission**

- FY2013: 111
- FY2014: 79
- FY2015: 118
- FY2016: 135
- FY2017: 146

**Total Master's Accepted Offers of Admission**

- FY2013: 675
- FY2014: 641
- FY2015: 661
- FY2016: 682
- FY2017: 671

**Total Certificate Accepted Offers of Admission**

- FY2013: 40
- FY2014: 40
- FY2015: 40
- FY2016: 43
- FY2017: 60
Focus Accepted Offers of Admission

<table>
<thead>
<tr>
<th>Year</th>
<th># Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2013</td>
<td>227</td>
</tr>
<tr>
<td>FY2014</td>
<td>286</td>
</tr>
<tr>
<td>FY2015</td>
<td>367</td>
</tr>
<tr>
<td>FY2016</td>
<td>367</td>
</tr>
<tr>
<td>FY2017</td>
<td>412</td>
</tr>
<tr>
<td>Event</td>
<td>Attendance</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>August/September 2017</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant Orientation</td>
<td>250</td>
</tr>
<tr>
<td>Thirsty Moose First Thursday Social</td>
<td>90</td>
</tr>
<tr>
<td>Communication Across Disciplines series</td>
<td>9</td>
</tr>
<tr>
<td>Music Hall: Of Stone Wood and Fire</td>
<td>15</td>
</tr>
<tr>
<td>Homecoming 2017: Graduate student poster session</td>
<td>6</td>
</tr>
<tr>
<td>Music Hall: Financial Literacy Event</td>
<td>6</td>
</tr>
<tr>
<td>Dinner &amp; Lecture event at the MUB featuring founder of <em>The Onion</em></td>
<td>22</td>
</tr>
<tr>
<td>Graduate Working/Writing Space</td>
<td>12/session</td>
</tr>
<tr>
<td><strong>October 2017</strong></td>
<td></td>
</tr>
<tr>
<td>Thirsty Moose First Thursday Social</td>
<td>60</td>
</tr>
<tr>
<td>Teaching at Teaching Intensive Institutions</td>
<td>8</td>
</tr>
<tr>
<td>Responsible Conduct of Research</td>
<td>108</td>
</tr>
<tr>
<td><em>Should I apply to Grad School in STEM?</em> Panel co-sponsored with Women in Science</td>
<td>15</td>
</tr>
<tr>
<td>Graduate student camping trip to Acadia National Park</td>
<td>10</td>
</tr>
<tr>
<td>Advanced LinkedIn workshop</td>
<td>6</td>
</tr>
<tr>
<td>Title IX, Prevention Innovations, SHARPP panel discussion</td>
<td>9</td>
</tr>
<tr>
<td>Dissertation Year Fellowship info sessions</td>
<td>27</td>
</tr>
<tr>
<td>Dinner &amp; Lecture: Interrupting Bias workshop</td>
<td>8</td>
</tr>
<tr>
<td>Thesis and Dissertation writing workshops</td>
<td>20/session</td>
</tr>
<tr>
<td>Event/Roadshow/Workshop</td>
<td>November 2017 Attendance</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Online competition: Selfie with your advisor</td>
<td>9</td>
</tr>
<tr>
<td>Summer Teaching Assistant Fellowship information sessions</td>
<td>20</td>
</tr>
<tr>
<td>Dinner &amp; Lecture: The Defamation Experience</td>
<td>15</td>
</tr>
<tr>
<td>Thirsty Moose First Thursday Social</td>
<td>70</td>
</tr>
<tr>
<td>Dinner &amp; Lecture: Creating a Community workshop</td>
<td>6</td>
</tr>
<tr>
<td>Tackling Implicit Bias in STEM workshop</td>
<td>13</td>
</tr>
<tr>
<td>Thesis and Dissertation workshop</td>
<td>50</td>
</tr>
<tr>
<td>Safe Zone Training: LGBTQ Ally</td>
<td>15</td>
</tr>
<tr>
<td>Lunch with the UNH unit directors</td>
<td>40</td>
</tr>
<tr>
<td>Graduate student cooking class</td>
<td>15</td>
</tr>
<tr>
<td>USNH staff info session for continuing education at The</td>
<td>40</td>
</tr>
<tr>
<td>Graduate Working/Writing Space</td>
<td>12/session</td>
</tr>
<tr>
<td>Stand and Deliver: Presentation workshop</td>
<td>15</td>
</tr>
<tr>
<td>Holiday party for graduate students at the Thirsty Moose</td>
<td>65</td>
</tr>
<tr>
<td>Graduate Writing/Working space</td>
<td>12/session</td>
</tr>
<tr>
<td>Graduate Assistant Orientation</td>
<td>20</td>
</tr>
<tr>
<td>The Case Against Sugar event at The Portsmouth Music Hall</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing future faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Attendance</td>
<td>Type</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Eric Lu Pianist: Dinner and a show (sponsored by the UNH Celebrity Series)</td>
<td>20</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>January Term Graduate Writing Boot Camp (5 days)</td>
<td>42 (unique)</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td><strong>February 2018</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Thursday Welcome Back Social</td>
<td>70</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Alumni lecture series with Dr. Stephanie Bramlett &amp; Dr. Emily Klein</td>
<td>20</td>
<td>Preparing future professionals</td>
<td></td>
</tr>
<tr>
<td>Dinner and a show: Cashore Marionettes (sponsored by the UNH Celebrity Series)</td>
<td>20</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Navigating Bias: Issues in/out classroom</td>
<td>10</td>
<td>Preparing future faculty</td>
<td></td>
</tr>
<tr>
<td>Public speaking workshop with Dr. Jessica Bolker</td>
<td>23</td>
<td>Preparing future professionals</td>
<td></td>
</tr>
<tr>
<td>Charles C. Mann: Portsmouth Music Hall author event</td>
<td>10</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Diversity workshop with Dr. Theresa Redd</td>
<td>20</td>
<td>Preparing future faculty</td>
<td></td>
</tr>
<tr>
<td>Graduate Writing/Working space</td>
<td>12/session</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td><strong>March 2018</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Thursday Thirsty Moose</td>
<td>70</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Three Minute Thesis Practice Round</td>
<td>19</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Thesis and Dissertation Workshop</td>
<td>20</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Graduate student cooking class</td>
<td>12</td>
<td>Wellness</td>
<td></td>
</tr>
<tr>
<td>Hiring in Academia panel</td>
<td>13</td>
<td>Preparing future faculty</td>
<td></td>
</tr>
<tr>
<td>Writing Boot Camp: All-day collaboration between The Graduate School and Connors Writing Center</td>
<td>12</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Thesis and Dissertation Workshop</td>
<td>20</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Graduate Writing/Working Space</td>
<td>12/session</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td><strong>April 2018</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Attendance</td>
<td>Type</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>Graduate Research Conference Poster Session</td>
<td>140</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Graduate Research Conference Oral Session</td>
<td>85</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Take a Grad to Lunch</td>
<td>100</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Thesis and Dissertation Workshop</td>
<td>40</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Graduate student breakfast (co-sponsored by the MUB)</td>
<td>20</td>
<td>Networking</td>
<td></td>
</tr>
<tr>
<td>Three Minute Thesis First Round</td>
<td>38</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Writing Boot Camp: All-day collaboration between The Graduate School and Connors Writing Center</td>
<td>12</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Three Minute Thesis Final Round</td>
<td>12</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Graduate Writing/Working space</td>
<td>12/session</td>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>

