



Assessment of Climate for Learning, Living, and Working

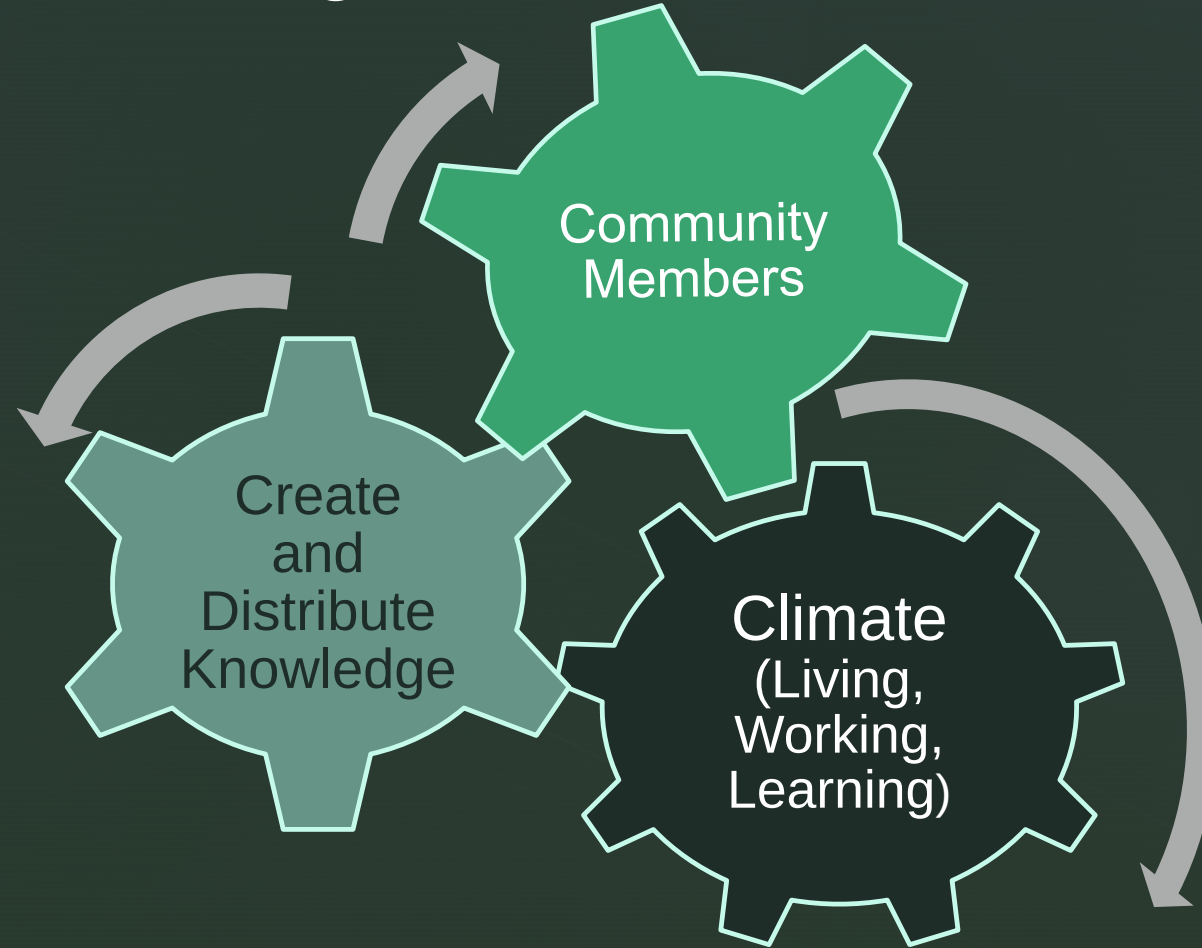
September 10-11, 2019



**University of
New Hampshire**



Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M., 2008; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008; Maramba, D. C., & Museus, S. D., 2011; Soria, K. M., 2018; Strayhorn, T. L., 2019



Assessing Campus Climate

Definition

- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

Measurement

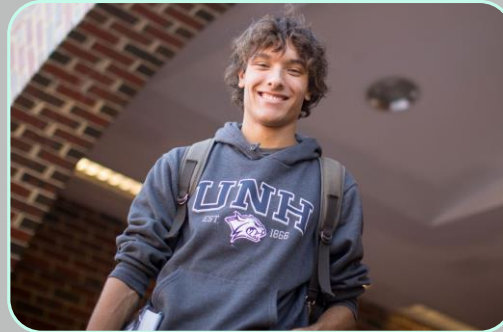
- Personal Experiences
- Perceptions
- Institutional Efforts



Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes**.¹



Discriminatory environments have a **negative effect** on student learning.²



Research supports the pedagogical value of a diverse student body and faculty on **enhancing learning outcomes**.³

¹ Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C. 2016; Patton, 2011; Strayhorn, 2012; Buckley, J. B., & Park, J. J., 2019, Fernandez, F., Merson, D., Ro, H. K., & Rankin, S., 2019.

² Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C., 2016, Shelton, L. J. 2019, Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G., 2009; Crisp, G., Taggart, A., & Nora, A. ,2015;

³ Hale, 2004; Harper, & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, M., 2016; Museus, S. D., Shiroma, K., & Dizon, J. P. ,2016.



Campus Climate & Faculty/Staff



The personal and professional development of employees are impacted by campus climate.¹



Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.²



Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being.³

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, D. G. , 2015; Urrieta, L., Méndez, L., & Rodríguez, E., 2015

² Costello, 2012; Griffin, Pérez , Holmes, & Mayo, 2010; Kaminski, & Geisler, 2012; Vaccaro, A., 2012, Griffin, K. A., Pifer, M. J., Humphrey, J. R., & Hazelwood, A. M., 2011; Vaccaro, A., 2012

³ Young, K., Anderson, M., & Stewart, S. 2014; Costello, C. A., 2012; Garcia, G. A. , 2016; Mayhew, M., Grunwald, H., & Dey, E.; 2006



Climate Matters





Climate Matters





Climate Matters



Academic Freedom



Hate Speech



Student Activism





What Are Students Demanding?



While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

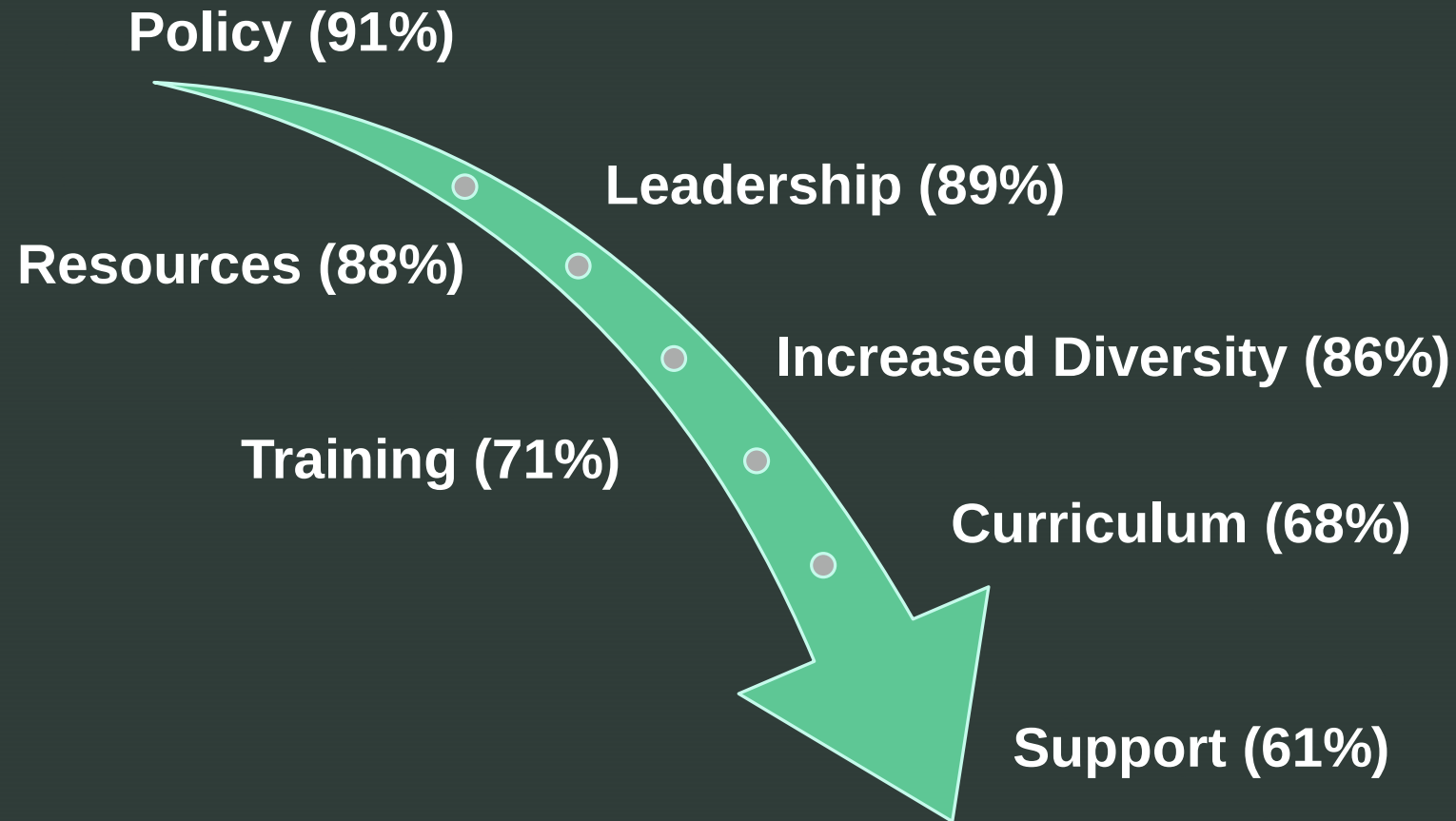


Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.





Seven Major Themes





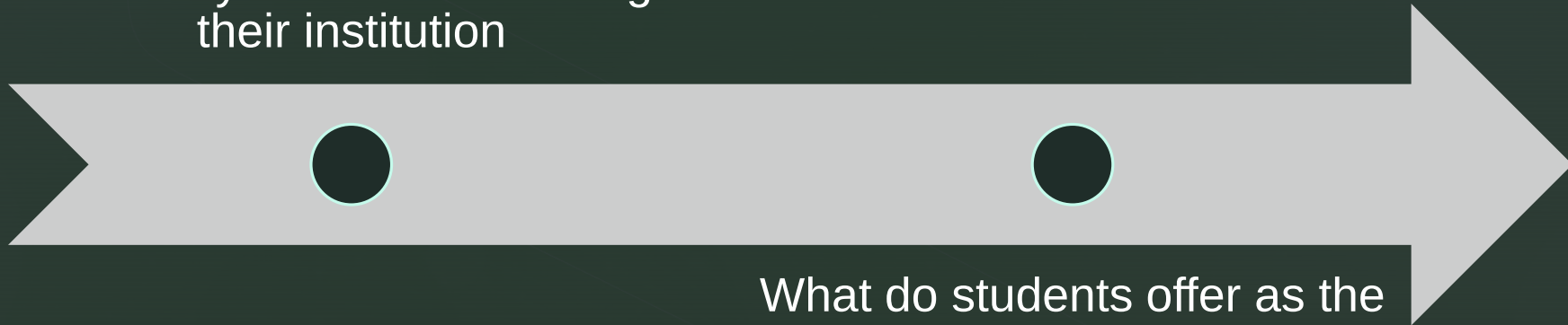
Responses to Unwelcoming Campus Climates

What are students' behavioral responses?



Lack of Persistence

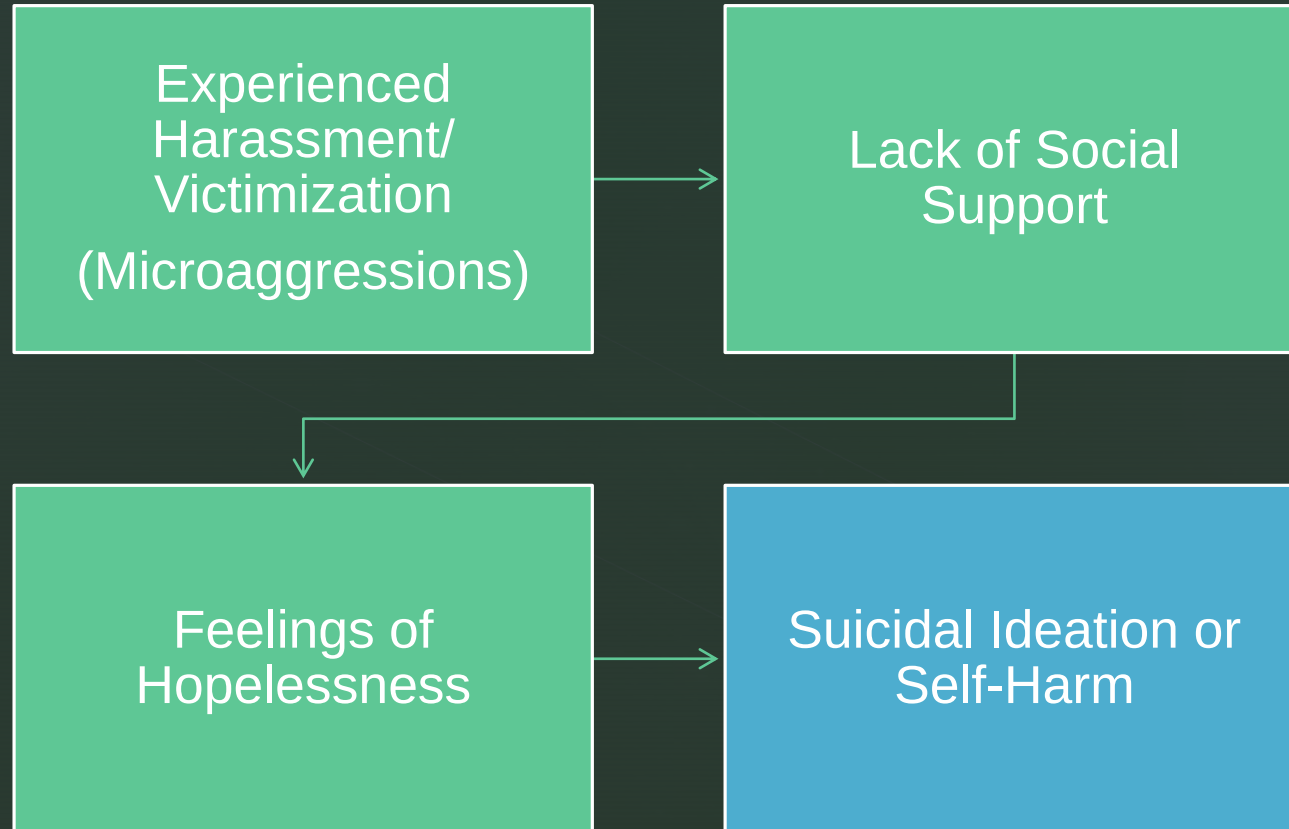
30% of respondents have
seriously considered leaving
their institution



What do students offer as the
main reason for their
departure?



Student Departure





Projected Outcomes



UNH will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



UNH will use the results of the survey to inform current/on-going work.



Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of each campus

Survey

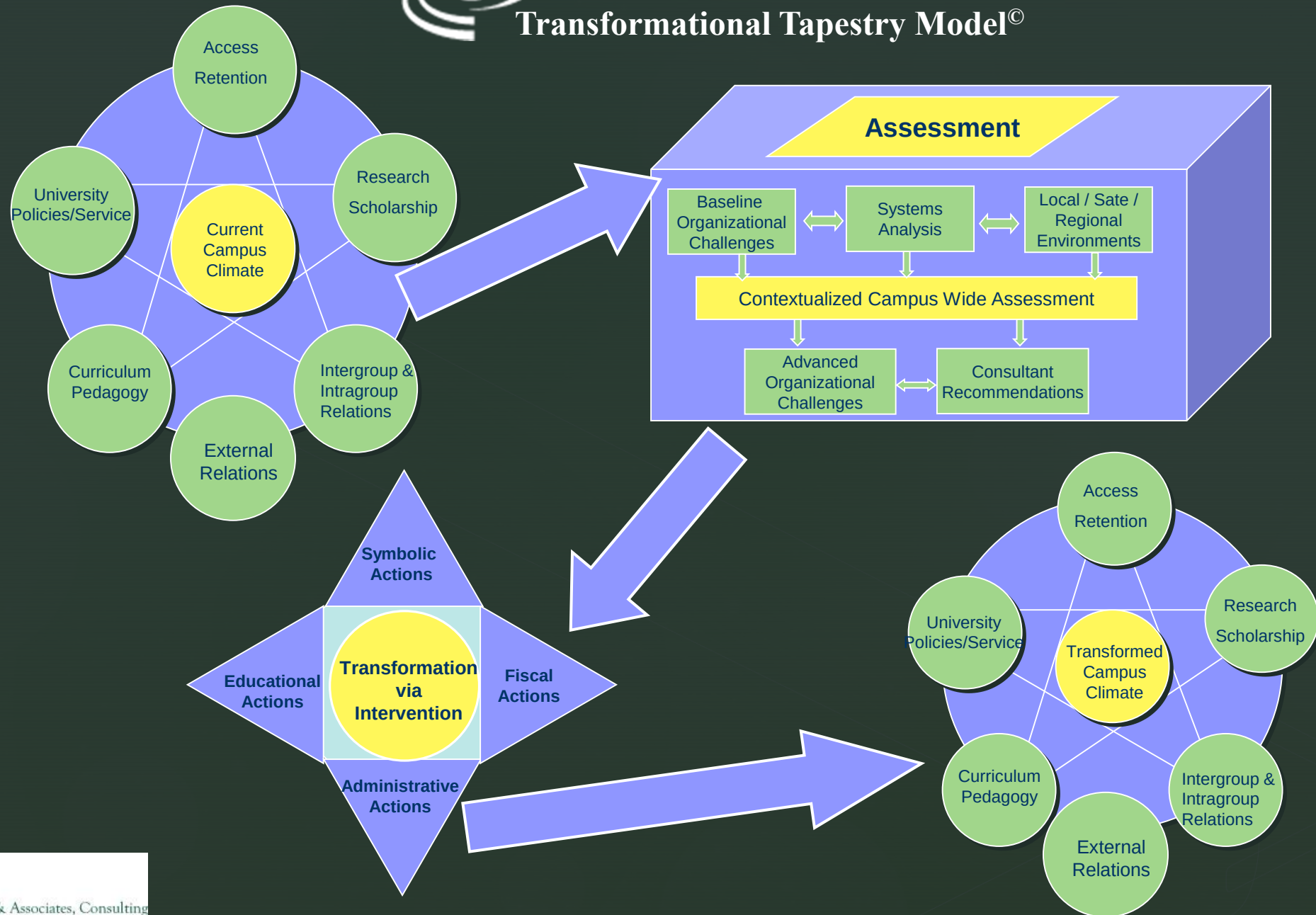
- Examine the climate

Follow-up

- Building on the successes and addressing the challenges



Transformational Tapestry Model[®]





Project Overview

Phase I

- Initial Proposal Meetings
- Survey Tool Development and Implementation
- Outreach Plan

Phase II

- Data Analysis

Phase III

- Final Report and Presentation



Phase I Summer 2018 – Spring 2019

The Climate Study Working Group (CSWG; includes faculty, administrators, staff, and students) was created.

Meetings with the CSWG to develop the survey instrument

The CSWG reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to the entire UNH College community (students, staff, administrators, faculty) via an invitation from President James W. Dean Jr.



Phase II Spring 2019

Quantitative and qualitative analyses conducted



Phase III Summer/Early Fall 2019

Report draft reviewed by the CSWG

Final report submitted to UNH

Presentation to UNH campus community



Instrument/Sample



Online Survey Instrument

- 120 questions including space for respondents to provide commentary

Sample = Population

- All community members were invited to take the survey
- Available from February 26th through April 5th, 2019



Structure of the Survey

Section

1: Personal Experiences of Campus Climate

2: Workplace Climate for Employees

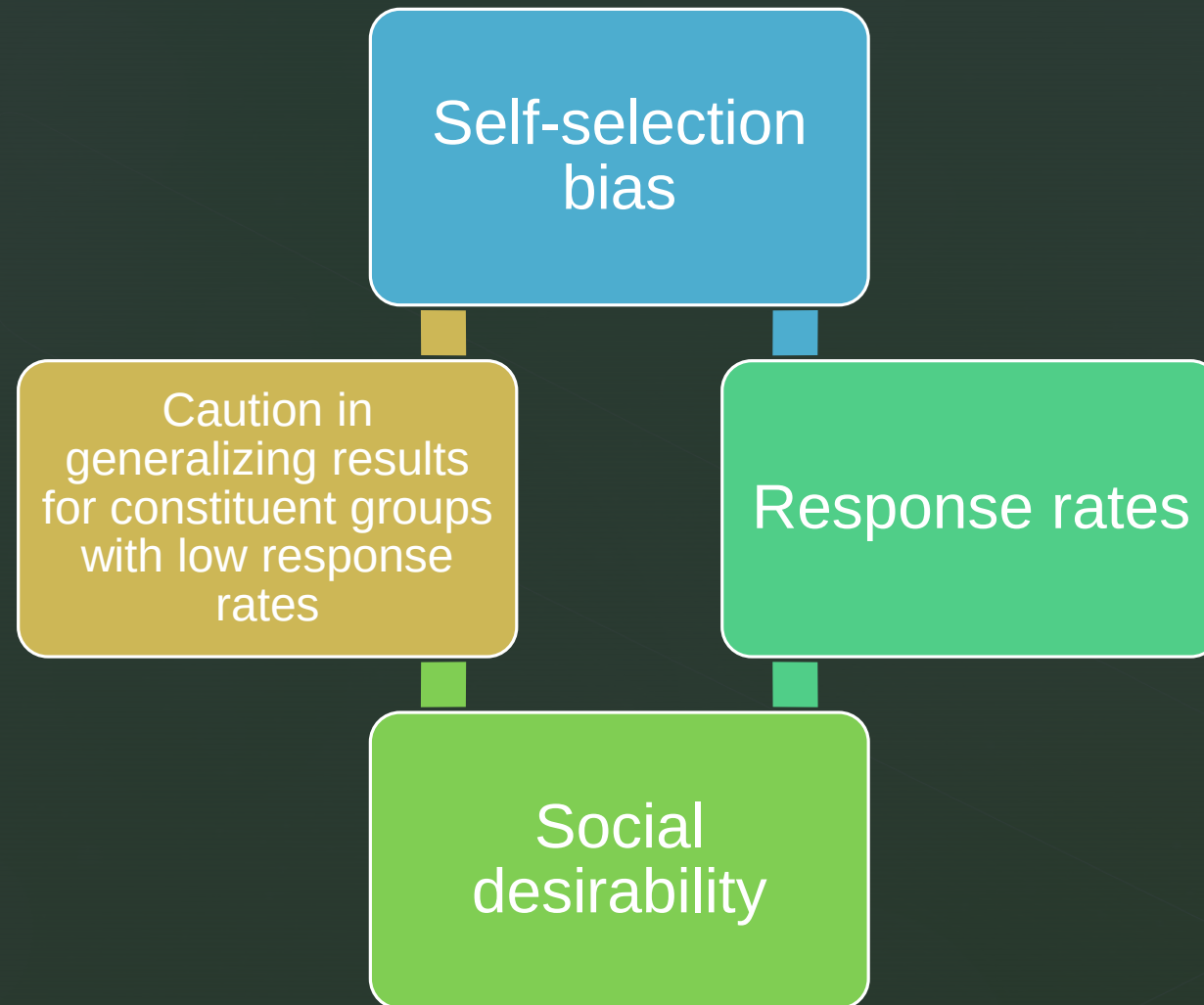
3. Demographic Information

4. Perceptions of Campus Climate

5. Institutional Actions



Survey Limitations





Protecting Confidentiality





Results: Response Rates





Who are the respondents?

34% overall response rate

6,544 surveys were returned



Response Rates by Employee Position

45%

- Tenured/Tenure-Track Faculty ($n = 279$)

48%

- Not on the Tenure-Track Faculty ($n = 250$)

48%

- Staff ($n = 1,285$)



Response Rates by Student Position

29%

- Undergraduate Student ($n = 3,831$)

32%

- Graduate/Law Student ($n = 899$)



Response Rates by Gender Identity

39%

- Women ($n = 4,239$)

24%

- Men ($n = 2,154$)

N/A

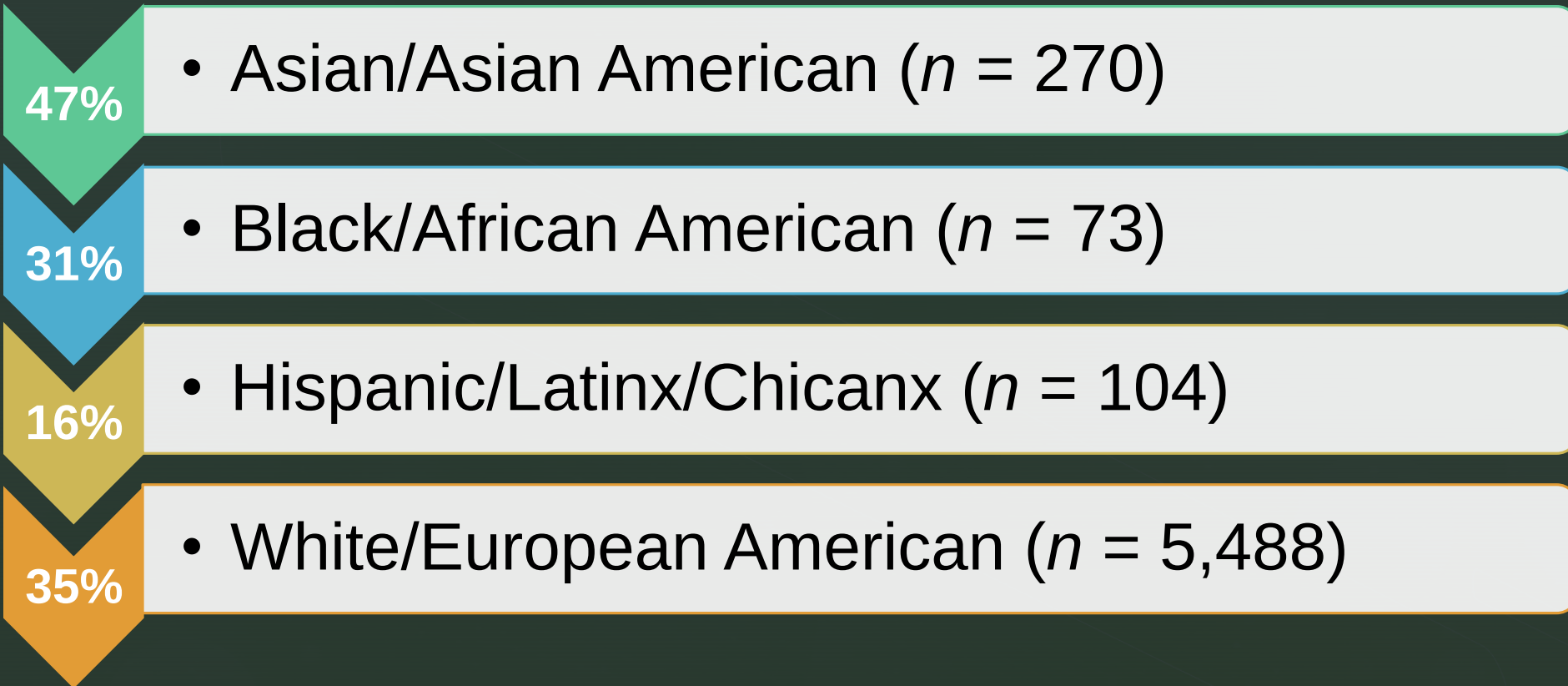
- Trans-spectrum ($n = 47$)

N/A

- Multiple ($n = 42$)

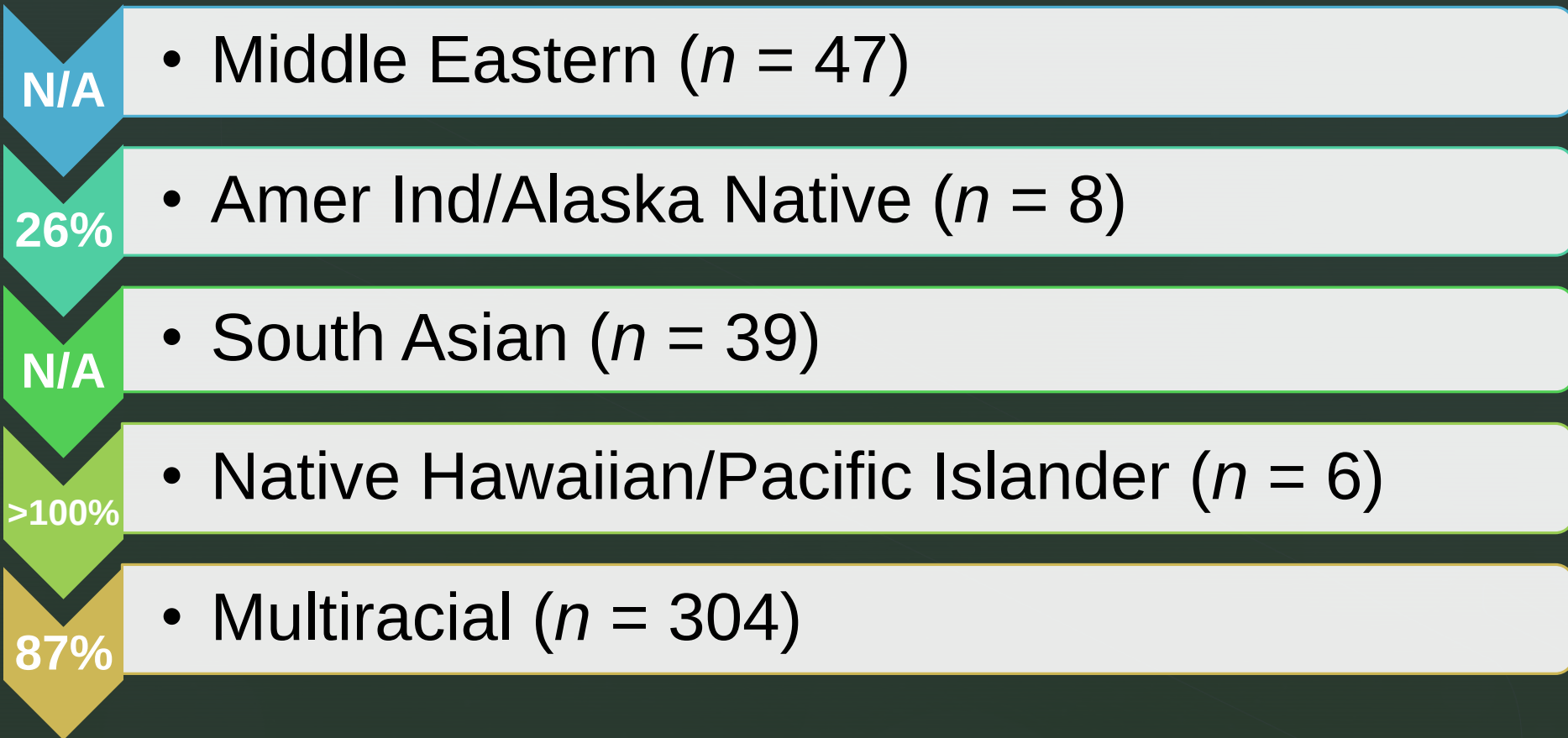


Response Rates by Racial Identity





Response Rates by Racial Identity

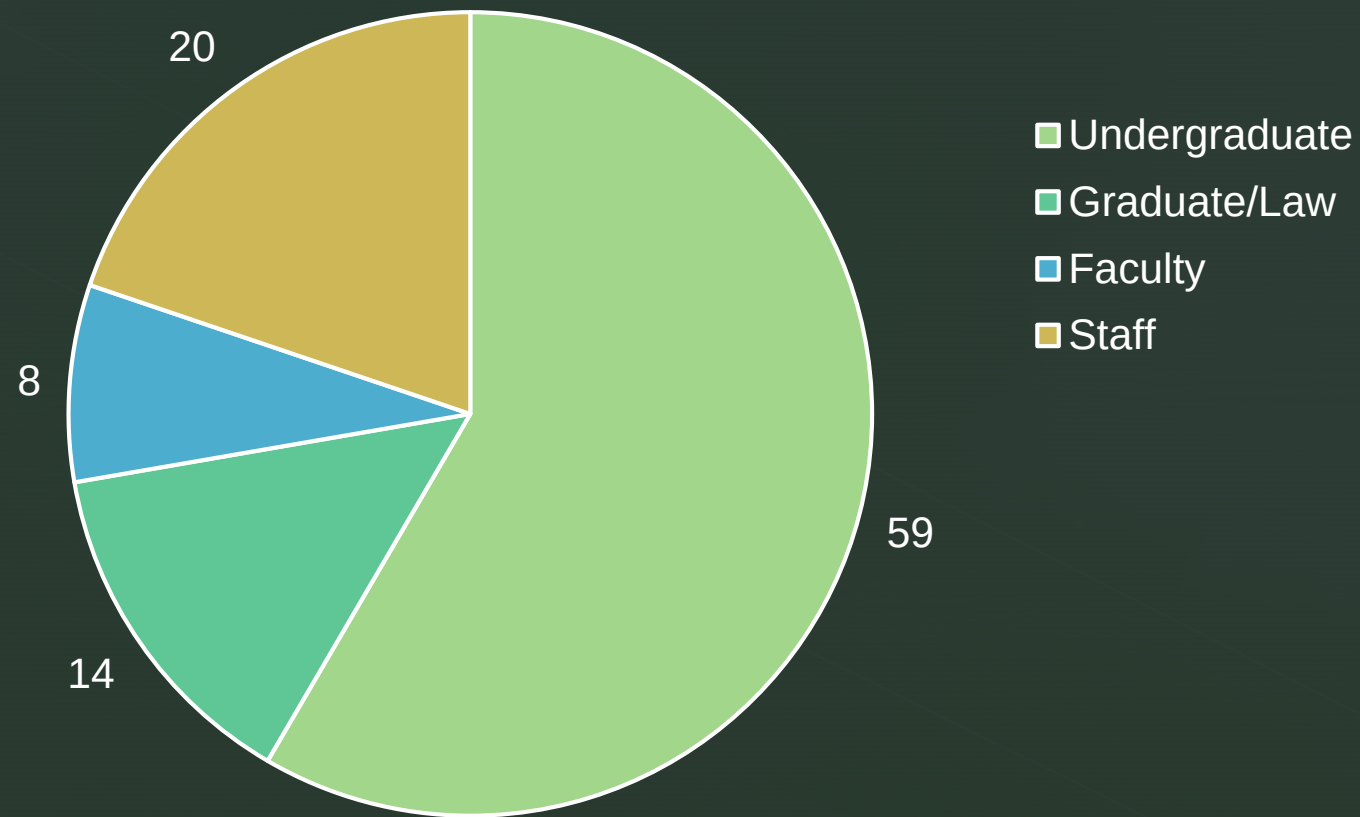




Sample Characteristics



Respondents by Position (%)





