



University of New Hampshire

2010 – 2020 Inclusive Excellence Strategic Plan

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Table of Contents

Executive Summary	3
Introduction	4
Key Concepts	7
UNH’s Commitment to Inclusive Excellence	8
Overview of the 2010 – 2020 Inclusive Excellence Plan	10
Themes, Strategies, and Actions for Advancing Access, Diversity, and Equity	10
Implementation and Accountability	10
Structure of the University Council on Inclusive Excellence and Equity	11
Theme 1: Organizational Structure	12
Theme 2: Curriculum	13
Theme 3: Campus Climate	14
Theme 4: Recruitment and Retention	14
Faculty	14
Students	14
Staff	15
Administration	16
Theme 5: Community Engagement	17
Summary	17
References	19
Appendices	
A: Progress of Diversity at UNH	21
B: Highlights of Previous Plan	23

Executive Summary

The 2010 – 2020 Inclusive Excellence Strategic Plan is an outgrowth of the University's planning process and an extension of the 2004 – 2009 Diversity Strategic Plan. This document is intended to guide the University of New Hampshire toward its goals of advancing access, diversity, and excellence by means of the inclusive excellence paradigm. Inclusive excellence requires a comprehensive and coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of University life. UNH's commitment to inclusive excellence is evident in many documents over time. While UNH has made significant progress toward inclusive excellence, more work remains to be done.

As an institution of higher learning, the University of New Hampshire must respond to the social and demographic changes that are transforming our society. To that end, UNH will intentionally integrate its efforts at achieving inclusive excellence into the core aspects of the institution – its academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures. Every member of the university community has a stake in UNH's achievement of inclusive excellence. This plan challenges all of us to embrace inclusive excellence as a core value and to coordinate efforts to make inclusive excellence a reality at UNH.

The University of New Hampshire is recognized throughout the state and beyond as an influential institution for promoting professional interactions, fostering intellectual dialogue, and promoting partnerships among its diverse constituencies within corporate and external communities. The University enjoys this high regard because of its steadfast leadership, strategic planning, organization, and initiative in enhancing New Hampshire's learning communities. The Vice Provost and other representatives of UNH serve on a statewide advisory board on Enhancing Inclusive Excellence in New Hampshire Higher Education Learning Communities. Internally, the campus community and diversity leaders are working to transform institutional practice and policy in order to advance inclusive excellence. The six-year assessment of UNH's diversity progress identified successes, as well as impediments to the advancement of the 2004-2009 Diversity Strategic Plan across five themes: Organizational Structure, Recruitment and Retention, Curriculum, Campus Climate, and Community Outreach and Engagement. A summary of the university's progress is included in Appendix A.

The 2010 – 2020 Inclusive Excellence Strategic Plan follows the thematic organization of the 2004-2009 plan and identifies strategies that will be implemented during the next ten years with a mid-term assessment in 2015, as well as annual progress reports in the interim. The strategies and recommended actions offer a guide to administrative units to advancing inclusive excellence, access and diversity in the work of our institution. Furthermore, the strategies provide guidance on motivating all members of the academy and holding everyone accountable for progress toward meeting our goals. Following a description of each theme, the strategies and specific recommended actions are described.

University of New Hampshire

2010 – 2020 Inclusive Excellence Strategic Plan

“If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.”

Margaret Mead, 1935

Introduction

The 2010 – 2020 Inclusive Excellence Strategic Plan is an outgrowth of the University’s strategic planning process, its core educational mission to create a diverse and inclusive environment, and an extension of the 2004 – 2009 Diversity Strategic plan. This document is intended to provide a guide to lead the University of New Hampshire towards its goals of advancing access, diversity, and excellence by means of the inclusive excellence paradigm.

Inclusive Excellence, a principle that was introduced by the Association of American Colleges and Universities (AAC&U) in 2003, 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. Inclusiveness in higher education has become a national priority, as seen in the commitments of accrediting agencies such as The New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education, the accrediting agency for UNH. NEASC establishes Inclusiveness as a component of the Integrity Standard for accreditation (Standard 11.5) which states:

The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. ***It fosters an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.*** (Bold and italics added.)

The University of New Hampshire has a rich history of working to advance diversity, equity, and inclusion through initiatives that demonstrate commitment to honoring the dignity and worth of all individuals in a rapidly changing world. (See Appendix A). In a 2004 report by the Study Circles on the Compelling Interest of Diversity, participants wrote:

Issues of diversity not only raise questions of morality, politics, and economics related to inclusion and equal opportunity, but they also are critical to determining the quality of education offered at colleges and universities across the country. In its pursuit of academic excellence, UNH has a responsibility to establish a diverse workforce and cadre of leaders.

In October, 2008, President Huddleston initiated a strategic planning process to develop a vision of the institution UNH would like to be ten years into the future. In his preamble to the Strategic Plan Working Group, the president charged them to “foster and advance the University’s commitment to achieving excellence in all we do through diversity and inclusion.”

(www.unh.edu/strategicplanning/workinggroups.html, 2009)

While UNH has made modest progress towards inclusive excellence, recruiting faculty, staff, and students to mirror the changing demographics evident in New Hampshire and creating an environment that encourages, respects and values the contributions of a diverse community will require intentional efforts and resources. According to the National Center for Educational Statistics (NCES), the population of the United States who identified as white “declined from 80 percent of the total population to 66 percent” between 1980 and 2008. With the exception of the Black population which remained unchanged at 12%, other minority populations increased during the same time period. Specifically, “the Hispanic population increased from six percent of the total to 15 percent...the Asian Pacific Islander population increased from less than 2 percent of the total population to 4 percent.” In addition, the number of persons born outside the United States increased. NCES notes that the number of college students who are members of minority racial and ethnic groups increased from 15 percent in 1976 to 32 percent in 2007. It is estimated that by 2050 minority populations reflecting differences in racial, cultural, ethnic backgrounds and sexual orientation will make up 50% of the total U.S. population. While white students in college continue to greatly outnumber the total of minorities (NCES), it is reasonable to expect an increase in the number of college students who belong to minority groups. According to Johnson and Lichter (2010), 48.6 percent of US births last year were members of minority groups, placing children and youth “in the vanguard of America’s new racial and ethnic diversity” (pg. 1). The U.S. census recently “confirmed pockets of diversity in New Hampshire,” specifically in Hillsborough County where “the number of Hispanic children increased by 76 percent” (Ramer, 2011). As an institution of higher learning, the University must respond to the social and demographic changes that are transforming our multicultural society.

