Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of New Hampshire

Assessment of Climate for Learning, Living, and Working Final Report

September 2019

Rankin & Associates, Consulting

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Executive Summary

History of the Project

The University of New Hampshire (UNH) affirms that diversity, equity, and inclusion are crucial to the intellectual vitality of the campus community and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

The University of New Hampshire also is committed to fostering a welcoming community that provides leadership for productive participation in a culturally diverse world. As noted in the University System of New Hampshire mission statement, "The mission of the University System of New Hampshire is to serve the higher educational needs of the people of New Hampshire. The University System strives to assure the availability of appropriate higher educational opportunities to all New Hampshire people; seeks to enroll a diverse student population to enhance educational experiences; and provides programs and activities based on a commitment to excellence. Through its institutions, the University System engages in research which contributes to the welfare of humanity and provides educational resources and professional expertise which benefit the state and its people, the region and the nation."[1] To better understand the campus climate, the senior administration at the University of New Hampshire recognized the need for a comprehensive tool that would provide campus climate metrics to collect the experiences and perceptions of its students, faculty, and staff. During the spring of 2019, the University of New Hampshire conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In 2018, the University of New Hampshire contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled "Assessment of Climate for Learning, Living, and Working." This campus-wide study included UNH at Manchester and the UNH Franklin Pierce School of Law. Members of the UNH community formed the Climate Study Working Group (CSWG), which was composed of faculty, administrators, staff, and students, and the

[1] https://www.usnh.edu/about/mission-vision-values

group was tasked with developing a campus-wide survey instrument and promoting the survey's administration between February 26, 2019 and April 5, 2019. In fall 2019, R&A will present at community forums the information gathered from the campus-wide survey and will encourage the UNH community to develop two to three action items based on these findings.

Methodology

Survey Instrument.[2] The Climate Study Working Group (CSWG) reviewed several drafts of the initial survey that R&A proposed and vetted the questions to be contextually appropriate for the University of New Hampshire. The final university-wide survey instrument contained 120 questions, including 91 quantitative questions and 29 open-ended questions for respondents to provide commentary. Respondents also had opportunities to "write-in" responses should the list of available response choices not include the specific response they wished to offer.

Incentives. As an incentive for completing the assessment, eligible members of the University of New Hampshire community were offered the opportunity to enter a random drawing to win a $500 tuition waiver, $500 worth of meals from UNH Dining, or a $500 Visa gift card.

Institutional Review. The study was vetted through an Institutional Review Board (IRB) process, which is meant to ensure confidentiality and protect the rights and welfare of individuals participating in a research study. The IRB/University Committee on Activities Involving Human Subjects through the Office of Institutional Research and Assessment reviewed the survey and processes and approved the assessment on January 9th, 2019.

Sample Construction. All eligible members of the University of New Hampshire community were invited to participate in the assessment.[3] Prospective respondents received an invitation from President James W. Dean Jr. that contained the URL link to the survey instrument. The CSWG worked with the University of New Hampshire's communications team to create inclusive, thoughtful, and tailored messaging for email distribution, social media platforms, and other forms of media. Six thousand five hundred and forty-four (6,544) surveys were returned for a 34% overall response rate. Of respondents, 59% (*n* = 3,831) were Undergraduate Students,

[2] The full assessment is available in Appendix D in the full report.
[3] A detailed presentation of sample characteristics is offered later in the full report.

14% (*n* = 899) were Graduate/Law Students, 20% (*n* = 1,285) were Staff respondents, and 8% (*n* = 529) were Faculty. Primary status data for respondents were collapsed into the following categories for analyses: Undergraduate Student respondents, Graduate/Law Student respondents, Faculty respondents, and Staff respondents.[4, 5] Table 1 provides a summary of selected demographic characteristics of assessment respondents.

Quantitative Data Analysis.[6] The data first were analyzed to tabulate responses to each of the questions in the survey.[7] Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, primary position) to provide additional information regarding participant responses.[8] This report presents data using valid percentages.[9] Actual percentages[10] with missing or "no response" information may be found in the frequency analyses tables in Appendix B. The purpose for this difference in reporting was to note the missing or "no response" data in the appendices for institutional information, while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence. Chi-square tests identify that significant differences exist but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This statistical approach is useful because it compares individual cells to each other to determine if they are statistically different. Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The report offers statistically

[4] The CSWG, in collaboration with R&A, decided to collapse Tenured/Tenure-Track Faculty (*n* = 279) and Non-Tenure-Track Faculty (*n* = 250) into Faculty respondents (*n* = 529), leading to more methodologically sound analyses.
[5] The CSWG, in collaboration with R&A, decided to collapse Senior and Academic Administrator respondents (*n* = 50) under Staff respondents (*n* = 529), leading to more methodologically sound analyses.
[6] More details on the quantitative and qualitative methods are provided later in the methods section of the full report.
[7] For a complete review of the responses for each question offered in the survey, refer to Appendix B.
[8] Analyses were performed to explore how survey responses differed based on selected demographic characteristics. All the findings are presented as percentages of the entire sample or of the subgroups being examined. The percentages in these figures and tables do not always add up to 100% as a result of respondents being able to select more than one answer to a question ("mark all that apply") or owing to rounding. Where the *n*'s were considered small enough to compromise the identity of the respondent, $n < 5$ is reported.
[9] Valid percentages were derived using the total number of respondents to an item (i.e., missing data were excluded).
[10] Actual percentages were derived using the total number of survey respondents.

significant distinctions between groups. For groups with response rates less than 30%, caution is recommended when generalizing to the entire constituent group.

Factor Analysis[11]

A confirmatory factor analysis was conducted on one scale embedded in Question 12 of the assessment. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The score was then reverse-coded so higher scores on *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

Means Testing

When only two categories existed for the specified demographic variable (e.g., sexual identity) in the factor analysis, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta2 and any moderate-to-large effects are noted.

Qualitative Data Analysis.[12] Several assessment questions provided respondents the opportunity to describe their experiences at the University of New Hampshire, elaborate upon their assessment responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. Analyses of each question generated common themes, which are provided later in the narrative of the full report directly following the analyses of the quantitative question that primed the qualitative response.

[11] A more detailed review of the factor analysis methodology is offered later in the full report.
[12] Qualitative analyses are offered in the full report.

Limitations.[13] Two limitations existed in this project that may have influenced the representativeness of the sample. Respondents "self-selected" to participate in the study. This type of bias can occur when an individual's decision to participate is correlated with experiences and concerns being measured by the study, causing a type of non-representativeness known as selection bias. The second limitation may have occurred where response rates were less than 30% for some groups. For groups with response rates less than 30%, caution should be used when generalizing the results to the entire constituent group.

Table 1. **University of New Hampshire Sample Demographics**

		Sample	
Characteristic	Subgroup	*n*	%
Position status	Undergraduate Student	3,831	58.5
	Graduate/Law Student	899	13.7
	Tenured/Tenure-Track Faculty	279	4.3
	Not on the Tenure-Track Faculty	250	3.8
	Staff	1,285	19.6
Gender identity	Women	4,239	64.8
	Men	2,154	32.9
	Trans-spectrum/Not Listed	47	0.7
	Multiple	42	0.6
	Missing/Not Declared	62	0.9
Racial/ethnic identity	Asian/Asian American	270	4.1
	Black/African American	73	1.1
	Hispanic/Latinx/Chicanx	104	1.6
	White/European American	5,488	83.9
	Middle Eastern	47	0.7
	American Indian/Alaska Native	8	0.1
	Native Hawaiian/Pacific Islander	6	0.1
	South Asian	39	0.6
	Multiracial	304	4.6
	Nonresident Alien	ND*	ND*
	Missing/Not Listed	205	3.1

[13] A more detailed explanation on limitations is offered in the full report.

Table 1. **University of New Hampshire Sample Demographics**

		Sample	
Characteristic	Subgroup	*n*	%
Sexual identity	Queer-Spectrum	435	6.6
	Heterosexual	5,454	83.3
	Bisexual	390	6.0
	Missing/Not Listed	265	4.0
Citizenship status	U.S. Citizen, Birth	5,824	89.0
	U.S. Citizen, Naturalized	224	3.4
	Non-U.S. Citizen	448	6.8
	Missing	48	0.7
Disability status	Single Disability	520	7.9
	No Disability	5,684	86.9
	Multiple Disabilities	272	4.2
	Missing	68	1.0
Religious affiliation	Catholic Religious Affiliation	1,513	23.1
	Other Christian Religious Affiliation	892	13.6
	Other Religious Affiliation	448	6.8
	No Religious Affiliation	2,584	39.5
	Multiple Religious Affiliations	103	1.6
	Missing/Not Listed	1,004	15.3

Note: The total *n* for each demographic characteristic may differ as a result of missing data.
*ND: No Data available
[a]X^2 (4, N = 6,544) = 5,686.467, $p < .001$
[b]X^2 (1, N =6,393) = 318.914, $p < .001$
[c]X^2 (7, N = 6,458) = 504.721, $p < .001$

Key Findings – Areas of Strength

1. High Levels of Comfort With the Climate at The University of New Hampshire

Climate was defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students as well as the campus environment and university policies that influence the level of respect for individual needs, abilities, and potential.[14] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate. Data for Faculty

[14] Rankin & Reason (2008)

and Students is further broken out on page xii of the Executive Summary and page 52 of the narrative.

- 81% (*n* = 5,269) of survey respondents were "very comfortable" or "comfortable" with the climate at the University of New Hampshire.
- 74% (*n* = 1,340) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units.
- 86% (*n* = 4,497) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

2. **Faculty Respondents – Positive Attitudes About Faculty Work**

Tenured and Tenure-Track

- 81% (*n* = 226) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by UNH.
- 80% (*n* = 222) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by UNH.

Not on the Tenure-Track

- 78% (*n* = 175) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by UNH.
- 76% (*n* = 170) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by UNH.

All Faculty

- 81% (*n* = 422) "strongly agreed" or "agreed" that they felt valued by students in the classroom.
- 78% (*n* = 412) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department/program chair.
- 79% (*n* = 414) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program.

3. **Staff Respondents – Positive Attitudes About Staff Work**

- 81% (*n* = 1,034) of Staff respondents "strongly agreed" or "agreed" that they felt valued by their supervisors/managers.

- 86% (*n* = 1,101) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers in their department.
- 80% (*n* = 1,019) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours.

4. **Student Respondents – Positive Attitudes About Academic Experiences**

   The way students perceive and experience their campus climate influences their performance and success in college.[15] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[16] Attitudes toward academic pursuits are one indicator of campus climate.

   - 82% (*n* = 3,841) of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty in the classroom.
   - 81% (*n* = 722) of Graduate/Law Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors.
   - 88% (*n* = 783) of Graduate/Law Student respondents "strongly agreed" or "agreed" that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner.

Key Findings – Opportunities for Improvement

1. **Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[17] Research also underscores the relationship between workplace discrimination and subsequent productivity.[18] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

[15] Pascarella & Terenzini (2005)
[16] Hale (2004); Harper & Hurtado (2007); Harper & Quaye (2004)
[17] Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)
[18] Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

- 16% (*n* = 1,027) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[19]
    - 25% (*n* = 259) noted that the conduct was based on their position status, 19% (*n* = 195) on their gender/gender identity, and 14% (*n* = 141) on their age.

Differences Based on Position Status, Gender/Gender Identity, and Age

- By position status, a higher percentage of Faculty respondents (29%, *n* = 152) and a higher percentage of Staff respondents (20%, *n* = 259) than Undergraduate Student respondents (13%, *n* = 492) and Graduate/Law Student respondents (14%, *n* = 124) indicated that they had experienced this conduct.
    - A significantly higher percentage of Staff respondents (48%, *n* = 124), than Faculty respondents (33%, *n* = 50) and Graduate Student respondents (31%, *n* = 38) believed the conduct was based on their position status.
    - A significantly lower percentage of Undergraduate Student respondents (10%, *n* = 47) thought that the conduct was based on their position status compared to Faculty respondents (33%, *n* = 50), Staff respondents (48%, *n* = 124), and Graduate Student respondents (31%, *n* = 38).
- By gender identity, a higher percentage of Trans-spectrum respondents (25%, *n* = 22) and Women respondents (17%, *n* = 731) than Men respondents (12%, *n* = 257) indicated that they had experienced this conduct.
    - All groups significantly differed from one another with 5% of Men respondents (*n* = 14), 23% of Women respondents (*n* = 169), and 50% of Trans-spectrum respondents (*n* = 11) indicating they had experienced this conduct based on their gender identity.
- By age, a higher percentage of respondents aged 45-54 (26%, *n* = 117) than respondents aged 19 and younger (12%, *n* = 182) indicated that they had exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

[19] The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

- A higher percentage of respondents aged 25-34 (22%, *n* = 30) and respondents aged 35-44 (23%, *n* = 22) than respondents aged 20-21 (7%, *n* = 16) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their age.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at the University of New Hampshire. Three hundred ninety-six (396) respondents elaborated on experiences with this conduct. Two themes emerged from the responses across all respondent types: reporting process, and race-based incidents. In addition, there were two themes specific to Faculty and Staff respondents: negative workplace environment, and lack of respect. There was one theme specific to Student (Undergraduate and Graduate) respondents: student misconduct.

2. Less Comfort With Campus, Workplace, and Classroom Climates

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, and veterans).[20] Several groups at the University of New Hampshire indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

Examples of Findings for Overall Climate at the University of New Hampshire

- 35% (*n* = 756) of Men respondents, 25% (*n* = 1,043) of Women respondents, and 14% (*n* = 12) of Trans-spectrum/Multiple/Other respondents felt "very comfortable" with the overall climate at the University of New Hampshire.
- 20% (*n* = 109) of Respondents of Color, 23% (*n* = 69) of Multiracial respondents, and 29% (*n* = 1,602) of White respondents were "very comfortable" with the overall climate at UNH.

[20] Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington, et al. (2008)

- 19% (*n* = 73) of Bisexual respondents, 21% (*n* = 91) of Queer-spectrum respondents, and 30% (*n* = 1,613) of Heterosexual respondents felt "very comfortable" with the overall climate at UNH.
- 23% (*n* = 118) of Respondents With a Single Disability, 17% (*n* = 47) of Respondents With Multiple Disabilities, and 29% (*n* = 1,650 of Heterosexual respondents felt "very comfortable" with the overall climate at UNH.

Examples of Findings for Department/Program and Work Unit Climate

- 32% (*n* = 357) of Women Faculty and Staff respondents and 46% (*n* = 293) of Men Faculty and Staff respondents felt "very comfortable" with the climate in their department/program or work unit.
- 39% (*n* = 599) of White Faculty and Staff respondents compared with 20% (*n* = 9) Multiracial Faculty and Staff respondents felt "very comfortable" with the climate in their department/program or work unit.
- 19% (*n* = 10) of Bisexual Faculty and Staff respondents and 39% (*n* = 589) of Heterosexual Faculty and Staff respondents felt "very comfortable" with the climate in their department/program or work unit.

Examples of Findings for Classroom Climate

- 31% (*n* = 1,202) of Undergraduate Student respondents and 38% (*n* = 191) of Faculty respondents felt "very comfortable" with the climate in their classroom.
- 21% (*n* = 16) of Trans-spectrum Faculty and Student respondents, 30% (*n* = 1,009) of Women Faculty and Student respondents, and 39% (*n* = 676) of Men Faculty and Student respondents felt "very comfortable" with the climate in their classroom.
- 25% (*n* = 125) of Faculty and Student Respondents of Color and 34% (*n* = 1,456) of White Faculty and Student respondents felt "very comfortable" with the climate in their classroom.

3. **Faculty and Staff Respondents – Seriously Considered Leaving the University of New Hampshire**
    - 57% (*n* = 301) of Faculty respondents and 56% (*n* = 712) of Staff respondents had seriously considered leaving the University of New Hampshire in the past year.
        - 29% (*n* = 66) of those Faculty respondents who seriously considered leaving did so for low salary/pay rate and 27% did so because of limited opportunities for advancement (*n* = 62).
        - 27% (*n* = 427) of Staff respondents who seriously considered leaving did so because of a low salary/pay rate and 25% because of limited opportunities for advancement (*n* = 403).

    Six hundred fifty (650) Faculty and Staff respondents elaborated on why they had seriously considered leaving the University of New Hampshire. Five themes emerged across Employee respondents: low salary, lack of advancement opportunities, concerns about leadership, overwhelming workload, and feeling undervalued. Additionally, Not on the Tenure-Track Faculty respondents shared that they lacked job security.

4. **Staff Respondents – Challenges With Work-Life Issues**
    - 32% (*n* = 399) of Staff respondents "strongly agreed" or "agreed" that staff opinions were valued by UNH senior administration.
    - 32% (*n* = 403) of Staff respondents "strongly agreed" or "agreed" that UNH policies (e.g., FMLA) were fairly applied across UNH.

    Staff respondents elaborated on their perceptions of the workplace climate at the University of New Hampshire. Staff respondents shared their challenges with an overwhelming workload, and the poor interactions they have with people due to their workload. They also shared their concerns and frustrations regarding the performance evaluation process.

5. **Faculty Respondents – Challenges With Faculty Work**
    - 54% (*n* = 146) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by UNH.
    - 38% (*n* = 194) of Faculty respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive.

- 41% (*n* = 90) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear.

Faculty respondents elaborated on their perceptions of the workplace climate at the University of New Hampshire. Faculty respondents shared their thoughts on benefits, professional development resources, salaries, job security, and the feeling that differential voices were not being heard. Additionally, Faculty respondents emphasized the need to increase the focus on diversity and offer better child care.

6. Student Respondents *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 12 on the survey. Using this scale, analyses revealed:

- A significant difference existed in the overall test for means for Student respondents by gender identity, racial identity, disability status, sexual identity, and first-generation/income status on *Perceived Academic Success*.

Examples of Findings

- Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents.
- People of Color and Multiracial People Undergraduate Student respondents had less *Perceived Academic Success* than White/European American Undergraduate Student respondents.
- Undergraduate Student respondents with a Disability had less *Perceived Academic Success* than Undergraduate Student respondents with No Disability.
- Bisexual Undergraduate Student respondents had less *Perceived Academic Success* than Queer-Spectrum Undergraduate Student respondents.
- Not-First-Generation/Low-Income Graduate/Law Student respondents had greater *Perceived Academic Success* than First-Generation/Low-Income Graduate/Law Student respondents.

7. Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

In 2014, Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic

success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the University of New Hampshire survey requested information regarding sexual assault.

- 11% (*n* = 689) of respondents indicated that they had experienced unwanted sexual contact/conduct while at the University of New Hampshire.
    - 1% (*n* = 91) experienced relationship abuse (e.g., ridiculed, controlling, hitting).
    - 2% (*n* = 113) experienced stalking (e.g., following me, on social media, texting, phone calls).
    - 7% (*n* = 476) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment).
    - 3% (*n* = 211) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent).
- Respondents identified University of New Hampshire students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct.
- Most respondents did not report the unwanted sexual contact/conduct.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The primary rationale cited for not reporting these incidents was that the incidents did not feel serious enough to report. Other rationales for not reporting included respondents expecting negative responses from others, fearing consequences, wanting to forget it happened, and wanting to avoid the reporting process.

Conclusion

The University of New Hampshire's climate findings[21] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[22] For example, 70% to 80% of respondents in similar reports found the campus climate to be "very comfortable" or "comfortable." A slightly higher percentage (81%) of University of New

[21] Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[22] Rankin & Associates Consulting (2016)

Hampshire respondents indicated that they were "very comfortable" or "comfortable" with the climate at the University of New Hampshire. Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At the University of New Hampshire, a slightly lower percentage of respondents (16%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[23]

The University of New Hampshire's climate assessment report provides baseline data on diversity and inclusion, and addresses the University of New Hampshire's mission and goals. While the findings may guide decision-making regarding policies and practices at the University of New Hampshire, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the University of New Hampshire community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. The University of New Hampshire, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to ensure organizational readiness.

[23] Guiffrida, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al. (2008); Yosso et al. (2009)

Introduction

History of the Project

The University of New Hampshire (UNH) affirms that diversity, equity, and inclusion are crucial to the intellectual vitality of the campus community and that they engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

The University of New Hampshire also is committed to fostering a welcoming community that provides leadership for productive participation in a culturally diverse world. As noted in the University System of New Hampshire mission statement, "The mission of the University System of New Hampshire is to serve the higher educational needs of the people of New Hampshire. The University System strives to assure the availability of appropriate higher educational opportunities to all New Hampshire people; seeks to enroll a diverse student population to enhance educational experiences; and provides programs and activities based on a commitment to excellence. Through its institutions, the University System engages in research which contributes to the welfare of humanity and provides educational resources and professional expertise which benefit the state and its people, the region and the nation."[24] To better understand the campus climate, the senior administration at the University of New Hampshire recognized the need for a comprehensive tool that would provide campus climate metrics to collect the experiences and perceptions of its students, faculty, and staff. During the spring of 2019, the University of New Hampshire conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In 2018, the University of New Hampshire contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled "Assessment of Climate for Learning, Living, and Working." This campus-wide study included UNH at Manchester and the UNH Franklin Pierce School of Law. Members of the UNH community formed the Climate Study Working

[24] https://www.usnh.edu/about/mission-vision-values

Group (CSWG), which was composed of faculty, administrators, staff, and students, and the group was tasked with developing a campus-wide survey instrument and promoting the survey's administration between February 26, 2019 and April 5, 2019. In fall 2019, R&A will present at community forums the information gathered from the campus-wide survey and will encourage the UNH community to develop two to three action items based on these findings.

Project Design and Campus Involvement

The conceptual model used as the foundation for the University of New Hampshire's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson A., 2005) and influence systems of differentiation that reproduce unequal outcomes. The University of New Hampshire's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The CSWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for the University of New Hampshire that would reveal the various dimensions of power and privilege that shaped the campus experience. The final University of New Hampshire survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Foundation of Campus Climate Research and Assessment

Almost three decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and

celebrative (Boyer, 1990). Achieving these characteristics is part of "a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too" (Boyer, 1990).

The Association of American Colleges and Universities (AAC&U) also challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (1995). The AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard" (p. xxi). The report asserted that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a campus climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution's historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution's history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as:

> The current attitudes, behaviors, and standards, and practices of employees and students in an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect

> for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions (p. 264).

Using this foundational definition, Rankin & Associates Consulting develops assessment tools and analyzes subsequent data to identify, understand, and evaluate campus climate.

Influence of Climate on Students, Faculty, and Staff

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Put simply, the degree to which individuals experience a sense of belonging in their roles as students, faculty members, or staff members frequently correlates with their intention to remain or persist in their roles at an institution (Hausmann, Schofield, & Woods, 2007; Lefever, 2012; Oseguera & Rhee, 2009; Ostrove & Long, 2007). Strayhorn (2012) explains that the need to belong takes on "increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed." For many underrepresented and underserved students, faculty, and staff, college and university campuses represent these types of environments.

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic success, physical and emotional well-being, personal and social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one's identity combine and influence another identity) of students, faculty, and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; C. T. Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

Campus Climate and Students. Most literature regarding campus climate and students examines campus climate in the context of students' racial identity, sexual identity, and gender identity. Research regarding the campus climate experiences of populations such as low-income students, first-generation students, students who are veterans, international students, undocumented students, and student-athletes has emerged within the past decade.[25] A summary of the most robust areas of campus climate research specific to student experiences is offered here.

Research demonstrates that campus climate influences students' social and academic development, academic success, and well-being. Hostile or exclusionary campus environments negatively affect students in several ways. For example, scholars have found that when students of color perceive their campus environments as hostile, outcomes such as persistence and academic performance are negatively influenced (Booker, 2016; Guiffrida, Gouveia, Wall, & Seward, 2002; Hurtado & Ponjuan, 2005; D. R. Johnson et al., 2007; Strayhorn, 2013; Yosso, Smith, Ceja, & Solórzano, 2009). Booker (2016) specifically described the challenges that undergraduate women of color face in the classroom, including microaggressions from faculty and from peers, and an expectation that students represent their race when speaking on specific course topics. The outcome of these experiences is that women students of color feel a reduced sense of belonging in the classroom and a perception that faculty members are non-approachable. Additional research by Solórzano, Ceja, and Yosso (2000) and Sue (2010) evaluates the ways that race-based microaggressions contribute to hostile and exclusionary campus climates for students of color, often resulting in reduced academic success and decreased retention and persistence.

Sense of belonging has been found to be a key indicator of students' campus climate experiences as well as students' likelihood of academic success, social integration, and retention. In a study

[25] Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including: student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al., 2016). Additional literature regarding the campus climate experience of minority student populations is available at www.rankin-consulting.com.

of racially diverse women in science, technology, engineering, and math (STEM), Johnson (2005) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging. Similarly, Ostrove and Long (2007), in their investigation of the role of social class in understanding students' first-year experience, found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.

Students' processes of social integration and sense of belonging also have been investigated in the context of students with disabilities. In their investigation of students with disabilities attending four-year institutions, Fleming, Oertle, Hakun, and Hakun (2017) found that the way students with disabilities perceive campus climate affects these students' sense of belonging and satisfaction at their institution. Vaccaro, Daly-Cano, and Newman (2015) also emphasize the importance of sense of belonging among students with disabilities, specifically first-year students with disabilities, as they transition to a postsecondary educational environment. Relatedly, DaDeppo (2009) found that both academic and social integration variables were unique predictors of freshmen and sophomore students with disabilities' intent to persist.

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer-spectrum (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer-spectrum (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2016; Nicolazzo, 2016).

Faculty and Campus Climate. Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. Most of the research regarding faculty and campus climate is specific to faculty members' racial identity, sexual identity, and gender identity. A summary of the literature is offered here.[26]

Campus climate research regarding the experiences of faculty of color has found that faculty of color commonly experience high levels of work-related stress (Eagan & Garvey, 2015), moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Jayakumar, Howard, Allen, & Han, 2009; Patton & Catching, 2009; Urrieta, Mendez, & Rodriguez, 2015; Whittaker, Montgomery, & Martinez Acosta, 2015). Faculty of color at two-year institutions report similar climate experiences, specifically negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of hostile campus climate (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015; Walpole, Chambers, & Goss, 2014). Dade et al. (2015) argue that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism are substantial barriers to the emotional well-being and professional success of faculty members of color.

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These experiences prompt higher rates of institutional departure by women faculty in comparison to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as primary contributors to women faculty's perception of a "chilly" departmental experience. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive

[26] To review additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

Campus climate research regarding the experiences of queer-spectrum and trans-spectrum faculty and staff has found that queer-spectrum and trans-spectrum individuals experience hostile and exclusionary institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result of unwanted scrutiny from fellow faculty members, queer-spectrum faculty and staff report feeling compelled to maintain secrecy regarding their marginalized identities. Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution.

Staff and Campus Climate. A shortage of research exists regarding how staff members experience campus climate and how campus climate influences staff members' professional success and overall well-being. From the limited research available, the findings suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals' personal characteristics such as age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), Jones and Taylor (S. J. Jones & Taylor, 2012), and Mayhew, Grunwald, and Dey (2006) highlight how staff members' perceptions of campus climate are constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working within a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' offices/departments directly affect staff members' perceptions of campus climate. Garcia's findings were similar to scholarship conducted by Mayhew et al. (2006), who found that how staff members experience their immediate office/department affects how staff members perceive the broader campus climate. According to Mayhew et al. (2006), "staff members who perceived their local unit to be

non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

Campus Climate: Institution Type

In recent years, campus climate research has broadened to include investigations of different institutional types, including public and private institutions, predominantly White institutions (PWI), historically Black colleges and universities (HBCU), Hispanic serving institutions (HSI), and religiously-affiliated institutions. For example, recent research has begun to examine the experiences of Hispanic students (Cuellar & Johnson-Ahorlu, 2016), LGBTQ students (Garvey et al., 2015), faculty of color (Levin et al., 2014, 2015), African American women (Walpole et al., 2014), and students in two-year, community college environments.

Influence of Diversity and Inclusivity Efforts on the Campus Community

Diversity and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; S. R. Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Nagi, & Hurtado, 2007). Hurtado et al. (1999) reported, "Students' openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values" (p. 53). These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Climates that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) note that demographics, or "structural diversity," is a key element to building an inclusive racial climate. But merely increasing the number of individuals from underserved and underrepresented groups is insufficient in fostering an inclusive and equitable climate; interactions between diverse

individuals must also take place. According to Gurin et al. (2002), informal interactions offer a constructive opportunity for individuals to learn about and from one another. Gurin et al. (2002) state, "informal interactional diversity was influential for all groups and more influential than classroom diversity" (p. 353). Interactions with diverse individuals, beliefs, and perspectives as well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

Role of Campus Administrators

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado et al. (1999) suggested, "Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach" (p. 69). Whatever the approach may be, institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through to be successful (Ingle, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) also suggested that "Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution… to be successful they must engage the entire campus community" (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus climate.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[27] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey instrument was constructed based on the work of Rankin (2003), and with the assistance of the Climate Study Working Group (CSWG). The Climate Study Working Group (CSWG) reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the University of New Hampshire population. The final University of New Hampshire campus-wide survey contained 120 questions,[28] including 29 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of the University of New Hampshire's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

[27] Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

[28] To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

Sampling Procedure. The University of New Hampshire's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform the University of New Hampshire's strategic quality improvement initiatives. The IRB approved the project January 9th, 2019.

Prospective participants received an invitation from President James W. Dean Jr. that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the respondents of anonymity. The final dataset included only surveys that were at least 50% completed.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to the University of New Hampshire in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[29] The data tables in Appendix B provide actual percentages[30] with missing or "no response"

[29] Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).
[30] Actual percentages were derived using the total number of survey respondents.

information. The purpose for this difference in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Two percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions

combined to represent the underlying construct of the scale.[31] The internal consistency reliability (Cronbach's alpha) of the scale was 0.869, which is high, meaning that the scale produced consistent results.

Table 2. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at UNH.
	I am satisfied with the extent of my intellectual development since enrolling at UNH.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to UNH.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The scale score was then reverse-coded so that higher scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum or Multiple)
- Racial identity (People of Color, Multiracial Respondents, White/European American)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Sexual identity (Bisexual, Queer-Spectrum/Multiple, Heterosexual)

[31]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

- First Generation/Low-Income status (First Generation/Low-Income, Not First Generation/Low-Income)

When only two categories existed for the specified demographic variable (e.g., First Generation/Low-Income Status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at the University of New Hampshire, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give "voice" to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items due to the small number of survey respondents from historically underrepresented populations at the University of New Hampshire. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. R&A reviewers reviewed[32] these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

[32] Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at the University of New Hampshire.

Description of the Sample[33]

Six thousand five hundred and forty-four (6,544) surveys were returned for a 34% overall response rate. Response rates by position were 29% for Undergraduate Students, 32% for Graduate/Law Students, 45% for Tenured/Tenure-Track Faculty, 48% for Not on the Tenure-Track Faculty, and 48% for Staff. The sample and population figures, chi-square analyses,[34] and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by the University of New Hampshire.

- Undergraduate and Graduate/Law Students were underrepresented in the sample. All levels of Faculty and Staff were overrepresented in the sample.
- Males were underrepresented in the sample. Females were overrepresented in the sample. There were no Trans-Spectrum/Not Listed or Multiple Gender individuals in the population. There were Missing/Unknown individuals present in the sample but not in the population.

[33] All frequency tables are provided in Appendix B.

[34] Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by University of New Hampshire.

- Based on population data, Black/African American, Latinx/Hispanic/Chicanx, and American Indian/Alaska Native individuals were underrepresented in the sample. Missing/Not Listed individuals were also underrepresented in the sample. There were Middle Eastern and South Asian individuals in the sample, but none identified in the population. All other groups were overrepresented in the sample.

Table 3. **UNH Sample Demographics**

		Population		Sample		
Characteristic	Subgroup	*N*	%	*n*	%	Response rate
Position status	Undergraduate Student	13,143	66.5	3,831	58.5	29.1
	Graduate/Law Student	2,809	14.2	899	13.7	32.0
	Tenured/Tenure-Track Faculty	622	3.1	279	4.3	44.9
	Not on the Tenure-Track Faculty	522	2.6	250	3.8	47.9
	Staff	2,679	13.5	1,285	19.6	48.0
Gender identity	Women	10,907	55.2	4,239	64.8	38.9
	Men	8,868	44.8	2,154	32.9	24.3
	Trans-spectrum/Not Listed	ND*	ND*	47	0.7	ND*
	Multiple	ND*	ND*	42	0.6	ND*
	Missing/Not Declared	0	0.0	62	0.9	>100.0
Racial/ethnic identity	Asian/Asian American	578	2.9	270	4.1	46.7
	Black/African American	239	1.2	73	1.1	30.5
	Hispanic/Latinx/Chicanx	639	3.2	104	1.6	16.3
	White/European American	15,743	79.6	5,488	83.9	34.9
	Middle Eastern	ND*	ND*	47	0.7	ND*
	American Indian/Alaska Native	31	0.2	8	0.1	25.8
	Native Hawaiian/Pacific Islander	5	0.0	6	0.1	>100.0
	South Asian	ND*	ND*	39	0.6	ND*
	Multiracial	349	1.8	304	4.6	87.1
	Nonresident Alien	928	4.7	ND*	ND*	ND*
	Missing/Not Listed	1,263	6.4	205	3.1	16.2

Note: The total *n* for each demographic characteristic may differ as a result of missing data.
*ND: No Data available
[a]X^2 (4, N = 6,544) = 5,686.467, $p < .001$
[b]X^2 (1, N =6,393) = 318.914, $p < .001$
[c]X^2 (7, N = 6,458) = 504.721, $p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of

the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of the University of New Hampshire's Climate Study Working Group (CSWG) reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from Climate Study Working Group (CSWG) members. Construct validity - the extent to which scores on an instrument permits inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.[35] Correlations between the responses to questions about overall campus climate for various groups (survey Question 103) and to questions that rated overall campus climate on various scales (survey Question 104) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[36] are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

[35] Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

[36] Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

A moderate to strong relationship (between .58 and .67) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for People who Identify as Lesbian, Gay, Bisexual, Queer, or Transgender and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly.

Table 4. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for People of Color	0.672*				
Positive for Lesbian, Gay, Bisexual, or Queer People		0.616*			
Positive for Women			0.584*		
Positive for People of Low-Income Status				0.665*	
Positive for People with Disabilities					0.656*

*$p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics[37]

For the purposes of several analyses, the Climate Study Working Group (CSWG) decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled fewer than five ($n < 5$).

Respondents' primary status data were collapsed into Undergraduate Student respondents, Graduate/Law respondents, Faculty respondents, and Staff respondents.[38] Of respondents, 59% (n = 3,831) were Undergraduate Students, 14% (n = 899) were Graduate/Law Students, 20% (n = 1,285) were Staff respondents, and 8% (n = 529) were Faculty (Figure 1). Ninety-five percent (n = 6,204) of respondents were full-time in their primary positions. Subsequent analyses indicated that 98% (n = 3,751) of Undergraduate Student respondents, 85% (n = 763) of Graduate/Law

[37] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[38] Climate Study Working Group (CSWG) determined the collapsed position status variables.

Student respondents, 92% (*n* = 486) of Faculty respondents, and 94% (*n* = 1,204) of Staff respondents were full-time in their primary positions.

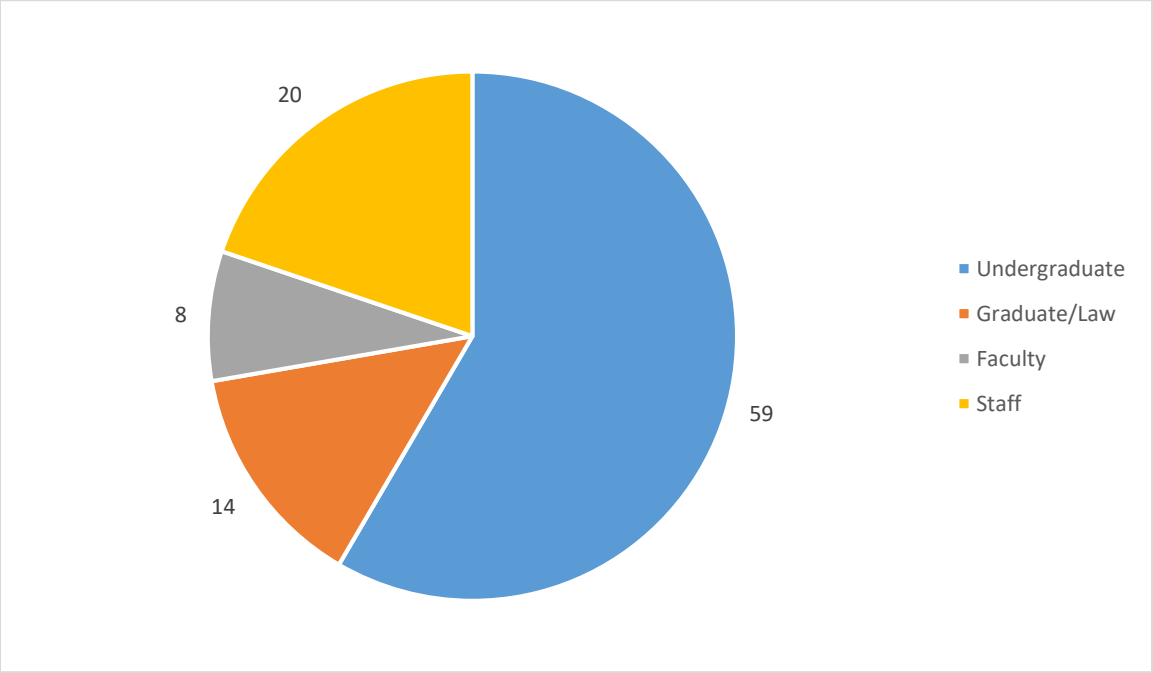


Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' primary work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 10% (*n* = 131) were affiliated with Provost's Office, 9% (*n* = 120) were affiliated with Business Affairs, and 8% (*n* = 106) were affiliated with Athletics.

Table 5. **Staff Respondents' Academic Division/Work Unit Affiliations**

Academic division/work unit	*n*	%
Provost's Office (Academic Affairs, Academic Technology, Research, Sustainability Institute, etc.)	131	10.2
Business Affairs (Hospitality Services, Housing, Printing & Mail, Transportation, MUB, Campus Recreation, etc.)	120	9.3
Athletics	106	8.2
Advancement	96	7.5
Student Affairs/Student Life	95	7.4
Vice President for Finance & Administration Office (Facilities, University Police, Human Resources, Finance and Planning, etc.)	90	7.0

Table 5. **Staff Respondents' Academic Division/Work Unit Affiliations**

Academic division/work unit	*n*	%
CHHS - College of Health and Human Services	74	5.8
IT - Information Technology	71	5.5
COLA - College of Liberal Arts	51	4.0
EOS - Institute for the Study of Earth, Oceans and Space (School for Marine and Ocean Engineering)	47	3.7
Cooperative Extension	45	3.5
CEPS - College of Engineering and Physical Sciences	44	3.4
COLSA - College of Life Sciences and Agriculture	42	3.3
PAUL - Peter T. Paul College of Business and Economics	36	2.8
University of New Hampshire Manchester	35	2.7
Enrollment Management	33	2.6
Library	32	2.5
Community, Equity and Diversity	17	1.3
Graduate School (Carsey School of Public Policy)	14	1.1
University of New Hampshire School of Law	8	0.6
President's Office	< 5	---
Missing	95	7.4

Note: Table reports only responses from Staff respondents (*n* = 1,285).

Of Faculty and Student respondents, 25% (*n* = 1,303) were affiliated with the College of Liberal Arts, 18% (*n* = 967) were affiliated with the College of Life Sciences and Agriculture, and 17% (*n* = 897) with the College of Engineering and Physical Science (Table 6).

Table 6. **Faculty and Student Respondents' Primary Academic Unit Affiliations**

Academic division/college	*n*	%
College of Liberal Arts	1,303	24.8
College of Life Sciences and Agriculture	967	18.4
College of Engineering and Physical Science	897	17.1
College of Health and Human Services	872	16.6
Paul College of Business and Economics	802	15.3
University of New Hampshire Manchester	229	4.4
University of New Hampshire School of Law	87	1.7
Institute of Earth, Oceans & Space (EOS)	33	0.6
University Libraries	10	0.2

Table 6. **Faculty and Student Respondents' Primary Academic Unit Affiliations**

Academic division/college	*n*	%
Vice President for Academic Affairs	< 5	---
Vice Provost for Research	< 5	---
Missing	55	1.0

Note: Table reports responses only from Faculty or Student respondents (*n* = 5,259).

In terms of length of employment, 33% (*n* = 424) of Staff respondents were employed at the University of New Hampshire between one and five years, 32% (*n* = 168) of Faculty respondents were employed at the University of New Hampshire between one and five years. Similarly, 16% (*n* = 207) of Staff respondents and 17% (*n* = 89) of Faculty respondents were employed at the University of New Hampshire between six and 10 years (Table 7).

Table 7. **Faculty and Staff Respondents' Length of Employment**

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

Note: Table reports responses only from Faculty and Staff respondents (*n* = 1,690).

More than half of the sample (65%, *n* = 4,262) were Women; 33% (*n* = 2,174) were Men.[39] Less than 1% of respondents identified as Nonbinary (*n* = 50), Genderqueer (*n* = 25) or Transgender (*n* = 23).[40] Less than 1% of respondents marked "a gender not listed here" and offered identities such as "agender," "polygender," and "demigirl." Additionally, fewer than five respondents

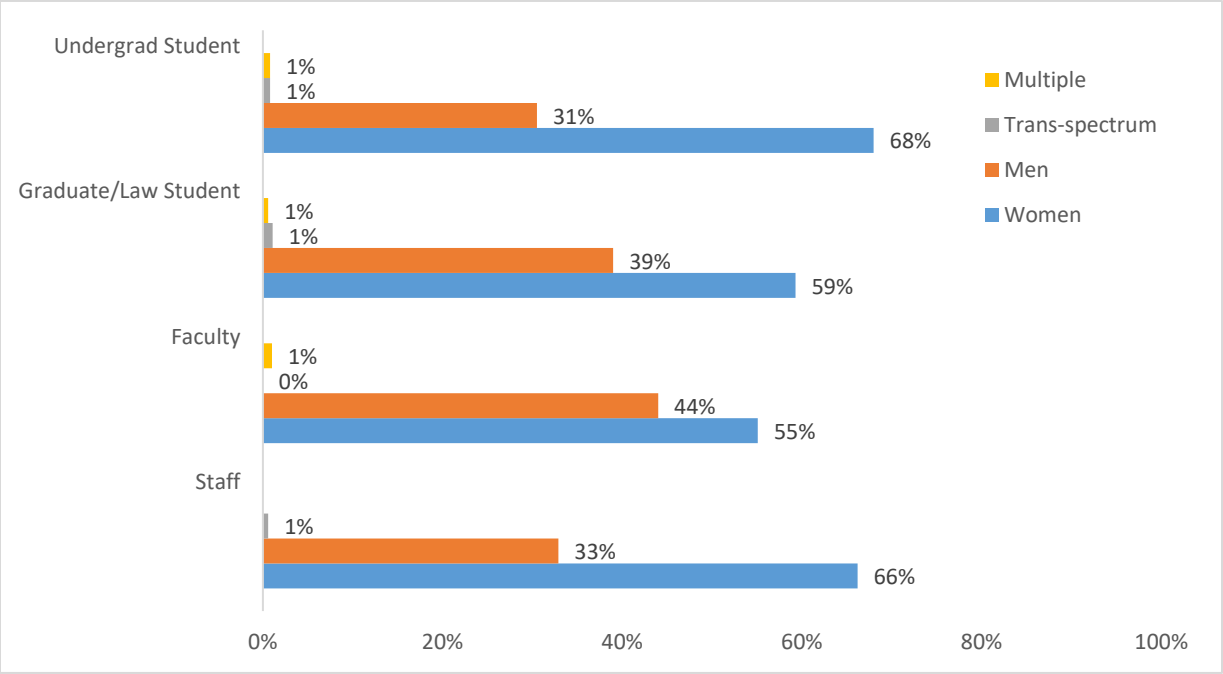
[39] The majority of respondents identified their birth sex as female (66%, *n* = 4,298), while 34% (*n* = 2,197) of respondents identified as male and 0.4% (*n* = 5) identified as intersex. Additionally, 64% (*n* = 4,179) identified their gender expression as feminine, 33% (*n* = 2,136) as masculine, 1% (*n* = 88) as androgynous, and 1% (*n* = 61) as "a gender expression not listed here."

[40] Self-identification as transgender/trans* does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked.

added comments in the space provided such as "why?," "apache attack helicopter,"[41] and "I occupy myself with other concerns."

For the purpose of some analyses, the Climate Study Working Group (CSWG) elected to collapse the categories Transgender, Genderqueer, and Nonbinary into the "Trans-spectrum" category (1%, *n* = 89).

Figure 2 illustrates that more Women Undergraduate Student respondents (68%, *n* = 2,594) than Men Undergraduate Student respondents (31%, *n* = 1,166) and more Women Graduate/Law Student respondents (59%, *n* = 529) than Men Graduate/Law Student respondents (39%, *n* = 348) completed the survey. A higher percentage of Faculty respondents identified as women (55%, *n* = 283) than identified as men (44%, *n* = 226). A higher percentage of Staff respondents were women (66%, *n* = 833) than were men (33%, *n* = 414).



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

Figure 2. Respondents by Gender Identity and Position Status (%)

[41] Reference to social media video that surfaced in late 2014 which disparaged the idea of diverging gender identities.

Most respondents identified as Heterosexual[42] (83%, *n* = 5,454). Seven percent (*n* = 435) of respondents identified as Queer-spectrum (i.e., lesbian, gay, pansexual, queer, or questioning) and 6% (*n* = 390) identified as Bisexual (Figure 3).

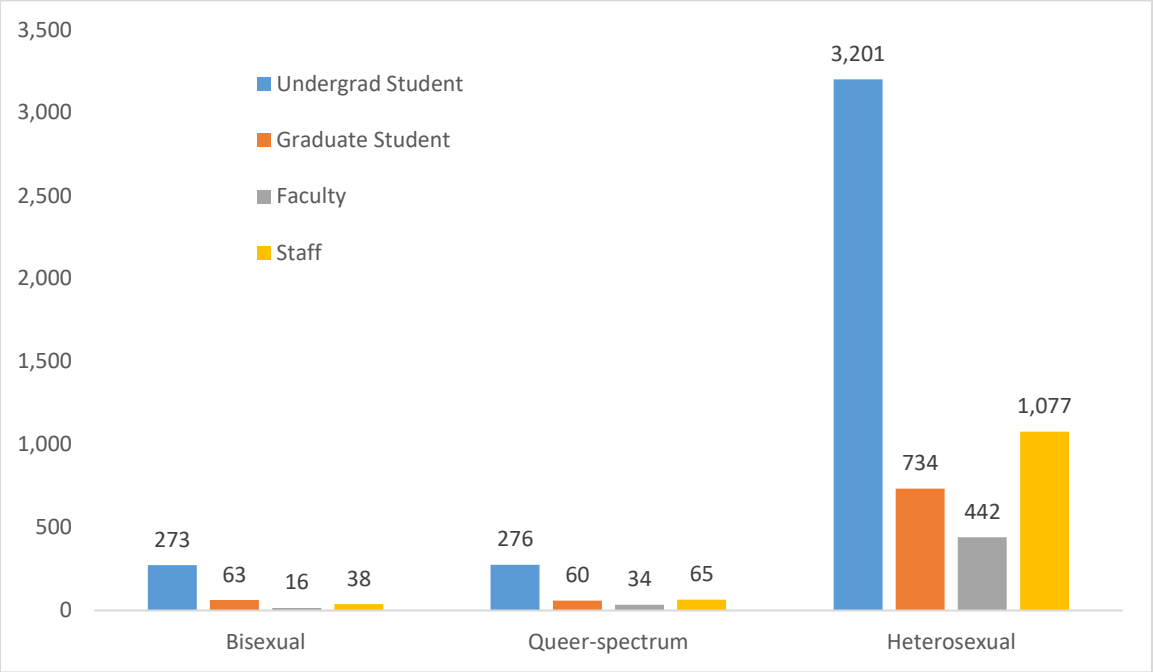
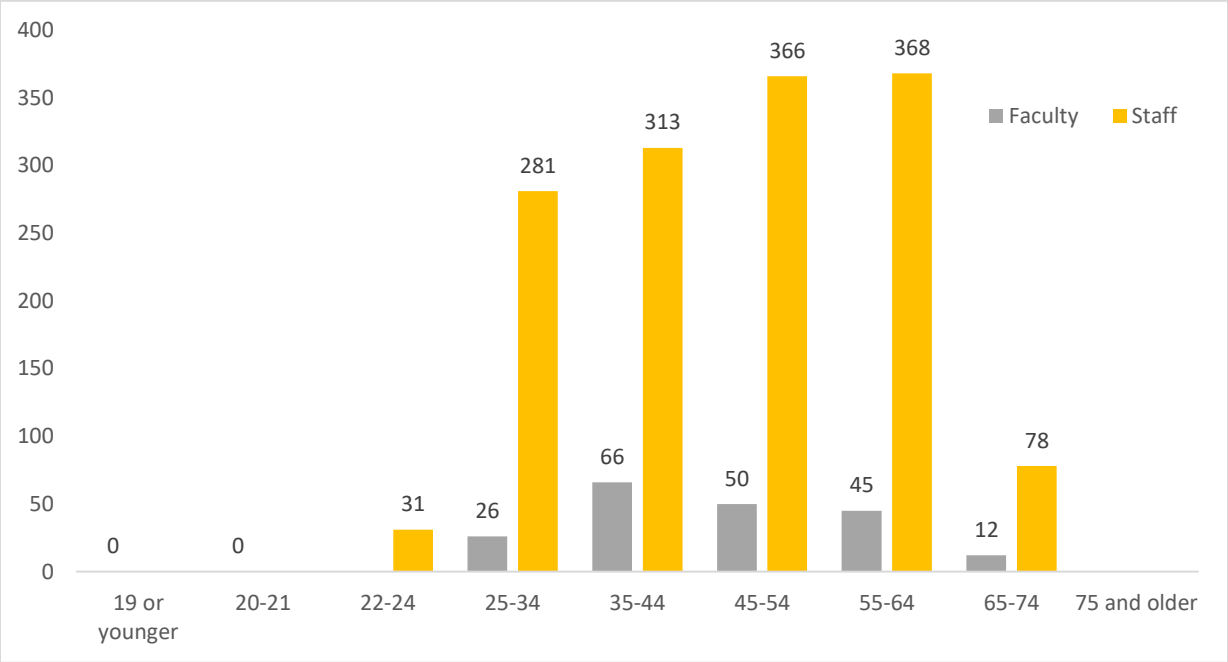


Figure 3. Respondents by Sexual Identity and Position Status (*n*)

[42] Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the term "queer-spectrum" to denote individuals who self-identified as lesbian, gay, pansexual, queer, and questioning, as well as those who wrote in "other" terms such as "demisexual," "asexual," "non-labeling," "pansexual," and "semi-sexual."

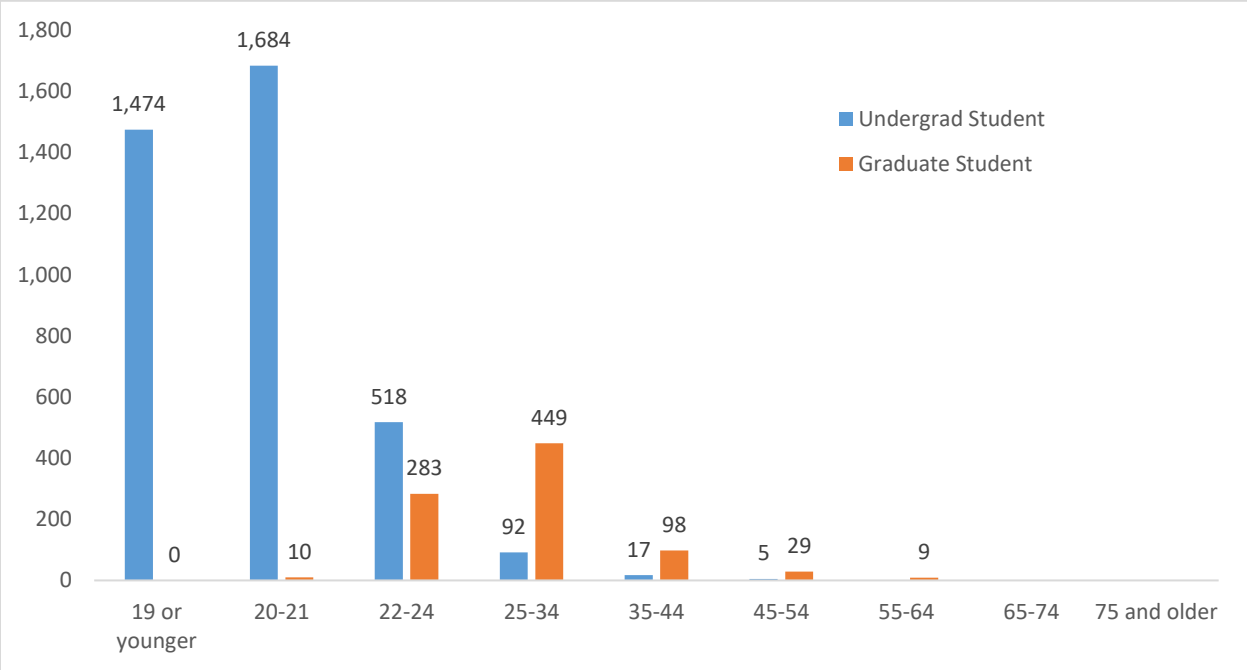
Of Staff respondents, 19% (*n* = 281) were between 25 and 34 years old, 22% (*n* = 313) were between 35 and 44 years old, 25% (*n* = 366) were between 45 and 54 years old, and 26% (*n* =368) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 33% (*n* = 66) were between 35 and 44 years old, 25% (*n* = 50) were between 45 and 54 years old, and 22% (*n* = 45) were between 55 and 64 years old.



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

Figure 4. Faculty and Staff Respondents by Age and Position Status (*n*)

Of responding Undergraduate Students, 39% (*n* = 1,474) were 19 or younger, 44% (*n* = 1,684) were between 20 and 21 years old, and 14% (*n* = 518) were between 22 and 24 years old (Figure 5). Of responding Graduate/Law Students, 32% (*n* = 283) were between 22 and 24 years old, 51% (*n* = 449) were between 25 and 34 years old, and 11% (*n* = 98) were between 35 and 44 years old.



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

Figure 5. Student Respondents by Age and Student Status (*n*)

Regarding racial identity, 84% (*n* = 5,488) of the respondents identified as White/European American (Figure 6). Five percent (*n* = 304) of respondents identified as Multiracial, 4% (*n* = 270) were Asian/Asian American, 2% (*n* = 104) were Hispanic/Latinx/Chicanx, 1% each were African American/Black (*n* = 73), Middle Eastern (*n* = 47), or South Asian (*n* = 39). Some racial/ethnic identities had fewer than five respondents each. Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "Atlantic Islander," "Bardadian," "Ethiopian," "French Canadian," "Greek," "Indian," "Mediterranean," "Mulatto," "Portuguese," "Slavic," and "Turkish."

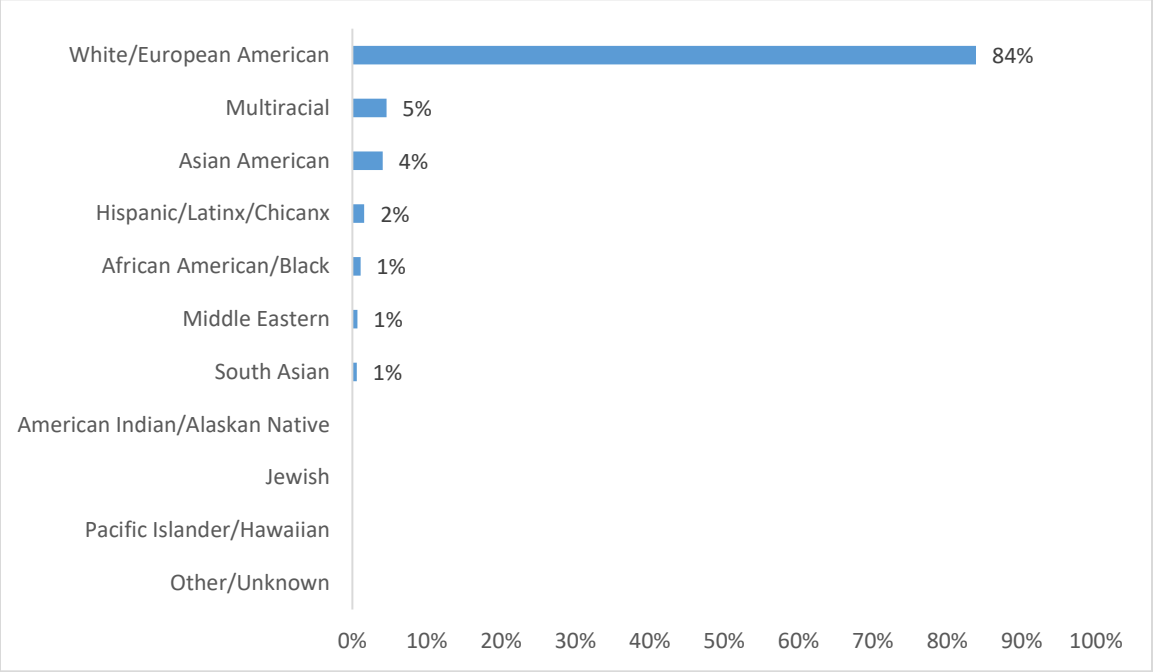


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[43] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the Climate Study Working Group (CSWG) created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (84%, *n* = 5,488) as

[43] While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African-American or Latin@ versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin & Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

their identity (Figure 7). Other respondents identified as People of Color[44] (8%, *n* = 547) or Multiracial[45] (5%, *n* = 304) and Other. A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (3%, *n* = 205).

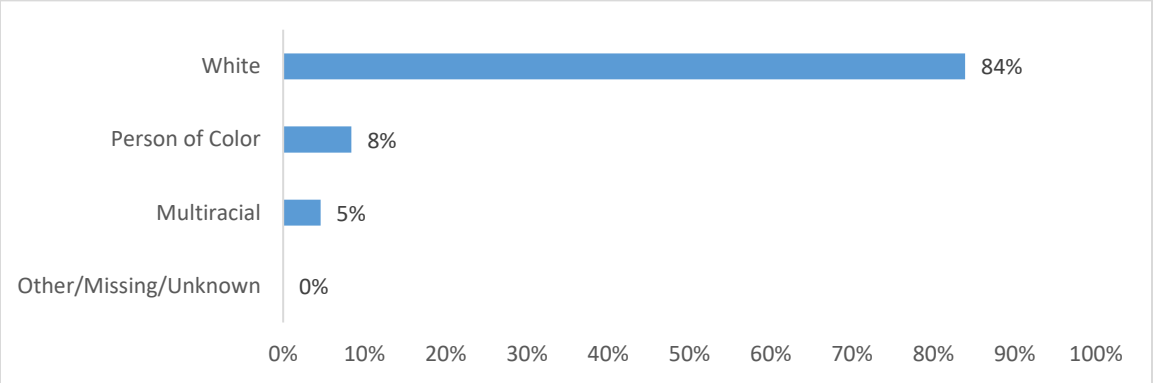


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

[44] Per the Climate Study Working Group (CSWG), when comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as People of Color).
[45] Per the Climate Study Working Group (CSWG), respondents who identified as more than one racial identity were recoded as Multiracial.

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into five categories. Forty-one percent (*n* = 2,691) of respondents indicated No Affiliation (Figure 8). Twenty-three percent (*n* = 1,513) identified as having a Catholic Affiliation, 14% (*n* = 892) of respondents identified as having a Christian Affiliation, 7% (*n* = 448) identified as having an Other Religious Affiliation, and 1% (*n* = 94) identified as having a Multiple Affiliations.

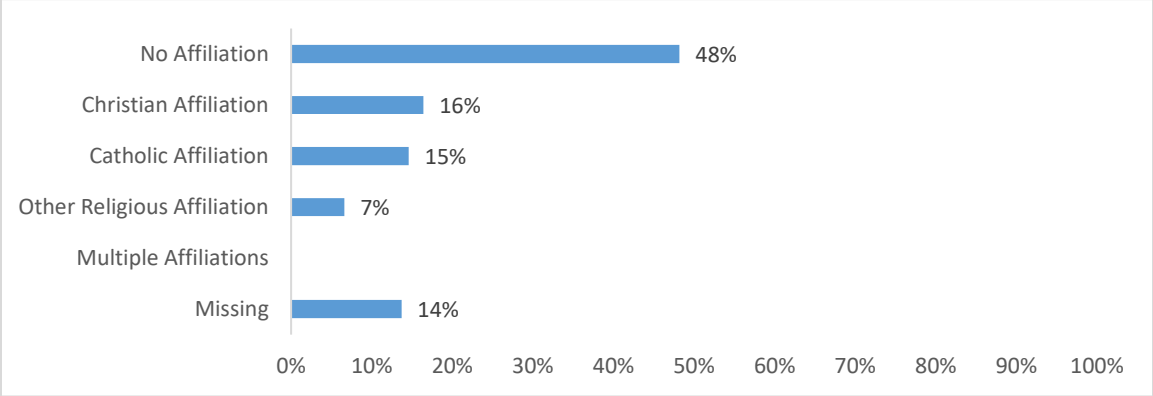


Figure 8. Respondents by Religious Affiliation (%)

Two survey items addressed respondents' political party affiliations and views. Ten percent (*n* = 650) of respondents indicated that they were affiliated with the Republican party and 36% identified as Democrats (*n* = 2,308) (Figure 9). Twenty-six percent (*n* = 1,654) of respondents identified as having No Political Affiliation, 24% (*n* = 1,600) identified as Independent, and 2% (*n* = 134) identified as Libertarian, and 1% (*n* = 80) of respondents chose a political affiliation not listed above (Other Affiliation).

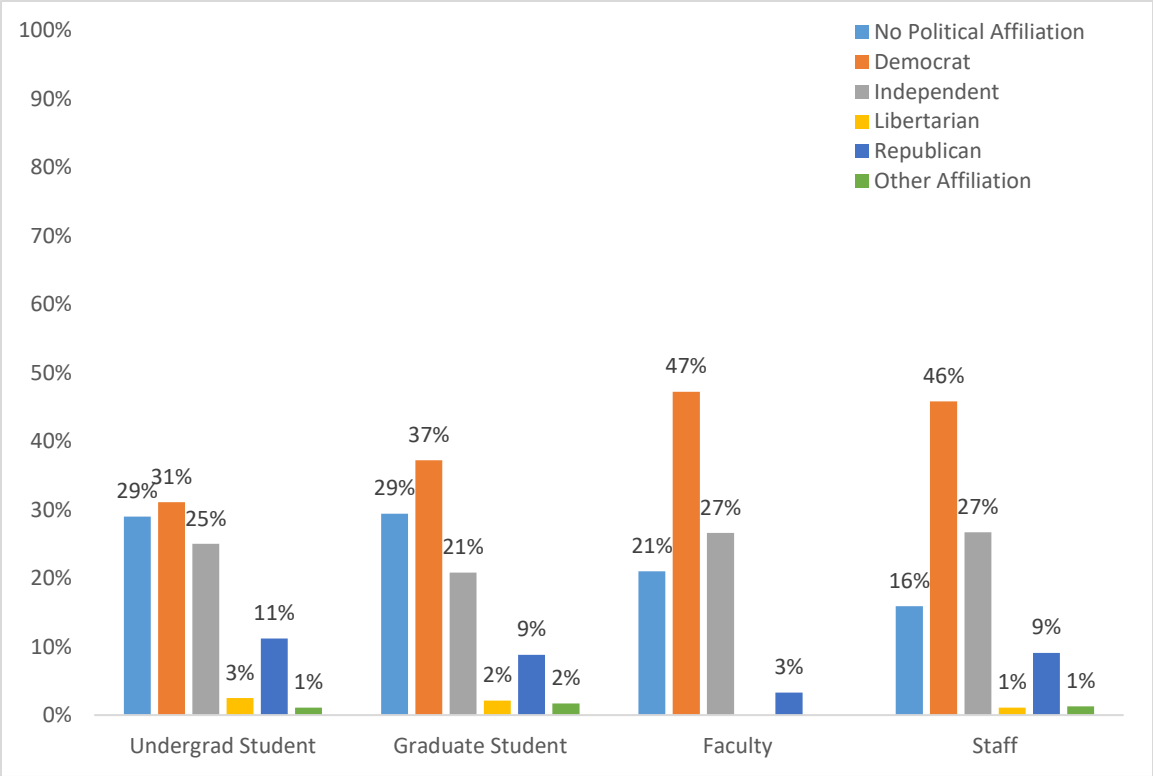


Figure 9. Respondents by Political Affiliation and Position Status (%)

Forty-two percent (*n* = 2,679) of respondents described their current political views as moderate (Figure 10). One percent (*n* = 92) of respondents identified as very conservative and 11% (*n* = 687) identified as conservative. Twelve percent (*n* = 747) of respondents identified as liberal and 34% (*n* = 2,170) identified as very liberal.

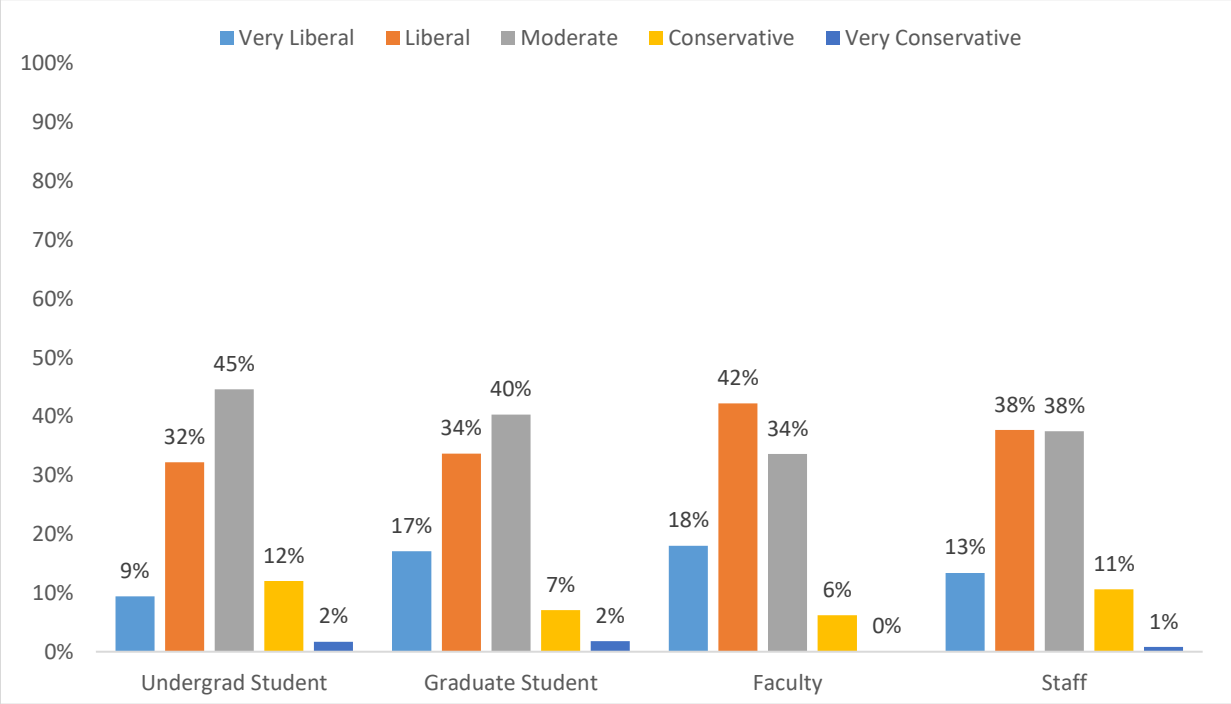
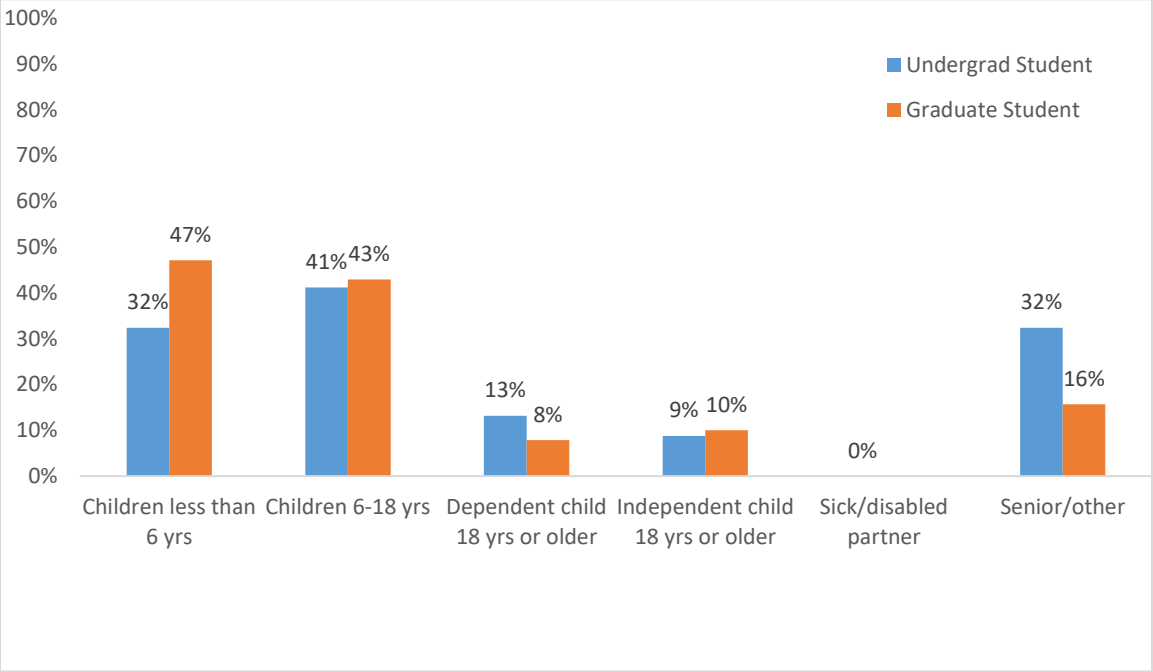


Figure 10. Respondents by Current Political Views and Position Status (%)

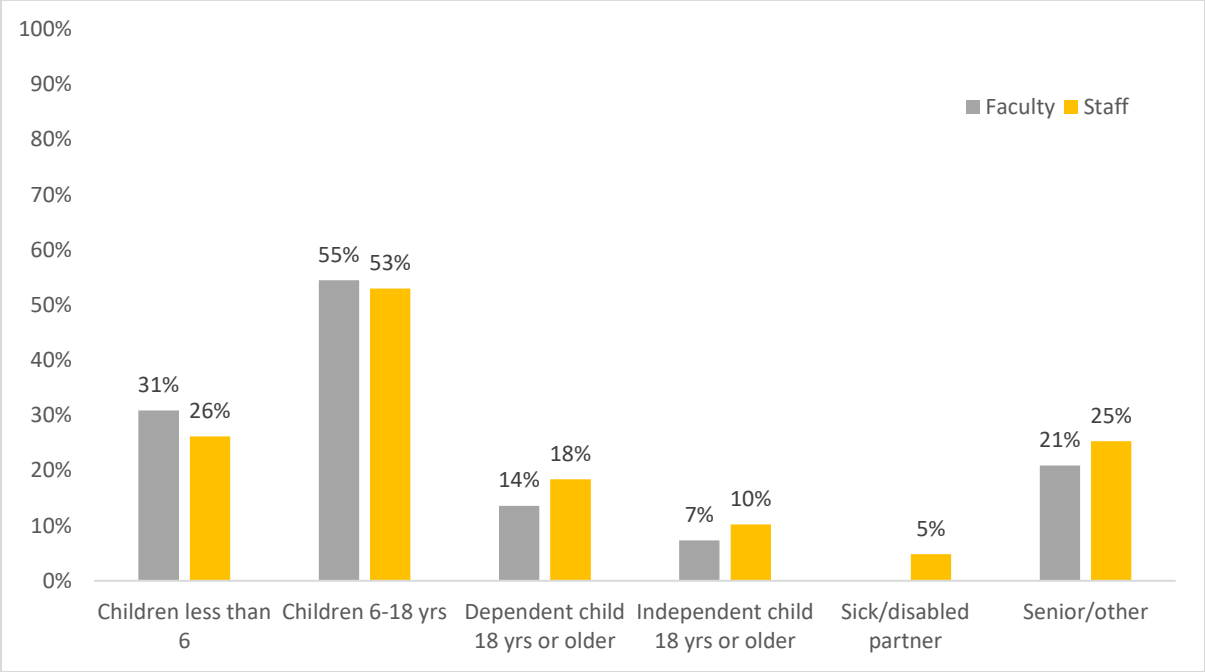
Eighty-four percent (*n* = 5,412) of all respondents, including 98% (*n* = 3,741) of Undergraduate Student respondents and 84% (*n* = 748) of Graduate/Law Student respondents, had no substantial parenting or caregiving responsibilities. Figure 11 illustrates that of the 2% (*n* = 68) Undergraduate Student respondents and 16% (*n* = 140) of Graduate/Law Student respondents indicated they had caregiving responsibilities. Thirty-two (*n* = 22) of Undergraduate Student respondents and 47% (*n* = 66) of Graduate/Law Student respondents were caring for children less than six years old and 41% (*n* = 28) of Undergraduate Student respondents and 43% (*n* = 60) of Graduate/Law Student respondents were caring for children between six and 18 years old.



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

Figure 11. Caregiving Student Respondents' Responsibilities by Student Status (%)

Fifty-two percent (*n* = 814) of Staff respondents and 50% (*n* = 109) of Faculty respondents had no substantial parenting or caregiving responsibilities. Of the 48% (*n* = 743) of Staff respondents, and 50% (*n* = 110) of Faculty respondents who had substantial parenting or caregiving responsibilities, 26% (*n* = 195) of Staff respondents and 31% (*n* = 34) of Faculty respondents were caring for children under the age of six years. Fifty-three percent (*n* = 394) of Staff respondents, and 55% (*n* = 60) of Faculty respondents were caring for children ages 6 to 18 years. Eighteen percent (*n* = 137) of Staff respondents and 14% (*n* = 15) of Faculty respondents were caring for dependent children over 18 years old (Figure 12). Ten percent (*n* = 76) of Staff respondents and 7% (*n* = 8) of Faculty respondents had independent children over the age of 18 years. Twenty-five percent (*n* = 188) of Staff respondents and 21% (*n* = 23) of Faculty respondents were caring for senior or other family members.



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

Figure 12. Caregiving Employee Respondents' Responsibilities by Position Status (%)

Thirteen percent (*n* = 842) of respondents had conditions that substantially influenced their learning, working, or living activities. Fifty-four percent (*n* = 451) of respondents who indicated that they had such conditions had mental health/psychological conditions, 34% (*n* = 290) had learning differences/disabilities, and 22% (*n* = 183) had chronic health diagnoses or medical

conditions (Table 8). Subsequent analyses indicated that 8% (*n* = 520) of respondents had a single condition that substantially influenced learning, working, or living activities and 4% (*n* = 272) had multiple conditions that substantially influenced their learning, working, or living activities. Fifty-eight percent (*n* = 388) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Student Accessibility Services. Twenty-five percent (*n* = 43) of Faculty and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 8. **Respondents' Conditions That Influence Learning, Working, Living Activities**

Conditions	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	451	53.6
Learning difference/disability (e.g., attention deficit, hyperactivity disorder, cognitive/language-based)	290	34.4
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	183	21.7
Physical/mobility condition that affects walking (e.g., dexterity, sitting/standing)	51	6.1
Hard of hearing or deaf	45	5.3
Asperger's/autism spectrum (e.g., Asperger's)	28	3.3
Acquired/traumatic brain injury	27	3.2
Physical/mobility condition that does not affect walking	27	3.2
Low vision or blind	20	2.4
Speech/communication condition	12	1.4
A disability/condition not listed here	16	1.9

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 68 (*n* = 842). Percentages may not sum to 100 as a result of multiple response choices.

Table 9 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the Climate Study Working Group (CSWG) created three citizenship categories:[46] 89% (*n* = 5,824) of respondents were U.S. Citizens, 3% (*n* = 224) were U.S. Citizens Naturalized, and 7% (*n* = 448) were Non-U.S. Citizens.

[46] For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen, U.S. Citizen Naturalized, and Non-U.S. Citizen (includes permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Table 9. **Respondents' Citizenship Status (Duplicated Totals)**

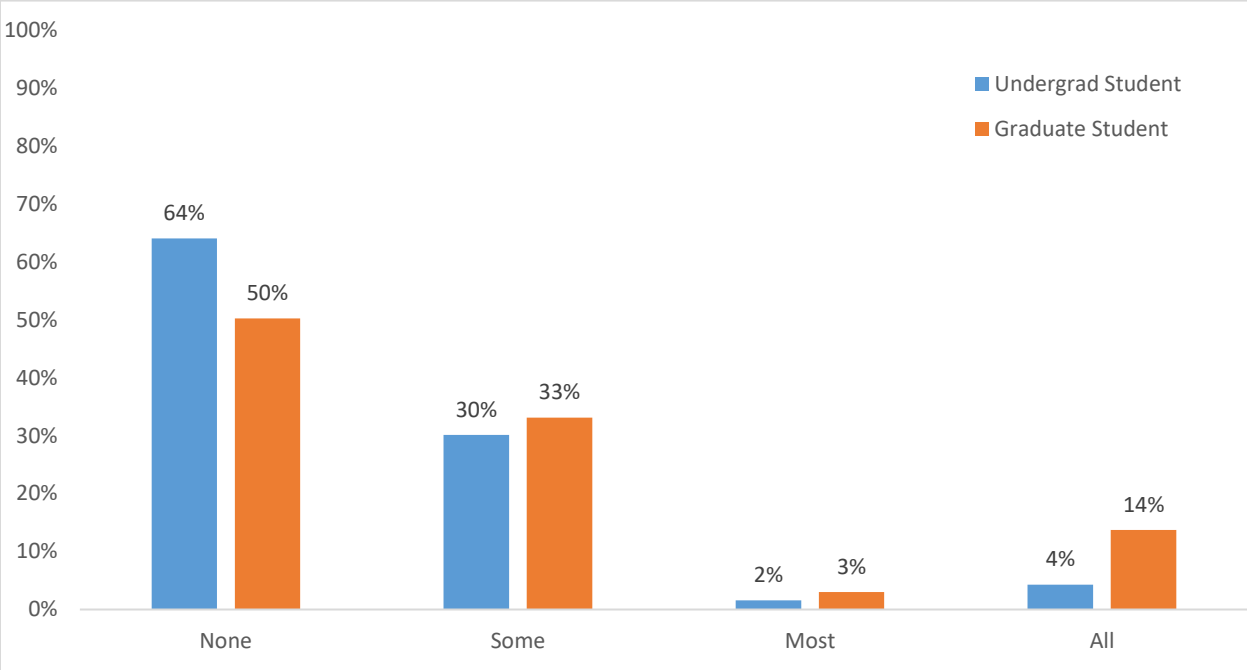
Citizenship	*n*	%
U.S. citizen, birth	5,824	89.0
A visa holder (such as F-1, J-1, H1-B, U)	267	4.1
U.S. citizen, naturalized	224	3.4
Permanent resident	173	2.6
Other legally documented status	< 5	---
Refugee status	< 5	---
Currently under a withholding of removal status	< 5	---
DACA (Deferred Action for Childhood Arrival)	< 5	---
Undocumented resident	0	0.0
Missing	48	0.7

Ninety-three percent (*n* = 6,093) of respondents indicated that English was their primary language and 6% (*n* = 362) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were American Sign Language, Albanian, Arabic, Bengali, Bosnian, Bulgarian, Burmese, Cantonese, Cebuano, Chinese, Creole, Czech, Dutch, Farsi, Finnish, French, German, Greek, Gujarati, Hebrew, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Kannada, Kinyarwanda, Korean, Malay, Mandarin, Nepali, Norwegian, Portuguese, Russian, Serbian, Serbo-Croatian, Sinhalese, Spanish, Swahili, Swedish, Tagalog, Telugu, Turkish, Ukrainian, Urdu, Vietnamese, and Yoruba.

Data revealed that 90% (*n* = 5,859) of respondents had never served in the U.S. Armed Forces. One percent (*n* = 74) of respondents currently were on active duty, in the Reserves, in the National Guard or in ROTC, and 2% (*n* = 115) of respondents formerly served. Four percent (*n* = 257) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

Thirty-two percent (*n* = 587) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 24% (*n* = 426) had a doctoral degree, 19% (*n* = 342) had a bachelor's degree, 9% (*n* = 167) had finished some college, and 5% (*n* = 90) had an associate's degree.

Four percent (*n* = 163) of Undergraduate Student respondents and 14% (*n* = 123) of Graduate/Law Student respondents took all of their classes online at the University of New Hampshire (Figure 13). Sixty-four percent (*n* = 2,453) of Undergraduate Student respondents and 50% (*n* = 451) of Graduate/Law Student respondents took none of their classes online.



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

Figure 13. Student Respondents by Percentage of Classes Taken Exclusively Online (*%*)

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 28% (*n* = 1,340) of Student respondents were First-Generation Students.[47]

Table 10. **Student Respondents' Parents'/Guardians' Highest Level of Education**

	Parent/legal guardian 1		Parent/legal guardian 2	
Level of education	*n*	%	*n*	%
No high school	46	1.0	58	1.2
Some high school	102	2.2	130	2.7

[47] With the Climate Study Working Group (CSWG)'s approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Table 10. **Student Respondents' Parents'/Guardians' Highest Level of Education**

	Parent/legal guardian 1		Parent/legal guardian 2	
Level of education	*n*	%	*n*	%
Completed high school/GED	617	13.0	763	16.1
Some college	527	11.1	511	10.8
Business/technical certificate/degree	150	3.2	212	4.5
Associate's degree	336	7.1	370	7.8
Bachelor's degree	1,481	31.3	1,579	33.4
Some graduate work	96	2.0	75	1.6
Master's degree (MA, MS, MBA)	1,011	21.4	693	14.7
Specialist degree (EdS)	20	0.4	20	0.4
Doctoral degree (PhD, EdD)	163	3.4	80	1.7
Professional degree (MD, JD)	145	3.1	85	1.8
Unknown	16	0.3	50	1.1
Not applicable	7	0.1	88	1.9
Missing	13	0.3	16	0.3

Note: Table reports responses only from Student respondents (*n* = 4,717).

As indicated in Table 11, 28% (*n* = 1,075) of Undergraduate Student respondents were in their first year at the University of New Hampshire, 27% (*n* = 1,047) were in their second year, 24% (*n* = 903) were in their third year, 19% (*n* = 738) were in their fourth year, and 1% (*n* = 52) of Undergraduate Student respondents were in their fifth year at the University of New Hampshire. Less than one percent (*n* = 15) of Undergraduate Student respondents were in their sixth year or more.

Table 11. **Undergraduate Student Respondents' Years at University of New Hampshire**

Years	*n*	%
First year	1,075	28.1
Second year	1,047	27.3
Third year	903	23.6
Fourth year	738	19.3
Fifth year	52	1.4
Sixth year (or more)	15	0.4

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,831).

Table 12 reveals that 14% (*n* = 536) of Undergraduate Student respondents were majoring in Business Administration, 6% (*n* = 241) were majoring in Psychology, and 6% (*n* = 223) of Undergraduate Student respondents had not undeclared a major.

Table 12. **Undergraduate Student Respondents' Current or Intended Majors**

Major	*n*	%
Business administration	536	14.0
Psychology	241	6.3
Undeclared	223	5.8
Biomedical sciences	215	5.6
Communications	146	3.8
Mechanical Engineering	129	3.4
Nursing	118	3.1
Computer Science & Information Technology	96	2.5
Biology	90	2.3
Political Science	90	2.3
English language and literature	85	2.2
Human Development and Family Studies	81	2.1
Nutrition	77	2.0
Justice Studies	73	1.9
Social work	74	1.9
Neuroscience and behavior	69	1.8
Occupational Therapy	70	1.8
Civil engineering	65	1.7
Math & Statistics	56	1.5
Recreation Management and Policy	58	1.5
Animal Science	53	1.4
Sociology	54	1.4
Communication disorders sciences and services	51	1.3
Electrical & Computer Engineering	50	1.3
Health Management and Policy	50	1.3
History	51	1.3
Economics	45	1.2
Music	46	1.2
Environmental Conservation and Sustainability	43	1.1
Environmental Engineering	44	1.1

Table 12. **Undergraduate Student Respondents' Current or Intended Majors**

Major	*n*	%
Marine, Estuarine and Freshwater Biology	42	1.1
Wildlife and Conservation Biology	42	1.1

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,381). Percentages may not sum to 100 because of multiple response choices. For a complete list of undergraduate majors, please see Table B22 in Appendix B.

Three percent (*n* = 24) of Graduate/Law Student respondents were enrolled in certificate programs. Table 13 indicates that, among Master's Student respondents, 55% (*n* = 277) were in their first year of their graduate degree programs, 38% (*n* = 192) were in their second year, 5% (*n* = 27) were in their third year, and 2% (*n* = 9) had been in their programs for four years or more. Among Doctoral Student respondents, 22% each were in their first (*n* = 53), second (*n* = 53), or third (*n* = 53) year of their graduate degree programs, and 35% (*n* = 84) had been in their programs for four years or more. Among Law Student respondents, 51% (*n* = 38) were in their first year of their graduate degree programs, 30% (*n* = 22) were in their second year, 19% (*n* = 14) were in their third year, and 0% (*n* = 0) had been in their programs for four years or more.

Table 13. **Graduate/Law Student Respondents' Years at University of New Hampshire**

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

Note: Table reports responses only from Graduate/Law Student respondents (*n* = 890).

Among Doctoral Student respondents, 3% (*n* = 30) were in Natural Resources and Earth Systems Science, 3% (*n* = 28) were in Physics, 3% (*n* = 23) were in Mathematics and Statistics, and 2% (*n* = 22) were in Chemistry (Table 14). Of Master's Student respondents, 9% (*n* = 81) were in Social Work, 6% (*n* = 54) were in Education, and 5% (*n* = 45) were in Business Administration.

Table 14. **Graduate/Law Student Respondents' Graduate/Professional Programs**

Academic programs/divisions	*n*	%
Doctoral Degree		
Natural Resources and Earth Systems Science	30	3.3
Physics	28	3.1
Mathematics and Statistics	23	2.6
Chemistry	22	2.4
Education	17	1.9
Economics	15	1.7
English	15	1.7
Civil and Environmental Engineering	11	1.2
Sociology	11	1.2
Computer Science	10	1.1
Psychology	9	1.0
Master's Degree		
Social Work	81	9.0
Education	54	6.0
Business Administration	45	5.0
Nursing	37	4.1
Occupational Therapy	34	3.8
English	24	2.7
Civil and Environmental Engineering	21	2.3
Natural Resources	21	2.3
Computer Science	20	2.2
Analytics	19	2.1
Electrical and Computer Engr	15	1.7
Accounting and Finance	14	1.6
Biological Sciences	14	1.6
Information Technology	14	1.6
Agriculture Nutrition and Food Systems	13	1.4
Comm Sciences & Disorders	13	1.4
Economics	13	1.4
Public Policy	9	1.0

Note: Table reports responses only from Graduate/Law Student respondents (n = 890). Percentages may not sum to 100 because of multiple response choices. For a complete list of graduate academic programs, please see Table B23 in Appendix B.

Thirty-five percent (*n* = 1,344) of Undergraduate Student respondents and 39% (*n* = 349) of Graduate/Law Student respondents were employed on campus, while 32% (*n* = 1,239) of Undergraduate Student respondents and 35% (*n* = 316) of Graduate/Law Student respondents were employed off campus (Table 15). Of Undergraduate Student respondents who were employed on campus, 23% (*n* = 887) worked between one and 10 hours per week. Of Graduate/Law Student respondents who were employed on campus, 19% (*n* = 168) worked between 11 and 20 hours per week. Of Undergraduate Student respondents who were employed off campus, 13% (*n* = 492) worked between one and 10 hours per week. Of Graduate/Law Student respondents who were employed off campus, 8% each worked between one and 10 hours (*n* = 74), 11-20 hours (*n* = 68), and more than 40 hours per week (*n* = 74).

Table 15. **Student Employment**

	Undergraduate Student respondents		Graduate/Law Student respondents	
Employed	*n*	%	*n*	%
No	**1,449**	**37.8**	**269**	**29.9**
Yes, I work on campus	**1,344**	**35.1**	**349**	**38.8**
1-10 hours/week	887	23.2	86	9.6
11-20 hours/week	354	9.2	168	18.7
21-30 hours/week	59	1.5	43	4.8
31-40 hours/week	< 5	---	19	2.1
More than 40 hours/week	< 5	---	21	2.3
Yes, I work off campus	**1,239**	**32.3**	**316**	**35.2**
1-10 hours/week	492	12.8	74	8.2
11-20 hours/week	422	11.0	68	7.6
21-30 hours/week	175	4.6	39	4.3
31-40 hours/week	77	2.0	49	5.5
More than 40 hours/week	24	0.6	74	8.2

Note: Table reports responses only from Student respondents (*n* = 4,730).

Forty-four percent (*n* = 2,066) of Student respondents experienced financial hardship while attending the University of New Hampshire, including 44% (*n* = 1,666) of Undergraduate Student respondents and 45% (*n* = 400) of Graduate/Law Student respondents. Of these Student respondents, 28% (*n* = 1,323) had difficulty affording tuition, 26% (*n* = 1,209) had difficulty purchasing books/course materials, 21% (*n* = 981) had difficulty affording housing, and 15% (*n*

= 701) had difficulty affording food (Table 16). "Other" responses included several mentions of cars and related vehicle costs, such as insurance, payments, or maintenance costs. Additionally, several respondents wrote in regarding paying for their family or parent's expenses, loan payments, and paying for UNH parking-related costs or fees. Other write-in responses that were repeated by respondents included, "bills," "living expenses," "mandatory fees," "medicine," and student-related activities such as research trips or professional organization memberships.

Table 16. **Student Respondents Experienced Financial Hardship**

Financial hardship	*n*	%
Tuition	1,323	28.0
Books/course materials	1,209	25.6
Housing	981	20.7
Food	701	14.8
Other campus fees	643	13.6
Alternative spring breaks	473	10.0
Participation in social events	471	10.0
Studying abroad (international)	460	9.7
Unpaid internships/research opportunities	422	8.9

Note: Note: Table reports responses only from Student respondents (*n* = 4,730). For a complete list of experienced financial hardships, please see Table B35 in Appendix B.

Fifty-eight percent (*n* = 2,761) of Student respondents depended on loans to pay for their education at the University of New Hampshire (Table 17). Sixty-three percent (*n* = 2,428) of Undergraduate Student respondents and 37% (*n* = 333) of Graduate/Law Student respondents relied on loans to pay for their education. Subsequent analyses indicated that 56% (*n* = 385) of Low-Income Student respondents,[48] 60% (*n* = 2,314) of Not-Low-Income Student respondents, 70% (*n* = 931) of First-Generation Student respondents, and 54% (*n* = 1,827) of Not-First-Generation Student respondents depended on family contributions.

Fifty-five percent (*n* = 2,595) of Student respondents relied on family contributions to pay for their education. Sixty-four percent (*n* = 2,435) of Undergraduate Student respondents and 18% (*n* = 160) of Graduate/Law Student respondents relied on family contributions to help pay for their

[48] The Climate Study Working Group (CSWG) defined Low-Income Student respondents as those students whose families earn less than $30,000 annually.

education. When analyzed by income status, the data revealed that 61% (*n* = 2,371) of Not-Low-Income Student respondents and 21% (*n* = 146) of Low-Income Student respondents relied on family contributions to help pay for college. Similarly, 61% (*n* = 2,068) of Not-First-Generation Student respondents and 39% (*n* = 525) of First-Generation Student respondents depended on family contributions.

Thirty-one percent (*n* = 1,481) of Student respondents used personal contributions/jobs to pay for college. Thirty-two percent (*n* = 1,235) of Undergraduate Student respondents and 27% (*n* = 246) of Graduate/Law Student respondents relied on personal contributions/jobs to help pay for their education. When analyzed by income status, the data revealed that 33% (*n* = 228) of Low-Income Student respondents and 32% (*n* = 1,219) of Not-Low-Income Student respondents relied on personal contributions/jobs to help pay for college. Analyzed by first-generation status, 33% (*n* = 444) of First-Generation Student respondents and 31% (*n* = 1,035) of Not-First-Generation Student respondents depended on personal contributions/jobs.

Table 17. **How Student Respondents Were Paying for College**

Source of funding	*n*	%
Loans	2,761	58.4
Family contribution	2,595	54.9
Personal contribution/job	1,481	31.3
Non-need-based scholarship (e.g., merit, ROTC, athletic grant-in-aid)	1,246	26.3
Grant (e.g., Pell)	1,131	23.9
Need-based scholarship (e.g., Gates)	741	15.7
Campus Employment	667	14.1
Credit card	395	8.4
Graduate/research/teaching assistantship	392	8.3
Military educational benefits (e.g., GI Bill, NGEAP)	127	2.7
Resident assistant/Community assistant	119	2.5
Home country contribution	16	0.3
A method of payment not listed here	116	2.5

Note: Table reports responses only from Student respondents (*n* = 4,730).

Twenty-seven percent (*n* = 1,266) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially dependent)

and 70% (*n* = 3,331) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 19% (*n* = 708) of Undergraduate Student respondents, 64% (*n* = 558) of Graduate/Law Student respondents were financially independent. Additionally, 66% (*n* = 447) of Low-Income Student respondents, 21% (*n* = 786) of Not-Low-Income Student respondents were financially independent, and 40% (*n* = 519) of First-Generation Student respondents, and 23% (*n* = 747) of Not-First-Generation Student respondents were financially independent.

Twenty-five percent (*n* = 1,166) of Student respondents indicated that they or their families had an annual income of less than $50,000. Thirty percent (*n* = 1,414) of Student respondents indicated an annual income between $50,000 and $99,999; 30% (*n* = 1,438) between $100,000 and $149,999; 16% (*n* = 742) between $150,000 and $249,999; and 6% (*n* = 297) indicated an annual income of $250,000 or more. These figures are displayed by student status in Figure 14. Information is provided for Undergraduate and Graduate/Law Student respondents who indicated they were financially independent and dependent.

