Graduate School Self-Study

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Graduate School Self Study
April 2013

Preamble

Graduate education is central to the mission of a comprehensive research university. The Graduate School sets the standards, maintains quality control and provides a university perspective on graduate education. Faculty provides the expertise to deliver a 21st century education to prepare our next generation of leaders, and the Graduate School collaborates with the college deans to insure the development and maintenance of high quality programs. Faculty and student support for the Graduate School has been very positive over the years and continues to be so today. Graduate admissions, academic and student services and technology support provide efficient and cost effective services for the university on the Durham and Manchester campuses and will continue to do so as we bring the Law School and eUNH into the mix. The financial climate continues to be challenging and is having a negative impact on enrollments, financial aid, academic and student support services that the Graduate School provides. These challenges require us to be more strategic and nimble, all the while keeping quality as a central theme in everything we do. Now more than ever collaborative leadership is required at UNH. As the state’s public research university, UNH is distinguished by its commitment to high quality undergraduate instruction, select excellence in graduate education, relatively small size, a strong sense of responsibility, a commitment to serving the public good and our emergence as a significant research institution. This self-study provides a comprehensive look at the direct programs and services that the Graduate School provides the university and addresses the charges related to Structure: Organization, Policies, and Governance; Program Quality: Program Development, Implementation and Review; Quality of Life and Work; and Marketing and External Relationships. It does not include a review of the McNair Program or Professional Development and Training.

In keeping with the guidelines from the Council of Graduate Schools (CGS), the leading authority on graduate education globally, the guiding principles for this self-study include:

- Graduate education is a collaborative effort of faculty, student, staff, and administrators.
- The graduate faculty establishes all academic policies governing graduate education, including requirements for students, curriculum, and faculty selection, and reviews and comment on the allocation of resources as appropriate.
- Graduate students have the opportunity to comment on all academic policies affecting their graduate programs, including admissions, completion requirements, and program content.
- The graduate dean should have authority and responsibility for the quality and well-being of all graduate programs at the university.

Assumptions in this self-study include:

- Graduate education is fundamentally different from undergraduate education and needs different administrative structures to ensure high quality education across the university.
- Consistency and uniform standards are best addressed centrally.
• Student issues are different for graduate students and the Graduate School has a system in place to handle these. Decentralization to the colleges would be difficult, inefficient and costly.
• The Graduate School’s advocacy role in support of graduate education at UNH is critical.

Role of the Graduate School

The Council of Graduate Schools¹ provides guidance for good practice in the organization and administration of graduate education. Graduate education, as defined by CGS, generally refers to all post-baccalaureate education in academic, scholarly, or professional fields with the exception of basic professional degrees in law and medicine. Recognizing that institutional structures are unique to each campus, the following guidelines are generally applicable to all institutions to ensure high quality graduate education. The role of the graduate school is to:

• Articulate a vision of excellence for the graduate community
• Provide quality control for all aspects of graduate education
• Maintain equitable standards across all academic disciplines
• Define what graduate education is and what it is not (differentiate between graduate and undergraduate education)
• Bring an institution-wide perspective to all post baccalaureate endeavors
• Provide an interdisciplinary perspective
• Enhance the intellectual community of scholars among both graduate students and faculty
• Serve as an advocate for graduate education
• Emphasize the importance of adequately prepared future leaders in the academy, in government, in business, and in the public non-profit sector
• Develop ways for graduate education to contribute to and enhance undergraduate education
• Support graduate student services
• Serve as an advocate for the issues and constituencies critical to the success of graduate programs

CGS has defined eight structural elements that are critical to the success of graduate education:

• Governing board and administration (institutional level) that support graduate education
• Basic faculty units that supervise graduate study and recommend degrees
• Faculty committed to graduate programs and research
• Chief academic officer for graduate education
• Separate degree granting graduate education unit
• Graduate program director in each academic unit
• Graduate council
• Graduate student representation

The professional and technical staff of the graduate school, in conjunction with the graduate dean, should implement all policies governing graduate education or work with the administrative office responsible for implementing them.

¹ Organization and Administration of Graduate Education, CGS, 2004
The current UNH model mirrors all of these elements.

**UNH Graduate School Mission**

Graduate education is central to the mission of a research university and distinguishes UNH as the flagship university in the state of New Hampshire. The Graduate School at the University of New Hampshire was formally established in 1928. The mission of the Graduate School is to provide innovative, responsive and accessible master’s, doctoral and certificate programs of the highest quality in line with the university’s “Blueprint for the Future, UNH in 2020”. The Graduate School, and in particular, doctoral education, distinguishes UNH as a high research university. Master’s programs, both research and professional, further enhance the university’s public land-grant, sea-grant and space grant mission for creating new knowledge and being at the intersection of knowledge and practice. The Graduate School provides leadership to support the scholarly and creative efforts of the faculty and students, advances the principles of ethical conduct of research and scholarship, articulates and champions an institutional perspective on graduate education, promotes interdisciplinary scholarship and ensures its graduates are prepared to become leaders in the 21st Century. [http://www.gradschool.unh.edu/about_us.php#welcome](http://www.gradschool.unh.edu/about_us.php#welcome)

The Graduate School has responsibility for all graduate education at the university from admissions through graduation and beyond. The Graduate School is led by the dean who reports to the Provost and serves on the Provost Council. Since the Graduate School’s inception, 12 individuals have held the position of dean. The graduate faculty is the policy making body of the Graduate School and is responsible for maintaining and enhancing the quality of graduate education at UNH. The Graduate Council, an elected, standing committee of the graduate faculty, advises the dean and the faculty on matters related to policies and procedures concerning graduate education at the university, which includes oversight of curricular development and program reviews. [http://www.gradschool.unh.edu/pdf/pol_bylaws.pdf](http://www.gradschool.unh.edu/pdf/pol_bylaws.pdf)

**Staff Support**

The Graduate School has offices on the Durham and Manchester campuses to carry out its mission. The staffing has been reviewed, restructured, and consolidated in the past few years. On the Durham campus, the duties of our admissions officer (PAT) and academic counselor (PAT) were consolidated with a net loss of one PAT position. The duties of five OS staff positions were reconfigured and consolidated. This resulted in a net loss of one position. The four OS staff are cross trained and work together with the two PAT staff in admissions and student support to ensure the office is functioning smoothly and effectively. This staff consolidation has left the Graduate School short staffed during the critical points of the academic year when these programs are offered. As a result, the Graduate School has recently requested an operating staff position to provide support for the Associate Dean related to the administration of scholarship and fellowship programs administered by the Graduate School as well as support for programing related to the programs under the umbrella of the preparing future professional (PFP), preparing future faculty (PFF) and improving the campus climate for graduate students.

The office on the Manchester campus has likewise restructured and reduced staff. Two PAT positions were consolidated into a single position. Further restructuring of duties between the
Durham and Manchester offices, along with the creation of a new OS position shared among UNHM, the Education Department and the Graduate School have allowed us to enhance programmatic and student support on the Manchester campus.

Governance

The Graduate Council consists of the dean of the Graduate School, as chairperson; the associate dean of the Graduate School; four graduate students chosen in a manner determined by the Graduate Student Senate; and 12 members of the graduate faculty selected by a general election of all regular members of the graduate faculty. To guarantee a broad representation from areas offering graduate instruction, the Graduate Council member shall be nominated by approximately equal size, single member districts, and shall be elected by district in a university-wide election. A member of the UNH Law School faculty also sits on the Graduate Council.

The regular membership of the graduate faculty consists of faculty (on tenure, research, clinical, or extension track) who are qualified according to criteria established by the graduate faculties of their respective departments or programs. Departmental and program criteria will be specific as to professional qualifications (usually the doctoral degree or equivalent), scholarly achievements expected, minimum faculty rank (assistant or higher), and functions to be performed by the individual. All regular members of the graduate faculty have voting privileges and are eligible to serve on the Graduate Council. Currently 499 of 609 tenure/tenure track faculty are members of the graduate faculty; 56 of 65 research faculty are members of the graduate faculty; 15 of 55 clinical faculty are members of the graduate faculty; and 8 of 57 extension faculty are members of the graduate faculty.

Associate membership on the graduate faculty, without voting privileges, may be granted to those individuals who have a formal faculty appointment at the university (tenure/tenure track, research, clinical, extension, emeriti, lecturer, adjunct, and affiliate), possess the requisite credentials, perform a graduate faculty function, and yet are not members of the regular graduate faculty.

In 2011, the Graduate Student Senate (GSS), formally the Graduate Student Organization was recognized as the official student governance organization representing graduate degree students. The GSS advocates for graduate students and serves as a liaison between the graduate student body and university faculty and administration. The GSS Constitution allows for senators from each UNH college (CEPS, COLA, COLSA, HHS, UNH-Manchester and Paul), as well as senators from each of the on-campus graduate student housing facilities (Forest Park and Babcock Hall). Any GSS member in good academic standing is eligible to serve as a GSS Senator, or for one of the six Executive Board positions. The Graduate School works closely with the GSS leadership as they advocate for graduate students at UNH. The GSS leadership has been very involved on multiple university committees dealing with issues ranging from budget prioritization, student housing, parking, and managing the Student Health Benefits Plan to increasing diversity on campus.
Graduate Programs

Graduate programs foster a close interdependence between research and classroom teaching and enhance the undergraduate experience at the university. UNH has had a long tradition of providing high quality graduate and undergraduate programs. The Graduate School, and in turn graduate education, weaves together the vision of a New England liberal arts college with the breadth, spirit of discovery, and civic commitment of a land-grant university, and the knowledge expansion of a research university. UNH has a distinguished reputation for providing a quality education where our graduate and undergraduate students work with our faculty in classrooms, laboratories, field sites, studios, libraries and on-line as we strive to improve the lives of people in New Hampshire, the nation and the world.

The university offers approximately 100 graduate programs: 28 doctoral, one specialist, 60 masters, and 17 certificates, including 11 masters and three certificate programs on the Manchester campus. Doctoral and research master’s programs give students the opportunity to engage in both basic and applied research and it is expected that students in these programs will contribute to new knowledge in the discipline. Doctoral students must complete a series of exams to measure their mastery in a subject area and their ability to engage in research. All doctoral students must develop an independent research project which culminates in a dissertation that must be defended before a faculty committee. The graduate faculty has recently approved a Doctor of Nursing Practice which is the university’s first doctor of professional practice. Master’s students in research programs must also develop a research project or thesis under the guidance of a faculty committee.

While master’s students in research programs often contribute to new knowledge, students in professionally oriented master’s programs work at the intersection of knowledge and practice. All master’s students, whether in research or professionally oriented programs, must complete an integrative concluding experience as proscribed by the Graduate Council. Increasingly, programs are offering both a thesis and non-thesis option with students seemingly more apt to choose the non-thesis option, which in many cases shortens the time to degree by at least one term. In lieu of a thesis, master’s students often participate in a field study, internship, or capstone experience as a culminating process. This enables them to apply knowledge to real-world situations, and further provides the connection between the university and the community.

Graduate certificate programs have also been popular with graduate degree students who want a secondary credential with their degree as they move out of the academy, as well as with the general public who are looking to enhance their competitive advantage in the market. Seventeen certificate programs have been created in the last 10 years.

The Graduate School extends its programs and services to central and southern New Hampshire by offering professional graduate programs on the Manchester campus. The Graduate School offers the expertise of University of New Hampshire faculty, contemporary curricula, modern educational facilities, convenient access, flexible schedules, and innovative delivery models to meet the needs of the working professional. Most important however, it is a graduate degree from the University of New Hampshire, the state's flagship public university.
It is anticipated that once the merger with the Law School comes to fruition, the master’s programs offered by the Law School will come under the umbrella of the Graduate School. The JD and Master of Laws (LLM) will remain the province of the Law School. On-line courses and programs will also play an increasing role in the delivery of graduate education in the state and region.

**Interdisciplinary Programs**

The UNH Strategic Plan encourages interdisciplinarity. This allows faculty members across a wide range of backgrounds and experiences to broaden their areas of inquiry and pedagogy to build working relationships and academic programs that will express hidden strengths at UNH. UNH is already a leader in several interdisciplinary fields of research at the graduate level. The Graduate School encourages and supports interdisciplinary study within existing programs in the form of new and innovative graduate curricula. While self-designed programs of study are not available within the Graduate School, many of our programs offer a range of electives, cross-disciplinary study, and independent projects that allow students to tailor their work to reflect individual interests.

Intercollege programs offer students the opportunity to pursue new and emerging fields of study that draw upon multiple disciplines leading to solid disciplinary foundations, as well as cross-disciplinary skills useful for solving new social and scientific problems. Opportunities for interdisciplinary research are also available in the institutes and centers at the university. The Graduate School serves as the home to intercollege graduate degree and certificate programs, as described below. Each of the academic programs within the Graduate School is self-supporting and each has a Memorandum of Understanding (MOU) which distributes tuition revenues to the academic colleges after program expenses and financial aid are covered.

**Natural Resources and Earth Systems Science (NRESS):** As the largest PhD program at UNH with enrollments around 80 students each term, NRESS continues to be an attractive program for students and a model to be emulated for intercollege programs. Students can major in either earth and environmental science or natural resources and environmental studies. The NRESS program was established in 2002 with the consolidation of the PhD programs in natural resources and earth sciences. Tuition revenues are distributed to the unit of instruction after administrative costs and direct financial aid (three scholarships for doctoral research each semester) is covered. Seventy-two students have graduated from the program since 2002, including 15 students completing their PhD during the 2011-2012 academic year. The oceanography track, formally an option in earth sciences, was reinstated as a program in the earth sciences department in 2012. The NRESS program is currently conducting a self-study as part of the program review process.

**College Teaching:** Academic programs in college teaching are offered in cooperation with the Center for Excellence in Teaching and Learning. Preparing Future Faculty (PFF) is a complementary professional development program offered by the Graduate School. Funding to support the development of these programs has come from the Fund for the Improvement of Postsecondary Education (FIPSE), the American Association of College and Universities (AACU) and the Council of Graduate Schools (CGS). The PFF programs have been a national
model and remain one of the Best Practice Initiatives of CGS for enhancing the preparation of doctoral students, as well as some master’s students, for faculty careers. Our college teaching program was awarded a Certificate of Excellence by TIAA-CREF in 2002.

Forty-five students have completed the college teaching MST degree, 77 have completed the cognate, and 13 have completed the certificate. Numerous students have completed courses in college teaching and many others participate in the professional development workshops offered under the PFF umbrella. Courses in college teaching were originally offered in person and on-line with the Certificate in College Teaching being one of the first totally on-line programs offered at the university. Today courses are offered each summer both in person and on-line. A review of the programs in 2011-12 resulted in program revision; enhancements were made to the cognate curriculum and the certificate program was reinstated. Admission to the MST was suspended. Course registrations each summer continue to enroll over 100 students. Students who hold an assistantship (teaching or research) or fellowship receive a tuition waiver to cover college teaching courses in the summer following their academic year appointment.

**Development Policy and Practice:** The Masters of Arts in Development Policy and Practice (MADPP) is a 14 month program that prepares individuals for advanced policy- and practice-oriented work in sustainable development both in the United States and in developing countries. The program has two tracks, a track for domestic U.S. students and a track designed to serve people working in developing countries. This unique program, in which students are on campus for two consecutive summers and complete coursework on-line during the academic year, attracts a diverse student body from across the US and it is positioned to expand and enroll a number of international students as well. Twelve new students have enrolled in each of the first two years of the program. The curriculum is currently being revised to allow for both 14 and 24 month options, in the hopes of lowering the annual cost for students and increasing the total number of students in the program.

**Environmental Education:** This 14-month program, designed for individuals who want to pursue a career in environmental education, begins with an on-campus summer institute followed by a year of coursework, and culminates in a practicum during the following summer. Enrollment in the program has declined steadily from the mid-20’s in summer 2005 to a low of 11 enrollees in 2012. Eight students completed their MA during 2011-2012. As a self-funded program that attracts students from the non-profit sector, the current financial climate has had a direct impact on the program. Some restructuring of the program, including the possibility of offering some on-line options during the academic year are underway. Even with low enrollments, the program is still operating with a slight profit. The summer institutes are self-sufficient and revenues during the academic year (AY) flow back to the unit of instruction.