### May 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Attendance</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Shooter Training with UNH Polic Chief Paul Dean</td>
<td>40</td>
<td>Preparing future faculty</td>
</tr>
<tr>
<td>First Thursday Thirsty Moose</td>
<td>75</td>
<td>Networking</td>
</tr>
<tr>
<td>Ice cream social and 603 Challenge info session</td>
<td>25</td>
<td>Networking</td>
</tr>
<tr>
<td>Graduate student camping trip to Acadia National Park</td>
<td>10</td>
<td>Wellness</td>
</tr>
</tbody>
</table>

Note: The thesis and dissertation workshops typically occur twice a month.

Note: The writing group meets 8 times a month.

---

**Increased visibility in the social media**

- The Graduate School’s visibility greatly increased during the 2017-18 academic year. We continued engaging with our students via social media and promoting events, activities, announcements, and success stories via Facebook, Twitter, Instagram, and LinkedIn.

- We continued to send a weekly newsletter that students receive via Canvas each Sunday night. We highlight upcoming events, important dates and deadlines, and general interest items (such as upcoming seminars or workshops) that we believe may benefit our graduate students. We invite students to contribute to the newsletter by submitting their own events and information.
The Graduate School also continued posting articles posted on its website that highlight and feature different programs, departments, and students.

During June 2018, The Graduate School participated in the 603 Challenge. Thirty-five donors generously supported graduate student education by contributing $2,826.60 (excluding unmatched funds and bonus challenges). We credit a lot of our success to our increased visibility. In addition to maintaining a strong social media and e-mail presence during the campaign, we encouraged students to take pictures with a #UNH603 sign provided by UNH, and we featured these photos on our website, Twitter, Facebook, Instagram, etc.

Social media statistics:
- Likes for our Graduate School Facebook page: 1,144 likes and 1,138 follows
- Twitter: 344 followers
- LinkedIn: We have 207 members of the UNH Graduate School LinkedIn group and 150 members of the UNH Graduate School Manchester Campus LinkedIn group
- Instagram: 179 followers

Stories about Graduate School Success:
- **Thriving in Three Minutes**: Graduate students explain their research in 3 minutes or less during the annual Three Minute Thesis competition.
- **Chef and scientist urge: Eat more green crabs** *(Portsmouth Herald, May 2018)*: A local chef and a UNH scientist with a PhD in zoology are urging the community to eat green crabs, which are causing harm to the environment.
- **Amanda Daly: Soil Savoir**: A UNH doctoral candidate uses federal fellowship to help U.S. farmers.
- **Energy for Change**: UNH grad brings sustainable energy to New Hampshire towns.
- **The Art of Fiction in Times of Crisis**: Matthew Cheney, a Dissertation Year Fellow, explores how conflict influences literature.
- **Katherine Sinacore: From UNH to Panama**: PhD candidate investigates growth and water use of plantation trees.
- **A Summer of Study & Research (in three parts)**: What did the recipients of the 2017 Summer Teaching Assistantship Fellowships do during the summer? We featured their stories, research, and pictures throughout the fall 2017 semester. Click here for Part 1; click here for part 2; and click here for part 3.
- **15 Doctoral Students Awarded Prestigious Fellowship**: The DYF is a competitive honor awarded to 15 doctoral students every year who have advanced to candidacy. We featured the stories of several of the recipients throughout the academic year.
- **Virtual Meet-and-Greet**: A Q&A with the president and vice present of the Graduate Student Senate.

Videos Displaying Graduate Student Research

- Graduate School YouTube Channel: [https://www.youtube.com/channel/UCCjEhl7orm32rbeHjUJsNnA](https://www.youtube.com/channel/UCCjEhl7orm32rbeHjUJsNnA)

Appendix C

**Responsible Conduct of Research and Scholarly Activity (RCR)**

- Dr. Julie Simpson, with Graduate School staff, planned for and successfully held the seventh Graduate School Incoming Doctoral Student RCR training (108 attendees).
- Dr. Simpson coordinated and offered three RCR training sessions (that met NSF & USDA NIFA RCR training requirements). Enrollment was as follows: 36 in October 2017; 27 in February
2018; and 54 in May 2018. Dr. Nathan Schwadron co-facilitated the October and the May sessions with Dr. Simpson; and Dr. Summer Cook co-facilitated the February session with Dr. Simpson.

- Dr. Simpson gave scholarly integrity presentations at the fall 2017 and spring 2018 graduate assistant orientations (approximately 265 attendees total).
- During AY18, Dr. Simpson gave ethical and responsible conduct of research presentations in approximately 18 undergraduate and graduate classes (348 attendees), to one group of staff and faculty (12 attendees), and to the Graduate Council.
- Dr. Simpson and Dr. Maria Emanuel offered one section of GRAD 930 (Spring 2018) but canceled it due to lack of enrollments.
- The UNH Responsible Conduct of Research and Scholarly Activity Committee met 8 times.
- Dr. Simpson kept current the UNH RCR Library Guide, which is designed to facilitate the centralization and promotion of RCR resources on campus. Information about Social Responsibility and Scientific Communication was added in FY18.
- The UNH President approved changes to the Misconduct in Scholarly Activity (MISA) policy, and Dr. Simpson coordinated their inclusion in the UNH Online Policy Manual.
- The UNH RCR Committee voted to include Export Controls as a required module and topic in UNH’s RCR training.
- The UNH RCR Committee wrote an article, 10 Simples Rules for Starting a Research Group, to be submitted to PLoS 10 Simple Rules Collection.
- The UNH RCR Committee initiated planning for a new biannual ethics lecture series, entitled Science on the Edge ~ The Grand Challenge of Truth in Science. Secured Dr. Ivan Oransky, co-founder of Retraction Watch, as inaugural speaker on Friday, November 2, 2018.

