

**University of New Hampshire**

**The Compelling Interest of Diversity:  
How Should UNH Meet Its Educational and Civic  
Responsibilities  
To Foster An Inclusive Campus Community?**

**An Analysis of the UNH Faculty Racial and Ethnic  
Diversity Initiatives**

**May, 2004**

**William B. Harvey  
American Council on Education**

July 1, 2004

## **Objectives:**

- \* Review the context in which the University of New Hampshire (UNH) functions in regard to faculty racial and ethnic diversity
- \* Provide an analysis of the current strategies, leadership, organization, and resources for increasing faculty racial and ethnic diversity at UNH
- \* Offer recommendations on strategy, leadership, organization and resources

## **Consultation Approach:**

- \* Assessment of current diversity initiatives and strategies in the Office of the Provost and Executive VP for Academic Affairs, the Office of Research, the Office of Student and Academic Services, and the various schools and colleges,
- \* Interviews with President Hart, Provost Mallory, Deans, other key academic affairs and student affairs administrative staff, faculty, and students
- \* Review of background materials provided by various UNH offices
- \* Summary of context, analysis of current situation and recommendations based on written materials and working sessions.

## **Framework:**

Assessing the University's priorities and organizational strategies for a racially and culturally diverse faculty requires a contextual understanding of the various academic affairs units (the schools and colleges), faculty attitudes, and previous institutional initiatives in this area.

The University's aspirations for faculty racial and ethnic diversity, current strategies and actions in this area, and identifying opportunities are key factors in this context.

Modifications in the existing administrative structure to facilitate increased faculty diversity should be driven by both the current context and future direction of the University.

Administrative endorsement will facilitate the University's aspiration of having increased faculty diversity, but will not be sufficient in and of itself to achieve the goal.

## **Introduction**

The focus of this consultation has been on providing input to UNH to help in its reaffirmation of commitments to sustain and expand efforts in creating a more diverse and inclusive community.

More specifically however, the following three questions have been addressed in this endeavor:

- \* What is the institutional climate for diversity from the perspective of faculty and staff?
- \* How are current diversity practices advancing the University's diversity goals?
- \* How can the University expand its efforts to create a diverse and inclusive community?

Obviously, UNH has at its central reason for existence, the manifestation of a learning experience for students that will provide them with cognitive and affective development of the highest order. This consultation though had a deliberate focus on increasing faculty, not student, diversity. Therefore, while a small number of students provided input and considerations from their perspectives, an in-depth analysis of the student experience, or suggestions to modify that experience, per se, is not provided in this report.

A broad spectrum of faculty and staff did provide information and insights on the topic, and the individuals who participated in the discussions were forthright and evocative in their comments and observations. No attributions are provided in this report, in respect to the understandings that were presented, in order to ensure that conversations were as uninhibited and unrestrained as possible.

## **CONTEXT -UNH**

Various segments of the UNH community have endorsed the need for increased faculty diversity. The Academic Plan for the Future of the University of New Hampshire for the years 2002-2007, includes in its Vision and Values section, the following statement:

- \* The University is committed to the values of community and diversity. The expression of these values assumes there are multiple forms and levels of community- from communities of interest and affiliation to communities of physical proximity. The University is dedicated to recognizing and rewarding the accomplishments of all our members, and we

embrace civil discourse, mutual respect, and human and intellectual diversity as necessary conditions for learning and development. The accompanying footnote amplifies this statement: In this document and in University policies and practices, references to human diversity embrace all members of the community, particularly those who have been traditionally underrepresented in higher education for reasons of race, gender, ethnicity, sexual orientation, religion, disability or income.

Several references within the plan list more specific approaches that the University intends to implement to realize this goal, including the section dealing with Community, which indicates that the current strength of the community is manifested in several ways, including:

- \* Increased efforts to hold academic units accountable for the recruitment of diverse faculty and students, with clear expectations for achieving long-range goals.

