

# **University of New Hampshire**

## **Summary Report**

**of the**

## **President's Commissions Review Process**

### **Submitted by:**

#### **Commission on the Status of Women**

Ruth Varner, Co-Chair and Lori Wright, Co-Chair

#### **Commission on the Status of People of Color**

JerriAnne Boggis, Co-Chair, Robert McGann, Co-Chair and Shannon Marthouse, Vice Chair

#### **Commission on the Status of GLBT Issues**

Dan Innis, Co-Chair and Stacy VanDeveer, Co-Chair

#### **Commission on Status of People with Disabilities**

Daniela Adler, Co-Chair and Carol Swiech, Co-Chair

#### **Ex-officio Member to all Commissions**

Donna Marie Sorrentino, Director of Affirmative Action and Equity

#### **Chair, President's Commissions Review Process**

Wanda S. Mitchell, Vice Provost for Faculty Development and Inclusive Excellence

## Table of Contents

Executive Summary	Pages 3-4
Introduction	Page 5
Overview of the University's Inclusive Excellence Strategic Initiative	Page 5
Description of the President's Commissions	Page 6
Review Process	Page 7
Recommendations	Pages 7-10
Summary	Pages 10-11
Appendices	
Appendix A Organizational Chart for University Council for Inclusive Excellence and Equity and the President's Commissions	Page 13
Appendix B Responses and Feedback Arranged by Themes	Pages 14-20
Appendix C Overview of Diversity Council	Page 21

## Executive Summary

Inclusive Excellence is a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise holds that the University of New Hampshire (UNH) will intentionally integrate its diversity efforts into the core aspects of the institution - such as academic priorities, leadership, quality improvement initiatives, decision-making day-to-day in operations, and organizational cultures - in order to maximize their success. Towards this end, UNH must sustain an organizational structure to support its Strategic Plan and the strategic programmatic initiative, *Making UNH More Inclusive*.

The purpose of the Commission review process was to ensure that the President's Commissions remain visible and highly functioning agents to confront and expose inequities, promote policies, practices and initiatives that make the University of New Hampshire a more welcoming community. In August 2010, President Mark Huddleston requested a review of the Commissions' current model. The joint review by a representative workgroup of the four Commissions was designed to identify opportunities for creating a more integrated operation for advancing diversity, equity, and inclusion consistent with UNH's Strategic Plan, "*Making UNH More Inclusive*". The working group consisted of Commission co-chairs and vice chair, Director of Affirmative Action and Equity, and the Vice Provost for Faculty Development and Inclusive Excellence. This committee worked over an eight-month period to:

- assess the current purpose, mission statements, structure, goals, and outcomes of the four President's Commissions;
- determine the Commissions' relationship to the president's cabinet, provost and senior diversity officer and internal and external communities;
- develop a communication method for gaining understanding of current climate issues from constituents and building a higher profile of commission initiatives; and
- develop a report of findings with proposed recommendations.

Information gathered from the joint commission retreat, listening sessions with campus constituents and dialogue among the review committee provided important insights about environment, campus and community culture, experiences, and perceptions of individuals who live, study, and work at the University of New Hampshire.

There are many important initiatives and activities taking place on the campus of UNH, but better coordinated efforts could lead to more effective diversity outcomes. The following recommendations are offered as a means of expanding and enhancing the Commissions' work while advancing the University's commitment to inclusive excellence and equity.

1. The Commissions will incorporate a goal of "inclusive excellence" into current mission statements. Each Commission will review current mission statement, by-laws, membership, etc. to determine needed revisions, and to include goals/objectives that ensure alignment with the University's inclusive excellence strategic initiative.
2. The President will endorse the creation of a new structure for the University to systematically implement strategic initiatives and assess strategic outcomes to advance

diversity, equity and inclusion. The Vice Provost for Faculty Development and Inclusive Excellence will establish yearly scheduled meetings for the University Council on Inclusive Excellence and Equity (effective July 1, 2011).