Respondents' Full-Time Status in Primary Positions

98% ($n = 3,751$) of Undergraduate Students

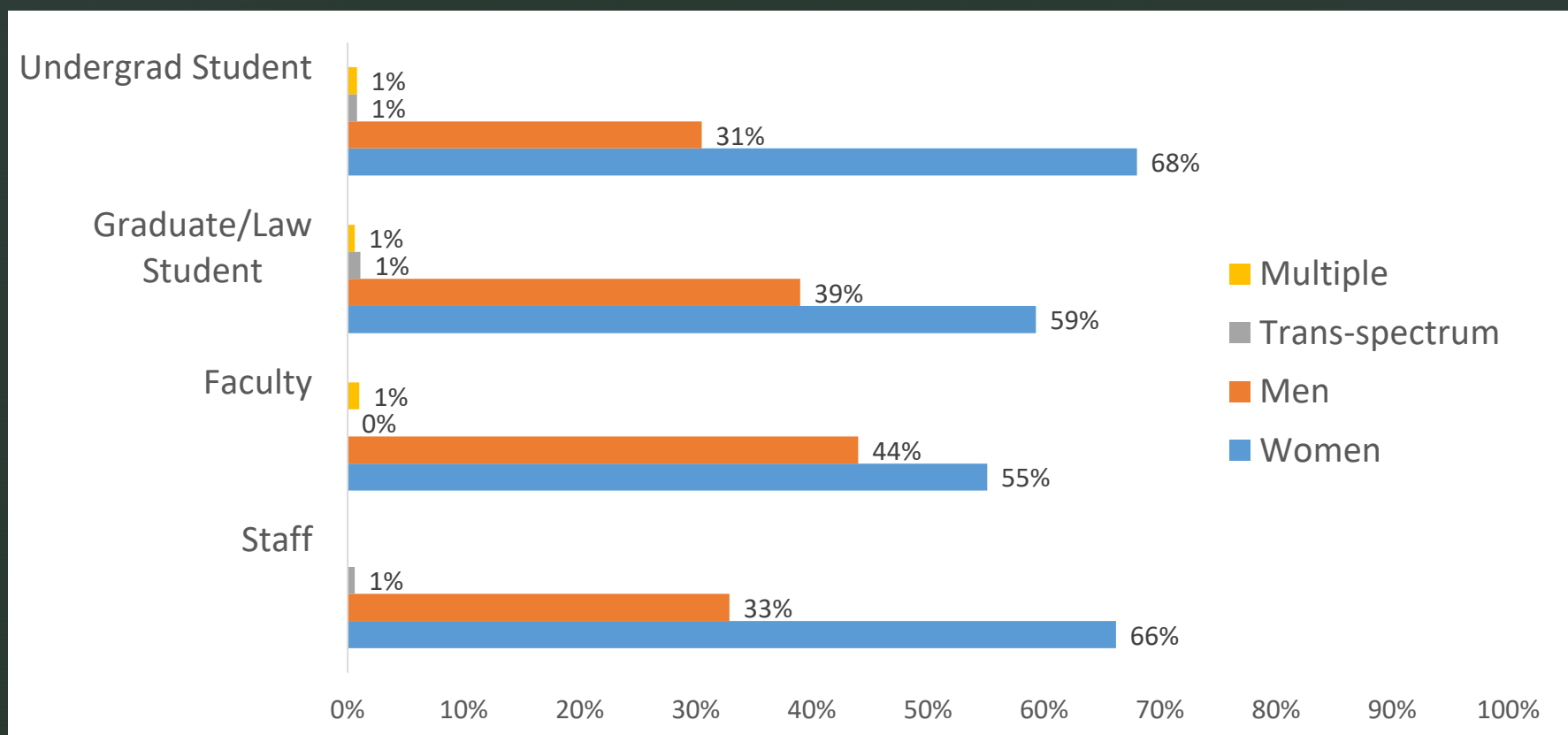
85% ($n = 763$) of Graduate/Law Students

92% ($n = 486$) of Faculty

94% ($n = 1,204$) of Staff

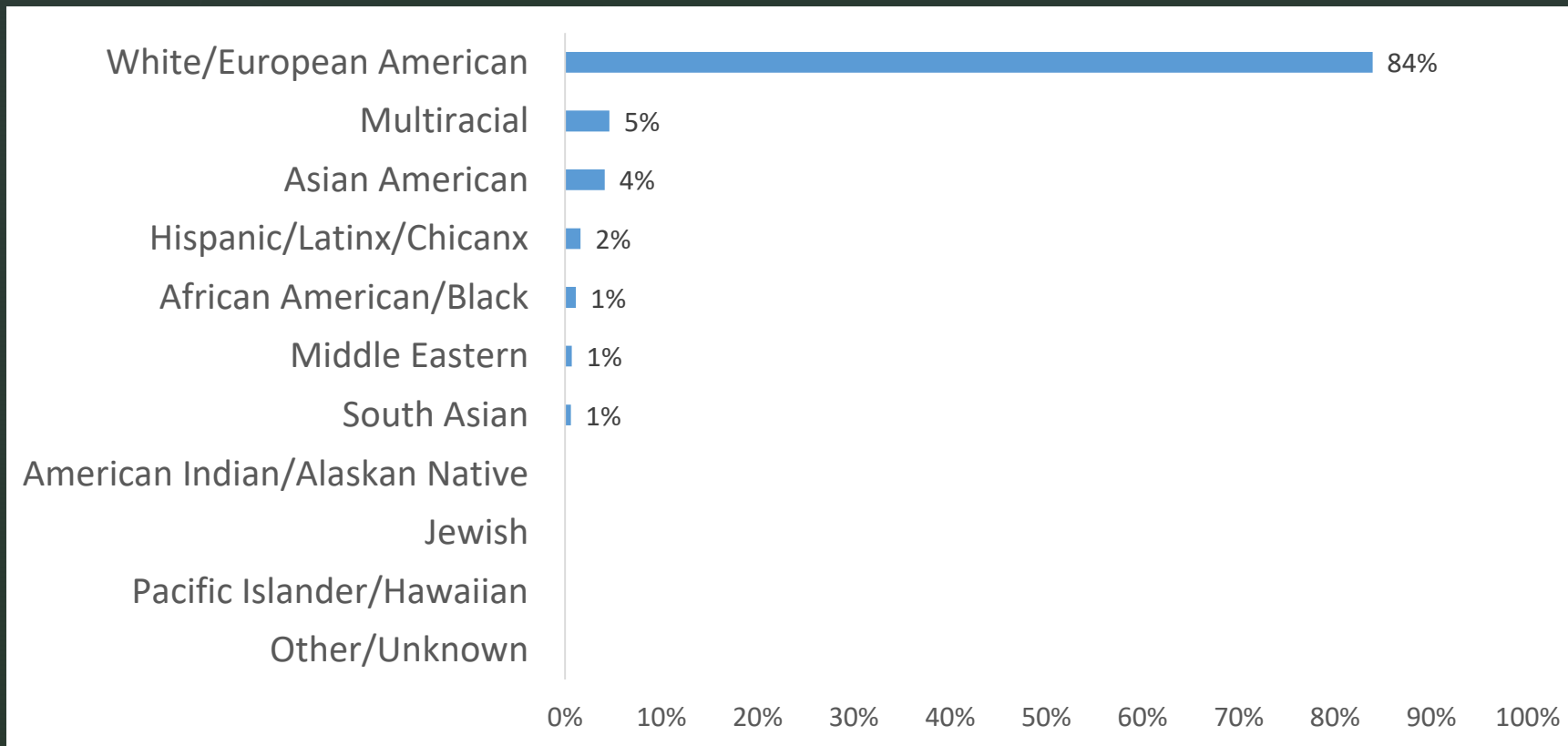


Respondents by Gender Identity and Position Status (%)



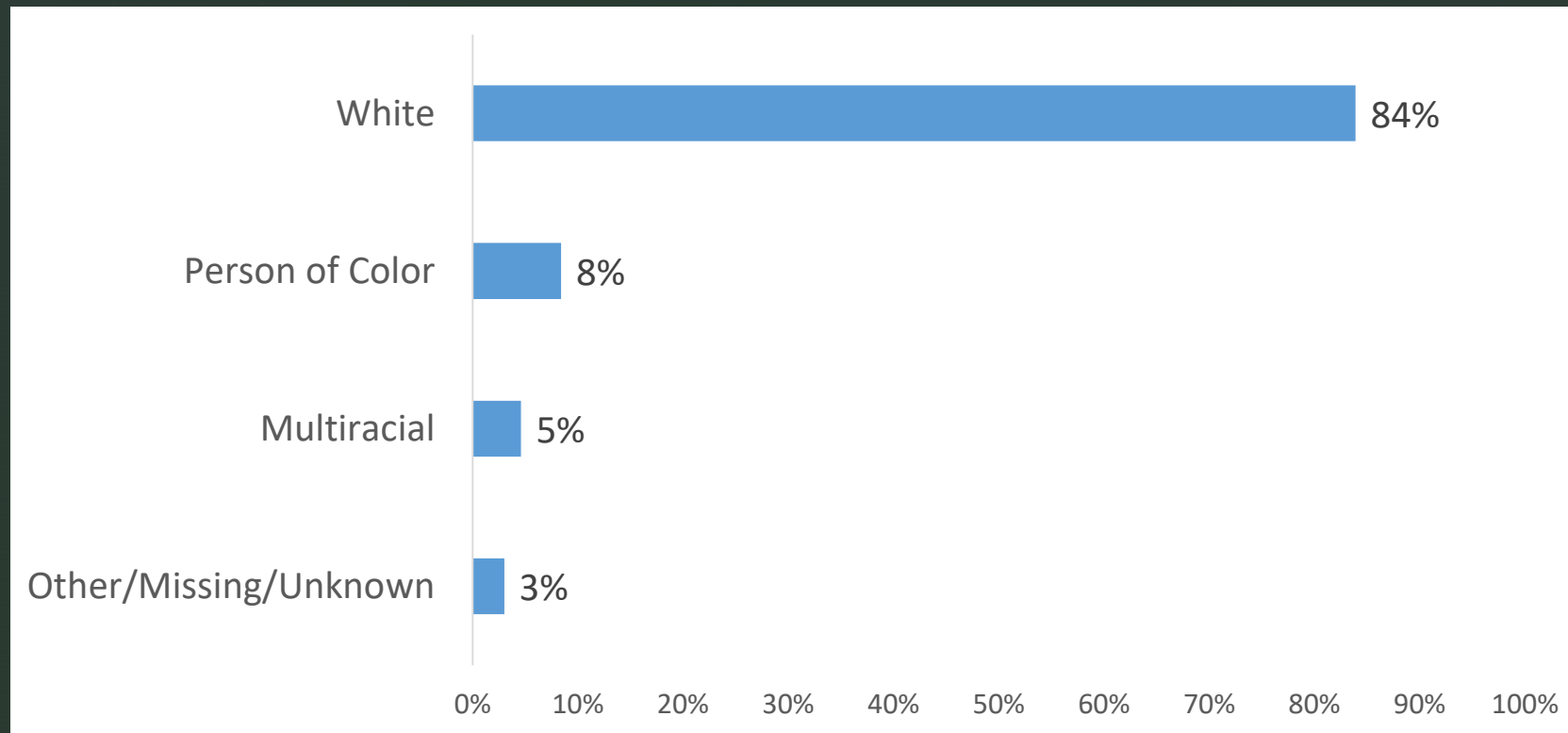


Respondents by Racial Identity (%) - Duplicated Total



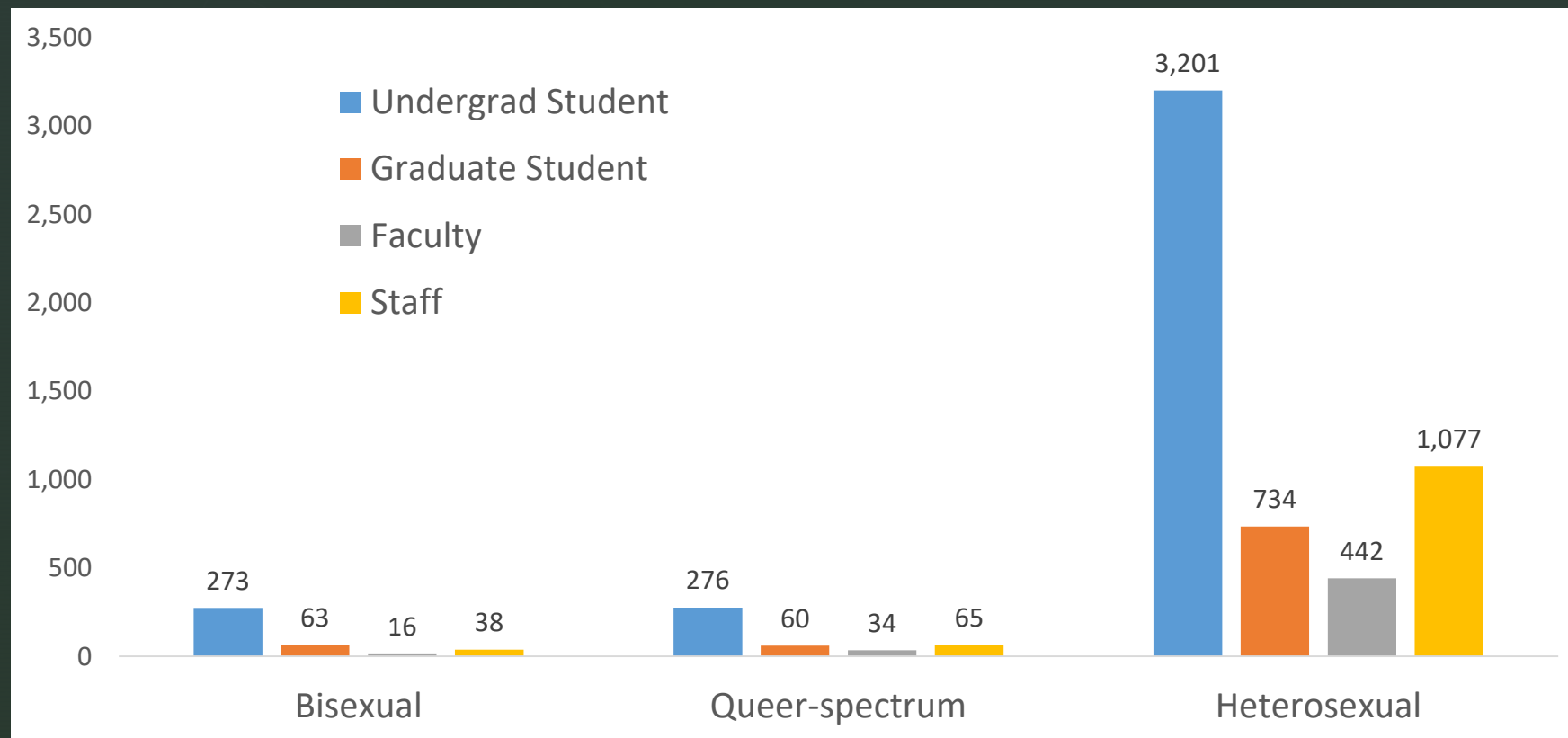


Respondents by Racial Identity (%) - Unduplicated Total





Respondents by Sexual Identity and Position Status (*n*)



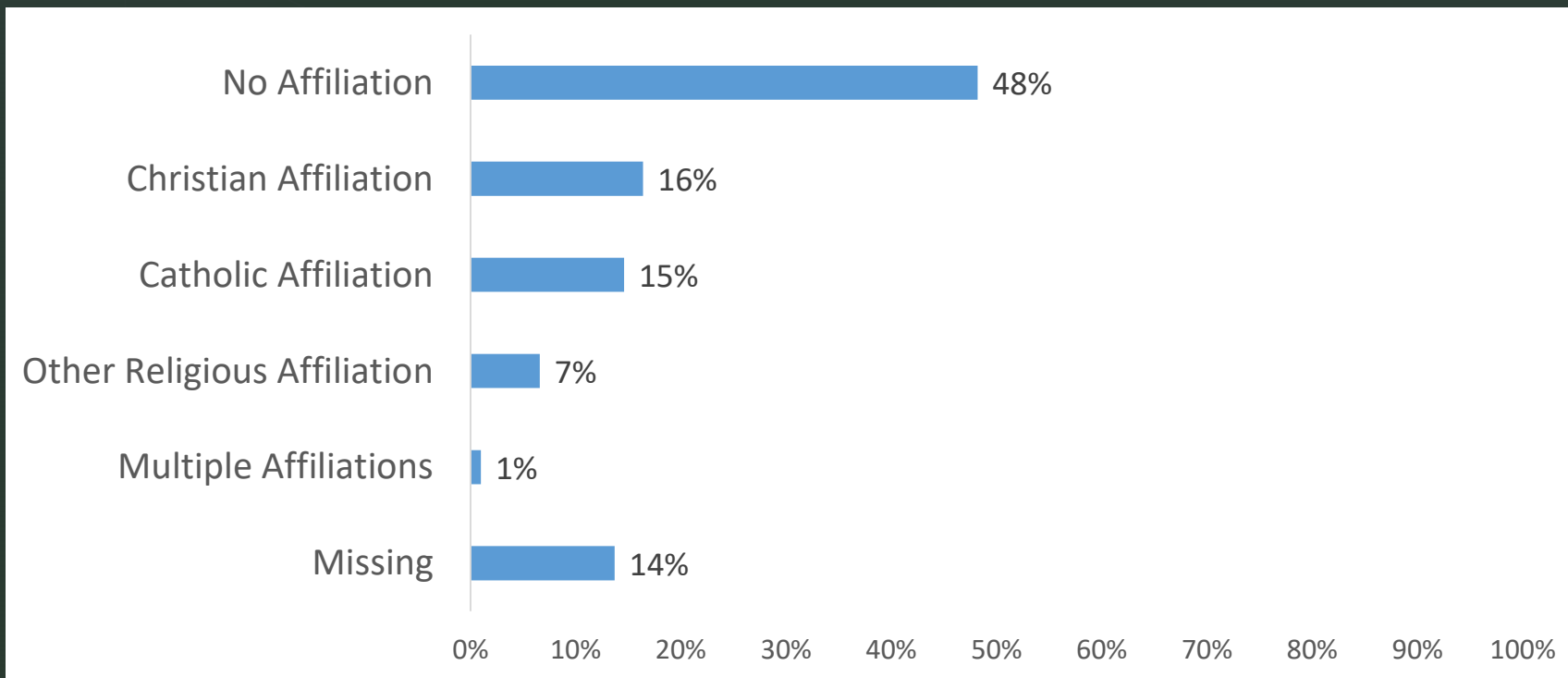


13% ($n = 842$) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions for those with a disability	<i>n</i>	%
Mental health/psychological condition	451	53.6
Learning difference/disability	290	34.4
Chronic diagnosis or medical condition	183	21.7



Respondents by Religious or Spiritual Identity (%)





Citizenship Status

Citizenship	<i>n</i>	%
U.S. citizen, birth	5,824	89.0
A visa holder (such as F-1, J-1, H1-B, U)	267	4.1
U.S. citizen, naturalized	224	3.4
Permanent resident	173	2.6
Other legally documented status	< 5	---
Refugee status	< 5	---
Currently under a withholding of removal status	< 5	---
DACA (Deferred Action for Childhood Arrival)	< 5	---
Undocumented resident	0	0.0

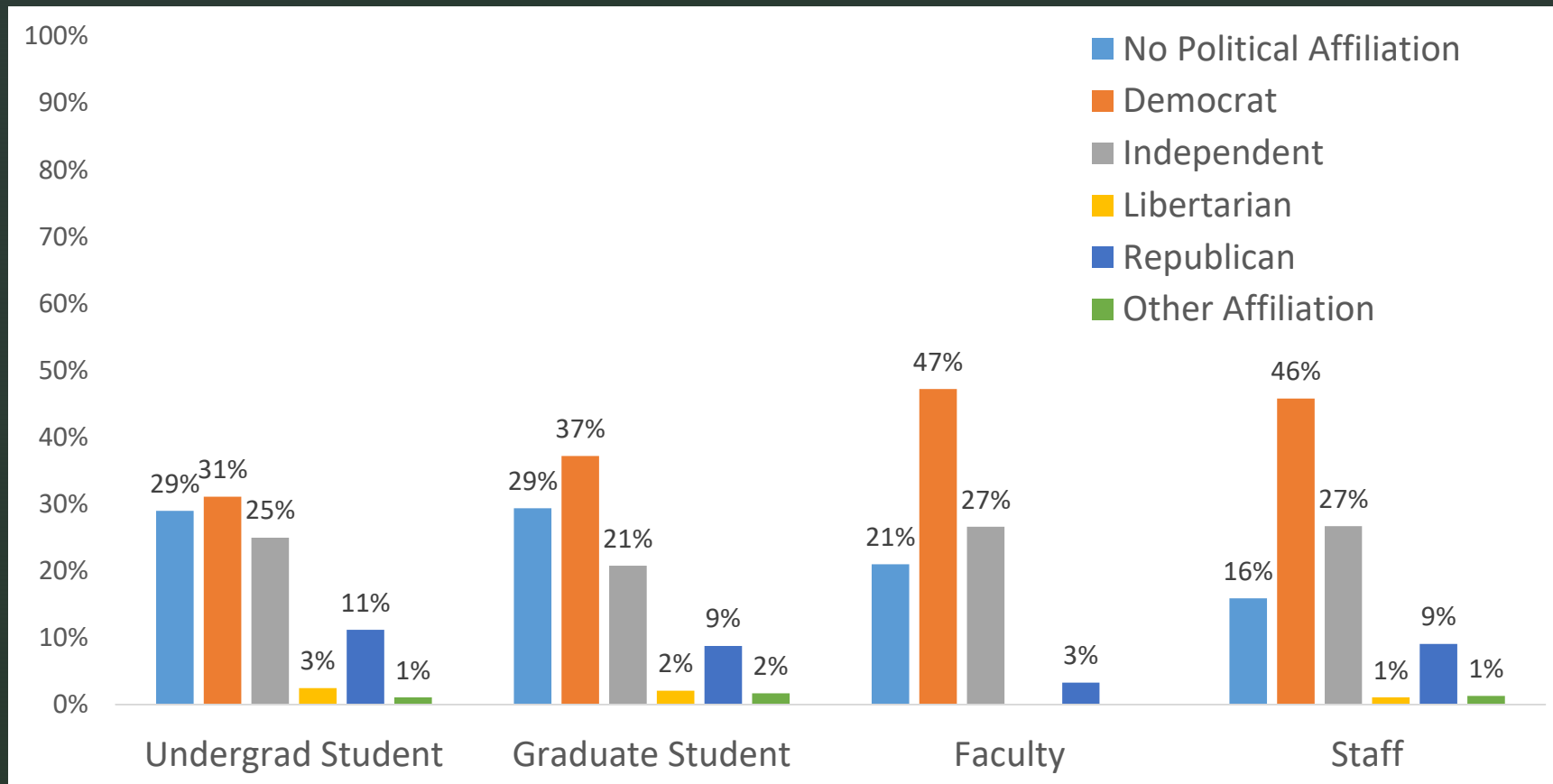


Military Status

Military	<i>n</i>	%
I have never served in the U.S. Armed Forces.	5,859	89.5
I am a child, spouse, or partner of a currently serving or former member of the U.S. Armed Forces.	257	3.9
I am not currently serving, but have served (e.g., retired/veteran).	115	1.8
I am currently a member of the National Guard (but not in ROTC).	35	0.5
I am in ROTC.	30	0.5
I am currently a member of the Reserves (but not in ROTC).	8	0.1
I am currently on active duty.	< 5	---

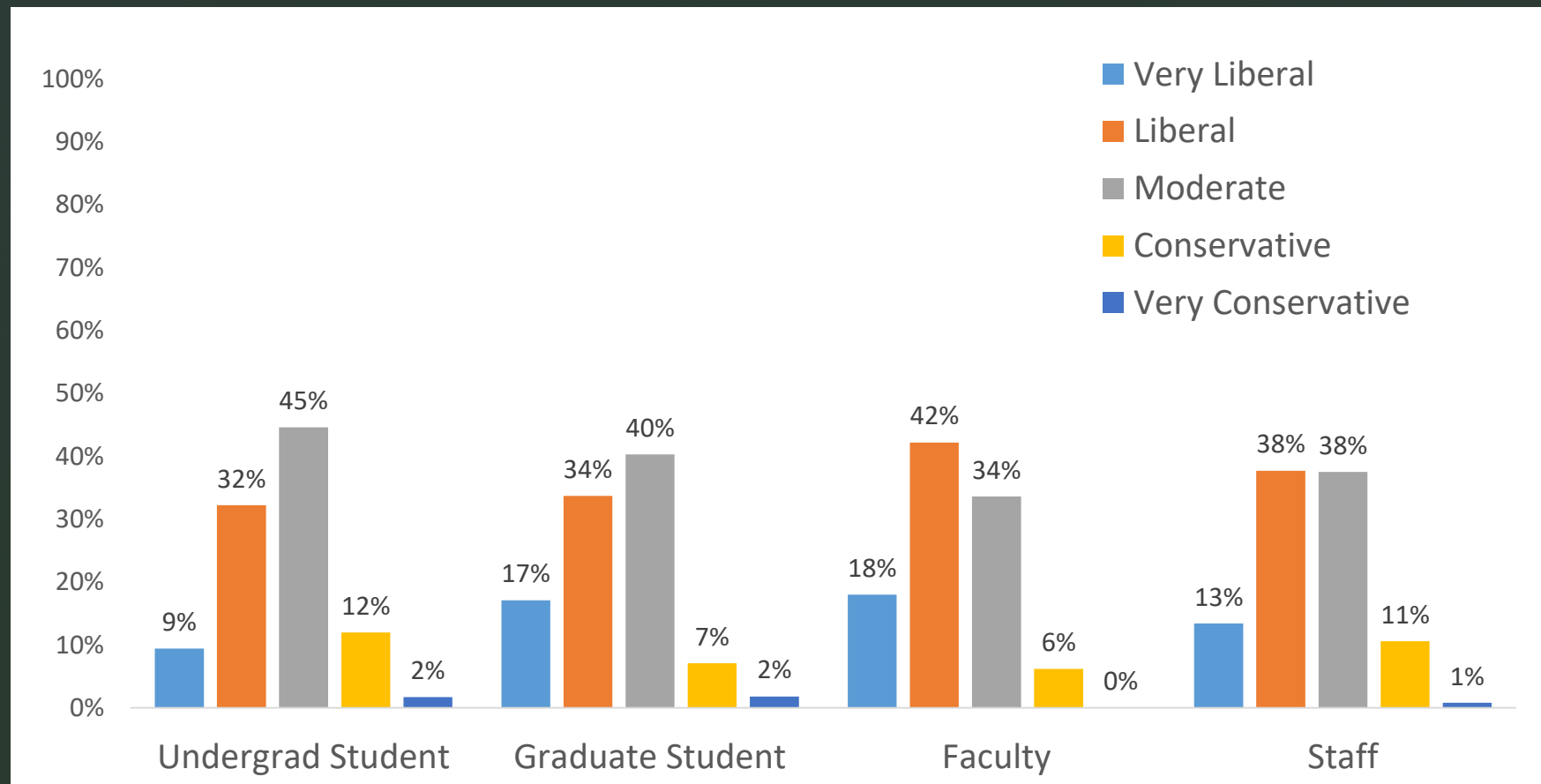


Respondents by Political Party Affiliation and Position Status (%)



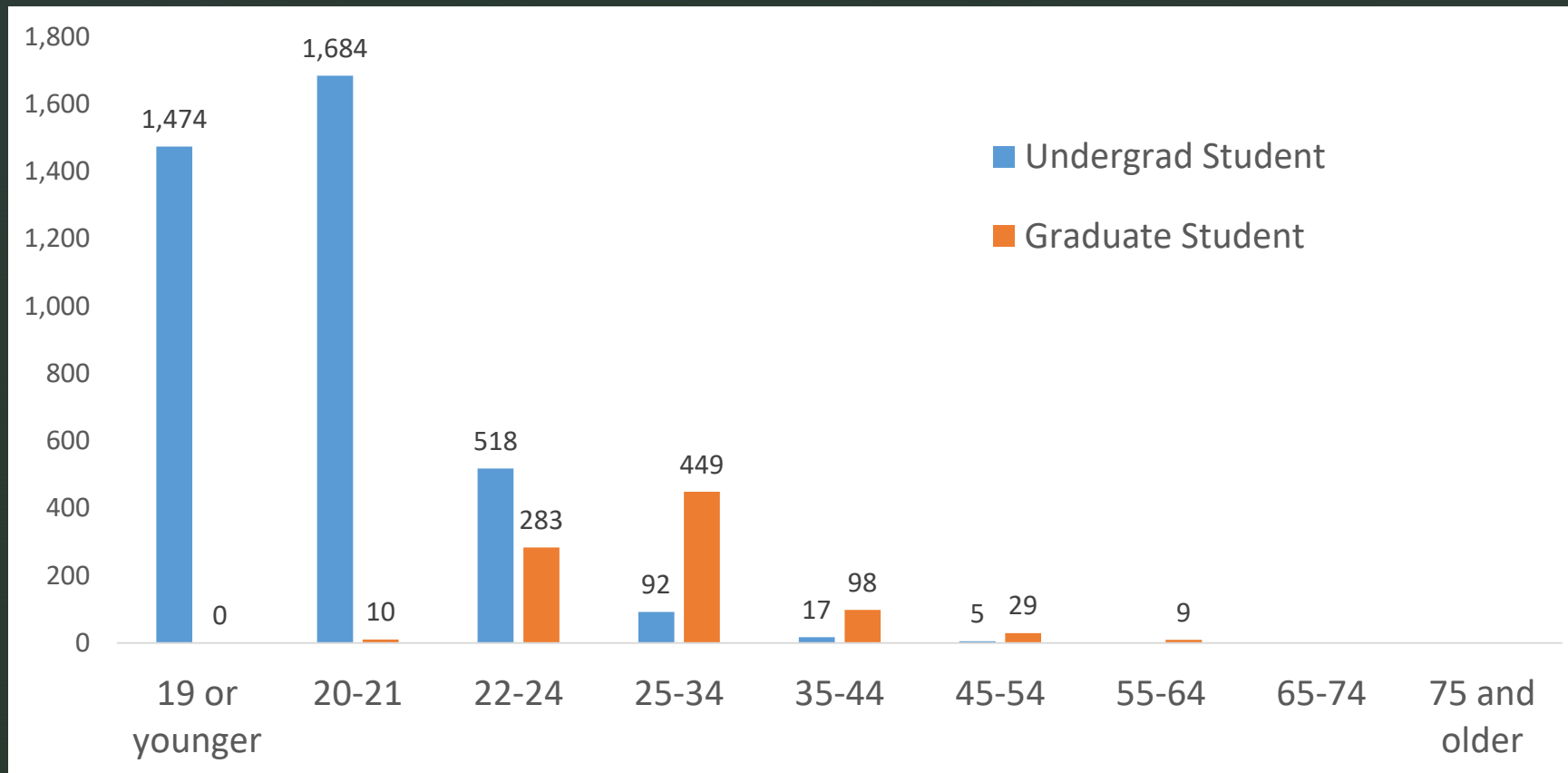


Respondents by Current Political Views and Position Status (%)





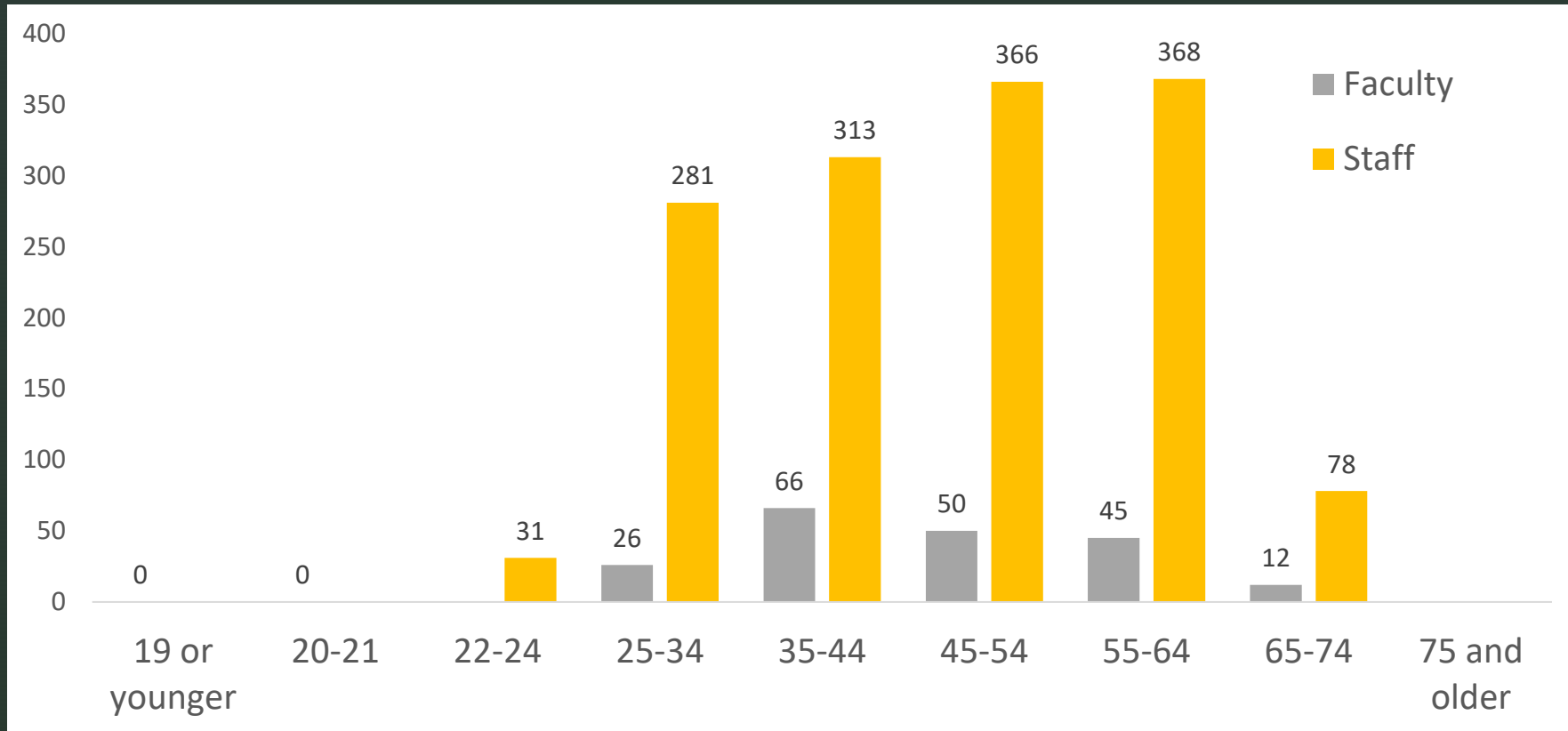
Student Respondents by Age (*n*)



Note: Responses with $n < 5$ are not presented in the figure.