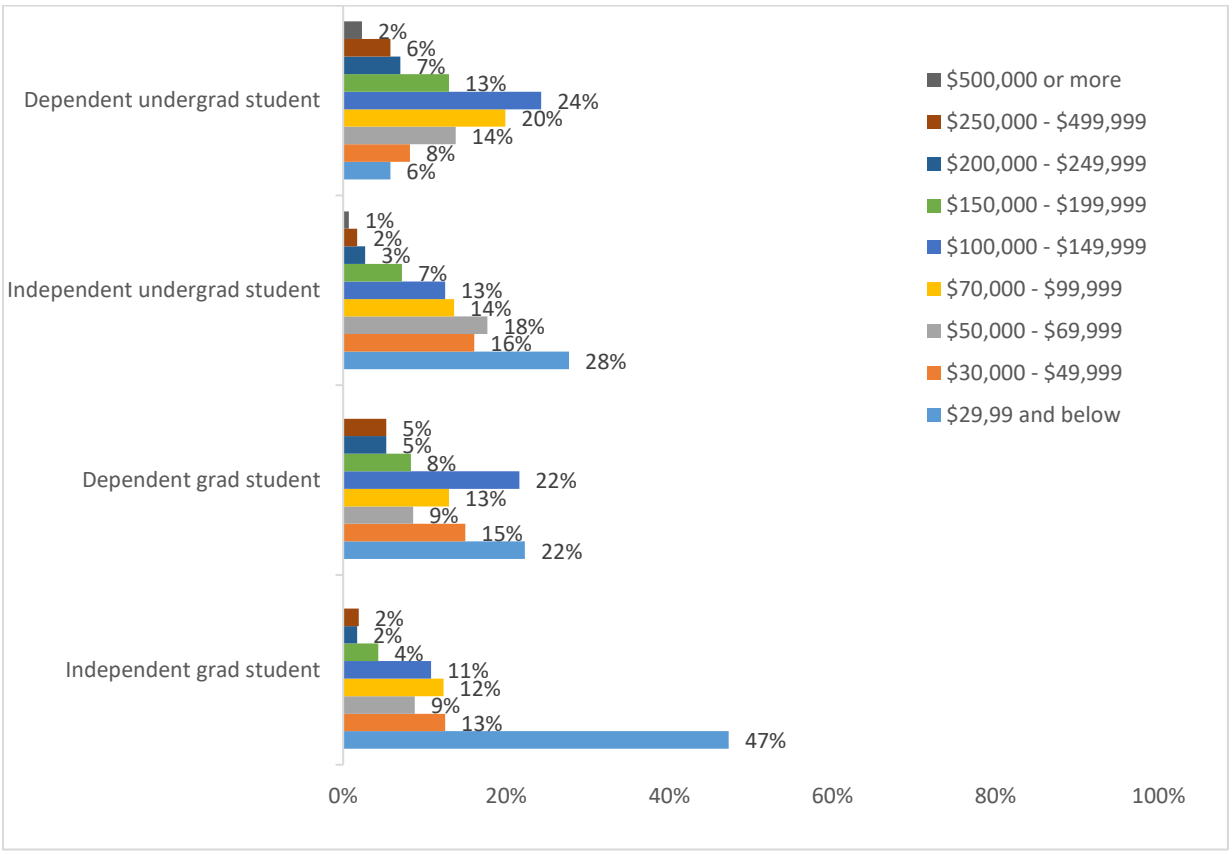


Figure 14. Student Respondents' Income by Dependency Status and Student Status (%)

Of the Undergraduate Students completing the survey, 52% (*n* = 1,849) were housed with Residential Life, 11% (*n* = 408) were housed with the Department of Housing, and 37% (*n* = 1,326) had non-campus housing (Table 18).

Table 18. **Undergraduate Student Respondents' Residence**

Residence	*n*	%
Campus Housing	**2,565**	**54.2**
Adams Tower West	57	2.5
Alexander Hall	52	2.3
Babcock	38	1.6
Christensen Hall	105	4.5
Congreve Hall	117	5.1
Engelhardt Hall	48	2.1
Fairchild Hall	49	2.1
Forest Park Hall	19	0.8
Haaland Hall	99	4.3
Gables	247	10.7
Gibbs Hall	50	2.2
Handler Hall	121	5.2
Hetzel Hall	46	2.0
Hubbard Hall	83	3.6
Hunter Hall	47	2.0
Jessie Doe Hall	60	2.6
Lord Hall	30	1.3
McLaughlin Hall	53	2.3
Mills Hall	107	4.6
Peterson Hall	81	3.5
Sawyer Hall	59	2.6
Scott Hall	68	2.9
Stoke Hall	183	7.9
The Minis-Eaton House	19	0.8
The Minis-Hall House	17	0.7
The Minis-Marston House	11	0.5
The Minis-Richardson House	18	0.8
Upper Quad-Devine Hall	77	3.3
Upper Quad-Hitchcock Hall	45	1.9

Table 18. **Undergraduate Student Respondents' Residence**

Residence	*n*	%
Upper Quad-Randall Hall	52	2.3
Williamson Hall	152	6.6
Woodside Hall	100	4.3
Non-campus housing	**1,682**	**35.6**
Fraternity / Sorority House	64	4.1
Off campus Apartment / House	1,506	95.9
Living with family member/guardian	**460**	**9.7**
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**15**	**0.3**

Note: Table reports responses only from Undergraduate Student respondents (*n* = 4,730).

Thirty percent (*n* = 1,437) of Student respondents did not participated in any clubs or organizations at UNH. Twenty percent (*n* = 920) of Student respondents participated in academic and academic honorary organizations, 13% (*n* = 619) participated in recreational organizations, and 12% each of Student respondents participated in a social sorority or fraternity (*n* = 578) or a club sport (*n* = 568) (Table 19).

Table 19. **Student Respondents' Participation in Clubs/Organizations at University of New Hampshire**

Club/organization	*n*	%
I do not participate in any clubs or organizations at University of New Hampshire.	1,437	30.4
Academic and academic honorary organizations	920	19.5
Recreational organization	619	13.1
Social sorority or fraternity	578	12.2
Club sport	568	12.0
Professional or pre-professional organization	514	10.9
Service or philanthropic organization	465	9.8
Intercollegiate athletic team	322	6.8
Health and wellness organization	228	4.8
Culture-specific organization (e.g., Diversity Support Coalition, NALA, MOSDEF, TransUNH)	227	4.8
Political or issue-oriented organization	220	4.7
Performance organization	208	4.4
Religious or spirituality-based organization	178	3.8
Governance organization	163	3.4

Table 19. **Student Respondents' Participation in Clubs/Organizations at University of New Hampshire**

Club/organization	*n*	%
Publication/media organization	98	2.1
A student organization not listed above	413	8.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,730).

Table 20 indicates that most Student respondents indicated that they earned passing grades. Fifty percent (*n* = 2,375) reported that they earned above a 3.5 grade point average (GPA).

Table 20. **Student Respondents' Reported Cumulative GPA at the End of Last Semester**

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

Note: Table reports responses only from Student respondents (*n* = 4,730).

The survey queried respondents about their commute to campus. Table 21 indicates that most Employee respondents (32%, *n* = 580) commute between 11 and 20 minutes to campus, and most Student respondents (56%, *n* = 2,654) commute less than 10 minutes to campus.

Table 21. **Respondents' One-Way Commute Time to Campus**

	Student respondents		Employee respondents	
Minutes	*n*	%	*n*	%
10 or fewer	2,654	56.1	312	17.2
11-20	655	13.8	580	32.0
21-30	355	7.5	454	25.0
31 - 40	210	4.4	208	11.5

Table 21. **Respondents' One-Way Commute Time to Campus**

	Student respondents		Employee respondents	
Minutes	*n*	%	*n*	%
41-50	217	4.6	117	6.4
51-60	231	4.9	90	5.0
60 or more	468	9.9	81	4.5

Figure 15 illustrates that 33% (*n* = 1,229) of Undergraduate Student respondents, 71% (*n* = 613) of Graduate/Law Student respondents, 92% (*n* = 206) of Faculty respondents, and 90% (*n* = 1,421) of Staff respondents indicated that their personal vehicles were their primary method of transportation to campus.

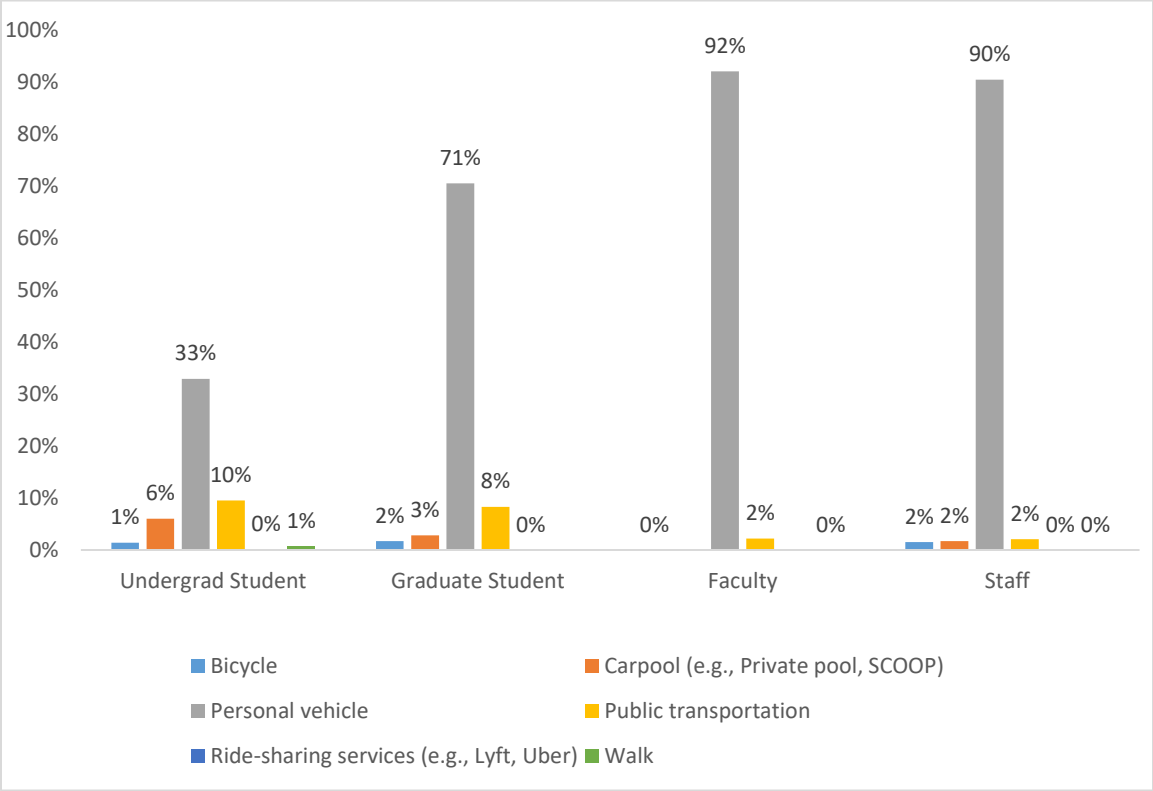


Figure 15. Respondents' Primary Methods of Transportation to Campus (%)

Campus Climate Assessment Findings[49]

The following section reviews the major findings of this study.[50] The review explores the climate at University of New Hampshire through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

Comfort With the Climate at The University of New Hampshire

The survey posed questions regarding respondents' levels of comfort with the University of New Hampshire's campus climate. Table 22 illustrates that 81% (*n* = 5,269) of the survey respondents were "very comfortable" or "comfortable" with the climate at the University of New Hampshire. Seventy-four percent (*n* = 1,340) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. Eighty-six percent (*n* = 4,497) of Student respondents and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 22. **Respondents' Comfort With the Climate at University of New Hampshire**

	Comfort with overall climate		Comfort with climate in department/ program or work units*		Comfort with climate in class**	
Level of Comfort	*n*	%	*n*	%	*n*	%
Very comfortable	1,825	27.9	662	36.5	1,712	32.7
Comfortable	3,444	52.6	678	37.4	2,785	53.2
Neither comfortable nor uncomfortable	847	12.9	236	13.0	547	10.4
Uncomfortable	349	5.3	176	9.7	153	2.9
Very uncomfortable	77	1.2	60	3.3	38	0.7

*Responses only from Faculty and Staff respondents (*n* = 1,814).
**Responses only from Faculty and Student respondents (*n* = 5,259).

[49] Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.
[50] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.[51]

Figure 16 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a lower percentage of Staff respondents (23%, *n* = 298) than Undergraduate Student respondents (30%, *n* = 1,152) felt "very comfortable" with the overall climate at University of New Hampshire.[i] No significant differences were found between Student respondents who started as a first-year student and those that transferred from another university. Additionally, no significant differences in the level of comfort of the overall campus climate existed between Tenured/Tenure-Track Faculty respondents and Not on the Tenure-Track Faculty respondents.

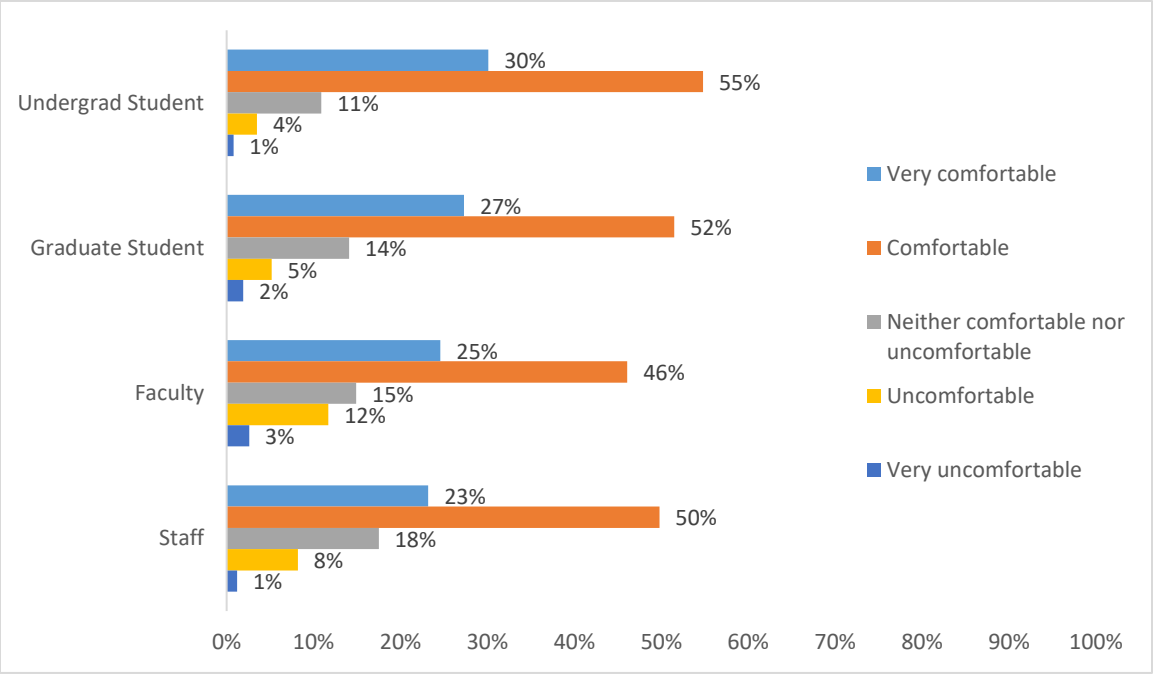


Figure 16. Respondents' Comfort With Overall Climate by Position Status (%)

[51] Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

A significantly higher percentage of Faculty respondents (7%, *n* = 37) were "very uncomfortable" compared to Staff respondents (2%, *n* = 23) regarding their comfort levels with the climate in their department/work unit (Figure 17).[ii] No significant differences in level of comfort in the department/work unit were found between Tenured/Tenure-Track Faculty respondents and Not on the Tenure-Track Faculty respondents.

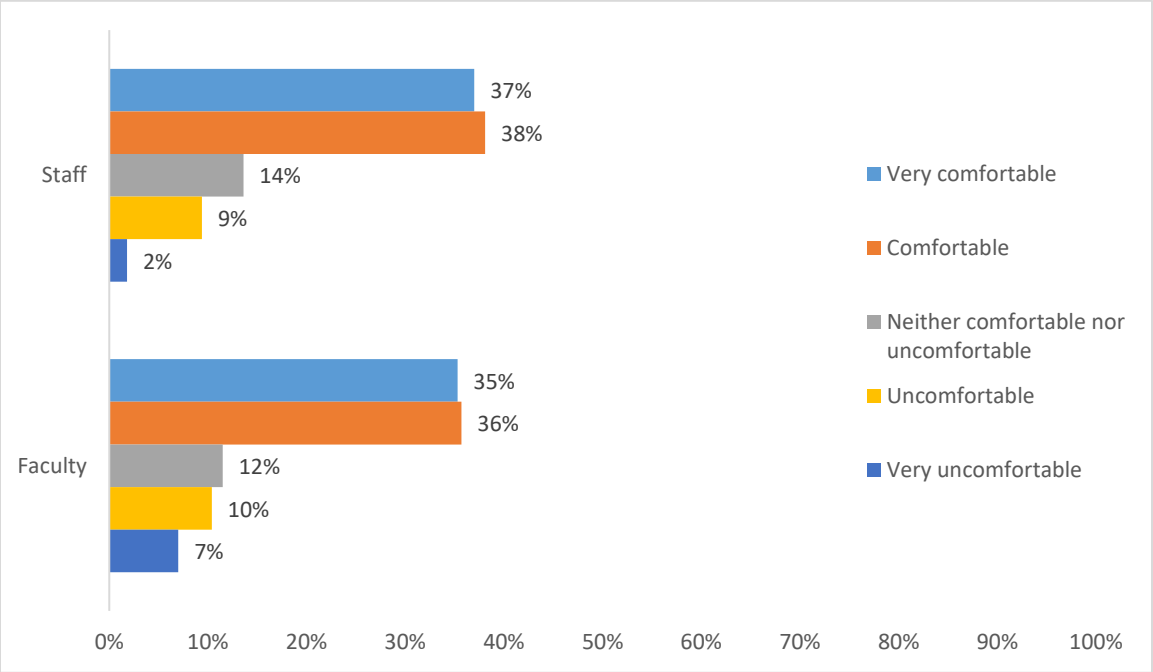
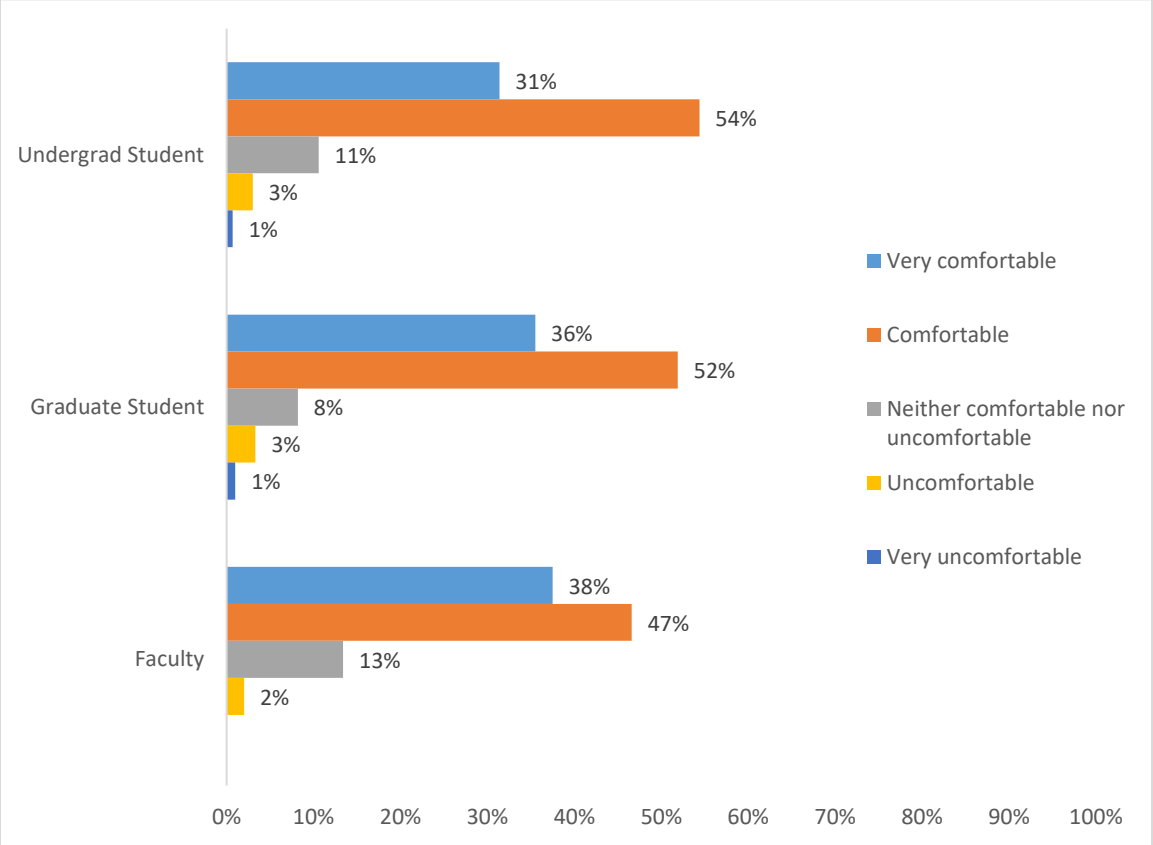


Figure 17. Faculty and Staff Respondents' Comfort With Climate in Department/Work Unit by Position Status (%)

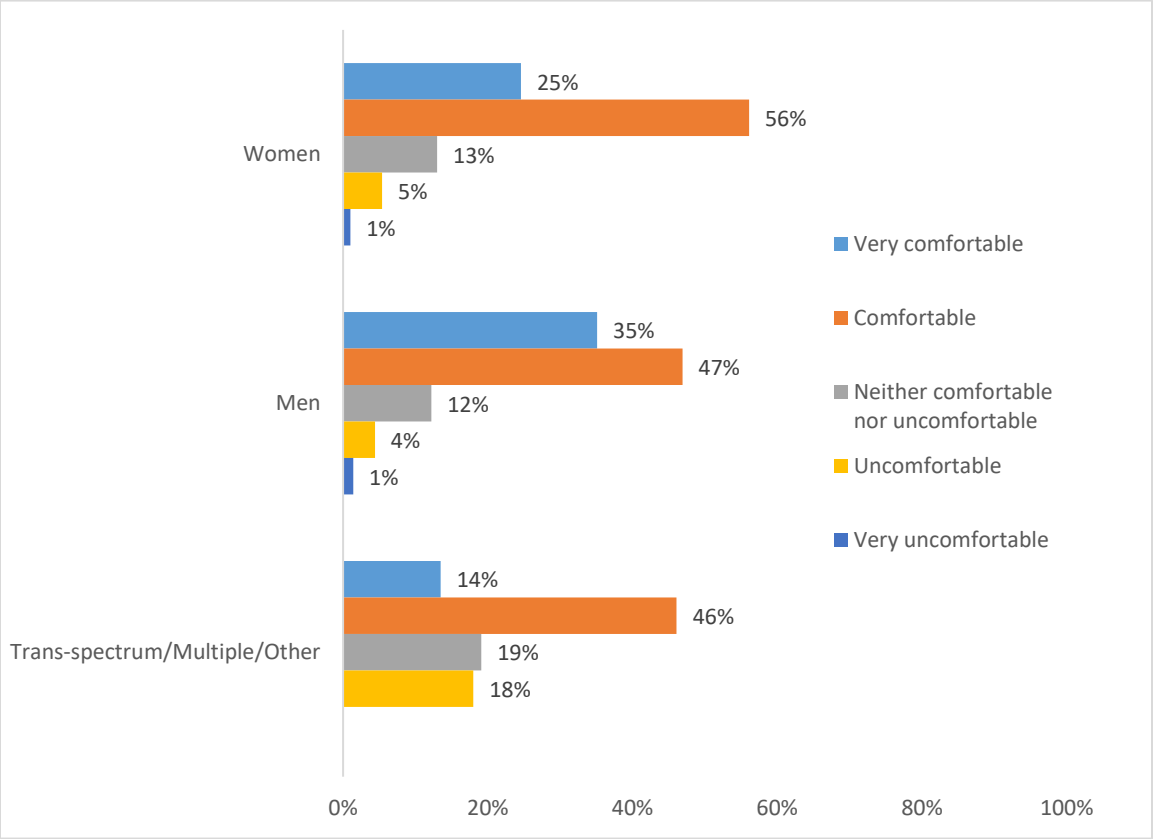
When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in their classes (Figure 18). A lower percentage of Undergraduate Student respondents (31%, *n* = 1,202) than Faculty respondents (38%, *n* = 191) were "very comfortable" with the climate in their classes.[iii] No significant differences in the level of comfort in class climate were found between Student respondents who started as a first-year student and those that transferred from another university. Additionally, no significant differences in the level of comfort in class climate were found between Tenured/Tenure-Track Faculty respondents and Not on the Tenure-Track Faculty respondents.



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

Figure 18. Faculty, Undergraduate, and Graduate/Law Student Respondents' Comfort With Climate in Classes by Position Status (%)

Significant differences existed by gender identity,[52] whereby 35% (*n* = 756) of Men respondents, 25% (*n* = 1,043) of Women respondents, and 14% (*n* = 12) of Trans-spectrum/Multiple/Other respondents felt "very comfortable" with the overall climate at the University of New Hampshire (Figure 19).[iv]

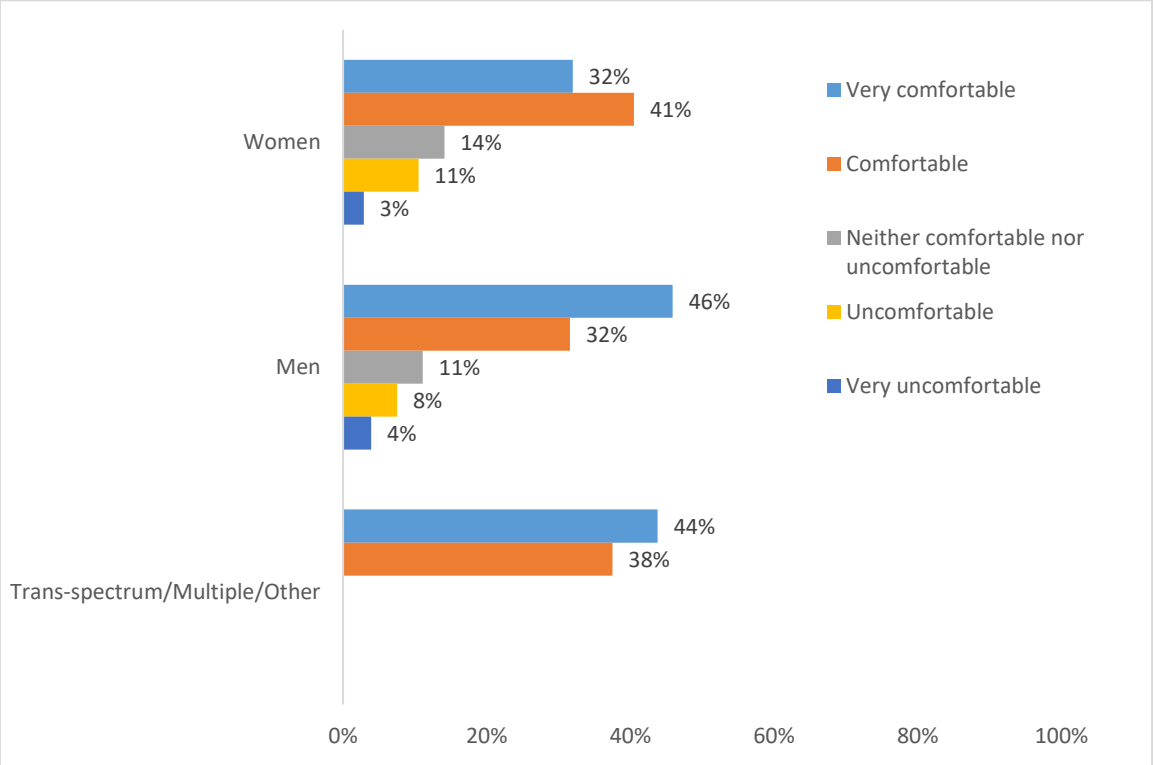


Note: Responses with *n* < 5 are not presented in the figure.

Figure 19. Respondents' Comfort With Overall Climate by Gender Identity (%)

[52] Per the Climate Study Working Group (CSWG), gender identity was recoded into the categories Men (*n* = 2,153), Women (*n* = 4,238), and Trans-spectrum/Multiple/Other (*n* = 89), where Trans-spectrum respondents included those individuals who marked "transgender," "trans," or "genderqueer" only for the question, "What is your gender/gender identity (mark all that apply)?" Trans-spectrum/Multiple/Other respondents were not included in all analyses to maintain the confidentiality of their responses.

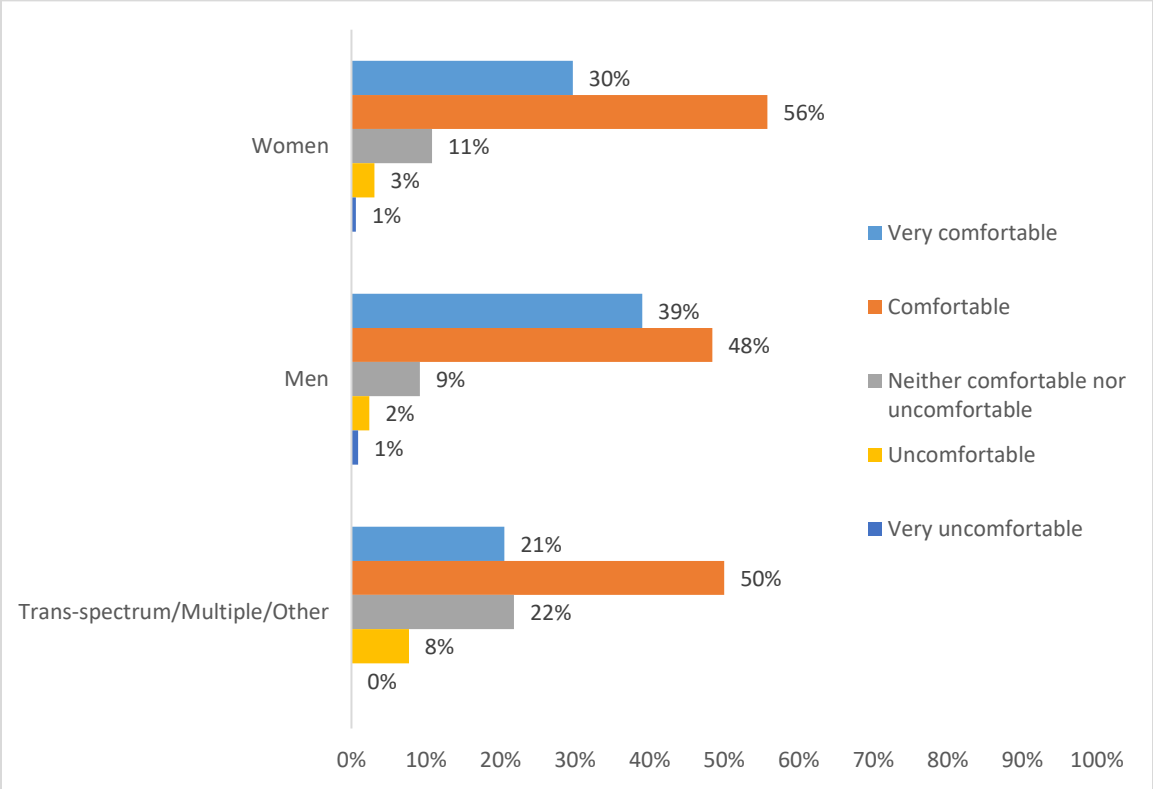
A lower percentage of Women Faculty and Staff respondents (32%, *n* = 357) than Men Faculty and Staff respondents (46%, *n* = 293) felt "very comfortable" with the climate in their department/program or work unit (Figure 20).[v]



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

Figure 20. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

A lower percentage of Women Faculty and Student respondents (30%, *n* = 1,009), Trans-spectrum/Multiple/Other Faculty and Student respondents (21%, *n* = 16) than Men Faculty and Student respondents (39%, *n* = 676) felt "very comfortable" in their classes (Figure 21).[vi]



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

Figure 21. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial identity,[53] Respondents of Color (20%, *n* = 109) and Multiracial respondents (23%, *n* = 69) were less "very comfortable" with the overall climate than White respondents (29%, *n* = 1,602) at the University of New Hampshire (Figure 22).[vii]

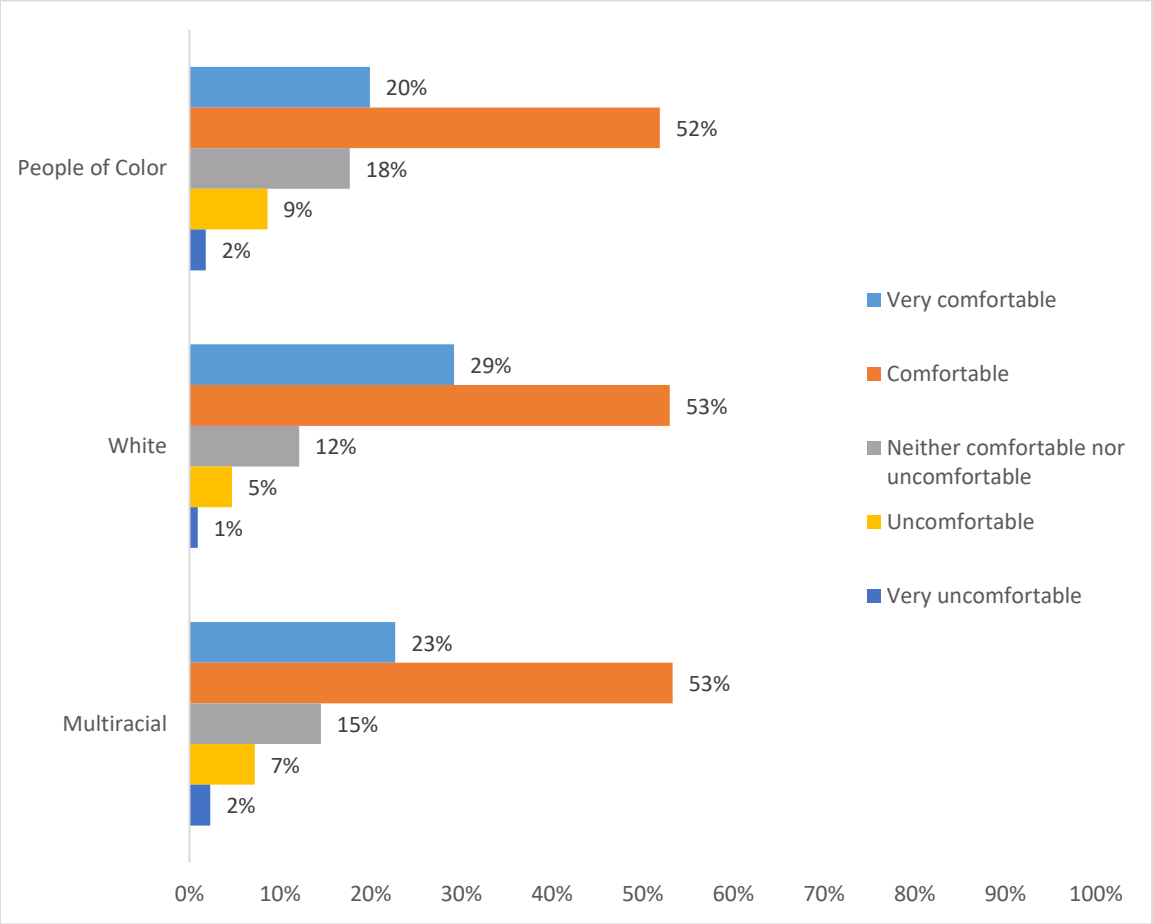
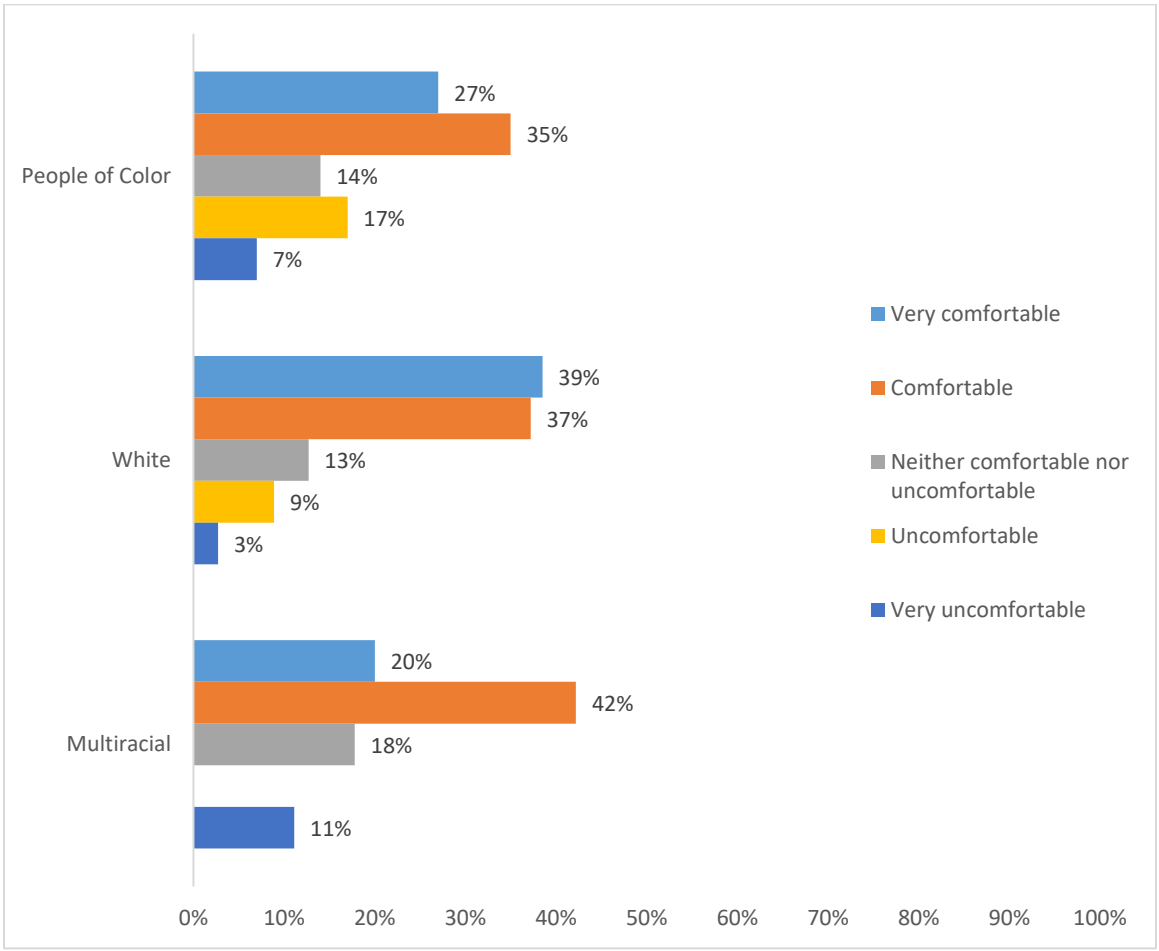


Figure 22. Respondents' Comfort With Overall Climate by Racial Identity (%)

[53] The Climate Study Working Group (CSWG) proposed three collapsed racial identity categories (White, People of Color, and Multiracial.

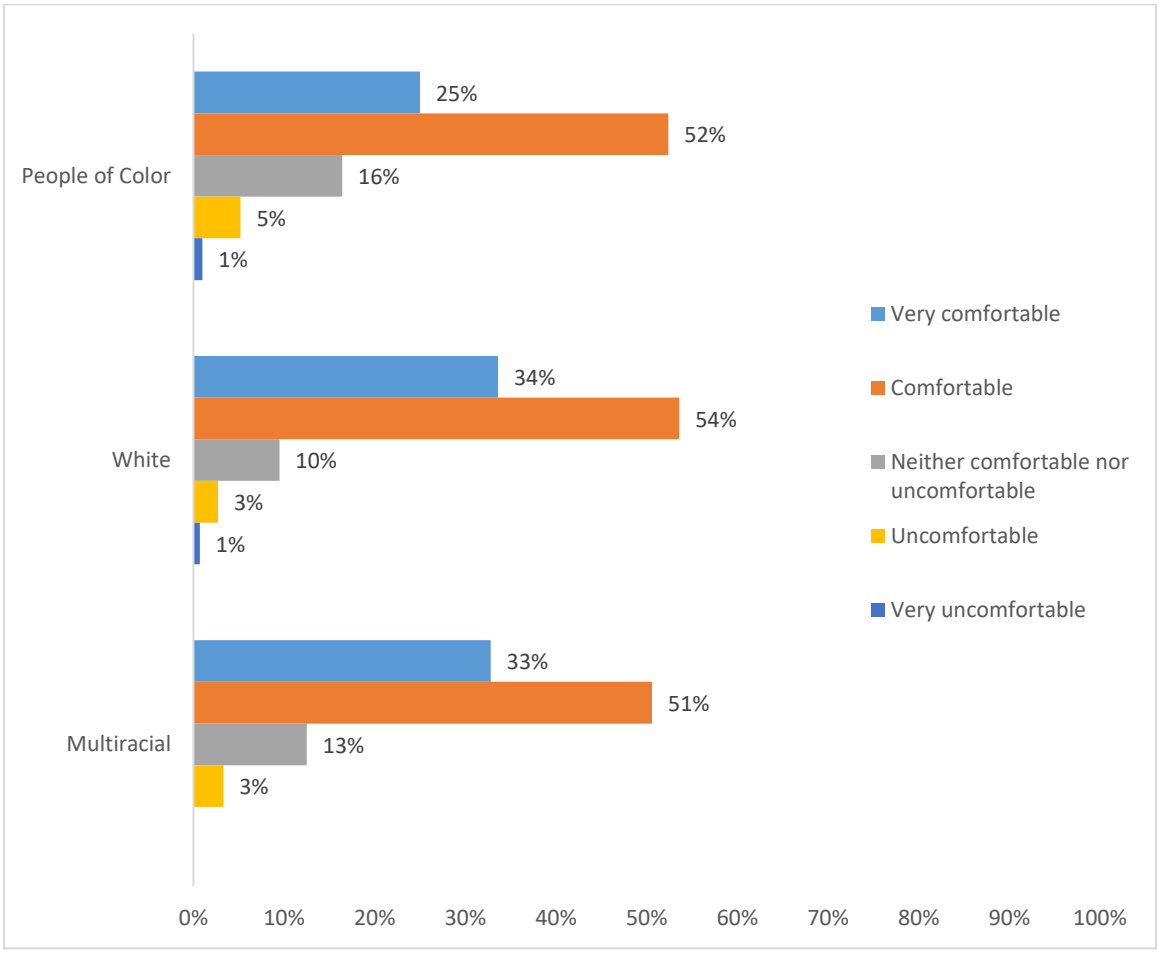
Figure 23 illustrates that a higher percentage of White Faculty and Staff respondents (39%, *n* = 599) compared with Multiracial Faculty and Staff respondents (20%, *n* = 9) were "very comfortable" with the climate in their department/program or work unit.[viii]



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

Figure 23. Faculty and Staff Respondents' Comfort With Climate in their Department/Program or Work Unit by Racial Identity (%)

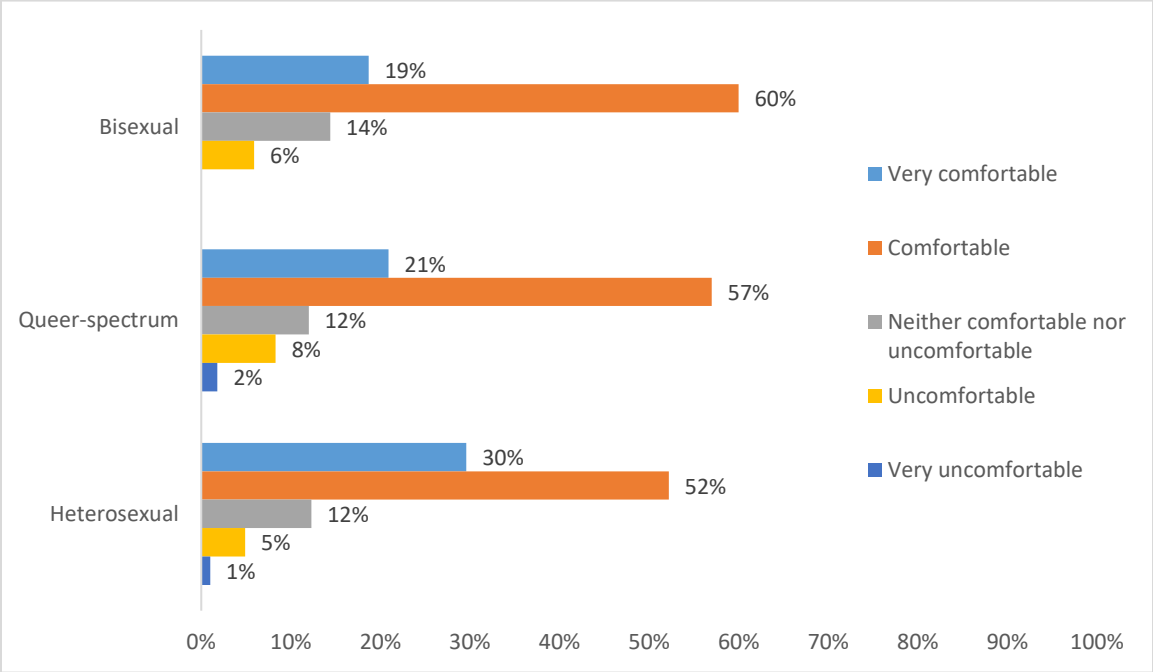
Figure 24 illustrates that a lower percentage of Faculty and Student Respondents of Color (25%, *n* = 125) compared with White Faculty and Student respondents (34%, *n* = 1,456) was "very comfortable" with the climate in their classes.[ix]



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

Figure 24. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

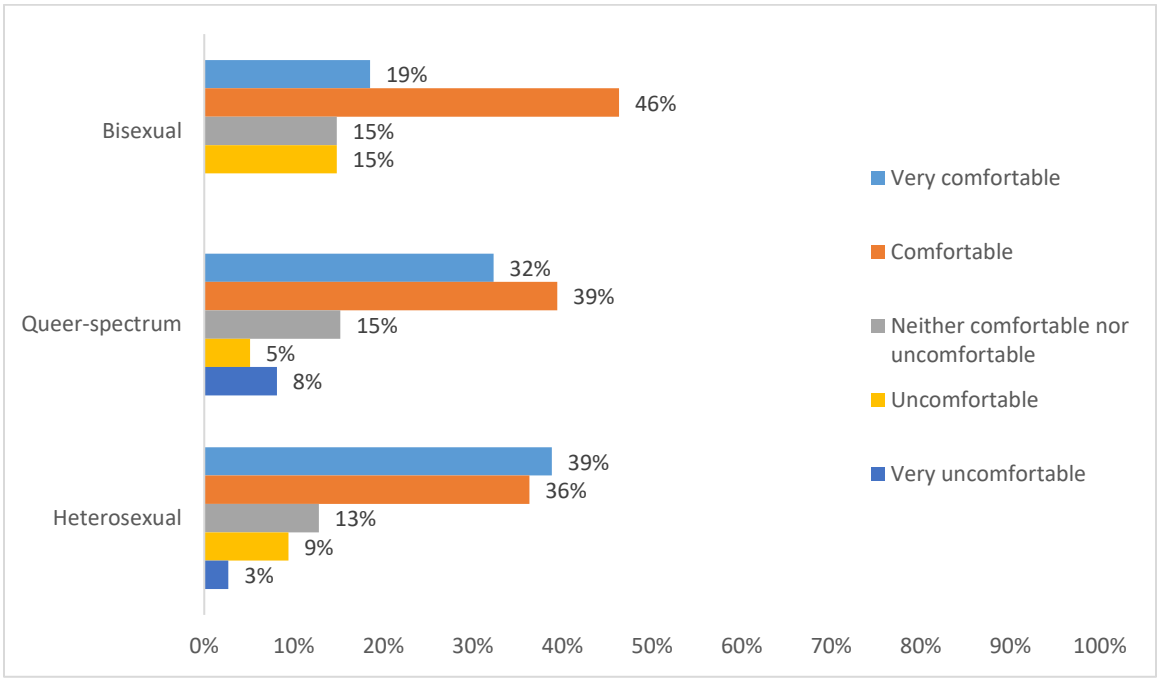
Significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 25). A lower percentage of Bisexual respondents (19%, *n* = 73) and Queer-spectrum respondents (21%, *n* = 91) than Heterosexual respondents (30%, *n* = 1,613) felt "very comfortable" with the overall climate at the University of New Hampshire.[x]



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

Figure 25. Respondents' Comfort With Overall Climate by Sexual Identity (%)

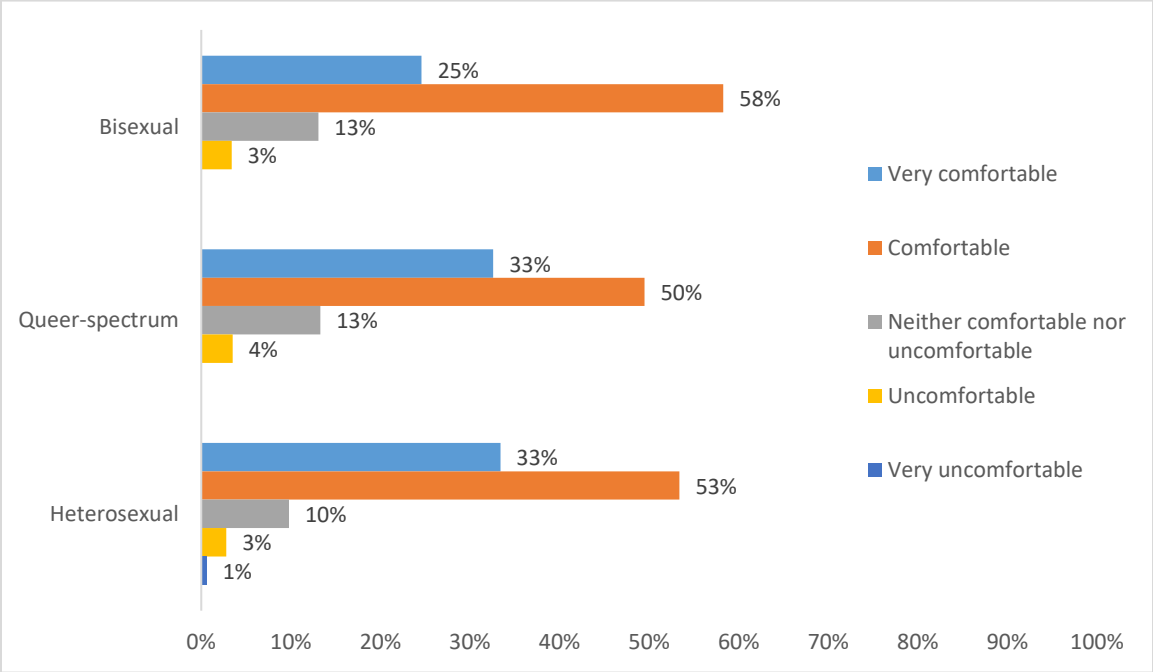
Significant differences occurred in faculty and staff respondents' level of comfort with the climate in their department/work unit based on sexual identity (Figure 26). A lower percentage of Bisexual respondents (19%, *n* = 10) than Heterosexual respondents (39%, *n* = 589) felt "very comfortable" with the climate in their department/program or work unit at the University of New Hampshire.[xi]



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

Figure 26. Faculty and Staff Respondents' Comfort With the Climate in Their Department/Work Unit by Sexual Identity (%)

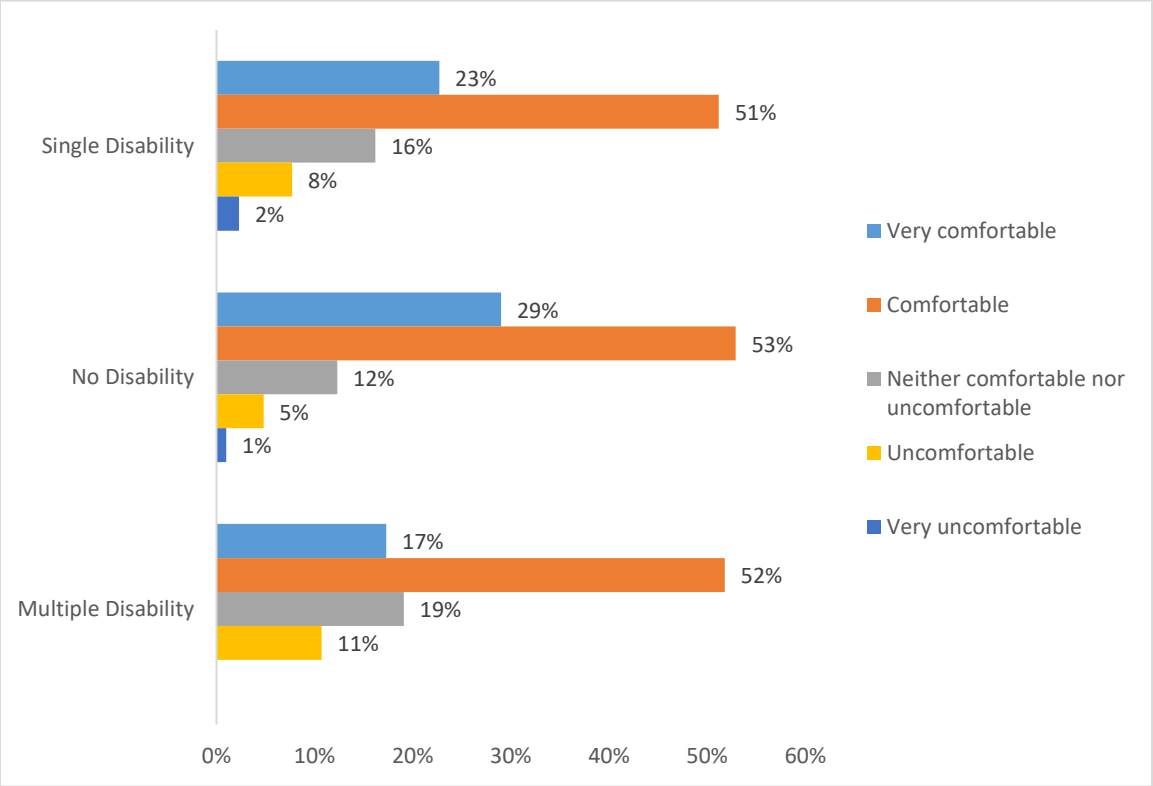
Significant differences existed in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 27). A lower percentage of Bisexual Faculty and Student respondents (25%, *n* = 86) compared with Heterosexual Faculty and Student respondents (33%, *n* = 1,459) felt "very comfortable" with the climate in their classes.[xii]



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

Figure 27. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status.[54] Figure 28 illustrates that a lower percentage of Respondents With a Single Disability (23%, *n* = 118) and Respondents With Multiple Disabilities (17%, *n* = 47) compared with Respondents With No Disability (29%, *n* = 1,650) were "very comfortable" with the overall climate at the University of New Hampshire.[xiii]

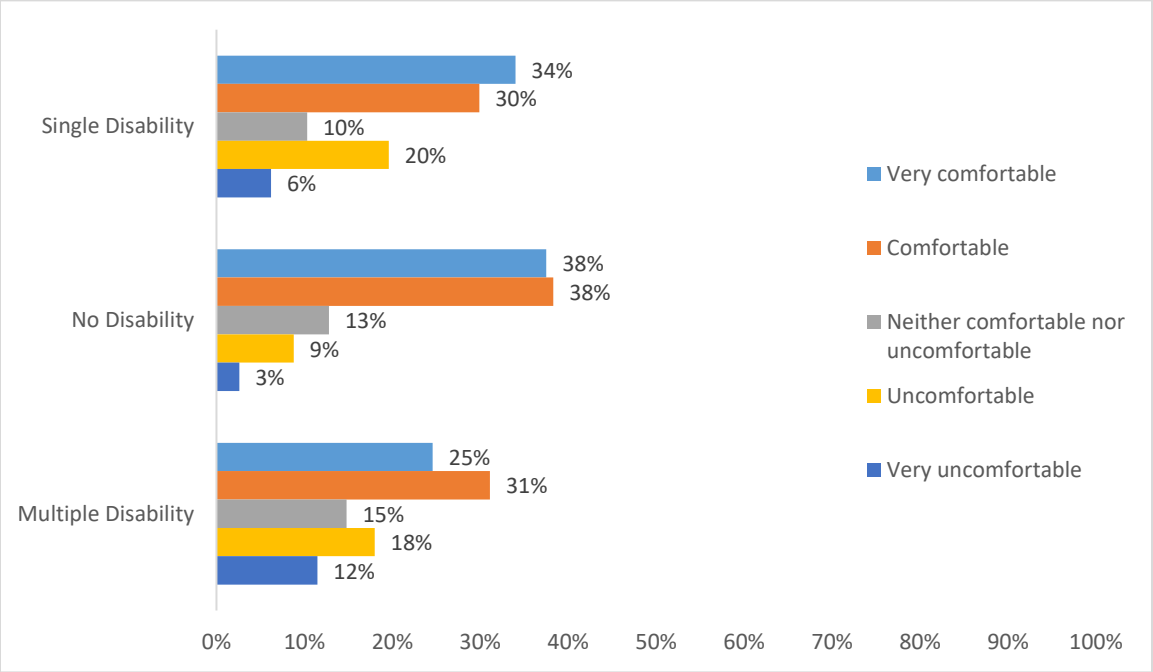


Note: Responses with *n* < 5 are not presented in the figure.

Figure 28. Respondents' Comfort With Overall Climate by Disability Status (%)

[54] The Climate Study Working Group (CSWG) proposed three collapsed disability status categories (No Disability, Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and Disability), where Disability and Multiple Disabilities were collapsed into the Disability category.

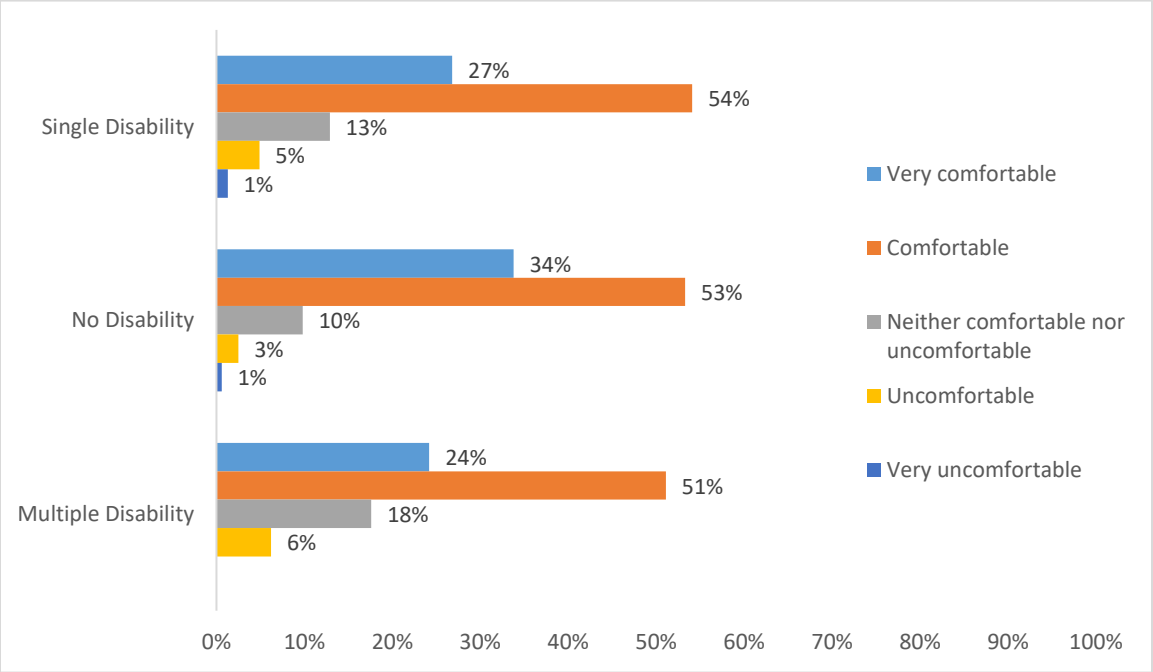
Figure 29 illustrates that a higher percentage of Multiple Disability Faculty and Staff respondents (12%, *n* = 7) compared with No Disability Faculty and Staff respondents (3%, *n* = 42) were "very uncomfortable" with the climate in their department/work unit.[xiv]



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

Figure 29. Faculty and Staff Respondents' Comfort With Climate in their Department/Work Unit by Disability Status (%)

Figure 30 illustrates that a higher percentage of Faculty and Student Respondents with No Disability (34%, *n* = 1,522) compared with Faculty and Student Respondents with a Single Disability (27%, *n* = 121) and Faculty and Student Respondents with Multiple Disabilities (24%, *n* = 55) were "very comfortable" with the climate in their classes.[xv]

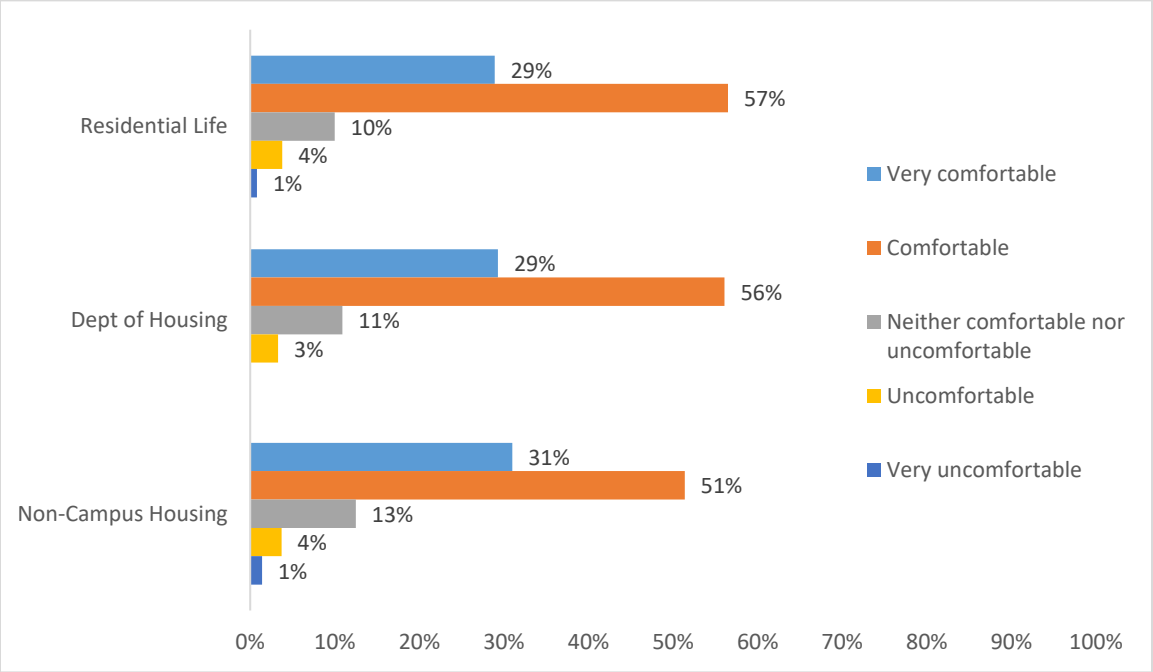


Note: Responses with *n* < 5 are not presented in the figure.

Figure 30. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

Owing to low sample sizes, significance testing could not compare Student respondents' first-generation/income status. Instead, analyses were performed on first-generation student status. No significant differences were found based on first-generation status in the level of comfort with the overall campus climate or climate in classes.

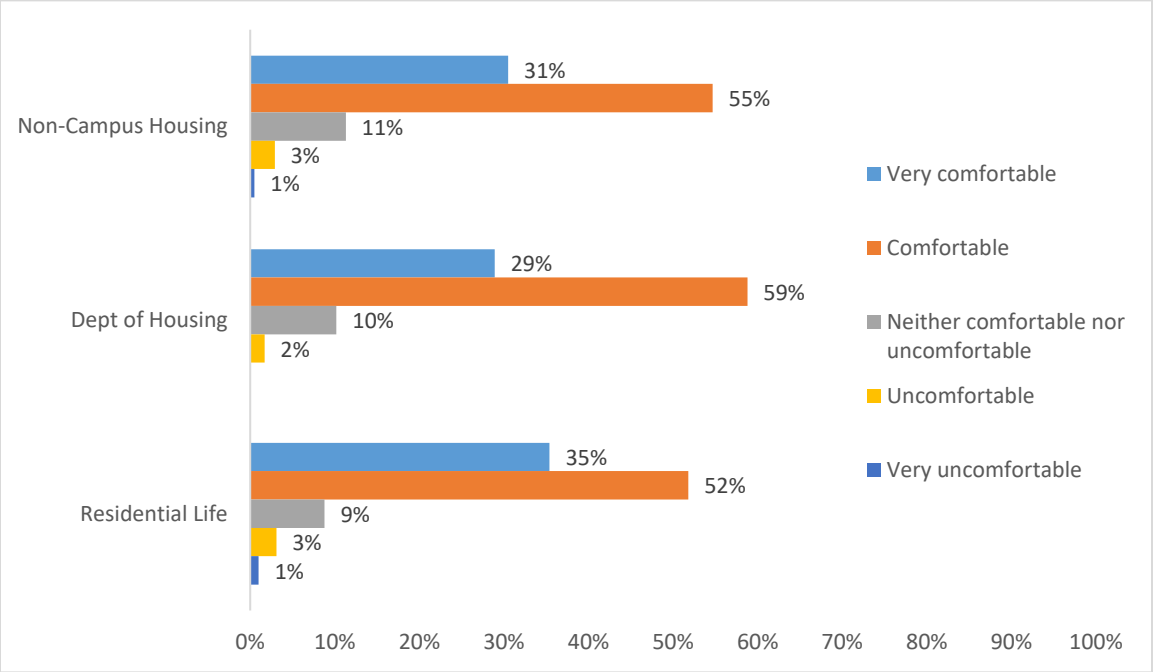
A significantly higher percentage of Residential Life Student respondents (57%, *n* = 1,044) were "comfortable" with the overall climate compared to Non-Campus Housing Student respondents (51%, *n* = 1,102) (Figure 31).[xvi]



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

Figure 31. Student Respondents' Comfort With Overall Climate by Housing Status (%)

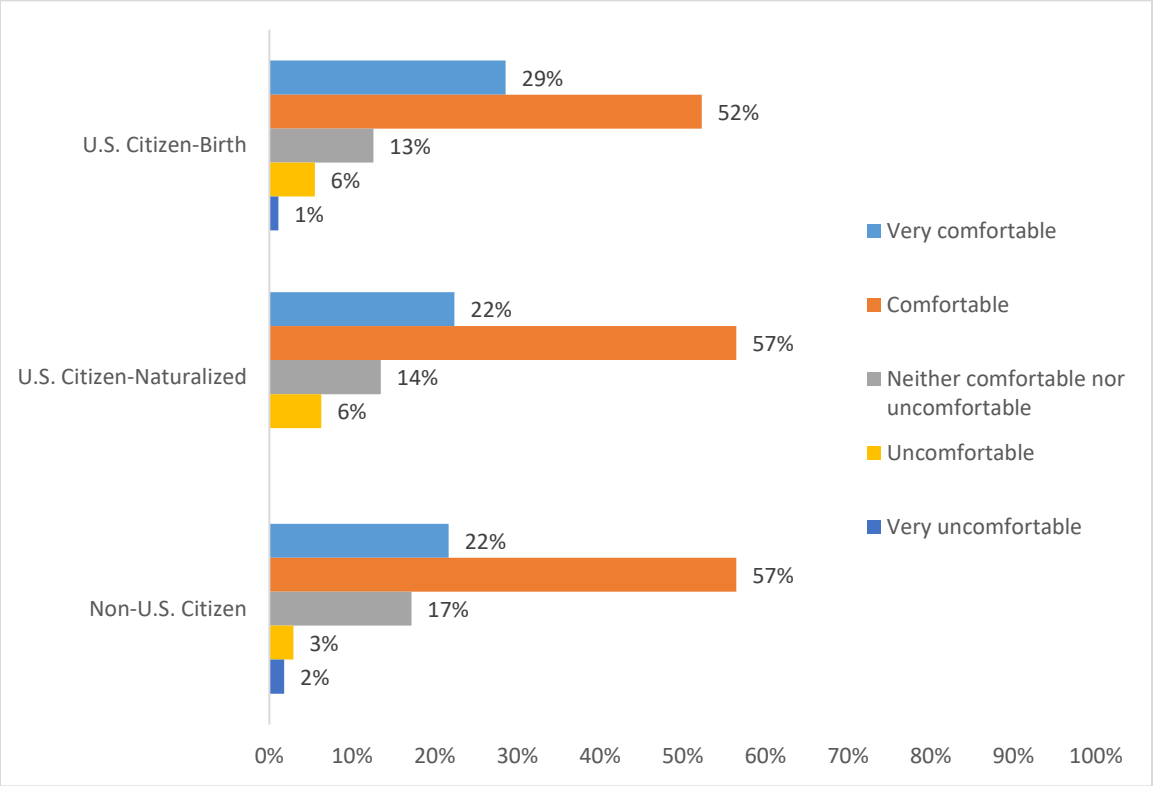
A lower percentage of Non-Campus Housing Student respondents (31%, *n* = 564) than Residential Life Student respondents (35%, *n* = 757) felt "very comfortable" with the climate in their classes (Figure 32).[xvii]



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

Figure 32. Student Respondents' Comfort With Climate in Their Classes by Housing Status (%)

Significant differences existed by citizenship status. Figure 33 illustrates that a lower percentage of Non-U.S. Citizen respondents (22%, *n* = 97) than U.S. Citizen-Birth respondents (29%, *n* = 1,665) were "very comfortable" with the overall climate at the University of New Hampshire.[xviii]



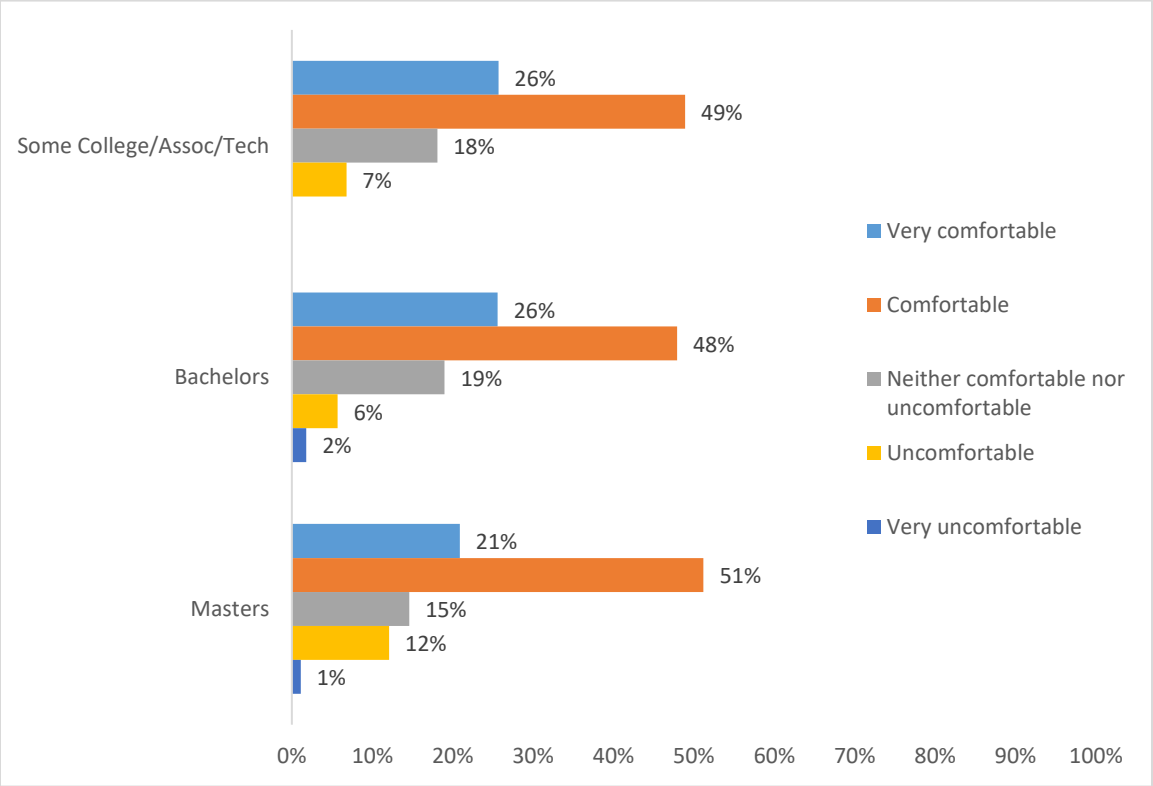
Note: Responses with *n* < 5 are not presented in the figure.

Figure 33. Respondents' Comfort With Overall Climate by Citizenship Status (%)

No significant differences existed for respondents by citizenship status regarding their comfort with the climate in their department/program. Owing to low response rates across citizenship categories, significance testing could not be performed for level of comfort in the classroom climate.

No significant differences existed for respondents by years of service regarding their comfort with the overall climate, climate in their department/program, and climate in classes. No significant differences existed for Not on the Tenure-Track Faculty respondents by level of education regarding their comfort with the overall climate, climate in their department/program, and climate in classes.

Significant differences existed by years of service for Staff respondents. Figure 34 illustrates that a lower percentage of Staff respondents who had a Bachelor's (6%, *n* = 28) than Staff respondents who had a Master's (12%, *n* = 54) felt "uncomfortable" with the overall climate at the University of New Hampshire.[xix]



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

Figure 34. Staff Respondents' Comfort With Overall Climate by Education Level (%)

No significant differences existed for Staff respondents by level of education regarding their comfort with the climate in their department/program.

[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: χ^2 (12, *N* = 6,542) = 168.58, *p* < .001.
[ii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their department/work unit by position status: χ^2 (4, *N* = 1,812) = 33.10, *p* < .001.
[iii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in the classroom by position status: χ^2 (8, *N* = 5,235) = 25.03, *p* < .001.
[iv] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: χ^2 (8, *N* = 6,480) = 127.09, *p* < .001.
[v] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their department/work unit by gender identity: χ^2 (8, *N* = 1,770) = 38.95, *p* < .001.

[vi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in the classroom by gender identity: χ^2 (8, N = 5,203) = 68.08, $p < .001$.
[vii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial/ethnic identity: χ^2 (8, N = 6,337) = 57.09, $p < .001$.
[viii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in department/program or work unity by racial/ethnic identity: χ^2 (8, N = 1,702) = 29.61, $p < .001$.
[ix] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in classes by racial/ethnic identity: χ^2 (8, N = 5,105) = 43.11, $p < .001$.
[x] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: χ^2 (8, N = 6,278) = 43.08, $p < .001$.
[xi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their department/program or work unit by sexual identity: χ^2 (8, N = 1,670) = 22.06, $p < .01$
[xii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in classes by sexual identity: χ^2 (8, N = 4,362) = 19.76, $p < .05$.
[xiii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: χ^2 (8, N = 6,474) = 63.29, $p < .001$.
[xiv] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their department/work unit by disability status: χ^2 (8, N = 1,783) = 39.72, $p < .05$
[xv] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in classes by disability status: χ^2 (8, N = 5,185) = 46.98, $p < .001$.
[xvi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by housing status: χ^2 (8, N = 4,450) = 17.00, $p < .05$.
[xvii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by housing status: χ^2 (8, N = 4,449) = 25.62, $p < .01$.
[xviii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: χ^2 (8, N = 6,494) = 25.96, $p < .001$.
[xix] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by education level: χ^2 (12, N = 1,226) = 23.95, $p < .05$.

Barriers at The University of New Hampshire for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at the University of New Hampshire within the past year. Tables 23 through 26 highlight where Respondents with Disabilities most often experienced barriers at the University of New Hampshire. With regard to campus facilities, 14% (*n* = 108) of Respondents with Disabilities noted experienced barriers in parking, 12% (*n* = 92) in classrooms/laboratories/computer labs, and 11% each in health and wellness (*n* = 84), classroom buildings (*n* = 83), and college housing (*n* = 83).

Table 23. **Facilities Barriers Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
Facilities	*n*	%	*n*	%	*n*	%
Athletic and recreational facilities	46	5.8	371	47.1	371	47.1
Classroom buildings	83	10.5	405	51.3	301	38.1
Classrooms, laboratories (including computer labs)	92	11.7	393	50.0	301	38.3
College housing	83	10.6	335	42.7	367	46.8
Dining facilities	72	9.2	381	48.6	331	42.2
Doors	38	4.8	420	53.6	326	41.6
Elevators/lifts	40	5.1	419	53.6	323	41.3
Emergency preparedness/Evacuation Plan	30	3.8	418	53.5	333	42.6
Health & Wellness	84	10.7	422	54.0	276	35.3
PACS (Counseling Center)	75	9.6	397	50.8	309	39.6
Office furniture (e.g., chair, desk)	45	5.8	424	54.3	312	39.9
Campus transportation –	53	6.8	397	51.2	326	42.0
Parking	108	13.8	378	48.3	297	37.9
MUB	40	5.2	418	53.9	318	41.0
Other campus buildings	47	6.0	411	52.7	322	41.3
Podium/Presentation space (e.g., stage or front of classroom)	41	5.3	416	53.3	323	41.4
Restrooms	45	5.8	430	55.3	303	38.9
Signage	27	3.5	437	56.0	316	40.5
Studios/performing arts spaces	24	3.1	380	48.7	376	48.2
Temporary barriers because of construction or maintenance	54	6.9	398	51.0	328	42.1

Table 23. **Facilities Barriers Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
Facilities	*n*	%	*n*	%	*n*	%
Walkways, pedestrian paths, crosswalks	83	10.8	384	49.8	304	39.4

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

Table 24 illustrates that, in terms of the technological or online environment, 6% (*n* = 49) of Respondents with Disabilities experienced barriers related to accessible electronic formats.

Table 24. **Technology/Online Barriers Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
Technology/Online	*n*	%	*n*	%	*n*	%
Accessible electronic format (e.g., websites, postings in LMS)	49	6.4	436	56.8	283	36.8
Classroom Clickers	23	3.0	394	51.3	351	45.7
Computer equipment (e.g., screens, mouse, keyboard)	39	5.1	448	58.3	282	36.7
Electronic forms	30	3.9	454	59.3	281	36.7
Electronic signage (e.g., scrolling message boards)	25	3.3	451	58.6	293	38.1
Electronic surveys (including this one)	22	2.9	463	60.4	281	36.7
Kiosks	9	1.2	438	57.0	322	41.9
Library database	23	3.0	452	58.9	293	38.2
Canvas	31	4.0	450	58.4	290	37.6
Phone/phone equipment	22	2.9	446	58.3	297	38.8
Available assistive technology software (e.g., voice recognition, notetaking)	34	4.4	417	54.3	317	41.3
Access to alternative format texts (e.g., etext, audiobooks)	38	4.9	420	54.7	310	40.4
Closed caption Video/video audio description	39	5.1	416	54.3	311	40.6
Website	25	3.3	461	60.0	282	36.7
Office contact (e.g., phone#, location, hours of operation)	36	4.7	459	60.2	267	35.0

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

In terms of identity, 4% each of Respondents with Disabilities experienced barriers with learning technology (*n* = 29) or intake forms (*n* = 29) (Table 25).

Table 25. Barriers in Identity Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Identity	*n*	%	*n*	%	*n*	%
Electronic databases (e.g., Banner)	15	2.0	458	59.9	292	38.2
Email account	15	2.0	483	62.9	270	35.2
Intake forms (e.g., Health Center)	29	3.8	446	58.1	292	38.1
Learning technology	29	3.8	456	59.5	281	36.7
Surveys	18	2.4	480	62.8	266	34.8
Management systems (e.g., sign-up for advising, submit application, file appeal)	27	3.6	456	60.1	276	36.4

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

In terms of instructional and campus materials, 16% (*n* = 126) of Respondents with Disabilities experienced barriers related to academic accommodations (Table 26).

Table 26. **Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
Instructional/Campus Materials	*n*	%	*n*	%	*n*	%
Academic accommodations	126	16.4	397	51.6	246	32.0
Brochures, office materials	13	1.7	478	62.2	277	36.1
Food menus	51	6.6	440	57.3	277	36.1
Online Forms	26	3.4	472	61.5	269	35.1
Journal articles	23	3.0	470	61.3	274	35.7
Library books	22	2.9	463	60.4	282	36.8
Other publications	17	2.2	477	62.3	272	35.5
Syllabi	31	4.0	456	59.5	279	36.4
Textbooks	44	5.8	437	57.4	280	36.8
Video-closed captioning and text description	35	4.6	433	56.9	293	38.5
Wayfinding (e.g., menus, maps, directional information)	32	4.2	441	58.3	284	37.5

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

Qualitative comments analyses. There were 236 respondents who elaborated on their responses regarding accessibility. Five themes emerged across all respondents: personal disability, mobility concerns, not applicable, lack of accommodation, and great support. In addition, there was one theme specific to Student (Graduate and Undergraduate) respondents: accessing support.

All Respondents

Personal Disability. For the first theme, respondents just described their disability. Some respondents noted that they had a learning disability. One respondent wrote, "ADHD just makes it so I miss 20% of what people say to me. It makes studying a slow process. That's it." Another respondent shared, "My diagnosed attention deficit disorder simply makes it difficult to pay attention for long durations of time in class." One respondent stated simply, "Reading comprehension," while another respondent commented, "I struggle with ADD so I am only affected when I am doing schoolwork, but have learned some methods that can help with this."

Other respondents shared that they struggled with mental health issues. One respondent stated succinctly, "I'm just depressed." Another respondent wrote, "I have some anxiety that at times can hurt my studying and performance in classes, but I handle it well and it is not severe at all so everything else is normal and I'm not impacted at all." One respondent shared, "I suffer from severe depression, anxiety, and PTSD and there were times I wouldn't be able to go to class for weeks because I was so scared of failing." Another respondent noted, "I have a hearing disability and suffer with moderate mental health issues." Respondents also noted many other types of disabilities. One respondent wrote, "I have daily chronic migraines and I can't see when I get them." Another respondent remarked, "Only issue for me is flashing lights during fire drills/evacuation." Another respondent elaborated, "I am a service connected disabled veteran. My 'disabilities' are really residual pain from injuries which makes it difficult for me to sit for long periods of time. I leave every class at least once to walk and stretch my injured hips, and residual injuries (shoulders, knees, and back). This is the only way I have been affected."

Mobility Concerns. For the second theme, respondents discussed accessibility in terms of mobility around campus. Many respondents echoed the concerns of the respondent who noted, "There is an issue for accessibility on campus with snow removal and ice buildup issues." One

respondent stated, “Mobility has been challenging during the winter. I find the campus poorly cleaned (sidewalks in particular are slippery).” Another respondent observed, “Most buildings do not have clear, shoveled entrances after snowstorms. Housekeeping is expected to shovel 10 feet out from every door, which is just not happening on top of their other work. There have been more falls on campus this past year that I have heard about (and seen) than any year in my tenure at UNH.” One respondent advised, “During the winter, the sidewalks need to be cleared more and the snow banks in front of the sidewalks need to be taken care of because when I try to get up onto the sidewalks, I am unable to because the snow is in the way.” Another respondent commented, “Getting around campus is extremely difficult after snowstorms even when it is plowed. Curb cuts are often plowed over and handicapped parking spots plowed in, even in Congreve Hall which is supposed to be a priority handicapped accessible dorm.”

Other respondents commented on the accessibility of buildings including elevators and automatic doors. One respondent wrote, “I have found instances where the handicapped door openers do not work.” Another respondent commented, “I am a student who spends most of their time in the Paul Creative Arts Center. Currently, there is no elevator in the Music Wing, which not only inconveniences me (someone who plays a VERY large instrument), but inconveniences nearly EVERY student in the building. Its to the point where if a handicapped musician auditioned to come to this school, they LITERALLY CAN'T because they can’t get from classroom to classroom.” One respondent noted, “There are buildings without elevators,” while another respondent observed, “Some buildings are still not accessible (stairs are a big barrier for me) and I still have to request meetings to be moved. This is uncomfortable. Sometimes I can't attend a meeting either due to lack of parking within a reasonable distance or stairs (or both).”

Respondents also commented on the accessibility of parking. One respondent shared, “there are insufficient numbers of accessible parking spots next to buildings. I have temporary disability right now, but soon I will be able to go back to regular parking. In the meantime, I cannot walk well but I cannot count on getting an accessible parking spot at my building. I arrive by 7:45 and all are taken leaving me no choice but to park in a paid spot in the same lot.” Another respondent stated, “Buildings and parking are not very accessible. Often times elevators are broken and the few accessible parking spots are not plowed out.” Another respondent shared, “I do not have a handicap vehicle pass, but I find the location of commuter parking incredibly unaccommodating

because of the stairs and the distance. I often pay for public parking because it is closer, which is unfair to me and others who do not have a vehicle pass. We should not have these extra expenses because of our disabilities."

One respondent offered a detail assessment of accessibility based on mobility at UNH and wrote, "Accessibility is the biggest issue on UNH campus in my opinion. As an advocate for those who have a disability, I hate seeing the barriers that this campus presents. I have numerous friends who live without any disabilities who still aren't able to walk on our campus in the snow, which leaves me wondering how those in wheelchairs should be expected to do so. Some students can't even make it to the dining hall due to things like this. Additionally, the bus system is extremely inconvenient for them, and the doorways/lack of elevators in community buildings is heartbreaking. Rather than fixing many of the broken handicapped buttons or changing the sidewalk, there is a map online to tell students with a disability exactly where they can't go on campus, and such a map should not have to exist. By limiting them this way, these students are unable to be a part of the school as much as they may like to be."

Not Applicable. For the third theme, respondents stated that the questions about accessibility were not applicable to them. Several respondents simply wrote, "N/A," but others explained that their disability was not one that required any accommodations for accessibility. These respondents made statements such as "No real issues with facilities," "My disability does not require any of the above accommodations," and "My learning disability does not impact any of these things." One respondent wrote, "Considering my 'disability' is mental health related, I do not have many barriers regarding accessibility." Another respondent remarked, "I have physically not experienced any barriers, I think the barriers are more emotional or just in my own head." Another respondent explained, "I responded N/A to all of the above items in question 108, because my disability is a mental illness, so it does not inhibit my access to certain specific areas, but rather it sometimes gets in my way of being able to socialize and being able to attend class regularly."

Lack of Accommodation. In the fourth theme, respondents expressed their frustration with the challenges they faced in getting accommodations. Some respondents shared that they were unable to receive accommodations or had to fight to get them. One respondent wrote, "I feel as

though the Student Accessibility Services treated my disability as if it were not nearly as important as other students' disabilities. They were not accommodating with my disability until I stated that I would not be able to attend the university and would have to withdraw my application if my accommodations were not met." Another respondent shared, "We trip over ourselves here at UNH to accommodate students with disabilities, but a faculty member with a disability gets no help whatsoever. There is nowhere to go, no one to talk to, no one to appeal to, no one to help. NOTHING. NADA. ZILCH. It is an utter failure." Another respondent commented, "I do have a chronic disease, but it's invisible. I don't present as having a disability (though, if people are paying attention, I do present as low-grade-sick much of the time). Due to the nature of my position (not yet tenured, in a small sub-field, lots of advisees, etc), I've been made to feel that accommodation isn't really possible."

Respondents were frustrated by how much pushback they received when they requested accommodations. One respondent commented, "My experiences with the SAS department, in particular [individual name redacted] was absolutely horrible. I have never felt more targeted and unaccommodated, and do not look forward to further interactions with [them]." Another respondent wrote, "I had a very hard time getting my ESA approved to come on campus with me. It was very stressful and the people denying my initial applications were not very considerate of the effect it had on me. I am moving off campus next year to avoid having to deal with that again as my ESA is a very important aspect of dealing with my disability." Another respondent stated, "I have a learning disability, dyslexia, and I felt like the person I met with to get accommodations didn't believe I had a disability. The person stated that I should maybe be tested again. I didn't like how the meeting went and the only accommodation I got was extra time on my exams when I felt like I didn't need that."

Other respondents specifically addressed the challenges of getting professors to allow for accommodations. One respondent stated, "I have had difficulties explaining my accommodations with a certain professor," while another respondent remarked, "One of my professors did not fully adhere to my SAS approved academic accommodations." One respondent commented, "I have had two professors that were inflexible with my accommodations which could have impacted my success graduating on time." Another respondent explained, "I have an invisible disability and have experienced trouble with some professors when arranging accommodations. I

know that other students have had issues with the same people." One respondent was extremely frustrated with their professors, "Making the professors follow through on what the accommodation letter dictates. LIKE PUT UP WHAT YOU ARE TOLD TO DO! I can't keep fighting to get the right to have the same level of education as the others in class because they 'forget' or 'will do it later.' I have been having to fight all my life and I am fed up with it. DO WHAT YOU ARE TOLD TO DO!!"

Great Support. For the fifth theme, respondents offered praise for the support they had received for their accommodations. Some respondent praised the school for being accommodating across the board. One respondent wrote, "The entire campus has been very accommodating of my hearing loss :)" Another respondent shared, "Sometimes I have issues communicating the fact that I do need help, but that's my own fault. I feel like UNH is pretty accommodating to those with disabilities." Another respondent stated, "I have ADHD and dyslexia. The school is very accommodating." Other respondents specifically praised professors for following their accommodations. One respondent noted, "I struggled with anxiety and felt all professors were accommodating." Another respondent shared, "I have had a very good experience and feel I have been very accepted, and that teachers accommodate me in the right ways." One respondent was very pleased with the support from their professors, "I have ADHD and the professors are very accepting and understanding and always go above and beyond to help me get the accommodations I need."

Respondents also praised SAS for their support. One respondent wrote, "SAS and PACS has been amazing since I first registered there. I really enjoy how welcoming and inviting they are!" Another respondent remarked, "The staff in SAS are amazing and highly competent, supportive of students and proactive." Respondents made statements such as "SAS is very good about giving me the tools I need to be successful here," and "SAS has been very accommodating to my needs." One respondent compared UNH positively to their previous institution, "I have post-concussive syndrome. After transferring to UNH I have only had good experiences with both SAS regarding accommodations. In comparison to my last academic institution UNH has been very helpful and accepting."

Student Respondents Only

Accessing Support. For the single theme specific to Student respondents only, respondents discussed the difficulty process of getting support for accommodations. Some respondents commented that better communication to share information that would help them access accommodations at UNH. One respondent wrote, "I wish that the SAS would walk through the first time with the student on how to get each teacher to integrate the accommodations or if you could get an SAS member to sit in on the discussion with the teacher that would be great." Another respondent observed, "was not even aware that I could qualify for a disability due to my ongoing anxiety until participating in this survey." One respondent stated, "I think the PACs center could be more accessible because I think that could have helped me and I never really heard about it or saw where it was/ all the things it did." Another respondent shared, "as a transfer student with learning disabilities I had a very hard time finding my way around UNH and figuring out how to do almost everything."

Other respondents shared complaints about how they had been treated while seeking support for their disability. One respondent shared, "I only experience difficulty when I am surrounded by people who make me feel uncomfortable for my mental illness, and I experience difficulty with Health and Wellness and PACS because I do not feel welcome there." Another respondent explained, "My experience with SAS kinda sucked. I did not like [a specific leader] at all. During my first visit to discuss accommodations, I was essentially told my documentation was insufficient and one of my diagnoses was irrelevant." One respondent did not have a good first impression of PACS, "The person at PACS with whom I initially spoke about setting up accommodations and getting a letter made me feel really uncomfortable. They gave this impression like I was wasting their time, like they didn't think I had a valid reason for being there, like I was trying to game the system." Another respondent wrote, "PACS almost sent me to the hospital when I told them I was gonna be ok. total disregard of my trust and feelings."

Respondents also pointed out barriers they faced in trying to access accommodations. One respondent lamented the contact method, "I wish there was a way to contact PACS online. Phone calls can be incredibly intimidating." Another respondent wrote, "It is impossible to make an doctor appointment for ADHD via the health center's online appointment-scheduling webpage.

When trying to make the appointment, ADHD (or anything relevant) is not an available option to choose (I assume because only a handful of the doctors can see patients for ADHD). Hence, it is impossible to schedule those appointments online." Some respondents addressed the challenges of acquiring the documentation needed to access accommodations. One respondent wrote, "I faced a barrier getting a letter of accommodation to give to SAS because it was $30 from my psychiatrist, which I could not afford to pay at the time. I don't absolutely need accommodations, but a quiet room to take a test or a little extra time on online, timed exams would be helpful to me as I have bad test anxiety." Another respondent commented, "As a person with a documented disability but an unresponsive old therapist, I have no way of getting university-mandated accommodations because my therapist won't send SAS my documents. I'm sure this is a legal issue, not a university-specific one, but it's frustrating when I've been officially diagnosed but can't have access to that or have my mental health be accommodated." Another respondent shared, "UNH requires autistic spectrum diagnosis to have been completed within 5 years to register with DSS, even though such things are diagnosed in childhood. I cannot afford to receive a re-diagnosis, which can cost thousands of dollars. Therefore, I never applied for DSS even though I had accommodations in undergrad."

Barriers at The University of New Hampshire for Trans-spectrum Respondents

One survey item asked Trans-spectrum respondents if they had experienced barriers in facilities or identity accuracy at University of New Hampshire within the past year.[55] Tables 27 through 28 depict where Trans-spectrum respondents most often experienced barriers at University of New Hampshire.[56] With regard to campus facilities, 38% (*n* = 38) of Trans-spectrum respondents experienced barriers in restrooms, 22% (*n* = 22) in signage, and 16% (*n* = 16) in housing within the past year.

[55] See Appendix B, Table B118 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at University of New Hampshire?"
[56] See Appendix B, Table B119 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at University of New Hampshire?"

Table 27. **Facilities Barriers Experienced by Trans-spectrum Respondents**

	Yes		No		Not applicable	
Facilities	*n*	%	*n*	%	*n*	%
Athletic and recreational facilities	8	8.1	32	32.3	59	59.6
Changing rooms/locker rooms	14	14.1	29	29.3	56	56.6
Restrooms	38	38.4	33	33.3	28	28.3
Signage	22	22.2	43	43.4	34	34.3
Housing	16	16.2	40	40.4	43	43.4
Health & Wellness	12	12.1	43	43.4	44	44.4
PACS (Counseling Center)	6	6.1	43	43.9	49	50.0
MUB	5	5.2	52	53.6	40	41.2

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Trans-spectrum (*n* = 108).

Table 28 illustrates that, in terms of identity accuracy, 19% (*n* = 19) of Trans-spectrum respondents had difficulty with surveys.

Table 28. **Identity Accuracy Barriers Experienced by Trans-spectrum Respondents**

	Yes		No		Not applicable	
Identity accuracy	*n*	%	*n*	%	*n*	%
UNH ID Card	9	9.2	61	62.2	28	28.6
Electronic databases (e.g., Banner, Wildcat Link)	14	14.6	53	55.2	29	30.2
Email account	12	12.2	56	57.1	30	30.6
Intake forms (e.g., Health & Wellness Center, PACS)	10	10.2	50	51.0	38	38.8
Learning technology (e.g., Canvas)	7	7.1	57	57.6	35	35.4
Communications & Marketing	14	14.1	51	51.5	34	34.3
Surveys	19	19.2	51	51.5	29	29.3
Class rosters	9	9.2	56	57.1	33	33.7

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Trans-spectrum (*n* = 108).

Qualitative comments analyses. There were 40 respondents who elaborated on their responses regarding barriers related to their identity as genderqueer, nonbinary, or transgender. Two themes emerged from the responses: preferred name use and bathroom accessibility.