The Resourcefulness portion of the plan endorses UNH having the highest quality faculty, extension educators, and staff possible, and lists the following statement as a Strategic Action:

- \* Develop comprehensive recruitment and retention strategies to increase the diversity of faculty, staff, and extension educators

Most specifically, in the section of the plan dealing with Community, the following goal is listed:

The University of New Hampshire will be a community that actively seeks and welcomes a more diverse faculty, extension educators, staff, and student body, and supports and values diversity, and the following strategic action related to that goal is to:

- \* Develop a comprehensive strategy to identify, recruit and take appropriate steps to retain significant numbers of underrepresented group members, including female and racial and ethnic minority students, faculty, extension educators and staff.

**Thus, the intent of the University seems to be clearly articulated in this core document. In taking its responsibilities seriously as the state's flagship institution, UNH has recognized that the lack of diversity in the current composition of its community, especially among the faculty, results in a learning environment for its students that is less than optimum to prepare them for the twenty-first century world that they will be living in.**

Additional statements of support can be found in Appendix IX of the Academic Strategic Plan, the President's Commission on the Status of People of Color,

which lists several measures and action steps that could be taken to enhance the diversity profile among the University faculty.

These statements of support are juxtaposed against a faculty profile that in 2003 was almost completely homogeneous, with a total of four Blacks, one Native American, 11 Latinos, and 29 Asians faculty out of a total of 548.

In discussions, several members of the UNH community described the institution as "diversity challenged". While UNH has, for the past few years, indicated in several ways its intention to have a more racially diverse faculty, limited progress has actually been made in this arena. At this point in time though, active pursuit of a more diverse faculty seems to have been embraced by several campus constituencies, and it appears that a new initiative enjoys generally widespread support.

**It should also be noted however, that a certain amount of doubt, perhaps even cynicism, exists regarding this initiative, prompted by rising frustration from the limited progress made in prior campaigns to increase diversity.**

These sentiments are reflected in the summary of questions, concerns and suggestions from the Diversity Support Coalition Meeting. Under the heading of Faculty Issues, this document identified the following concerns: a lack of faculty enthusiasm and support for diversity-related initiatives and issues; a lack of diversity awareness on the part of faculty; and an ignorance of the relevance of diversity in the lives of students.

### **Analysis**

UNH is at a critical juncture that will require bold leadership, and a strategic approach that presents faculty diversity as a critical element in the development of the kind of postsecondary learning institution that the citizens of New Hampshire deserve to have. Maintaining its character as a liberal-arts institution, even as it enhances its research mission, provides UNH with a sound intellectual rationale for making its faculty more diverse.

**This initiative is entirely consistent with the institution's desire to be distinguished for combining the living and learning environment of a small New England liberal arts college with the breadth, spirit of discovery, and civic commitment of a land-grant research institution.**

**Though obviously, the population of the state is substantially homogenous, this specific reference point cannot serve as the context for the composition of the UNH community in the 21st century. Increasing racial and ethnic diversity is a social reality in America, and increased mobility is a personal reality, so students must be prepared for the world that they will live in, and their academic involvements must go beyond what they experienced in the communities that they come from.**

Colleges and universities cannot remain static- indeed doing so assures their irrelevance to the individuals that they serve and the societies of which they are a part. **The continuing transformation of UNH is imperative for the institution to meet its responsibilities to the citizens of New Hampshire in a rapidly changing world.** Increased faculty diversity must be a central part of that transformation.

**Vision:**

In its Academic Plan, the UNH has explicitly stated its vision for active pursuit of increased diversity among faculty. As a state institution, some level of sensitivity must be accorded to the political backdrop, and given the unusual nature of the New Hampshire legislative body, a certain amount of criticism of this approach is to be expected from this quarter. Therefore, it is imperative that this initiative be placed within the context of improving UNH's standing as an academic institution.

**Thus, the commitment to increased faculty diversity should be presented, and if necessary defended, as providing:**

- \* a substantive and compelling, not simply an interesting or politically correct, part of an enriching academic experience,**
- \* an important contextual factor which prepares students to constructively engage individuals from different races, ethnic and cultural backgrounds, in order to prepare them for life after college, and,**
- \* a means of embracing UNH's role as a cutting-edge institution of higher education in which racial, ethnic, and cultural intolerance is denounced, both in theory and practice, as being antithetical to fundamental academic and American values.**

**Academic Affairs**

UNH appears to be a relatively tight-knit academic community with a capable faculty that is heavily concentrated in the senior ranks. The Office of Academic Affairs, under the leadership of the Provost has primary responsibility for faculty appointments, and thus is a critical juncture in regards to the implementation of faculty diversity. While the relatively modest size of the institution (in comparison to megaversities of 30,000 students or more) allows for close interaction between faculty and administration, in the past this relationship appears to have been strained.