**Geospatial Science Certificate:** This multidisciplinary program began in the summer of 2012 and is designed to help prepare students for work within the rapidly expanding field of geospatial science. The increased use of spatial thinking has created a demand for educated students and professionals with relevant skills in methods and technologies that develop, analyze, and visualize geospatial data. The program is open to students in graduate programs at UNH as well as working professionals and graduate students from other universities. GSS core courses are
offered in summer and J-term, while program electives are offered through cooperating
departments during the AY. Courses are available in person and on-line.

Other Programs Administered by the Graduate School

**Responsible Conduct of Research (RCR):** RCR is a joint responsibility of the dean of the
Graduate School and the senior vice-provost for research. Research and ethics training is
required of all new doctoral students, as is training for students and post-docs on NSF grants.
This requirement can be fulfilled by completing 11 Web-based RCR modules and attending a
workshop, or by successfully completing the graduate course “Ethics in Research and
Scholarship”; offered as Grad 930 Ethics in Research and Scholarship. A presentation on ethical
and responsible conduct of research and scholarly activity is part of orientation for graduate
assistants in the fall and spring terms. Over 300 students participate in these programs annually.

Funding from the Office of Research Integrity (NIH) to support the development of training
modules was received by the Office of Sponsored Research. Funding from the Council of
Graduate Schools and National Science Foundation (NSF) was received by the Graduate School
to develop a course in research ethics and professional development programs related to research
integrity under the umbrella of Preparing Future Professionals (PFP). The research ethics course
also serves as an elective course in our academic programs in college teaching. Research and
scholarly integrity remains one of the Best Practice Initiatives of CGS.

**McNair Program:** The McNair Program, a federally funded graduate school preparation
program, has reported to the dean of the Graduate School since 2000. The program has received
continuous federal funding since 1991 and provides academic support services to increase the
number of individuals from underrepresented groups (low-income, first-generation and/or racial
minority) who are interested in pursuing and obtaining doctoral degrees and careers in the
academy. During its 20+ years, UNH’s McNair program has served over 275 undergraduate
students. Of the 23 McNair scholars that have received their research doctorate, 11 are UNH
alums. Of the 14 McNair scholars that have received their professional doctorate, 8 are UNH
alums. Many of these scholars are now tenured or tenure track faculty. Two McNair alums
recently received Fulbright awards. The program has been a leader in providing study abroad
research opportunities with programs in London and Ghana in the summer of 2010 and 2011.
There are approximately 30 students in the federal component of the program and another 30 in
the UNH rising scholars component of the program annually. The McNair program has been
funded through 2017. This latest round of funding has STEM education as a focus.

**Professional Development and Training (PD&T):** PD&T, a self-supporting program, delivers
non-credit educational and training programs to professionals, businesses and organizations in
New Hampshire and the surrounding region. Programs include noncredit, one-day workshops,
short courses, certificate programs, conferences, institutes, customized in-house training and on-
line webinars. PD&T programs assist professionals in developing new skills, enhancing current
skills, or obtaining the continuing education required to maintain their professional licenses.
Programs take place on the UNH campuses in Durham and Manchester as well as at the PD&T
Training Facility at the Pease International Tradeport. PD&T is also the university’s provider of
Continuing Education Units (CEUs), and coordinates the awarding of CEUs for all units at UNH,
as well as external organizations that seek to award UNH CEUs. A separate study related to the delivery of programs during the summer session, J-term, on-line and for professional development for non-degree students has been on-going over the past year as part of the review of programs related to eUNH and the University of Choice.

An Organizational Chart is provided in Appendix A.

Faculty Support

The Graduate School has a long standing history of supporting faculty scholarship through the Summer Faculty Fellowship Program. Funded by the Graduate School and Spaulding Potter Fund, faculty members are awarded a summer stipend to devote significant time to scholarship. Priority is given to untenured tenure track faculty to assist them as they proceed toward tenure. Selection is made by a standing committee of the graduate faculty. The value of the stipend is keyed to faculty contract for teaching one summer course. The budget for these awards has remained flat for years and as the stipend increases the number of awards is reduced. Time to devote to scholarship is critical in the tenure process as well as for senior faculty projects. In almost all cases, the concluding product results in a publication or professional presentation. The Graduate School also recognizes faculty contribution to graduate education with an Annual Graduate Faculty Mentoring Award. In addition, the graduate dean reviews all Promotion and Tenure (P&T) cases for graduate faculty and is often asked to interview candidates for senior faculty positions in graduate programs.

Technology Support

Technology support is a critical component of the Graduate School operations. All student records are maintained electronically and data are provided to academic and administrative units across campus via on-line reporting. This requires local expertise for expedient response to program requests. Besides the internal technical support provided to staff, the Graduate School provides external support for other offices, departments, and organizations on and off campus. Campus support consists of information sessions and workshops for departments to cover new and existing technologies related to admissions and student records; providing data and reports programs use for program review and day to day operations; testing and support for campus initiatives and projects; and general troubleshooting support for departments in relation to graduate records and the tools the Graduate School uses to process them. The Graduate School is responsible for reporting data to external agencies i.e. CGS, NSF, ETS related to graduate admissions, enrollments and financial support for students and post-docs. On the Manchester campus, efficient coordination with Durham based programs and the registrar’s office in Manchester is required for issues related to classroom size, location, technology, etc.

Design, maintenance and update of the Graduate School web pages is another major function of the staff in the Graduate School.
Policy and Program Development

**Policy Development:** The graduate faculty is the policy making body of the Graduate School and is responsible for maintaining and enhancing the quality of graduate education at UNH. Authority is delegated to the Graduate Council and the graduate dean. The policies the graduate faculty approve will be administered by the dean of the Graduate School, in consultation with the Graduate Council, school and college deans, other academic administrators, the Faculty Senate, and other faculty governance groups, as appropriate. A summary of recently approved policy actions can be found in Appendix B.

**New Program Development and Program Elimination:** Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. The graduate dean works with program faculty in the development of new programs and facilitates their review and approval through the Graduate Council and graduate faculty. The Graduate School has clear guidelines for the approval of new, modified, or deleted graduate programs, which were updated in August 2012 to reflect the delegation of authority for approval, or deletion of academic programs to the UNH President by the Board of Trustees. (http://www.gradschool.unh.edu/pdf/pol_new_progapprove.pdf). Separate guidelines for certificate programs are at (http://www.gradschool.unh.edu/pdf/pol_certificate.pdf). New, modified and terminated programs over the past 10 years can be found in Appendix C and D.

**Program Review:** To ensure programs are functioning at the highest possible level of academic quality and are operating in ways that are consistent with the mission of the university and the Graduate School, a systematic process of program review is in place. The current cycle of program reviews began in 2002-2003. It is expected that by the end of the next academic year all graduate programs will have undergone a full program review. Program review guidelines are currently being reviewed by the Dean’s Council and Graduate Council to incorporate the undergraduate and graduate guidelines into a single process with options to have either a separate graduate or undergraduate review. Guidelines allow flexibility in coordinating university and accreditation reviews. See (http://www.gradschool.unh.edu/pdf/pol_programreview_draft.pdf). A summary of program reviews that have been completed or are in process can be found in Appendix E.

**Quality Indicators:** The quality of graduate students based on the traditional measures of undergraduate GPAs and test scores is very good. The UGPAs of admitted students over the past 10 years has increased from 3.31 to 3.42. Data by college are found in Appendix F. Graduation rates for master’s students have averaged 83% over the past 10 years with a range of 81% to 85%. Doctoral student completion rates are lower at 55%. If you consider that 68% of students who began as doctoral students graduated and left with a master’s degree the completion rate is much better.

There are two recent studies which rank doctoral programs. One, the National Research Council Study of the Research Doctorate was published in 2010 and based on data collected from 2005 to 2006. Five out of the 17 UNH doctoral programs ranked by the NRC were in the top 50% of programs nationally for research activity. The NRC rankings were met with large negative outcries from across the country and reference to this study has generally been abandoned.
A second measure provided Academic Analytics (AA) ranks programs based on faculty productivity (publications, citations, honors and awards, grants, book publications) may be more meaningful. However, it should be noted that in general, according to AA, smaller programs may rank lower than larger ones. One advantage of the AA rankings is that they are updated annually. In the most recent report (2011) 8 of 26 programs ranked were in the top 50%. A copy of the data for 2008 through 2011 can be found in Appendix G.

While one has to be careful in the use of rankings, they do provide a measure of external comparison and at least with the AA data, provide some trend data. Because the AA data are based on faculty productivity and are for a specific point in time, it is important to note that changes can occur from year to year as faculty are hired or retire.

Certificate Programs: Several new certificate programs have also been approved in the past 10 years, while others have been terminated. To date, 28 certificate programs have been approved, six have been terminated, and one never started. These programs are brought to fruition on a fast-track and can be terminated if enrollments are not sustainable. Proposals for certificate programs are reviewed by the Master’s Committee of the Graduate Council and if they meet the guidelines for certificate programs, as approved by the full council, they are recommended to the dean for approval and reported to the council for information. A complete summary of Graduate Certificate programs is included in Appendix H.

Graduate Catalog: The on-line graduate catalog is the official document of record. All degree requirements are clearly published in the catalog. While specific degree requirements are set by each program and approved by the Graduate Council, the Graduate School takes great care to ensure that the information reflected in the catalog is correct. Each year the Graduate School works with all programs to update the catalog. This annual review covers curricular offerings and the course offerings that make up each program. The graduate catalog review and publication process is paperless. The review process must be coordinated with academic programs and editorial services to ensure that all of the published materials are consistent.

Degree requirements: The university offers doctoral programs in those disciplines that have both the faculty and resources to support high-quality advanced graduate education. Doctoral education properly focuses upon preparing the student to contribute to the growth of knowledge through research. Most doctoral programs also provide opportunities for students who work as teaching assistants and participate in seminars on teaching led by experienced faculty members.

The number of credits to earn the doctoral degree is determined by the faculty in each program. However, in all cases a minimum of three academic years of graduate study is required. Resident graduate work done at other universities may be counted toward the minimum requirement upon approval of the guidance committee and the dean of the Graduate School, but one full academic year must be in residence at the University of New Hampshire. A doctoral student is advanced to candidacy for the degree by the dean of the Graduate School upon recommendation of the graduate program coordinator after the student has passed the qualifying examination, has met the language or proficiency requirements as are deemed desirable by the student's program, and declared a topic for dissertation research. A doctoral committee will then be appointed to
supervise and pass on the dissertation and administer the final oral examination. This committee will be nominated by the department of major concentration and appointed by the dean of the Graduate School. The final degree is awarded only after the student submits a final version of their dissertation to the Graduate School.

Master's degree programs are offered in a wide variety of disciplines, which can serve either as professional terminal degrees or as intermediate degrees for those intending to pursue further graduate study. In many programs, students can elect options that will permit them to study one aspect of a discipline in depth by preparing a thesis or to gain a broader mastery of a discipline by electing to take additional coursework in lieu of a thesis. A minimum of 30 graduate credits is required for all master's degrees, however, many programs require substantially more than the minimum 30 credits. All master's degrees include a capstone experience. Capstones may include a single integrative course, internship, portfolio, examination, final project, or research thesis. Credit for a thesis is only awarded after a student has successfully passed a thesis defense and has submitted a final version of the thesis to the Graduate School.

Graduate certificate programs are a related cluster of credit bearing graduate courses that constitutes a coherent body of study within a discipline or set of related disciplines. Graduate certificate programs are normally aligned with existing graduate education curricula. Certificate programs are encouraged to use alternative, distributed learning delivery systems and to create interdisciplinary curricula and field experiences. While certificate programs are often chosen by students who do not wish to pursue a master's or doctoral degree, courses completed during a certificate program may be applied toward degree requirements. A minimum of 4 graduate courses and a minimum of 12 graduate coursework credits are required.

Admissions and Recruitment

Graduate admissions are centralized with the policies governing procedures and baseline standards for all graduate programs established by the Graduate Council and administered by the Graduate School.

All application materials are processed initially by the Graduate School, at which time the applicant’s materials are evaluated for academic eligibility (verification of four-year bachelor’s degree or equivalent, accreditation status of the schools attended), personal statements, letters of recommendation, and test scores if required by the individual program. Authenticity of all materials is also verified. International students must present evidence of English proficiency.

Admission to the Graduate School is both limited and competitive, and is based solely upon academic qualifications and potential of the individual. Individual graduate programs define the prerequisites and attributes of the students they expect will succeed in their programs.

Admissions decisions are made at the program level by faculty led admissions committees. Program recommendations are sent to the Graduate School where they are reviewed to ensure Graduate School program standard adherence. Official decisions on applications are communicated to the applicant by the Graduate School.
All student records are maintained electronically and data are provided to academic and administrative units across campus via on-line reporting. This transition to electronic processing has accelerated the turnaround time, provided departments with enhanced reporting capabilities and significantly reduced postage and printing costs. Savings in both time and money have allowed the office to provide more direct support to programs/departments, students and faculty. This centralization has been proven effective, as evidenced by response to a recent survey of the Graduate School’s admissions functions by graduate program coordinators and administrative assistants where 97% of graduate coordinators and 100% of administrative assistants rate the current application system as either good or excellent.

**Recruitment:** Recruitment is a shared responsibility of the Graduate School and the academic programs. The Graduate School engages in numerous recruitment activities, including responding to and meeting with prospective students, coordination of web-, radio-, TV-, and print-based marketing purchases, creation and staffing of monthly recruiting events and open houses, representing all graduate programs at graduate school fairs on- and off-campus, creation of individual program brochures, educating UNH undergraduates about graduate school (at UNH and elsewhere), multicultural recruitment and retention, and the use of social marketing to promote events and share student news and research, and writing student spotlights for publications.

**Marketing:** Marketing has become increasingly important in this competitive environment. As most individual programs do not have and/or do not devote adequate resources to marketing, this responsibility has increasingly fallen to the Graduate School. Enhancements to our web pages, radio-, TV- and web-based advertisements, printed brochures and on-campus advertisements are all utilized, along with monthly information sessions and workshops. The Graduate School staff also works closely with Editorial and Creative Services and the Undergraduate Admissions Office in order to align marketing approaches with the university as a whole. Centralized marketing for graduate programs is an efficient strategy that needs to be adequately funded and supported to be effective. Fifty-four percent of graduate program coordinators support a central marketing budget for graduate programs. Another 28% are unsure whether marketing is best handled at the program level or centrally. Either way, marketing efforts must be tied into the larger university promotional activities in terms of identifying UNH as a research university committed to undergraduate education and select graduate programs. UNH has a niche market upon which we need to capitalize.

Graduate programs, particularly master’s programs need to be promoted, given the increased competition in the local and regional market. Included in such efforts is a need for marketing research to assist the university in insuring we are preparing graduates for the 21st century. Recruitment for doctoral programs continues to rely upon traditional reputational measures of program and faculty quality. A strong web presence is required for all programs, but marketing alone is not enough. In order to attract the brightest and best students, particularly in regard to doctoral programs, which are central to the mission of a research university, competitive financial aid packages, as well as money to bring recruits to campus for visits is required. Finally, international recruitment, while not currently a problem, requires specific attention to web pages and as appropriate support for faculty and graduate student travel to international
meetings. Navitas may also provide opportunities for a pre-master’s program in select fields, such as engineering and business.

**Pre-application Process for International Applicants:** International applicants are required to submit a pre-application prior to formally applying for admission. These pre-applications provide basic information on the candidate from which program faculty can determine whether or not to encourage a full application. Approximately 650 pre-applications are processed annually. While many universities have discontinued this practice, we have determined that given the extra time it takes to process and review each international application, in conjunction with the relatively large international application pool, it is better to focus on those applicants who have been pre-screened for eligibility. This process is fully on-line and automated.

**Accelerated Master’s and Dual Degrees:** Undergraduate seniors with a cumulative GPA of 3.2 or higher may be admitted to a graduate program and enroll in up to 12 graduate credits while concurrently completing their undergraduate degree program. Such credits may be taken as graduate only or for dual credit where they count as both graduate and undergraduate. This accelerated master’s program has been a valuable recruitment tool in encouraging high performing UNH undergraduates to stay on for a graduate degree. Approximately 144 students participate in this program each year. This increase can be attributed to strategic recruitment efforts of the Graduate School to current undergraduate students, including hosting multiple information sessions, workshops for the Honors Program and other programs serving highly-qualified undergraduates, campus advertising and targeted email announcements to qualified undergraduate students. Graduate students may also be admitted to and enroll in two master’s programs concurrently or may enroll in consecutive master’s programs and double count up to 12 credits. There are also opportunities for programs to establish integrated dual degrees where the total number of credits taken in the combined graduate programs must be at least 80% of the total credits of the separated degree programs. Approved integrated dual degrees include the MSW/MS in Kinesiology – Outdoor Education; the JD/MBA and the JD/MSW.