Preferred Name Use. In the first theme, respondents addressed the ease of being called by their preferred name in university communications. Respondents noted that UNH made it relatively easy to designate a preferred name but added that there were some complications. One respondent observed, "It's really cool that changing your name is so easy here, but on forms there should be male, female, and other." Another respondent shared, "For the most part my preferred name comes up everywhere, but my mail has my deadname, my scantron tests come back with my deadname, and I've heard that your deadname is on almost all health forms with no regard to preferred." Another respondent added, "I have already legally changed my name, so the information is accurate in my case. However, a lot of my transgender friends who have not changed their names are incorrectly identified on most of the things mentioned above." Respondents were frustrated by the name included in their email address. One respondent wrote, "UNH has a great feature of being able to update a preferred name, which is fantastic. However, I do have my birth name in my email which is not ideal." One respondent explained their concern, "When I first started working on campus my email address used my birth name instead of my preferred name. It wasn't until 3 weeks later that it was fixed. This outed me as a trans person and I was expected to use my email with my given name." Another respondent elaborated further, "As a transgender student, I have gone through a legal name change during my time here at UNH, but my email/username still reflect my initials of my birth name which can cause unwanted, uncomfortable, dysphoria-inducing conversations when telling other students, staff, or faculty my email address. To my knowledge, there is no way for me to change my email address/ UNH username, but it would be helpful if there were."

Bathroom Accessibility. In the second theme, respondents called for increased availability of gender-neutral bathrooms around campus. One respondent stated, "There should be gender-neutral bathrooms in every dorm building, and every other building on campus." Another respondent observed, "I also feel nervous going into men's restrooms, and most gender inclusive restrooms are too far away to be helpful." Another respondent declared, "Please, MAKE MORE GENDER-NEUTRAL RESTROOMS THAT ARE ACCESSIBLE. Most of my classes, if the building they are in even has a gender-neutral restroom, are far away from that bathroom, which is a problem as I have mobility issues. The MUB only has 2 such restrooms that are right next to each other and often not well serviced." Respondents noted that they felt very awkward and uneasy when forced to use gender-specific restrooms. One respondent commented, "It's a bit

awkward using 'Women's' bathrooms/restrooms as a nonbinary/questioning person, but nothing/nobody has been explicitly unwelcoming." Another respondent shared, "I wish there was some kind of gender-neutral bathroom. I do use the women's bathroom, but I get uncomfortable if I think about the fact that it's the "women's bathroom." I force myself to ignore it because I'm used to it." Another respondent shared their wish for the future, "One respondent wrote, "I feel very self-conscious when I am basically forced to use male restrooms. There's only one non-gendered restroom in the whole building and it's only on the third floor which is often not accessible to me because I'm at class on a different floor. Although I know it would be a big step, I wish we would just do away with gendering restrooms entirely. Single stalls work well but explicitly trans-inclusive stuff could be good too."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[57]

Sixteen percent (*n* = 1,027) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at the University of New Hampshire within the past year.[58]

The following figures depict the responses by position status and gender identity of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at the University of New Hampshire?"

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 26% (*n* = 260) indicated that they experienced the conduct five or more times during the past year (Figure 35). Twenty-five percent (*n* = 246) of respondents indicated that they experienced one instance, 24% (*n* = 236) of respondents indicated that they experienced two

[57] This report uses the phrases "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

[58] The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

instances, and 20% (*n* = 196) of respondents indicated that they experienced three instances of the conduct within the past year.

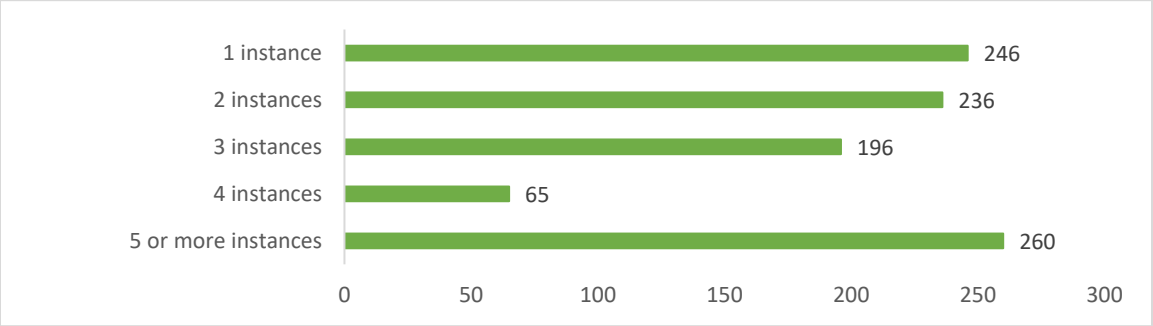


Figure 35. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (*n*)

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 36). A significantly higher percentage of Faculty respondents (29%, *n* = 152) and a higher percentage of Staff respondents (20%, *n* = 259) than Undergraduate Student respondents (13%, *n* = 492) and Graduate/Law Student respondents (14%, *n* = 124) believed that they had experienced this conduct.[xx] Of those respondents who noted that they had experienced this conduct, a higher percentage of Staff respondents (48%, *n* = 124) than Faculty respondents (33%, *n* = 50) and Graduate/Law Student respondents (31%, *n* = 38) believed the conduct was based on their position status. Similarly, a significantly lower percentage of Undergraduate Student respondents (10%, *n* = 47) thought that the conduct was based on their position status compared to Faculty (33%, *n* = 50), Staff (48%, *n* = 124), and Graduate/Law Student respondents (31%, *n* = 38).[xxi]

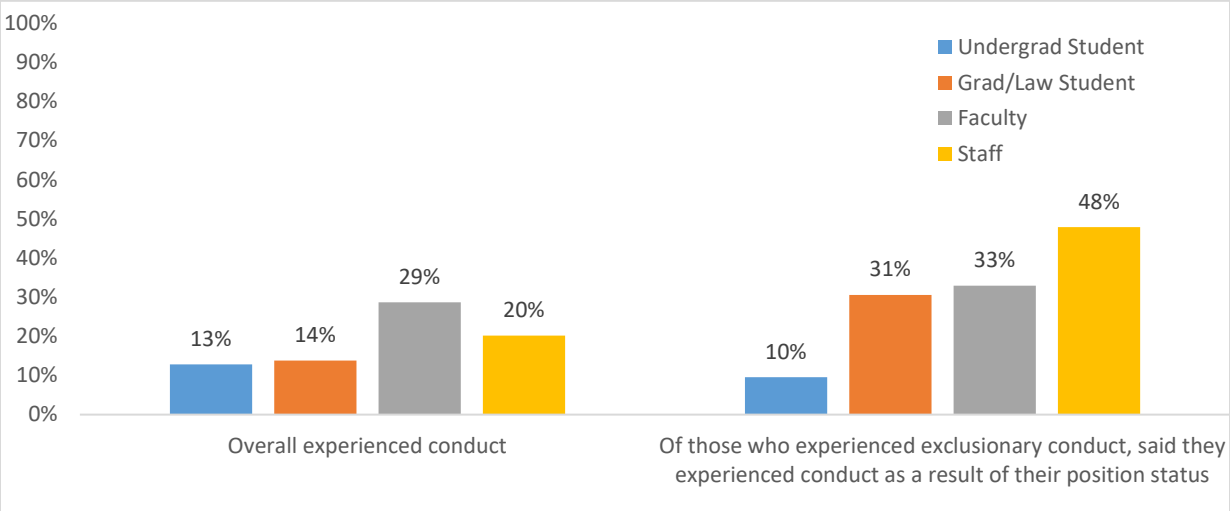


Figure 36. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, a higher percentage of Trans-spectrum respondents (25%, *n* = 22) and Women respondents (17%, *n* = 731) than Men respondents (12%, *n* = 257) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 37).[xxii] Significantly different percentages of Men respondents (5%, *n* = 14), Women respondents (23%, *n* = 169), and Trans-spectrum respondents (50%, *n* = 11) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.[xxiii]

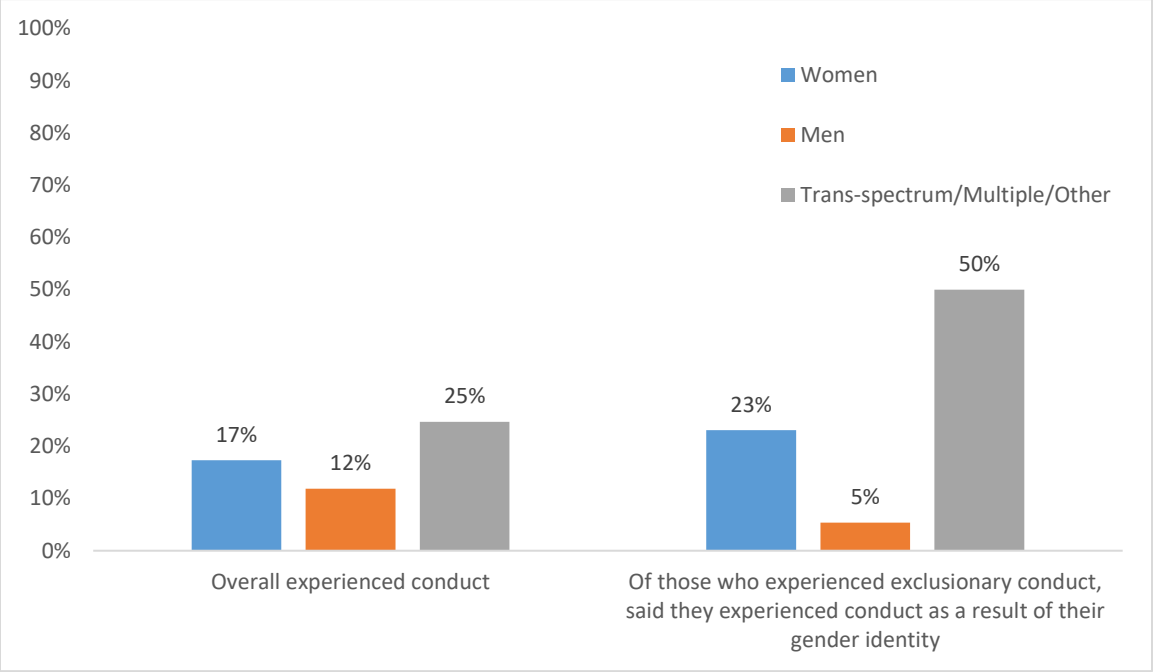


Figure 37. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By age, a higher percentage of respondents aged 45-54 (26%, *n* = 117) than respondents aged 19 and younger (12%, *n* = 182) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 38).[xxiv] A higher percentage of respondents aged 25-34 (22%, *n* = 30) and respondents aged 35-44 (23%, *n* = 22) than respondents aged 20-21 (7%, *n* = 16) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their age.[xxv]

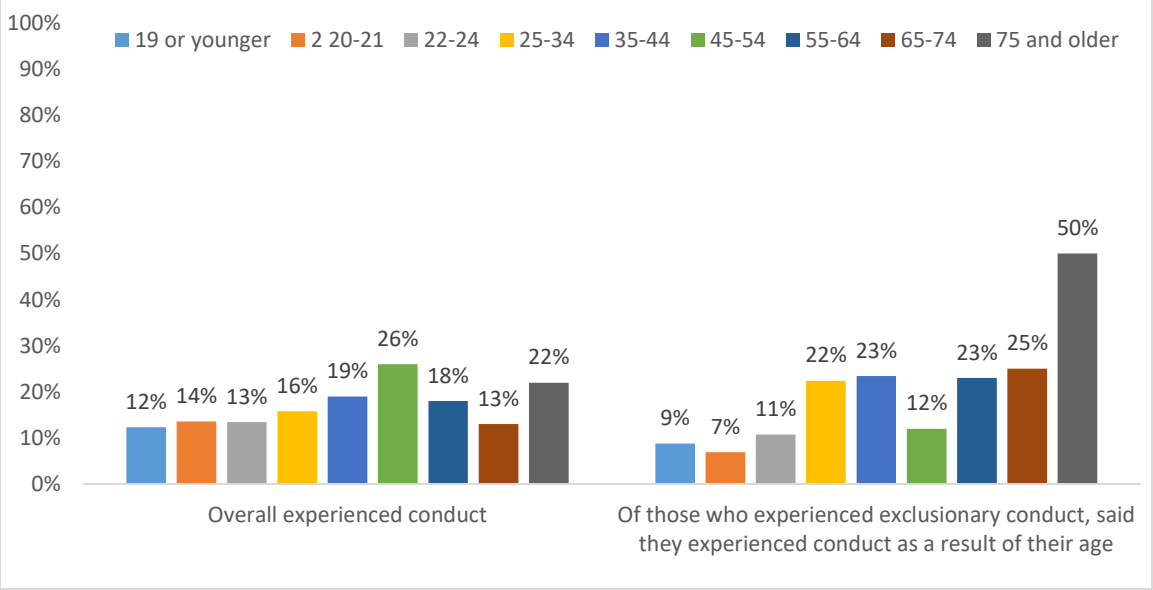


Figure 38. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

Of the respondents who experienced such conduct, 12% (*n* = 125) indicated that the conduct was based on their political views, 10% (*n* = 107) noted that the conduct was based on their racial identity, and 10% (*n* = 101) felt that it was based on their philosophical views. "Reasons not listed above" included responses such as "alcohol," "athletic ability," "awkwardness," "being a transfer student," "being Queer and Black," "being introverted," "clique," "competition in the workplace," "difficult dean," "drama," "friend issues," "Greek life," "geographic location," "health status," "insecurity and pride," "jealousy," "lack of respect," "low income," "marital status," "mental health," "narcissistic personality disorder," "personality," "power dynamics," "research experience," "roommate problems," "sexual harassment," "social incident," "staff status," "weight," among many other write-in responses.

Tables 29 through 32 reflect the top three perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status.

Of the Staff respondents who experienced such conduct, 43% (*n* = 154) indicated that the conduct was based on their position status. Twenty-four percent (*n* = 84) noted that the conduct was based on their age, and 20% (*n* = 71) felt that it was based on their gender identity. "Reasons not listed above" included responses such as "anger management," "being mean," "favoritism," "health status," "In Group vs Out Group," "internal office issues," "office favoritism," "parental status," "poor etiquette," "rank," retaliation," and "unprofessional office manager."

Table 29. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Position status	154	43.0
Age	84	23.5
Gender identity	71	19.8
Length of service	68	19.0
Educational credential	45	12.6
Philosophical views	43	12.0
Racial identity	33	9.2
Political views	29	8.1
Ethnicity	21	5.9
Physical characteristics	21	5.9
Do not know	51	14.2
A reason not listed above	111	31.0

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 358). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B49 in Appendix B.

Of the Faculty respondents who experienced such conduct, 38% (*n* = 20) indicated that the conduct was based on their position status (Table 30). Twenty-three percent (*n* = 12) noted that the conduct was based on their gender identity and 13% (*n* = 7) felt that it was based on their parental status. "Reasons not listed above" included responses such as "a personal matter,"

"disrespect for my program area," "family medical leave (non-pregnancy)," "lecturer status," and "professional competition."

Table 30. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Position status	20	37.7
Gender identity	12	22.6
Parental status	7	13.2
Educational credentials	6	11.3
Length of service	6	11.3
Age	5	9.4
Do not know	8	15.1
A reason not listed above	14	26.4

Note: Table reports responses only from Faculty respondents who indicated on the survey that they exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B49 in Appendix B.

Of the Student respondents who experienced such conduct, 15% (*n* = 92) indicated that the conduct was based on their political views (Table 31). Fourteen percent (*n* = 85) noted that the conduct was based on their position status at UNH, 12% each felt that it was based on their physical characteristics (*n* = 75), ethnicity (*n* = 74) racial identity (*n* = 73), and academic performance (*n* = 72). "Reasons not listed above" included responses such as "aftermath of an argument," "bad friends," "Greek life," "mean girls," "mental health," "toxic friend," and "white and male."

***Table 31.* Student Respondents' Top Bases of Experienced Conduct**

Basis of conduct	*n*	%
Political views	92	14.9
Position status	85	13.8
Physical characteristics	75	12.2
Ethnicity	74	12.0
Racial identity	73	11.9
Academic performance	72	11.7
Sexual identity/sexual orientation	64	10.4
Major field of study	54	8.9
Philosophical views	52	8.4
Age	52	8.4

Table 31. **Student Respondents' Top Bases of Experienced Conduct**

Basis of conduct	*n*	%
Socioeconomic status	43	7.0
Participation in an organization/team	36	5.8
Religious/spiritual views	36	5.8
Disability status	30	4.9
International status/national origin	30	4.9
Do not know	149	24.2
A reason not listed above	118	19.2

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 616). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B49 in Appendix B.

Tables 32 illustrates the manner in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-three percent (*n* = 437) felt ignored or excluded, 37% (*n* = 384) felt isolated or left out, 28% (*n* = 288) felt intimidated/bullied, and 26% (*n* = 265) were silenced. Other forms of such conduct included "treated like a child," received a "dismissive attitude," "ganged up on and not supported," "gaslighted," "harassed," "gossiped about," "told to 'know my role,'" "controlled by former friend," "lied to by management," experienced "microagressions," "reverse discriminated," "sexually harassed," "spoken down to," "talked about behind my back," "undermined," and "verbally abused."

Table 32. **Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded.	437	42.6
I was isolated or left out.	384	37.4
I was intimidated/bullied.	288	28.0
I was silenced.	265	25.8
I experienced a hostile work environment.	249	24.2
I was the target of derogatory verbal remarks.	241	23.5
I felt others staring at me.	172	16.7
My ideas were misappropriated.	160	15.6
I was the target of workplace incivility.	153	14.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,027). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B51 in Appendix B.

The following figures depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-five percent (*n* = 69) of Faculty respondents felt ignored or excluded, 42% (*n* = 64) were the target of workplace incivility, 42% (*n* = 63) experienced a hostile work environment, 35% (*n* = 53) felt isolated or left out, and 32% (*n* = 48) were silenced. Forty-eight percent (*n* = 125) of Staff respondents experienced a hostile work environment, 45% (*n* = 117) felt ignored or excluded, 36% (*n* = 92) felt isolated or left out, 32% (*n* = 82) were silenced, and 29% (*n* = 74) were intimidated/bullied (Figure 39).

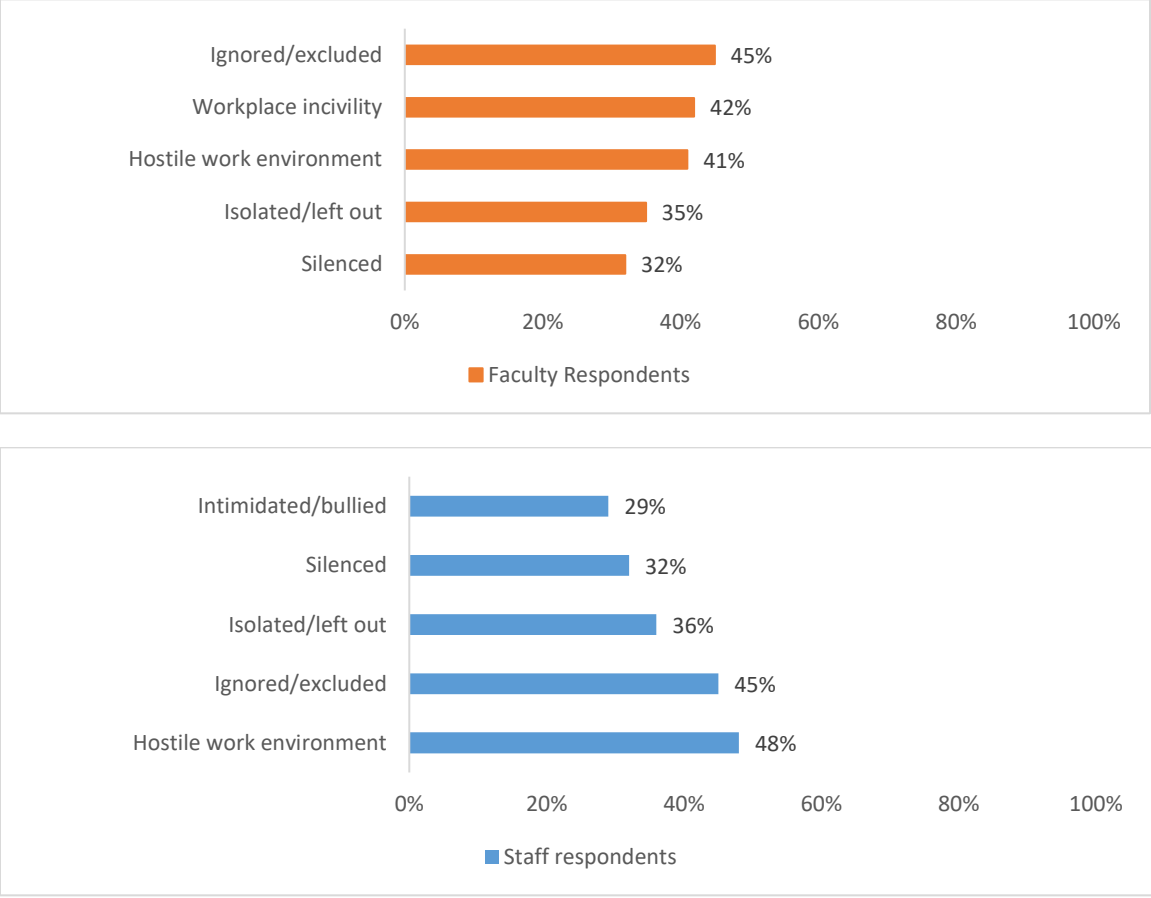


Figure 39. Employee Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Forty-two percent (*n* = 206) of Undergraduate Student respondents felt ignored or excluded, 41% (*n* = 200) felt isolated or left out, 27% (*n* = 135) felt intimidated and bullied, 25% (*n* = 124) felt others staring at them, and 22% (*n* = 106) were silenced (Figure 40). Thirty-six percent (*n* = 45) of Graduate/Law Student respondents felt ignored or excluded, 32% (*n* = 39) felt isolated or left out, 30% (*n* = 37) experienced a hostile classroom environment, and 27% each felt intimidated and bullied (*n* = 33) and experienced derogatory verbal remarks (*n* = 33).

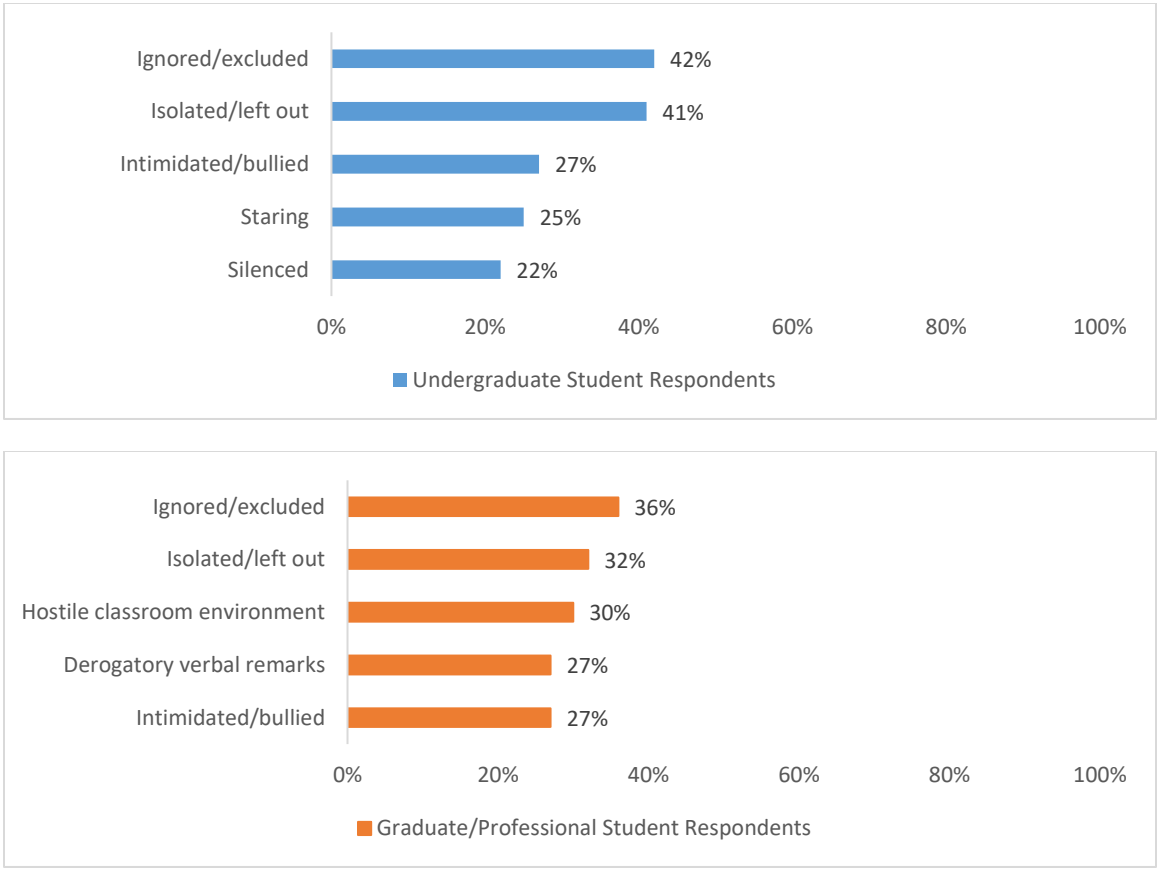


Figure 40. Student Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at a UNH job (26%, *n* = 266), in a meeting with a group of people (22%, *n* = 227), in campus housing (20%, *n* = 208), and while in a class/laboratory (19%, *n* = 191). Some respondents who marked "a location not listed above" described, "a Student organization directors board," "at the bar," "chalking," "classroom building," "committee meeting," "conduct office," "construction work sites,"

"departmental interactions," "during phone conversations," "fraternity event," "Health center," "in a USNH administrative office," "in HUMAN RESOURCES!," "in meetings with HR," "Transit Center by worker," "my dorm," "social outing on campus (parties), the bar," "the UNH Presidential Inauguration," "through online learning systems," "UNH PARKING SERVICES," "via UNH policy," "WMB," "Women in Business," and "zoom class meeting online" as the location where the conduct occurred.

Table 33 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a UNH job (56%, *n* = 201), in a meeting with a group of people (36%, *n* = 129), in a meeting with one other person (28%, *n* = 101), in a UNH administrative office (25%, *n* = 89), and on phone call/text messages/email (17%, *n* = 61).

Table 33. **Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of Staff respondents who experienced the conduct
While working at a UNH job	201	56.1
In a meeting with a group of people	129	36.0
In a meeting with one other person	101	28.2
In a UNH administrative office	89	24.9
On phone calls/text messages/email	61	17.0
In a faculty office	42	11.7
In other public spaces at UNH	35	9.8
In a class/laboratory	25	7.0
A venue not listed above	27	7.5

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 358). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Faculty respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that it occurred while working at a UNH job (49%, *n* = 26), in a meeting with

a group of people (49%, *n* = 26), in a meeting with one other person (26%, *n* = 14), and in a faculty office (19%, *n* = 10) (Table 34).

Table 34. **Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	26	49.1
While working at a UNH job	26	49.1
In a meeting with one other person	14	26.4
In a faculty office	10	18.9
In a UNH administrative office	8	15.1
In other public spaces at UNH	8	15.1
On phone calls/text messages/email	7	13.2

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 53). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in campus housing (33%, *n* = 203), in a class/laboratory (27%, *n* = 163), in other public spaces at UNH (18%, *n* = 111), on phone calls/text messages/emails (15%, *n* = 91), and while walking on campus (14%, *n* = 87) (Table 35).

Table 35. **Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of Student respondents who experienced the conduct
In campus housing	203	33.0
In a class/laboratory	163	26.5
In other public spaces at UNH	111	18.0
On phone calls/text messages/email	91	14.8
While walking on campus	87	14.1
Off campus	79	12.8
In a meeting with a group of people	72	11.7

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 616). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

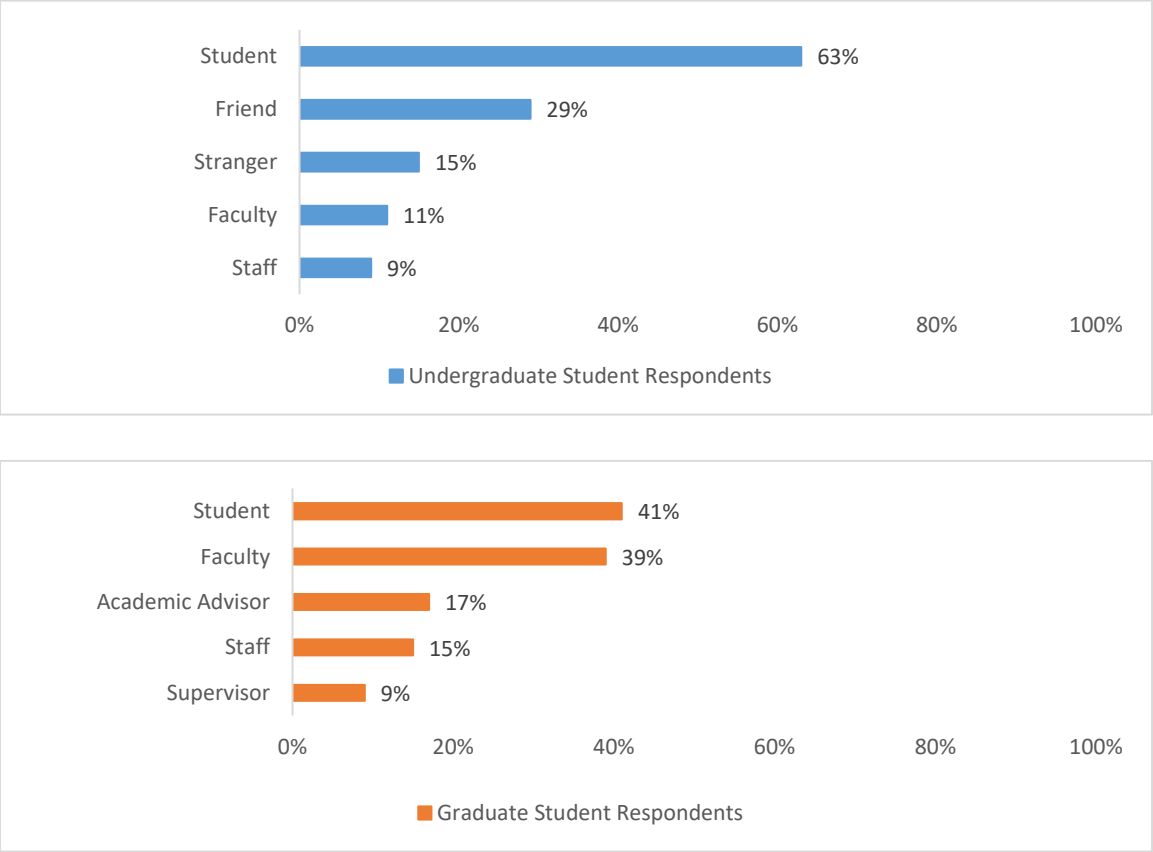
Thirty-nine percent (*n* = 402) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 22% (*n* = 221) identified faculty members/other instructional staff, and 21% (*n* = 216) identified coworkers/colleagues as the source of the conduct (Table 36). Respondents who marked a "source not listed above" wrote examples such as "a housekeeping manager," "classmate," "club team captain," "director," "Director of Human Resources," "former coworker," "ex," "staff member from Health & Wellness," "multiple students," "OISS," "parking manager," "peers/coworkers," "program director," "roommate," "teammates," "HR legal counsel," "thesis committee member," "UNH bus driver," "USNH trustee," and "VA liaison."

Table 36. **Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced the conduct
Student	402	39.1
Faculty member/other instructional staff	221	21.5
Coworker/colleague	216	21.0
Staff member	168	16.4
Friend	155	15.1
Supervisor or manager	147	14.3
Stranger	98	9.5
Department/program chair	83	8.1
Senior administrator (e.g., dean, vice president, provost, president)	73	7.1
Academic advisor	33	3.2
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	32	3.1
Do not know source	31	3.0
A source not listed above	63	6.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,027). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B53 in Appendix B.

The following figures display the perceived sources of experienced exclusionary conduct by position status. Undergraduate Student respondents (63%, *n* = 311) and Graduate/Law Student respondents (41%, *n* = 51) indicated that other students were their greatest source of exclusionary conduct (Figure 41).



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

Figure 41. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues (53%, *n* = 81) and faculty/other instructional staff members (45%, *n* = 68) as the source of the exclusionary conduct. Staff respondents most often identified coworkers/colleagues (43%, *n* = 110), supervisors or managers (42%, *n* = 108), other staff members (34%, *n* = 88), and faculty members/instructional staff members (19%, *n* = 49) as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 42).

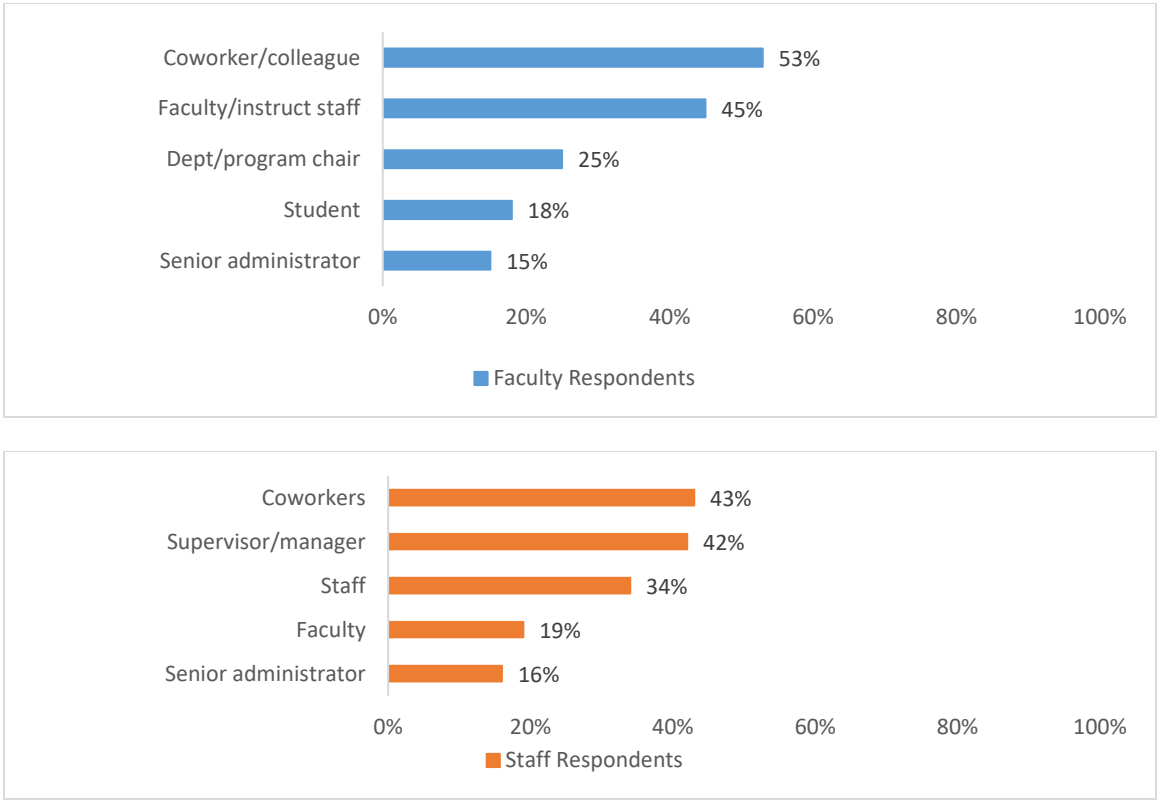


Figure 42. Employee Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

In response to this conduct, 61% (*n* = 630) of respondents felt angry, 51% each felt distressed (*n* = 528) or sad (*n* = 524), 37% (*n* = 375) felt embarrassed, 22% (*n* = 226) felt afraid, and 18% (*n* = 184) felt somehow responsible (Table 37). Of respondents who indicated their experience was not listed, several added comments that indicated some respondents felt "alienated," "alone," "anxious," "bullied," "cheated," "confused," "defensive," "denigrated," "depressed," "devalued," "didn't care," "disappointed," "discouraged," "disgusted," "disrespected," "disappointed," "disturbed," "empowered," "exasperated," "exhausted," "fine," "frustrated," "fucking pissed," "guilty," "harassed," "helpless," "hopeless," "humiliated," "hurt,"

"incompetent," "inferior," "intimidated," "irritated," "isolated," "lonely," "marginalized," "nervous," "not valued," "outcast," "revengeful," "scared," "sickened," "silenced," "small," "stupid," "suicidal," "surprised," "targeted," "tired," "trapped," "traumatized," "un-welcomed," "uncomfortable," "unfair," "unphased," "upset," "worried," and "worthless."

Table 37. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	*n*	% of respondents who experienced conduct
Angry	630	61.3
Distressed	528	51.4
Sad	524	51.0
Embarrassed	375	36.5
Afraid	226	22.0
Somehow responsible	184	17.9
A feeling not listed above	220	21.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,027). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing the conduct, 47% (*n* = 479) told a friend, 36% each avoided the person/venue or told a family member (*n* = 365), and 27% (*n* = 280) did not do anything (Table 38). Of the 17% (*n* = 171) of respondents who sought support from a University of New Hampshire resource, 25% (*n* = 43) sought support from Human Resources and 24% (*n* = 41) sought help from a staff person. Some "response not listed above" comments were "advisor," "an attorney," "CA, housing department," "contacted department head," "contacted my boss," "contacted union reps," "discussed with supervisor," "began recording all instances of misconduct," "consulted my AAUP representative," "contacted HR," "contacted supervisor," "distanced myself," "emailed professor," "confronted the individual," "moved off campus," "spoke to dean," "stood up for myself," "talked to my advisor," "contacted the MBA program

coordinator," "letter to diversity office," "OMSA," "PACS," "quit the club," "RA," "RHD," "talked with Tas," and "therapy," and "union."

Table 38. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
I told a friend.	479	46.6
I avoided the person/venue.	366	35.6
I told a family member.	365	35.5
I did not do anything.	280	27.3
I confronted the person(s) at the time.	175	17.0
I contacted a University of New Hampshire resource	171	16.7
Human Resources	*43*	*25.1*
Staff person (e.g., Academic Dean, Residential Life staff)	*41*	*24.0*
Faculty member	*32*	*18.7*
Dean's Office	*23*	*13.5*
PACS (Counseling Center)	*23*	*13.5*
I confronted the person(s) later.	156	15.2
I did not know to whom to go.	146	14.2
I sought information online.	58	5.6
A response not listed above	159	15.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,027). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B55 in Appendix B.

Table 39 illustrates that 89% (*n* = 897) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 11% (*n* = 108) of respondents did report the incident. Of the respondents who reported the incident, 33% (*n* = 26) were satisfied with the outcome, 11% (*n* = 9) felt that the outcome was not what they hoped, but their complaint was addressed appropriately, 44% (*n* = 35) felt the incident was not

appropriately addressed, and 6% each indicated that the outcome of their complaint was not shared with them (n = 5) or the outcome was still pending (n = 5).

Table 39. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	897	89.3
Yes, I reported it	108	10.7
Yes, I reported the incident and was satisfied with the outcome.	*26*	*32.5*
Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*9*	*11.3*
Yes, I reported the incident but felt that it was not addressed appropriately.	*35*	*43.8*
Yes, I reported the conduct, and the outcome is still pending.	*5*	*6.3*
Yes, I reported the incident, but the outcome was not shared.	*5*	*6.3*

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 1,027). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. There were 396 respondents who elaborated on their experiences with exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with their ability to learn, live, or work at UNH. Two themes emerged from the responses across all respondent types: reporting process, and race-based incidents. In addition, there were two themes specific to Faculty and Staff respondents: negative workplace environment, and lack of respect. There was one theme specific to Student (Undergraduate and Graduate) respondents: student misconduct.

All Respondents

Reporting Process. In the first theme, respondents commented on their experiences with reporting exclusionary, intimidating, offensive and/or hostile conduct. Some respondents simply stated that they did make a report. One respondent wrote, "I reported a major event (e.g., physical intimidation) but not smaller incidents." Another respondent remarked, "There were 2 incidents: 1 happened to me, 1 heard second-hand. I reported both to my supervisor."

Some respondents questioned whether they had an outlet to report to that would be supportive. Respondents shared that power differentials made it hard to make a report that would be addressed. One respondent wrote, “How can I stand up to a person of power. It’s obvious that I am going to be deemed wrong.” Another respondent stated, “It’s all management so there was no one to reach out to.” One respondent detailed the worries of pre-tenure faculty, “Pre-tenure faculty have no recourse when subjected to bias from either dept/college administrator or from students. We have no option but to turn within ourselves and deal with the abuse because it is all about inequitable power: students are allowed to berate us and we can't say anything because it will reflect on our tenure process, and senior faculty/administrators can subject us to unfair treatment, bias, staggering work loads, and inequitable decisions and we have no option but to take the abuse because if we say anything, it will be reflected on our tenure decisions.”

Some respondents noted that they had chosen not to report the incident. One respondent commented, “As far as I'm concerned, none of the experiences warrant reporting. Reporting won't make it better or change things.” Another respondent shared, “I did not report incidents(s) to HR as I was not confident that the information I shared would remain confidential.” Another respondent commented, “I didn't know I could report it or feel it was reportable until this survey.” Some respondents specified that they did not report because they were worried about the consequences that might result if they did make a report. These respondents made statements such as “Cannot report it for fear of backlash,” “I did not report it because I do not feel safe doing so,” and “There's a concern that if the information is reported, there will be retaliation.” One respondent shared, “I did not report the HIPPA violation because, given my previous experiences with the Dean [name] and the [specific] school, I did not have faith that anything would be done other than further bullying and discrimination against myself.” Another respondent stated, “I did not report any of these instances for fear of losing any other job possibilities on campus.” Some respondents figured out ways to avoid retaliation for making a report as the one respondent who wrote, “I will be reporting the conduct once my course with the professor has ended to avoid any possible retaliation.” Another respondent shared, “I reported the incident confidentially out of fear of retaliation, so there could be no outcome to the incident because I was not comfortable making an on-the-record report.”

Other respondents commented that they had made a report and were frustrated that nothing was done. One respondent wrote, “I complained to the Director of my Center, and was told that she felt bad I felt the way I did, but that nothing would be done.” Another respondent shared, “I spoke with HR seeking advice as well as my supervisor. I do not feel like anything was done, and have a poor working relationship with that faculty member as well as other faculty members in her circle.” Another respondent noted, “I told my HR representative who took no action. She laughed and said, ‘he's a creep, right?’” Sometimes the expectation that there would be no productive response kept respondents from reporting in the first place. One respondent shared, “I did not report the situation as I considered it a private matter and I have personally heard about situations where reports sent through ReportIt! were ineffective.” Another respondent lamented the lack of accountability, “Why report something when nothing ever happens? UNH protects hate speech and white staff and students. Never accountability. No need to give you my sob story when it doesn't really matter.”

Race-based Incidents. For the second theme that emerged across all respondent types, respondents shared their experiences with intimidating and hostile conduct based on race. Some respondent described incidents that they had experienced personally. Many incidents that were shared were racially or ethnically biased comments. One respondent wrote, “A colleague made disparaging remarks to me about affirmative action (I am a minority faculty member).” Another respondent stated, “I used to be a student in this university and I was once called the ‘token minority’ by my professor.” Another respondent shared, “Walking back to my dorm, a student whom I had just met laughed and asked, "What are you? You like those Alaskan, Asian-Eskimo people." I was uncomfortable and unsure of how to respond. I shrugged, laughed and went on my way. Other times, people argue in front of me about my genetic makeup; using me as some sort of conversation topic.” Other incidents were behaviors beyond comments. One respondent wrote, “I felt like I was being excluded or ignored because I'm biracial. Whenever I made a comment or question, it was not acknowledged.” Another respondent shared, “As a woman of color, I often feel that my opinion/comments are either overlooked or misappropriated. I have subordinates that believe [the] only reason that I got this job is because I am a woman of color, not because I am highly qualified and worked very hard to get to this point.” Some respondents described specific incidents they had seen others experience. One respondent noted, “[a specific professor] was extremely racist towards the Asian students in [my class].” Another respondent shared, “In a

few instances a few people in my dorm kept making racist and homophonic comments." Another respondent wrote, "There are a couple of faculty members, administrators and Associate Deans who habitually ignore people of color and make it very obvious by not looking in the eye, not smiling, not acknowledging a greeting. At the same time, they engage in very normal behavior toward the White majority."

Other respondents called out the general climate of the university as being unsupportive of people of color. One respondent shared, "I've never been personally victimized or threatened, but I feel like the majority of students at UNH are not accepting of people of color and they don't care when racist incidents do take place which honestly sucks." Another respondent remarked, "Most of what I experience has to do with a general discourse about race and culture that just feels outdated and isolated to this region of the US. It's clear to me that many people I work with just don't have much experiences with diverse communities." One respondent described their frustration at being a person of color with nowhere to turn for support, "Worst thing as a person of color is having no one to turn to when you face racist behaviors from colleagues or supervisors. Can't go to HR because they don't listen or respond or don't help at all. No one there looks like me or gets it. That entire office is white women with one white male, where is the inclusion and equity there? How are you serving the population? Can't go to affirmative action. That office takes years to respond reports submitted online. They do not follow the deadline listed on the USNH website." Another respondent commented, "The racist environment at UNH needs to CHANGE… I have had many experiences with white students here calling me the N word and thinking it is okay since they grew up in a certain place. All in all, UNH's Actions show differently from what these written statements say online and what some people like to repeat on demand."

Staff and Faculty Respondents Only

Negative Workplace Environment. In the first theme specific to Staff and Faculty respondents only, respondents described incidents that created a negative workplace environment. Some respondents shared experiences where their supervisor or administrator was the source of the exclusionary, intimidating, offensive, and/or hostile conduct. One respondent wrote, "Most of my negative experiences have related to my dean, who frequently makes demeaning and

inappropriate comments. When criticized, she expresses her anger directly and indirectly creating a less than comfortable work environment." Respondents described their managers as "a narcissistic, bullying manager," or "a controlling bully and treats staff like children. She gives preferential treatment to those she prefers. It's her way or the highway." One respondent explained, "I have felt that whole groups of employees in my unit (including myself) are targeted by those in leadership positions within my college. We are ignored, dismissed and bullied into agreeing with leadership agenda and our educated and informed opinions about the resources we need or ideas about strategic directions are silenced."

Other respondents described incidents with co-workers and colleagues that created a negative workplace environment. One respondent commented, "The incident was a case of workplace incivility: 'the silent treatment' followed by rude, pointed comments. Unfortunately, I have noted many instances of such incivility--toward myself and towards others--in the past year. While such behavior does not rise to the level of discrimination or harassment, it certainly does negatively affect the work environment." Another respondent stated, "I am regularly in meetings with a colleague who is combative and makes everyone pensive." One respondent shared, "This person's behavior to me was so icy cold and dismissive: head down in phone at meals together with no attempt to have a friendly conversation, zero friendly conversation when traveling together, being sure to not interact at conferences..." Another respondent noted, "This person is known to be rude to co-workers-a bully. She knows how to play the game with her supervisors, but they have been told of her rudeness. Nothing appears to get done." Some respondents specifically noted that the behavior came from faculty members. One respondent shared, "A faculty member in the department choose to tell me how mad he was about a situation that happened to him on campus. He yelled and swore at me. Terrible, vulgar language. I know it wasn't directed at me personally, but his anger, slamming doors, yelling and swearing to me in my office was awful." Another respondent wrote, "I have a faculty member in the program with anger management issues who can be hostile and accusatory. He is challenging to supervise and has twice accused me of oppression. He is erratic and unpredictable."

Lack of Respect. In the second theme specific to Staff and Faculty respondents only, respondents discussed how exclusionary and hostile behaviors made them feel that they were not respected and valued on campus. Respondents acknowledged hierarchies that exist on campus, with some

classes of employees being valued and respected more than others. One respondent shared, "Some faculty members feel that they are entitled to talk down to staff members. There have been multiple incidences in person and via email where faculty members have insulted my work and my intelligence." Another respondent stated, "You will find OS are not treated well on campus, not even by their coworkers of higher rank." One respondent described a class system across higher education, "I've worked in academia as technical staff for 16 years at several well recognized institutions and throughout I have experienced what could be described as a class system separating faculty and staff." Another respondent observed, "While I expect you might like to look at exclusion through the lens of gender or race, it occurs mostly as part of academic hierarchy, as professors looking down at lecturers, even though lecturers do most of the teaching."

Other respondents commented on how they did not feel that their voices were respected within the campus environment. One respondent stated, "I am often not called on/acknowledged in meetings. I believe it has to do with my status." Another respondent elaborated, "I have felt that whole groups of employees in my unit (including myself) are targeted by those in leadership positions within my college. We are ignored, dismissed and bullied into agreeing with leadership agenda and our educated and informed opinions about the resources we need or ideas about strategic directions are silenced." Another respondent noted, "My thoughts and opinions are chronically ignored." After questioning the department director on "a topic of concern," one respondent was told to "stand down in the future and know my place" by their supervisor. This respondent then stated, "I've been here for 10 years and haven't "known my place" since I was 4 years old, it's what got me through college and two master's degrees as a first-gen, low-income, immigrant. Obviously, I was hurt and lost by what she said to me."

For some respondents, gender was hypothesized to play a role in the lack of respect. One respondent shared, "Nothing that happened to me was truly 'harassment'. It was more having my ideas and person being spoken down to because of my position and the fact that I'm a woman." Another respondent observed, "I've experienced my ideas or input being dismissed or not feeling comfortable even sharing them at times, I feel in part because of my gender and/or age/relative lack of experience in the field. I tried standing up for myself once and was met with a male, well respected colleague saying, 'Woah, [my name] is being sassy!'"

Student Respondents Only

Student Misconduct. For the sole theme specific to Student respondents, respondents described incidents where students were the source of exclusionary, intimidating, offensive, and/or hostile conduct. For many respondents, it was behavior that was described by one respondent as "nothing serious, just students being assholes." Some respondents described incidents of exclusion between friends. One respondent stated, "just basic friend drama nothing too serious just grew apart and started hanging with other people making me feel left out." Another respondent shared, "A group of people who I thought were my friends started excluding me from doing different outside activities from them. They made a phone group chat without me and I felt very left out. I always feel like I am being made fun of by them and it makes me very sad." One respondent noted the immaturity of the behavior, "Just petty girl behavior. I decided to change my friend group around a little bit because of this. I am not the only one and I don't think it was UNH's fault. Some people just need to grow up a bit." Another respondent added, "I was just excluded by friends bc they were mean." Some respondents experienced hostile or exclusionary behaviors from groups of students such as classes or Greek organizations. One respondent stated, "Every time in a group in a class, I was like ignored or excluded." Another respondent wrote, "Sigma Alpha told me I was not the right body shape to be in their sorority." Another respondent identified [a specific department/school] as a source of misconduct, "[the specific department/school] is a small [...] where rumors are common and often inaccurate. I had students spread false rumors about myself and another student, leading to a derogatory and defamatory email sent to myself and my partner."

Many of these respondents described situations where the negative behavior came from roommates. Respondents shared experiences such as "two roommates who kind of teamed up and excluded me," "Roommate misunderstanding which lead them to ignore me all semester," and "My roommate has shunned and mistreated me with bullying, passive aggressive and outright aggressive behaviors for 18 months." One respondent shared, "My two roommates would gang up against me with any and all decisions made about the room. The room became a toxic environment." Another respondent wrote, "I just felt isolated in my own room by my roommates. They would only talk to each other and never to me, would make plans in front of me and excluded me from everything they did." Another respondent observed, "My roommate

enjoys minimizing and ignoring anything good that happens to me because she wants to be better than me and shames me in everything I do just to make herself seem better and prettier. I tried to be her friend and ignore this, but she never stopped."

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty percent (*n* = 1,277) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullying, harassing) working or learning environment at the University of New Hampshire[59] within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity (29%, *n* = 371), gender/gender identity (25%, *n* = 314), ethnicity (20%, *n* = 257), political views (18%, *n* = 233), sexual identity/sexual orientation (18%, *n* = 233), and gender expression (15%, *n* = 192). Eighteen percent (*n* = 226) of respondents indicated that they did not know the basis (Table 40).

Table 40. **Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	*n*	% of respondents who observed conduct
Racial identity	371	29.1
Gender/gender identity	314	24.6
Ethnicity	257	20.1
Political views	233	18.2
Sexual identity/Sexual orientation	233	18.2
Gender expression	192	15.0
Position (e.g., staff, faculty, student)	177	13.9
Physical characteristics	164	12.8
Age	105	8.2

[59] This report uses "conduct" and the phrase "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at University of New Hampshire?"

Immigrant/citizen status	102	8.0
Do not know	229	17.9

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B101 in Appendix B.

The following figures separate by demographic categories (i.e., racial identity, gender identity, political views, sexual identity, and position status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by race/ethnic identity (Figure 43). Significant differences were found between all gender categories. Trans-spectrum respondents (37%, *n* = 32) indicated they observed exclusionary, intimidating, offensive, and/or hostile conduct at higher rates than Women respondents (20%, *n* = 861).[xxvi] Women respondents (20%, *n* = 861) also indicated that they observed hostile conduct at significantly higher rates than Men respondents (17%, *n* = 365).

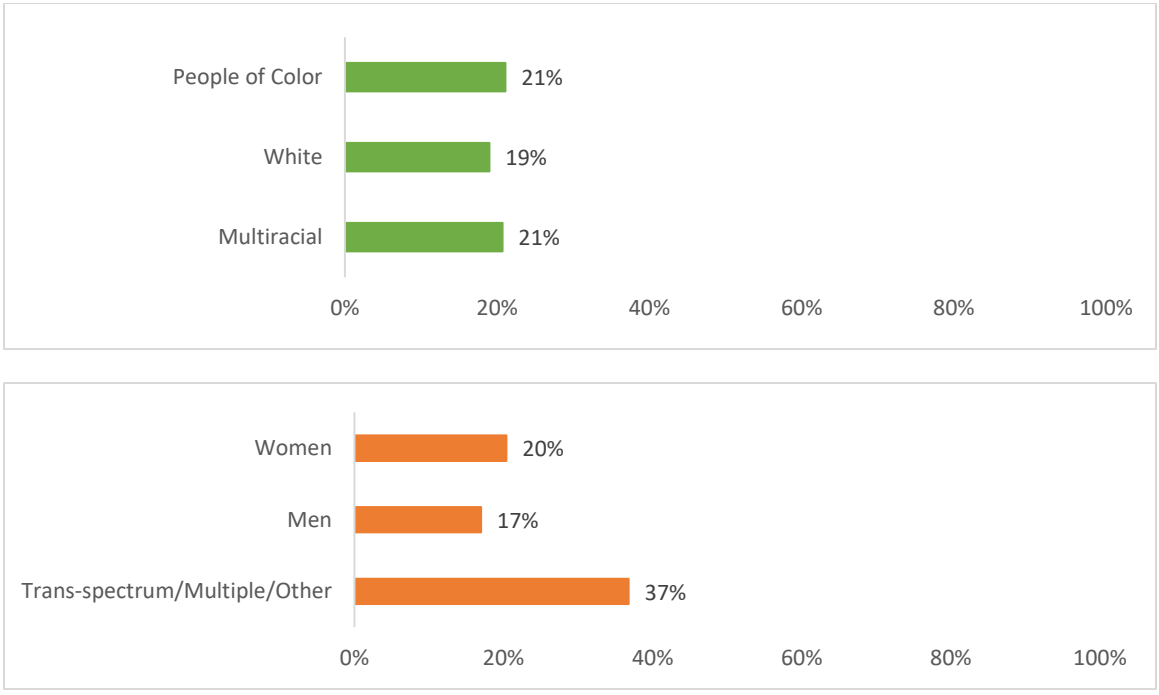


Figure 43. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity and Gender Identity (%)

Based on political views, the highest portion of respondents who observed this conduct were Very Liberal (31%, *n* = 229), followed by respondents who identified as Liberal (22%, *n* = 466). Respondents who identified as Moderate (16%, *n* = 415) or Conservative (15%, *n* = 105) reported observing statistically similar amounts of conduct.[xxvii] Very Conservative respondents were not statistically different from any other group.

In terms of sexual identity, a higher percentage of Queer-spectrum respondents (30%, *n* = 129) and Bisexual respondents (24%, *n* = 94), than Heterosexual respondents (18%, *n* = 987) witnessed hostile conduct (Figure 44).[xxviii]

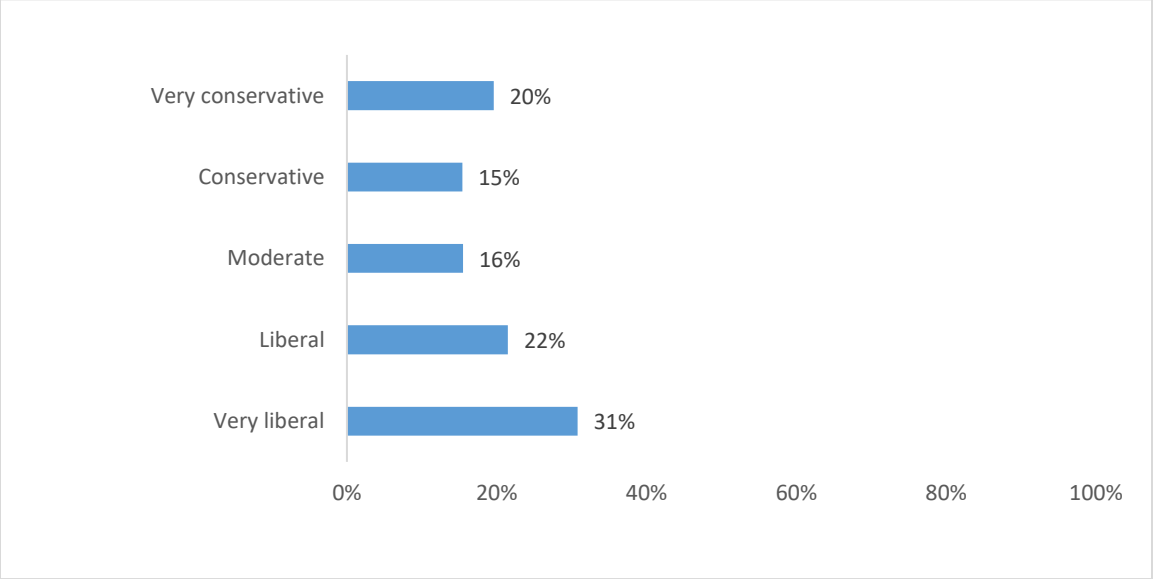


Figure 44. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Political Views and Sexual Identity (%)

By position status, a lower percentage of Undergraduate Student respondents (18%, *n* = 699) and Graduate/Law Student respondents (17%, *n* = 148), than Faculty respondents (28%, *n* = 146) and

Staff respondents (22%, *n* = 248) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 45).[xxix]

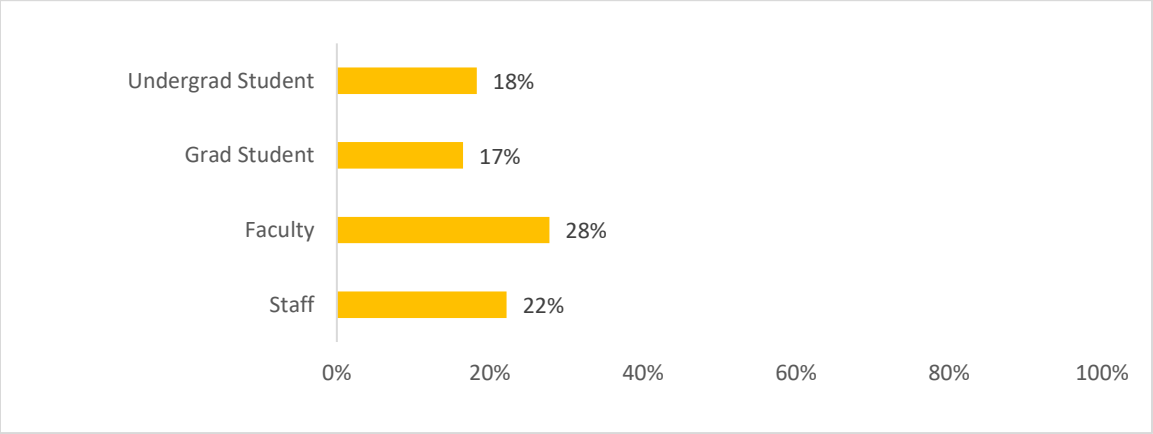


Figure 45. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 41 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (35%, *n* = 447), ignored or excluded (30%, *n* = 386), intimidated/bullied (28%, *n* = 351), isolated or left out (27%, *n* = 338), or being silenced (22%, *n* = 278).

Table 41. **Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Derogatory verbal remarks	447	35.0
Person ignored or excluded	386	30.2
Person intimidated or bullied	351	27.5
Person isolated or left out	338	26.5
Person silenced	278	21.8
Person was stared at	242	19.0
Racial/ethnic profiling	227	17.8
Person experienced a hostile work environment	202	15.8
Person's ideas were misappropriated	167	13.1

Table 41. **Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Person was the target of workplace incivility	147	11.5
Derogatory written comments	137	10.7
Person experienced a hostile classroom environment	133	10.4
Singled out as the spokesperson for their identity group	115	9.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B102 in Appendix B.

Additionally, 21% (*n* = 266) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at UNH (Table 42). Some respondents noted that the incidents occurred while walking on campus (18%, *n* = 226), in a class/laboratory (17%, *n* = 213), or in campus housing (16%, *n* = 209).

Table 42. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
In other public spaces at UNH	266	20.8
While walking on campus	226	17.7
In a class/laboratory	213	16.7
In campus housing	209	16.4
In a meeting with a group of people	192	15.0
While working at a UNH job	172	13.5
On social media sites (e.g., Facebook, Twitter, Snapchat)	154	12.1
Off campus	136	10.6
On phone calls/text messages/email	110	8.6

Note: Table reports responses from individuals who indicated that they observed hostile conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, see Table B103 in Appendix B.

Fifty-one percent (*n* = 651) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 43). Other respondents identified friends (23%, *n* = 292),

coworkers/colleagues (16%, *n* = 203), staff members (13%, *n* =163), and strangers (11%, *n* = 135) as targets.

Table 43. **Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Target	*n*	% of respondents who observed conduct
Student	651	51.0
Friend	292	22.9
Coworker/colleague	203	15.9
Staff member	163	12.8
Stranger	135	10.6
Faculty member/other instructional staff	122	9.6
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	61	4.8
Student organization	61	4.8
Student staff (e.g., residence assistant, work-study, MUB)	58	4.5
Supervisor or manager	34	2.7
Student teaching assistant/student laboratory assistant/student tutor	29	2.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B98 in Appendix B

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 51% (*n* = 651) noted that students were the sources of the conduct (Table 44). Respondents identified additional sources as friends (23%, *n* = 292), coworkers/colleagues (16%, *n* = 203), staff members (13%, *n* = 163), and strangers (11%, *n* = 135).

Table 44. **Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	*n*	% of respondents who observed conduct
Student	651	51.0
Friend	292	22.9
Coworker/colleague	203	15.9
Staff member	163	12.8
Stranger	135	10.6
Faculty member/other instructional staff	122	9.6

Table 44. **Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	*n*	% of respondents who observed conduct
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	61	4.8
Student organization	61	4.8
Student staff (e.g., residence assistant, work-study, MUB)	58	4.5
Supervisor or manager	34	2.7
Student teaching assistant/student laboratory assistant/student tutor	29	2.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B99 in Appendix B.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 35% (*n* = 447) told a friend, 27% (*n* = 348) did not do anything, 16% (*n* = 204) confronted the person(s) at the time, and 15% (*n* = 186) told a family member (Table 45). Of the respondents (11%, *n* = 104) who contacted a University of New Hampshire resource, 29% (*n* = 41) sought support from a staff person, 20% (*n* = 28) from a faculty member, and 18% (*n* = 25) from the Dean's Office.

Table 45. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I told a friend.	447	35.0
I did not do anything.	348	27.3
I confronted the person(s) at the time.	204	16.0
I told a family member.	186	14.6
I avoided the person/venue.	158	12.4
I confronted the person(s) later.	150	11.7
I did not know to whom to go.	150	11.7
I contacted a UNH resource.	140	11.0
Staff person (e.g., Academic Dean, Residential Life staff)	*41*	*29.3*
Faculty member	*28*	*20.0*
Dean's Office	*25*	*17.9*
Human Resources	*19*	*13.6*
UNH *Police Department/Security Officer*	*16*	*11.4*
Department Chair	*14*	*10.0*

Table 45. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
A response not listed above.	177	13.9

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B105 in Appendix B.

Table 46 illustrates that 91% (*n* = 1,126) of respondents did not report the incident and that 9% (*n* = 113) of respondents did report the incident. Of the respondents who reported the incident, 46% (*n* = 38) were satisfied with the outcome, 15% (*n* = 12) felt that the complaint received an appropriate response, 29% (*n* = 24) felt that the incident did not receive an appropriate response, 10% (*n* = 8) were waiting on a pending outcome.

Table 46. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	1,126	90.9
Yes, I reported it.	113	9.1
Yes, I reported the incident and was satisfied with the outcome.	*38*	*46.3*
Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.	*12*	*14.6*
Yes, I reported the incident but felt that it was not responded to appropriately.	*24*	*29.3*
Yes, I reported the conduct and the outcome is still pending.	*8*	*9.8*

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. There were 343 respondents who elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile learning or working environment. Four themes emerged from the responses: conduct based on marginalized identity, student misconduct, choosing to not report, and politically-based conduct.

Conduct Based on Marginalized Identity. In the first theme, respondents described conduct that were based on marginalized identities such as race, ethnicity, gender identity status, and sexism. Respondents reported on derogatory comments, verbal abuse, derogatory images and messages

and other forms of harassment. One respondent shared, “Derogatory comments are made regarding sexual identity and race all the time (not to mention the multitude of other identities).” Another respondent observed multiple transgressions, “UNH has a very serious problem with racial, gender, and lgbtq sensitivity. I have heard of and personally witnessed racist, sexist, transphobic and homophobic remarks, the deliberate misgendering of transgender students, verbal abuse of female faculty members and students in a classroom setting, and hateful graffiti in public places (there are swastikas in the men’s bathroom at Phillbrook Dining Hall).” Another respondent elaborated on additional forms of harassment, “I haven't witnessed egregious events, but the things I've witnessed or heard about from the victim are smaller inadvertent comments, lack of listening/valuing a perspective, singling someone out for their race, misgendering someone repeatedly, knowing someone said 'I don't do pronouns' and minimizing student experience or showing lack of importance of someone with an underrepresented identity (especially people of color) by paying less attention to needs, demands, or not putting resources toward actually helping/resolving dynamics on campus.”

Many respondents commented specifically about conduct in the form of derogatory comments and name calling based on the victim’s race or ethnic identity. One respondent wrote, “My friend was called a derogatory term for people of Asian descent.” Another respondent stated, “I have a friend who was called a racial slur by boys who were driving by in a car near downtown,” while another respondent shared, “Racial remarks against African Americans in general in a sorority house party.” Several respondents noted campus incidents on Halloween and Cinco De Mayo. One respondent wrote, “Disgusting costumes on Cinco de Mayo and Halloween, swastika in stoke, sorority racist singing of songs, black pride art destroyed in front of stoke.” Another respondent observed, “My freshmen year, around the weekend of May 5th, there were multiple racist images and messages displayed in different parts of campus. This was also in line with many culture appropriating costumes worn on May 5th.”

Respondents also noted other forms of mistreatment based on racial and ethnic identity. One respondent wrote, “I have witnessed fellow colleagues of color be mistreated by their supervisors. I have watched white supervisors in [a specific department] treat their employees like they are worthless and it is so frustrating to watch. I have watched upper administration within admissions treat their employees of color with no respect. It's awful.” Another respondent

noted, “I feel like I witness conduct like racial profiling too often to note every occurrence on this campus.” Another respondent added, “Residential Life Core Staff have participated in many acts of racism. From making racist jokes in meetings to making hall directors of color feel unsupported and unsafe.” One respondent remarked on several “instances of racism,” and wrote, “I have seen swastikas drawn on UNH property. I have heard people shout racial slurs. People of color have been asked to represent their entire racial group in and outside of class, as well as been stared at whenever the issue of racism or slavery was brought up.

Respondents also described incidents that were based on LGBT status and gender identity. One respondent stated, “I have witnessed and heard about harassment against my other transgender and gender-non-conforming friends.” Another respondent shared, “People get misgendered, called slurs, wrongly identified and tokenized all the time.” One respondent described a specific incident, “Very rude things were said at my girlfriend about speculating what gender she is because she has short hair and is nonbinary. They loudly asked what they thought "it" was and stared repeatedly, then laughed.” Another respondent shared a situation, “derogatory comments being used in the gender neutral housing which were directed to those who identified as gay.”

Respondents also shared conduct based on sexism. One respondent wrote, “There have been hostile male students coming into the Connors Writing Center. They have expressed explicit misogyny and have made other Writing Assistants uncomfortable with their remarks.” One respondent noted, “There seems to be a huge lack of respect from men on campus to women on campus. Often derogatory remarks that are plain disgusting are heard from large groups of men.” Respondents shared incidents of sexual harassment such as the respondent who stated, “I have witnessed fraternity members cat-call and sexually harass female students walking by frat houses.” Another respondent shared, “Male students in the graduate school are apparently allowed to sexually and verbally harass other students and faculty without consequence and are even rewarded with funding! If you report these instances to faculty or HR nothing happens.”

Student Misconduct. For the second theme, respondents described conduct that was perpetrated by students. Some respondents shared incidences that took place in campus housing. One respondent stated, “I have been a resident assistant for two years and am now an AHD. I have seen quite a bit of things as a result of the students we work with at times.” Another respondent

added, “I am an RA so some of the incidents which I have seen are things which have been on whiteboards or in conversations where I have had conversations with residents about the choice of language that they use and how it affects others.” Roommates were often a source of difficulty. One respondent shared, “A friend of my mine was verbally harassed by her roommates last semester. There were lots of hostile text messages and snap chats sent to her.” Another respondent stated, “Two of my roommates are in the same major and one of them feels the need to compete with the other, making her feel bad about her grades and how much work she gets done in a day. She also excludes her in activities that people in the major do together, leaving her out of plans and group messages while talking about them in front of her.” Another respondent wrote, “There were three girls in a triple and two of the girls constantly bullied and harassed one of the girls to the point where she would cry to her parents on the phone and eventually moved out.”

Respondents also pointed out conduct that happened between friends or social groups. One respondent stated, “Just friend group exclusions. Very cliquey groups of students.” Another respondent wrote, “Witnessed an altercation between two people in the dining hall and the person who initiated it kept insulting the other person to his friends at the table.” Another respondent shared, “Mostly I have experienced highly judgmental remarks and derogatory comments about random people behind their backs. Like people in my dorm or people that I knew would make offensive comments about people to their friends.” Respondents also shared general observations about student behavior at UNH. One respondent wrote, “A lot of people here are very judgmental and you can't go anywhere without people staring or judging you. As someone who doesn't look like everyone else here (rich, skinny, white people), it is hard to go about my day without people being rude.” Another respondent noted a “hostile and uncomfortable environment,” because “I have seen many times girls being mean and rude to other girls for no reason (being mean to a girl because someone’s ex-boyfriend hooked up with her, being jealous of said girl, etc.). Boys can also be hostile to other boys if they think ‘he looked at me the wrong way,’ ‘he said something I didn't like.’ ‘he thinks he's so tough.’”

Respondents also described incidents were students were hostile or intimidating to faculty and staff at UNH. One respondent wrote, “A professor had a hateful group chat made about her,” while another respondent noted, “Student evaluations are racist and sexist.” One respondent

wrote, “I believe that people in my lab section are immature, insecure, and for some reason thought that it was funny to make fun of our TA behind his back for the way he dresses and acts.” Another respondent described an incident with the President of UNH, “Last year or so, President Huddleston initiated a forum with many senior staff to exchange climate ideas and get student feedback. Students rudely told him to sit down and listen several times. The students seemed to be there to attack President Huddleston, and not necessarily to express reasoned and founded opinions or to hear other viewpoints.”

Choosing To Not Report. For the third theme, respondents detailed reasons why they had chosen not to report hostile or intimidating conduct they had observed. Some respondents were fearful of consequences if they did make a report. One respondent observed, “PAT staff have no job security, no protection, no union, no contract. It should be no surprise that we do not report because we fear retaliation.” Another respondent stated, “I have not reported any of these experiences because I'm afraid of retaliation and creating an even worse work environment.” One respondent shared, “Behavior was not reported due to the extreme power imbalance/nature of academic research and the person that is the problem.” Another respondent explained the concern about reporting, “There is no way to ‘guarantee’ safety for someone who reports conflicts or issues. If there were a clearer and proven pathway to conflict resolution with known examples then reporting would seem like a better idea. Until then, better to keep quiet.”

Other respondents chose not to report because they did not feel the incident rose “to a level that should be reported.” One respondent stated, “These are not reportable behaviors, just unpleasant, disrespectful and unproductive ones,” while another respondent added, “I didn't think to report the issue as it seemed minor.” One respondent explained, “The boys were being assholes and they haven't done it since. I didn't think it warranted formal disciplinary action.” Derogatory comments were noted, but not deemed worth reporting, such as the respondent who “heard some generally insensitive things said about certain groups of people.” One respondent wrote, “I don't think I have observed anything so serious I would report it but I have observed people be belittled because of their position or age or gender - talked to in a condescending tone for example.” Another respondent shared, “Athletes I have come in contact with often make fun of each other for their skin color or academic performance. It doesn't seem severe even to warrant reporting, but I know it may bother some of the targets.”

Respondents also shared that they did not report because the incident was reported by someone else or otherwise brought to the attention of the university. One respondent wrote, “I didn't report because another person did.” Another respondent shared, “I did not have to report it, it was all over the campus the next day.” One respondent explained, “Someone visiting UNH drew swastikas in the hallway of Stoke. I did not report the incident because it had already been reported before I saw it.” Another respondent helped the target to report it themselves, “I just observed the incident and convinced the target to report it which it was, but I did not personally report the incident.”

Politically-Based Conduct. In the fourth theme, respondents shared their observations of hostile and intimidating conduct based political affiliation. Respondents observed incidences where individuals with conservative views were targeted. One respondent shared, “If we wear a MAGA hat or say we like Trump then we are jeered at. We keep this to ourselves because of fear and intimidation.” Another respondent stated, “Political views that are right of center are not tolerated on campus. There is the opinion that such views are all evil, racist and biased.” One respondent commented cheekily, “God forbid someone expresses a Conservative opinion here.” Another respondent observed, “I feel there is a hostile environment towards people with conservative political views. Those with opposite view points always seem determined to silence the views of the right instead of creating an environment where we can have fair and open discussions.”

Respondents specifically noted how conservative views were generally not welcome in the classroom by professors or students. One respondent remarked about a “professor making isolating remarks about people that support President Trump,” while another respondent shared, “I've attended classes where people outright said ‘I would not even want to be in the same room with a Trump supporter. If my family member was a Trump supporter, I would not talk to them anymore.’” One respondent advised, “Don't try to be a Republican while in COLA because your beliefs will constantly be bashed by both professors and students.” Another respondent wrote, “College culture seems to promote hating on the Republican Party and supporting President Trump. Whenever a professor randomly mentions him, it is always followed by a negative comment and a demonization of those who elected him in.” Conservatives did not feel comfortable sharing their views in the classroom. One respondent noted, “I am a moderate

conservative and I do not feel comfortable expressing my views in the classroom. I have before and I felt targeted by other students and professors." Another respondent shared, "My friend was kicked out of class for disagreeing with a discussion during class about a political topic. He was asked to leave based on his views and missed out on a class he paid for." Another respondent added, "I have seen multiple white, heterosexual, conservative men shamed online and in person for voicing their political opinions online or in class discussions."

[xx] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: χ^2 (3, N = 6,540) = 113.39, p < .001.
[xxi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct who thought that the conduct was based on their position status: χ^2 (3, N = 1,027) = 141.22, p < .001.
[xxii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: χ^2 (2, N = 6,478) = 36.41, p < .001.
[xxiii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct who thought that the conduct was based on their gender identity: χ^2 (2, N = 1,010) = 52.01, p < .001.
[xxiv] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by age: χ^2 (8, N = 6,319) = 64.89, p < .001.
[xxv] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct who thought that the conduct was based on their age: χ^2 (8, N = 961) = 39.39, p < .001.
[xxvi] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: χ^2 (2, N = 6,461) = 27.24, p < .001.
[xxvii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by political views: χ^2 (4, N = 6,358) = 100.43, p < .001
[xxviii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: χ^2 (2, N = 6,264) = 41.41, p < .001
[xxix] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: χ^2 (3, N = 6,521) = 37.69, p < .001

Unwanted Sexual Experiences

Eleven percent (*n* = 689) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,[60] with 1% (*n* = 91) experiencing relationship abuse (e.g., ridiculed, controlling, hitting), 2% (*n* = 113) experiencing stalking (e.g., following me, on social media, texting, phone calls), 7% (*n* = 476) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% (*n* = 211) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the University of New Hampshire community (Figure 46).

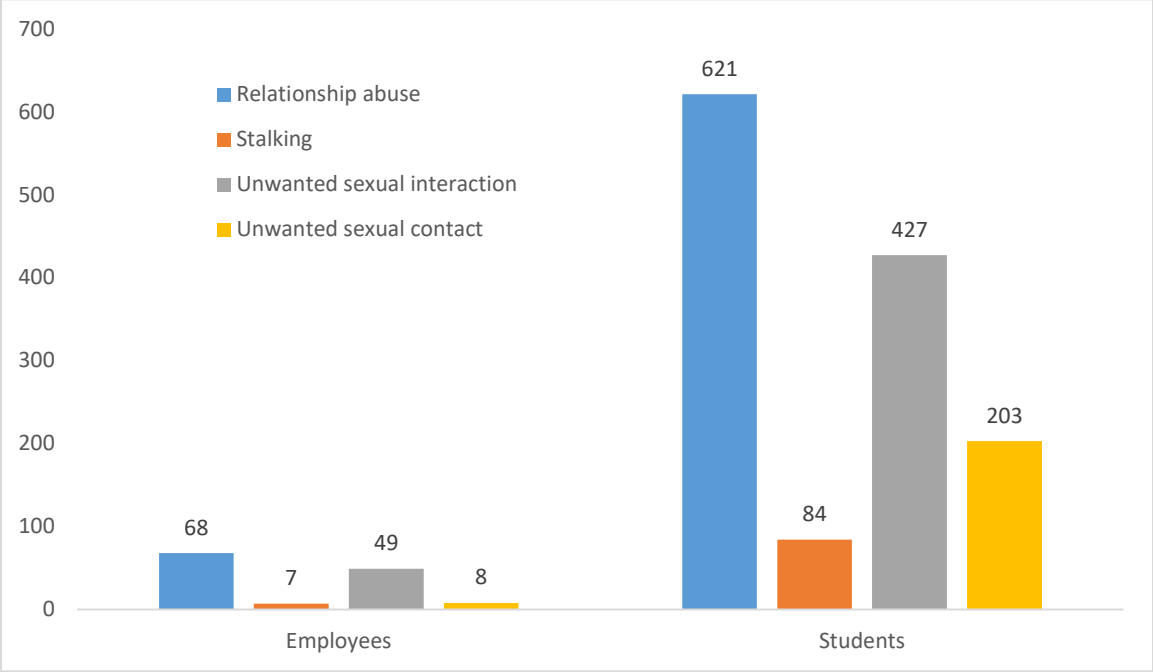


Figure 46. Respondents' Experiences of Unwanted Sexual Contact/Conduct by Position Status (*n*)

[60] The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and defined it as "interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy."

Relationship Abuse

Analyses of the data suggested that a higher percentage of Trans-spectrum respondents (6%, *n* = 5), followed by Women respondents (2%, *n* = 73) experienced relationship abuse than Men respondents (1%, *n* = 13) (Figure 47).[xxx] A higher percentage of Bisexual respondents (4%, *n* = 14) and Queer-spectrum respondents (3%, *n* = 14) compared to Heterosexual respondents (1%, *n* = 62) experienced relationship abuse.[xxxi] Higher percentages of Respondents with Multiple Disabilities (3%, *n* = 9) than Respondents with No Disability (1%, *n* = 71) experienced relationship abuse.[xxxii]

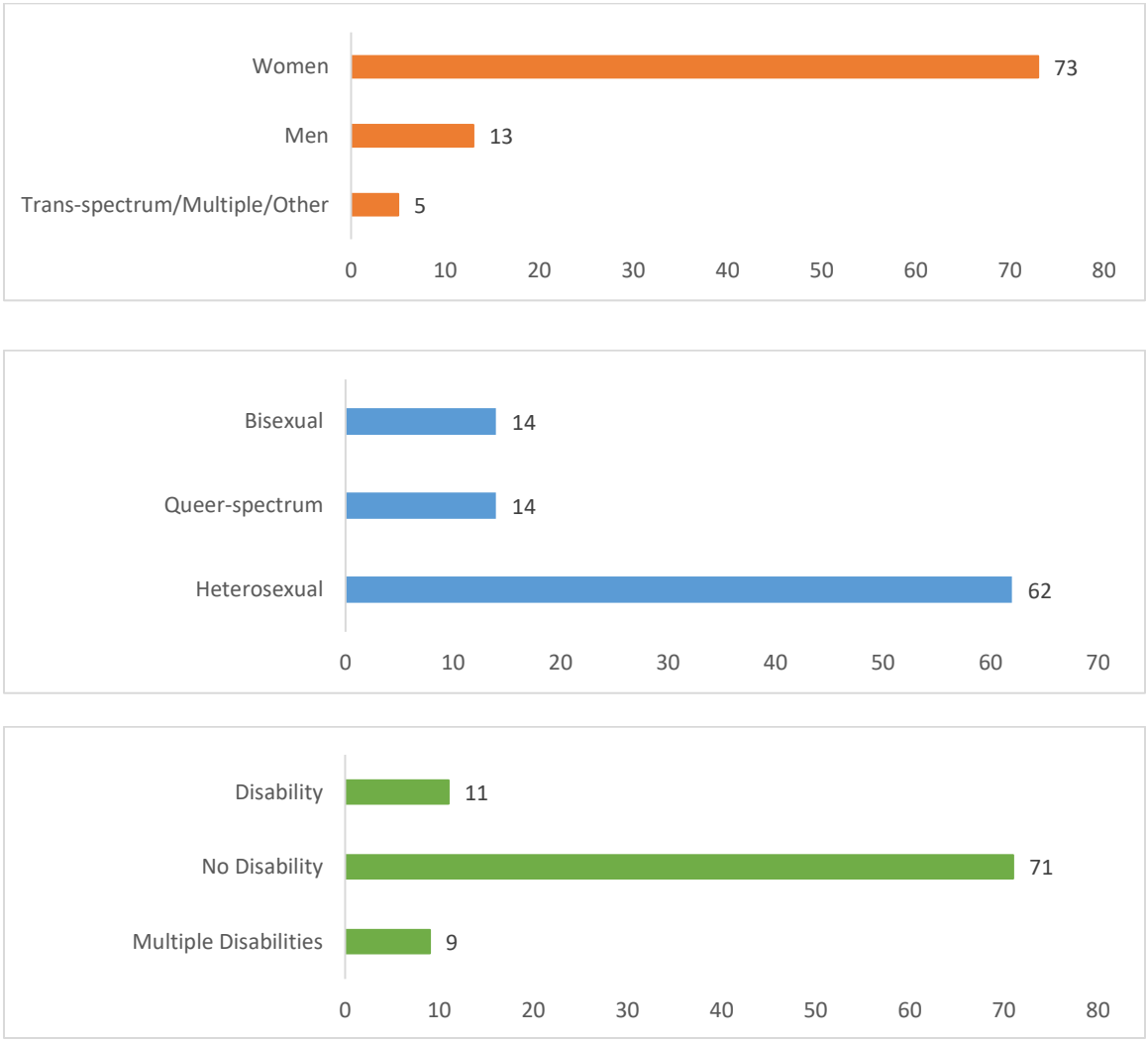


Figure 47. Respondents' Experiences of Relationship Abuse While at the University of New Hampshire by Gender Identity, Sexual Identity, and Disability Status (*n*)

Respondents who experienced relationship abuse indicated it happened within the past year (47%, *n* = 43), 13 to 23 months ago (26%, *n* = 24), and two to four years ago (18%, *n* = 16).

Student respondents[61] were asked if alcohol and drugs were involved in the relationship abuse and 33% (*n* = 28) indicated "yes." Student respondents were also asked to share what semester in their college career they experienced relationship abuse. Of note, the greatest percentage of occurrences of relationship abuse of any kind happened each fall semester. Of Student respondents who indicated that they experienced relationship abuse, 56% (*n* = 47) noted that it occurred in their first year as an undergraduate student, and 38% (*n* = 32) noted that it occurred in their second year as an undergraduate student (Table 47).

Table 47. **Year in Which Student Respondents Experienced Relationship Abuse**

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

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship abuse (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B60 in Appendix B.

Eight-five percent (*n* = 77) of the respondents who indicated on the survey that they experienced relationship abuse identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified University of New Hampshire students (35%, *n* = 32) as perpetrators of the conduct.

Asked where the relationship abuse incidents occurred, 62% (*n* = 56) of respondents indicated that they occurred off campus and 59% (*n* = 54) indicated they occurred on campus. Respondents who experienced relationship abuse off campus commented that the incidents occurred in places

[61] Analysis of Undergraduate and Graduate/Law Student responses were combined because the number of Graduate/Law Student respondents was too low to maintain confidentiality.

such as “all digital,” “bar,” “home,” “Instagram,” “internship,” “online,” and “social media.” Respondents who experienced relationship abuse on campus stated that the instances happened in “Alexander Hall,” “Babcock Hall,” “bus stops,” “parking lot A,” “dorm,” “dining halls,” “Hamilton Rec Center,” “HoCo,” “in classes,” “Lord Hall,” “MUB,” “A Lot,” “online,” “Stoke Hall,” “The Minis,” “walking on campus,” and “Williamson Hall.”

Asked how they felt in response to experiencing relationship abuse, 77% (*n* = 70) felt sad, 70% (*n* = 64) felt distressed, 67% (*n* = 61) felt angry, 56% (*n* = 51) felt embarrassed, 52% (*n* = 47) felt somehow responsible, and 50% (*n* = 45) felt afraid (Table 48).

Table 48. **Emotional Reaction to Relationship Abuse**

Emotional reaction	*n*	%
Sad	70	76.9
Distressed	64	70.3
Angry	61	67.0
Embarrassed	51	56.0
Somehow responsible	47	51.6
Afraid	45	49.5
A feeling not listed above	11	12.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship abuse (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship abuse, 71% (*n* = 65) of respondents told a friend 41% (*n* = 37) told a family member, and 34% each avoided the person/venue (*n* = 31) or confronted the person(s) at the time (*n* = 31). Twenty-nine percent (*n* = 26) confronted the person(s) at a later time and 25% (*n* = 23) contacted a University of New Hampshire resource (Table 49).

Table 49. **Actions in Response to Relationship Abuse**

Action	*n*	%
I told a friend.	65	71.4
I told a family member.	37	40.7
I avoided the person/venue.	31	34.1
I confronted the person(s) at the time.	31	34.1
I confronted the person(s) later.	26	28.6
I contacted a University of New Hampshire resource.	23	25.3

Table 49. **Actions in Response to Relationship Abuse**

Action	*n*	%
PACS (Counseling Center)	*13*	*56.5*
Sexual Harassment & Rape Prevention Program (SHARPP)	*8*	*34.8*
I did not do anything.	17	18.7
I sought information online.	17	18.7
I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline	0	0.0
A response not listed above.	12	13.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship abuse (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B64 in Appendix B.

Ninety-one percent (*n* = 80) of respondents officially reported the relationship abuse, and 9% (*n* = 8) did not report the incident(s) (Table 50).

Table 50. **Respondents' Actions in Response to Relationship abuse**

Actions in response to relationship abuse	*n*	%
No, I did not report it.	80	90.9
Yes, I reported it.	8	9.1
Yes, I reported the conduct and was satisfied with the outcome.	*< 5*	---
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	*< 5*	---
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*< 5*	---
Yes, I reported the conduct and the outcome is still pending.	*< 5*	---
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship abuse (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. There were only two respondents who explained why they felt that their report of relationship abuse was not handled appropriately. Due to the small number of responses, items were not coded for themes. There were 72 respondents who explained why they did not report their relationship abuse. Five themes emerged from the responses: handled it themselves, naïve about the abuse, not worth reporting, was not physical abuse, and worried about consequences.

Handled It Themselves. For the first theme, respondents shared that they had not reported the relationship abuse because they handled the situation themselves. One respondent wrote, "I felt I had the situation under control." Another respondent stated, "It was something I could handle by myself." For several respondents, handling the situation meant ending the relationship. One respondent commented, "I ended the relationship and that felt like enough." Another respondent shared, "I handled the situation on my own by doing everything I could to have the situation end." One respondent stated, "Cut off contact," while another respondent explained, "It wasn't necessarily abuse. My partner had been controlling for a while, I finally had enough and ended the relationship." Respondents also commented on how they had sought support to deal with the situation. One respondent shared, "I did not report the incident because I got help from UNH services and a therapist from home." Another respondent wrote, "I decided to end the relationship and go to the counseling center to receive the help that I needed." Yet another respondent commented, "I felt comfortable enough that it would not happen again after getting support from friends."

Naïve About the Abuse. For the second theme, respondents explained that they did not report the relationship abuse because they were naïve about the fact that they were being abused. Some respondents didn't realize how serious the abuse was while in the relationship. One respondent wrote, "I was unaware of the severity of the situation." Another respondent stated, "I didn't realize the seriousness of the abuse at the time of the relationship." Other respondents were unaware that what was happening was abuse. One respondent shared, "It took me awhile after to realize that what happened could be called relationship abuse." Another respondent commented, "I didn't realize it was abuse until after I had dealt with it." Another respondent observed, "I did not realize it as it was happening until a friend told me." One respondent thought it was "normal," while another respondent stated that they were "young, insecure and naïve." Another respondent commented, "At the time, I didn't know what it was categorized as or how bad it was."

Not Worth Reporting. In the third theme, respondents commented that they did not report the relationship abuse because they did not feel that it was worth it to make a report. One respondent explained, "It was not worth taking time out of my study to further stress myself or other parties involved at the time." Another respondent commented, "It's not worth it to go through all the

trouble." Respondents "didn't feel it was necessary" to report, and "did not think it was important enough to take the matter to SHARPP." One respondent did not feel it was worth it and went on to handle the abuse on their own, "The abuse was not sexual nor stalking so I did not think it was necessary to report. The abuse was more emotional and I felt the best way to deal with the situation was to inform my mom and break up with the person and avoid them."

Was Not Physical Abuse. For the fourth theme, respondents stated that because the abuse was not physical abuse, they did not feel the need to report it. One respondent stated, "He never hit me so I didn't think it was worth reporting." Another respondent wrote, "There was no hitting, or physical abuse. It was solely emotional and as such, I have since stopped talking to the person and sought out counseling and support from friends and family." One respondent replied simply, "It was not physical or sexual, just mental," while another respondent explained, "the extent of the abuse was not beyond being controlling and use of strong language/ anger issues. I determined that this was not worth reporting." Another respondent shared, "I was never physically abused or assaulted so, I did not believe the issue needed to be reported."

Worried About Consequences. For the fifth theme, respondents shared that they did not report the abuse because they were worried about consequences that might occur if they did make a report. Some respondents were concerned that their situation would get worse or would bring them negative consequences. One respondent wrote, "I was scared that he would just be even more angry at me and try to ruin my life and convince mutual friends that I was a horrible person." Another respondent shared, "I was afraid that reporting the incidents would only make my situation worse as my abuser threatened suicide if I left him/reported what he was doing to me." Another respondent stated, "I was still with the person and wanted to be and I didn't want to ruin it." Other respondents were concerned about the consequences that might befall the abuser. One respondent wrote, "I loved my partner and did not want them in trouble." Another respondent commented, "I didn't want to get him in trouble." One respondent was worried about the effects of a report on individuals connected to the relationship and wrote, "My partner had a daughter and I didn't want to indirectly hurt her by reporting the abuse."

Stalking

Analyses of the data revealed that a higher percentage of Women respondents (2%, *n* = 94) experienced stalking than Men respondents (1%, *n* = 19) (Figure 48).[xxxiii] A higher percentage of Bisexual respondents (5%, *n* = 19) and Queer-spectrum respondents (4%, *n* = 16) than Heterosexual respondents (1%, *n* = 76) experienced stalking.[xxxiv] Higher percentages of Respondents with Multiple Disabilities (4%, *n* = 11) than Respondents with No Disability (2%, *n* = 86) and Respondents with One Disability (3%, *n* = 13) experienced stalking.[xxxv]

Figure 48. Respondents' Experiences of Stalking While at the University of New Hampshire by Gender Identity, Sexual Identity, and Disability Status (*n*)

Thirty-three percent of respondents (*n* = 37) who indicated they experienced stalking noted that it happened within the last 6 months, 28% (*n* = 32) indicated it occurred 6 to 12 months ago, and 20% (*n* = 22) noted it happened 13 to 23 months ago.

Student respondents[62] were asked if alcohol and drugs were involved in the stalking; 85% (*n* = 88) answered "no" and 15% (*n* = 15) answered "yes." The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 46% (*n* = 47) noted that it occurred in their first year as an undergraduate student, and 36% (*n* = 37) noted that it occurred in their second year as an undergraduate student (Table 51).

Table 51. **Year in Which Student Respondents Experienced Stalking**

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

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B68 in Appendix B.

Sixty-one percent (*n* = 69) of the respondents who indicated on the survey that they experienced stalking identified a UNH student as the perpetrator. Respondents also identified other sources as current or former dating/intimate partners (26%, *n* = 29), or acquaintances/friends (20%, *n* = 23).

Asked where the stalking incidents occurred, 45% (*n* = 51) of respondents indicated that they occurred off campus and 74% (*n* = 83) indicated it occurred on campus. Respondents who experienced stalking off campus indicated that it occurred in places such as "bar," "cottages," "store," "laundry mat," "my home," "outside of libby's," "Portsmouth," and "social media."

[62] Analysis of Undergraduate and Graduate/Law Student responses were combined because the number of Graduate/Law Student respondents was too low to maintain confidentiality.

Respondents who experienced stalking on campus commented that it occurred at "A Lot," "Academic Way," "Alexander Hall," "between classroom buildings," "campus housing," "dining halls," "Holloway Commons," "my hall," "social media," and "walking out of Parsons Hall."

Asked how they felt in response to experiencing stalking, 55% (*n* = 62) of respondents felt distressed, 46% (*n* = 52) felt afraid, 41% (*n* = 46) felt angry, 31% (*n* = 35) felt embarrassed, 27% (*n* = 30) felt somehow responsible, and 18% (*n* = 20) felt sad (Table 52).

Table 52. **Emotional Reaction to Experienced Stalking**

Emotional reaction	*n*	%
Distressed	62	54.9
Afraid	52	46.0
Angry	46	40.7
Embarrassed	35	31.0
Somehow responsible	30	26.5
Sad	20	17.7
A feeling not listed above	25	22.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 62% (*n* = 70) of respondents told a friend, 51% (*n* = 58) avoided the person/venue, 26% (*n* = 29) told a family member, 22% (*n* = 25) confronted the person(s) at the time, and 18% (*n* = 20) contacted a UNH resource (Table 53).