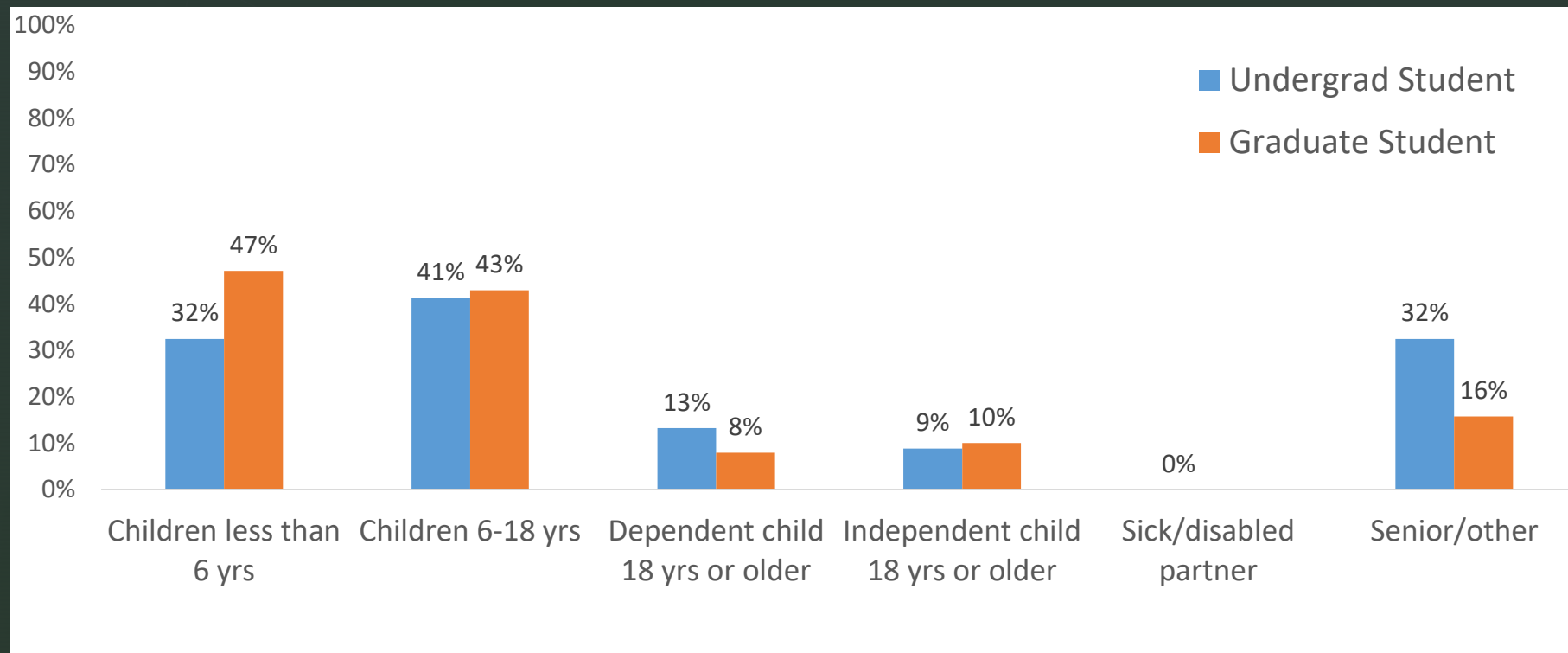
Employee Respondents by Age (n)



Note: Responses with $n < 5$ are not presented in the figure.



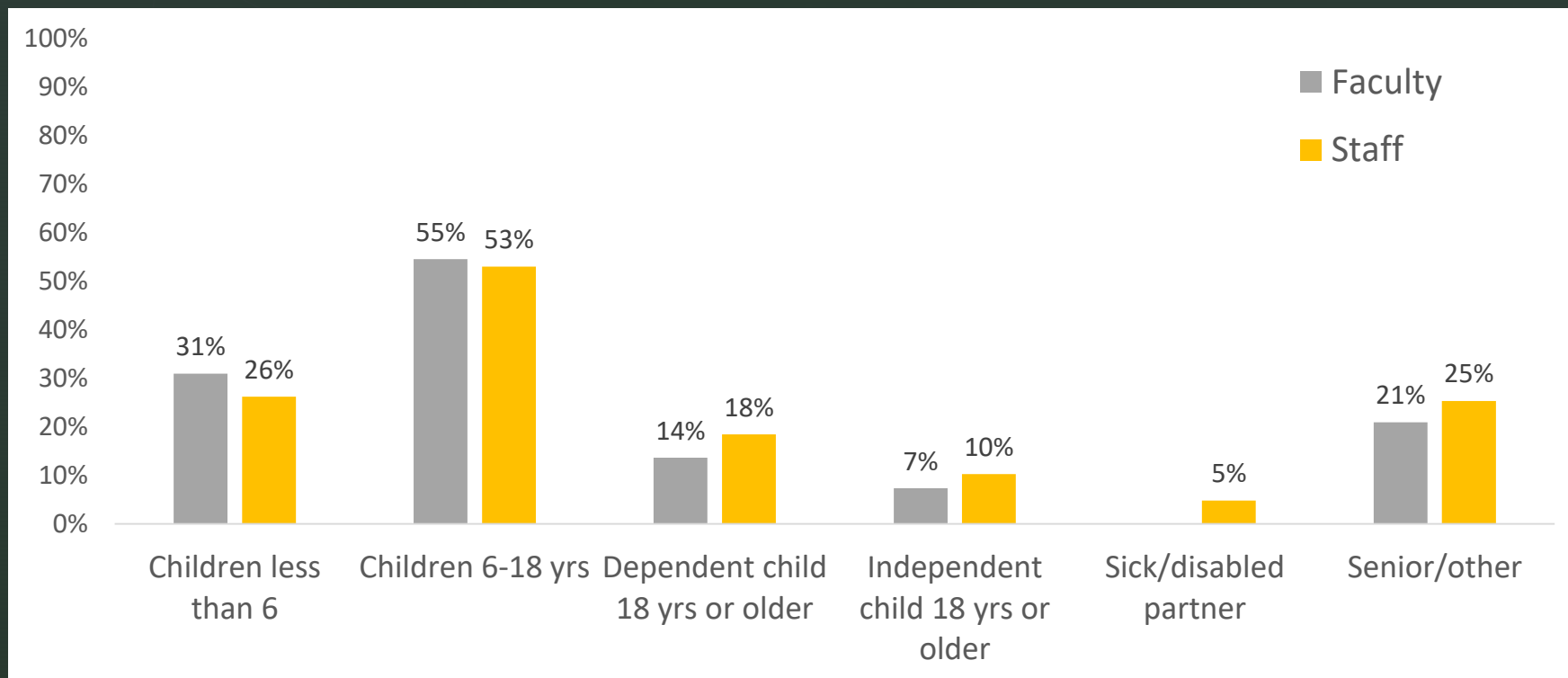
Student Respondents by Caregiving Responsibilities (%)



Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.



Employee Respondents by Caregiving Responsibilities (%)



Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.



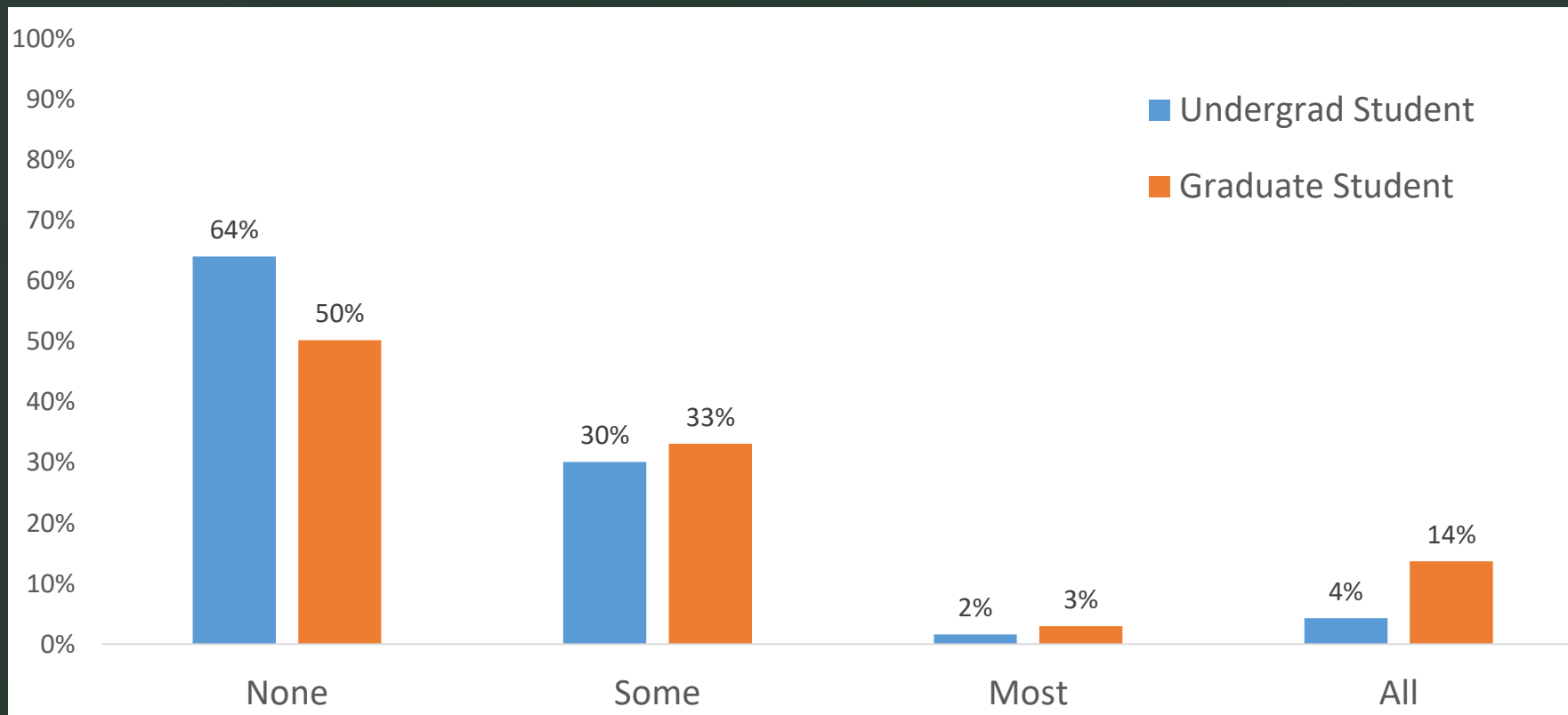
Employee Respondents' Length of Employment

Time	Faculty		Staff	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	36	6.9	109	8.5
1-5 years	168	32.3	424	33.3
6-10 years	89	17.1	207	16.2
11-15 years	70	13.5	160	12.5
16-20 years	61	11.7	159	12.5
More than 20 years	96	18.5	216	16.9

Note: For list of Staff respondents' Academic Division/Work Unit Affiliations see Table 5 in full report. For list of Faculty and Student respondents' Primary Academic Unit Affiliations see Table 6 in the full report.



Student Respondents' Percentage of Classes Taken Exclusively Online





Undergraduate Student Respondents' Years at UNH

Year	<i>n</i>	%
First year	1,075	28.1
Second year	1,047	27.3
Third year	903	23.6
Fourth year	738	19.3
Fifth year	52	1.4
Sixth year (or more)	15	0.4

Note: For a complete list of Undergraduate Student respondents' current or intended majors, please see Table 12 in full report.



Graduate/Law Student Respondents' Years at UNH

Year	Master's degree students		Doctoral degree students		Law students	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
First year	277	54.9	53	21.8	38	51.4
Second year	192	38.0	53	21.8	22	29.7
Third year	27	5.3	53	21.8	14	18.9
Fourth year or more	9	1.8	84	34.6	0	0.0

Note: For a complete list of Graduate/Law Student respondents' programs, please see Table 14 in full report.



Undergraduate Student Respondents' Residence

54% (<i>n</i> = 2,565)	Campus housing
36% (<i>n</i> = 1,682)	Non-campus housing
10% (<i>n</i> = 460)	Living with family member/ guardian
0.3% (<i>n</i> = 15)	Housing insecure

Note: For a complete list of Undergraduate Student respondents' residences, please see Table 18 in full report.



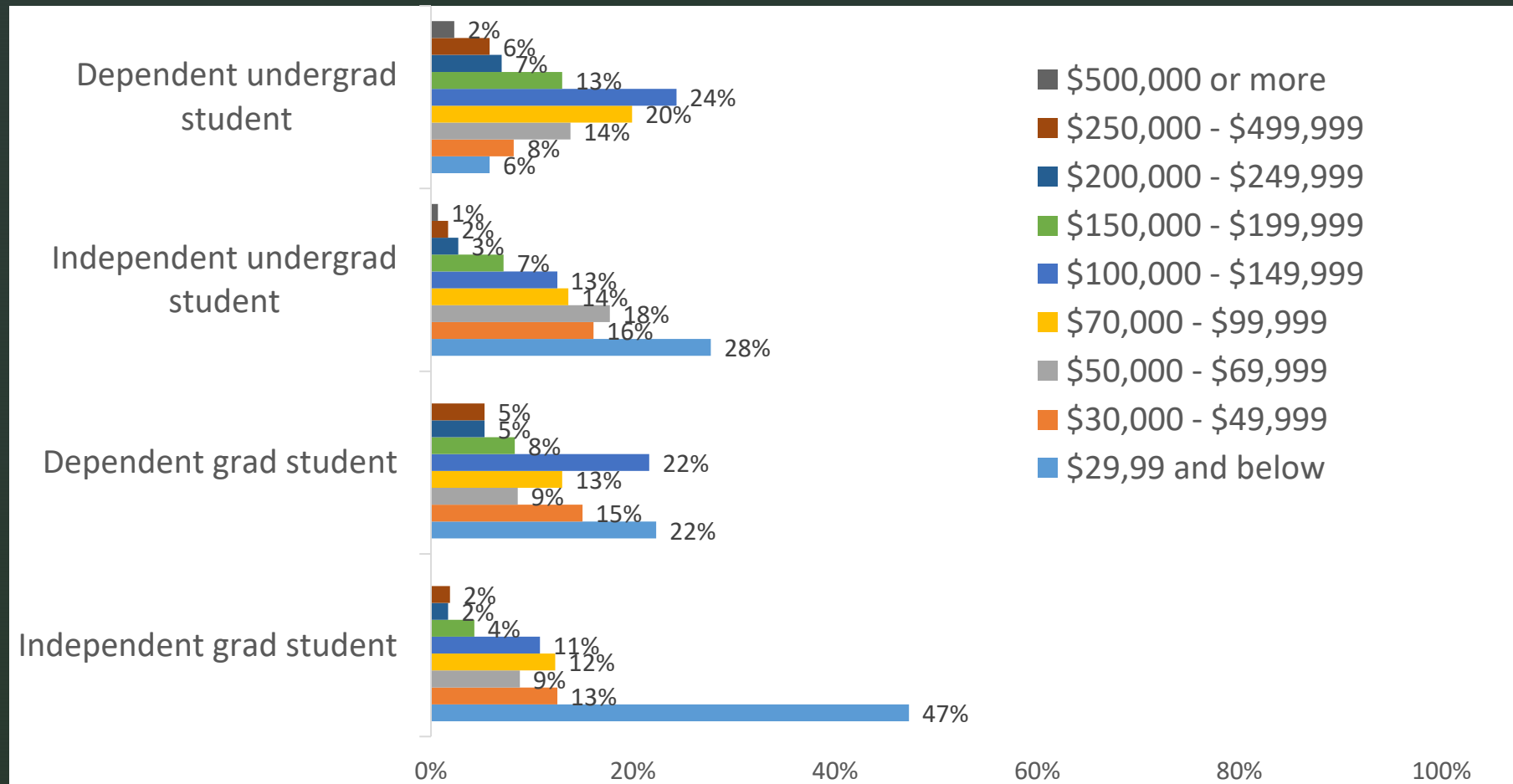
Student Respondents' Participation in Clubs/Organizations at UNH

Top five responses	<i>n</i>	%
I do not participate in any clubs or organizations at UNH.	1,437	30.4
Academic and academic honorary organizations	920	19.5
Recreational organization	619	13.1
Social sorority or fraternity	578	12.2
Club sport	568	12.0

Note: For a complete list of Student respondents' participation in clubs/organizations, please see Table 19 in full report.



Student Respondents' Income by Dependency Status (%)





44% ($n = 2,066$) of Student respondents experienced financial hardship while attending UNH

Top financial hardships	<i>n</i>	%
Tuition	1,323	28.0
Books/course materials	1,209	25.6
Housing	981	20.7
Food	701	14.8
Other campus fees	643	13.6

Note: For a complete list of how Student respondents experienced financial hardship, please see Table 16 in full report.



How Student Respondents Were Paying For College

Funding	<i>n</i>	%
Loans	2,761	58.4
Family contribution	2,595	54.9
Personal contribution/job	1,481	31.3
Non-need-based scholarship	1,246	26.3
Grant (e.g., Pell)	1,131	23.9
Need-based scholarship (e.g., Gates)	741	15.7

Note: For a complete list of how Student respondents were paying for college, please see Table 17 in full report.



Undergraduate Student Employment

Hours	<i>n</i>	%
No	1,449	37.8
Yes, I work on campus	1,344	35.1
1-10 hours/week	887	23.2
11-20 hours/week	354	9.2
21-30 hours/week	59	1.5
31-40 hours/week	< 5	---
More than 40 hours/week	< 5	---
Yes, I work off campus	1,239	32.3
1-10 hours/week	492	12.8
11-20 hours/week	422	11.0
21-30 hours/week	175	4.6
31-40 hours/week	77	2.0
More than 40 hours/week	24	0.6



Graduate/Law Student Employment

Hours	<i>n</i>	%
No	269	29.9
Yes, I work on campus	349	38.8
1-10 hours/week	86	9.6
11-20 hours/week	168	18.7
21-30 hours/week	43	4.8
31-40 hours/week	19	2.1
More than 40 hours/week	21	2.3
Yes, I work off campus	316	35.2
1-10 hours/week	74	8.2
11-20 hours/week	68	7.6
21-30 hours/week	39	4.3
31-40 hours/week	49	5.5
More than 40 hours/week	74	8.2



Student Respondents' Reported GPA

GPA	Undergraduate		Graduate/Law	
	<i>n</i>	%	<i>n</i>	%
No GPA at the time – first semester at UNH	68	1.8	35	3.9
3.75 – 4.00	927	24.3	562	63.1
3.50 – 3.74	741	19.4	145	16.3
3.25 – 3.49	648	17.0	77	8.6
3.00 – 3.24	617	16.2	48	5.4
2.75 - 2.99	406	10.7	17	1.9
2.50 – 2.74	212	5.6	< 5	---
2.25 – 2.49	79	2.1	< 5	---
2.00 – 2.24	55	1.4	0	0.0
1.99 and below	57	1.5	< 5	---

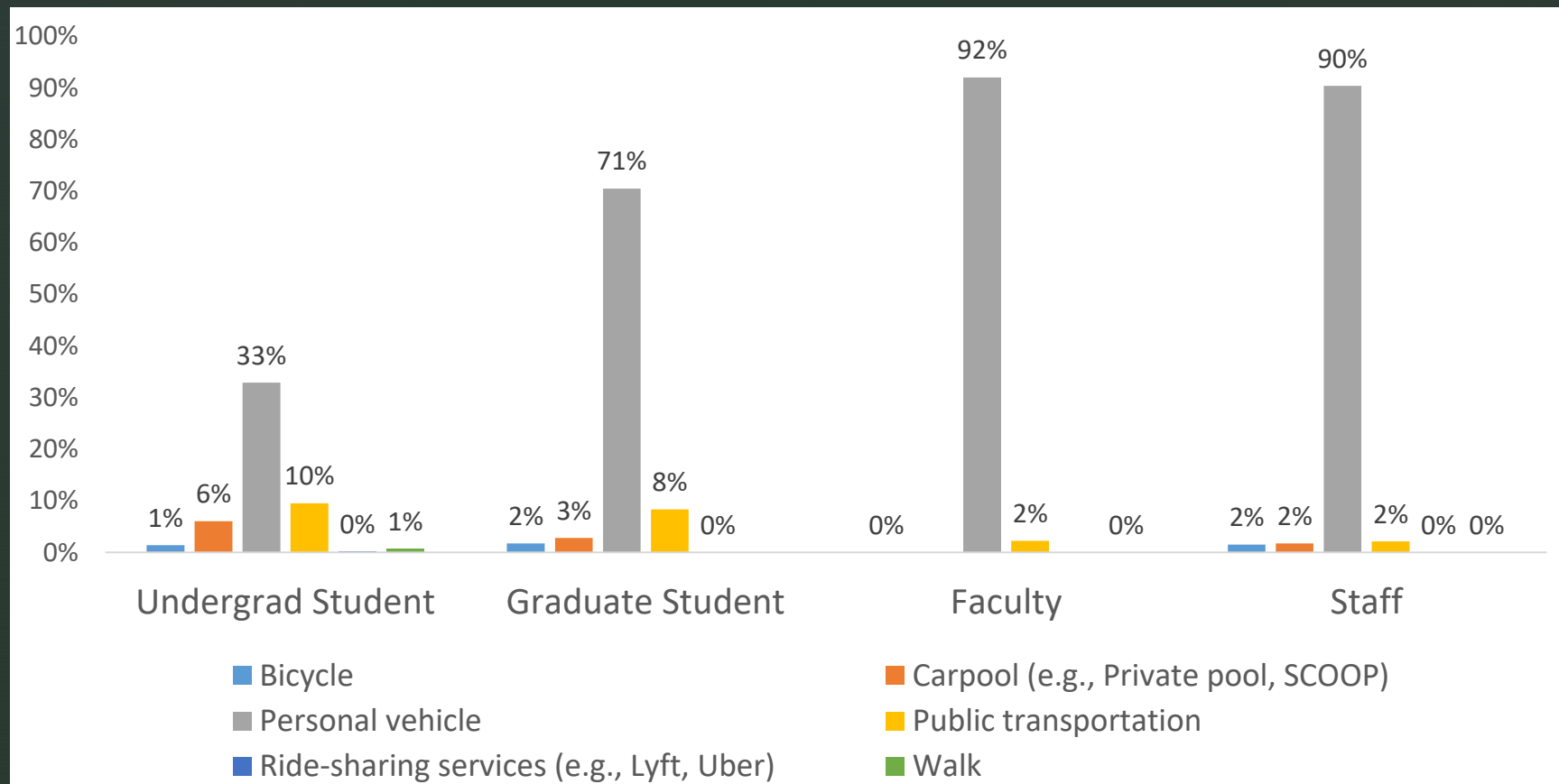


Respondents' One-Way Commute Time to their Primary UNH Campus

Minutes	Student		Employee	
	<i>n</i>	%	<i>n</i>	%
10 or fewer	2,654	56.1	312	17.2
11-20	655	13.8	580	32.0
21-30	355	7.5	454	25.0
31 - 40	210	4.4	208	11.5
41-50	217	4.6	117	6.4
51-60	231	4.9	90	5.0
60 or more	468	9.9	81	4.5

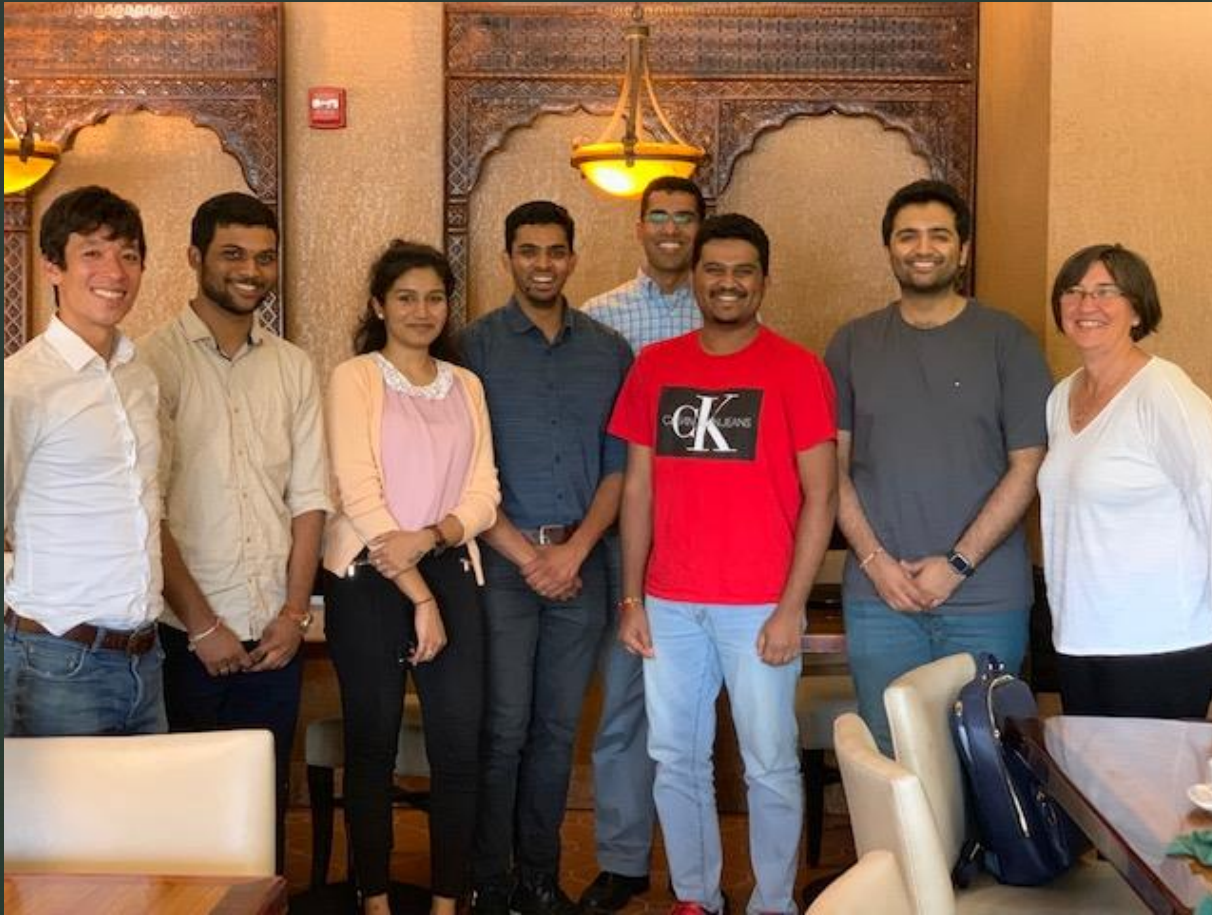


Respondents' Primary Method of Transportation to UNH





Findings





81% of Respondents were Comfortable with Overall Climate at UNH

Significant Differences

- Staff respondents less comfortable than Student respondents
- Trans-spectrum respondents less comfortable than Women and Men respondents
- Respondents of Color and Multiracial respondents less comfortable than White respondents

Note: Answered by all respondents.



81% of Respondents were Comfortable with Overall Climate at UNH

Significant Differences

- Bisexual and Queer-spectrum respondents less comfortable than Heterosexual respondents
- Respondents With Multiple Disabilities and a Single Disability less comfortable than Respondents with No Disability
- Non-Campus Housing Student respondents less comfortable than Residential Life Student respondents



81% of Respondents were Comfortable with Overall Climate at UNH

Significant Differences

- Non-U.S. Citizen respondents less comfortable than U.S. Citizen-Birth respondents
- Staff respondents with a Master's degree less comfortable than Staff respondents with a Bachelor's degree



74% of Faculty and Staff Respondents were Comfortable with Department/Program or Work Unit Climate

Significant Differences

- Faculty respondents less comfortable than Staff respondents
- Women respondents less comfortable than Men respondents
- Multiracial respondents less comfortable than White respondents

Note: Answered by Faculty and Staff respondents.



74% of Faculty and Staff Respondents were Comfortable with Department/Program or Work Unit Climate

Significant Differences

- Bisexual respondents less comfortable than Heterosexual respondents
- Respondents With Multiple Disabilities less comfortable than Respondents with No Disability



86% of Faculty and Student Respondents were Comfortable with Classroom Climate

Significant Differences

- Student respondents less comfortable than Faculty respondents
- Trans-spectrum and Women respondents less comfortable than Men respondents
- Respondents of Color less comfortable than White respondents



86% of Faculty and Student Respondents were Comfortable with Classroom Climate

Significant Differences

- Bisexual respondents less comfortable than Heterosexual respondents
- Respondents With Multiple Disabilities and a Single Disability less comfortable than Respondents with No Disability
- Non-Campus Housing Student respondents less comfortable than Residential Life Student respondents

Note: Answered by Faculty and Student respondents



Challenges and Opportunities



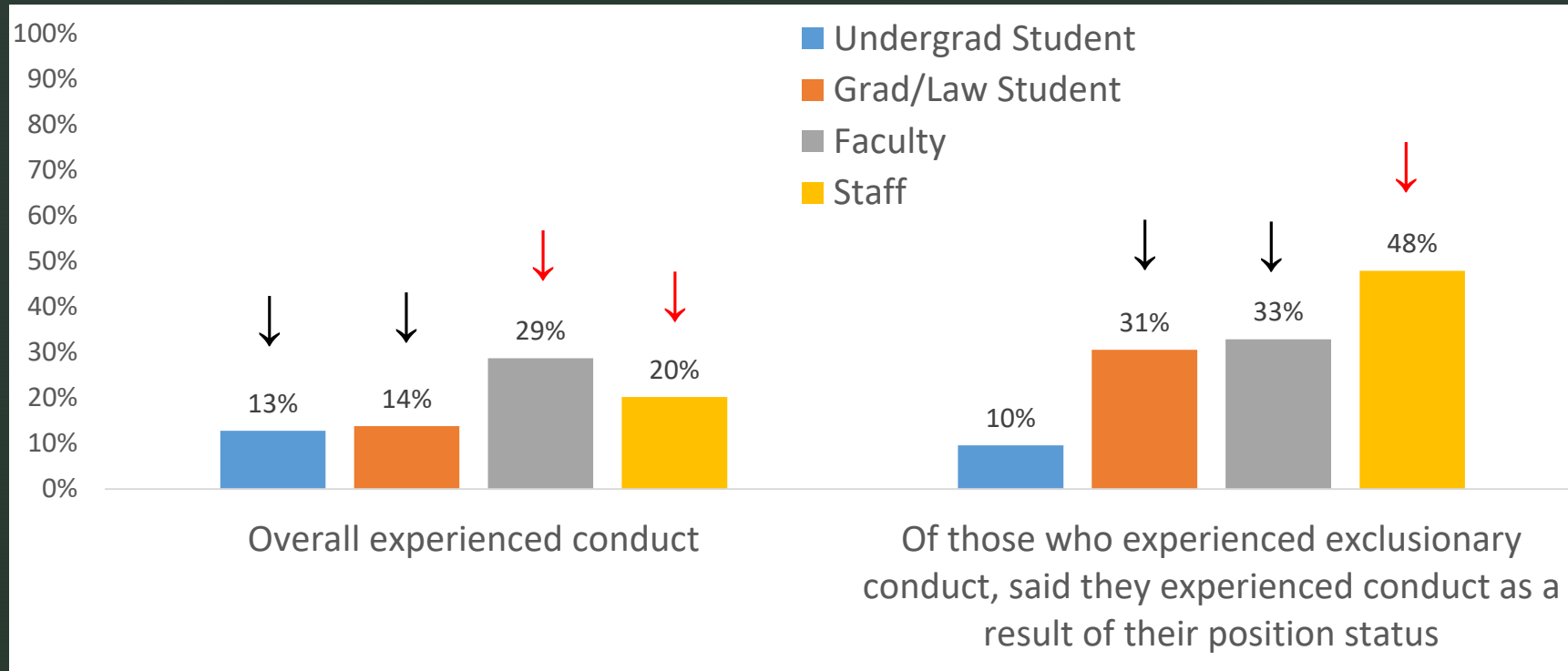
Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

16% ($n = 1,027$) of respondents

- **experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at UNH within the past year**



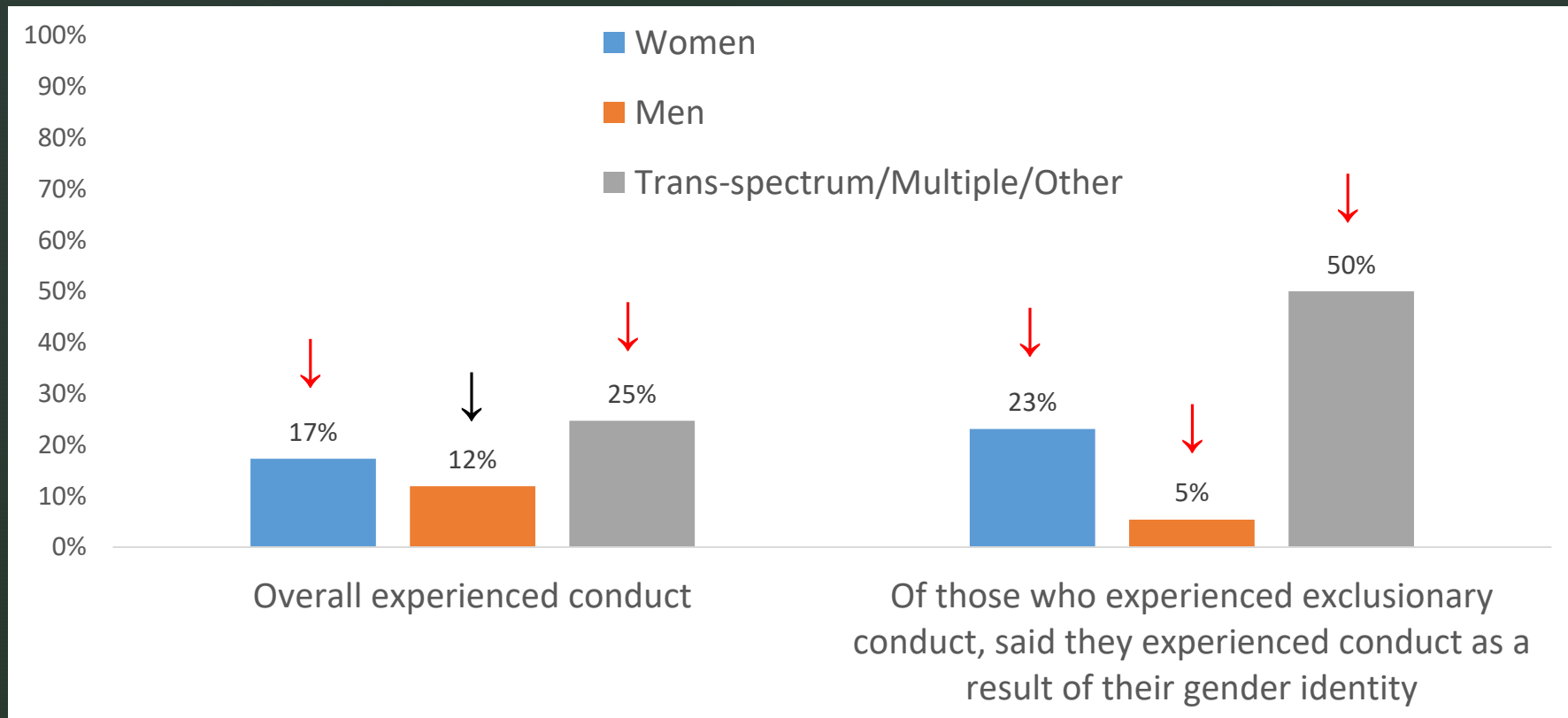
Personal Experiences of Exclusionary Conduct as a Result of Position (%)



Note: Red arrows show statistically significant differences.