3. The President, in collaboration with the Commissions will establish clear expectations for the Commissions' work and working relationship with the Provost who serves as the University's Chief Academic Officer and Vice Provost for Faculty Development and Inclusive Excellence who serves as the University's Chief Diversity Officer.
4. The President in collaboration with the Commissions will establish clear expectations for the Commissions' working relationship with the Director of Affirmative Action and Equity upon review of the current role of Ex-Officio member to each Commission as stated in their By-laws.
5. The Vice Provost for Faculty Development and Inclusive Excellence in partnership with the President, Provost, Director of Affirmative Action and Equity, Commission leaders, Faculty Senate, and University Councils (OS, PAT, EE) will develop a description of the role and responsibility for the University Council on Inclusive Excellence and Equity.
6. The President will appoint the Director of Affirmative Action and Equity and the Vice Provost for Faculty Development and Inclusive Excellence as members of the President's Cabinet and/or Extended Cabinet to ensure that diversity and equity matters are represented at the senior decision-makers level.
7. The Vice Provost for Faculty Development and Inclusive Excellence in collaboration with the Office of Communication and Marketing will develop a communication method to inform the campus and local community of the diversity commitments, initiatives, successes and challenges of UNH and its various units and organizations (i.e., President's Commissions and University Council on Inclusive Excellence and Equity).
8. The President will commit to actions, external fundraising, new funding sources, and the allocation or re-allocation of resources needed for the endorsement, implementation and achievement of the University's Inclusive Excellence Initiatives (climate surveys, release time, stipends, professional development, etc.).

The aforementioned recommendations, as well as, the ones identified in the full report will offer a comprehensive approach for integration and collaboration of initiatives to build a more equitable and inclusive living-learning community at the University of New Hampshire.

## Introduction

In an effort to ensure that the President's Commissions remain visible and highly functioning agents to confront and expose inequities, promote policies, practices and initiatives that make UNH a more welcoming community, President Mark Huddleston requested in August 2010 a review of the Commissions' current model. The review was to provide information for determining future needs, support, and organizational structure of the Commissions relative to the University's Strategic Plan 2020. This joint review of the current structure by a representative workgroup of the four Commissions was designed to identify opportunities for creating a more integrated operation for advancing diversity, equity, and inclusion that is consistent with UNH's Strategic Plan, "*Making UNH More Inclusive*".

The working group consisted of Commission co-chairs and vice chair, Director of Affirmative Action and Equity, and the Vice Provost for Faculty Development and Inclusive Excellence. This committee worked over a nine-month period to:

- assess the current purpose, mission statements, structure, goals, and outcomes of the four President's Commissions;
- determine the Commissions' relationship to the president's cabinet, provost and senior diversity officer and internal and external communities;
- develop a communication method for gaining understanding of current climate issues from constituents and building a higher profile of commission initiatives; and
- develop a report of findings with proposed recommendations.

To achieve the results that we have proposed for the University's goal of "*inclusive excellence*" we recognize the need to be open to innovative, nontraditional, and highly proactive strategies that can contribute to the results the University seeks. UNH's commitment to the value of diversity must be actualized daily through academic and administrative operations. The President's Commissions have been a strong voice on campus and in the local community to address inequities and discrimination while raising awareness of the University need to take action.

This review process was intended to identify areas where our efforts can be strengthened, promote opportunities for building relationships across social identities, and put in place structures and outcomes measures to guide best practices.

## Overview of the University's Inclusive Excellence Strategic Initiative

The University of New Hampshire is recognized throughout the state and beyond for its efforts to promote professional interactions, foster intellectual dialogue, and advance partnerships among its diverse constituencies on its campus and in external communities. Steadfast leadership, strategic planning, organizational commitment, and strategic initiatives have resulted in moderate successes for building inclusive learning communities over the years. The President's Commissions (GLBT Issues, People of Color, People with Disabilities, and Women), campus community and diversity leaders are working to transform institutional

practice and policy in order to advance equity and inclusive excellence, but there remains the need to address the impediments to progress.

In sum, UNH must keep the momentum going by continuing to champion, support and provide leadership and funding to promote a more inclusive community that advances all aspects of diversity throughout the University structure and beyond.

## **Description of the President's Commissions**

The purpose of the UNH President's Commissions is to help to facilitate the development of a university community that is equitable and inclusive of all races, ethnicities, sexual orientations, abilities, genders, and gender orientations and expressions through the evaluation of systems and procedures. The commissions support the creation of strategies for full accessibility through the elimination of [physical, mental, emotional, and intellectual] barriers to institutional entrance, employment and learning.

In their work to promote changes that enhance campus diversity, the commissions respond to needs and concerns as well as to the progress made in the community. The individual missions are critical to our excellence as an institution:

- The President's Commission on the Status of Women works to promote full participation of women in education and employment by creating an environment free of sexism and discrimination.
- The President's Commission on the Status of People of Color acts to increase campus diversity through recruitment, retention and curriculum development.
- The President's Commission on GLBT Issues seeks to build a safe, inclusive, welcoming community for gay, lesbian, bisexual and transgender people.
- The President's Commission on People with Disability promotes empowerment and assesses the campus climate for the improvement of services, attitudes and practices involving those with disabilities.

The commissions form collaborative relationships to make the value of diversity visible. Their individual and collective, educational responses to our campus climate helps to monitor and further build a learning environment supportive to all.