Table 53. **Actions in Response to Experienced Stalking**

Action	*n*	%
I told a friend.	70	61.9
I avoided the person/venue.	58	51.3
I told a family member.	29	25.7
I confronted the person(s) at the time.	25	22.1
I contacted a University of New Hampshire resource.	20	17.7
Sexual Harassment & Rape Prevention Program (SHARPP)	*7*	*35.0*
University of New Hampshire Police Department/Security Officer	*6*	*30.0*
Staff person (e.g., Academic Dean, Residential Life staff)	*5*	*25.0*
I did not do anything.	19	16.8
I confronted the person(s) later.	17	15.0
I contacted a local law enforcement official.	15	13.3

Table 53. **Actions in Response to Experienced Stalking**

Action	*n*	%
A response not listed above.	12	10.6

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B72 in Appendix B.

Seventeen percent (*n* = 19) of respondents officially reported the stalking, and 83% (*n* = 93) did not report the incident(s) (Table 54). Of the respondents who reported the incident(s), 58% (*n* = 11) were satisfied with the outcome, and 26% (*n* = 5) felt the incident was not appropriately addressed.

Table 54. **Respondents' Actions in Response to Stalking**

Actions in response to stalking	*n*	%
No, I didn't report it.	93	83.0
Yes, I reported it	19	17.0
Yes, I reported the incident and was satisfied with the outcome.	*11*	*57.9*
Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	---
Yes, I reported the incident but felt that it was not addressed appropriately.	*5*	*26.3*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared	*< 5*	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. There were three respondents who explained why they felt that their report of stalking was not addressed appropriately. Due to the limited number of responses, this item was not coded for themes. There were 83 respondents who explained why they did not report stalking. Three themes emerged from the responses: not serious enough, handled it on own, and worried about consequences.

Not Serious Enough. For the first theme, respondents commented that they did not report the stalking because they did not deem it serious enough to report. Respondents shared statements such as "I didn't think it was a big deal," "It did not seem serious enough," "Because I didn't feel like I was in danger," "It was not severe enough," and "I didn't think it was necessary to report." One respondent observed, "I knew it wasn't that big of a deal, just an old friend wouldn't leave me alone." Another respondent added, "I didn't really think it warranted a report." Another

respondent stated, “It wasn't that serious and I wasn't in any real danger.” A few respondents noted that they felt it was not serious at the time but changed their mind upon reflection after the fact. One respondent explained, “It didn't seem it was worth reporting at the time for I didn't realize it was what it was then. I was told by confidents to report, but I felt bad and I didn't feel completely unsafe.” Another respondent shared, “At the time I did not feel that the stalking, unwanted advances was bad enough to report. Looking back on it I wish I did report it.”

Handled It n Own. In the second theme, respondents discussed that they did not report stalking because they were able to handle the situation on their own. Several respondents echoed statements such as “Because I fixed the situation by myself,” or “I handled it myself.” One respondent explained, “In this case, I felt that I could handle the situation myself. I would have contacted someone if I felt my life was threatened or the situation had persisted any longer.” Several respondents shared that they had confronted the stalker, and in doing so, ended the stalking. One respondent wrote, “I confronted the person that was doing the stalking and we talked it all out and there were no more issues after that, so I did not see it necessary to report at that point.” Another respondent stated, “Because once I confronted them, they stopped constantly trying to contact me.” Another respondent explained, “I confronted the guy and told him if he didn't stop, I would report him to the professor he was working with (he was a TA) and he stopped.” Other respondents handled the situation by ignoring and blocking all contact with the stalker. One respondent stated, “blocked them on all medias,” and another respondent noted, “Blocked all interaction.” Another respondent wrote, “I just avoided and ignored the person if they ever reached out and eventually they stopped reaching out to me.”

Worried About Consequences. In the third theme, respondents shared that they did not report the stalking because they were worried about the consequences that would result if they did report. Some respondents feared negative consequences if they made a report. One respondent wrote, “if I brought it up but nothing was officially done about it. I was afraid he would become violent/vengeful towards me for telling someone.” Another respondent stated, “I was afraid I would lose my job.” One respondent observed, “When reports are made, it feels as though things generally get worse.” Another respondent shared, “I was too scared of what would happen.” A few respondents were worried about what might happen to the perpetrator. One respondent remarked, “To preserve/protect the person's family (his wife and children).” Another respondent

explained, “The man who continues to do it seems as though he is harmless and possibility just looking for companionship, I am used to the type of behavior so I condone it to save his feelings, he seems as though he has been through a lot.”

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Trans-spectrum respondents (12%, *n* = 11) and Women respondents (10%, *n* = 434) than Men respondents (1%, *n* = 28) experienced unwanted sexual interaction (Figure 49).[xxxvi] Eight percent (*n* = 416) of White respondents compared with 4% (*n* = 24) of Respondents of Color experienced unwanted sexual interaction.[xxxvii] A higher percentage of Bisexual respondents (13%, *n* = 52) and Queer-spectrum respondents (13%, *n* = 55) experienced unwanted sexual interaction than Heterosexual respondents (7%, *n* = 361).[xxxviii]

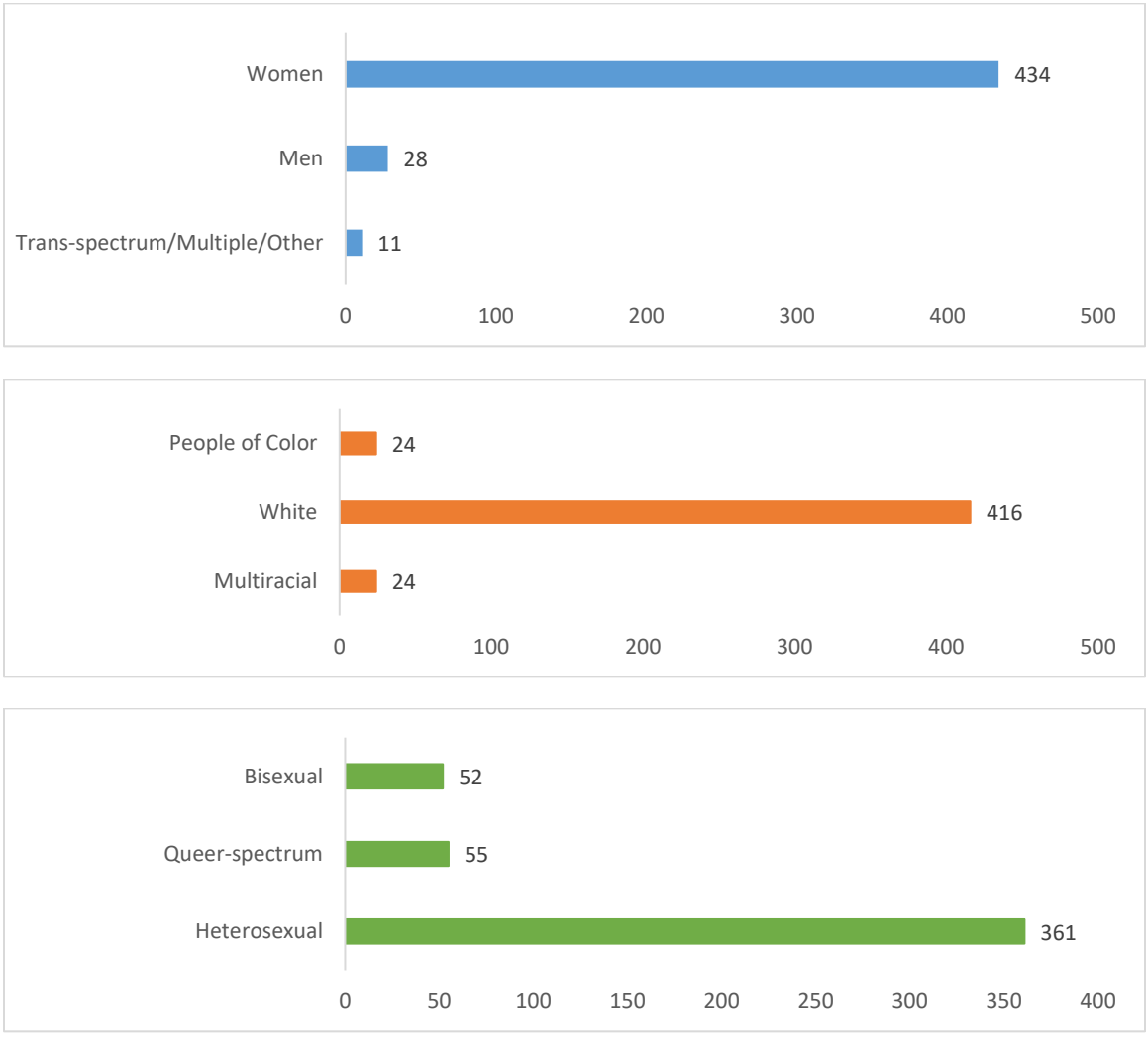


Figure 49. Respondents' Experiences of Unwanted Sexual Interaction While at the University of New Hampshire by Gender Identity, Racial/Ethnic Identity, and Sexual Identity (*n*)

By citizenship status, higher percentages of U.S. Citizen respondents (8%, *n* = 458) and U.S. Citizen-Naturalized respondents (5%, *n* = 11) than Non-U.S. Citizen respondents (1%, *n* = 6) experienced unwanted sexual interaction (Figure 50).[xxxix] Higher percentages of Respondents with Multiple Disabilities (14%, *n* = 39) and Respondents with a Single Disability (11%, *n* = 56) than Respondents with No Disability (7%, *n* = 378) experienced unwanted sexual interaction.[xl]

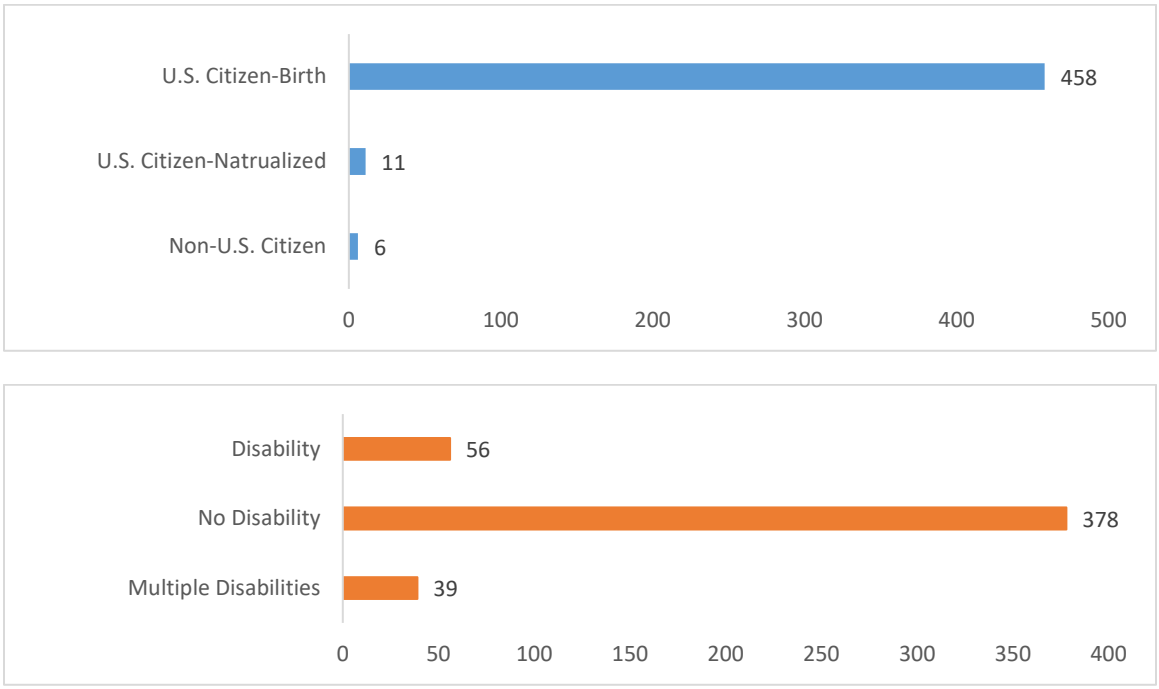


Figure 50. Respondents' Experiences of Unwanted Sexual Interaction While at the University of New Hampshire by Citizenship Status and Disability Status (*n*)

Thirty-nine percent (*n* = 184) of respondents who indicated that they experienced unwanted sexual interaction within the last six months, 22% (*n* = 106) noted it happened 6 to 12 months ago, and 19% (*n* = 89) noted it happened 13 to 23 months ago.

Student respondents[63] were asked if alcohol and drugs were involved in the sexual interaction and 55% (*n* = 234) indicated "yes." Of those who indicated alcohol and or drugs were involved, 78% (*n* = 161) noted alcohol only was involved and 22% (*n* = 45) indicated both alcohol and drugs were involved.

[63] Analysis of Undergraduate and Graduate/Law Student responses were combined because the number of Graduate/Law Student respondents (*n* < 5) was too low to maintain confidentiality.

The survey also asked Student respondents to share what semester in their college career they experienced sexual interaction. Of Student respondents who indicated that they experienced sexual interaction, 56% (*n* = 237) noted that it occurred in their first year of college, 37% (*n* = 156) noted that it occurred in their second year, 20% (*n* = 85) noted that it occurred in their third year, and 12% (*n* = 49) noted that it occurred during their fourth year (Table 55).

Table 55. **Year in Which Student Respondents Experienced Unwanted Sexual Interaction**

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

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction (*n* = 476). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B76 in Appendix B

Fifty-nine percent (*n* = 280) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a University of New Hampshire student as the perpetrator of the conduct. Respondents also identified other sources as strangers (40%, *n* = 191) and acquaintances/friends (22%, *n* = 105).

Asked where the unwanted sexual interaction incidents(s) occurred, 39% (*n* = 187) of respondents indicated that they occurred off campus and 70% (*n* = 333) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as “apartment,” “AGR,” “bar,” “conferences,” “downtown,” “fraternity houses,” “house party,” “Libbys, “Main Street,” “Mill Road,” “party,” “Strafford Ave and a fraternity basement,” “study abroad,” “the cottages,” “walking,” and “work.” Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as “academic building,” “b-lot parking area,” “bus stop,” “Business School,” “by Paul college,” “By williamson,” “dorms,” “Figment Hall,” “frat house,” “football stadium,” “Hannahford parking lot,” “Hamel Recreation Center,” “Hamilton Smith Hall,” “Hunter Hall,” “James Hall,” “Lord Hall,” “Mills hall,” “Mills quad,” “Main Street,”

"outside Stoke hall," "Parking lot, Health & Wellness," "Paul College," "Rec Center," "Randall Hall," "SAE," "Scott Hall," "T-Hall Lawn," "The Whittamore Center," and "walking."

Asked how they felt in response to experiencing unwanted sexual interaction, 51% (*n* = 243) felt angry, 47% (*n* = 224) felt embarrassed, 42% (*n* = 199) felt distressed, 27% (*n* = 130) felt afraid, 25% (*n* = 118) felt sad, and 22% (*n* = 106) felt somehow responsible (Table 56).

Table 56. **Emotional Reaction to Unwanted Sexual Interaction**

Emotional reaction	*n*	%
Angry	243	51.1
Embarrassed	224	47.1
Distressed	199	41.8
Afraid	130	27.3
Sad	118	24.8
Somehow responsible	106	22.3
A feeling not listed above	102	21.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 476). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 55% (*n* = 260) of respondents told a friend (Table 57). Other respondents did not do anything (38%, *n* = 182), avoided the person/venue (33%, *n* = 158), confronted the person(s) at the time (16%, *n* = 76), told a family member (11%, *n* = 52), did not know to whom to go (8%, *n* = 37), and contacted a University of New Hampshire resource (7%, *n* = 35). Of those respondents who contacted a University of New Hampshire resource, 34% (*n* = 12) contacted Sexual Harassment & Rape Prevention Program (SHARPP), and 20% (*n* = 7) contacted Staff person (e.g., Academic Dean, Residential Life staff).

Table 57. **Actions in Response to Unwanted Sexual Interaction**

Action	*n*	%
I told a friend.	260	54.6
I did not do anything.	182	38.2
I avoided the person/venue.	158	33.2
I confronted the person(s) at the time.	76	16.0
I told a family member.	52	10.9
I did not know to whom to go.	37	7.8

Table 57. **Actions in Response to Unwanted Sexual Interaction**

Action	*n*	%
I contacted a UNH resource.	35	7.4
Sexual Harassment & Rape Prevention Program (SHARPP)	*12*	*34.3*
Staff person (e.g., Academic Dean, Residential Life staff)	*7*	*20.0*
PACS (Counseling Center)	*6*	*17.1*
Faculty member	*5*	*14.3*
Human Resources	*5*	*14.3*
A response not listed above.	42	8.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 476). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B80 in Appendix B.

Seven percent (*n* = 33) of respondents officially reported the incident(s) (Table 58). Of those respondents who reported the incident(s), 43% (*n* = 13) felt their report was addressed appropriately, 23% (*n* = 7) felt that while the outcome was not what they had hoped for, they felt that the report was addressed appropriately, and 17% (*n* = 5) felt that their report was not addressed appropriately.

Table 58. **Respondents Officially Reported Unwanted Sexual Interaction**

Reporting the unwanted sexual interaction	*n*	%
No, I didn't report it.	441	93.0
Yes, I reported it	33	7.0
Yes, I reported the incident and was satisfied with the outcome.	*13*	*43.3*
Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*7*	*23.3*
Yes, I reported the incident but felt that it was not addressed appropriately.	*5*	*16.7*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	---
Yes, I reported the incident, but the outcome was not shared.	*< 5*	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 476). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. There were five respondents who explained why they felt that their report of unwanted sexual interaction was not addressed appropriately. Due to the limited number of responses, this item was not coded for themes. There were 394 respondents who explained why they did not report the unwanted sexual interaction. Six themes emerged from the

responses: not serious enough, fear of consequences, common experience, handled situation on own, lack of information, and expected a negative response.

Not Serious Enough. For the first theme, respondents explained that they did not report the unwanted sexual interaction because they did not feel the interaction was serious enough to report. This was overwhelmingly the strongest theme, with many respondents writing in responses that echoed the statement, "I didn't feel like it was serious enough to report." Similar statements included phrases such as "I didn't think it was that big of a deal," "Did not feel it was necessary," "It wasn't worth pursuing," and "Did not feel like I needed to." Respondents noted that the incident was not dangerous or traumatic enough to be worth reporting. One respondent wrote, "It was a situation that I personally felt uncomfortable in, but was not a big enough deal to report to anyone about." One respondent stated, "I wasn't traumatized by it," while another respondent shared, "It was not extreme enough to report." Some respondents measured the seriousness of the incident by how safe they felt in the situation. One respondent stated, "It wasn't something that I felt in danger over, just a bad situation." Another respondent wrote, "It was a small incident and I did not feel it affected my wellbeing. I've always felt safe at UNH." Another respondent explained, "It did not seem that serious because it was not rape."

Many of the respondents addressed catcalling specifically and did not feel that catcalling was worth reporting. One respondent wrote, "It was just cat-calling and I felt there was no need to further pursue it." Other respondents made comments such as "It was only a catcall so I felt that it wasn't necessary," "To me, cat-calling didn't warrant a report," and "Did not think cat calling was a big deal." One respondent explained, "It was someone catcalling me out of a window in the Mills so I don't really care that much, it's just annoying." Another respondent stated simply, "Like I said, it's just cat calling."

Fear of Consequences. In the second theme, respondents shared that they did not report the unwanted sexual interaction because they were worried about the consequences that would result if they did report. Some respondents were worried that reporting the incident would extend their experience of the unpleasant event even further. One respondent wrote, "I was afraid that if I did, and had to go to court to deal with it, it would prolong my emotional suffering." Another respondent stated, "Did not want to deal with further. Would have been a messy and

uncomfortable situation." One respondent explained, "I had no intention of reliving the experience by reporting." Another respondent shared, "Because I do not want to draw attention to myself in matters like this. I perceive that I would then be under the microscope."

Respondents were also worried about negative repercussions that might result for them if they reported. One respondent had a "fear of retribution," while another respondent worried that reporting "Would have caused additional problems at work." Job loss was a potential consequence. One respondent wrote, "intimidation from supervisor - feeling that I would lose my job." Another respondent shared, "It was from someone in senior leadership for [a specific department] and I was afraid I would get fired." One respondent knew from past experiences that reporting was not a good choice, "From past knowledge I knew that reporting it may cause more harm than good for me."

Some respondents were concerned about negative consequences for the offender. Several respondents echoed the statement, "I didn't want to get anyone in trouble." One respondent wrote, "I didn't want his life to be ruined for something like that." Another respondent shared, "Seriously considered, but honestly did not want to ruin the person's future over it." One respondent stated, "I didn't want to get the person in trouble. I decided to just leave it alone."

Common Experience. For the fourth theme, respondents commented that they did not report the unwanted sexual interaction because the experience was so commonplace that they just ignored the incident and did not report it. One respondent wrote, "As awful as it is, catcalling and advances are something I am used to. It is something I can brush off and move on with my life." Another respondent shared, "It happens so often to girls that sometimes the hassle of reporting it isn't worth it." One respondent stated, "It happened regularly to me and my friends so it seemed like it was something we just had to accept," while another respondent added, "Happens so frequently I don't even care." Another respondent explained, "Growing up in a culture where it's normal and 'boys will be boys,' I feel rather desensitized to the situation. It just happens."

Again, respondents frequently referenced catcalling as something that is a common behavior that they have just learned to live with. One respondent explained the reasoning, "I have been cat-called, or yelled at from cars, multiple times over the years while running/walking when in Durham. I did not think the incidents were worth reporting because unfortunately, this kind of

behavior just seems like something normal that women frequently experience, even though it is terrible." Several respondents offered statements such as "Cat-calling is unfortunately all too common," "Cat-calling is commonplace," and "Cat calling happens all the time so you learn to ignore it. No need to report." Another respondent elaborated on their thoughts about catcalling and harassing comments, "It was just a group of guys cat-calling a friend and I out of their car window. Unfortunately, us young women have because normalized to this behavior and brushed it off, with no intention of reporting it. Other unwanted sexual interaction have been sexual harassment type comments, which again, we have become used to and although it is annoying and uncomfortable, it almost doesn't seem worthy of a report."

Handled Situation On Own. In the fourth theme, respondents explained that they did not report the unwanted sexual interaction because they handled the situation on their own. Respondents shared comments such as "I solved the issue myself," "Was capable of handling the situation myself," and "I felt that I dealt with the situation on my own." Some respondents ignored the unwanted behavior. One respondent wrote, "The incident occurred at a party and was a 'cat calling' kind of interaction and I just ignored the person and avoided them." Another respondent shared, "It was a cat-call from a random guy I didn't know. When I didn't react, the individual did not proceed with further interaction." Other respondents chose to confront the offender. One respondent commented, "I was at a party and someone groped my butt and I immediately confronted them to stop and threatened them if they did it again to me or another girl at the party. He didn't continue." Another respondent replied, "Because I was able to handle it on my own and confront the person." Another respondent shared their method for dealing with unwanted comments or touches, "It was cat calling or a guy groping you at a party, I usually slap their hand away or make sure they get the message I don't want their hands on me and usually it stops and it never gets to the point where I have to include the university or higher authorities."

Lack of Information. For the fifth theme, respondents commented that a lack of information was why they did not report the unwanted sexual interaction. One respondent stated, "I didn't even see who it was." Another respondent explained, "Didn't feel like I had enough of a case to step forward." Several respondents noted that the interaction occurred from a car, which made it very difficult to identify and report the perpetrator(s). One respondent wrote, "It happened fast, the boys were in a moving vehicle, didn't get names or vehicle information." Another respondent

observed, “It was cat-calling from a passing car so I didn't have enough information to.” Another respondent explained, “The people were driving by in a car when the cat-calling occurred, I didn't feel the need to report because I had no idea who it was and the situation didn't feel grave enough.”

Other respondents explained that they did not know the person who carried out the unwanted sexual interaction which made it difficult to report. One respondent wrote, “I only experienced cat-calling from strangers, and therefore I could not report it because I did not know who to report.” Another respondent shared, “It happened in a dark room by a stranger. I did not get a good look at him and did not know his name therefore I did not feel I had a ‘case.’” One respondent stated, “It was a stranger and I wouldn't see them again and could not get information.” Another respondent explained, “I didn't see the point of reporting either because the interaction was with a stranger (so no way of providing important details in a report and no possible recourse).”

Expected A Negative Response. For the sixth theme, respondents shared that they did not report the unwanted sexual interaction because they did not expect a positive response to their report. Respondents perceived a lack of interest in their experiences and stated “No one cares,” and “I didn't think it would matter to anyone.” Respondents expected that “nothing would be done,” if they did make a report. One respondent stated, “Nothing would come out of it.” Another respondent explained, “I knew I didn't think anything would result in me reporting it. No one would be punished and I would be ridiculed.” Some respondents worried that their report would not be believed or taken seriously. One respondent wrote, “Didn't think I would be believed or I would be told it was my fault or not a big deal.” Another respondent shared, “I felt like what happened to me wouldn't be taken seriously.” One respondent was worried based on the outcomes of previous situations, “I felt as though I would not be taken seriously because no frat guys or male athletes are never held responsible for their actions here.” Another respondent explained, “I didn't want the authorities to get involved because it's embarrassing and people always blame the victim so why bother reliving it when no one will believe me.”

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Trans-spectrum respondents (11%, *n* = 10), followed by Women respondents (4%, *n* = 186), than Men respondents (1%, *n* = 15) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Figure 51).[xli] A higher percentage of Bisexual respondents (8%, *n* = 30), Queer-spectrum respondents (7%, *n* = 30), than Heterosexual respondents (3%, *n* = 144) experienced unwanted sexual contact.[xlii] A significantly higher percentage of Department of Housing respondents (8%, *n* = 35) than Residential Life respondents (4%, *n* = 70) and Non-Campus Housing respondents (4%, *n* = 75) experienced unwanted sexual contact.[xliii]

Figure 51. Respondents' Experiences of Unwanted Sexual Contact While at the University of New Hampshire by Gender Identity, Sexual Identity, and Housing (*n*)

Higher percentages of Respondents with Multiple Disabilities (10%, *n* = 27) and Respondents with a Single Disability (6%, *n* = 30) than Respondents with No Disability (3%, *n* = 151) experienced unwanted sexual contact (Figure 52).[xliv]

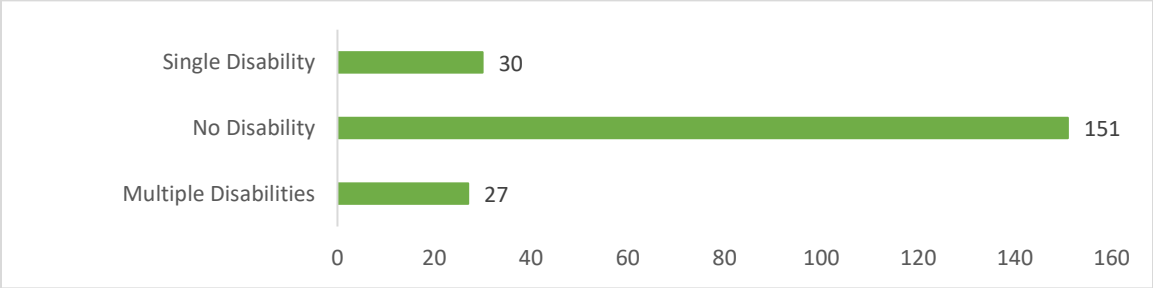


Figure 52. Respondents' Experiences of Unwanted Sexual Contact While at the University of New Hampshire by Disability Status (*n*)

Of respondents who indicated they had experienced unwanted sexual contact, 48% (*n* = 100) said it happened within the last year and 49% (*n* = 102) noted it happened 13 months to 4 years ago.

Student respondents[64] were asked if alcohol and drugs were involved in the unwanted sexual contact and 74% (*n* = 148) indicated "yes." Of those who indicated alcohol and drugs were involved, 89% (*n* = 116) indicated it was alcohol only and 10% (*n* = 13) indicated both alcohol and drugs were involved.

Student respondents were also asked to share what semester in their college career they experienced the unwanted sexual contact. Of note, the greatest percentage of occurrences of sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 54% (*n* = 109) noted that it occurred in their first year, 24% (*n* = 49) noted that it occurred in their second year, and 14% (*n* = 29) noted that it occurred in their third year (Table 59).

Table 59. **Year in Which Student Respondents Experienced Unwanted Sexual Contact**

Year experience occurred	*n*	%
During my time as a graduate/law student at UNH	6	3.0
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	< 5	---

[64] Analysis of Undergraduate and Graduate/Law Student responses were combined because the number of Graduate/Law Student respondents (*n* < 5) was too low to maintain confidentiality.

Table 59. **Year in Which Student Respondents Experienced Unwanted Sexual Contact**

Year experience occurred	*n*	%
Undergraduate first year	109	53.7
Undergraduate second year	49	24.1
Undergraduate third year	29	14.3
Undergraduate fourth year	12	5.9
After my fourth year as an undergraduate	< 5	---

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of semesters, please see Table B84 in Appendix B.

Fifty-two percent (*n* = 109) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified students as the perpetrators of the conduct. Respondents also identified acquaintances/friends (32%, *n* = 67) and strangers (25%, *n* = 52).

Asked where the unwanted sexual contact incidents occurred, 41% (*n* = 86) of respondents indicated that they occurred off campus and 57% (*n* = 120) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as "apartment," "cottages," "downtown," "house," "in a car," "party," "The Alley (bar)," and "UNH Sponsored Internship." Respondents who experienced unwanted sexual contact on campus indicated that the incidents occurred in places such as "dorm," "Christensen Hall," "frat," "Gibbs Hall," "Hetzel Hall," "Handler," "Hubbard Hall," "Hunter Hall," "residence hall," "Strafford," "The coops," "UNH Housing," "Stoke Hall," "Peterson Hall," "Whittemore Center," "wildcat transit," and "Williamson Hall."

Asked how they felt in response to experiencing unwanted sexual contact, 58% (*n* = 122) felt embarrassed, 56% (*n* = 117) felt distressed, 50% (*n* = 105) felt somehow responsible, 48% (*n* = 100) felt sad, 46% (*n* = 96) felt angry, and 40% (*n* = 83) felt afraid (Table 60).

Table 60. **Emotional Reaction to Unwanted Sexual Contact**

Emotional reaction	*n*	%
Embarrassed	122	57.8
Distressed	117	55.5
Somehow responsible	105	49.8
Sad	100	47.4
Angry	96	45.5

Table 60. **Emotional Reaction to Unwanted Sexual Contact**

Emotional reaction	*n*	%
Afraid	83	39.3
A feeling not listed above	42	19.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 68% (*n* = 144) told a friend, 38% (*n* = 81) avoided the person/venue, 29% (*n* = 63) did not do anything, 17% (*n* = 37) told a family member, and 16% (*n* = 34) contacted a University of New Hampshire resource (Table 61). Of those respondents who contacted a University of New Hampshire resource, 65% (*n* = 22) contacted the Sexual Harassment & Rape Prevention Program (SHARPP) and 27% (*n* = 9) contacted PACS (Counseling Center).

Table 61. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	%
I told a friend.	144	68.2
I avoided the person/venue.	81	38.4
I did not do anything.	63	28.9
I told a family member.	37	17.4
I contacted a UNH resource.	34	16.1
Sexual Harassment & Rape Prevention Program (SHARPP)	*22*	*64.7*
PACS (Counseling Center)	*9*	*26.5*
Staff person (e.g., Academic Dean, Residential Life staff)	*6*	*17.6*
I confronted the person(s) later.	26	12.3
I did not know to whom to go.	24	11.4
I confronted the person(s) at the time.	23	10.9
I sought information online.	16	7.6

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B88 in Appendix B.

Ninety percent (*n* = 187) of respondents did not report the unwanted sexual contact and 10% (*n* = 20) reported the incident(s) (Table 62).

Table 62. **Respondents Officially Reported Unwanted Sexual Contact**

Reporting the unwanted sexual contact	*n*	%
No, I did not report it.	187	90.3
Yes, I reported it.	20	9.7
Yes, I reported the conduct and was satisfied with the outcome.	*6*	*31.6*
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	*5*	*26.3*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	< 5	---
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*5*	*26.3*

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. There were three respondents who explained why they felt that their report of unwanted sexual contact was not addressed appropriately. Due to the limited number of responses, this item was not coded for themes. There were 167 respondents who explained why they did no report unwanted sexual contact. Five themes emerged from the responses: not serious enough, expected negative response, fear of consequences, just wanted to forget, and to avoid the reporting process.

Not Serious Enough. For the first theme, respondents explained that they did not report the unwanted sexual contact because they did not consider the contact serious enough to report. One respondent wrote “not worth the trouble,” while another respondent stated, “It didn't warrant a report. It was a minor incident.” Another respondent added, “it didn't seem like an important thing to report.” Respondents felt that because they were not bothered by the incident that meant it was “no big deal” and not worth reporting. One respondent stated, “It didn't fully affect me and my mental health.” Another respondent explained, “I didn't report it because it did not feel like a big deal to me.” Another respondent elaborated, “The fondling, even though unwanted, was not a life altering experience that I needed help with. I moved on and ultimately forgot about the small incidence quickly and it was never a major issue for me.”

Some respondents pointed out that the contact was not dangerous or extreme enough to be worth reporting." One respondent wrote, "It was at a party, and it was unwanted touching and grabbing, so I didn't think it was bad enough." Another respondent commented, "At the time I felt as if it wasn't rape." One respondent compared their experience to others who had experienced much worse, "I did not feel that the incidents were big enough to draw more attention to, especially when people have experienced much worse than I have." One respondent stated simply, "Because it was not criminal."

Expected Negative Response. In the second theme, respondents discussed how they did not report because they expected a negative response if they did report. Some respondents were worried they would not be believed or taken seriously if they made a report. One respondent shared, "I was afraid I wouldn't be believed," while another respondent stated, "I felt that I wouldn't be taken seriously." One respondent observed, "no one ever believes the victim so I didn't want to relive it." Another respondent wrote, "Too afraid that I won't be believed/too embarrassed to relive the incidents."

Other respondents were concerned that even if they made a report, nothing would be done. One respondent stated, "I didn't think it would do any good." Another respondent commented, "I didn't think anything would result in me reporting." One respondent shared, "Didn't think that I would be believed or that anything would come of reporting the incident." Some respondents had previous negative experiences with reporting that influenced their decision not to report a later incident. One respondent wrote, "I was already involved in a sexual harassment case with the police and nothing was being done so I figured nothing would be done once again." Another respondent explained, "I had a similar situation happen in high school and I went to get help but was made to feel more like the perpetrator and not the victim. So after that I just knew it was worse to come forward then just to get help in other areas."

Fear of Consequences. For the third theme, respondents shared that a fear of consequences was what kept them from reporting the unwanted sexual contact. Respondents were worried about the social ramifications and negative repercussions they might face if the incident was reported. One respondent commented, "Would do more harm than good for me personally." Another respondent stated, "I was worried reporting would be used against me or jeopardize research

opportunities." Respondents were particularly concerned with social fallout from making a report. One respondent shared, "Social humiliation. I did not want people to know what happened to me… I did not want it to be on record with the school or for any future employment." One respondent observed, "I felt our friend group might treat me different if I got him in trouble." Another respondent shared similar concerns, "We had the same friends and I didn't want to deal with the social consequences." One respondent was worried about athletic team dynamics, "[They are] on my team and I see [them] all the time so I felt me reporting might have a negative impact on my relationship with the team." Another respondent was worried about first impressions and stated, "Because it was after my first college party, and I didn't want people's first impression of me to be that I was raped."

Respondents also commented that they were worried about negative consequences for the person who carried out the unwanted sexual conduct. Several respondents noted that they "did not want to get the person in trouble." One respondent explained, "It was a friend, and while I was angry and hurt about the situation, I did not want to get them in trouble." Another respondent noted, "Seemed like a bad relationship move to report my boyfriend at the time."

Just Wanted to Forget. In the fourth theme, respondents explained that they did not report the unwanted sexual conduct because they just wanted to forget the incident and pretend it never happened. Respondents offered statements such as "I did not want to have to think about it ever again," "I wanted to just forget about it," and "Would rather just leave it in the past." One respondent commented, "I was embarrassed of the incident and would just like to not recall it." Another respondent shared, "I did not believe it was actual assault and continued to try and forget about it and pretend it never happened." Another respondent explained, "I was still in shock that it had happened and the last thing I wanted to do was have to relive that moment ever again." One respondent summed up the reasoning for this theme by stating simply, "I wanted to forget about it and move on."

To Avoid Reporting Process. For the fifth theme, respondents commented on how they chose not to report the unwanted sexual contact because they wanted to avoid the process and stress of going through the reporting process. Respondents commented on how they "didn't want to deal with the whole process." Respondents called the reporting process "Too invasive and time

consuming," and "Too much time and annoyance." One respondent observed, "It's too much to go through the effort of filing a report and going through the whole process would rather just forget about it and move on." Another respondent stated, "I did not want to deal with the legal actions that would be taking place after the reported event."

Respondents also acknowledged the mental stress of going through the legal process of reporting. One respondent wrote, "I didn't want the added stress of having to go through the whole process while also balancing classes." Another respondent stated, "Too much stress to my mental health." One respondent shared, "I didn't report my rape because I thought it would be too emotionally difficult to talk about it in that type of setting." Another respondent observed, "reporting and that whole process would have been more of an interference and stressful."

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at the University of New Hampshire (Table 63). Ninety-one percent (*n* = 5,923) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent, and 75% (*n* = 4,852) of respondents "strongly agreed" or "agreed" that they generally were aware of the role the UNH Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-six percent (*n* = 4,949) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents.

Seventy-seven percent (*n* = 4,989) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 76% (*n* = 4,944) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources listed on the survey.

Ninety-two percent (*n* = 5,981) of respondents "strongly agreed" or "agreed" that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty percent (*n* = 5,218) of respondents "strongly agreed" or "agreed" that they understood that UNH standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Sixty-three percent (*n* = 4,053) of respondents "strongly agreed" or "agreed" that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the University of New Hampshire Annual Clery Report. Eighty-four percent (*n* = 5,466) of respondents "strongly agreed" or "agreed" that they knew that University of New Hampshire sends an Emergency Alert to the campus community when such an incident occurs.

Table 63. **Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Statement	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	3,786	58.0	2,137	32.8	302	4.6	242	3.7	55	0.8
I am generally aware of the role of UNH Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,391	36.7	2,461	37.8	791	12.1	720	11.0	154	2.4
I know how and where to report such incidents.	2,349	36.2	2,600	40.0	712	11.0	723	11.1	110	1.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	2,361	36.5	2,628	40.6	773	12.0	610	9.4	96	1.5
I am generally aware of the campus resources listed here: https://www.unh.edu/inclusive/resources/campus-climate-survey-resources	2,047	31.6	2,897	44.7	879	13.6	567	8.7	93	1.4
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	3,644	56.0	2,337	35.9	423	6.5	72	1.1	26	0.4
I understand that UNH standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	2,578	39.7	2,640	40.7	770	11.9	435	6.7	65	1.0

Table 63. **Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Statement	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in University of New Hampshire Annual Clery Report.	2,066	31.9	1,987	30.7	974	15.0	1,201	18.6	244	3.8
I know that UNH sends a UNH Alerts to the campus community when such an incident occurs.	3,198	49.2	2,268	34.9	445	6.9	466	7.2	119	1.8

Summary

Eighty-one (*n* = 5,269) of survey respondents were "very comfortable" or "comfortable" with the climate at the University of New Hampshire, and 74% (*n* = 1,340) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus climate. Although Faculty and Staff respondents at the University of New Hampshire similarly rated their department/program or work unit climates, University of New Hampshire respondents held more positive views about the overall climate at the University of New Hampshire.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At the University of New Hampshire, 16% (*n* = 1,027) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on position status, gender identity, and age. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Harper,

2015; Harper & Hurtado, 2007; Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2018; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman, Woodford, & Nicolazzo, 2017; Sue, 2010).

Twenty percent (n = 1,277) of University of New Hampshire survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at University of New Hampshire that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on race/ethnicity, gender identity, political views, and sexual identity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

Eleven percent (n = 689) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% (n = 91) experiencing relationship abuse (e.g., ridiculed, controlling, hitting), 2% (n = 113) experiencing stalking (e.g., following me, on social media, texting, phone calls), 7% (n = 476) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% (n = 211) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the University of New Hampshire community.

[xxx] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: χ^2 (2, N = 6,482) = 24.49, p < .001.
[xxxi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: χ^2 (2, N = 6,279) = 26.04, p < .001.
[xxxii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by disability status: χ^2 (2, N = 6,476) = 10.01, p < .01.
[xxxiii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: χ^2 (2, N = 6,482) = 16.47, p < .001.
[xxxiv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: χ^2 (2, N = 6,279) = 35.15, p < .001.
[xxxv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: χ^2 (2, N = 6,476) = 12.13, p < .01.
[xxxvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: χ^2 (2, N = 6,482) = 172.10, p < .001.
[xxxvii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial/ethnic identity: χ^2 (2, N = 6,339) = 7.63, p < .05.
[xxxviii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: χ^2 (2, N = 6,279) = 42.04, p < .001.

[xxxix] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by citizenship status: χ^2 (2, N = 6,496) = 28.11, p < .001.
[xl] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: χ^2 (2, N = 6,476) = 32.69, p < .001.
[xli] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: χ^2 (2, N = 6,482) = 80.05, p < .001.
[xlii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: χ^2 (2, N = 6,279) = 49.34, p < .001.
[xliii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by housing: χ^2 (2, N = 4,452) = 15.56, p < .001.
[xliv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: χ^2 (2, N = 6,476) = 56.03, p < .001.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at the University of New Hampshire (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at University of New Hampshire (Table 64).[65]

Table 64. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community**

	Hiring practices		Procedures or practices related to promotion, tenure, reappointment, or reclassification		Employment-related discipline or action	
Response	*n*	%	*n*	%	*n*	%
No	**1,470**	**81.6**	**1,330**	**74.5**	**1,569**	**87.5**
Faculty	433	82.3	380	72.7	463	88.0
Staff	1,037	81.3	950	75.3	1,106	87.2
Yes	**331**	**18.4**	**455**	**25.5**	**225**	**12.5**
Faculty	93	17.7	143	27.3	63	12.0
Staff	238	18.7	312	24.7	162	12.8

Note: Table reports responses only from Faculty and Staff respondents (n = 1,814).

Eighteen percent (n = 331) of Faculty and Staff respondents indicated that they had observed hiring practices at the University of New Hampshire (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at the University of New Hampshire, 29%

[65] Per the Climate Study Working Group (CSWG), for analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men, Women, and Trans-spectrum.

(*n* = 97) noted it was based on nepotism/cronyism, 20% (*n* = 65) gender/gender identity, and 17% (*n* = 57) on position status (e.g., staff, faculty, student).

Subsequent analyses[66] revealed the following statistically significant differences:

- By racial identity, 31% (*n* = 14) of Multiracial Employee respondents, 28% (*n* = 28) of Employee Respondents of Color, and 17% (*n* = 263) of White Employee respondents indicated that they had observed discriminatory hiring practices.[xlv]
- By years of service, 23% (*n* = 68) of Employee respondents with 6-10 years of service, 20% (*n* = 148) of Employee respondents with 10 or more years of service, and 15% (*n* = 108) of Employee respondents with up to 5 years of service indicated that they had observed discriminatory hiring practices. [xlvi]
- By disability status, 43% (*n* = 26) of Employee Respondents with Multiple Disabilities, 23% (*n* = 22) of Employee Respondents with a Single Disability, and 17% (*n* = 237) of Employee Respondents with No Disability indicated that they had observed discriminatory hiring practices. [xlvii]

Qualitative comments analyses. There were 118 Faculty and Staff respondents who elaborated on their observations of unjust hiring practices. Five themes emerged from the responses: rampant favoritism, gender bias, diversity hiring, hiring protocol ignored, and bias against diversity candidates.

Rampant Favoritism. For the first theme, respondents pointed out the rampant favoritism they had witnessed in the hiring process. One respondent wrote, "In two recent openings, one person hired was the [family member] of one of the managers of that group. In another, someone was hired into a position because they were friends with someone in the group who strong-armed selection process." Another respondent observed, "Managers children seem to have automatic student jobs, whether or not they're UNH students. I've also seen at least one individual brought on in a closed hiring process (normally open) and put in a position where a friend is the

[66] Chi-square analyses were conducted by faculty status, gender identity, racial identity, sexual identity, years of service, education level, disability status and citizenship status; only significant differences are reported.

supervisor." Another respondent stated, "There have been several circumstances where someone was hired because their friend was on the search committee."

Respondents pointed out that favoritism and cronyism often led to candidates being hired without meeting the requirements of the position. One respondent shared, "Cronyism -- people in my department have been promoted to high level management positions with NO experience or education in the field. In a few cases, searches were not even done." Another respondent wrote, "Nepotism/cronyism is the worst, and is rampant. Qualified people are being overlooked in favor of friends/relatives." Several respondents offered specific examples such as "The former [program] Director hired a friend with no [program] experience as a lecturer," "My supervisor continues to hire unqualified friends rather than the best candidate," and "Someone hired who did not meet posting requirements by favoritism." Another respondent observed favoritism leading to a hire against committee recommendations, "A supervisor in my previous office hired a manager who grew up with her [family member]. She did so against the recommendation that this candidate was not the right fit for a managerial role."

Respondents noted that 'who you know' frequently plays a role in the hiring process. One respondent stated, "People get promotions based on who they know verses what they know. The best person is not generally the choice." Another respondent added, "We have people who hire that are adamant about hiring only people they know." One respondent wrote, "Hiring at UNH seems more based on who they like than whether or not the hire is qualified at the time of hiring." Another respondent observed, "Nepotism and cronyism are rampant in [department]. Fundamental change will not happen with most of the current leadership, who has been promoted based on who they know, not what they know."

Gender Bias. For the second theme, respondents discussed how gender bias played a role in the hiring process. A few respondents noted instances where "Preference given to hiring a woman." One respondent wrote, "a person was hired because they were female. Qualified male was passed over." Another respondent shared, "It was openly stated the goal of the search was to hire a specific gender (female) for a position before applications were received." However, the majority respondents noted a preference for males in the hiring process. One respondent wrote, "We are often asked to reconsider interviewing candidates that were previously ruled out as not

qualified or less qualified based solely on the fact that they are male." Another respondent shared, "While I was previously employed at UNH a male was hired into a similar position and paid more than all the women in that position who had equal experience and education."

Respondents pointed out how difficult it is for women to get a promotion at UNH. One respondent observed, "Women who are qualified for positions, are quite often overlooked for promotions and positions then given to men." One respondent noted, "There is a disturbing trend in THall that male administrators are being appointed, but women are forced to compete for positions." Another respondent echoed that concern, "Hiring processes at UNH seem to be easier for men (often time getting an 'appointment' rather than an actual process). Often, the bulk of the work is done by women (especially in cases where other staff members leave) and is uncompensated." One respondent stated, "Only men in leadership positions have been promoted recently, while the women have either left UNH or are required to serve in interim roles while applying for the position." Another respondent wondered, "Why do men keep getting promoted to higher positions and not women? Disappointing. [Specific deans] come to mind as to exceptional individuals that are not being promoted when men keep getting higher positions."

Some respondents also discussed the ways women may face gender bias during the hiring process. One respondent wrote, "Prospective faculty hires are routinely referred to as "he" in faculty meetings (e.g., "if we hire someone in field X, and he doesn't have the background in Y..."). Just the default assumption." Another respondent shared, "comments from interviewing faculty referencing current state of pregnant woman interviewing for a job. There were two finalists and the person awarded the faculty position was male." Another respondent commented, "Questions were raised about whether or not female candidates would consider the position to be family-friendly. Such questions were not raised about the male candidates. Thankfully, the questions did NOT influence the final hiring decision." A couple respondents addressed gender bias in the workplace. One respondent stated, "There are people in the senior administration that belong to private all male clubs. This excludes women." Another respondent shared, "Two women, both with children and both former employees, had been bullied by a manager for needing to take time for caring for a child or pregnancy. Both left the University within a year of each other."

Diversity Hiring. For the third theme, respondents discussed the need for UNH to focus on diversity by increasing the number of diverse candidates in hiring pools. One respondent commented on the current lack of diversity at UNH, "I don't really fault UNH, but the ethnic diversity at UNH is very low- but NH is a challenging state to recruit to- so white. I am concerned about the loss of women in senior admin positions at UNH and the replacement with white men." Many respondents addressed the limited efforts to attract diverse candidates to apply. One respondent stated, "No effort made during faculty searches to identify under-represented candidates. The idea is pervasive that highly-qualified candidates of color should just come to us." Another respondent observed, "Hiring teams do not make proactive steps to tap diverse pools." One respondent called for more intentionality in recruiting diverse candidates, "We are in the middle of replacing many high level positions and it does not appear there is any serious consideration of this time as a genuine opportunity (in high level positions) to attract and intentionally go after excellent diverse leaders. I expect an R1 university to be better and to do better and I believe we can, but the narrative at UNH is we cannot!" Another respondent advised, "There could be more of an effort to post job listings in places where professionals of color are likely to see it online." One respondent suggested training may be needed to help committees know how to attract diverse candidates, "There is little training from HR regarding recruitment of underrepresented candidates. As a result, people seem to take an overly simplistic and uncritical approach (looking at names is one suggestion I got from HR!!!!)."

Other respondents pointed out that UNH not only needs to increase the number of diversity candidates, but also needs to improve support and retention of diverse employees. One respondent observed, "UNH is weak in figuring how to creatively and thoughtfully recruit candidates from diverse racial backgrounds, but far worse in retaining employees/faculty. Look at the steady stream of staff/faculty who have left in the past 18 months, many after only a short time at UNH." Another respondent commented, "In order to increase the representation of minorities among faculty and graduate students, we need to recognize the challenges facing individuals coming to our campus. The environment and campus climate intimidate and scare off many minority applicants. In order to overcome these issues, we need to come up with incentives that would make UNH attractive to minority candidates." One respondent summed the concerns about both recruitment and retention of individuals from diverse backgrounds, "There are a lot of white men in positions of power at UNH - there needs to be more of an effort to hire woman and

staff from diverse backgrounds. UNH needs to go find these people and not expect them to find us. They also need to support people in under-represented identities while they are here so they don't leave. We have had a lot of people leave in recent years. "

Hiring Protocol Ignored. In the fourth theme, respondents discussed the ways in which they had seen the standard hiring protocol ignored and/or bypassed. Some respondents noted instances where a full search with the position posted publicly did not happen. One respondent stated, "A junior hire was made in my department without a full search. It was very odd and many felt they were in the dark about the process." Another respondent wrote, "I have witnessed several high-level hires where there is a lack of desires to carry out formal/procedural hiring process. This resulted in the individual getting the job based professional connections and not through a formal search process or interviews." One respondent observed, "Witnessed numerous hirings where the position was not posted and no interviews were given. Hiring manager had a specific person in mind and skirted the policy and procedure and moved ahead." Another respondent stated, "Positions are not listed online until a preferred candidate has already accepted the role. The candidate is hand selected by leadership and internal candidates are not even alerted to the job opening."

Some respondents commented on disruptions to the hiring process where recommendations from the committee were ignored or manipulated. One respondent wrote, "There was turnover in my department and when we were looking for a new position there was only one person interviewed when there were multiple applications and it was so rushed and they just wanted someone in so quickly that they didn't listen to anyone's opinion." Another respondent stated succinctly, "Hiring TT faculty while breaking with departmental decisions about hiring." One respondent shared a situation where they felt pressure to change their vote, "I voted against hiring but ultimately was put in a position of feeling coerced to support the 'committee' decision for fear of fall out." Another respondent observed attempts at manipulating the choice between two candidates, "By popular vote, one candidate won over the other. However, one of the co-chairs suggested after the vote that we change the voting to add weight to one member of the committee's vote (and thereby shifting the vote to the second candidate, which aligned with this co-chair's vote). The faculty chair ultimately decided that this would not happen, but I feel concerned because the

individual who served as co-chair of the search committee will soon [be in a specific higher position]."

A few respondents expressed their frustration with the utter lack of proper process. One respondent stated simply, "UNH [school] faculty search for [a specific academic specialty] candidate was a disgrace." One respondent detailed "utterly unprofessional" conduct "in HR violation" on a search committee and continued, "The chair of the department is also the chair of the search committee and asks inappropriate questions, discusses marital status, silences opposition to their point of view, single handedly skews candidate pool to suite personal research interests, and generally behaves inappropriately." Another respondent described many forms of unjust hiring practices, "I have witnessed several types: hiring managers not doing due diligence in the process including, not checking references; passing a problem performer to another department; conflict avoidance in addressing poor performance and then passing it on elsewhere; the practice of a trailing spouse being hired over a more highly qualified candidate; departments hiring people 'just like them'; lack of awareness with unconscious bias, etc."

Bias Against Diversity Candidates. For the fifth theme, respondents commented on how some individuals at UNH did not want to attract and hire candidates to diversify the university. Some respondents expressed displeasure with being encouraged to include an individual's identity in the hiring process. One respondent stated, "It seems that the push for 'diversity' is more important than hiring the most qualified candidate." Another respondent argued, "The initial hiring process screening should NOT include age, race, gender, etc. Just qualifications." One respondent wrote, "I have been told I should hire a certain gender or age to balance our dynamics in the department. I feel it should always be based on credentials/experience and the best fit for the job and team." Another respondent shared, "A search committee may be considering an individual for a position solely based on the assumption (not even known) that they are a person of color because their curriculum vitae does not seem to fit the responsibilities of the position as it is described."

One respondent discussed the continuum of pushback against diversity hires, "When evaluating applications, either implicitly or explicitly, some faculty allow other factors besides merit inform their choices. Oftentimes, faculty will use reasons like 'he seems like he'd really fit in' or 'she

probably won't stay here if she comes' to explain why they make decisions on employment. In more extreme but rarer cases, faculty express anger about UNH's position on affirmative action, and clearly state they are not interested in recruiting applicants from underrepresented groups to positions, as members of these groups have 'enough advantages already.'" Another respondent shared the directions they had received from UNH in regard to diversity in hiring, "As the chair of a hiring committee, I was required to justify the exclusion of non-tenable candidates who were women or minorities, but was not required to justify the exclusion of candidates who were white males. This is an inherently discriminatory practice. So too is the imperative from the affirmative action office that 'diversity' of appearance is more important than diversity of experience and views.

Other respondents described situations where the hiring process was biased against candidates from diverse backgrounds. One respondent wrote, "I've seen people of underrepresented identities put through more hoops because of 'warning flags' than white people or people of privilege were for flags that were pardoned or for which excuses were made." Another respondent shared, "Administrators being chosen while folks who have done the work for a long time are overlooked, usually because they're darker complexioned people of color, because they're not seen as being the friends of administrators with clout or as pliable/likely to look over injustice." One respondent described a specific incident, "A black colleague was hired, and I have heard other colleagues complain that we hired a person for a need our department didn't have. It's coded language for not needing this black colleague." Another respondent stated, "An applicant was extremely qualified, but was transgender. Candidate was not brought in for an interview when other less qualified candidates were."

Some respondents offered broader observations on the reluctance of UNH to hire diverse employees. One respondent wrote, "I've observed that most departments at UNH do not find it worth the effort to hire people of color, or people who need visa assistance. Because it's too much work to change the internal culture of these departments, especially when misunderstandings result. People don't know how to talk about differences in race and ethnicity, don't know how to productively work with people who are different from them. We could be valuing difference instead of avoiding it." Another respondent observed, "UNH seems to struggle with attracting diverse candidates and has problems with retention of diverse staff. My

(somewhat limited, admittedly) opinion is that this is because UNH has a pervasive discriminatory undercurrent that is unwelcoming to diverse candidates (not just ethnically or racially diverse, but also gender identity, military status, gender identity, and role in the University)."

Twenty-six percent (*n* = 455) of Faculty and Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices at the University of New Hampshire that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 23% (*n* = 105) noted that they believed the unjust behavior was based on position status, 21% (*n* = 94) on nepotism/cronyism, and 17% (*n* = 76) on gender/gender identity.

Subsequent analyses[67] revealed the following statistically significant difference:

- By sexual identity, 41% (*n* = 22) of Bisexual Employee respondents, 24% (*n* = 367) of Heterosexual Employee respondents, and 24% (*n* = 23) of Queer-spectrum Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices. [xlviii]
- By years of service, 31% (*n* = 235) of Employee respondents with 10 or more years of service, 31% (*n* = 89) of Employee respondents with 6-10 years of service, and 17% (*n* = 124) of Employee respondents with up to 5 years of service indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices. [xlix]
- By disability status, 47% (*n* = 28) of Employee Respondents with Multiple Disabilities, 35% (*n* = 34) of Employee Respondents with a Single Disability, and 24% (*n* = 382) of Employee Respondents with No Disability indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.[l]

Qualitative comments analyses. There were 147 Faculty and Staff respondents who elaborated on their observations of unjust promotion, tenure, reappointment, and/or reclassification. Four

[67] Chi-square analyses were conducted by faculty status, gender identity, racial identity, sexual identity, years of service, education level, disability status and citizenship status; only significant differences are reported.

themes emerged from the responses: gender bias, criteria for promotion, unequal treatment, and favoritism.

Gender Bias. In the first theme, respondents discussed how gender bias played a role in unjust practices related to promotion, tenure, reappointment, and/or reclassification. Generally, respondents supported the observation that there is a need for "more gender equality." Some respondents pointed out how men often get the benefit of the doubt in the case of promotions and advancement opportunities. One respondent shared, "I have seen a lot of men receive instant promotions to high-level positions on campus without an interview process - but never a woman." One respondent stated, "Male colleagues are given priority." These respondents noted that men are sometimes "held to lower service standards than a woman." One respondent wrote, "This is much less of a problem now, than 30 years ago. Three decades ago, males with limited scholarship credentials were tenured while women [with] modest scholarship were not." Another respondent observed, "When I worked in a different department on campus, there was a male employee that was continually spoken to about his late arrivals, disruptive behaviors, lack of professionalism, etc. Yet, as soon as he got married, he was promoted."

Other respondents commented on the gender-based issues that can hold women back in the workplace. Service responsibilities for women as compared to men were a concern. One respondent stated, "Female TT professors routinely asked to do more service." Another respondent wrote, "Women who do extra service are disadvantaged. Even if that service is significant for the university." Parenting responsibilities of women can also play a role in their eligibility for promotion and advancement. One respondent remarked, "Women are disadvantaged for promotion and tenure due to bias in student course evaluations, service obligations, and above all, lack of recognition of parenting, eldercare, and domestic labor burdens." One respondent stated, "Post doc's discouraged from pregnancy," while another respondent shared, "A candidate was not hired because she was a single parent with two young children. I was not part of the hiring process - I heard this at a casual lunch conversation." Some respondents simply shared instances of gender-based bias in the workplace. One respondent wrote, "female faculty not paid same as males in comparable position. Work load and extra service also more for that female." Another respondent stated, "Comments that were both sexist and ageist were given as reasons for denying promotion." Another respondent commented, "One

of my female friends was denied tenure the first attempt. She is brilliant and accomplished, so I can't explain why she was denied the first time."

Respondents also discussed gender bias in relation to leadership roles at the university. One respondent wrote, "I think it is problematic that all the women in positions of power at UNH have left since I started. Why did Nancy Target leave? Why did Victoria Dutcher leave? What efforts are you making to recruit and retain women - and women of color, specifically?" Another respondent observed, "Continual promotion of male colleagues over female colleagues such that Extension has a large disparity of male leadership vs. female non-leadership (15% females in leadership, 85% females in non-leadership positions. It's a problem, and it is not talked about except on the edges." One respondent shared their personal experience, "As a director, I was drastically underpaid (as a woman) compared to men who were often supervising smaller offices. I brought that to my supervisor who started the process to get me a better pay equity, but I am still below the men who work in our department, often for less years." Several respondents referenced the promotion process from interim to permanent for administrators. One respondent summarized the situation, "We have a Provost who was promoted from interim to permanent for his outstanding performance after 2 months on the job, yet we have a female interim Dean of the Graduate School who has been interim for THREE years (doing both Dean and Assoc Dean tasks) to amazing reviews, and is being required to go through a competitive national search so that she can be viewed as ""legitimate,"" by whom I don't know. This is infuriating to me and most of the graduate students and faculty I know. It's embarrassing to the university as well." Another respondent added, "It is difficult to see so many men in interim positions promoted to permanent high-level positions (deans, etc.) and see women in interim positions who are well deserving but not promoted. I've heard women say it makes them not want to work at UNH."

Criteria for Promotion. In the second theme, respondents discussed how criteria are used for promotion. Some respondents lamented that criteria are unclear or applied inconsistently. One respondent stated, "Lack of clear standards," while another respondent commented, "P & T committee changing requirements on whim, not in writing, not communicated to pre-tenure faculty." One respondent explained, "A faculty was unduly criticized in a third year review and another in a tenure review by the same two people, yet other faculty who had similar cases were reviewed favorably in the same 3rd year review process. Criteria were unevenly applied.

Rationale was unclear." Another respondent wondered, "Had little research and no service and still got tenure. So why are the rest of us pushing so hard to publish and serve on committees?" Respondents were frustrated at "promotion criteria not being applied consistently," and pointed out that certain criteria were weighted more heavily than others. One respondent shared, "Actual teaching, teacher personalities, class situations, faculty-students relationships don't seem to be valued as much as the degree earned (Ph.D), researches, or fame/famous in the field." Another respondent wrote, "Research faculty job contact does not include payment for or expectation to teach or do service activities, yet these are heavily weighed and used to deny promotion."

The role of advanced degrees in promotion and tenure decisions was a specific area of discussion. Respondents commented that the requirements of a specific education were inconsistently applied across the university. One respondent shared, "University classification systems requirements in regards to education are not consistent. I've been required to do many tasks outside of my job description for many years but have been held back due to education requirements. However, I've observed others who have identical backgrounds have positions created which allow for reclassification… it's unjust to require staff to do the work of higher positions but hold them back from reclassification because they don't meet minimum requirements of a position. Sometimes, these requirements seem arbitrary." One respondent noted, "a higher educational degree being valued over more important skills for the role," which echoed the opinion of the respondent who wrote, "Having the best people in positions (that in the real world don't require Master's) is better than picking a person that only has an educational background is a disservice in higher education… It's just plain stupid that some positions have that [education] requirement over skilled applicants." On the other hand, a different respondent remarked, "Acquiring advanced +degrees as part of professional development are not rewarded in terms of promotion." One respondent called for a re-evaluation over what education requirements should be applied for different positions across the university, "Qualified individuals not being eligible for promotion due to a lack of a college degree while similar and arguably more education based vs applied experience positions allow promotion of individuals without college degrees. As a University, it would make sense to value higher education, especially considering the generous tuition compensation. Which positions require BS, MS vs nothing at all need to be evaluated."

Some respondents noted instances where criteria were overlooked, and individuals received promotions without the prerequisite qualifications. One respondent wrote, “There are often times faculty promoted to a high-level position with absolutely no administrative experience. I don't think at PhD is the only thing needed to be successful in an administrative role.” Another respondent shared, “There are staff members ‘appointed’ to different roles that do not have any experience doing that job.” One respondent noted that they had been “passed over for a position in dining for a lesser qualified person.” Another respondent described the consequences of hiring unqualified people, “My department frequently promotes/hires people to senior staff positions that have no history of being able to perform those tasks. This leads to their direct reports doing more work for the same pay and our department wasting funds on salary and benefits for staff members that do not benefit the department.”

Unequal Treatment. For the third theme, respondents discussed instance of unequal treatment in relation to promotion, tenure, reappointment, and/or reclassification. A few respondents noted inequities across treatment of individuals. One respondent wrote, “I think some people have been handed promotions and the position should have been posted for other people to apply.” Another respondent stated, “seems like certain people get promoted or reclassified over others for some reasons unknown to others in the department.” Other respondents noted variations across departments particularly in terms of how the budget affects advancement opportunities. One respondent shared, “I don't think departments are treated consistently. Some experience hiring freezes, don't get approvals to fill positions or reclass employees - while others are allowed to do those things during the same time period. Budget restrictions should affect the entire university community in a fair and consistent way.” Another respondent commented, “Other instances [of promotion or reclassification] come down to available budget, but that is also inconsistent. Some budgets are incredibly lean and provide no flexibility vs. some significantly cushioned and is able to support the change request.” Another respondent observed, “Some departments have more credibility with senior management than others. Removal of structured processes for requesting new hires/reclasses resulting in ad hoc actions without any oversight within the senior community.”

Respondents were particularly concerned with inconsistencies in reclassification. Some respondents felt that if one position was reclassified, then all other equivalent positions should

also be reclassified. One respondent wrote, “reclassification of some positions on this campus where others of same responsibility not reclassified with no real reason.” Another respondent advised, “when reclassifying a position, the other positions that are "equal" should also be reclassified.” Another respondent observed, “Reclasses and promotions are not reviewed for equality over like positions. Creates larger pay gap and responsibilities gaps in the different units.” Respondents also noted that reclassification may depend on one’s supervisor rather than qualifications. One respondent shared, “In one or two cases people have gotten reclassed into a promotion because they were in a position to make themselves helpful to supervisors. However, if you are attending to your own full workload then such opportunities pass you by.” Another respondent commented, “Some leaders are more willing to support and/or fight for their staff. This leads to reclassifications for some departments while others remain wrongly classified (example: working title doesn't match position title/pay grade).”

Favoritism. For the fourth theme, respondents discussed how favoritism played a role in promotion, tenure, reappointment, and/or reclassification. One respondent shared, “Extremely qualified colleagues have been passed over for promotions for colleagues with less qualifications based on friendships/favoritism.” Another respondent wrote, “Children/family members from UNH who apply get hired quickly and promoted over and over...” One respondent stated simply, “again, Cronyism.” One respondent shared their personal experience, “Similar position to mine, same grade level. Other employee is young, has young kids and is personal friends with supervisor. I have received merit raises, received awards for my work and have been at UNH twice as long. Yet, the other employee was promoted ahead of me.” Respondents noted that favoritism often trumped qualifications for promotion or reclassification. One respondent commented, “Some promotions and changes are based on leadership favoritism instead of competency of the promoted leading to tension in the workplace for some.” Another respondent wrote, “Different standards within the department for promotion or reclassification. If you are liked by the supervisor you can be reclassified without any type of further education while others are held to needing education or can't be promoted or reclassified. Not a level playing field.” One respondent noted, “ITS NOT ABOUT HOW HARD YOU WORK.... ((Or I'd BE DEAN of the UNIVERSITY ALREADY)) ITs WHO YOU KNOW!" Another respondent expounded on favoritism in promotion and tenure decisions, “I have seen much of favoritism in the College P&T Committee. I think of it as the root of corruption. Thinking of it as a matter of ‘patronage’

relationships and cronyism, it tends to reinforce the power and positions of those who practice it at the expense of the effectiveness of the organization or institution. This is often most prominent in tenure and promotion decisions, and it is very difficult to root out."

Thirteen percent (*n* = 225) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at the University of New Hampshire that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 21% (*n* = 48) noted that they believed the unjust practices were based on position status, 15% (*n* = 33) on gender/gender identity, and 13% (*n* = 29) on age.

Subsequent analyses[68] revealed the following statistically significant differences:

- By sexual identity, 24% (*n* = 13) of Bisexual Employee respondents, 15% (*n* = 15) of Queer-spectrum Employee respondents, and 12% (*n* = 182) of Heterosexual respondents indicated that they had observed discriminatory employment-related discipline or action.[li]
- By years of service, 16% (*n* = 117) of Employee respondents with 10 or more years of service, 11% (*n* = 33) of Employee respondents with 6-10 years of service, and 10% (*n* = 73) of Employee respondents with up to 5 years of service indicated that they had observed discriminatory employment-related discipline or action.[lii]
- By disability status, 33% (*n* = 20) of Employee Respondents with Multiple Disabilities, 22% (*n* = 21) of Employee Respondents with a Single Disability, and 11% (*n* = 177) of Employee Respondents with No Disability indicated that they had observed discriminatory employment-related discipline or action.[liii]

Qualitative comments analyses. There were 75 Faculty and Staff respondents who elaborated on their observations of employment-related discipline or action, up to and including dismissal practices. Three themes emerged from the responses: personal reasons, oppositional views, and poor management skills.

[68] Chi-square analyses were conducted by faculty status, gender identity, racial identity, sexual identity, years of service, education level, disability status and citizenship status; only significant differences are reported.

Personal Reasons. In the first theme, respondents related instances where people had been disciplined unjustly due on personal grievances. One respondent wrote, "I remember two cases in past 10-15 years where promising (and well performing) assistant professors were terminated at interim review stage or denied support for tenure. Issues were the chemistry between underperforming chair and well performing assistant professors." Another respondent shared, "One position I saw a dismissal in was done clearly on personal grievance between the supervisor and the employee." Respondents noted that if a person is not liked by their supervisor, then disciplinary action is likely. One respondent wrote, "[name redacted] will promote, demote, or fire you for no other reason than they just like you or doesn't like you. There doesn't seem to be any objective reason behind many of thier decisions." Another respondent commented, "An experienced employee with a long history of strong work was fired for making one technical mistake, when others who made many mistakes were not. The appearance was the manager did not like the employee. Employee not given any warning or opportunity to change." Even high-quality performance on the job was not enough to save a disliked employee. One respondent stated, "If you are doing a great job but not well liked then forget it you are black balled." Another respondent observed, "My coworker was fired for unjust reasons and his work was high quality and necessary for our team. Our supervisor had ego issues and simply didn't like him for personal reasons. Firing him was completely unfounded."

Oppositional Views. In the second theme, respondents discussed how they had observed individuals receive disciplinary actions or dismissal based on having oppositional views to their management. One respondent stated, "The creative director was forced out because of apparent differences." Another respondent shared, "I have seen a few people leave who were amazing workers who loved what they did but due to clashes and frustration with management were either fired or driven to leave." Another respondent commented, "A co-worker was dismissed at the very end of his probationary period due to his speaking out about ways to improve our work that conflicted with the ideas of our manager. His ideas were excellent and his work was good, but his personality could be a bit abrasive. He needed to be managed better but there was no grounds for dismissing him." Another respondent wrote, "A person was forced out because he butted heads with Director. I didn't like him, but he was clearly removed because the Director didn't like him. I had never seen this before at UNH."

The arrival of a new supervisor could cause problems for those who spoke up against any new policies. One respondent wrote, “A colleague clashed with a new supervisor and was quickly pushed out. I only know the colleague’s side of the story, but it sounds like it as quite unfair.” Another respondent observed, “I saw a fellow employee who was stressed over how the new director was not handling students properly be reprimanded and had interaction with HR which I felt was done more as a punitive tactic and to send a message to others in the office as to what would happen if the director was challenged.” One respondent detailed their personal experience after disagreeing with a senior administrator, “I was dressed down in a large meeting by a senior administrator (who remains in that position at UNH) and told that I was behaving "unprofessionally" because I did not immediately agree when he announced an important decision that he had made regarding a program I run (and still run) and about which I had been given no advance notice . It was such a bizarre episode that many of the staff and faculty in the room contacted me later (in person or over email) to express their sympathy

Poor Management Skills. In the third theme, respondents commented on how poor leadership skills contributed to unjust disciplinary actions. Respondents shared stories of how poor behavior on the part of the leadership led to disciplinary actions or termination. One respondent wrote, “A colleague of mine was repeatedly bullied by my supervisor and colleagues of mine working together to make my office so uncomfortable for my colleague that she left. A long history of spreading inappropriate stories by my supervisor lead to a dynamic that was wrong.” Another respondent shared, “Under the Broderick/Budd administration we lost a number of talented faculty members… I and another faculty member personally experienced fabricated attacks and pressure to leave. I am happy to say that have witnessed none of these problems with current Dean Carpenter administration.” A change of management can bring risks of disciplinary action. One respondent wrote, “Director wants to weed out employees who have been in our dept. for many years in order to hire new, younger persons. Director is new to this dept. wants to get rid of the old and bring in the new so he can be controlling over them.” Another respondent shared the situation of a “colleague who is spectacularly talented at what she does and has worked at the university for many, many years” who was reassigned to “a VERY green manager with no prior experience managing direct reports.” The respondent observed that the colleague was “soon was identified by her new manager as a problem employee and came to me on multiple occasions for guidance because she was afraid she was in danger of losing her job. I

understand she received a very poor evaluation with minimal merit from her new manager -- which I believe is far more a reflection of the manager's inexperience and insecurity than this employee's performance." Some respondents felt that leadership training would be helpful for difficult supervisors. One respondent stated, "I have seen people pushed out after being bullied and made to feel less than who they are just because they may have pushed back when their supervisor was reprimanding them in front of their peers. Having supervisors that should not be in that role because they do not have the proper training or personality." One respondent described an experience where they were "unfairly accused of something that I did not do" and went on to conclude, "The situation was handled very poorly and I think it is due in large part to people being promoted to supervisor who have no business being supervisor or who haven't been properly trained to do so."

[xlv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity: χ^2 (2, N = 1,693) = 13.42, $p < .01$.

[xlvi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by years of service: χ^2 (2, N = 1,782) = 11.93, $p < .01$.

[xlvii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by disability status: χ^2 (2, N = 1,775) = 27.30, $p < .001$.

[xlviii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair promotion, tenure, reappointment and/or reclassification by sexual identity: χ^2 (2, N = 1,655) = 7.54, $p < .05$.

[xlix] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair promotion, tenure, reappointment and/or reclassification by years of service: χ^2 (2, N = 1,768) = 45.18, $p < .001$.

[l] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair promotion, tenure, reappointment and/or reclassification by disability status: χ^2 (2, N = 1,761) = 21.64, $p < .001$.

[li] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair disciplinary action, up to and including termination by sexual identity: χ^2 (2, N = 1,660) = 7.46, $p < .05$.

[lii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair disciplinary action, up to and including termination by years of service: χ^2 (2, N = 1,775) = 10.86, $p < .01$.

[liii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair disciplinary action, up to and including termination by disability status: χ^2 (2, N = 1,767) = 34.02, $p < .001$.

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at the University of New Hampshire. Frequencies and significant differences based on gender identity, racial identity, sexual identity, years of service, and education level are provided in the following tables.[69]

Sixty-eight percent (*n* = 351) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 65). A higher percentage of Staff respondents who have served 5 years or less (41%, *n* = 219) than Staff respondents who have served 6 – 10 years (31%, *n* = 64) and Staff respondents who have served 10 or more years (32%, *n* = 170) "strongly agreed" that they had supervisors who gave them job/career advice or guidance when they needed it.

Seventy-one percent (*n* = 903) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A higher percentage of Staff respondents who have served 5 years or less (39%, *n* = 208) than Staff respondents who have served 6 – 10 years (28%, *n* = 57) and Staff respondents who have served 10 or more years (32%, *n* = 167) "strongly agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Seventy-five percent (*n* = 953) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups. A higher percentage of Staff respondents who have served 5 years or less (33%, *n* = 176) than Staff respondents who have served 6 – 10 years (24%, *n* = 49) and Staff respondents who have served 10 or more years (25%, *n* = 132) "strongly agreed" that they were included in opportunities that would help their careers as much as others in similar positions.

[69] Per the Climate Study Working Group (CSWG), for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men, Women, and Trans-spectrum.

Table 65. **Staff Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	**158**	**30.4**	**193**	**37.1**	**104**	**20.0**	**49**	**9.4**	**16**	**3.1**
Years of service[liv]										
Up to years	219	41.2	190	35.7	64	12.0	40	7.5	19	3.6
6-10 years	64	30.9	75	36.2	28	13.5	27	13.0	13	6.3
10+ years	170	32.0	182	34.3	88	16.6	63	11.9	28	5.3
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**453**	**35.4**	**450**	**35.2**	**184**	**14.4**	**132**	**10.3**	**61**	**4.8**
Years of service[lv]										
Up to years	208	39.2	215	40.5	74	13.9	24	4.5	10	1.9
6-10 years	57	27.8	91	44.4	31	15.1	16	7.8	10	4.9
10+ years	167	31.6	210	39.7	91	17.2	46	8.7	15	2.8
I am included in opportunities that will help my career as much as others in similar positions.	**434**	**34.0**	**519**	**40.7**	**201**	**15.8**	**86**	**6.7**	**35**	**2.7**
Years of service[lvi]										
Up to years	176	33.1	182	34.3	88	16.6	68	12.8	17	3.2
6-10 years	49	23.9	69	33.7	34	16.6	37	18.0	16	7.8
10+ years	132	25.0	169	32.0	117	22.2	75	14.2	35	6.6

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Table 66 illustrates that 61% (*n* = 780) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Women Staff respondents (41%, *n* = 336) than Men Staff respondents (34%, *n* = 138) "agreed" that the performance evaluation process was clear. A higher percentage of Staff respondents who have served 6 – 10 years (6%, *n* = 30) than Staff respondents who have served 5 years or less (4%, *n* = 21) "strongly disagreed" that the performance evaluation process was clear.

Sixty-four percent (*n* = 812) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. A higher percentage of Staff respondents who have served 5 years or less (19%, *n* = 103), than Staff respondents who have served 6 – 10 years

(12%, *n* = 24) and Staff respondents who have served 10 or more years (12%, *n* = 61) "strongly agreed" that the performance evaluation process was productive.

Table 66. **Staff Respondents' Perceptions of Performance Evaluation Process**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
The performance evaluation process is clear.	**357**	**28.0**	**423**	**33.2**	**244**	**19.2**	**181**	**14.2**	**69**	**5.4**
Gender identity[lvii]										
Women	214	25.8	336	40.6	145	17.5	97	11.7	36	4.3
Men	103	25.1	138	33.6	74	18.0	61	14.8	35	8.5
Years of service[lviii]										
Up to years	152	28.6	215	40.5	91	17.1	52	9.8	21	4.0
6-10 years	52	25.2	73	35.4	34	16.5	27	13.1	20	9.7
10+ years	118	22.3	199	37.5	102	19.2	81	15.3	30	5.7
The performance evaluation process is productive.	**322**	**25.2**	**490**	**38.4**	**228**	**17.9**	**163**	**12.8**	**74**	**5.8**
Years of service[lix]										
Up to years	103	19.4	168	31.7	136	25.7	98	18.5	25	4.7
6-10 years	24	11.9	51	25.2	44	21.8	47	23.3	36	17.8
10+ years	61	11.6	124	23.5	140	26.6	130	24.7	72	13.7

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Forty-two percent (*n* = 532) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance. A higher percentage of Staff respondents who have served 5 years or less (50%, *n* = 267), than Staff respondents who have served 6 – 10 years (38%, *n* = 79) and Staff respondents who have served 10 or more years (40%, *n* = 208) "strongly agreed" that their supervisors provided adequate support for them to manage work-life balance (Table 67).

Eighty percent (*n* = 1,019) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours. A higher percentage of Staff respondents who have served 5 years or less (34%, *n* = 179), than Staff respondents who have served 6 – 10 years (22%, *n* = 45) and Staff respondents who have served 10 or more years (20%, *n* = 104) "strongly agreed" that they were able to complete their assigned duties during scheduled hours. A higher percentage of Doctoral Staff respondents (13%, *n* = 7) and Master's

Staff respondents (9%, *n* = 41) compared to Some College Staff respondents (3%, *n* = 6) "strongly disagreed" that they were able to complete their assigned duties during scheduled hours.

Sixty-one percent (*n* = 782) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A higher percentage of Staff respondents who have served 10 or more years (28%, *n* = 150) than Staff respondents who have served 5 years or less (22%, *n* = 114) "strongly agreed" that their workload increased without additional compensation. A higher percentage of Master's Staff respondents (24%, *n* = 104) compared to Some College Staff respondents (15%, *n* = 35) "disagreed" that their workload increased without additional compensation.

Forty-seven percent (*n* = 595) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Thirty-six percent (*n* = 294) of Women Staff respondents and 30% (*n* = 123) of Men Staff respondents "disagreed" that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Nine percent (*n* = 20) of Some College Staff respondents, 17% (*n* = 81) of Bachelor's Staff respondents, and 26% (*n* = 114) of Master's Staff respondents "agreed" that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Table 67. **Staff Respondents' Perceptions of Work-Life Issues**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
My supervisor provides adequate support for me to manage work-life balance.	**189**	**14.9**	**343**	**27.0**	**322**	**25.4**	**277**	**21.8**	**138**	**10.9**
Years of service[lx]										
Up to years	267	50.3	183	34.5	52	9.8	20	3.8	9	1.7
6-10 years	79	38.2	77	37.2	24	11.6	19	9.2	8	3.9
10+ years	208	39.8	197	37.7	76	14.5	24	4.6	18	3.4

Table 67. **Staff Respondents' Perceptions of Work-Life Issues**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I am able to complete my assigned duties during scheduled hours.	**557**	**43.8**	**462**	**36.3**	**154**	**12.1**	**63**	**5.0**	**35**	**2.8**
Years of service[lxi]										
Up to years	179	33.8	180	34.0	56	10.6	76	14.4	38	7.2
6-10 years	45	21.7	65	31.4	36	17.4	40	19.3	21	10.1
10+ years	104	19.7	206	39.1	92	17.5	97	18.4	28	5.3
Education level[lxii]										
Some College	75	32.1	99	42.3	32	13.7	22	9.4	6	2.6
Bachelor's	139	28.6	171	35.2	74	15.2	76	15.6	26	5.3
Master's	100	22.7	156	35.5	63	14.3	80	18.2	41	9.3
Doctoral	9	16.7	14	25.9	7	13.0	17	31.5	7	13.0
My workload has increased without additional compensation due to other staff departures.	**330**	**25.9**	**452**	**35.5**	**190**	**14.9**	**213**	**16.7**	**87**	**6.8**
Years of service[lxiii]										
Up to years	114	21.5	91	17.2	149	28.1	134	25.3	42	7.9
6-10 years	53	25.6	62	30.0	42	20.3	38	18.4	12	5.8
10+ years	150	28.2	119	22.4	133	25.0	102	19.2	28	5.3
Education level[lxiv]										
Some College	64	27.1	52	22.0	73	30.9	35	14.8	12	5.1
Bachelor's	113	23.2	107	21.9	137	28.1	101	20.7	30	6.1
Master's	118	26.6	97	21.9	93	21.0	104	23.5	31	7.0
Doctoral	10	18.5	12	22.2	9	16.7	15	27.8	8	14.8
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	**319**	**24.9**	**276**	**21.6**	**327**	**25.6**	**274**	**21.4**	**83**	**6.5**
Gender identity[lxv]										
Women	67	8.1	159	19.2	182	22.0	294	35.6	125	15.1
Men	44	10.7	78	18.9	119	28.9	123	29.9	48	11.7

Table 67. **Staff Respondents' Perceptions of Work-Life Issues**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Education level[lxvi]										
Some College	15	6.4	20	8.5	65	27.8	85	36.3	49	20.9
Bachelor's	39	8.0	81	16.6	125	25.7	169	34.7	73	15.0
Master's	48	10.8	114	25.7	100	22.6	137	30.9	44	9.9
Doctoral	< 5	---	12	22.2	15	27.8	16	29.6	7	13.0

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Forty-seven percent (*n* = 603) of Staff respondents "strongly disagreed" or "disagreed" that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Staff respondents who have served 5 years or less (26%, *n* = 139), than Staff respondents who have served 6 – 10 years (16%, *n* = 33) "strongly agreed" that they were given a reasonable time frame to complete assigned responsibilities (Table 68).

Seventy-two percent (*n* = 911) of Staff respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). Thirty-six percent (*n* = 299) of Women Staff respondents and 28% (*n* = 115) of Men Staff respondents "disagreed" that they were burdened by work responsibilities beyond those of their colleagues. A higher percentage of Staff respondents who have served 6 – 10 years (19%, *n* = 40), than Staff respondents who have served 10 or more years (12%, *n* = 64) "agreed" that they were burdened by work responsibilities beyond those of their colleagues.

Forty-seven percent (*n* = 596) of Staff respondents "strongly disagreed" or "disagreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). Ten percent (*n* = 81) of Women Staff respondents and 6% (*n* = 25) of Men Staff respondents "strongly disagreed" that they performed more work than colleagues. A higher percentage of Staff respondents who have served 6 – 10 years (28%, *n* = 58), than Staff respondents who have served 5 years or less (20%, *n* = 103) "agreed" that they performed more work than colleagues.

Fifty-four percent (*n* = 692) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Staff respondents who have served 6 – 10 years (38%, *n* = 78), than Staff respondents who have served 5 years or less (28%, *n* = 147) "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Fifty-nine percent (*n* = 749) of Staff respondents "strongly agreed" or "agreed" that UNH provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Master's Staff respondents (13%, *n* = 56) than Some College Staff respondents (6%, *n* = 13) "disagreed" that UNH provided adequate resources to help them manage work-life balance.

Table 68. **Staff Respondents' Perceptions of Workload**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Issue	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I am given a reasonable time frame to complete assigned responsibilities.	**112**	**8.8**	**249**	**19.5**	**313**	**24.5**	**425**	**33.3**	**178**	**13.9**
Years of service[lxvii]										
Up to years	139	26.3	266	50.4	83	15.7	25	4.7	15	2.8
6-10 years	33	16.0	100	48.5	53	25.7	14	6.8	6	2.9
10+ years	106	20.1	261	49.5	115	21.8	36	6.8	9	1.7
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	**280**	**22.0**	**631**	**49.6**	**255**	**20.1**	**75**	**5.9**	**30**	**2.4**
Gender identity[lxviii]										
Women	48	5.8	123	14.9	243	29.4	299	36.2	114	13.8
Men	29	7.1	51	12.4	159	38.8	115	28.0	56	13.7
Years of service[lxix]										
Up to years	26	4.9	76	14.3	149	28.1	187	35.3	92	17.4
6-10 years	16	7.8	40	19.4	68	33.0	59	28.6	23	11.2
10+ years	36	6.8	64	12.1	196	37.1	175	33.1	58	11.0

Table 68. **Staff Respondents' Perceptions of Workload**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Issue	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I perform more work than colleagues with similar performance expectations.	**79**	**6.2**	**183**	**14.4**	**417**	**32.7**	**422**	**33.1**	**174**	**13.6**
Gender identity[lxx]										
Woman	87	10.6	178	21.7	246	30.0	228	27.8	81	9.9
Man	54	13.2	90	22.0	153	37.3	88	21.5	25	6.1
Years of service[lxxi]										
Up to years	64	12.1	103	19.5	152	28.8	149	28.2	60	11.4
6-10 years	25	12.1	58	28.2	64	31.1	42	20.4	17	8.3
10+ years	54	10.3	115	22.0	191	36.5	133	25.4	30	5.7
A hierarchy exists within staff positions that allows some voices to be valued more than others.	**289**	**22.6**	**403**	**31.6**	**287**	**22.5**	**227**	**17.8**	**70**	**5.5**
Years of service[lxxii]										
Up to years	111	20.9	147	27.6	122	22.9	110	20.7	42	7.9
6-10 years	49	24.1	78	38.4	42	20.7	27	13.3	7	3.4
10+ years	126	23.7	173	32.6	122	23.0	89	16.8	21	4.0
UNH provides adequate resources to help me manage work-life balance.	**212**	**16.7**	**537**	**42.2**	**346**	**27.2**	**137**	**10.8**	**40**	**3.1**
Education level[lxxiii]										
Some College	53	22.7	105	45.1	59	25.3	13	5.6	< 5	---
Bachelor's	77	15.9	210	43.4	136	28.1	50	10.3	11	2.3
Master's	67	15.2	181	41.0	116	26.2	56	12.7	22	5.0
Doctoral	5	9.3	18	33.3	22	40.7	8	14.8	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Qualitative comments analyses. There were 332 Staff respondents who elaborated on their responses to previous statements regarding workload, benefits, performance evaluation, hierarchy and work-life resources. Three themes emerged from across respondents: overwhelming workload, workload and staffing interactions, and performance evaluation concerns.

Overwhelming Workload. In the first theme, respondents discussed their feelings about their frustrations with overwhelming workloads. Some respondents felt that they simply had too much to do. One respondent wrote, “We have a huge workload which can sometimes cause stress.” Another respondent stated, “I work within Residential Life, and the work hours can be completely overwhelming...Myself and colleagues find ourselves working 60 + hours a week regularly.” Respondents noted that the large workload was sometimes just the nature of the job. One respondent stated, “The nature of our work seems that we have more work to do than there is time for.” Another respondent shared, “some of this is inherent in the job of athletics [unit] but it doesn't change the fact that we work excessively outside of normal hours, come in when school is canceled for weather, etc.” Another respondent added, “we all have more work due to the nature of our business in IT at UNH.”

Other respondents pointed out that their workloads have been added to over time. One respondent wrote, “My job responsibilities are greater than what I was initially hired to do. I work through my lunch hour with no pay in order to keep up with the workload.” Another respondent shared, “Like my work, not so fond of the hours. Have taken on a lot of additional work over the year that was meant to be on an interim basis.” Another respondent stated, “Our departmental workload is always increasing.” Workloads sometimes increased due to increased demand. One respondent observed, “Our workload has increased due to student enrollment, and department and university expectations, but not due to positions not being filled.” Another respondent remarked, “Increased workload due to changes in policies/procedures etc. - not necessarily due to changes in personnel.”

Respondents expressed frustration that compensation has not been adjusted to match workload. One respondent commented, “classic issue of continued added workload with no regard to capacity and no additional pay.” Another respondent shared, “Workload and responsibilities have increased, especially compared to similar colleague positions, without additional compensation.” One respondent explained their situation, “I'm not complaining, but yes, my workload has increased significantly without compensation. I routinely work 9+ hours a day on site and continue to answer email and text while at home. I often times feel like I am working 16 hours a day. I am also now on call 24 hours a day.” One respondent observed, “I think the university as a whole has required staff to do more and more without additional compensation

and resources." Another respondent shared, "The demands of my job have increased as a result of President Dean's installation. Despite rising to the occasion, I see no chance of job mobility or an increase in compensation." Some respondents pointed out that their workload simply does not match their pay scale. One respondent observed, "UNH hires folks with very little pay and then expects them to fulfill duties over a 40 hour work week. I work about 60 - 70 hours per week. I only get paid for 40. Other staff get recognized, appreciated and evaluated for doing less work." Another respondent wrote, "In my department the staff that do the most work are compensated the least." Another respondent added, "My workload goes up frequently with only a small 3% raise each year."

Respondents also commented on their perception that workloads were often unequally distributed. One respondent observed, "My group has a lot of responsibility and a heavier workload than other groups in our department and are sometimes overloaded. We are still held to the same expectations as other groups and it is not acknowledged that we do more work than other groups." Another respondent shared, "In general, there is inequality in the same job held by multiple people. Positions that all perform the same work are compensated/classified differently, also uneven workload and unspecified responsibilities for some cause more work and confusion." A few respondents acknowledged that it was sometimes their choice to take on more responsibilities. One respondent commented, "I worked well over my pay grade for several years to fill gaps in work that was not being completed by others. It was my choice- I wanted to be promoted- but it was hard to see others who were making more than me not doing their jobs." Another respondent described how their "workload ebbs and flows depending on the current load of activities," and noted that some of this was because they took on additional activities. This respondent went on to acknowledge that "These are my choices. However, there are colleagues who do not 'pitch in,' hence are called on less and less to take on new tasks or grow in their responsibilities." One respondent stated that it was "infuriating" to see the "dramatic difference in the work expectations among the PATs in our unit," and explained, "Some of us work constantly, have to work from home to manage expectations and get the same amount of merit no matter how much was thrown at us each year while other PATs get paid the same amount to 'manage' a space and they have so little work they sit around playing solitaire with no supervisory oversight."

Workload and Staffing Interactions. In the second theme, respondents discussed how staffing concerns affected workloads. Some respondents commented on how positions vacated were not able to be filled, thus requiring the responsibilities of the vacated position to be distributed to others, increasing their workload. One respondent shared, "Our admin staff left the position, and we have not been allowed to refill it, even though we have a line-item for it in the budget. The work and expectations have fallen on me. The load is too much." Another respondent observed, "Recent staff turnover has increased workload extensively over the last couple months." One respondent wrote, "My office was short staffed since June of 2018 and we just now hired two people to bring us to almost full staff. In that time, we were all stretched thin and tasks were not completed." Respondents were especially frustrated that this increased workload due to vacated positions was not linked to additional compensation. One respondent stated, "This is absolutely accurate - My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled)." Another respondent shared, "Someone in our department was fired and I was given all of thier responsibilities (which were not clear) on top of my regular workload. I received no compensation, including no 3% raise." One respondent explained their aggravating experience, "I have taken on more job duties as a result of losing our admin and being unable to replace that position. It was more or less expected that I do so, which I have been doing quite graciously, but without additional compensation. It's frustrating when I already feel like I make so little, to take on more work with an expectation that I just do it." A few respondents noted that budget restraints contributed to the lack of rehires. One respondent wrote, "Because of budget constraints within the past 2 years I have taken on duties/responsibilities from those positions we could not afford to rehire." Another respondent observed, "I work in a department that has a high demand for our services but the budget has not allowed our leadership to replace those who have left UNH putting the burden of extra work on those left behind."

Respondents also commented how there is simply not enough staff to cover the existing workload. One respondent observed, "My workload has not increased due to staff departures, however it has increased due to more demand for the service I provide and additional staffing to accommodate the demand has not been provided." Another respondent noted, "feel like my office does not have enough staff to get my own workload done. Have to fill in other duties." One respondent explained, "There is a lack of staff in student affairs and as a result people step

up and take on work that adds to their already busy load. There needs to be more people in the dean of students office, and we need a case manager for BIT students." Some respondents commented on understaffing as a university-wide issue. One respondent shared, "UNH is severely understaffed, especially given the expectation for personal attention to students and expectation for collaboration." Another respondent wrote, "I feel at the University as a whole, these are less "worker bees", thus indirectly, I feel my job has increased because of less workers in other areas on campus."

Performance Evaluation Concerns. In the third theme, respondents discussed their experiences with the performance evaluation process at UNH. Many respondents were critical of the evaluation process. One respondent wrote, "The performance process is inconsistent and not entirely fair." Another respondent observed, ""Performance evaluations are cumbersome. If an employee is not working as expected, it's an awkward process." Another respondent advised, "The evaluation process is limited and simply a hoop we jump through. Feedback needs to be more structured and managers should be required to receive training." Respondents were concerned about how much time it took to complete the evaluation. One respondent stated, "The staff evaluation process takes too much time, which cuts into regular work obligations." Another respondent wrote, "I feel the evaluation process is too time consuming and burdensome on both the supervisor and the staff member. The evaluation form is too long and the expectations are unrealistic." A few respondents noted that evaluations were few and far between. One respondent wrote, "No performance evaluations that I am aware of," while another respondent shared, "I was not given a performance evaluation this year, and the matter was never discussed with me. When I asked, my manager told me that 'Lots of people don't get performance evaluations.'" Another respondent commented, "I feel like I always have to prompt my supervisor multiple times for them to finish their part of the evaluation. They never prompt me, but I am always 'on it' to do my part first."