**Application Trends (fall data):** Graduate applications increased 27% from 2003 to 2012, with a peak occurring in 2011. Master’s applications grew 19.8% and also peaked in 2011. Ph.D. applications in this timeframe grew 44% with a significant jump occurring in 2007, and a peak occurring in 2011. Application increases to HHS, CEPS and PAUL represented 88% of the overall rise. International and US minority student applications accounted for 54% of the total increase, with particularly sharp rises in international applications occurring in 2010 and 2011. Applications to certificate programs has also accounted for an increase in the number of applications received.

According to the most recent data from the Council of Graduate Schools, the increase in overall applications is higher than national trends, which grew at an average annual rate of 5.6% (4.3% for public universities) between 2001 and 2011. During this period applications to UNH increased by an annual average of 6.3%. While applications for 2012 saw a decline to 2010 levels, they were still the second highest ever. This decline in applications has been largely in applications from NH residents seeking master’s programs, which declined by 21% between 2010 and 2012. At the present time, applications for 2013 are ahead of 2012.
Admission Trends: Offers of admission to masters’ programs declined from 76.2% in 2003 to 65.7% in 2012 while offers of admission to doctoral programs went from 52.5% to 41.9%. The quality of the admitted applicant pool increased from 3.29 to 3.41 for master’s students and 3.42 to 3.48 for doctoral students. The major declines have occurred in COLA, in particular education.

Roughly 50% of those applicants offered admission enroll which has remained steady over the years.

Applicants who decline admission are asked to indicate their reasons for this. While the majority of students did not indicate why they did not enroll at UNH, of those that do report, responses include: acceptance elsewhere, financial difficulties, job related, personal reasons or relocation.

New Enrollment Trends: Levels of new enrollments were generally steady from 2003 to 2012, with a peak of 713 in 2011 followed by a 10-year low in 2012. All colleges experienced increases in new enrollments in 2012 compared with 2003, with the exception of COLA, which saw a 29.8% decrease in new enrollments over the 10 year period. New enrollments in COLA peaked in 2004, sharply dropped in 2008, and hit a 10-year low in 2012.

In general, applications to programs on the Manchester campus have fallen over the past 10 years. It is noted that the MSW program in Manchester only admits every other year which accounts for the year to year changes in the applied, completed, and admitted categories. Still, applications have tracked downward in all years except for a peak in 2011. New enrollments peaked in 2005 and have remained flat with a drop in 2012.

These declines can be in part attributed to suspension of admission to counseling, educational administration and management of technology. Increased competition among in-state institutions, including those that used to offer only baccalaureate programs and now offer programs in education, business, health, and policy have also had an impact as they are less expensive and more flexible in their delivery of courses.

Enrollment Trends: Enrollment rose from 2324 in 2003 to 2481 in 2005, remained steady for a few of years and then began a precipitous drop in 2008 as the economy weakened. 2012 master’s enrollments decreased 14.3% compared with 2003 and were a 10-year low, while Ph.D. enrollments increased 18.9% and hit an all-time high in 2012. The increase in doctoral enrollments is in line with 2008 Blue Ribbon Task Force Report on Research.

While CEPS, HHS and GRAD experienced overall enrollment increases, COLA, PAUL and COLSA saw declines. COLA’s decline was particularly sharp, as their own enrollments peaked in 2004, and have trended downward since with the exception of 2010. COLA enrollments for 2012 were 24.7% lower than 2003 levels. COLSA saw a 15% decline over the 10-year period. PAUL enrollments peaked in 2007 and then declined every year until moderately recovering in 2012. Their 2012 enrollments were 13.5% below 2003 levels.
The overall enrollment drop has been most pronounced in NH resident master’s students, which declined 17.9% compared with 2003 levels (and have declined every year since they peaked in 2005). This accounts for 82.1% of the total drop in master’s enrollments, and may be attributable to many continuing students accelerating their time to degree, as seen in the increased number of master’s degrees awarded during this time frame. Also notable is that 71% of the overall drop in enrollments occurred in continuous enrollment registrations (GRAD 800-fee only). Additionally, 2012 part-time enrollments fell 18.2% compared with 2003. As with the noted decline in applications from NH residents, this decline may be influenced by the economic downturn, increased competition from other NH institutions, increased costs and more flexible schedules, including on-line options.

**Manchester Trends:** In general, applications to programs on the Manchester campus have fallen over the past 10 years. As noted above, the MSW program in Manchester only admits every other year which influences year to year changes in the applied, completed, and admitted categories. Still, applications have tracked downward in all years except for a peak in the fall of 2011. New enrollments peaked in 2005 and have remained flat and fell to a 10-year low in 2012. These changes can be in part attributed to suspension of admission to counseling, educational administration and management of technology. Total enrollment levels have generally remained steady over the past 10 years, with the exception of a peak in 2005.

Additional admissions and enrollment trend data is included in Appendix I.

**Diversity**

In keeping with the University’s goal of inclusive excellence, the Graduate School is committed to supporting and sustaining a graduate community that is inclusive, diverse and equitable, and this is reflected in the 19% of the graduate student body that is either U.S. minority or international. The Graduate School has taken a leadership role in diversity measures that are taking place on campus and nationally. The dean has served on the national advisory committee of the Council of Graduate Schools and the Council for Opportunity on Education for McNair programs. The associate dean has chaired the Commission on the Status of GLBT Issues and several staff have served on diversity commissions and committees on campus including the University Council for Inclusive Excellence. The Graduate School also staff and support multiple programming initiatives, i.e., MLK celebrations, Diwali, Pancake Breakfast, Stonewall Grads film series, Women in Science educational workshops and potlucks.

**US Minority:** Major progress has been made in the diversity of the graduate student body. From Fall 2003 to Fall 2012, the number of enrolled U.S. minority student has increased from 104 to 155, a gain of 49% and a change from 5.2% of the entire graduate student body. This reflects an increase in applications received from U.S. minorities, from 83 in Fall 2003 to 196 in Fall 2012, an increase of 136%. Admissions of U.S. minorities rose from 59 in Fall 2003 to 90 in Fall 2012, an increase of 52.5%.

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2 This includes U.S. citizens and permanent residents who identify as Black or African-American, American Indian/Alaskan Native, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, and Non-Hispanic Two or More Races.
Progress in this area is attributed to various Graduate School-based initiatives, including:

- Prioritizing the awarding of Graduate Fellowships to U.S. minorities, which serve as top-off awards to highly competitive, newly admitted master’s and doctoral students, and subsequently act as both a recruitment tool and incentive for programs to provide funding to highly competitive, diverse applicants.
- Annually awarding two graduate assistantships to highly competitive, newly admitted graduate students.
- In partnership with the Leitzel Center, coordinating the NEAGEP grant from NSF to:
  - Build pipelines to a number of minority-serving institutions via multiple Graduate School staff and UNH faculty visits to these campuses.
  - Facilitate summer research opportunities at UNH for minority undergraduates from various minority-serving institutions
  - Fund faculty visits to conduct seminars at minority-serving institutions
  - Fund campus visits to UNH for highly competitive, minority applicants.
  - Actively recruiting from multicultural, student-serving programs, including the McNair Scholars Program and the Institute for the Recruitment of Teachers.
- Collaborate with UNH offices and programs that serve diverse populations, including the Office of Multicultural Student Affairs, CONNECT, and the UNH McNair Scholars Program.

**International:** International diversity is also a high priority. As noted previously, the process for admission begins with a pre-application, which provides the departments an opportunity to review basic information on a potential applicant to determine whether or not to encourage a full application. This preliminary review process saves time and energy for the applicant, the department and the graduate school, and allows the programs to focus attention on the most competitive applicants. Once an international student is admitted, the Graduate School works with the Office of International Students & Scholars (OISS) to insure the student has a smooth transition into UNH. Throughout an international student’s career at UNH, the Graduate School and the OISS will work closely on a range of academic, personal and financial issues that may arise. This past fall, 242 international students on visas from 53 countries enrolled in the Graduate School. This number has been fairly consistent over time. The majority of international students are enrolled in CEPS. Financial support from the university in the form of assistantships, fellowships, and scholarships are awarded to 80% of international students.

International enrollments have remained steady over the last 10 years, with 257 enrolled international students in Fall 2003, a peak of 266 in Fall 2008, and 242 in Fall 2012. The Fall 2012 international population represents 11% of the entire graduate student body. Applications and admissions have steadily increased, with 452 applications received in Fall 2003, compared to 659 in Fall 2012 (an increase of 45.79%) and 227 admissions in Fall 2003, compared with 228 in Fall 2012.

**Financial Assistance**

Graduate student financial support is a critical factor in determining who enrolls in our graduate programs. Assistantships, scholarships and some fellowships are awarded by the colleges or research units. Policies related to graduate appointments are developed, monitored, and enforced
by the Graduate School. A copy of the appointment guidelines can be found at 
Assistantships, both teaching and research, are the primary sources of support for doctoral 
students, as well as students in traditional master’s programs. Allocation of TAs is determined at 
the college level as are specific duties. Students in more professionally oriented masters' 
programs rely more heavily on scholarships or loans.

Maintaining a compensation package for graduate assistants is essential in order to attract high 
quality students to many of our programs. In the fall of 2006, the dean appointed an ad-hoc 
committee of faculty, administrators and students to review issues surrounding compensation 
packages and recommend changes to insure UNH was competitive in our ability to attract the 
best and brightest graduate students. Specific recommendations from that committee included a 
commitment by the university to provide a level of compensation that is competitive regionally, 
including student health benefits/insurance and broad summer support. The committee also 
noted that the availability and costs of graduate housing should be provided in a manner that is 
consistent with fostering the goals of the University’s Academic Plan, and a rational level of 
proportionality should be maintained between housing rates and graduate student stipends. The 
committee further noted that graduate student stipends and housing rates should recognize the 
income constraints faced by international students as they are not able to work off-campus.

Progress on several of these items has been made. First, the Student Health Benefits Plan 
(SHBP) is provided to all students on assistantships. Second, annual stipend increases have been 
provided with the exception of the 2012-2013 academic year. Unfortunately, even with these 
increases, UNH ranks seventh out of the nine university comparators. See Appendix J. 
Graduate student housing has been a part of the University’s Master Plan discussions and remain 
a priority within the graduate community. Mandatory fees (health, counseling, SHARPP, 
recreations, MUB, transportation and technology) at UNH are the third highest among the 
comparators when you exclude UMass’s academic fee from the calculations. Graduate students 
are excluded from paying the athletic fee and the student activity fee. The Graduate Student 
Senate is active in the review of setting fees and room and board rates. The amount that graduate 
students pay in mandatory fees is of continuing concern to many graduate students and given the 
competitive environment we face for enrolling students keeping a cap on fees is important. It is 
noted that the technology fee is covered for students on assistantships and fellowships.

There are three levels of stipends: Level 1-all master’s students and doctoral students with a 
bachelor’s degree and less than two years of experience as a GA or RA at UNH; Level 2- 
doctoral students with a master’s degree or doctoral students who have two years of experience 
as a GA or RA at UNH; and Level 3-doctoral students at candidacy. Stipends are base rates for 
the academic year and programs may pay higher rates to meet the recruitment needs of the 
program. Programs are encouraged to offer 12 month stipends with the monthly summer rate at 
least equivalent to the academic year rate. While many students do receive summer stipends, the 
range of the stipends is considerable and often not guaranteed with the initial offer of support at 
the time of admission. Over the past five years, approximately 400 students on average have 
received summer stipends. In general, students in CEPS and COLSA receive summer funding 
well above those in the other colleges and at a much higher rate.
Over the past several years the number of students funded on graduate assistantships (GAs/TAs) by the university relative to the number of RAs funded on grants has raised concern. GAs are students whose primary responsibilities are more administrative in nature. The number of GAs is relatively small. These students are not tracked separately in Banner from TAs, whose primary responsibilities are instructional support. TAs have appointments in an academic department where their work includes assisting faculty teaching courses, grading, teaching labs and recitation sessions, as well as teaching their own courses. In Fall 2012, 83 courses were identified by the Registrar’s Office as having graduate students as the instructor of record. RAs by definition are appointed to conduct research with funding normally received from a competitive grant or contract. RAs have been considered to be expensive, as the grant needs to cover the stipend, SHBP, tuition at the in-state rate and overhead. The Ad-hoc Committee on Graduate Student Compensation pointed to the challenges of being a research university and the lack of incentives for providing student support. The Blue Ribbon Panel on Research, while calling for increased support for graduate education and graduate students and increased doctoral enrollment, also addressed the issue of students supported on grants. In 2011, the issue was again raised in a report to the senior vice-provost for research by the UNH Research Development Working Group. This group suggested strategies for decreasing financial and time/effort barriers to supporting graduate students which included: a) waive or decrease tuition charges if graduate student is supported by external funding, regardless of sponsor type; b) encourage faculty members to hire additional graduate students (whose salaries will be accompanied by F&A revenues) to help offset the loss of tuition revenue to the college; and, c) provide more research assistantships (vs. teaching assistantships) to allow graduate students to devote more time to research.

Graduate coordinators, particularly those in research focused programs, indicate that there are too few TAs and too few RAs. At a research university, both are integral to the success of graduate education.

In addition to university and merit based aid, a number of graduate students take out loans to fund their education. It is important to note that recent changes in federal regulations have eliminated the in-school deferment of interest on loans for graduate students, making borrowing more expensive and adding to the cost of education. According to data from the UNH Financial Aid Office, approximately 800 graduate students on average have taken out federal loans in each of the past five years. Based on data provided by the Survey of Earned Doctorates (NSF/NIH/USED/USDA/NEH/NASA) of the 60 doctoral recipients at UNH in 2011, 48.3% graduated with no accumulated debt (graduate and undergraduate). This is about 4% lower than the national average. At the same time, 28.3% had a combined graduate and undergraduate debt level of more than $30,000, which is 5% higher than the national average. If we look at science and engineering versus non-science and engineering fields, nearly 80% of graduates from the science and engineering fields graduate without debt, whereas 70% in the non-science and engineering fields graduate with debt of over $30,000. These data are generally the same over the past five years and follow national patterns.

**Graduate School Financial Aid:** The Graduate School provides numerous financial programs for graduate students. Priority in the allocation of graduate aid is to support the excellence, diversity and professional development of graduate students. Prior to Responsibility Centered
Management (RCM), the Graduate School Financial Aid budget included tuition waivers associated with all budgeted assistantships and out-of-state waivers for students funded on external grants, as well as several discretionary assistantships that were allocated on a year to year basis. Post RCM, graduate school aid has focused primarily on direct student support. In 2002, the Graduate School’s financial aid budget was $906,983. The budget was decreased to $850,494 in 2004 and 2005, and then adjusted upwards through FY11 to $1,067,119 to generally reflect increases in tuition, fees, and the addition of the Student Health Benefits Plan (SHBP). To offset some of the costs related to tuition increases, summer tuition waivers were restricted to students taking professional development courses in our academic programs in college teaching and the full-time scholarship program was converted to a fellowship program for both master’s and doctoral students to enhance diversity and quality in our programs. The budget also includes the out-of-state differential for students in the NRESS program, who are grant funded. For FY13 the Graduate School’s financial aid budget was reduced by 35% to $646,176. This was on top of a cut of $70,943 in the FY12 budget process. These combined reductions amount to a 40% decrease in two years. The decisions about aid are made during the spring semester, and the decision to reduce the FY13 budget was too late in the process to be implemented. This 35% cut will continue for FY14 resulting in need to reduce or eliminate programs for the coming year. The Graduate Council has been informed and has expressed serious concerns about the magnitude of this cut and the message it sends to the community about the support for graduate education. Descriptions of each of the aid programs in the Graduate School are provided in Appendix K along with the projected impact of the 35% rescission. As graduate school aid is focused on rewarding excellence, diversity and professional development of students any decrease in central funding, particularly one of this magnitude is problematic and will in all likelihood not be matched by increases at the college level.

