



**FINAL REPORT AND RECOMMENDATIONS FROM THE PRESIDENTIAL TASK FORCE  
ON CAMPUS CLIMATE:**

Developing and Sustaining a Safe, Healthy, Inclusive and Equitable Campus Community at the

University of New Hampshire

April 11, 2018

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## **Members of the Presidential Task Force on Campus Climate**

**Jaime Nolan, EdD**, Associate Vice President, Community, Equity and Diversity, Chair  
**Quincy Abramson**, student, Co-Chair Diversity Support Coalition (fall semester)  
**Victoria Banyard, PhD**, Professor, Department of Psychology  
**Cristy Beemer, PhD**, Associate Professor, Department of English  
**Peyton E. Booth**, undergraduate student  
**Darnelle Bosquet-Fleurival**, Assistant Director of Residential Life  
**Dennis Britton, PhD**, Associate Professor, Department of English  
**Anne Broussard, PhD**, Associate Dean, College of Health and Human Services  
**Trevon M. Bryant**, undergraduate student  
**Elysa O. Caisey**, student, member of the Black Student Union, (fall semester)  
**Susan Chalifoux**, Assistant Manager of Academic Affairs, Office of the Provost  
**Paul Dean**, Assistant VP, Public Safety and Risk Management  
**Megan Esperance**, student, Co-Chair, Black Student Union  
**Kathy Fletcher**, Library Manager, Law School Library  
**Gabrielle Grieves**, student, Co-Chair, Black Student Union  
**Sarah Jacobs**, Director of Special Projects, UNH Manchester  
**Rogers Johnson**, community member, President of the Seacoast NAACP  
**Annie Jones**, Senior Administrative Assistant, Office of the President  
**Ted Kirkpatrick**, Senior Vice Provost for Student Affairs and Dean of Students  
**Meghan C. Linehan**, undergraduate student  
**Jhennifer Marcal**, student, Co-Chair, Diversity Support Coalition, (fall semester)  
**Debora McCann**, Director, Educational Talent Search  
**Christian Merheb**, undergraduate student  
**Deborah Merrill-Sands**, Dean of the Paul College of Business and Economics  
**Josefina Ondo-Baca**, student, member of the Black Student Union  
**Alexandra Padilla**, graduate student  
**Elena B. Ryan**, student, Senator, Undergraduate Student Senate  
**Marty Scarano**, Director of Intercollegiate Athletics  
**Erin Sharp, PhD**, Associate Professor, Family Studies  
**Michael Shuttic**, Director of Student Accessibility Services  
**Andrew Smith**, community member  
**Donna Marie Sorrentino**, Director of Office of Affirmative Action and Equity  
**Nathaniel Stafford**, Senator, Graduate Student Senate, student representative to the Board of Trustees  
**Mica Stark**, Associate VP University Communications, Chief Communications Officer  
**Keith Timmerman**, Human Resources Partner  
**Mariam Traore**, undergraduate student, athlete  
**P.T. “Vasu” Vasudevan, PhD**, Senior Vice Provost for Academic Affairs  
**Stan Waddell, PhD**, Chief Information Officer  
**Rory L. Wilson**, undergraduate student, Co-Chair, Diversity Support Coalition, (spring semester)

## Introduction and Task Force Reflection

In early May 2017, incidents sparked by Cinco de Mayo “celebrations” on and off campus generated considerable outrage among students, faculty and staff throughout UNH and the region. Many students, faculty and staff from historically underrepresented communities and UNH community members who have been continuously engaged in diversity, equity and social justice efforts have long been aware of significant climate issues both on campus and in the broader community. A student protest in response to Cinco De Mayo and subsequent student demands, ([See Appendix 1](#)), were powerful catalysts in this recent call to action. These student actions, combined with the increasing visibility of a number of other incidents that took place over the 2016-17 academic year, provided the broader UNH community with a “wake up call” that has given the UNH community the opportunity to act broadly, align and coordinate efforts, and create a process whereby all community members recognize that they are stakeholders in creating and sustaining a UNH community where all are welcome, safe and valued. To this end, President Huddleston called for a presidential task force to serve the UNH community in our current historical context.

The Presidential Task Force on Campus Climate consisted of close to 40 concerned UNH community members (students, faculty and staff from each of our campuses), as well as members of the broader Seacoast community, who were appointed by President Huddleston to meet this charge:

*My charge to the Presidential Task Force on Campus Climate is to identify issues of race, inclusion and civility on our campuses and to make recommendations for action. I would like the task force to review existing initiatives and to identify any gaps that need to be addressed. The task force should also make recommendations to improve the process by which ongoing efforts are coordinated, monitored, assessed, and communicated to our community. Because the issues the task force must address touch every corner of the university, extensive engagement with our community is essential. I therefore expect the task force to reach out to and involve the entire UNH community in its work. I would ask that a final report be made by January 19, 2018.*

(President Huddleston’s Charge to the Presidential Task Force, August 2017)

The task force has been meeting for the better part of a year. Often meeting weekly, we have engaged in frank, difficult and challenging conversations; reviewed data, programs and initiatives; responded to immediate community concerns through action; and monitored and acknowledged campus community initiatives that also addressed issues of diversity, equity and campus climate. A central lesson we have learned and/or had affirmed, is that while we have participated in, and have witnessed, some meaningful change and progress, we understand that there are UNH community members who continue to have negative, hurtful and harmful experiences and suffer day-to-day indignities. We understand that these experiences are burdensome and create barriers to having a successful living, learning and working experience. Further, we understand that UNH community members have been perpetrators and bystanders in these negative experiences of UNH community members from underrepresented communities and other acts of bias. In order to fully meet the president’s charge, the task force requested two extensions and announced that the deadline would be moved to April 9, 2018.

We believe that a core operating principle of the ongoing work of diversity, equity and healthy community building must include the willingness to acknowledge and engage with the seemingly contradictory forces of progress and regression. This understanding affirms for us that this work is never done and that we must all be willing to be authentically self-reflective, which can mean holding up a cracked mirror and seeing ourselves as we honestly are with all of our very human imperfection—the best and the worst of ourselves. It is also important for us to convey that this report and recommendations

represent a step forward, not a journey completed. It is our hope that our work, and the work of many in the UNH community, has created the momentum needed to take the next step forward.

## Building Excellence on the Foundation of Diversity and Equity

This report provides a vantage from which to view progress and consider steps towards continued growth and will inform our ongoing efforts to address issues of community, equity and diversity. More specifically, the purpose of this report is threefold: 1) to provide a vantage from which to view institutional progress with regard to diversity and equity efforts, 2) to articulate and make visible some of the challenges and obstacles that may impede further progress, and 3) to provide a set of recommendations that include action steps, metrics for monitoring progress, and lines of accountability, taking into consideration student demands that came out of last May's protest ([see appendix 1](#)). Much of that data that provide the underpinnings of task force recommendations, are in the full reports of the task force working found in the appendix. The student demands, a result of the May 2017 protest, provided an important catalyst for change. The demands were a key touchstone for the work of the task force and were significant in informing our actions and own self-reflection.

After some discussion and consideration, the students removed one of their demands leaving 15 demands to be addressed. At the time of writing this report, all 15 and been addressed in some way. Four demands have been identified as not being reasonably attainable, five have been completed and six are in process.

The task force organized around three working groups: Faculty, Staff Recruitment and Retention; Education and Outreach and; Student Graduation and Persistence. The purpose of each working group is stated within the report and the groups developed a total of 14 recommendations. For each recommendation, groups also identified actions steps, progress metrics and lines of accountability. The task force worked as a whole on the recommendation to make the task force a permanent structure as well as on the social media policy ([Student Demand #12](#)).

We see this report as a living document. As the next iteration of this task force addresses the report's recommendations, this document will evolve as context, action, and any inaction, impacts the primary intent of this report: to provide a vehicle for institutional transformation. We also wish to be clear that we are operating out of a shared definition/understanding that the term "underrepresented" is meant to include people from all historically underrepresented communities; diversity and identity in all of its dynamic complexity. This includes, but is not limited to, racial identities, class, disability, ethnicity, gender, sexual orientation, veteran status and religion.

Some examples of action taken by the task force and the broader UNH community over the past year include:

- Ongoing discussion and strategies to address this year's "Cinco de Mayo." A plan is in the final stage of development ([student demand #15](#)).
- A [social media policy](#) is now included in the [Student Rights, Rules and Responsibilities \(student demand #12\)](#).
- Nearly 2,000 employees have participated in diversity training ([student demand #14](#)).
- Some 1,300 students took part in our [Safe Zones](#) program; an additional 1,700 students engaged in training related to equity, inclusion and community-building.
- The [Office for Multicultural Affairs](#) offered dialogues and training on diversity-related topics that engaged nearly 1,000 students.

- By the end of this summer, UNH will have a comprehensive plan for preventing interpersonal violence.
- University police have undergone diversity training and have developed a plan for ongoing trainings ([student demand #13](#)). (See [appendix 6](#) for more complete list of efforts.)

## **Inclusive Excellence, Community, Equity and Diversity at the University of New Hampshire: Core Operating Principles**

In accordance with UNH's strategic plan, four broad, interrelated goals relevant to Inclusive Excellence, diversity and inclusion are presented below along with related outcomes. These goals encompass creating a systemic approach to realizing strategic goals for diversity and inclusion; increasing student, faculty, and staff diversity; and creating a welcoming campus climate. The core operating principles ([see appendix 2](#)) were also considered throughout our process and informed action steps, metrics and the identification of lines of accountability. These principles also align with all of the student demands to which we have responded or are in the process of addressing.

### **1. A systemic approach must be taken to effectively facilitate collective efforts toward diversity and inclusion.**

Diversity efforts at UNH must be driven by the principle that diversity is transformative and changes the way an institution responds to its community and constituencies through policies, practice, programs and curriculum. It is crucial to understand that there must be concurrent efforts that address the need for change across UNH and that it is at points of tension and seeming contradiction where the greatest opportunity for positive change exists.

**Outcome:** This systemic and connected approach will facilitate a collective diversity effort by building community between seemingly disparate programs and serve as a model to the larger UNH community. Thus, diversity and inclusion efforts will be much more visible as core institutional values in accordance with the strategic plan.

### **2. Increase the diversity of students, faculty and staff from underrepresented communities.**

Diversifying the student body, faculty and staff remains a challenge not only for UNH, but also for colleges and universities across the nation.

**Outcome:** The initiatives tied to this operating principle will increase diversity in all its complexity and positively impact the climate for inclusion at UNH among all members of the community. Focusing on and making visible the academic, living, and learning benefits of creating a more diverse and inclusive community can facilitate broad institutional investment in efforts to diversify the student body, faculty and staff. Even in New Hampshire's seemingly homogenous culture, diversity and inclusion efforts are crucial to serving everyone in the state, particularly when considering the increasing racial and ethnic diversity through immigration and the resulting changes to N.H. demographics. We have a changing pipeline and pathways to higher education.

### **3. Developing and sustaining an inclusive campus climate.**

Strategic planning must go beyond developing race/ethnic-specific initiatives to implement a systemic approach involving programs and initiatives that foster a healthy climate in which all students, faculty and staff, particularly those from historically underrepresented communities, can thrive rather than merely survive (Rankin & Reason, 2008).

**Outcome:** UNH is doing a good job serving the needs of many students in the dominant culture, but the university has considerable ground to cover in serving many students, faculty and staff from

underrepresented communities, which includes international students and other students from historically underrepresented and marginalized communities. Viewed from the perspective of increasing academic, living and learning outcomes, creating a responsive, safe and comfortable campus climate for everyone is essential.

**4. Developing clear channels and processes for communication** that simultaneously make UNH's diversity efforts visible to the entire UNH community as well as to the external community.

**Outcome:** Well-developed, coordinated and executed communication plans will positively impact issues of connectivity, increase awareness of progress, make visible obstacles and allow all community members to be informed. Communication in this way plays an important role in changing institutional culture and campus climate. Such communication is important in setting an example for other institutions across the nation and supporting UNH in working towards being the standard in designing an institution that supports historically underrepresented identities making possible for all to thrive.



## Recommendations

### Task Force

#### **Create a permanent presidential advisory council to address campus climate**

In order for the momentum generated by this effort to continue, the task force strongly recommends that the Presidential Task Force on Campus Climate become a permanent advisory council. The council will continue this important work and monitor the progress of the report's recommendations, reporting out to the UNH community once each semester. The council will continue to provide meaningful insights, to be responsive, and while addressing issues as they arise, work proactively to create a university community where all welcome, safe, valued and can succeed.

#### **Mission of the President's Advisory Council on Campus Climate**

*Advise and inform the president on issues of race, inclusion and civility on our campuses. Monitor and revise as needed, recommendations outlined in the final report of the Presidential Task Force on Campus Climate dated April 10, 2018.*

#### **Council Structure**

- The task force will be renamed The President's Advisory Council on Campus Climate.
- The council will meet monthly and/or as needed.
- The council will meet with the president twice each semester.
- The Associate Vice President for Community, Equity and Diversity will chair the council.
- A co-chair will be identified once membership of the council is determined.
- Members will serve a two-year term (except for students who will graduate in the year they are appointed).
- The council will consist of 25-30 members and will include students, faculty and staff from all three campuses. Representation could include:
  - Two members from the University Commission on Campus Climate (President's Commissions).
  - Dean of Students.
  - Two members from the Advisory Council on the Prevention of Interpersonal Violence (formerly the Title IX Advisory Council).
  - One representative from Human Resources.
  - One representative from the Office of Multicultural Student Affairs (OMSA).
  - One member of the Diversity Support Coalition (DSC).
  - One member of the Black Student Union (BSU).
  - One member of the Alliance
  - One member from the Panhellenic Council.
  - One member of the Interfraternity Council
  - One member from the undergraduate Student Senate.
  - President or designee of the student body.
  - One graduate student representing the Graduate Student Senate (GSS).
  - Three faculty from UNH Durham.
  - Two representatives from the Dean's Council
  - One PAT council member from UNH Durham.
  - One OS council member
  - Member of the Durham Police
  - Two representatives from UNH School of Law.
  - Two representatives from UNH Manchester.

- The president will approve and appoint members.
- The council will report out to the UNH community on the status of recommendations once each semester, beginning fall 2018.

## Faculty Recruitment and Retention Working Group

[See appendix 3 for full report](#)

[\(Student demand #7, 13\)](#)

**Purpose:** Strengthening diversity among our faculty at all levels is a critical means for building a more inclusive, respectful, dynamic and innovative campus climate at UNH. It is important for students to have faculty members who share their identities as role models and it is valuable for them to directly experience the benefits of diversity in leadership. Diversity in faculty and other academic leadership roles also broadens the perspectives brought to bear in identifying opportunities and framing and solving problems, all of which are critical to the success of institutions of higher education in addressing the rapid changes and challenges occurring in our “industry.”