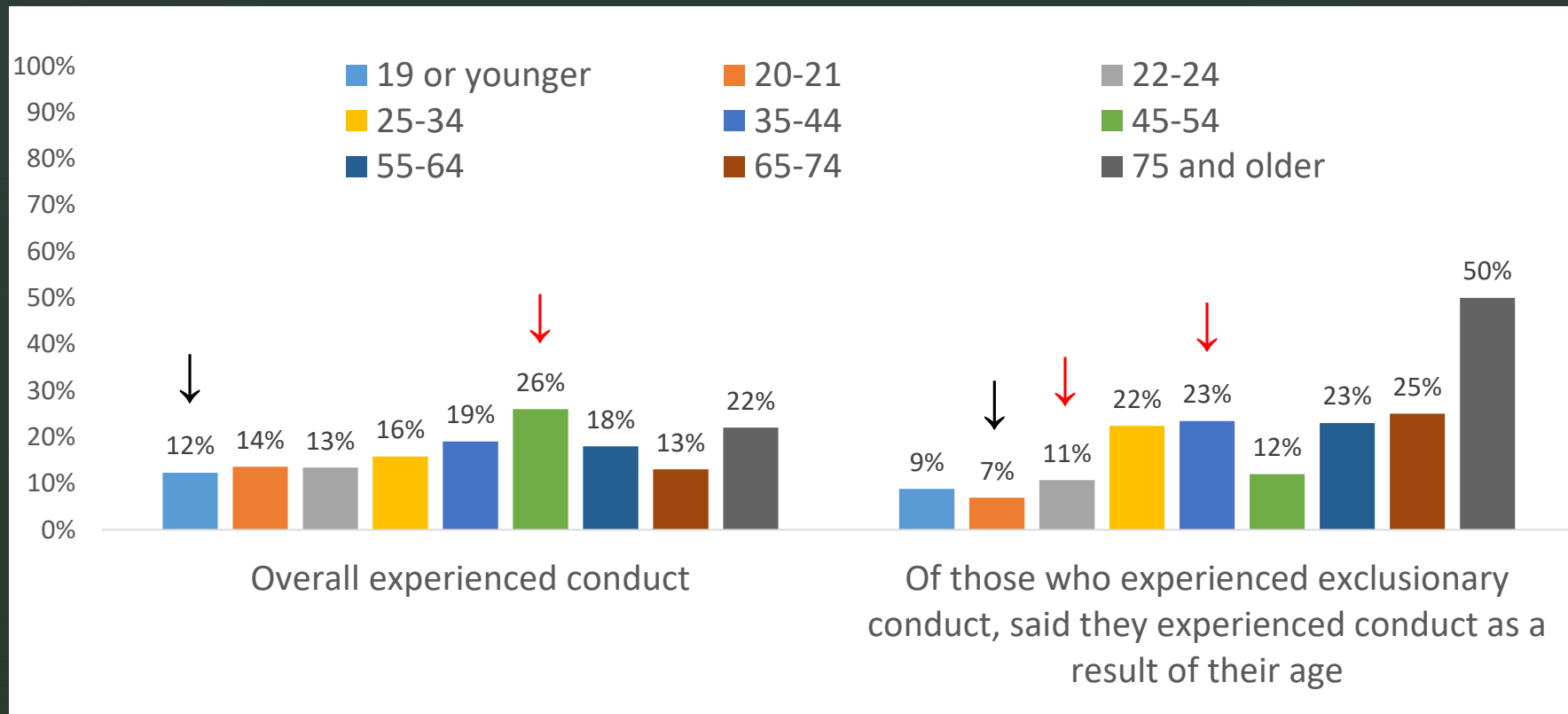
Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)



Note: Red arrows show statistically significant differences.



Personal Experiences of Exclusionary Conduct as a Result of Age (%)



Note: Red arrows show statistically significant differences.



Staff Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Position status	154	43.0
Age	84	23.5
Gender identity	71	19.8
Length of service	68	19.0
Educational credential	45	12.6

Note: Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 358). Percentages do not sum to 100 due to multiple responses.



Faculty Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Position status	20	37.7
Gender identity	12	22.6
Parental status	7	13.2
Educational credentials	6	11.3
Length of service	6	11.3

Note: Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 53$). Percentages do not sum to 100 due to multiple responses.



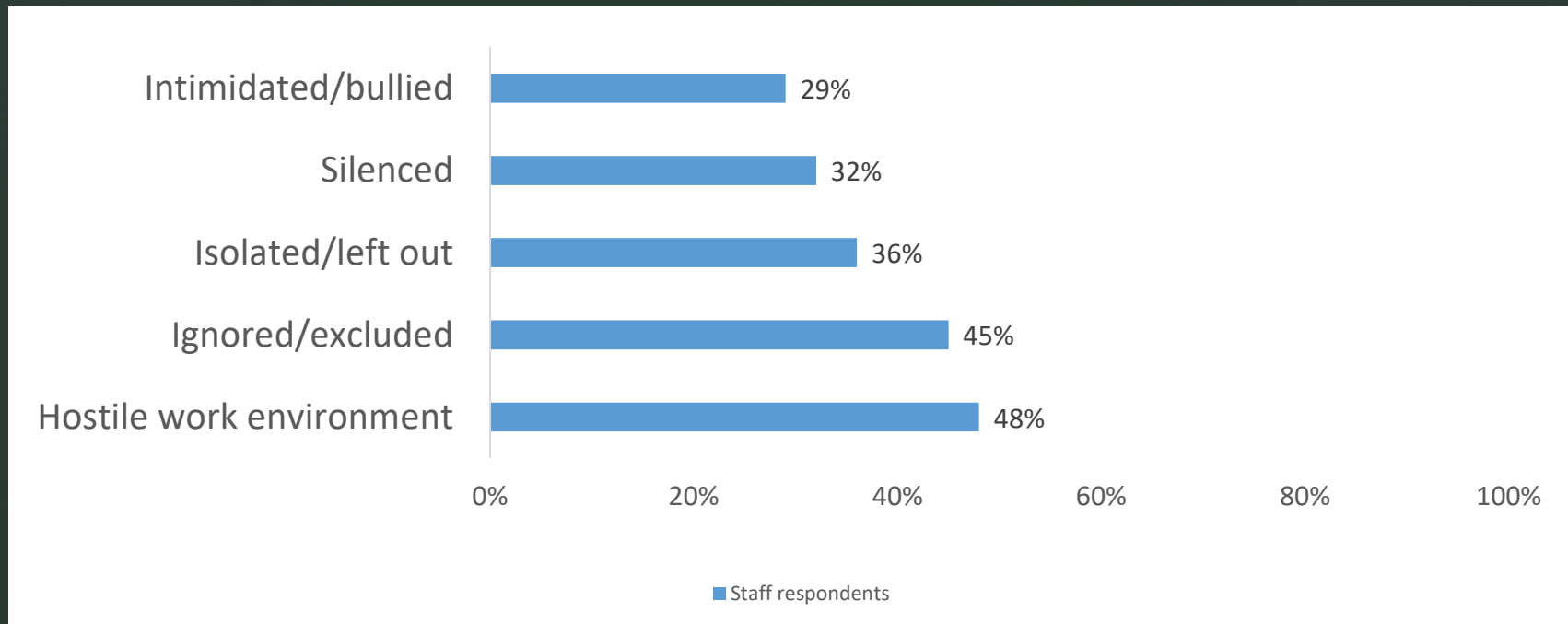
Student Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	<i>n</i>	%
Political views	92	14.9
Position status	85	13.8
Physical characteristics	75	12.2
Ethnicity	74	12.0
Racial identity	73	11.9

Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 616$). Percentages do not sum to 100 due to multiple responses.



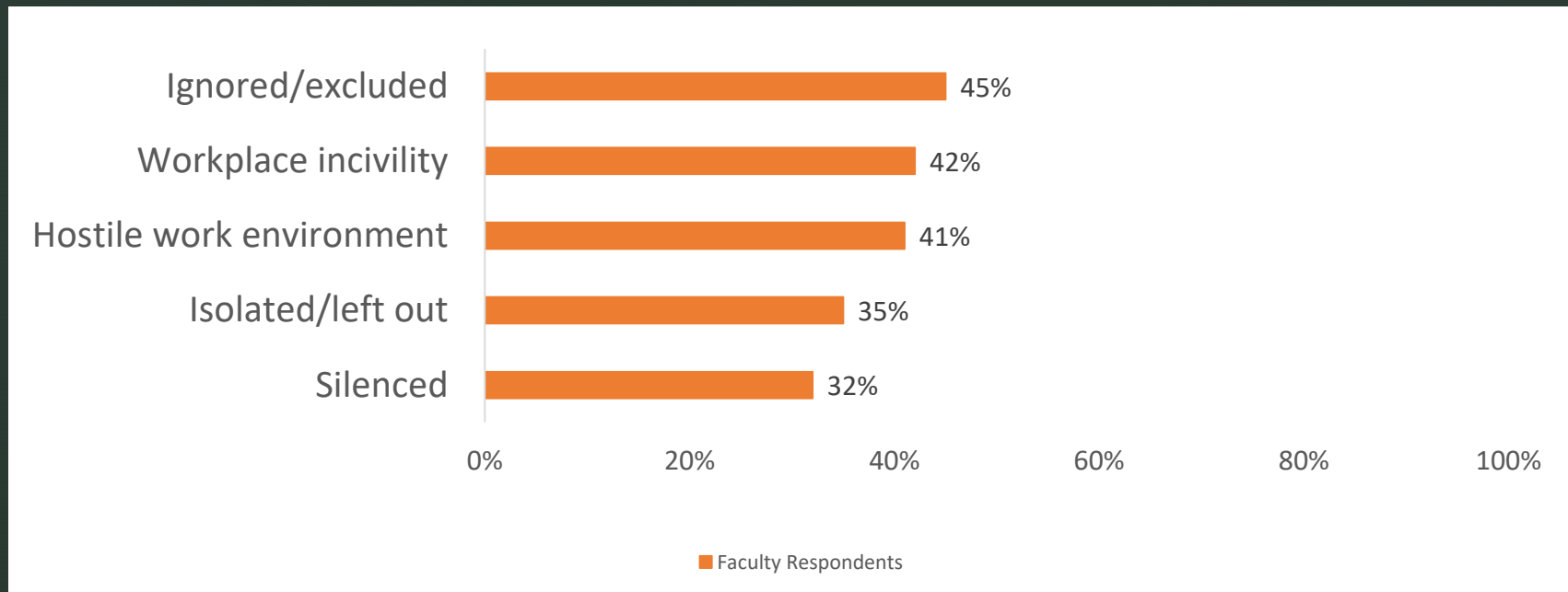
Staff Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 358$). Percentages do not sum to 100 due to multiple responses.



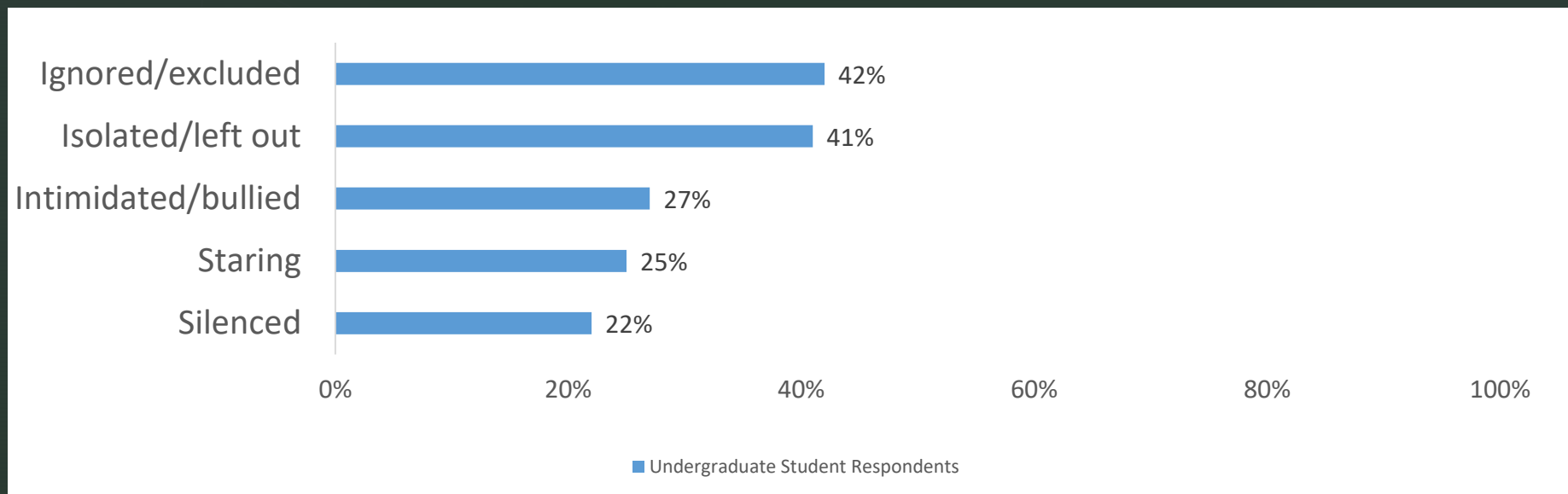
Faculty Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 53$). Percentages do not sum to 100 due to multiple responses.



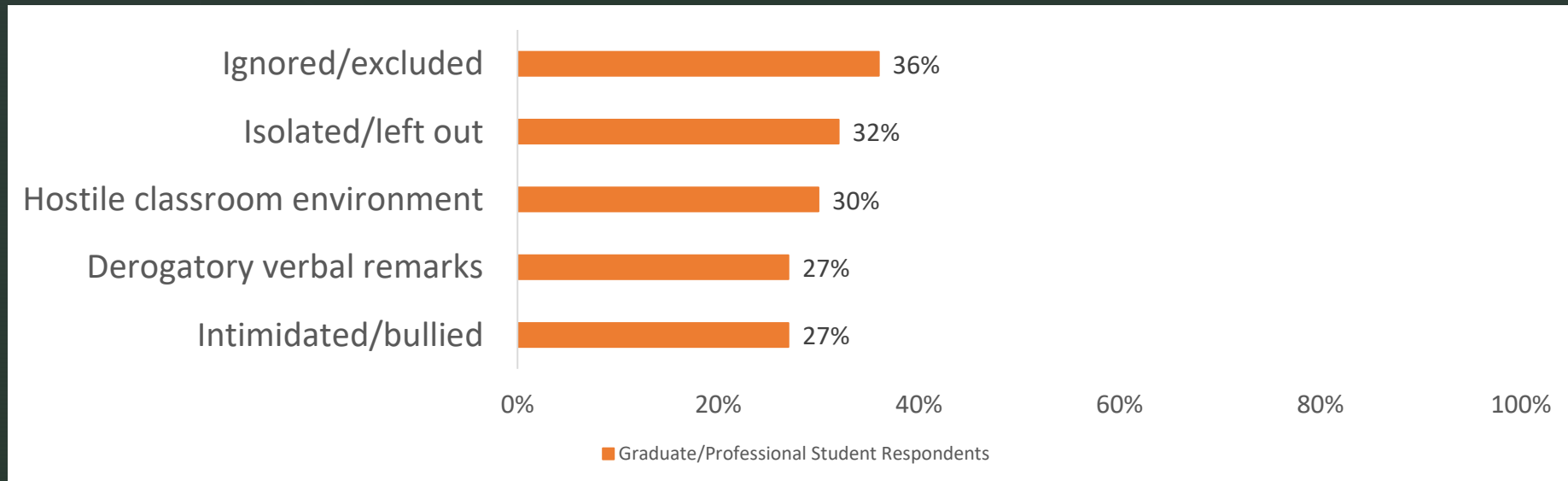
Undergraduate Student Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 616$). Percentages do not sum to 100 due to multiple responses.



Graduate/Law Student Respondents' Top Forms of Experienced Exclusionary Conduct



Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 616$). Percentages do not sum to 100 due to multiple responses.



Staff Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
While working at a UNH job	201	56.1
In a meeting with a group of people	129	36.0
In a meeting with one other person	101	28.2
In a UNH administrative office	89	24.9
On phone calls/text messages/email	61	17.0

Note: Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 358). Percentages do not sum to 100 due to multiple responses.



Faculty Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
In a meeting with a group of people	26	49.1
While working at a UNH job	26	49.1
In a meeting with one other person	14	26.4
In a faculty office	10	18.9
In a UNH administrative office	8	15.1
In other public spaces at UNH	8	15.1

Note: Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 53$). Percentages do not sum to 100 due to multiple responses.



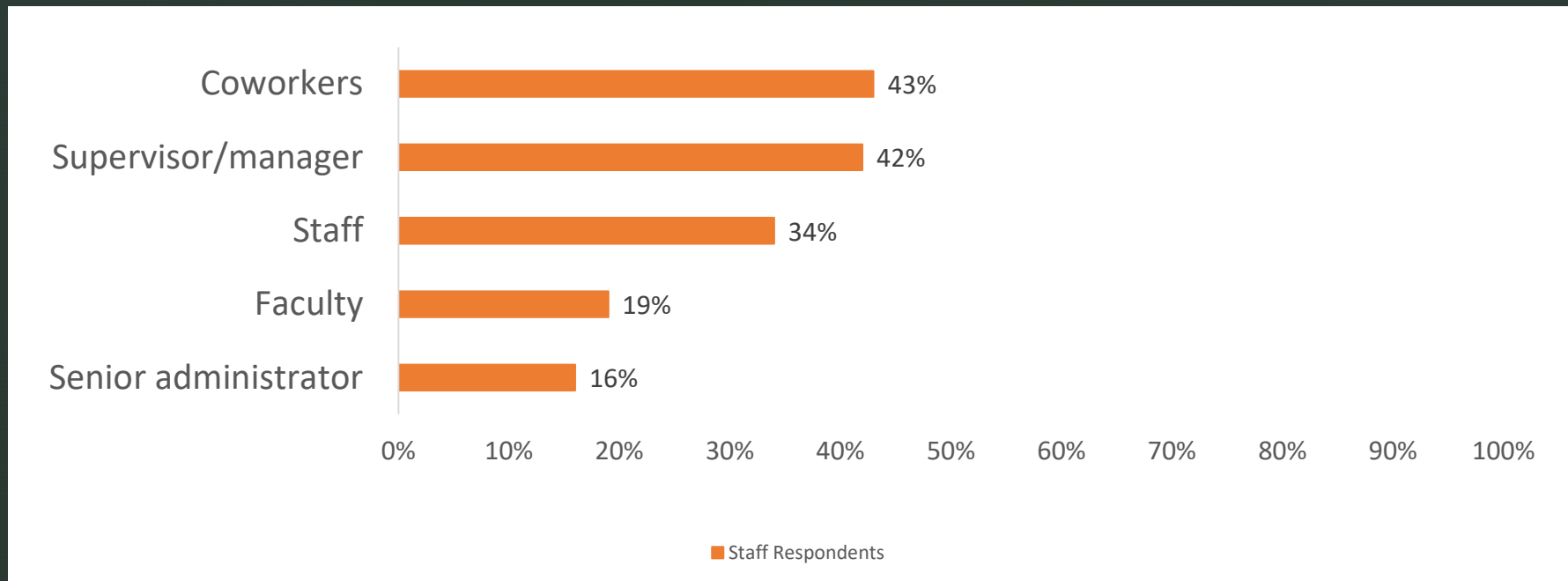
Student Respondents' Top Locations of Experienced Exclusionary Conduct

Location	<i>n</i>	%
In campus housing	203	33.0
In a class/laboratory	163	26.5
In other public spaces at UNH	111	18.0
On phone calls/text messages/email	91	14.8
While walking on campus	87	14.1

Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 616). Percentages do not sum to 100 due to multiple responses.



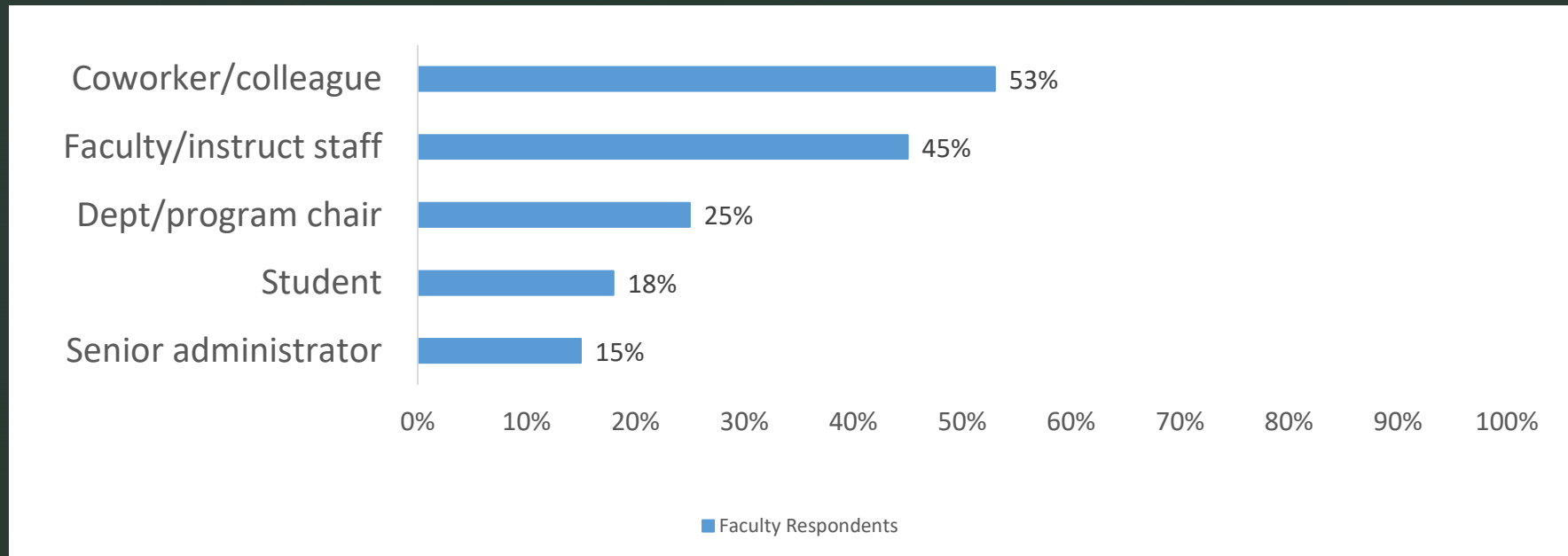
Top Sources of Experienced Exclusionary Conduct by Staff Position (%)



Note: Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 358$). Percentages do not sum to 100 due to multiple responses.



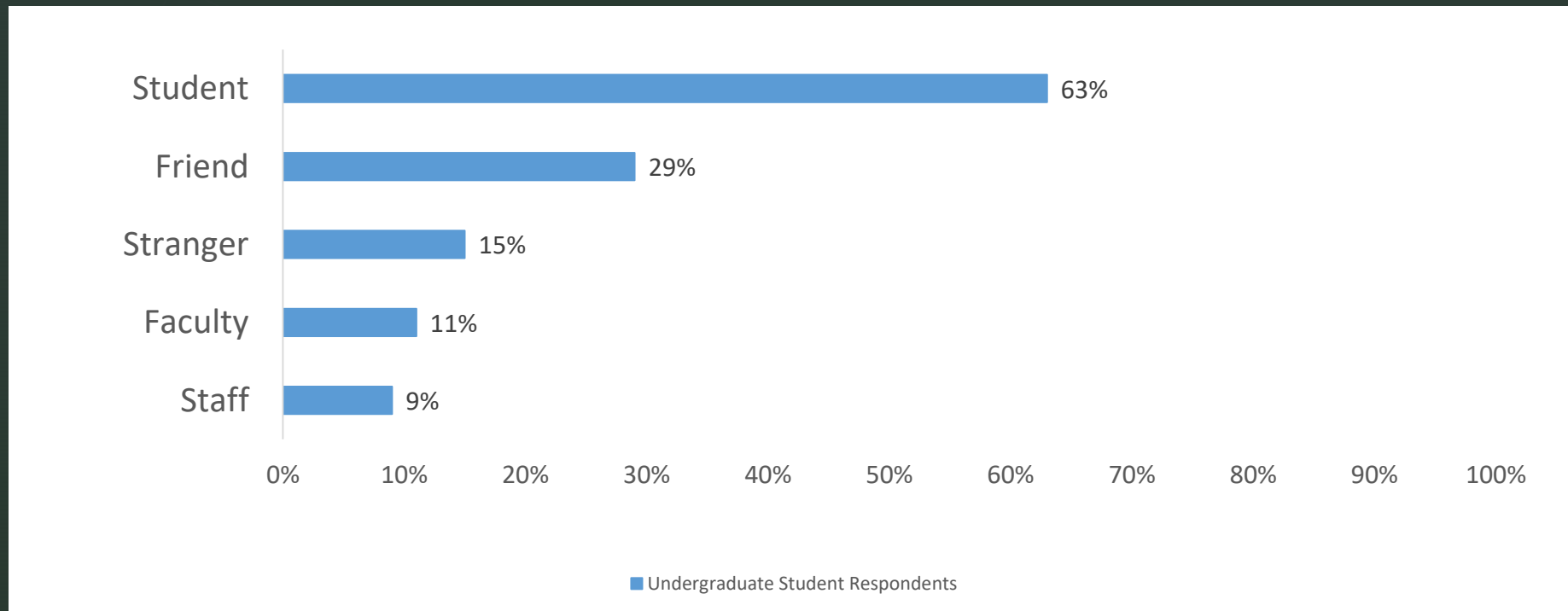
Top Sources of Experienced Exclusionary Conduct by Faculty Position (%)



Note: Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 53$). Percentages do not sum to 100 due to multiple responses.



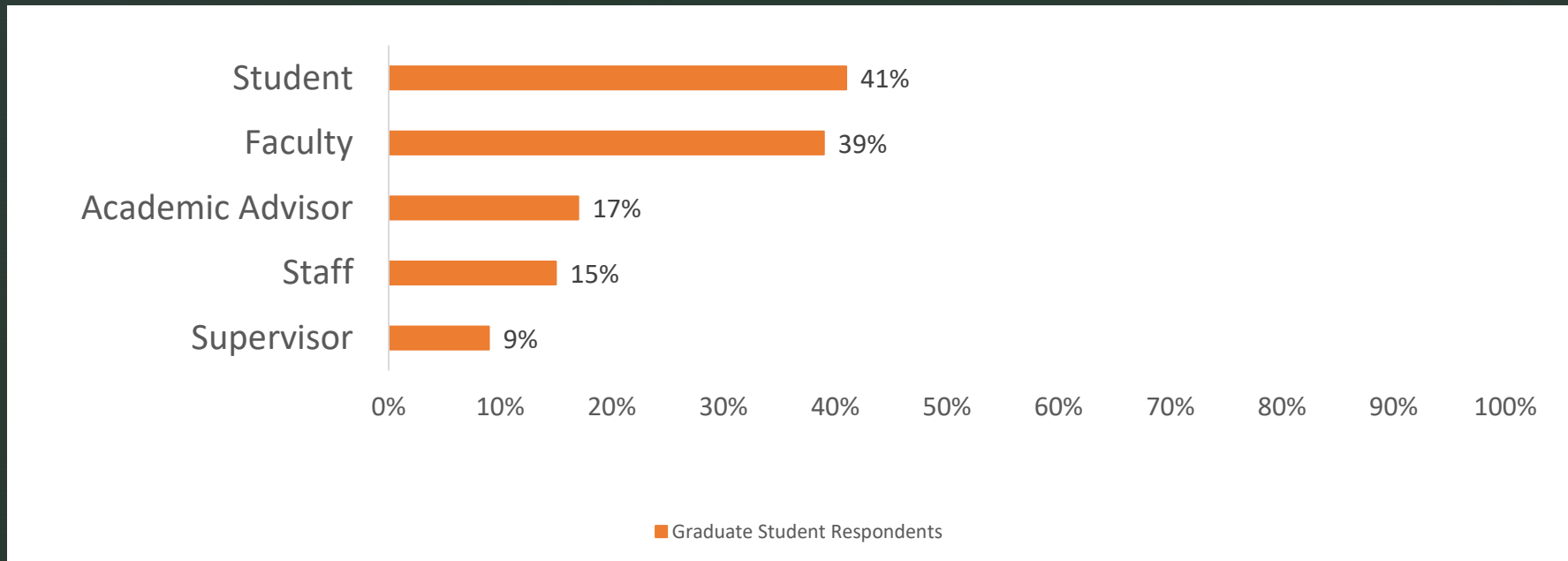
Top Sources of Experienced Exclusionary Conduct for Undergraduate Students (%)



Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 616$). Percentages do not sum to 100 due to multiple responses.



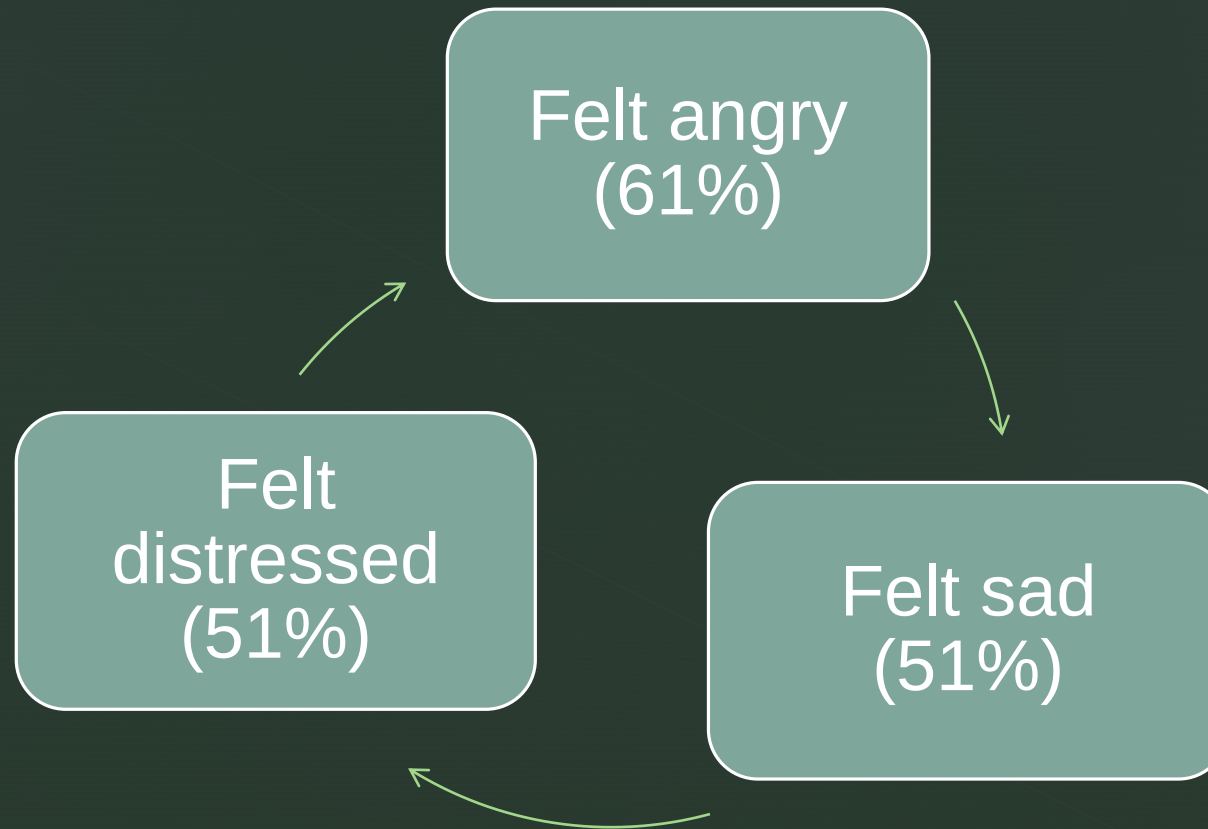
Top Sources of Experienced Exclusionary Conduct for Graduate/Law Students (%)



Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 616$). Percentages do not sum to 100 due to multiple responses.



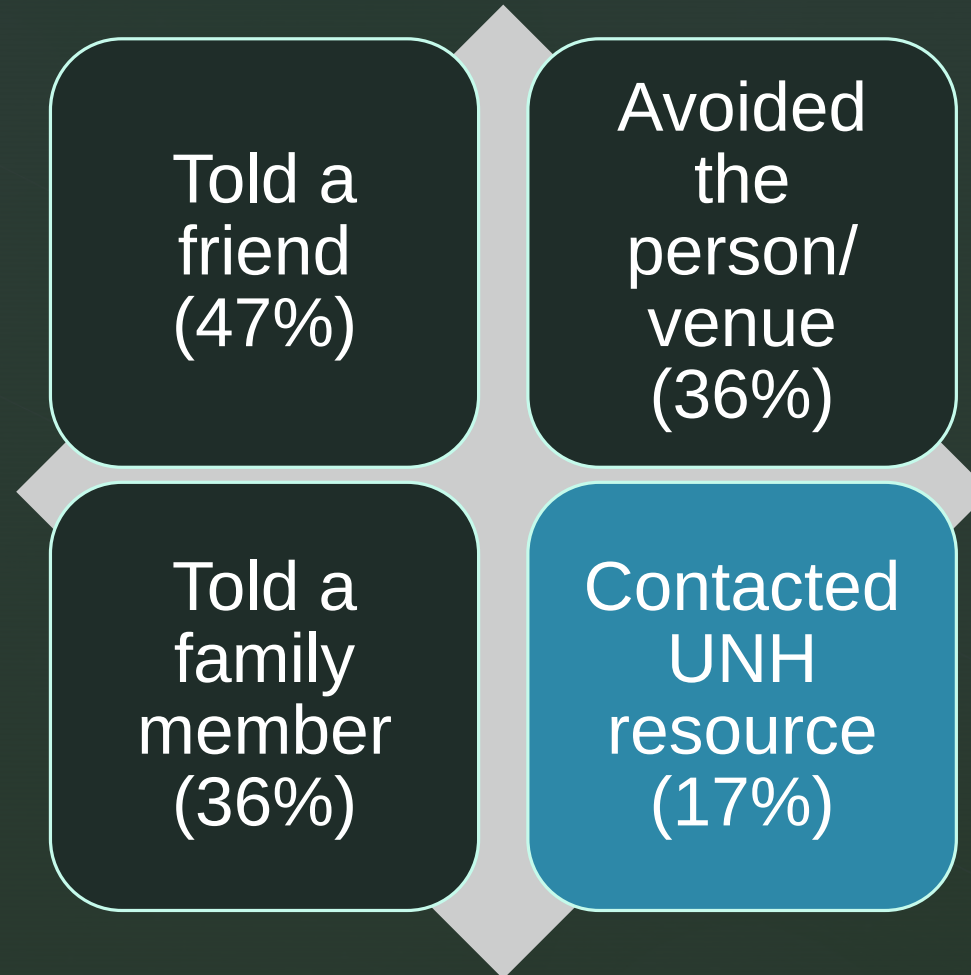
What did you do? Top Emotional Responses



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,027$). Percentages do not sum to 100 due to multiple responses.