**Appendix D**

**Technology Support**

- E-UNH continued to work with our office to improve communication with our applicants and prospects as we continue to add more online programs at UNH.
- Website: Work began on moving our website from internal custom servers to WMD supported Drupal servers. This will most likely be a two-year project.
- UNH Law School: Continued to provide technical support for the Law School in regards to Banner, Axiom, TargetX, and SalesForce. Our office provides support for coding applicants and students in Banner, managing the axiom fee, and is helping Law with their project to start using SalesForce for recruitment and TargetX for application process (for their grad programs).
- WEBI continues to be our main reporting tool and our office continues to create and update WEBI reports as needed. Revised and enhanced reports were added to production and many more were created in our ad-hoc area for both staff and other departments to use. In addition, reporting has now started to include not only Banner Student data but SalesForce CRM data as well.
- Added many new software applications to the suite our office uses and supports including Adobe Cloud tools for creating marketing and web material; Marketing Cloud (related to Salesforce) for email campaigns; TargetX for managing applications and admissions processing; and Slickplan for working with WMD on our website migration plan.
- Purchased new computers and upgraded existing ones for staff and graduate assistants; configured new computers in office to ConfigMan with UNH IT; updated software and operating systems for most office personnel. By the end of this summer all computers in the office will be on the most current versions of office with windows 10 and IE 11.
Appendix E
Graduate School Financial Support (Student and Faculty Awards)

- **Graduate Student Teaching Award**
  - Nate Ennis, MCBS-M.S.
  - Emma Phillips, Mathematics-M.S.
  - Jordan Coulombe, History-Ph.D.
  - Scott Lemos, Economics-Ph.D.

- **Graduate Student Research/Scholarship/Creativity Award**
  - Meghan Owings, Biolog. Sc-M.S.
  - Ryan Cassotto, NRESS-Ph.D.

- **3-Minute Thesis Competition**
  - Jovana Milosavljevic-Ardeljan (Ph.D., Education, first place)
  - Devon O’ Rourke (Ph.D., Molecular & Evolution Systems Biology, second place)
  - Kaitlyn Belknap (M.S. Genetics, third place & People’s Choice)

- **Graduate Faculty Mentor Award**
  - Presented the 2017 Faculty Mentoring Award at the fall 2017 University Awards dinner to Professor Diane Foster, Mechanical Engineering
  - Announced Professor, Suzanne Graham, Education as the 2018 Faculty Mentoring Award recipient

### 2018 Summer Teaching Assistant Fellowship Recipients (50 awards)

<table>
<thead>
<tr>
<th>Belknap, Kaitlyn – Genetics</th>
<th>Liu, Yiming – Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bender, Oliver – Marine Biology</td>
<td>Lush, William – Oceanography</td>
</tr>
<tr>
<td>Borghei, Seyed Amin – Civil Engineering</td>
<td>McGeehan, Duncan – Civil Engineering</td>
</tr>
<tr>
<td>Briggs, Jessica – BSCI</td>
<td>McGinnis, Ian – Natural Resources</td>
</tr>
<tr>
<td>Cadigan, Ryan – Writing MFA</td>
<td>Meyer, Kelsey – BSCI: Marine Biology</td>
</tr>
<tr>
<td>Cao, Guoqiang – Chemical Engineering</td>
<td>Moran, Kathleen – Natural Resources</td>
</tr>
<tr>
<td>Cheyne, Jonathan – Physics</td>
<td>Mousavi, Sayedmasoud – Civil Engineering</td>
</tr>
<tr>
<td>Cho, Eunsang – Civil Engineering</td>
<td>Nolen, Haley – Genetics</td>
</tr>
<tr>
<td>Coulombe, Jordan - History</td>
<td>Okolie, Norbert – Materials Science</td>
</tr>
<tr>
<td>DeFlitch, Samantha – Writing, MFA</td>
<td>Ohoueu, Marie-Josiane – Chemistry</td>
</tr>
<tr>
<td>Dimitrov, Nikolay – Psychology</td>
<td>Eaton, Claire – Natural Resources</td>
</tr>
<tr>
<td>Nolen, Haley – Genetics</td>
<td>Payne, Andrew – Natural Resources</td>
</tr>
<tr>
<td>Eggert, Sarah – Microbiology</td>
<td>Piet, Sarah – Biochemistry</td>
</tr>
<tr>
<td>Elliott, Mary Grace – English</td>
<td>Relethford, Zane – Chemistry</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Ewert, Anne</td>
<td>BSCI</td>
</tr>
<tr>
<td>Riley, Samantha</td>
<td>English</td>
</tr>
<tr>
<td>Fifty, David</td>
<td>Mathematics Education</td>
</tr>
<tr>
<td>Spillane, Jennifer</td>
<td>Molecular &amp; Evol Systems Biology</td>
</tr>
<tr>
<td>Forner, Nicole</td>
<td>Psychology</td>
</tr>
<tr>
<td>Sterpka, Ashley</td>
<td>Genetics</td>
</tr>
<tr>
<td>Giannotti, Allison</td>
<td>English</td>
</tr>
<tr>
<td>Teeters, Lila</td>
<td>History</td>
</tr>
<tr>
<td>Harris, Alina</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Thornton, Daniel</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Horruitiner, Christopher</td>
<td>Earth Sciences</td>
</tr>
<tr>
<td>Tosiello, Lia</td>
<td>Natural Resources</td>
</tr>
<tr>
<td>Hunter, Gordon</td>
<td>Chemistry Education</td>
</tr>
<tr>
<td>Turner, John</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Ineson, Katherine</td>
<td>NREN</td>
</tr>
<tr>
<td>Valbrun, Paulna</td>
<td>Writing, MFA</td>
</tr>
<tr>
<td>Jovic, Katarina</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Wang, Haiyang</td>
<td>Statistics</td>
</tr>
<tr>
<td>Kanaskie, Caroline</td>
<td>Natural Resources</td>
</tr>
<tr>
<td>Whalen, Emily</td>
<td>Earth &amp; Environmental Science</td>
</tr>
<tr>
<td>Lasley, Scott</td>
<td>English</td>
</tr>
<tr>
<td>Williams, Christopher</td>
<td>Psychology</td>
</tr>
<tr>
<td>Lee, Jin</td>
<td>English</td>
</tr>
</tbody>
</table>

- **2018-19 Dissertation Year Fellowship Awards (15 awards)**

Rory P. Carroll, Nat. Resources & Environmental Studies; Elizabeth A. Moschella, Psychology; Daniel J. Savage, Mechanical Engineering; Joy D. Erickson, Education; Jordan T. Coulombe, History; Te-Hsin Chang, Education; Wenjing Liu, Mathematics; Jin Lee, English; Devon O'Rourke, Molecular & Evolution Systems Biology; Mark A. Anthony, Nat. Resources & Environmental Studies Bence Cserna, Computer Science; Miranda J. Francoeur, Psychology; Andrea Jilling, Earth & Environmental Science; Marino I. Fernandes, English; Yusi W. Turell, Nat. Resources & Environmental Studies.

**Appendix F**

**Graduate Student Senate Annual Report**

**About GSS:** GSS advocates for policies, structures, and opportunities that support and contribute to the well-being of our graduate community. GSS works hard to ensure policies, tuition, fees, services, programs, professional development opportunities, and social programming all come together to create an optimal experience for all our graduate students. In close collaboration with the Graduate School, GSS works with other units to address some of the most important matters related to graduate students. GSS engages stakeholders across campus to continually increase the visibility of graduate students.