**Focus:** With this larger goal in mind, this working group 1) analyzed the current state of diversity among our faculty at UNH; 2) reviewed and discussed best practices for increasing the diversity and inclusion of faculty in higher education; 3) reviewed current practices at UNH, and 4) identified key areas where UNH could strengthen its practices to attract and retain faculty from underrepresented groups and build a more inclusive culture. We further discussed improving the cultural competence of current faculty as a foundation for achieving these goals.

**Recommendation 1:** Synthesize data on faculty from underrepresented groups of all categories at both the university and college levels and make the data public within the community on an annual basis. This disciplined practice will keep UNH focused on the goal of increasing diversity and enable us to monitor progress in a systematic way. We recommend that similar data also be presented by major staff categories.

### Action steps

- The [Office of Affirmative Action and Equity](#) and [Office of Community, Equity and Diversity](#) synthesize and publish data on diversity at all faculty levels annually.
- The Faculty Senate, Provost, Deans’ Council, and the executive committees of the colleges review trend data annually.

### Progress metrics

1. Data published
2. Data reviewed
3. Search process informed by data

### Lines of accountability

- Office of Affirmative Action and Equity
- Office of Community, Equity and Diversity
- Faculty Senate
- Office of the Provost
- Deans’ Council
- College executive committees
- Institutional Research

**Recommendation 2:** Synthesize five-year trend data annually on representation of candidates from unrepresented groups at the four stages of the recruitment process at the university and college levels.

**Action steps**

- The Office of Affirmative Action and Equity and Office of Community, Equity and Diversity synthesize search data annually at the university and college levels.
- The Office of Affirmative Action and Equity and Office of Community, Equity and Diversity synthesize five-year trend data on representation of candidates from underrepresented groups at the four stages of the recruitment process annually at the university and college levels.
- The Faculty Senate, Provost and Deans' Council review this data annually.

**Progress metrics**

1. Data published
2. Data reviewed
3. Search process informed by data

**Lines of accountability**

- Office of Affirmative Action and Equity
- Office of Community, Equity and Diversity
- Faculty Senate
- Office of the Provost
- Deans' Council

**Recommendation 3:** Consolidate all of the available resources (e.g., sources, processes and best practices) for recruitment and retention of faculty from underrepresented groups in a centralized website/portal dedicated to ensuring equity and diversity in faculty hiring and retention. A central portal will make it easy for department search committees to access resources needed for more proactive and inclusive faculty searches. We expect that the use of this portal will help enhance and improve the recruitment of a diverse applicant pool for faculty searches and improve the welcoming and mentoring process to retain new faculty after they arrive.

**Action steps**

- Identify and assign one office to oversee creation of portal. (By end of academic year 2017-18)
- Identified office assembles small committee to help identify needed resource links on and off campus. Committee prepares list of resources to be linked on portal and has conversations with offices whose materials will be linked. (Fall 2018)
- Usability testing of beta version of the portal by faculty from different colleges. (Spring 2019)
- Determine office/person responsible for keeping the portal up-to-date. (Spring 2019)
- Launch portal. (Fall 2019)
- Maintain and update portal. (Ongoing)

**Progress metrics**

1. Coordinating office identified
2. Committee established
3. Portal content identified
4. Feedback from key stakeholders incorporated
5. Portal completed
6. Portal maintained/updated regularly

**Lines of accountability**

- Office of the Provost
- Human Resources
- Office of Affirmative Action and Equity
- Information Technology Office
- Office of Community, Equity and Diversity

**Recommendation 4:** Deans' offices in the colleges proactively support the work of the Office of Affirmative Action and Equity to ensure that policies and best practices for building diversity in candidate pools and throughout the search process are systematically applied. The strengthened partnership would ensure stronger leadership and oversight from the dean's office as well as messaging to search committee chairs and committee members about diversity goals and expectations.

#### **Action steps**

- Ensure that department chairs and search committee chairs meet with the director of the Office of Affirmative Action and Equity to fully understand the policies, processes and practices required for searches that will mobilize a diverse candidate pool.
- Review the search plans and affirmative action reports submitted at each stage of the search process in parallel with the Office of Affirmative Action and Equity.
- Proactively encourage search committee members to participate in training on implicit bias and other workshops designed to strengthen diversity and inclusion at UNH.
- Support the work of the "equity advisors" established by the Office of Affirmative Action and Equity in each college to oversee college-specific search processes and provide a clear set of expectations for collaboration between the search committees and the "equity advisors."

#### **Progress metrics**

1. Via a survey process, it is clear that department chairs and search committee chairs understand policies and best practices.
2. Search plans include promising/best practices.
3. Via survey process, it is clear that search committees are operating through a shared understanding/definition of implicit bias.
4. Participation rates in workshops such as those on implicit bias increase.
5. "Equity advisors" are present in each college.

#### **Lines of accountability**

- Department chairs
- Search committee chairs
- Office of Affirmative Action and Equity
- Office of the Provost

**Recommendation 5:** Fortify new chair orientation to include cultural competency and search process overviews from the Office of Affirmative Action and Equity and the Office of Community, Equity and Diversity.

#### **Action steps**

- Discuss this recommendation with the Senior Vice Provost for Engagement and Faculty Development and others who oversee orientation for new department chairs.
- Identify and create necessary programming.
- Include the updated programming in academic year 2018-19 new chair orientation.

**Progress metrics**

1. New chair orientation is fortified.
2. Chairs trained using new programming.

**Lines of accountability**

- Office of the Provost
- Office of Affirmative Action and Equity
- Office of Community, Equity and Diversity

**Recommendation 6:** Create a new item on the search committee checklist to verify that the department is inquiring about cultural competency skills as part of the search process. Work with the [Academic Affairs committee of the Faculty Senate](#) to engage in a discussion of how to promote this piece of the search process. As part of the search process, search committees should explore skills in cultural competence as part of routine questions for candidates. For example, the Social Work Department requires finalists for a position to submit a cultural competence statement.

**Action steps:**

- Create a new item on the search committee checklist that faculty search committee chairs are required to complete as part of launching a faculty search to verify that the department is inquiring about cultural competency skills as part of the search process.
- Initiate discussion between Office of Community, Equity and Diversity and Academic Affairs committee of Faculty Senate about this new item, including sharing examples from departments that already engage in this practice.
- Search committees examine candidates' skills in cultural competence as part of routine questions for candidates.

**Progress metrics**

1. Checklist is online and available.
2. Increase in participation rates for workshops on cultural humility/competence.
3. Increased diversity at the finalist level.

**Lines of accountability**

- Office of Community, Equity and Diversity
- Search committee chairs
- Department heads
- Academic Affairs Committee of the Faculty Senate

**Recommendation 7:** The Office of the Provost, together with college deans, develop creative means to attract more early-career faculty from underrepresented minorities to engage them in the UNH community before they have to make decisions about pursuing tenure-track positions.

**Action steps**

- Expand post-doctoral fellowship opportunities.
- Determine possible sources of funding and work to create at least one or two fellowships per college.
- Expand programs such as the dissertation fellowship initiative developed in the Department of English that has yielded positive results in building diversity in the English department.
- Hire two fellows in at least two colleges for academic year 2019-20.
- Conduct process evaluation of success of program.

- Review results of program and plan for sustainability and possible expansion for academic year 2020-21.
- Issue travel grants to search committees to attend national meetings where new doctorates from underrepresented groups gather.

### **Progress metrics**

1. Increase in the number of post-doctoral fellowships.
2. Increase in the number of dissertation fellowships.
3. Funding is identified.
4. Fellows are hired in at least two colleges for academic year 2019-20.
5. Program is evaluated.
6. Sustainability plan is created.
7. Travel grants issued and national meetings attended.

### **Lines of accountability**

- Office of the Provost
- College deans
- Department chairs

**Recommendation 8:** Further develop the onboarding process for new faculty so it extends beyond the current new faculty orientation program, and augment resources beyond those already provided by the university and individual colleges.

### **Action steps**

- Include [social justice training](#) as part of new faculty orientation and provide background information about historical events on campus and current climate issues, including key initiatives focusing on climate.
- Establish a regular series of roundtable discussions and/or workshops for underrepresented faculty at designated levels (i.e., pre-tenure, mid-career, post-tenure).
- Explore university membership in the [National Center for Faculty Development and Diversity](#), which provides trainings and resources to member institutions.
- Promote awareness of the confidential resources for teaching through the [Center for Excellence and Innovation in Teaching and Learning](#) so that it is a safe space to get help with issues of inclusive teaching.
- Develop a parallel check-in process for new faculty similar to the process Human Resources uses for new staff members.

### **Progress metrics**

1. Changes to faculty orientation.
2. Ongoing roundtable discussion in department calendars.
3. Membership in National Center for Faculty Development and Diversity.
4. Increased participation rates in workshops on creating inclusive courses and classrooms.
5. Via surveys, indicators of increased knowledge and awareness of what is needed to create inclusive courses and classrooms.

### **Lines of accountability**

- Office of the Provost
- College deans
- Department chairs

- Human Resources
- Office of Affirmative Action and Equity

**Recommendation 9:** Encourage colleges and departments to provide more transparent and formalized mentoring processes for all new faculty with particular attention to faculty from underrepresented groups.

#### Action steps

- Provide incentives to encourage senior faculty to participate in mentoring of junior faculty within/across colleges (e.g., compensation, such as course release time or stipends).
- Offer a luncheon training for senior faculty related to mentoring skills, including aspects of cultural competence.
- Replicate and expand the successful “[Pathways to Professorship](#)” mentoring program to address needs and issues specific to underrepresented faculty.

#### Progress metrics

1. Evidence of increased mentoring via audit with all departments.
2. Increased number of trainings and participation rates in those trainings.
3. Via surveys, evidence that the number of new faculty who are mentored has increased.

#### Lines of accountability

- College deans
- Department chairs

**Recommendation 10:** The Senior Vice Provost for Engagement and Faculty Development; Office of Affirmative Action and Equity; Office of Community, Equity and Diversity; and college deans assess issues of retention and inclusion of faculty from underrepresented groups and develop a comprehensive strategy to address the identified issues.

#### Action steps

- Consult with current underrepresented faculty to gather information on their experiences at UNH and assess issues that could undermine retention or successful career progression. Learn what they believe is most important to supporting them for success at UNH and what is still needed. (Spring 2018)
- Identify small group to meet with the Senior Vice Provost for Engagement and Faculty Development and representatives from the [UNH ADVANCE](#) program to identify current “[Pathways to Professorship](#)” roundtable discussion/workshops/events that could be reconfigured for a unique pathways program for underrepresented faculty. (Early summer 2018)
- Develop a stepwise plan for a small fall 2018 pilot program launch and ways to grow the program over the next two years. (Summer 2018)
- Colleges identify a committee representative from each department to make the current mentoring process more transparent or to develop a formal mentoring process, and to develop justification to college deans to provide incentives to senior faculty to participate in the mentoring process. (Fall 2018)
- Appropriate representatives meet with Center for Excellence and Innovation in Teaching and Learning (CEITL), the [Office of Engagement and Academic Outreach](#), and other colleges with solid mentoring practices to inventory current resources that meet the above mentoring and inclusive teaching needs. Present results and critical gaps to Deans’ Council/Provost for review. (Fall 2018)

- Launch pilot mentoring program/resource in college(s). (Spring 2019)

#### **Progress metrics**

1. Needs assessment completed.
2. Action plans developed at the college level.
3. Workshops offered.
4. Mentoring program in place with an emphasis on the experiences/needs of underrepresented faculty.
5. Best practices for mentoring identified.
6. Mentoring inventory completed (all colleges).
7. Incentives for senior faculty mentors in place at the college level.
8. Pilot mentoring program launched.

#### **Lines of accountability**

- Office of Engagement and Academic Outreach
- Office of Community, Equity and Diversity
- College deans
- Center for Excellence and Innovation in Teaching and Learning (CEITL)

## **Outreach and Education Working Group**

[See appendix 4](#) for full report

[\(Student demands #3, #6\)](#)

**Purpose:** Outreach and education are essential to building a safe, more inclusive and respectful campus climate at UNH. We must offer ongoing opportunities to build upon the understanding and enhance the skills needed to continue to improve campus climate.

**Focus:** With this larger goal in mind, this working group 1) analyzed the current state of diversity and social justice training offerings throughout UNH; 2) reviewed and discussed communication channels through which the UNH community is made aware of education, outreach and training opportunities; 3) reviewed current practices at UNH; and 4) identified key areas where UNH could strengthen its impact with regard to outreach and education.

**Recommendation 1:** Create a centralized information system so all diversity, equity and campus climate initiatives are more visible.

#### **Action steps**

- Create a more comprehensive master calendar, which should include a list of all major holidays for religions other than Christianity and all diversity-, equity- and social justice- related events and trainings happening on campus.
- Add access to the master calendar directly from Canvas to provide UNH students, faculty and staff easy access to the information.
- Incorporate the master calendar into UNH's public online platforms and market the new information system to students, faculty and staff.



- Increase awareness of the availability of this information through coverage in *The New Hampshire*, social media posts from UNH pages and directed communication.
- Collect progress metrics and disseminate to the President's Advisory Council on Campus Climate annually.

**Progress metrics**

1. Increased online traffic to the master calendar.
2. Increased participation in diversity-, equity- and social justice- related events and trainings.
3. Indicators of students' knowledge that they have access to the information, potentially via surveys.

**Lines of accountability**

- Office of Student Involvement and Leadership
- Communications and Public Affairs
- Office of Community, Equity and Diversity (Office of Multicultural Student Affairs)

**Recommendation 2:** Provide campus-wide social justice education.

**Action steps**

- Provide social justice education trainings for all executive members of student organizations.
- Incorporate social justice education into first-year orientation for students.
- Include social justice education in Human Resource training for faculty and staff.
- Create a series of social justice education videos for Human Resources to use to train faculty and staff.
- Offer social justice education trainings in each college for faculty.
- Offer social justice education trainings in individual departments for staff.
- Shorten social justice training from eight hours to three hours for some programming.
- Every department, office, college and organization submits an annual report to the President's Advisory Council on Campus Climate on the number and types of trainings offered and the rates of attendance.

**Progress metrics**

1. Increased trainings provided.
2. Increased attendance at social justice trainings and events.
3. Via evaluations or surveys, students, faculty and staff indicate their social justice literacy has increased.

**Lines of accountability**

- Human Resources
- Department managers
- Directors
- Vice Presidents
- Associate Vice Presidents
- College deans
- Unions
- Students organizations

**Recommendation 3:** Identify opportunities for incorporating social justice into the curriculum ([student demand #3](#)).