As a Northern New England institution of higher education, located in a state where the total racial/ethnic minority population reached 7.2% in 2010, the University of New Hampshire achieved a total minority student enrollment of 7.6 % (1,171 of 15,352) in the fall of 2010. The international student enrollment for both undergraduate and graduate students at that time was 1.9% (295 of 15,352). For that same period, the percentage of minority faculty employed was 7.0% (42 of 602), a decrease from 8.4% of the total faculty(56 of 632) in fall 2004, and the percentage of minority staff employed was 2.4% (42 of 1,726), a decrease from 3.1% of total (53 of 1721) in fall 2004. In most cases, UNH witnessed an increase in the number of under-represented employees, but experienced a decrease in the overall percentage represented by that group. Unfortunately, this trend is in a negative direction for UNH’s employment of faculty and staff of color, as well as, for its International students.

When the proportional representation of the aforementioned group in 2010 is compared to 2004, the following changes are evident: a 21% decrease over the 2004 proportion of faculty of color, a 22% decrease over the 2004 proportion of staff of color, a 50% increase over the 2004 proportion of students of color, and a 17% drop in the 2004 proportion of International students. The data over the past six years indicate that UNH strategic approaches have yielded positive results in the number of faculty and staff of color employed, but the percentage increase dropped in fall 2010 after achieving four intermittent years of percentage increases. Steady gains have been achieved for enrolling students of color; however, the number of enrolled International students has dropped over the past six years with a significant decrease in fall 2010. The data, which indicate an increase in the number of faculty staff and students of color, suggest that the University is progressing in response to the University’s 2004 original call that resulted in initiating the development of a five year plan to focus with special intention on enhancing the recruitment, hiring and retention of people of color at UNH. However, given the proportional decline, it will be necessary to advance these efforts while examining trends in hiring and enrollment.

As one of the six New England Land-grant Universities, the University of New Hampshire lags behind other institutions. UNH must continue its efforts to recruit and retain a widely diverse faculty, staff and student body. Comparative IPEDS Human Resources data reveal the following for 2005, 2007, and 2009:

Faculty Data

Tenured and Tenure Track Faculty	Fall 2005			Fall 2007			Fall 2009		
Institution Name	Total minority	Ten & Track Faculty		Total minority	Ten & Track Faculty		Total minority	Ten & Track Faculty	
University of Connecticut	155	1004	15%	165	1007	16%	209	1170	18%
University of Maine	25	441	6%	28	450	6%	29	446	7%
University of Massachusetts Amherst	146	960	15%	161	972	17%	165	972	17%
University of New Hampshire +Manchester	48	596	12.4 %	47	602	12.8 %	58	607	10%
University of Rhode Island	86	559	15%	88	617	14%	76	585	13%
University of Vermont	65	599	11%	68	603	11%	82	603	14%
Minority includes Black non-Hispanic, Hispanic, Asian or pacific islander, American Indian/Alaskan native. Only tenured and tenure track faculty are included.									

Staff Data

Full-time Staff Ethnicity	Fall 2005			Fall 2007			Fall 2009		
	total minority	Total full-time staff		total minority	Total full-time staff		total minority	Total full-time staff	
Institution Name									
University of Connecticut	394	2879	14%	403	2994	13%	1013	6038	17%
University of Maine	47	1628	3%	48	1587	3%	47	1561	3%
University of Massachusetts Amherst	414	3180	13%	462	3341	14%	486	3376	14%
University of New Hampshire +Manchester	58	1702	3%	55	1726	3%	63	1751	4%
University of Rhode Island	139	1594	9%	154	1640	9%	140	1591	9%
University of Vermont	137	2185	6%	173	2202	8%	191	2228	9%
Full-time staff (Executive administrative/managerial, Other professionals, Technical and paraprofessional, Clerical and secretarial, Skilled crafts, Service and maintenance									
Minority includes Black non-Hispanic, Hispanic, Asian or pacific islander, American Indian/Alaskan native									
The jump in counts for Connecticut is suspected to reflect a change in their IPEDS selection criteria to now include their medical school faculty.									

Student Data

Minority students - ALL -undergrad and grad, full and part, degree and non-degree									
	Fall 2005			Fall 2007			Fall 2009		
Institution Name	Total Minority	Total All Students		Total Minority	Total All Students		Total Minority	Total All Students	
University of Connecticut	3663	23185	16%	3953	23692	17%	4498	25029	18%
University of Maine	489	11435	4%	508	11912	4%	616	11894	5%
University of Massachusetts Amherst	3572	25093	14%	3908	25873	15%	4363	27016	16%
University of New Hampshire+ Manchester	764	15607	5%	883	16107	5%	989	16303	6%
University of Rhode Island	1634	15095	11%	1799	15650	11%	2092	16389	13%
University of Vermont	613	11597	5%	660	12239	5%	886	13391	7%
Includes All students, degree and non-degree, undergrad and grad, full and part-time									

The comparative data indicate that while UNH's strategic approaches have yielded some positive results in employing faculty and staff of color, the University continues to place fourth among the six institutions in the percentage of tenured and tenure-track minority faculty employed and ties for fifth place in the percentage of full-time minority staff employed. The University also places around fifth for the percentage of all minority students enrolled.