**Academic and Student Support**

The dean of the Graduate School is responsible for ensuring that all graduate students are held to a set of academic standards and practices that have been agreed upon by the Graduate Council and graduate faculty. The Graduate School oversees and monitors student progress toward their degree related to academic standards, transfer credits, petitions for exception to policy, time limits, degree certification, and student advising (both academic and personal). Cumulatively, over 650 records are reviewed each year, in addition to the 800+ graduation records that are processed annually. A summary of student initiated and or administrative actions taken by the Graduate School over the past 10 years can be found in Appendix L.

**Academic Standards:** The Graduate School upholds university academic and admissions standards and oversees all academic actions, i.e., suspensions, dismissals, degree status discontinued (DSD), leaves of absence (LOA), time limit violations, and appeals thereof. All changes to academic records must be approved at all levels (e.g., credit transfers, petitions for late add/ drop, special grade reports). At the conclusion of each semester the Graduate School performs a review of all active students to highlight poor academic performance. Students with grades below B-, and/or a GPA below 3.0 receive warning letters. The Graduate Council stipulates that graduate students receiving nine (some programs use six) or more credits of C+ or lower level work are dismissed from the Graduate School. Programs can also recommend dismissal if a student fails to make satisfactory academic progress in the program. This includes
course failures, two failed attempts to pass qualifying exams, or failing to meet the conditions or provisions as stated at the time of admission. Charges of academic misconduct are reviewed by the associate dean who conducts inquiries and adjudicates consequences.

**Petitions:** There are situations that occur in the lives of students that can adversely impact their academic success. If these situations arise, students can petition for an exception to academic policy. The associate dean adjudicates all petitions with input from all appropriate parties, (faculty member of record, student’s advisor, graduate coordinator, medical personnel, etc.) If it is determined that a student’s academic deficiencies were caused by a compelling non-academic reason, the Graduate School will work closely with the student and department to determine the course of action that is in the best interest of the student. The Graduate School review provides a necessary impartial layer to the petition process which is often necessary in difficult and heated situations.

**Students with Disabilities:** As is the case at the undergraduate level, the dean’s office ensures all parties understand the process to determine accommodations and then fully adhere to those that are called for. Students need to know they have the right not to disclose their disability, but that failure to register with Disability Services for Students (DSS) means they cannot receive accommodations. Faculty/ programs also need to provide students with accommodations, which have been adjudicated by DSS.

**Student Medical and Emotional Issues:** As is the trend nationally, the Graduate School is seeing an increase in the number of students identifying themselves as living with disabilities, mental health issues and exhibiting behavioral problems. When dealing with graduate students who are facing significant health crises (e.g., severe mental health issues, life threatening eating disorders, etc.) each case is unique. The Graduate School is not only concerned about the rights of the individual student at the time of the crisis, but must also manage the response to ensure that the good of the student body and university as a whole are considered. Multiple offices may be involved: Health Services, Counseling Services, Police, Behavioral Intervention Team, DSS, program faculty, Registrar’s Office, Business Services, Financial Aid, Housing, Dining, and OISS. The impact of multiple sets of federal laws must also be considered (ADA, FERPA, HIPPA, and Title IV).

With the support of the Graduate Council, and in keeping with the policies at the undergraduate level, we have a policy allowing for separation of a student who is failing to meet the professional, ethical, and behavioral expectations of the program. A department chairperson or graduate program coordinator, upon the recommendation of the appropriate faculty committee, may also recommend dismissal for a student who is failing to meet the expectations of the program or otherwise fails to act in ways that are consistent with the norms and standards of the profession or discipline. The associate dean of the Graduate School shall act on the faculty recommendation and inform the student and the graduate program coordinator or department chair of the action taken.

**Legal:** The dean’s office regularly communicates with university programs and offices, including University Counsel, regarding legal matters related to admission and student issues.
**Conflict Resolution:** The associate dean manages conflict between student and program/department on academic, policy, and/or personal issues.

**Student Employment Support:** Work with the Office of International Students and Scholars and Business Service Centers to provide a one-stop opportunity to complete employment paperwork prior to the start of school. Work with the parking office to issue parking passes to students who are on assistantships. Work with Human Resources to conduct background checks for all students on appointments, and conduct investigations when any negative issues emerge from the review.

**Programming:** The Graduate School sponsors between 65 and 70 programs annually to support the development of graduate students and create an inclusive community on both the Durham and Manchester campuses. Given our extremely limited budget we ensure that we maximize on campus resources, working with faculty, staff and a variety of on campus offices for their expertise.

- **Academic Support:** The Graduate School sponsors a mandatory orientation program for all new graduate assistants and fellows each semester. A welcome and overview of the university, its history, its mission and the role of the Graduate School along with the rights, rules and responsibilities of graduate assistants is presented by the graduate dean. The associate dean provides an overview of the various campus services that are available to graduate assistants in their roles as GA and student. Presentations are also made by the Registrar’s Office, Affirmative Action and Equity, Office of Sponsored Research, the Center for Excellence in Teaching and Learning, and the Graduate Student Senate. The Graduate School also provides a number of other workshops during the year, both on the Durham and Manchester campuses related to applying to graduate school, accelerated master’s programs, grant writing, and thesis and dissertation formatting. Special orientations are provided on the Manchester campus for adjunct faculty in the graduate programs.

- **Professional Development (Preparing Future Professionals – PFP):** UNH has been a national leader in the Preparing Future Faculty (PFF) and Responsible Conduct of Research (RCR), two of the identified Best Practice Initiatives of the Council of Graduate Schools. Grants were secured by the Graduate School to initiate these programs and we continue to be a resource to other universities. Students are surveyed each fall to determine which topics would be of interest. PFF and PFP workshops are free and open to all graduate students. They are generally conducted as one-time workshops, and often food is provided. Our PFF and PFP programs have a very consistent following with approximately 250 attendees per year. These workshops are made possible by collaboration with faculty, staff and programs on campus, including: The Research Office, The Office of National Fellowships, The Association for Women in Science, Paul College (Career Services), The Parker Media Lab, The Office of Sponsored Research, UNH Honors Program, The Leitzel Center, the University Advising & Career Center, and the MUB.

- **Graduate Research Conference:** The Graduate School hosts an annual graduate research conference (GRC) in cooperation with the Graduate Student Senate. The GRC provides an opportunity for students, faculty members, and the UNH community to learn about research from different colleges and departments and develop new ideas across
disciplines. More than 120 masters and Ph.D. students share their research with the UNH community. Three years ago the Graduate School assumed responsibility for the GRC. The event consists of a poster sessions and oral presentations, and provides an opportunity to thank our faculty who work so hard to support graduate research on campus. In keeping with our mission of promoting excellence in graduate education, the keynote speaker is the previous year’s Graduate Faculty Mentor award recipient. Awards are presented for outstanding TAs, research and scholarly activity and student fellowship recipients are highlighted. Over 150 students participate in the GRC. We work closely with the Undergraduate Research Conference (URC), sitting on the URC planning committee to ensure the events are mutually beneficial.

- Social Activities: Graduate student social activities are generally planned in conjunction with the Graduate Student Senate (GSS), and often with other departments on campus. Ongoing collaborations include Athletics, Campus Recreation, Counseling Center, OMSA, MUB, AWIS, Housing, Dining, Diversity Programs/Commissions. We also try to create family friendly activities for our on-campus, graduate residents. Given our budget constraints, we find programs that are already occurring and encourage graduate student participation by inviting students to a meal at Holloway Commons prior to or after the event. Over the past five years, our “Dinner and a Movie” social programs have had a 56% increase in participation.

- Post-Doctoral Support: Over the past several years the Graduate School has worked with the Research Office in reaching out to our post-doctoral community to improve cross campus communication and provide support and include post-docs in professional development and social programs as appropriate. These efforts are being well received and are critical to ensuring a well-rounded post-doc experience at UNH.

**Graduation**

**Degree Certification:** Graduate School staff, in conjunction with the faculty in each program/department, and the Registrar’s Office, perform a final audit and coordinate all aspects of certification of students to graduate. In order to be eligible for graduation, graduate students must have successfully completed all of their coursework as set forth by the program, passed their concluding experience, and have a cumulative GPA of at least 3.0.

All graduate student dissertation and theses committees are reviewed and approved by the associate dean. In addition, the Graduate School coordinates submission of theses and dissertations for formatting and binding, coordinates their submission to ProQuest for digital publication, collects the NORC Survey of Earned Doctorates from all graduating PhD students, and administers a graduating student survey. The Graduate School is working with the library and ProQuest to move to an electronic submission process and repository for all theses and dissertations by 2014.

**Completion Rates:** Completion rates for both master’s and doctoral students are very strong. Master’s students have an average completion rate of 83%. Doctoral students have a completion rate of approximately 55%. If, however, you add in doctoral students who left UNH with either a master’s or a PhD the completion rate increases to 68%.
According to the Survey of Earned Doctorates, the median time for UNH doctoral students who graduated in 2011 to complete their PhD program since starting graduate school is 8.7 years. This is the same figure as reported for high research activity institutions nationwide. This figure has been fairly constant over the past several years. UNH science and engineering graduates report a 7.2 year median time to degree, while non-science and engineering graduates report a median of 11 years.

**Commencement:** Graduate School staff is actively involved in all aspects of planning and implementation of hooding and commencement activities in both Durham and Manchester. For example, on the Friday before graduation, the Graduate School hosts a PhD luncheon for all PhD recipients and their dissertation chairs.

**Career Planning, Placement and Alumni Tracking**

Career planning, placement and alumni tracking have been receiving significant attention at the national level as legislators press for more accountability. Two reports from CGS and the Educational Testing Service (ETS), *The Path Forward: The Future of Graduate Education in the United States, 2010,* and *Pathways Through Graduate School and Into Careers, 2012,* both address preparing the next generation of innovators and experts in a wide range of fields as essential to America’s success in the 21st century. The 2010 Pathways Report argues that the nations’ future prosperity and ability to compete in the global economy depend on producing graduate degree holders prepared to address the challenges and opportunities of the 21st century. That report identified one major unmet need as the understanding of pathways through graduate school into the world of professional occupations outside of the academy. The second report, while addressing a variety of ways for graduate schools to help prepare and make graduates aware of the number of career options open to them, points to the need for universities to track career outcomes and job placement for graduate students. It also points out the need for universities to broaden the focus of graduate education to include development of professional skills, make connections for students between graduate education and career paths, as well as connections between graduate students and alumni.

As noted previously, our Preparing Future Professionals and Preparing Future Faculty programs have positioned UNH well in meeting this national priority. Both programs utilize alumni and professionals from within the academy and in the larger community as speakers. A number of our graduate programs provide strong connections with the business and professional community for students to gain experience and placement opportunities.

Doctoral graduates over the past 10 years have been quite successful in securing positions. Forty percent have taken faculty positions in higher education; 13% have taken positions in business and industry. Only 10% of the graduates were unknown. See Appendix M for additional data. Tracking of our masters alumni is challenging. Sixty percent of graduate program coordinators and administrative assistants see the Graduate School as taking on a more direct role in this endeavor.

The integration of the alumni database in BANNER with the student database, and efforts on the part of the alumni office, the Foundation, the Graduate School and the colleges should greatly
improve our ability to know where our graduates are located and what they are doing. There are nearly 27,000 living alums, including 10,500 living in NH.

**Department Survey**

As part of this self-study, a survey of graduate program coordinators (GPCs) and administrative assistants (AAs) in the graduate program offices was conducted. Results of the survey are included in Appendix N. Highlights from each survey include:

Graduate Program Coordinators (GPCs) and Administrative Assistants (AAs) rate Graduate School Support, Functions and Responsibilities as either "Important" or "Very Important"

1. The Graduate School’s role in academic standards
2. The Graduate School’s role in responding to behavioral and professional violations
3. The Graduate School’s role in coordination of services for students with mental health, disability and physical health issues
4. The Graduate School’s role in international students and applicant-based issues
5. The Graduate School’s role in managing conflict between student and program/department
6. The Graduate School’s role in managing admissions-related issues
7. The Graduate School’s role in TA/RA appointment issues
Responses to Specific Charges for the Review from the Provost

UNH offers a broad array of post-baccalaureate opportunities: masters and PhD degrees, professional programs, interdisciplinary programs, certificates, and professional development programs for graduate students, in modalities that range from face-to-face instruction both on and off campus, to hybrid models, to programs that are exclusively on-line. Programs also occupy different positions on a spectrum from purely professional, supporting career advancement in a given field, to purely academic, in which thesis-based research is the primary activity.

What is the optimal balance in responsibility for graduate programs between the Graduate School and the colleges? Does this differ for professional and academic degrees? Which functions should reside in which units? Are there baseline standards or best practices that should apply campus wide, and how should those be overseen and administered? For those programs that rely heavily on other administrative units (internal, such as eUNH, or external, like Academic Partners), what is the optimal and appropriate relationship between the Graduate School and those units?

• The current structure provides the optimal balance in responsibility for graduate programs between the Graduate School and the colleges.
• Graduate education at UNH is a faculty driven process. Base-line standards and policies related to all graduate programs are developed by the graduate faculty and administered through the Graduate Council and Graduate School. It is expected that each program, academic or professional, will have its own standards for excellence. In addition the Graduate School’s role is to ensure that both the university-wide and program-specific standards as articulated and approved by each program’s faculty are maintained.
• The administration between academic and professional programs does not differ with the Graduate School providing the central oversight and quality control and the individual program standards.
• The administration of graduate programs is a collaborative effort between the academic program, the college dean, the Graduate School and administrative offices at the university. Whether graduate programs are delivered face to face, on-line, during the summer or in J-term, in Durham, Manchester, or Concord, is irrelevant.
• In preparation for the self-study process, a survey of graduate program coordinators and administrative assistants was conducted. The survey results indicated strong support for maintaining the current organizational structure.
• At an institution where resources are scarce, centralized operations of the services that the Graduate School provides are both cost effective and efficient. Decentralizing activities to the colleges from admissions through student support would add significant costs to academic units. This position is supported by a CGS-published study estimating the implications of decentralizing the administration of graduate education at a university.3 The study concludes that significant financial costs would result should the university eliminate the graduate school and distribute its functions to other support units. In

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3 CGS, CGS Communicator (June 2011)
addition, the study notes that the number of grievances and legal challenges would likely increase as the different programs would apply the policies in an inconsistent manner.

- UNH follows CGS recommendations and best practices for graduate education noted previously and is administratively structured similar to universities across the country. Graduate education, be it research or professionally focused, is designed to prepare future leaders, and graduate programs must have a common set of standards and expectations that are most effectively administered by a central graduate school with a dean who has the responsibility and authority to ensure program quality across the campus.

- The relationship of graduate education and research administration varies among CGS member institutions. Clearly, the two are intertwined, particularly at the doctoral level and should be supportive of each other. At some institutions the units are combined and at others they are separate. A review of current titles of the 518 US members of CGS indicates that the title “Dean” is the most common title for the chief academic officer for graduate education at 222 member institutions. Another 155 have titles varying from Assistant or Associate Provost, Vice-President, or Vice-Chancellor for Graduate Education. Ninety-nine institutions have a combined position for the chief academic officer for graduate education and the chief research officer.

- As noted by CGS, no two schools are alike and what is most important is that the chief academic officer for graduate education plays a critical role at the university. The current structure of graduate education at UNH provides the optimal balance between the Graduate School, the colleges, and the Research Office. This structure has been reviewed and supported by previous university wide reports including the 1992 Report on Graduate Education as well as the 2008 Blue Ribbon Task Force on Research.