#### Action steps

- Incorporate a social justice component into the [Discovery Program](#).
- Incorporate social justice education into all first-year seminar curricula (e.g., [FIRE](#)).
- Share current (2017-18) model used in ENGL 401 and identify ways to further improve and incorporate it into other areas of the academic curriculum.
- Create a comprehensive list of all the courses already offered within the parameters of social justice education and identify the faculty teaching them.
- Maintain the list as changes are made to the curriculum.
- Responsible parties report to the President's Advisory Council on Campus Climate on the progress of the recommended actions within the first academic year after the recommendations are made.

#### Progress metrics

1. Discovery Program includes a distinct social justice component.
2. Increased classes and seminars taught with a social justice component.
3. List created of social justice education already present in curriculum and the faculty engaging with it.

#### Lines of accountability

- Faculty Senate (especially the Discovery Committee)
- Office of Community, Equity and Diversity
- College deans
- Department heads

## Student Graduation and Persistence Working Group

For full report [see appendix 5](#)  
([Student demand #2](#))

**Purpose:** Increasing retention and graduation rates of underrepresented minorities and first generation students goes hand in hand with increasing diversity on campus. It is important for students to have access to student support services and other programs that help them with study skills. Nationwide, degree completion rates remain low among first-generation students and underrepresented minorities. UNH enjoys a 40-year history of improving outcomes for students who are supported by [Student Support Services](#)

**Focus:** This working group looked at historical data on retention and graduation rates, which are now available on the UNH website. We identified ways to improve retention and graduation rates such as making MyWildcat Success available as an advising tool to not only academic departments and units but also to the [Center for Academic Resources \(CFAR\)](#), rolling out a customized Student Success Predictive Model (SSPM) that predicts the likelihood of our students graduating in six years or less, examining ways of providing additional staffing in CFAR to help increase the persistence of our underrepresented minorities and first generation students, and acknowledged the need to identify non-academic reasons for lower retention and addressing these issues.

**Recommendation 1:** Increase graduation and retention rates of underrepresented minorities and first-generation students.

**Action steps**

- Expand the use of MyWildcat Success as an advising tool.
- Using predictive analytics, identify issues in each college affecting graduation and retention of underrepresented minorities and first-generation students.
- Provide resources to the Center for Academic Resources for additional student support services.
- Determine non-academic reasons for lower graduation/retention rates of underrepresented minorities and first-generation students and address these issues.
- Identify and monitor bottleneck and/or gateway courses to develop success markers.
- Develop curriculum and career mapping for each major.

**Progress metrics**

1. Increased retention and 6-year graduation rates of underrepresented minorities and first-generation students.

**Lines of accountability**

- Academic Affairs
- Enrollment Management
- Center for Academic ~~Success~~ Resources
- University Advising
- Career and Professional Success
- Advancement
- Office of Community, Equity and Diversity

## Conclusion

As we reflect on our progress and any remaining barriers to continued growth and success, it is critically important to affirm that a central and significant lesson learned from the efforts of the task force is that the work of diversity, equity and inclusion is a dynamic and ongoing process. While we have made progress, and some data illustrate positive trend, it is imperative that we continue in a process of authentic reflection and operate out of the understanding that there are people in our community who are not having a positive experience. As such, any success with regard to diversity efforts must be viewed as part of an evolutionary process. Diversity is not a destination exclusively reached by increasing the numbers of students, faculty and staff from historically underrepresented communities. Diversity is also about creating and fostering a campus climate in which *all* UNH community members are safe, valued, can thrive, and in turn are able to succeed.

## Appendices

### Appendix 1 Student Demands Post Cinco de Mayo

Legend		
<b>Red</b>	In accordance with the students, it has been determined that these demands are unattainable	5 of the 15 demands were not reasonably attainable. All 4 were addressed/discussed. For some, no additional information can be provided publicly (i.e., they relate to student conduct or confidentiality).
<b>Yellow</b>	Demands the task force is working on	5 of the 15 are in progress
<b>Green</b>	Demands are complete	5 of the 15 are complete
All of the 15 demands have been discussed and/or have been addressed or are in the process of being addressed.		

*Note that as of April 4, 2018, students who were directly involved with developing demands, felt that meaningful progress has been made. All Task force recommendations includes identification of lines of accountability. Many of these demands will continue as part of the ongoing work of diversity, equity and campus climate.*

On behalf of the Students of Color at the University of New Hampshire, the Black Student Union and other members of fellow Diversity Support Coalition created the below list of demands for Administration to address the current climate towards People of Color on this campus:

~~1. We demand that the Administration issue an immediate, formal apology to the Students of Color whose demands from 1998 were not met. The apology must also address how this University has failed to ensure the safety and wellbeing of current and past Students of Color.~~

*Provost Targett met with a group of the students who were made aware of the reason administration was not going to issue a formal apology. Provost Targett explained that she is new to the university and could not apologize on behalf of previous administrators but could promise that she would do all that she can to change the campus climate moving forward.*

2. We demand that the retention rate of students of color be made public knowledge; then double the retention rate of students of color by distributing more funds to programs that support diversity by the 2021-2022 academic school year. **Student Persistence and Graduation Working Group,**

**Recommendation 1.**

*Senior Vice Provost Vasudevan, confirmed that this information is public and available on the UNH website. The task force working group on student retention has gathered additional data and provided more information in task force meetings. This data is contained in this report and is available on the Provost's webpage and Institutional Research and Assessment.*

3. We demand you add a mandatory 4-credit social justice course requirement, that must be intersectional in nature, to the discovery program. Any instructor for this course must be approved by the director of the Office of Community Equity & Diversity, director of the Office of Multicultural Student Affairs, as well as the DSC student council at the time. **Education and Outreach Working Group Recommendation 3.**

*The task force includes a member of the Faculty Senate who has heard the concern. The task force's Education and Outreach group has also acknowledged this demand and has made a recommendation. The task force notes that there has been a strong diversity initiative relative to English 401, a course that everyone must take at UNH. ENG401 instructors have undergone training to engage students with diversity so students develop greater inter-cultural and writing competency, and the instructors will have two diversity-focused trainings per year.*

4. We demand on-call personnel to address the immediate concerns and to mediate interactions between police and their students.

*UNH Chief of Police Paul Dean has addressed this with his staff. There have been several trainings and and opportunities for further for training will continue into the foreseeable future.*

5. We demand an increase in the number of street lights present on campus to ensure the safety of all students late at night by 2018 spring semester.

*UNH Chief of Police Paul Dean has addressed this demand Chief Dean and his staff have mapped out areas where more lights are needed as well as video cameras.*

6. We demand continual financial support for offices and departments that support diversity through their work explicitly. **All recommendations are aligned with this demand since fiscal resources and/or allocation of resources is a consideration for all demands.**

*Offices such as Community, Equity and Diversity, OMSA and others do have budgets/funding. The task force recognizes the importance of supporting efforts with the necessary resources, especially those that have been deemed institutional priorities. Resource allocation will continue to be addressed by the next iteration of the task force.*

7. We demand you double the number of Faculty and Staff of Color by the end of next academic year. **Faculty Recruitment and Retention Working Group Recommendations 1-6 focus on recruitment and 7-10 on retention.**

*Provost Targett and Dean Kirkpatrick met with a group of the students who were made aware that this is not possible. Provost Targett and Dean Kirkpatrick explained metrics and five-year planning to the students. Faculty and staff recruitment was the topic of one of the task force working groups, and recommendations, action steps, metrics and lines of accountability are outlined in this report.*

8. We demand the immediate removal of a student, owner of the "blackoutlamer" Instagram account that featured a photo of a man in Blackface.

*Provost Targett and Dean Kirkpatrick met with a group of the students who developed the demands and who were made aware that the students were held responsible for their actions, however university officials are unable to provide information about a student's conduct record.*

9. We demand the immediate removal of a student, who posted a photo of a man in Blackface with a racially charged caption regarding today's activities.

*Provost Targett and Dean Kirkpatrick met with a group of student leaders who were members of the group who were made aware that the students were held responsible for their actions, however university officials are unable to provide information about a student's conduct record.*

10. We demand the immediate removal of a student who made a mockery of the very serious issue of deportation and has used the N Word to refer to Black students on this campus. This must be done immediately.

*Provost Targett and Dean Kirkpatrick met with a group of students who were made aware that the students were held responsible for their actions, however university officials are unable to provide information about a student's conduct record.*

11. We demand a social media clause be added to the Student Code of Conduct by the beginning of the next academic year (Fall 2017) stating that students caught posting racially insensitive content will be removed from the University. This clause must be approved by the Office of Community Equity & Diversity, director of the Office of Multicultural Student Affairs, as well as the DSC student council at the time.

*Task Force has addressed this demand. The task force, along with other stakeholders including students, worked to develop a social media policy. This policy is now included in the Student Rights, Rules and Responsibilities*

12. We demand that UNH Police be required to undergo holistic diversity training every month, so that they'll be better equipped to deal with the issues of Students of Color. This must be implemented by the 2018-2019 school year, with explicitly written statements of progress distributed to the DSC Student Council at least twice a semester.

*UNH Chief of Police Paul Dean has addressed this concern with his staff. Chief dean contracted with an outside consultant, Andrew Smith, who provided several sessions to the University Police Department (UPD). Chief Dean has committed to trainings that will take place regularly*

13. We demand all UNH Faculty and Staff be required to undergo holistic diversity training bi monthly. **Education and Outreach Working Group Recommendation #2.**

*The task force's Education and Outreach group has acknowledged this demand and made a recommendation. Note that more than 2000 UNH faculty and staff have undergone training since May of 2017, many trainings have been added, and human resources includes an introduction on diversity and equity in new faculty and staff orientation.*

14. We demand the immediate cancellation of the annual "End of year barbecue" which falls on Cinco de Mayo, and facilitates racist stereotypes that students perpetuate. In addition, we would like the University to issue a formal denunciation of the 'celebration' annually.

*Over the past several months a plan has been developed with key administrators and student leaders to provide education opportunities for students to better understand the meaning and adverse impact of cultural appropriation. The Dean of Students' Office, student leaders, Residential Life, OMSA, Athletics, Housing, University Police, MUB, faculty and others have had a role in developing workshops/presentations on cultural appropriation in April and a Day of Service to be held on the Saturday before finals (which is May 5 this year). The focus will be service and unity. There will be a BBQ hosted by athletics for all students who participate in the Day of Service. The goal is to develop Unity Day, a Day of Service, into a UNH tradition.*

15. If half these demands are not met by the end of next academic year or progress is not deemed efficient by the student leaders in contact with the Dean, we would like to see a member of the administration step down.

*Provost Targett and Dean Kirkpatrick met with a group of students who agreed that this demand was an over reach. The Students indicated that they would nonetheless like to see changes happen within the administration and accountability measures to address past inadequacies with regard to addressing issues of diversity and inclusion implemented.*

Signed,

Joyce Lekien, Gabrielle Greaves, Tyla Smart, Faith Heredia, Iscar Pujols, Nelson Idahosa, Yamilex Bencosme, Spencer Littles, Briana Garcia, and Sydney Phelps

## Appendix 2

### Preliminary Report of Presidential Task Force on Campus Climate

Interim Report  
Presidential Task Force on Campus Climate

**Developing and Sustaining Inclusive Excellence and  
a Safe, Healthy, Equitable Campus Community at UNH**

Jaime Nolan, EdD  
Associate Vice President, Community, Equity and Diversity

Co-Chair President's Taskforce on Campus Climate

Nancy M. Targett, Ph.D.

Provost and Vice President for Academic Affairs

Co-Chair President's Taskforce on Campus Climate



“Thus, promoting diversity is no longer simply a question of answering our moral and social responsibilities, but a matter of academic and institutional excellence.” (Williams, 2013)

### Prologue

*Members of the UNH Community,*

*We condemn the disrespectful language and behavior exhibited on campus around the Cinco de Mayo holiday. Here at UNH and on campuses across the country, there has been a disturbing increase in incidents involving uncivil, even hateful, behavior. We condemn all such acts – they have no place at UNH. We invite the campus community to the Granite State Room in the MUB at 7 p.m. tonight for a conversation about these issues and how we can build a stronger, more respectful UNH community.*

(From a directed communication from President Huddleston and Provost Nancy Targett, May 11, 2017)

*My charge to the Presidential Task Force on Campus Climate is to identify issues of race, inclusion and civility on our campuses and to make recommendations for action. I would like the task force to review existing initiatives and to identify any gaps that need to be addressed. The task force should also make recommendations to improve the process by which ongoing efforts are coordinated, monitored, assessed, and communicated to our community. Because the issues the task force must address touch every corner of the university, extensive engagement with our community is essential. I therefore expect the task force to reach out to and involve the entire UNH community in its work. I would ask that a final report be made by January 19, 2018.*

(President Huddleston’s Charge to the Presidential Task Force, August 2017)

*. . . While we have much to celebrate, I know that many in our community feel a sense of anxiety in the wake of the hatred and violence that shook Charlottesville, Virginia, and much of the nation, this summer. We also witnessed deeply disturbing acts of racism and hate on our own campus last spring. I want to assure you, once again, that the entire leadership team at UNH—from T-Hall to deans to coaches to the UNH Police Department to student life and beyond—is deeply committed to creating and sustaining a safe and inclusive community, one characterized by mutual respect, civil discourse and free expression.*

(From a directed communication from President Huddleston on August 31, 2017)

In early May 2017, incidents sparked by Cinco de Mayo “celebrations” on and off campus generated considerable outrage among students, faculty and staff throughout UNH and the region. Many students, faculty and staff from historically underrepresented communities and UNH community members who have been continuously engaged in diversity, equity and social justice efforts have long been aware of significant climate issues both on campus and in the broader community. The increasing visibility of recent events, however, has provided the broader UNH community with a “wake up call” that is providing us with an opportunity to act broadly, align and coordinate efforts, and create a process whereby all community members recognize that they are stakeholders in creating and sustaining a UNH community where all are welcome, safe, and valued. In this moment, we are renewing our commitment to and working together to create a more inclusive, equitable and just community, work that never truly ends.

Clearly, UNH is at a pivotal moment in its institutional history with regard to Inclusive Excellence, community, equity and diversity. As we reflect on our progress and any remaining barriers to continued growth and success, it is critically important to affirm that a central and significant lesson learned from more focused and sustained attention on issues of diversity is that it is imperative to foster the understanding that the work of diversity, equity and inclusion is a dynamic and ongoing process. As such,

any success with regard to diversity efforts must be viewed as part of an evolutionary process (Williams, 2013). Diversity is not a destination exclusively reached by increasing the numbers of students, faculty and staff from historically underrepresented communities. Diversity is also about changing mindsets and creating and fostering a campus climate in which all UNH community members are safe, thrive, succeed, and experience a sense of belonging (Rankin & Reason, 2008).