However, a recent change of leadership in the position of Provost provides a unique opportunity for the Office of Academic Affairs to provide leadership

in the area of diversity, as the incumbent brings:

- \* Longevity at UNH, which offers familiarity with senior faculty who can be helpful in this endeavor;
- \* Respect from his peers for his performance as a faculty member and in previous administrative positions,
- \* An understanding and appreciation of faculty values, as well as a thorough knowledge of recruiting histories and processes in the various schools and colleges,
- \* Social capital earned from successful resolution of the faculty contract, which provides a positive environment for discussion of important issues; and,
- \* Faculty Senate support for implantation of the diversity plan, as illustrated by a formal statement to that effect.

### **Recommendations:**

Through discussion with a number of members of the UNH community, including faculty, students and administrators, as well as reading through a large body of institutional materials, the following recommendations are offered as means of expanding the UNH diversity agenda.

- 1) The President has already presented the initiative for increased faculty diversity as being a part of her vision for UNH. To demonstrate her seriousness and her resolve in this matter, she should follow-up this previous articulation by:
  - a. seeking the endorsement of the Trustees specifically on this initiative, as well as identifying it as a key goal for the institution,
  - b. reiterating in an appropriate public forum to faculty, staff, students, and community members that this initiative is an institutional priority,
  - c. clarifying whether funds needed to support related efforts will come from existing sources, or from new monies to be raised,
  
- 2) As the chief academic officer, the Provost should follow these steps by:
  - a. articulating appropriate measures that can facilitate achievement of the desired results,
  - b. identifying the process by which resources will be distributed to help accomplish the goal, and
  - c. creating a position that will serve as the institution's "point person" on faculty diversity. The individual who fills this position will provide facilitative services on matters of faculty diversity, and provide a vertical complement to the horizontal initiatives that occur in the departmental and administrative units, (See Appendix A)
  - d. considering, and possibly opening discussion of a process through

which faculty lines, when they become vacant through retirement or dismissal, revert to the Provost, rather than automatically going back to the department,

- e. reviewing the efficacy of the financial incentive that had been provided in previous years when the UNH administration paid the salary of a newly hired faculty person of color for a specified period of time, and ensure the sustainability of such funds).
- f. instituting a partner hire policy that will provide employment opportunities for the companions of new faculty of color.

3) The Deans, as executive officers of their respective schools and colleges, should:

- a. survey existing positions to determine "priority target" departments in their respective units at this time;
- b. query incumbent faculty to ascertain who expects to retire in the near future;
- c. dispatch faculty to conferences and symposia where they can begin to identify future diversity prospects,
- d. introduce graduate students of color to the institution by bringing them to the campus for special events even prior to finishing their graduate programs, and
- e. facilitate curricular enhancement by encouraging faculty to develop diversity-focused courses, and providing them with time to do so.

4) As monitors of searches that are conducted within their areas, the department chairs should:

- a. meet with search committees, as they are formed, to express the understanding that they will actively seek candidates of color for the positions;
- b. actively reach out to their counterparts at other institutions to seek identification of the top students of color within their graduate programs;
- c. identify and communicate with minority caucuses within the field;
- d. project possible future retirements, resignations or other possible vacancies to assist in long-term planning for diversity enhancement.

5) The University Affirmative Action officer should:

- a. conduct exit interviews with faculty of color to ascertain their reasons for leaving UNH, observations regarding the campus environment, and any suggestions that they have to make the institution more diverse,
- b. survey incumbent faculty of color every other year on their professional and personal well being, as well as any general comments or criticisms that they might have regarding the overall environment;
- c. query individuals of color who receive offers for faculty positions at UNH, but decline those offers to determine the reasons, and any other information that could be useful in future searches; and
- d. query individuals of color who receive interviews for faculty

positions at UNH but who do not receive offers of employment to gain insight into their feelings about the application and interview process.