Respondents also discussed the need to more directly link performance evaluation with merit pay or other reward for good performance. One respondent *observed, "*The performance evaluations seem moot as there does not seem to be any opportunity to increase pay other than the standard amount of very small increases." Another respondent stated, "The performance evaluation process does not lead to adjustments in compensation. I believe it should." Respondents noted

that there is little incentive to work hard and excel at their job, as one respondent observed, "It's nearly impossible to get an equity pay increase, even if performance is excellent. Getting above a 4% increase is nearly impossible; therefore it makes it difficult to want to stay at UNH. Working hard and going above and beyond is not recognized as it should be." Another respondent opined, "I don't find performance eval goals helpful because there's no incentive/compensation for learning new skills, presenting, mentoring but I continue to do those things for personal and professional growth."

Respondents were confused as to why performance evaluations and merit increases occurred at different times of the year and were not more closely linked. One respondent asked, "Why is merit based on a separate number rating independent of actual annual performance reviews? Seems counter intuitive." Another respondent observed, "The performance evaluation should be tied in with Merit Increase. It is strange that they occur at different times. It is important for employees to understand how they perform and the reward that goes along with it." Another respondent wrote, "It makes zero sense to do performance evaluations in the summer and then do pay raises/ equity adjustments in the winter. Merit based increases should be part of the performance evaluation."

Staff Respondents' Feelings of Support and Value at The University of New Hampshire

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as the University of New Hampshire's benefits and salary. The following tables illustrate Staff responses to these items. Analyses were conducted by gender identity,[70] racial identity,[71] sexual identity, years of service, and education level. Significant differences are presented in the following tables.[72]

Sixty-nine percent (n = 878) of Staff respondents "strongly agreed" or "agreed" that UNH provided them with resources to pursue training/professional development opportunities (Table

[70] Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women for some analyses.
[71] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.
[72] Per the Climate Study Working Group (CSWG), for all analyses, sexual identity was recoded into three categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality.

69). A significantly higher percentage of Doctoral Staff respondents (28%, *n* = 15) than Some College Staff respondents (13%, *n* = 31) "Neither agreed nor disagreed" that UNH provided them with resources to pursue training/professional development opportunities.

Sixty-five percent (*n* = 818) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. A higher percentage of Staff respondents who have served 5 years or less (29%, *n* = 153) and Staff respondents who have served more than 10 years (27%, *n* = 140) than Staff respondents who have served 6 – 10 years (17%, *n* = 34) "strongly agreed" that their supervisors provided them with resources to pursue training/professional development opportunities.

Table 69. **Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
UNH provides me with resources to pursue training/professional development opportunities.	**316**	**24.9**	**562**	**44.3**	**214**	**16.9**	**134**	**10.6**	**42**	**3.3**
Education level[lxxiv]										
Some College	69	29.5	115	49.1	31	13.2	17	7.3	< 5	---
Bachelor's	120	24.9	201	41.7	83	17.2	58	12.0	20	4.1
Master's	107	24.3	195	44.2	71	16.1	50	11.3	18	4.1
Doctoral	9	17.0	23	43.4	15	28.3	< 5	---	< 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	**329**	**26.0**	**489**	**38.7**	**241**	**19.1**	**152**	**12.0**	**53**	**4.2**
Years of service[lxxv]										
Up to years	153	29.3	204	39.0	91	17.4	55	10.5	20	3.8
6-10 years	34	16.6	92	44.9	38	18.5	29	14.1	12	5.9
10+ years	140	26.6	187	35.6	111	21.1	67	12.7	21	4.0

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Fifty-four percent (*n* = 672) of Staff respondents "strongly agreed" or "agreed" that UNH was supportive of their taking extended leave (e.g., FMLA, parental) (Table 70). A higher percentage of Staff respondents who have served more than 10 years (24%, *n* = 124) compared with Staff

respondents who have served 5 years or less (17%, *n* = 86) "strongly agreed" that UNH was supportive of their taking extended leave.

Eighty-one percent (*n* = 1,022) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). A higher percentage of Staff respondents who have served more than 10 years (38%, *n* = 202) and Staff respondents who have served 5 years or less (38%, *n* = 197) than Staff respondents who have served 6 – 10 years (27%, *n* = 54) "strongly agreed" that their supervisors were supportive of their taking leave.

Forty-six percent of (*n* = 577) of Staff respondents "strongly disagreed" or "disagreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Staff respondents who have served more than 10 years (34%, *n* = 179) than Staff respondents who have served 5 years or less (27%, *n* = 141) "disagreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Thirty-two percent (*n* = 403) of Staff respondents "strongly agreed" or "agreed" that UNH policies (e.g., FMLA) were fairly applied across UNH. A significantly higher percentage of Men Staff respondents (26%, *n* = 108) than Women Staff respondents (21%, *n* = 169) "agreed" that UNH policies were fairly applied.

Table 70. **Staff Respondents' Perceptions of Support for Leave Policies**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
UNH is supportive of taking extended leave (e.g., FMLA, parental).	**242**	**19.3**	**430**	**34.2**	**501**	**39.9**	**60**	**4.8**	**23**	**1.8**
Years of service[lxxvi]										
Up to years	86	16.6	156	30.2	242	46.8	18	3.5	15	2.9
6-10 years	32	15.8	69	34.0	86	42.4	14	6.9	< 5	---
10+ years	124	23.6	200	38.0	168	31.9	28	5.3	6	1.1

Table 70. **Staff Respondents' Perceptions of Support for Leave Policies**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	**455**	**36.2**	**567**	**45.1**	**161**	**12.8**	**57**	**4.5**	**17**	**1.4**
Years of service[lxxvii]										
Up to years	197	37.9	243	46.7	53	10.2	19	3.7	8	1.5
6-10 years	54	26.9	105	52.2	32	15.9	6	3.0	< 5	---
10+ years	202	38.4	214	40.7	73	13.9	32	6.1	5	1.0
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	**24**	**1.9**	**62**	**4.9**	**594**	**47.3**	**377**	**30.0**	**200**	**15.9**
Years of service[lxxviii]										
Up to years	10	1.9	26	5.0	273	52.1	141	26.9	74	14.1
6-10 years	5	2.5	9	4.5	102	51.0	56	28.0	28	14.0
10+ years	9	1.7	26	5.0	211	40.3	179	34.2	98	18.7
UNH policies (e.g., FMLA) are fairly applied across UNH.	**114**	**9.1**	**289**	**23.0**	**707**	**56.3**	**113**	**9.0**	**33**	**2.6**
Gender identity[lxxix]										
Women	72	8.9	169	20.8	458	56.5	91	11.2	21	2.6
Men	40	9.8	108	26.4	230	56.2	20	4.9	11	2.7

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Fifty-eight percent (*n* = 729) of Staff respondents "strongly agreed" or "agreed" that UNH was supportive of flexible work schedules (Table 71). A significantly higher percentage of Trans-spectrum Staff respondents (50%, *n* = 5) than Women Staff respondents (16%, *n* = 130) "agreed" that UNH policies were fairly applied. A higher percentage of Staff respondents who have served 5 years or less (27%, *n* = 141) than Staff respondents who have served 6 - 10 years (12%, *n* = 24) "strongly agreed" that UNH policies were fairly applied.

Sixty-nine percent (*n* = 865) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of flexible work schedules. A significantly higher percentage of Women Staff respondents (12%, *n* = 97) than Men Staff respondents (7%, *n* = 28) "disagreed"

their supervisors were supportive of flexible work schedules. A higher percentage of Staff respondents who have served 5 years or less (36%, *n* = 187) and Staff respondents who have served 6 - 10 years (21%, *n* = 43) than Staff respondents who have served 10 years or more (26%, *n* = 138) "strongly agreed" their supervisors were supportive of flexible work schedules. A significantly higher percentage of Some College Staff respondents (25%, *n* = 59), than Bachelor's Staff respondents (16%, *n* = 77) and Master's Staff respondents (14%, *n* = 62) "neither agreed nor disagreed" their supervisors were supportive of flexible work schedules.

Table 71. **Staff Respondents' Perceptions of Support for Flexible Work Schedules**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
UNH is supportive of flexible work schedules.	**216**	**17.0**	**513**	**40.5**	**337**	**26.6**	**145**	**11.4**	**56**	**4.4**
Gender identity[lxxx]										
Women	130	15.8	318	38.7	226	27.5	107	13.0	40	4.9
Men	81	19.8	174	42.5	103	25.2	36	8.8	15	3.7
Trans-spectrum	5	50.0	< 5	---	< 5	---	0	0.0	0	0.0
Years of service[lxxxi]										
Up to years	104	19.9	226	43.2	121	23.1	55	10.5	17	3.3
6-10 years	24	11.7	80	39.0	62	30.2	24	11.7	15	7.3
10+ years	88	16.6	204	38.6	151	28.5	64	12.1	22	4.2
My supervisor is supportive of flexible work schedules.	**369**	**29.2**	**496**	**39.3**	**220**	**17.4**	**129**	**10.2**	**48**	**3.8**
Gender identity[lxxxii]										
Women	229	28.0	325	39.7	133	16.2	97	11.8	35	4.3
Men	133	32.6	155	38.0	80	19.6	28	6.9	12	2.9
Years of service[lxxxiii]										
Up to years	187	35.6	206	39.2	76	14.5	43	8.2	13	2.5
6-10 years	43	21.2	86	42.4	33	16.3	28	13.8	13	6.4
10+ years	138	26.3	201	38.4	108	20.6	56	10.7	21	4.0
Education level[lxxxiv]										
Some College	57	24.5	82	35.2	59	25.3	23	9.9	12	5.2
Bachelor's	143	29.8	199	41.5	77	16.0	48	10.0	13	2.7
Master's	133	30.4	175	40.0	62	14.2	46	10.5	22	5.0
Doctoral	22	41.5	16	30.2	7	13.2	8	15.1	0	0.0

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Queried about salary and benefits, 47% (*n* = 595) of Staff respondents "strongly disagreed" or "disagreed" that staff salaries were competitive (Table 72). A significantly higher percentage of Some College Staff respondents (32%, *n* = 75), than Master's Staff respondents (22%, *n* = 95) "neither agreed nor disagreed" that staff salaries were competitive.

Seventy-one percent (*n* = 888) of Staff respondents "strongly agreed" or "agreed" that vacation and personal time benefits were competitive. A higher percentage of Staff respondents who have served 10 years or more (26%, *n* = 136) than Staff respondents who have served 5 years or less (19%, *n* = 99) "strongly agreed" vacation and personal time benefits were competitive.

Seventy-two percent (*n* = 911) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A significantly higher percentage of Doctoral Staff respondents (11%, *n* = 6) and Master's Staff respondents (7%, *n* = 32), than Bachelor's Staff respondents (2%, *n* = 8) "disagreed" that health insurance benefits were competitive.

Seventy-eight percent (*n* = 982) of Staff respondents "strongly agreed" or "agreed" that retirement benefits were competitive. A significantly higher percentage of Men Staff respondents (3%, *n* = 10), than Women Staff respondents (1%, *n* = 6) "strongly disagreed" that staff salaries were competitive.

Table 72. **Staff Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff salaries are competitive.	**62**	**4.9**	**270**	**21.4**	**337**	**26.7**	**385**	**30.5**	**210**	**16.6**
Education level[lxxxv]										
Some College	6	2.6	55	23.4	75	31.9	58	24.7	41	17.4
Bachelor's	22	4.6	89	18.6	133	27.8	158	33.1	76	15.9
Master's	27	6.1	97	22.0	95	21.6	137	31.1	84	19.1
Doctoral	< 5	---	11	20.8	17	32.1	18	34.0	< 5	---

Table 72. **Staff Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Vacation and personal time packages are competitive.	**278**	**22.1**	**610**	**48.5**	**247**	**19.6**	**82**	**6.5**	**40**	**3.2**
Years of service[lxxxvi]										
Up to years	99	19.1	234	45.2	127	24.5	41	7.9	17	3.3
6-10 years	41	20.0	106	51.7	37	18.0	14	6.8	7	3.4
10+ years	136	26.0	265	50.6	80	15.3	27	5.2	16	3.1
Health insurance benefits are competitive.	**315**	**25.0**	**596**	**47.2**	**254**	**20.1**	**60**	**4.8**	**37**	**2.9**
Education level[lxxxvii]										
Some College	59	25.2	118	50.4	44	18.8	10	4.3	< 5	---
Bachelor's	125	26.2	236	49.5	93	19.5	8	1.7	15	3.1
Master's	104	23.6	194	44.0	94	21.3	32	7.3	17	3.9
Doctoral	15	28.3	21	39.6	10	18.9	6	11.3	< 5	---
Retirement benefits are competitive.	**433**	**34.4**	**549**	**43.6**	**233**	**18.5**	**27**	**2.1**	**16**	**1.3**
Gender identity[lxxxviii]										
Women	269	33.0	358	43.9	162	19.9	20	2.5	6	0.7
Men	153	37.5	172	42.2	67	16.4	6	1.5	10	2.5

Note: Table reports responses only from Staff respondents (*n* = 1,285)**.**

Forty percent (*n* = 505) of Staff respondents "strongly agreed" or "agreed" that staff opinions were valued on UNH committees (Table 73). A higher percentage of Women Staff respondents (43%, *n* = 351) than Men Staff respondents (34%, *n* = 140) "neither agreed nor disagreed" that staff opinions were valued on UNH committees.

Thirty-one percent (*n* = 394) of Staff respondents "strongly disagreed" or "disagreed" that staff opinions were valued by UNH faculty. A higher percentage of Staff respondents who have served 5 years or less (8%, *n* = 39) than Staff respondents who have served 10 years or more (3%, *n* = 14) "strongly agreed" that staff opinions were valued by UNH faculty. A significantly higher percentage of Doctoral Staff respondents (15%, *n* = 64), than Some College Staff respondents (7%, *n* = 16) "strongly disagreed" that that staff opinions were valued by UNH faculty.

Thirty-two percent (*n* = 399) of Staff respondents "strongly agreed" or "agreed" that staff opinions were valued by UNH senior administration (e.g., dean, vice president, provost, president). A higher percentage of Men Staff respondents (11%, *n* = 43) than Women Staff respondents (6%, *n* = 49) "strongly agreed" that staff opinions were valued by UNH senior administration. A higher percentage of Queer-spectrum Staff respondents (16%, *n* = 16) than Heterosexual Staff respondents (8%, *n* = 89) "strongly disagreed" that staff opinions were valued by UNH senior administration. A higher percentage of Staff respondents who have served 5 years or less (28%, *n* = 148), than Staff respondents who have served 10 years or more (22%, *n* = 117) "agreed" that staff opinions were valued by UNH senior administration.

Table 73. **Staff Respondents' Perceptions of Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff opinions were valued on UNH committees.	**93**	**7.4**	**412**	**32.7**	**508**	**40.3**	**166**	**13.2**	**80**	**6.4**
Gender identity[lxxxix]										
Women	54	6.6	267	32.8	351	43.1	98	12.0	45	5.5
Men	38	9.3	140	34.2	140	34.2	61	14.9	30	7.3
Staff opinions were valued by UNH faculty.	**59**	**4.7**	**237**	**18.9**	**567**	**45.1**	**262**	**20.8**	**132**	**10.5**
Years of service[xc]										
Up to years	39	7.5	116	22.2	226	43.3	95	18.2	46	8.8
6-10 years	6	3.0	27	13.3	101	49.8	42	20.7	27	13.3
10+ years	14	2.7	91	17.4	237	45.4	123	23.6	57	10.9
Education level[xci]										
Some College	12	5.2	39	16.8	118	50.9	47	20.3	16	6.9
Bachelor's	29	6.1	87	18.4	224	47.3	91	19.2	43	9.1
Master's	15	3.4	82	18.6	176	40.0	103	23.4	64	14.5
Doctoral	< 5	---	15	28.3	23	43.4	10	18.9	< 5	---
Staff opinions were valued by UNH senior administration.	**93**	**7.4**	**306**	**24.4**	**498**	**39.8**	**233**	**18.6**	**122**	**9.7**
Gender identity[xcii]										
Women	49	6.1	188	23.2	350	43.3	152	18.8	70	8.7
Men	43	10.5	112	27.5	132	32.4	75	18.4	46	11.3

Table 73. **Staff Respondents' Perceptions of Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[xciii]										
Queer-spectrum	< 5	---	18	17.6	39	38.2	25	24.5	16	15.7
Heterosexual	87	8.3	275	26.1	416	39.5	187	17.7	89	8.4
Years of service[xciv]										
Up to years	48	9.2	148	28.5	205	39.5	79	15.2	39	7.5
6-10 years	11	5.4	39	19.3	83	41.1	53	26.2	16	7.9
10+ years	34	6.5	117	22.4	209	40.0	98	18.8	64	12.3

Note: Table reports responses only from Staff respondents (*n* = 1,285)**.**

Sixty-nine percent (*n* = 873) of Staff respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed (Table 74). A higher percentage of Staff respondents who have served 5 years or less (24%, *n* = 124), than Staff respondents who have served 6 – 10 years (14%, *n* = 29) and Staff respondents who have served 10 years or more (17%, *n* = 87) "strongly agreed" that clear expectations of their responsibilities existed.

Forty-four percent (*n* = 552) of Staff respondents "strongly disagreed" or "disagreed" that clear procedures existed on how they could advance at UNH. A higher percentage of Some College Staff respondents (27%, *n* = 62) than Master's Staff respondents (15%, *n* = 66) "agreed" that clear procedures existed on how they could advance at UNH.

Forty-one percent (*n* = 511) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at UNH. A higher percentage of Staff respondents who have served 5 years or less (13%, *n* = 69), than Staff respondents who have served 6 – 10 years (6%, *n* = 13) "strongly agreed" that they felt positive about their career opportunities at UNH. A higher percentage of Some College Staff respondents (11%, *n* = 26), than Bachelor's Staff respondents (21%, *n* = 100), Master's Staff respondents (23%, *n* = 102), and Doctoral Staff respondents (28%, *n* = 15) "disagreed" that they felt positive about their career opportunities at UNH.

Table 74. **Staff Respondents' Perceptions of Feelings about Expectations and Advancement**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Clear expectations of my responsibilities exist.	**240**	**19.1**	**633**	**50.3**	**174**	**13.8**	**167**	**13.3**	**45**	**3.6**
Years of service[xcv]										
Up to years	124	23.6	254	48.4	67	12.8	61	11.6	19	3.6
6-10 years	29	14.2	105	51.5	26	12.7	32	15.7	12	5.9
10+ years	87	16.7	272	52.3	77	14.8	70	13.5	14	2.7
Clear procedures exist on how I can advance at UNH.	**81**	**6.4**	**244**	**19.3**	**385**	**30.5**	**375**	**29.7**	**177**	**14.0**
Education level[xcvi]										
Some College	19	8.1	62	26.5	78	33.3	54	23.1	21	9.0
Bachelor's	29	6.1	94	19.6	144	30.1	148	30.9	64	13.4
Master's	28	6.4	66	15.0	132	30.0	136	30.9	78	17.7
Doctoral	< 5	---	11	21.2	12	23.1	18	34.6	9	17.3
Positive about my career opportunities at UNH.	**140**	**11.1**	**371**	**29.4**	**406**	**32.1**	**248**	**19.6**	**98**	**7.8**
Years of service[xcvii]										
Up to years	69	13.2	171	32.6	151	28.8	97	18.5	36	6.9
6-10 years	13	6.4	52	25.5	67	32.8	53	26.0	19	9.3
10+ years	57	10.9	147	28.0	184	35.0	94	17.9	43	8.2
Education level[xcviii]										
Some College	23	9.9	78	33.5	92	39.5	26	11.2	14	6.0
Bachelor's	54	11.3	147	30.8	134	28.1	100	21.0	42	8.8
Master's	48	10.9	117	26.5	137	31.1	102	23.1	37	8.4
Doctoral	< 5	---	10	18.5	22	40.7	15	27.8	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 1,285)**.**

Seventy percent (*n* = 894) of Staff respondents "strongly agreed" or "agreed" that they would recommend UNH as a good place to work (Table 75). A higher percentage of Multiracial Staff respondents (64%, *n* = 21) than Person of Color Staff respondents (34%, *n* = 15) "agreed" that they would recommend UNH as a good place to work. A higher percentage of Queer-spectrum Staff respondents (12%, *n* = 12) than Heterosexual Staff respondents (4%, *n* = 46) "disagreed" that they would recommend UNH as a good place to work.

Sixty-two percent (*n* = 784) of Staff respondents "strongly agreed" or "agreed" that they had job security. A higher percentage of Staff respondents who have served 5 years or less (19%, *n* = 97) and Staff respondents who have served 10 years or more (18%, *n* = 94), than Staff respondents who have served 6 – 10 years (7%, *n* = 15) "strongly agreed" that they felt positive about their career opportunities at UNH.

Table 75. **Staff Respondents' Perceptions of University of New Hampshire and Job Security**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I would recommend UNH as a good place to work.	**281**	**22.1**	**613**	**48.2**	**283**	**22.3**	**65**	**5.1**	**29**	**2.3**
Racial identity[xcix]										
Person of Color	5	11.4	15	34.1	18	40.9	< 5	---	< 5	---
White	267	23.8	541	48.2	233	20.7	57	5.1	25	2.2
Multiracial	< 5	---	21	63.6	7	21.2	< 5	---	< 5	---
Sexual identity[c]										
Queer-Spectrum	21	20.6	52	51.0	12	11.8	12	11.8	5	4.9
Heterosexual	247	23.1	516	48.4	237	22.2	46	4.3	21	2.0
I have job security.	**207**	**16.3**	**577**	**45.5**	**307**	**24.2**	**134**	**10.6**	**43**	**3.4**
Years of service[ci]										
Up to years	97	18.5	229	43.6	135	25.7	48	9.1	16	3.0
6-10 years	15	7.4	106	52.0	49	24.0	24	11.8	10	4.9
10+ years	94	17.8	240	45.4	118	22.3	60	11.3	17	3.2

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Qualitative comments analyses. There were 330 Staff and Senior or Academic Administrator respondents elaborated on their responses to previous statements regarding professional development opportunities, taking leave, flexible work schedules, benefits, staff opinions, and advancement opportunities. Seven themes emerged from the responses: lack of advancement opportunities, limited professional development support, leave taking, lack of job security, benefits package, salary, and flexible work schedules.

Lack Of Advancement Opportunities. In the first theme, respondents discussed the lack of advancement opportunities available to them at UNH. One respondent observed simply, "Chances for advancement are very limited," and another respondent noted, "Promotions do not

exist." Respondents pointed out that there was no clear career path or procedures for them to follow to advance their career. One respondent stated, "I definitely strongly disagree that any clear procedures exist for advancement within UNH." Another respondent shared, "I really enjoy working at UNH but there is no real career path that I've been shown, nor has anyone in my group tried to help me secure a full-time role." One respondent wrote, "I know I have job security until I find a new job that pays more, but there is no path for positions like mine and 3-4 other positions. There is no room for growth or raises, it's awful." Another respondent observed, "I think that advancement or career opportunities at UNH are really uncertain, influenced significantly by the affiliated department, and hard to map out a career path." Another respondent stated, "There are no clear guidelines on how to earn more money or to move up positions."

Respondents noted that they may need to leave UNH in order to move forward in their career. One respondent wrote, "I have no job opportunities at all for advancement at UNH or in my department and am actively looking to leave on a daily basis." Another respondent shared, "I do not know what the next step at UNH would be. The impression I have is that I will need to leave UNH to find other opportunities." One respondent noted a culture of "you have to go to grow," and pointed out that that co-workers who left were able to advance, "My coworkers with less experience who decided to leave were able to advance to the next position while I wait to see if the next level position can be created for me here at UNH." Another respondent shared, "I love working at UNH, but I'm not so sure it is a long-term solution. There is no mobility within my department, so I may look elsewhere within the university in due time."

Respondents also shared that they received no assistance from their supervisor or other employees in pursuing advancement opportunities. One respondent shared, "I am not at all clear on how I can advance at UNH. I've asked about this many times, but have not gotten a real answer. I don't think my supervisor or thier supervisor really know either and it is not a priority for them to work with me to develop a plan for advancement." One respondent stated, "My boss does not provide advancement or career path direction," while another respondent wrote, "Very difficult to advance and no support to understand a forward career trajectory." Supervisors were more focused on advancing their own career. One respondent observed, "My issue is [my superiors] seem far more concerned with advancing their own career than mine. The message we

staff get is: 'Why advance them? They're doing a good job and helping me get ahead.'" Another respondent wrote, "I find managers are more concerned with their own careers than those of the people who report to them."

Limited Professional Development Support. For the third theme, respondents commented on the limited amount of support they receive for professional development activities. Many respondents noted that there was simply no money available for professional development. One respondent wrote, "While I have been encouraged to take advantage of training opportunities, I have also been told that we don't have the budget - kind of a moot point." Respondents made observations such as "Recent budget issues have affected the dollars available for professional development," and "Budget issues have left training/professional opportunities at a low." Another respondent shared, "Financial struggles have limited the opportunities for professional development. My supervisor supports it, we just can't afford it." One respondent stated simply, "No money in the department = no professional development opportunities."

Some respondents addressed the restrictions placed on professional development activities. For example, respondents were frustrated by definitions of what constituted appropriate professional development opportunities. One respondent wrote, "I have often wanted to take advantage of professional development opportunities but have never been able to get financial support beyond the 50% discount for anything that wasn't identified as supporting my job. Gladly would I participate in grant-writing, coding boot camp, bitcoin or even drone cert but can't afford the half tuition." One respondent shared, "Regarding professional development, I have not been supported to pursue my own professional interests, only specific activities that narrowly align with my work. Disappointing to not be able to actually *develop* in the direction I choose." Another respondent noted, "Professional development opportunities are too narrow." Respondents also noted that travel was restricted. One respondent wrote, "leadership has restricted what professional development opportunities are available to us by saying they don't want us traveling, anymore. That's fine, unless you have to travel to a conference about the topic you need to learn about." Another respondent stated, "Restriction to travel for conferences really hurts my ability to grow professionally."

Some respondents commented on difficult it was to find time to attend professional development. One respondent wrote, "I have very much wanted to use my tuition benefit since starting at UNH 5 years ago. However, I have found that UNH Durham only offers courses on a M-F schedule, during my office hours. This has made it all but impossible for me to take any courses and has been an impediment towards taking on the most obvious training/professional development opportunities." One respondent advocated for "training and professional opportunities for employees in evenings, rather than during the day which conflicts with work requirements." Another respondent observed, "Most of the trainings are offered on the weekends which takes away time with family." Sometimes respondents were simply not allowed to take time away from work to attend professional development opportunities. One respondent shared, "I feel I have some training resources but not given time away from work to pursue these." Another respondent wrote, "As our department continues to change due to retirements and staff changes, we are constantly short-handed so pursuing more training/professional development is not encouraged."

Leave Taking. For the third theme, respondents shared their varying opinions on taking leave. Some respondents felt highly supported when they needed to take time away from work for family emergencies while other respondents felt taking leave led to negative outcomes. One respondent expressed their appreciation for the support they had received, "I had a sudden and unexpected loss of a family member and my supervisor and department were extremely supportive. It really meant a lot to me that I was able to take time to be with my family." Another respondent shared, "My [family affiliation redacted] died recently, and my supervisor could not have been more supportive about giving me the time I needed to take care of family matters and fly across the country at the drop of a hat to be with my family. I truly appreciated it." On the other hand, some respondents commented that they received a negative response for taking leave. One respondent shared, "Unfortunately taking FMLA for starting a family has given me a negative impression of job security from supervisor." Another respondent wrote, "In my past department I was out on FMLA due to health issues and felt it was a mark against my performance when I came back. I felt discriminated against but had nowhere to turn except seeking to move departments." One respondent observed, "People who have to use sick days to care for children are judged against those who manage to not use any sick days." Another respondent noted a conflict between policy and implementation, "UNH policy is supportive of

long-term leave, flexible work, etc. But those who implement that policy, pay it lip service, and are not supportive."

Some respondents discussed how they were discouraged or restricted from taking time off from work. One respondent wrote, "I was not allowed to take time off when my grandmother passed away and was urged to come to work when I had the flu. I am not allowed to take more than one or two days off at a time and can never take the same days as my boss even if there is a family obligation." Another respondent shared, "I am always nervous to request off because I am not allowed to take too much time, even if I have it. I also have had comments about when I decide to take my leave whether it is a Monday or Friday or mid-week and I am not allowed if others are out even though my absence has ZERO affect on our department especially with no supervision responsibilities." Respondents noted that there are restrictions placed on when they are allowed to use their vacation days. One respondent stated, "We are told that we cannot take time off during the academic year other than the breaks. So basically, time off is on UNH's terms not ours." Another respondent shared, "I have been reprimanded for taking vacation time during the academic year when we are not on break. A written warning for using poor judgement and breaking policy was put in my personal file. (I am a 75% academic year employee) We are only allowed to take vacation time over breaks." One respondent was frustrated that they were not allowed to work during the holiday break and explained, "I find it frustrating that I have to use so many of my earned time hours during the holiday break. I would rather have the option to work during those times, especially since I am trying to save up my earned time for a vacation."

Several respondents shared their thoughts on the upcoming changes to leave policies. Some respondents were enthusiastic about the changes. One respondent stated, "Leave benefits will be more competitive with the changes in July." Another respondent added, "The new incoming program starting 7/1/19 is an improvement." Another respondent shared, "The new policies going into effect for extended leave are a huge improvement over prior policy. When I took leave after having a child, I was discouraged by a HR rep from taking the full 12 weeks of FMLA and struggled with the lack of compensation during that time. I appreciate UNH's efforts to improve their leave policy." Other respondents were critical of the changes and felt that it translated "to a loss of benefits." One respondent wrote, "New UTime doesn't seem as good as earned time. Those of us who have been here for years and don't need sick time will start losing

days once we hit the maximum days allowed. Some of us only have medical appointments a few times a year and won't use the sick time." Another respondent declared, "U-Time = Screw Time." One respondent explained the concerns of Operating Staff, "[The Operating Staff] are very disappointed with the change to UTime. After DECADES of service, I will have the same vacation time on UTime as someone that has worked at UNH for 5 years. Not fair! The long-term employees should have been grandfathered! We weren't asked about this. There was no survey. The Operating Staff Council was NOT in favor of this change."

Lack Of Job Security. In the fourth theme, respondents discussed their lack of job security. One respondent stated, "Job security no longer exists at UNH - it's too bad." Another respondent observed, "I believe the time where you felt there was job security at UNH has passed - it used to be a place where you could dedicate yourself to a lifelong career. Now it feels your position could be eliminated at any time and you don't ever feel comfortable. Stressful." Some respondents blamed their lack of security on budget concerns. One respondent shared, "I use to feel I had job security. but recently with meetings we've had about the current budget situation I don't feel secure at all." Another respondent stated, "I have always felt I had job security at UNH until the recent budget issues." One respondent observed, "It is hard to think you have job security in this financial environment that the University is experiencing," while another respondent noted, "Between constant budget crisis and lack of staff protections, I'm never sure what tomorrow will bring." A few respondents noted that their positions relied on soft money, so job security was always tenuous. One respondent explained, "I am funded through soft money in an organization that consists of a faculty member + me. The overarching department that we report into is not interested in what we do and is not inclined to assist us when we struggle financially and the head of that department has been crass when approached about funding."

Some respondents commented that recent university decisions contributed to their fears of losing their position. One respondent wrote, "Because of budgets and how much departments are going to receive on a year-to-year basis, and how procedures and policies change from year-to-year, one never knows how secure their job is. I never know if my job is secure." Another respondent stated, "Some recent executive decisions have made me question job security as a whole at UNH." One respondent did not know if they would have a job next year, "My position is changing due to changes outside of our department. I don't know where I stand for a job beyond

this summer. I am in limbo waiting to hear what my job could be." Recent firings had several respondents anxious about their job security such as the respondent who wrote, "I have seen instances of good people being let go, which makes me wonder about job security at UNH." Another respondent shared, "After witnessing many job losses over the last couple of years (i.e. lecturers, closing of Thompson School) it's tough to feel there is job security." Another respondent commented, "In regard to job security, I do worry about this as I have known other staff who have been asked to leave without notice. I try to demonstrate my usefulness every day."

Benefits Package. In the fifth theme, respondents discussed their benefits package. Overall perceptions of UNH benefits were varied. Some respondents were critical of what was available. One respondent wrote, "Compared to other institutions UNH severely lacks the same benefits of other staff at other collegiate institutions." Another respondent observed, "The things listed here were why I came to UNH, now they do not exist. With the exception of Retirement benefit and Health insurance every other advantage has gone away." One respondent noted, "Wages and benefits while good are not outstanding." Other respondents were happy with their benefits. One respondent observed, "UNH has great benefits, that's what keeps many staff here despite other issues." Another respondent stated, "I believe our benefits are highly competitive." Another respondent wrote, "I appreciate and value the benefits and opportunities (both professional and personal) that exist at UNH/Academia."

Some respondents focused on the health insurance benefits or retirement plans and again comments varied. One respondent offered a specific experience as an example of why the health insurance was great, "Not too long ago, my wife had to have surgery and when all is said is done, the bill was close to 25K. With insurance via Cigna/UNH, our bill was $50." Other respondents felt that health insurance had been strong but recent changes were not for the better. One respondent wrote, "Health insurance benefits are competitive- it was more so last year." Another respondent commented, "I miss our previous health insurance. This health insurance is not as strong as this one." Another respondent shared, "Our health insurance has gone way down in quality in the past two years - it is very disconcerting that people are paying out of pocket to get quality health care when they most need it." In terms of retirement, one respondent commented, "Paid time off and health insurance are okay and retirement is strong." One respondent observed,

"Time benefits, health insurance, are extremely competitive. Retirement contribution is on par with what my peers outside UNH/USNH get." Another respondent added, "The 401k match is great."

Respondents also addressed the tuition benefit. One respondent shared "The tuition benefit is awesome and one of the best things about working at UNH." Some respondents noted that they had made use of the benefit. One respondent wrote, "The tuition reimbursement was helpful when my son came to school here," while another respondent remarked, "I take advantage of the USNH tuition waiver and am working toward my Master's." One respondent called for increased support, "Staff and Faculty should receive full tuition benefit for dependents and a DEEP discount for kid Summer camp options."

Salary Concerns. For the sixth theme, respondents shared their concerns related to salaries. Many respondents felt that "Salary is very low" and that "Pay is definitely not competitive." One respondent wrote, "I feel I don't get paid enough, and I understand the benefits are meant to complement pay, but if I work full time it feels wrong to worry about money as much as I do. A friend of mine interviewed at Harvard for a comparable admin position where the starting pay was 50K!" Another respondent stated, "One of the main reasons I would seek a job opportunity at another university is the low salary in my current role." Respondents found UNH salaries lacking compared to other opportunities. Respondents made comments such as "Wages especially are lower than other similar institutions," "Salary at UNH is not great, particularly compared to private and Federal sector," and "the pay in my position is far below average for the field." One respondent shared their personal experiences, "Regarding Salary, I did take an 8% pay cut coming to UNH from the corporate world which was an adjustment, however the work life balance has made up for some of that difference."

Respondents also noted that there are inequities in salaries within the university. One respondent noted, "There are wide range of salary differences," while another respondent explained, "Salaries are not equal to people working in the same level across departments. While salary ranges exist, if we both work in the same department, it shouldn't matter that I work in a different unit when all else is equal." One respondent shared, "There was such a disparity in the equity of staff salaries that myself and two other staff in the college were able to get an equity raise."

Another respondent stated, “I am paid 20% less than peers who are in the same position with similar/same experience. I have been here 6 years, they have been year 2 or less.” Salary inequities were very frustrating for respondents, with one noting, “One thing that drives me crazy still is that I know how much my coworker who does half of what I do makes, and it's $15,000 more. Insane.”

Respondents were also frustrated with salary caps during promotions or reclassifications. One respondent observed, “Current HR policies that cap a current employees salary increase when moving to a new position are ridiculously unfair and inhibit career growth.” Another respondent shared, “It is very difficult to get positions reclassified and the cap at 10% of current salary for reclass is unacceptable if new/changing responsibilities warrant much more than that.” One respondent detailed their experience with moving into a higher position, “HR was trying to low ball salary because it was "too much of an increase" from current salary range. They were not taking into account my experience and the benefit of limited training necessary to step into new role… Just because I started at USNH in a lower salary range, does not mean I should be capped or have a ceiling for future employment opportunities that I've rightfully earned.” This respondent concluded the statement, “A position should have a pay scale based on the requirements of the job, not the previous salary for a different level position.”

Flexible Work Schedules. For the seventh theme, respondents discussed their ability to take advantage of flexible work schedules. Respondents noted that there is some inequity with whether flexible work schedules can be used. One respondent wrote, “Some supervisors are supportive of flexible work schedules.” Another respondent shared, “UNH's policy is clear on flexible work schedules and my supervisor is very good about it. But in our department it is not equitable. Some staff work from home a certain number of days... others are not given the same flexibility.” Another respondent observed, “Flexible work schedules are available for PAT staff in my department but management is much less accommodating for OS staff.”

Some respondents noted that they cannot make use of flexible work schedules because of the demands of their position. One respondent wrote, “There is no flexibility in our rigid work schedule - the service we provide and the percent time we are required to work is not conducive to flexible scheduling.” Another respondent stated, “With the demands of my position, I don't

feel flexibility in my work schedule is an option." Another respondent shared, "Unfortunately in a student facing office, we do not have the ability to work away from the office (again no paperless structure exists). There has not been any movement by the university for office to be open outside of traditional hours, so the offices don't do that." Some respondents noted that parking issues also affected whether they were able to have flexible schedules. One respondent explained, "Though UNH praises itself on being an 'employer of choice' and offering flexible schedules, it all depends on the job, but a large problem in truly being able to offer flexible schedules is the lack of parking options if one does not arrive on campus early." Another respondent observed, "I agree that on the outside, it appears that UNH is supportive of flexible work arrangements, however the reality of coming to campus for non-traditional hours of any kind is extremely difficult due to parking issues. If you want to start later and leave later, you can't find parking or if you can, it takes so long to get to your office that your commute time is increased, which defeats the purpose."

Other respondents shared that despite UNH policy allowing flexible work schedules, they were not supported in taking advantage of that policy. One respondent stated, "UNH talks a good game about flexible work schedules, but makes no effort to offer them to staff." Another respondent wrote, "Within my area of the university, there are flexible work arrangements for managers and directors, however these perks are not shared with their direct reports. Working from home is also discouraged and has to be carefully negotiated." Despite taking advantage of flexible work schedules, one respondent wrote, "I don't feel like I have the support or confidence of my supervisor and I do fear that it will be an opportunity for them to find fault with my performance." Another respondent shared, "My supervisor's supervisor is not supportive of workplace flexibility. This has made it more difficult for me to offer some flexibility options to some of my direct reports." One respondent argued for better support for flexible work schedules from UNH, "UNH has some work to do in recognizing the flexibility workers want and need in the 21st century. With both adults working full-time jobs in almost every household, time for kids, pets, house repairs, not to mention personal care appointments, just can't be shoved into 5pm to 7pm weeknight evenings. Policies that allow individuals to job share, swap weekend days or holidays or extend hours on some days to flex shorter days on others need to be not just allowed, but in no way seen as a disadvantage. Studies show that with more flexibility workers

are more productive with the hours they define as work because they aren't distracted by balancing other things they've slotted into non-work windows."

Question 107 on the survey queried Staff respondents about the degree to which they felt valued at the University of New Hampshire based on gender identity,[73] racial identity,[74] sexual identity, years of service, and education level. Significant differences are presented in the following tables.[75]

Eighty-six percent (*n* = 1,101) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers in their department (Table 76). No statistically significant differences were found between groups.

Seventy-three percent (*n* = 921) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers outside their department. No statistically significant differences were found between groups.

Eight-one percent (*n* = 1,034) of Staff respondents "strongly agreed" or "agreed" that they felt valued by their supervisors/managers. No statistically significant differences were found between groups.

Fifty-seven percent (*n* = 719) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UNH students. No statistically significant differences were found between groups.

Forty-five percent (*n* = 567) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UNH faculty. A higher percentage of Staff respondents who had served 5 years or less (16%, *n* = 86), than Staff respondents who had served 6 – 10 years (8%, *n* = 16) "strongly agreed" that they felt valued by UNH faculty.

[73] Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women for some analyses.
[74] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.
[75] Per the Climate Study Working Group (CSWG), for all analyses, sexual identity was recoded into three categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality.

Forty-two percent (*n* = 534) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UNH senior administrators (e.g., president, dean, vice president, provost). A higher percentage of Bisexual Staff respondents (19%, *n* = 7) than Heterosexual Staff respondents (6%, *n* = 60) "strongly disagreed" that they felt valued by UNH senior administrators.

Table 76. **Staff Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	**550**	**43.1**	**551**	**43.1**	**103**	**8.1**	**54**	**4.2**	**19**	**1.5**
I feel valued by coworkers outside my department.	**338**	**26.7**	**583**	**46.1**	**253**	**20.0**	**77**	**6.1**	**15**	**1.2**
I feel valued by my supervisor/manager.	**569**	**44.7**	**465**	**36.5**	**123**	**9.7**	**84**	**6.6**	**33**	**2.6**
I feel valued by UNH students.	**280**	**22.3**	**439**	**35.0**	**471**	**37.6**	**53**	**4.2**	**11**	**0.9**
I feel valued by UNH faculty.	**175**	**13.9**	**392**	**31.2**	**502**	**40.0**	**145**	**11.5**	**42**	**3.3**
Years of service[cii]										
Up to years	86	16.4	148	28.2	212	40.4	60	11.4	19	3.6
6-10 years	16	7.9	60	29.6	88	43.3	32	15.8	7	3.4
10+ years	72	13.9	181	34.9	197	38.0	52	10.0	16	3.1
I feel valued by UNH senior administrators (e.g., president, dean, vice president, provost).	**165**	**13.1**	**369**	**29.3**	**464**	**36.9**	**180**	**14.3**	**80**	**6.4**
Sexual identity[ciii]										
Bisexual	5	13.9	6	16.7	16	44.4	< 5	---	7	19.4
Queer-Spectrum	< 5	---	22	33.8	21	32.3	11	16.9	7	10.8
Heterosexual	150	14.2	312	29.5	389	36.8	145	13.7	60	5.7

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Sixty-two percent (*n* = 773) of Staff respondents "strongly disagreed" or "disagreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Men Staff respondents (5%, *n* = 21) than Women Staff respondents (2%, *n* = 16) "strongly agreed" that their coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Staff Respondents of Color (12%, *n* = 5) than White Staff respondents (3%, *n* =

31) "strongly agreed" that their coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Staff respondents who have served 5 years or less (5%, *n* = 24) and Staff respondents who have served 10 years or more (1%, *n* = 5), than Staff respondents who have served 6 – 10 years (5%, *n* = 9) "strongly agreed" that their coworkers in their work units prejudged their abilities based on their perceptions of their identity/background (Table 77).

Sixty-six percent (*n* = 830) of Staff respondents "strongly disagreed" or "disagreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Men Staff respondents (5%, *n* = 20) than Women Staff respondents (2%, *n* = 17) "strongly agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background.

Forty-nine percent (*n* = 608) of Staff respondents "strongly disagreed" or "disagreed" that faculty prejudged their abilities based on a perception of their identity/background. A higher percentage of Staff respondents who have served 5 years or less (4%, *n* = 22) and Staff respondents who have served 6 – 10 years (4%, *n* = 8), than Staff respondents who have served 10 years or more (1%, *n* = 6) "strongly agreed" that faculty prejudged their abilities based on a perception of their identity/background.

Table 77. **Staff Respondents' Perception of Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	**38**	**3.0**	**143**	**11.4**	**301**	**24.0**	**470**	**37.5**	**303**	**24.1**
Gender identity[civ]										
Women	16	2.0	84	10.4	187	23.1	320	39.6	201	24.9
Men	21	5.1	54	13.2	104	25.4	134	32.8	96	23.5
Racial identity[cv]										
Person of Color	5	12.2	13	31.7	10	24.4	8	19.5	5	12.2
White/European American	31	2.8	114	10.3	270	24.3	420	37.8	276	24.8
Multiracial	0	0.0	7	21.9	5	15.6	15	46.9	5	15.6

Table 77. **Staff Respondents' Perception of Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Years of service[cvi]										
Up to years	24	4.6	67	12.8	115	22.0	187	35.8	130	24.9
6-10 years	9	4.5	19	9.5	55	27.5	76	38.0	41	20.5
10+ years	5	1.0	57	10.9	126	24.1	204	39.1	130	24.9
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	**38**	**3.0**	**111**	**8.8**	**283**	**22.4**	**455**	**36.1**	**375**	**29.7**
Gender identity[cvii]										
Women	17	2.1	79	9.7	168	20.6	299	36.6	253	31.0
Men	20	4.9	28	6.8	105	25.6	142	34.6	115	28.0
I think that faculty prejudge my abilities based on their perception of my identity/background.	**37**	**3.0**	**123**	**9.9**	**475**	**38.2**	**375**	**30.2**	**233**	**18.7**
Years of service[cviii]										
Up to years	22	4.2	48	9.3	179	34.6	160	30.9	109	21.0
6-10 years	8	4.0	24	11.9	87	43.3	52	25.9	30	14.9
10+ years	6	1.2	51	9.9	204	39.7	161	31.3	92	17.9

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Fifty-seven percent (*n* = 711) of Staff respondents "strongly disagreed" or "disagreed" that they felt prejudged by their coworkers based on their educational credentials. A higher percentage of Master's Staff respondents (39%, *n* = 168) than Some College Staff respondents (26%, *n* = 59) "disagreed" that they felt prejudged by their coworkers based on their educational credentials (Table 78).

Fifty-five percent (*n* = 696) of Staff respondents "strongly agreed" or "agreed" that they believed that their department/program encourages free and open discussion of difficult topics. A higher percentage of Staff respondents who have served 5 years or less (22%, *n* = 144), than Staff respondents who have served 10 years or more (16%, *n* = 81) "strongly agreed" that they believed that their department/program encourages free and open discussion of difficult topics.

Seventy-five percent (*n* = 953) of Staff respondents "strongly agreed" or "agreed" that they felt that their skills were valued. No statistically significant differences were found between groups.

Seventy-six percent (*n* = 959) of Staff respondents "strongly agreed" or "agreed" that they felt their work was valued. No statistically significant differences were found between groups.

Table 78. **Staff Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel prejudged by my coworkers based on my educational credentials.	**52**	**4.2**	**164**	**13.2**	**320**	**25.7**	**433**	**34.7**	**278**	**22.3**
Education level[cix]										
Some College	14	6.1	34	14.9	67	29.4	59	25.9	54	23.7
Bachelor's	18	3.8	54	11.3	123	25.7	169	35.4	114	23.8
Master's	18	4.2	62	14.4	97	22.5	168	39.0	86	20.0
Doctoral	0	0.0	5	9.1	20	36.4	18	32.7	12	21.8
I believe that my department/school encourages free and open discussion of difficult topics.	**228**	**18.1**	**468**	**37.1**	**297**	**23.5**	**181**	**14.3**	**89**	**7.0**
Years of service[cx]										
Up to years	114	21.7	192	36.5	122	23.2	70	13.3	28	5.3
6-10 years	32	15.7	69	33.8	45	22.1	39	19.1	19	9.3
10+ years	81	15.5	206	39.3	126	24.0	72	13.7	39	7.4
I feel that my skills were valued.	**331**	**26.0**	**622**	**48.8**	**173**	**13.6**	**110**	**8.6**	**38**	**3.0**
I feel that my work is valued.	**347**	**27.4**	**612**	**48.3**	**162**	**12.8**	**107**	**8.4**	**40**	**3.2**

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents (*n* = 529) about their opinions regarding various issues specific to workplace climate and faculty work. Question 35 queried Tenured and Tenure-Track Faculty respondents (*n* = 279), Question 37 addressed Not on the Tenure-Track Faculty respondents (*n* = 250), and Question 39 addressed all Faculty respondents (*n* = 529). Chi-square

analyses were conducted by faculty status, gender identity,[76] racial identity,[77] sexual identity, years of service, education level, and citizenship status. Only significant findings are reported below.

Table 79 illustrates that 66% (*n* = 183) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for promotion and tenure were clear. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (24%, *n* = 32) than Women Tenured and Tenure-Track Faculty respondents (11%, *n* = 15) "strongly agreed" that the criteria for promotion and tenure were clear.

Sixty-two percent (*n* = 169) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to faculty in their department. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (33%, *n* = 43) than Women Tenured and Tenure-Track Faculty respondents (19%, *n* = 26) "strongly agreed" that tenure standards/promotion standards were applied equally to faculty in their department.

Fifty percent (*n* = 136) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied fairly to faculty in their college. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (17%, *n* = 22) than Women Tenured and Tenure-Track Faculty respondents (8%, *n* = 10) "strongly agreed" that tenure standards/promotion standards were applied fairly to faculty in their college.

Fifty-three percent (*n* = 145) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years. A higher percentage of Women Tenured and Tenure-Track Faculty respondents (23%, *n* = 30) than Men Tenured and Tenure-Track Faculty respondents (11%, *n* = 14) "disagreed" that they were supported and mentored during the tenure-track years. A higher percentage of Disability Tenured and Tenure-Track Faculty respondents (32%, *n* = 10) than No Disability Tenured and Tenure-

[76] Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women for some analyses.
[77] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

Track Faculty respondents (15%, *n* = 36) "disagreed" that they were supported and mentored during the tenure-track years.

Forty-eight percent (*n* = 128) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that UNH faculty who qualify for delaying their tenure-clock felt empowered to do so. No statistically significant differences were found between groups.

Table 79. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for promotion and tenure are clear.	**48**	**17.3**	**135**	**48.6**	**37**	**13.3**	**43**	**15.5**	**15**	**5.4**
Gender identity[cxi]										
Women	15	11.1	74	54.8	13	9.6	24	17.8	9	6.7
Men	32	23.7	58	43.0	21	15.6	19	14.1	5	3.7
The tenure standards/promotion standards are applied equally to faculty in my department.	**69**	**25.3**	**100**	**36.6**	**47**	**17.2**	**34**	**12.5**	**23**	**8.4**
Gender identity[cxii]										
Women	26	19.4	49	36.6	26	19.4	22	16.4	11	8.2
Men	43	32.8	50	38.2	18	13.7	11	8.4	9	6.9
The tenure standards/promotion standards are applied fairly to faculty in my college.	**32**	**11.7**	**104**	**38.1**	**81**	**29.7**	**38**	**13.9**	**18**	**6.6**
Gender identity[cxiii]										
Women	10	7.5	50	37.6	39	29.3	24	18.0	10	7.5
Men	22	16.7	54	40.9	38	28.8	12	9.1	6	4.5
Supported and mentored during the tenure-track years.	**56**	**20.4**	**89**	**32.5**	**47**	**17.2**	**47**	**17.2**	**35**	**12.8**
Gender identity[cxiv]										
Women	25	18.8	42	31.6	17	12.8	30	22.6	19	14.3
Men	30	22.6	45	33.8	29	21.8	14	10.5	15	11.3
Disability status[cxv]										
Disability	7	22.6	< 5	---	6	19.4	10	32.3	5	16.1
No Disability	49	20.8	83	35.2	40	16.9	36	15.3	28	11.9

Table 79. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
UNH faculty who qualify for delaying their tenure-clock feel empowered to do so.	**44**	**16.5**	**84**	**31.5**	**97**	**36.3**	**29**	**10.9**	**13**	**4.9**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 279).

Table 80 illustrates that 81% (*n* = 226) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by UNH. No statistically significant differences were found between groups.

Eighty percent (*n* = 222) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by UNH. No statistically significant differences were found between groups.

Fifty-four percent (*n* = 146) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by UNH. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (21%, *n* = 28) than Women Tenured and Tenure-Track Faculty respondents (8%, *n* = 11) "strongly agreed" that their service contributions were valued by UNH.

Fifty-eight percent (*n* = 157) of Tenured and Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistically significant differences were found between groups.

Table 80. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by UNH.	**105**	**37.8**	**121**	**43.5**	**17**	**6.1**	**30**	**10.8**	**5**	**1.8**
Teaching is valued by UNH.	**84**	**30.3**	**138**	**49.8**	**25**	**9.0**	**25**	**9.0**	**5**	**1.8**
Service contributions are valued by UNH.	**40**	**14.7**	**106**	**38.8**	**47**	**17.2**	**53**	**19.4**	**27**	**9.9**
Gender identity[cxvi]										
Women	11	8.2	58	43.3	24	17.9	25	18.7	16	11.9

Table 80. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Men	28	21.4	48	36.6	21	16.0	25	19.1	9	6.9
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	**19**	**7.0**	**43**	**15.8**	**54**	**19.8**	**90**	**33.0**	**67**	**24.5**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 279).

Forty-seven percent (*n* = 129) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations (Table 81). A higher percentage of U.S. Citizen-Naturalized Tenured and Tenure-Track Faculty respondents (26%, *n* = 51) than Non-U.S. Citizen Tenured and Tenure-Track Faculty respondents (8%, *n* = 11) "strongly agreed" that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Forty-nine percent (*n* = 135) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. A higher percentage of Disability Tenured and Tenure-Track Faculty respondents (16%, *n* = 5) than No Disability Tenured and Tenure-Track Faculty respondents (3%, *n* = 6) "strongly disagreed" that they that they performed more work to help students.

Fifty-four percent (*n* = 146) of Tenured and Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (29%, *n* = 38) than Women Tenured and Tenure-Track Faculty respondents (16%, *n* = 21) "strongly disagreed" that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure.

Table 81. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	**66**	**24.0**	**63**	**22.9**	**57**	**20.7**	**71**	**25.8**	**18**	**6.5**
Citizenship status[cxvii]										
U.S. Citizen-Birth	51	25.5	50	25.0	42	21.0	48	24.0	9	4.5
U.S. Citizen-Naturalized	10	32.3	6	19.4	5	16.1	8	25.8	< 5	---
Non-U.S. Citizen	< 5	---	5	13.9	8	22.2	13	36.1	7	19.4
I perform more work to help students than do my colleagues.	**76**	**27.6**	**59**	**21.5**	**65**	**23.6**	**64**	**23.3**	**11**	**4.0**
Disability status[cxviii]										
Disability	11	35.5	6	19.4	5	16.1	< 5	---	5	16.1
No Disability	62	26.2	52	21.9	59	24.9	58	24.5	6	2.5
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and tenure.	**14**	**5.2**	**17**	**6.3**	**93**	**34.4**	**87**	**32.2**	**59**	**21.9**
Gender identity[cxix]										
Women	< 5	---	13	9.9	44	33.6	49	37.4	21	16.0
Men	10	7.6	< 5	---	44	33.3	36	27.3	38	28.8

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 279).

Forty percent (*n* = 111) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were taken seriously by senior administrators (Table 82). No statistically significant differences were found between groups.

Fifty-four percent (*n* = 146) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were valued within UNH committees. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (14%, *n* = 19) than Women Tenured and Tenure-Track Faculty respondents (6%, *n* = 8) "strongly agreed" that faculty opinions were valued within UNH committees.

Forty-one percent (*n* = 114) of Tenured and Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that they would like more opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Sixty-five percent (*n* = 179) "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Table 82. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty opinions are taken seriously by senior administrators.	**23**	**8.3**	**88**	**31.8**	**74**	**26.7**	**54**	**19.5**	**38**	**13.7**
Faculty opinions were valued within UNH committees.	**27**	**9.9**	**119**	**43.6**	**69**	**25.3**	**43**	**15.8**	**15**	**5.5**
Gender identity[cxx]										
Women	8	6.0	54	40.6	36	27.1	28	21.1	7	5.3
Men	19	14.4	62	47.0	30	22.7	14	10.6	7	5.3
I would like more opportunities to participate in substantive committee assignments.	**13**	**4.7**	**34**	**12.4**	**114**	**41.5**	**74**	**26.9**	**40**	**14.5**
I have opportunities to participate in substantive committee assignments.	**55**	**19.9**	**124**	**44.8**	**67**	**24.2**	**23**	**8.3**	**8**	**2.9**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 279).

Qualitative comments analyses. Seventy-six Tenured and Tenure-Track Faculty respondents elaborated on their previous statements regarding promotion and tenure standards, teaching, research, job responsibilities or other issues. Four themes emerged from the responses: criteria for tenure and promotion, inequity in service workloads, faculty mentorship, and lack of support for research.

Criteria for Tenure and Promotion. For the first theme, respondents commented on the criteria for tenure and promotion. Many respondents felt that the criteria for tenure and promotion were unclear and confusing. One respondent stated, "Promotion and tenure criteria are murky and

mysterious." Another respondent noted, "The criteria for promotion and tenure from Associate to Full ranking is very unclear in my college and department." Respondents noted that P&T [promotion and tenure] criteria were unclear as well as inconsistent across departments. One respondent wrote, "Few colleges have their criteria set in stone or very clear," while another respondent shared, "I feel that the tenure expectations are clear within my department, but then those expectations are not the same university wide and that can be confusing."

Some respondent addressed their frustrations with the process of tenure and promotion. One respondent described the road to tenure as "a climb up the corporate ladder." Another respondent wrote, "The tenure process at UNH feels like a long hazing process. While our department has clear guidelines, untenured faculty are told to do more than meet the standard and have even been given specific numbers to reach if they hope to win tenure. These numbers are higher than the official department documents specifying standards." One respondent described how they had so little information about their 3rd year review that they had to attend "a university-sponsored workshop to understand what a 3rd-year review document should look like (frankly, I'm not sure the P&T committee knew what it should look like)," and then commented that "I feel like I shouldn't have to bumble through the process." Another respondent shared, "Our tenure committee holds junior faculty to unclear and inconsistent standards, which they themselves never met. They also offer no coherent or coordinated support or mentorship. Many of the p & t requirements in the department are based on past habits rather than the needs of the organization or the faculty, without any critical thought to the impact of those expectations."

Inequity In Service Workloads. In the second theme, respondents discussed inequity in the distribution of service work across faculty. One respondent stated, "Unequal participation in service is one of the core problems in my department." Another respondent observed, "With my immediate colleagues, teaching, advising and service duties are disturbed fairly; within my department as a whole, not very much at all- some faculty have dozens of students, others not very many." Respondents noted that disparity in service work sometimes arose due to variations in willingness to take on the service work. One respondent shared, "Doing more service and work in general than many of my colleagues is partially due to my own sense of duty to fill in where I see work is necessary and no one is doing said work." Another respondent commented that the lack of benefit for doing service work mean that, "service obligations are imposed on

those who by nature take a 'good citizenship' approach to their work, or on those who cannot refuse obligations."

Respondents also noted that there are some groups who end up with a larger service load. One respondent commented, "Untenured faculty members in my college do substantially more visible work (scholarship, in particular) and carry more service responsibilities than tenured faculty. It certainly sets a tone where getting tenure means the ability to do less." Another respondent observed, "Tenure-track faculty in my department do the bulk of the workload; many of our tenured faculty have been at UNH for over 30+ years, but no longer publish, do service or in some cases even attend meetings. The standards are different." Gender and race also played a role in service load. One respondent noted, "The service load on faculty of color is unconscionable." One respondent commented on the "gender imbalance with respect to service activities." Another respondent wrote, "Male faculty are routinely expected to do less service than women, before and after tenure, even after concern is expressed about the discrepancies." Another respondent observed, "women tend to get more administrative responsibilities, 'the things that actually keep the lights on,' and men get to do their books. It really ticks me off."

Faculty Mentorship. In the third theme, respondents discussed faculty mentorship. Several respondents noted that "Mentoring in the department has improved since I went up for tenure." One respondent wrote, "Mentoring…is more commonly offered now than 30 years ago." Another respondent stated, "More than 3 decades ago constructive mentoring of junior faculty was very limited. This situation has improved but still has a way to go." Some respondents commented on how available mentoring varies by department. One respondent explained, "When coming up for promotion from associate to full, I sought mentoring from colleagues outside my department and college, who were appalled at how little support I'd received from colleagues IN my department." Other respondents criticized the lack of mentoring available for faculty such as the respondent who stated, "There is not a lot of mentorship for junior faculty to help them prepare for tenure." One respondent elaborated on their department's lack of mentoring, "Tenured colleagues are not particularly interested in mentoring new faculty, and seem uncomfortable with the diversity inherent in new hires (gender, ethnicity, sexual orientation) and this may be why they avoid implementing a mentoring plan. The new

chairperson has not addressed this pressing need, choosing rather to address the technical needs of the department curriculum and avoiding issues that require cultural change in the department."

Lack of Support for Research. In the fourth theme, respondents commented on how they perceived a lack of support for research from the university. One respondent noted, "Research support is woefully lacking between tenure and promotion and yet the expectations of service and teaching are tremendous." Another respondent argued, "There needs to be more research support for junior faculty in the form of summer salary and startup funds. Our packages are not competitive with those offered at rival institutions-- particularly other Research1 institutions." Despite noting that research is "required and expected," one respondent went on to comment that research is "undervalued and there is NO infrastructure to support an active research portfolio." Another respondent observed, "Insufficient mechanisms in place to enable (and encourage) tenured faculty to embark on new area of scholarship." Respondents acknowledged that there is variability in support for research. One respondent stated, "UNH as a whole values research, but some departments do not," while another respondent explained, "Paul Collage has made strong strides for supporting research and I feel confident that the Dean and Associate Dean supports high impact-full research. My specific department does not support or value high impact research." A concern for quality of research drove the frustration for one respondent who observed, "There is no focus on building a long-term trajectory of research and scholarship. Once tenured, faculty don't pull their weight. They often get sidetracked into teaching and administrative responsibilities. As a result, the standard of research has been historically low in my college."

Survey Question 37 queried Not on the Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Table 83 indicates that 41% (n = 90) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear. Twenty-three percent (n = 13) of Not on the Tenure-Track Faculty respondents who had served 6 – 10 years compared to fewer than five Not on the Tenure-Track Faculty respondents who had served 10 or more years "strongly disagreed" that the criteria for contract renewal are clear.

Thirty-two percent (*n* = 70) of Not on the Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that the criteria used for contract renewal were applied fairly to positions. No significant differences were found between groups.

Sixty percent (*n* = 136) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that expectations of their responsibilities were clear. Twenty-eight percent (*n* = 16) of Not on the Tenure-Track Faculty respondents who had served 6 – 10 years compared to 8% (*n* = 11) Not on the Tenure-Track Faculty respondents who had served 10 or more years "disagreed" that expectations of their responsibilities were clear.

Table 83. **Not on the Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for contract renewal are clear.	**28**	**12.7**	**62**	**28.1**	**53**	**24**	**51**	**23.1**	**27**	**12.2**
Years of service[cxxi]										
Up to years	9	10.2	22	25.0	21	23.9	25	28.4	11	12.5
6-10 years	< 5	---	14	24.6	15	26.3	11	19.3	13	22.8
10+ years	14	19.7	24	33.8	17	23.9	13	18.3	< 5	---
The criteria used for contract renewal are applied fairly to positions.	**19**	**8.6**	**39**	**17.6**	**93**	**42.1**	**47**	**21.3**	**23**	**10.4**
Clear expectations of my responsibilities exist.	**41**	**18.2**	**95**	**42.2**	**35**	**15.6**	**41**	**18.2**	**13**	**5.8**
Years of service[cxxii]										
Up to years	16	17.8	43	47.8	12	13.3	16	17.8	< 5	---
6-10 years	8	13.8	20	34.5	6	10.3	16	27.6	8	13.8
10+ years	15	20.8	31	43.1	16	22.2	8	11.1	< 5	---

Note: Table reports responses only from Not on the Tenure-Track Faculty respondents (*n* = 250).

Table 84 illustrates that 78% (*n* = 175) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by UNH. A higher percentage of Women Not on the Tenure-Track Faculty respondents (41%, *n* = 57) than Men Not on the Tenure-Track Faculty respondents (28%, *n* = 22) "strongly agreed" that research was valued by UNH.

Seventy-six percent (*n* = 170) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by UNH. Sixty-seven percent (*n* = 149) of Not on the

Tenure-Track Faculty respondents "strongly agreed" or "agreed" that service was valued by UNH. No significant differences existed between groups.

Table 84. **Not on the Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by UNH.	**83**	**36.9**	**92**	**40.9**	**31**	**13.8**	**9**	**4**	**10**	**4.4**
Gender identity[cxxiii]										
Women	57	42.5	53	39.6	19	14.2	< 5	---	< 5	---
Men	22	27.8	35	44.3	9	11.4	7	8.9	6	7.6
Teaching is valued by UNH.	**69**	**30.8**	**101**	**45.1**	**28**	**12.5**	**18**	**8**	**8**	**3.6**
Service is valued by UNH.	**51**	**22.8**	**98**	**43.8**	**39**	**17.4**	**32**	**14.3**	**4**	**1.8**

Note: Table reports responses only from Not on the Tenure-Track Faculty respondents (*n* = 226).

Thirty-six percent (*n* = 80) of Not on the Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 85). Thirty-six percent (*n* = 81) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Forty percent (*n* = 88) of Not on the Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated. Thirty-five percent (*n* = 79) of Not on the Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that their opinions were taken seriously by senior administrators. Forty-four percent (*n* = 98) of Not on the Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that they had job security. No significant differences were found between groups.

Table 85. **Not on the Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	**24**	**10.8**	**47**	**21.1**	**72**	**32.3**	**65**	**29.1**	**15**	**6.7**

Table 85. **Not on the Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I perform more work to help students than do my colleagues.	**38**	**17**	**43**	**19.2**	**82**	**36.6**	**49**	**21.9**	**12**	**5.4**
Pressured to do extra work that is uncompensated.	**44**	**19.8**	**44**	**19.8**	**59**	**26.6**	**55**	**24.8**	**20**	**9**
Not on the Tenure-Track faculty opinions are taken seriously by senior administrators.	**18**	**8**	**59**	**26.3**	**68**	**30.4**	**49**	**21.9**	**30**	**13.4**
I have job security.	**17**	**7.6**	**71**	**31.6**	**39**	**17.3**	**44**	**19.6**	**54**	**24**

Note: Table reports responses only from Not on the Tenure-Track Faculty respondents (*n* = 250).

Qualitative comments analyses.

Eighty-two Faculty Not-On-The-Tenure Track respondents elaborated on their responses to previous statements regarding performance evaluation, workload, hierarchy of voices, and resources for work-life balance. Three themes emerged from the responses: lack of job security, contract negotiations, and inequity when compared to tenure- track faculty.

Lack of Job Security. In the first theme, respondents commented on the lack of job security in their position. One respondent stated, "I have no job security as a lecturer," while another respondent commented, "As an employee with a non-tenure-track appointment at UNH I feel my position is always vulnerable." Another respondent wrote, "There is extremely high pressure on research faculty members. There is no sense of job security at all." Even great performance did not change feelings of job security, as one respondent explained, "I have no idea whether my contract will be renewed from year to year. Even if my job performance is outstanding, there is always the possibility that I will be eliminated because the University has decided they need a cheaper alternative to close a budget hole, or need a new tenure track hire to chase college rankings." The only thing that might affect security is "if I obtain grants to support my salary. Other expectations are less clear."

Respondents were particularly concerned after several non-renewals over the past two years. One respondent noted, "I watched many lecturers lose their jobs over the past two years, I feel no

lecturer is safe." Another respondent shared, "After last year's lecturer cuts, I feel that my job is only secure until the end of my current contract. I'm always afraid of losing my job." Some respondents expressed frustrations that the decision-making process behind the non-renewals were not explained to the university at large. One respondent wrote, "No non-renewed members of my department nor my overall department have gotten explanations from the dean's office about the decision-making process behind who is retained and who is laid off. The process has been secretive, and notifications have been sloppy and careless, which leads me to be concerned that the decision-making process itself is being handled hastily and with incomplete information." One respondent noted that this lack of explanation contributed to increased concerns about job security, "I also feel secure that my contract will be renewed because I feel that my contributions are valued in my department and that my program is strong and therefore there is a need for my position. However, I lack clarity on the decisions to not renew the lecturers in COLA last year, and that does give me pause."

Some respondents discussed how changing requirements contributed to a lack of job security. One respondent who had "taught here for 16 years," noted "my job is now threatened because of "qualification creep". I have a Master of Arts degree and am now in a climate in which seems to think that means I am not qualified to do my job, due to a lack of a PhD, although I have done it well for a long time." Turnover of administrators also contributed as one respondent shared, "The history of Dean Kirkpatrick who created a sense of insecurity by setting unreasonably high expectations that no-one ever met to keep everyone insecure are being pushed back by the interim Dean, but she's interim..." Shifting interpretations of renewal criteria were also cause for alarm. One respondent wrote, "Job security and the loophole in our CBA that encourages the administration to non-renew lecturers with the most seniority worries me." Another respondent shared, "I felt more strongly that renewal criteria were clear and fair before the recent addition of renewal criteria for the non-renewed faculty in COLA. Administration gave the indication in that situation that they can add criteria (such as terminal degrees) without notifying faculty or giving them a chance to address any such requirements before they are non-renewed. This has decreased my comfort in my job security."

Contract Negotiations. In the second theme, respondents commented on the CBA contract negotiations between lecturers and UNH. These respondents felt that "lecturers need a contract."

One respondent observed neutrally, “Lecturers currently are working without a new contract. Previous administration did not show a good faith effort during negotiations and I'm hopeful that the new president will reconvene a negotiating team that values the roles lecturers serve as UNH faculty members.” Another respondent explained their frustration “that the lecturers' union has been in negotiations with the administration for a new contract for nearly 2 years has negatively impacted my time at UNH and my trust that contract faculty will be treated fairly.” Respondents were particularly frustrated that two years of negotiations meant no change in salary over that time period. One respondent noted, “Lecturers are currently working under an expired contract; have had no salary increases for 2 years; negotiations are at an impasse.” Another respondent shared, “I'm aware that UNH has been dragging their feet to renew the CBA with UNHLU for almost 2 years. Besides the financial impact of not seeing our salaries updated in 2 years (who has experienced this in the staff or tenure faculty?), this is not conducive to a climate of mutual respect and shared purpose, let alone job security.”

Respondents also commented on how the difficulty in negotiating a contract led them to feel devalued and unappreciated. One respondent observed, “The fact that the university has not come to an agreement with the union does not evoke a feeling of trust and value. No cost of living adjustment for how many years because we are working without an agreement? The treatment of the lecturers in COLA seemed more than a little capricious.” Another respondent explained, “I'd feel a lot better about all of the above if there was some sign of progress in the current contract negotiations. Everything is in limbo at the moment and has been for the past couple of years. It would be nice for the administration to actually demonstrate the value they place on non-tenure teaching roles with actions instead of simply paying ‘lip service.’” One respondent wrote simply, “The lack of a new lecturers union contract and the unwillingness of the administration to work towards a better document is disturbing.” Another respondent noted that questionable interpretations of the CBA has left lecture faculty feeling “devalued and treated as disposable,” despite the fact that they “teach the majority of the students at the university, and could be powerful allies in retention efforts.”

Inequity When Compared to Tenure-Track Faculty. For the third theme, respondents discussed how they felt they were not treated equally as compared to tenure track faculty. One respondent stated, “There is a definite divide between TT and non-TT faculty.” Respondents noted many

ways in which their work experience was different from a tenure-track faculty. One respondent observed, "We have a more formal and strict evaluation process than our TT colleagues when it comes to teaching." Workloads, coupled with compensation was an area of concern. One respondent wrote, "Compared to many tenure-track faculty in my department the non-tenure-track faculty have excessive workloads." Another respondent shared, "RF are frequently asked to and often wrongly expected to have significant service responsibilities (albeit many of us want to and do perform these important university services), but we are not compensated for them, and thus it perpetuates a climate of economic disparity between faculty who are paid to do these services and faculty who are not paid to do them." One respondent remarked, "I do feel that tenured faculty are able to 'duck' many assignments without any issues." Another respondent noted, "For all intents and purposes, I do the work of a tenure-track faculty member, but am paid half the amount, with no academic freedom or job security." Respondents also worried about their voice in decision-making. One respondent stated, "I often feel that I have no voice only being a clinical faculty member." Another respondent shared, "Lecturers teach more classes than Tenure-track faculty yet do not get a vote in the curriculum. I think that is nonsense."

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 86). Chi-square analyses were conducted by faculty status (Tenured or Tenure-Track or Not on the Tenure-Track), gender identity,[78] racial identity,[79] sexual identity, disability status, citizenship status, years of service, and education level. Only significant findings are reported.

Thirty-eight percent (n = 194) of Faculty respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive. A higher percentage of Tenured and Tenure-Track Faculty respondents (38%, n = 106) than Not on the Tenure-Track Faculty respondents (22%, n = 47) "agreed" that salaries for tenure-track faculty positions were competitive. A higher percentage of Disability Faculty respondents (38%, n = 106) than No Disability Faculty respondents (22%, n = 47) "strongly disagreed" that salaries for tenure-track faculty positions

[78] Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women for some analyses.
[79] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

were competitive. A higher percentage of Faculty respondents who had served 10 years or more (22%, *n* = 47), than Faculty respondents who had served 5 years or less (11%, *n* = 22) "disagreed" that salaries for tenure-track faculty positions were competitive.

Thirty-three percent (*n* = 166) of Faculty respondents "strongly disagreed" or "disagreed" that salaries for faculty Not on the Tenure-Track were competitive. A higher percentage of Not on the Tenure-Track Faculty respondents (30%, *n* = 65), than Tenured and Tenure-Track Faculty respondents (17%, *n* = 46) "disagreed" that salaries for faculty Not on the Tenure-Track were competitive. A higher percentage of Women respondents (28%, *n* = 75), than Men respondents (15%, *n* = 33) "disagreed" that salaries for faculty Not on the Tenure-Track were competitive. A higher percentage of Non-U.S. Citizen respondents (13%, *n* = 8), than U.S. Citizen respondents (15%, *n* = 33) "disagreed" that salaries for faculty Not on the Tenure-Track were competitive.

Sixty-eight percent (*n* = 353) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of Not on the Tenure-Track Faculty respondents (20%, *n* = 43), than Tenured and Tenure-Track Faculty respondents (12%, *n* = 34) "strongly agreed" that health insurance benefits were competitive.

Sixty-nine percent (*n* = 355) of Faculty respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. A higher percentage of Queer-Spectrum Faculty respondents (14%, *n* = 7), than Heterosexual Faculty respondents (4%, *n* = 18) "strongly disagreed" or "disagreed" that retirement/supplemental benefits were competitive.

Table 86. **Faculty Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	**35**	**6.9**	**159**	**31.3**	**212**	**41.7**	**79**	**15.6**	**23**	**4.5**
Faculty status[cxxiv]										
Tenured/Tenure-Track	19	6.8	106	38.1	61	21.9	70	25.2	22	7.9
Not on the Tenure-Track	14	6.7	47	22.4	141	67.1	7	3.3	< 5	---
Disability status[cxxv]										
Disability	< 5	---	10	21.7	17	37.0	10	21.7	6	13.0

Table 86. **Faculty Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
No Disability	32	7.1	144	31.9	191	42.3	69	15.3	16	3.5
Years of service[cxxvi]										
Up to years	18	9.2	56	28.6	90	45.9	22	11.2	10	5.1
6-10 years	< 5	---	24	28.2	44	51.8	9	10.6	< 5	---
10+ years	13	5.9	78	35.6	72	32.9	47	21.5	9	4.1
Salaries for faculty Not on the Tenure-Track are competitive.	**26**	**5.2**	**109**	**21.7**	**202**	**40.2**	**116**	**23.1**	**50**	**9.9**
Faculty status[cxxvii]										
Tenured/Tenure-Track	15	5.6	54	20.2	128	47.9	46	17.2	24	9.0
Not on the Tenure-Track	9	4.2	52	24.1	66	30.6	65	30.1	24	11.1
Faculty status[cxxviii]										
Women	11	4.1	57	21.4	96	36.1	75	28.2	27	10.2
Men	15	6.9	51	23.5	97	44.7	33	15.2	21	9.7
Citizenship Status[cxxix]										
U.S. Citizen-Birth	16	4.1	84	21.4	157	39.9	99	25.2	37	9.4
U.S. Citizen-Naturalized	< 5	---	14	38.9	13	36.1	< 5	---	< 5	---
Non-U.S. Citizen	8	12.7	10	15.9	28	44.4	8	12.7	9	14.3
Health insurance benefits are competitive.	**80**	**15.4**	**273**	**52.5**	**113**	**21.7**	**43**	**8.3**	**11**	**2.1**
Faculty status[cxxx]										
Tenured/Tenure-Track	34	12.3	153	55.2	52	18.8	31	11.2	7	2.5
Not on the Tenure-Track	43	19.5	109	49.3	56	25.3	10	4.5	< 5	---
Retirement/supplemental benefits are competitive.	**114**	**22.1**	**241**	**46.6**	**133**	**25.7**	**19**	**3.7**	**10**	**1.9**
Sexual identity[cxxxi]										
Queer-Spectrum	9	18.4	23	46.9	10	20.4	< 5	---	< 5	---
Heterosexual	102	23.5	201	46.3	113	26.0	12	2.8	6	1.4

Note: Table reports responses only from Faculty respondents (*n* = 529).

Thirty-one percent (*n* = 156) of Faculty respondents "strongly disagreed" or "disagreed" that UNH provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 87). A higher percentage of Not on the Tenure-Track Faculty respondents (26%, *n* = 71), than Tenured/Tenure-

Track Faculty respondents (12%, *n* = 26) "strongly disagreed" that UNH provided adequate resources to help them manage work-life balance.

Fifty-six percent (*n* = 288) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position. No significant differences were found between groups.

Forty-five percent (*n* = 233) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Women Faculty respondents (26%, *n* = 71), than Men Faculty respondents (16%, *n* = 35) "disagreed" that the performance evaluation process was clear. A higher percentage of Faculty respondents who had served 6 – 10 years (14%, *n* = 12), than Faculty respondents who had served 10 or more years (5%, *n* = 12) "strongly disagreed" that the performance evaluation process was clear.

Fifty-three percent (*n* = 276) of Faculty respondents "strongly agreed" or "agreed" that University of New Hampshire provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). No significant differences were found between groups.

Table 87. **Faculty Respondents' Perceptions of Work-Life Balance**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
UNH provides adequate resources to help me manage work-life balance.	**23**	**4.5**	**121**	**23.7**	**210**	**41.2**	**101**	**19.8**	**55**	**10.8**
Faculty status[cxxxii]										
Tenured/Tenure-Track	12	4.5	57	21.2	94	34.9	71	26.4	35	13.0
Not on the Tenure-Track	9	4.1	56	25.3	110	49.8	26	11.8	20	9.0
My colleagues include me in opportunities that will help my career as much as they did others in my position.	**70**	**13.6**	**218**	**42.4**	**144**	**28.0**	**57**	**11.1**	**25**	**4.9**
The performance evaluation process is clear.	**52**	**10.1**	**181**	**35.1**	**127**	**24.6**	**114**	**22.1**	**42**	**8.1**

Table 87. **Faculty Respondents' Perceptions of Work-Life Balance**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender identity[cxxxiii]										
Women	22	8.0	97	35.4	63	23.0	71	25.9	21	7.7
Men	28	12.6	82	36.9	61	27.5	35	15.8	16	7.2
Years of service[cxxxiv]										
Up to years	19	9.7	64	32.8	48	24.6	46	23.6	18	9.2
6-10 years	7	8.0	26	29.5	16	18.2	27	30.7	12	13.6
10+ years	24	10.7	89	39.7	60	26.8	39	17.4	12	5.4
UNH provides me with resources to pursue professional development.	**80**	**15.4**	**196**	**37.8**	**107**	**20.6**	**89**	**17.1**	**47**	**9.1**

Note: Table reports responses only from Faculty respondents (*n* = 529).

As noted in Table 88, 55% (*n* = 285) of Faculty respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at UNH. A higher percentage of Not on the Tenure-Track Faculty respondents (20%, *n* = 44), than Tenured and Tenure-Track Faculty respondents (9%, *n* = 26) "disagreed" that they felt positive about their career opportunities at UNH. A higher percentage of Queer-Spectrum Faculty respondents (14%, *n* = 7), than Heterosexual Faculty respondents (5%, *n* = 21) "strongly disagreed" that they felt positive about their career opportunities at UNH. A higher percentage of Disability Faculty respondents (13%, *n* = 6), than No Disability Faculty respondents (5%, *n* = 24) "strongly disagreed" that they felt positive about their career opportunities at UNH.

Sixty-nine percent (*n* = 359) of Faculty respondents "strongly agreed" or "agreed" that they would recommend UNH as a good place to work. No statistically significant differences were found between groups.

Fifty-eight percent (*n* = 303) of Faculty respondents "strongly agreed" or "agreed" that they had job security. A higher percentage of Tenured and Tenure-Track Faculty respondents (30%, *n* = 83), than Not on the Tenure-Track Faculty respondents (10%, *n* = 22) "strongly agreed" that they had job security. A higher percentage of Men Faculty respondents (29%, *n* = 65), than Women Faculty respondents (15%, *n* = 41) "strongly agreed" that they had job security. A higher percentage of Queer-spectrum Faculty respondents (27%, *n* = 13), than Heterosexual Faculty

respondents (12%, *n* = 50) "strongly disagreed" that they had job security. A higher percentage of Faculty respondents who had served 10 years or more (34%, *n* = 76), than Faculty respondents who had served 6 – 10 years (13%, *n* = 11) and Faculty respondents who had served less than five years (10%, *n* = 19) "strongly agreed" that they had job security.

Sixty-eight percent (*n* = 351) of Faculty respondents "strongly agreed" or "agreed" that a hierarchy existed within faculty positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 88. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Positive about my career opportunities at UNH.	**73**	**14.0**	**212**	**40.8**	**129**	**24.8**	**72**	**13.8**	**34**	**6.5**
Faculty status[cxxxv]										
Tenured/Tenure-Track	45	16.2	122	43.9	68	24.5	26	9.4	17	6.1
Not on the Tenure-Track	25	11.3	81	36.5	56	25.2	44	19.8	16	7.2
Sexual identity[cxxxvi]										
Queer-Spectrum	9	18.4	13	26.5	9	18.4	11	22.4	7	14.3
Heterosexual	63	14.4	183	42.0	112	25.7	57	13.1	21	4.8
Disability status[cxxxvii]										
Disability	< 5	---	15	32.6	10	21.7	11	23.9	6	13.0
No Disability	69	14.9	192	41.5	118	25.5	60	13.0	24	5.2
I would recommend UNH as a good place to work.	**106**	**20.3**	**253**	**48.5**	**104**	**19.9**	**41**	**7.9**	**18**	**3.4**
I have job security.	**108**	**20.8**	**195**	**37.6**	**72**	**13.9**	**73**	**14.1**	**71**	**13.7**
Faculty status[cxxxviii]										
Tenured/Tenure-Track	83	30.0	123	44.4	34	12.3	25	9.0	12	4.3
Not on the Tenure-Track	22	10.0	68	30.8	35	15.8	44	19.9	52	23.5
Gender identity[cxxxix]										
Women	41	14.9	111	40.4	44	16.0	35	12.7	44	16.0
Men	65	29.0	80	35.7	26	11.6	31	13.8	22	9.8
Sexual identity[cxl]										
Queer-Spectrum	10	20.4	12	24.5	5	10.2	9	18.4	13	26.5
Heterosexual	94	21.7	168	38.7	64	14.7	58	13.4	50	11.5

Table 88. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Years of service[cxli]										
Up to years	19	9.6	71	36.0	32	16.2	43	21.8	32	16.2
6-10 years	11	12.6	28	32.2	17	19.5	12	13.8	19	21.8
10+ years	76	33.6	94	41.6	22	9.7	16	7.1	18	8.0
A hierarchy exists within faculty positions that allows some voices to be valued more than others.	**158**	**30.4**	**193**	**37.1**	**104**	**20.0**	**49**	**9.4**	**16**	**3.1**

Note: Table reports responses only from Faculty respondents (*n* = 529).

Qualitative comments analyses. There were 127 Faculty (Tenure Track and Not on the Tenure-Track) respondents who elaborated on their previous statements about topics such as salaries, benefits, performance evaluation, resources for professional development, hierarchy within faculty positions, and job security. Five themes emerged from the responses: benefits, professional development resources, salaries, job security, and differential voices.

Benefits. In the first theme, respondents discussed their benefits. While some respondents thought UNH benefits were sufficient, others pointed out ways that benefits could be improved. One respondent observed generally, "UNH salary and benefits are competitive with peer institutions but not aspirational ones. This will hinder UNH from advancing to the next level." Some respondents felt that benefits were getting worse. One respondent shared, "Although retirement is competitive, UNH contributes less now (percentage-wise) than when I started with UNH." Another respondent noted, "Our health care insurance benefits are getting worse from year to year." One respondent threatened to leave based on the possibility of reducing benefits, "One of the sticking points to getting a new lecturer's contract is that the administration wants to greatly reduce our retirement and supplemental benefits. If this took place, I would immediately find another job."

Other respondents noted that they were not happy with the current benefits. One respondent stated, "Dental insurance is poor." Health insurance bore the brunt of the criticism. One respondent wrote, "Admittedly I chose the middle health care option but frankly, the coverage is pretty weak. Not impressed with Cigna at all." Another respondent shared, "have had several

instances with health insurance claims being processed incorrectly, services not covered for chronic conditions (ie: more than 60 days per year of physical therapy for a chronic condition), ambiguous coverage of specialty services (ie: IVF/PGD)." One respondent was frustrated by inequities in health insurance costs, "I pay more for my family health insurance (1 adult, 2 children) than does a tenure track faculty member (because lecturers don't have the option to have the one-adult and children plan that TT faculty have). So I get paid less, AND have to pay more for my benefits...not cool."

Several respondents commented specifically on child care options at UNH. Respondents noted high costs and limited availability for the CSDC. One respondent wrote, "I wish UNH had better (more flexible hours, reasonable prices, priority given to staff/faculty, recognition of not needing summer hours, etc.) childcare options. That is a huge financial and emotional burden on my family." One respondent stated, "There are extensive wait lists on child care facilities (several years)," while another respondent remarked, "CSDC is notoriously hard to enroll your child in." One respondent detailed the limited number of slots, "My son has been on the wait list at UNH Child Development Center Daycare/Pre-school for three years. We were finally offered a spot for Mon-Wed-Fri, 9 am to noon. This is useless and insulting for two full-time working parents." Another respondent shared their frustrations, "I am really salty about UNH not providing adequate and affordable child care. The CSDC is too small and underfunded. This is a work/life balance issue as well as a productivity issue. Many faculty with kids have to scramble to arrange for child care because we are stuck in the perpetual CSDC lottery. If UNH truly cares about us doing our best work, then they would provide adequate and affordable child care."

Respondents also offered suggestions of additional benefits that they wished were offered by UNH. Housing location assistance was of particular interest. One respondent observed, "there is not housing location assistance, and those issues can be overwhelming to new faculty moving in from out of state." Another respondent shared, "As a new faculty member, there was 0 support for housing location assistance (I was moving from another country). I was told to look at Zillow and Craigslist. No faculty housing, even temporary. Grad/PDF housing is also extremely poor at UNH (I feel terrible for my students who use the on-campus grad housing)." One respondent stated, "no housing location assistance is available for new faculty." Another respondent suggested, "Other University's provide low-interest to no-interest loans to help early career

tenure-track faculty obtain housing (i.e., 20% down payment on a house).” Respondents also desired retirement matching funds” for postdocs and loan payback assistance as one respondent commented, “Additional benefit such as student loan payback assistance would be appreciated. Especially since the bulk of my loans are due to my time at UNH as a student.”

Professional Development Resources. For the second theme, Faculty respondents commented on the resources available to them for professional development. Most respondents felt that funding for professional development was limited and insufficient. One respondent wrote, “While professional development is supported, little additional travel support funding is available.” Another respondent noted, “No resources for professional development except those I obtain externally. Another respondent stated, “Professional development? Ha. Not valued or supported.” Some respondents commented that they often paid out of pocket for travel expenses. One respondent shared, “In the past 3 years I have spent over $4000 out of pocket to present at conferences. Some of the presentations are required for publishing papers, for some of which the authors are undergraduate students. While UNH provides some support, paying such amounts out of pocket is unreasonable.” Another respondent remarked, “I have always paid for my own attendance at any event related to my profession.” Respondents also noted that UNH funds for professional development are low compared to other institutions. One respondent wrote, “Travel funding is definitely lower than my colleagues' at more affluent universities.” Another respondent shared, “UNH does not provide me with enough resources for professional development. Our travel budgets for attending conferences are very low compared with other institutions.”

Other respondents commented on how complicated it was to obtain funding for professional development. One respondent explained, “The dean controls the travel and professional development funding and determines whether or not staff and faculty are able to go anywhere. The process is opaque, not equitable, and deeply condescending. I often do not ask for funding and would rather pay for it out of pocket if I can.” Another respondent wrote, “Professional development is valued, but can be challenging to access by monetary constraints which is frustrating.” A few respondents offered suggestions for improving the support of professional development. One respondent advised, “I think there needs to be an annual budgeted amount that each employee is allowed to use for professional development, or some type of funding system

in place that makes it fair for all to meet their professional development requirements." Another respondent suggested, "I should not, at an R1 university, wonder/worry if there is enough funding for me to present my work at more than one conference per academic year or semester. If we are expected to be active scholars, we should have a modest annual budget per faculty member (as we used to years ago), and then if we need more support, we can apply for a competitive grant in our college, dept, etc."

Salaries. In the third theme, respondents discussed their salaries. While a few respondents were happy with their salaries such as the respondent who wrote, "I am paid well relative to other universities in the region for my field. That is the only reason I stay at UNH," most respondents thought that salaries were too low. One respondent stated, "I should get a higher salary given my credentials." Another respondent observed, "Salary compression has been horrible. As a tenured Department Chair (Assoc), I have two longtime senior Associates, neither of whom have published in the past 10 years, and both make significantly more than I do. I also have 2 untenured Assistants who make more than I do." One respondent remarked, "Lack of annual cost of living raises result in a defacto loss in pay each year." Another respondent commented, "I really like my job at UNH but the salary isn't much higher than what I made as a Research Assistant at another institution, with far less investment in professional development." Another respondent advised, "Given cost of living, starting salaries should be 5-10,000 higher here than they are."

Job Security. For the fourth theme, respondents commented that they did not feel secure in their position. One respondent observed broadly, "The inherent nature of different types of positions: postdocs, lecturers, tenure track, etc. means that a number of people do not have job security." Another respondent wondered, "Why is the question about Job security repeated twice on this and the previous page? Should I feel even less secure?" Respondents noted that lecturers faced job insecurity. One respondent wrote, "UNH IS LAYING OFF LECTURERS LEFT AND RIGHT AND I HAVE EVERY REASON TO BELIEVE THAT THIS WILL CONTINUE." Another respondent shared, ""I have a contract, so I do have some security, but I've never felt secure in my position here, even though I've been here a while. There's been talk of cutting positions like mine since I started. They come in waves, every few years. I just put my head down and work."

Respondents discussed how unreliable funding contributed to their job insecurity. One respondent wrote, "I LOVE working as a research scientist at UNH. However, my position is funded entirely by research grants, and so I have no job security." Another respondent noted, "Being a research faculty as long as the I can find funding I have a job once the funding is gone no job." Another respondent observed, "It is absurd to ask if Research Faculty feel they have job security," while another respondent added, "As a research faculty member, I have no sense of job security at all." Other respondents commented that the tenuous future of their college and/or department contributed to their own worries about job security. One respondent wrote, "At UNH Manchester we do not feel secure about the college remaining open. Therefore, we feel insecure about our jobs." Another respondent shared, "I am increasingly worried about job security, in that I fear administration will dissolve my department and college overall for financial reasons."

Differential Voices. For the fifth theme, respondents discussed how some voices were valued more than others at UNH. Adjunct and lecturer positions were not valued in the same way as tenure track faculty. One respondent wrote, "As soon as other faculty in a meeting hear I'm a lecturer, I'm not given the space to talk that TT faculty have, even when I am more versed in a subject." Another respondent shared, "There are rules and bylaws that allow tenure track voices to have more value (or are the only ones that matter for some decisions). On the one hand it makes sense as those faculty members have more participation. On the other hand, already vulnerable members do not have as much participation." Another respondent noted, "Some (tenure-track) voices are definitely valued more than others (lecturers) in my department." One respondent called for more equitable treatment for lecturers, "Lecturers are often left out of important conversations, the corporate model where we rely more and more on contract faculty is inequitable but if we are doing it, we should find ways to give the people teaching a lot for a little more voice and say." Respondents also noted some difference between tenured and untenured voices. One respondent stated, "By nature of tenure vs tenured-track set-up, there is a hierarchy of voices." Another respondent shared, "Untenured faculty are more vulnerable as they pursue tenure and so their true voices and opinions are often suppressed (at least in my college), which affects morale."

Table 89 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at the University of New Hampshire. Chi-square analyses were

conducted by faculty status (Tenured or Tenure-Track or Not on the Tenure-Track), gender identity,[80] racial identity,[81] sexual identity, disability status, citizenship status, years of service, and education level. Only significant findings are reported.

Seventy-nine percent (*n* = 414) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program (Table 89). A higher percentage of Not on the Tenure-Track Faculty respondents (47%, *n* = 106) than Tenured and Tenure-Track Faculty respondents (38%, *n* = 104) "agreed" that they felt valued by faculty in their department/program.

Seventy-eight percent (*n* = 412) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department/program chair. A higher percentage of Men Faculty respondents (50%, *n* = 112), than Women Faculty respondents (39%, *n* = 110) "strongly agreed" that they felt valued by their department/program chair.

Seventy percent (*n* = 369) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by other faculty at UNH. No significant differences were found between groups.

Eighty-one percent (*n* = 422) "strongly agreed" or "agreed" that they felt valued by students in the classroom. No significant differences were found between groups.

Fifty percent (*n* = 259) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by UNH senior administrators (e.g., dean, vice president, academic vice president). A higher percentage of Heterosexual Faculty respondents (32%, *n* = 140), than Queer-Spectrum Faculty respondents (18%, *n* = 9) "agreed" that they felt valued by UNH senior administrators.

Table 89. **Faculty Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	**192**	**36.5**	**222**	**42.2**	**50**	**9.5**	**40**	**7.6**	**22**	**4.2**

[80] Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women for some analyses.
[81] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

Table 89. **Faculty Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty status[cxlii]										
Tenured/Tenure-Track	105	38.0	104	37.7	25	9.1	24	8.7	18	6.5
Not on the Tenure-Track	80	35.4	106	46.9	20	8.8	16	7.1	< 5	---
I feel valued by my department/program chair.	**226**	**43**	**186**	**35.4**	**54**	**10.3**	**40**	**7.6**	**19**	**3.6**
Gender identity[cxliii]										
Women	110	39.3	100	35.7	28	10.0	30	10.7	12	4.3
Men	112	49.8	75	33.3	23	10.2	9	4.0	6	2.7
I feel valued by other faculty at UNH.	**152**	**29**	**217**	**41.3**	**106**	**20.2**	**40**	**7.6**	**10**	**1.9**
I feel valued by students in the classroom.	**195**	**37.5**	**227**	**43.7**	**80**	**15.4**	**14**	**2.7**	**4**	**0.8**
I feel valued by UNH senior administrators (e.g., dean, vice president, academic vice president).	**103**	**19.7**	**156**	**29.9**	**142**	**27.2**	**78**	**14.9**	**43**	**8.2**
Sexual identity[cxliv]										
Queer-Spectrum	7	14.0	9	18.0	17	34.0	10	20.0	7	14.0
Heterosexual	91	20.9	140	32.1	115	26.4	63	14.4	27	6.2

Note: Table reports responses only from Faculty respondents (*n* = 529).