Because of the efforts of the commissions as an arm of the University's inclusive excellence initiative, UNH is now recognized throughout the state for its leadership in advancing diversity and inclusion. As the University continues to embrace diversity and inclusion, the commissions offer their strengths and their acceptance of responsibility to educate and guide the community in this value critical to development, learning, and success.

## Review Process

The President's Commissions Review Committee began meeting in September, 2010 to review our charge and to plan the process for assessing and evaluating the commissions' work and to envision future needs. The committee held planning meetings during the fall semester, and began the spring semester with a joint retreat of the commission members. The retreat was followed with four listening sessions. The listening sessions were used to gather constituents' views, concerns, and ideas about the four Commissions. Both the retreat and the listening sessions were facilitated by an external consultant. A total of sixty-one (61) faculty, staff, and students, and community members participated in the retreat, listening sessions, and the survey process.

In sum, the dialogue among the review committee and feedback collected from the retreat, listening sessions, and survey process provided important information and critical insights about environment, campus and community culture, experiences, and perceptions of individuals and groups who live, study, and work at University of New Hampshire.

## Recommendations

There are many important initiatives and activities taking place on the campus of the University of New Hampshire, but better coordinated efforts could lead to more effective diversity outcomes. Of equal importance is the need to provide the human and fiscal resources to support the recommendations outlined in this report. Good work has been accomplished for 39 years through the structure of the President's Commission with modest resources and a sizeable cadre of committed volunteers. Moreover, a commitment to action, greater coordination, external fundraising, new funding sources, and the allocation or re-allocation of resources is vital to the endorsement, implementation and achievement of the eight recommendations.

Through discussion with campus and community members, including students, staff, faculty and administrators, as well as reading through institutional materials and the University web site, the following recommendations are offered as a means of expanding and enhancing University of New Hampshire's commitment to inclusive excellence and equity. We hope that when implemented, the recommendations identified in this report will set forth a new beginning towards achieving a true community where persons of diverse perspectives, cultures, and experiences can live, learn and work. The actions that follow the findings and recommendations must be intentional and directed at transforming individuals, groups, the local community, as well as, the institution.

**1. The Commissions will incorporate a goal of "inclusive excellence" into current mission statements. Each Commission will review current mission statement, by-laws, membership, etc. to determine needed revisions, and to include goals/objectives that ensure alignment with the University's inclusive excellence strategic initiative.**

Each commission will maintain its unique focus and identity while linking its goals to the University's new strategic initiative of "inclusive excellence" and will work in concert to

transform the University into a more welcoming, accessible, equitable and inclusive learning community. The review process will assist the Commission members to engage in activities that promote greater accountability and outcomes.

**2. The President will endorse the creation of a new structure for the University to systematically implement strategic initiatives and assess strategic outcomes to advance diversity, equity and inclusion. The Vice Provost for Faculty Development and Inclusive Excellence will establish yearly scheduled meetings for the University Council on Inclusive Excellence and Equity (effective July 1, 2011).**

During the listening sessions, a number of participants voiced their support for an executive board of the four Commissions that would raise the profile and influence of the commissions with the president and the president's cabinet, as well as create a more efficient and effective structure to carry out the university's strategic goal of inclusive excellence. However, a few participants voiced their support for the reconfiguration of the four Commissions' currently structure. Appendix B offers comments such as the following:

*"Perhaps we could form an executive board that would be made up of commission co-chairs as well as representatives from faculty senate, student senate, OS, PAT, EE Councils and other committees as needed."*

*"Right now the way we are structured there's no way to collaborate for single goals. There are too many groups (Diversity Council, Diversity Team, Diversity Student Coalition, four commissions, etc) doing the same work and trying to achieve the same goals. There's no communication between groups, or universal message; and consequently, we duplicate our efforts and get nothing done. Need centralized structure that will allow us to draw in more support and influence from other power groups on campus more efficiently."*

*"To create a commission structure where commissions are seen as a valued and utilized resource by all. The structure would/could be seen as a model for other colleges/universities."*

Of course Appendix B will also reveal statements indicating that no changes are necessary for the current Commissions and Diversity and Inclusive Excellence administrative structures, but the overall comments suggest that change is advisable to maximize outcomes. Therefore, in an effort to seek greater outcomes, the following changes are recommended to enhance the Commissions' work:

- The President's Commissions would keep their current identity and structure (GLBT, POC, PWD, and WOM), but will review current goals and objectives to enhance current functioning and collaboration.

-The Commissions will review and revise current goals and objectives to ensure that they include accountability measures that are assessed annually in the end-of-year progress reports.