In summary, the data reviewed demonstrate an increase in the number of faculty, staff, and students of color; however, the total number of both groups has witnessed both increases and decreases over the past six years. Although race and ethnicity do not represent the full definition of diversity, they are perhaps the most visible indicators of diversity and play an important role in inclusive excellence. The University's efforts to recruit and retain a widely diverse faculty, staff, and student body must be continued and to advance its academic mission within a diverse educational community.

Key Concepts

Campus Diversity at the University of New Hampshire can be defined as a learning community that is enriched by persons of different races, genders, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientation and gender identity or expression, marital status, languages, veteran status, and religious beliefs because participation in a diverse educational community will enrich students' education and enhance their ability to participate in a rapidly evolving, multicultural nation. These goals are consistent with the university's educational mission.

Inclusive Excellence at the University of New Hampshire refers to the achievement of institutional excellence through a sustained intentional, dynamic, and interactive engagement across a fully diverse campus in all phases of university life (curricular, co-curricular, research, and outreach). Only with an equitable inclusion of diverse peoples, perspectives, and pedagogies can optimal teaching, inquiry, artistic development, and learning occur. Inclusion is an integral part of any just and stable community, but given its unique institutional character and goals, the university cannot achieve excellence without inclusiveness. Only by such means can we secure shared knowledge, understanding, appreciation, and utilization of humanity's rich diversity.

Access must include recruitment and retention of members of traditionally under-represented groups. Access for all can be achieved only by intentional and deliberate action utilizing policies, procedures and resources to increase hiring and admission of a widely diverse faculty, staff, administration, and student body.

Equity is fair and just allocation of resources, opportunity, and treatment aimed at success for every member of the campus community. Every individual must have an equal opportunity to participate in all aspects of the educational process, including learning facilities, resources, extracurricular, and curricular programs.

UNH's Commitment to Inclusive Excellence

UNH's commitment to inclusive excellence is evident in many documents over time including the "Faculty Senate Statement on Diversity," (2004) and the "University of New Hampshire's Commitment to Diversity" (2004). UNH took a major step towards actualizing the commitment by approving the appointment of a Vice Provost for Diversity to "implement the diversity plan and provide leadership on issues of diversity and inclusion" (Diversity Strategic Plan, 2005). In 2010, UNH elected to maintain its commitment to the 2004 statement:

Diversity is a community value at the University of New Hampshire. We are committed to supporting and sustaining an educational community that is inclusive, diverse and equitable. The values of diversity, inclusion and equity are inextricably linked to our mission of teaching and research excellence, and we embrace these values as being critical to development, learning, and success. We expect nothing less than an accessible, multicultural community in which civility and respect are fostered, and discrimination and harassment are not tolerated. We will ensure that under-represented groups and those who experience systemic inequity will have equal opportunities and feel welcome on our campus. We accept the responsibility of teaching and learning in a diverse democracy where social justice serves as a bridge between a quality liberal education and civic engagement.

When President Huddleston and Provost John Aber presented the 2010 UNH Strategic Plan entitled *The University of New Hampshire in 2020: Breaking Silos, Transforming Lives, Re-imagining the University*, they pledged:

Through a complementary set of strategies and initiatives, we will make a parallel investment in making UNH more inclusive and diverse. We will develop new opportunities for UNH students to work and study at institutions in different parts of our country, where they will engage with faculty and students whose cultures and life experiences are different from their own. We will redouble our efforts to recruit a more diverse faculty and staff, in part by exploring ways to establish reciprocal exchanges with institutions whose missions and student bodies reflect scholarly traditions and experiences now not sufficiently present in our university. To achieve a truly diverse community entails more than drawing together people of different backgrounds and circumstances; the fact of inhabiting a common learning community must become a basis for a genuine interaction, leading to an increased understanding and respect. Through these and other means, UNH will create campus environments that foster inclusiveness and quality engagement for all.

In the President's statement on diversity, Huddleston emphasized the importance of the diversity of faculty and staff to the richness of students' educational experience when he stated: "Our faculty and staff add to that richness with the breadth of their own backgrounds and interests."

To achieve the goals set forth by President Huddleston, UNH must renew its efforts to be fully inclusive. According to the 2004-2010 Inclusive Excellence Progress Report:

Reasonable progress has been made, but much work remains for the campus community to integrate the University's core value of inclusive excellence into daily operations. In summary, the UNH community must continue to champion, support, and provide leadership and funding to promote a more inclusive teaching-learning community that advances all aspects of diversity throughout the University structure. (See Appendix B.)

To this end, UNH will intentionally integrate its efforts at achieving inclusive excellence in the core aspects of the institution – its academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures – in order to maximize their success. UNH will adhere to a dual focus of its diversity efforts that consists of concentrating on both increasing compositional diversity and creating learning environments in which students, faculty, and staff of all backgrounds can thrive. To actualize these goals, UNH will target areas where we believe the most progress is needed:

- aim to integrate diversity across the curriculum;
- provide opportunities for both structured and informal interactions and relationships among diverse faculty, staff and students;
- create a campus culture that values and respects multicultural perspectives, and fosters the transformation of the organization and structure of the University so that all members of the community can thrive. Specific recommendations are listed later in this document.

Increased diversity is central to the institution's mission for the 21st century. Courses, offices, organizations, programs, committees, commissions, and working groups will proactively address the following issues and populations: women, people of color, gay, lesbian, bisexual people; gender identity

and expression; ethnicity and nationality, socioeconomic class; people with disabilities; religious diversity, and other underrepresented groups. (See appendix A).