**AY 2017-18:** Throughout the year, GSS held bi-weekly meetings that discussed topics raised by senators or members at large. Guests from administration and the community were invited to meetings, strengthening the connection of the broader UNH community to this representative body, and providing the graduate community access to these decision makers. This produced ample discussion on many topics. Meetings created opportunities for problem solving and brainstorming across disciplines, and gave students a location to engage with others outside their own department.
The following sections provide a summary of discussed topics, including achieved goals, work in progress, and goals that will carry on to the next academic year (although committees may be restructured as needed).

**Governance Committee**

1. **Departmental governance:** The GSS has worked since AY15-16 with constituent departments to institute a graduate student representative to faculty meetings. The governance committee also produced a spreadsheet with detailed information on how each department communicates with its...
graduate students. For example, the spreadsheet provides information whether there is an organized graduate group in the department; whether there is a graduate representative in administration meetings; whether there is a graduate body, which gives input into faculty hire. Information like this helps GSS communicate better with its constituencies, and have better insight into what the needs and issues are of graduate students in different departments.

**Future goals:** This committee plans to continue working on this task next year and to find a point of contact within each graduate group. In addition, the committee will look into building collaboration with graduate groups to enhance departmental presence at the GRC.

2. **Campus Carry:** GSS proposed and passed a resolution in response to recent legislative attempts to alter UNH’s right to set its own firearm policy through the office of the President. GSS supports the current policy, and has invited other stakeholders to support the resolution, which will also be mailed to Governor Sununu of New Hampshire.

3. **Non-renewed lecturer contracts:** GSS signed a resolution expressing solidarity with UNH Lecturers whose contracts were not renewed in January 2018.

4. **U.S. Housing & Urban Development:** The GSS co-signed a letter condemning plans to remove anti-discrimination language from the U.S. Housing & Urban Development agency’s mission statement.

5. **Voting:** GSS had its AY 18-19 election earlier than usual, in February and March, in order to avoid any confusion with the undergraduate Student Senate election, which happened and caused many graduate students’ failed attempt of voting in the previous year because the latter’s official name (i.e. Student Senate). After the election, undergraduate Student Senate agreed to use the adjective “undergraduate” in all their official documents and communications to clarify that they represent undergraduate student population at UNH. For the election result, please see “Next Year’s GSS” at the end of this document.

**Future goals:** For recruitment and more participation for voting next year, the governance committee will work on more collaboration with current senators who would find and work closely with a point of contact in their constituencies.

---

**Financial Affairs Committee**

1. **Restructured the student fee review process:** Last year we decided to modify the fee review process to allow for more interaction and collaboration between students and unit directors. We launched our first annual free lunch with unit directors where students could meet with administrators and discuss services in an informal setting. This year, our second annual fee lunch was organized in collaboration with Business Affairs and Campus Recreation. Over 30 students attended, who not only heard directly from unit directors about the proposed fee changes but also had opportunities to voice their concerns. We hope to continue this tradition of facilitating transparent and open conversations between administrators and students.

2. **“Emergency Fund” for graduate students:** The committee is exploring the establishment of a graduate student fund—one that could provide aid to students who experience acute and unexpected financial need.

**Future goal:** Our next step is to look at peer institutions and evaluate how they manage emergency funds. We hope to work with the Graduate School, Advancement, and the office of Finance & Administration to establish this fund.
2. **Budget oversight and management:** The financial affairs committee monitored the budget throughout the year to ensure that GSS can provide food at general meetings, support student socials, and as well as buy GSS swag.  
**Future goals:** Next year the committee plans to work on obtaining data on unfunded graduate students and investigate a way to expand the fee subsidy to those students. The committee will continue to find ways to streamline and improve the fee review process as well. In collaboration with the Programming Committee, the Financial Affairs Committee is planning to write a proposal for an increase in the GSS budget given the increase in the frequency of and attendance at GSS events.

**Programming Committee**

![Programming at a glance](image)

1. One of the main goals for this past year was to increase visibility of GSS. We decided to reinvent the traditional Grad Resources Fair and turn it into a Three-Part Welcome Series, which included three very-well attended events that the GSS organized in collaboration with various campus units.
2. GSS organized multiple social events to create opportunities for graduate students to come together, meet other students and learn about GSS. All the events were very well attended and they included events such as:
   a. **Meet & Greet your GSS Senator lunch**: Organized before the elections to give graduate students an opportunity to talk to current senators and ask them what it means to be a GSS senator.
   b. **Graduate Student Appreciation Week Lunch**: GSS hosted a very-well attended lunch during the Graduate Student Appreciation week where GSS had an opportunity to talk about what we achieved this year and what our plans are for the next year.
   c. **Monthly First Thursday at Thirsty Moose Dover; ice cream social; end-of-the-year party.** All these events created opportunity for socializing and engaging with a supportive community in addition to free food and prizes.

3. **Fundraising for Puerto Rico**: GSS used one of the First Thursday events to fundraise to support Puerto Rico after Hurricane Maria. This was a joint effort between the GSS and graduate students from Mechanical and Ocean Engineering.
4. **Active Shooter on Campus Training:** In response to a student request, the GSS collaborated with Chief of the UNH Police, Paul Dean and with the Graduate School, and organized a training for graduate students on what to do in a crisis with an active shooter on campus. The event was well attended and we plan to organize another one in the fall.

5. **Future goals:** In addition to the events organized this year, GSS is planning to organize a workshop on managing finances. Given that the GSS will have its new space in T-Hall next year, we plan to make our programming an even richer and better experience for graduate students.

**External Relations Committee**

1. **Student Senate Representing Undergraduate Students:** In recent years, there was confusion surrounding voting between the GSS and the undergraduate Student Senate. We worked with undergraduate Student Senate to formally change the language on official documents to reflect undergraduate specific status.

2. **Established liaison with the Durham Town Council:** The liaison will attend Town Council meetings to build the relationship between Durham and UNH graduate students.

3. **Campus Climate:** GSS established through the External Relations Officer and Diversity Committee action items to proactively address issues of campus climate at UNH (see Diversity Committee)

**Advocacy Committee**

1. **Monthly meetings with the president:** This year, the GSS brought back the traditional monthly meetings between the UNH president and the GSS president and the vice president. We discussed graduate student related topics and addressed some of the major concerns. As a result of these meetings and thanks to president Huddleston’s support, graduate students got their long-awaited Graduate Student Space.

2. **Graduate Student Space:** One of the primary successful action items completed by the Advocacy Committee was to secure a space for graduate students.
3. **Forest Park/Oyster River School Fee**: One of the biggest issues GSS faced this year was a Forest Park fee for graduate students with school-aged kids who attend Oyster River elementary school. The graduate students were asked to pay $17,600 per child starting July 2018 for attending public school due to an agreement between the town of Durham and the University System of New Hampshire, signed in April 2016. Based on this contract the university is required to reimburse the town of Durham for each child living on tax-exempt UNH properties to cover the cost of education. After multiple meetings with David May, associate vice president of business affairs, and Chris Clement, the VP for finances, it was decided that the University will continue to pay the fee without putting this financial burden on graduate students.