-The Commissions will jointly develop in partnership with the CDO an assessment guide that aligns with the University's Inclusive Excellence Plan's key themes (organizational structure, curriculum, campus climate, recruitment and retention, and community engagement).

-Working with the CDO, the Commission chairs/co-chairs/vice chairs will review their budgets and engage in budget-based planning to identify opportunities for collaborative program sponsorships (websites, celebrations, surveys, studies, speakers, etc.).

-The Commissions will adopt a meeting schedule to accommodate broader participation of officers in a newly proposed structure identified as the University Council. Through the Council, fall and spring retreats will be held to identify strategic goals/initiatives/project for each academic year. Each Commission will be represented in the Council and at the retreats; and each Commission will have one voting representative on the Council.

-The four Commissions will communicate to and advise the President and the President's Cabinet through the chairs/co-chairs/vice chairs who will serve on the newly established University Council on Inclusive Excellence and Equity. The Commissions will inform and advise the University Council on matters pertinent to their constituencies.

- Establish a 13-member University Council on Inclusive Excellence and Equity that will be populated by representatives (chair/co-chair/vice chair) from each of the four Commissions, Director of Affirmative Action and Equity, Chief Diversity Officer, one faculty member appointed by the Faculty Senate, one representative from UNH-Manchester, one school/college dean, the Senior Vice Provost for Academic Affairs, the Chief Human Resources Officer, the Vice President for Student and Academic Services and a student representative from one of the following Student Senate/Diversity Student Coalition or Graduate Student Organization.

-The University Council serves as an advisor to the President, the President's Cabinet, and the Chief Diversity Officer.

-The University Council provides oversight for monitoring, assessing, and supporting the implementation of the Inclusive Excellence Strategic Plan's five strategic themes (organizational structure, curriculum, campus climate, recruitment and retention, and community engagement).

-The Council's work will support the University of New Hampshire's Strategic Plan and the strategic theme of "inclusive excellence" that calls for the University

to support and sustain an educational community that is inclusive, diverse and equitable.

-The Council will assist the Vice Provost for Faculty Development and Inclusive Excellence in issuing an annual inclusive excellence and equity progress report.

-The Council will provide recommendations for institutional practices and policies that foster inclusion, diversity and equity.

-The University Council on Inclusive Excellence and Equity would meet at least twice a semester as the University's diversity and inclusion monitoring and advisory structure.

-The meetings of the University Council on Inclusive Excellence and Equity would be with the President's Cabinet once a semester or at a scheduled time period deemed appropriate by the President. This would allow the Commission leaders to speak directly to the President and his senior leadership team.

**3. The President, in collaboration with the Commissions will establish clear expectations for the Commissions' work and working relationship with the Provost who serves as the University's Chief Academic Officer and Vice Provost for Faculty Development and Inclusive Excellence who serves as the University's Chief Diversity Officer (CDO).**

Clearly describe the role, responsibility, and expectations of the working relationship of the Commissions with the Provost and the CDO. It is recommended that the President and the Provost meet with the Vice Provost for Faculty Development and Inclusive Excellence to discuss their expectation of her role with the Commissions using information gathered during the listening sessions (Appendix B) and their expectations of the CDO's role relative to the University's Inclusive Excellence Strategic Initiative.

**4. The President in collaboration with the Commissions will establish clear expectations for the Commissions' working relationship with the Director of Affirmative Action and Equity upon review of the current role of Ex-Officio member to each Commission as stated in their By-laws.**

Review and revise the role, responsibility, and expectations of the working relationship of the Commissions with the Director of Affirmative Action and Equity; and establish the expected role of the Director relative to the University Council.

**5. The Vice Provost for Faculty Development and Inclusive Excellence in partnership with the President, Provost, Director of Affirmative Action and Equity, Commission leaders, Faculty Senate, and University Councils (OS, PAT, EE) will develop a description**

## **of the role and responsibility for the University Council on Inclusive Excellence and Equity.**

Clearly articulate the role and responsibility of the University Council to address the following: The University Council on Inclusive Excellence and Equity will provide oversight for monitoring, assessing, and supporting the implementation of the five diversity strategic areas (organizational structure, recruitment and retention, curriculum, campus climate, and outreach and engagement) identified in the Inclusive Excellence Plan. The Council's work will support and advance the University of New Hampshire's Strategic Plan and the strategic theme of "inclusive excellence" that calls for the University to support and sustain an educational community that is inclusive, diverse and equitable.

See Appendix C that describes the role, responsibility, and structure of the current Diversity Council.