Overview of the 2010-2020 Inclusive Excellence Plan

This comprehensive long-range plan builds on the former diversity plan and is organized around the same **five themes: organizational structure, curriculum, campus climate, recruitment and retention, and campus engagement**. In addition, this plan is aligned with and reinforced by the 2010 UNH Strategic Plan which solidifies the University's commitment to excellence in providing the highest quality, broad-based education for all students in a diverse, inclusive, and welcoming setting. The UNH Strategic Plan recognizes that educating all students for life in a diverse world is among our most important responsibilities, and it is essential that we plan to do it well. These outcomes can occur only with concerted efforts and leadership; the engagement of the entire campus community is essential to the realization of stated goals.

The next section lays out the themes, strategies, and actions for advancing access, diversity, and equity and defines areas of accountability for achieving our goals.

Themes, Strategies, and Actions for Advancing Access, Diversity, and Equity

The University of New Hampshire is committed to diversity initiatives that foster an inclusive community by recruiting, welcoming, and supporting those who have historically been excluded or under-represented in higher education for reasons of race, ethnicity, sex, gender identity and expression, sexual orientation, religions, ability, or income. Under each of the five themes, the 2010 – 2020 Inclusive Excellence Strategic Plan identifies strategies that will be implemented during the next ten years and reassessed at the conclusion of 2015, with annual progress reports in the interim. By embracing and implementing the strategies described in this section, UNH will see more significant gains than in the past five years. (See Appendix B.)

Implementation and Accountability

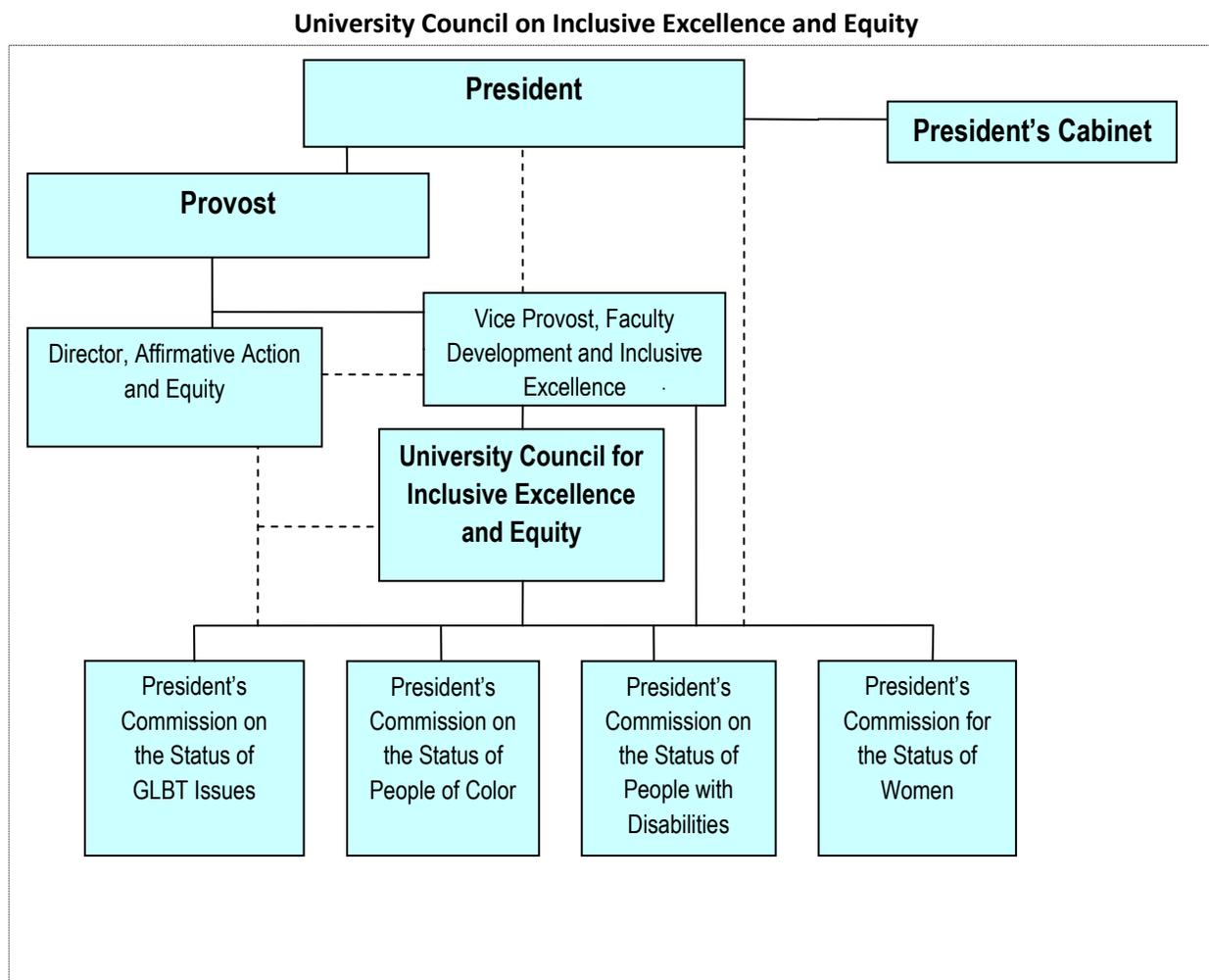
The strategies will serve as an accountability mechanism for assessing the yearly progress to ensure that diversity and inclusive excellence are evident in access, opportunity, and success at the University. The strategies and related actions offer a guide to administrative units to advancing inclusive excellence, access and diversity in the work of our institution. Furthermore, the strategies provide guidance on motivating all members of the academy and holding everyone accountable for progress toward meeting our goals. For accountability purposes, each administrator of a unit is expected to consult with those who report to him/her in order to implement strategies for advancing diversity in their respective administrative units.