**Additional actions that should be taken:**

Additional faculty allocations and program resources should be made to selected campus academic programs that are likely to attract additional faculty of color, and that provide curricular offerings which examine issues of race and ethnicity, especially, but not necessarily limited to African American Studies, and Race, Culture and Power.

At least one course dealing with issues of course dealing with race, ethnicity, and or culture in American society should be a mandatory part of the General Education requirements. It would be most disturbing if students would be able to go through their undergraduate program without a structured classroom experience on this topic.

A University speaker series should be developed, in concert with the Office of the Associate Provost for Diversity and Academic Initiatives, that brings prominent scholars and public figures to the campus on a regular basis for lectures, class visits, and community discussions on topics of race, culture, and ethnicity. These programs could serve as the catalysts for student/faculty discussion groups that continue in a systematic and collaborative fashion after the speaker has departed.

The presidential response to reports from the Commission on the Status of People of Color should be widely distributed across the campus, and to the local community.

Regular surveys should be conducted (no less than every three years) of the University community on issues of racial and cultural tolerance. The initial survey should be conducted in the Fall of 2005 (perhaps in conjunction with the Office of Institutional Research and the Associate Provost for Diversity) and will provide baseline data for future surveys.

**Concluding observations:**

In the academy, we grade our students, not on their efforts, but on their results. If the same standard was applied to the goal of faculty diversity, most institutions of higher education would receive grades of C, or worse. The University of New Hampshire has noted its shortcomings in this regard, and is resolved to move to overcome them. Given, the temper of the times, the articulation of a commitment to having a more diverse faculty is sure to rouse critics as well as supporters, especially given the racial population of the state and the unique nature of the it's legislative body.

UNH is an academic institution that strives to provide the best of both the liberal arts college and the research university experience. This is an admirable ambition, and to its credit, the University recognizes that its needs greater diversity in its teaching and

research staffs to reach this goal. The eminent sociologist, W. E. B. DuBois, identified race as the critical issue of the 20<sup>th</sup> century. It will be the critical issue of the 21<sup>st</sup> century as well if, as part of the process of preparing the leaders of the next generation, our colleges and universities do not develop ways to address its ubiquitous influence on our society.

In a consulting situation, especially one that has been countenanced by the administration, there is always the possibility that individuals will say what they think the consultant wants to hear. My sense, however, is that there is a genuine interest among the individuals whom I met with, to have a more diverse faculty at UNH. Cognizant of previous false starts in this regard, the word that I heard most often was “accountability” – reflecting a sense that “someone” needs to take responsibility for this initiative.

There also appears to be a substantial amount of support for the President and the Provost, and as the institution’s two chief administrative officials, the leadership will have to come from them. But there will also have to be ample “followership”, and this is where influential senior faculty members, Faculty Senate representatives and Deans and department chairs will also have to step up to the plate. While the “lead” administrator for specific activities would, in many respects, be the Associate Provost for Diversity, this one person can and should not have the responsibility for changing the campus entire culture placed on their shoulders.

I was quite impressed by the faculty of color with whom I met– they are obviously very capable people who will add a great deal to the academic environment at UNH. It is ironic that some of them arrived at the campus more by accident than as the result of a purposeful recruitment effort, but the very fact that individuals of such quality are at UNH belies the myth that it is impossible to recruit people of color to faculty positions at the University. These individuals will undoubtedly become one of the best recruiting mechanisms for other faculty of color, if their own experiences are positive ones.

There is an old folk saying in the African American community – if you keep doing what you’ve been doing, you will keep getting what you’ve been getting. Basically it means that to get different results, you have to use different methods. In order to have a more diverse faculty UNH will have to use more imaginative, creative, and persistent identification and recruitment methods than it has in the past.