What did you do? Top Actions



Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,027$). Percentages do not sum to 100 due to multiple responses.



Which UNH resources did respondents contact?

- Human Resources
- Staff person
- Faculty member
- Dean's Office
- PACS (Counseling Center)

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,027$). Percentages do not sum to 100 due to multiple responses.



11% ($n = 108$) Reported the Conduct

Felt satisfied with the outcome
(33%)

Felt that it was addressed
appropriately (11%)

Felt it was not addressed
appropriately (44%)

Outcome is still pending (6%)

Outcome was not shared (6%)

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,027$). Percentages do not sum to 100 due to multiple responses.



Qualitative Themes

Experienced Exclusionary Conduct

Reporting process

Race-based incidents



Qualitative Themes

Experienced Exclusionary Conduct

Faculty and Staff respondents:
Negative workplace environment
Lack of respect

Student respondents:
Student misconduct



Accessibility





Top Facilities Barriers for Respondents with Disabilities

Facilities	<i>n</i>	%
Parking	108	13.8
Classrooms, laboratories (including computer labs)	92	11.7
Walkways, pedestrian paths, crosswalks	83	10.8
Health & Wellness	84	10.7
College housing	83	10.6
Classroom buildings	83	10.5

Note: Reports only responses from individuals who indicated on the survey that they had a disability ($n = 842$).



Top Technology/Online Barriers for Respondents with Disabilities

Technology/online environment	<i>n</i>	%
Accessible electronic format	49	6.4
Computer equipment	39	5.1
Closed caption video/video audio description	39	5.1
Access to alternative format texts	38	4.9
Office contact	36	4.7
Video/video audio description	17	8.9

Note: Reports only responses from individuals who indicated on the survey that they had a disability (*n* = 842).



Top Identity Barriers for Respondents with Disabilities

Identity	<i>n</i>	%
Intake forms (e.g., Health Center)	29	3.8
Learning technology	29	3.8
Management systems	27	3.6

Note: Reports only responses from individuals who indicated on the survey that they had a disability ($n = 842$).



Top Instructional/Campus Materials Barriers for Respondents with Disabilities

Instructional/campus materials	<i>n</i>	%
Academic accommodations	126	16.4
Food menus	51	6.6
Textbooks	44	5.8

Note: Reports only responses from individuals who indicated on the survey that they had a disability ($n = 842$).



Qualitative Themes for Respondents with Disabilities: Accessibility of UNH Campus

Elaborations on disability

Mobility concerns

Lack of accommodation

Great support/Difficulty accessing support



Unwanted Sexual Experiences





11% ($n = 689$) of All Respondents Experienced Unwanted Sexual Contact/Conduct

1% ($n = 91$) → Relationship Abuse

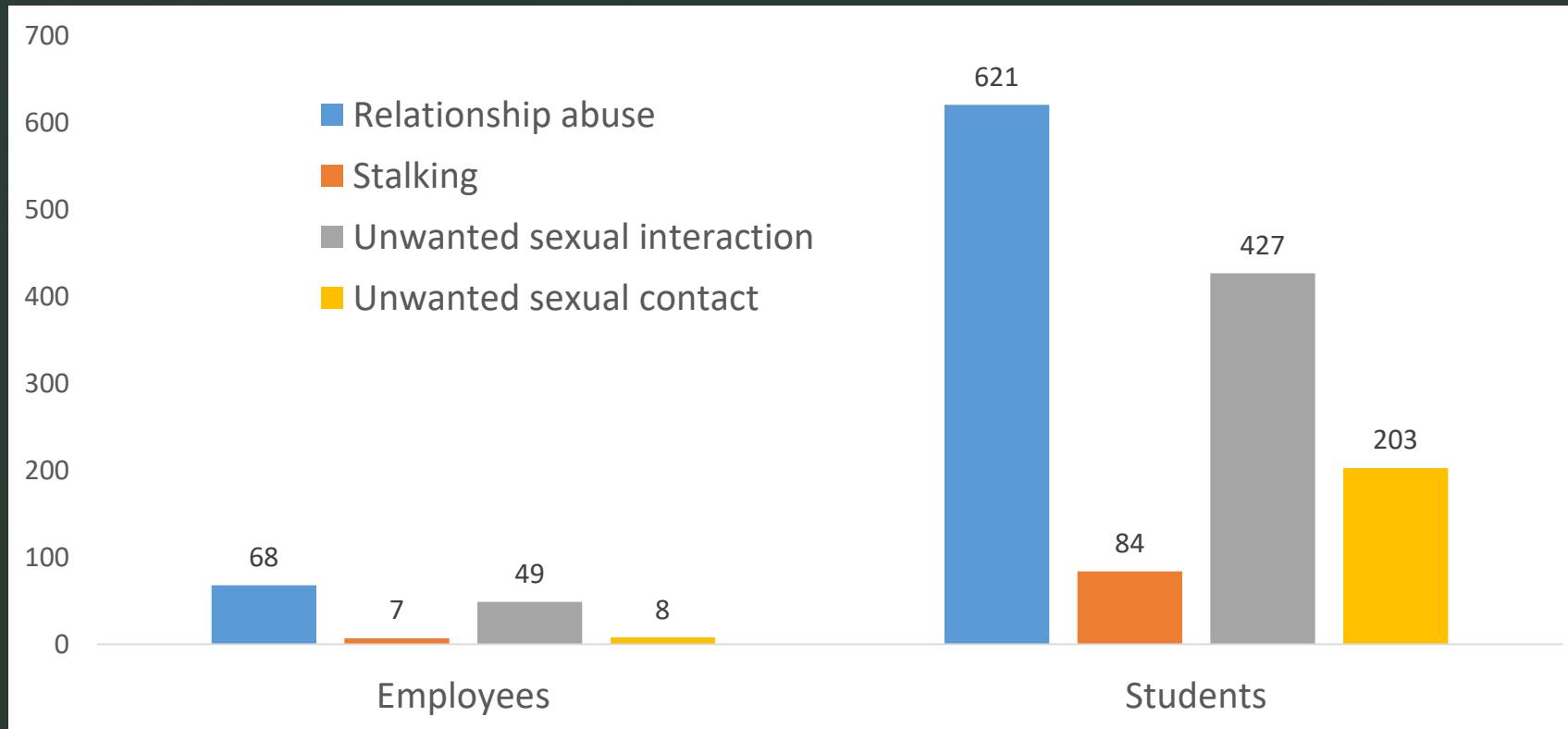
2% ($n = 113$) → Stalking

7% ($n = 476$) → Unwanted Sexual Interaction

3% ($n = 211$) → Unwanted Sexual Contact



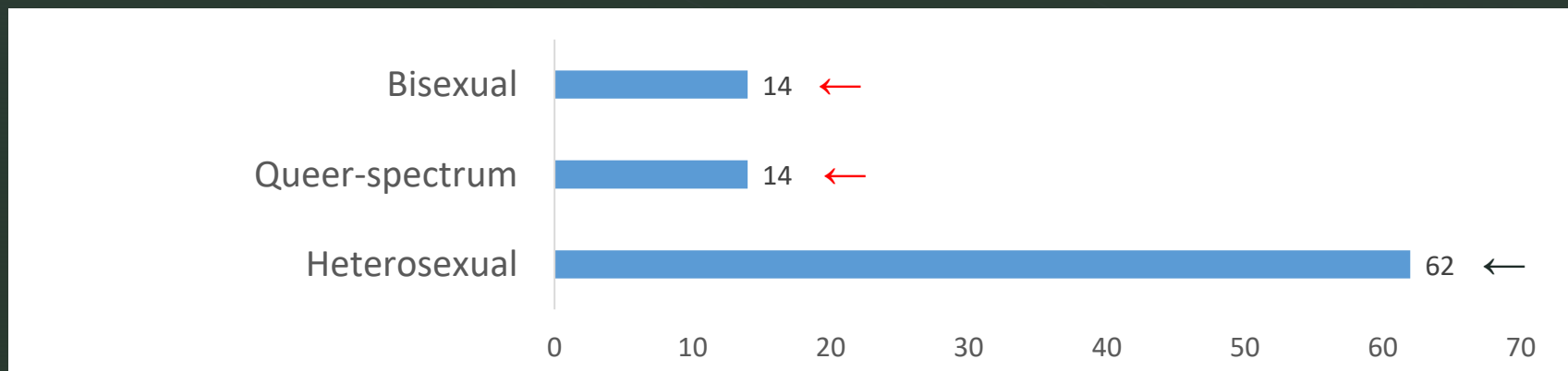
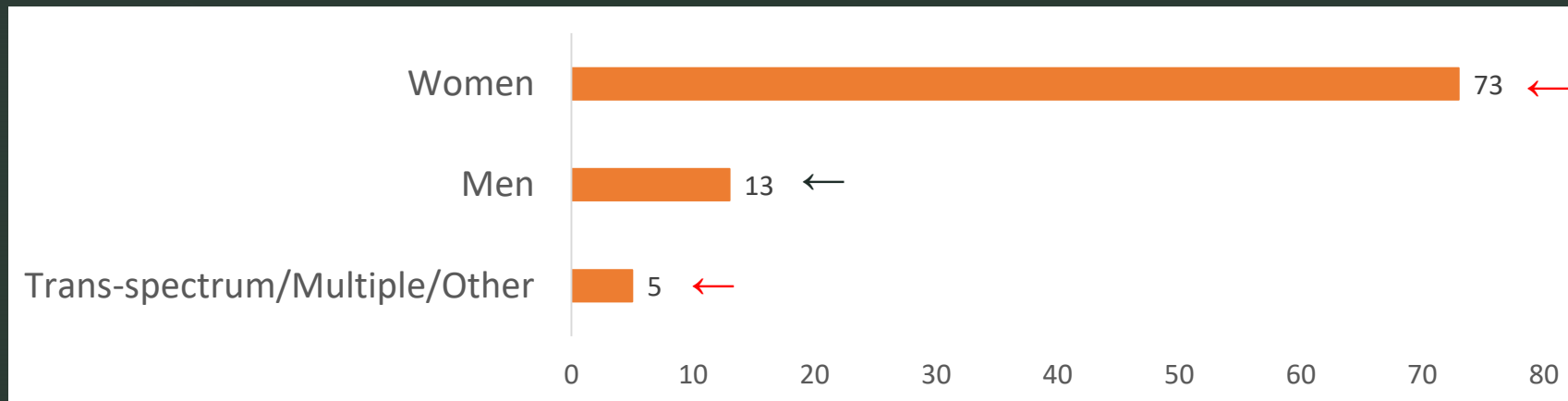
Experienced Unwanted Sexual Conduct by Position Status (*n*)



Note: Responses with $n < 5$ are not presented in the figure.



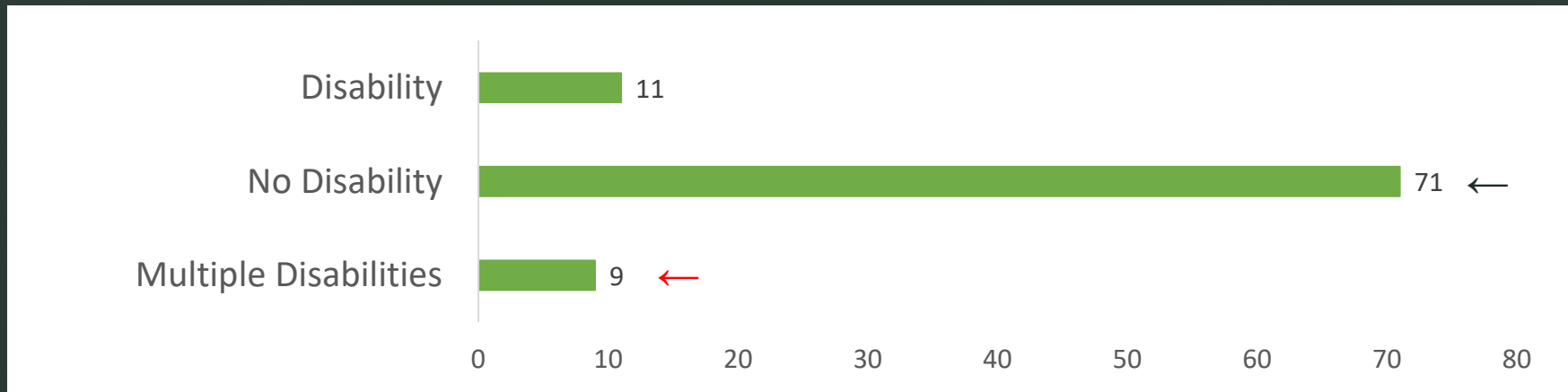
Experiences of Relationship Abuse While at UNH by Gender and Sexual Identity (*n*)



Note: Red arrows show statistically significant differences.



Experiences of Relationship Abuse While at UNH by Disability Status (*n*)



Note: Red arrows show statistically significant differences.



Alcohol/Drug Involvement in Relationship Abuse (Student Respondents)

Alcohol/Drug	<i>n</i>	%
No	56	66.7
Yes	28	33.3
Alcohol only	14	50.0
Drugs only	2	7.1
Both alcohol and drugs	12	42.9

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).



When Relationship Abuse Occurred

Time	<i>n</i>	%
Less than 6 months ago	23	25.3
6 - 12 months ago	20	22.0
13 - 23 months ago	24	26.4
2 - 4 years ago	16	17.6
5 - 10 years ago	< 5	---
11 - 20 years ago	< 5	---
More than 20 years ago	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).



Year in Which Student Respondents Experienced Relationship Abuse

Year	<i>n</i>	%
During my time as a graduate/law student at UNH	< 5	---
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	13	15.5
Undergraduate first year	47	56.0
Undergraduate second year	32	38.1
Undergraduate third year	14	16.7
Undergraduate fourth year	5	6.0
After my fourth year as an undergraduate	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).



Location of Relationship Abuse

On Campus (59%, $n = 54$)

Off Campus (62%, $n = 56$)

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).



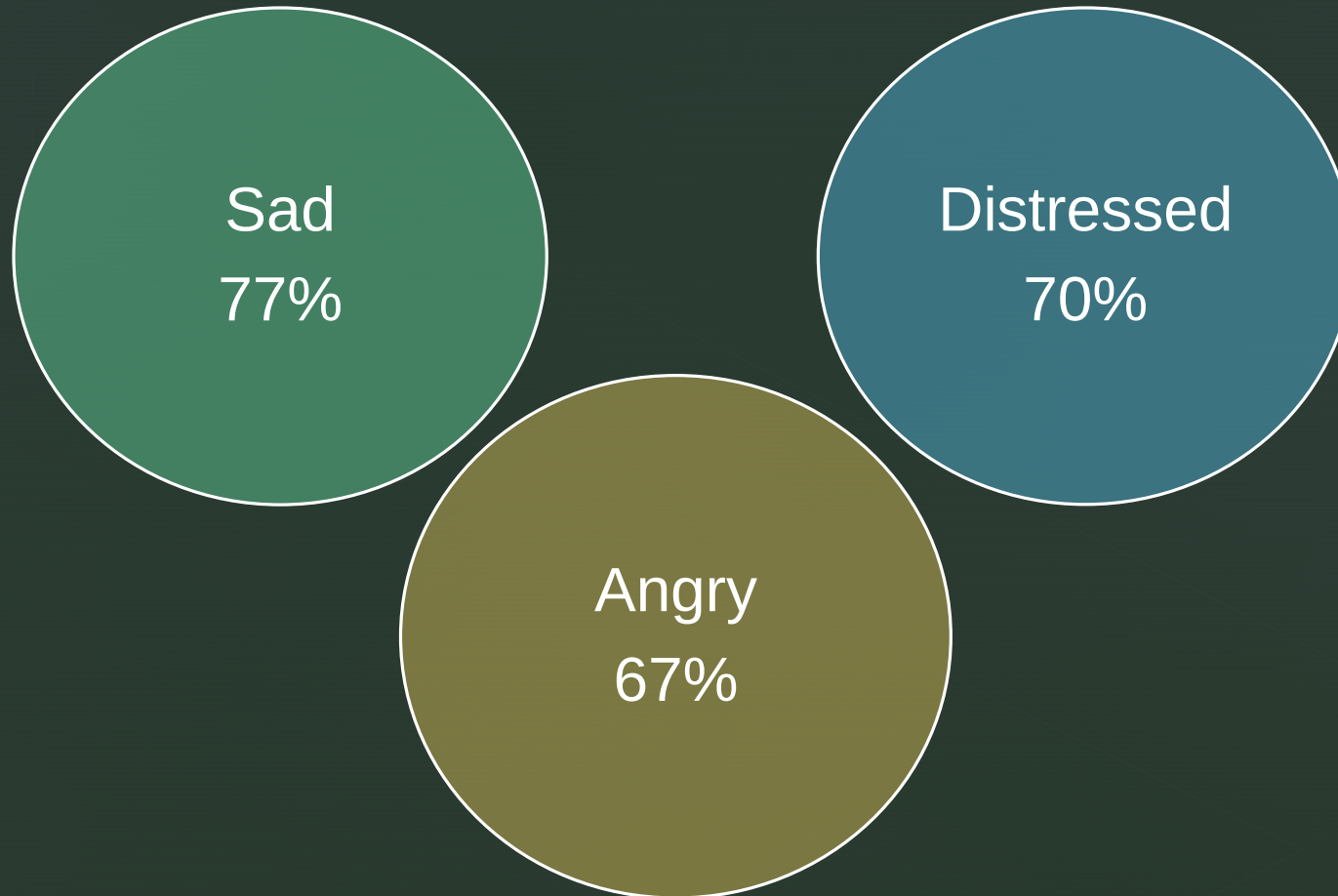
Top Perpetrators of Relationship Abuse

Perpetrator	<i>n</i>	%
Current or former dating/intimate partner	77	84.6
University of New Hampshire student	32	35.2
Acquaintance/friend	7	7.7

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).



Top Emotional Responses to Relationship Abuse



Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).



Top Actions in Response to Relationship Abuse

Told a friend
71%

Told a family
member
41%

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).



9% ($n = 8$)
Reported the
Conduct

Felt satisfied with the outcome
($n < 5$)

Felt that it was addressed
appropriately ($n < 5$)

Felt it was not addressed
appropriately ($n < 5$)

Outcome is still pending ($n < 5$)

Outcome was not shared (0%)

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 18$).



Qualitative Themes – Relationship Abuse

Handled it themselves

Naïve about the abuse

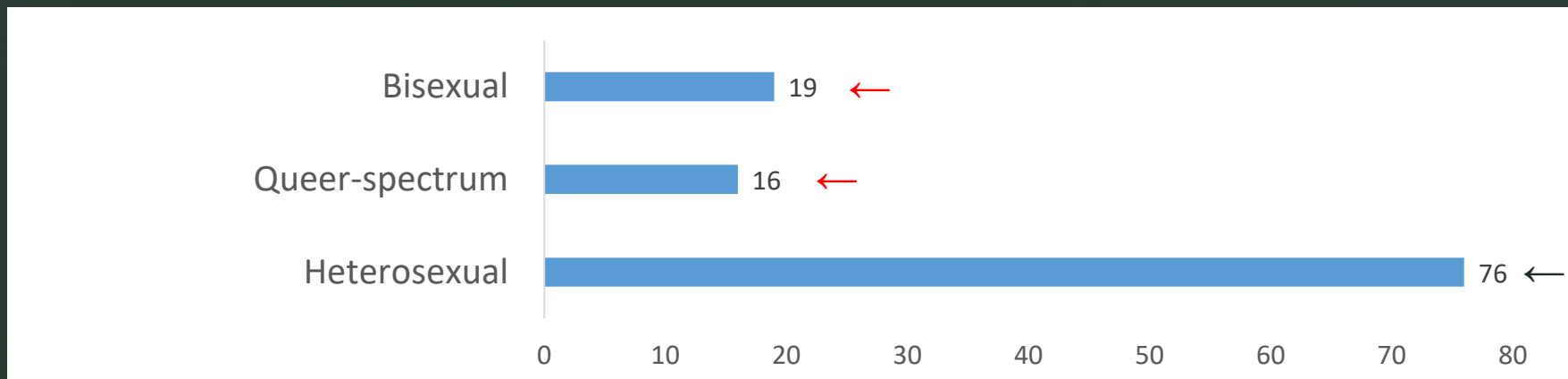
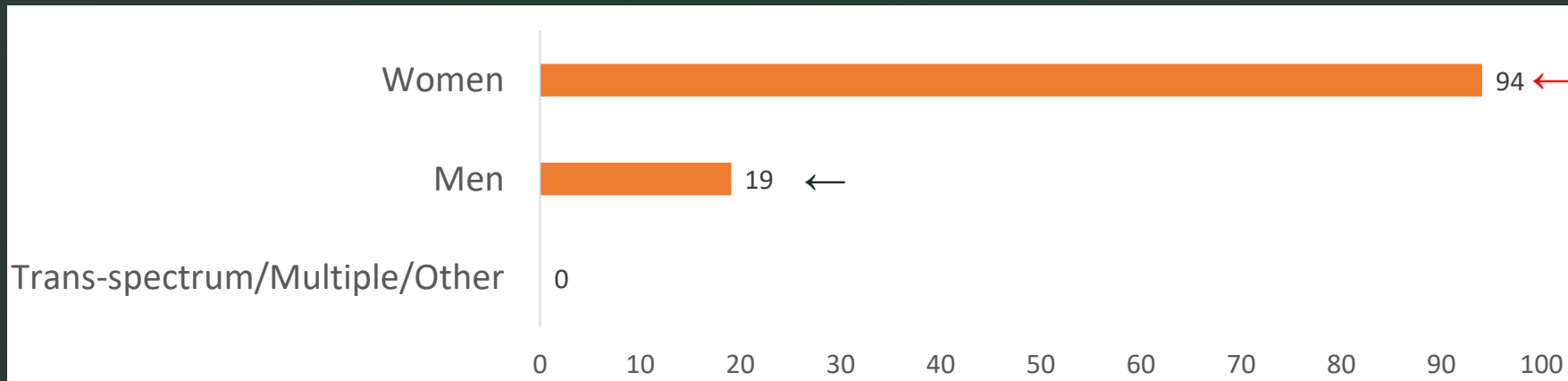
Not worth reporting

Not physical abuse

Worried about consequences



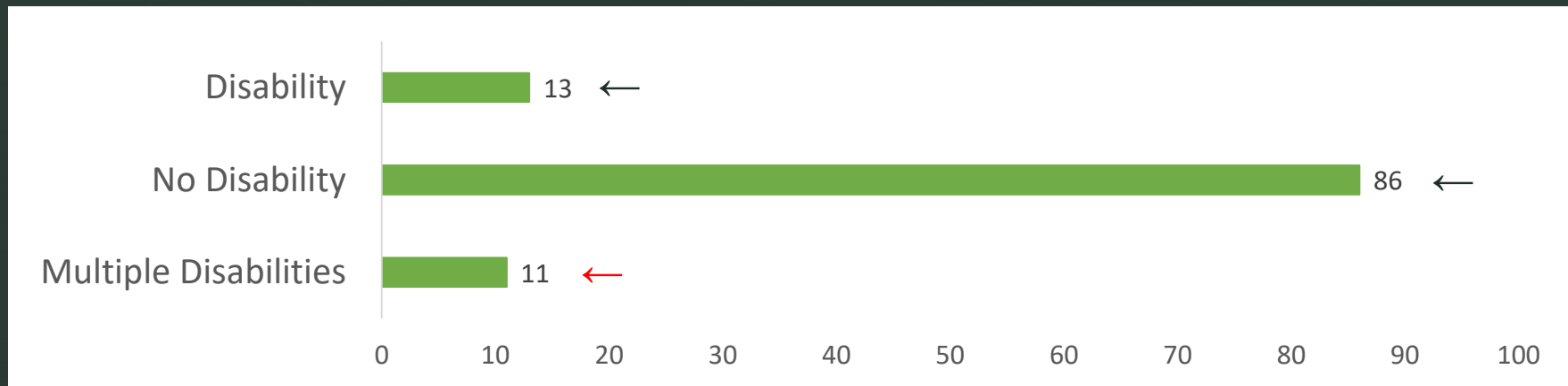
Experiences of Stalking While at UNH by Gender and Sexual Identity (*n*)



Note: Red arrows show statistically significant differences.



Experiences of Stalking While at UNH by Disability Status (n)



Note: Red arrows show statistically significant differences.



Alcohol/Drug Involvement in Stalking (Student Respondents)

Alcohol/Drug	<i>n</i>	%
No	88	85.4
Yes	15	14.6
Alcohol only	10	76.9
Drugs only	0	0.0
Both alcohol and drugs	3	23.1

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 113$).



When Stalking Occurred

Time	<i>n</i>	%
Less than 6 months ago	37	32.7
6 - 12 months ago	32	28.3
13 - 23 months ago	22	19.5
2 - 4 years ago	14	12.4
5 - 10 years ago	7	6.2
11 - 20 years ago	0	0.0
More than 20 years ago	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Stalking (*n* = 113).



Year in Which Student Respondents Experienced Stalking

Year	<i>n</i>	%
During my time as a graduate/law student at UNH	10	9.7
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	< 5	---
Undergraduate first year	47	45.6
Undergraduate second year	37	35.9
Undergraduate third year	22	21.4
Undergraduate fourth year	6	5.8
After my fourth year as an undergraduate	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Stalking (*n* = 113).



Location of Stalking

On Campus (74%, $n = 83$)

Off Campus (45%, $n = 51$)

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 113$).



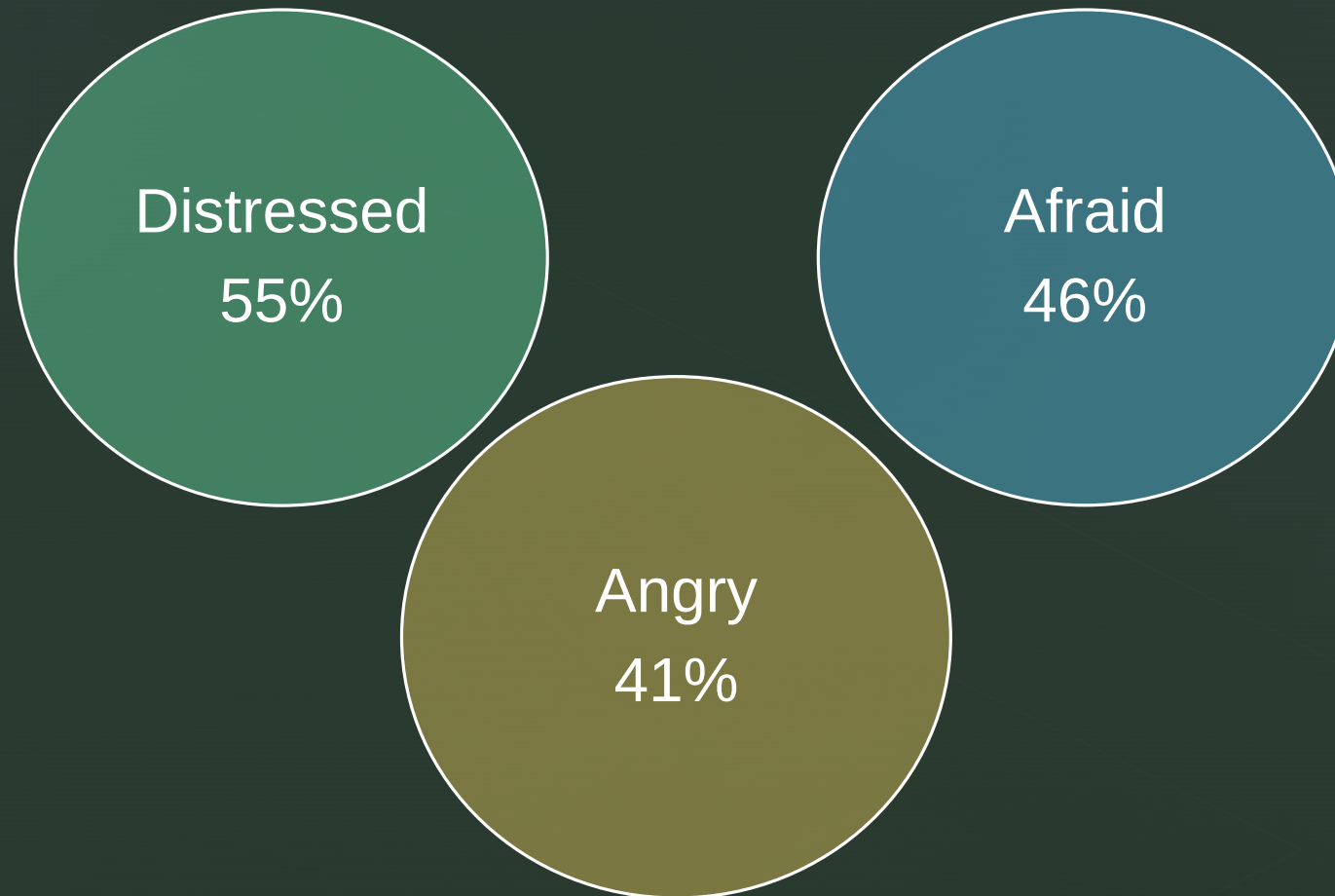
Top Perpetrators of Stalking

Perpetrator	<i>n</i>	%
University of New Hampshire student	69	61.1
Current or former dating/intimate partner	29	25.7
Acquaintance/friend	23	20.4
Stranger	19	16.8

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 113$).



Top Emotional Responses to Stalking



Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 113$).



Top Actions in Response to Stalking

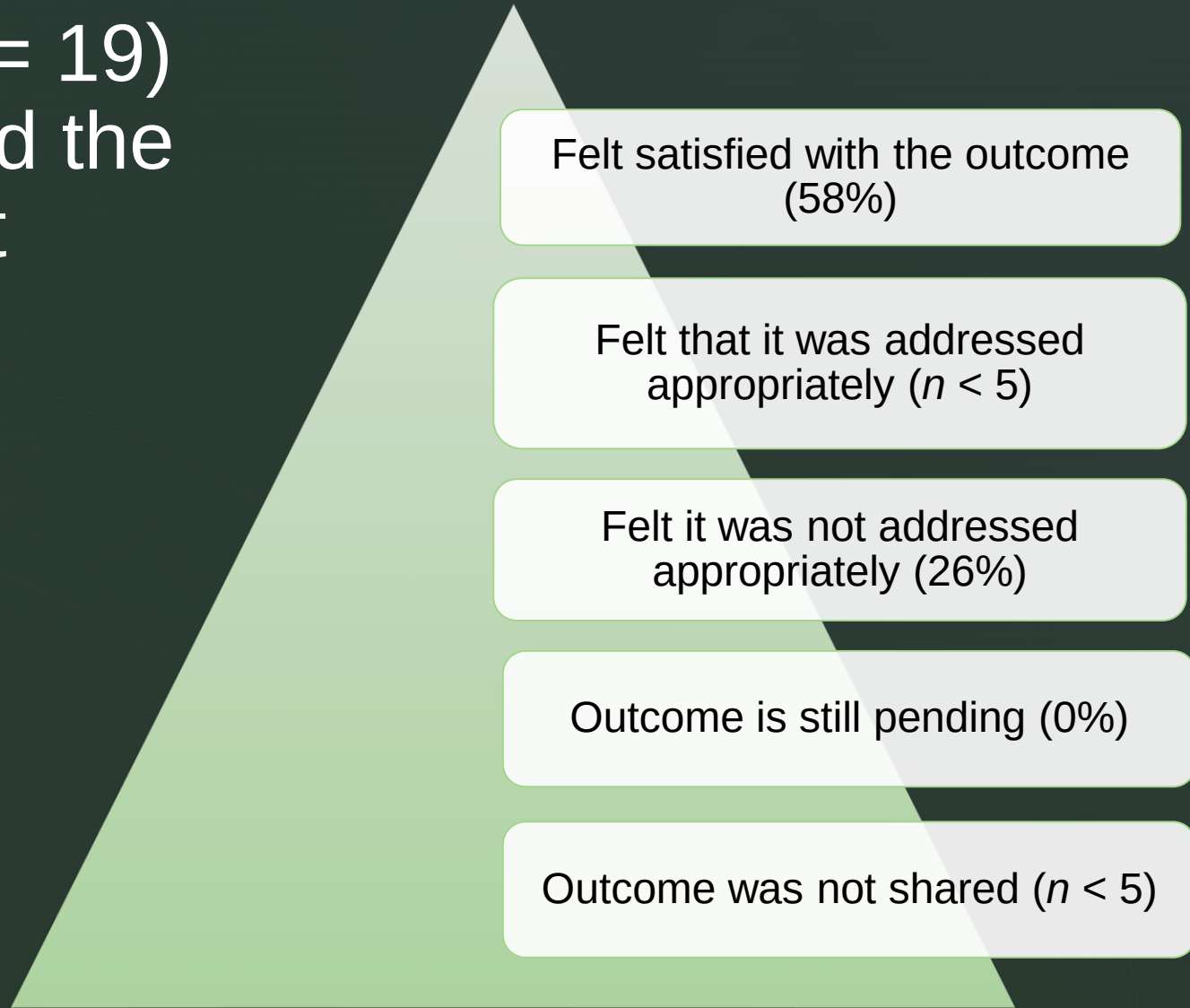
Told a friend
62%

Avoided the
person/venue
51%

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 113$).