Engaging in annual assessment of all administrative divisions and units' efforts in diversity and inclusive excellence will be important to the implementation, success, and revision of this plan. Inclusive excellence initiatives will be integrated into the annual evaluation process of faculty, administrators, and staff, so that inclusive excellence is not regarded as an optional add-on. The objectives identified under

each of the five strategic themes will be included in the annual performance evaluation process, and this segment of the evaluation for each administrative division will be sent directly to the Vice Provost for Faculty Development and Inclusive Excellence for review by the University Council for Inclusive Excellence and Equity in order to ensure that the institution is making progress toward meeting its expected outcomes.

Structure of the University Council on Inclusive Excellence and Equity

The 13-member University Council for Inclusive Excellence and Equity will be established and populated by one representative for each Commission, Director of Affirmative Action and Equity, 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, a student representative (from one of the following organizations: Student Senate, Diversity Student Coalition or Graduate Student Senate), and the Vice Provost for Faculty Development and Inclusive Excellence. The University Council serves as an advisor to the President, the President's Cabinet, and the Chief Diversity Officer. Specific details regarding the new structure are under discussion.



In the next section, we describe each of the themes in detail and list action steps needed to move forward with actualizing the theme at the University.

Theme 1: Organizational Structure

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 University Council serves as an advisor to the President, the President's Cabinet, and the Vice Provost for Faculty Development and Inclusive Excellence.

The newly organized University Council, in collaboration with the Vice Provost for Faculty Development and Inclusive Excellence, will provide oversight across departments for monitoring, assessing, and supporting the implementation of the five inclusive excellence strategic themes named in this document. The full Council includes representation from broad constituency groups consisting of faculty, staff, and students. The Vice Provost for Faculty Development and Inclusive Excellence will lead the Council to support the UNH Strategic Plan and the strategic programmatic initiative, *Making UNH More Inclusive*.

The need for a change in the composition of the University Council on Inclusive Excellence and Equity became evident during an eight month review of the President's Commission in 2010-2011. The review identified opportunities for creating a more integrated operation for advancing diversity, equity, and inclusion consistent with UNH's Strategic Plan, "Making UNH More Inclusive", and the president endorsed the recommendation to establish a University Council for Inclusive Excellence and Equity. Therefore, the 13-member University Council on Inclusive Excellence and Equity was approved to begin its officially appointed role in the spring of 2012. The Diversity Council will conclude its services at the close of the fall 2011 semester.

This new structure of campus leaders with key areas of responsibilities and unique perspectives have been asked to develop accountability mechanisms and strategies to advance the University's commitment by working closely with the Office of the President. The achievement of greater coordination among the commissions, the president, the provost, the vice provost for faculty development and inclusive excellence, the director of affirmative action, and other key offices is expected with this new structure. Vice Provost Mitchell will lead this effort. The University Council on Inclusive Excellence and Equity will now serve in an advisory and oversight role for the University's Inclusive Excellence Initiatives.

Recommended Actions:

- A. Make explicit the institutional commitment to diversity and inclusive excellence as a core value through policy statements and actions. (See statements and actions by the President and University leaders.)
- B. Identify specific practices implemented during the past six years that were successful so that everyone has a model.

- C. Continue to develop, monitor, and revise a university-wide inclusive excellence and equity plan.
- D. Utilize assessment data to strengthen and revise programs and services to enhance inclusive excellence and diversity.
- E. Assist in the recruitment and retention of qualified and diverse faculty and staff.
- F. Identify and share best practices related to diversity, equity, and inclusion.
- G. Review department chairs' and managers' annual reports submitted to Vice Provost and make recommendations for change.

Responsible person: Vice Provost for Faculty Development and Inclusive Excellence

Time-line for Progress Report: Annual reports beginning 10/12

Theme 2: Curriculum

The Council will work with faculty to encourage curriculum that enhances multicultural and global awareness, social identity, and the integration of diversity and inclusion in curricular and co-curricular offerings at all levels of UNH students' education. Learning opportunities will exist for all students to understand, reflect upon, and engage with diverse and competing viewpoints as a resource for learning, citizenship, and work. Research by King and Shuford (1996) indicates that a multicultural perspective is a more cognitively complex developmental level than is a mono-cultural perspective. More recently, Niemann and Maruyama (2005, as cited by Kortz & Tolbert, 2011) reported that diversity initiatives have resulted in improved outcomes in critical thinking and civic engagement. Thus, achieving diversity and inclusive excellence helps UNH meet other goals such as developing critical thinking, promoting students' cognitive and ethical development, addressing the university's responsibility to prepare students for a global society, and developing effective leaders for tomorrow's diverse society (Hurtado, 2005, as cited by Kortz & Tolbert, 2011). Efforts associated with the University's strategic plan's international efforts will provide increasing opportunities for intercultural activities and perspectives that can be utilized in curricular activities.

Recommended Actions

- A. Encourage the development and implementation of new Discovery courses that incorporate diversity.
- B. Promote the adoption of a diversity requirement or diversity attribute for all undergraduate students.
- C. Increase and develop funding opportunities to support research related to diversity and to actively recruit qualified researchers from diverse backgrounds (e.g. Elliot Funding for Diversity Programs); this includes seeking foundation, corporate and private donor support for course and program development related to diversity and inclusive excellence.
- D. Identify and promote existing diversity related interdisciplinary curriculum and research.
- E. Sustain professional development in diversity and multi-culturalism for faculty.
- F. Increase opportunities for intergroup exchanges in the classroom as well as informal, co-curricular interactions to promote engagement of diverse viewpoints.