4. **International Student Senator**: Te-Hsin Chang, a Ph.D. candidate in Education Department proposed creating a new position in GSS. Te-Hsin spoke in front of the senate and laid out arguments for why it is important to have a graduate student representative for international students. After passing a motion to put up voting for the new position, the proposal was adopted and the incoming GSS president will appoint Te-Hsin to be in the newly created position.
5. **Alumni Association Engagement:** GSS connected with the UNH Alumni Association to discuss ways of more engagement between the two groups. GSS volunteered to help the Alumni Association invite alumni to an alumni event in New York.

6. **Future Goals:** The Advocacy Committee are to do a housing survey in collaboration with Forest Park Board of Tenants. The survey will have to do with on campus housing quality. The committee will stay in touch with David May regarding hiring an agency to do comprehensive evaluation of graduate housing at UNH in order to get feedback on how to improve it. The committee will continue to monitor the Forest Park/Oyster River fee issue as well.

**Communication Committee**

**Social media presence:** GSS shared monthly updates via the GSS Newsletter, including what GSS was working on, achievements, and plans. We also created two new social media accounts, LinkedIn and Twitter, to help us connect with graduate students and promote GSS events.

**Health & Wellness Committee**

1. **PACS (Psychological and Counseling Services)**

The GSS had the pleasure of meeting the new PACS director; we discussed how PACS could address specific graduate student. The GSS successfully advocated for two graduate students in need of extended counseling support.
2. Dental insurance
GSS met with Cari Moorhead, the interim dean of the Graduate School, and Mike Ferrara, the dean of CHHS. Both deans agreed to work with GSS on providing graduate students an option to join either a Wentworth Douglas Dental Plan or UNH Faculty Dental Plan. They have also indicated Vision insurance will come packaged with UNH Faculty plan. The GSS hopes this plan will be realized by fall 2018.

3. Childcare
The Health & Wellness Committee met with Emily Poworoznek to discuss what has been done in the past by the Faculty Senate regarding childcare availability at UNH. The committee also made contact with Professor Jen Borda (Dept. of Communication) and Hillary Hughes (Director of Growing Places in Durham) to better understand how to strategically approach childcare for graduate students on campus. This project is in the developing stages.

4. Future goals
The committee worked with Stacy Hall, Ham Rec Center director, on obtaining summer gym access for graduate students. Due to budgeting constraints, we did not manage to achieve this goal. We plan to continue working on this to try and find ways of improving the accessibility of the gym in summer to graduate students. The Health and Wellness Committee has also outlined suggestions for further action regarding childcare in the GSS archive for future senators.

Diversity & Inclusion Committee
1. Campus Climate & Cultural Competency: In the last academic year, UNH experienced several incidents involving discrimination, hate speech, bias, and racism from cultural appropriation. The GSS Diversity & Inclusion Committee has worked with the Presidential Taskforce on Campus Climate, as well as the University System Student Board, to develop proactive steps to identify and ultimately prevent these incidents from occurring between graduate students and educating undergraduates students in our classrooms and laboratories.

2. Enhance Events for Underrepresented Students: The committee also started working with Graduate School Assistant Dean Dovev Levine on developing structure and programs that will allow for more interaction with our diverse graduate population with the emphasis on creating more events for underrepresented students to check in and talk about their needs and potential issues.

Recognizing our senators
The Graduate Student Senate awarded four Distinguished Wildcat Service to:

1. Health and Wellness Committee members: Elizabeth Sheckler, Carina DeBarcelos, and Sambid Wasti for their exceptional efforts and contribution to GSS.

2. Nathaniel Stafford for his long service on GSS as a senator, External Relations Officer, and GSS representative on the USNH board. Nate received his Ph.D. in Psychology this year and will continue his work and career in Ohio.

3. Jovana Milosavljevic-Ardeljan for her service and contribution as the GSS president this year.
Next Year’s GSS

<table>
<thead>
<tr>
<th>Executive Committee: COLA Senators:</th>
<th>COLA Senators:</th>
<th>CEPS Senators:</th>
<th>CHHS Senators:</th>
<th>Graduate School Senator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>President: Jordan Coulombe</td>
<td>Sumeyra Gok</td>
<td>Jacob Koile</td>
<td>Mary Kusturin</td>
<td>Carina DeBarcelos</td>
</tr>
<tr>
<td>VP: Jovana Milosavljevic-Ardeljan</td>
<td>Kristen Melamed</td>
<td>Dominic Payne</td>
<td>Amanda Drizis</td>
<td>International Student Senator:</td>
</tr>
<tr>
<td>External Relations Officer: Jacob Bennett</td>
<td>Tulasi Acharya</td>
<td>William Lush</td>
<td>Manchester Senator:</td>
<td>Te-Hsin Chang</td>
</tr>
<tr>
<td>Financial Affairs Officer: Andrea Jilling</td>
<td>TBD</td>
<td>COLSA Senator:</td>
<td>Arjun Padaliya</td>
<td>Housing Senator:</td>
</tr>
<tr>
<td>Community Coordinator: Myles Lynch</td>
<td>Paul College Senator:</td>
<td>TBD</td>
<td>Law School Senator:</td>
<td>TBD</td>
</tr>
<tr>
<td>Communications Officer: Ken Kruger</td>
<td>Gökhan Kumpas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix G
Additional Graduate School Collaboration/Engagement

In addition to the schools and colleges, The Graduate School collaborated with the following departments and offices on a variety of activities in 2017-18:

- Advancement Office
- Affirmative Action and Equity office
- Alumni Association
- Association of Women in Science (AWIS)
- AT
- Campus Recreation
- Career and Professional Success (CaPS)
- Center for Academic Research
- Center for International Education
- Center for Teaching and Learning Excellence
- Communication Sciences and Disorders
- Communications and Public Affairs
- Connors Writing Center
- Dean of Students
- Dining / Holloway Commons
- English as a Second Language (ESL)
- Enrollment Management
- Graduate Student Senate (GSS)
- Hamel Center For Undergraduate Research
- Health Services
- Honors Program
Academic Support Services

- 721 Master’s degrees, 3 EDS, 59 post-baccalaureate certificates and 80 doctoral degrees were awarded (September 2017, December 2017 and May 2018).
- Hosted the annual Ph.D. luncheon in May, which was attended by over 100 Ph.D. 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 46 letters to students who had received grades below B- at the end of the spring 2018 term, 52 at the end of fall 2017, and 9 at the end of summer 2017.
- Sent 20 letters to students with a cumulative GPA below 3.0 at the end of the spring 2018 term, 26 at the end of fall 2017, and 40 at the end of summer 2017.
- Dismissed a total of 27 students for failure to make satisfactory progress during the year.
- Acted on 337 general academic petitions during the academic year.
- Reviewed and acted on 72 requests for transfer of credit. This includes both transfer credit from outside universities and non-degree credit work at UNH.
- Acted on and approved 14 requests for an extension of the time limit for doctoral students to reach degree candidacy.
- Acted on and approved 67 requests for an extension of the time limit to complete a graduate degree.
- 18 students had their student status inactivated due to the expiration of their time limit to complete the degree.
- Processed 220 special grade reports.
- 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 48 leave of absence requests including leaves for both personal and documented medical reasons.
- Processed 52 voluntary withdrawal requests from students
- 90 students had their degree status discontinued for failure to register.
- Nine graduate student appeared on the UNH police activity report, most for minor violations.
Appendix I