### **Inclusive Excellence as an Important Conceptual Framework**

At the University of New Hampshire (UNH), the term Inclusive Excellence had been used frequently, but as a scholarly community it behooves us to periodically revisit the true meaning of such terminology and to reflect critically on the institution's work toward achieving its strategic vision based on that framework. According to Williams et al. (2005), who developed the concept, Inclusive Excellence represents "the last stage of the diversity evolutionary process":

At this inclusive excellence stage, "diversity" is defined broadly and exists at the highest level of institutional importance as foundational to mission fulfillment and academic excellence. It has become a cultural value that manifests itself in myriad ways, including being protected during difficult economic times and leadership transitions. The focus is on strategic diversity thinking, planning, and implementation of organizational systems and policies designed so that the institution fundamentally changes not only programs and policies, but how the campus community understands the challenges and opportunities of diversity. (Williams, 2013, p. 203)

At this stage, frameworks such as affirmative action and equity; multiculturalism and inclusion; and learning, diversity and research are operational and connected. As such, we are operating out of an understanding and belief that diversity is informed by "social imperatives, educational imperatives and imperatives to enhance organizational performance" (Williams, 2013, p. 203). The role of the associate vice president for community, equity and diversity/chief diversity officer (CDO) is to provide broad integrative leadership for a comprehensive, systemic agenda/strategic plan for Inclusive Excellence. It is also essential that the broader campus community and leadership play an active role in all Inclusive Excellence/diversity efforts. In this way, senior leadership is a vocal advocate and actively engages in the implementation of strategic initiatives. The president and provost are proponents of the ongoing work and assist in leading the discussion while empowering the CDO to revise and improve processes. The systems created through this process create a framework through which leaders can be held accountable and strategic diversity, equity and inclusion initiatives continuously and meaningfully evaluated.

### **Building Excellence on the Foundation of Diversity**

As UNH continues to build upon and strengthen the foundation for developing a systemic approach to diversity efforts, this white paper provides a vantage from which to view progress and consider steps towards continued growth. More specifically, the purpose of this report is threefold: 1) to provide a vantage from which to view institutional progress with regard to diversity efforts, 2) to articulate and make visible the challenges and obstacles that may impede further progress, and 3) to make recommendations to inform action that addresses challenges and obstacles and that will support and ensure ongoing progress of diversity efforts. The below themes have been identified as relevant to advancing diversity at UNH:

1. Connectivity: the need for coordination and linkages between programs and departments.
2. The need for structural development and support of pipelines and pathways (internal and external) for both recruitment and retention of faculty, students and staff from underrepresented communities.
3. The need for acknowledging and addressing issues of climate.

4. Communication: developing clear channels and processes that will simultaneously make UNH's diversity efforts visible to the entire UNH community as well as to the external community and positively impact issues of connectivity.

As UNH continues to move away from the mindset of diversity as “add on,” we are developing the understanding that diversity and inclusion are critical threads woven consistently throughout the entire fabric of UNH. By doing so we ensure that diversity/Inclusive Excellence and pluralism are valued and presented as institutional priorities that will be addressed in all aspects of the life of the University. This priority will reflect a commitment to diversity in all of its complexity and affirm it as a core institutional value (Williams, 2013). Therefore, UNH must develop a sustainable inclusive campus climate and make diversity and inclusion integral to a 21<sup>st</sup> century education where we are committed to each of our students becoming good global citizens.

UNH is situated in a demographic context that presents some interesting challenges. New Hampshire is a sparsely populated state with a population of less than 1.3 million people. Although the demographic changes that are sweeping the U.S. are coming somewhat slower to New Hampshire, they are coming, and we as a university must be prepared to transform our institution in order to serve all of our students and New Hampshire communities in accordance with our historic land grant mission. Tables 1 and 2 illustrate the demographics of New Hampshire and the U.S., as well as the student and faculty demographics for UNH, respectively.

**Table 1.** *New Hampshire and U.S. Racial Demographics (Data Obtained from U.S. Census Bureau, estimated for 2016)<sup>1</sup>*

Racial/Ethnic Category	Percentage of Population (NH)	Percentage of Population (US)
White, Non-Latinx	90.8	61.3
Black/African American	1.5	13.3%
American Indian/AK Native	0.3	1.3%
Asian	2.7	5.7%
Native Hawaiian/Pac. Islander	0.1	0.2%
Two or More Races	1.7	2.6%
Hispanic or Latinx	3.5	17.8%
<b>Total</b>	<b>100.6</b>	<b>102.2</b>

**Table 2.** *2016 UNH Student and Faculty Demographics (University of New Hampshire, 2016 a)*

Race/Ethnicity	Undergraduate	Graduate	Faculty
Non-Resident Alien	373	268	20
American Indian/Alaska Native	21	3	3

<sup>1</sup> Totals in excess of 100% indicate both rounding. Also, Hispanics (LatinX), may claim various racial identifications, so are included in applicable racial categories.

Asian	301	50	63
Black or African American	165	28	6
Hispanic/Latin@	423	73	7
Non-Hispanic (two or more races)	222	28	0
Native Hawaiian/Pacific Islander	1	1	0
Unknown	804	88	0
White	10,111	1,621	492

It is clear from the data displayed in Tables 1 and 2 that UNH has some distance to go in increasing the number of students, faculty and staff from underrepresented communities and in creating an inclusive community in all of the complexity associated with diversity. As one of five areas of focus, diversity and Inclusive Excellence are important elements of UNH's current strategic plan, *the University of New Hampshire in 2020*. The strategic plan includes "A Culture of Inclusion and Diversity" (under Visions and Values, p. 10) that emphasizes diversity and inclusion. Additionally, the mission and core values of the strategic plan explicitly embrace diversity, through Inclusive Excellence and an inclusive campus climate. Further, inclusion is one of UNH's six brand pillars.

### **Diversity and Inclusion: The National Landscape**

Today's colleges and universities often express a commitment to diversity and inclusion and strive to design and develop programming to foster inclusive community animated by concerns for equity, access, social justice and Inclusive Excellence. This has required a re-conceptualization and complication of the concept of "diversity," which challenges established notions of community and compels us to think critically about how institutions of higher education define themselves and, indeed, what they truly stand for (Mazur, 2010). While precepts of inclusion and diversity often seem implicitly embedded in strategic plans and diversity initiatives, it is essential to creating effective and impactful institutional change to explicitly articulate diversity and inclusive community as institutional missions and core values (Williams, 2013; Nivet, 2011). Doing so supports the infrastructure needed to support diversity in all of its complexity as well as inclusive community ideals to which institutions appear committed and aspire. To not explicitly enumerate these principles only impedes the process and sends mixed signals to members of our university communities leaving us attempting to create change in a sea of inertia while swimming against and an undercurrent of resistance (Williams, 2013).

Williams' five principles of strategic leadership provide a framework from which to develop and operationalize diversity and inclusion in our current historical context (Williams, 2013, p. 14):

- *Principle 1:* Redefine issues of diversity, equity, and inclusion as fundamental to the organizational bottom line of mission fulfillment and institutional excellence.
- *Principle 2:* Focus on creating systems that enable all students, faculty, and staff to thrive and achieve their maximum potential.
- *Principle 3:* Achieve a more robust and integrated diversity approach that builds on prior diversity models and operates in a strategic, evidenced-based, and data-driven manner, where accountability is paramount.

- *Principle 4:* Focus diversity-related efforts to intentionally transform the institution culturally, not just to make tactical moves that lead to poorly integrated efforts and symbolic implementation alone.
- *Principle 5:* Lead with a high degree of cultural intelligence and awareness of different identities and their significance in higher education.

Clearly, as reflected in the above operating principles, our current historical context has called on us to expand the conversation surrounding diversity and inclusion to include issues of globalization, immigration and migration. These forces, often controversial and oppositional, have created the need to look at issues of diversity more complexly and move beyond responses that have solely been grounded in issues of equity and access (Williams, 2013). Globalization, much like diversity on our college campuses, challenges established notions of community (Mazur, 2010). Further, a world made small by technology is tied to the realization that national borders are more illusory and porous than many of us would like to believe. Yet globalization and the rapid movement of people, ideas, and goods across borders have also created great uncertainty. The result has been the paradoxical rise in nationalism and nostalgia for the past, in the United States and elsewhere, against the background of greater international interdependence and interconnectedness. This dynamic is clearly visible in social and political discourses related to anti-immigration and assimilationist sentiments and the persistence of racism, classism, gender bias, homophobia, and other forms of systemic discrimination. Taken together, these issues appear in complex education policy dialogues related to the purposeful integration of precepts of diversity, inclusion, and social justice through curriculum, pedagogy and campus climate, which require the full participation of all stakeholders (Williams, 2013; Dodson, 2013).

Thus the work of diversity, equity and inclusion asks us to attend to a process rather than only focus attention on results such as increasing representational diversity (Dodson, 2013; Williams, 2013). While the work that has traditionally been associated with diversity still has an important role—we do need to continue in the work of increasing numbers of underrepresented students, faculty and staff on campus—the idea of inclusion transcends traditional notions of representational diversity. Williams (2013) notes that the central precept of inclusion is building the capacity to support diversity systemically. Further, we have learned that efforts to increase the number of students, faculty and staff from historically underrepresented communities and addressing issues of climate must be concurrently ongoing (Williams, 2013). Issues of campus climate and diversity are integral to each other because in order for the goals of diversity and inclusion to be realized, a welcoming campus climate must be created in which all community members can thrive rather than simply survive (Rankin & Reason, 2008).

For our students to become engaged, critical citizens, they must graduate with skills that allow them to negotiate the complex territory of nationalism and interdependence, of difference and commonality. How do we as university communities move closer to this goal? How do we develop and make visible a process whereby students can become “globalist thinkers” and “global humanists?” Change requires our students and us to risk in order to learn and to develop the critical disposition necessary to engage with social and political concepts with an appreciation for their true complexity and uncertainty (Williams, 2013, p. 189).

In *The Courage to Teach*, Parker Palmer (2007) writes that academics tend to “think the world apart” and “fragment reality into an endless series of either-ors” (p. 12). The work of diversity, inclusion and community building requires that we carry paradoxes associated with negotiating difference and commonality—things that appear mutually exclusive. Yet as Palmer (2007, p. 67) explains, “the poles of a paradox are like the poles of a battery; hold them together and they generate the energy of life; hold them apart, and the current stops flowing. When we separate any of the profound paired truths of our lives, both poles become lifeless specters of themselves.” What are the implications of thinking the world apart for the ways in which we work toward establishing welcoming and inclusive campus communities?

What kind of people do we want our students to become? Do we dare to be vulnerable and engage wholeheartedly in the difficult and complex dialogues to form an understanding, however transitory, of these questions as they relate to our work in higher education?

### **Moving Forward and Operationalizing Inclusive Excellence**

At this juncture, success must also be measured by how well UNH will support the infrastructure that is beginning to be created through recent diversity efforts. It should also be noted that continued progress of any diversity initiative is predicated upon an ongoing commitment to taking a systemic approach to issues of diversity (Williams, 2013; Rankin & Reason, 2008). Any success is largely due to initiatives being supported at the top by the Offices of the President and the Provost. By doing so, the efforts of upper and middle management (deans, directors and department heads) are encouraged and well supported which will promote buy-in from the entire UNH community. In order to support changes that have occurred and ensure long-term success, we must make visible approaches that encourage collaboration between programs and create dialogue that allows promising practices, commonalities, strengths and weaknesses, and programs that complement each other to be identified (Williams, 2013). Further development and enhancement can occur through providing opportunities for team building by linking and coordinating a departmental and a university-wide network of individuals and offices. This systemic and connected approach will then facilitate a collective effort and build community between seemingly disparate programs, will serve as a model to the larger UNH community, and ultimately create and sustain the change to which UNH aspires.

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## Appendix 3

### Faculty Recruitment and Retention Working Group: Full Report

**Working group members:**

Victoria Banyard  
Cristy Beemer  
Dennis Britton  
Anne Broussard  
Deborah Merrill-Sands  
Josefina Ondo-Baca  
Donna Marie Sorrentino  
Keith Timmerman

**Purpose:** Strengthening diversity among our faculty at all levels is a critical means for building a more inclusive, respectful, dynamic and innovative campus climate at UNH. It is important for students to have faculty members who share their identities as role models and it is valuable for them to directly experience the benefits of diversity in leadership. Diversity in faculty and other academic leadership roles also broadens the perspectives brought to bear in identifying opportunities and framing and solving problems, all of which are critical to the success of institutions of higher education in addressing the rapid changes and challenges occurring in our “industry.”

**Focus:** With this larger goal in mind, this working group 1) analyzed the current state of diversity among our faculty at UNH; 2) reviewed and discussed best practices for increasing the diversity and inclusion of faculty in higher education; 3) reviewed current practices at UNH, and 4) identified key areas where UNH could strengthen its practices to attract and retain faculty from underrepresented groups and build a more inclusive culture. We further discussed improving the cultural competence of current faculty as a foundation for achieving these goals.

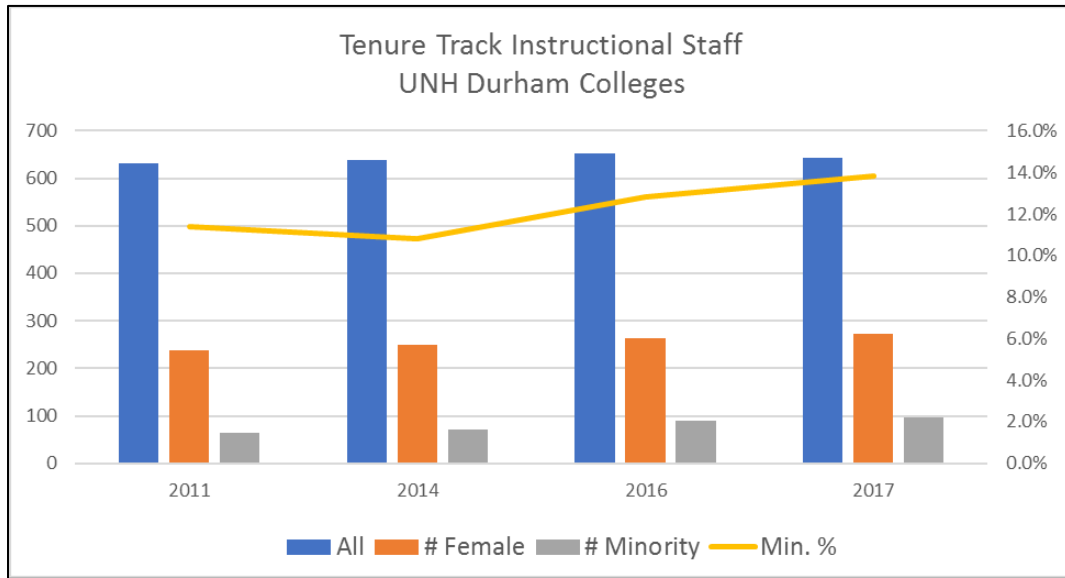
#### Status of Racial and Ethnic Diversity of UNH Faculty

Given that our ADVANCE program has collected and analyzed data on gender diversity of our faculty for several years and communicated its findings and recommendations widely across campus, we decided to focus our attention on racial and ethnic diversity. For this first-level analysis we limited our analysis to tenure and tenure-track faculty. Further analysis will need to be done for lecturer, clinical, research and adjunct faculty.