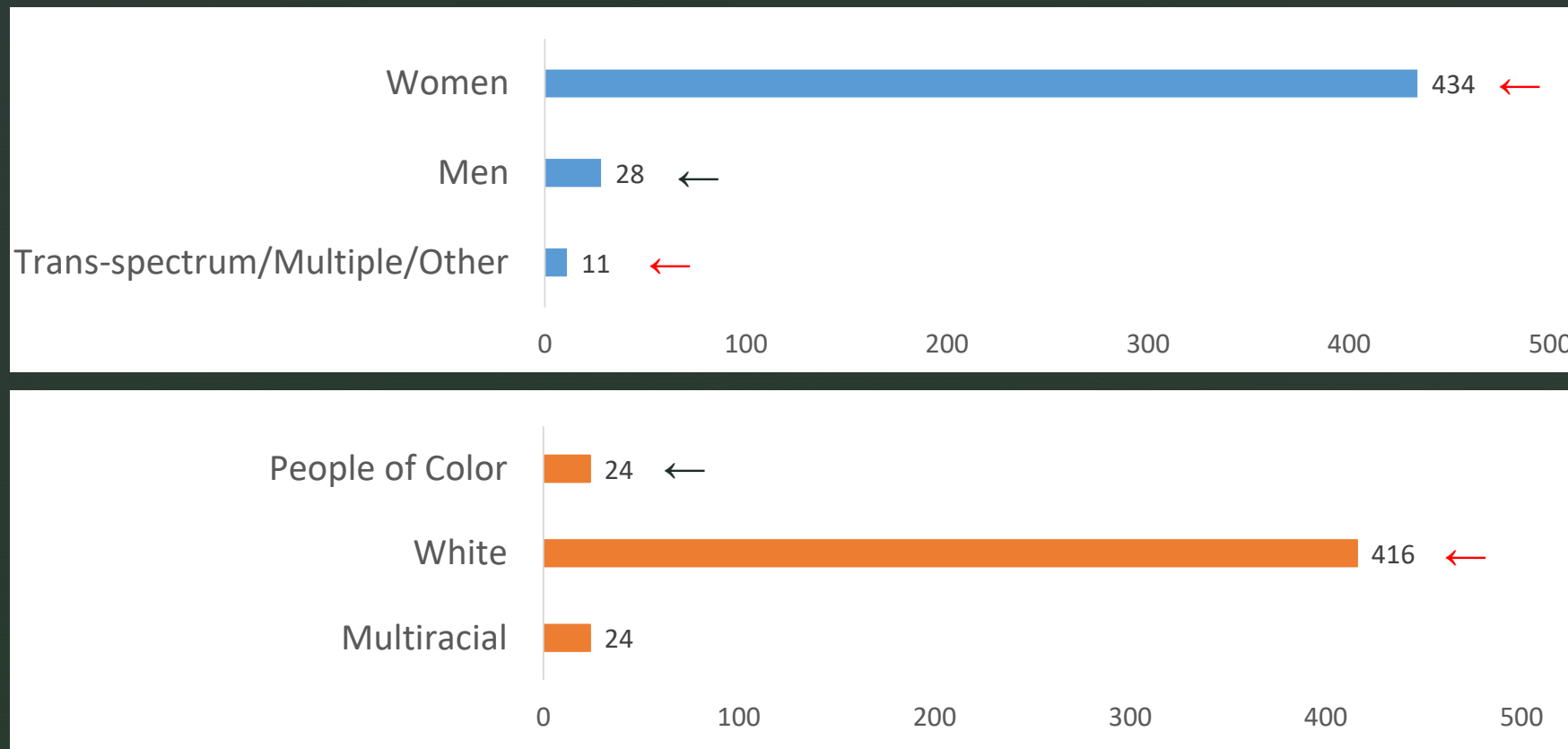
17% ($n = 19$)
Reported the
Conduct



Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 113$).



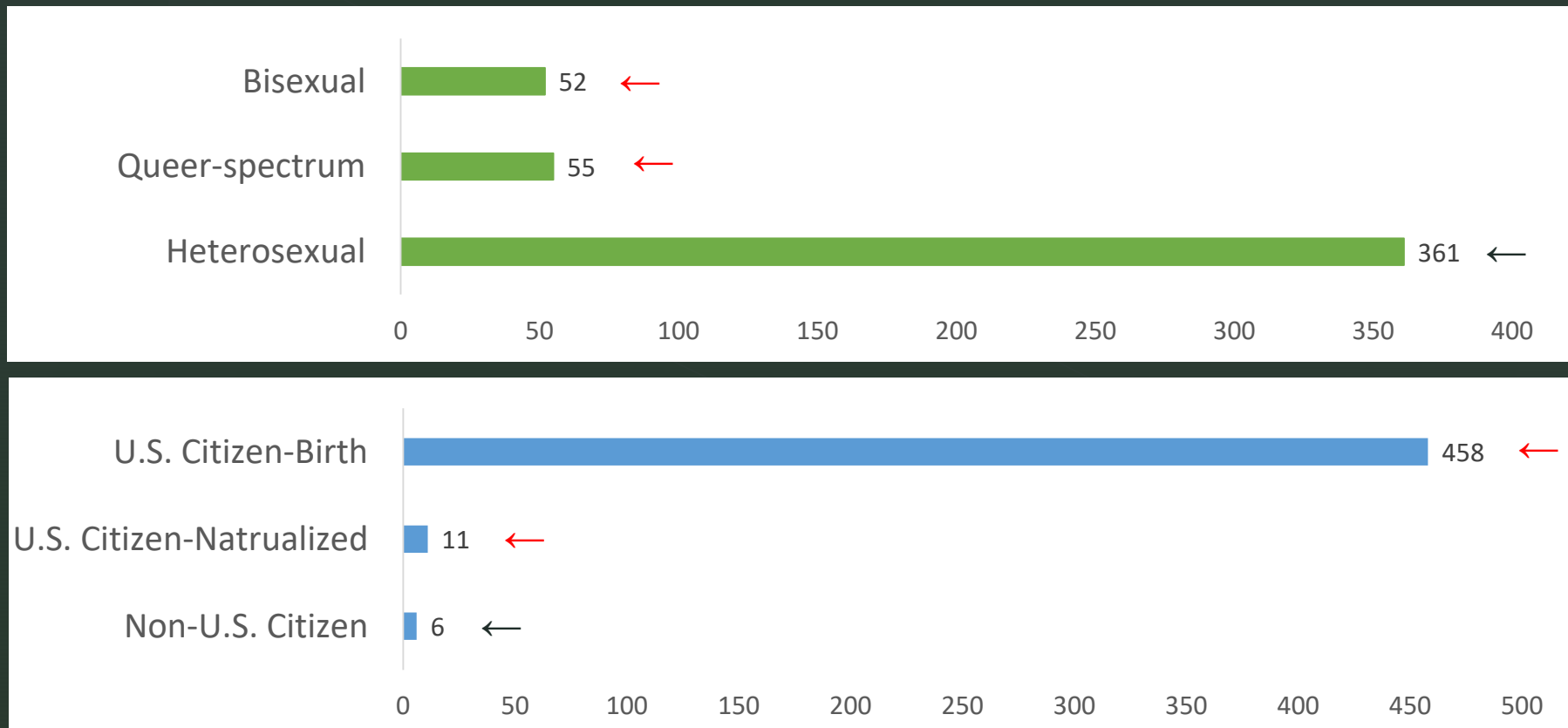
Experiences of Unwanted Sexual Interaction While at UNH by Gender and Racial Identity (*n*)



Note: Red arrows show statistically significant differences.



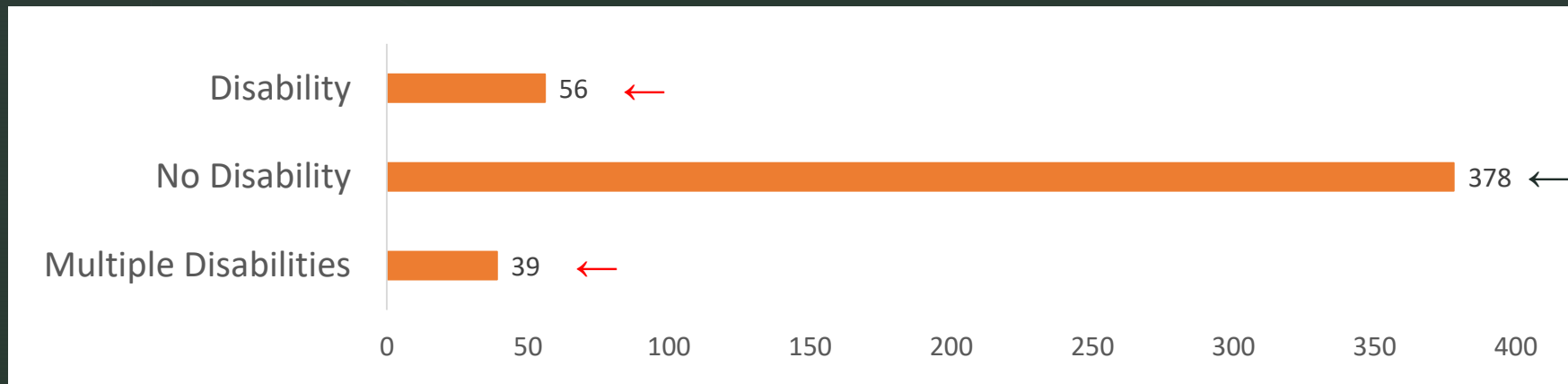
Experiences of Unwanted Sexual Interaction While at UNH by Sexual Identity and Citizenship Status (*n*)



Note: Red arrows show statistically significant differences.



Experiences of Unwanted Sexual Interaction While at UNH by Disability Status (*n*)



Note: Red arrows show statistically significant differences.



Alcohol/Drug Involvement in Unwanted Sexual Interaction (Student Respondents)

Alcohol/Drug	<i>n</i>	%
No	192	45.1
Yes	234	54.9
Alcohol only	161	77.8
Drugs only	< 5	---
Both alcohol and drugs	45	21.7

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 476).



When Unwanted Sexual Interaction Occurred

Time	<i>n</i>	%
Less than 6 months ago	184	38.8
6 - 12 months ago	106	22.4
13 - 23 months ago	89	18.8
2 - 4 years ago	71	15.0
5 - 10 years ago	14	3.0
11 - 20 years ago	7	1.5
More than 20 years ago	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 476).



Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year	<i>n</i>	%
During my time as a graduate/law student at UNH	32	7.5
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	8	1.9
Undergraduate first year	237	55.5
Undergraduate second year	156	36.5
Undergraduate third year	85	19.9
Undergraduate fourth year	49	11.5
After my fourth year as an undergraduate	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 476).



Location of Unwanted Sexual Interaction

On Campus (70%, $n = 333$)

Off Campus (39%, $n = 187$)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 476$).



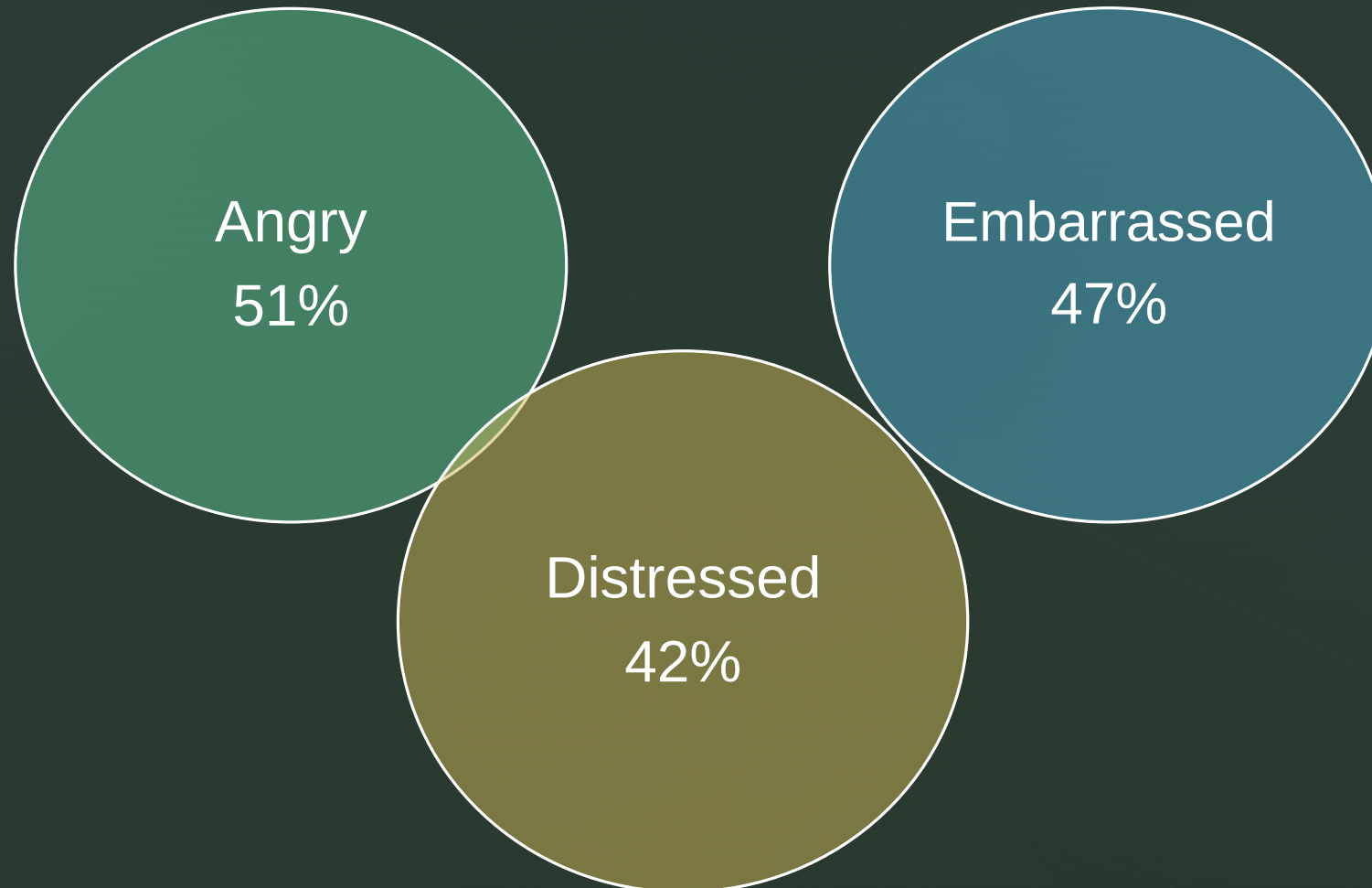
Top Perpetrators of Unwanted Sexual Interaction

Perpetrator	<i>n</i>	%
UNH student	280	58.8
Stranger	191	40.1
Acquaintance/friend	105	22.1

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 476$).



Top Emotional Responses to Unwanted Sexual Interaction



Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 476$).



Top Actions in Response to Unwanted Sexual Interaction

Told a friend
55%

Did nothing
38%

Avoided the
person/venue
33%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 476$).



7% ($n = 33$)
Reported the
Conduct

Felt satisfied with the outcome
(43%)

Felt that it was addressed
appropriately (23%)

Felt it was not addressed
appropriately (17%)

Outcome is still pending ($n < 5$)

Outcome was not shared ($n < 5$)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 476$).



Qualitative Themes – Unwanted Sexual Interaction

Not serious enough

Fear of consequences

Common experience



Qualitative Themes – Unwanted Sexual Interaction

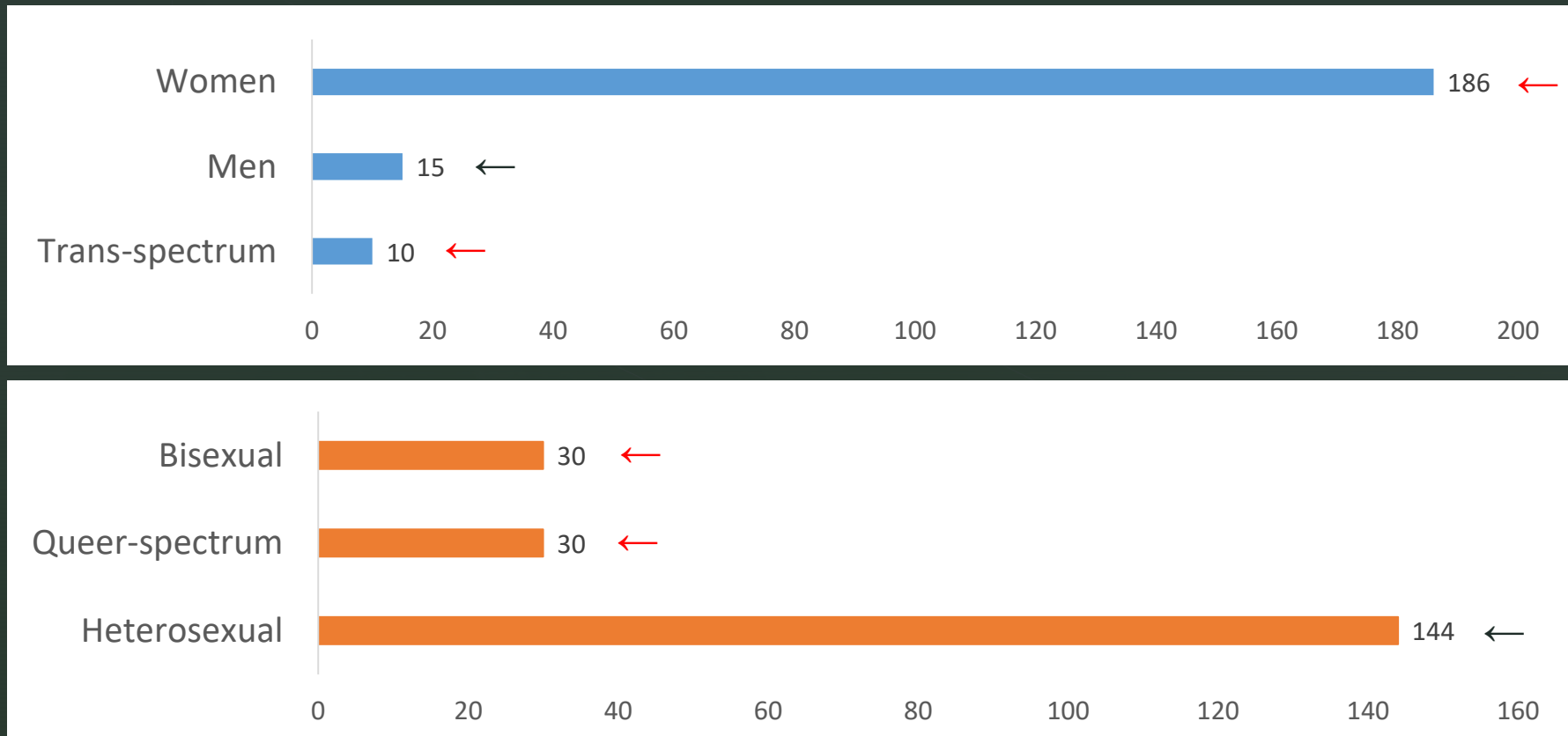
Handled situation on own

Lack of information

Expected a negative response



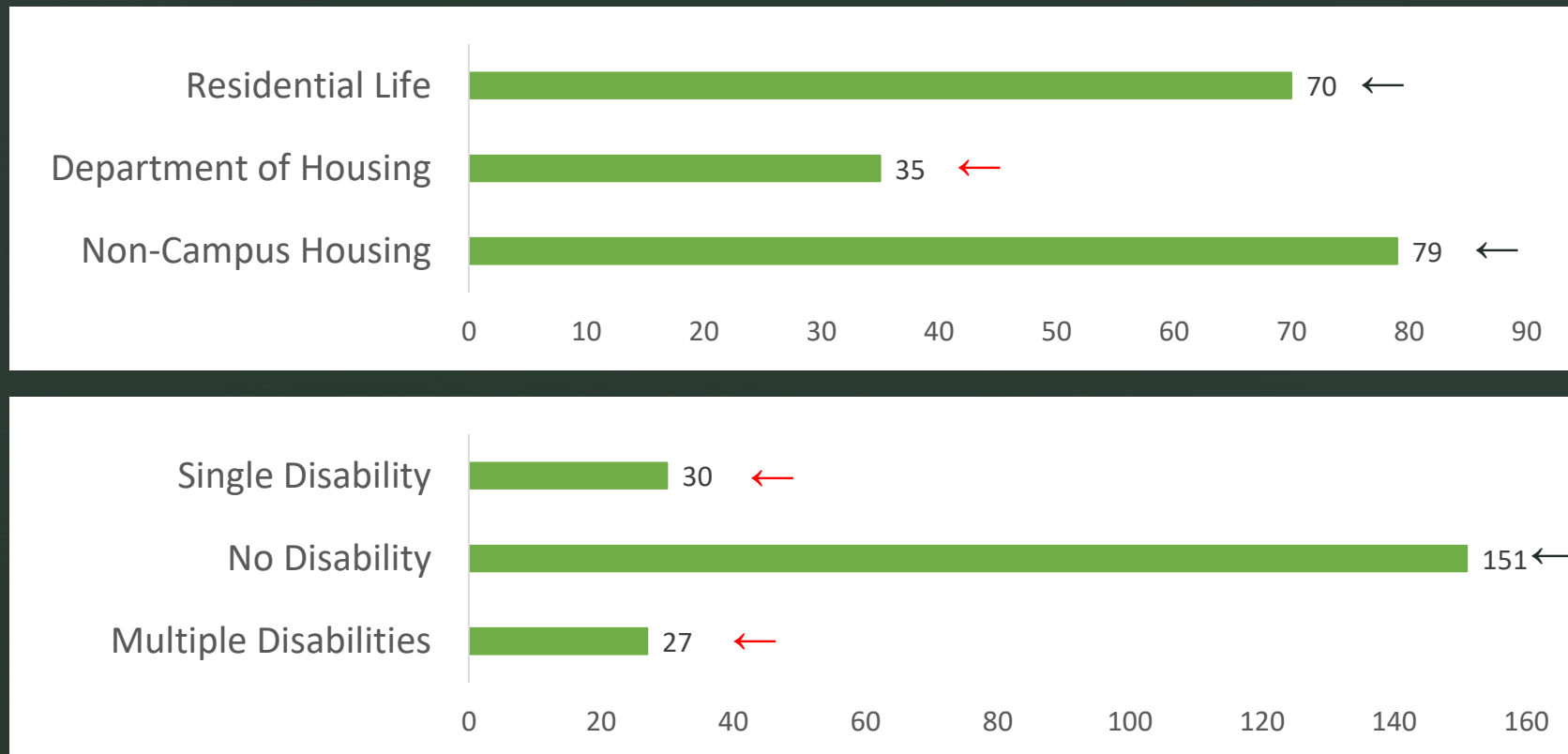
Experiences of Unwanted Sexual Contact While at UNH by Gender and Sexual Identity (*n*)



Note: Red arrows show statistically significant differences.



Experiences of Unwanted Sexual Contact While at UNH by Housing and Disability Status (*n*)



Note: Red arrows show statistically significant differences.



When Unwanted Sexual Contact Occurred

Time	<i>n</i>	%
Less than 6 months ago	59	28.1
6 - 12 months ago	41	19.5
13 - 23 months ago	53	25.2
2 - 4 years ago	49	23.3
5 - 10 years ago	< 5	---
11 - 20 years ago	< 5	---
More than 20 years ago	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 211$).



Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year	<i>n</i>	%
During my time as a graduate/law student at UNH	6	3.0
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	< 5	---
Undergraduate first year	109	53.7
Undergraduate second year	49	24.1
Undergraduate third year	29	14.3
Undergraduate fourth year	12	5.9
After my fourth year as an undergraduate	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (*n* = 211).



Alcohol/Drug Involvement in Unwanted Sexual Contact (Student Respondents)

Alcohol/Drug	<i>n</i>	%
No	53	26.4
Yes	148	73.6
Alcohol only	116	89.2
Drugs only	1	0.8
Both alcohol and drugs	13	10.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 211$).



Location of Unwanted Sexual Contact

On Campus (57%, $n = 120$)

Off Campus (41%, $n = 86$)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 211$).



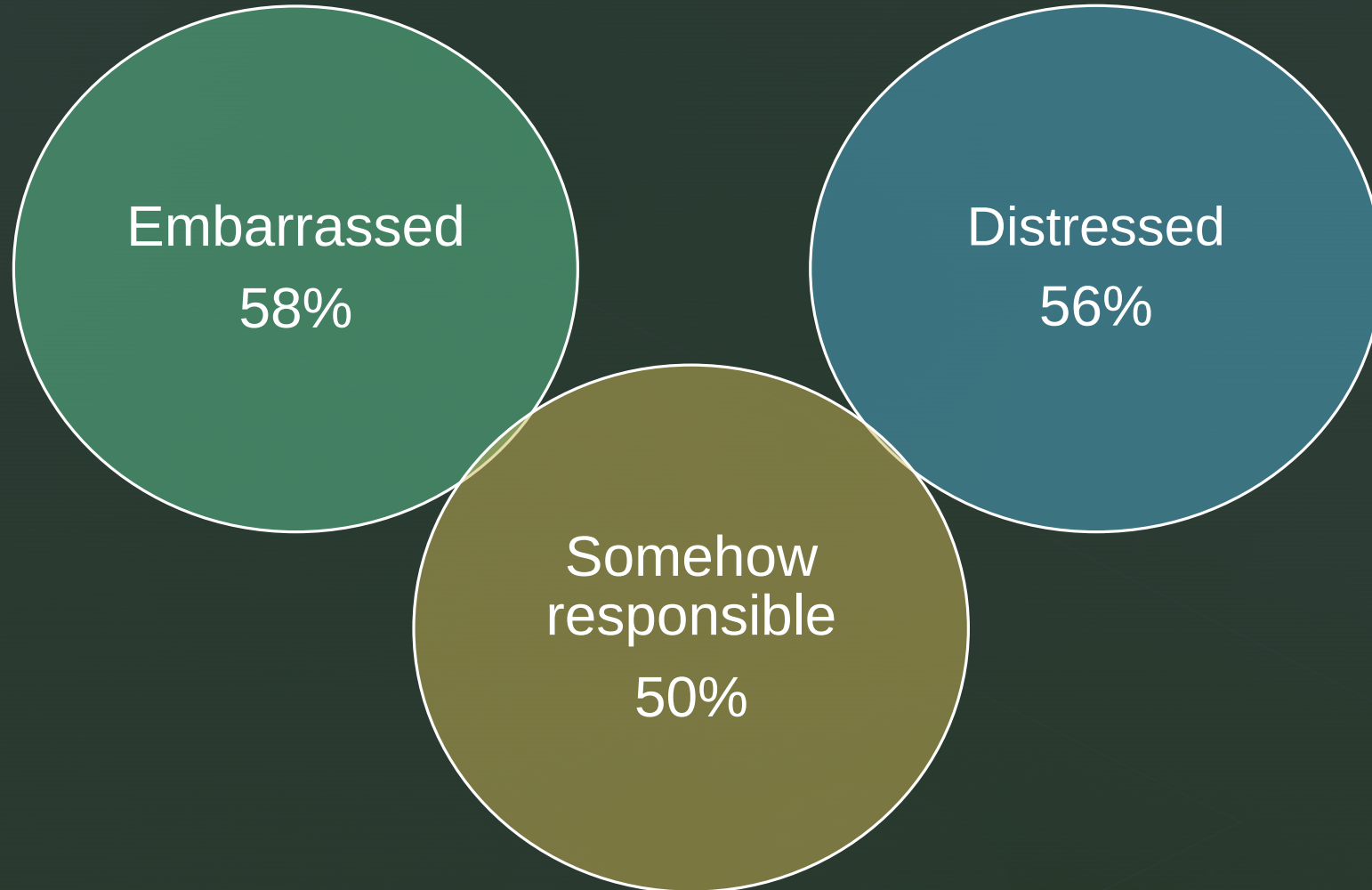
Top Perpetrators of Unwanted Sexual Contact

Perpetrator	<i>n</i>	%
University of New Hampshire student	109	51.7
Acquaintance/friend	67	31.8
Stranger	52	24.6
Current or former dating/intimate partner	24	11.4

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 211$).



Top Emotional Responses to Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 211$).



Top Actions in Response to Unwanted Sexual Contact

Told a friend
68%

Avoided the
person/venue
38%

Did nothing
29%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 211$).



10% ($n = 20$)
Reported the
Conduct

Felt satisfied with the outcome
(32%)

Felt that it was addressed
appropriately (26%)

Felt it was not addressed
appropriately ($n < 5$)

Outcome is still pending (0%)

Outcome was not shared (26%)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 211$).



Qualitative Themes – Unwanted Sexual Contact

Not serious enough

Expected negative response

Fear of consequences

Just wanted to forget

Just wanted to avoid the reporting process

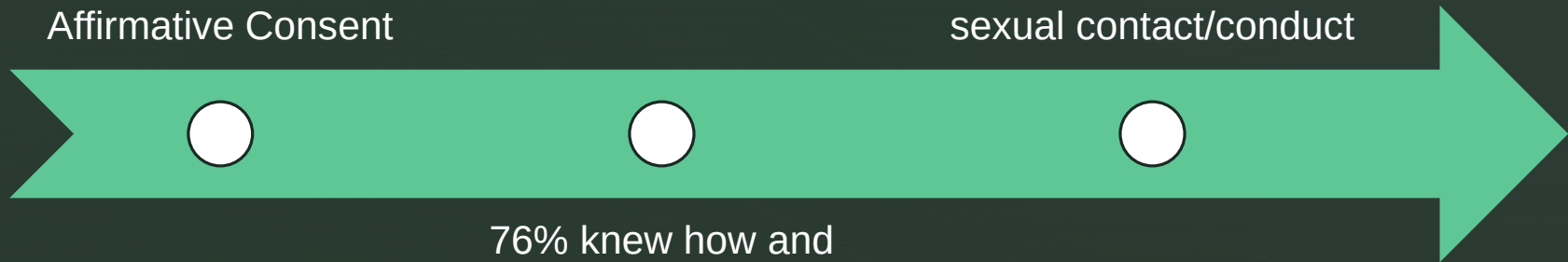


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

91% were aware of the definition of Affirmative Consent

75% were aware of the role of UNH University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct

76% knew how and where to report such incidents



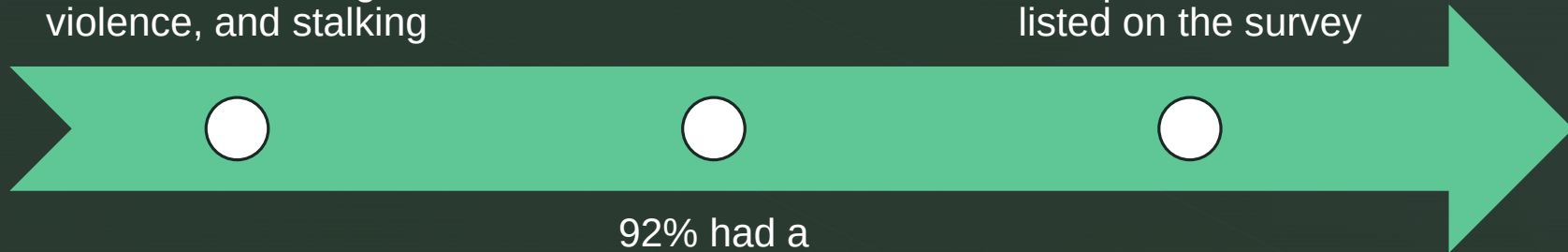


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

77% were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking

76% were aware of the campus resources listed on the survey

92% had a responsibility to report such incidents when they saw them occurring on campus or off campus



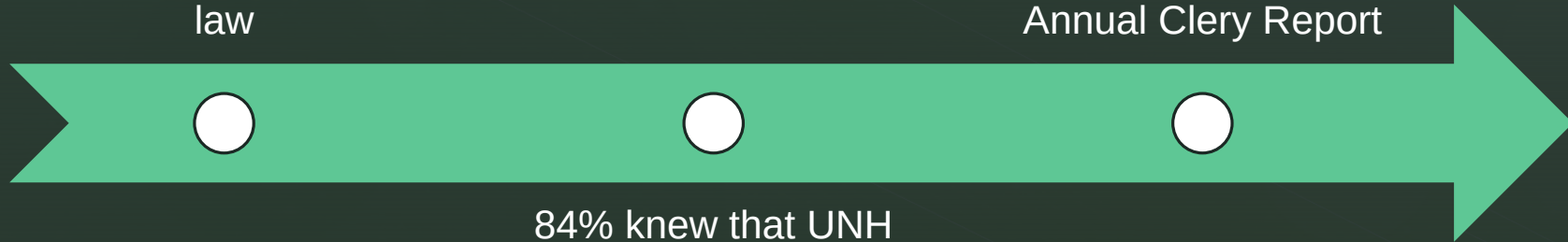


Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

80% understood that UNH standards of conduct/penalties differed from standards of conduct/penalties under the criminal law

63% knew that information about the prevalence of sex offenses were available in UNH Annual Clery Report

84% knew that UNH sends an emergency alert to the campus community when such an incident occurs





Intent to Persist





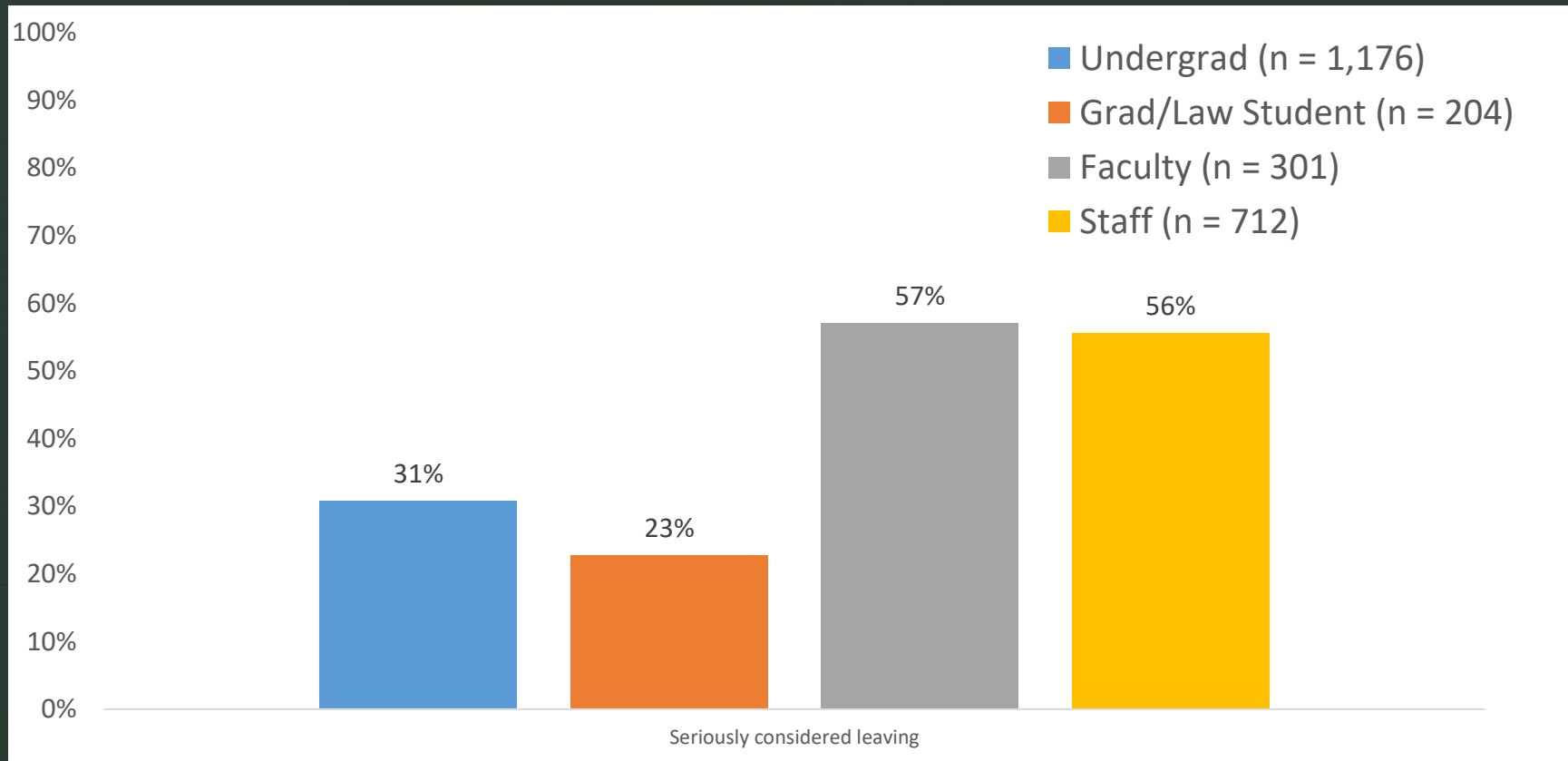
Who has seriously considered leaving UNH?