**6. The President will appoint the Director of Affirmative Action and Equity and the Vice Provost for Faculty Development and Inclusive Excellence as members of the President's Cabinet and/or Extended Cabinet to ensure that diversity and equity matters are represented at the senior decision-makers level.**

**7. The Vice Provost for Faculty Development and Inclusive Excellence in collaboration with the Office of Communication and Marketing will develop a communication method to inform the campus and local community of the diversity commitments, initiatives, successes and challenges of UNH and its various units and organizations (i.e., President's Commissions and University Council on Inclusive Excellence and Equity).**

**8. The President will commit to actions, external fundraising, new funding sources, and the allocation or re-allocation of resources needed for the endorsement, implementation and achievement of the University's Inclusive Excellence Initiatives (climate surveys, release time, stipends, professional development, etc.)**

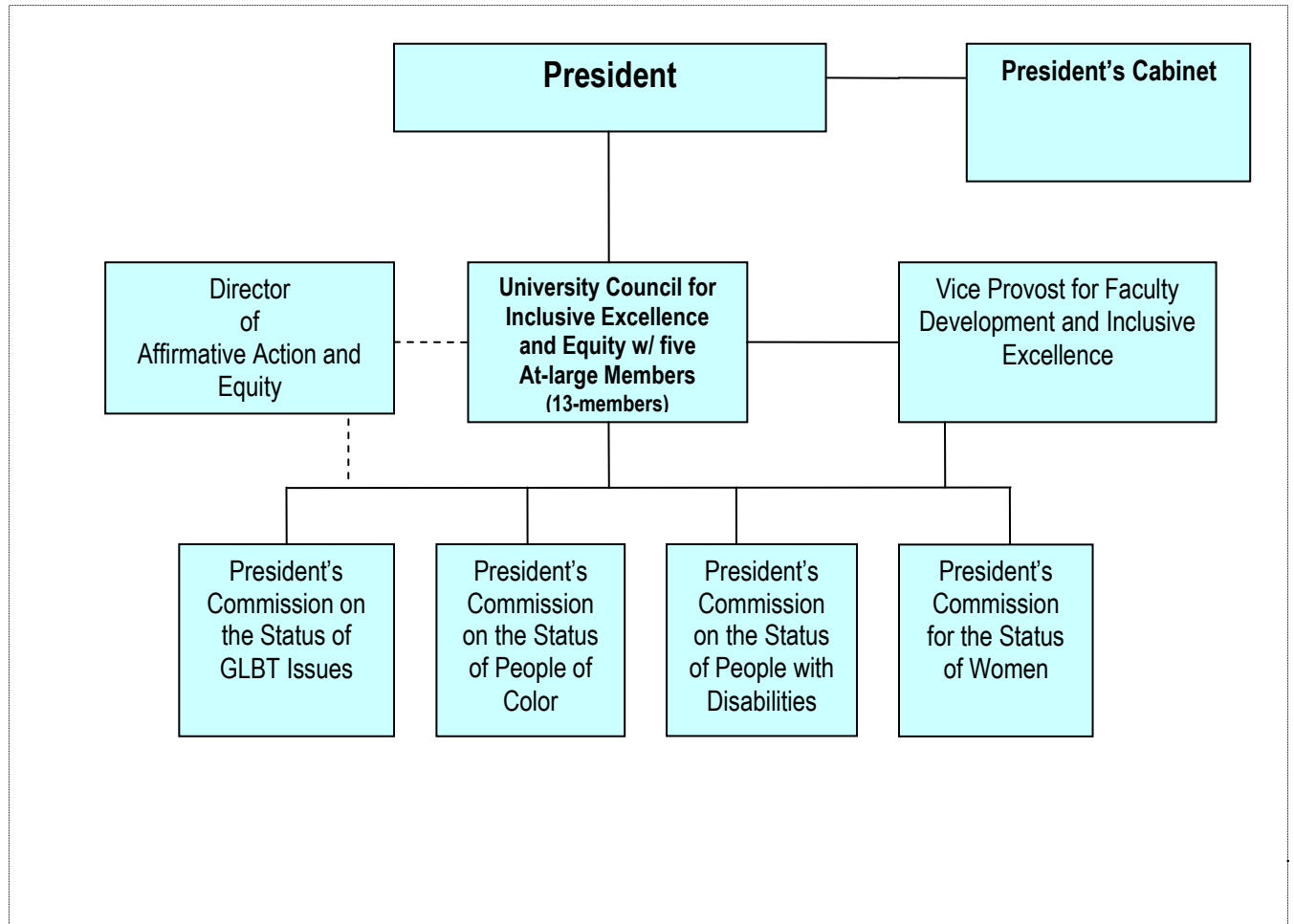
## **VI. Summary**

The recommended actions highlight initiatives the President's Commissions Review Committee recognize to be essential to UNH's goal of achieving value added inclusion of diverse constituent groups for under-represented populations within the University community. Moreover, these recommendations are vital to UNH building a trust-based community that engages and values all forms of human diversity, and the importance of engaging differing perspectives, cultures, and experiences in an institution of higher education. Endorsing these strategic actions to advance diversity and equity; as well as, providing adequate resources (fiscal and human) to support the initiatives will be critical to UNH fully realizing a world-class University in research, teaching and engagement through an inclusive culture at all levels and with all its component groups.