Our analysis shows that the representation of minority faculty has increased from 12% to 14% since 2011. At the same time the representation of female faculty has risen from 37% to approximately 42% (Fig. 1).



**Fig. 1: Representation of Female and Minority Faculty Members, 2011-2017**  
(number minority and females; percent minority on right axis)



To better assess our effectiveness in attracting and hiring minority faculty, we benchmarked against the National Science Foundation (NSF) data on the supply of PhDs from minority groups in major disciplinary areas going onto the market in 2016, and compared this percentage to the percentage of college hires that were minority candidates over the past four years. While this is a proximate measure since UNH does not solely hire newly minted PhDs, it does suggest that we are keeping pace with, or exceeding the supply of, candidates from underrepresented groups in the market (Fig. 2).

**Fig. 2: Supply of PhDs from Minority Groups, 2016**

NSF Availability 2016	College/Field of Study	% Minority Faculty Hired – 4 Year Avg.
22%	COLSA	19%
20%	CEPS	33%
15%	COLA	24%
22%	PAUL	31%

Note: The NSF data provides the percentage of recent terminal degrees awarded by industry and race. These were mapped onto related fields of study at UNH. Data was not available for the health science fields.

Based on 2017 data, we see that the percentages of minority faculty vary across the five Durham colleges (College of Engineering and Physical Sciences (CEPS), College of Health and Human Services (CHHS), College of Liberal Arts (COLA), College of Life Sciences and Agriculture (COLSA), and Paul College of Business and Economics). The representation is lowest in COLSA and the library at 8% and highest in Paul and CEPS at about 22%.

**Fig 3: Percent of Minority Faculty by College and Library, 2017**

2017	CEPS	CHHS	COLA	COLSA	PAUL	Library
% Minority	22%	10%	14%	8%	22%	8%

However, in Paul and CEPS the large majority of faculty self-reporting as minority are Asian and there is very limited representation from other underrepresented groups. Across the university in 2016, of the 516 faculty who self-reported race/ethnicity, 59 were Asian (12%), 14 were Hispanic or Latino (3%), nine were Black or African American (2%), six were American Indian or Alaskan Native (1%), and five were Non-Hispanic–two or more races (1%). Fifty-nine of the faculty did not report their racial/ethnic identity. These data suggest that much more attention needs to be given to recruiting and retaining faculty members identifying as Hispanic/Latino, Black/African American, and American Indian/Alaskan Native.

**Recommendation 1:** Synthesize data on minority representation among faculty of all categories at both the university and college levels and make the data public within the community on an annual basis. This disciplined practice will keep UNH focused on the goal of increasing diversity and enable us to monitor progress in a systematic way. We recommend that similar data also be presented by major staff categories.

#### Action steps

- The Office of Affirmative Action and Equity and Office of Community, Equity and Diversity synthesize and publish data on diversity at all faculty levels annually.
- The Faculty Senate, Provost, Deans' Council, and the executive committees of the colleges review trend data annually.

**Recommendation 2:** Synthesize five-year trend data annually on representation of candidates from unrepresented groups at the four stages of the recruitment process at the university and college levels.

#### Action steps

- The Office of Affirmative Action and Equity and Office of Community, Equity and Diversity synthesize search data annually at the university and college levels.
- The Office of Affirmative Action and Equity and Office of Community, Equity and Diversity synthesize five-year trend data on representation of candidates from underrepresented groups at the four stages of the recruitment process annually at the university and college levels.
- The Faculty Senate, Provost and Deans' Council review this data annually.

## Recruitment and the Search Process

### Resources to strengthen diversity recruitment

It is important that UNH uses best practices systematically to develop and support internal and external pipelines and pathways for recruitment and retention of faculty from underrepresented groups. The working group found that UNH has many valuable resources available to assist faculty search committees in using best practices in the search process. For example, current resource pages include:

- [Human Resources hiring toolkit](#)
- [Human Resources Welcome to UNH Page](#)
- [Affirmative Action Search Guides](#)
- [ADVANCE](#)
- [ADVANCE best practices](#)

- [Faculty Search Manual](#)
- [WELCOME TO UNH site from Residential Life](#) (targeted to that department but good concept)

However, these resources are dispersed across a number of different offices (e.g. Human Resources; Office of Affirmative Action and Equity; Office of Community, Equity and Diversity). As a result, the resources are not readily available to search committees and may not be optimally used to ensure diversity in the candidate pools.

The creation of a site map/centralized portal that outlines all the recruitment and retention steps and serves as a clearinghouse for best practices and information that is currently housed in different places across campus would provide critical support to search committees, academic administrators, and department chairs in their efforts to strengthen UNH's ability to attract, hire and retain faculty from underrepresented groups. Currently there is redundancy and decentralization making it difficult for search committees to have the most up-to-date materials and practices at their fingertips. A centralized location could also ease administrative redundancies in updating documents and ensure that current information is shared widely.

This central portal would start with an overall infographic that visually represents a flow chart of all key pieces of the recruitment and retention process including:

1. Creating an advertisement for the position and active recruitment strategies (i.e., best practices for actively reaching out to higher education formal and informal networks to recruit rather than passively wait for applicants).
2. Training of search committees to reduce microaggressions and implicit biases, and best practices for evaluating scholarship.
3. On-campus interviews.
4. Welcoming newly hired faculty (see for example Residential Life website for new hires).
5. Formal mentoring at department and college levels (see for example new Human Resources system for checking in with new staff hires throughout first year).

**Recommendation 3:** Consolidate all of the available resources (e.g., sources, processes and best practices) for recruitment and retention of faculty from underrepresented groups in a centralized website/portal dedicated to ensuring equity and diversity in faculty hiring and retention. A central portal will make it easy for department search committees to access resources needed for more proactive and inclusive faculty searches. We expect that the use of this portal will help enhance and improve the recruitment of a diverse applicant pool for faculty searches and improve the welcoming and mentoring process to retain new faculty after they arrive.

#### **Action steps**

- Identify and assign one office to oversee creation of portal. (By end of academic year 2017-18)
- Identified office assembles small committee to help identify needed resource links on and off campus. Committee prepares list of resources to be linked on portal and has conversations with offices whose materials will be linked. (Fall 2018)
- Usability testing of beta version of the portal by faculty from different colleges. (Spring 2019)
- Determine office/person responsible for keeping the portal up-to-date. (Spring 2019)
- Launch portal. (Fall 2019)
- Maintain and update portal. (ongoing)

#### **Infrastructure and processes to strengthen diversity recruitment**

The working group reviewed the roles and responsibilities of the Office of Affirmative Action and Equity (OAAE); the Office of Community, Equity and Diversity; and the dean's office at each stage of the recruitment process. Currently, the OAAE carries the majority of responsibility for ensuring that UNH recruitment practices support the mobilization of a diverse pool of candidates and fair and unbiased review of candidates throughout the process.

The working group concluded that the deans' offices in the colleges should play a more proactive role in supporting the work of OAAE to ensure that policies and best practices are systematically applied. The strengthened partnership would ensure stronger leadership and oversight from the dean's office as well as messaging to search committee chairs and committee members about diversity goals and expectations. For example, the dean's office should:

- Ensure that department chairs and search committee chairs meet with the Director of OAAE to fully understand the policies, processes, and practices required for searches that will mobilize a diverse candidate pool.
- Review the search plans and affirmative action reports submitted at each stage of the search process in parallel with the OAAE.
- Be proactive in encouraging search committee members to participate in training on implicit bias and other workshops designed to strengthen diversity and inclusion at UNH.
- Support the work of the "equity advisors" established by the Office of Affirmative Action and Equity in each college to oversee college-specific search processes and provide a clear set of expectations for collaboration between the search committees and the "equity advisors."

**Recommendation 4:** Deans' offices in the colleges proactively support the work of the Office of Affirmative Action and Equity to ensure that policies and best practices for building diversity in candidate pools and throughout the search process are systematically applied. The strengthened partnership would ensure stronger leadership and oversight from the dean's office as well as messaging to search committee chairs and committee members about diversity goals and expectations.

#### **Action steps**

- Ensure that department chairs and search committee chairs meet with the director of the Office of Affirmative Action and Equity to fully understand the policies, processes and practices required for searches that will mobilize a diverse candidate pool.
- Review the search plans and affirmative action reports submitted at each stage of the search process in parallel with the Office of Affirmative Action and Equity.
- Proactively encourage search committee members to participate in training on implicit bias and other workshops designed to strengthen diversity and inclusion at UNH.
- Support the work of the "equity advisors" established by the Office of Affirmative Action and Equity in each college to oversee college-specific search processes and provide a clear set of expectations for collaboration between the search committees and the "equity advisors."

#### **Representation of diverse candidates in recruitment process**

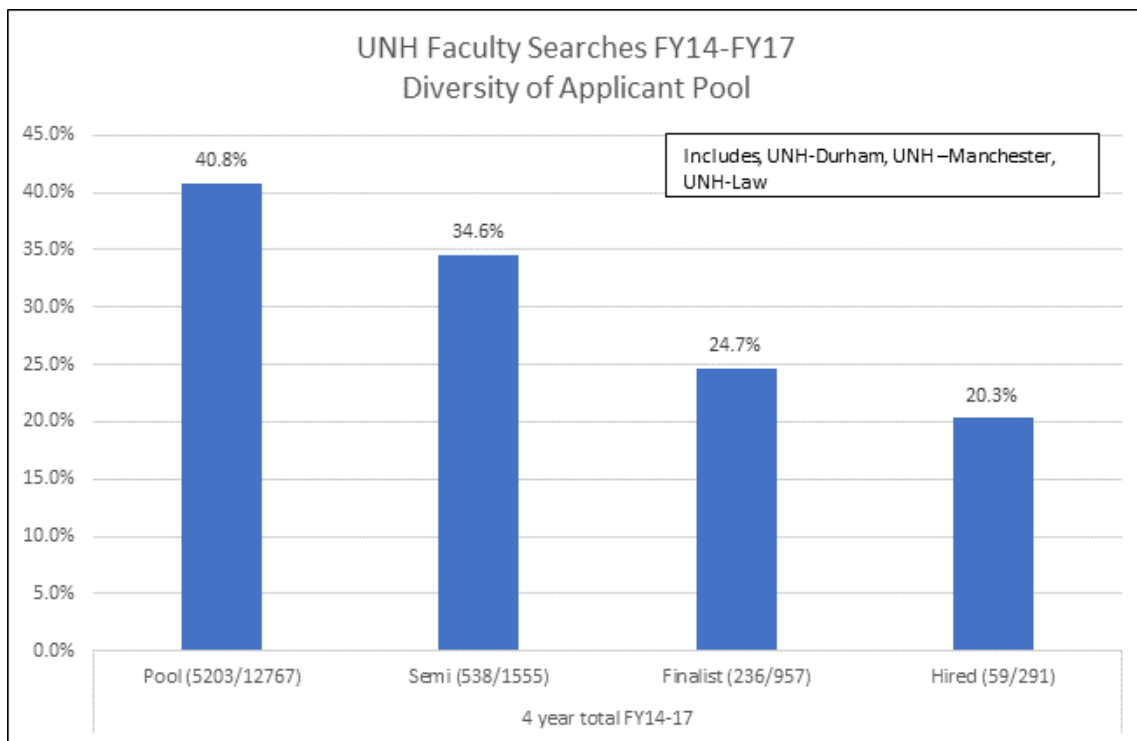
We analyzed the recruitment process to determine UNH's effectiveness in attracting applications from faculty of underrepresented groups and their representation at the key stages of the search process. We examined data on minority candidates in searches for 307 tenure-track/tenured positions across all colleges, including UNH Manchester (UNHM) and UNH Law, from FY14 through FY17. During this time period, on average, faculty representing underrepresented groups comprised 41% of the applicant

pool. Their representation declined over the course of the search process to 25% of finalists and 20% of hired faculty (Fig. 4). The percent of minority hires each year ranged from 16% to 23%.

We see the largest decline in percentage representation of underrepresented groups between the semi-finalist and finalist stages. This suggests that there may be opportunities for enhancing practices to ensure that the pool of semi-finalists has a strong representation of candidates from minority groups.

Not surprisingly, there is wide variability across the colleges. Looking only at 71 searches in FY16, we see that Paul and CEPS had the highest representation of applicants from minority groups (around 60%) while CHHS, COLA and UNHM were all below 30%. Part of this variation is likely explained by the disciplines represented.

**Fig. 4: Percent of candidates from minority groups at discrete stages of the search process, FY14-FY17 (n-307 searches)**



**Recommendation 5:** Fortify new chair orientation to include cultural competency and search process overviews from the Office of Affirmative Action and Equity and the Office of Community, Equity and Diversity.

**Action steps**

- Discuss this recommendation with the Senior Vice Provost for Engagement and Faculty Development and others who oversee orientation for new department chairs.
- Identify and create necessary programming.
- Include the updated programming in academic year 2018-19 new chair orientation.

**Recommendation 6:** Create a new item on the search committee checklist to verify that the department is inquiring about cultural competency skills as part of the search process. Work with the Academic Affairs committee of the Faculty Senate to engage in a discussion of how to promote this piece of the search

process. As part of the search process, search committees should explore skills in cultural competence as part of routine questions for candidates. For example, the Social Work Department requires finalists for a position to submit a cultural competence statement.

**Action steps:**

- Create a new item on the search committee checklist that faculty search committee chairs are required to complete as part of launching a faculty search to verify that the department is inquiring about cultural competency skills as part of the search process.
- Initiate discussion between Office of Community, Equity and Diversity and Academic Affairs committee of Faculty Senate about this new item, including sharing examples from departments that already engage in this practice.
- Search committees examine candidates' skills in cultural competence as part of routine questions for candidates.

**Recommendation 7:** The Office of the Provost, together with college deans, develop creative means to attract more early-career faculty from underrepresented minorities as a way to engage them in the UNH community before they have to make decisions about pursuing tenure-track positions. Possible mechanisms include expanding post-doctoral fellowship opportunities or building programs like the dissertation fellowship initiative developed in the Department of English. The dissertation fellowship provides opportunities for doctoral students in their final year of work to be on campus, teaching at a reduced load with the understanding that there will be an open search the following year that they can apply for. This initiative has yielded positive results in building diversity in the English department.