Responsible persons: Senior Vice Provost for Academic Affairs, Deans, Faculty Senate (Chair, Academic Affairs Committee), and Vice President for Student, and Academic Services

Time-line for Progress Report: Annual reports beginning 10/12

Theme 3: Campus Climate

Build a more active, inclusive, and engaged living-learning environment of individuals of differing perspectives, life experiences, and cultural backgrounds, and work to establish collaborative working relationships.

Recommended Actions:

- A. Create an environment that encourages positive inquiry and engages people, listens to and values all voices and viewpoints across the university.
- B. Provide opportunities for faculty and staff to gain diversity-oriented knowledge to manage and leverage issues and strengths in a diverse classroom; utilize existing resources such as OMSA, the Center for Excellence in Teaching and Learning, and Office of the President's Commissions.
- C. Conduct, analyze, and distribute results and recommendations of the climate survey of faculty, staff, and students every four years.

Responsible persons: President, Provost, Vice Presidents, and Vice Provost for Faculty Development and Inclusive Excellence

Time-line for progress Report: annual reports beginning 10/12

Theme 4: Recruitment & Retention

Renew efforts to recruit and retain qualified individuals from social groups that have been historically excluded or under-represented in higher education for reasons of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Although UNH has placed emphasis on racial and ethnic minority gains in faculty, students, staff, and administration over the next ten years, the recommended actions make evident our wide definition of diversity.

Faculty: Enhance recruitment and retention of a widely diverse faculty through funding, partnering, and retention programs.

Recommended Actions:

- A. Develop and implement a robust and inclusive recruitment and retention plan for all junior faculty with specific attention to tenure track positions. Engage various recruitment strategies based in best practices to attract and hire qualified candidates from diverse populations.
- B. Develop a statement of expectation for search firms regarding the delivery of a diverse pool of candidates and analyze the firms' ability to do so.

- C. Develop and implement a process for on-going evaluation of retention factors and identification of best practices (e.g. focus groups, exit interview data, and demographics of promotion, tenure, and retirements.)
- D. Strengthen current programs and design and implement new programs to support the progress of all junior faculty toward tenure, inclusive of mentoring, peer evaluations, research support, and opportunities for professional development on and off-campus; ensure broad dissemination of the availability of such programs, especially for women, people of color, and members of other under-represented groups.
- E. Advocate for faculty exchange programs and faculty in residence programs, in keeping with President Huddleston's 2010 address.

Responsible Persons: Provost and College and School Deans

Time-line for Progress Report: Annual reports beginning 10/12

Students: Enhance recruitment and retention of a widely diverse student body through funding, partnering, and retention programs with a particular emphasis in the next ten years on qualified undergraduate and graduate students from historically under-represented groups.

Recommended Actions:

- A. Conduct a university-wide study to establish disaggregated information regarding the financial need of newly admitted students and the reasons why other students chose not to enroll; annually analyze disaggregate data related to scholarships, grants, and loans, and track recruitment outcomes.
- B. Strengthen and expand financial aid for qualified students from under-represented groups that historically have found unique obstacles to complete a UNH baccalaureate degree, including need-based financial support and incentives for high achieving students through such programs as the Study Abroad Opportunity Fund, book grants, and continuation scholarships.
- C. Increase the number, amount, and diversity of financial aid awards for high achieving students, including scholarships for undergraduates, and fellowships and graduate assistantships for graduate students, in order to achieve and maintain competitiveness.
- D. Centrally list all graduate assistant positions available across campus,
- E. Engage diverse UNH students and alumni in targeted recruitment through educational and service opportunities in high schools and the local urban community, e.g. mentoring, motivational speaking, volunteerism. Strengthen existing programs such as UNH Manchester's College Transition Program and CTP for ESOL students. F.
- F. Facilitate connections among diverse students, faculty, staff, and advisors to develop mentorships.
- G. Intensify and coordinate retention efforts through existing offices, including the Center for Academic Resources, tutoring for athletes, the Connors Writing Center, ESL support services, Disability Services for Students.

- H. Internationalize the campus through student exchange programs and outside services such as Navitas, in keeping with President Huddleston's 2010 address.

Responsible Persons: Vice President for Student and Academic Services and Dean of the Graduate School

Staff: Enhance recruitment and retention of a widely diverse staff through funding, partnering, and retention programs.

Recommended Actions:

- A. Engage various recruitment strategies based on best practices to attract and hire qualified candidates from diverse populations.
- B. Develop a statement of expectation for search firms regarding the delivery of a diverse pool of qualified candidates and analyze the firms' ability to do so.
- C. Develop and implement a process for ongoing evaluation of retention factors and identification of best practices (e.g. focus groups, exit interview data, and demographics of promotion, tenure, and retirement for all employees).
- D. Increase opportunities for professional development and career advancement of classified and professional staff.

Responsible Persons: Division Vice Presidents and Provost

Time-line for Progress Reports: Annual reports beginning 10/12

Administration: Enhance recruitment and retention of a widely diverse and qualified administrative and academic leadership through funding, partnering, and retention programs.

Recommended Actions:

- A. Engage various recruitment strategies to attract and hire qualified candidates from diverse populations.
- B. Develop a statement of expectation for search firms regarding delivery of a diverse pool of qualified candidates and analyze the firms' ability to do so. Continue to include a diversity requirement in the position description. For example, the search committees may include a diversity champion. The Vice Provost will recommend questions on demonstrated experience in diversity.
- C. Develop and implement a process for ongoing evaluation of retention factors and identification of best practices (e.g. focus groups, exit interview data, and demographics of promotion, tenure and retirements).
- D. Develop and maintain an effective mentoring process for career advancement and development of diverse academic leaders and administrators, including succession planning that allows all to grow through broad leadership experience.
- E. Provide regular executive professional development training inclusive of diversity.
- F. Increase opportunities for professional development and career advancement of administrators.