## Appendices

## Appendix A

### Organizational Chart University Council for Inclusive Excellence and Equity and the President's Commission



#### **University Council on Inclusive Excellence and Equity 13)**

Commissions: one representative for each Commission (4)

Director of Affirmative Action and Equity (1)

Chief Diversity Officer (1)

-Faculty Senate Appointee (1 faculty)

UNH-Manchester Representative (1)

-Academic Dean (1)

-Senior Vice Provost for Academic Affairs (1)

-Chief Human Resources Officer (1)

-Vice President for Student and Academic Services (1)

Student (1)

## Appendix B

### PRESIDENT'S COMMISSION REVIEW PROCESS

2010-2011

### RESPONSES AND FEEDBACK ARRANGED BY THEMES

#### STRUCTURE

- Change the name of the commissions to University Commission (on GLBT, disability, people of color, women) and take the power away from one individual and make it institutional. The name would designate that the commissions are all- inclusive and not just for one person. The University Commissions would report to the President's Cabinet. In this manner, more than one person would be hearing what the commissions have done and there's a channel through which policy could be amended.
- Would the commissions continue to have the same respect if their name changed from President's Commissions to University Commissions? Are the names important or the impact? Are the commission names seen as outdated by students and younger faculty/staff?
- Part of the problem is that Wanda's position/office is stretched in so many different directions that it prevents the commissions from being supported in the capacity that we would have liked. Additional personnel to assist commissions with marketing, advertising, research, writing reports and creating programs would be helpful.
- Perhaps we could form an executive board that would be made up of commission co-chairs as well as representatives from faculty senate, student senate, OS, PAT, EE Councils and other committees as needed.
- Universal design – whatever we do it should include as many people as possible, move from compliance or reaction model to institutionalized and systemic
- Reduce bureaucracy and overlap, focus on where/who is producing and or the production of – who owns it. Reduce the number of groups that do this work.
- The existing reporting structure is ineffective and does not lend itself to collaboration with each other or with other campus groups.
- Right now the way we are structured there's no way to collaborate for single goals. There are too many groups (Diversity Council, Diversity Team, Diversity Student Coalition, four commissions, etc) doing the same work and trying to achieve the same goals. There's no communication between groups, or universal message; and consequently, we duplicate our efforts and get nothing done. Need centralized structure that will allow us to draw in more support and influence from other power groups on campus more efficiently.

- Commissions should be seen as a regular and consistent voice.
- Need an interdisciplinary approach but still need to work on individual commission issues as not all issues intersect
- Commissions need to view their power differently than we have in the past. They must insert themselves in the conversation. However, how do we do this with a membership made up of volunteers with limited time commitments?
- To create a commission structure where commissions are seen as a valued and utilized resource by all. The structure would/could be seen as a model for other colleges/universities.
- By creating an executive board of commission co-chairs and representatives of Faculty Senate, Student Senate, OS, PAT, EE Councils, the board would have a better position to leverage power collectively by looking for synergies. Greater program collaboration would also save money.
- The commissions should be held accountable for their work as well as holding others accountable for their actions/work. Commissions should not be seen as passive observers.
- Suggestion to use the OMSA model where separate groups keep their individual identities but recognize that there are times when all groups need to work together. Commissions would remain as individual entities but would select 3-4 projects each year to work on collectively.
- To create a more cohesive commission structure where commissions collaborate on joint initiatives with each other as well as with other campus committees, groups and departments.
- A structure needs to be set up to allow us to join forces. In order to do this, some groups will have to go. We also need one person who represents all the groups, that would bring the central voice to the President's Cabinet or whomever. Commission co-chairs need to meet on a regular basis.
- To create a structure with intentionality that looks at underrepresented groups for the entire campus and that representatives from all groups are invited to the decision making table.
- Create a Center of Inclusive Excellence and Research that serves the entire state.

## VISIBILITY – PUBLIC RELATIONS

- The commissions have worked in isolation without recognition/visibility from the campus community as a whole. Most students, faculty and staff have never heard of

the commissions. There needs to be more work done on commission visibility and the work they do.