**Action steps**

- Expand post-doctoral fellowship opportunities.
- Determine possible sources of funding and work to create at least one or two fellowships per college.
- Expand programs such as the dissertation fellowship initiative developed in the Department of English that has yielded positive results in building diversity in the English department.
- Hire two fellows in at least two colleges for academic year 2019-20.
- Conduct process evaluation of success of program.
- Review results of program and plan for sustainability and possible expansion for academic year 2020-21.
- Issue travel grants to search committees to attend national meetings where new doctorates from underrepresented groups gather.

## **Retention of Faculty**

Strengthening recruitment of faculty from underrepresented groups needs to be complemented by devoting more systematic attention to retaining the recruited faculty and fostering a greater culture of inclusion. Retention and inclusion could be strengthened by extending the onboarding process, expanding mentoring resources, and fostering training in cultural competencies as a key facet of professional development for faculty.

**Recommendation 8:** Further develop the onboarding process for new faculty so it extends beyond the current new faculty orientation program, and augment resources beyond those already provided by the university and individual colleges.

**Action steps**

- Include social justice training as part of new faculty orientation and provide background information about historical events on campus and current climate issues, including key initiatives focusing on climate.
- Establish a regular series of roundtable discussions and/or workshops for underrepresented faculty at designated levels (i.e., pre-tenure, mid-career, post-tenure).
- Explore university membership in the National Center for Faculty Development and Diversity, which provides trainings and resources to member institutions.
- Promote awareness of the confidential resources for teaching through the Center for Excellence and Innovation in Teaching and Learning so that it is a safe space to get help with issues of inclusive teaching.
- Develop a parallel check-in process for new faculty similar to the process Human Resources uses for new staff members.

**Recommendation 9:** Encourage colleges and departments to provide more transparent and formalized mentoring processes for all new faculty with particular attention to faculty from underrepresented groups.

**Action steps**

- Provide incentives to encourage senior faculty to participate in mentoring of junior faculty within/across colleges (e.g., compensation, such as course release time or stipends).
- Offer a luncheon training for senior faculty related to mentoring skills, including aspects of cultural competence.
- Replicate and expand the successful “Pathways to Professorship” mentoring program to address needs and issues specific to underrepresented faculty.

**Recommendation 10:** The Senior Vice Provost for Engagement and Faculty Development; Office of Affirmative Action and Equity; Office of Community, Equity and Diversity; and college deans assess issues of retention and inclusion of faculty from underrepresented groups and develop a comprehensive strategy to address the identified issues.

**Action steps**

- Consult with current underrepresented faculty to gather information on their experiences at UNH and assess issues that could undermine retention or successful career progression. Learn what they believe is most important to supporting them for success at UNH and what is still needed. (Spring 2018)
- Identify small group to meet with the Senior Vice Provost for Engagement and Faculty Development and representatives from the UNH ADVANCE program to identify current “Pathways to Professorship” roundtable discussion/workshops/events that could be reconfigured for a unique pathways program for underrepresented faculty. (Early summer 2018)
- Develop a stepwise plan for a small fall 2018 pilot program launch and ways to grow the program over the next two years. (Summer 2018)
- Colleges identify a committee representative from each department to make the current mentoring process more transparent or to develop a formal mentoring process, and to develop justification to college deans to provide incentives to senior faculty to participate in the mentoring process. (Fall 2018)
- Appropriate representatives meet with Center for Excellence and Innovation in Teaching and Learning (CEITL), the Office of Engagement and Outreach, and other colleges with solid

mentoring practices to inventory current resources that meet the above mentoring and inclusive teaching needs. Present results and critical gaps to Deans' Council/Provost for review. (Fall 2018)

- Launch pilot mentoring program/resource in college(s). (Spring 2019)



## Appendix 4

### Outreach and Education Working Group: Full Report

**Working group members:**

Darnelle Bosquet-Fleurival  
Paul Dean  
Sarah Jacobs  
Annie Jones  
Meghan Linehan  
Elena Ryan  
Marty Scarano  
Mike Shuttic  
Andrew Smith  
Rory Wilson

**Purpose:** Outreach and education are essential to building a safe, more inclusive and respectful campus climate at UNH. We must offer ongoing opportunities to build upon understanding and enhance the skills needed to continue to improve campus climate.

**Focus:** With this larger goal in mind, this working group 1) analyzed the current state of diversity and social justice training offerings throughout UNH; 2) reviewed and discussed communication channels through which the UNH community is made aware of education, outreach and training opportunities; 3) reviewed current practices at UNH; and 4) identified key areas where UNH could strengthen its impact with regard to outreach and education.

### Communication Channels

Although much work is being done at UNH to improve the campus climate and to develop and sustain a safe, healthy, inclusive and equitable campus community, many people are not aware of the breadth and depth of this work. Lack of awareness of events and trainings related to diversity, equity and social justice can lead to fewer people being trained and a perception that this work is not valued at UNH.

**Recommendation 1:** Create a centralized information system so all diversity, equity and campus climate initiatives are more visible.

**Action steps**

- Create a more comprehensive master calendar, which should include a list of all major holidays for religions other than Christianity and all diversity-, equity- and social justice- related events and trainings happening on campus.
- Add access to the master calendar directly from Canvas to provide UNH students, faculty and staff easy access to the information.
- Incorporate the master calendar into UNH's public online platforms and market the new information system to students, faculty and staff.
- Increase awareness of the availability of this information through coverage in *The New Hampshire*, social media posts from UNH pages and directed communication.
- Collect progress metrics and disseminate to the President's Advisory Council on Campus Climate annually.

The success of this system will be evaluated by an increase in the online traffic to the master calendar, an increase in participation in events and trainings, and students verifying that they know they have access to the information, potentially through survey responses. This information should be collected and communicated to the President's Advisory Council on Campus Climate annually.

## **Social Justice Education**

While there has been meaningful change and progress in improving the climate at UNH, this work is never done. Thousands of students, faculty and staff have attended diversity-, equity-, and social justice-related events and trainings, but many thousands have not. This training is also not "one and done;" we can all continue to learn and grow. Increasing the opportunities for everyone on campus to participate in social justice education should increase attendance and raise awareness and literacy across campus.

**Recommendation 2:** Provide campus-wide social justice education.

### **Action steps**

- Provide social justice education trainings for all executive members of student organizations.
- Incorporate social justice education into first-year orientation for students.
- Include social justice education in Human Resource training for faculty and staff.
- Create a series of social justice education videos for Human Resources to use to train faculty and staff.
- Offer social justice education trainings in each college for faculty.
- Offer social justice education trainings in individual departments for staff.
- Shorten social justice training from eight hours to three hours for some programming.
- Every department, office, college and organization submits an annual report to the President's Advisory Council on Campus Climate on the number and types of trainings offered and the rates of attendance.

The success of the providing campus wide social justice education will be evaluated by an increase in the number of trainings provided; an increase in attendance at social justice trainings and events; and students, faculty and staff affirming that they believe they are more literate in issues of social justice (through evaluations or survey results). Every department, office, college and organization will submit an annual report to the President's Advisory Council on Campus Climate that outlines trainings offered and the rates of attendance.

## **Social Justice Curriculum**

Providing diversity-, equity-, and social justice-related training is vital to improving campus climate and improving the experiences of all members of the UNH community. However, addressing student demand #3, as an educational institution we can go one step further and incorporate social justice into the curriculum. A systemic approach of embedding social justice into the curriculum widens faculty and student exposure, emphasizes that diversity is a core value at UNH, and helps weave diversity and inclusion into the fabric of the institution.

**Recommendation 3:** Identify opportunities for incorporating social justice into the curriculum (student demand #3).

### **Action steps**

- Incorporate a social justice component into the Discovery Program.

- Incorporate social justice education into all first-year seminar curricula (e.g., FIRE).
- Share current (2017-18) model used in ENGL 401 and identify ways to further improve and incorporate it into other areas of the academic curriculum.
- Create a comprehensive list of all the courses already offered within the parameters of social justice education and identify the faculty teaching them.
- Maintain the list as changes are made to the curriculum.
- Responsible parties report to the President's Advisory Council on Campus Climate on the progress of the recommended actions within the first academic year after the recommendations are made.

The success of incorporating social justice into the UNH curriculum will be evaluated by the presence of a distinct social justice component in the Discovery Program, an increase in the number of classes and seminars taught with a social justice component, and an accounting of all social justice education already present in the curriculum and the faculty engaging with it. The progress of incorporating these curricula should be reported to the President's Advisory Council on Campus Climate within the first academic year after the recommendations are made.

## Appendix 5

### Student Persistence/Retention and Graduation Working Group: Full Report

#### Working Group members

Kathy Fletcher  
 Gabrielle Greaves  
 Meghan Linehan  
 Debora McCann  
 Christian Merheb  
 P.T. Vasudevan

**Purpose:** Increasing retention and graduation rates of underrepresented minorities and first generation students goes hand in hand with increasing diversity on campus. It is important for students to have access to TRIO Student Support Services and other programs that help them with study skills. Nationwide, degree completion rates remain low among first-generation students and underrepresented minorities. UNH enjoys a 40-year history of improving outcomes for students who are supported by CFAR and TRIO. We need to expand these programs.

**Focus:** This working group looked at historical data on retention and graduation rates, which are now available on the UNH website. We identified ways to improve retention and graduation rates such as making MyWildcat Success available as an advising tool to not only academic departments and units but also to the Center for Academic Resources, rolling out a customized Student Success Predictive Model (SSPM) that predicts the likelihood of our students graduating in six years or less, examining ways of providing additional staffing in Student Support Services to help increase the persistence of our underrepresented minorities and first generation students, and acknowledging the need to identify non-academic reasons for lower retention and addressing these issues.

### Background

We examined historic data on graduation rates by ethnicity. Andy Colby (Registrar), Phil Paradis (Consultant) and P.T. (Vasu) Vasudevan (Senior Vice Provost for Academic Affairs) analyzed six-year graduation rates of non-transfer students who graduated from the University of New Hampshire (Durham) between 2012 and 2017. This analysis was based on data obtained from EAB's Student Success Collaborative.

The following parameters and assumptions are valid:

- Graduation within: 6 years
- Students who first enrolled between: Fall 2006 - Fall 2011 (or graduated between 2012-2017)
- Transfer status: Only non-transfers
- Students with fewer than five credits were excluded.
- Graduation rate: % of attempts by graduated students from the selected college
- COLA was divided into
  - COLA Dec = students with declared majors in COLA
  - COLA Und = undeclared students in COLA

We also examined retention rates by ethnicity and address some of the issues that were identified in student demand #2:

- Make retention rate of students of color available.
- Set a goal to increase the retention rate of students of color.
- Provide additional funding to programs that support diversity by the 2021-22 academic school year.

The data compiled by the working group mirror broader national trends in higher education related to persistence and graduation rates for students from historically underrepresented communities. The data suggest that historic, intersected inequities related to race, ethnicity and class significantly impact many of these students' academic outcomes as measured by the six-year graduation rate.

The support services for students from historically underrepresented communities have significantly contributed to these students' academic success. While degree completion rates remain low nationwide among first-generation, low-income students, UNH enjoys a 40-year history of improving outcomes for some of those students. As host of a TRIO–Student Support Services (SSS) grant from the U.S. Department of Education, UNH provides critical support for 200 of its neediest students. Participants **are consistently retained** ~~consistently graduate~~ at higher rates than their eligible peers who do not participate, and even outperform students at large. We remain mindful to provide these supports without proceeding from a deficit lens that positions these students and communities as “culturally deficient.”

Future efforts that might solidify existing support services may include curricular and pedagogical review and modifications, as well as action steps identified through the upcoming 2019 university climate study. The reorganization of several units under Academic Success, including CFAR, TRIO-Student Support Services, University Advising Center, Connect, ProVES, Orientation and First Year Programs, Civic and Community Engagement and Study Away, U.S.A is promising with regard to better meeting the academic needs of a broader group of students.

## Graduation Rates

Table 1 shows the number of graduates in each group who have graduated between 2012 and 2017, and the percentage breakdown of graduates by ethnicity.

**Table 1: Graduates by Ethnicity, 2012-2017**

<b>Ethnicity</b>	<b>Students</b>	<b>%</b>
White-nonhispanic	15,396	77.0%
Asian-Pacific Islander	532	2.7%
Hispanic	451	2.3%
Black-nonhispanic	333	1.7%
Non-resident alien	132	0.7%
American Indian/Alaskan Native	94	0.5%
Unknown <sup>1</sup>	2,581	12.9%
Undefined ethnicity <sup>2</sup>	475	2.4%
<b>Total</b>	<b>19,994</b>	<b>100.0%</b>

<sup>1</sup>“Unknown” means that the data file lists “Unknown” for these students

<sup>2</sup>“Undefined ethnicity” means there were null values/blank cells in the data file for these students

Tables 2 and 3 show the ethnicity breakdown by college and a heat map that compares the data to overall (UNH) ethnicity. It is evident from Table 2 that the percentage of white-nonhispanic graduates in each college over the five year period is about the same. It is also true that the percentage of graduates in each of the other ethnic groups, while small, is also very similar in each of the colleges. Table 3 shows distribution of graduates in each group and in each college with respect to the overall UNH average.

**Table 2: Ethnicity Breakdown by College**

	<b>CEPS</b>	<b>CHHS</b>	<b>COLA Dec</b>	<b>COLA UND</b>	<b>COLSA</b>	<b>PCBE</b>	<b>Overall</b>
White-nonhispanic	77%	80%	76%	77%	76%	78%	77%
Asian-Pacific Islander	4%	2%	2%	2%	3%	3%	3%
Hispanic	2%	2%	3%	2%	2%	2%	2%
Black-nonhispanic	1%	2%	2%	2%	1%	1%	2%
Non-resident alien	1%	1%	1%	0%	1%	1%	1%
American Indian/Alaskan Native	0%	0%	1%	0%	0%	1%	0%
Unknown	13%	11%	13%	14%	14%	12%	13%
Undefined ethnicity	3%	2%	3%	2%	3%	2%	2%
<b>Overall</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Table 3: Ethnicity Breakdown by College Compared to Overall Ethnicity Breakdown**

	<b>CEPS</b>	<b>CHHS</b>	<b>COLA Dec</b>	<b>COLA UND</b>	<b>COLSA</b>	<b>PCBE</b>	<b>Overall</b>
White-nonhispanic	-0.4%	2.7%	-1.1%	-0.5%	-0.8%	0.6%	0.0%
Asian-Pacific Islander	1.4%	-0.9%	-0.7%	-0.5%	0.8%	0.3%	0.0%
Hispanic	-0.6%	-0.2%	1.0%	0.2%	-0.5%	-0.1%	0.0%
Black-nonhispanic	-1.0%	0.3%	0.2%	0.8%	-0.3%	-0.5%	0.0%
Non-resident alien	0.0%	0.2%	-0.2%	-0.2%	0.0%	0.3%	0.0%
American Indian/Alaskan Native	-0.1%	-0.1%	0.1%	0.0%	-0.1%	0.2%	0.0%
Unknown	0.4%	-1.7%	0.1%	0.7%	0.6%	-0.5%	0.0%
Undefined ethnicity	0.4%	-0.1%	0.4%	-0.5%	0.3%	-0.3%	0.0%

Tables 4 and 5 show college breakdown by ethnicity and a heat map that compares the data to overall college breakdown. One interesting observation is that there are more hispanic and black-nonhispanic graduates from the College of Liberal Arts (COLA) compared to the other colleges (and especially the College of Engineering and Physical Sciences (CEPS)).