- A review of our university comparators provides the following titles and reporting structures for the chief academic officer for graduate education:
  - Rutgers – Dean of the Graduate School reports to the Academic Vice President
  - SUNY Buffalo – Vice Provost for Graduate Education/Dean of the Graduate School reports to the Senior Vice-President/Provost
  - University of Connecticut – Vice Provost for Graduate Education/Dean of the Graduate School reports to the Provost
  - University of Delaware – Vice Provost for Graduate and Professional Education reports to the Provost
  - University of Massachusetts – Dean of the Graduate School reports to the Provost/Senior Vice Chancellor for Academic Affairs
  - University of Maine – Dean/Associate Provost for Graduate Studies reports to the Vice President for Academic Affairs
  - University of Rhode Island – Dean of the Graduate School reports to the Provost/Vice President for Academic Affairs
  - University of Vermont – Vice President for Research/Dean of the Graduate Studies reports to the Senior Vice President/Provost

- Graduate admission at UNH is a faculty driven process as faculty and admission committees control the admission decisions and program standards. The graduate faculty through the Graduate Council set the general admission standards for all programs (transcripts, letters of recommendation, personal statements, and residency statements). Programs determine the appropriateness of standardized tests and other items such as certifications and interviews that may be required. The role of the Graduate School in the
admissions process is to process applications, review academic documents for accuracy and legitimacy, hold programs to their own requirements, communicate official decisions to applicants and provide a smooth transition of electronic records in the BANNER student system. There are no minimum GPAs or test scores but the Graduate School does monitor academic records of applicants to ensure quality and equity in the admissions process. The move to a paperless admissions system has enhanced both the efficiency and the effectiveness of the admissions process as evidenced by the responses from program coordinator and administrative assistant surveys. While there are still a few concerns expressed at the program level, the turnaround time and responsiveness to program and applicant inquiries has greatly improved. The Graduate School staff has been particularly responsive to programmatic requests for reports and data needs, as well as suggested improvements to the process.

- Likewise, once students enroll, the Graduate School works with students and programs to ensure that standards are maintained and degree requirements fulfilled. As noted in the self-study document there are numerous touch points along the way in a graduate student’s career where the student, the program, and the Graduate School intersect. Again, the Graduate School’s role is to work with students and programs to ensure success of the student or move the student out of the university as appropriate. Maintaining quality and consistency across all programs is essential.

- The Graduate School works collaboratively with offices across campus in support of graduate students and faculty. Beyond the academic programs and college deans’ offices, the staff works with administrative units across the campus including OISS, financial aid, registrar, business services, health services, counseling, affirmative action and equity, recreation, housing, police and legal counsel to ensure a seamless and consistent response to issues that may arise. The needs of graduate students are often different from those of traditional undergraduate students. Therefore, it is particularly important and effective to have an office which is dedicated to graduate student needs.

Program Quality: Program Development, Implementation, and Review

Nation-wide, higher education faces increased scrutiny on student outcomes and increased pressure on finances. The University needs to be able to determine and demonstrate the value and quality of our graduate programs.

**What is the right balance between colleges and the Graduate School in terms of responsibility for program development, approval for graduate programs?**

- Responsibility for the development of new programs is shared between the Graduate School and the colleges. The mission of the Graduate School is to provide innovative, responsive and accessible master’s, doctoral and certificate programs of the highest quality in line with the university’s strategic plan. Graduate degree programs are designed to give students a mastery of a complex field of study or professional area. The graduate dean supports and works with program faculty in the development of new programs that build upon the strengths of the faculty and facilitates their review and approval through the Graduate Council and graduate faculty. The Graduate School has clear guidelines for the approval of new, modified, or deleted graduate programs which
were updated in August 2012 to reflect the delegation of authority for approval or deletion of academic programs to the UNH President by the Board of Trustees. [http://www.gradschool.unh.edu/pdf/pol_new_prog_approve.pdf](http://www.gradschool.unh.edu/pdf/pol_new_prog_approve.pdf). Separate guidelines for certificate programs are at [http://www.gradschool.unh.edu/pdf/pol_certificate.pdf](http://www.gradschool.unh.edu/pdf/pol_certificate.pdf).

Are the current guidelines and procedures for program creation and implementation effective and efficient relative to schools and colleges needs for flexibility, speed to market, and responsiveness to multiple constituencies?

- As noted above, the current guidelines for the approval of new, modified or deleted programs were updated in 2012. Keeping the approval of academic programs on the campus and informing USNH has already the effect of greatly reducing the time from presenting a proposal for a new program to its final approval. The most recent program approval (Doctor of Nursing Practice) took less than 12 months from proposal to implementation, including an external review which is required of all new programs. While new programs require graduate faculty approval, options, name changes and program modification require only Graduate Council approval and notification to the graduate faculty. Certificate programs are approved by the Master’s Committee with notification to the Graduate Council. The Graduate Council meets monthly during the academic year and the standing committees meet as required. External review committees for new programs or with program reviews routinely comment on the short turnaround time for new programs at UNH even prior to the recent changes.

Are there program development and approval functions that should be delegated to the colleges?

- The current process for approval of new, modified or deleted programs is both efficient and effective, particularly with the delegation of academic authority to the campus by the System. Program development, initial review and approval begin at the college level. Review by the Graduate School to ensure compliance with Graduate School policies and provide guidance to programs developing new programs generally occur simultaneously with the college reviews. Final approval cannot occur until after college panels have provided their approval. The most challenging reviews tend to be related to interdisciplinary, cross-college programs which require multiple lines of approval. One solution could be for college panels to delegate the review and approval to the Graduate School, provided the college deans endorsed the proposals, particularly for certificate programs. Financial issues are often central to the discussions related to interdisciplinary cross-college programs. These are important considerations but may be most appropriately left to the deans to negotiate.

Does the existing Graduate Council structure provide the best mechanism for faculty input to the process? If so, is the current membership structure appropriate?

- UNH has a strong tradition of faculty governance. The Graduate Council provides a central role for graduate faculty in all aspects of the work of the Graduate School.
The Graduate Council, an elected standing committee of the graduate faculty, advises the dean and the faculty on matters related to policies and procedures concerning graduate education at the university, which includes oversight of curricular development and program reviews. The Graduate Council consists of the dean of the Graduate School, as chairperson; the associate dean of the Graduate School; four graduate students chosen in a manner determined by the Graduate Student Senate; and twelve members of the graduate faculty. The twelve faculty members of the Graduate Council are selected by a general election in which all graduate faculty members are eligible to participate. A member of the UNH Law School faculty also sits on the Council as a participating observer. Any member of the graduate faculty (tenure, research, clinical and extension track) is eligible to be a member of the Graduate Council. Districting is reviewed periodically to insure a relatively balanced membership across all graduate programs.

It would appear from the survey of graduate program coordinators which was conducted as part of this self-study, that communication between council members and their districts is limited. In an effort to improve communication an electronic communication from the Graduate School Dean’s Office to the graduate programs following each meeting is in order and will commence in fall 2013.

The Graduate Council is only governance body on campus to include both faculty and students in its membership and serves the graduate community well.

The by-laws were reviewed and updated last year.

Do the current program review guidelines provide deans with the information they need to make strategic decision about program development and support?

- Revised program review guidelines which consolidate graduate and undergraduate guidelines as well as confirm a ten-year cycle with a five-year update are being reviewed by the college deans, the Graduate Council and Provost’s Office. These guidelines will be adopted prior to the end of the current academic year. Once approved, these program review guidelines will provide deans with the information they need to make strategic decisions about program development and support. See [http://www.gradschool.unh.edu/pdf/pol_program_review_draft.pdf](http://www.gradschool.unh.edu/pdf/pol_program_review_draft.pdf).

What are the internal and external metrics and benchmarks the University should use to measure the quality and viability of graduate programs?

- Metrics for measuring quality of programs include admission and student data (number of applications received, admitted and enrolled; undergraduate GPAs; test scores; graduate GPAs; program completion and attrition rates; post-graduate education and employment) and faculty productivity (research and scholarship, publications, grants, honors and awards)
- External measures such as those employed by companies including Academic Analytics can be helpful to measure the quality of academic programs. UNH now has four years of data from Academic Analytics which can be used to benchmark programs over time as they provide national comparative data of programs based on faculty productivity.
- Programs are asked to identify comparators and aspirants as part of the program review process.
The external review, which is required in the approval process for new programs as well as program review, provides a valuable assessment of the quality of our programs. 

**What are the best practices for scheduling and structuring program reviews, and ensuring action on recommendations by review teams, and how should they be implemented here at UNH?**

- Program review is a shared process among the Graduate School, the college dean, and the Provost’s Office. Programs are identified by the college dean to develop self-studies for the coming year. With the new program review guidelines, and the five-year update, reviews will be more regularized. The first round of reviews will be completed by the end of the 2013-2014 academic year. The schedule for program reviews is maintained by the Office of Institutional Research and Assessment.
- In some cases, program review may be best accomplished if department clusters are scheduled to develop self-studies concurrently.
- The graduate dean and the college dean jointly select reviewers in conversation with the program faculty. In reviews that include graduate programs, the Graduate Dean invites the review team, and the staff coordinates the arrangements for the visit with the program and the department. The final report of the external team is sent to both deans.
- Implementation of recommendations from program review, which are either part of the program enhancement plan or separate recommendations from external teams, is a shared responsibility. For programmatic issues the graduate dean works with the program faculty to review and implement changes that may be warranted. For matters that have financial implications, the college dean takes the lead. This model works well.
- Round two of the program review process, as well as the five-year updates, will provide baseline data and action steps for which to measure program quality.

**How can we better articulate and promote the synergy among graduate education, the research mission, and individual programs?**

- The Graduate School and the Research Office work closely on a variety of issues including Responsible Conduct of Research (RCR), workshops related to funding and grant writing, and workshops directed at post-docs.
- A continuing challenge is providing incentives to PIs to fund graduate students on grants. In spite of increased external dollars coming into the university and increased doctoral enrollments, the number of RAs has remained flat over the past 10 years. As noted below incentives for inclusion of graduate students on grants need to be created.

**Quality of Life and Work**

UNH currently enrolls approximately 2200 post-baccalaureate degree students. Eight hundred are on some form of merit-based support, including 600 on assistantships. The following questions are relevant.

*Given limited resources, how should the Graduate School balance its responsibilities between the needs of students for counseling and support, the need to provide substantial review of...*
programs, and the need to expedite development and implementation of new programs? What policies and practices should govern our relationships with graduate students and to what extent are they different from those with undergraduate students?

- Graduate School leadership for student life issues falls under the associate dean, while the leadership for program review and program development falls under the dean’s role as discussed above. In both cases the key aspect of the Graduate School’s effort is to provide leadership and intercession to ensure that the specific work is undertaken by the appropriate parties, and serve in an oversight or management role.
- The Graduate School is responsible for the overall academic integrity of graduate studies on campus. Policies and procedures that pertain to academic integrity often overlap with multiple offices including financial aid, human resources, business office, registrar, student housing, parking, MUB, health services, counseling services, OISS, sponsored research, recreation, etc. Although none of these are, or should be, the direct responsibility of the Graduate School, it is the Graduate School’s responsibility to work with these offices to see that graduate students are being served appropriately. These relationships also ensure that all federal laws are taken into account when handling situations involving graduate students, e.g., FERPA, Title IV, ADA, visa issues.
- The policies and practices governing our relationships with graduate students stem from our role as the primary advocate for graduate student issues. On a campus where the predominant population is undergraduate, having an office that graduate students, faculty or administrative units can contact when issues related to graduate students and graduate education arise, is both efficient and effective even when policies and practices are similar.
- When working with students who are dealing with personal, family, medical and psychological issues, the Graduate School provides the connective tissue to ensure that the overall picture is handled correctly. Graduate student issues are often very different from undergraduate issues (work/life balance, i.e., more children, family, medical, aging parents) or the issue might have much broader implications (major issues with advisor/academic work, visa issues). The Graduate School works closely with all parties to allow the student to have as much of a seamless experience as possible.

What can the Graduate School and the colleges do to further develop appropriate extramural opportunities, student professional development, and placement? What forms of professional development, including teacher training, scholarly ethics, career development, professional communication, and TA support, should we offer to all graduate students, and where can we collaborate to achieve economies of scale and consistency?

- Under the umbrella of the Preparing Future Professional programs, the Graduate School conducts a variety of workshops focused on career planning and careers outside of the academy.
- As noted in the self-study, the Graduate School has been a national leader in several areas of Preparing Future Professionals, Preparing Future Faculty, and Responsible Conduct of Research. The Graduate School provides multiple programs to augment the student’s academic experience. The Graduate School has a limited programming budget and
constantly draws from the expertise of faculty and staff colleagues from across campus to offer over 60 workshops annually.

- There is a lack of agreement on the question of what role the Graduate School ought to play in the TA training beyond the mandatory orientation program. While one college (COLSA) and several doctoral programs (Psychology, History, and English for example) view TA training as a part of the graduate program, 23 out of 36 respondents to the program coordinator survey provide nothing beyond the general orientation program, which is not TA training per se. At the same time only 7 out of 34 responded that the Graduate School should provide a TA training program.
- Academic programs in college teaching as well as workshops offered by the Center for Excellence in Teaching and Learning are viewed by several coordinators as providing training opportunities.
- Optional workshops beyond the mandatory orientation program are a feasible alternative to a full TA training program at this time. Such workshops, sponsored by the Graduate School in cooperation with the Center for Teaching and Learning and faculty development efforts need to be developed.
- The Graduate School is exploring specific training for international TAs related to academic culture in the U.S., pedagogy, and classroom management.
- Scholarly ethics are core to a graduate education. As noted previously, the Graduate School took a leading role in securing RCR funding and making RCR training a requirement of all entering doctoral students. The Graduate School works closely with the Research Office and the Committee on Scholarly Integrity to provide training for students and post-docs.

**How are TA- and RA-ships allocated, and what are the obligations of faculty towards their RAs and TAs? Is there need for policies to insure consistency and a quality experience? Can we and should we assure summer support for all students on assistantships, and adequate support in particular for international students?**

- The Graduate School establishes policies for all students on appointment and monitors appointments to ensure that students are treated equitably.
- TA- and RA-ships are funded and allocated by the colleges/research unit. The Graduate School does not currently have a role in this process.
- The base levels of academic year support are determined centrally, on the recommendation of the graduate dean after consultation with the Graduate Council and the college deans. Programs can pay their students more than the base stipend to be competitive. In reality however, the base is also the ceiling in most cases.
- The nature of the working assignment varies from program to program as is appropriate given the wide variety of educational opportunities across the campus.
- Graduate appointments are directly related to the educational experience of the student. As such, the faculty mentors RAs and TAs in the labs and in the classroom to ensure the highest quality experience for the graduate student and the undergraduate students for whom they are responsible. In addition to the support of the teaching and research missions of the university, these appointments are critical component of the graduate student experience. For master’s students, these experiences may provide the education and professional development which can be the difference for receiving funding in a
doctoral program or getting a job. For doctoral students such training is a key component of their programs.

- Graduate program coordinators report that TAs assist with grading, assist with teaching, teach lab sessions, teach recitations, teach with faculty supervision, and teach their own courses. One program reported that TAs assist with research.
- Approximately 100 courses are offered in any given semester where the TA is the instructor of record.
- There have been ongoing calls for 12 month support for students on assistantships to attract a strong cohort of students as well as shorten time to degree in programs in the social sciences and humanities. However, guaranteeing summer support in all programs has the potential of reducing the number of assistantships and thus overall enrollments. The data show that we currently have approximately 400 students on summer support, mostly in COLSA and CEPS. While the Graduate School strongly supports 12 month funding, mandating summer support runs counter to the current philosophy of decentralized decision making regarding the number and placement of TAs and RAs.
- 12-month support is essential for international students who must show that they have adequate resources to attend the university either through their own funds or with university support during their first year of attendance as these students cannot work off-campus. Generally speaking our international students are already the most highly funded students on campus with approximately 80% receiving assistantship support compared to 31% of students overall. Programs need to understand the implications of bringing international students here without adequate funding.

**What are the barriers to funding RAs and how might these be mitigated?**

- Ongoing concerns have been raised regarding the significant financial disincentives to hiring an RA. Last year, the UNH Research Development Working Group (RDWG) out of the Research Office concluded that UNH needs to decrease the financial and time/effort barriers to supporting graduate students. The groups offered proposals:
  - Waive or decrease tuition charges if grad student is supported by external funding, regardless of sponsor type, encourage faculty members to hire additional grad students (whose salaries will be accompanied by F&A revenues) to help offset the loss of tuition revenue to the college.
  - Provide more research assistantships (vs. teaching assistantships) to allow grad students to devote more time to research.
- A task force reporting to the Dean of the Graduate School and the Senior Vice-Provost for Research should be appointed to make a specific recommendation to incentivize PIs for adding graduate students on grants. The report should be completed by December 2013.

**What is the impact of the 35% cut to Graduate School Financial Aid (added question)?**

- As noted in the self-study, Graduate School financial aid is focused on rewarding excellence, diversity and professional development of students. Any decrease in central funding, particularly a 35% rescission is problematic. Such cuts run counter to the desire on the part of the university to enhance graduate education. The Graduate Council
unanimously passed a resolution expressing concern over the cuts requests that any
decision about the priority of particular financial aid programs and their level of funding
await the conclusions of the self-study process.