Responsible Persons: President, Provost, and Vice Presidents

Time-line for Progress Report: Annual reports beginning 10/12

Theme 5: Community Engagement

Enhance external collaborations and/or partnerships facilitating diversity, inclusion and intercultural engagement. Consistent with UNH's mission as a public land-grant university, the university will support active collaborations that build on the resources, skills, expertise, and knowledge of the campus and community to improve quality of life and build learning communities.

Recommended Actions:

- A. Strengthen existing and develop new collaborations within the state of New Hampshire and in the local community, and other public and private institutions, businesses, and community organizations that foster diversity and benefit the community.
- B. Provide an annual opportunity for discussion and exchange of ideas with elected officials, business and community leaders related to state and community issues impacting diversity and the New Hampshire community.
- C. Secure baseline information on UNH's current outreach and partnership efforts.
- D. Strategically engage external leaders and alumni through recognition and involvement.
- E. Work with Carsey Institute and state organization regarding demographic studies and utilize the Office of Institutional Research to track the outreach activities of faculty, staff, and students.
- F. Continue to provide leadership with the New Hampshire Inclusive Excellence in Higher Education Institute to disseminate resources and hold biennial summits for leadership in the state.

Responsible Persons: President, Provost, Vice Presidents, and Vice Provost for Faculty Development and Inclusive Excellence

Time-line for Progress Report: Annual reports beginning 10/12

Summary

The University of New Hampshire has been active and strategic in addressing its recognized limitations and impediments to achieving a widely diverse and inclusive community. More work remains to be done; however, it is evident from our six-year review that the University community must continue to champion, support, and provide leadership and funding to promote a more inclusive community that advances all aspects of and inclusion throughout the University structure. It is our hope that this inclusive excellence strategic plan will guide our intentional and deliberate actions over the next ten years with a mid-term assessment in 2015, as well as annual progress reports in the interim to assess

the university's progress in meeting the goals set forth in this plan by the Vice Provost for Faculty Development and Inclusive Excellence and the Provost.

As with the 2004-2009 Diversity Strategic Plan, the Vice Provost for Faculty Development and Inclusive Excellence has vetted the document with the various University stakeholders to seek endorsement of the strategic plan for UNH's operation to advance institutional diversity, equity, and inclusive excellence. The vetting process includes the following organizations: Diversity Council; Faculty Senate; Provost's Council; PAT, OS, and ES Councils; UNH-Manchester, Student Senate, Diversity Support Coalition, President's Cabinet, and written endorsement from the University President. Upon receiving full endorsement, the Plan is given final approval by the President and disseminated by the chief diversity officer for implementation by the University of New Hampshire campus community.

This 2010-2020 Inclusive Excellence Strategic Plan was developed by members of the Diversity Council through a collaborative effort led by the Vice Provost for Faculty Development and Inclusive Excellence, Wanda Mitchell. The members of the Diversity Council responsible for developing the plan are: Barbara Arrington (College of Health and Human Services), Stephanie Bramlett (CONNECT), Paul Bonaparte-Krogh (UNH Cooperative Extension), Kathy Berger (Disability Services), Sherry Alviso (Admissions Office), Amy Culp (SHARPP), Sharon Demers (HR), Barbara Jago (UNH-Manchester), Sean McGhee (OMSA), Paul McNamara (Philosophy and Faculty Senate Rep.), Dave Moore (Editorial and Creative Services), Cari Moorhead (Graduate School), Leila Paje-Manalo (Office of International Students and Scholars), Margaret Pobywajlo (UNH-M), Thomas Pistole (Microbiology), Lisa MacFarlane (Academic Affairs), Sarah Redfield (UNH School of Law), Kerry Scala (Finance & Administration), Donna Marie Sorrentino (Affirmative Action & Equity), Judy Spiller (Academic Achievement and Success), Sherry Velluci (Diamond Library), A.R. Venkatachalam (Decision Sciences), David Watters (English), William Woodward (Psychology and Faculty Senate Rep.), and student representation.

Sincere appreciation is extended to Professor Susan Lord (Social Work), Dean Barbara Arrington, Dr. Margaret Pobywajlo, and Professor Paul McNamara for serving on the Inclusive Excellence Plan Writing Committee. The statistical data included in this plan are the contributions of the Office of Institutional Research and Antoinette Taylor, and appreciation is extended to this office.

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Appendix A

Progress of Diversity at UNH

Highlights of Progress of Diversity at UNH

Since the early 1970's, the University of New Hampshire has committed institutional resources to issues of inclusion. In 1971, UNH developed the first draft of an Affirmative Action plan and program. The following year, the President's Commission on the Status of Women and an Affirmative Action/Equal Opportunity Committee was established. In autumn 1979, the first UNH Office of Services for Students with Disabilities opened its doors. Following the establishment of the UNH Affirmative Action Office in 1989, academic departments began developing five-year affirmative action goals and plans for achieving said goals. In 1991, the Office of Multicultural Student Affairs (OMSA) was established to provide a safe haven for students from racial and ethnic minority groups and students of differing sexual orientation and gender identity and expressions. In 1992, the University System added sexual orientation to its non-discrimination policy and assessment the campus climate for sexual orientation-related issues, and sexual orientation has been included in the UNH Discrimination and Discriminatory Harassment Policy since 1996. In addition, the missions of TRIO programs (federal program for individuals from disadvantaged backgrounds) and the Center for Academic Resources (CFAR) have always been grounded in outreach and service to first generation and low-income students.

In April, 2004, the Faculty Senate issued a "Faculty Senate Statement on Diversity" in which they asserted that the University has a compelling interest in substantially increasing diversity at UNH. The Faculty Senate reaffirmed their commitment to diversity in November, 2010, when they issued the following statement:

The faculty Senate affirms the desirability and need for the Diversity Council to develop a new five year plan, in order to continue to realize the compelling interest the Senate has recognized in diversity for the achievement of overall excellence of UNH.