**Table 4: College Breakdown by Ethnicity**

	<b>CEPS</b>	<b>CHHS</b>	<b>COLA Dec</b>	<b>COLA UND</b>	<b>COLSA</b>	<b>PCBE</b>	<b>Overall</b>
White-nonhispanic	14%	15%	17%	22%	16%	16%	<b>100%</b>
Asian-Pacific Islander	21%	9%	13%	18%	21%	17%	<b>100%</b>
Hispanic	10%	13%	25%	24%	12%	15%	<b>100%</b>
Black-nonhispanic	6%	17%	19%	33%	14%	11%	<b>100%</b>
Non-resident alien	14%	18%	13%	15%	16%	24%	<b>100%</b>
American Indian/Alaskan Native	11%	11%	21%	21%	14%	22%	<b>100%</b>
Unknown	15%	13%	17%	23%	17%	15%	<b>100%</b>
Undefined ethnicity	16%	14%	20%	18%	19%	14%	<b>100%</b>
<b>Overall</b>	14%	15%	17%	22%	16%	16%	<b>100%</b>

**Table 5: College Breakdown by Ethnicity Compared to Overall College Breakdown**

	<b>CEPS</b>	<b>CHHS</b>	<b>COLA Dec</b>	<b>COLA UND</b>	<b>COLSA</b>	<b>PCBE</b>
White-nonhispanic	-0.1%	0.5%	-0.2%	-0.1%	-0.2%	0.1%
Asian-Pacific Islander	7.2%	-5.1%	-4.1%	-4.2%	4.7%	1.6%
Hispanic	-3.7%	-1.4%	7.7%	2.1%	-3.9%	-0.8%
Black-nonhispanic	-8.4%	2.3%	2.3%	10.7%	-2.5%	-4.4%
Non-resident alien	-0.5%	3.7%	-4.1%	-7.1%	-0.4%	8.4%
American Indian/Alaskan Native	-3.5%	-3.9%	4.3%	-1.0%	-2.5%	6.5%
Unknown	0.4%	-2.0%	0.2%	1.2%	0.8%	-0.7%
Undefined ethnicity	2.1%	-0.8%	2.9%	-4.4%	2.2%	-2.0%
<b>Overall</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**Graduation Rate by Ethnicity**

Figure 1 shows six-year graduation rates by ethnicity. Compared to “white-nonhispanic” graduates, the graduation rates for all other groups are lower.

**Fig. 1: Graduation Rate by Ethnicity**

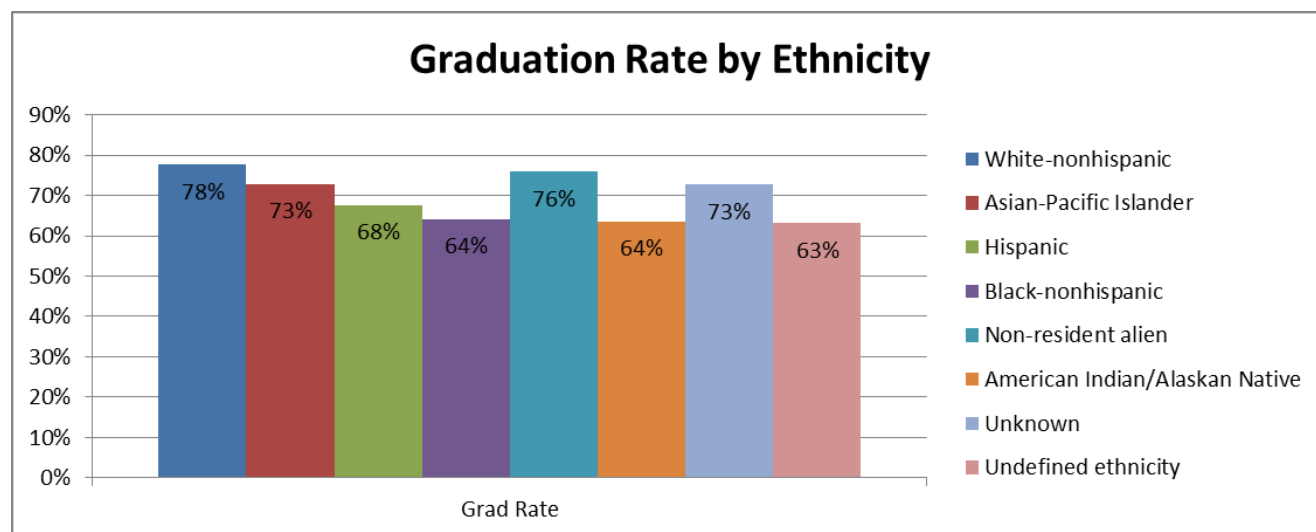


Table 6 shows a comparison of six-year graduation rates by ethnicity in each college compared to an overall UNH graduation rate. It is evident from the table that graduates in the College of Health and Human Services (CHHS) and Paul College of Business and Economics (PCBE) generally do much better than their counterparts in other colleges.

**Table 6: Heat Map of Graduation Rate in College minus Average UNH Graduation Rate**

Avg	Ethnicity	CEPS	CHHS	COLA Dec	COLA UND	COLSA	PCBE
78%	White-nonhispanic	0%	9%	0%	-4%	-1%	8%
73%	Asian-Pacific Islander	-5%	11%	2%	-2%	-1%	11%
68%	Hispanic	7%	21%	1%	-9%	-2%	7%
64%	Black-nonhispanic	15%	20%	0%	-7%	5%	4%
76%	Non-resident alien	-15%	3%	12%	4%	10%	-1%
64%	American Indian/Alaskan Native	-34%	36%	-4%	1%	6%	32%
73%	Unknown	1%	5%	-1%	-2%	2%	11%
63%	Undefined ethnicity	-2%	18%	-1%	-4%	2%	4%

Table 7 shows a comparison of six-year graduation rates by ethnicity in each college compared to the average graduation rate in the same college. The average graduation rate in each college is shown above the table.

**Table 7: Heat Map of Graduation Rate in College minus Average College Graduation Rate**

	76%	86%	76%	72%	76%	84%
Ethnicity	CEPS	CHHS	COLA Dec	COLA UND	COLSA	PCBE



White-nonhispanic	2%	1%	2%	1%	1%	1%
Asian-Pacific Islander	-8%	-2%	-1%	-1%	-3%	0%
Hispanic	-1%	3%	-8%	-13%	-10%	-9%
Black-nonhispanic	3%	-2%	-12%	-15%	-6%	-16%
Non-resident alien	-15%	-6%	12%	8%	10%	-9%
American Indian/Alaskan Native	-46%	14%	-16%	-7%	-7%	11%
Unknown	-2%	-7%	-4%	-1%	-1%	0%
Undefined ethnicity	-15%	-4%	-14%	-13%	-11%	-18%

Table 8 shows a heat map when white-nonhispanic, undefined and unknown categories are excluded from the data.

**Table 8: Graduation Rate in College minus Average College Graduation Rate (without white-nonhispanic, undefined and unknown)**

	68%	85%	70%	63%	71%	79%
<b>Ethnicity</b>	<b>CEPS</b>	<b>CHHS</b>	<b>COLA Dec</b>	<b>COLA UND</b>	<b>COLSA</b>	<b>PCBE</b>
Asian-Pacific Islander	0%	-1%	5%	8%	1%	5%
Hispanic	6%	3%	-1%	-4%	-5%	-4%
Black-nonhispanic	11%	-2%	-6%	-6%	-2%	-11%
Non-resident alien	-7%	-6%	19%	17%	14%	-4%
American Indian/Alaskan Native	-38%	15%	-10%	2%	-2%	16%

### Retention

UNH retention and graduation data are available at the [IR&A website](#). It is clear from the tables that the overall second year retention has held steady at 86%. However, the second year retention for Black-nonhispanic students and Hispanic students is lower, ranging from 76-83%. Factors that impact retention are shown in Table 9. The Recruitment and Retention Committee of the President’s Commission on the Status of People of Color looked at retention rates for students of color, but the data were limited to only one cohort – students entering in fall 2011.

**Table 9: Factors Impacting Retention**

ACADEMIC	IMPLEMENTATION OF STUDENT SUCCESS COLLABORATIVE – CAMPUS BOTTLENECK COURSES, DFW ETC. CURRICULUM MAPPING
NON-ACADEMIC	ADMISSION PROCESS – CORRELATION OF STUDENT SUCCESS DATA WITH PRE-COLLEGE ACADEMIC PREP, DETERMINING WHY STUDENTS LEAVE UNH. LINKING WITH NATIONAL CLEARINGHOUSE DATA

## Tools to improve retention

Our goal is to increase retention and graduation rates for all students. We do not recommend a specific goal or metric for increase in graduation and retention rates, but would like to see a steady increase in both rates. UNH has contracted with EAB (formerly Education Advisory Board) to utilize Student Success Collaborative - Campus (SSC), a platform that combines predictive analytics and communication tools for academic advising and tutoring. UNH is calling this platform MyWildcat Success. University Advising was part of the initial pilot that ended successfully last fall, and the program is now 100% live. It is in the process of being rolled out to the colleges with the expectation that more users (i.e., faculty, professional staff) will start using the platform, which can be used to monitor and increase graduation and retention rates.

EAB has built a customized Student Success Predictive Model (SSPM) for UNH that predicts the graduation likelihood of our students. SSPM incorporates the latest breakthroughs in statistics and data science, placing UNH at the cutting edge of student-insight technology. SSPM can be used for early identification of students who might need extra guidance. UNH will be testing this model in the coming months.

It is equally important to identify and monitor bottleneck and/or gateway courses to develop success markers (a key course or set of courses that provide a measure of graduation rate) for our students. This is currently being developed through MyWildcat Success. In addition, the provost's office is working with Career and Professional Success (CaPS) to develop curriculum and career mapping for each of our majors to illustrate to students in all majors potential pathways for their time at UNH and beyond. As shown in Table 9, there are also non-academic reasons for lower retention that need to be addressed.

Simultaneously, it is important to provide student support services to underrepresented minorities and first-generation students. While nationwide degree completion rates remain low among first-generation, low-income students, UNH enjoys a 40-year history of improving outcomes for some of those students. As host of a TRIO–Student Support Services (SSS) grant from the U.S. Department of Education, UNH provides critical support for 200 of its neediest students. Participants **are** consistently **retained graduate** at higher rates than their eligible peers who do not participate, and even outperform students at large. Table 10 shows most recent successes for students who received support through UNH TRIO-SSS.

**Table 10: Graduation Rates, Incoming Class 2008-2009**

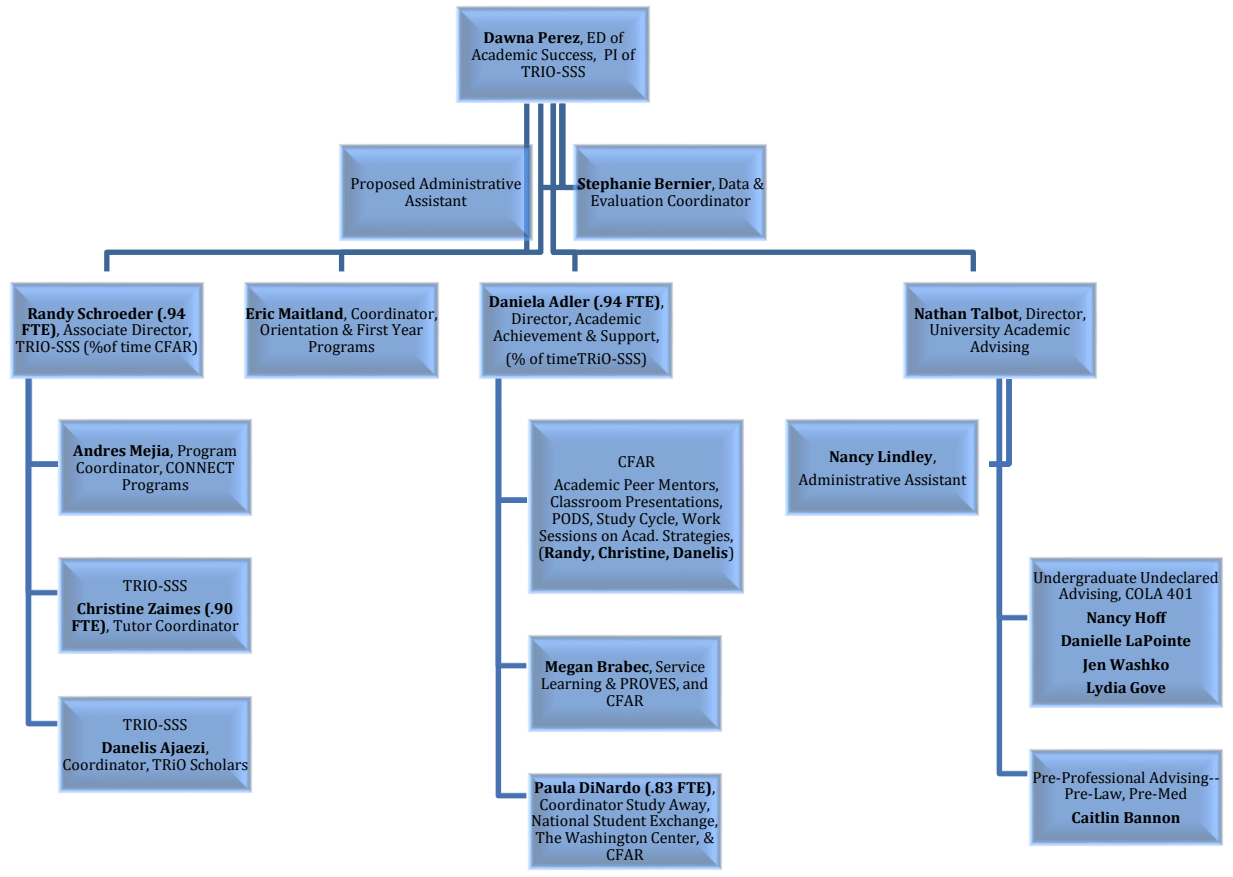
1. Graduation Rates for the Incoming Class of 2008-09			
	4-year	5-year	6-year
All UNH Non-eligible students	67.2%	76.5%	77.8%
SSS eligible—not served by TRIO—SSS (includes all low income/first generation students not grant-served)	58.7%	68.9%	70.1%
SSS-eligible students of color—not served by TRIO—SSS	51.1%	63.8%	68.1%
All students served by TRIO—SSS	70.1%	78.9%	80.7%
Students of color served by TRIO—SSS	70.0%	80.0%	80.0%

It is evident from Table 10 that the graduation rate for students not supported by SSS is about 12% lower than students who receive support. Clearly, we need to address this deficiency.