37% ($n = 2,393$)





Seriously Considered Leaving UNH by Position (%)





Top Reasons Staff Respondents Seriously Considered Leaving UNH

Reason	<i>n</i>	%
Low salary/pay rate	427	26.9
Limited advancement opportunities	403	25.4

Note: Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving UNH (*n* = 712).



Top Reasons Faculty Respondents Seriously Considered Leaving UNH

Reason	<i>n</i>	%
Low salary/pay rate	66	29.2
Limited advancement opportunities	62	27.4

Note: Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving UNH (*n* = 301).



Qualitative Themes for Employee Respondents - Why Considered Leaving...

Low salary

Lack of advancement opportunities

Concerns about leadership

Overwhelming workload

Feeling undervalued



Qualitative Themes for Employee Respondents - Why Considered Leaving...

Faculty respondents: Lack of Support

Not on the Tenure-Track Faculty respondents: No job security



Top Reasons Undergraduate Student Respondents Seriously Considered Leaving UNH

Reason	<i>n</i>	%
Lack of a sense of belonging	587	49.9
Lack of a social life at UNH	428	36.4
Financial reasons	415	35.3
Personal reasons	392	33.3

Note: Table reports only responses from Undergraduate Student respondents who indicated on the survey that they had seriously considered leaving UNH (*n* = 1,176).



Top Reasons Graduate Student Respondents Seriously Considered Leaving UNH

Reason	<i>n</i>	%
Financial reasons	76	37.3
Lack of a sense of belonging	65	31.9

Note: Table reports only responses from Graduate Student respondents who indicated on the survey that they had seriously considered leaving UNH (*n* = 204).



When Student Respondents Seriously Considered Leaving UNH

74% in their first year

41% in their second year

13% in their third year

7% in their fourth year +

Note: Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving UNH ($n = 1,380$).



Undergraduate Student Respondents Who Seriously Considered Leaving by Racial Identity (%)

41%

- ($n = 92$)
- Multiracial respondents

37%

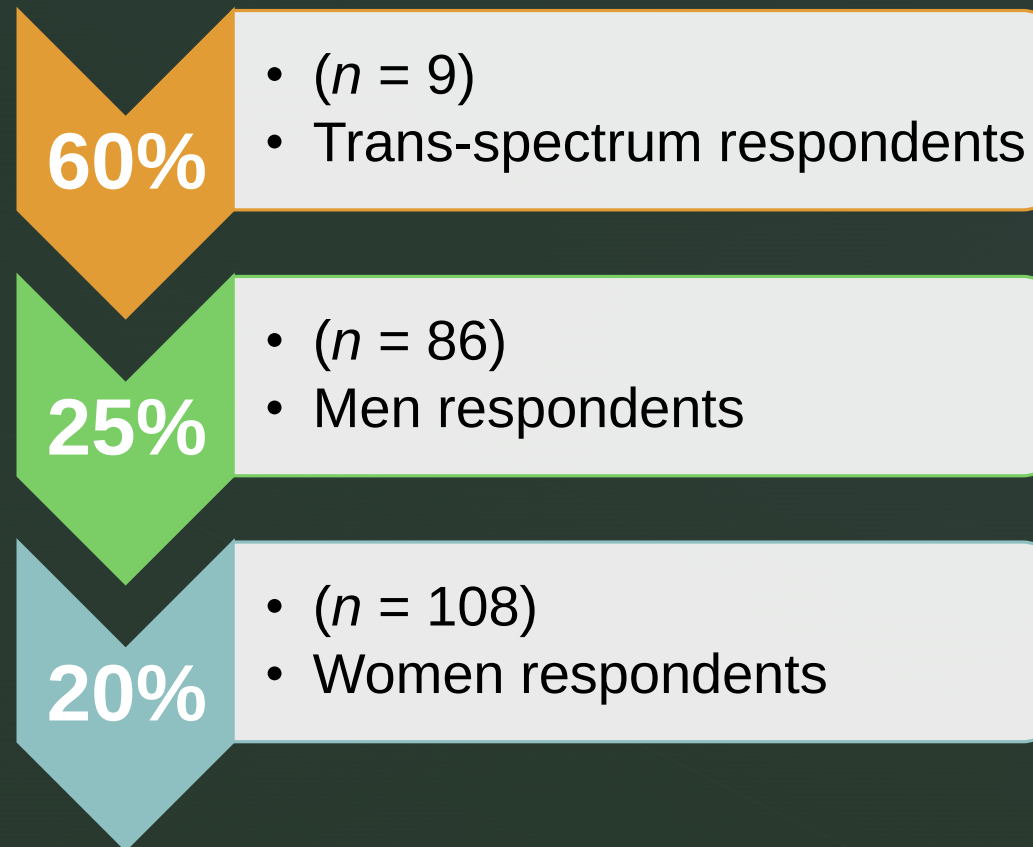
- ($n = 113$)
- Respondents of Color

29%

- ($n = 938$)
- White respondents

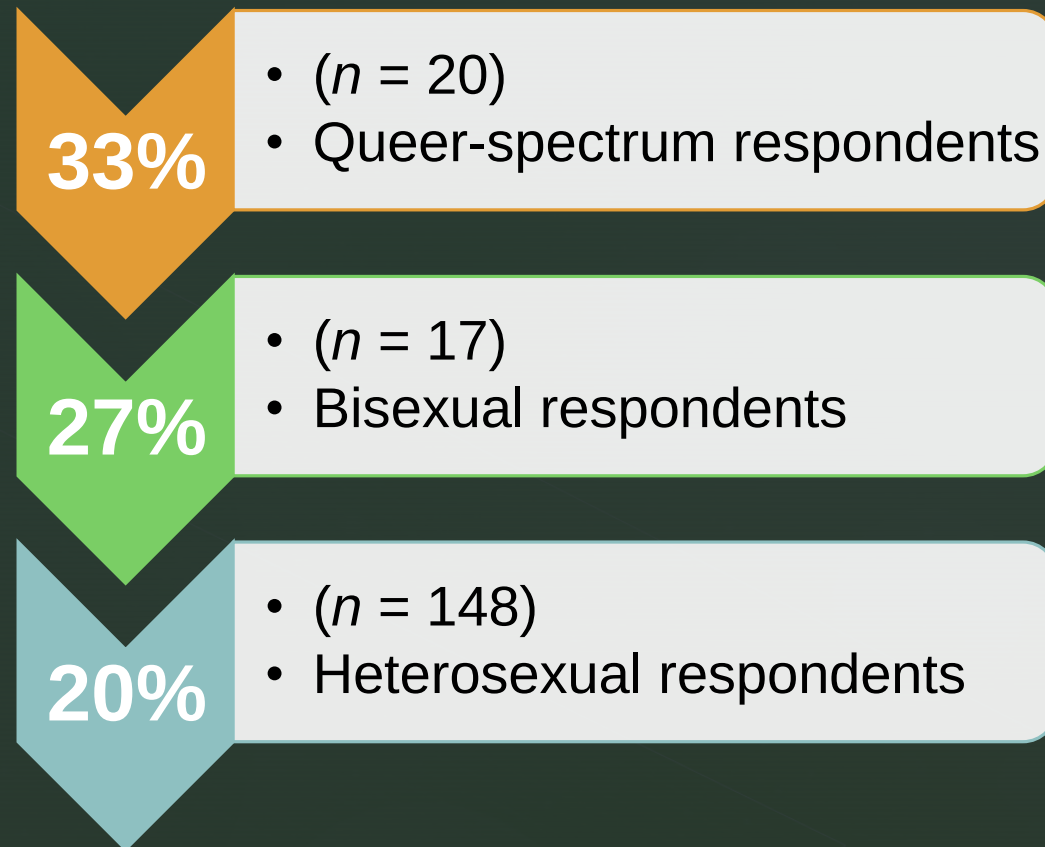


Graduate/Law Student Respondents Who Seriously Considered Leaving by Gender Identity (%)



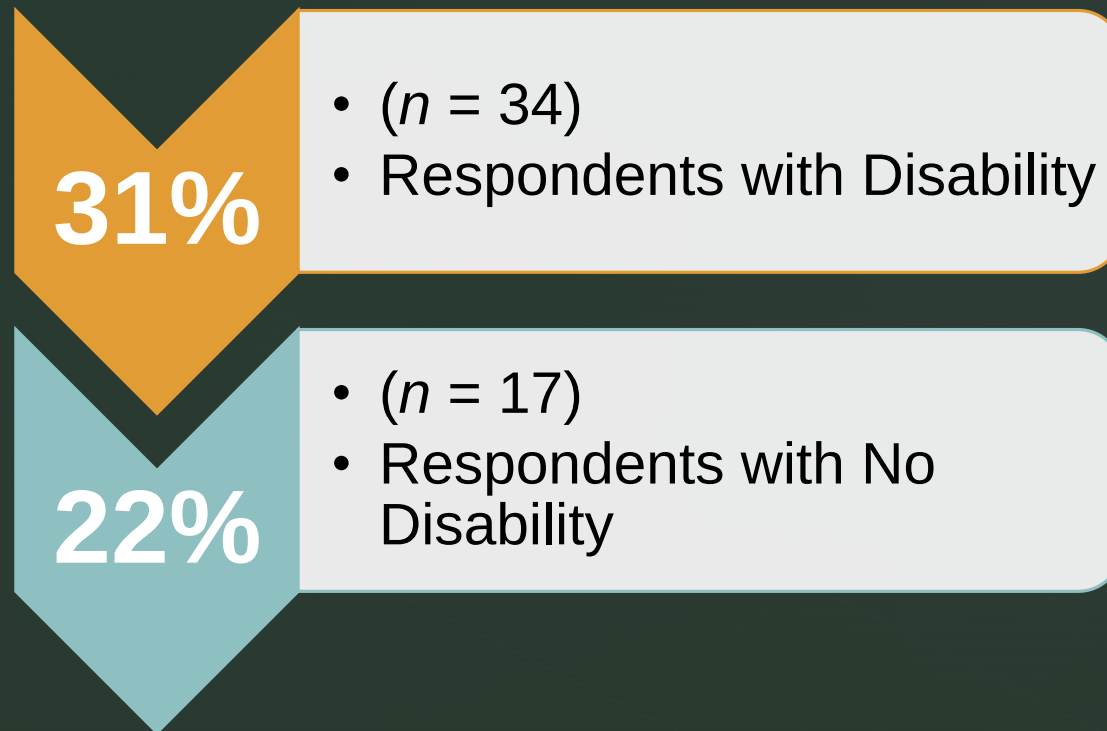


Graduate/Law Student Respondents Who Seriously Considered Leaving by Sexual Identity (%)





Graduate/Law Student Respondents Who Seriously Considered Leaving by Disability Status (%)





Qualitative Themes for Student Respondents - Why Considered Leaving...

Financial worries

Lack of support

Undergraduate Student respondents:
Concerns about major

Undergraduate Student respondents: Lack of
social connections

Graduate/Law Student respondents:
Concerns about advising



Perceptions





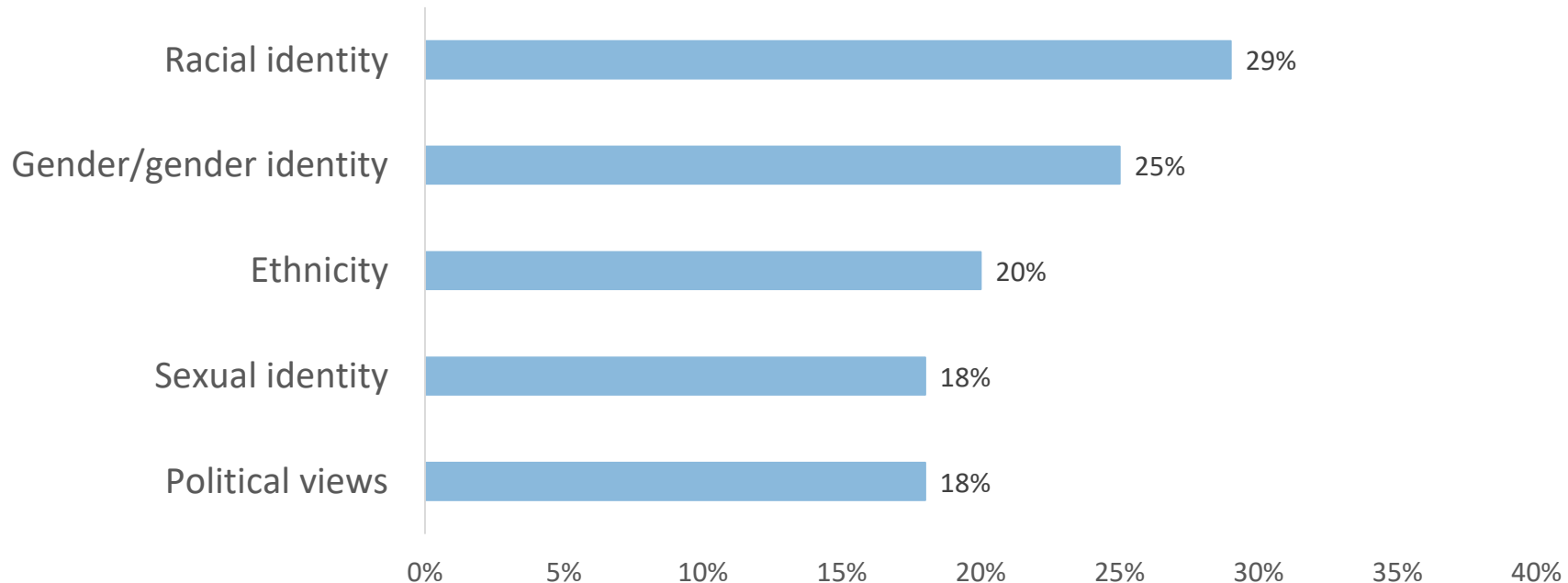
Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



20% ($n = 1,277$)



Top Bases of Observed Exclusionary Conduct (%)



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.



Top Forms of Observed Exclusionary Conduct

Form	<i>n</i>	%
Derogatory verbal remarks	447	35.0
Person ignored or excluded	386	30.2
Person intimidated or bullied	351	27.5
Person isolated or left out	338	26.5

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.

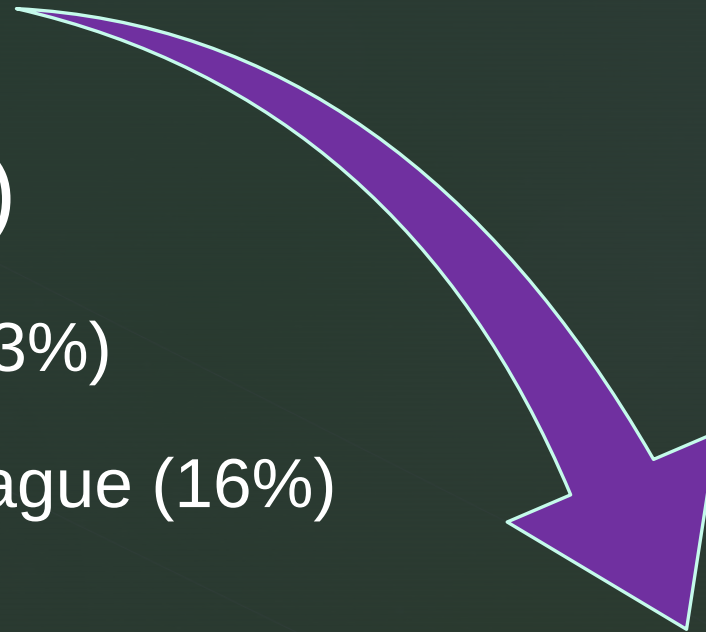


Top Targets of Observed Exclusionary Conduct

Student (51%)

Friend (23%)

Coworker/colleague (16%)



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.

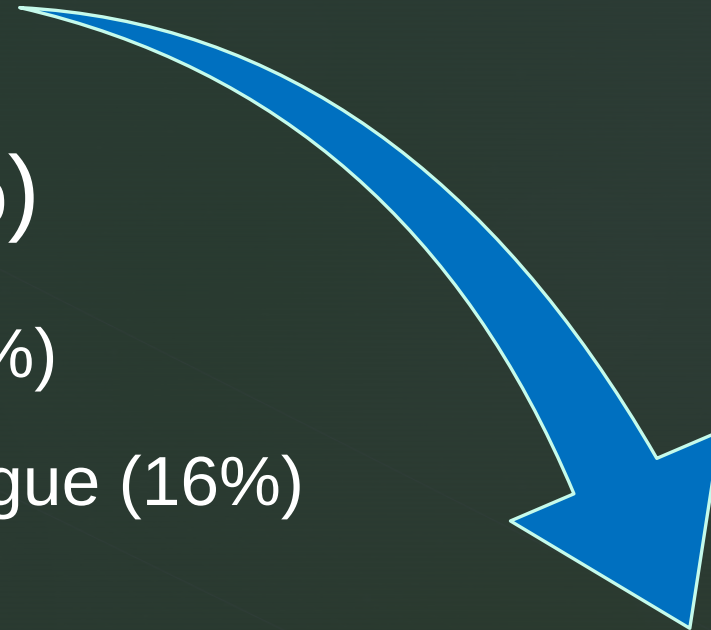


Top Sources of Observed Exclusionary Conduct

Student (51%)

Friend (23%)

Coworker/colleague (16%)



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.



Top Location of Observed Exclusionary Conduct

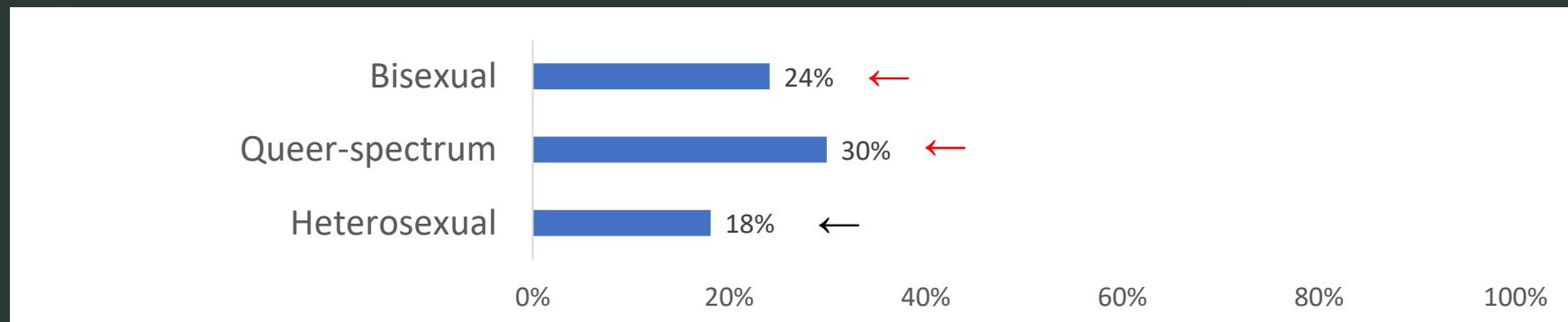
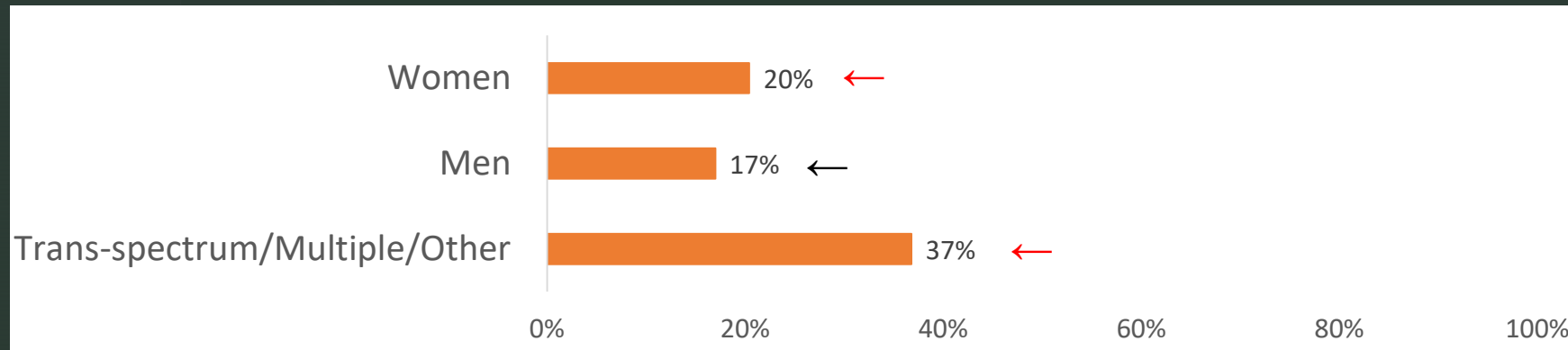
In other public spaces at UNH

21%

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.



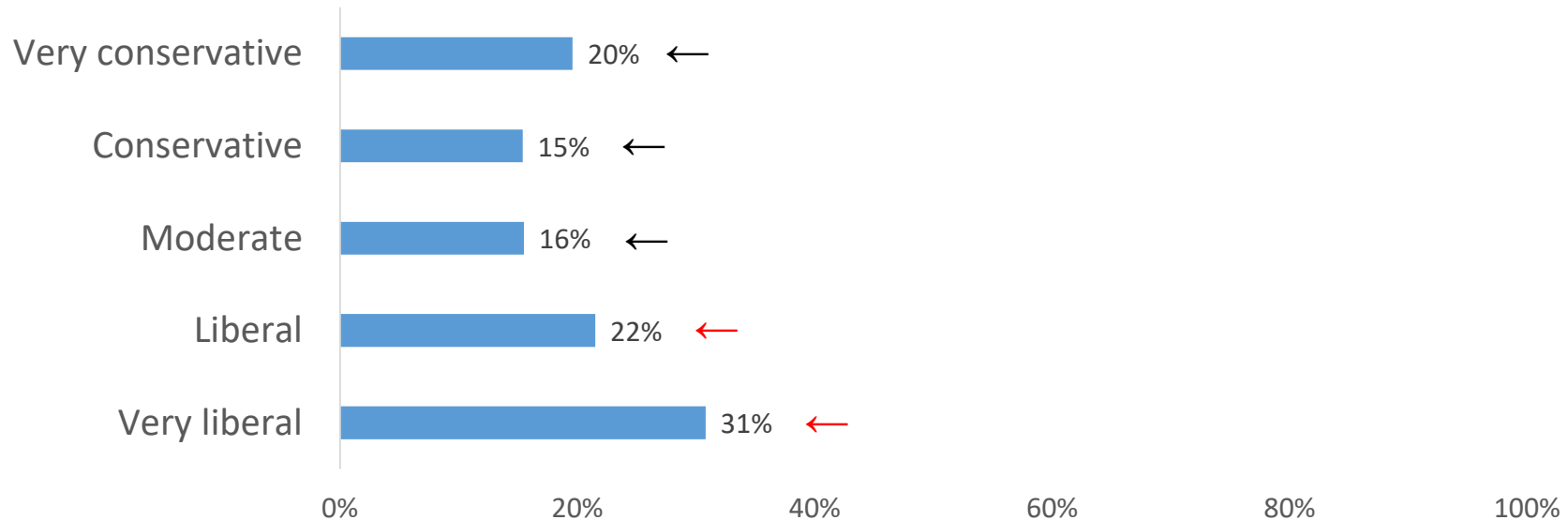
Observed Exclusionary Conduct by Respondents' Gender and Sexual Identity (%)



Note: Red arrows indicate where statistically significant differences existed.



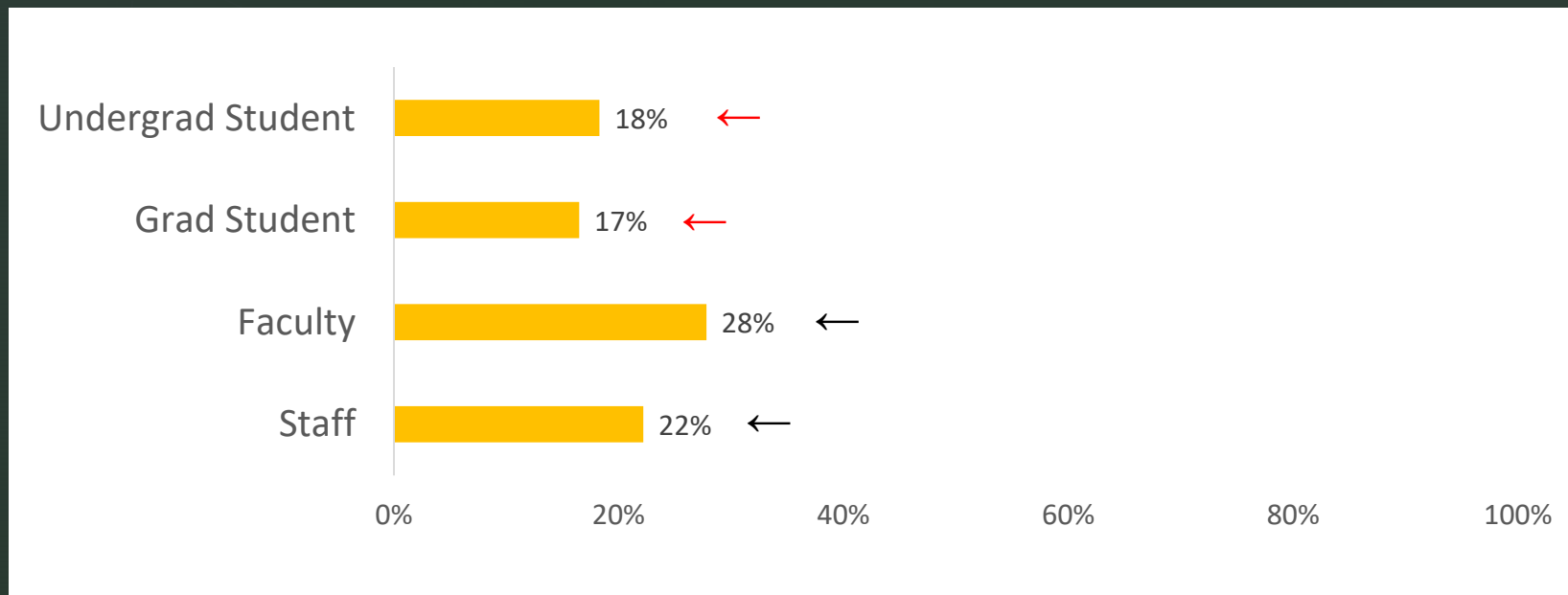
Observed Exclusionary Conduct by Respondents' Political Views (%)



Note: Red arrows indicate where statistically significant differences existed.



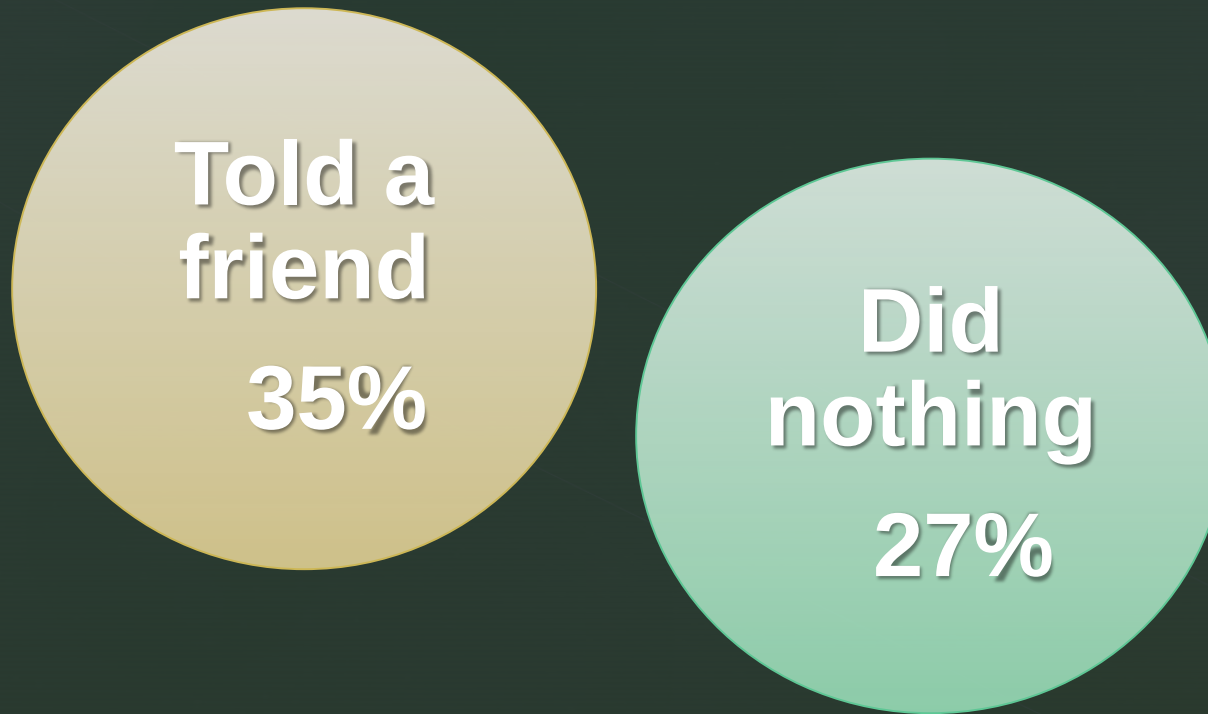
Observed Exclusionary Conduct by Respondents' Position (%)



Note: Red arrows indicate where statistically significant differences existed.



Top Actions in Response to Observed Exclusionary Conduct



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.



9% ($n = 113$)
Reported the
Conduct

Felt satisfied with the outcome
(46%)

Felt that it was addressed
appropriately
(15%)

Felt it was not addressed
appropriately
(29%)

Outcome is still pending
(10%)

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.



Qualitative Themes – Observed Exclusionary Conduct

Conduct based on marginalized identity

Student misconduct

Choosing not to report

Politically-based conduct



Employee Perceptions





Employee Perceptions of Unjust Hiring Practices

18% of Faculty respondents

19% of Staff respondents



Qualitative Themes – Unjust Hiring Process

Rampant favoritism

Gender bias

Diversity hiring

Hiring protocol ignored

Bias against diversity candidates



Employee Perceptions of Unjust Employment-Related Disciplinary Actions

12% of Faculty respondents

13% of Staff respondents



Qualitative Themes – Unjust Employment-Related Disciplinary Actions

Personal reasons

Oppositional views

Poor management skills



Employee Perceptions of Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

27% of Faculty respondents

25% of Staff respondents



Qualitative Themes – Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

Gender bias

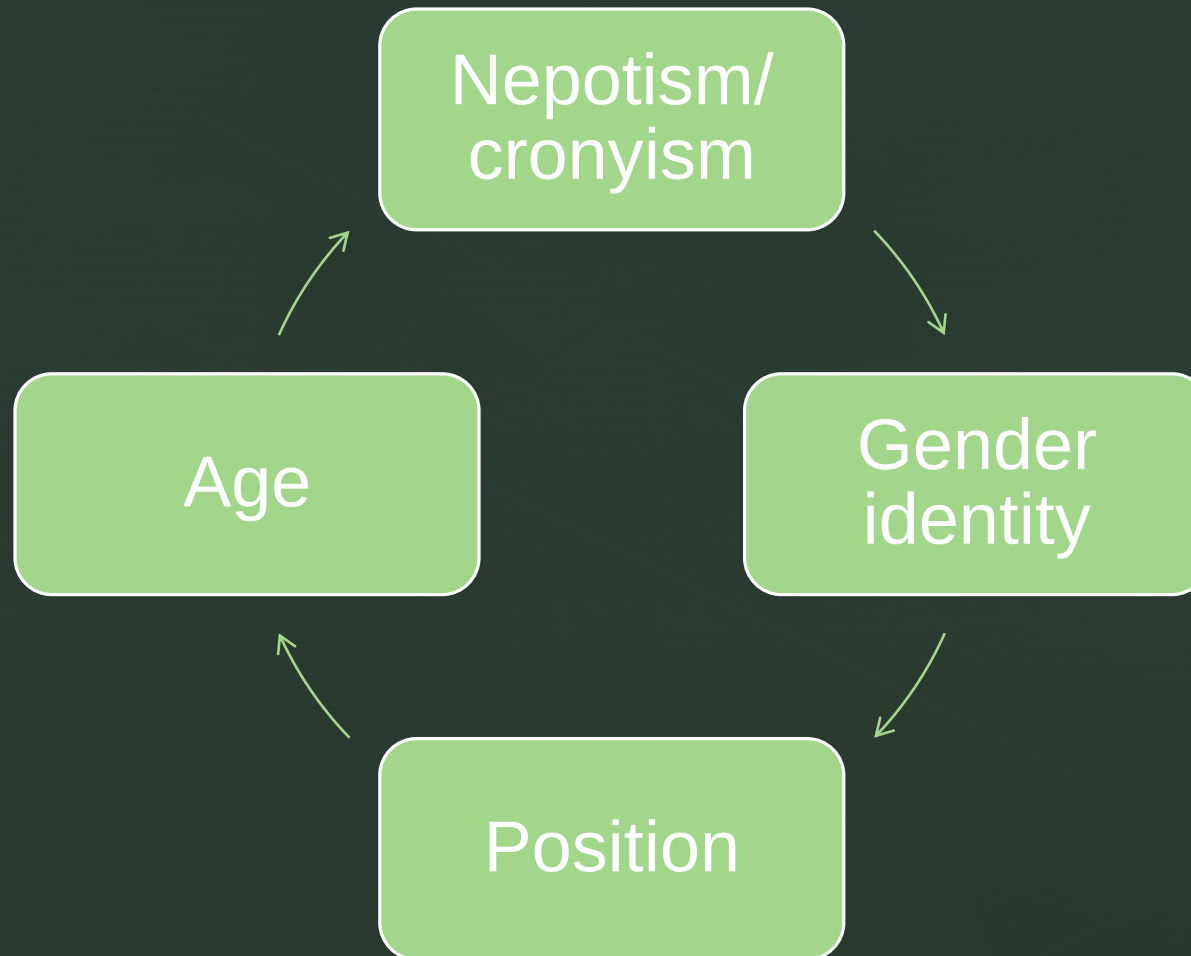
Criteria for promotion

Unequal treatment

Favoritism



Most Common Perceived Bases for Unjust Employment Practices





Work-Life Issues SUCCESSES & CHALLENGES

The majority of
employee
respondents
expressed positive
views of campus
climate.