Also in 2004, the university issued a statement in "The University of New Hampshire's Commitment to Diversity" reiterating the need for more diversity. This statement has been updated and expanded to be more specific and inclusive.

The following list summarizes in reverse chronological order specific events in the progress of diversity at UNH from 2010 to 1890.

- December 2010, UNH is awarded the inaugural Seacoast Human Resources Association Diversity Award for its efforts to integrate diversity into the core aspects of the university and for its commitment to the value of diversity and its strategies for actualizing this value through the programmatic initiative of "Making UNH More Inclusive."

- Fall 2010, UNH broadens the role of the Office of Diversity Initiatives and advances the commitment expressed in its Strategic Plan by introducing the Office of Faculty Development and Inclusive Excellence Initiatives.
- Spring 2010, UNH initiates and hosts the first statewide full day conference on Inclusive Excellence
- Spring 2009, President Huddleston announces the establishment of a Commission on the Status of People with Disabilities
- Fall 2008, UNH acquires Portsmouth Black Heritage Trail and Rock Rest Papers for the Milne Collection at Dimond Library
- April 2008, The University celebrates first student-sponsored black family weekend
- September 2007, UNH receives a diversity award from Minority Access, Inc. for its commitment to successfully recruit, retain and advance students and personnel from a diverse pool
- January 2007, The Campus Safe Zones program is re-designed and re-instituted.
- Fall 2006 - Administer the first University-wide campus climate survey for students, faculty and staff.
- May 2006, First Diversity Celebration Banquet for an inclusive community of alumni, students, faculty, staff, and members of the external community
- November 2005, United States Postal Service presents UNH with a framed postal collection in recognition of the University's commitment to diversity and inclusion
- September 2005, UNH's Diversity Plan endorsed and implemented building on the efforts of previous diversity proposals developed in 1994, 1991, and 1989
- 2005. Gender Identity and Expression added as a protected category to the non-discrimination policy at UNH.
- January 2005, First Vice Provost for Diversity, Dr. Wanda Mitchell, appointed
- April and June, 2004, Faculty Senate Diversity Statement and the University's Commitment to Diversity Statement endorsed and developed
- 2001, The President's Commission on the Status of GLBT Issues established, originating from the GL Task Force in 1992
- 1999, Common Purposes, a floor in Devine Hall, developed to promote diversity among students
- 1999, Domestic Partner Benefits instituted at UNH
- 1997, The President's Commission on the Status of People of Color established
- 1991, Departments develop their first action plan for establishing five-year affirmative action goals to increase the representation of women and minority faculty and staff
- 1990, The Office of Multicultural Student Affairs Office (OMSA) created
- 1988, Sexual orientation added to the non-discrimination policy at UNH
- 1988. UNH Affirmative Action Office created with name changed to Affirmative Action and Equity Office in 2004.
- 1985, First high-ranking African American student affairs administrator, Dr. Carmen Buford, Associate Dean of Students, appointed
- 1980, First woman president, Dr. Evelyn Handler, appointed
- 1979, First African American commencement speaker, Alex Haley
- 1978, First African American honorary doctorate recipient, Clark Terry
- 1977. Handicapped Student Services Office created with name change to ACCESS in 1987, and then to Disability Student Services in 2005.
- 1972, The President's Commission on the Status of Women established
- 1968, First African American administrator appointed, Myrna Adams, Assistant to the Vice President for Academic Affairs
- 1968, First African American faculty, Dr. Lester Fisher, appointed

- 1927, First woman faculty member, Naomi Ekdahl, appointed
- 1926, First African American graduate, Elizabeth Ann Virgil
- 1890, First women, Lucy Swallow and Delia Brown, accepted as students

Appendix B

Highlights of the Previous Plan

Organizational Structure – The appointment of UNH’s first chief diversity officer, establishment of a Diversity Council, annual posting of diversity data, the development of accountability and reward procedures, administration of a campus climate survey, re-designing and re-institution of the Safe Zones Program, and establishment of the President’s Commission on the Status of People with Disabilities.

Recruitment and Retention – The development of University-wide diversity recruitment and retention strategies for students, staff and faculty, and data demonstrating increased numbers of diverse students, faculty and staff at UNH (<http://www.unh.edu/diversity/data.html>).

Curriculum – The establishment of the Inclusive Teaching Forum, and the development of an increasing number of experiences and courses in the curriculum that focus on diversity, and integrating diversity concerns into all levels of education.

Campus Climate – The development of continued programming that advances inclusion, diversity, and equity (i.e. Safe Zones Trainings, Martin Luther King, Jr. Leadership Summit, Social Justice Educator Training, Film Series and Multicultural Resource Guide, GLBT Pancake Breakfast, Women’s Commission Childcare Research and Awards Ceremony, Violence Against Women Committee, Student and Academic Services Diversity Team Colleagues Luncheons, UNH Diversity Mural Project, *Connections* Newsletter, National Science Foundation’s Advance Grant for women faculty in STEM disciplines, a programming partnership with the Office of Sustainability, mentoring and staff development programs, and Black Family Weekend).

Community Outreach and Engagement – The development of an annual Martin Luther King Celebration, the *Many Faces, One Mission: Inclusion* diversity celebration banquet, the annual UNH Cooperative Extension Diversity and Pluralism Award, the establishment of Community Black Heritage Partnerships, the establishment of a Black New England Conference, sponsoring of the first statewide summit, *Making Excellence Inclusive: Building Engaged Learning Communities Throughout New Hampshire*, and representation on several national and state boards promoting diversity, access, and excellence.