Graduate School – Manchester Office

- Twelve programs were offered at Manchester this year: MBA, M.Ed. in Elementary Education, M.A.T. and M.Ed in Secondary Education, M.Ed. in Educational Studies, Ed.S. in Educational Administration, M.P.A., M.P.H., M.S.W., and the M.S. IT. Certificates in Public Health and Substance Use Disorders are also offered. The M.S. in Cybersecurity Policy & Risk Management has been approved in online format for fall 2018.
- Participated in 50+ recruitment activities from June through May, some of which included: created Graduate Fair for UNH Manchester students; regular information sessions; 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, Volunteer NH, etc. In total, we participated in 50+ recruitment activities.
- Hosted three 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.
- Held two Advisory Board meetings.
- Continued to work with OISS, Enrollment Management/UNHM, M.S. IT graduate program on international student initiatives.
- Hosted a variety of Durham graduate program meetings, events and activities.
- Continued to use social marketing platforms, Facebook, and LinkedIn to promote programs.
- Used Salesforce to track inquiries and connect with applicants to promote events and information sessions.
- Marketing and outreach efforts included the Chamber of Commerce, American Public Health Association, UNH Benefits Fair, Tri-City Expo, HR & Volunteer NH Conferences, 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 Education Conference.
- Hosted alumni events for Manchester programs for MBA, MPA, and MSW Programs.
- Coordinated and participated in new student and faculty orientation programs.
- Coordinated MSW, MS IT and MPH Hooding Ceremonies.
- Visited and networked with off campus graduate programs at schools, to promote online MED program.

Appendix J

Interdisciplinary Programs

The Graduate School houses the university’s interdisciplinary-based graduate programs, which include:
- M.S. in Analytics
- M.A. in Community Development Policy & Practice
- Master in Public Policy
- M.S. in Analytics – Master of Public Policy Dual Degree
- Master in Public Policy – JD Law Dual Degree
- Ph.D. in Earth & Environmental Sciences
Individual annual reports are provided below for each of these programs.

**Carsey School of Public Policy**

The Carsey School of Public Policy at the University of New Hampshire is a nationally recognized resource for policy-related research, policy-related graduate education, and civic engagement. The school takes on the pressing issues of the 21st century, striving to further innovative, responsive and equitable solutions. 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 2018 has been very successful for Carsey. In August 2017, we welcomed our inaugural class of Master of Public Administration degree students, and in May 2018 we hooded a record number of graduates. We held events in Durham and Portsmouth and published research to inform national, regional and state conversations. With support of partners across all UNH campuses, we continued to build the school’s academic programs and to strengthen relationships across the state and the nation with policy leaders and organizations at the forefront of public policy today.

**New Personnel**

- Daniel Bromberg, Director of Academic Programs (also Associate Professor of Public Administration at Carsey and Political Science dept.)
- Jordan Hensley, Policy Analyst
- Sarah Dorner, Academic Partnership Coordinator
- Carolyn Arcand, lecturer in the M.P.A. faculty

**FY18**

- Master of Public Administration (numbers only for Jan-June 2018)
  - Applied: 15
  - Enrolled: 9
  - Graduated: 9

- Master in Public Policy
  - Applied: 29
  - Enrolled: 15
  - Graduated: 10

- Master in Community Development Policy and Practice
  - Applied: 29
  - Enrolled: 14
  - Graduated: 11

**RESEARCH**
This year, we continued to build our research programs with analyses on child poverty, demographics, behavioral health, impact finance, and more. As ever, we brought objective, rigorous analysis to complex topics, providing policy makers and the public with the information needed to advance good public policy.

Of particular note this year we researched vulnerable families’ changing access to social safety nets, domestic birth rate changes post-recession, the effects of tax breaks on senior migration, high school dating aggression, and how demographic changes among different groups are poised to change the country. We collaborated with engineers and scientists across campus on research on climate change, energy use, and infrastructure and the interplay between changing ecosystems and changing communities. Our work in climate change perceptions, demographics, poverty and other issues 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, Marybeth Mattingly, Michael Ettlinger, Kristin Smith, and Jessica Carson as well as Carsey Fellows and authors Cameron Wake and Larry Hamilton, 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:

NH PAID FAMILY LEAVE LEGISLATION
- Family Demographer Kristin Smith’s study of paid family and medical leave insurance in New Hampshire was instrumental in the design of legislation advanced in the state’s House of Representatives.

YOUTH POVERTY AND OPPORTUNITY IN THE STATES
- Director of Research on Vulnerable Families Beth Mattingly delivered an invited talk titled “Using the Supplemental Poverty Measure to Understand the Impact of Safety Net Programs and to Model Policy Changes” to graduate students and faculty at the West Coast Poverty Center (WCPC) in Seattle. She also led a discussion at the Asset-Building Round table hosted by WCPC at which practitioners from around the city engaged in a conversation around modelling policy impacts for diverse populations.

EVALUATION PROGRAM
- Carsey’s Evaluation program, in partnership with UNH’s Institute on Disability, evaluated New Hampshire’s implementation of Healthy Families America (HFA). HFA is a nationally recognized, home visiting model for the promotion of child well-being and prevention of abuse and neglect among high-risk families.

GO-TO DEMOGRAPHER

FY18 Publications (as of 5/30/18): 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.
Three in Ten Rural and Urban Medicaid Recipients May Be Affected by Potential Work Requirements by Andrew Schaefer and Jessica Carson

Maine Head Start Report: 2017 by Jessica Carson

A Demographic and Economic Profile of Duluth, Minnesota, and Superior, Wisconsin by Andrew Schaefer, Marybeth Mattingly, and Douglas Gagnon

Employment, Poverty, and Public Assistance in the Rural United States by Rebecca Glauber and Andrew Schaefer

2016 Child Poverty Rate Sees Largest Decline Since Before Great Recession by Marybeth Mattingly, Andrew Schaefer, and Jessica Carson

Carsey Perspectives: Children in United States, Both White and Black, Are Growing Up in Dramatically Smaller Families by Tony Fahey

Drier Conditions, More Wildfire, and Heightened Concerns About Forest Management in Eastern Oregon by Joel Hartter, Lawrence Hamilton, Mark Ducey, Angela E. Boag, Nils D. Christoffersen, Ethan P. Belair, Paul T. Oester, Michael W. Palace, and Forrest Stevens