• Restoring funding to support excellence, diversity and professional development for
  graduate education is a high priority. The priority for restoring funding is: 1) Dissertation
  Year Fellowships; 2) Graduate Fellowships; 3) Summer TA Fellowships; 4) Scholarships
  for part-time students; 5) Graduate Scholarships and 6) Tuition waivers for university
  initiatives. As noted the move of out of state waivers for NRESS students from the
  Graduate School Budget to the NRESS account should be permanent with the
  understanding that such a move does not reduce the operating budget for NRESS.

• An ad-hoc committee of faculty and students representing the Graduate Council, the
  Graduate Student Senate, the Dissertation Fellowship Committee, the Summer TA
  Fellowship Committee and the Graduate School Scholarship Committee will be
  appointed this spring with a charge of reviewing the overall graduate financial aid
  programs and making recommendation by the end of the fall semester on priorities for
  funding and any changes in these programs. It is noted that this committee will be
  convened whether or not funding is restored.

Marketing and External Relations:

The quality of our graduate programs depends to a large extent on our ability to attract the best
students. The following questions are relevant.

What differentiates UNH from other institutions, collectively, and by field?

• As the state’s public research university, UNH is distinguished by its commitment to high
  quality undergraduate instruction, select excellence in graduate education, relatively
  small size, a strong sense of responsibility, a commitment to serving the public good and
  our emergence as a significant research institution. As one of the few land-, sea-, and
  space-grant institutions in the country, UNH provides students a unique educational
  opportunity that weaves together the vision of a New England liberal arts college with the
  breadth, spirit of discovery, and civic commitment of a public university. The Graduate
  School is what distinguishes the university from liberal arts colleges throughout New
  England and our relatively small size differentiates us from the large research universities
  across the country. This places us in a unique class of institutions where we are
  conducting world class research and at the same time our courses are taught by our
  faculty. UNH has a distinguished reputation for providing a quality education where our
  graduate and undergraduate students work with our faculty in our classrooms,
  laboratories, field sites, studios, libraries and on-line as we strive to improve the lives of
  people in New Hampshire, the nation and the world. Many of our doctoral programs are
  world class and many of our graduates take on leadership roles in our state.

• Graduate education at UNH prepares the next generation of leaders with the advanced
  knowledge and skills that form the springboard for intellectual leadership in today’s
  global knowledge economy. From certificate programs and professional masters
  programs to the most advanced doctoral degrees, graduate study at UNH is the catalyst
for maintaining the state’s highly prized quality of life. Over 10,450 of the over 26,500 living graduate alums call NH their home.

**What is the best way for UNH to market its graduate programs? What marketing should be left to departments and what can be done centrally? Does this differ among professional and academic programs?**

- Graduate programs, particularly master’s programs need to be promoted given the increased competition in the local and regional market. Included in such efforts is a need for marketing research to assist the university in insuring that we are preparing graduates for the 21st century. On the other hand, doctoral education continues to rely on traditional measures of program and faculty quality. A strong web presence is required to best market all programs. However, marketing alone is not enough. In order to attract the brightest and best students (particularly into doctoral programs which are central to the mission of a research university), competitive financial aid packages and funding to bring recruits to campus for visits is necessary.

- Centralized marketing for graduate programs is an efficient strategy that needs to be adequately funded and supported to be effective. Such efforts must be tied into the larger university promotional activities in terms of identifying UNH as a research university committed to undergraduate education and select graduate programs. UNH has a niche market that needs to be capitalized on. Given that a recent survey of graduate program coordinators indicated that 82% of responding programs do not have a marketing budget, there may well be a need for some type of centralized marketing budget. Fifty-three percent of graduate program coordinators indicated support of this concept, with a variety of responses within both the professional and academic programs. Subsequently, the question of differentiation in marketing among professional and academic programs needs to be further explored.

- Marketing of credit, non-credit, summer session and on-line courses as a bundled effort should also be considered. These programs all target a working professional clientele who are looking for advanced education and training at all levels of the university.

- At the moment international applications are strong. However, as UNH continues to further internationalize the campus, additional marketing resources will be required to attract the best and brightest students, as will adequate financial support. Navitas may also provide opportunities for a pre-master’s program in select fields, such as engineering and business and conversations have begun.

**To what extent do our levels of assistantship support inhibit recruitment of graduate students and is there sufficient flexibility to allow competitive offers by well-funded programs?**

- Graduate student support is a critical factor in determining who enrolls in our graduate programs. Assistantships, scholarships and some fellowships are awarded by the colleges or research units. In the fall of 2006 the dean appointed an ad-hoc committee of faculty, administrators and students to review issues surrounding compensation packages and recommend changes to ensure UNH is competitive in our ability to attract the best and brightest graduate students. Specific recommendations from that committee included a commitment by the university to provide a level of compensation that is competitive
regionally; a student health benefit/insurance and broad summer support. The committee also noted that the availability and costs of graduate housing should be provided in a manner that is consistent with fostering the goals of the University’s Academic Plan, and a rational level of proportionality should be maintained between housing rates and graduate student stipends. The committee further noted that graduate student stipends and housing rates should recognize the income constraints faced by international students.

- Progress on several of these items has been made. First, the Student Health Benefits Plan (SHBP) is provided to all students on assistantships. Second, annual stipend increases have been provided with the exception of the 2012-2013 academic year. Unfortunately, even with these increases, UNH ranks seventh out of the nine university comparators. This impacts our recruitment efforts, as evidenced by the 62% of graduate program coordinators who indicated in the survey that UNH’s assistantship levels are insufficient to recruit graduate students.

What is the Graduate School’s and University’s role in helping to develop pathways for our graduate students into careers, and how might we improve our ability to do this?

- Career planning, placement and alumni tracking have been receiving significant attention at the national level as legislators press for more accountability. Two reports from CGS and the Educational Testing Service (ETS), *The Path Forward: The Future of Graduate Education in the United States, 2010*, and *Pathways Through Graduate School and Into Careers, 2012*, address preparing the next generation of innovators and experts in a wide range of fields as essential to America’s success in the 21st century. The 2010 Pathways Report argues that the nation’s future prosperity and ability to compete in the global economy depends on producing graduate degree holders prepared to address the challenges and opportunities of the 21st century. That report identified that one major unmet need was the understanding of pathways through graduate school into the world of professional occupations outside of the academy. The 2012 report, addresses a variety of ways for graduate schools to help prepare and make graduates aware of the number of career options open to them, points to the need for universities to track career outcomes and job placement for graduate students. It addresses the need for universities to broaden the focus of graduate education to include development of professional skills and make connections for students between graduate education and career paths as well as connections between graduate students and alumni.

- As noted previously, our Preparing Future Professionals and Preparing Future Faculty programs have positioned UNH well in meeting this national priority. Both programs utilize alumni and professionals from within the academy and in the larger community as speakers.

- While 21 out of 38 programs report that career planning is offered at the program level, more resources are needed to give attention to career planning and relationship development with potential employers. One major concern is that career services outside of the Paul College are almost exclusively focused on undergraduates. As a result, Paul College and most recently CEPS have created their own career services programs. The university needs to devote more resources to career planning efforts for all graduate
students in this economic climate, either at the university level, within the Graduate School or within each of the colleges.

- The Graduate School has increased the number of programs that deal with career preparation, e.g., interview skills, the campus job talk, resume and cover letter writing sessions along with tips on how to utilize on-line data bases in one’s job search. Other workshops include using professional networks such as AWIS to provide insights into job opportunities outside of the academy.

**What is the appropriate role for the Graduate School to play in the advancement mission of the university, including tracking and maintaining contacts with graduates?**

- As noted in the survey of graduate coordinators and administrative assistants, 60% of the respondents see the Graduate School as taking on a more direct role in the tracking and maintaining of contact with alumni. Relative to this task, the Graduate School is seeking deeper coordination and engagement with relevant UNH offices, including the Alumni Center and Editorial and Creative Services. For example, the integration of the alumni data base in BANNER with the student data base and increasingly collaborative efforts on the part of the Alumni Office, the Foundation, the Graduate School and the colleges should greatly improve our ability to know where our graduates are and what they are doing.

- In addition, the Graduate School is working to improve our ability to inform the public about the accomplishments of our graduate students and opportunities at UNH through closer alignment with appropriate UNH offices, including Editorial and Creative Services. The Graduate School has created a variety of items for publication showcasing our graduates and has worked with ECS to develop numerous news stories on our alumni accomplishments. We are also enhancing our use of social media tools, including Facebook and LinkedIn, as a mechanism for announcing opportunities and graduate education-related news, events and accomplishments.

- Advancement support for graduate education, in terms of student fellowships and scholarships, research support, travel grants and naming opportunities (Graduate Research Conference) should include the Graduate School initiatives on their own merits as well as support for graduate education as part of the individual college initiatives. Nationally fund raising among graduate deans is seen as part of the same portfolio as it is for college deans. This year the landscape of fund raising was assigned to the associate dean as part of her own professional development and to pave the way for more direct involvement by the Graduate School in fund raising activities.

- The national trend is to develop stronger networks with alumni/ae. The Advancement Office is willing to work with us to develop such a network. The Graduate School recognizes that there would be multiple benefits to having stronger alumni/ae networks, e.g., relationships could lead to career pathways, valuable expertise via mentoring opportunities, and budget support through donations. However, at this time our staffing constraints preclude us from pursuing these opportunities.
Appendix A: Organizational Chart

GRADUATE SCHOOL

Dean
Harry Richards

Graduate Assistants

Associate Dean
Carl Moorhead

Senior Administrative Assistant
Sharon Andrews

Admissions/Records
Academic Counselor II
Dovev Levine

MIS
IT Specialist III
Jonathan Adams

GSMC
Educational Program Coordinator II
Candice Brown

Development Policy and Practice
Program Chair
Michael Swack

McNair Program
Director
Vacant

PDT
Program Coordinator
Karina Drumheller
(75% hourly)

MIS
Senior Information Support Assistant
Rachael Gonzalez

GSMC/PDT
Administrative Assistant II
Jillian Landry

Environmental Education
Program Chair
Eleanor Abrams

PDT
Program Coordinator
Marisa Wegener
(hourly)

Admissions
Academic/Student Services Assistant
Danelle Olsen

Admissions
Academic/Student Services Assistant
Beth Gilkey

MIS
Senior Information Support Assistant
Rachael Gonzalez

GSMC/PDT
Administrative Assistant II
Jillian Landry

Environmental Education
Program Chair
Eleanor Abrams

McNair Program
Academic Career Counselor
Tammy Gewehr

McNair Program
Program Support Assistant
Helen Lonek

McNair Program
Program Support Assistant
Helen Lonek

Records
Academic/Student Services Assistant
Laurie Witham

GSMC/UNHM/EDUC
Administrative Assistant II
Donna Laferriere

Geospatial Science Program Chair
Michael Palace

NRESS
Program Chair
Serita Frey

Program Coordinator
Jennifer Bourgeois
(75%)

PDT
Director of Marketing
Linda Conti
(75% hourly)

PDT
Publicity Assistant
Barbara Lehoullier
(75%)

PDT
Administrative Assistant
Angelique Horton
(Hourly Fease)

PDT
Administrative Assistant
Claire Guilmette
(Hourly Durham)

*Graduate School Manchester Campus
**Professional Development & Training

03/26/2013
Appendix B: Policy and Program Development

2002-2003  Established three tiered stipend levels for graduate assistants
2003-2004  Established student (TA and Scholarly activity) and faculty (mentor) awards
2004-2005  Reviewed policies related to awarding graduate credit for graduate students enrolled in courses that also enroll undergraduate students and reinstated policy to not award graduate credit when freshmen and sophomores are enrolled in such courses; developed in cooperation with the Dean’s Council a new publication policy for courses on the web and in catalogs which includes a sunset provision for courses not taught in five years; developed a new policy for participation in commencement exercises for master’s and CAGS students.
2005-2006  Negotiated an agreement with Health Services to allow graduate assistants and fellows to be able to purchase the health plan currently available to international students as part of the benefit of being a GA/fellow for 2006-2007
2006-2007  Collaborated with the VP for Research to conduct a Competition to Enhance Graduate Education; accepted Ad-hoc Committee Report on Graduate Student Compensation; accepted the Ad-hoc Committee Report on Indian Three Year Degrees; initiated a review of concluding experiences for master’s degrees; reviewed a proposal to move doctoral research to a credit hour system. The Graduate Council concluded that the existing system, “0” credits for doctoral research was appropriate and that individual programs had the flexibility to add credit based research courses to the curriculum, as necessary.
2007-2008  Established policies related to dual degrees; confirmed policy that doctoral students are required to take all qualifying exams at UNH (exams completed at other universities are not acceptable); confirmed that three letters are required with all applications for admission (85% of programs supported).
2008-2009  Approved a policy that requires a concluding/integrative experience for all master’s students; revised academic standards for students enrolled under early admission; eliminated policy that C+ grades could fulfill degree requirements; approved a proposal to allow dissertation defenses to occur without all members physically present.
2009-2010  Approved revisions to Graduate Certificate Guidelines; approved guidelines for partnership arrangements with other universities; approved revisions to the policy on administrative separation and procedures for readmission; approved revisions to the policy and appeals for student dismissed for failure to make satisfactory progress, or for professional, ethical or behavioral misconduct.
2010-2011  Approved a proposal to require all entering doctoral students to complete training in the Responsible Conduct of Research; approved a proposal to change the name of early admission to accelerated masters.
2011-2012  Approved an “Exceptions to Standard Admission” policy to allow review of applications from applicants without a baccalaureate degree.
Appendix C: New Programs Approved

2003-2004  MA in Justice Studies; MS Direct-Entry Nursing
2004-2005  Option in Chemistry Education in PhD program in Chemistry; Name change MA option in Music History to Music Studies; PhD in Literacy and Schooling to merge with the PhD in Education
2006-2007  MFA in Writing
2007-2008  Integrated Dual Degree MSW/MS degree program in Social Work and Kinesiology
2009-2010  MS in Natural Resources option in Integrated Coastal Ecosystem Science, Policy and Management; MA in Development Policy and Practice; PhD in Applied Mathematics; Education Specialist degree to replace the Certificate of Advanced Graduate Study.
2010-2011  MS in Information Technology at UNHM; Dual JD/MBA program; exchange program with UNH School of Law for graduate students to take courses at the Law School and vice versa as part of their degree program for no additional cost to the student.
2011-2012  Dual MSW/JD degree; Intent to Submit proposals for a PhD in Marine Biology, and a PhD in Molecular and Evolutionary Systems Biology; change the names of options in the MS program in Natural Resources from Water Resource Management to Soil and Water Resource Management, from Wildlife to Wildlife and Conversation Biology, and the addition of an option in Environmental Economics; reinstate and move the option in Oceanography in NRESS to a major in Earth Sciences and to elevate the option at the master’s level to a major.
2012-2013  Doctor of Nursing Practice (DNP); option in Adult Neurogenic Communication Disorders; Master of Engineering (MEng) in Chemical, Civil, Electrical and Mechanical Engineering (non-thesis options); PhD in Statistics.

Appendix D: Programs Suspended or Terminated

2004-2005  Suspended admission to the Master of Adult and Occupational Education
2005-2006  Terminated the Master of Adult and Occupational education program; suspended admission to the MA program in Counseling in Manchester; suspended admission to the option in Health Administration in the MBA program
2007-2008  Terminated Adult Nurse Practitioner track in Nursing; suspended admission to Family Nurse Practitioner track in Nursing; suspended admission to the History of Psychology track in Psychology (post program review)
2008-2009  Terminated option in Soil Science in the MS program in Natural Resources
2009-2010  Suspended admission to the MA program in Counseling; terminated the MAT program in Elementary Education
2011-2012  Suspended admissions to the MST program in College Teaching, to the MED program in Reading, and to the MED program in Educational Administration
20012-2013  Suspended admission to the MS program in Management of Technology
Appendix E: Program Reviews Completed, in Process and Scheduled

2002-2003  History
2003-2004  Social Work and Nursing
2004-2005  Political Science and Public Administration
2005-2006  Occupational Therapy
2006-2007  Participated in review for EOS and supported proposal for EOS to become the first University Institute
2006-2007  Sociology, Physics
2007-2008  Earth Sciences, Electrical Engineering, Family Studies and Materials Science
2008-2009  Psychology and Spanish
2009-2010  Chemical Engineering
2010-2011  Tabled review of Education pending a restructuring of the department
2011-2012  Internal review of the academic programs in college teaching
2012-2013  Kinesiology; conducted an external review of Civil Engineering; accepted self-studies for MFA in Painting, Computer Science and History*; tabled review of MALS and recommended an internal review be conducted to gauge faculty support for the program; review of Music is in process. External team visits for Computer Science and Painting are scheduled for early May.