The provost’s office recently hired a new Executive Director of Academic Success. Prior to joining UNH, Dr. Dawna Pérez was Dean of Student Success and Support Services at Northern Essex Community College from 2006 to 2017. With organizational restructuring to create the area of Academic Success, we expect students who are not currently served by TRIO-SSS to get assistance in study skills, etc. from the additional staffing we will provide. The goal is for staff in CFAR to work in close concert with Student Life, Student Accessibility Services, Psychological and Counseling Services, Career and Professional Success, the Office of Multicultural Student Affairs, McNair and the other units in Academic Success, such as University Advising, Connect, Civic and Community Engagement, and Study Away USA.

As with any initiative, it will take resources to provide and maintain the high level of student support UNH aims to achieve. The Executive Director and others are working with Advancement on initiatives that will provide additional support to enhance student success.

**Fig. 2: Organization Chart - Academic Success**



## Appendix 6

### Diversity and Equity Initiatives

Examples of Initiatives Since May 2017, Updated March 16, 2018

#### Education and Outreach/Trainings Campus Climate:

- Faculty Senate passed a motion endorsing and outlining a *Model of Mutual Respect* among faculty, students, staff and administrators.
- Presidential Task Force on Campus Climate formed, charged by President Huddleston.
- Faculty Senate passed a *Resolution on Inclusion*.
- The deans explicitly articulated diversity and inclusion as a primary theme in their strategic planning process for the next five years.
- Paul College included a specific statement on fostering a culture of diversity and inclusion in the college's revised mission statement that was approved June 28, 2017 (*We are an inclusive community that respects and harnesses the power of diverse perspectives, identities, and experiences to enhance learning.*)
- Provost's Kitchen Cabinet (KC) formed. This is a group of eight faculty who meet regularly, serving as an independent group whose goal is to be visible to students as a group of active core faculty working as a liaison/advocate to students and faculty and a bridge to senior administrative leadership.
- Deans met with their various stakeholders (e.g., advisory boards, leadership teams, faculty, staff) to inform the members about incidents on campus and discuss implications.
- The colleges, library and UNH Cooperative Extension have held workshops, forums, working groups and speaking engagements related to inclusion and diversity in an effort to train, educate, brainstorm and inform their faculty and staff.
- A number of colleges held leadership retreats that included discussions on inclusivity and racial bias.
- Cooperative Extension began efforts in FY18 to build cultural competence throughout the organization. Day-long training scheduled for April 20.
- During academic year 2017-2018, the College of Health and Human Services is holding a five-part *Learning Exchange on Race and Equity* for faculty and staff in conjunction with N.H. Listens.
- Paul College (PCBE) held a college-specific workshop on social justice offered by the Social Justice Educators on campus.
- Provost's Panel on Diversity and Inclusion held for chairs, deans and associate deans.
- Provost attended the Vice President for Finance and Administration's all-staff meeting and presented on the shared commitment to student success and led a discussion/Q&A on diversity and inclusion on campus. The VPFA staff opted to use the rest of their meeting to continue the discussion rather than proceed with their agenda.
- Provost's Kitchen Cabinet is spearheading an effort to implement regular meetings or dialogues throughout the academic year as a faculty/student preventive measure for addressing potential crises.
- 2017 John T. Holden Memorial lecture, *An Ecosystem for 21st Century Global Leadership*, held.
- 2017 Black New England Conference: Two-day conference on *The Science & Engineering of Race: Living Through the Archives*, panel discussions on scholarly work that examined the historical impact of "race science" and pseudoscientific movements on popular beliefs and American culture today. Sponsored by: Provost's Office; COLA; CEPS; Carsey; Office of

Community, Equity and Diversity (CED); CHHS; Grad School; Faculty Development; COLSA and PCBE to encourage student participation by allowing them to attend for free.

- The Museum of Art held a panel discussion with three artists included in the exhibition *Made Masculine*. The artists (straight, gay, and queer) discussed their work in relation to male identity.
- Museum of Art hosted the Barber Shop where barbers provide haircuts to students (primarily students of color) and create a positive, energetic space for dialogue.
- Offensive Speech and the First Amendment panel discussion held with UNH law experts.
- A panel *How do we Remember the Civil War?* was part of the *What's Happening?* lecture series.
- Teach-in on Cultural Appropriation held addressing Cinco de Mayo, Día de Los Muertos and Halloween.
- COLA Associate Dean was the keynote speaker at the Endowment for Health's inaugural symposium *Race and Equity in N.H.*
- Associate Deans and the Deans' Council each hosted a presentation by Military and Veteran's Affairs on "Green Zone" to demonstrate awareness of the issues faced by student veterans and service members.
- PowerPlay created two workshops for faculty, staff and graduate students: (1) *Navigating Bias Issues In and Out of the Classroom* and (2) *Speaking Up to Bias in the UNH Workplace* focused on creating a fair and equitable workplace. Both workshops allow participants to identify incidents of bias and then enhance their ability to address those issues in a positive and constructive way. Events co-sponsored by Dept. of Theater, ADVANCE NSF grant and Community, Equity and Diversity (CED).
- CED and Memorial Union Building (MUB) - Professional development workshop for staff, faculty and graduate students facilitated by Sam Offer on *Building Capacity for Greater Inclusions*, to deepen the level of authentic dialogue and engagement about and across difference.
- CED and MUB - Professional development workshop for staff, faculty and graduate students facilitated by Vernon Wall, *With Liberty and Justice for All: Our Continued Role as Social Justice Educators*.
- President's Commissions hosted four Colleagues Lunches with active discussions on current campus issues related to people of color, LGBTQ+, disabilities and women
- CED, and UNH Manchester co-sponsored *The defamation Play/Experience*, developed by Todd Logan, that provided students, staff and faculty members a unique opportunity to be transformed into jurors who must decide on the verdict of the case that challenges preconceived notions about race, class, religion and the law.
- CED in collaboration with Granite State Organizing Project organized two workshops for students, staff, and faculty on *Training Active Bystanders* and *Interrupting Bias: What Would You Do?*
- CED, in collaboration with the President's Commission on the Status of People with Disabilities, hosted *The UNH Experience for Students with Disabilities*, as students with hidden and visible disabilities shared their stories about campus life.
- CED, in collaboration with the President's Commission on the Status of LGBTQ+ People, organized the Kidder Lecture with keynote Pierre Berastain, of National Latin Network on what we can do about racism, immigration issues and sexual assault.
- Points of Intervention *Dialogue on Food Justice* building a system of linked prosperity related to racial, environmental and economic justice. Sponsored by Center for Social Innovation and Enterprise; Sustainability Institute; Office of Community, Equity and Diversity; Health and Wellness; N.H. Agricultural Experiment Station/College of Life Sciences and Agriculture.

- Social Justice Educators. All trainings filled to capacity with a wait-list. Additional trainings have been added throughout the year.
- NH Feminist Leadership Summit: two-day event bringing together students, faculty, staff and community members to discuss representation and access, climate for women and underrepresented populations in education, government and business. Co-sponsored by Women's Studies, Social Justice Leadership Project, and CED.
- CED in collaboration with The Truth Telling Project and other campus partners, sponsored workshops and listening sessions on promoting racial justice and social change for the annual MLK tribute.
- Development of a comprehensive plan for the prevention of sexual/interpersonal violence (Retreat on March 22, 2018, plan to be completed summer of 2018).
- Full census campus climate study to be executed in the spring of 2019.
- Development of an annual UNH Unity Day. A day of community service and celebration of community at UNH. To be held the Saturday before finals.

#### **Communications:**

- New Community, Equity and Diversity webpage launched.
- Message of respect displayed on Wildcat Stadium videoboard at homecoming football game: *Wildcat Country: where we welcome everyone and look out for one another. Wildcats respect one another and stand up to hate.*
- Social Media Policy developed and disseminated across campus. Work is ongoing to educate students about the policy.
- PIRC's USafeUS app made available to UNH students, providing sexual assault resources.
- Presidential Task Force on Campus Climate working group on Outreach and Education will issue its final report in April.
- Upcoming video *We are UNH*.
- Ongoing stories in *The New Hampshire* and UNH Today.
- *Build a Better UNH* webpage.

#### **Recruitment and Retention:**

- Provost's "Kitchen Cabinet" (KC) is leading an effort to request departments to develop departmental LinkedIn pages as a pro-active strategy for increasing strong pools of diversity talent in all future job searches/job hires.
- Faculty attended and presented at the annual Black Doctoral Network Conference and participated in the faculty recruitment fair.
- COLA Associate Dean spearheading the conception, development and marketing of *Diversity in Hiring* workshops on successful diversity hiring strategies.
- ADVANCE researchers submitted a paper and revisions entitled *Interactive Theater: An Effective Tool to Reduce Gender Bias in Faculty Searches* to a special issue of *Equality, Diversity, and Inclusion: An International Journal* called *ADVANCEing Women Faculty in STEM: Empirical Findings and Practical Recommendations for National Science Foundation ADVANCE Institutions*.
- Networking/Meet and Greet held for faculty and staff from underrepresented communities.
- Provost's Panel on Diversity and Inclusion held at new faculty orientation. This session was offered again in Feb. and was full.
- KC spearheading diversity initiatives specific to ADVANCE.

- KC seeking funding for developing and producing a video featuring UNH faculty of color showing what it is like to serve as a faculty of color at UNH.
- Inaugural First-generation College Celebration luncheon held for first-gen students, faculty and staff, including President Huddleston and Provost Targett, both first-gen.
- COLA Associate Dean establishing a series of workshops focused on academic skills for students of color called, *Welcome to Academic Success*.
- Academic Technology is rolling out new advising software, EAB's Student Success Collaborative My Wildcat Success, to give advisors another tool to help improve the advising experience for students.
- The Center for Academic Resources was redesigned and renamed the Center for Academic Success in order to better serve UNH's increasing population of first generation students and underrepresented minorities.
- Presidential Task Force on Campus Climate working groups on Faculty Recruitment and Student Retention will issue their final reports in April.
- Ongoing work of ADVANCE

#### **Academic courses:**

- English 401 diversity initiative (First Year Writing, a course virtually every first-year student takes). Worked with Dr. Teresa Redd of Howard University to equip instructors to engage students with diversity in ENGL 401 so students develop greater intercultural competency and greater writing competency; includes holding two ENGL 401 professional development trainings per year focused on diversity, and a permanent CANVAS on-line teaching model designed by Dr. Redd for UNH's writing teachers.
- COLA faculty member developing a Civil Discourse Learning and Research Lab through the Dept. of Communications.
- KC spearheading pedagogical developments for addressing/teaching the Faculty Senate Motion on civil discourse in UNH classrooms.
- PCBE is starting to build a course tentatively titled *Paul Change-Makers: Exploring Social Justice*.
- The College of Liberal Arts hired three new faculty members in Africana Feminisms.
- Deans convened four sessions over the summer for a reading and discussion group on diversity and inclusion, with shared readings, and are continuing monthly readings and discussions during the academic year. Each discussion is led by a different dean.

#### **Athletics:**

- Revamping their Life Skills offerings with an eye toward education on current issues and social relevance.
- Bringing in more experts to educate student-athletes.
- Investigating broadening Bystander Training to be more inclusive of issues beyond sexual assault.
- Creating a standing committee for "Mutual Respect and Inclusiveness" comprised of head coaches, assistant coaches, administrators and staff to actively engage students and staff, create awareness, promote dialogue and drive our campaign to build a 100% inclusive athletics environment.
- Utilizing the social media platform on the Life Skills educational software (Wildcat Way) to open communications with all 500 plus student-athletes.



- Held a mandatory departmental forum in which “real life” anonymous scenarios were reviewed and discussed and had an open and honest dialogue about the environment, both in Athletics and the greater community. Vetted various initiatives and actionable items.
- Goal to have every full-time athletic employee participate in the Social Justice program by the end of fall semester 2017.
- Creating “Brown Bag Lunch Forums” to encourage and facilitate open discussion on all topics regarding race relations, Title IX issues, LGBT&Q concerns/issues etc. Open to all student-athletes, coaches and staff.
- Providing training to our coaches and staff so they may be better equipped to work with diverse populations and to better understand issues facing our diverse student-athlete population.

**Incoming students:**

- At Parents Orientation in June, we ask all parents to partner with us to engage our entering students in conversations about civility, respect and equity, and to honor the multiplicity of sources from which young people now draw their identities and the intersectionality of those identities.
- For students, orientation leaders emphasize civility, respect and equity as they interact with the entering students.
- Wildcat Days in August begins with all 3000 students in the Whit where we clearly identify our expectations of respect and civil discourse, the umbrage that the politics of attribution leaves in its wake, and their responsibilities as UNH students to engage with each other actively.
- During their first weekend of school, we work with students in small groups in the residence halls on respect, civil discourse and their responsibilities as UNH students.
- All first years see WildActs which covers many issues of fairness and civility.
- The CONNECT program helps students of color and underrepresented populations and first-generation students adjust to college life and succeed while they are here.
- PCBE held social justice and Safe Zones 101 training for all peer advisors who work with the freshman FIRE teams.

**Onboarding of faculty and staff:**

- New hire orientation includes at least one speaker who invites dialogue about diversity in the context of community responsibility.
- All new hires are asked to complete online harassment prevention training as part of their onboarding experience. HR tracks participation and sends reminders if the training isn’t completed.
- Online and face-to-face training called *Creating a Respectful Workplace* is available for employees to take voluntarily. Many groups on campus have taken the training.

**Grants and proposals:**

- UNH received an NSF INCLUDES grant (Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science). NSF INCLUDES is designed to create paths to STEM for underrepresented populations, expanding the nation's leadership and talent pools by leveraging the benefits of diversity.
- The Senior Vice Provost for Engagement and Faculty Development was co-lead on a grant proposal with Howard and Morgan State Universities toward increasing the number of African American doctoral students. The proposal was not funded, but will be re-submitted partnering with CEPS.

- UNH worked with other colleges and universities in Northern New England to submit an NSF LSAMP (Louis Stokes Alliances for Minority Participation) proposal, aimed at advancing underrepresented minorities in the STEM disciplines. Proposal was not funded; looking to strengthen proposal and re-submit.