Fifty-three percent (*n* = 274) of Faculty respondents "strongly disagreed" or "disagreed" that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background. A higher percentage of Women Faculty respondents (19%, *n* = 54), than Men Faculty respondents (13%, *n* = 28) "agreed" that faculty in their departments/programs prejudged their abilities. A higher percentage of Disability Faculty respondents (18%, *n* = 8) than No Disability Faculty respondents (6%, *n* = 26) "strongly agreed" that faculty in their departments/programs prejudged their abilities. A higher percentage of Faculty respondents who had served 6 – 10 years (26%, *n* = 23), than Faculty respondents who had served 10 years or more (13%, *n* = 28) "strongly agreed" that faculty in their departments/programs prejudged their abilities (Table 90).

Fifty-three percent (*n* = 277) of Faculty respondents "strongly disagreed" or "disagreed" that they felt prejudged by their colleagues based on their educational credentials. A higher

percentage of Not on the Tenure-Track Faculty respondents (30%, *n* = 67), and Tenured and Tenure-Track Faculty respondents than (20%, *n* = 53) "neither agreed nor disagreed" that they felt prejudged by their colleagues based on their educational credentials. A higher percentage of Women Faculty respondents (19%, *n* = 54), than Men Faculty respondents (13%, *n* = 28) "agreed" that they felt prejudged by their colleagues based on their educational credentials.

Sixty-three percent (*n* = 327) of Faculty respondents "strongly agreed" or "agreed" that their department/program chairs prejudged their abilities based on their perception of their identity/background. A higher percentage of Not on the Tenure-Track Faculty respondents (30%, *n* = 63), and Tenured and Tenure-Track Faculty respondents than (18%, *n* = 48) "neither agreed nor disagreed" that their department/program chairs prejudged their abilities. A higher percentage of Faculty respondents who had served five years or less (11%, *n* = 22), than Faculty respondents who had served 10 years or more (5%, *n* = 10) "agreed" that their department/program chairs prejudged their abilities.

Forty-nine percent (*n* = 254) of Faculty respondents "strongly agreed" or "agreed" that UNH encouraged free and open discussion of difficult topics. A higher percentage of Tenured and Tenure-Track Faculty respondents (9%, *n* = 24), than Not on the Tenure-Track Faculty respondents (4%, *n* = 9) "strongly disagreed" that UNH encouraged free and open discussion of difficult topics. A higher percentage of Heterosexual Faculty respondents (38%, *n* = 167), than Queer-Spectrum Faculty respondents (22%, *n* = 11) "agreed" that UNH encouraged free and open discussion of difficult topics.

Table 90. **Faculty Respondents' Perception of Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty in my department/school prejudge my abilities based on their perception of my identity/background.	**35**	**6.8**	**86**	**16.6**	**122**	**23.6**	**158**	**30.6**	**116**	**22.4**
Gender identity[cxlv]										
Women	18	6.5	54	19.4	76	27.2	85	30.5	46	16.5
Men	14	6.4	28	12.8	42	19.2	67	30.6	68	31.1

Table 90. **Faculty Respondents' Perception of Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Disability status[cxlvi]										
Disability	8	17.8	11	24.4	10	22.2	7	15.6	9	20.0
No Disability	26	5.6	73	15.8	108	23.4	148	32.1	106	23.0
Years of service[cxlvii]										
Up to years	19	9.5	35	17.5	55	27.5	52	26.0	39	19.5
6-10 years	5	5.6	23	25.8	24	27.0	23	25.8	14	15.7
10+ years	11	5.0	28	12.7	40	18.2	81	36.8	60	27.3
I feel prejudged by my colleagues based on my educational credentials.	**29**	**5.6**	**83**	**16**	**130**	**25**	**177**	**34.1**	**100**	**19.3**
Faculty status[cxlviii]										
Tenured/Tenure-Track	16	5.9	40	14.8	53	19.6	102	37.6	60	22.1
Not on the Tenure-Track	11	4.9	40	17.9	67	29.9	68	30.4	38	17.0
Gender identity[cxlix]										
Women	14	5.0	54	19.4	76	27.3	93	33.5	41	14.7
Men	14	6.3	28	12.7	46	20.8	77	34.8	56	25.3
I think that my department/programs chair prejudges my abilities based on their perception of my identity/background.	**25**	**4.8**	**42**	**8.1**	**122**	**23.6**	**158**	**30.6**	**169**	**32.8**
Faculty status[cl]										
Tenured/Tenure-Track	16	6.0	23	8.6	48	18.0	81	30.5	98	36.8
Not on the Tenure-Track	6	2.7	19	8.4	63	27.9	72	31.9	66	29.2
Years of service[cli]										
Up to years	12	5.9	22	10.9	47	23.3	56	27.7	65	32.2
6-10 years	< 5	---	10	11.4	26	29.5	32	36.4	17	19.3
10+ years	10	4.6	10	4.6	47	21.6	68	31.2	83	38.1
I believe that UNH encourages free and open discussion of difficult topics.	**65**	**12.5**	**189**	**36.3**	**142**	**27.3**	**92**	**17.7**	**33**	**6.3**
Faculty status[clii]										
Tenured/Tenure-Track	28	10.3	97	35.5	68	24.9	56	20.5	24	8.8
Not on the Tenure-Track	32	14.3	81	36.2	71	31.7	31	13.8	9	4.0

Table 90. **Faculty Respondents' Perception of Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[cliii]										
Queer-Spectrum	6	12.0	11	22.0	14	28.0	12	24.0	7	14.0
Heterosexual	57	13.1	167	38.4	117	26.9	76	17.5	18	4.1

Note: Table reports responses only from Faculty respondents (*n* = 529).

Fifty-four percent (*n* = 276) of Faculty respondents "strongly agreed" or "agreed" that their research/scholarship was valued (Table 91). A higher percentage of Tenured and Tenure-Track Faculty respondents (23%, *n* = 63), than Not on the Tenure-Track Faculty respondents (13%, *n* = 29) "strongly agreed" that their research/scholarship was valued. A higher percentage of Men Faculty respondents (39%, *n* = 87), than Women Faculty respondents (30%, *n* = 83) "agreed" that their research/scholarship was valued. A higher percentage of Heterosexual Faculty respondents (36%, *n* = 157), than Queer-Spectrum Faculty respondents (16%, *n* = 8) "agreed" that their research/scholarship was valued.

Sixty-nine percent (*n* = 356) of Faculty respondents "strongly agreed" or "agreed" that their teaching was valued. A higher percentage of Women Faculty respondents (9%, *n* = 26), than Men Faculty respondents (5%, *n* = 10) "disagreed" that their teaching was valued.

Fifty-eight percent (*n* = 300) of Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued. A higher percentage of Tenured and Tenure-Track Faculty respondents (9%, *n* = 25), than Not on the Tenure-Track Faculty respondents (3%, *n* = 7) "strongly disagreed" that their service contributions were valued.

Table 91. **Faculty Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my research/scholarship is valued.	**101**	**19.6**	**175**	**33.9**	**138**	**26.7**	**73**	**14.1**	**29**	**5.6**
Faculty status[cliv]										
Tenured/Tenure-Track	63	22.9	108	39.3	42	15.3	49	17.8	13	4.7
Not on the Tenure-Track	29	13.4	59	27.2	90	41.5	24	11.1	15	6.9

Table 91. **Faculty Respondents' Feelings of Value**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender identity[clv]										
Women	49	17.8	83	30.2	80	29.1	50	18.2	13	4.7
Men	49	22.2	87	39.4	51	23.1	21	9.5	13	5.9
Sexual identity[clvi]										
Queer-Spectrum	10	20.4	8	16.3	14	28.6	11	22.4	6	12.2
Heterosexual	87	20.2	157	36.4	112	26.0	56	13.0	19	4.4
I feel that my teaching is valued.	**128**	**24.7**	**228**	**43.9**	**105**	**20.2**	**39**	**7.5**	**19**	**3.7**
Gender identity[clvii]										
Women	62	22.4	114	41.2	66	23.8	26	9.4	9	3.2
Men	64	28.7	107	48.0	34	15.2	10	4.5	8	3.6
I feel that my service contributions are valued.	**104**	**20**	**196**	**37.6**	**121**	**23.2**	**68**	**13.1**	**32**	**6.1**
Faculty status[clviii]										
Tenured/Tenure-Track	53	19.3	103	37.5	54	19.6	40	14.5	25	9.1
Not on the Tenure-Track	44	19.6	87	38.8	61	27.2	25	11.2	7	3.1

Note: Table reports responses only from Faculty respondents (*n* = 529).

Faculty and Staff Respondents Who Have Seriously Considered Leaving UNH

Thirty-seven percent (*n* = 2,393) of respondents had seriously considered leaving the University of New Hampshire (Figure 53). With regard to employee position status, 57% (*n* = 301) of Faculty respondents and 56% (*n* = 712) of Staff respondents had seriously considered leaving UNH in the past year.

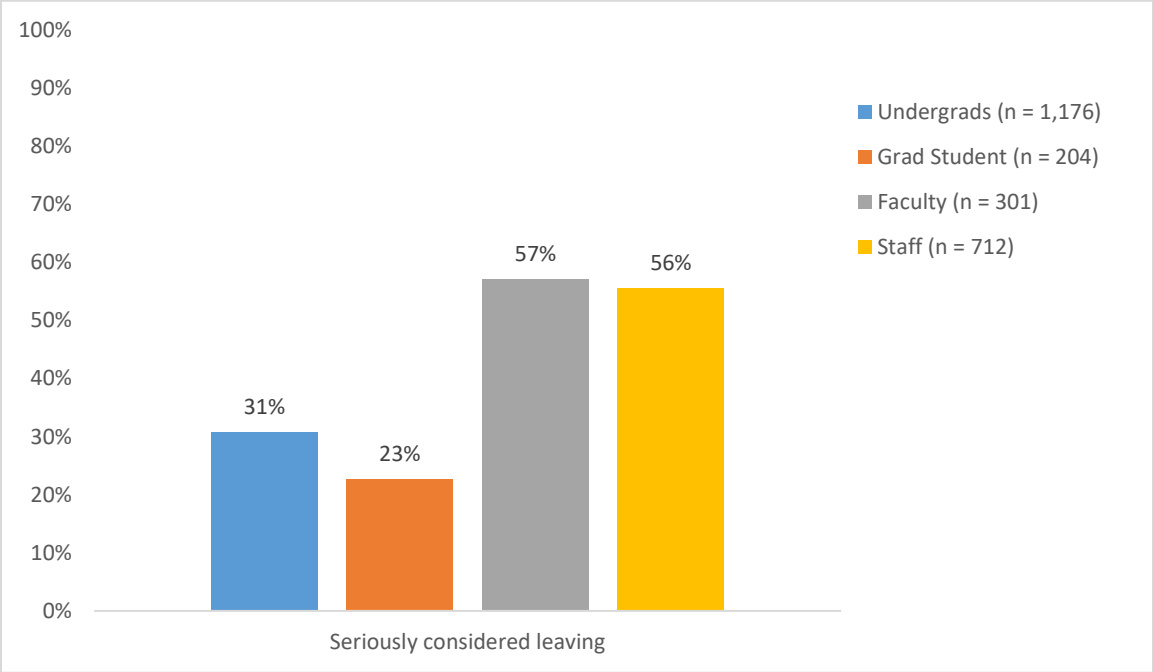


Figure 53. Respondents Who Had Seriously Considered Leaving UNH (%)

Twenty-seven percent (*n* = 427) of Staff respondents who seriously considered leaving did so because of a low salary/pay rate (Table 92). Twenty-five percent (*n* = 403) limited opportunities for advancement, 19% (*n* = 304) of those Staff respondents who seriously considered leaving did so based on an increased workload. "Other" responses submitted by respondents included "attending school," "benefits going down, rates going up and raises don't match cost of living increases," "bullying," "burnout," "change of career," "commute," "cost of living," "desire to do something different," "distance is far from where I live," "early retirement," "frustration," "grant funded position," "high stress levels," "lack of funding," "lack of job satisfaction," "leadership," "morale, at times," "no sense of 'team,'" "other opportunities," "rejection of union," "retirement," "tension," "treatment of supervisor," and "weather."

Table 92. **Reasons Why Staff Respondents Considered Leaving University of New Hampshire**

Reason	*n*	%
Low salary/pay rate	427	26.9
Limited advancement opportunities	403	25.4
Increased workload	304	19.1
Tension with supervisor/manager	275	17.3
Tension with coworkers	223	14.0
Interested in a position at another institution	206	13.0
Recruited or offered a position at another institution/organization	204	12.8
Lack of professional development opportunities	195	12.3
Campus climate unwelcoming	134	8.4
A reason not listed above	206	13.0

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving UNH (*n* = 712). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by gender identity, racial identity, sexual identity, years of service, and education level. Subsequent analyses[82] revealed the following statistically significant differences:

- By years of service, 62% (*n* = 146) of Staff respondents who had served 6 – 10 years and 61% (*n* = 423) of Staff respondents who had served 10 or more years, compared to 47% (*n* = 305) of Staff respondents who had served 5 years or less had seriously considered leaving UNH.[clix]
- By education level, 63% (*n* = 280) of Master's Staff respondents compared to 51% (*n* = 249) of Bachelor's Staff respondents and 50% (*n* = 118) of Some College Staff respondents had seriously considered leaving UNH.[clx]

Twenty-nine percent (*n* = 66) of those Faculty respondents who seriously considered leaving did so for low salary/pay rate (Table 93). Additionally, Faculty respondents seriously considered leaving because of limited opportunities for advancement (27%, *n* = 62), they were interested in a position at another institution (18%, *n* = 40), or due to an increased workload (17%, *n* = 39). "Other" responses submitted by respondents included "job insecurity," "fiscal instability," "lack

[82] Chi-square analyses were conducted by gender identity, racial identity, sexual identity, years of service, and education level; only significant differences are reported.

of appreciation for efforts from administration," lack of job security," "lack of tenure," "more opportunities in another role," "one toxic co-worker," and "soft funding position."

Table 93. **Reasons Why Faculty Respondents Considered Leaving University of New Hampshire**

Reason	*n*	%
Low salary/pay rate	66	29.2
Limited advancement opportunities	62	27.4
Interested in a position at another institution	40	17.7
Increased workload	39	17.3
Lack of professional development opportunities	30	13.3
Campus climate unwelcoming	25	11.1
Tension with supervisor/manager	24	10.6
Institutional support	22	9.7
Tension with coworkers	22	9.7
A reason not listed above	45	19.9

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving University of New Hampshire (*n* = 301). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Faculty respondents by faculty status (Tenured or Tenure-Track or Not on the Tenure-Track), gender identity,[83] racial identity,[84] sexual identity, disability status, citizenship status, years of service, and education level. Subsequent analyses[85] revealed a statistically significant difference by years of service. Seventy-one percent (*n* = 42) of Faculty respondents who had served 6 – 10 years, compared to 46% (*n* = 33) of Faculty respondents who had served 5 years or less had seriously considered leaving UNH.[clxi]

Qualitative comments analyses. There were 650 Employee (Tenured/Tenure-Track Faculty, Not on the Tenure-Track Faculty, Senior or Academic Administrator, , and Staff) respondents who elaborated on why they had seriously considered leaving. Five themes emerged across all Employee respondents: low salary, lack of advancement opportunities, concerns about leadership, overwhelming workload, and feeling undervalued. There was one theme specific to

[83] Owing to low numbers in some of the response categories, this variable was further collapsed into Men and Women for some analyses.
[84] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.
[85] Chi-square analyses were conducted by gender identity, racial identity, sexual identity, years of service, and education level; only significant differences are reported.

Faculty (both Tenured/Tenure-Track and Not on the Tenure-Track): lack of support. In addition, there was one theme unique to Not on the Tenure-Track Faculty respondents only: no job security.

All Employee Respondents

Low Salary. In the first theme that emerged across all Employee categories, respondents stated that low salary was one of the reasons they had seriously considered leaving. One respondent wrote that they seriously considered leaving "to find a position that paid more." Another respondent stated, "It was mostly because of low pay." Respondents made comments such as "Low salary," "More money elsewhere," and "Salary was the #1 reason." One respondent was interested in "A position I could [have] a higher level of financial support [for] my family."

Respondents pointed out that salaries at UNH were low compared to other institutions and businesses. One respondent stated, "UNH does not pay on scale with many other places." Another respondent observed, "UNH pay scale is much lower than other businesses for same or similar positions." One respondent wrote, "Other institutions pay significantly more for the same amount of work," while another respondent echoed similar thoughts, "looking at similar positions at peer institutions, UNH does not always offer competitive pay." Another respondent stated, "I am paid 20% less than my peers doing the same job with the same experience." Respondents were concerned that even within UNH salaries were not always equitable. One respondent observed, "Low pay relative to peers both on and off campus. The pay scale punishes long term employee. New employees with 0 experience often start with higher salaries than experienced employees."

Respondents were also concerned that salary and raises were not sufficient when compared with the cost of living and did not keep up with the cost of living in the seacoast area. One respondent wrote, "While the campus climate and benefits are excellent, the below-market pay can make it difficult to keep up with the high cost of living in the Seacoast." One respondent observed, "The rate of pay has remained unchanged in years," while another respondent added, "I can't really afford to stay in my job financially - the raises don't keep up with the cost of living." One respondent explained, "The imposed salary (with no possibilities of negotiation) is absurdly low in comparison to the cost of living in New Hampshire... I find it indecent that the administration

does not take into account the fact that the cost of living is so high here." Another respondent elaborated, "I really love my job, but the cost of living in this area is very high. The meager yearly "merit" increases are so small, but also, we are made to feel like we have to shit rainbows in order to get any raise at all is just demoralizing. And even though I have gotten a raise every year, I don't gain any ground financially, I just barely keep up with my ever-increasing costs of living."

A few respondents also commented that they did not feel that they are paid well enough for the work that they do. One respondent stated, "For the work I do, I do not believe I am compensated adequately, even if our benefits are good." Another respondent shared, "Operating staff should [be] paid like the professionals we are expected to be." One respondent stated, "Low pay for the amount of responsibilities." One respondent was concerned that salaries limited hiring opportunities, "I work in Advancement - we have very high expectations for the size of our teams and our resources and don't pay well enough for the workload we put on people. Our pay limits us in attracting the top talent."

Lack of Advancement Opportunities. In the second theme, respondents shared that a lack of opportunities for advancement had led them to seriously consider leaving. Respondents made statements such as "Very limited opportunities for advancement," "There is no room for me to advance in my office," "Not enough opportunity in my department," and "The lack of opportunities for advancement is severely limited." One respondent wrote, "In my area, there is little upward mobility due to the office structure." Another respondent stated, "I am looking to advance in positions and increase pay and have limited opportunities here." Another respondent commented, "The number one reason I considered leaving is lack of opportunities to advance my career."

Respondents shared their frustrations with the fact that they felt UNH did not help facilitate advancement or promotion. One respondent wrote, "It's hard to move up here, despite working hard to increase my value, education and skill set. My performance reviews have been glowing and I've contributed a lot more than I've been asked. Still it was like pulling teeth to get promoted." Some advancement opportunities were blocked. One respondent wrote, "Tenured faculty positions at UNH are not offered to UNH staff with terminal degrees from UNH."

Another respondent shared, “It was really frustrating when a position opened up and several of my colleagues urged me to apply but I was not allowed to by our director/HR.” Respondents noted a lack of support in their pursuit of advancement opportunities. One respondent stated, “For PAT staff there are limited advancement opportunities and internal advancement for budgetary reasons is not generally supported.” One respondent commented, “no interest from administration in helping me get the experience to advance.” Another respondent wrote, “I was looking to make a career change and though I applied for numerous positions over years within the University, I was not able to land a new position. I felt that internal employees were not given any help in finding internal positions, nor were they given any preference in the hiring process.”

Respondents also pointed out policies that hindered opportunities for advancement. One respondent shared that despite years of experience, they cannot be promoted from OS to PAT because “I do not have a degree,” and went on to comment, “This policy is very restricting as I cannot even apply for a PAT position. It's very demoralizing. I have the ability and intelligence to do more, but yet I cannot.” Another respondent observed, “There is NO possibility for career advancement which is exacerbated by UNH's archaic and unreasonable HR practices (like imposing 10% cap on salary increases for internal hires, requiring job reclassification in order to promote high performers, etc.). When you penalize high performing employees for staying at UNH by making it almost impossible for them to advance in their careers or to increase their earnings in line with the work they produce, they won't stay at UNH.”

Concerns About Leadership. In the third theme, respondents shared that concerns about leadership had led them to seriously consider leaving. On a broad level, respondents felt that there was “very poor leadership” at UNH and one respondent noted, “No strong leadership in place. No direction or strategic vision.” Another respondent shared, “Leadership within the department was not effective in creating a productive and positive environment.” Another respondent described a “Toxic leadership environment where infighting, lack of strategic leadership, favoritism, and simply terrible managers are allowed to continue in leadership roles no matter how many good employees they drive out the door.”

Respondents concerned with leadership felt that UNH needed better management and leadership skills for those in supervisory and leadership positions. Respondents called out those with poor management skills. One respondent wrote, "Weak management of my work unit makes it difficult to resolve any disagreements within the team," while another respondent noted, "A lack of expertise by supervisors in management of people and leadership skills." Another respondent shared, "The overall team I work with currently is great, however, the management team supervising struggles to lead and communicate." Respondents remarked on the need for training to address leadership skills. One respondent wrote, "In a university setting it is often assumed that someone who has obtained a level of education at the PhD level is a leader and therefore a good supervisor. Supervisors should be trained to be supervisors, this is not something that happens as a result of obtaining a PhD." Another respondent commented, "There are people in positions of leadership that do not have the experience needed to properly lead the department. People with little or no management experience (or education/training) are in management roles. Many have only ever worked at UNH and are grandfathered into their roles. Just because you have worked here for a long time that doesn't mean you are qualified to manage and lead the department."

Some respondents discussed more specific leadership concerns and shared their experiences of negative behaviors from supervisors. One respondent had an "unhelpful and unsupportive supervisor who treats me in a sexist manner." Another respondent shared, "I had a really terrible boss who has since left, thank goodness, but she treated her staff poorly and it was a very stressful and vulnerable time." Another respondent described a supervisor who was "inconstant, prone to fits of rage, caused people to cry, caused people to quit, changed the objectives of projects mid-stream, etc." Respondents described their supervisors as "threatening, vindictive, petty, incompetent, and intolerable," "mean and unprofessional," and "a master manipulator." One respondent described their former director as "a bully, subtle and manipulative," and noted that her "inability to understand what her team supports or the services that her team handles has caused irreparable harm to UNH [department]. To such a degree every UNH [department] is tainted by her poor understanding."

Additionally, some respondents were frustrated by a lack of support from their supervisors that led them to seriously consider leaving. One respondent wrote, "I have PTSD. My supervisor at

the time did not honor this diagnosis, and constantly put me in situations that exacerbated it." Another respondent shared, "I did not feel as though I had a support system during a time of difficulty with my supervisor." A lack of support for family-work balance was frustrating. One respondent wrote, "Boss was not understanding of my need to be out of the office when my young children were sick." Another respondent shared, "My manager was not sensitive to the needs of a mother that needed to take time off with her young children when they were sick. He expected me to be 'on call' while on vacation, 'in case' he needed me. He asked me to try to 'anticipate' 'unanticipated' work absences."

Overwhelming Workload. For the fourth theme, respondents commented that an overwhelming workload contributed to why they had seriously considered leaving UNH. One respondent wrote, "I often feel that I work very long hours and that it is somehow never enough." Another respondent shared, "There are not enough hours to do all the work I need to do for my job (and do a good job on those tasks!), spend quality time with my family, and get enough sleep to function." Another respondent stated, "Before the position I am on now, the workload and stress level became unmanageable." Respondents were frustrated by culture of high workload expectations at UNH. One respondent wrote, "The expectations here are unbearable." Another respondent commented, "There seems to be an expectancy that working more than 40 hours a week is normal, and there is little appreciation of extra work (and time) taken on." Another respondent explained, "The university increased its expectations of scholarly production without increasing its support and, at the same time, increasing its service and teaching demands. I feel squeezed in every way."

Respondents were frustrated by the lack of support in terms of resources and staffing needed to address the overwhelming workload. One respondent noted, "I was struggling with my workload, concerned there were no solutions and felt unsupported when I tried to discuss it with those who might have been able to help." Another respondent stated, "Not having the proper staffing for the work being asked of the department." One respondent wrote, "My workload has increased 6 fold in the last 3 years. I am doing the work of 3-4 people and have asked repeatedly for help, but keep getting 'budget constraint' excuses. With the waste I see elsewhere on campus, it is VERY disheartening." Another respondent observed, "UNH is run in a chaotic,

haphazard way. It is strapped for money. And we are often asked to do too much w/out any or enough support."

Some respondents noted how workloads had increased when staff are cut or vacated positions were left unfilled. One respondent wrote, "As people leave, positions are not filled. Workload does not diminish and stress increases." Another respondent stated, "I have had staff stripped out of my office, and the work put on me." Another respondent observed, "In the past few years, it seems there has been a lot of retirements and turnover in leadership in a variety of levels. The loss of institutional knowledge and lack of filling these positions means that the workload has increased." One respondent explained their situation, "I considered leaving UNH because they continue to cut staff and money but demand more and more of people, I currently am doing the work of approximately 3 full time staff." Another respondent had a similar experience with an increased workload "because of retirements/vacancies not being filled by new staff, and their old job responsibilities had been shifted and added to my workload."

Increased workloads fueled additional frustration when such workloads were not accompanied by increased compensation. One respondent stated, "My workload increases every year and the pay does not." Another respondent shared, "My workload keeps increasing, as number of students and programs increases. My pay rate creep does not keep pace with the increased work." One respondent noted, "increased workload with no increase to pay, just the awful 1% raise every year." Another respondent explained, "Many years earning below a living wage at UNH and increased workloads, caused me to consider leaving to better support my family."

Feeling Undervalued. In the fifth theme, respondents described how they felt undervalued and unappreciated in their roles at UNH. Employee respondents shared statements such as "I don't always feel valued," "Felt unappreciated," "I feel my position is not valued," and "No respect from management." One respondent stated, "We feel completely unappreciated in our work, yet it is important." Another respondent elaborated on their experience, "When working in the office of [a specific department] I did not feel appreciated as an employee for the tremendous amount of hard work and dedication that I put in for the years I was there. I made great sacrifices and significantly compromised my work/life balance. Work was my life and I did not feel appreciated for the amount of dedication I put into that role."

Respondents were unhappy that their contributions to the university were not recognized or rewarded in any way. One respondent stated, “lack of recognition for contributions,” while another respondent wrote, “Contributions to the operating mission of the institution are not recognized and rewarded.” Several respondents noted that they felt “unrecognized” and “under-appreciated.” One respondent commented, “I don't feel my supervisor recognizes my contributions in the way I would like.” Another respondent explained, “I feel that my work goes unrecognized. The lack of feedback or mixed feedback feels unsettling with a constant level of stress that follows me home.” One respondent elaborated, “I teach close to 400 students a year, write recommendations, manage a program, and advise far more students than my tenure track colleagues. What more do I need to do for UNH to recognize that my role is important to university?”

Respondents also described the existence of a hierarchy at UNH where some classes of people were more or less valued than others. Not on the Tenure-Track faculty and staff felt particularly targeted due to their location at the bottom of the hierarchy. In terms of the value of Not on the Tenure-Track faculty members, one respondent wrote, “The climate at UNH leaves lecturers with the feeling that they are second class citizens and at times not worthy to be part of the university.” Another respondent observed, “The department has a 2-tier system that makes it clear that clinical and lecturer faculty are ‘less than’ the tenure-track faculty. We are not allowed in part of the meetings.” Another respondent shared, “Lack of respect toward clinical faculty by tenure faculty and chair of the department.” Staff members were also seen as being “treated like 2nd class people.” One respondent wrote, “I feel that there is way too much hierarchy. And the administrative staff is very, very low on the totem pole.” Another respondent observed, “There are also times that staff is overlooked. It can be depressing and demotivating.” Another respondent commented, “There is a culture of disrespect towards staff members that exists from people with faculty status that makes the climate unwelcoming and routinely frustrating.” One respondent shared some examples of how the lack of value is expressed, “It feels as though the faculty are valued here at UNH much higher than the staff. And that is reflected in better benefits, higher wages, more flexibility in their working arrangements, etc.” Respondents particularly focused in on the division between faculty and staff. One respondent noted, “There is a definite issue with the divide of faculty and staff at UNH.” Another respondent commented, “Professors treat staff members as if they're the hired stable hand. I've been yelled at,

disrespected and called names just because Professors see themselves as elite." Another respondent shared, "Faculty have made it difficult to feel successful as a staff member - there is the culture that they believe we are here to support them rather than the students."

Faculty Respondents Only

Lack of Support. In the sole theme specific to Faculty (both Not on the Tenure-Track and Tenured/Tenure-Track), respondents commented on how a lack of support led them to seriously consider leaving. Respondents commented generally that "I do not feel supported in my department or the Dean's office," or "I feel like I'm being pushed out of academia due to lack of University support." One respondent noted how lack of support was hurting retention, "When I was hired, I came in with a decent cohort of faculty, many of whom left over the first five years to pursue opportunities at universities with more institutional support."

Respondents did not feel the university provided adequate resources for their research and work. One respondent wrote, "The difficulties in being able to pursue research, particularly larger-scale projects and the lack of support in terms of research assistants, etc." Another respondent stated, "Support for research focused faculty is limited." One respondent elaborated on the lack of support for research, "I feel that I'm simultaneously expected to produce high-quality research without any support for that research. In COLA, it feels almost impossible for faculty to get time or space to do research. There's very little start-up money, little money for grad assistants, and course releases are rare." Another respondent added, "Research Faculty have been asking for a MODEST level of hard support (1 month salary for all research faculty) for three years. While our message has been heard, there has been little to no action, despite the fact that UNH already pays over $25 million to tenured track faculty just to support their research activities!"

Respondents also commented on how little mentoring and guidance they received at UNH. One respondent stated, "There is little to no support for untenured faculty members and zero mentorship." Another respondent shared, "There is no mentorship in the department. Tenure-track faculty have had to navigate the process without guidance and the most recent tenure candidate's experience of the process has been painful to witness. Department P&T committee is hostile and unsupportive." One respondent noted, "The climate for Research Faculty was not welcoming and navigating opportunities as a young RF member was not easy," while another

respondent commented on the lack of support for pursuing tenure, “I have not been set up well to successfully be tenured in a few years and I don't see how anything is likely to change.” One respondent elaborated on their experiences, “There is very little to no mentorship in my department and the only ‘mentorship’ I do receive mostly encourages me to do more work with little to no support or guidance. When I ask for professional development funding, I am often shut down or receive push back. Though I applied for grant funding for the first time with only external guidance, I received a reprimand from leadership because of my last-minute timing because I was not aware of internal forms.”

Not on the Tenure-Track Faculty Respondents Only

No Job Security. For the single theme for Not on the Tenure-Track Faculty respondents discussed how they did not feel their job was secure and that was why they had seriously considered leaving. Several respondents echoed the statement, *“*As a research faculty my job security is very limited.” One respondent shared, “Lecturers are being laid off left and right and I don't feel secure in my prospects of being renewed.” Another respondent observed, “The insecurity of the lecturer position due to short term contracts and being treated as "flexible labor" makes me want to seek a more stable position.” One respondent explained the concerns, “The primary reason I have considered leaving UNH is my lack of Job Security. I have watched UNH eliminate Senior and Principle lectures with over 10 years’ experience to close budget holes. I am watching right now as the university eliminates lecturers in the Thompson School who are in the middle of their contract. UNH simply doesn't value instructional personnel like myself. They consider us replaceable and if cheaper alternatives are available, they are pursued.”

Summary. The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about University of New Hampshire policies and processes. With regard to discriminatory employment practices, 18% (*n* = 331) of Faculty and Staff respondents had observed unfair or unjust hiring, 26% (*n* = 455) had observed unfair or unjust promotion, tenure, and/or reclassification, and 13% (*n* = 225) had observed unfair or unjust disciplinary actions. Gender/gender identity, position status, and nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they that they felt valued by their supervisors/managers, they felt valued by coworkers in their department, and they were able to complete their assigned duties during scheduled hours. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that staff opinions were not valued by UNH senior administration and that UNH policies (e.g., FMLA) were not fairly applied across UNH. Significant differences were found between Staff respondents were primarily based on their years of service.

A majority of Tenured and Tenure-Track Faculty respondents felt research and teaching were valued by UNH, but some felt their service contributions were not valued by UNH. Not on the Tenure-Track Faculty respondents, in particular, indicated that the criteria used for contract renewal were not clear. Most Faculty respondents felt valued by students in the classroom, by faculty in their department/college/school, and by their department/program chairs. Also, Faculty respondents perceived salaries for tenure-track positions as not competitive.

Over half of Faculty respondents (57%, *n* = 301) and Staff respondents (56%, *n* = 712) had seriously considered leaving University of New Hampshire in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, or due to an increased workload.

[liv] A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by years of service: χ^2 (8, N = 1,270) = 21.68, $p < .01$.
[lv] A chi-square test was conducted to compare percentages of Staff respondents had colleagues/coworkers who gave them job/career advice or guidance when they needed it by years of service: χ^2 (8, N = 1,265) = 22.01, $p < .01$.

[lvi] A chi-square test was conducted to compare percentages of Staff respondents that they were included in opportunities that will help their career as much as others in similar positions by years of service: χ^2 (8, N = 1,264) = 24.65, $p < .01$.
[lvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was clear by gender identity: χ^2 (4, N = 1,239) = 14.06, $p < .01$.
[lviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was clear by years of service: χ^2 (8, N = 1,267) = 21.48, $p < .01$.
[lix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process was productive by years of service: χ^2 (8, N = 1,259) = 57.44, $p < .001$.
[lx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate support for me to manage work-life balance by years of service: χ^2 (8, N = 1,261) = 27.25, $p < .01$.
[lxi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were able to complete their assigned duties during scheduled hours by years of service: χ^2 (8, N = 1,263) = 43.61, $p < .001$.
[lxii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were able to complete their assigned duties during scheduled hours by education level: χ^2 (12, N = 1,214) = 43.33, $p < .001$.
[lxiii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload had increased without additional compensation by years of service: χ^2 (8, N = 1,269) = 29.05, $p < .001$.
[lxiv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload had increased without additional compensation by education level: χ^2 (12, N = 1,221) = 25.00, $p < .05$.
[lxv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours by gender identity: χ^2 (4, N = 1,239) = 12.42, $p < .05$.
[lxvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours by education level: χ^2 (12, N = 1,218) = 47.62, $p < .001$.
[lxvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were given a reasonable time frame to complete assigned responsibilities by years of service: χ^2 (8, N = 1,261) = 21.87, $p < .01$.
[lxviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were burdened by work responsibilities beyond those of my colleagues with similar performance expectations by gender identity: χ^2 (4, N = 1,237) = 14.70, $p < .01$.
[lxix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were burdened by work responsibilities beyond those of my colleagues with similar performance expectations by years of service: χ^2 (8, N = 1,265) = 25.68, $p < .01$.
[lxx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they perform more work than colleagues with similar performance expectations by gender identity: χ^2 (4, N = 1,230) = 14.89, $p < .01$.
[lxxi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they perform more work than colleagues with similar performance expectations by years of service: χ^2 (8, N = 1,257) = 24.26, $p < .01$.
[lxxii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that a hierarchy exists within staff positions that allows some voices to be valued more than others by years of service: χ^2 (8, N = 1,266) = 21.87, $p < .01$.
[lxxiii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that UNH provides adequate resources to help them manage work-life balance by education level: χ^2 (12, N = 1,213) = 30.97, $p < .01$.
[lxxiv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that UNH provided them with resources to pursue training/professional development opportunities by education level: χ^2 (12, N = 1,210) = 21.24, $p < .05$.
[lxxv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides them with resources to pursue training/professional development opportunities by years of service: χ^2 (8, N = 1,254) = 18.01, $p < .05$.
[lxxvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that UNH is supportive of taking extended leave by years of service: χ^2 (8, N = 1,246) = 37.10, $p < .001$.

[lxxvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of them taking leaves by years of service: χ^2 (8, N = 1,247) = 21.63, $p < .01$.
[lxxviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff in their department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations by years of service: χ^2 (8, N = 1,247) = 18.15, $p < .05$.
[lxxix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that UNH policies are fairly applied across UNH by gender identity: χ^2 (4, N = 1,220) = 15.94, $p < .01$.
[lxxx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that UNH is supportive of flexible work schedules by gender identity: χ^2 (8, N = 1,240) = 17.33, $p < .05$.
[lxxxi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that UNH is supportive of flexible work schedules by years of service: χ^2 (8, N = 1,257) = 17.89, $p < .05$.
[lxxxii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of flexible work schedules by gender identity: χ^2 (4, N = 1,227) = 11.86, $p < .05$.
[lxxxiii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisors were supportive of flexible work schedules by years of service: χ^2 (8, N = 1,252) = 30.67, $p < .001$.
[lxxxiv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that supervisor is supportive of flexible work schedules by education level: χ^2 (12, N = 1,204) = 27.15, $p < .01$.
[lxxxv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries are competitive by education level: χ^2 (12, N = 1,206) = 22.05, $p < .05$.
[lxxxvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages are competitive by years of service: χ^2 (8, N = 1,247) = 22.90, $p < .01$.
[lxxxvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that health insurance benefits are competitive by education level: χ^2 (12, N = 1,205) = 28.45, $p < .01$.
[lxxxviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits are competitive by gender identity: χ^2 (4, N = 1,223) = 10.87, $p < .05$.
[lxxxix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UNH committees by gender identity: χ^2 (4, N = 1,224) = 11.27, $p < .05$.
[xc] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by UNH faculty by years of service: χ^2 (8, N = 1,247) = 29.31, $p < .001$.
[xci] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by UNH faculty by education level: χ^2 (12, N = 1,199) = 25.51, $p < .05$.
[xcii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by UNH senior administration by gender identity: χ^2 (4, N = 1,217) = 19.29, $p < .01$.
[xciii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by UNH senior administration by sexual identity: χ^2 (4, N = 1,156) = 12.56, $p < .05$.
[xciv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by UNH senior administration by years of service: χ^2 (8, N = 1,243) = 26.99, $p < .01$.
[xcv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that clear expectations of my responsibilities exist by years of service: χ^2 (8, N = 1,249) = 17.52, $p < .05$.
[xcvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that clear procedures exist on how they could advance at UNH by education level: χ^2 (12, N = 1,205) = 27.12, $p < .01$.
[xcvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that positive about their career opportunities at UNH by years of service: χ^2 (8, N = 1,253) = 19.25, $p < .05$.
[xcviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that positive about their career opportunities at UNH by education level: χ^2 (12, N = 1,205) = 29.16, $p < .01$.
[xcix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that would recommend UNH as a good place to work by racial identity: χ^2 (8, N = 1,200) = 19.80, $p < .05$.
[c] A chi-square test was conducted to compare percentages of Staff respondents who indicated that would recommend UNH as a good place to work by sexual identity: χ^2 (8, N = 1,200) = 19.80, $p < .05$.
[ci] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt they had job security by years of service: χ^2 (8, N = 1,258) = 18.90, $p < .05$.
[cii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UNH faculty by years of service: χ^2 (8, N = 1,246) = 17.06, $p < .05$.

[ciii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UNH senior administrators as a good place to work by sexual identity: χ^2 (8, N = 1,157) = 20.86, $p < .01$.
[civ] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they thought that coworkers in their work unit prejudge their abilities based on their perception of their identity/background by gender identity: χ^2 (4, N = 1,217) = 14.99, $p < .01$.
[cv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they thought that coworkers in their work unit prejudge their abilities based on their perception of their identity/background by racial identity: χ^2 (8, N = 1,184) = 40.72, $p < .001$.
[cvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they thought that coworkers in their work unit prejudge their abilities based on their perception of their identity/background by years of service: χ^2 (8, N = 1,245) = 18.57, $p < .05$.
[cvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they think they supervisor/manager prejudges they abilities based on their perception of their identity/background by gender identity: χ^2 (4, N = 1,226) = 13.80, $p < .01$.
[cviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they think faculty prejudge their abilities based on their perception of their identity/background by years of service: χ^2 (8, N = 1,233) = 18.57, $p < .05$.
[cix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt feel prejudged by their coworkers based on their educational credentials by education level: χ^2 (12, N = 1,192) = 22.18, $p < .05$.
[cx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they believe that their department/school encourages free and open discussion of difficult topics by years of service: χ^2 (8, N = 1,254) = 15.57, $p < .05$.
[cxi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for promotion and tenure are clear by gender identity: χ^2 (4, N = 270) = 11.70, $p < .05$.
[cxii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the tenure standards/promotion standards were applied equally to faculty in their department by gender identity: χ^2 (4, N = 265) = 9.49, $p < .05$.
[cxiii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the tenure standards/promotion standards were applied fairly to faculty in their college by gender identity: χ^2 (4, N = 265) = 9.66, $p < .05$.
[cxiv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they were supported and mentored during the tenure-track years by gender identity: χ^2 (4, N = 267) = 10.67, $p < .05$.
[cxv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they were supported and mentored during the tenure-track years by disability status: χ^2 (4, N = 265) = 9.66, $p < .05$.
[cxvi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that service contributions are valued by UNH by gender identity: χ^2 (4, N = 265) = 10.48, $p < .05$.
[cxvii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by citizenship status: χ^2 (8, N = 267) = 18.80, $p < .05$.
[cxviii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they perform more work to help students than do their colleagues by disability status: χ^2 (4, N = 268) = 15.78, $p < .01$.
[cxix] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that faculty members in their department who use family accommodation (FMLA) policies were disadvantaged in promotion and tenure by gender identity: χ^2 (4, N = 263) = 14.22, $p < .01$.
[cxx] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that faculty opinions were valued within UNH committees by gender identity: χ^2 (4, N = 265) = 10.24, $p < .05$.
[cxxi] A chi-square test was conducted to compare percentages of Not on the Tenure-Track Faculty respondents who indicated that the criteria for contract renewal are clear by years of service: χ^2 (8, N = 216) = 17.07, $p < .05$.

[cxxii] A chi-square test was conducted to compare percentages of Not on the Tenure-Track Faculty respondents who indicated that clear expectations of their responsibilities existed by years of service: χ^2 (8, N = 220) = 18.85, p < .05.
[cxxiii] A chi-square test was conducted to compare percentages of Not on the Tenure-Track Faculty respondents who indicated that research is valued by UNH committees by gender identity: χ^2 (4, N = 213) = 13.22, p < .05.
[cxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by faculty status: χ^2 (4, N = 488) = 118.74, p < .001.
[cxxv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by disability status: χ^2 (4, N = 498) = 11.32, p < .05.
[cxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by years of service: χ^2 (8, N = 500) = 20.19, p < .05.
[cxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for faculty not on the tenure track were competitive by faculty status: χ^2 (4, N = 483) = 19.44, p < .01.
[cxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for faculty not on the tenure track were competitive by gender identity: χ^2 (4, N = 483) = 13.20, p < .01.
[cxxix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for faculty not on the tenure track were competitive by citizenship status: χ^2 (8, N = 492) = 21.32, p < .01.
[cxxx] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that health insurance benefits were competitive by faculty status: χ^2 (4, N = 498) = 14.84, p < .01.
[cxxxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits are competitive by sexual identity: χ^2 (4, N = 483) = 10.24, p < .05.
[cxxxii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that UNH provides adequate resources to help them manage their work-life balance by faculty status: χ^2 (4, N = 490) = 22.17, p < .001.
[cxxxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process is clear by gender identity: χ^2 (4, N = 496) = 9.57, p < .05.
[cxxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process is clear by years of service: χ^2 (8, N = 507) = 15.75, p < .05.
[cxxxv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated they felt positive about career opportunities at UNH by faculty status: χ^2 (4, N = 500) = 13.72, p < .01.
[cxxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated they felt positive about career opportunities at UNH by sexual identity: χ^2 (4, N = 485) = 13.60, p < .01.
[cxxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated they felt positive about career opportunities at UNH by disability status: χ^2 (4, N = 509) = 10.15, p < .05.
[cxxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by faculty status: χ^2 (4, N = 498) = 76.19, p < .001.
[cxxxix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by gender identity: χ^2 (4, N = 499) = 17.64, p < .01.
[cxl] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by sexual identity: χ^2 (4, N = 483) = 11.46, p < .05.
[cxli] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by years of service: χ^2 (8, N = 510) = 66.93, p < .001.
[cxlii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt valued by faculty in their department/program by faculty status: χ^2 (4, N = 502) = 9.58, p < .05.
[cxliii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt valued by their department/program chair by gender identity: χ^2 (4, N = 505) = 11.53, p < .05.
[cxliv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt valued by UNH senior administrators by sexual identity: χ^2 (4, N = 486) = 9.75, p < .05.
[cxlv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they thought faculty in their department/school prejudged their abilities based on perceptions of their identity/background by gender identity: χ^2 (4, N = 498) = 17.95, p < .01.
[cxlvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they thought faculty in their department/school prejudged their abilities based on perceptions of their identity/background by disability status: χ^2 (4, N = 506) = 14.67, p < .01.

[cxlvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they thought faculty in their department/school prejudged their abilities based on perceptions of their identity/background by years of service: χ^2 (8, N = 509) = 24.04, $p < .01$.
[cxlviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt prejudged by their colleagues based on their educational credentials by faculty status: χ^2 (4, N = 495) = 9.93, $p < .05$.
[cxlix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt prejudged by their colleagues based on their educational credentials by gender identity: χ^2 (4, N = 499) = 13.11, $p < .05$.
[cl] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that their department/program chair prejudged their abilities based on a perception of their identity/background by faculty status: χ^2 (4, N = 492) = 10.54, $p < .05$.
[cli] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that their department/program chair prejudged their abilities based on perceptions of their identity/background by years of service: χ^2 (8, N = 509) = 24.04, $p < .01$.
[clii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they believed that UNH encouraged free and open discussion of difficult topics by faculty status: χ^2 (4, N = 497) = 11.05, $p < .05$.
[cliii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they believed that UNH encouraged free and open discussion of difficult topics by sexual identity: χ^2 (4, N = 485) = 12.86, $p < .05$.
[cliv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt that their research/scholarship was valued by faculty status: χ^2 (4, N = 492) = 46.92, $p < .001$.
[clv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt that their research/scholarship was valued by gender identity: χ^2 (4, N = 496) = 12.63, $p < .05$.
[clvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt that their research/scholarship was valued by sexual identity: χ^2 (4, N = 480) = 13.29, $p < .05$.
[clvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt that their teaching was valued by gender identity: χ^2 (4, N = 500) = 11.97, $p < .05$.
[clviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they felt that their service contributions were valued by faculty status: χ^2 (4, N = 499) = 11.10, $p < .05$.
[clix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had seriously considered leaving by years of service: χ^2 (2, N = 1,573) = 31.58, $p < .001$.
[clx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had seriously considered leaving by education level: χ^2 (3, N = 1,225) = 17.42, $p < .01$.
[clxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had seriously considered leaving by years of service: χ^2 (2, N = 220) = 8.52, $p < .05$.

Student Perceptions of Campus Climate

This section of the report reviews survey items that were specific to UNH students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 94). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Two percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[86] The internal consistency reliability (Cronbach's alpha) of the scale was 0.869, which is high, meaning that the scale produced consistent results.

[86]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

***Table** 94.* **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
Perceived Academic Success	Q12_A_1	I am performing up to my full academic potential.
	Q12_A_2	I am satisfied with my academic experience at UNH.
	Q12_A_3	I am satisfied with the extent of my intellectual development since enrolling at UNH.
	Q12_A_4	I have performed academically as well as I anticipated I would.
	Q12_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_A_6	My interest in ideas and intellectual matters has increased since coming to UNH.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The scale score was then reverse-coded so that higher scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (People of Color, Multiracial Respondents, White/European American)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Sexual identity (Bisexual, Queer-Spectrum/Multiple, Heterosexual)
- First Generation/Low-Income status (First Generation/Low-Income, Not First Generation/Low-Income)

When only two categories existed for the specified demographic variable (e.g., First Generation/Low-Income Status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects

are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate-to-large effects are noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Law Student respondents (where possible).

Gender Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 95).

Table 95. **Undergraduate Student Respondents' *Perceived Academic Success* by Gender Identity**

Gender identity	*n*	Mean	Std. dev.
Women	2,535	4.094	0.666
Men	1,142	3.895	0.705
Trans-spectrum	56	3.949	0.625

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for one comparison: Women vs. Men (Table 96). These findings suggest that Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents.

Table 96. **Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Gender Identity**

Groups compared	Mean difference
Women vs. Men	0.199**
Women vs. Trans-spectrum	0.144
Men vs. Trans-spectrum	-0.054

**$p < .001$

A significant difference existed ($p < .001$) in the overall test for means for Graduate/Law Student respondents by gender identity on *Perceived Academic Success* (Table 97).

Table 97. **Graduate/Law Student Respondents' *Perceived Academic Success* by Gender Identity**

Gender identity	*n*	Mean	Std. dev.
Women	517	4.182	0.660
Men	341	4.128	0.668
Trans-spectrum	12	3.292	0.700

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: Women vs. Trans-spectrum and Men vs. Trans-spectrum (Table 98). These findings suggest that Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women or Men Undergraduate Student respondents.

Table 98. **Difference Between Means for Graduate/Law Student Respondents for *Perceived Academic Success* by Gender Identity**

Groups compared	Mean difference
Women vs. Men	0.054
Women vs. Trans-spectrum	0.890**
Men vs. Trans-spectrum	0.836**

**$p < .001$

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 99).

Table 99. **Undergraduate Student Respondents' *Perceived Academic Success* by Racial Identity**

Racial identity	*n*	Mean	Std. dev.
People of Color	296	3.899	0.644
White/European American	3,162	4.052	0.680
Multiracial	220	3.928	0.735

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: White/European American vs. People of Color and White/European American vs. Multiracial (Table 100). These findings suggest that People of Color and Multiracial Undergraduate Student respondents had less *Perceived Academic Success* than White/European American Undergraduate Student respondents.

***Table 100*. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Gender Identity**

Groups compared	Mean difference
People of Color vs. White/European American	-0.153**
People of Color vs. Multiracial	-0.029
White/European American vs. Multiracial	0.124**

**$p < .001$

No significant difference existed ($p > .05$) in the overall test for means for Graduate/Law Student respondents by racial identity on *Perceived Academic Success* (Table 101).

***Table 101.* Graduate/Law Student Respondents' *Perceived Academic Success* by Racial Identity**

Racial identity	*n*	Mean	Std. dev.
People of Color	143	4.068	0.694
White/European American	680	4.177	0.655
Multiracial	32	4.146	0.609

Because the overall test was not significant, no subsequent analyses on *Perceived Academic Success* for Graduate/Law Student respondents were conducted.

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 102).

***Table 102.* Undergraduate Student Respondents' *Perceived Academic Success* by Disability Status**

Disability status	*n*	Mean	Std. dev.
Disability	343	3.887	0.756
Multiple Disabilities	169	3.808	0.715
No Disability	3,202	4.056	0.671

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: No Disability vs. Disability and No Disability vs. Multiple Disabilities (Table 103). These findings suggest that Undergraduate Student respondents with a Disability had less *Perceived Academic Success* than Undergraduate Student respondents with No Disability. The results also suggest that Undergraduate Student respondents with Multiple

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

***Table 103*. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Disability Status**

Groups compared	Mean difference
Disability vs. No Disability	-0.169**
Disability vs. Multiple Disabilities	0.080
No Disability vs. Multiple Disabilities	0.248**

**$p < .001$

A significant difference existed ($p < .05$) in the overall test for means for Graduate/Law Student respondents by disability status on *Perceived Academic Success* (Table 104).

***Table 104.* Graduate/Law Student Respondents' *Perceived Academic Success* by Disability Status**

Disability status	*n*	Mean	Std. dev.
Disability	72	3.986	0.723
Multiple Disabilities	36	3.954	0.758
No Disability	763	4.171	0.659

Though the overall test of means was significant, no individual tests were significant by disability status (Table 105).

***Table 105*. Difference Between Means for Graduate/Law Student Respondents for *Perceived Academic Success* by Disability Status**

Groups compared	Mean difference
Disability vs. No Disability	-0.185
Disability vs. Multiple Disabilities	0.032
No Disability vs. Multiple Disabilities	0.218

Sexual Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success* (Table 106).

Table 106. **Undergraduate Student Respondents' *Perceived Academic Success* by Sexual Identity**

Sexual identity	*n*	Mean	Std. dev.
Bisexual	268	3.943	0.717
Queer-Spectrum	268	4.101	0.661
Heterosexual	3,131	4.036	0.683

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for one comparison: Bisexual vs. Queer-Spectrum (Table 107). This finding suggests that Bisexual Undergraduate Student respondents had less *Perceived Academic Success* than Queer-Spectrum Undergraduate Student respondents.

Table 107. **Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Sexual Identity**

Groups compared	Mean difference
Bisexual vs. Queer-Spectrum	-0.158*
Bisexual vs. Heterosexual	-0.093
Queer-Spectrum vs. Heterosexual	0.065

*$p < .05$

No significant difference existed ($p > .05$) in the overall test for means for Graduate/Law Student respondents by sexual identity on *Perceived Academic Success* (Table 108).

Table 108. **Graduate/Law Student Respondents' *Perceived Academic Success* by Sexual Identity**

Sexual identity	*n*	Mean	Std. dev.
Bisexual	61	4.137	0.648
Queer-Spectrum	57	4.099	0.703
Heterosexual	719	4.167	0.664

Because the overall test was not significant, no subsequent analyses on *Perceived Academic Success* for Graduate/Law Student respondents were conducted.

First-Generation/Income Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*, ($p < .001$) (Table 109). This finding suggests that Not-First-Generation/Low-Income Undergraduate Student respondents had

greater *Perceived Academic Success* than First-Generation/Low-Income Undergraduate Student respondents. A significant difference existed in the overall test for means for Graduate/Law Student respondents by income status on *Perceived Academic Success*, ($p < .05$). This finding suggests that Not-First-Generation/Low-Income Graduate/Law Student respondents had greater *Perceived Academic Success* than First-Generation/Low-Income Graduate/Law Student respondents.

Table 109. **Student Respondents' *Perceived Academic Success* by First Generation/Income Status**

First Generation/ Income status	Undergraduate Student respondents			Graduate/Law Student respondents		
	n	Mean	Std. dev.	*n*	Mean	Std. dev.
Not-First-Generation/ Low-income	3,444	4.040	0.674	737	4.184	0.654
First-Generation/ Low-Income	183	3.813	0.842	99	4.007	0.734
Mean difference		0.227**			0.178*	

**$p < .001$; *$p < .05$

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at University of New Hampshire. Frequencies and significant differences based on transfer status (i.e., started at UNH or transferred to UNH), gender identity, racial identity,[87] sexual identity, disability status,[88] citizenship status, housing status, first-generation/low-income status are provided in the following tables.[89]

Seventy-eight percent ($n = 3,661$) of Student respondents "strongly agreed" or "agreed" that they felt valued by UNH faculty (Table 110). A higher percentage of Women Student respondents (50%, $n = 1,557$) than Men Student respondents (45%, $n = 677$) "agreed" that they felt valued by UNH faculty. A higher percentage of Residential Life Students respondents (51%, $n = 939$) than Department of Housing Student respondents (44%, $n = 202$) "agreed" that they felt valued by

[87]Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.
[88]Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability (Disability and Multiple Disabilities) and No Disability.
[89] As noted earlier, per the Climate Study Working Group (CSWG), gender identity was categorized to only Men and Women and sexual identity to Queer-spectrum and Heterosexual to maintain response confidentiality.

UNH faculty. Thirty-eight percent (*n* = 129) of Non-U.S. Citizen Student respondents compared with 29% (*n* = 1,210) of U.S. Citizen-Birth Student respondents "strongly agreed" that they felt valued by UNH faculty. A higher percentage of No Disability Student respondents (30%, *n* = 1,211) than Multiple Disability Student respondents (22%, *n* = 46) "strongly agreed" that they felt valued by UNH faculty.

Seventy-five percent (*n* = 3,512) of Student respondents "strongly agreed" or "agreed" that they felt valued by UNH staff. A higher percentage of Student respondents who started at UNH (48%, *n* = 1,560) than Student respondents who transferred to UNH (41%, *n* = 202) "agreed" that they felt valued by UNH staff. Forty-eight percent (*n* = 1,504) of Women Student respondents and 42% (*n* = 633) of Men Student respondents "agreed" with this statement. A higher percentage of Not-First-Gen/Low-Income Student respondents (47%, *n* = 1,994) than First-Gen/Low-Income Student respondents (39%, *n* = 110) "agreed" that they felt valued by UNH staff. A higher percentage of Residential Life Students respondents (49%, *n* = 900) than Department of Housing Student respondents (41%, *n* = 188) "agreed" that they felt valued by UNH staff. Thirty-six percent (*n* = 121) of Non-U.S. Citizen Student respondents compared with 28% (*n* = 1,171) of U.S. Citizen-Birth Student respondents "strongly agreed" that they felt valued by UNH staff. A higher percentage of Disability Student respondents (7%, *n* = 31) than No Disability Student respondents (5%, *n* = 185) "disagreed" that they felt valued by UNH staff.

Fifty-eight percent (*n* = 2,740) of Student respondents "strongly agreed" or "agreed" that they felt valued by UNH senior administrators. A higher percentage of Student respondents who started at UNH (38%, *n* = 1,240) than Student respondents who transferred to UNH (31%, *n* = 151) "agreed" that they felt valued by UNH senior administrators. Twenty-four percent (*n* = 355) of Men Student respondents and 11% (*n* = 8) of Trans-spectrum Student respondents "agreed" with this statement. A larger percentage of Heterosexual Student respondents (37%, *n* = 1,440) than Queer-spectrum Student respondents (30%, *n* = 99) "agreed" with this statement. A higher percentage of Not-First-Gen/Low-Income Student respondents (37%, *n* = 1,565) than First-Gen/Low-Income Student respondents (28%, *n* = 81) "agreed" that they felt valued by UNH senior administrators. A higher percentage of Department of Housing Students respondents (27%, *n* = 125) than Non-Campus Housing Student respondents (20%, *n* = 429) "strongly agreed" that they felt valued by UNH senior administrators. Thirty-two percent (*n* = 106) of

Non-U.S. Citizen Student respondents compared with 22% (*n* = 904) of U.S. Citizen-Birth Student respondents "strongly agreed" that they felt valued by UNH senior administrators. Twenty-three percent (*n* = 924) of No Disability Student respondents compared with 15% (*n* = 32) of Multiple Disabilities Student respondents "strongly agreed" that they felt valued by UNH senior administrators.

Table 110. **Student Respondents' Feelings of Value by Employees**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by UNH faculty.	**1,383**	**29.3**	**2,278**	**48.3**	**735**	**15.6**	**253**	**5.4**	**65**	**1.4**
Gender identity[clxii]										
Women	895	28.7	1,557	50.0	487	15.6	148	4.7	29	0.9
Men	465	30.9	677	45.0	235	15.6	98	6.5	31	2.1
Housing status[clxiii]										
Residential Life	513	27.8	939	50.8	289	15.6	90	4.9	16	0.9
Department of Housing	146	31.7	202	43.9	82	17.8	25	5.4	5	1.1
Non-Campus Housing	648	30.4	1,020	47.8	308	14.4	119	5.6	38	1.8
Citizenship status[clxiv]										
U.S. Citizen-Birth	1,210	28.7	2,048	48.6	660	15.7	241	5.7	57	1.4
U.S. Citizen-Naturalized	38	27.9	65	47.8	25	18.4	< 5	---	5	3.7
Non-U.S. Citizen	129	38.2	153	45.3	45	13.3	8	2.4	< 5	---
Disability status[clxv]										
Disability	112	26.5	197	46.6	75	17.7	30	7.1	9	2.1
No Disability	1,211	30.0	1,958	48.5	616	15.2	207	5.1	49	1.2
Multiple Disability	46	21.8	106	50.2	37	17.5	15	7.1	7	3.3
I feel valued by UNH staff.	**1,341**	**28.6**	**2,171**	**46.2**	**888**	**18.9**	**232**	**4.9**	**63**	**1.3**
Transfer status[clxvi]										
Started at UNH	896	27.3	1,560	47.6	623	19.0	158	4.8	40	1.2
Transferred to UNH	135	27.4	202	41.0	111	22.5	34	6.9	11	2.2
Gender identity[clxvii]										
Women	872	28.1	1,504	48.4	567	18.3	134	4.3	28	0.9
Men	452	30.2	633	42.2	293	19.5	91	6.1	30	2.0
Trans-spectrum	13	18.1	29	40.3	22	30.6	5	6.9	< 5	---

Table 110. **Student Respondents' Feelings of Value by Employees**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
First-generation/low-income status[clxviii]										
Not First-Gen/Low-Income	1,203	28.3	1,994	46.9	793	18.7	206	4.8	53	1.2
First-Gen/Low-Income	89	31.1	110	38.5	62	21.7	18	6.3	7	2.4
Housing status[clxix]										
Residential Life	522	28.4	900	48.9	313	17.0	88	4.8	17	0.9
Department of Housing	142	31.0	188	41.0	100	21.8	23	5.0	5	1.1
Non-Campus Housing	610	28.7	970	45.6	408	19.2	102	4.8	36	1.7
Citizenship status[clxx]										
U.S. Citizen-Birth	1,171	27.9	1,950	46.4	803	19.1	218	5.2	58	1.4
U.S. Citizen-Naturalized	39	28.9	61	45.2	27	20.0	5	3.7	< 5	---
Non-U.S. Citizen	121	36.0	150	44.6	55	16.4	8	2.4	< 5	---
Disability status[clxxi]										
Disability	106	25.1	184	43.6	92	21.8	31	7.3	9	2.1
No Disability	1,172	29.1	1,880	46.7	739	18.4	185	4.6	47	1.2
Multiple Disability	48	22.7	90	42.7	50	23.7	16	7.6	7	3.3
I feel valued by UNH senior administrators (e.g., dean, vice president, academic vice president).	**1,046**	**22.3**	**1,694**	**36.1**	**1,345**	**28.7**	**429**	**9.1**	**180**	**3.8**
Transfer status[clxxii]										
Started at UNH	743	22.7	1,240	37.8	892	27.2	288	8.8	115	3.5
Transferred to UNH	105	21.3	151	30.6	157	31.8	60	12.1	21	4.3
Gender identity[clxxiii]										
Women	680	21.9	1,175	37.9	919	29.6	248	8.0	81	2.6
Men	355	23.7	494	32.9	402	26.8	160	10.7	89	5.9
Trans-spectrum	8	11.1	22	30.6	16	22.2	18	25.0	8	11.1
Sexual identity[clxxiv]										
Bisexual	66	19.8	118	35.4	99	29.7	35	10.5	15	4.5
Queer-Spectrum	63	19.0	99	29.8	103	31.0	43	13.0	24	7.2
Heterosexual	890	22.8	1,440	36.8	1,112	28.4	337	8.6	131	3.4

Table 110. **Student Respondents' Feelings of Value by Employees**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
First-generation/low-income status[clxxv]										
Not First-Gen/Low-Income	943	22.2	1,565	36.8	1,200	28.3	383	9.0	156	3.7
First-Gen/Low-Income	71	24.6	81	28.0	89	30.8	31	10.7	17	5.9
Housing status[clxxvi]										
Residential Life	428	23.3	724	39.3	486	26.4	145	7.9	57	3.1
Department of Housing	125	27.4	151	33.0	119	26.0	47	10.3	15	3.3
Non-Campus Housing	429	20.2	738	34.7	659	31.0	204	9.6	95	4.5
Citizenship status[clxxvii]										
U.S. Citizen-Birth	904	21.5	1,514	36.1	1,212	28.9	407	9.7	162	3.9
U.S. Citizen-Naturalized	31	23.0	56	41.5	34	25.2	5	3.7	9	6.7
Non-U.S. Citizen	106	31.5	112	33.3	94	28.0	15	4.5	9	2.7
Disability status[clxxviii]										
Disability	78	18.6	143	34.0	127	30.2	47	11.2	25	6.0
No Disability	924	23.0	1,476	36.7	1,142	28.4	347	8.6	136	3.4
Multiple Disability	32	15.2	64	30.3	65	30.8	34	16.1	16	7.6

Note: Table reports responses only from Student respondents (*n* = 4,730).

Eighty-two percent (*n* = 3,841) of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty in the classroom (Table 111). A higher percentage of Women Student respondents (50%, *n* = 1,559) than Men Student respondents (45%, *n* = 672) "agreed" that they felt valued by faculty in the classroom. Forty-nine percent (*n* = 2,083) of Not-First-Gen/Low-Income Student respondents and 41% (*n* = 118) of First-Gen/Low-Income Student respondents "agreed" that they felt valued by faculty in the classroom. A higher percentage of Department of Housing Students respondents (37%, *n* = 167) and Non-Campus Housing Student respondents (35%, *n* = 750), than Residential Life Student respondents (31%, *n* = 562) "strongly agreed" that they felt valued by faculty in the classroom. Three percent (*n* = 7) of Student Respondents with Multiple Disabilities and 2% (*n* = 9) of Disability Student respondents, compared with 1% (*n* = 35) of Student Respondents with No Disability "strongly disagreed" with this statement.

Seventy-three percent (*n* = 3,441) of Student respondents "strongly agreed" or "agreed" that they felt valued by their academic advisor. Thirty-seven percent (*n* = 1,574) of Not-First-Gen/Low-

Income Student respondents and 30% (*n* = 85) of First-Gen/Low-Income Student respondents "agreed" that they felt valued by their academic advisor. A higher percentage of Department of Housing Students respondents (41%, *n* = 188) and Non-Campus Housing Student respondents (39%, *n* = 817), than Residential Life Student respondents (34%, *n* = 621) "strongly agreed" that they felt valued by their academic advisor. Forty-three percent (*n* = 144) of Non-U.S. Citizen Student respondents compared with 36% (*n* = 1,516) of U.S. Citizen-Birth Student respondents "strongly agreed" that they felt valued by their academic advisor. A higher percentage of Student Respondents with At Least One Disability (5%, *n* = 30) than Student Respondents with No Disability (3%, *n* = 111) "strongly disagreed" that they felt valued by their academic advisor.

Seventy-three percent (*n* = 3,421) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students in the classroom. A higher percentage of Men Student respondents (29%, *n* = 439) than Women Student respondents (25%, *n* = 778) and Trans-spectrum Student respondents (14%, *n* = 10) "strongly agreed" that they felt valued by other students in the classroom. A higher percentage of White Student respondents (48%, *n* = 1,855) than Student Respondents of Color (42%, *n* = 184) "agreed" that they felt valued by other students in of the classroom. Three percent (*n* = 9) of Bisexual Student respondents compared with 1% (*n* = 34) of Heterosexual Student respondents "strongly disagreed" with this statement. Forty-seven percent (*n* = 1,998) of Not-First-Gen/Low-Income Student respondents and 41% (*n* = 117) of First-Gen/Low-Income Student respondents "agreed" that they felt valued by other students in of the classroom. A higher percentage of Non-Campus Housing Student respondents (29%, *n* = 608), than Residential Life Student respondents (24%, *n* = 446) "strongly agreed" that they felt valued by other students in of the classroom. A higher percentage of No Disability Student respondents (27%, *n* = 1,087) than Multiple Disability Student respondents (19%, *n* = 39) "strongly agreed" that they felt valued by other students in of the classroom.

Sixty-nine percent (*n* = 3,228) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students outside of the classroom. A higher percentage of Student respondents who started at UNH (27%, *n* = 878) than Student respondents who transferred to UNH (22%, *n* = 109) "strongly agreed" that they felt valued by other students outside of the classroom. A higher percentage of Men Student respondents (29%, *n* = 436) than Women Student respondents (26%, *n* = 784) and Trans-spectrum Student respondents (14%, *n* = 10)

"strongly agreed" that they felt valued by other students outside the classroom. A higher percentage of Multiracial Student respondents (9%, *n* = 24) than White Student respondents (5%, *n* = 200) "disagreed" that they felt valued by other students outside of the classroom. Three percent (*n* = 17) of Queer-spectrum Student respondents compared to 1% (*n* = 50) of Heterosexual Student respondents "strongly disagreed" with this statement. Forty-three percent (*n* = 1,825) of Not-First-Gen/Low-Income Student respondents and 35% (*n* = 102) of First-Gen/Low-Income Student respondents "agreed" that they felt valued by other students outside of the classroom. A higher percentage of Residential Life Student respondents (45%, *n* = 826), than Non-Campus Housing Student respondents (41%, *n* = 859) "agreed" that they felt valued by other students outside of the classroom. A higher percentage of No Disability Student respondents (28%, *n* = 1,101) than Disability Student respondents (21%, *n* = 89) and Multiple Disability Student respondents (17%, *n* = 36) "strongly agreed" that they felt valued by other students outside of the classroom.

Table 111. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in the classroom.	**1,556**	**33.2**	**2,285**	**48.7**	**641**	**13.7**	**158**	**3.4**	**52**	**1.1**
Gender identity[clxxix]										
Women	1,018	32.8	1,559	50.2	410	13.2	91	2.9	26	0.8
Men	513	34.3	672	44.9	225	15.0	65	4.3	22	1.5
Trans-spectrum	16	22.2	46	63.9	6	8.3	< 5	---	< 5	---
First-generation/low-income status[clxxx]										
Not First-Gen/Low-Income	1,407	33.1	2,083	49.1	572	13.5	139	3.3	45	1.1
First-Gen/Low-Income	103	35.8	118	41.0	47	16.3	16	5.6	< 5	---
Housing status[clxxxi]										
Residential Life	562	30.5	938	50.9	257	14.0	69	3.7	16	0.9
Department of Housing	167	36.6	196	43.0	71	15.6	18	3.9	< 5	---
Non-Campus Housing	750	35.3	1,031	48.5	253	11.9	61	2.9	29	1.4

Table 111. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Disability status[clxxxii]										
Disability	123	29.3	211	50.2	59	14.0	18	4.3	9	2.1
No Disability	1,364	33.9	1,947	48.4	550	13.7	127	3.2	35	0.9
Multiple Disability	53	25.2	110	52.4	28	13.3	12	5.7	7	3.3
I feel valued by my academic advisor.	**1,718**	**36.6**	**1,723**	**36.7**	**772**	**16.5**	**335**	**7.1**	**141**	**3.0**
First-generation/low-income status[clxxxiii]										
Not First-Gen/Low-Income	1,553	36.6	1,574	37.1	697	16.4	295	7.0	123	2.9
First-Gen/Low-Income	108	37.5	85	29.5	53	18.4	28	9.7	14	4.9
Housing status[clxxxiv]										
Residential Life	621	33.8	718	39.1	320	17.4	141	7.7	37	2.0
Department of Housing	188	41.0	144	31.4	80	17.5	30	6.6	16	3.5
Non-Campus Housing	817	38.5	766	36.1	311	14.7	148	7.0	80	3.8
Citizenship status[clxxxv]										
U.S. Citizen-Birth	1,516	36.1	1,525	36.4	704	16.8	318	7.6	131	3.1
U.S. Citizen-Naturalized	50	36.8	55	40.4	19	14.0	7	5.1	5	3.7
Non-U.S. Citizen	144	43.0	132	39.4	46	13.7	9	2.7	< 5	---
Disability status[clxxxvi]										
Disability	216	34.3	215	34.2	119	18.9	49	7.8	30	4.8
No Disability	1,486	36.9	1,497	37.2	646	16.1	282	7.0	111	2.8
I feel valued by other students in the classroom.	**1,233**	**26.3**	**2,188**	**46.7**	**983**	**21.0**	**226**	**4.8**	**52**	**1.1**
Gender identity[clxxxvii]										
Women	778	25.1	1,475	47.6	664	21.4	155	5.0	24	0.8
Men	439	29.4	678	45.4	298	19.9	58	3.9	22	1.5
Trans-spectrum	10	13.9	28	38.9	18	25.0	12	16.7	< 5	---
Racial identity[clxxxviii]										
People of Color	108	24.4	184	41.5	121	27.3	24	5.4	6	1.4
White	1,038	26.7	1,855	47.7	777	20.0	178	4.6	40	1.0
Multiracial	65	25.1	107	41.3	65	25.1	18	6.9	< 5	---

Table 111. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[clxxxix]										
Bisexual	86	25.7	144	43.0	70	20.9	26	7.8	9	2.7
Queer-spectrum	84	25.1	143	42.8	83	24.9	19	5.7	5	1.5
Heterosexual	1,024	26.3	1,852	47.6	812	20.9	172	4.4	34	0.9
First-generation/low-income status[cxc]										
Not First-Gen/Low-Income	1,113	26.3	1,998	47.2	886	20.9	195	4.6	44	1.0
First-Gen/Low-Income	77	26.8	117	40.8	66	23.0	23	8.0	< 5	---
Housing status[cxci]										
Residential Life	446	24.4	858	46.9	403	22.0	100	5.5	22	1.2
Department of Housing	121	26.6	208	45.7	98	21.5	22	4.8	6	1.3
Non-Campus Housing	608	28.6	1,006	47.4	405	19.1	86	4.0	19	0.9
Disability status[cxcii]										
Disability	96	22.9	183	43.7	99	23.6	33	7.9	8	1.9
No Disability	1,087	27.1	1,894	47.2	828	20.6	168	4.2	39	1.0
Multiple Disability	39	18.7	89	42.6	52	24.9	24	11.5	5	2.4
I feel valued by other students outside of the classroom.	**1,235**	**26.5**	**1,993**	**42.8**	**1,108**	**23.8**	**251**	**5.4**	**74**	**1.6**
Transfer status[cxciii]										
Started at UNH	878	27.0	1,441	44.3	721	22.2	167	5.1	46	1.4
Transferred to UNH	109	22.3	203	41.5	122	24.9	44	9.0	11	2.2
Gender identity[cxciv]										
Women	784	25.5	1,344	43.7	738	24.0	169	5.5	40	1.3
Men	436	29.2	612	41.0	350	23.4	71	4.8	25	1.7
Trans-spectrum	10	13.7	30	41.1	18	24.7	8	11.0	7	9.6
Racial identity[cxcv]										
People of Color	100	22.7	182	41.3	126	28.6	23	5.2	10	2.3
White	1,044	27.0	1,683	43.5	890	23.0	200	5.2	55	1.4
Multiracial	67	26.1	97	37.7	63	24.5	24	9.3	6	2.3
Sexual identity[cxcvi]										
Queer-spectrum	164	24.7	271	40.9	166	25.0	45	6.8	17	2.6
Heterosexual	1,037	26.7	1,680	43.3	913	23.5	199	5.1	50	1.3

Table 111. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Feelings of value	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
First-generation/low-income status[cxcvii]										
Not First-Gen/Low-Income	1,123	26.6	1,825	43.3	990	23.5	216	5.1	62	1.5
First-Gen/Low-Income	75	26.0	102	35.4	71	24.7	32	11.1	8	2.8
Housing status[cxcviii]										
Residential Life	511	28.1	826	45.4	359	19.7	93	5.1	32	1.8
Department of Housing	131	28.9	189	41.6	111	24.4	17	3.7	6	1.3
Non-Campus Housing	535	25.3	859	40.6	569	26.9	122	5.8	30	1.4
Disability status[cxcix]										
Disability	89	21.2	181	43.2	97	23.2	38	9.1	14	3.3
No Disability	1,101	27.6	1,709	42.8	945	23.6	187	4.7	54	1.4
Multiple Disability	36	17.1	88	41.9	54	25.7	26	12.4	6	2.9

Note: Table reports responses only from Student respondents (*n* = 4,730).

Forty-six percent (*n* = 2,144) of Student respondents "strongly disagreed" or "disagreed" that faculty prejudged their abilities based on their perception of their identity/background (Table 112). A higher percentage of Men Student respondents (14%, *n* = 206) than Women Student respondents (9%, *n* = 285) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Student Respondents of Color (19%, *n* = 82) and Multiracial Student respondents (11%, *n* = 28) than White respondents (10%, *n* = 378) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background. Thirty-eight percent (*n* = 127) of Bisexual Student respondents compared with 31% (*n* = 1,191) of Heterosexual Student respondents "disagreed" with this statement. Eighteen percent (*n* = 24) of U.S. Citizen-Naturalized Student respondents and 17% (*n* = 58) of Non-U.S. Citizen Student respondents compared to 10% (*n* = 415) of U.S. Citizen-Birth Student respondents "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Student Respondents with At Least One Disability (23%, *n* = 146) than Student Respondents with No Disability (19%, *n* = 758) "agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Sixty-five percent (*n* = 3,029) of Student respondents "strongly agreed" or "agreed" that the campus climate at UNH encouraged free and open discussion of difficult topics. Twenty-four percent (*n* = 355) of Men Student respondents and 22% (*n* = 683) of Women Student respondents, compared to 10% (*n* = 7) of Trans-spectrum Student respondents "strongly agreed" that the campus climate at UNH encouraged free and open discussion of difficult topics. Eighteen percent (*n* = 58) of Queer-spectrum respondents and 14% (*n* = 47) Bisexual Student respondents, compared to 9% (*n* = 347) of Heterosexual Student respondents "disagreed" with this statement. A higher percentage of Non-Campus Housing Student respondents (23%, *n* = 480), than Residential Life Student respondents (19%, *n* = 355) "neither agreed nor disagreed" that the campus climate at UNH encouraged free and open discussion of difficult topics. A higher percentage of No Disability Student respondents (23%, *n* = 921) than Multiple Disability Student respondents (14%, *n* = 29) "strongly agreed" that the campus climate at UNH encouraged free and open discussion of difficult topics.

Table 112. **Student Respondents' Perceptions of Campus Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	**498**	**10.6**	**912**	**19.5**	**1,130**	**24.1**	**1,441**	**30.8**	**703**	**15.0**
Gender identity[cc]										
Women	285	9.2	607	19.6	740	23.9	1,041	33.6	424	13.7
Men	206	13.8	289	19.3	358	23.9	377	25.2	266	17.8
Trans-spectrum	5	6.9	13	18.1	27	37.5	17	23.6	10	13.9
Racial identity[cci]										
People of Color	82	18.5	118	26.6	131	29.6	79	17.8	33	7.4
White	378	9.7	729	18.7	907	23.3	1,255	32.3	622	16.0
Multiracial	28	10.8	52	20.1	63	24.3	82	31.7	34	13.1
Sexual identity[ccii]										
Bisexual	23	6.9	57	17.1	83	24.9	127	38.1	43	12.9
Queer-spectrum	26	7.8	62	18.6	89	26.7	102	30.6	54	16.2
Heterosexual	426	10.9	766	19.6	928	23.8	1,191	30.5	590	15.1

Table 112. **Student Respondents' Perceptions of Campus Climate**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status[cciii]										
U.S. Citizen-Birth	415	9.9	784	18.7	1,008	24.1	1,324	31.6	657	15.7
U.S. Citizen-Naturalized	24	17.8	25	18.5	34	25.2	34	25.2	18	13.3
Non-U.S. Citizen	58	17.2	93	27.6	85	25.2	76	22.6	25	7.4
Disability status[cciv]										
At Least One Disability	55	8.7	146	23.2	158	25.1	190	30.2	80	12.7
No Disability	438	10.9	758	18.9	962	23.9	1,244	31.0	615	15.3
I believe that the campus climate encourages free and open discussion of difficult topics.	**1,050**	**22.4**	**1,979**	**42.2**	**999**	**21.3**	**464**	**9.9**	**197**	**4.2**
Gender identity[ccv]										
Women	683	22.0	1,397	45.1	650	21.0	292	9.4	77	2.5
Men	355	23.7	554	37.0	325	21.7	155	10.3	110	7.3
Trans-spectrum	7	9.6	25	34.2	20	27.4	15	20.5	6	8.2
Sexual identity[ccvi]										
Bisexual	62	18.6	136	40.8	69	20.7	47	14.1	19	5.7
Queer-spectrum	59	17.8	124	37.3	74	22.3	58	17.5	17	5.1
Heterosexual	906	23.2	1,673	42.8	832	21.3	347	8.9	148	3.8
Housing status[ccvii]										
Residential Life	426	23.2	817	44.5	355	19.3	174	9.5	65	3.5
Department of Housing	115	25.1	189	41.3	93	20.3	45	9.8	16	3.5
Non-Campus Housing	446	21.0	876	41.3	480	22.6	220	10.4	99	4.7
Disability status[ccviii]										
Disability	84	19.9	163	38.5	96	22.7	56	13.2	24	5.7
No Disability	921	22.9	1,732	43.1	837	20.8	371	9.2	157	3.9
Multiple Disability	29	13.8	72	34.3	59	28.1	36	17.1	14	6.7

Note: Table reports responses only from Student respondents (*n* = 4,730).

Seventy-six percent (*n* = 3,564) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models (Table 113). A higher percentage of Student respondents who started at UNH (3%, *n* = 16) than Student respondents who transferred to UNH (2%, *n* = 52) "strongly disagreed" that they had faculty whom they perceived as role models. Forty-one percent (*n* = 1,287) of Women Student respondents and 37% (*n* = 549) of Men Student

respondents "agreed" that they had faculty whom they perceived as role models. A higher percentage of Multiracial Student respondents (4%, *n* = 11) than White respondents (2%, *n* = 61) "strongly disagreed" that they had faculty whom they perceived as role models. A higher percentage of Department of Housing Student respondents (40%, *n* = 185) and Non-Campus Housing Student respondents (38%, *n* = 813), than Residential Life Student respondents (33%, *n* = 606) "strongly agreed" that they had faculty whom they perceived as role models. A higher percentage of Student Respondents with At Least One Disability (4%, *n* = 22) than Student Respondents with No Disability (2%, *n* = 62) "strongly disagreed" that they had faculty whom they perceived as role models.

Sixty-four percent (*n* = 2,995) of Student respondents "strongly agreed" or "agreed" that they had staff whom they perceived as role models. A higher percentage of Student respondents who started at UNH (28%, *n* = 930) than Student respondents who transferred to UNH (26%, *n* = 127) "agreed" that they had staff whom they perceived as role models. Thirty-eight percent (*n* = 1,162) of Women Student respondents and 33% (*n* = 490) of Men Student respondents "agreed" that they had staff whom they perceived as role models.

Table 113. **Student Respondents' Perceptions of Faculty and Staff Role Models**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I have faculty whom I perceive as role models.	**1,695**	**36.0**	**1,869**	**39.7**	**764**	**16.2**	**292**	**6.2**	**84**	**1.8**
Transfer status[ccix]										
Started at UNH	1,154	35.2	1,312	40.0	538	16.4	227	6.9	52	1.6
Transferred to UNH	168	34.1	180	36.5	102	20.7	27	5.5	16	3.2
Gender identity[ccx]										
Women	1,125	36.2	1,287	41.4	488	15.7	174	5.6	33	1.1
Men	535	35.5	549	36.5	261	17.3	114	7.6	46	3.1
Trans-spectrum	27	37.0	27	37.0	13	17.8	< 5	---	< 5	---
Racial identity[ccxi]										
People of Color	157	35.3	159	35.7	89	20.0	34	7.6	6	1.3
White	1,418	36.3	1,584	40.5	612	15.7	235	6.0	61	1.6
Multiracial	91	35.4	95	37.0	50	19.5	11	4.3	10	3.9

Table 113. **Student Respondents' Perceptions of Faculty and Staff Role Models**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Housing status[ccxii]										
Residential Life	606	32.9	745	40.5	344	18.7	124	6.7	22	1.2
Department of Housing	185	40.4	167	36.5	64	14.0	31	6.8	11	2.4
Non-Campus Housing	813	38.2	862	40.5	304	14.3	111	5.2	41	1.9
Disability status[ccxiii]										
At Least One Disability	222	35.1	248	39.2	100	15.8	41	6.5	22	3.5
No Disability	1,455	36.1	1,606	39.8	659	16.3	250	6.2	62	1.5
I have staff whom I perceive as role models	**1,309**	**27.9**	**1,686**	**35.9**	**1,198**	**25.5**	**406**	**8.7**	**94**	**2.0**
Transfer status[ccxiv]										
Started at UNH	930	28.4	1,225	37.4	770	23.5	292	8.9	62	1.9
Transferred to UNH	127	25.9	150	30.5	156	31.8	45	9.2	13	2.6
Gender identity[ccxv]										
Women	880	28.4	1,162	37.5	779	25.1	242	7.8	39	1.3
Men	412	27.5	490	32.7	391	26.1	157	10.5	50	3.3
Trans-spectrum	15	20.5	27	37.0	22	30.1	6	8.2	< 5	---

Note: Table reports responses only from Student respondents (*n* = 4,730).

Graduate/Law Student Perceptions of Department

The survey queried Graduate/Law Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Significant findings are presented in Table 114 and below. Significant differences were found by gender identity and racial identity.

Sixty-nine percent (*n* = 621) of Graduate/Law Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they have received from their departments/programs (Table 114). Thirty-seven percent (*n* = 129) of Men Graduate/Law Students respondents and 28% (*n* = 148) of Women Graduate/Law Students respondents "strongly agreed" that they were satisfied with the quality of advising they have received from their departments/programs.

Seventy-nine percent (*n* = 704) of Graduate/Law Student respondents "strongly agreed" or "agreed" that they had adequate access to their advisors. Fifty percent (*n* = 173) of Men Graduate/Law Students respondents and 36% (*n* = 190) of Women Graduate/Law Students respondents "strongly agreed" that they had adequate access to their advisors.

Sixty-five percent (*n* = 576) of Graduate/Law Student respondents "strongly agreed" or "agreed" that their advisors provided clear expectations. Forty percent (*n* = 137) of Women Graduate/Law Student respondents and 31% (*n* = 162) of Men Graduate/Law Student respondents "strongly agreed" that their advisors provided clear expectations. Forty-eight percent (*n* = 68) of Person of Color Graduate/Law Student respondents and 32% (*n* = 218) of White Graduate/Law Student respondents "strongly agreed" that their advisors provided clear expectations.

Eighty percent (*n* = 715) of Graduate/Law Student respondents "strongly agreed" or "agreed" that that their advisors responded to their emails, calls, or voicemails in a prompt manner. Fifty-five percent (*n* = 189) of Men Graduate/Law Student respondents and 41% (*n* = 213) of Women Graduate/Law Student respondents "strongly agreed" that their advisors responded to their emails, calls, or voicemails in a prompt manner.

Eighty-four percent (*n* = 752) of Graduate/Law Student respondents "strongly agreed" or "agreed" that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner. Forty-five percent (*n* = 157) of Men Graduate/Law Student respondents and 35% (*n* = 181) of Women Graduate/Law Student respondents "strongly agreed" that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner.

Eighty-eight percent (*n* = 783) of Graduate/Law Student respondents "strongly agreed" or "agreed" that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner. No significant differences were found between groups.

Table 114. **Graduate/Law Student Respondents' Perceptions of Advising**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department/program.	**282**	**31.5**	**339**	**37.8**	**116**	**12.9**	**110**	**12.3**	**49**	**5.5**
Gender identity[ccxvi]										
Women	148	28.1	204	38.8	68	12.9	75	14.3	31	5.9
Men	129	37.1	129	37.1	46	13.2	30	8.6	14	4.0
I have adequate access to my advisor.	**370**	**41.3**	**334**	**37.3**	**98**	**10.9**	**60**	**6.7**	**34**	**3.8**
Gender identity[ccxvii]										
Women	190	36.1	219	41.6	53	10.1	43	8.2	21	4.0
Men	173	49.7	107	30.7	41	11.8	17	4.9	10	2.9
My advisor provides clear expectations.	**304**	**34.3**	**272**	**30.7**	**174**	**19.6**	**90**	**10.1**	**47**	**5.3**
Gender identity[ccxviii]										
Women	162	31.2	164	31.5	98	18.8	64	12.3	32	6.2
Men	137	39.7	103	29.9	70	20.3	23	6.7	12	3.5
Racial identity[ccxix]										
People of Color	68	47.6	48	33.6	17	11.9	5	3.5	5	3.5
White	218	31.8	212	30.9	145	21.1	74	10.8	37	5.4
Multiracial	10	30.3	8	24.2	7	21.2	5	15.2	< 5	---
My advisor responds to my emails, calls, or voicemails in a prompt manner.	**411**	**46.1**	**304**	**34.1**	**112**	**12.6**	**39**	**4.4**	**26**	**2.9**
Gender identity[ccxx]										
Women	213	40.6	198	37.8	67	12.8	30	5.7	16	3.1
Men	189	54.6	98	28.3	44	12.7	8	2.3	7	2.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**346**	**38.7**	**406**	**45.4**	**84**	**9.4**	**48**	**5.4**	**11**	**1.2**
Gender identity[ccxxi]										
Women	181	34.5	254	48.4	51	9.7	34	6.5	5	1.0
Men	157	45.1	143	41.1	31	8.9	11	3.2	6	1.7

Table 114. **Graduate/Law Student Respondents' Perceptions of Advising**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**402**	**45.0**	**381**	**42.7**	**81**	**9.1**	**23**	**2.6**	**6**	**0.7**

Note: Table reports responses only from Graduate/Law Student respondents (*n* = 899).

Fifty-five percent (*n* = 490) of Graduate/Law Student respondents "strongly agreed" or "agreed" that adequate opportunities existed for them to interact with other university faculty outside of their departments (Table 115). Thirty-one percent (*n* = 109) of Men Graduate/Law Student respondents and 19% (*n* = 102) of Women Graduate/Law Student respondents "strongly agreed" that adequate opportunities existed for them to interact with other university faculty outside of their departments. Thirty-five percent (*n* = 51) of People of Color Graduate/Law Student respondents and 22% (*n* = 153) of White Graduate/Law Student respondents "strongly agreed" with this statement. Ten percent (*n* = 12) of Queer-spectrum Graduate/Law Student respondents and 5% (*n* = 37) of Heterosexual Graduate/Law Student respondents "strongly disagreed" that adequate opportunities existed for them to interact with other university faculty outside of their departments.

Sixty-one percent (*n* = 544) of Graduate/Law Student respondents "strongly agreed" or "agreed" that they received support from their advisor to pursue personal research interests. Forty percent (*n* = 140) of Men Graduate/Law Student respondents and 30% (*n* = 155) of Women Graduate/Law Student respondents "strongly agreed" that they received support from their advisor to pursue personal research interests. Forty-seven percent (*n* = 69) of Non-U.S. Citizen Graduate/Law Student respondents and 32% (*n* = 226) of U.S. Citizen-Birth Graduate/Law Student respondents "strongly agreed" with this statement.

Sixty percent (*n* = 538) of Graduate/Law Student respondents "strongly agreed" or "agreed" that their department faculty members encouraged them to produce publications and present research. Forty-three percent (*n* = 149) of Men Graduate/Law Student respondents and 28% (*n* = 147) of Women Graduate/Law Student respondents "strongly agreed" that their department faculty members encouraged them to produce publications and present research. Sixty-two percent (*n* =

13) of U.S. Citizen-Naturalized Graduate/Law Student respondents, compared to 40% (*n* = 59) of Non-U.S. Citizen Graduate/Law Student respondents and 33% (*n* = 238) of U.S. Citizen-Birth Graduate/Law Student respondents "agreed" that their department faculty members encouraged them to produce publications and present research.

Fifty-three percent (*n* = 472) of Graduate/Law Student respondents "strongly agreed" or "agreed" that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. Forty-three percent (*n* = 149) of Men Graduate/Law Student respondents and 28% (*n* = 147) of Women Graduate/Law Student respondents "strongly agreed" that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. Twenty-five percent (*n* = 196) of No Disability Graduate/Law Student respondents and 17% (*n* = 18) of Disability Graduate/Law Student respondents "strongly agreed" that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Eighty-one percent (*n* = 722) of Graduate/Law Student respondents "strongly agreed" or "agreed" that felt comfortable sharing their professional goals with their advisors. No significant differences were found between groups.

Table 115. **Graduate/Law Student Respondents' Perceptions of Department/Program**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Adequate opportunities exist for me to interact with other university faculty outside of my department.	**216**	**24.1**	**274**	**30.6**	**204**	**22.8**	**149**	**16.6**	**52**	**5.8**
Gender identity[ccxxii]										
Women	102	19.4	158	30.0	119	22.6	113	21.5	34	6.5
Men	109	31.4	108	31.1	82	23.6	32	9.2	16	4.6
Racial identity[ccxxiii]										
People of Color	51	35.4	47	32.6	32	22.2	8	5.6	6	4.2
White	153	22.1	215	31.0	151	21.8	133	19.2	41	5.9
Multiracial	6	18.2	7	21.2	12	36.4	5	15.2	< 5	---
Sexual identity[ccxxiv]										

Table 115. **Graduate/Law Student Respondents' Perceptions of Department/Program**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Queer-spectrum	29	23.6	38	30.9	17	13.8	27	22.0	12	9.8
Heterosexual	179	24.5	225	30.8	176	24.1	113	15.5	37	5.1
I receive support from my advisor to pursue personal research interests.	**302**	**33.8**	**242**	**27.1**	**225**	**25.2**	**85**	**9.5**	**39**	**4.4**
Gender identity[ccxxv]										
Women	155	29.6	143	27.3	139	26.5	63	12.0	24	4.6
Men	140	40.3	98	28.2	77	22.2	19	5.5	13	3.7
Citizenship status[ccxxvi]										
U.S. Citizen-Birth	226	31.5	198	27.6	186	25.9	73	10.2	35	4.9
U.S. Citizen-Naturalized	5	23.8	6	28.6	8	38.1	0	0.0	< 5	---
Non-U.S. Citizen	69	46.6	38	25.7	30	20.3	10	6.8	< 5	---
My department faculty members encourage me to produce publications and present research.	**301**	**33.8**	**237**	**26.6**	**243**	**27.3**	**71**	**8.0**	**38**	**4.3**
Gender identity[ccxxvii]										
Women	147	28.1	146	27.9	156	29.8	53	10.1	21	4.0
Men	149	43.1	87	25.1	80	23.1	16	4.6	14	4.0
Citizenship status[ccxxviii]										
U.S. Citizen-Birth	238	33.3	174	24.4	205	28.7	64	9.0	33	4.6
U.S. Citizen-Naturalized	< 5	---	13	61.9	5	23.8	< 5	---	< 5	---
Non-U.S. Citizen	59	39.6	50	33.6	32	21.5	6	4.0	< 5	---
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	**215**	**24.1**	**257**	**28.8**	**242**	**27.1**	**118**	**13.2**	**61**	**6.8**
Gender identity[ccxxix]										
Women	105	20.0	162	30.9	137	26.1	85	16.2	35	6.7
Men	108	31.1	93	26.8	95	27.4	32	9.2	19	5.5
Disability status[ccxxx]										
Disability	18	16.5	32	29.4	27	24.8	19	17.4	13	11.9
No Disability	196	25.2	224	28.8	214	27.5	98	12.6	46	5.9

Table 115. **Graduate/Law Student Respondents' Perceptions of Department/Program**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel comfortable sharing my professional goals with my advisor.	**401**	**44.8**	**321**	**35.9**	**113**	**12.6**	**35**	**3.9**	**25**	**2.8**

Note: Table reports responses only from Graduate/Law Student respondents (*n* = 899).

Qualitative comments analyses. There were 237 Graduate Student respondents who elaborated on their responses to previous statements regarding advising, research opportunities, faculty interactions, and departmental support. Three themes emerged from the responses: advising, faculty interactions, and departmental support.