*History completed a program review process in 2003 and is the first program in the second phase of the current 10 year review cycle.

Self-studies for chemistry, mathematics and natural resources and earth systems science (NRESS) will be submitted in 2013-2014. Environmental education has undergone some restructuring in light of declining enrollments and a decision on when, or if to undergo a full review will be established in 2013-2014. The MBA and accounting programs are also scheduled to be reviewed in 2013-2014. Program reviews in COLSA were put on hold during the comprehensive departmental reorganization. Focus is now on graduate programs and each department is in various stages of restructuring. It is expected that reviews for new and/or modified programs will be concluded by the end of the 2013-2014 academic year. The CEPS dean’s office is working with mechanical and ocean engineering on a schedule for reviews.
# Appendix F: Quality Indicators

## Graduate Program Review: GPA and Test Score Average Grand Totals

For New Students Admitted and Enrolled From 2003/01 to 2012/10 (Converted to AY)

<table>
<thead>
<tr>
<th>Degree</th>
<th>UG GPA</th>
<th>GRAD GPA</th>
<th>GRE Verbal</th>
<th>GRE Quant</th>
<th>GRE AnWr</th>
<th>GMAT Total</th>
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<tbody>
<tr>
<td>Grand Totals</td>
<td>3.32</td>
<td>3.71</td>
<td>488.00</td>
<td>576.10</td>
<td>4.25</td>
<td>544.39</td>
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<td>488.33</td>
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<td>3.82</td>
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<td>646.00</td>
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<td>564.82</td>
<td>4.27</td>
<td>543.91</td>
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<table>
<thead>
<tr>
<th>College</th>
<th>UG GPA</th>
<th>GRAD GPA</th>
<th>GRE Verbal</th>
<th>GRE Quant</th>
<th>GRE AnWr</th>
<th>GMAT Total</th>
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</thead>
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<td>708.85</td>
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<td>500.75</td>
<td>680.59</td>
<td>4.13</td>
<td>544.50</td>
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## GPA Averages (UG and GRAD)

- **UG GPA**
- **GRAD GPA**

## GRE Verbal Averages

- **GRE Verbal**

## GRE Quantitative Averages

- **GRE Quant**

## GRE Analytical Writing Averages

- **GRE AnWr**
<table>
<thead>
<tr>
<th>Department</th>
<th>AA '08 FSPI Rating</th>
<th>AA '08 Rank in Discipline (# of Programs)</th>
<th>AA '08 Percentile in Discipline</th>
<th>AA '09 FSPI Rating</th>
<th>AA '09 Rank in Discipline (# of Programs)</th>
<th>AA '09 Percentile in Discipline</th>
<th>AA '10 FSPI Rating</th>
<th>AA '10 Rank in Discipline (# of Programs)</th>
<th>AA '10 Percentile in Discipline</th>
<th>AA '11 FSPI Rating</th>
<th>AA '11 Rank in Discipline (# of Programs)</th>
<th>AA '11 Percentile in Discipline</th>
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<td>CEPS</td>
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<td>Chemical Engineering</td>
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<td>117(119)</td>
<td>3%</td>
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<td>106(126)</td>
<td>17%</td>
<td>-1.3</td>
<td>114(124)</td>
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<td>-1.1</td>
<td>106(123)</td>
<td>15%</td>
</tr>
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<td>18%</td>
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<td>174(201)</td>
<td>14%</td>
<td>-1.1</td>
<td>164(198)</td>
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<td>140(202)</td>
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<tr>
<td>Civil Engineering</td>
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<td>64(145)</td>
<td>57%</td>
<td>-0.2</td>
<td>79(146)</td>
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<td>-1.8</td>
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<td>-0.2</td>
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<td>44%</td>
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<td>9(22)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td></td>
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<td>-0.3</td>
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<td>46%</td>
<td>-</td>
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<td>Environmental Engineering</td>
<td>-</td>
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<td>10%</td>
<td>-1.9</td>
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<td>6%</td>
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<td>17%</td>
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<td>5%</td>
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<td>-1.9</td>
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<td>-0.8</td>
<td>15(18)</td>
<td>26%</td>
<td>-1.2</td>
<td>18(19)</td>
<td>15%</td>
<td>-1.3</td>
<td>18(20)</td>
<td>19%</td>
</tr>
<tr>
<td>COLA</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Education</td>
<td>-0.3</td>
<td>29(44)</td>
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<td>29(48)</td>
<td>43%</td>
<td>-0.7</td>
<td>37(54)</td>
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<td>43(57)</td>
<td>26%</td>
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<tr>
<td>English</td>
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<td>97(141)</td>
<td>32%</td>
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<td>120(147)</td>
<td>20%</td>
<td>-1.2</td>
<td>125(144)</td>
<td>14%</td>
<td>-1.2</td>
<td>127(144)</td>
<td>13%</td>
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<td>History</td>
<td>1.2</td>
<td>22(170)</td>
<td>88%</td>
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<td>12(176)</td>
<td>94%</td>
<td>1.3</td>
<td>25(185)</td>
<td>87%</td>
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<td>48(184)</td>
<td>74%</td>
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<tr>
<td>Psychology</td>
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<td>4%</td>
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<td>-0.8</td>
<td>99(134)</td>
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<td>52%</td>
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<td>59(122)</td>
<td>53%</td>
<td>0</td>
<td>65(123)</td>
<td>48%</td>
</tr>
<tr>
<td>WSBE</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>-1.2</td>
<td>118(132)</td>
<td>12%</td>
<td>-1.3</td>
<td>125(137)</td>
<td>10%</td>
<td>-1.2</td>
<td>124(137)</td>
<td>11%</td>
<td>-0.4</td>
<td>87(139)</td>
<td>39%</td>
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</table>

"AA Percentile in Discipline": A positive FSPI places the program in the top 50% of the discipline in the country which is then reflected in the "AA Percentile in Discipline."

*General Comment*: Most programs that dropped in rank from 2009 to 2010 had small faculty counts relative to other national programs. AA suggests that smaller programs are more susceptible to decreases in rank, and such decreases may result not from lowered productivity, but rather from an increase in the productivity of other, larger national programs.

Highlighting Code: : Programs with a positive FSPI value and corresponding rank above 50% of the country
## Appendix H: Certificate Program History

<table>
<thead>
<tr>
<th>Program</th>
<th>Major Code</th>
<th>CIP</th>
<th>Date Approved</th>
<th>Credits</th>
<th>Date Modified</th>
<th>Credits</th>
<th>Sunset (SS) or Terminated (T)</th>
<th>Title IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring Teachers</td>
<td>LW71</td>
<td>13.9999</td>
<td>5/17/2005</td>
<td>16</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
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<tr>
<td>Special Education Administration</td>
<td>LY71</td>
<td>13.0402</td>
<td>11/18/2011</td>
<td>16 minimum</td>
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<td>No</td>
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<tr>
<td>Computer Networks</td>
<td>MA71</td>
<td>11.0501</td>
<td>3/22/2001</td>
<td>9</td>
<td></td>
<td></td>
<td>Never started</td>
<td>No</td>
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<tr>
<td>Software Systems Engineering</td>
<td>MA72</td>
<td>14.0901</td>
<td>10/20/2009</td>
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<td>Software Systems Engineering BAE</td>
<td>MA73</td>
<td>14.0901</td>
<td>10/20/2009</td>
<td>12</td>
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<td>No</td>
<td></td>
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<tr>
<td>Industrial Statistics</td>
<td>ML71</td>
<td>27.0599</td>
<td>11/16/1999</td>
<td>12</td>
<td>12/1/2001; 6/1/2010</td>
<td>9; 12</td>
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<td>Project Management</td>
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<td>52.0101</td>
<td>11/21/2005</td>
<td>12</td>
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<tr>
<td>Bus Fundamentals for Tech Managers</td>
<td>NC72</td>
<td>52.0101</td>
<td>11/21/2005</td>
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<td>Health Management</td>
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<td>10/13/2003</td>
<td>18</td>
<td></td>
<td></td>
<td>5/31/2010 SS</td>
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<tr>
<td>Public Health</td>
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<td>6/6/2006</td>
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<td></td>
<td></td>
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<tr>
<td>Community/Public Health Nursing</td>
<td>PE71</td>
<td>51.2201</td>
<td>2/2/2001</td>
<td>15</td>
<td></td>
<td></td>
<td>5/31/2010 SS</td>
<td>No</td>
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<td>Adult Nurse Practitioner</td>
<td>PE72</td>
<td>51.2201</td>
<td>11/17/2004</td>
<td>12-33</td>
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<td></td>
<td>5/31/2010 T</td>
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<tr>
<td>Family Nurse Practitioner</td>
<td>PE73</td>
<td>51.3805</td>
<td>11/17/2004</td>
<td>12-30</td>
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<td></td>
<td>Yes</td>
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<tr>
<td>Assistive Technology</td>
<td>PF71</td>
<td>51.2306</td>
<td>5/22/2006</td>
<td>15-16</td>
<td></td>
<td></td>
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<tr>
<td>Adolescent Development</td>
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<td>12/19/2011</td>
<td>14-15</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Child Advocacy and Family Policy</td>
<td>PJ72</td>
<td>19.0707</td>
<td>12/19/2011</td>
<td>14-15</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Adapted Physical Education</td>
<td>PL71</td>
<td>13.1314</td>
<td>2/10/2010</td>
<td>14-16</td>
<td></td>
<td></td>
<td>No</td>
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<tr>
<td>Human Services</td>
<td>PM71</td>
<td>44.0701</td>
<td>5/2002</td>
<td>15</td>
<td></td>
<td></td>
<td>5/31/2007 T</td>
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<tr>
<td>Leadership Children’s Health</td>
<td>PS71</td>
<td>51.2209</td>
<td>9/24/2002</td>
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<td>No</td>
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<tr>
<td>Geospatial Science</td>
<td>QG71</td>
<td>40.0699</td>
<td>4/10/2012</td>
<td>17-20</td>
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<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Substance Use Disorders</td>
<td>PX71</td>
<td>15.1501</td>
<td>11/30/2012</td>
<td>12</td>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I: Admissions and Enrollment Trends

Overall Admissions Trends

Overall Enrollment Trends
Admissions and Enrollment Trends by Degree

Master’s Degrees
Ph.D. Degrees
Post Baccalaureate Certificate Degrees

4 The decrease in applications and new enrollments from 2010-2012 is due largely to a decline in Software Systems Engineering applications.
Admission and Enrollment Trends by College

Engineering and Physical Sciences
CEPS applications, admissions, new enrollments and total enrollments increased. Applications rose 36.1% (from 443 to 603, peaking at 664 in Fall 2011), admissions increased 13.8% (from 289 to 329, peaking at 268 in Fall 2010), and new enrollments rose 18.3% (from 109 to 129, peaking at 159 in Fall 2010). Total enrollments increased 13.1% (from 443 to a peak of 510).

**Life Sciences & Agriculture**
COLSA applications increased 18.5% (from 216 to 256, peaking at 260 in Fall 2011). Admissions declined 18.1% (from 88 to 72, peaking at 92 in Fall 2004), and new enrollments increased 1.9% (from 51 to 52, peaking at 62 in Fall 2004). Total enrollments decreased 15.5% (from 219 to 185, peaking at 232 in Fall 2004).

Graduate School
GRAD (NRESS, Environmental Education, Development, Policy and Practice, Geospatial Science) applications increased 55.1% (from 29 to 45\textsuperscript{5}, peaking at 49 in Fall 2010), while admissions increased 12.5% (from 16 to 14, peaking at 27 in Fall 2004 and Fall 2006). New enrollments increased 66.6% (from 6 to 10, peaking at 13 in Fall 2005). Total enrollments increased 57.1% (from 63 to 99, peaking at 104 in Fall 2011).

**Health and Human Services**

\textsuperscript{5} The majority of Fall Grad applications are to the NRESS program.
HHS applications increased 53.9% (from 380 to 585, peaking at 632 in Fall 2011) while admissions decreased 1% (from 281 to 278, peaking at 320 in Fall 2011). New enrollments increased 8.4% (from 142 to 154, peaking at 212 in Fall 2011). Total enrollments increased 14.1% (from 411 to 469, peaking at 506 in Fall 2005).

**Liberal Arts**
COLA applications increased 1.3% (from 688 to 697, peaking at 821 in Fall 2010), while admissions decreased 19% (from 440 to 356, peaking at 440 in Fall 2003). New enrollments decreased 29.8% (from 228 to 160, peaking at 248 in Fall 2004) and total enrollments decreased 24.7% (from 893 to 672, peaking at 930 in Fall 2004).

Paul
Paul applications increased 47.1% (from 244 to a peak of 359) and admissions increased 18.7% (from 155 to 184, peaking at 235 in Fall 2007). New enrollments increased 22.9% (from 96 to 118, peaking at 168 in Fall 2007), while total enrollments decreased 13.5% (from 295 to 255, peaking at 354 in Fall 2007).

Manchester Campus
Manchester-based applications decreased 30.8% (from 159 to 110, peaking at 173 in Fall 2011) and admissions decreased 39.8% (from a peak of 128 to 77). New enrollments decreased 43.6% (from a peak of 87 to 49) and total enrollments decreased 6.7% (from 268 to 250, peaking at 325 in Fall 2005).
### Appendix J: 2012 Comparator Report

#### 12-13 Institutional Comparative Ranking - Net Compensation Ranking

<table>
<thead>
<tr>
<th>Institution</th>
<th>Base Stipend</th>
<th>Mandatory Fees</th>
<th>Net Stipend</th>
<th>Insurance</th>
<th>Net Stipend</th>
<th>Net Compensation</th>
<th>Cost of GA Stipend</th>
<th>City-Data.com</th>
<th>Real Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(10-11/11-12/12-13)</td>
<td>(12-13)</td>
<td>(12-13)</td>
<td>(12-13)</td>
<td>Insurance</td>
<td>Net Stipend</td>
<td>Net Compensation</td>
<td>Cost of GA Stipend</td>
<td>City-Data.com</td>
</tr>
<tr>
<td>Rutgers (New Brunswick)</td>
<td>24961/24961/25460</td>
<td>$2,165.00</td>
<td>$2,165.00</td>
<td>$25,460.00</td>
<td>Y</td>
<td>$951.00</td>
<td>$374.42</td>
<td>$25,085.58</td>
<td>123.6</td>
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<tr>
<td>University of Connecticut</td>
<td>19384/19384/19383</td>
<td>$2,084.00</td>
<td>-$</td>
<td>$17,299.00</td>
<td>Y</td>
<td>$2,564.00</td>
<td>$180.00</td>
<td>$17,119.00</td>
<td>101.8</td>
</tr>
<tr>
<td>University of Delaware</td>
<td>15500/15500/15500</td>
<td>$881.75</td>
<td>-$</td>
<td>$15,618.25</td>
<td>N</td>
<td>$1,767.00</td>
<td>$283.00</td>
<td>$15,335.25</td>
<td>102.8</td>
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<td>University of Rhode Island</td>
<td>13894/13894/15344</td>
<td>$1,388.00</td>
<td>$261.20</td>
<td>$14,217.20</td>
<td>Y</td>
<td>$1,676.00</td>
<td>-$</td>
<td>$14,217.20</td>
<td>97.2</td>
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<td>$14,938.30</td>
<td>$14,888.30</td>
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<td>$2,755.00</td>
<td>$137.74</td>
<td>$14,750.56</td>
<td>109.1</td>
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<td>University of Vermont</td>
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<td>$854.00</td>
<td>-$</td>
<td>$14,496.00</td>
<td>Y</td>
<td>$2,740.00</td>
<td>$685.00</td>
<td>$13,811.00</td>
<td>104.0</td>
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<tr>
<td>SUNY at Buffalo*</td>
<td>13000/13500/13750</td>
<td>$1,112.30</td>
<td>$107.50</td>
<td>$12,745.20</td>
<td>Y</td>
<td>$2,084.00</td>
<td>$151.05</td>
<td>$12,594.15</td>
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<tr>
<td>University of Maine</td>
<td>13120/13600/14100</td>
<td>$1,108.00</td>
<td>-$</td>
<td>$12,992.00</td>
<td>Y</td>
<td>$2,685.00</td>
<td>$1,342.50</td>
<td>$11,649.50</td>
<td>97.0</td>
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<tr>
<td>University of New Hampshire</td>
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<td>$1,699.00</td>
<td>$177.00</td>
<td>$13,278.00</td>
<td>Y</td>
<td>$2,180.00</td>
<td>-$</td>
<td>$13,278.00</td>
<td>122.6</td>
</tr>
</tbody>
</table>

* due to contract negotiations, the published stipend is $8093 but most GAs are paid at least $13000
Appendix K: Graduate School Financial Aid Budget

A description of each of the financial aid programs in the Graduate School along with the original FY13 aid budget for each category is provided as follows. The impact of the $350,000 rescission is also provided.