Staff Respondents - Examples of Successes

81% had supervisors who were supportive of their taking leave

80% were able to complete their assigned duties during scheduled hours

75% were included in opportunities that would help their careers as much as others in similar positions



Staff Respondents - Examples of Successes

70% would recommend UNH as a good place to work

Majority felt that their skills (75%) and work (76%) were valued.

Majority felt valued by coworkers in their department (86%), coworkers outside their department (73%), and their supervisors/managers (81%)



Staff Respondents - Examples of Challenges

72%

- Burdened by work responsibilities beyond those of their colleagues with similar performance expectations

54%

- A hierarchy existed within staff positions that allowed some voices to be valued more than others

32%

- Few felt that staff opinions were valued by UNH faculty



Qualitative Themes for Staff Respondents – Work-Life Attitudes

Overwhelming workload

Workload and staffing interactions

Performance evaluation concerns



Qualitative Themes for Staff Respondents

- Compensation, Professional Development, and Work Environment

Lack of advancement opportunities

Limited professional development support

Leave taking

Lack of job security



Qualitative Themes for Staff Respondents

- Compensation, Professional Development, and Work Environment

Benefits package

Salary

Flexible work schedules



Tenured/Tenure-Track Faculty Respondents - Examples of Successes

80% felt that teaching was valued by UNH

81% felt that research was valued by UNH



Tenured/Tenure-Track Faculty Respondents - Examples of Challenges

49%

- Performed more work to help students

47%

- Burdened by service responsibilities beyond those of their colleagues with similar performance expectations



Qualitative Themes for Tenured/Tenure-Track Faculty Respondents - Faculty Work

Criteria for tenure and promotion

Inequity in service workloads

Faculty mentorship

Lack of support for research



Non-Tenure-Track Faculty Respondents - Examples of Successes

78% felt that research was valued by UNH

76% felt that teaching was valued by UNH



Non-Tenure-Track Faculty Respondents - Examples of Challenges

40%

- Felt pressured to do extra work that was uncompensated

36%

- Performed more work to help students



Qualitative Themes for Non-Tenure-Track Faculty Respondents - Faculty Work

Lack of job security

Contract negotiations

Inequities compared with tenure-track faculty



All Faculty Respondents - Examples of Successes

Majority felt valued by faculty in their department/program (79%), their department/program chair (78%), other faculty (70%), and students in the classroom (81%)



All Faculty Respondents - Examples of Challenges

68%

- A hierarchy existed within faculty positions that allowed some voices to be valued more than others

38%

- Few felt salaries for tenure-track faculty positions were competitive



Qualitative Themes for Faculty Respondents - Faculty Work

Benefits

Professional development resources

Salaries

Job security

Differential voices



Student Respondents' Perceptions



Student Respondents' Perceptions

78% felt valued by UNH faculty



75% felt valued by UNH staff



82% felt valued by faculty in the classroom



73% felt valued by their academic advisor



Student Respondents' Perceptions

73% felt valued by other students in the classroom



76% had faculty whom they perceived as role models



Graduate/Law Student Respondents' Perceptions

79% had adequate access to their advisors



80% felt that their advisors responded to their emails, calls, or voicemails in a prompt manner



84% felt that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner



Graduate/Law Student Respondents' Perceptions

88% felt that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner



81% felt comfortable sharing their professional goals with their advisors



Qualitative Themes for Graduate/Law Student Respondents' Perceptions

Varying views on quality of advising

Faculty interactions

Departmental support



Student Respondents' Perceived Academic Success





Student Respondents' Perceived Academic Success

Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents.

Trans-spectrum Graduate/Law Student respondents had less *Perceived Academic Success* than Women or Men Graduate/Law Student respondents.



Student Respondents' Perceived Academic Success

People of Color and Multiracial Undergraduate Student respondents had less *Perceived Academic Success* than White/European American Undergraduate Student respondents.

Undergraduate Student respondents with a Disability had less *Perceived Academic Success* than Undergraduate Student respondents with No Disability.



Student Respondents' Perceived Academic Success

Undergraduate Student respondents with Multiple Disabilities had less *Perceived Academic Success* than Undergraduate Student respondents with No Disability.

Bisexual Undergraduate Student respondents had less *Perceived Academic Success* than Queer-Spectrum Undergraduate Student respondents.



Student Respondents' Perceived Academic Success

First-Generation/Low-Income Undergraduate Student respondents had less *Perceived Academic Success* than Not-First-Generation/Low-Income Undergraduate Student respondents.

First-Generation/Low-Income Graduate/Law Student respondents had less *Perceived Academic Success* than Not-First-Generation/Low-Income Graduate/Law Student respondents.



Institutional Actions





Available Campus Initiatives that Positively Influenced Climate for Faculty Respondents





Unavailable Campus Initiatives that *Would* Positively Influence Climate for Faculty Respondents





Qualitative Themes for Faculty Respondents – Campus Initiatives

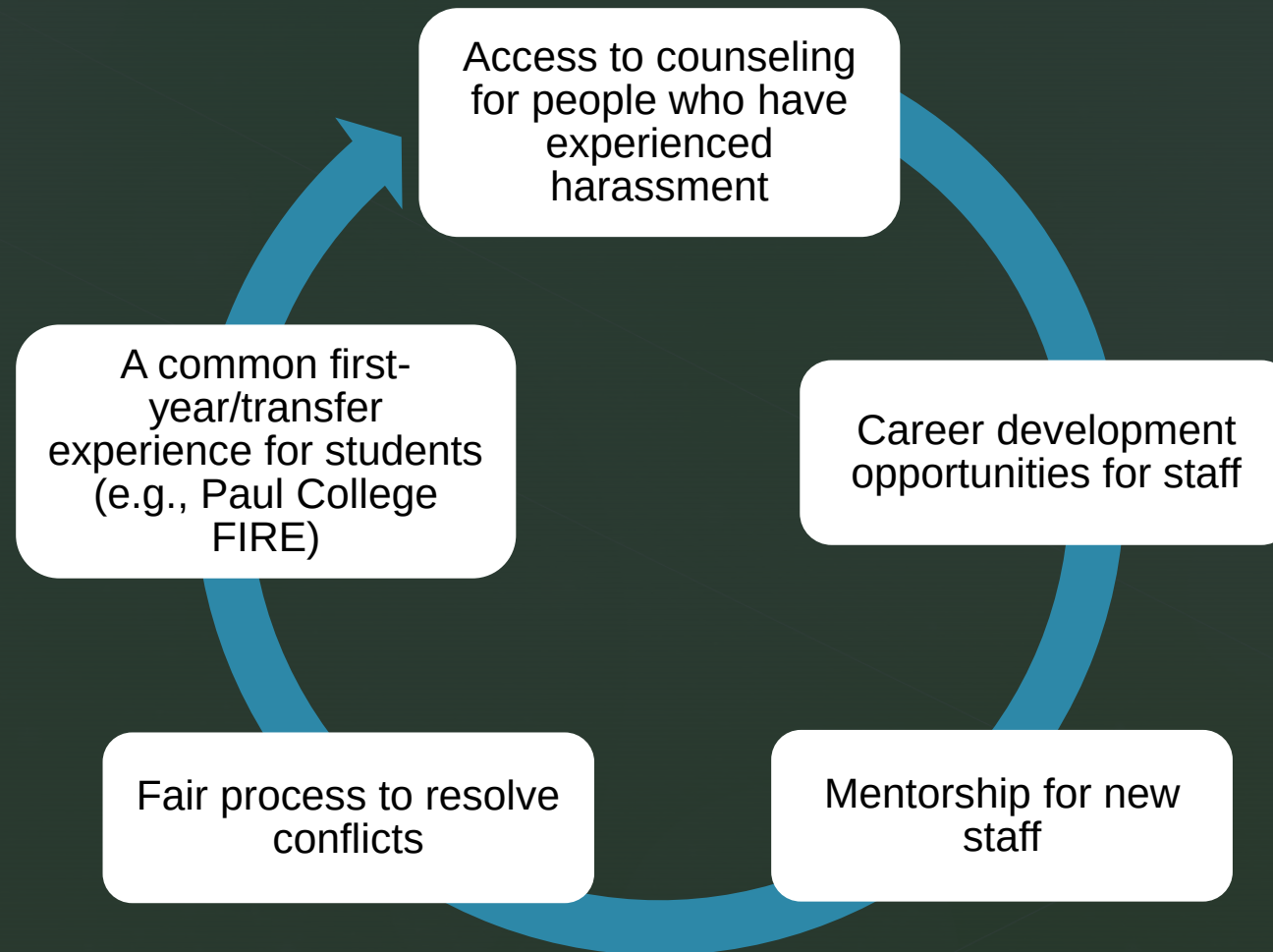
Ways to increase focus on diversity

Childcare concerns

Broad comments about initiatives



Available Campus Initiatives that Positively Influenced Climate for Staff Respondents





Unavailable Campus Initiatives that *Would* Positively Influence Climate for Staff Respondents





Qualitative Themes for Staff Respondents

– Campus Initiatives

Diversity workshops

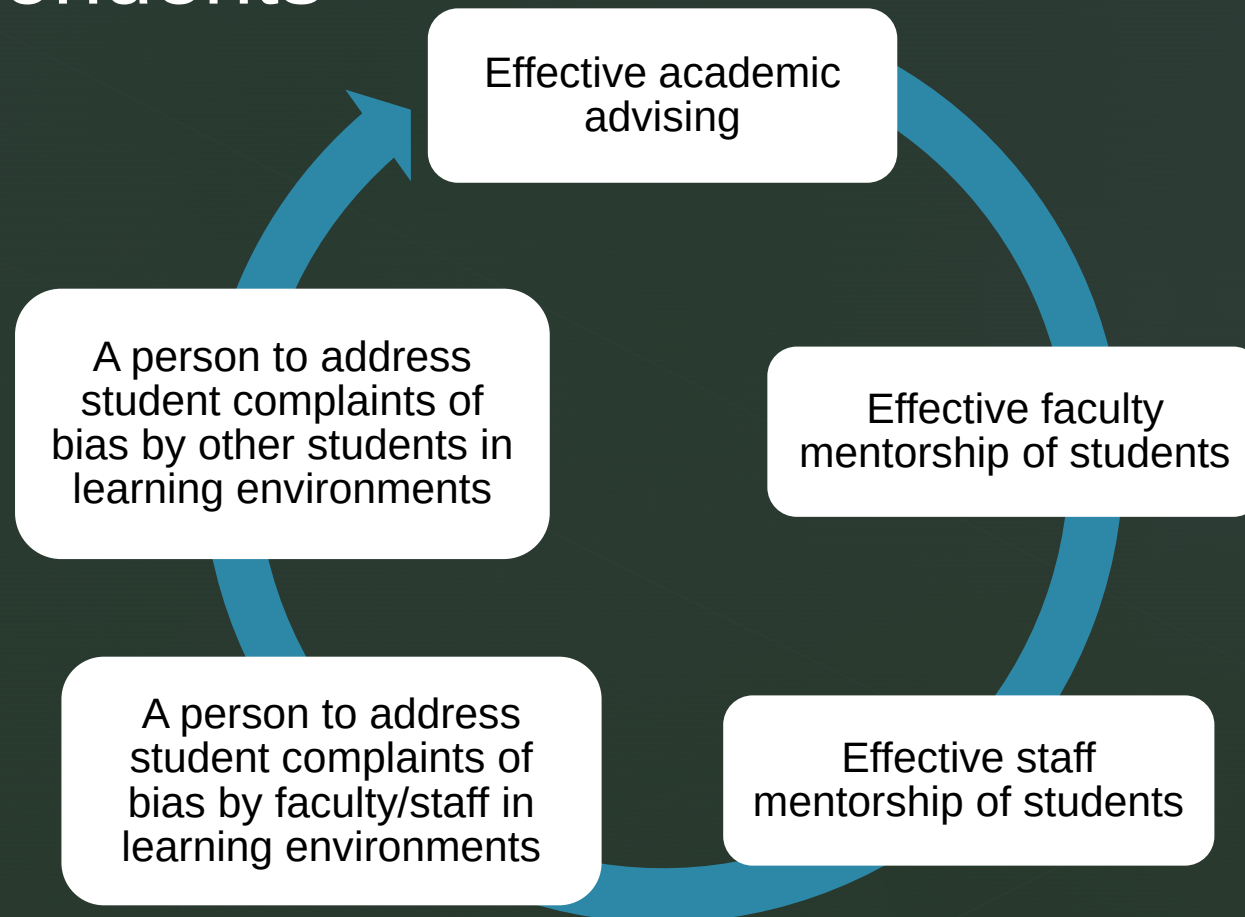
Common student experience

Leadership training

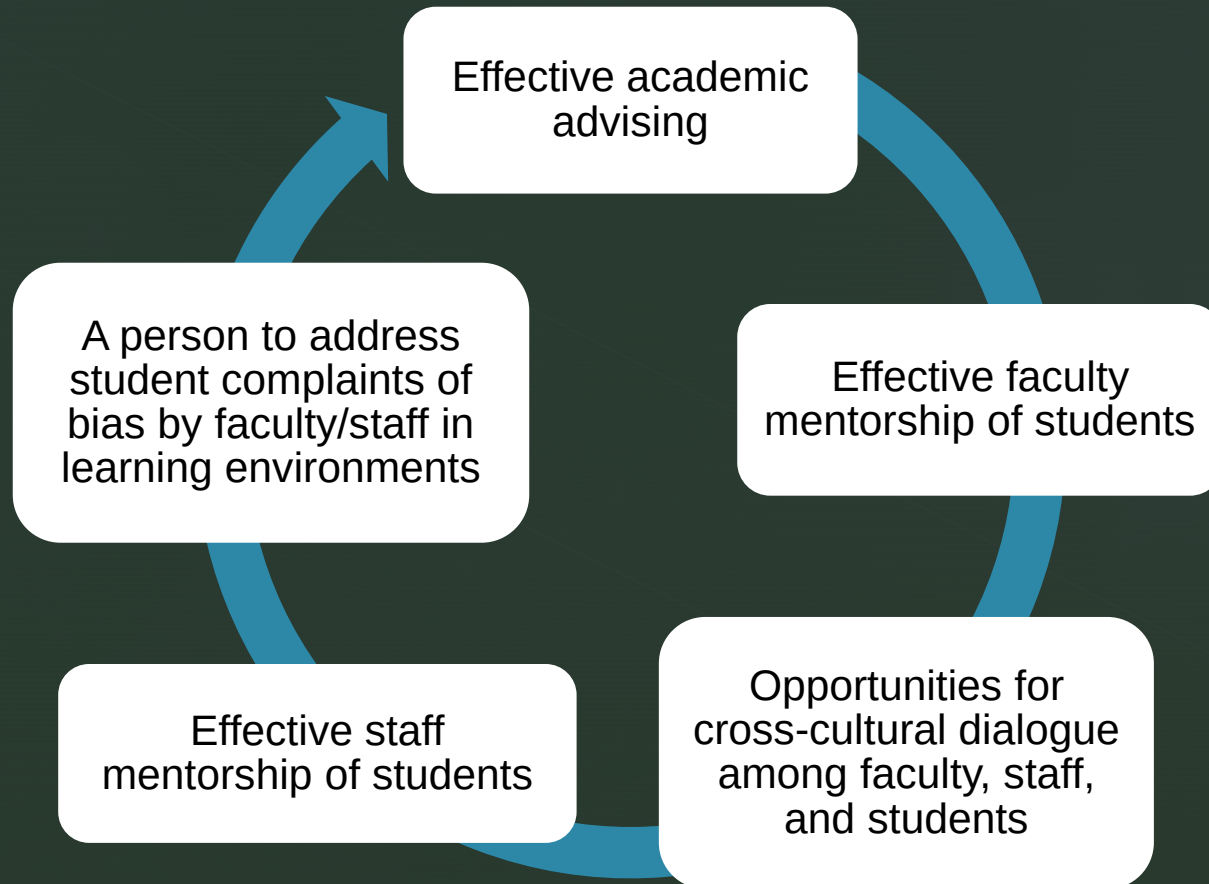
Child-care availability

Conflict resolution process

Available Campus Initiatives that Positively Influenced Climate for Student Respondents



Unavailable Campus Initiatives that *Would* Positively Influence Climate for Student Respondents





Qualitative Themes for Student Respondents – Campus Initiatives

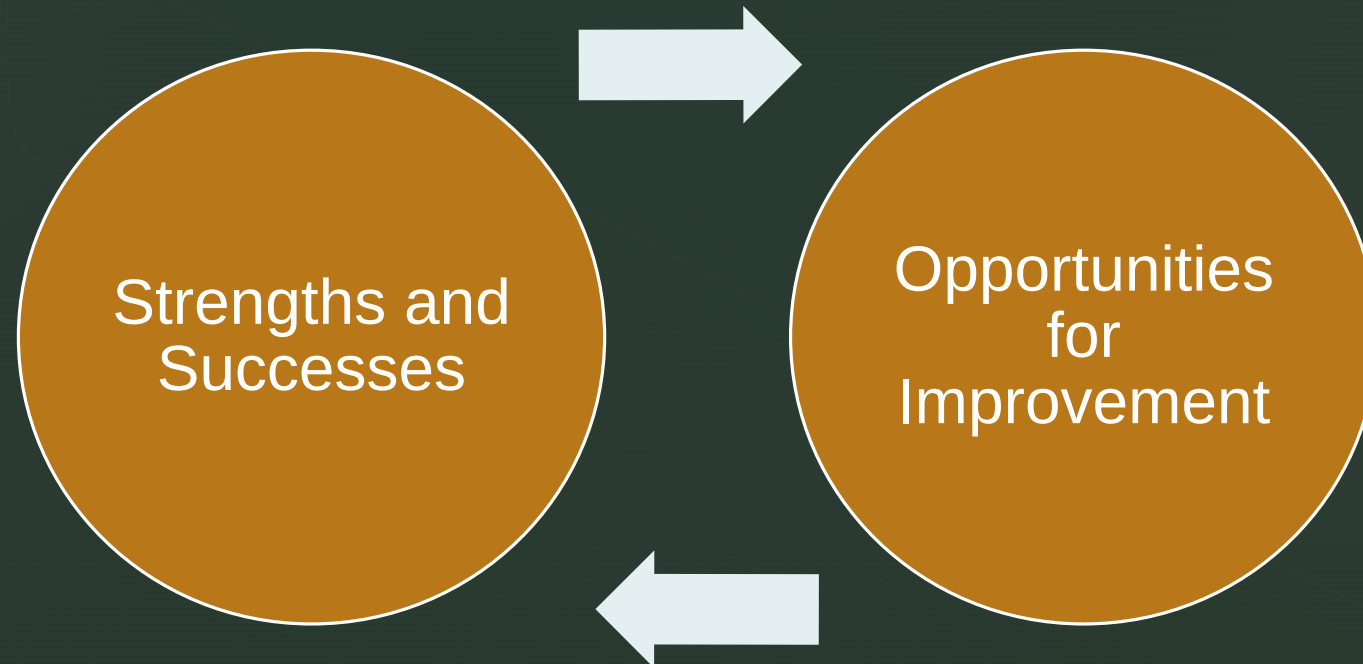
Opinions on diversity workshops

Student support

Increasing diversity focus



Summary





Context - Interpreting the Summary



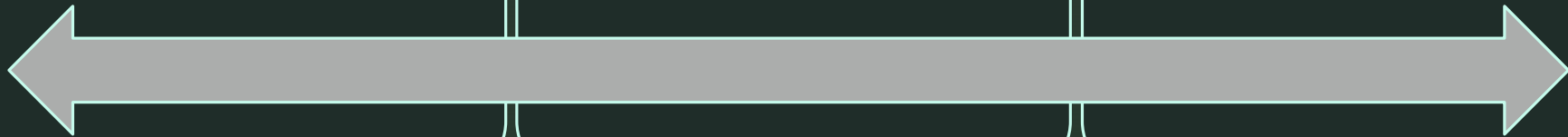
Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.

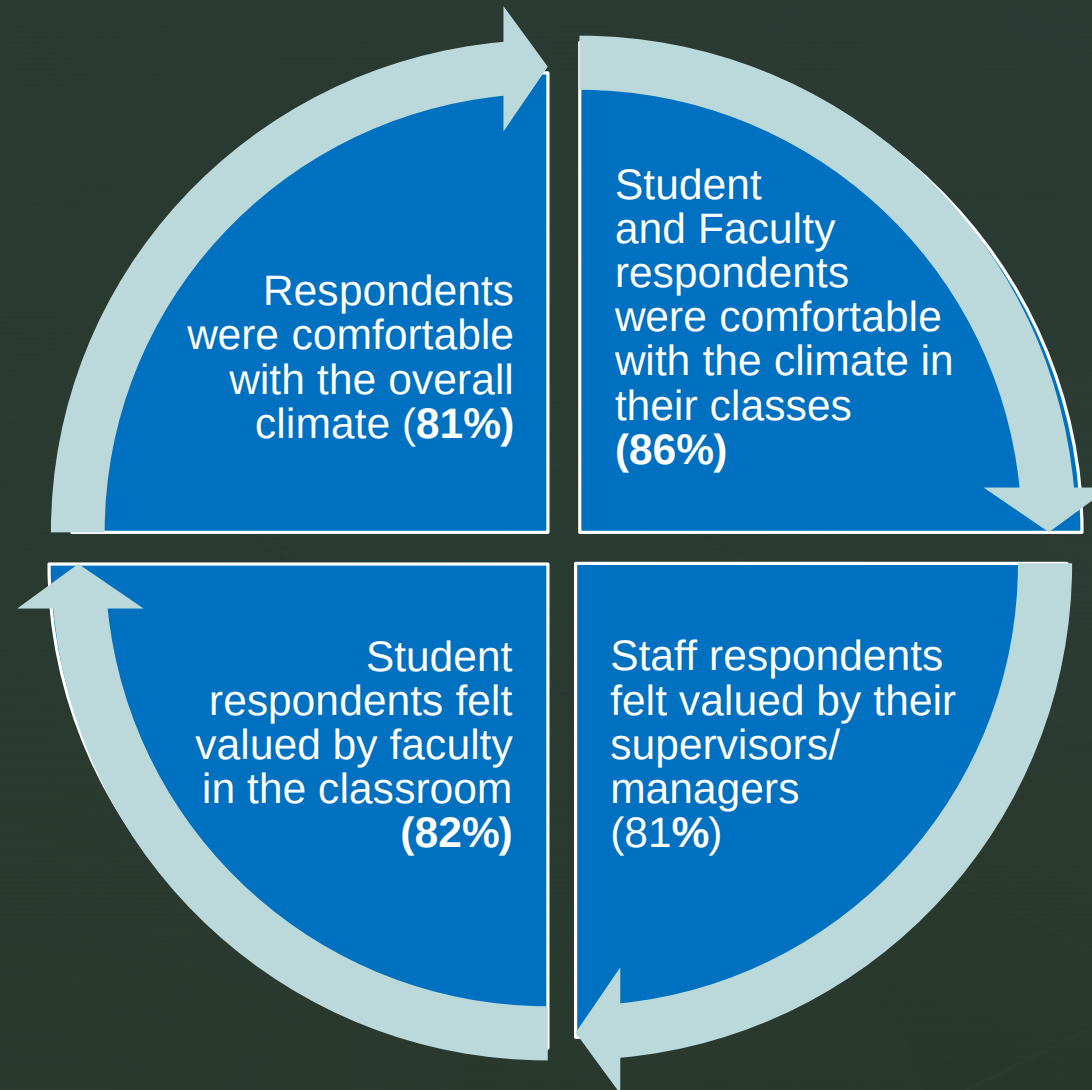


Classism, Racism,
Sexism,
Genderism,
Heterosexism, etc.



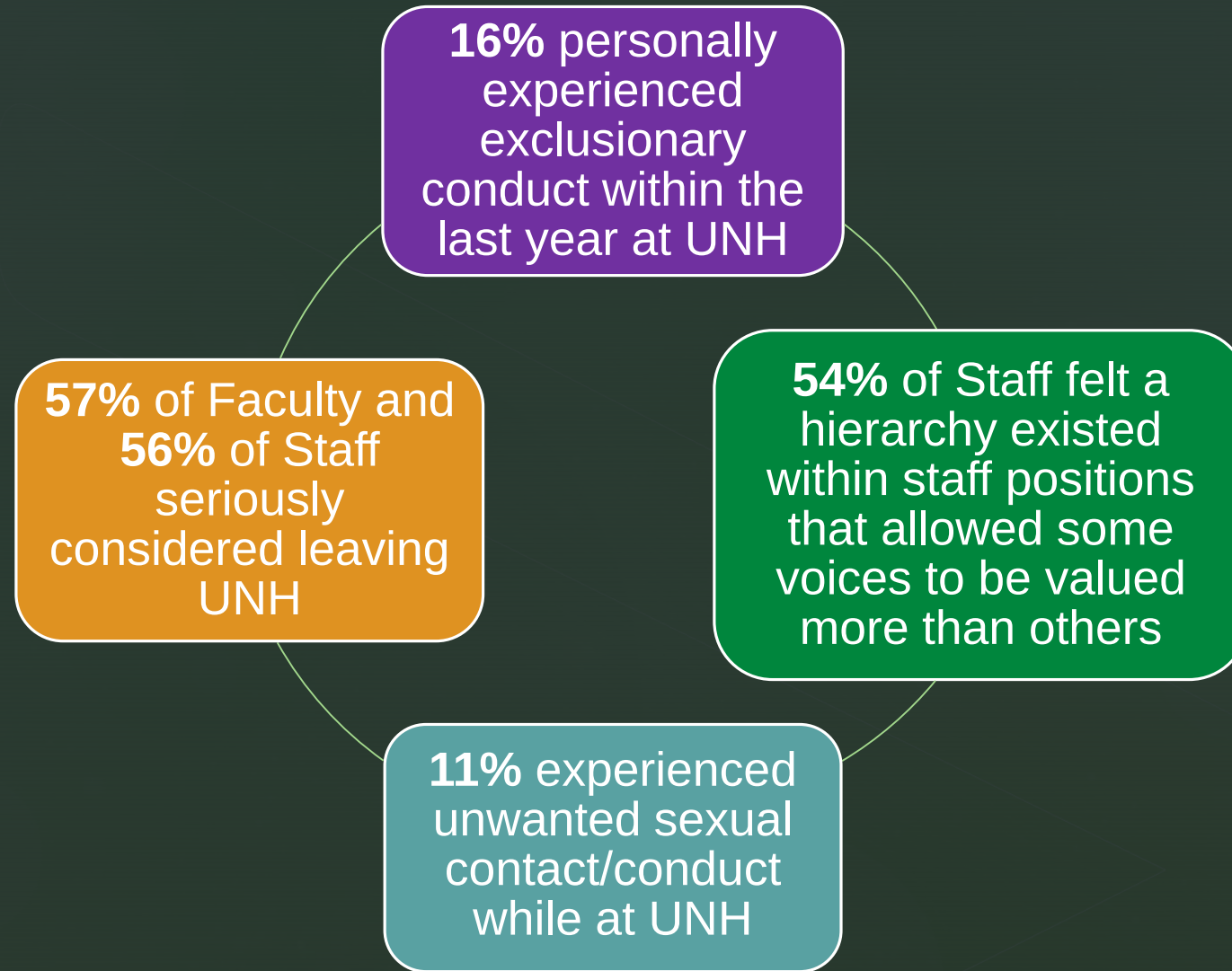


Successes: The majority of...





Challenges and Opportunities for Improvement





Next Steps

The full report, executive summary, and R&A's presentation will be available on the climate survey website.

<https://www.unh.edu/president/campus-climate>

A hard copy of the report will be available in the Library.



Data Request Policy Administrative Units & Colleges

Standard Unit Level Reports

- Colleges and larger administrative units (e.g. VPAA, VPFA, Student Affairs) may request college/unit level reports.
- Reports will offer college/unit results compared with those of UNH as a whole.
- Reports will be delivered via secure Box folder beginning January 2, 2020.



Data Request Policy Administrative Units & Colleges

Additional Reporting

- Additional data requests by colleges/administrative units and individuals will be considered.



Data Request Policy

Request Process

- Requests for reports should be made to Dr. Anne Shattuck, Institutional Research & Assessment.
- All requests will be reviewed and approved by a subcommittee of the Climate Survey Working Group to ensure protection of respondent identities and compliance with the IRB approval for this project.



Data Request Policy

Request Process

- Reports can be provided only in cases where the unit under analysis had at least a 30% response rate.
- The sample n must be large enough to both conduct the analysis and protect respondents' confidentiality.
- Cell sizes of less than 10 will be suppressed or combined with other groups to protect respondents' identities.
- No raw data will be released



Next Steps Development of Actions



Work since 2018

Recommendations
already addressed
from the Task
Force Report of
2018 and related
work:

- The campus climate survey
- Diversity and Inclusion workshop for leadership
- Two fall sessions on inclusive teaching, advertised through CEITL; one spring session on faculty of color and promotion and tenure

Work since 2018

Formation of the Inclusion Council, composed of chairs from colleges and other units' diversity & inclusion committees

Dive In and Deliver call for proposals, due Oct. 15, 2019: to seed innovative approaches to institutionalizing diversity, inclusion, and equity at UNH

Master calendar on Canvas indicates a fairly comprehensive showing of faith-based holidays or other related significant dates

Academic Technology will roll out a digital inclusive teaching module

Work since 2018

ENGL 401: diversity and inclusion woven into the curriculum; tools to assist faculty and grad students in teaching the material; and an assessment

Postdoctoral Diversity and Innovation Scholars Program

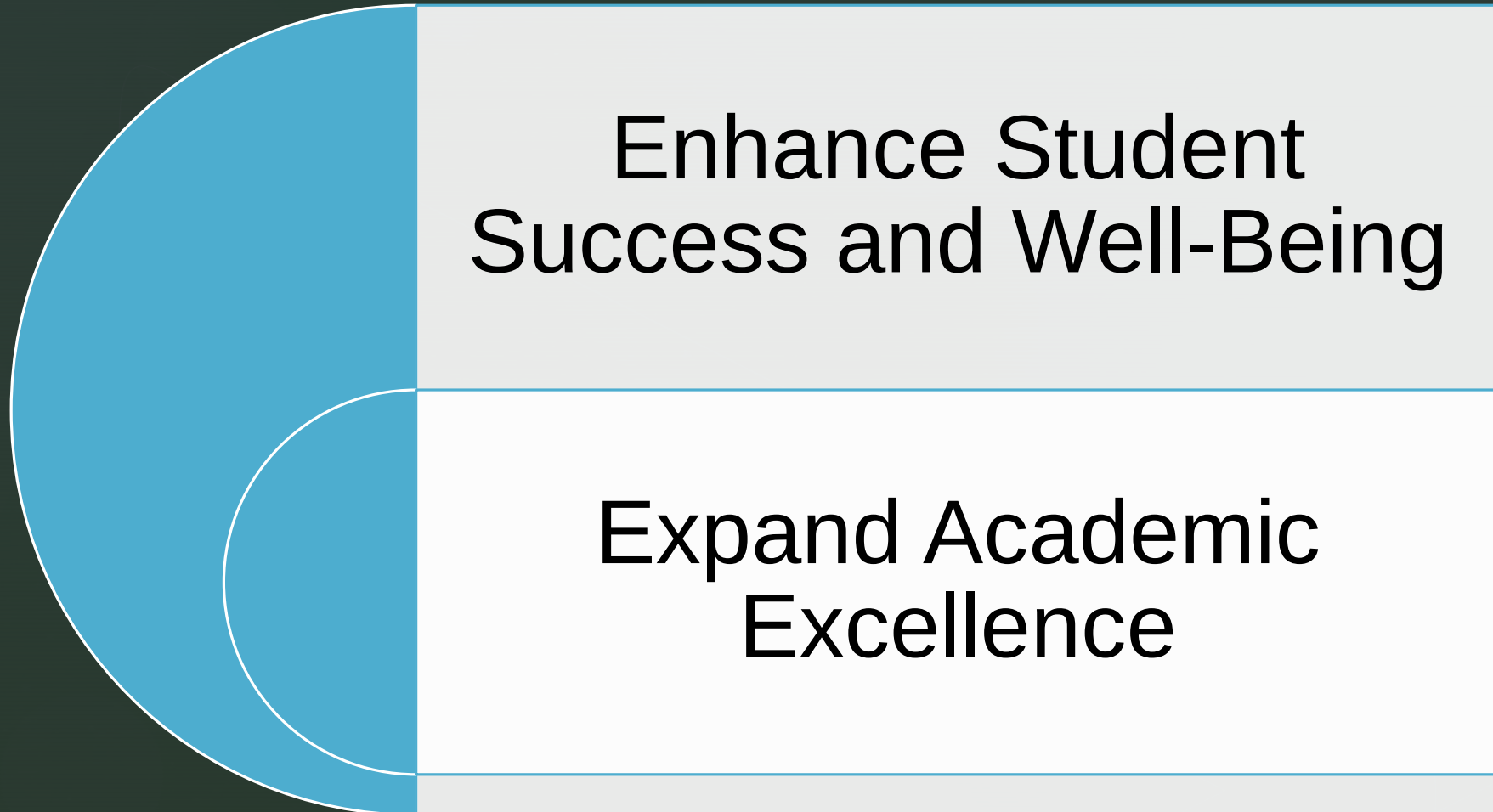
Provost's Office: retention issues first- to senior years

Reinstituted the All Department Chairs and Academic Leaders Meeting

Ongoing discussions with Undergraduate and Graduate Student Senates

Ongoing discussions with PAT, Operating Staff, Research, and Clinical Councils

Key Priorities



UNH Community

- Constituents and drivers of campus climate survey
- Will determine overall success in addressing areas in need of improvement

President's Advisory Council on Campus Climate

- Performs one of many analyses of the Campus Climate Survey
- Identifies key points and communicates them across the university

Commission for Community, Equity and Diversity

- Makes recommendations for programming, policies, and procedures.
- Identifies appropriate channels to carry out work

Inclusion Council

- Uses key points and recommendations as a guide for its work within all colleges and key campus units

Questions and Discussion