**Regarding the three specific questions that were posed in the introduction of this document:**

**1) The current institutional climate for diversity at UNH could be described as mild, but there is great potential to raise the temperature to a much higher level, and the timing and circumstances seem appropriate for such action. Consideration should be given to acknowledging the 50<sup>th</sup> anniversary of the Brown vs Board of Education decision as an appropriate point to rededicate UNH to being a more diverse institution;**

**2) Current diversity practices are advancing the University's diversity goals too slowly - a rate that much of the community seems dissatisfied with. If the individuals that I communicated with in any sense represent a cross-section of the UNH faculty and staff, then it seems clear that a much faster pace for diversifying the faculty is desired than has existed heretofore.**

**3) The University can expand its efforts to create a diverse and inclusive community by acknowledging this goal as fundamental to improving its standing in the larger academic community, then identifying the necessary human and financial resources, along with appropriate modifications in existing processes and procedures to follow through.**

### **Timelines:**

Establishing timelines to gauge progress is also an institutionally specific consideration, affected by the number of faculty vacancies and the fields in which the vacancies occur, full/part-time faculty ratios, union considerations, and general budgetary factors. Often, however, these factors become excuses for not increasing faculty diversity. UNH has had a history of false starts in this particular area, and because of that legacy, establishing a short time line in which visible progress can be demonstrated is probably the appropriate way to go.

Starting with the acknowledgement of faculty diversity as an important institutional goal, followed by the appointment of the Associate Provost for Diversity and the active engagement of that individual with the various academic units and with search committees, it seems plausible that UNH could show visible, and perhaps substantial, progress in this arena within a three-year period.

By targeting areas in which there are likely to be reasonable numbers of potential candidates of color, such as education and social welfare, it seems likely that the University could "jump-start" this effort, but it is important that diversity expectations be part of every department's search, and that those units that are successful be rewarded for achieving this institutional goal. Like many efforts to bring about a change in the culture, both the carrot and the stick must be available to the individuals who monitor these activities. Widespread publicity and acclaim should be provided to units that are successful in hiring faculty of color, and ideally, supplemental resources should be made available to them. Recalcitrant and resistant units must face a sanction of some kind as determined by the appropriate administrative officials, as they would for failure to endorse any other goal of the University. While the sanction need not be administered publicly, its impact should be made known informally through standard lines of communication. Such actions will provoke controversy, perhaps even resentment and retaliation. If so, the administration should plan to use the situations to create avenues for dialogue and discussion about the University's goals, directions, and responsibilities to its students and its community.

### **Potential examples and models:**

A host of factors influence the ways in which postsecondary institutions operate in regard to diversity considerations, including but not limited to size, mission, location, budget, public or private status, historical traditions, governance, unionization, institutional leadership, and timing. Because the variance factors are so numerous, suggesting that any one institution could be an example for another is a risky proposition. With that caveat in mind, following are several examples of institutions that have had some level of success in diversifying their faculties:

#### Wheaton College (MA) – Cluster Hiring

A small, private liberal arts college of about 1,500 students, Wheaton gained national publicity when it hired six African American faculty in one year. This feat was achieved through aggressive outreach to prospective applicants, using an “opportunity hire” approach, and offering the candidates a sense that they would be welcomed and supported at the institution.

#### William Paterson University – Board support for diversity

Operating within a unionized framework, the University has nevertheless been successful at bringing in, and keeping African American faculty, even in such scarce fields as philosophy, in part because they have solicited and received substantial support from their Board. As the student body has become increasingly composed of individuals of color, the CEO and CAO have worked as a team to instill an expectation that faculty searches will identify, cultivate, and hire faculty of color.

#### Duke University – Dedicated external funding

Duke publicly proclaimed its intention to double the number of its African American faculty in a five-year period so that it would be able to offer its highly selective student body the kind of diverse teaching and research experiences that they were entitled to receive at a nationally prominent institution. President Nan Keohane indicated her intention to raise dedicated external funds to achieve this goal so that the existing budget allocations would not be negatively impacted.

#### North Carolina State University – Growing your own

The College of Engineering is the sixth-largest such entity in the nation, and at one time boasted a faculty that was ten-percent African American. Many of these faculty members received their Ph.D.s from NCSU, and the institution determined that it was more valuable to retain them to have them go off to other institutions. This approach raised concern among some members of the faculty and would probably not have been employed had it not been championed by the Dean.