Transportation and Taxes: What New Hampshire Residents Think About Maintaining Highways and Bridges by Linda M. Fogg, Lawrence Hamilton, and Erin Bell

Data Snapshot: Poverty Estimates for New Hampshire Counties by Andrew Schaefer, Jessica Carson, and Marybeth Mattingly

Carsey Perspectives: Innovative Financing for Community Businesses by Eric Hangen

Data Snapshot: Nine Million Publicly Insured Children in the Twelve States Facing Federal CHIP Cutoff by End of Year by Jessica Carson

Data Snapshot: Public Acceptance of Human-Caused Climate Change Is Gradually Rising by Lawrence Hamilton

Data Snapshot: SNAP Declines Continue in 2016, but Not for Rural Places by Jessica Carson

“Not very many options for the people who are working here” Rural Housing Challenges Through the Lens of Two New England Communities by Jessica Carson and Marybeth Mattingly

Concentrated Poverty Increased in Both Rural and Urban Areas Since 2000, Reversing Declines in the 1990s by Brian C. Thiede, Hyojung Kim, and Matthew Valasik

Challenge and Hope in the North Country by Lawrence Hamilton, Linda M. Fogg, and Curt Grimm

Data Snapshot: 2.1 Million More Childless U.S. Women Than Anticipated by Kenneth M. Johnson

Data Snapshot: Working Families with Young Children and No Out-of-Pocket Child Care Struggle Financially by Marybeth Mattingly, Robert Paul Hartley, and Christopher T. Wimer

Data Snapshot: Poorer Working Families with Young Children Are Unlikely to Afford Child Care by Robert Paul Hartley, Marybeth Mattingly, and Christopher T. Wimer

2020 Census Faces Challenges in Rural America by William O’Hare

As Opioid Use Climbs, Neonatal Abstinence Syndrome Rises in New Hampshire by Kristin Smith

Carsey Perspectives: Meeting Farmers Where They Are by Ilona Drew, Abraham DeMaio, William Maddocks, and Fiona Wilson

Carsey Perspectives: Local Owners Driving Lasting Solutions by Ilona Drew, Fiona Wilson, and William Maddocks

Data Snapshot: Migration Fuels Largest New Hampshire Population Gain in a Decade by Kenneth M. Johnson

Utilization of Long-Term Care by an Aging Population by Reagan Baughman, Jon Hurdelbrink
The Carsey School now offers three graduate degrees with two dual-degree options, up from just one academic program two years ago: a Master of Public Administration, a Master in Community Development Policy and Practice, a Master in Public Policy, a dual Masters in Public Policy and a Juris Doctorate, and a dual Masters in Public Policy and Analytics. We continue to train professionals in best practices in community development and sustainable microenterprise through certificate programs on campus, at remote locations, and online. 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.

**ACADEMIC HIGHLIGHTS:**

**ACADEMIC OFFERINGS CONTINUE TO GROW**
The Carsey School welcomed to its graduate programs the Master of Public Administration degree, which had been offered by UNH’s political science department in the College of Liberal Arts since the 1960s. Dan Bromberg, associate professor of political science, and director of the MPA, joined Carsey as our new director of academic programs.

**WASHINGTON, DC COLLOQUIUM**
Our Master in Public Policy (MPP) students spent a week in Washington meeting top leaders, practitioners, and officials at the White House, Capitol Hill, federal agencies, foreign embassies, lobbying firms, think tanks, advocacy groups, and political consultants, gaining valuable insight into the strategy and practice of public policy and a variety of career paths options.

**SULLIVAN JOINS CARSEY**
Jake Sullivan joined Carsey as a senior fellow and as an instructor in the Master in Public Policy program. Sullivan is the former national security advisor to Vice President Joe Biden and director of policy planning for the U.S. Department of State.

**BACK TO SCHOOL**
Our second cohort of Master in Public Policy students came to Durham in August from across the United States and the world to begin their graduate coursework. Returning students continued their studies, worked on their capstone projects, and interned with government agencies and nonprofits, getting ready to launch into their policy careers.
CLINTON GLOBAL INITIATIVE UNIVERSITY

In 2016, Master in Public Policy students Tom Giancola and Jit Banerjee each won UNH’s SVIC prizes for their separate business proposals. This year, based on those proposals, they were chosen to join a team of students at the Clinton Global Initiative University, a three-day event promoting projects that address challenges on campus and around the world.

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.

Engagement Highlights

New Hampshire Listens Receives Prestigious National Award
Listens received an American Civic Collaboration Award, a “Civvy,” for its work facilitating civic conversation on controversial public challenges across the Granite State. Since 2000, NH Listens has helped New Hampshire residents talk and work together to create communities that work for everyone.

Coffee and Conversations
Carsey hosts a state-wide monthly discussion series with the NH Bureau of Education and Training to engage public service professionals in learning, problem solving, and collaboration.

Angela Maria Kelley, Senior Strategic Advisor for Immigration at the Open Society Foundations and Open Society Policy Center
Angela Maria Kelly led an informal discussion of current topics in immigration including DACA, The Wall, Family Reunification, Racism, Refugees and at a Carsey School Brown Bag series presentation.

Bob Drogin, LA Times Reporter
Also at a Carsey School brownbag lunch presentation, Bob Drogin discussed his experiences reporting on intelligence and national security in the Washington bureau of the Los Angeles Times.

Ann O’Leary, a law partner at Boies Schiller Flexner, former co-director of the Clinton-Kaine transition, and Senior Policy advisor to Hillary Clinton
Ann O’Leary gave her reflections on gender equity in the Trump Era and the #MeToo movement, and respond to questions on the 2016 election and the Trump Presidency at a Carsey school Brown Bag presentation.

Anna Soellner of Reddit Discusses Social Media, Politics, and Policy
Anna Soellner, communications director at Reddit, came to UNH for events on campus and at 3S Artspace in Portsmouth to discuss “Social Media, Politics, and a Tweeter-In-Chief” on stage with Michael Ettlinger.

Scaling Up Social Sector Franchising
Five Student Research Fellows made successful field research visits during J-Term (2018). The students, the organizations they worked with, and where they traveled to were:

- Chelsea Evankow – WSV – Lira, Uganda
Ana Alejandro – Supply Hope/Mercado Fresco – Managua, Nicaragua
Gina Occhipinti – Apps and Girls – Dar es Salaam, Tanzania
Yusi Turell – Pollinate Energy – Several cities in India
Rachel Vaz – Livelihood Basix – Dodoma, Tanzania

These students play a key role in CSIE’s Social Sector Franchise Initiative, participating in the annual Social Sector Franchise Innovations Roundtable. SSFI is an initiative of the Center for Social Innovation and Enterprise, a joint project of Carsey and the Peter T. Paul School of Business and Economics.

Families in Transition in NH
The Carsey Evaluation Program worked with Families in Transition and Well Sense to design the evaluation of an innovative New Hampshire pilot project serving homeless adults and families.