Advising Experiences. The first theme was by far the strongest one, with almost half of respondents sharing their experiences with advising. Some respondents stated that they did not have an advisor or did not know who their advisor was. One respondent wrote, "No one from my department has assigned me an advisor. I have not had the opportunity to discuss this with anyone from the nursing department." Another respondent shared, "I have never made contact with my advisor and as far as I know my original advisor has left UNH and I was never notified of a new advisor." Another respondent observed, "I was not told who my graduate advisor was until 6 months into my program. I had to figure out all my courses on my own." Many respondents made comments such as "I have no idea who my advisor is," "I do not yet have an advisor," and "I don't know my advisor." One respondent remarked, "I don't have an adviser. It would be helpful to have one."

Some respondents were aware they had an advisor but commented that they had little to no interaction with them. One respondent stated, "I have talked to my advisor once in 2 years. I will likely switch to a new advisor." Another respondent observed, "Only talked to my adviser maybe three times during my 2 years with UNH." Another respondent shared, "I don't have much interaction currently with my advisor." Respondents noted that advisors could be difficult to contact. One respondent wrote, "My advisor is hard to reach therefore it is difficult to get my questions answered." Another respondent explained, "My graduate advisor was largely absent while I completed my dissertation, provided no opportunity for check ins. Generally, I felt that my advisor didn't actually care if I finished or not." One respondent stated, "Pretty much zero

one on one contact with advisor, in spite of my attempts," while another respondent shared, "My graduate advisor has never contacted me. I met with her in Spring of 2018 for the first time and never heard from her since."

Respondents who did interact with their advisors discussed the quality of those interactions. Some respondents had great experiences with their advisors and offered lots of praise for them. One respondent stated, "I have the greatest advisor," while another respondent commented, "My advisor has been one of the redeeming features of my time at UNH." Respondents described their advisors as "incredibly supportive, "keeping me on track, and going "above and beyond to help me." A few respondents called out their advisors personally and described their interactions. One respondent wrote, "My faculty adviser Courtney Brooks is incredible. She is always available to answer my questions, help me id good resources, and provide me with insight of this career." Another respondent shared, "My advisor has become a great source of support for me after I moved here from Ohio. I have no doubt that she wants me to succeed and guides me well through the research study process." Another respondent elaborated, "Dr. Erin Bell is my graduate research and academic advisor and has been extremely helpful both in my undergrad (she was not my undergrad advisor) and my current grad programs. She is always understanding and willing to go out of her way to help me on my most menial of challenges. I would not be pursing my master's degree here at UNH without her."

Other respondents shared their negative experiences with their advisors. One respondent stated, "I had no guidance from my advisor. I did everything on my own." Another respondent noted, "My academic advisor did not feel supportive, helpful, or kind. She often felt that she was bothered with my questions or concerns. She also was not understanding that I wanted to complete a graduate certificate while doing a master's program. She often would notice something AFTER the fact it already happened." One respondent described their advisor as "unreachable and unhelpful" while another respondent wrote, "I have an absentee advisor, who has actively blocked my attempts at networking, finishing data analyses, and getting closer to graduation." Another respondent commented, "I had a very bad experience with my previous adviser. She insulted me, my abilities and my plans. I believe that she is racist but unfortunately I do not have any documented evidence to support and prove it."

A few respondents specifically observed that quality of advising varied widely across the university. One respondent noted, “I feel my good experiences as a grad student who is supported by my advisor is not as common as it should be.” Another respondent wrote, “My advisor, Dr. Elyse Hambacher, is superb. However, I would say that she's an exception, rather than the norm, within the Department of Education in both her accessibility and her advocacy of my work.” Another respondent observed, “From talking with other students, it seems like quality of advisor is highly variable. Some are great, some not so great. I'm lucky enough to have a great advisor.”

Faculty Interactions. For the second theme, respondents discussed their interactions with faculty members other than their advisor. Some respondents shared that they had highly supportive interactions with faculty and that “Most professors are very responsive.” One respondent wrote, “I have found incredible mentors inside and outside of my department at UNH! They have filled the space I had believed my advisor was supposed to, and I am very grateful for their support and to have had the chance to work with them.” Respondents categorized faculty as “outstanding academically,” “very encouraging and go above and beyond to help you learn,” and “approachable and supportive.” One respondent shared high praise, “The Recreation Management and Policy professors are AMAZING! I don't believe I would have received a better education anywhere else in this field and it's all thanks to my professors.” Another respondent explained, “Faculty and advisors have been very friendly, very supportive, and very warm. I greatly appreciate the community here and love my classes and what I have learned. I think faculty are sometimes overworked but they always try to keep an open door.” One respondent noted their positive experience may not be consistent across departments, “My faculty are great and part of the reason I stayed on for grad school. It is a family here in support of your goals and overall well-being...though I have not heard the same for other departments.”

Other respondents shared their concerns related to their interactions with faculty members. One respondent wrote, “The OT dept faculty is wonderful, however sometimes it seems as if they don't care about our professional and personal growth. There is a lack of mentorship.” One respondent acknowledged the variability in quality of support from faculty, “I believe there are frustrations amongst my cohort with my department. Some faculty members respond to emails, calls, or voicemails in a prompt manner but not all.” One respondent stated, “Frequently it

appears as though professors are taking on students that they don't have the time or funds to support throughout their time at UNH." Another respondent shared, "Some concerns I have with some of the graduate faculty is that some don't seem sympathetic towards financial insecurity for graduate students… Certain faculty I have encountered are insensitive to many students' financial insecurity, particularly as a first gen college/graduate student. I have spoken to some of my fellow classmates and they have reported the same feeling."

Departmental Support. For the third theme, respondents commented that they felt very well supported on a broader level. Respondents offered praise for their departments. One respondent declared, "CEE department has been incredible to me. Staff and faculty alike have been beneficial to my education and a pleasure to work with." Another respondent shared, "The graduate department for Communication Sciences and Disorders is very supportive. The faculty truly makes the experience here amazing." One respondent noted, "The UNH Education Department has been very supportive of my doctoral work," while another respondent stated, "I love UNH, the nursing department is amazing; helpful, passionate, and supportive." Some respondents made general comments such as "Everyone I deal with on a day to day basis is pretty supportive," and "No shortage of help and feedback." A few respondents offered more detailed description of their support. One respondent wrote, "The rest of the department staff is always welcoming and is also a great source of support and knowledge. I am not one to be comfortable with a lot of people, but I easily found myself assimilating with the faculty and staff of my department." Another respondent shared, "The advisers and faculty members have been amazing. I feel more than comfortable speaking to them and asking for help when needed. They truly have my best interest at hand. I'm very grateful to be a part of this successful community."

Students Who Have Seriously Considered Leaving the University of New Hampshire

Thirty-seven percent (n = 2,393) of respondents had seriously considered leaving University of New Hampshire. With regard to student status, 31% (n = 1,176) of Undergraduate Student respondents and 23% (n = 204) of Graduate/Law Student respondents had seriously considered leaving the University of New Hampshire. Of the Student respondents who considered leaving, 74% (n = 1,020) considered leaving in their first year as a student, 41% (n = 560) in their second year, 13% (n = 179) in their third year, and 4% (n = 60) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate/Law Student respondents who had considered leaving UNH by transfer status (i.e., started at UNH or transferred to UNH), gender identity, racial identity,[90] sexual identity, disability status,[91] citizenship status, housing status, first-generation/low-income status.

Significant results for Undergraduate Student respondents indicated that 41% (*n* = 92) of Multiracial Undergraduate Student respondents, 37% (*n* = 113) of Undergraduate Student Respondents of Color, and 29% (*n* = 938) of White Undergraduate Student respondents considered leaving the institution.[ccxxxi]

Significant results for Graduate/Law Student respondents indicated that:

- By gender identity, 60% (*n* = 9) of Trans-spectrum Graduate/Law Student respondents, 25% (*n* = 86) of Men Graduate/Law Student respondents, and 20% (*n* = 108) of Women Graduate/Law Student respondents considered leaving.[ccxxxii]
- By sexual identity, 33% (*n* = 20) of Queer-spectrum Graduate/Law Student respondents, 27% (*n* = 17) of Bisexual Graduate/Law Student respondents, and 20% (*n* = 148) of Heterosexual Graduate/Law Student respondents considered leaving the institution.[ccxxxiii]
- By disability status, 31% (*n* = 34) of Disability Graduate/Law Student respondents and 22% (*n* = 168) of No Disability Graduate/Law Student respondents considered leaving the institution.[ccxxxiv]

Fifty percent (*n* = 587) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at UNH (Table 116). Others considered leaving because they lacked a social life at UNH (36%, *n* = 428), had financial reasons (35%, *n* = 415), and/or because of personal reasons (33%, *n* = 392).

[90]Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.
[91]Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability (Disability and Multiple Disabilities) and No Disability.

Table 116. **Top Reasons Why Undergraduate Student Respondents Considered Leaving UNH**

Reason	*n*	%
Lack of a sense of belonging	587	49.9
Lack of a social life at UNH	428	36.4
Financial reasons	415	35.3
Personal reasons	392	33.3
Homesick	249	21.2
Climate not welcoming	226	19.2
Lack of support group	204	17.3
A reason not listed above	234	19.9

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving University of New Hampshire (*n* = 1,176). Percentages may not sum to 100 as a result of multiple response choices.

Thirty-seven percent (*n* = 76) of Graduate/Law Student respondents who considered leaving indicated it was because of financial reasons (Table 117). Others contemplated leaving because they lacked a sense of belonging (32%, *n* = 65) and/or because the climate was not welcoming (25%, *n* = 51).

Table 117. **Reasons Why Graduate/Law Student Respondents Considered Leaving the University of New Hampshire**

Reason	*n*	%
Financial reasons	76	37.3
Lack of a sense of belonging	65	31.9
Climate not welcoming	51	25.0
Personal reasons	47	23.0
Lack of support group	46	22.8
Lack of support services	45	22.1
Lack of social life at UNH	34	16.7
A reason not listed above	89	43.6

Note: Table reports only Graduate/Law Student respondents who indicated that they considered leaving University of New Hampshire (*n* = 204). Percentages may not sum to 100 as a result of multiple response choices.

Undergraduate Student respondents were asked two additional questions about their intent to persist at the University of New Hampshire. Responses were analyzed by transfer status (i.e.,

started at UNH or transferred to UNH), gender identity, racial identity,[92] sexual identity, disability status,[93] citizenship status, housing status, first-generation/low-income status.

Table 118 illustrates that 85% (*n* = 3,253) of Undergraduate Student respondents "strongly disagreed" or "disagreed" that, thinking ahead, it was likely that they would leave University of New Hampshire without meeting their academic goal. A higher percentage of Women Undergraduate Student respondents (64%, *n* = 1,653) than Men Undergraduate Student respondents (53%, *n* = 616) "strongly disagreed" with this statement. A higher percentage of White Undergraduate Student respondents (62%, *n* = 2,005) and Multiracial Undergraduate Student respondents (60%, *n* = 135) than Undergraduate Students of Color (45%, *n* = 136) "strongly disagreed" with this statement. Also, Not First-Gen/Low-Income Undergraduate Student respondents (8%, *n* = 263) significantly "neither agreed nor disagreed" than First-Gen/Low-Income Undergraduate Student respondents (15%, *n* = 29) with the statement. A higher percentage of Department of Housing Undergraduate Student respondents (69%, *n* = 282) and Non-Campus Housing Undergraduate Student respondents (68%, *n* = 902), than Residential Life Undergraduate Student respondents (54%, *n* = 1,004) "strongly disagreed" that, thinking ahead, it was likely that they would leave University of New Hampshire without meeting their academic goal.

Ninety-three percent (*n* = 3,564) of Undergraduate Student respondents "strongly agreed" or "agreed"' that they intended to graduate from UNH. A higher percentage of Women Undergraduate Student respondents (73%, *n* = 1,884) than Men Undergraduate Student respondents (67%, *n* = 775) "strongly agreed" with this statement. A higher percentage of Non-Campus Housing Undergraduate Student respondents (77%, *n* = 1,016) and Department of Housing Undergraduate Student respondents (76%, *n* = 311), than Residential Life Undergraduate Student respondents (67%, *n* = 1,224) "strongly agreed" that they intended to graduate from UNH.

[92]Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.
[93]Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability (Disability and Multiple Disabilities) and No Disability.

Table 118. **Undergraduate Student Respondents' Intent to Graduate From the University of New Hampshire**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Intent	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Thinking ahead, it is likely that I will leave University of New Hampshire without meeting my academic goal.	**119**	**3.1**	**152**	**4.0**	**299**	**7.8**	**947**	**24.8**	**2,306**	**60.3**
Gender identity[ccxxxv]										
Women	74	2.9	93	3.6	168	6.5	599	23.2	1,653	63.9
Men	45	3.9	58	5.0	124	10.6	322	27.6	616	52.9
Racial identity[ccxxxvi]										
People of Color	14	4.6	27	8.9	40	13.2	85	28.1	136	45.0
White	96	3.0	116	3.6	221	6.9	787	24.4	2,005	62.2
Multiracial	5	2.2	< 5	---	30	13.3	52	23.0	135	59.7
First-generation/low-income status[ccxxxvii]										
Not First-Gen/Low-Income	111	3.2	137	3.9	263	7.5	873	24.8	2,130	60.6
First-Gen/Low-Income	< 5	---	9	4.8	29	15.4	42	22.3	104	55.3
Housing status[ccxxxviii]										
Residential Life	62	3.4	82	4.4	163	8.8	536	29.0	1,004	54.4
Department of Housing	9	2.2	9	2.2	23	5.7	84	20.6	282	69.3
Non-Campus Housing	37	2.8	43	3.3	82	6.2	258	19.5	902	68.2
I intend to graduate from UNH.	**2,709**	**71.0**	**855**	**22.4**	**194**	**5.1**	**29**	**0.8**	**27**	**0.7**
Gender identity[ccxxxix]										
Women	1,884	72.9	540	20.9	121	4.7	20	0.8	18	0.7
Men	775	66.8	298	25.7	69	5.9	9	0.8	9	0.8
Housing status[ccxl]										
Residential Life	1,224	66.5	467	25.4	113	6.1	19	1.0	17	0.9
Department of Housing	311	76.4	85	20.9	9	2.2	< 5	---	< 5	---
Non-Campus Housing	1,016	77.0	248	18.8	44	3.3	7	0.5	5	0.4

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,831).

Ninety-seven percent (*n* = 859) of Graduate/Law Student respondents "strongly agreed" or "agreed" that they intended to graduate from the University of New Hampshire. Ninety percent (*n* = 803) of Graduate/Law Student respondents "strongly disagreed" or "disagreed" that it was likely that they would leave the University of New Hampshire before they graduated.

Qualitative comments analyses. There were 785 Student (Undergraduate and Graduate) respondents who elaborated on why they had seriously considered leaving. Two themes emerged across all Student respondents: financial worries and lack of support. There were two themes specific to Undergraduate respondents, concerns about their major and lack of social connections. Additionally, there was one theme that emerged from the Graduate Student respondents, concerns about advising.

All Student Respondents

Financial Worries. In the first theme Student respondents discussed how financial concerns contributed to why they had seriously considered leaving. Respondents stated that UNH is expensive to attend. Respondents made statements such as "Just think College is too expensive," "Too expensive of a school," and "It's way too expensive for an in-state institution." One respondent explained, "UNH is more expensive than I think it should be. I think when you enroll, the tuition rate should lock in at that rate. Prices for everything increase more than I feel is necessary every year. I am an out of state student and I pay a lot to come here."

Respondents were particularly concerned with cost if they were out-of-state students because, as one respondent observed, "The out of state tuition is extremely expensive." One respondent wrote, "I considered leaving UNH mainly because of financial reasons. I am an out of state student so tuition is high." Another respondent remarked, "Out of State Tuition may be too much to stay at UNH in the future." Another respondent added, "This school is extremely expensive, especially for a state school. I am an out-of-state student and I am paying full tuition which is ridiculous."

Many respondents commented on how hard it was for them to afford to pay for school. Some students came from families who struggled to pay tuition. One respondent wrote, "My family's income is very close to the poverty line so attending this school is very costly." Another respondent shared, "It's mostly money issue. My parents barely make enough money to support me, now with college, it has become much harder to come up with money." Other respondents commented that they were independent and paying their own way. One respondent observed, "It's extremely expensive and it's hard when I still have to pay for things for class and bills at home because I do not receive financial help from my parents like most kids do." Another

respondent shared, “I have struggled financially the last few years so staying here has been hard, I'm barely able to afford to go here but I get by. Being away from home when my family is struggling has been hard as well.” Respondents also worried about the amount of debt they were accruing. One respondent commented, “Financially, UNH isn't as feasible as other universities. Looking at the amount of debt I would be graduating with poses a threat to whatever major(s) I select due to its average income and overall worth in contrast to my loans.” Another respondent remarked, “I am a first-year student so my parents had no money put aside for my college. After seeing my debt rack up I became very anxious and thought about leaving.” Another respondent noted, “I am going into serious debt and barely making enough money to pay for basic expenses.”

Respondents also discussed the insufficient amount of financial aid available to them. One respondent stated, “Financial aid is not enough and tuition and housing prices keep rising despite me living in a built up triple.” Another respondent, “whose family lives below the poverty line,” explained, “I have received multiple scholarships and grants, as well as loans, all of which I am deeply appreciative. However, even all of this doesn't totally cover everything and I have to put every dollar I earn into this institution.” Another respondent remarked, “UNH does not adequately financially support its graduate students. Our stipend barely covers cost of living and is lower than many other graduate programs.” A few respondents also shared stories of how their financial aid was cut part way through their education. One respondent explained, “This school is ridiculously expensive. I got a great financial aid package my freshman year and going into sophomore year that financial aid and tuition was changed and now I may not be able to afford to come back.” Another respondent wrote, “My first year I received a large financial aid package, however it was not listed anywhere that it was contingent on having another sibling at college. When he graduated, I lost the majority of my financial aid and did not think I could continue to study at UNH.” Another respondent commented, “Financial reasons: during second year, had ‘Granite Guarantee’ taken away, adding over $14,000 to my bill annually. Cannot afford that. Might need to drop out.”

Lack of Support. In the second theme for all Student respondents, respondents discussed how a lack of support had led them to seriously consider leaving. Some respondents commented on how they did not feel supported by the university overall. One respondent stated, “It doesn't seem

that UNH admin seriously care about the students." Another respondent observed, "I wanted a school that had it more together. UNH seemed like it was struggling to keep up with the amount of students they had." Several respondents echoed the sentiment expressed the respondent that wrote "I feel like the school just wants my money and isn't as concerned about me as a student as they are about money." One respondent stated, "This school seems to be more about the money it gets than it's student body," while another respondent shared, "I felt like leaving UNH because I feel like policies are set up to not support individual student's success and the University only wants to make money off of us. I feel like students are not being heard and it's discouraging."

Other respondents commented on the lack of support from their department or from specific professors. One respondent shared, "Specific Professor did not provide support and seemed to give up halfway through the semester. This professor showed a lot of favoritism and made their class difficult for those that were not favored." Another respondent stated, "I have considered leaving due to the fact that most of the professors do not care about the students and therefore I feel unfulfilled." Another respondent detailed a specific interaction with a professor, "I was fine until a few of my professors would tell me that I will not pass their class and one even asked if I had a learning disability. Just honestly so rude and uncalled for." In terms of departmental support, one respondent wrote, "The climate in my department is very unhealthy, and does not take student problems or mental health seriously. Any problems that the students bring up are either ignored or the student is belittled for having that opinion." Another respondent added, "I found (and still find) a lack of support in my major's department and amongst (the many) advisors I've had." Another respondent commented, "The program was very difficult and was not supporting students well. Expectations for students are incredibly high, but support systems were low."

Several respondents also commented on the lack of support for the transition to college during freshman year. One respondent wrote, "I felt as though I did not have as much of a support as I really needed as a freshmen student in my dorm and in my classes." Another respondent added, "As a freshman, college is new and very, very difficult. I think the program (if there is one) currently for adapting freshman isn't working, freshman need more support than their given." Another respondent stated, "As a freshman I grew very frustrated with the lack of support." One respondent wanted more help choosing a major, "I found that as a freshman Undecided student

who wanted to succeed, there wasn't always a place for me to learn the steps I needed to take for discovering what I wanted to major in." Another respondent faced similar challenges, "During my first semester I was trying to get into a major and I was reaching out to everyone possible. To be honest, most of the advisors and program coordinators that I talked to were rude and sent me around in circles. They made me feel that it was my fault I couldn't figure out how to get into my major."

Respondents also struggled as transfer students and wanted more support. One respondent acknowledged, "a very large reason is the lack of support for transfer students like me," while another respondent wrote, "I am a transfer student here and because of that I started out living off campus and never felt like I got a full introduction into the school. I feel as though I would if I started here as a freshman by living in a dorm surrounded by other people who are looking to establish a social network for themselves as well." Similar sentiments were shared by the respondent who commented, "I transferred my first year and really didn't get initiated in. I feel like I was thrown to the wolves, I got no orientation because it was canceled the day before." Another respondent added, "UNH could give more sincere effort into accommodating transfer students and making them feel as valued as day one freshman."

Some respondents also shared their experiences of insufficient support while seeking mental health services or accommodations for disabilities. One respondent who sought mental health support wrote, "I think there are acceptable services for students who are just going through a rough patch temporarily, but students with severe mental illness fall through the gaps. I have been told to just drop out by administration MULTIPLE times, not because I was behind on classwork, but solely because I was severely depressed." Another respondent explained their experience, "When I tried to receive services for counseling at PACS through UNH, my sessions with my assigned counselor led to her telling me my "depression frustrated her" and that she couldn't help me effectively. She also did not refer me to any other counselors after saying she couldn't help me, and I just had to discontinue my treatment." Another respondent observed, "the counseling center on campus is more concerned with logistics and policy than helping struggling students." One respondent who sought disability accommodations had "a terrible experience with the SAS department" which was in great contrast to the message from orientation that "all of my accommodations would be met and taken seriously." Another respondent explained their

inadequate support, “Seriously attempted to seek out support services for learning disability accommodations and mental health concerns in the form of Student Accessibility Services, Psychological and Counseling Services. The process for setting up even an intake meeting in either case was severely mismanaged and so frustrating that I often had to give up.”

Undergraduate Respondents Only

Concerns About Their Major. In the first theme specific to Undergraduate Student respondents explained that they had seriously considered leaving because they were interested in a different major or field of study. Some respondents were interested in programs that were not offered at UNH. One respondent commented, “I debated changing majors for a while, and looked into different options, most of these were not offered by UNH.” Another respondent explained, “I came to UNH as an undeclared student as a freshman. I quickly discovered an interest in dental hygiene, which they do not offer at UNH as well as many other schools. If it weren't for this, I would not consider leaving UNH.” Some of the majors that respondents were interested include ultrasound sonography, physical therapy, and fashion.

Other respondents wanted to leave to attend a school that offered a better program or more opportunities within a program than were offered at UNH. One respondent wrote, “Other universities provide more comprehensive programs for the filmmaking industry.” Another respondent shared, “I seriously considered leaving UNH because I didn't end up pursuing the degree that I transferred here for. When I considered my other interests, (graphic design, art therapy), I found that UNH didn't have very developed programs in those areas.” One respondent was interested in Neuroscience and wrote, “The Neuroscience program at UNH is a mess in terms of the classes offered (not many NSB courses) and NSB students feel like guinea pigs since the program is so new.” One respondent noted the existence of “Better business program at UMass Amherst,” while another respondent explained, “I am an art student and was seriously considering transferring to an art school. I felt strange and didn't think that the others around me had the same passion for art.”

Respondents were also interested in leaving because they had decided that they did not like their major at UNH. One respondent wrote, “I began school here in a major that was not interesting to me, I had a hard time keeping up with work.” Another respondent explained, “I felt like I knew

exactly what I wanted to do with my life coming into UNH but after some time in my major I realized I didn't like it." Respondents were sometimes frustrated with their major because of the way their major was administered. One respondent stated, "Neuropsychology major was not as neuro focused as I thought." Another respondent commented, "I'm majoring in communication and international affairs. I also hoped to have a minor in filming and advertising. The way I envisioned these programs is not the way UNH offers them."

Respondents also considered leaving when they struggled to get into their major of choice. One respondent wrote, "I have been having difficulty finding a major that is both applicable to my desired career and one that will accept me." Another respondent stated, "My intended major will be very difficult to be accepted into." Another respondent explained, "The nursing program here is very competitive and I had gotten into the nursing program at all the other schools I applied to so I considered transferring to one of them." One respondent stopped considering departure once they got into their major, "pending transfer into desired major from undecided. with major came belonging."

Lack of Social Connections. For the second theme for Undergraduate Student respondents, discussed how a lack of social connections made them seriously consider leaving UNH. Many respondents had considered leaving because it was very difficult for them to make friends freshman year. One respondent wrote, "During my first year here at UNH I found it very troubling trying to put myself out there and make friends and have a nice support system. I was alone most of the time." These respondents shared comments such as "My first year I had difficulty meeting people," "I had a hard time integrating myself as a first-year student," and "Freshman year I really struggled to make friends." A person's living situation during freshman year could really affect friend making opportunities. One respondent wrote, "Making friends was extremely difficult as a non-Paul student living in Sawyer freshman year where the majority of other freshmen were Paul scholars and already friends with each other." One respondent stated, "Not easy to make friends if you don't live in Stoke or freshman dorm," while another respondent added, "I did not live in a Freshman dorm, which made it difficult to make friends when I first moved in."

Some respondents also commented that “people were not friendly,” which made it hard to make social connections. One respondent wrote, “Some of the people at UNH are not as friendly as I'd hoped.” Another respondent explained, “I did not feel as though the students were welcoming to me. Everyone I knew had their friend groups while I was still feeling lost.” Other respondents simply detailed friendship issues that had caused them to seriously consider leaving. One respondent wrote, “I considered leaving but I knew that I was having a temporary issue with some friends that was resolved.” Another respondent shared, “I was having some problems with my friends on campus that caused me to experience a few mental health problems and consider transferring to another school.” One respondent commented, “people that I met and considered to be my friends treated me poorly,” while another respondent wrote, “All of the friends I had weren't around anymore. I was alone constantly. I was depressed and hated being on campus.”

In addition to a lack of friendly people, respondents also shared that it was hard to feel a sense of belonging because “It took a while for me to find my people.” One respondent commented, “I found it very challenging to make meaningful friendships and bonds while here at UNH. I joined a number of organizations and still did not feel as though I had a place I belonged on campus.” Respondents were very concerned about fitting in and making friends. One respondent wrote, “It was difficult to find a group of people that I got along with and had the same interests as me.” Another respondent shared, “My first year it was difficult fitting in. I did not have any friends for the first 2 months of college and I became depressed.” Another respondent explained, “Was sick for the first three weeks of school and missed out on making a lot of early friends. Didn't feel as though I would be able to make up for lost time and fit in. After sometime I found a group to hang out with but didn't feel as if I completely fit in.”

Graduate Student Respondents Only

Advising Concerns. For the single theme specific to Graduate Students, respondents shared their concerns about the advising process. Some respondents noted a lack of support from their advisors. One respondent stated, “At times I did not feel supported by my advisor after she said she would support me in my professional endeavors.” Another respondent shared, “I did not understand my supervisor’s role in my Master's degree. Their hands-off approach and limited communication left me feeling like I was forgotten.” Another respondent explained, “I seriously

considered leaving due to the lack of support in my department and from my advisor. My advisor was not very helpful, bordering on verbally abusive at time. She constantly made me feel incompetent."

Other Graduate Student respondents described negative interactions with their advisor. One respondent wrote, "My adviser is very rude and [would] misbehave with me in front of my colleagues. This is my first semester. I am not supposed to know everything." Another respondent described an disheartening incident where "my adviser fired me and insulted me and the current dean of the department did not cared and said it was the advisor's right to fire you but when I asked about the insult, he said it is a part of the student-adviser process!!!!" Another respondent noted, "constant stress induced by advisor. regardless of progress made, every choice was met with conflict." One respondent explained why advising concerns might lead one to seriously consider leaving, "The advisor-advisee relationship can make or break a person's graduate school experience. I had a relationship with my adviser that was at best tense, and at worst emotionally abusive. If I had not been able to switch to a different person, I would not have finished my degree."

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by gender identity, racial identity, disability status, sexual identity, and first-generation/low-income status. Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents. People of Color and Multiracial People Undergraduate Student respondents had less *Perceived Academic Success* than White/European American Undergraduate Student respondents. Undergraduate Student respondents with a Disability had less *Perceived Academic Success* than Undergraduate Student respondents with No Disability. Bisexual Undergraduate Student respondents had less *Perceived Academic Success* than Queer-Spectrum Undergraduate Student respondents. Not-First-Generation/Low-Income Graduate Student respondents had greater *Perceived Academic Success* than First-Generation/Low-Income Graduate Student respondents.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 82% (*n* = 3,841) of Student respondents "strongly agreed" or "agreed" that they felt valued by faculty in the classroom. Eighty-one percent (*n* = 722) of Graduate/Law Student respondents "strongly agreed" or "agreed" that felt comfortable sharing their professional goals with their advisors. Eighty-eight percent (*n* = 783) of Graduate/Law Student respondents "strongly agreed" or "agreed" that their department staff members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner. Significant differences existed by transfer status (i.e., started at UNH or transferred to UNH), gender identity, racial identity, sexual identity, disability status, citizenship status, housing status, first-generation/low-income status, with minority identities often reporting less positive perceptions.

Thirty-one percent (*n* = 1,176) of Undergraduate Student respondents and 23% (*n* = 204) of Graduate/Law Student respondents had seriously considered leaving University of New Hampshire. A majority of those Student respondents (74%, *n* = 1,020) considered leaving in their first year as a student at University of New Hampshire. Also, a majority of those Student respondents (47%, *n* = 652) attributed a lack of a sense of belonging as the main reason why they seriously considered leaving the University of New Hampshire. Fifty percent (*n* = 587) of Undergraduate Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at UNH, while 37% (*n* = 76) of Graduate/Law Student respondents who seriously considered leaving, did so because of financial reasons.

[clxii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH faculty by gender identity: χ^2 (4, *N* = 4,622) = 22.72, *p* < .001.
[clxiii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH faculty by housing status: χ^2 (8, *N* = 4,440) = 17.97, *p* < .05.
[clxiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH faculty by citizenship status: χ^2 (8, *N* = 4,690) = 27.12, *p* < .01.
[clxv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH faculty by disability status: χ^2 (8, *N* = 4,675) = 20.50, *p* < .01.
[clxvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH staff by transfer status: χ^2 (4, *N* = 3,770) = 13.59, *p* < .01.
[clxvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH staff by gender identity: χ^2 (8, *N* = 4,676) = 40.44, *p* < .001.
[clxviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH staff by first-generation/low-income status: χ^2 (4, *N* = 4,535) = 10.23, *p* < .05.
[clxix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH staff by housing status: χ^2 (8, *N* = 4,424) = 16.65, *p* < .05.

[clxx] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH staff by citizenship status: χ^2 (8, N = 4,671) = 16.41, $p < .05$.
[clxxi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH staff by disability status: χ^2 (8, N = 4,656) = 28.89, $p < .001$.
[clxxii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH senior administrators by transfer status: χ^2 (4, N = 3,772) = 15.65, $p < .01$.
[clxxiii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH senior administrators by gender identity: χ^2 (8, N = 4,675) = 84.55, $p < .001$.
[clxxiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH senior administrators by sexual identity: χ^2 (8, N = 4,575) = 28.13, $p < .001$.
[clxxv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH senior administrators by first-generation/low-income status: χ^2 (4, N = 4,536) = 11.42, $p < .05$.
[clxxvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH senior administrators by housing status: χ^2 (8, N = 4,424) = 16.65, $p < .05$.
[clxxvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH senior administrators by citizenship status: χ^2 (8, N = 4,670) = 34.29, $p < .001$.
[clxxviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UNH senior administrators by disability status: χ^2 (8, N = 4,656) = 41.03, $p < .001$.
[clxxix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: χ^2 (8, N = 4,673) = 33.47, $p < .001$.
[clxxx] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation/low-income identity: χ^2 (4, N = 4,534) = 10.17, $p < .05$.
[clxxxi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by housing status: χ^2 (8, N = 4,422) = 23.84, $p < .01$.
[clxxxii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: χ^2 (8, N = 4,653) = 28.15, $p < .001$.
[clxxxiii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by their academic advisor by first-generation/low-income identity: χ^2 (4, N = 4,530) = 11.26, $p < .05$.
[clxxxiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by their academic advisor by housing status: χ^2 (8, N = 4,417) = 31.58, $p < .001$.
[clxxxv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by their academic advisor by citizenship status: χ^2 (8, N = 4,665) = 22.81, $p < .01$.
[clxxxvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by their academic advisor by disability status: χ^2 (4, N = 4,651) = 12.78, $p < .05$.
[clxxxvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: χ^2 (8, N = 4,663) = 57.09, $p < .001$.
[clxxxviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: χ^2 (8, N = 4,590) = 22.52, $p < .01$.
[clxxxix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: χ^2 (8, N = 4,563) = 23.41, $p < .05$.
[cxc] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by first-generation/low-income identity: χ^2 (4, N = 4,523) = 9.75, $p < .05$.
[cxci] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by housing status: χ^2 (8, N = 4,408) = 16.68, $p < .05$.
[cxcii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: χ^2 (8, N = 4,644) = 48.98, $p < .001$.
[cxciii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by transfer status: χ^2 (4, N = 3,742) = 18.98, $p < .01$.
[cxciv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by gender identity: χ^2 (8, N = 4,663) = 48.94, $p < .001$.
[cxcv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by racial identity: χ^2 (8, N = 4,570) = 20.94, $p < .01$.
[cxcvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by sexual identity: χ^2 (4, N = 4,542) = 11.31, $p < .05$.

[cxcvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by first-generation/low-income status: χ^2 (4, N = 4,504) = 26.61, p < .001.
[cxcviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by housing status: χ^2 (8, N = 4,390) = 34.35, p < .001.
[cxcix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: χ^2 (8, N = 4,625) = 58.08, p < .001.
[cc] A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by gender identity: χ^2 (8, N = 4,665) = 62.01, p < .001.
[cci] A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by racial identity: χ^2 (8, N = 4,593) = 95.06, p < .001.
[ccii] A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by sexual identity: χ^2 (8, N = 4,567) = 16.45, p < .05.
[cciii] A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: χ^2 (8, N = 4,660) = 59.36, p < .001.
[cciv] A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by disability status: χ^2 (4, N = 4,646) = 10.51, p < .05.
[ccv] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by gender identity: χ^2 (8, N = 4,671) = 95.03, p < .001.
[ccvi] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by sexual identity: χ^2 (8, N = 4,571) = 42.10, p < .001.
[ccvii] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by housing status: χ^2 (8, N = 4,416) = 15.90, p < .05.
[ccviii] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by disability status: χ^2 (8, N = 4,651) = 42.84, p < .001.
[ccix] A chi-square test was conducted to compare percentages of Student respondents who felt they have faculty whom they perceived as role models by transfer status: χ^2 (4, N = 3,776) = 14.00, p < .01.
[ccx] A chi-square test was conducted to compare percentages of Student respondents who felt they have faculty whom they perceived as role models by gender identity: χ^2 (8, N = 4,685) = 40.59, p < .001.
[ccxi] A chi-square test was conducted to compare percentages of Student respondents who felt they have faculty whom they perceived as role models by racial identity: χ^2 (8, N = 4,612) = 20.67, p < .01.
[ccxii] A chi-square test was conducted to compare percentages of Student respondents who felt they have faculty whom they perceived as role models by housing status: χ^2 (8, N = 4,430) = 34.10, p < .05.
[ccxiii] A chi-square test was conducted to compare percentages of Student respondents who felt they have faculty whom they perceived as role models by disability status: χ^2 (4, N = 4,665) = 11.79, p < .001.
[ccxiv] A chi-square test was conducted to compare percentages of Student respondents who felt they have staff whom they perceived as role models by transfer status: χ^2 (4, N = 3,770) = 19.59, p < .01.
[ccxv] A chi-square test was conducted to compare percentages of Student respondents who felt they have staff whom they perceived as role models by gender identity: χ^2 (8, N = 4,675) = 41.41, p < .001.
[ccxvi] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt satisfied with the quality of advising they received from their department/program by gender identity: χ^2 (4, N = 874) = 12.41, p < .05.
[ccxvii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt they had adequate access to their advisor by gender identity: χ^2 (4, N = 874) = 20.58, p < .001.
[ccxviii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their advisor provides clear expectations by gender identity: χ^2 (4, N = 865) = 14.29, p < .01.
[ccxix] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their advisor provides clear expectations by racial identity: χ^2 (8, N = 862) = 24.02, p < .01.

[ccxx] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their advisor responds to their emails, calls, or voicemails in a prompt manner by gender identity: χ^2 (4, N = 870) = 20.69, $p < .001$.
[ccxxi] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner by gender identity: χ^2 (4, N = 873) = 14.16, $p < .01$.
[ccxxii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt adequate opportunities existed for them to interact with other university faculty outside of their department by gender identity: χ^2 (4, N = 873) = 32.85, $p < .001$.
[ccxxiii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt adequate opportunities existed for them to interact with other university faculty outside of their department by racial identity: χ^2 (8, N = 870) = 27.99, $p < .001$.
[ccxxiv] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt adequate opportunities existed for them to interact with other university faculty outside of their department by sexual identity: χ^2 (4, N = 853) = 11.68, $p < .05$.
[ccxxv] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt they received support from their advisor to pursue personal research interests by gender identity: χ^2 (4, N = 871) = 18.64, $p < .001$.
[ccxxvi] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt they received support from their advisor to pursue personal research interests by citizenship status: χ^2 (8, N = 887) = 22.05, $p < .01$.
[ccxxvii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their department faculty members encourage them to produce publications and present research by gender identity: χ^2 (4, N = 869) = 25.68, $p < .001$.
[ccxxviii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their department faculty members encourage them to produce publications and present research by citizenship status: χ^2 (8, N = 884) = 30.31, $p < .001$.
[ccxxix] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by gender identity: χ^2 (4, N = 871) = 19.92, $p < .01$.
[ccxxx] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who felt their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by disability status: χ^2 (4, N = 887) = 10.15, $p < .05$.
[ccxxxi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UNH by racial identity: χ^2 (2, N = 3,759) = 21.27, $p < .001$.
[ccxxxii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who had seriously considered leaving UNH by gender identity: χ^2 (2, N = 892) = 14.24, $p < .01$.
[ccxxxiii] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who had seriously considered leaving UNH by sexual identity: χ^2 (2, N = 857) = 6.85, $p < .05$.
[ccxxxiv] A chi-square test was conducted to compare percentages of Graduate/Law Student respondents who had seriously considered leaving UNH by disability status: χ^2 (1, N = 893) = 4.92, $p < .05$.
[ccxxxv] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave UNH without meeting their academic goal by gender identity: χ^2 (4, N = 3,752) = 48.86, $p < .001$.
[ccxxxvi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave UNH without meeting their academic goal by racial identity: χ^2 (8, N = 3,753) = 65.25, $p < .001$.
[ccxxxvii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave UNH without meeting their academic goal by first-generation/low-income status: χ^2 (4, N = 3,702) = 16.52, $p < .01$.
[ccxxxviii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave UNH without meeting their academic goal by housing status: χ^2 (8, N = 3,576) = 77.10, $p < .001$.

[ccxxxix] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from UNH by gender identity: χ^2 (4, N = 3,743) = 15.00, $p < .01$.
[ccxl] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who intended to graduate from UNH by housing status: χ^2 (8, N = 3,567) = 56.39, $p < .001$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which the University of New Hampshire does, and should, promote diversity, equity, and inclusion to influence campus climate.

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at the University of New Hampshire and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at the University of New Hampshire, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 119).

Fifty-three percent (*n* = 252) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 48% (*n* = 228) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Eighty-one percent (*n* = 204) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 75% (*n* = 172) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Thirty-two percent (*n* = 157) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 68% (*n* = 331) of Faculty respondents thought that they were not available. Seventy-five percent (*n* = 118) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 76% (*n* = 251) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Sixty-eight percent (*n* = 337) of Faculty respondents thought that diversity and inclusivity workshops for faculty were available and 32% (*n* = 156) of Faculty respondents thought that

such workshops for faculty were not available. Seventy-six percent (*n* = 255) of Faculty respondents who thought that diversity and inclusivity workshops for faculty were available believed that it positively influenced the climate and 71% (*n* = 111) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-one percent (*n* = 201) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 59% (*n* = 287) of Faculty respondents thought that such toolkits were not available. Seventy-eight percent (*n* = 157) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 79% (*n* = 228) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Forty-one percent (*n* = 197) of Faculty respondents thought that supervisory workshops for faculty were available and 59% (*n* = 285) of Faculty respondents thought that it was not available. Sixty-five percent (*n* = 128) of the Faculty respondents who thought that supervisory workshops for faculty were available believed that it positively influenced the climate and 67% (*n* = 191) of Faculty respondents who did not think supervisory workshops for faculty were available thought that it would positively influence the climate if it were available.

Sixty-nine percent (*n* = 335) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 31% (*n* = 153) of Faculty respondents thought that such counseling was not available. Ninety percent (*n* = 300) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 87% (*n* = 133) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent (*n* = 309) of Faculty respondents thought that mentorship for new faculty was available and 37% (*n* = 182) of Faculty respondents thought that faculty mentorship was not available. Ninety-one percent (*n* = 282) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 93% (*n* = 169) of

Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-three percent (*n* = 207) of Faculty respondents thought that a clear process to resolve conflicts was available and 57% (*n* = 278) of Faculty respondents thought that such a process was not available. Eighty-six percent (*n* = 177) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 93% (*n* = 258) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-three percent (*n* = 209) of Faculty respondents thought that a fair process to resolve conflicts was available and 57% (*n* = 273) of Faculty respondents thought that such a process was not available. Eighty-seven percent (*n* = 181) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 93% (*n* = 254) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-one percent (*n* = 194) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 59% (*n* = 282) of Faculty respondents thought that it was not available at the University of New Hampshire. Sixty-seven percent (*n* = 129) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 64% (*n* = 181) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Thirty-five percent (*n* = 173) of Faculty respondents thought that affordable child care was available and 65% (*n* = 321) of Faculty respondents thought that affordable child care was not available. Eighty-two percent (*n* = 142) of Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 95% (*n* = 304) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Thirty-one percent (*n* = 153) of Faculty respondents thought that support/resources for spouse/partner employment was available and 69% (*n* = 337) of Faculty respondents thought support/resources for spouse/partner employment was not available. Seventy-seven percent (*n* = 118) of Faculty respondents who thought support/resources for spouse/partner employment was available believed that it positively influenced the climate and 87% (*n* = 293) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-five percent (*n* = 214) of Faculty respondents thought that a common first-year/transfer experience for students was available and 55% (*n* = 259) of Faculty respondents thought a common first-year/transfer experience for students was not available. Eighty percent (*n* = 171) of Faculty respondents who thought a common first-year/transfer experience for students was available believed that it positively influenced the climate and 77% (*n* = 199) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 119. **Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative available at University of New Hampshire								Initiative NOT available at University of New Hampshire							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	204	81.0	42	16.7	6	2.4	**252**	**52.5**	172	75.4	47	20.6	9	3.9	**228**	**47.5**
Providing recognition and rewards for including diversity issues in courses across the curriculum	118	75.2	27	17.2	12	7.6	**157**	**32.2**	251	75.8	64	19.3	16	4.8	**331**	**67.8**
Providing diversity and inclusivity workshops for faculty	255	75.7	73	21.7	9	2.7	**337**	**68.4**	111	71.2	38	24.4	7	4.5	**156**	**31.6**
Providing faculty with toolkits to create an inclusive classroom environment	157	78.1	39	19.4	5	2.5	**201**	**41.2**	228	79.4	56	19.5	< 5	---	**287**	**58.8**
Providing faculty with supervisory workshops	128	65.0	62	31.5	7	3.6	**197**	**40.9**	191	67.0	85	29.8	9	3.2	**285**	**59.1**
Providing access to counseling for people who have experienced harassment	300	89.6	35	10.4	0	0.0	**335**	**68.6**	133	86.9	20	13.1	0	0.0	**153**	**31.4**
Providing mentorship for new faculty	282	91.3	26	8.4	< 5	---	**309**	**62.9**	169	92.9	13	7.1	0	0.0	**182**	**37.1**
Providing a clear process to resolve conflicts	177	85.5	30	14.5	0	0.0	**207**	**42.7**	258	92.8	20	7.2	0	0.0	**278**	**57.3**

Table 119. **Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative available at University of New Hampshire								Initiative NOT available at University of New Hampshire							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing a fair process to resolve conflicts	181	86.6	28	13.4	0	0.0	**209**	**43.4**	254	93.0	19	7.0	0	0.0	**273**	**56.6**
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	129	66.5	40	20.6	25	12.9	**194**	**40.8**	181	64.2	70	24.8	31	11.0	**282**	**59.2**
Providing affordable child care	142	82.1	29	16.8	< 5	---	**173**	**35.0**	304	94.7	15	4.7	< 5	---	**321**	**65.0**
Providing support/resources for spouse/partner employment	118	77.1	31	20.3	< 5	---	**153**	**31.2**	293	86.9	36	10.7	8	2.4	**337**	**68.8**
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	171	79.9	40	18.7	< 5	---	**214**	**45.2**	199	76.8	57	22.0	< 5	---	**259**	**54.8**

Note: Table reports responses only from Faculty respondents (*n* = 529).

Qualitative comments analyses. There were 75 Faculty (Tenured/Tenure-Track and Not on the Tenure-Track) respondents who elaborated on their responses regarding the effect of institutional actions on campus climate. Three themes emerged from the responses: ways to increase focus on diversity, childcare concerns, and broad comments about initiatives.

Ways to Increase Focus on Diversity. For the first theme, respondents discussed ways to increase focus on diversity at UNH. Some respondents commented that UNH needs to change the diversity of the population who work and learn at the university. One respondent stated, "Critical mass of different types of people needed to develop a truly inclusive community." Another respondent noted, "I'd like to see more diversity at UNH. I really like the current diversity postdoc-to-faculty initiative." One respondent remarked, "We absolutely need more diversity on this campus. Whatever initiatives can encourage more students of color to come to UNH and feel safe and comfortable, I would strongly support." One respondent applauded the idea of hiring individuals with diversity-related professional experiences, "I really like this idea – 'Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty' - It gives value to diversity."

Other respondents discussed the idea of including diversity and inclusion topics within the classroom. One respondent advised, "I believe all first-year students should have mandatory exposure to issues of race and privilege in order to improve the campus climate and prevent hate incidents like we've experienced over the past 2 years." Another respondent shared a concern, "One of the problems with training about diversity in the classroom is that our student population is not diverse." Some respondents pushed back against including diversity topics in the classroom because they did not feel that their area of interest was appropriate for that. One respondent declared, "I am teaching business topics. My business courses are not diversity courses. Business is business. Having to incorporate some 'diversity' aspect into the course would dilute the meaning of the content and place focus where focus shouldn't be." Another respondent stated, "I work in a STEM field. There is no place for teaching diversity in a STEM class. You live it, but you don't teach it. We cannot water down every subject with social engineering."

Respondents also discussed the use of diversity and inclusion workshops to affect climate change. These respondents worried that workshops did not reach the desired recipients. One respondent observed, “Sometimes ‘educating the educators’ only ends up being taken by those of us who already are fairly knowledgeable about questions of diversity.” Another respondent wrote, “Many of the faculty/staff that need to attend diversity/inclusivity workshops do not, therefore they are not as helpful as they could be.” One respondent explained the concern and called for mandatory training, “I feel that those who are most in need of the above training (diversity and inclusion, conflict resolution, mentorship) do not actively seek out these training sessions. This should be mandatory for all people in leadership positions including deans, department chairs, managers, etc. as they are sometimes the ones who do not make time to attend as they view it as a low priority.” Another respondent echoed this need for regular training, “I'm aware of some workshops on diversity and believe they have a positive impact when attended by faculty. However, my efforts to have such workshops run for or attended by faculty in my department have rarely been successful. These should be a regular part of faculty training, both for incoming and existing faculty, as should workshops on creating inclusive classroom environments.”

Some respondents preferred to direct resources to recruiting and retaining people from diverse groups rather than to diversity workshops. One respondent asked, “Toolkits? Workshops? How about more diverse people in the flesh, rather than as an abstract, distant concept to be studied intellectually?” Another respondent observed, “We have quite a few workshops and broadly articulate our commitment to diversity. However, the resources that we apply to aid in enhancing diversity are often absent. This can act as a "bait-and-switch" to people from minority/marginalized communities. We need to directly provide resources to aid individuals from minority/marginalized communities.” One respondent was doubtful that workshops were effective, “I'm not sure that diversity trainings and workshops do much good. I would support evidence-based decision-making in this area over feel-good workshops, etc.”

Childcare Concerns. In the second theme, respondents shared their concerns about affordability and availability of childcare at UNH. One respondent observed, “Childcare is a concern. We have an incredible program on campus that people cannot access. We need to grow the program.” Another respondent explained, “I know UNH provides fairly expensive and not

guaranteed childcare through the CDSC, but that's tough to get into for many families. After school options are not available, and summer camps have become less available. It's still a struggle for families with school-aged or younger children to make it all work." Some respondents showed their interest in childcare by asking, "What affordable childcare resources are being made available?" Another respondent wondered, "Is there affordable childcare options? I don't know about them."

Some respondents expressed frustration about the lack of availability for childcare. One respondent wrote, "I have heard that childcare at UNH is a huge problem because of the waitlist for faculty/staff is over 18 months." One respondent stated, "I know about the CSDC but it has limited space," while another respondent elaborated based on their personal experience with finding childcare, "UNH has childcare but it's far too small/limited to be functionally useful for almost anyone. When I entered my daughter in the lottery for spots they told me the chances were 'less than 10%.'"

Other respondents thought available childcare options were too expensive and worried about affordability. One respondent shared, "Affordable childcare would be awesome. I didn't even apply for the on-campus daycare because it was so far outside of what I can afford." Another respondent wrote, "I AM aware of childcare options that exist on campus, and I reject the notion that they are affordable, therefore I am not aware of affordable options but think that they would be a good thing." Another respondent advised, "Income-based fees for childcare at the UNH child development center are important for graduate students (I have some that use the facility). I'm glad to hear that there is finally movement on restoring this facility and bringing it up to code."

Two respondents offered summary statements on the concerns of childcare at UNH. One respondent observed, "I also know of…no affordable childcare unless you are a) lucky enough to get into CSDC and b) make little enough to get subsidies (which is a low bar and people above it are not rolling in it, the full cost of CSDC is not 'affordable' child care, it is just childcare)." Another respondent summed up the importance of providing access to affordable childcare (and eldercare), "Making the place more family-friendly for junior faculty, postdocs, and GRAD STUDENTS would make a big difference. Childcare is expensive and in short supply, and this --

still -- primarily burdens women. Eldercare is also becoming more of an issue for many of us (aging parents); some kind of support in this area would be lovely, though I can't imagine how it would work. As a tenured faculty member, I have much more flexibility and financial stability to deal with family responsibilities than do women lower down the hierarchy...it's hard for me, and can only be harder for others."

Broad Comments About Initiatives. For the third theme, respondents commented broadly about the initiatives listed in Question 112. Some respondents expressed a lack of knowledge about whether these initiatives exist at UNH and speculated that they would be beneficial if they did exist. One respondent shared, "Some of the initiatives listed above (such as, mentorship for new employees) are urban legends --- we (colleagues) often talk about how great that would be, but none of us ever experienced it." Another respondent wrote, "I was not aware of a few of these & I wonder if other faculty are also not aware of these services," and then followed up by saying, ", I do feel most of these activities have a positive impact on those of us who make up the institution." Another respondent commented, "Some of these items do not seem well known but perhaps that is since I have not needed them since they were made available. I would also think that responses will vary a lot as a case-by-case basis."

Some respondents worried about how effectiveness would be based on how well they are implemented. One respondent opined, "Yes, all of these things would be great, and it is good that they are offered. Where the wheels come off of this idea is that so many of these initiatives are so poorly implemented/executed that they end up doing more harm than good!" In questioning availability, one respondent stated, "Makes me wonder how many of these initiatives are effectively implemented." One respondent noted, "The outcome of many of these measures on campus climate depends on the initiative being competently rolled out. Does UNH have the resources to initiate and sustain these programs?" Other respondents questioned the effectiveness of the initiatives themselves on changing climate. One respondent commented, "There are lots of efforts. Lots of committees. I see them. I'm not are how effective they are." Another respondent stated, "Some important work by well-meaning people. Too labor intensive for those doing the work and largely ineffectual." Another respondent remarked, "Institutional actions can only go so far, we are the state university of a state that is what it is. We should focus on changing things that we can rather than stressing about everything."

The survey asked Staff respondents (*n* = 1,285) to respond regarding similar initiatives, which are listed in Table 120. Seventy-one percent (*n* = 862) of the Staff respondents thought that diversity and equity workshop for staff was available at the University of New Hampshire and 29% (*n* = 351) of Staff respondents thought that it was not available. Seventy-eight percent (*n* = 668) of the Staff respondents who thought that diversity and equity workshop for staff was available believed that it positively influenced the climate and 77% (*n* = 270) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent (*n* = 924) of Staff respondents thought that access to counseling for people who had experienced harassment was available at the University of New Hampshire and 23% (*n* = 281) of Staff respondents thought that such access to counseling was not available. Eighty-eight percent (*n* = 815) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 88% (*n* = 248) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent (*n* = 763) of Staff respondents thought that supervisory workshops for supervisors/managers was available and 37% (*n* = 442) of Staff respondents thought that such workshops were not available. Seventy-eight percent (*n* = 592) of Staff respondents who thought that supervisory workshop for supervisors/managers was available believed that it positively influenced the climate and 88% (*n* = 389) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-one percent (*n* = 595) of Staff respondents thought that supervisory workshops for faculty supervisors was available and 50% (*n* = 583) of Staff respondents thought that such workshops was not available. Seventy-five percent (*n* = 447) of Staff respondents who thought that supervisory workshops for faculty supervisors was available believed that it positively influenced the climate and 87% (*n* = 505) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-four percent (*n* = 524) of Staff respondents thought that mentorship for new staff was available and 57% (*n* = 681) of Staff respondents thought that staff mentorship was not available.

Eighty-six percent (*n* = 450) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 94% (*n* = 637) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-four percent (*n* = 638) of Staff respondents thought that a clear process to resolve conflicts was available at the University of New Hampshire and 46% (*n* = 553) of Staff respondents thought that such a process was not available. Eighty-one percent (*n* = 516) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 90% (*n* = 498) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-four percent (*n* = 638) of Staff respondents thought that a fair process to resolve conflicts was available at the University of New Hampshire and 46% (*n* = 541) of Staff respondents thought that such a process was not available. Eighty-two percent (*n* = 525) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 91% (*n* = 490) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty percent (*n* = 576) of Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 50% (*n* = 586) of Staff respondents thought that it was not available. Sixty-seven percent (*n* = 386) of Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 68% (*n* = 396) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy percent (*n* = 837) of Staff respondents thought that career development opportunities for staff were available and 30% (*n* = 366) of Staff respondents thought that they were not available. Eighty-eight percent (*n* = 736) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 95% (*n* = 349) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Forty-five percent (*n* = 533) of Staff respondents thought that affordable child care was available at the University of New Hampshire and 55% (*n* = 646) of Staff respondents thought that it was not available. Seventy-eight percent (*n* = 415) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 91% (*n* = 590) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty percent (*n* = 470) of Staff respondents thought that support/resources for spouse/partner employment were available and 60% (*n* = 704) of Staff respondents thought that they were not available. Seventy percent (*n* = 331) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 82% (*n* = 577) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-one percent (*n* = 605) of Staff respondents thought that a common first-year/transfer experience for students was available and 49% (*n* = 573) of Staff respondents thought that it was not available. Eighty-two percent (*n* = 494) of Staff respondents who thought that that a common first-year/transfer experience for students was available believed that it positively influenced the climate and 83% (*n* = 476) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Table 120. **Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative available at University of New Hampshire								Initiative NOT available at University of New Hampshire							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity workshops for staff	668	77.5	178	20.6	16	1.9	**862**	**71.1**	270	76.9	76	21.7	5	1.4	**351**	**28.9**
Providing access to counseling for people who have experienced harassment	815	88.2	105	11.4	< 5	---	**924**	**76.7**	248	88.3	32	11.4	< 5	---	**281**	**23.3**
Providing supervisors/managers with supervisory workshops	592	77.6	169	22.1	< 5	---	**763**	**63.3**	389	88.0	51	11.5	< 5	---	**442**	**36.7**
Providing faculty supervisors with supervisory workshops	447	75.1	146	24.5	< 5	---	**595**	**50.5**	505	86.6	77	13.2	< 5	---	**583**	**49.5**
Providing mentorship for new staff	450	85.9	73	13.9	< 5	---	**524**	**43.5**	637	93.5	43	6.3	< 5	---	**681**	**56.5**
Providing a clear process to resolve conflicts	516	80.9	108	16.9	14	2.2	**638**	**53.6**	498	90.1	54	9.8	< 5	---	**553**	**46.4**
Providing a fair process to resolve conflicts	525	82.3	97	15.2	16	2.5	**638**	**54.1**	490	90.6	49	9.1	< 5	---	**541**	**45.9**
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	386	67.0	146	25.3	44	7.6	**576**	**49.6**	396	67.6	146	24.9	44	7.5	**586**	**50.4**
Providing career development opportunities for staff	736	87.9	97	11.6	< 5	---	**837**	**69.6**	349	95.4	16	4.4	< 5	---	**366**	**30.4**

Table 120. **Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative available at University of New Hampshire								Initiative NOT available at University of New Hampshire							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing affordable child care	415	77.9	116	21.8	< 5	---	**533**	**45.2**	590	91.3	54	8.4	< 5	---	**646**	**54.8**
Providing support/resources for spouse/partner employment	331	70.4	134	28.5	5	1.1	**470**	**40.0**	577	82.0	118	16.8	9	1.3	**704**	**60.0**
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	494	81.7	110	18.2	< 5	---	**605**	**51.4**	476	83.1	95	16.6	< 5	---	**573**	**48.6**

Note: Table reports responses only from Staff respondents (*n* = 1,285).

Qualitative comments analyses. There were 128 Staff respondents who elaborated on their responses regarding the effect of institutional actions on campus climate. Five themes emerged from the responses: diversity workshops, common student experience, leadership training, child care availability, and conflict resolution process.

Diversity Workshops. In the first theme, respondents discussed the effectiveness of diversity workshops. The majority of these respondents felt that diversity workshops were beneficial for campus climate and that UNH should offer more of these types of workshops. One respondent stated, "Training on cultural competency and diversity, especially for faculty, would be INCREDIBLY helpful and supportive of creating an inclusive environment for students." Another respondent observed, "I believe we need more SafeSpace and LGBTQ+ workshops and informational sessions on how to be more accepting of students who choose to express themselves in ways other than our own: i.e. pronouns, dress, preferred names etc." One respondent emphasized the need for diversity training for administrators and faculty as well as staff, "The questions in this grid do not include providing diversity training for faculty or administrators, as if the need for that lies only in the staff. Get over yourselves. The most important diversity and inclusion decisions are in administrative hands. In addition, acts of harassment and exclusion are not confined to staff. Widely-shared news of attendance to conferences and development events embracing campus diversity and inclusion by upper management might bolster confidence by the rest of us."

Some respondents called for diversity trainings to be mandatory. One respondent wrote, "There needs to be mandatory training on race, class, and ability for all supervisors and administrators," while another respondent stated, "I believe that training around white privilege and systemic racism should be REQUIRED for all UNH employees." Other respondents noted that diversity workshops are good in theory but need to be carefully implemented in order to be effective at improving campus climate. One respondent advised, "While I believe [diversity workshops] would be beneficial, these conversations require regular check-ins. Simply having one workshop for a department is not enough. These conversations need to happen throughout the school year and build on each other." Another respondent suggested, "The social justice educator workshop that I took years back was very brief and didn't provide effective skills building in cultural proficiency. It was a start to raise awareness, but we need longer sessions that go deeper; led by

skilled facilitators." Another respondent pondered, "[Diversity workshops] seem to have the best intentions and are usually well-received in the moment, but more must be done to provide long-lasting results and follow up, so that the lessons learned are not forgotten too quickly."

Other respondents were less convinced of the positive benefits of diversity workshops. One respondent stated, "I've seen both positive and negative coming from diversity and equity workshops," while another respondent wrote, "Not having experienced diversity or harassment issues personally, I can't really say if it would be a positive, no, or negative influence to have workshops." Some respondents commented that they did not feel that diversity workshops were an effective method for improving campus climate. One respondent observed, "I've sat through years of diversity workshops. The same people show up, and the same ones skip them. The purpose of those workshops seems to be to show University policy. They don't influence behavior." Another respondent stated, "Diversity and equity workshops for staff are too frequent and useless." Another respondent advised, "I think by offering newly hired employees diversity-related training right out of the gate would negatively effect their perception of UNH because you are telling them that we have an issue handling diversity by requiring the training." One respondent did not think that workshops were necessary, "Everyone I am surrounded with at UNH is respectful and sees diversity as an asset - not a problem. I don't feel workshops are necessary at this time - at least for the people I am familiar with."

Common Student Experience. For the second theme, respondents addressed the need to provide a common first year/transfer experience for students. One respondent noted the lack of common first year/transfer experience across the university and wrote, "As someone who works with first year students in Academic Affairs, I am not aware of a common first-year transfer experience for students like Paul College FIRE." Respondents stressed the need to provide a first-year seminar. One respondent stated, "I believe that a first-year seminar should be offered to all students regardless of their college," while another respondent made the request, "Please, please, please mandate a first-year experience class for credit (1 or 2)." One respondent shared observations about the benefits of FIRE and the potential for similar programs, "I believe students need a common first-year experience and that FIRE has made an impact not only on our individual students, but on the culture within Paul College. I believe that it would also impact the culture within other colleges (even if the program isn't FIRE per se) as well as UNH's culture." Some

respondents offered suggestions on how to modify the first-year experience course for best results. One respondent wrote, “I think these [first-year experience] courses are too academic and while they are beneficial, I would love to see a more student-focused approach taken as opposed to academic.” Another respondent proposed, “I think a first-year experience is important, but there should be different options for different types of students and their interests, and there needs to be administrative support (staff and funding) for these programs.”

Some respondents targeted the need to support the transition of specific groups to the university including transfer students, graduate students and international students. One respondent shared, “In working in Business Services there are many transfer students who do not have support in their transition to UNH. There isn't any guidance for them which creates more unnecessary stress in an already overwhelming period of their educational career.” Another respondent stated, “Transfer students need more of our resources and attention. If our goals are to recruit and RETAIN students, our transfer students need to feel supported when they come here. Right now, it is the job of a few people sprinkled across campus to help in the transition of these students. We need a dedicated professional in the office of first year programs to focus on mentoring these students if we want them to be well and stay here.” Another respondent added, “GSSP students need to be included somehow in the first-year experience during the semester when they transition into their degree program. Most are in their home countries during transfer orientation.” In regard to graduate students, one respondent wrote, “I am concerned about the availability of adequate mentorship and grievance procedures for graduate students. National statistics point to this student group as having higher rates of psychological distress than undergrads.”

Leadership Training. In the third theme, respondents commented on the need for leadership training for people who hold supervisory or management roles. Several respondents scoffed at the idea that supervisory training is currently available. One respondent stated, “I have never seen supervisory training for faculty,” while another respondent wrote, “You are kidding yourselves if you think that supervisory development is available.” Other respondents noted it had existed in the past but not currently. One respondent stated, “Leadership training for supervisors would be beneficial. Training used to exist and HR stopped and never replaced it.” Most respondents felt that leadership training would be beneficial for campus climate. One

respondent wrote, “Management skills and training for supervisors is really needed at UNH. People are promoted who do not have the skills to work with employees.” Another respondent commented, “My supervisor, although a nice person overall, I think would benefit from a supervisor workshop. I feel that she treats me like she is my mother and disciplines me like I am her daughter which is not right.” One respondent stated, “All supervisors/managers at UNH should be required to take courses/training on HR policies, organizational management, etc.,” while another respondent exclaimed, “Supervisory workshops should be mandatory and well thought out. This would make a big difference!”

Some respondents were skeptical about how effective leadership training might be at targeting those who needed it most. One respondent wrote, “In particular, I have found that supervisors (sometimes with lots of degrees in many areas) do not have practical supervisory skills. The training is available but "optional". The ones who need it do not take it.” Another respondent observed, “Supervisors and chairs will not go to any trainings. They say their time is more important. I wish the trainings could be mandatory.” One respondent was concerned about content, “Hard to evaluate some of these with content, without seeing the content; for example, 'providing supervisors/managers with supervisory workshops' totally depends on the approach and content. I personally do not like the term 'supervisor' as it implies having to be watched over like children. And there are far too many of them which I see as a huge waste of time, where 'time' is a precious resource in support jobs.”

Child Care Availability. For the fourth theme, respondents discussed the need to increase the availability of affordable children care for employees. Several respondents noted that current child care options were not affordable for many staff. One respondent noted, “The child care options are NOT close to affordable for an OS employee.” Another respondent shared, “I know that child care is available on the Durham campus but is extremely expensive.” Another respondent elaborated on affordability, “Child care on campus is not affordable. The Child Development Center sliding scale is very much out of touch for the reality of what is affordable for the middle class and caters to the elite/wealthy/faculty and richest of staff. When I was making 40,000 they thought I could afford $225 per week in child care. After taxes, retirement, benefits, etc. get pulled out of the $40,000, $225 per week is a damn hardship. I don't know how that is possibly supportive of all the income levels that exist at UNH.”

Many respondents commented that having affordable child care available would be a benefit. Respondents made statements such as "Affordable childcare would be amazing but is non-existent," and "I am not aware of any affordable child care, but that would be incredibly valuable!" One respondent stated, "Providing affordable child care would positively influence the campus climate and make faculty/staff feel valued." Another respondent observed, "More affordable options for child care would be nice. I have colleagues that, while they love UNH options, have had a hard time getting them due to lack of availability." One respondent shared their personal experience with accessing campus child care, "Affordable daycare is a biggie. I called CSDC when I learned I was pregnant and learned that I had just missed the lottery and therefore would not be able to use their services until my name was chosen (possibly the next year). I forgot all about it and 3 years later at my desk I got a call. It was crazy. My second child did attend and while the program is wonderful, it was super expensive."

Conflict Resolution Process. In the fifth theme, respondents commented on the process for resolving conflicts at UNH. Generally, respondents were not happy with the process to resolve conflicts. Some respondents were concerned about the fairness of the process for both parties. One respondent wrote, "Several years ago, I went through a grievance process that was, in my opinion, unfairly balanced. As an OS at that time, it was hard to be able to advocate for myself." Another respondent shared, "The FAIR process for resolving conflict through HR does not provide enough support, protection or follow through for staff who bring reports forward." Another respondent observed, "institutional actions to resolve conflict are rarely clear or fair to complainants, especially when it comes to students bringing complaints against staff/faculty. Title IX is inadequate." Other respondents commented on the length of time it took to resolve a conflict. One respondent commented, "I have, however, dealt with conflict on a level with former employees and it took far too long to resolve the issue. Because they no longer work here, I can't say if the conflict would still exist if they were still here--i.e., don't know if it would have worked." Another respondent advised, "I am aware of the affirmative action office and its goals - yet I am also aware of how long it takes for cases to be resolved. Recently a student made a complaint and they weren't contacted by this office for over three weeks. That is three weeks that this student felt like the university didn't care about their experience or perspective. This needs to get WAY better if any changes are going to happen."

The survey also asked Student respondents (*n* = 4,730) to consider a similar list of initiatives, provided in Table 121. Sixty-four percent (*n* = 2,905) of the Student respondents thought that diversity and equity workshops for students were available at the University of New Hampshire and 36% (*n* = 1,663) of Student respondents thought that they were not available. Seventy-nine percent (*n* = 2,294) of the Student respondents who thought that diversity and equity workshops for students were available believed that they positively influenced the climate and 75% (*n* = 1,243) of Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty-four percent (*n* = 2,434) of Student respondents thought that diversity and equity workshops for staff were available at the University of New Hampshire and 47% (*n* = 2,114) of Student respondents thought that they were not available. Eighty-two percent (*n* = 2,004) of Student respondents who thought that diversity and equity workshops for staff were available believed that they positively influenced the climate and 82% (*n* = 1,741) of Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty-three percent (*n* = 2,386) of Student respondents thought that diversity and equity workshops for faculty were available at the University of New Hampshire and 47% (*n* = 2,112) of Student respondents thought that they were not available. Eighty-two percent (*n* = 1,955) of Student respondents who thought that diversity and equity workshops for faculty were available believed that they positively influenced the climate and 82% (*n* = 1,737) of Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty-five percent (*n* = 2,469) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available and 46% (*n* = 2,064) of Student respondents thought that such a person was not available. Eighty-four percent (*n* = 2,083) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 85% (*n* = 1,747) of Student respondents who did

not think such a person was available thought one would positively influence the climate if one were available.

Fifty-four percent (*n* = 2,446) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 46% (*n* = 2,077) of Student respondents thought that such a resource was not available. Eighty-four percent (*n* = 2,050) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 81% (*n* = 1,690) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Fifty-six percent (*n* = 2,540) of Student respondents thought that increasing opportunities for cross-cultural dialogue between students was available and 44% (*n* = 1,985) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-four percent (*n* = 2,121) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between students was available believed that it positively influenced the climate and 83% (*n* = 1,655) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-three percent (*n* = 2,383) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available at the University of New Hampshire and 47% (*n* = 2,127) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-three percent (*n* = 1,980) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available believed that it positively influenced the climate and 85% (*n* = 1,816) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-five percent (*n* = 2,497) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at the University of New Hampshire and 45% (*n* = 2,015) of Student respondents thought that it was not available. Seventy-nine percent (*n* = 1,983) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the

curriculum was available believed that it positively influenced the climate and 77% (*n* = 1,552) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-six percent (*n* = 2,513) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively outside the classroom was available at the University of New Hampshire and 44% (*n* = 1,985) of Student respondents thought that it was not available. Eighty-one percent (*n* = 2,027) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively outside the classroom was available believed that it positively influenced the climate and 79% (*n* = 1,574) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-one percent (*n* = 2,767) of Student respondents thought that effective staff mentorship of students was available and 39% (*n* = 1,756) of Student respondents thought that it was not available. Eighty-seven percent (*n* = 2,404) of Student respondents who thought that effective staff mentorship of students was available believed that it positively influenced the climate and 85% (*n* = 1,487) of Student respondents who did not think it was available thought staff mentorship of students would positively influence the climate if it were available.

Sixty-four percent (*n* = 2,864) of Student respondents thought that effective faculty mentorship of students was available and 36% (*n* = 1,628) of Student respondents thought that it was not available. Eighty-eight percent (*n* =2,532) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 87% (*n* = 1,419) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Seventy-six percent (*n* = 3,408) of Student respondents thought that effective academic advising was available at the University of New Hampshire and 24% (*n* = 1,088) of Student respondents thought that it was not available. Eighty-nine percent (*n* = 3,023) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 87% (*n* = 951) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Sixty-five percent (*n* = 2,925) of Student respondents thought that providing a common first-year/transfer experience for students was available and 35% (*n* = 1,585) of Student respondents thought that it was not available. Eighty percent (*n* = 2,331) of Student respondents who thought that providing a common first-year/transfer experience for students was available believed that it positively influenced the climate and 80% (*n* = 1,262) of Student respondents who did not think it was available thought providing a common first-year/transfer experience for students would positively influence the climate if it were available.

Sixty-three percent (*n* = 2,837) of Student respondents thought that diversity workshops for student staff (e.g., student union, resident assistants) was available and 37% (*n* = 1,673) of Student respondents thought that it was not available. Eighty-two percent (*n* = 2,338) of Student respondents who thought that diversity workshops for student staff (e.g., student union, resident assistants) was available believed that it positively influenced the climate and 80% (*n* = 1,330) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 121. **Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at University of New Hampshire								Initiative NOT available at University of New Hampshire							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity workshops for students	2,294	79.0	535	18.4	76	2.6	**2,905**	**63.6**	1,243	74.7	392	23.6	28	1.7	**1,663**	**36.4**
Providing diversity and equity workshops for staff	2,004	82.3	369	15.2	61	2.5	**2,434**	**53.5**	1,741	82.4	353	16.7	20	0.9	**2,114**	**46.5**
Providing diversity and equity workshops for faculty	1,955	81.9	366	15.3	65	2.7	**2,386**	**53.0**	1,737	82.2	354	16.8	21	1.0	**2,112**	**47.0**
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	2,083	84.4	339	13.7	47	1.9	**2,469**	**54.5**	1,747	84.6	280	13.6	37	1.8	**2,064**	**45.5**
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	2,050	83.8	344	14.1	52	2.1	**2,446**	**54.1**	1,690	81.4	337	16.2	50	2.4	**2,077**	**45.9**
Increasing opportunities for cross-cultural dialogue among students	2,121	83.5	373	14.7	46	1.8	**2,540**	**56.1**	1,655	83.4	311	15.7	19	1.0	**1,985**	**43.9**
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,980	83.1	364	15.3	39	1.6	**2,383**	**52.8**	1,816	85.4	296	13.9	15	0.7	**2,127**	**47.2**

Table 121. **Student Respondents' Perceptions of Institutional Initiatives**

	Initiative available at University of New Hampshire								Initiative NOT available at University of New Hampshire							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,983	79.4	403	16.1	111	4.4	**2,497**	**55.3**	1,552	77.0	380	18.9	83	4.1	**2,015**	**44.7**
Incorporating issues of diversity and cross-cultural competence more effectively outside the classroom	2,027	80.7	422	16.8	64	2.5	**2,513**	**55.9**	1,574	79.3	365	18.4	46	2.3	**1,985**	**44.1**
Providing effective staff mentorship of students	2,404	86.9	337	12.2	26	0.9	**2,767**	**61.2**	1,487	84.7	259	14.7	10	0.6	**1,756**	**38.8**
Providing effective faculty mentorship of students	2,532	88.4	306	10.7	26	0.9	**2,864**	**63.8**	1,419	87.2	204	12.5	5	0.3	**1,628**	**36.2**
Providing effective academic advising	3,023	88.7	347	10.2	38	1.1	**3,408**	**75.8**	951	87.4	130	11.9	7	0.6	**1,088**	**24.2**
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	2,331	79.7	497	17.0	97	3.3	**2,925**	**64.9**	1,262	79.6	296	18.7	27	1.7	**1,585**	**35.1**
Providing diversity workshops for student staff (e.g., residence assistant, work-study, MUB)	2,338	82.4	432	15.2	67	2.4	**2,837**	**62.9**	1,330	79.5	311	18.6	32	1.9	**1,673**	**37.1**

Note: Table reports responses only from Student respondents (*n* = 4,730).

Qualitative comments analyses. Six hundred thirteen Student (Undergraduate and Graduate) respondents elaborated on their responses regarding the effect of institutional actions on campus climate. Three themes emerged from the responses: opinions on diversity workshops, student support, and increasing diversity focus.

Opinions on Diversity Workshops. In the first theme, respondents shared their opinions about diversity workshops. Some respondents wanted to see more diversity workshops offered at UNH, particularly for faculty and staff. One respondent wrote, "I feel that there is a need for more diversity workshops among the faculty and staff." Another respondent stated, "I feel that we are not taking enough time to train faculty about equity, inclusion, or issues of sexual misconduct. I also feel that administrators and deans are not sufficiently trained in these areas."

Other respondents discussed the difficulty of getting the people who need diversity workshops and education to participate in what's offered. One respondent explained, "I don't think that providing workshops influences the campus climate because I feel that the people who would benefit most from attending do not attend and those who are already are aware of the issues are the ones who attend diversity workshops." Several respondents echoed that statement, including the respondent who simply stated, "The people who need to learn more about diversity don't go to the diversity workshops." Another respondent noted, "I feel like the students who will actually go to diversity workshops are not the people that most need them." In order to combat this issue about who would attend diversity workshops, some respondents suggested making such trainings mandatory. One respondent advised, "While I think that a lot of these programs are great, the school needs to make these diversity workshops mandatory or have a diversity class that all students must go to. You will not get people to these workshops who most need it." Another respondent stated, "Diversity seminars should be required for first year students." Another respondent suggested mandatory training for students, faculty and staff, "I think workshops or a course should be mandatory for students. If it's optional a lot of people won't go. So, make it mandatory and you'll have students who are forced to be more understanding. Also have staff and faculty required to go through training for diversity."

In comments about diversity workshops, there were also respondents who argued against making participating in diversity workshops mandatory. One respondent stated, "No one is going to go to

optional workshops, and mandatory ones will create resentment." Another respondent explained, "I think diversity workshops are a good idea, but I don't think that the people who truly should be attending them do. I also don't know that making them mandatory would [not] benefit anybody because if their heart isn't in it, they likely won't gain anything." Another respondent wrote, "I feel [diversity workshops] should be optional and advertised but not forced on anyone."

There were also some respondents who did not think diversity workshops were a good approach to improving the campus climate. The workshops were seen as "a waste of resources and money." One respondent suggested that "Some of the diversity and inclusion training turns students off. As someone who's seen a variety of them from different programs, I believed some can come off attacking when almost students are just misinformed. Telling someone they're wrong for believing what they believe in just causes defensive responses." Some respondents pointed out that workshops would not be well attended. One respondent stated, "Nobody goes to these workshops, and the ones that do become targets." Another respondent shared, ""I don't think having optional workshops for students is going to make a difference. The people going aren't the people that need the workshops." Other respondents noted how diversity workshops were ineffective at changing camps climate. One respondent noted, "In my experience, workshops do little to actually change people's prejudices." Another respondent observed, "I know that UNH has provided diversity and equity workshops, but I feel that it has not influenced on climate well." Another respondent explained, "I don't believe [diversity workshops] will influence their opinions if they are against diversity. The people who care would listen, but the ones who need to hear it would not. I don't believe that people can change until they're ready for it, and even then, it would have to be a more immersive experience rather than just talking about the ideas in a workshop."

Student Support. For the second theme, respondents commented on ways that the University of New Hampshire could do more to support students. One area of particular concern was advising. Some respondents critiqued the advising they had experienced. One respondent wrote, "Too little academic advisors. They can't take the time to care or try to effectively help everyone they have to just rush and get the minimum so they can help the next person. Always talk about helping find internships but you are on your own when the time comes!" Another respondent shared, "The one issue I have with the campus climate is I believe the advising could be better I feel that

my advisor is very negative and discouraging of my goals and aspirations, and is not very good at responding to email communication. I have heard similar sentiments from other students." Another respondent explained, "I know a few students beside myself that have had very unsatisfactory informational meetings with their advisers. I, myself, tried to find more opportunities at this college I may not be taking advantage of yet and alternate routes for my major that I could explore and did not receive any actual information other than keep going to my classes." Respondents suggested that access to high quality advising would be helpful. One respondent wrote, "I believe having advisors paired with students throughout the four years at school would greatly benefit students like myself who had difficulty choosing the correct classes during the schedule making process." Another respondent stated, "I feel like having a more available academic advisor would be helpful," while another respondent noted, "My academic advising as a graduate student was non-existent- would have appreciated actual advising." A few respondents offered suggestions for improving advising. One respondent commented, "Academic advisors need to be more involved with their students from the beginning, not when they [are] third year students. I had very little advice or help my freshman year and it was very difficult to do things without guidance." Another respondent suggested, "Please improve academic advising by training advisors to go by a set of guidelines to mentor their student. There is much bias in advising."

Respondents also suggested other ways that are important for supporting students academically including mentoring and stronger student-faculty relationships. In terms of mentoring, one respondent wrote, "I'm very much benefitted with the mentorship program and I'm so grateful to have [been] given such opportunity." Another respondent shared, "I think the current mentoring programs available at UNH are extremely productive for those who invest themselves into the process and thus self-betterment." In regard to student-faculty relationships, one respondent commented, "The faculty and staff help you keep your eyes on the objective. They are extremely helpful and always there. My experience at UNH has never been better." Another respondent advised, "I think the student-faculty mentorship relationships need to be addressed more. The faculties impact on students is important, and yet has been very poor in my experiences." Another respondent observed, "I feel all the staff and faculty are very easy to talk to and the students in and out of the classroom are very welcoming and easy to make friends." One respondent suggested more tutoring options for support, "I would like to book a tutor for more

than an hour, I would prefer if we could book a tutor for two hours. I would also like to have a tutor for every class, because there are classes that do not have a tutor beside the professor teaching that class."

Respondents also suggested the need to support specific populations of students including international students, commuter students and graduate students. One respondent expressed appreciation for international student support, "I think UNH OISS did great works so far for international students." Another respondent suggested, "Please help international student's health insurance better connected to school system." One respondent advised, "more groups and support for commuters." Another respondent suggested, "I feel like I know nothing about this campus and don't know who to talk to to answer my questions but I think staff should be more involved with transfers and first years. As well as commuters." Graduate students wanted more connection to the school, as one respondent stated, "As a grad student (part time) I feel really disconnected from your typical campus student." Another respondent explained, "As a graduate student, even with regular updates from the graduate school, we are often completely isolated from the extended academic community and have no real connection to the university or any programs offered by the university."

Transfer students was another population that respondents targeted as in need of better support. One respondent commented, "For the love of Christ make your transfer students feel more accepted. I didn't even get an orientation as a transfer. I still have no idea where anything is after 3 semesters." Another respondent wrote, "I don't think that UNH does as much for transfer students in their first-year experience as they do for incoming freshmen. I, like many other transfer students I met in the transfer community at the Woodsides, felt very much thrown into the fire in my first few weeks of classes when I transferred." One respondent suggested, "I participated in the transfer experience when I transferred here as an undergrad. I think this is a great program that should be built up more." Another respondent advised, "As a transfer student, it's very hard to transition to UNH as it is a massive school and it is hard to integrate with people who live on campus and who start college together. having more integration with commuters and transfer students would definitely help the feeling of almost loneliness that one experiences on campus that first couple of semesters."

Increasing Diversity Focus. For the third theme, respondents discussed how more attention to diversity-related issues would help improve campus climate. Many respondents called for increasing diversity at UNH for students, faculty, and staff. One respondent wrote, "Hire more POC. Recruit and admit POC. The faculty and graduate student populations should look like the world." One respondent stated, "More diverse staff/faculty/advisors/directors," while another respondent commented, "Y'all just need to accept more diverse people to this school. Everyone here is most white, it gets really boring." One respondent expounded on the need for increased diversity, "Increased attention also needs to be made on increasing diversity at the university via admissions. If UNH wants to attract more students of color than they need to invest more money into admissions programs that specifically work to admit students of color. UNH also needs to hire more staff and faculty of color. Too many educators at UNH are white and this is exclusionary regardless of how well trained they are in diversity and inclusion." Respondents also offered methods to recruit and retain People of Color for the university. One respondent suggested, "The university needs to incentivize incoming students to come to UNH that are from minority groups in order to diversity the student body. There is currently not many incentives for this since aid and awards are very limited and the cost of attendance is very high." Another respondent advised, "I think it is good to have resources for racial and sexual minorities in place because I want those people to feel welcome." Another respondent wrote, "More needs to be done to make this campus more friendly to diversity. We need diverse students to come here and feel comfortable here if any issues with exclusion and prejudice are going to improve."

Respondents also had suggestions for more events and activities related to diversity. One respondent commented, "I feel that there should be more clubs on campus that promote diversity of culture." Another respondent suggested, "Change Columbus Day to Indigenous People's Day. Durham has already amended this and it is embarrassing that UNH hasn't done so already." Another respondent called for conversations about diversity and inclusion, "I recently attended the MLK summit over the weekend and given the discussions and perceptions/reality for people of varying identities and color, UNH still has much progress to make in terms of inclusion and diversity. I believe much more could be done to make UNH a diverse campus. Having conversations facilitated, as they were at MLK, would be a start."

Respondents also commented on the need for UNH to provide a stronger message about the importance of diversity and inclusion and greater actions. One respondent wrote, “We can't keep only talking about it. We have to have an aggressive policy for change at this university revolving around diversity and inclusion.” Another respondent shared, “I think it would strengthen the sense of community at UNH if there were a strong institutional message on diversity and inclusion, and if that message were echoed consistently across common student, faculty and staff experiences from orientation to graduation. Repeated exposure is key - a short presentation during orientation is not enough to convey that diversity is something UNH values.” Some respondents wanted to be sure that UNH did not water down diversity-related actions and messages. One respondent wrote, “Stop acting like talking about diversity and hard stuff like that is bad!” Another respondent commented, “I feel that UNH tries to sweep under the mat some of the racial problems on campus and only try to deal with it for good reputation.” Another respondent suggested, “The University needs to be louder when it comes to speaking out about injustices. No more sugar coating it and using ‘bias’ as an umbrella to cover up acts that should be called racist, homophobic, xenophobic, etc.”

Summary

Perceptions of University of New Hampshire’s actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on the University of New Hampshire's campus. If, in fact, these initiatives are available, the University of New Hampshire would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of the University of New Hampshire's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within the University of New Hampshire, and to shed light on respondents' personal experiences and observations of living, learning, and working at the University of New Hampshire. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and the various sub-populations within the University of New Hampshire community.

Assessments and reports, however, are not enough to effect change. A plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. At the outset of this project, the University of New Hampshire community committed to using the assessment data to build on the successes and address the challenges uncovered in the report. Additionally, the assessment process could be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #118, #119, and #120)

Appendix D – Survey: *University of New Hampshire Assessment of Climate for Learning, Living, and Working*

Appendix A – Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Gender identity	Women	2,594	67.7	529	58.8	283	53.5	833	64.8	4,239	64.8
	Men	1,166	30.4	348	38.7	226	42.7	414	32.2	2,154	32.9
	Trans-spectrum	29	0.8	10	1.1	0	0.0	8	0.6	47	0.7
	Multiple	29	0.8	5	0.6	5	0.9	3	0.2	42	0.6
	Missing/Not Listed	13	0.3	7	0.8	15	2.8	27	2.1	62	0.9
Racial identity	Person of Color	302	7.9	145	16.1	55	10.4	45	3.5	547	8.4
	White	3,233	84.4	696	77.4	424	80.2	1,135	88.3	5,488	83.9
	Multiracial	226	5.9	33	3.7	12	2.3	33	2.6	304	4.6
	Missing/Not Listed	70	1.8	25	2.8	38	7.2	72	5.6	205	3.1
Sexual identity	Bisexual	273	7.1	63	7.0	16	3.0	38	3.0	390	6.0
	Queer Spectrum	276	7.2	60	6.7	34	6.4	65	5.1	435	6.6
	Heterosexual	3,201	83.6	734	81.6	442	83.6	1,077	83.8	5,454	83.3
	Missing/Not listed	81	2.1	42	4.7	37	7.0	105	8.2	265	4.0
Citizenship status	U.S. Citizen, Birth	3,505	91.5	721	80.2	410	77.5	1,188	92.5	5,824	89.0
	U.S. Citizen, Naturalized	116	3.0	21	2.3	39	7.4	48	3.7	224	3.4
	Not U.S. Citizen	192	5.0	151	16.8	68	12.9	37	2.9	448	6.8
	Missing	18	0.5	6	0.7	12	2.3	12	0.9	48	0.7

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Disability status	Single Disability	349	9.1	74	8.2	29	5.5	68	5.3	520	7.9
	No Disability	3,274	85.5	783	87.1	472	89.2	1,155	89.9	5,684	86.9
	Multiple Disabilities	175	4.6	36	4.0	17	3.2	44	3.4	272	4.2
	Missing/Not Listed	33	0.9	6	0.7	11	2.1	18	1.4	68	1.0
Religious/spiritual affiliation	Catholic Affiliation	991	25.9	173	19.2	62	11.7	287	22.3	1,513	23.1
	Christian Affiliation	472	12.3	126	14.0	76	14.4	218	17.0	892	13.6
	Other Religious/ Spiritual Affiliation	266	6.9	71	7.9	50	9.5	61	4.7	448	6.8
	No Religious/ Spiritual Affiliation	1,514	39.5	319	35.5	252	47.6	499	38.8	2,584	39.5
	Multiple Religious/ Spiritual Affiliations	57	1.5	16	1.8	8	1.5	22	1.7	103	1.6
	Missing/Not Listed	531	13.9	194	21.6	81	15.3	198	15.4	1,004	15.3

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. **What is your primary position at the University of New Hampshire? (Question 1)**

Position	*n*	%
Undergraduate student	**3,831**	**58.5**
Started as first-year student at University of New Hampshire	3,302	86.2
Transferred from another institution	494	12.9
Global Student Success Program (GSSP, formerly NAVITAS)	35	0.9
Graduate student	**899**	**13.7**
Post-doctoral scholar/Fellow/Research assistant	**24**	**0.4**
Faculty tenured/tenure-track	**279**	**4.3**
Instructor (ABD)	0	0.0
Assistant professor	95	34.1
Associate professor	100	35.8
Professor	84	30.1
Faculty not on the tenure-track	**226**	**3.5**
AAUP lecturers	95	42.0
Adjunct faculty	34	15.0
Clinical faculty	26	11.5
Research faculty	44	19.5
Extension educator or specialist	27	11.9
Staff	**1,235**	**18.9**
Operating Staff (OS)	455	36.8
Professional Administrative and Technical (PAT)	714	57.8
Adjunct Staff Full-Time Temporary (hourly or salaried, non-benefit)	66	5.3
Invited Guest Researchers	0	0.0
Senior or academic administrator	**50**	**0.8**

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. **Are you full-time or part-time in that primary position? (Question 2)**

Status	*n*	%
Full-time	6,204	94.8
Part-time	332	5.1
Missing	8	0.1

Table B3. **Students Only: What portion of your classes have you taken exclusively online at the University of New Hampshire? (Question 3)**

Percentage of online classes	*n*	%
None	2,904	61.4
Some	1,450	30.7
Most	88	1.9
All	286	6.0
Missing	2	0.0

Table B4. **What is your birth sex (assigned)? (Question 47)**

Birth sex	*n*	%
Female	4,298	65.7
Male	2,197	33.6
Intersex	5	0.1
Missing	44	0.7

Table B5. **What is your gender/gender identity? (Mark all that apply.) (Question 48)**

Gender identity	*n*	%
Woman	4,262	65.1
Man	2,174	33.2
Nonbinary	50	0.8
Genderqueer	25	0.4
Transgender	23	0.4
A gender not listed here	26	0.4

Table B6. **What is your current gender expression? (Question 49)**

Gender expression	*n*	%
Feminine	4,179	63.9
Masculine	2,136	32.6
Androgynous	88	1.3
A gender expression not listed here	61	0.9
Missing	80	1.2

Table B7. **What is your citizenship/immigrant status in U.S.? (Question 50)**

Citizenship/immigrant status	*n*	%
U.S. citizen, birth	5,824	89.0
A visa holder (such as F-1, J-1, H1-B, U)	267	4.1
U.S. citizen, naturalized	224	3.4
Permanent resident	173	2.6
Other legally documented status	4	0.1
Refugee status	2	0.0
Currently under a withholding of removal status	1	0.0
DACA (Deferred Action for Childhood Arrival)	1	0.0
Undocumented resident	0	0.0
Missing	48	0.7

Table B8. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 51)**

Racial/ethnic identity	*n*	%
White/European American	5,773	88.2
Asian/Asian American	342	5.2
Hispanic/Latinx/Chicanx	208	3.2
Black/African American	120	1.8
Middle Eastern	95	1.5
American Indian/Native American	62	0.9
South Asian	55	0.8
A racial/ethnic identity not listed here	31	0.5
Pacific Islander	22	0.3
Native Hawaiian	5	0.1
Alaska Native	1	0.0
Missing	15	0.2

Note: Percentages may not sum to 100 as a result of multiple response choices.

***Table B9*. What is your age? (Question 52)**

Age	*n*	%
19 or younger	1,476	22.6
20-21	1,696	25.9
22-24	833	12.7
25-34	848	13.0
35-44	494	7.5
45-54	450	6.9
55-64	423	6.5
65-74	92	1.4
75 and older	9	0.1
Missing	223	3.4

***Table B10*. What is current political party affiliation? (Question 53)**

Political affiliation	*n*	%
No political affiliation	1,654	25.3
Democrat	2,308	35.3
Independent	1,600	24.4
Libertarian	134	2.0
Republican	650	9.9
Political affiliation not listed above	80	1.2
Missing	118	1.8

***Table B11*. How would you describe your current political views? (Question 54)**

Political views	*n*	%
Very conservative	92	1.4
Conservative	687	10.5
Moderate	2,679	40.9
Liberal	2,170	33.2
Very liberal	747	11.4
Missing	169	2.6

Table B12. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity/ sexual orientation. (Question 55)**

Sexual identity/orientation	*n*	%
Heterosexual	5,454	83.3
Bisexual	390	6.0
Gay	117	1.8
Pansexual	92	1.4
Lesbian	82	1.3
Questioning	70	1.1
Queer	54	0.8
Asexual*	20	0.3
A sexual identity/orientation not listed here	53	0.8
Missing	212	3.2

*Note: Asexual was not an original option on the survey but was included after recoding write-in responses for "not listed."

Table B13. **Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 56)**

Parenting or caregiving responsibility	*n*	%
No	**5,412**	**82.7**
Yes	**1,061**	**16.2**
Child/children 5 years or under	317	29.9
Child/children 6-18 years	542	51.1
Child/children over 18 years of age but still legally dependent (e.g., in college, special needs)	172	16.2
Independent adult children over 18 years of age	104	9.8
Partner with disability or illness	42	4.0
Senior or other family member	255	24.0
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	43	4.1
Missing	**71**	**1.1**

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B14. **Have you ever served in the U.S. Armed Forces, on active duty, in the National Guard, or in the Reserves? If so, please indicate your current primary status. (Question 57)**

Military status	*n*	%
I have never served in the U.S. Armed Forces.	5,859	89.5
I am a child, spouse, or partner of a currently serving or former member of the U.S. Armed Forces.	257	3.9
I am not currently serving, but have served (e.g., retired/veteran).	115	1.8
I am currently a member of the National Guard (but not in ROTC).	35	0.5
I am in ROTC.	30	0.5
I am currently a member of the Reserves (but not in ROTC).	8	0.1
I am currently on active duty.	1	0.0
Missing	239	3.7

Table B15. **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 58)**

	Parent/guardian		Parent/guardian	
Level of education	*n*	%	*n*	%
No high school	80	1.2	104	1.6
Some high school	163	2.5	201	3.1
Completed high school/GED	960	14.7	1,202	18.4
Some college	676	10.3	696	10.6
Business/technical certificate/degree	236	3.6	332	5.1
Associate's degree	449	6.9	472	7.2
Bachelor's degree	1,912	29.2	1,959	29.9
Some graduate work	135	2.1	109	1.7
Master's degree (e.g., MA, MS, MFA, MBA)	1,354	20.7	910	13.9
Specialist degree (e.g., EdS)	34	0.5	33	0.5
Doctoral degree (e.g., PhD, EdD)	244	3.7	116	1.8
Professional degree (e.g., MD, JD)	193	2.9	116	1.8
Unknown	23	0.4	70	1.1
Not applicable	45	0.7	153	2.3
Missing	40	0.6	71	1.1

***Table B16. Faculty/Staff only*: What is <u>your</u> highest level of education? (Question 59)**

Level of education	*n*	%
No high school	1	.1
Some high school	0	0.0
Completed high school/GED	31	1.7
Some college	86	4.7
Business/technical certificate/degree	31	1.7
Associate's degree	90	5.0
Bachelor's degree	342	18.9
Some graduate work	167	9.2
Master's degree (e.g., MA, MS, MFA, MBA, MLS)	587	32.4
Specialist degree (e.g., EdS)	8	0.4
Doctoral degree (e.g., PhD, EdD)	426	23.5
Professional degree (e.g., MD, JD)	27	1.5
Missing	18	1.0

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,814).