Miami of Ohio University – Empowered Affirmative Action officer

Located in the small, rural community of Oxford, this university has nonetheless been able to demonstrate success in diversifying its faculty, and much of the credit is given to a highly dedicated, energetic Director of Affirmative Action who worked closely with faculty search committees to ensure that they were aggressively reaching out to potential applicants of color. This individual worked closely with the President, and had his understanding that searches without diverse pools of finalists would likely be rejected.

## Appendix A

### Potential job description

#### Associate Provost for Diversity and Academic Initiatives

Reports to: Provost and Executive Vice President for Academic Affairs

Responsibilities: Monitoring institutional initiatives related to increasing and maintaining diversity within the university community and fostering equal opportunity for faculty, staff, and students.

Assessing and monitoring implementation of University wide-goals and activities designed to improve and promote educational equity and diversity, including the recruitment and retention of faculty, personnel, undergraduate and graduate students of color.

The Associate Provost will provide strong leadership on campus and in the surrounding community on issues of diversity and multiculturalism. With the support of the President and Provost, this individual will work closely with University academic units and other offices to provide racial/ethnic/minority faculty, staff and students with support, and will provide imaginative leadership to help create a campus climate that is respectful and appreciative of diversity.

Qualifications: Earned doctoral degree; broad understanding of, and experience with Diversity and inclusiveness; proven record of facilitating change in higher education setting; demonstrated ability to work with a complex, decentralized system; commitment to affirmative action and equal opportunity in recruitment of faculty, staff, and students; excellent interpersonal skills necessary to establish strong collegial relationships throughout the University and broader communities; proven record of achievement, leadership, and effective management.

## Appendix B

The following individuals provided input to this report:

President Ann Hart and Provost Bruce Mallory

Funso Afolayan, Dale Barkey, David Bartlett, Domonic Bearfield, Roger Beattie, Toni Bisconti, Steven Bolander, Jeff Bolster, Vernon Carter, Grace Chang, Pablo Chavajay, Monica Chiu, Robert Coffey, Andy Colby, Carol Conaway, Chanda Corbett, David Cross, Sharon Demers, John Ernest, Scott Fletcher, Susan Franzosa, Pat Gormley, Arthur Greenburg, Jonathan Gutman, Stephen Hardy, Antonio Henley, Michele Holt-Shannon, Marilyn Hoskins, Jessica Johnson, Richard Johnson, Michael Jones, Irenee Kao, Karol LaCroix, Len Lamberti, Tom Laue, Dovev Levine, Joe Lugalla, Keller Magenau, James

McCarthy, Robert McGann, Sean McGhee, Paul McNamara, Leigh Anne Melanson, Wanda Mitchell, Claudia Morner, Jennifer Murray, Justus Ogembo, Sarah Oliveira, Andrew Rosenburg, Harry Richards, Mark Rubenstein, Gregg Sanborn, Judy Spiller, Thelma Sanga, Jibril Salaam, Nina Glick Schiller, Michael Spillane, Fredric Taylor, Mary Taylor, Nii-Adzei Tetteh, Darrius Thompson, Robert Tolbert, James Varn, Julie Williams, including 18 department chairs from various schools and colleges

## **Appendix C**

List of documents reviewed:

Academic Plan For the Future of the University of New Hampshire, 2002-2007 (Master Draft) (Dated 7/17/2003)

Appendix IX – University of New Hampshire Strategic Action Plan, Submitted by UNH President’s Commission on the Status of People of Color

Consultant’s Report Regarding Minors in American Studies, Race Culture, Power, and African American Studies at the University of New Hampshire

Diversity Task Force Report – March 5, 2001

Ethnic Count of Employees By Year by OCTYP – 3/4/2004

Faculty Search Guidelines

President Hart’s Statement of Commitment – DRAFT (Undated)

Program Review: African American Studies Minor

Proposal: Transforming the Teaching of Race at UNH

Self-Study: The Race, Culture and Power Minor

Self-Evaluation of Diversity Effectiveness: A Campus-Wide Assessment – UNH Diversity Team

Summary of Questions, Concerns and Suggestions, Diversity Support Coalition Meeting, February 22, 2004

The President’s Commission on the Status of People of Color, Annual Report for the 2001-2002 Academic Year

UNH Faculty Senate Motion on Statement on Diversity