2018 Governor’s Conference on Volunteerism
Carsey representatives from academic degrees, CSIE, and NH Listens all presented at this statewide conference to talk about best practices in social innovation, civic engagement, volunteering and nonprofit management.

Aspen Institute on Rural Jobs
Beth Mattingly worked with the Aspen Institute in Washington, D.C. on a dialogue about rural jobs, highlighting a range of rural-grown innovations to help families get good jobs and get ahead.

Social Innovation Week 2017. The Center for Social Innovation and Enterprise, a partnership between the Carsey School and Paul College, hosted a week in September full of events for UNH students and the public on ways to drive transformative change using creative solutions to social problems.

Social Venture Innovation Challenge
The Center for Social Innovation and Enterprise (CSIE), our joint project with the Paul College of Business and Economics, held the 5th annual Social Venture Innovation Challenge (SVIC). The SVIC inspires a large and diverse group of students and community members to develop innovative social ventures to address societal problems and provides a forum to shine a light on their ideas. SVIC winners receive financial awards to help them advance these promising proposals.

Social Franchise. In September, Carsey co-hosted the Social Sector Franchising Innovations Roundtable, 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.

❖ FY 2018 FUNDING

The single largest source of Carsey School of Public Policy revenue in FY18 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 continue to grow over the coming years, provides an important source of core funding. We are, however, scheduled to lose a significant portion of the current use portion of the Carsey commitment following FY18. We also participated in the 603 Challenge this year and raised funds for graduate program scholarships.
GRANTS

GIFTS

CONTRACTS

College Teaching

The Center for Excellence and Innovation in Teaching and Learning (CEITL) jointly administered, with the UNH Graduate School, the Academic Program in College Teaching. CEITL was responsible for a) academic advising for all graduate students enrolled in the programs, b) handling inquiries from and advising non-UNH people interested or enrolled in the Certificate in College Teaching, and c) activities related to course offerings: instructors, scheduling, advertising, etc. (Catherine Overson). The following is a list of orientation presentations offered for Academic Program in College Teaching:

- UNH Graduate School TA, RA, and GA Orientations. During the fall and spring orientations, Catherine Overson presented informational overview of Cognate program in college teaching.
- Department of Sociology. Catherine Overson met with doctoral students in department regarding Academic Program in College Teaching (fall semester).
- Department of Psychology. Catherine Overson met with doctoral students in department regarding Academic Program in College Teaching (spring semester).
- Department of History. Catherine Overson met with doctoral students in department regarding Academic Program in College Teaching (fall semester).

**Academic Program in College Teaching.** Coordinated by CEITL in conjunction with the Graduate School. In AY 2017-18, the following academic courses were offered:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Title</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAD 970</td>
<td>J Term 2018</td>
<td><em>Teaching and Learning with Multimedia</em></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Instructor:</em> Overson</td>
<td></td>
</tr>
<tr>
<td>GRAD 970</td>
<td>J Term 2018</td>
<td><em>Integrated Course Design</em></td>
<td>21</td>
</tr>
<tr>
<td>GRAD 998</td>
<td>Fall 2017/Spring 2018</td>
<td><em>College Teaching Portfolio</em></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Instructor:</em> Overson</td>
<td></td>
</tr>
<tr>
<td>GRAD 950</td>
<td>Summer, 2018</td>
<td><em>Issues in College Teaching</em></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Instructor:</em> Overson</td>
<td></td>
</tr>
<tr>
<td>GRAD 951</td>
<td>Summer, 2018</td>
<td><em>Teaching with Writing</em></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Instructor:</em> Gruner</td>
<td></td>
</tr>
<tr>
<td>GRAD 961</td>
<td>Summer, 2018</td>
<td><em>Cognition, Teaching, and Learning</em></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Instructor:</em> Benassi</td>
<td></td>
</tr>
<tr>
<td>GRAD 965</td>
<td>Summer, 2018</td>
<td><em>Classroom Research and Assessment Methods</em></td>
<td>9 so far</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Instructor:</em> Overson</td>
<td></td>
</tr>
<tr>
<td>GRAD 970</td>
<td>Summer 2017</td>
<td><em>Integrated Course Design</em></td>
<td>9 so far</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Instructor:</em> Benassi</td>
<td></td>
</tr>
</tbody>
</table>

**Total Enrollments** 93

**NRESS**

- Personnel
  - Lynne Cooper, Educational Program Coordinator II
  - Linda Scogin, Program Assistant (non-status hourly)
  - Steve Frolking, Faculty Director (Res. Prof. EOS & Earth Sciences)

- There are two interdisciplinary doctoral degree programs – (i) Natural Resources and Environmental Studies (NRES) and (ii) Earth and Environmental Sciences (EES) – under the umbrella of Natural Resources and Earth System Sciences. NRESS remains the largest doctoral program on campus.

- Enrollments in NRESS for 2017-2018 were 55 in the fall of 2017 (58 in the spring of 2018); for 2016-2017 there were 60 in the spring of 2017 (60 in the fall of 2016); and for 2015-2016, there were 60 in the spring of 2016 (59 in the fall of 2015). Eight (8) students completed their PhD during the year (September 2017 and December 2017), and the projected number of NRESS PhD graduates for the upcoming May 2018 date is two (2). Currently twenty-seven (27) students are at candidacy.
The NRESS PhD program coordinated the Fall 2017 Environmental Science Seminar Series, with support from the Department of Natural Resources and Environment, the Department of Earth Sciences, and the Earth Systems Research Center. Speakers in the weekly seminar were hosted by NRESS students and faculty, with seminar attendance at 25-30 people each week.

NRESS distributed $17,238 ($12,000 in AY2016-17) in student support funds as small grants, ranging from $500 to $1000 to support research expenses or travel to present research at a professional meeting.

Of the 15 Dissertation Year Fellowships awarded by the Graduate School, four (4) were received by NRESS PhD students (greatest number for a single program/department).

The NRESS Faculty Director (Frolking) offered one course in Fall 2017, NRES 997, *Interdisciplinary Research in Natural Resources and Earth System Sciences*, a one-credit seminar for new students in the program. There were seven (7) students enrolled.

### Appendix K

#### Graduate School Office Personnel

- Cari Moorhead, Interim and Associate Dean
- Jon Adams, Information Technologist III
- Dovev Levine, Assistant Dean
- Candice Morey, Educational Program Coordinator II, Manchester office
- Annette Slattery, Senior Administrative Assistant
- Samantha Martell, Student/Academic Services Assistant (admissions)
- Renee Langley, Student/Academic Services Assistant (admissions)
- Laurie Witham, Student/Academic Services Assistant (student support)
- Courtney Mulvey, Senior Information Support Assistant (admissions/records)
- Hilary Rush, Academic Student Services Assistant, Manchester office
- Will Clyde, Faculty Fellow
- Jessica Bolker, Faculty Fellow
- Graduate Assistants: Myles Lynch (Education), Te-Hsin Chang (Education), Jovana Milosavljevic-Ardeljan (Education), and Kristen Melamed (MFA)