**Graduate Scholarships for Merit** $3,000
The Graduate School awards six scholarships annually to recognize the outstanding contributions of both master's and doctoral students for their teaching and scholarship. Students are nominated by their departments and the Student Affairs Committee of the Graduate Council selects the recipients. The value of each award is $500 and they are presented at the Graduate Research Conference.

**Scholarships for Full-Time Students** $15,000
The Graduate School maintains a small pool of scholarship money for full-time students. These awards provide for a full or partial waiver of tuition. Awards are usually limited to hardship cases or special circumstances that will allow the student(s) with a strong academic record to continue in or finish their program.

**Scholarships for Part-Time Students** $100,000
The Graduate School has a special scholarship program for part-time students who are generally otherwise not eligible for any financial assistance at the university. These awards of $1000 are competitive and awarded each semester by the Faculty Scholarship Committee, a standing committee of the Graduate Faculty. Seventy-five to 100 applications are received each semester. These awards used to cover a full course at the in-state rate but with increased tuition costs cover a credit+ at the in-state rate. The quality of the applicant is very high and the awards may make the difference in whether student registers for a course or continuing enrollment. Two of the recipients of these scholarships also receive an additional $1000 from an endowed account to support strong students who are juggling work, family and school and could use a little extra help.

**Graduate Fellowships** $100,000
The Graduate School offers a number of fellowships to entering students to assist programs in recruiting a high-quality and diverse student body. Students are nominated by their respective program coordinators. Awards are $2,500 for masters’ students and are renewable for a second year provided the students are making good academic progress. Doctoral student awards provide $5,000 as a summer stipend for the first two years the student is in the program. At the master’s level, programs must provide a financial match that is at least equal the graduate school fellowship. At the doctoral level the fellowship must be matched by a program assistantship. There are 20 fellowships for masters’ students (10 new and 10 continuing) and 5 doctoral fellowships (2 or 3 new and 2 or 3 continuing) each year.
Dissertation Fellowship
Stipends $247,500
Doctoral Research and Mandatory Fees $54,510
The Graduate School offers fifteen dissertation fellowships on a competitive basis to doctoral
students who have been advanced to candidacy and are expected to complete their program
during the year of the award. These awards include a stipend (equivalent to the Level 3
assistantship rate), a waiver of the doctoral research and mandatory fees and the student health
benefit plan fee for the period of the award. Selection is made by the Dissertation Fellowship
Committee of the Graduate Faculty from a highly competitive pool of between 40-50 applicants
each year. These awards allow students to devote full time to the completion of their doctoral
program.

Summer Fellowships for Teaching Assistants $157,500
The Graduate School’s Summer TA Fellowship program awards summer stipends to students
who have held graduate assistantships involving teaching during a previous academic year. Fifty
awards of $3,150 are made from a highly competitive pool of over 100 students by the Summer
TA Fellowship Committee of the Graduate Faculty. The value of these awards is roughly
equivalent to the value of two months of the previous academic year stipend. These awards allow
students to devote significant time in the summer to their scholarship.

Mandatory Fee Waivers $16,340
The Graduate School awards mandatory fee waivers to the five doctoral students who received
dissertation fellowships to enhance quality and diversity. An additional five waivers are available
to meet hardship cases or supplement other awards in order to attract high quality students.

Tuition Waivers – AY $236,565
The Graduate School has tuition waivers to cover seven budgeted graduate assistants through the
Graduate School (4 diversity; 3 assistants in the graduate school); 7 assistantships to support
university wide initiatives generally through academic affairs (Writing Center, Center for
Teaching Excellence, Hayes, Honors, etc.); 3 assistantships in student affairs; 3 waivers for
doctoral candidates teaching at UNHM by agreement with COLA and UNHM. The value of the
waivers varies from year to year depending upon the mix of residents and non-residents of the
students and their individual course loads.

Student Health Benefit Plan (721042) $39,204
In addition to the insurance payments noted above for students on dissertation fellowships, the
Graduate School provides insurance for the seven graduate assistants funded through the
Graduate School.

Tuition Waivers – Summer (721125) $44,057
The Graduate School provides tuition waivers for students who are enrolled in GRAD courses
(college teaching and research ethics) during the summer and who held on a graduate/teaching or
research assistantship or a fellowship during the previous academic year. Summer waivers are
prorated for student who held less than a full academic year appointment. Most of these students
are doctoral students enrolled in the Cognate in College Teaching who are focused on academic
careers. *There was a significant increase in enrollments in the summer of 2012 as students see
academic programs in college teaching as a way to enhance their resume and the actual expense was double the amount budgeted.

**Tuition Waivers – Out of State Differential** $56,000
The out-of-state differential for students enrolled in NRESS who are on grants is charged to the Graduate School’s budget. This is not budgeted for and is generally covered within the overall financial aid budget of the Graduate School. The amount varies from year to year but has run between $40 and $50 k in the past.

**Travel Grants** $32,500
The Graduate School awards travel grants to students who are presenting their research at professional meetings. The value of each grant is $200. The travel grant program is highly popular among the graduate students. The program not only supports current students but also provides national and international visibility for graduate programs at UNH.

**Total Original Financial Aid Budget** $1,046,176

**Budget Rescission FY14:** As noted previously, the Graduate School Financial Aid budget was cut by $350,000 for FY13. This cut did not occur as the decision was made too in the financial award cycle to be implemented. There is no relief for the FY14 Budget cycle. In order to approach the $350,000 rescission and maintain the priorities of supporting excellence, diversity and professional development which were reconfirmed with the Graduate Council, the following areas will be cut with the hope of restoring at least some of these in the future as noted. First, the scholarship program for part-time students will be suspended, savings $100,000. The out of state differential tuition associated with the NRESS program will be moved to the NRESS budget saving $50,000. The impact will reduce the amount of tuition revenue passed back the units of instruction (permanent). The seven tuition waivers associated with centrally funded assistantships will become the responsibility of the units who wish to hire graduate assistants saving $100,000 (temporary). Two graduate school assistantships associated with diversity will not be filled for the coming academic year resulting in a projected savings of $35,000 in tuition. Dissertation year fellowships will be reduced by two for the coming academic year providing a net savings approximately $29,000. Graduate fellowships will be reduced by $35,000 for the coming year. Summer TA Fellowships will be reduced by 10 for a savings of $31,500. Mandatory fee waivers will be cut by $5,900, The Student Health Benefit Plan waivers will be cut by $4,000. Student scholarship support will be reduced by $5,000 and student travel grants will be reduced by $500. The summer tuition waiver account associated with the academic programs in college teaching will be increased by $31,000 in line with increasing demand. These adjustments to the budget will result in a cut of $314,900. This still leaves a $35,000 problem which would most probably mean suspending the Travel Grant program for the coming year and eliminating the small scholarship allocation to help desperate students. Clearly a cut of this size has significant impact and should be viewed as only temporary.

Restoring funding to support excellence, diversity and professional development for graduate education is a high priority. The priority for restoring funding is: 1) Dissertation Year Fellowships; 2) Graduate Fellowships; 3) Summer TA Fellowships; 4) Scholarships for part-time students; 5) Graduate Scholarships and 6) Tuition waivers for university initiatives. As noted the
move of out of state waivers for NRESS students from the Graduate School Budget to the NRESS account should be permanent with the understanding that such a move does not reduce the operating budget for NRESS.

An ad-hoc committee of faculty and students representing the Graduate Council, the Graduate Student Senate, the Dissertation Fellowship Committee, the Summer TA Fellowship Committee and the Graduate School Scholarship Committee will be appointed this spring with a charge of reviewing the overall graduate financial aid programs and making recommendation by the end of the fall semester on priorities for funding and any changes in these programs. It is noted that this committee will be convened whether or not funding is restored.

**GA/TA/RA History:** The following provides information relative to graduate student support over the past 10 years, with some specific detail focused on the past five years.
Appendix L: Academic Support

Student Initiated Academic Support Fall 2003 to Summer 2012

Students Inactivated Fall 2003 to Summer 2012
Appendix M: Ph.D. Alumni Tracking

**Ph.D. Graduates - Current Occupations**
*Sept. 2002-May 2012*

- **Business & Industry**: 13%
- **Government**: 5%
- **Higher Ed- Administration**: 5%
- **Higher Ed- Faculty**: 40%
- **Higher Ed- Research**: 9%
- **K-12 Education**: 4%
- **Postdoctoral Work**: 12%
- **Foundations and Non-Profits**: 2%
- **Other or Unknown (N/A)**: 10%
- **Unemployed**: 0%

Appendix N: Survey Results

I. Graduate Program Coordinator Survey Results

1. Response Rate
   • 78.7% response rate.

2. Online Application Process
   • 97.4% (38/39) rated the online application system as either “Good” or “Excellent”.

3. Number of Required Recommendations for Applications
   • 62.85% (22/35) indicated the Graduate School should continue requiring three recommendations.
   • 15.15% (5/33) indicated the Graduate School should require only two recommendations.
   • 72.22% (26/36) indicated that individual programs should be permitted to choose between requiring two versus three recommendations.

4. Enrollments
   • 72.22% (26/36) are not at capacity in their master’s program.
   • 47.22% (17/36) would like to expand their current master’s program enrollment.
   • 58.62% (17/29) indicated lack of funding as a primary reason for being below master’s program capacity.
   • 37.50% (9/24) are not at capacity in their doctoral program.
   • 62.50% (15/24) would like to expand their current doctoral program enrollment.
   • 93.75% (15/16) indicated lack of funding as a primary reason for being below capacity.

5. Teaching Assistantships
   • 82.05% (32/39) offer TAs.
   • 63.88% (23/36) do not offer a TA training program.
   • 20.5% (7/34) indicated that the Graduate School should offer a TA training program in addition to the general orientation program.
   • 67.64% (23/34) indicated that the number of teaching assistantships allocated to their program is insufficient.

6. Research Assistantships
   • 60.52% (23/38) offer research assistantships.
   • See endnotes for barriers to funding and solutions for mitigation.

7. Assistantship Funding
   • 61.11% (22/36) do not offer GA summer support.
   • 62.16% (23/37) indicate that UNH’s assistantship levels are insufficient to recruit graduate students.

8. Graduate Council
   • 56.41% (22/39) indicate that the existing Graduate Council structure is appropriate.
   • 43.58% (17/39) indicate they are unsure if the existing Graduate Council structure is appropriate.

9. Marketing
   • 82.05% do not have a marketing budget.
   • The annual range for those with a marketing budget is $100 to $150,000.
   • 53.84% (21/39) support the concept of a central marketing budget to market all graduate programs. 28.20% (11/39) are unsure.
10. Career Planning and Alumni
• 55.26% (21/38) provide support to graduate students relative to career planning and placement.
• 75.67% (28/37) track master’s alumni.
• 54.83% (17/31) track Ph.D. alumni.
• 64.10% (25/39) indicated that the Graduate School should play a role in tracking alumni.

11. Online Courses
• 30.76% (12/39) offer online or hybrid/blended courses.
• Of those not offering online or hybrid/blended courses, 17.24% (5/29) indicated they plan on doing so in the future, and 37.93% (11/29) are unsure.

12. Manchester Campus
• 21.87% (7/32) offer courses or programs at Manchester.
• 20.83% (5/24) of those currently not offering a master’s program at Manchester are interested in doing so.
• 17.39% (4/23) of those currently not offering a certificate program at Manchester are interested in doing so.
• 17.39% (4/23) of those currently not offering graduate courses at Manchester are interested in doing so.

13. Developing and Closing Programs
• 7 programs are investigating the potential for a new master’s or Ph.D. program.
• 7 programs are investigating the potential for a new certificate program.
• 1 program indicated suspicion of program closure.

14. Graduate School Professional Development Opportunities
• 78.94% (30/38) rate PFF workshops as “Important” or “Very Important”.
• 75.67% (28/37) rate PFP workshops as “Important” or “Very Important”.
• 89.47% (34/38) rate GA Orientation as “Important” or “Very Important”.
• 86.84% (33/38) rate RCR training as “Important” or “Very Important”.
• 55.55% (20/36) rate Women in the Sciences workshops as “Important” or “Very Important”.
• 78.37% (29/37) rate Grant/Fellow-Writing workshops as “Important” or “Very Important”.
• 73.68% (28/38) rate Thesis/Dissertation workshops as “Important” or “Very Important”.
• 54.05% (20/37) rate Career workshops as “Important” or “Very Important”.
• 29.72% (11/37) rate Post-Doctoral Student workshops as “Important” or “Very Important”.

15. Graduate School Support, Functions and Responsibilities
• 89.74% (35/39) rate the Graduate School role in academic standards as “Important” or “Very Important”.
• 84.61% (33/39) rate the Graduate School role in coordination of services for students with mental health, disability and physical health issues as “Important” or “Very Important”.
• 87.17% (34/39) rate the Graduate School role in responding to behavioral and professional violations as “Important” or “Very Important”.
• 76.92% (30/39) rate the Graduate School role in managing conflict between student and program/department as “Important” or “Very Important”.
• 74.35% (29/39) rate the Graduate School in managing admissions-related issues as “Important” or “Very Important”.
• 61.53% (24/39) rate the Graduate School role in TA/RA appointment issues as “Important” or “Very Important”.
• 82.05% (32/39) rate the Graduate School role in International Student and applicant-based issues as “Important” or “Very Important”.

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16. Metrics in Evaluation of Programs
   • See endnotes for responses to this question.

17. Graduate School Decentralization
   • 94.4% (17/18) do not support the concept of decentralizing Graduate School-based functions.

II. Administrative Assistant Survey Results

1. Response Rate
   • 72.5% response rate.

2. Online Application Process
   • 100% (28/28) rated the online application system as either “Good” or “Excellent”.

3. Reporting Systems
   • 100% (29/29) rated the Graduate School’s admissions and student-related reports, documents and forms as either “Good” or “Excellent”.

4. Marketing
   • See endnotes for comments on marketing.

5. Career Planning and Alumni
   • 44.83% (13/26) provide support to graduate students relative to career planning and placement.
   • 50% (14/28) track master’s alumni.
   • 57.8% (11/19) track Ph.D. alumni.
   • 57.1% (16/28) indicated that the Graduate School should play a role in tracking alumni.

6. Graduate School Support, Functions and Responsibilities
   • 96.40% (27/28) rate the Graduate School role in academic standards as “Important” or “Very Important”.
   • 88.88% (24/27) rate the Graduate School role in coordination of services for students with mental health, disability and physical health issues as “Important” or “Very Important”.
   • 88.88% (24/27) rate the Graduate School role in responding to behavioral and professional violations as “Important” or “Very Important”.
   • 88.88% (24/27) rate the Graduate School role in managing conflict between student and program/department as “Important” or “Very Important”.
   • 88.88% (24/27) rate the Graduate School in managing admissions-related issues as “Important” or “Very Important”.
   • 59.25% (16/27) rate the Graduate School role in TA/RA appointment issues as “Important” or “Very Important”.
   • 88.88% (24/27) rate the Graduate School role in International student and applicant-based issues as “Important” or “Very Important”.
   • See endnotes for responses to question of “what are the most important functions of the Graduate School?”

7. Graduate School Decentralization
   • 100% (13/13) do not support the concept of decentralizing Graduate School-based functions.