- The spotlight/visibility that the commissions used to have on campus seems to have dimmed as well as the networks that supported the work of the commissions. Is this due to the current administration?
- More work needs to be done on commission PR, including what initiatives all of the groups are working on. It's also important to note that the commissions need to broaden their reach to other campus areas beyond Liberal Arts as there are groups/pockets of individuals in the sciences who don't have a sense of belonging. More visibility and more access to all campus constituents is needed.
- During the current budget crises, it becomes crucial that we educate everyone on the work that the commissions do as we don't want to be seen as a target for cutbacks.
- The commissions also need to reach out and support the town of Durham as well as alumni. Figuring out how the alumni who might not be as overworked as staff, could contribute and lend their experience would be a great advantage to the commissions. The president may be less likely to turn down initiatives when alumni are involved.
- There needs to be a lot more student involvement on the commissions. The vast majority of students don't know about the commissions or the work that they do.
- To attract more students, have more activities and organized events that are socially cool to attend, not more lectures, but something like the Pancake Breakfast, or interesting movies. Each commission could have a signature event but have many collaborating partners (Outing Club, Fraternities, etc.) in organizing and financially sponsoring the event.
- Need to update social media connections for all commissions. Should we have one website/Facebook page which lists the events/resources etc. for all groups?
- The impression is that all of the commissions work in a similar manner as the Diversity Council's system, in that a lot of really great ideas are discussed, but it's not always clear what the outcomes are.

## REPORTING TO AND COALITION BUILDING

- This collaboration would seek to advance everyone's purpose while keeping the unique affinity groups in mind.

- Can we achieve more authority by connecting with the Faculty Senate? There are places within the Faculty Senate that may present unique opportunities as well as challenges.
- The current charge of the commissions is that of a recommending body, in that commissions present their policy recommendations. This process is especially frustrating when this one person holds the decision making power. Would it make a difference if all commissions worked together to advance certain issues to make a greater impact?
- We need to do more work on how we can brand and market these concerns, and the fragmented approach is not the best model to use. The intent is to galvanize the power, strength and expertise that each of these groups brings and to work to advance and identify the resources that we provide and the importance of this work to the institution.
- Internationalization is a fine example of how all the commissions can work collaboratively. For instance, female students will be coming from other cultures much different than ours, but where is the discussion going to take place that will assist these international students? Shouldn't we be having these conversations now if they will be arriving in the next 2-3 years?
- All vice presidents should be advocates of our work. In looking at other models from different institutions of higher education, the Diversity Council is made up of VPs and cabinet members. With this model, the President is shown as advancing the initiatives in their diversity strategic plan and is holding his/her cabinet responsible for making it happen because they have the power and the influence.
- In order to sustain the work, you must select the right people who have energy and passion to do this work. If the administration doesn't recognize and value the work being done, there is no incentive for members to remain at the table.
- We need a deliberative democracy where multiple voices are heard. There is a division now between faculty and staff that is intensifying. We need to identify tenured faculty that are our allies in this work. Need to improve relationships.

## MISSION AND PURPOSE

- Underrepresented groups served by the commissions should not have just a sense of belonging at UNH but should feel that they have a sense of ownership. Many groups don't feel that they are part of the public space.

- Another important point is that the commissions are not being recognized by the University for the work they do on crisis management. When something bad happens, the commissions are front and center and work diligently to “calm the waters”. In addition, commissions conduct research and dialog with various campus departments/groups to find ways of preventing future incidents.
- If we focus on identifying the resources that the commissions and the council provide to the university, we can ask, “What makes us a Go-To group?” If you are seen as a needed entity, then you have influence and power because people see your services as essential.
- The need to provide education in inclusive excellence and making sure the curriculum is modeled with diversity in mind
- To create a social sustainability climate where faculty, staff and students are all talking the same language with a centralized broad commitment to diversity.
- To expand the spirit of the commissions of equity and inclusion and recognize that everyone has a valued story to tell. To broaden the definition of diversity and inclusion
- Commissions work on enhancing quality of life for undergrad groups so that they in turn can continue the conversations about the issues off campus with skills learned on campus; create citizens who can think critically about diversity issues
- Commissions help the university save money on recruitment and retention of students from underrepresented groups. The future of UNH is to be seen as a premier institution with an environment of equality and acceptance. A school with a reputation that attracts students with diverse backgrounds
- Diversity evidence should be evident in all that we see and what we do; physical plant, curriculum, impact beyond UNH
- That we no longer see evidence of discrimination and that all barriers have been removed and we see a fully diverse student and faculty population working together

## RECOMMENDATIONS

- The commissions need to focus on how their work aligns with the University’s Strategic Plan. For example, the current plan calls for broadening our international student base, so why is there no housing on campus for Fulbright and international scholars?
- Term limits – sometimes we don’t do certain things because members serve on the commissions for only short periods of time. Using a different approach, the commissions should think of institutionalizing practices so that the term limits and the individuals don’t govern the decision making process; otherwise, projects will continue to be put off or started and stopped.

- It would help if commissions had clear priorities from year to year. New members, commission chairs, and presidents need to look back at the yearly commission reports. There needs to be continuity within each commission from year to year with respect to changing personnel.
- The commissions have a tendency to focus too much attention on what is happening today; we are so focused on what is going on today that we don't do long-term planning.
- Faculty/staff who volunteer to work on the commissions need to be compensated for their time on the commissions. It would also be helpful if there were more staff hired to support the work of the co-chairs on the commissions. Co-chairs are doing the work as volunteers while also performing the duties of their full-time jobs. It would be nice to have a staff member devoted to doing research, publishing reports and conducting climate studies that really look at the various issues over time. This research should be institutionalized and provide a much needed resource. Should this work be part of the Wanda's job/office?
- Identify reduction in size and scope to eliminate duplicity such as Diversity Council and Diversity Team
- It was a surprise to most of the people in attendance that neither Wanda nor Donna Marie sit on the President's Cabinet. Council members felt that these two leaders should be part of the cabinet.
- The president needs to initiate more campus-wide discussions on important topics of interest such as housing needs of graduate students and visiting faculty – where is the best location?
- It would also be more helpful if there were a template created for the steps needed in policy work.
- We should focus more on research and data collection. We have great staff and faculty here who do this work, but we need to link our work to their findings or work with others to do the research that we need
- What about the creation of a center for all the commissions where the center would provide a physical presence on campus? This space would allow easy access, and would provide an area for face to face meetings as well as programming. The center could be called "Center for Inclusive Excellence" which is a concept central to the strategic plan.

- Can we set up endowments for each commission? Alums may be more willing to donate to a small or specific campus group rather than just giving money to the general fund.
- Creating exceptional training and hiring practices to produce a more diverse workforce. Faculty and staff partner with local civic organizations.
- No need for formal commissions, but an institutionalized effort across the university to ensure all persons and viewpoints/experiences are welcomed and allowed to succeed
- Offer programming to companies/other institutions to include development and potential research

Most of the conversations about diversity are taking place only in meeting/conference rooms and are not being conducted in the classrooms. If the prime function of this institute is to educate students and if students are not competent and aware of the functionality and language of diversity, than how do we expect to have all of these bureaucratic entities over them trying to delegate the language that is foreign to them?

## Appendix C

### DIVERSITY COUNCIL

**Responsibility:** The Diversity Council will provide oversight for monitoring, assessing, and supporting the implementation of the five diversity strategic areas (organizational structure, recruitment and retention, curriculum, campus climate, and outreach and engagement) identified in the 2004-2009 Diversity Plan. The Council's work will support the University of New Hampshire's Strategic Plan and the strategic theme of "inclusive excellence" that calls for the University to support and sustain an educational community that is inclusive, diverse and equitable.

#### **Specific Role of the Diversity Council:**

- Works closely with the Vice Provost for Faculty Development and Inclusive Excellence to provide guidance in the implementation of diversity initiatives for the University and various administrative units relative to strategic actions, assessment, campus climate surveys, professional development, and University programming.
- Provides recommendations for institutional practices and policies that foster inclusion, diversity and equity.
- Reviews, revises and recommends diversity strategic actions to achieve the seven diversity strategies.
- Reviews, revises, and recommends accountability measures for assessing the achievement of the seven strategies of the diversity strategic plan.

#### **Composition of the 29-member Diversity Council**

- Appointed faculty representatives (7 to represent each school and college) Five chosen by Academic Affairs and two chosen by the Senate
- Appointed representative, Deans' Council (1)
- Appointed department chair (1)
- Appointed representative, Dimond Library (1)
- Appointed representative, Graduate School (1)
- Senior Vice Provost for Academic Affairs (1)
- Appointed representatives, Student and Academic Services (2)
- Appointed representative, Vice President for Research and Public Service (1)
- Appointed representatives, Vice President for Finance & Administration (2) (one from Finance & Administration and one from Human Resources)
- Appointed representative, University Communications & Marketing (1)
- Appointed representatives, President's Commissions (4)
- Affirmative Action/ADA Officer (1)
- Appointed representative, Intercollegiate Athletics (1)
- Appointed representative, UNH-Manchester (1)
- Student Representatives, 2 undergraduate and 1 graduate (3)
- Vice Provost for Faculty Development and Inclusive Excellence (1)