***Table B17. Faculty/Staff only:* How long have you been employed at University of New Hampshire? (Question 60)**

Length of employment	*n*	%
Less than one year	145	8.0
1-5 years	592	32.6
6-10 years	296	16.3
11-15 years	230	12.7
16-20 years	220	12.1
More than 20 years	312	17.2
Missing	19	1.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,814).

Table B18. Undergraduate Students only: **Where are you in your college career at University of New Hampshire? (Question 61)**

Years attended University of New Hampshire	*n*	%
First year	1,075	28.1
Second year	1,047	27.3
Third year	903	23.6
Fourth year	738	19.3
Fifth year	52	1.4
Sixth year (or more)	15	0.4
Missing	1	0.0

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,831).

Table B19. Graduate Students only: **Where are you in your graduate studies program at the University of New Hampshire? (Question 62)**

Years attended University of New Hampshire	*n*	%
Certificate student	**24**	**2.7**
Master's degree student	**529**	**58.8**
First year	277	54.9
Second year	192	38.0
Third year	27	5.3
Fourth year	9	1.8
Doctoral degree student	**266**	**29.6**
First year	53	21.8
Second year	53	21.8
Third year	53	21.8
Fourth year	84	34.6
Law student	**79**	**8.8**
First year	38	51.4
Second year	22	29.7
Third year	14	18.9
Fourth year	0	0.0
Missing	**1**	**0.1**

Note: Table includes responses only from those respondents who indicated that they were Graduate/Law Students in Question 1 (*n* = 899).

Table B20. Faculty/Students only: **With which academic unit are you primarily affiliated at this time? (Question 63)**

Academic division/work unit	*n*	%
College of Liberal Arts	1,303	24.8
College of Life Sciences and Agriculture	967	18.4
College of Engineering and Physical Science	897	17.1
College of Health and Human Services	872	16.6
Paul College of Business and Economics	802	15.3
University of New Hampshire Manchester	229	4.4
University of New Hampshire School of Law	87	1.7
Institute of Earth, Oceans & Space (EOS)	33	0.6
University Libraries	10	0.2
Vice President for Academic Affairs	3	0.1
Vice Provost for Research	1	00
Missing	55	1.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Students in Question 1 (*n* = 5,259).

Table B21. Staff only: **With which academic division/work unit are you primarily affiliated at this time? (Question 64)**

Academic division/work unit	*n*	%
Provost's Office (Academic Affairs, Academic Technology, Research, Sustainability Institute, etc.)	131	10.2
Business Affairs (Hospitality Services, Housing, Printing & Mail, Transportation, MUB, Campus Recreation, etc.)	120	9.3
Athletics	106	8.2
Advancement	96	7.5
Student Affairs/Student Life	95	7.4
Vice President for Finance & Administration Office (Facilities, University Police, Human Resources, Finance and Planning, etc.)	90	7.0
CHHS - College of Health and Human Services	74	5.8
IT - Information Technology	71	5.5
COLA - College of Liberal Arts	51	4.0
EOS - Institute for the Study of Earth, Oceans and Space (School for Marine and Ocean Engineering)	47	3.7
Cooperative Extension	45	3.5
CEPS - College of Engineering and Physical Sciences	44	3.4
COLSA - College of Life Sciences and Agriculture	42	3.3
PAUL - Peter T. Paul College of Business and Economics	36	2.8
University of New Hampshire Manchester	35	2.7
Enrollment Management	33	2.6
Library	32	2.5
Community, Equity and Diversity	17	1.3
Graduate School (Carsey School of Public Policy)	14	1.1
University of New Hampshire School of Law	8	0.6
President's Office	3	0.2
Missing	95	7.4

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,285).

Table B22. Undergraduate Students only**: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 65)**

Academic major	*n*	%
Undeclared	223	5.8
Analytical Economics	13	0.3
Analytics and Data Science	13	0.3
Animal Science	53	1.4

***Table B22. Undergraduate Students only*: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 65)**

Academic major	*n*	%
Anthropology	34	0.9
Art	25	0.7
ASL/English Interpreting	16	0.4
Athletic Training	26	0.7
Biochemistry, molecular, and cellular biology	40	1.0
Bioengineering	29	0.8
Biology	90	2.3
Biomedical sciences	215	5.6
Biotechnology	22	0.6
Business administration	536	14.0
Chemical engineering	36	0.9
Chemistry	16	0.4
Civil engineering	65	1.7
Classics	9	0.2
Communication Arts	18	0.5
Communications	146	3.8
Communication disorders sciences and services	51	1.3
Community and Environmental Planning	7	0.2
Computer Science & Information Technology	96	2.5
Digital Language Arts	2	0.1
Earth Sciences	17	0.4
EcoGastronomy Dual Major	16	0.4
Economics	45	1.2
Educational Studies Dual Major	34	0.9
English language and literature	85	2.2
English Teaching	33	0.9
Electrical & Computer Engineering	50	1.3
Environmental and Resource Economics	10	0.3
Environmental Conservation and Sustainability	43	1.1
Environmental Engineering	44	1.1
Electrical Engineering Technology	6	0.2
Environmental Sciences	38	1.0
Equine Studies	30	0.8
Exercise Science	36	0.9

***Table B22. Undergraduate Students only*: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 65)**

Academic major	*n*	%
Forestry	11	0.3
French	9	0.2
Geography	10	0.3
General Studies	3	0.1
Genetics	32	0.8
German	6	0.2
Health and Physical Education	10	0.3
Health Management and Policy	50	1.3
History	51	1.3
Homeland Security	29	0.8
Human Development and Family Studies	81	2.1
Humanities	5	0.1
Hospitality Management	37	1.0
Human Development and Family Studies	23	0.6
Italian Studies	7	0.2
International Affairs Dual Major	34	0.9
Justice Studies	73	1.9
Linguistics	17	0.4
Literary Studies	3	0.1
Math & Statistics	56	1.5
Marine, Estuarine and Freshwater Biology	42	1.1
Mechanical Engineering	129	3.4
Mechanical Engineering Technology	6	0.2
Music	46	1.2
Neuropsychology	19	0.5
Neuroscience and behavior	69	1.8
Nutrition	77	2.0
Nursing	118	3.1
Occupational Therapy	70	1.8
Outdoor Education	9	0.2
Ocean Engineering	14	0.4
Recreation Management and Policy	58	1.5
Philosophy	13	0.3
Physics & Engineering Physics	37	1.0

***Table B22. Undergraduate Students only*: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 65)**

Academic major	*n*	%
Political Science	90	2.3
Professional and Technical Communications	1	0.0
Psychology	241	6.3
Public Service and Non-Profit Leadership	2	0.1
Russian	6	0.2
Social work	74	1.9
Sociology	54	1.4
Spanish	28	0.7
Sport Studies	28	0.7
Sustainability Dual Major	32	0.8
Sustainable Agriculture and Food Systems	21	0.5
Teacher Education	11	0.3
Theatre & Dance	30	0.8
Undeclared	13	0.3
Wildlife and Conservation Biology	42	1.1
Women's Studies	13	0.3
Zoology	32	0.8

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,381). Percentages may not sum to 100 as a result of multiple response choices.

***Table B23. Graduate Students only*: What is your graduate/professional program? (Mark all that apply.) (Question 66)**

Program.	*n*	%
Doctoral Degree	**258**	**28.7**
Agriculture Nutrition and Food Systems	1	0.1
Biochemistry	3	0.3
Biological Sciences	7	0.8
Chemical Engineering	7	0.8
Chemistry	22	2.4
Civil and Environmental Engineering	11	1.2
Computer Science	10	1.1
Economics	15	1.7
Education	17	1.9
Electrical and Computer Engineering	5	0.6
English	15	1.7

***Table B23. Graduate Students only*: What is your graduate/professional program? (Mark all that apply.) (Question 66)**

Genetics	2	0.2
History	5	0.6
Materials Science	4	0.4
Mathematics and Statistics	23	2.6
Mechanical Engineering	8	0.9
Microbiology	2	0.2
Molecular, Cellular, Biomedical	6	0.7
Natural Resources and Earth Systems Science	30	3.3
Nursing	6	0.7
Ocean Engineering	3	0.3
Oceanography	8	0.9
Physics	28	3.1
Psychology	9	1.0
Sociology	11	1.2
Systems Design	0	0.0
Master's Degree	**583**	**64.8**
Accounting and Finance	14	1.6
Agriculture Nutrition and Food Systems	13	1.4
Analytics	19	2.1
Biochemistry	5	0.6
Biological Sciences	14	1.6
Business Administration	45	5.0
Chemical Engineering	2	0.2
Chemistry	7	0.8
Civil and Environmental Engineering	21	2.3
Comm Dev Policy & Practice	1	0.1
Comm Sciences & Disorders	13	1.4
Computer Science	20	2.2
Cybersecurity Pol & Risk Mgmt	5	0.6
Earth Sciences	8	0.9
Economics	13	1.4
Education	54	6.0
Electrical and Computer Engr	15	1.7
English	24	2.7
Genetics	3	0.3
History	4	0.4

***Table B23. Graduate Students only*: What is your graduate/professional program? (Mark all that apply.) (Question 66)**

Human Dev and Family Studies	4	0.4
Information Technology	14	1.6
Justice Studies	3	0.3
Kinesiology	7	0.8
Materials Science	3	0.3
Mathematics and Statistics	7	0.8
Mechanical Engineering	8	0.9
Microbiology	4	0.4
Music	3	0.3
Natural Resources	21	2.3
Nursing	37	4.1
Occupational Therapy	34	3.8
Ocean Engineering	8	0.9
Oceanography	8	0.9
Physics	5	0.6
Political Science	1	0.1
Public Administration	5	0.6
Public Health	8	0.9
Public Policy	9	1.0
Recreation Management Policy	5	0.6
Resource Admin Management	0	0.0
Social Work	81	9.0
Sociology	6	0.7
Spanish	2	0.2
Law Degree	**88**	**9.7**
Juris Doctor Degree	77	8.6
LLM Degree	2	0.2
Master's degree	2	0.2
Certificate	3	0.3
Dual Degree	2	0.2
Joint Degree	2	0.2
Certificate	**66**	**7.2**
Agriculture Nutrition and Food Systems	1	0.1
Analytics	2	0.2
College Teaching	3	0.3
Data Science	7	0.8

***Table B23. Graduate Students only*: What is your graduate/professional program? (Mark all that apply.) (Question 66)**

Education	10	1.1
Electrical and Computer Engineering	2	0.2
Geospatial Science	12	1.3
Human Development and Family Studies	0	0.0
Kinesiology	0	0.0
Mathematics and Statistics	2	0.2
Nursing	9	1.0
Occupational Therapy	9	1.0
Ocean Engineering	3	0.3
Public Health (Manchester)	0	0.0
Social Work	1	0.1
Spanish	0	0.0
Women Studies	5	0.6

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (n = 899). Percentages may not sum to 100 as a result of multiple response choices.

***Table B24.* Do you have a condition/disability that influences your learning, working, or living activities? (Question 67)**

Condition	*n*	%
No	5,684	86.9
Yes	842	12.9
Missing	18	0.3

Table B25. **Which, if any, of the conditions listed below influence your learning, living, or working activities? (Mark all that apply.) (Question 68)**

Condition	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	451	53.6
Learning difference/disability (e.g., attention deficit, hyperactivity disorder, cognitive/language-based)	290	34.4
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	183	21.7
Physical/mobility condition that affects walking (e.g., dexterity, sitting/standing)	51	6.1
Hard of hearing or deaf	45	5.3
Asperger's/autism spectrum (e.g., Asperger's)	28	3.3
Acquired/traumatic brain injury	27	3.2
Physical/mobility condition that does not affect walking	27	3.2
Low vision or blind	20	2.4
Speech/communication condition	12	1.4
A disability/condition not listed here	16	1.9

Note: Table includes responses from only those respondents who indicated that they have a disability in Question 67 (*n* = 842). Percentages may not sum to 100 as a result of multiple response choices.

Table B26. Students only: **Are you registered with Student Accessibility Services? (Question 69)**

Registered	*n*	%
No	388	58.0
Yes	280	41.9
Missing	1	0.1

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 67 (*n* = 669).

Table B27. Faculty/Staff only: **Are you receiving accommodations for your disability? (Question 70)**

Requested accommodations	*n*	%
No	118	68.2
Yes	43	24.9
Missing	12	6.9

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a disability in Question 67 (*n* = 173).

Table B28. **Is English your primary language? (Question 71)**

English primary language	*n*	%
Yes	6,093	93.1
No	362	5.5
Missing	89	1.4

Table B29. **What is your religious or spiritual identity? (Mark all that apply.) (Question 72)**

Religious/spiritual identity	*n*	%
Agnostic	625	9.6
Atheist	327	5.0
Baha'i	5	0.1
Buddhist	133	2.0
Christian	2,414	36.9
African Methodist Episcopal	2	0.1
African Methodist Episcopal Zion	2	0.1
Assembly of God	9	0.4
Baptist	98	4.4
Catholic/Roman Catholic	1,517	63.6
Church of Christ	31	1.4
Church of God in Christ	9	0.4
Christian Orthodox	10	0.4
Christian Methodist Episcopal	9	0.4
Christian Reformed Church (CRC)	2	0.1
Episcopalian	105	4.7
Evangelical	48	2.1
Greek Orthodox	19	0.8
Lutheran	62	2.8
Mennonite	1	0.0
Moravian	0	0.0
Nondenominational Christian	110	4.9
Pentecostal	12	0.5
Presbyterian	42	1.9
Protestant	205	9.1
Protestant Reformed Church (PR)	1	0.0
Quaker	10	0.4
Reformed Church of America (RCA)	0	0.0
Russian Orthodox	4	0.2
Seventh Day Adventist	4	0.2
The Church of Jesus Christ of Latter-day Saints	24	1.1
United Methodist	62	2.8
United Church of Christ	82	3.7

Table B29. **What is your religious or spiritual identity? (Mark all that apply.) (Question 72)**

Religious/spiritual identity	*n*	%
A Christian affiliation not listed here	29	1.3
Confucianist	2	0.0
Druid	3	0.0
Hindu	75	1.1
Jain	3	0.0
Jehovah's Witness	12	0.2
Jewish	126	1.9
Conservative	36	28.6
Orthodox	3	2.4
Reform	72	57.1
A Jewish affiliation not listed here	19	15.1
Muslim	45	0.7
Ahmadi	0	0.0
Shi'ite	16	35.6
Sufi	1	2.2
Sunni	27	60.0
A Muslim affiliation not listed here	4	8.9
Native American Traditional Practitioner or Ceremonial	15	0.2
Pagan	32	0.5
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	8	0.1
Rastafarian	4	0.1
Scientologist	4	0.1
Secular Humanist	31	0.5
Shinto	2	0.0
Sikh	21	0.3
Taoist	14	0.2
Tenrikyo	0	0.0
Unitarian Universalist	16	0.2
Wiccan	29	0.4
Spiritual but no religious affiliation	541	8.3
No affiliation	1,258	19.2
A religious affiliation or spiritual identity not listed above	114	1.7

Table B30. Students only: **Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 73)**

Receive financial support	*n*	%
No	1,266	26.8
Yes	3,331	70.4
Missing	133	2.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,730).

Table B31. Students only: **What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 74)**

Income	*n*	%
$29,999 and below	694	14.7
$30,000 - $49,999	472	10.0
$50,000 - $69,999	613	13.0
$70,000 - $99,999	801	16.9
$100,000 - $149,999	950	20.1
$150,000 - $199,999	488	10.3
$200,000 - $249,999	254	5.4
$250,000 - $499,999	220	4.7
$500,000 or more	77	1.6
Missing	161	3.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,730).

Table B32. Students only**: Where do you live? (Question 75)**

Residence	*n*	%
Campus housing	**2,565**	**54.2**
Adams Tower West	57	2.5
Alexander Hall	52	2.3
Babcock	38	1.6
Christensen Hall	105	4.5
Congreve Hall	117	5.1
Engelhardt Hall	48	2.1
Fairchild Hall	49	2.1
Forest Park Hall	19	0.8
Haaland Hall	99	4.3
Gables	247	10.7
Gibbs Hall	50	2.2
Handler Hall	121	5.2

***Table B32. Students only*: Where do you live? (Question 75)**

Residence	*n*	%
Hetzel Hall	46	2.0
Hubbard Hall	83	3.6
Hunter Hall	47	2.0
Jessie Doe Hall	60	2.6
Lord Hall	30	1.3
McLaughlin Hall	53	2.3
Mills Hall	107	4.6
Peterson Hall	81	3.5
Sawyer Hall	59	2.6
Scott Hall	68	2.9
Stoke Hall	183	7.9
The Minis-Eaton House	19	0.8
The Minis-Hall House	17	0.7
The Minis-Marston House	11	0.5
The Minis-Richardson House	18	0.8
Upper Quad-Devine Hall	77	3.3
Upper Quad-Hitchcock Hall	45	1.9
Upper Quad-Randall Hall	52	2.3
Williamson Hall	152	6.6
Woodside Hall	100	4.3
Non-campus housing	**1,682**	**35.6**
Fraternity / Sorority House	64	4.1
Off campus Apartment / House	1,506	95.9
Living with family member/guardian	**460**	**9.7**
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**15**	**0.3**
Missing	**8**	**0.2**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 4,730). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B33. Students only: **Since having been a student at University of New Hampshire, have you been a member or participated in any of the following? (Mark all that apply.) (Question 76)**

Clubs/organizations	*n*	%
I do not participate in any clubs or organizations at University of New Hampshire.	1,437	30.4
Academic and academic honorary organizations	920	19.5
Recreational organization	619	13.1
Social sorority or fraternity	578	12.2
Club sport	568	12.0
Professional or pre-professional organization	514	10.9
Service or philanthropic organization	465	9.8
Intercollegiate athletic team	322	6.8
Health and wellness organization	228	4.8
Culture-specific organization (e.g., Diversity Support Coalition, NALA, MOSDEF, TransUNH)	227	4.8
Political or issue-oriented organization	220	4.7
Performance organization	208	4.4
Religious or spirituality-based organization	178	3.8
Governance organization	163	3.4
Publication/media organization	98	2.1
A student organization not listed above	413	8.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,730). Percentages may not sum to 100 as a result of multiple response choices.

Table B34. Students only: **At the end of your last semester, what was your cumulative grade point average at University of New Hampshire? (Question 77)**

GPA	*n*	%
No GPA at this time – first semester at University of New Hampshire	103	2.2
3.75 – 4.00	1,489	31.5
3.50 – 3.74	886	18.7
3.25 – 3.49	725	15.3
3.00 – 3.24	665	14.1
2.75 – 2.99	423	8.9
2.50 – 2.74	216	4.6
2.25 – 2.49	81	1.7
2.00 - 2.24	55	1.2
Below 2.00	58	1.2
Missing	29	0.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,730).

***Table B35. Students only*: Have you experienced financial hardship while a member of the University of New Hampshire community? (Question 78)**

Financial hardship	*n*	%
No	**2,613**	**55.2**
Yes, I have had difficulty affording…	**2,066**	**43.7**
Tuition	1,323	28.0
Books/course materials	1,209	25.6
Housing	981	20.7
Food	701	14.8
Other campus fees	643	13.6
Alternative spring breaks	473	10.0
Participation in social events	471	10.0
Studying abroad (international)	460	9.7
Unpaid internships/research opportunities	422	8.9
Health care	368	7.8
Travel to and from the University of New Hampshire (e.g., returning home from break)	331	7.0
Dental care	317	6.7
Cocurricular events or activities	268	5.7
Commuting to campus	226	4.8
Studying away (domestic)	198	4.2
Child care	38	0.8
A financial hardship not listed here	118	2.5
Missing	**51**	**1.1**

Note: Table reports responses only from Student respondents (*n* = 4,730)

Table B36. Students only: **How are you currently paying for your education at University of New Hampshire? (Mark all that apply.) (Question 79)**

Source of funding	*n*	%
Loans	2,761	58.4
Family contribution	2,595	54.9
Personal contribution/job	1,481	31.3
Non-need-based scholarship (e.g., merit, ROTC, athletic grant-in-aid)	1,246	26.3
Grant (e.g., Pell)	1,131	23.9
Need-based scholarship (e.g., Gates)	741	15.7
Campus Employment	667	14.1
Credit card	395	8.4
Graduate/research/teaching assistantship	392	8.3
Military educational benefits (e.g., GI Bill, NGEAP)	127	2.7
Resident assistant/Community assistant	119	2.5
Home country contribution	16	0.3
A method of payment not listed here	116	2.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 4,730). Percentages may not sum to 100 as a result of multiple response choices.

Table B37. Students only: **Are you employed on campus, off campus, or both during the academic year? (Question 80)**

Employed	*n*	%
No	**1,718**	**36.3**
Yes, I work on campus	**1,693**	**35.8**
1-10 hours/week	972	59.3
11-20 hours/week	522	31.8
21-30 hours/week	102	6.2
31-40 hours/week	23	1.4
More than 40 hours/week	22	1.3
Yes, I work off campus	**1,555**	**32.9**
1-10 hours/week	566	37.9
11-20 hours/week	490	32.8
21-30 hours/week	214	14.3
31-40 hours/week	126	8.4
More than 40 hours/week	98	6.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 4,730).

Table B38. **How many minutes do you commute to University of New Hampshire one-way? (Mark all that apply.) (Question 81)**

Minutes	*n*	%
10 or fewer	2,966	45.3
11-20	1,235	18.9
21-30	809	12.4
31 - 40	418	6.4
41-50	334	5.1
51-60	321	4.9
61 or more	549	8.4

Table B39. **What is your primary method of transportation to University of New Hampshire? (Question 82)**

Method of transportation	*n*	%
Personal vehicle	3,469	53.0
Walk	2,010	30.7
Public transportation (Wildcat Transit, COAST, Green Dash, CAT)	466	7.1
Carpool (e.g., private pool, drop-off)	278	4.2
Bicycle	90	1.4
Train	57	0.9
Motor-bike, Scooters	28	0.4
Ride-sharing services (e.g., Lyft, Uber)	6	0.1
Missing	140	2.1

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B40. **Overall, how comfortable are you with the climate at UNH? (Question 4)**

Comfort	*n*	%
Very comfortable	1,825	27.9
Comfortable	3,444	52.6
Neither comfortable nor uncomfortable	847	12.9
Uncomfortable	349	5.3
Very uncomfortable	77	1.2

Table B41. Faculty/Staff only: **Overall, how comfortable are you with the climate in your department/program or work unit at UNH? (Question 5)**

Comfort	*n*	%
Very comfortable	662	36.5
Comfortable	678	37.4
Neither comfortable nor uncomfortable	236	13.0
Uncomfortable	176	9.7
Very uncomfortable	60	3.3

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,814).

Table B42. Students/Faculty only: **Overall, how comfortable are you with the climate in your classes at UNH? (Question 6)**

Comfort	*n*	%
Very comfortable	1,712	32.7
Comfortable	2,785	53.2
Neither comfortable nor uncomfortable	547	10.4
Uncomfortable	153	2.9
Very uncomfortable	38	0.7

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 5,259).

Table B43. **Have you ever seriously considered leaving UNH? (Question 7)**

Considered leaving	*n*	%
No	4,147	63.4
Yes	2,393	36.6

Table B44. Students only: **When did you seriously consider leaving UNH? (Mark all that apply.) (Question 8)**

Year	*n*	%
During my first year as a student	1,020	73.9
During my second year as a student	560	40.6
During my third year as a student	179	13.0
During my fourth year as a student	60	4.3
During my fifth year as a student	21	1.5
After my fifth year as a student	21	1.5

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 1,380). Percentages may not sum to 100 as a result of multiple response choices.

Table B45. Students only**: Why did you seriously consider leaving UNH? (Mark all that apply). (Question 9)**

Reasons	*n*	%
Lack of a sense of belonging	652	47.2
Financial reasons	491	35.6
Lack of social life at University of New Hampshire	462	33.5
Personal reasons (e.g., medical, mental health, family emergencies)	439	31.8
Climate not welcoming	277	20.1
Homesick	266	19.3
Lack of support group	250	18.1
Lack of support services	177	12.8
Did not like major	168	12.2
Housing insecurity	138	10
Coursework not challenging enough	130	9.4
Coursework too difficult	115	8.3
Did not have my major	63	4.6
Food insecurity	63	4.6
Did not meet the selection criteria for a major	55	4.0
My marital/relationship status	36	2.6
A reason not listed above	323	23.4

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 1,380). Percentages may not sum to 100 as a result of multiple response choices.

***Table B46. Faculty/Staff only*: Why did you seriously consider leaving UNH? (Mark all that apply.) (Question 10)**

Reasons	*n*	%
Low salary/pay rate	493	48.7
Limited advancement opportunities	465	45.9
Increased workload	343	33.9
Tension with supervisor/manager	299	29.5
Interested in a position at another institution	246	24.3
Tension with coworkers	245	24.2
Lack of professional development opportunities	225	22.2
Recruited or offered a position at another institution/organization	223	22.0
Institutional support (e.g., technical support, laboratory space/equipment)	161	15.9
Campus climate unwelcoming	159	15.7
Lack of benefits	88	8.7
Family responsibilities	86	8.5
Personal reasons (e.g., medical, mental health, family emergencies)	72	7.1
Local community climate not welcoming	64	6.3
Relocation	59	5.8
Local community did not meet my (my family) needs	55	5.4
Spouse or partner unable to find suitable employment	51	5.0
Spouse or partner relocated	18	1.8
A reason not listed above	251	24.8

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 7 (n = 1,013). Percentages may not sum to 100 as a result of multiple response choices.

***Table B47. Students only*: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UNH. (Question 12)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	1,430	30.3	2,426	51.4	446	9.4	377	8.0	45	1.0
I am satisfied with my academic experience at University of New Hampshire.	1,201	25.5	2,502	53.1	652	13.8	303	6.4	53	1.1
I am satisfied with the extent of my intellectual development since enrolling at University of New Hampshire.	1,574	33.5	2,330	49.6	546	11.6	208	4.4	41	0.9
I have performed academically as well as I anticipated I would.	1,388	29.5	2,077	44.1	692	14.7	481	10.2	74	1.6
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,804	38.4	2,195	46.7	477	10.2	176	3.7	46	1.0
My interest in ideas and intellectual matters has increased since coming to University of New Hampshire.	1,828	38.8	2,032	43.1	629	13.3	181	3.8	42	0.9
I intend to graduate from University of New Hampshire.	3,367	71.6	1,056	22.5	219	4.7	31	0.7	30	0.6
Thinking ahead, it is likely that I will leave University of New Hampshire before graduation.	138	2.9	176	3.7	348	7.4	1150	24.4	2906	61.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 4,730).

Table B48. **Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at UNH? (Question 13)**

Reasons	*n*	%
No	5,513	84.3
Yes	1,027	15.7

Table B49. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)**

Basis	*n*	%
Position (e.g., staff, faculty, student)	259	25.2
Gender/gender identity	195	19.0
Age	141	13.7
Political views	125	12.2
Racial identity	107	10.4
Philosophical views	101	9.8
Ethnicity	96	9.3
Physical characteristics	96	9.3
Length of service at University of New Hampshire	89	8.7
Academic performance	86	8.4
Sexual identity/Sexual orientation	82	8.0
Educational credentials (e.g., BS, MS, PhD, MD)	71	6.9
Major field of study	69	6.7
Socioeconomic status	58	5.6
Religious/spiritual views	50	4.9
International status/national origin	48	4.7
Participation in an organization/team	45	4.4
Disability status	44	4.3
Gender expression	40	3.9
English language proficiency/accent	39	3.8
Immigrant/citizen status	27	2.6
Marital status (e.g., single, married, partnered)	26	2.5
Parental status (e.g., having children)	24	2.3
Pregnancy	11	1.1
Military/veteran status	6	0.6
Do not know	208	20.3
A reason not listed above	243	23.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct (n = 1,027).

Table B50. **Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 15)**

Basis	*n*	%
1 instance	246	24.5
2 instances	236	23.5
3 instances	196	19.5
4 instances	65	6.5
5 or more instances	260	25.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,027).

Table B51. **How would you describe what happened? (Mark all that apply.) (Question 16)**

Form	*n*	%
I was ignored or excluded.	437	42.6
I was isolated or left out.	384	37.4
I was intimidated/bullied.	288	28.0
I was silenced.	265	25.8
I experienced a hostile work environment.	249	24.2
I was the target of derogatory verbal remarks.	241	23.5
I felt others staring at me.	172	16.7
My ideas were misappropriated.	160	15.6
I was the target of workplace incivility.	153	14.9
I experienced a hostile classroom environment.	124	12.1
I received a low or unfair performance evaluation.	101	9.8
The conduct made me fear that I would get a poor grade.	85	8.3
I received derogatory written comments.	76	7.4
I received derogatory phone calls/text messages/email.	76	7.4
I was singled out as the spokesperson for my identity group.	74	7.2
I was not fairly evaluated in the promotion and tenure process.	67	6.5
The conduct threatened my physical safety.	57	5.6
I was the target of racial/ethnic profiling.	49	4.8
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	46	4.5
I was the target due to my real/perceived disability/condition	41	4.0
Someone assumed I was admitted/hired/promoted because of my identity group.	40	3.9
I received threats of physical violence.	26	2.5
I was the target of stalking.	24	2.3
I was the target of physical violence.	17	1.7
I was the target of graffiti/vandalism.	14	1.4
Someone assumed I was <u>not</u> admitted/hired/promoted because of my identity group.	13	1.3
The conduct threatened my family's safety.	11	1.1
An experience not listed above	139	13.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct (n = 1,027).
Percentages may not sum to 100 as a result of multiple response choices.

Table B52. **Where did the conduct occur? (Mark all that apply.) (Question 17)**

Location	*n*	%
While working at a University of New Hampshire job	266	25.9
In a meeting with a group of people	227	22.1
In campus housing	208	20.3
In a class/laboratory	191	18.6
In a meeting with one other person	168	16.4
On phone calls/text messages/email	159	15.5
In other public spaces at University of New Hampshire	154	15
In a University of New Hampshire administrative office	108	10.5
While walking on campus	104	10.1
Off campus	93	9.1
In a faculty office	85	8.3
At a University of New Hampshire event/program	62	6
On social media sites (e.g., Facebook, Twitter, Snapchat)	62	6
In a University of New Hampshire dining facility	50	4.9
In the MUB	49	4.8
In athletic facilities (e.g., Field House, Whittemore Center, Wildcat Stadium)	36	3.5
In off-campus housing	36	3.5
In a fraternity/sorority house	35	3.4
On campus transportation (e.g., Wildcat transit, Campus connector)	24	2.3
In the Hamel Recreation Center (HRC)	19	1.9
In a University of New Hampshire library (e.g., Dimond, Kingsbury)	17	1.7
In the University of New Hampshire PACS (Counseling Center)	11	1.1
In an experiential learning environment (e.g., service learning, externship, internship)	10	1
In the University of New Hampshire Health &Wellness Center	6	0.6
In a religious center (e.g., WAYSMEET, St. Thomas More)	0	0
A venue not listed above	77	7.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct (n = 1,027).

Table B53. **Who/what was the source of the conduct? (Mark all that apply.) (Question 18)**

Source	*n*	%
Student	402	39.1
Faculty member/other instructional staff	221	21.5
Coworker/colleague	216	21.0
Staff member	168	16.4
Friend	155	15.1
Supervisor or manager	147	14.3
Stranger	98	9.5
Department/program chair	83	8.1
Senior administrator (e.g., dean, vice president, provost, president)	73	7.1
Academic advisor	33	3.2
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	32	3.1
Student organization	30	2.9
Student staff (e.g., residence assistant, work-study, MUB)	27	2.6
Off-campus community member	26	2.5
Athletic coach/trainer	20	1.9
Direct report (e.g., person who reports to me)	17	1.7
University of New Hampshire Police or Security Officer	16	1.6
Student teaching assistant/student laboratory assistant/student tutor	13	1.3
Alumnus/a	7	0.7
Peer advisor	6	0.6
University of New Hampshire media (e.g., posters, brochures, flyers, handouts, websites)	5	0.5
Student leader at Manchester	3	0.3
Donor/Booster	2	0.2
Do not know source	31	3.0
A source not listed above	63	6.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct (n = 1,027). Percentages may not sum to 100 as a result of multiple response choices.

Table B54. **How did you feel after experiencing the conduct? (Mark all that apply.) (Question 19)**

Emotional response	*n*	%
Angry	630	61.3
Distressed	528	51.4
Sad	524	51.0
Embarrassed	375	36.5
Afraid	226	22.0
Somehow responsible	184	17.9
A feeling not listed above	220	21.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (n = 1,027). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 20)**

Response	*n*	%
I told a friend.	479	46.6
I avoided the person/venue.	366	35.6
I told a family member.	365	35.5
I did not do anything.	280	27.3
I confronted the person(s) at the time.	175	17.0
I contacted a University of New Hampshire resource	171	16.7
Human Resources	*43*	*25.1*
Staff person (e.g., Academic Dean, Residential Life staff)	*41*	*24.0*
Faculty member	*32*	*18.7*
Dean's Office	*23*	*13.5*
PACS (Counseling Center)	*23*	*13.5*
Department Chair	*18*	*10.5*
Sexual Harassment & Rape Prevention Program (SHARPP)	*16*	*9.4*
University of New Hampshire Police Department/Security Officer	*13*	*7.6*
Senior administrator (e.g., vice president, provost, president)	*10*	*5.8*
Student staff (e.g., residence assistant, work-study, MUB)	*8*	*4.7*
Academic Advising	*7*	*4.1*
Employee Assistance Program	*7*	*4.1*
Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)	*6*	*3.5*
Health & Wellness	*4*	*2.3*
Title IX Coordinator	*4*	*2.3*
ADA Coordinator	*3*	*1.8*
Community Standards	*3*	*1.8*
EEO/ADA Compliance Officer	*3*	*1.8*
Student Accessibility Services	*2*	*1.2*
Clery Act Compliance Officer	*0*	*0.0*
CONNECT Program	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) later.	156	15.2
I did not know to whom to go.	146	14.2
I sought information online.	58	5.6
I sought support from off-campus hotline/advocacy services.	24	2.3
I contacted a local law enforcement official.	23	2.2
I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline	15	1.5

I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	13	1.3
A response not listed above	159	15.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,027).

Table B56. **Did you officially report the conduct? (Question 21)**

Reported conduct	*n*	%
No, I did not report it.	**897**	**89.3**
Yes, I reported it.	**108**	**10.7**
Yes, I reported the incident and was satisfied with the outcome.	26	32.5
Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	9	11.3
Yes, I reported the incident, but felt that it was not addressed appropriately	35	43.8
Yes, I reported the conduct, and the outcome is still pending.	5	6.3
Yes, I reported the conduct, but the outcome was not shared	5	6.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,027).

Table B57. **While a member of the UNH community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Mark all that apply.) (Question 23).**

Unwanted sexual contact/conduct	*n*	%
No	5,845	89.3
Yes – relationship abuse (e.g., ridiculed, controlling, hitting)	91	1.4
Yes – stalking (e.g., following me, on social media, texting, phone calls)	113	1.7
Yes – unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)	476	7.3
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	211	3.2

Table B58. Students Only: **Were alcohol and/or drugs involved in the relationship abuse (e.g., ridiculed, controlling, hitting) you experienced? (Question 24rv)**

Alcohol and/or drugs involved	*n*	%
No	56	66.7
Yes	28	33.3
Alcohol only	*14*	*50.0*
Drugs only	*2*	*7.1*
Both alcohol and drugs	*12*	*42.9*

Note: Table includes responses only from Student respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B59. **When did the relationship abuse occur? (Question 25rv)**

When incident(s) occurred	*n*	%
Less than 6 months ago	23	25.3
6 – 12 months ago	20	22.0
13 – 23 months ago	24	26.4
2 – 4 years ago	16	17.6
5 – 10 years ago	4	4.4
11 – 20 years ago	3	3.3
More than 20 years ago	1	1.1

Note: Table includes responses only from respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B60. Students only: **What semester were you in when you experienced the relationship abuse (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 26rv)**

Semester	*n*	%
During my time as a graduate/law student at University of New Hampshire	4	4.8
Prior to my first semester (e.g., Orientation, pre-collegiate program at University of New Hampshire)	13	15.5
Undergraduate first year	47	56.0
Fall semester	*33*	*70.2*
J-Term	*6*	*12.8*
Spring semester	*31*	*66.0*
Summer semester	*8*	*17.0*
Undergraduate second year	32	38.1
Fall semester	*24*	*75.0*
J-Term	*5*	*15.6*
Spring semester	*14*	*43.8*
Summer semester	*5*	*15.6*
Undergraduate third year	14	16.7
Fall semester	*10*	*71.4*
J-Term	*4*	*28.6*
Spring semester	*7*	*50.0*
Summer semester	*1*	*7.1*
Undergraduate fourth year	5	6.0
Fall semester	*4*	*80.0*
J-Term	*1*	*20.0*
Spring semester	*1*	*20.0*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (n = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. **Who did this to you? (Mark all that apply.) (Question 27rv)**

Source	*n*	%
Current or former dating/intimate partner	77	84.6
University of New Hampshire student	32	35.2
Acquaintance/friend	7	7.7
University of New Hampshire staff member	3	3.3
University of New Hampshire faculty member	1	1.1
Stranger	1	1.1
Family member	0	0.0
Other role/relationship not listed above	2	2.2

Note: Table includes responses only from respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. **Where did the relationship abuse (e.g., ridiculed, controlling, hitting) occur? (Question 28rv)**

Occurred off campus	*n*	%
Off campus	56	61.5
On campus	54	59.3

Note: Table includes responses only from respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. **How did you feel after experiencing the relationship abuse (e.g., ridiculed, controlling, hitting)? (Question 29rv)**

Emotional response	*n*	%
Sad	70	76.9
Distressed	64	70.3
Angry	61	67.0
Embarrassed	51	56.0
Somehow responsible	47	51.6
Afraid	45	49.5
A feeling not listed above	11	12.1

Note: Table includes responses only from respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. **What did you do in response to experiencing the relationship abuse (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)**

Response	*n*	%
I told a friend.	65	71.4
I told a family member.	37	40.7
I avoided the person/venue.	31	34.1
I confronted the person(s) at the time.	31	34.1

Table B64. **What did you do in response to experiencing the relationship abuse (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)**

Response	*n*	%
I confronted the person(s) later.	26	28.6
I contacted a University of New Hampshire resource.	23	25.3
PACS (Counseling Center)	*13*	*56.5*
Sexual Harassment & Rape Prevention Program (SHARPP)	*8*	*34.8*
Health & Wellness	*4*	*17.4*
University of New Hampshire Police Department/Security Officer	*3*	*13.0*
Staff person (e.g., Academic Dean, Residential Life staff)	*2*	*8.7*
Student staff (e.g., residence assistant, work-study, MUB)	*2*	*8.7*
Title IX Coordinator	*2*	*8.7*
Academic Advising	*1*	*4.3*
Community Standards	*1*	*4.3*
Dean's Office	*1*	*4.3*
Employee Assistance Program	*1*	*4.3*
Faculty member	*1*	*4.3*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*1*	*1.1*
ADA Coordinator	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)	*0*	*0.0*
CONNECT Program	*0*	*0.0*
Department Chair	*0*	*0.0*
EEO/ADA Compliance Officer	*0*	*0.0*
Human Resources	*0*	*0.0*
Senior administrator (e.g., vice president, provost, president)	*0*	*0.0*
Student Accessibility Services	*0*	*0.0*
I did not do anything.	17	18.7
I sought information online.	17	18.7
I did not know to whom to go.	16	17.6
I contacted a local law enforcement official.	11	12.1
I sought support from off-campus hotline/advocacy services.	6	6.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	3.3
I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline	0	0.0
A response not listed above.	12	13.2

Note: Table includes responses only from respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (n = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. **Did you officially report the relationship abuse (e.g., ridiculed, controlling, hitting)? (Question 31rv)**

Reported conduct	*n*	%
No, I did not report it.	80	90.9
Yes, I reported it.	8	9.1
Yes, I reported the conduct and was satisfied with the outcome.	*2*	*25.0*
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	*3*	*37.5*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*2*	*25.0*
Yes, I reported the conduct and the outcome is still pending.	*1*	*12.5*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced relationship abuse (e.g., ridiculed, controlling, hitting) (*n* = 91). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Students only: **Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls) you experienced? (Question 24stlk)**

Alcohol and/or drugs involved	*n*	%
No	88	85.4
Yes	15	14.6
Alcohol only	*10*	*76.9*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*3*	*23.1*

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B67. **When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 25stlk)**

When incident(s) occurred	*n*	%
Less than 6 months ago	37	32.7
6 – 12 months ago	32	28.3
13 – 23 months ago	22	19.5
2 – 4 years ago	14	12.4
5 – 10 years ago	7	6.2
11 – 20 years ago	0	0.0
More than 20 years ago	1	0.9

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Students only: **What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 26stlk)**

Semester	*n*	%
During my time as a graduate/law student at UNH	10	9.7
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	4	3.9
Undergraduate first year	47	45.6
Fall semester	*33*	*70.2*
J-Term	*6*	*12.8*
Spring semester	*28*	*59.6*
Summer semester	*3*	*6.4*
Undergraduate second year	37	35.9
Fall semester	*24*	*64.9*
J-Term	*2*	*5.4*
Spring semester	*18*	*48.6*
Summer semester	*3*	*8.1*
Undergraduate third year	22	21.4
Fall semester	*11*	*50.0*
J-Term	*1*	*4.5*
Spring semester	*13*	*59.1*
Summer semester	*1*	*4.5*
Undergraduate fourth year	6	5.8
Fall semester	*3*	*50.0*
J-Term	*0*	*0.0*
Spring semester	*4*	*66.7*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	1	1.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. **Who did this to you? (Mark all that apply.) (Question 27stlk)**

Source	*n*	%
University of New Hampshire student	69	61.1
Current or former dating/intimate partner	29	25.7
Acquaintance/friend	23	20.4
Stranger	19	16.8
University of New Hampshire staff member	2	1.8
Family member	1	0.9
University of New Hampshire faculty member	1	0.9
Other role/relationship not listed above	2	1.8

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. **Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 28stlk)**

Occurred off campus	*n*	%
Off campus	51	45.1
On campus	83	73.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. **How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Question 29stlk)**

Emotional response	*n*	%
Distressed	62	54.9
Afraid	52	46.0
Angry	46	40.7
Embarrassed	35	31.0
Somehow responsible	30	26.5
Sad	20	17.7
A feeling not listed above	25	22.1

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. **What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)**

Response	*n*	%
I told a friend.	70	61.9
I avoided the person/venue.	58	51.3
I told a family member.	29	25.7
I confronted the person(s) at the time.	25	22.1

Table B72. **What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)**

Response	*n*	%
I contacted a University of New Hampshire resource.	20	17.7
Sexual Harassment & Rape Prevention Program (SHARPP)	*7*	*35.0*
University of New Hampshire Police Department/Security Officer	*6*	*30.0*
Staff person (e.g., Academic Dean, Residential Life staff)	*5*	*25.0*
Faculty member	*3*	*15.0*
PACS (Counseling Center)	*3*	*15.0*
Title IX Coordinator	*3*	*15.0*
Student staff (e.g., residence assistant, work-study, MUB)	*2*	*10.0*
Community Standards	*1*	*5.0*
EEO/ADA Compliance Officer	*1*	*5.0*
Human Resources	*1*	*5.0*
Academic Advising	*0*	*0.0*
ADA Coordinator	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)	*0*	*0.0*
CONNECT Program	*0*	*0.0*
Dean's Office	*0*	*0.0*
Department Chair	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Health & Wellness	*0*	*0.0*
Senior administrator (e.g., vice president, provost, president)	*0*	*0.0*
Student Accessibility Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I did not do anything.	19	16.8
I confronted the person(s) later.	17	15.0
I contacted a local law enforcement official.	15	13.3
I did not know to whom to go.	8	7.1
I sought information online.	7	6.2
I sought support from off-campus hotline/advocacy services.	2	1.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	1.8
I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline	1	0.9
A response not listed above.	12	10.6

Note: Table includes responses only from respondents who indicated that they experienced stalking (n = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. **Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 31stlk)**

Reported conduct	*n*	%
No, I did not report it.	93	83.0
Yes, I reported it.	19	17.0
Yes, I reported the conduct and was satisfied with the outcome.	*11*	*57.9*
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	*2*	*10.5*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*5*	*26.3*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*5.3*

Note: Table includes responses only from respondents who indicated that they experienced stalking (n = 113). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. **Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) you experienced? (Question 24si)**

Alcohol and/or drugs involved	*n*	%
No	192	45.1
Yes	234	54.9
Alcohol only	*161*	*77.8*
Drugs only	*1*	*0.5*
Both alcohol and drugs	*45*	*21.7*

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 476). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. When did the incidents of unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Question 25si)

When incident(s) occurred	*n*	%
Less than 6 months ago	184	38.8
6 – 12 months ago	106	22.4
13 – 23 months ago	89	18.8
2 – 4 years ago	71	15.0
5 – 10 years ago	14	3.0
11 – 20 years ago	7	1.5
More than 20 years ago	3	0.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 476). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. **What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 26si)**

Semester	*n*	%
During my time as a graduate/law student at UNH	32	7.5
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	8	1.9
Undergraduate first year	237	55.5
Fall semester	*164*	*69.2*
J-Term	*4*	*1.7*
Spring semester	*123*	*51.9*
Summer semester	*8*	*3.4*
Undergraduate second year	156	36.5
Fall semester	*102*	*65.4*
J-Term	*6*	*3.8*
Spring semester	*84*	*53.8*
Summer semester	*8*	*5.1*
Undergraduate third year	85	19.9
Fall semester	*28*	*67.1*
J-Term	*3*	*3.5*
Spring semester	*43*	*50.6*
Summer semester	*2*	*2.4*
Undergraduate fourth year	49	11.5
Fall semester	*38*	*77.6*
J-Term	*1*	*2.0*
Spring semester	*21*	*42.9*
Summer semester	*2*	*4.1*
After my fourth year as an undergraduate	4	0.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 476). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. **Who did this to you? (Mark all that apply.) (Question 27si)**

Source	*n*	%
UNH student	280	58.8
Stranger	191	40.1
Acquaintance/friend	105	22.1
UNH staff member	26	5.5
Current or former dating/intimate partner	21	4.4
UNH faculty member	20	4.2
Family member	2	0.4
Other role/relationship not listed above	15	3.2

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 476). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. **Where did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Question 28si)**

Occurred off campus	*n*	%
Off campus	187	39.3
On campus	333	70.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 476). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. **How did you feel after experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 29si)**

Emotional response	*n*	%
Angry	243	51.1
Embarrassed	224	47.1
Distressed	199	41.8
Afraid	130	27.3
Sad	118	24.8
Somehow responsible	106	22.3
A feeling not listed above	102	21.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 476). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. **What did you do in response to experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)**

Response	*n*	%
I told a friend.	260	54.6
I did not do anything.	182	38.2
I avoided the person/venue.	158	33.2
I confronted the person(s) at the time.	76	16.0
I told a family member.	52	10.9
I did not know to whom to go.	37	7.8
I contacted a UNH resource.	35	7.4
Sexual Harassment & Rape Prevention Program (SHARPP)	*12*	*34.3*
Staff person (e.g., Academic Dean, Residential Life staff)	*7*	*20.0*
PACS (Counseling Center)	*6*	*17.1*
Faculty member	*5*	*14.3*
Human Resources	*5*	*14.3*
Dean's Office	*4*	*11.4*
Title IX Coordinator	*4*	*11.4*
University of New Hampshire Police Department/Security Officer	*3*	*8.6*
Health & Wellness	*2*	*5.7*
Senior administrator (e.g., vice president, provost, president)	*2*	*5.7*
Student staff (e.g., residence assistant, work-study, MUB)	*2*	*5.7*
Community Standards	*1*	*2.9*
Department Chair	*1*	*2.9*
Academic Advising	*0*	*0.0*
ADA Coordinator	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)	*0*	*0.0*
CONNECT Program	*0*	*0.0*
EEO/ADA Compliance Officer	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Student Accessibility Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) later.	34	7.1
I contacted a local law enforcement official.	12	2.5
I sought information online.	12	2.5
I sought support from off-campus hotline/advocacy services.	3	0.6

I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline	3	0.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	0.2
A response not listed above.	42	8.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 476). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. **Did you officially report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 31si)**

Reported conduct	*n*	%
No, I did not report it.	441	93.0
Yes, I reported it.	33	7.0
Yes, I reported the conduct and was satisfied with the outcome.	*13*	*43.3*
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	*7*	*23.3*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*5*	*16.7*
Yes, I reported the conduct and the outcome is still pending.	*1*	*3.3*
Yes, I reported the conduct, but the outcome was not shared.	*4*	*13.3*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 476). Percentages may not sum to 100 as a result of multiple response choices

Table B82. Students Only: **Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 24sc)**

Alcohol and/or drugs involved	*n*	%
No	53	26.4
Yes	148	73.6
Alcohol only	*116*	*89.2*
Drugs only	*1*	*0.8*
Both alcohol and drugs	*13*	*10.0*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 25sc)

When incident(s) occurred	*n*	%
Less than 6 months ago	59	28.1
6 – 12 months ago	41	19.5
13 – 23 months ago	53	25.2
2 – 4 years ago	49	23.3
5 – 10 years ago	3	1.4
11 – 20 years ago	3	1.4
More than 20 years ago	2	1.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 211). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Students only: **What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)**

Semester	*n*	%
During my time as a graduate/law student at UNH	6	3.0
Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)	4	2.0
Undergraduate first year	109	53.7
Fall semester	*70*	*64.2*
J-Term	*2*	*1.8*
Spring semester	*34*	*31.2*
Summer semester	*3*	*2.8*
Undergraduate second year	49	24.1
Fall semester	*23*	*46.9*
J-Term	*1*	*2.0*
Spring semester	*23*	*46.9*
Summer semester	*4*	*8.2*
Undergraduate third year	29	14.3
Fall semester	*21*	*72.4*
J-Term	*0*	*0.0*
Spring semester	*8*	*27.6*
Summer semester	*1*	*3.4*
Undergraduate fourth year	12	5.9
Fall semester	*9*	*75.0*
J-Term	*0*	*0.0*
Spring semester	*3*	*25.0*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	1	0.5

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 211). Percentages may not sum to 100 as a result of multiple response choices.

Table B85. **Who did this to you? (Mark all that apply.) (Question 27sc)**

Source	*n*	%
University of New Hampshire student	109	51.7
Acquaintance/friend	67	31.8
Stranger	52	24.6
Current or former dating/intimate partner	24	11.4
University of New Hampshire faculty member	3	1.4
University of New Hampshire staff member	3	1.4
Family member	0	0.0
Other role/relationship not listed above	10	4.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. **Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 28sc)**

Occurred off campus	*n*	%
Off campus	86	40.8
On campus	120	56.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. **How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 29sc)**

Emotional response	*n*	%
Embarrassed	122	57.8
Distressed	117	55.5
Somehow responsible	105	49.8
Sad	100	47.4
Angry	96	45.5
Afraid	83	39.3
A feeling not listed above	42	19.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices.

Table B88. **What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)**

Response	*n*	%
I told a friend.	144	68.2
I avoided the person/venue.	81	38.4

Table B88. **What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)**

Response	*n*	%
I did not do anything.	63	28.9
I told a family member.	37	17.4
I contacted a UNH resource.	34	16.1
Sexual Harassment & Rape Prevention Program (SHARPP)	*22*	*64.7*
PACS (Counseling Center)	*9*	*26.5*
Staff person (e.g., Academic Dean, Residential Life staff)	*6*	*17.6*
UNH Police Department/Security Officer	*4*	*11.8*
Student staff (e.g., residence assistant, work-study, MUB)	*3*	*8.8*
Title IX Coordinator	*3*	*8.8*
Community Standards	*2*	*5.9*
Faculty member	*2*	*5.9*
Dean's Office	*1*	*2.9*
Department Chair	*1*	*2.9*
Employee Assistance Program	*1*	*2.9*
Health & Wellness	*1*	*2.9*
Academic Advising	*0*	*0.0*
ADA Coordinator	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)	*0*	*0.0*
CONNECT Program	*0*	*0.0*
EEO/ADA Compliance Officer	*0*	*0.0*
Human Resources	*0*	*0.0*
Senior administrator (e.g., vice president, provost, president)	*0*	*0.0*
Student Accessibility Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) later.	26	12.3
I did not know to whom to go.	24	11.4
I confronted the person(s) at the time.	23	10.9
I sought information online.	16	7.6
I contacted a local law enforcement official.	12	5.7
I sought support from off-campus hotline/advocacy services.	6	2.8
I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline	3	1.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0

Table B88. **What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)**

Response	*n*	%
A response not listed above.	14	6.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 211). Percentages may not sum to 100 as a result of multiple response choices.

Table B89. **Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 31sc)**

Reported conduct	*n*	%
No, I did not report it.	187	90.3
Yes, I reported it.	20	9.7
Yes, I reported the conduct and was satisfied with the outcome.	*6*	*31.6*
Yes, I reported the conduct, and while the outcome is not what I had hoped for, I feel as though my complaint was addressed appropriately.	*5*	*26.3*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*3*	*15.8*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*5*	*26.3*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 211). Percentages may not sum to 100 as a result of multiple response choices

Table B90. **Please indicate you agree or disagree with the following: (Question 34)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	3,786	58.0	2,137	32.8	302	4.6	242	3.7	55	0.8
I am generally aware of the role of UNH Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,391	36.7	2,461	37.8	791	12.1	720	11.0	154	2.4
I know how and where to report such incidents.	2,349	36.2	2,600	40.0	712	11.0	723	11.1	110	1.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	2,361	36.5	2,628	40.6	773	12.0	610	9.4	96	1.5
I am generally aware of the campus resources listed here: https://www.unh.edu/inclusive/resources/campus-climate-survey-resources	2,047	31.6	2,897	44.7	879	13.6	567	8.7	93	1.4
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	3,644	56.0	2,337	35.9	423	6.5	72	1.1	26	0.4
I understand that UNH standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	2,578	39.7	2,640	40.7	770	11.9	435	6.7	65	1.0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in University of New Hampshire Annual Clery Report.	2,066	31.9	1,987	30.7	974	15.0	1,201	18.6	244	3.8
I know that UNH sends a UNH Alerts to the campus community when such an incident occurs.	3,198	49.2	2,268	34.9	445	6.9	466	7.2	119	1.8

***Table B91. Tenured and Tenure-Track Faculty only*: As a faculty member at UNH, I feel… (Question 35)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for promotion and tenure are clear.	48	17.3	135	48.6	37	13.3	43	15.5	15	5.4
The tenure standards/promotion standards are applied fairly to faculty in my department.	69	25.3	100	36.6	47	17.2	34	12.5	23	8.4
The tenure standards/promotion standards are applied fairly to faculty in my college.	32	11.7	104	38.1	81	29.7	38	13.9	18	6.6
Supported and mentored during the tenure-track years.	56	20.4	89	32.5	47	17.2	47	17.2	35	12.8
UNH faculty who qualify for delaying their tenure-clock feel empowered to do so.	44	16.5	84	31.5	97	36.3	29	10.9	13	4.9
Research is valued by UNH.	105	37.8	121	43.5	17	6.1	30	10.8	5	1.8
Teaching is valued by UNH.	84	30.3	138	49.8	25	9.0	25	9.0	5	1.8
Service contributions are valued by University of New Hampshire.	40	14.7	106	38.8	47	17.2	53	19.4	27	9.9
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	19	7.0	43	15.8	54	19.8	90	33.0	67	24.5
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	66	24.0	63	22.9	57	20.7	71	25.8	18	6.5
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	76	27.6	59	21.5	65	23.6	64	23.3	11	4.0
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	14	5.2	17	6.3	93	34.4	87	32.2	59	21.9
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost, president).	23	8.3	88	31.8	74	26.7	54	19.5	38	13.7
Faculty opinions are valued within UNH committees.	27	9.9	119	43.6	69	25.3	43	15.8	15	5.5

***Table B91. Tenured and Tenure-Track Faculty only*: As a faculty member at UNH, I feel… (Question 35)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would like more opportunities to participate in substantive committee assignments.	13	4.7	34	12.4	114	41.5	74	26.9	40	14.5
I have opportunities to participate in substantive committee assignments	55	19.9	124	44.8	67	24.2	23	8.3	8	2.9

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 279).

Table B92. Faculty not on the tenure-track only: **As an employee with a non-tenure-track appointment at UNH, I feel… (Question 37)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	28	12.7	62	28.1	53	24.0	51	23.1	27	12.2
The criteria used for contract renewal are applied fairly to all positions.	19	8.6	39	17.6	93	42.1	47	21.3	23	10.4
Clear expectations of my responsibilities exist.	41	18.2	95	42.2	35	15.6	41	18.2	13	5.8
Research is valued by UNH.	83	36.9	92	40.9	31	13.8	9	4.0	10	4.4
Teaching is valued by UNH.	69	30.8	101	45.1	28	12.5	18	8.0	8	3.6
Service is valued by UNH.	51	22.8	98	43.8	39	17.4	32	14.3	4	1.8
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	24	10.8	47	21.1	72	32.3	65	29.1	15	6.7
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	38	17.0	43	19.2	82	36.6	49	21.9	12	5.4
Pressured to do extra work that is uncompensated.	44	19.8	44	19.8	59	26.6	55	24.8	20	9.0
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	18	8.0	59	26.3	68	30.4	49	21.9	30	13.4
I have job security.	17	7.6	71	31.6	39	17.3	44	19.6	54	24.0

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 250).

Table B93. Faculty only: **As a faculty member at UNH, I feel... (Question 39)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	35	6.9	159	31.3	212	41.7	79	15.6	23	4.5
Salaries for faculty not on the tenure track are competitive.	26	5.2	109	21.7	202	40.2	116	23.1	50	9.9
Health insurance benefits are competitive.	80	15.4	273	52.5	113	21.7	43	8.3	11	2.1
Retirement/supplemental benefits (e.g., 403B, 457) are competitive.	114	22.1	241	46.6	133	25.7	19	3.7	10	1.9
UNH provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	23	4.5	121	23.7	210	41.2	101	19.8	55	10.8
My colleagues include me in opportunities that will help my career as much as they do others in my position.	70	13.6	218	42.4	144	28.0	57	11.1	25	4.9
The performance evaluation process is clear.	52	10.1	181	35.1	127	24.6	114	22.1	42	8.1
UNH provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	80	15.4	196	37.8	107	20.6	89	17.1	47	9.1
Positive about my career opportunities at UNH.	73	14.0	212	40.8	129	24.8	72	13.8	34	6.5
I would recommend UNH as good place to work.	106	20.3	253	48.5	104	19.9	41	7.9	18	3.4
I have job security.	108	20.8	195	37.6	72	13.9	73	14.1	71	13.7
A hierarchy exists within faculty positions that allows some voices to be valued more than others.	158	30.4	193	37.1	104	20.0	49	9.4	16	3.1

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (n = 529).

***Table B94. Staff only*: As a staff member at UNH, I feel… (Question 41)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	158	30.4	193	37.1	104	20.0	49	9.4	16	3.1
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	453	35.4	450	35.2	184	14.4	132	10.3	61	4.8
I am included in opportunities that will help my career as much as others in similar positions.	434	34.0	519	40.7	201	15.8	86	6.7	35	2.7
The performance evaluation process is clear.	357	28.0	423	33.2	244	19.2	181	14.2	69	5.4
The performance evaluation process is productive.	322	25.2	490	38.4	228	17.9	163	12.8	74	5.8
My supervisor provides adequate support for me to manage work-life balance.	189	14.9	343	27.0	322	25.4	277	21.8	138	10.9
I am able to complete my assigned duties during scheduled hours.	557	43.8	462	36.3	154	12.1	63	5.0	35	2.8
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	330	25.9	452	35.5	190	14.9	213	16.7	87	6.8
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	319	24.9	276	21.6	327	25.6	274	21.4	83	6.5
I am given a reasonable time frame to complete assigned responsibilities.	112	8.8	249	19.5	313	24.5	425	33.3	178	13.9
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	280	22.0	631	49.6	255	20.1	75	5.9	30	2.4
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	79	6.2	183	14.4	417	32.7	422	33.1	174	13.6
A hierarchy exists within staff positions that allows some voices to be valued more than others.	289	22.6	403	31.6	287	22.5	227	17.8	70	5.5

***Table B94. Staff only*: As a staff member at UNH, I feel… (Question 41)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
UNH provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, time off, transportation).	212	16.7	537	42.2	346	27.2	137	10.8	40	3.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,285).

***Table B95. Staff only:* As a staff member at University of New Hampshire, I feel… (Question 43)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
UNH provides me with resources to pursue training/professional development opportunities.	316	24.9	562	44.3	214	16.9	134	10.6	42	3.3
My supervisor provides me with resources to pursue training/professional development opportunities.	329	26.0	489	38.7	241	19.1	152	12.0	53	4.2
University of New Hampshire is supportive of taking extended leave (e.g., FMLA, parental).	242	19.3	430	34.2	501	39.9	60	4.8	23	1.8
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	455	36.2	567	45.1	161	12.8	57	4.5	17	1.4
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	24	1.9	62	4.9	594	47.3	377	30.0	200	15.9
UNH policies (e.g., FMLA) are fairly applied across UNH.	114	9.1	289	23.0	707	56.3	113	9.0	33	2.6
UNH is supportive of flexible work schedules.	216	17.0	513	40.5	337	26.6	145	11.4	56	4.4
My supervisor is supportive of flexible work schedules.	369	29.2	496	39.3	220	17.4	129	10.2	48	3.8
Staff salaries are competitive.	62	4.9	270	21.4	337	26.7	385	30.5	210	16.6
Vacation and personal time benefits are competitive.	278	22.1	610	48.5	247	19.6	82	6.5	40	3.2
Health insurance benefits are competitive.	315	25.0	596	47.2	254	20.1	60	4.8	37	2.9
Retirement benefits are competitive.	433	34.4	549	43.6	233	18.5	27	2.1	16	1.3

Table B95. Staff only: **As a staff member at University of New Hampshire, I feel… (Question 43)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff opinions are valued on UNH committees.	93	7.4	412	32.7	508	40.3	166	13.2	80	6.4
Staff opinions are valued by UNH faculty.	59	4.7	237	18.9	567	45.1	262	20.8	132	10.5
Staff opinions are valued by UNH senior administration (e.g., dean, vice president, provost, president).	93	7.4	306	24.4	498	39.8	233	18.6	122	9.7
Clear expectations of my responsibilities exist.	240	19.1	633	50.3	174	13.8	167	13.3	45	3.6
Clear procedures exist on how I can advance at UNH.	81	6.4	244	19.3	385	30.5	375	29.7	177	14.0
Positive about my career opportunities at UNH.	140	11.1	371	29.4	406	32.1	248	19.6	98	7.8
I would recommend UNH as good place to work.	281	22.1	613	48.2	283	22.3	65	5.1	29	2.3
I have job security.	207	16.3	577	45.5	307	24.2	134	10.6	43	3.4

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,285).

***Table B96. Graduate/Law Students only*: As a graduate/law student I feel… (Question 45)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	282	31.5	339	37.8	116	12.9	110	12.3	49	5.5
I have adequate access to my advisor.	370	41.3	334	37.3	98	10.9	60	6.7	34	3.8
My advisor provides clear expectations.	304	34.3	272	30.7	174	19.6	90	10.1	47	5.3
My advisor responds to my emails, calls, or voicemails in a prompt manner.	411	46.1	304	34.1	112	12.6	39	4.4	26	2.9
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	346	38.7	406	45.4	84	9.4	48	5.4	11	1.2
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	402	45.0	381	42.7	81	9.1	23	2.6	6	0.7
Adequate opportunities exist for me to interact with other university faculty outside of my department.	216	24.1	274	30.6	204	22.8	149	16.6	52	5.8
I receive support from my advisor to pursue personal research interests.	302	33.8	242	27.1	225	25.2	85	9.5	39	4.4
My department faculty members encourage me to produce publications and present research.	301	33.8	237	26.6	243	27.3	71	8.0	38	4.3
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	215	24.1	257	28.8	242	27.1	118	13.2	61	6.8
I feel comfortable sharing my professional goals with my advisor.	401	44.8	321	35.9	113	12.6	35	3.9	25	2.8

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 899).

Table B97. **Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at the University of New Hampshire? (Question 83)**

Observed conduct	*n*	%
No	5,244	80.4
Yes	1,277	19.6

Table B98. **Who/what was the target of the conduct? (Mark all that apply.) (Question 84)**

Target	*n*	%
Student	651	51.0
Friend	292	22.9
Coworker/colleague	203	15.9
Staff member	163	12.8
Stranger	135	10.6
Faculty member/other instructional staff	122	9.6
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	61	4.8
Student organization	61	4.8
Student staff (e.g., residence assistant, work-study, MUB)	58	4.5
Supervisor or manager	34	2.7
Student teaching assistant/student laboratory assistant/student tutor	29	2.3
Off-campus community member	22	1.7
Department/program chair	21	1.6
UNH Police or Security Officer	20	1.6
UNH media (e.g., posters, brochures, flyers, handouts, websites)	19	1.5
Direct report (e.g., person who reports to me)	19	1.5
Senior administrator (e.g., dean, vice president, provost, president)	12	0.9
Athletic coach/trainer	7	0.5
Peer advisor	6	0.5
Alumnus/a	5	0.4
Student leader at Manchester	3	0.2
Academic advisor	2	0.2
Donor/Booster	1	0.1
Do not know target	50	3.9
A target not listed above	68	5.3

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* =1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B99. **Who/what was the source of the conduct? (Mark all that apply.) (Question 85)**

Source	*n*	%
Student	651	51.0
Friend	292	22.9
Coworker/colleague	203	15.9
Staff member	163	12.8
Stranger	135	10.6
Faculty member/other instructional staff	122	9.6
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	61	4.8
Student organization	61	4.8
Student staff (e.g., residence assistant, work-study, MUB)	58	4.5
Supervisor or manager	34	2.7
Student teaching assistant/student laboratory assistant/student tutor	29	2.3
Off-campus community member	22	1.7
Department/program chair	21	1.6
UNH Police or Security Officer	20	1.6
UNH media (e.g., posters, brochures, flyers, handouts, websites)	19	1.5
Direct report (e.g., person who reports to me)	19	1.5
Senior administrator (e.g., dean, vice president, provost, president)	12	0.9
Athletic coach/trainer	7	0.5
Peer advisor	6	0.5
Alumnus/a	5	0.4
Student leader at Manchester	3	0.2
Academic advisor	2	0.2
Donor/Booster	1	0.1
Do not know source	84	6.6
A source not listed above	50	3.9

Note: Table includes responses from only those respondents who indicated that they observed conduct (n = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B100. **85. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 86)**

Instances	*n*	%
1 instance	341	27.4
2 instances	325	26.1
3 instances	196	15.8
4 instances	65	5.2
5 or more instances	317	25.5

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B101. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 87)**

Characteristic	*n*	%
Racial identity	371	29.1
Gender/gender identity	314	24.6
Ethnicity	257	20.1
Political views	233	18.2
Sexual identity/Sexual orientation	233	18.2
Gender expression	192	15.0
Position (e.g., staff, faculty, student)	177	13.9
Physical characteristics	164	12.8
Age	105	8.2
Immigrant/citizen status	102	8.0
English language proficiency/accent	100	7.8
Philosophical views	97	7.6
Religious/spiritual views	97	7.6
Disability status	94	7.4
Academic performance	87	6.8
International status/national origin	84	6.6
Socioeconomic status	66	5.2
Major field of study	60	4.7
Educational credentials (e.g., BS, MS, PhD, MD)	59	4.6
Length of service at University of New Hampshire	55	4.3
Participation in an organization/team	53	4.2
Parental status (e.g., having children)	23	1.8
Pregnancy	15	1.2
Military/veteran status	12	0.9
Marital status (e.g., single, married, partnered)	9	0.7
Do not know	229	17.9
A reason not listed above	116	9.1

Note: Table includes responses from only those respondents who indicated that they observed conduct (n = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 88)**

Form of observed conduct	*n*	%
Derogatory verbal remarks	447	35.0
Person ignored or excluded	386	30.2
Person intimidated or bullied	351	27.5
Person isolated or left out	338	26.5
Person silenced	278	21.8
Person was stared at	242	19.0
Racial/ethnic profiling	227	17.8
Person experienced a hostile work environment	202	15.8
Person's ideas were misappropriated	167	13.1
Person was the target of workplace incivility	147	11.5
Derogatory written comments	137	10.7
Person experienced a hostile classroom environment	133	10.4
Singled out as the spokesperson for their identity group	115	9.0
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	93	7.3
Person received a low or unfair performance evaluation	90	7.0
Graffiti/vandalism	76	6.0
Assumption that someone was admitted/hired/promoted based on his/her identity	72	5.6
Person was unfairly evaluated in the promotion and tenure process	70	5.5
Derogatory phone calls/text messages/email	66	5.2
Threats of physical violence	56	4.4
Person was targeted due to their disability status	40	3.1
Person received a poor grade	31	2.4
Person was stalked	25	2.0
Physical violence	25	2.0
Assumption that someone was not admitted/hired/promoted based on his/her identity	24	1.9
Derogatory phone calls	23	1.8
Something not listed above	66	5.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (n = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B103. **Where did this conduct occur? (Mark all that apply.) (Question 89)**

Location	*n*	%
In other public spaces at UNH	266	20.8
While walking on campus	226	17.7
In a class/laboratory	213	16.7
In campus housing	209	16.4
In a meeting with a group of people	192	15.0
While working at a UNH job	172	13.5
On social media sites (e.g., Facebook, Twitter, Snapchat)	154	12.1
Off campus	136	10.6
On phone calls/text messages/email	110	8.6
In a UNH administrative office	94	7.4
In a UNH dining facility	91	7.1
At a UNH event/program	90	7.0
In the MUB	79	6.2
In a meeting with one other person	73	5.7
In a fraternity/sorority house	72	5.6
In off-campus housing	65	5.1
In a faculty office	54	4.2
In athletic facilities (e.g., Field House, Whittemore Center, Wildcat Stadium)	41	3.2
In a UNH library (e.g., Dimond, Kingsbury)	30	2.3
On campus transportation (e.g., Wildcat transit, Campus connector)	30	2.3
In the Hamel Recreation Center (HRC)	26	2.0
In an experiential learning environment (e.g., service learning, externship, internship)	10	0.8
In the UNH Health &Wellness Center	7	0.5
In the UNH PACS (Counseling Center)	3	0.2
In a religious center (e.g., WAYSMEET, St. Thomas More)	2	0.2
A venue not listed above	75	5.9

Note: Table includes responses from only those respondents who indicated that they observed conduct (n = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. **How did you feel after experiencing the conduct? (Mark all that apply.) (Question 90)**

Emotional response	*n*	%
Angry	754	59.0
Sad	516	40.4
Distressed	375	29.4
Embarrassed	247	19.3
Somehow responsible	117	9.2
Afraid	108	8.5
A feeling not listed above	138	10.8

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. **What was your response to observing this conduct? (Mark all that apply.) (Question 91)**

Response	*n*	%
I told a friend.	447	35.0
I did not do anything.	348	27.3
I confronted the person(s) at the time.	204	16.0
I told a family member.	186	14.6
I avoided the person/venue.	158	12.4
I confronted the person(s) later.	150	11.7
I did not know to whom to go.	150	11.7
I contacted a UNH resource.	140	11.0
Staff person (e.g., Academic Dean, Residential Life staff)	*41*	*29.3*
Faculty member	*28*	*20.0*
Dean's Office	*25*	*17.9*
Human Resources	*19*	*13.6*
UNH *Police Department/Security Officer*	*16*	*11.4*
Department Chair	*14*	*10.0*
Title IX Coordinator	*12*	*8.6*
Sexual Harassment & Rape Prevention Program (SHARPP)	*11*	*7.9*
Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)	*10*	*7.1*
Student staff (e.g., residence assistant, work-study, MUB)	*10*	*7.1*
Senior administrator (e.g., vice president, provost, president)	*8*	*5.7*
PACS (Counseling Center)	*6*	*4.3*
Academic Advising	*5*	*3.6*
Community Standards	*5*	*3.6*
EEO/ADA Compliance Officer	*5*	*3.3*

Table B105. **What was your response to observing this conduct? (Mark all that apply.) (Question 91)**

Response	*n*	%
Health & Wellness	*4*	*2.9*
ADA Coordinator	*3*	*2.1*
CONNECT Program	*3*	*2.1*
Employee Assistance Program	*2*	*1.4*
Clery Act Compliance Officer	*1*	*0.7*
Student Accessibility Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline	61	4.8
I sought information online.	54	4.2
I contacted a local law enforcement official.	18	1.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	11	0.9
I sought support from off-campus hotline/advocacy services.	10	0.8
A response not listed above.	177	13.9

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. **Did you officially report the conduct? (Question 92)**

Reported conduct	*n*	%
No, I didn't report it.	**1,126**	**90.9**
Yes, I reported it.	**113**	**9.1**
Yes, I reported the incident and was satisfied with the outcome.	38	46.3
Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	12	14.6
Yes, I reported the incident but felt that it was not addressed appropriately.	24	29.3
Yes, I reported the conduct and the outcome is still pending.	8	9.8

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,277). Percentages may not sum to 100 as a result of multiple response choices.

Table B107. Faculty/Staff only: **Have you observed hiring practices at the University of New Hampshire (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 94)**

Observed	*n*	%
No	1,470	81.6
Yes	331	18.4

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,814).

Table B108. Faculty/Staff only: **I believe that the unjust hiring practices were based upon… (Mark all that apply.) (Question 95)**

Characteristic	*n*	%
Nepotism/Cronyism	97	29.3
Gender/gender identity	65	19.6
Position (e.g., staff, faculty, student)	57	17.2
Age	52	15.7
Racial identity	48	14.5
Ethnicity	30	9.1
Length of service at University of New Hampshire	27	8.2
Educational credentials (e.g., BS, MS, PhD, MD)	26	7.9
Gender expression	16	4.8
International status/national origin	14	4.2
Philosophical views	14	4.2
English language proficiency/accent	13	3.9
Immigrant/citizen status	13	3.9
Political views	13	3.9
Major field of study	12	3.6
Physical characteristics	10	3.0
Sexual identity/Sexual orientation	10	3.0
Marital status (e.g., single, married, partnered)	7	2.1
Parental status (e.g., having children)	6	1.8
Socioeconomic status	6	1.8
Military/veteran status	5	1.5
Disability status	4	1.2
Religious/spiritual views	4	1.2
Participation in an organization/team	2	0.6
Pregnancy	2	0.6
Do not know	27	8.2
A reason not listed above	69	20.8

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 331). Percentages may not sum to 100 as a result of multiple response choices.

Table B109. Faculty/Staff only: **Have you OBSERVED promotion, tenure, reappointment, and/or reclassification practices at the University of New Hampshire that you perceive to be unjust? (Question 97)**

Observed	*n*	%
No	1,330	74.5
Yes	455	25.5

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,814).

Table B110. Faculty/Staff only: **I believe that the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon… (Mark all that apply.) (Question 98)**

Characteristic	*n*	%
Position (e.g., staff, faculty, student)	105	23.1
Nepotism/Cronyism	94	20.7
Gender/gender identity	76	16.7
Length of service at University of New Hampshire	71	15.6
Age	64	14.1
Educational credentials (e.g., BS, MS, PhD, MD)	53	11.6
Racial identity	32	7.0
Major field of study	26	5.7
Philosophical views	17	3.7
Participation in an organization/team	15	3.3
Ethnicity	13	2.9
Parental status (e.g., having children)	12	2.6
Political views	11	2.4
Sexual identity/Sexual orientation	11	2.4
Immigrant/citizen status	8	1.8
Socioeconomic status	8	1.8
Gender expression	7	1.5
English language proficiency/accent	6	1.3
International status/national origin	6	1.3
Physical characteristics	6	1.3
Religious/spiritual views	6	1.3
Disability status	5	1.1
Marital status (e.g., single, married, partnered)	5	1.1
Military/veteran status	4	0.2
Pregnancy	4	0.9
Do not know	67	14.7
A reason not listed above	100	22.0

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (n = 455). Percentages may not sum to 100 as a result of multiple response choices.

Table B111. Faculty/Staff only: **Have you observed employment-related discipline or action, up to and including dismissal, at University of New Hampshire that you perceive to be unjust? (Question 100)**

Observed	*n*	%
No	1,569	87.5
Yes	225	12.5

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,814).

Table B112. Faculty/Staff only: **I believe that the unjust employment-related disciplinary actions were based upon… (Mark all that apply.) (Question 101)**

Characteristic	*n*	%
Position (e.g., staff, faculty, student)	48	21.3
Gender/gender identity	33	14.7
Age	29	12.9
Philosophical views	25	11.1
Nepotism/Cronyism	23	10.2
Length of service at University of New Hampshire	22	9.8
Racial identity	21	9.3
Disability status	10	4.4
Educational credentials (e.g., BS, MS, PhD, MD)	10	4.4
Ethnicity	10	4.4
Political views	10	4.4
Parental status (e.g., having children)	7	3.1
Participation in an organization/team	7	3.1
Sexual identity/Sexual orientation	5	2.2
Gender expression	4	1.8
Major field of study	4	1.8
Marital status (e.g., single, married, partnered)	4	1.8
Physical characteristics	4	0.2
Socioeconomic status	4	1.8
English language proficiency/accent	3	1.3
International status/national origin	3	1.3
Religious/spiritual views	3	1.3
Immigrant/citizen status	1	0.4
Military/veteran status	0	0.0
Pregnancy	0	0.0
Do not know	36	16.0
A reason not listed above	67	29.8

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 225). Percentages may not sum to 100 as a result of multiple response choices.

Table B113. **Using a scale of 1-5, please rate the overall campus climate at University of New Hampshire on the following dimensions: (Question 103)**

	1		2		3		4		5			
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	**Mean**	**Standard Deviation**
Friendly/Hostile	2,602	40.0	2,720	41.8	940	14.5	197	3.0	41	0.6	**1.8**	**0.8**
Inclusive/Exclusive	1,811	28.0	2,618	40.4	1,487	23.0	461	7.1	101	1.6	**2.1**	**1.0**
Improving/Regressing	1,811	28.1	2,644	41.0	1,564	24.3	334	5.2	96	1.5	**2.1**	**0.9**
Positive for persons with disabilities/Negative	1,932	30.1	2,352	36.6	1,638	25.5	380	5.9	119	1.9	**2.1**	**1.0**
Positive for people who identify as lesbian, gay, bisexual, and queer/Negative	2,176	33.8	2,553	39.7	1,389	21.6	263	4.1	48	0.7	**2.0**	**0.9**
Positive for people who identify as transgender/Negative	1,889	29.5	2,227	34.8	1,792	28.0	400	6.2	98	1.5	**2.2**	**1.0**
Positive for people of various spiritual/religious backgrounds/Negative	1,947	30.4	2,300	35.9	1,711	26.7	376	5.9	75	1.2	**2.1**	**0.9**
Positive for People of Color/Negative	1,860	29.0	1,966	30.6	1,667	25.9	732	11.4	199	3.1	**2.3**	**1.1**
Positive for men/Negative	3,311	51.5	1,984	30.9	879	13.7	173	2.7	84	1.3	**1.7**	**0.9**
Positive for women/Negative	2,346	36.3	2,502	38.8	1,178	18.3	353	5.5	75	1.2	**2.0**	**0.9**
Positive for nonnative English speakers/Negative	1,599	24.9	1,971	30.7	1,976	30.8	713	11.1	152	2.4	**2.4**	**1.0**
Positive for people who are not U.S. citizens/Negative	1,727	27.0	2,047	32.0	1,939	30.3	542	8.5	136	2.1	**2.3**	**1.0**
Welcoming/Not welcoming	2,471	38.2	2,748	42.4	917	14.2	275	4.2	65	1.0	**1.9**	**0.9**
Respectful/Not respectful	2,224	34.5	2,738	42.4	1,073	16.6	340	5.3	80	1.2	**2.0**	**0.9**
Positive for people of high socioeconomic status/Negative	3,375	52.6	1,914	29.9	985	15.4	79	1.2	58	0.9	**1.7**	**0.8**
Positive for people of low socioeconomic status/Negative	1,505	23.5	1,799	28.1	1,878	29.3	896	14.0	330	5.1	**2.5**	**1.1**
Positive for people in active military/veteran status/Negative	2,452	38.2	2,257	35.2	1,571	24.5	100	1.6	31	0.5	**1.9**	**0.9**

Table B114. **Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 104)**

	1		2		3		4		5			
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	**Mean**	**Standard Deviation**
Not racist/Racist	1,593	24.7	2,303	35.8	1,646	25.6	744	11.6	152	2.4	**2.3**	**1.0**
Not sexist/Sexist	1,603	24.9	2,342	36.4	1,659	25.8	701	10.9	123	1.9	**2.3**	**1.0**
Not homophobic/Homophobic	1,825	28.6	2,529	39.6	1,554	24.3	417	6.5	57	0.9	**2.1**	**0.9**
Not biphobic/Biphobic	1,895	29.9	2,435	38.4	1,648	26.0	310	4.9	55	0.9	**2.1**	**0.9**
Not transphobic/Transphobic	1,755	27.7	2,266	35.8	1,676	26.5	537	8.5	100	1.6	**2.2**	**1.0**
Not ageist/Ageist	2,046	32.1	2,277	35.7	1,526	23.9	424	6.6	103	1.6	**2.1**	**1.0**
Not classist (socioeconomic status)/Classist	1,607	25.3	2,146	33.8	1,561	24.6	815	12.8	227	3.6	**2.4**	**1.1**
Not classist (position: faculty, staff, student)/Classist	1,760	27.6	2,083	32.7	1,565	24.5	694	10.9	276	4.3	**2.3**	**1.1**
Not ableist (disability-friendly)/Ableist (not disability-friendly)	2,044	32.2	2,291	36.1	1,442	22.7	449	7.1	120	1.9	**2.1**	**1.0**
Not xenophobic/Xenophobic	1,845	29.1	2,245	35.4	1,755	27.7	411	6.5	83	1.3	**2.2**	**1.0**
Not ethnocentric/Ethnocentric	1,794	28.3	2,173	34.3	1,718	27.1	515	8.1	143	2.3	**2.2**	**1.0**

***Table B115. Students only*: Please indicate the extent to which you agree with each of the following statements. (Question 105)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Statement	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by UNH faculty.	1,383	29.3	2,278	48.3	735	15.6	253	5.4	65	1.4
I feel valued by UNH staff.	1,341	28.6	2,171	46.2	888	18.9	232	4.9	63	1.3
I feel valued by UNH senior administrators (e.g., dean, vice president, provost, president).	1,046	22.3	1,694	36.1	1,345	28.7	429	9.1	180	3.8
I feel valued by faculty in the classroom.	1,556	33.2	2,285	48.7	641	13.7	158	3.4	52	1.1
I feel valued by my academic advisor.	1,718	36.6	1,723	36.7	772	16.5	335	7.1	141	3.0
I feel valued by other students in the classroom.	1,233	26.3	2,188	46.7	983	21.0	226	4.8	52	1.1
I feel valued by other students outside of the classroom.	1,235	26.5	1,993	42.8	1,108	23.8	251	5.4	74	1.6
I think that faculty prejudge my abilities based on their perception of my identity/background.	498	10.6	912	19.5	1,130	24.1	1,441	30.8	703	15.0
I believe that the campus climate encourages free and open discussion of difficult topics.	1,050	22.4	1,979	42.2	999	21.3	464	9.9	197	4.2
I have faculty whom I perceive as role models.	1,695	36.0	1,869	39.7	764	16.2	292	6.2	84	1.8
I have staff whom I perceive as role models.	1,309	27.9	1,686	35.9	1,198	25.5	406	8.7	94	2.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 4,730).

***Table B116. Faculty only*: Please indicate the extent to which you agree with each of the following statements. (Question 106)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Statement	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	192	36.5	222	42.2	50	9.5	40	7.6	22	4.2
I feel valued by my department/program chair.	226	43.0	186	35.4	54	10.3	40	7.6	19	3.6
I feel valued by other faculty at UNH.	152	29.0	217	41.3	106	20.2	40	7.6	10	1.9
I feel valued by students in the classroom.	195	37.5	227	43.7	80	15.4	14	2.7	4	0.8
I feel valued by UNH senior administrators (e.g., dean, vice president, provost, president).	103	19.7	156	29.9	142	27.2	78	14.9	43	8.2
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	35	6.8	86	16.6	122	23.6	158	30.6	116	22.4
I feel pre-judged by my colleagues based on my educational credentials.	29	5.6	83	16.0	130	25.0	177	34.1	100	19.3
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	25	4.8	42	8.1	122	23.6	158	30.6	169	32.8
I believe that UNH encourages free and open discussion of difficult topics.	65	12.5	189	36.3	142	27.3	92	17.7	33	6.3
I feel that my research/scholarship is valued.	101	19.6	175	33.9	138	26.7	73	14.1	29	5.6
I feel that my teaching is valued.	128	24.7	228	43.9	105	20.2	39	7.5	19	3.7
I feel that my service contributions are valued.	104	20.0	196	37.6	121	23.2	68	13.1	32	6.1

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 529).

***Table B117. Staff only*: Please indicate the extent to which you agree with the following statements. (Question 107)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	550	43.1	551	43.1	103	8.1	54	4.2	19	1.5
I feel valued by coworkers outside my department.	338	26.7	583	46.1	253	20.0	77	6.1	15	1.2
I feel valued by my supervisor/manager.	569	44.7	465	36.5	123	9.7	84	6.6	33	2.6
I feel valued by UNH students.	280	22.3	439	35.0	471	37.6	53	4.2	11	0.9
I feel valued by UNH faculty.	175	13.9	392	31.2	502	40.0	145	11.5	42	3.3
I feel valued by UNH senior administrators (e.g., dean, vice president, provost).	165	13.1	369	29.3	464	36.9	180	14.3	80	6.4
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	38	3.0	143	11.4	301	24.0	470	37.5	303	24.1
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	38	3.0	111	8.8	283	22.4	455	36.1	375	29.7
I think that faculty prejudge my abilities based on their perception of my identity/background.	37	3.0	123	9.9	475	38.2	375	30.2	233	18.7
I feel pre-judged by my coworkers based on my educational credentials.	52	4.2	164	13.2	320	25.7	433	34.7	278	22.3
I believe that my department/program encourages free and open discussion of difficult topics.	228	18.1	468	37.1	297	23.5	181	14.3	89	7.0
I feel that my skills are valued.	331	26.0	622	48.8	173	13.6	110	8.6	38	3.0
I feel that my work is valued.	347	27.4	612	48.3	162	12.8	107	8.4	40	3.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,285).

Table B118. **(Respondents with disabilities only) As a person who identifies with a disability, have you experienced a barrier in any of the following areas at University of New Hampshire in the past year? (Question 108)**

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	46	5.8	371	47.1	371	47.1
Classroom buildings	83	10.5	405	51.3	301	38.1
Classrooms, laboratories (including computer labs)	92	11.7	393	50.0	301	38.3
College housing	83	10.6	335	42.7	367	46.8
Dining facilities	72	9.2	381	48.6	331	42.2
Doors	38	4.8	420	53.6	326	41.6
Elevators/lifts	40	5.1	419	53.6	323	41.3
Emergency preparedness/Evacuation Plan	30	3.8	418	53.5	333	42.6
Health & Wellness	84	10.7	422	54.0	276	35.3
PACS (Counseling Center)	75	9.6	397	50.8	309	39.6
Office furniture (e.g., chair, desk)	45	5.8	424	54.3	312	39.9
Campus transportation –	53	6.8	397	51.2	326	42.0
Parking	108	13.8	378	48.3	297	37.9
MUB	40	5.2	418	53.9	318	41.0
Other campus buildings	47	6.0	411	52.7	322	41.3
Podium/Presentation space (e.g., stage or front of classroom)	41	5.3	416	53.3	323	41.4
Restrooms	45	5.8	430	55.3	303	38.9
Signage	27	3.5	437	56.0	316	40.5
Studios/performing arts spaces	24	3.1	380	48.7	376	48.2
Temporary barriers because of construction or maintenance	54	6.9	398	51.0	328	42.1
Walkways, pedestrian paths, crosswalks	83	10.8	384	49.8	304	39.4
Technology/Online Environment						
Accessible electronic format (e.g., websites, postings in LMS)	49	6.4	436	56.8	283	36.8
Classroom Clickers	23	3.0	394	51.3	351	45.7
Computer equipment (e.g., screens, mouse, keyboard)	39	5.1	448	58.3	282	36.7
Electronic forms	30	3.9	454	59.3	281	36.7
Electronic signage (e.g., scrolling message boards)	25	3.3	451	58.6	293	38.1
Electronic surveys (including this one)	22	2.9	463	60.4	281	36.7

Table B118. **(Respondents with disabilities only) As a person who identifies with a disability, have you experienced a barrier in any of the following areas at University of New Hampshire in the past year? (Question 108)**

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Kiosks	9	1.2	438	57.0	322	41.9
Library database	23	3.0	452	58.9	293	38.2
Canvas	31	4.0	450	58.4	290	37.6
Phone/phone equipment	22	2.9	446	58.3	297	38.8
Available assistive technology software (e.g., voice recognition, notetaking)	34	4.4	417	54.3	317	41.3
Access to alternative format texts (e.g., etext, audiobooks)	38	4.9	420	54.7	310	40.4
Closed caption Video/video audio description	39	5.1	416	54.3	311	40.6
Website	25	3.3	461	60.0	282	36.7
Office contact (e.g., phone#, location, hours of operation)	36	4.7	459	60.2	267	35.0
Identity						
Electronic databases (e.g., Banner)	15	2.0	458	59.9	292	38.2
Email account	15	2.0	483	62.9	270	35.2
Intake forms (e.g., Health Center)	29	3.8	446	58.1	292	38.1
Learning technology	29	3.8	456	59.5	281	36.7
Surveys	18	2.4	480	62.8	266	34.8
Management systems (e.g., sign-up for advising, submit application, file appeal)	27	3.6	456	60.1	276	36.4
Instructional/Campus Materials						
Academic accommodations	126	16.4	397	51.6	246	32.0
Brochures, office materials	13	1.7	478	62.2	277	36.1
Food menus	51	6.6	440	57.3	277	36.1
Online Forms	26	3.4	472	61.5	269	35.1
Journal articles	23	3.0	470	61.3	274	35.7
Library books	22	2.9	463	60.4	282	36.8
Other publications	17	2.2	477	62.3	272	35.5
Syllabi	31	4.0	456	59.5	279	36.4
Textbooks	44	5.8	437	57.4	280	36.8
Video-closed captioning and text description	35	4.6	433	56.9	293	38.5
Wayfinding (e.g., menus, maps, directional information)	32	4.2	441	58.3	284	37.5

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 67 (*n* = 842).

Table B119. **As a person who identifies as genderqueer, nonbinary, transgender have you experienced a barrier in any of the following areas at the University of New Hampshire in the past year? (Question 110)**

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	8	8.1	32	32.3	59	59.6
Changing rooms/locker rooms	14	14.1	29	29.3	56	56.6
Restrooms	38	38.4	33	33.3	28	28.3
Signage	22	22.2	43	43.4	34	34.3
Housing	16	16.2	40	40.4	43	43.4
Health & Wellness	12	12.1	43	43.4	44	44.4
PACS (Counseling Center)	6	6.1	43	43.9	49	50.0
MUB	5	5.2	52	53.6	40	41.2
Identity accuracy						
UNH ID Card	9	9.2	61	62.2	28	28.6
Electronic databases (e.g., Banner, Wildcat Link)	14	14.6	53	55.2	29	30.2
Email account	12	12.2	56	57.1	30	30.6
Intake forms (e.g., Health & Wellness Center, PACS)	10	10.2	50	51.0	38	38.8
Learning technology (e.g., Canvas)	7	7.1	57	57.6	35	35.4
Communications & Marketing	14	14.1	51	51.5	34	34.3
Surveys	19	19.2	51	51.5	29	29.3
Class rosters	9	9.2	56	57.1	33	33.7

Note: Table includes responses only from those respondents who indicated that they were genderqueer, nonbinary, or transgender in Question 48 (n = 108).

***Table B120. Faculty only*: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at University of New Hampshire. (Question 112)**

	I am aware that this initiative is available at UNH and I feel that it…								**I am not aware of this initiative at UNH, however I feel it…**							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
University of New Hampshire initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	204	81.0	42	16.7	6	2.4	**252**	**52.5**	172	75.4	47	20.6	9	3.9	**228**	**47.5**
Providing recognition and rewards for including diversity issues in courses across the curriculum	118	75.2	27	17.2	12	7.6	**157**	**32.2**	251	75.8	64	19.3	16	4.8	**331**	**67.8**
Providing diversity and inclusivity workshops for faculty	255	75.7	73	21.7	9	2.7	**337**	**68.4**	111	71.2	38	24.4	7	4.5	**156**	**31.6**
Providing faculty with toolkits to create an inclusive classroom environment	157	78.1	39	19.4	5	2.5	**201**	**41.2**	228	79.4	56	19.5	3	1.0	**287**	**58.8**
Providing faculty with supervisory workshops	128	65.0	62	31.5	7	3.6	**197**	**40.9**	191	67.0	85	29.8	9	3.2	**285**	**59.1**
Providing access to counseling for people who have experienced harassment	300	89.6	35	10.4	0	0.0	**335**	**68.6**	133	86.9	20	13.1	0	0.0	**153**	**31.4**
Providing mentorship for new faculty	282	91.3	26	8.4	1	0.3	**309**	**62.9**	169	92.9	13	7.1	0	0.0	**182**	**37.1**
Providing a clear process to resolve conflicts	177	85.5	30	14.5	0	0.0	**207**	**42.7**	258	92.8	20	7.2	0	0.0	**278**	**57.3**
Providing a fair process to resolve conflicts	181	86.6	28	13.4	0	0.0	**209**	**43.4**	254	93.0	19	7.0	0	0.0	**273**	**56.6**

***Table B120. Faculty only*: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at University of New Hampshire. (Question 112)**

	I am aware that this initiative is available at UNH and I feel that it…								**I am not aware of this initiative at UNH, however I feel it…**							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
University of New Hampshire initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	129	66.5	40	20.6	25	12.9	**194**	**40.8**	181	64.2	70	24.8	31	11.0	**282**	**59.2**
Providing affordable child care	142	82.1	29	16.8	2	1.2	**173**	**35.0**	304	94.7	15	4.7	2	0.6	**321**	**65.0**
Providing support/resources for spouse/partner employment	118	77.1	31	20.3	4	2.6	**153**	**31.2**	293	86.9	36	10.7	8	2.4	**337**	**68.8**
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	171	79.9	40	18.7	3	1.4	**214**	**45.2**	199	76.8	57	22.0	3	1.2	**259**	**54.8**

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 529).

***Table B121. Staff only*: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at University of New Hampshire. (Question 114)**

	I am aware that this initiative is available at UNH and I feel that it…								**I am not aware of this initiative at UNH, however I feel it…**							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
University of New Hampshire initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity workshops for staff	668	77.5	178	20.6	16	1.9	**862**	**71.1**	270	76.9	76	21.7	5	1.4	**351**	**28.9**
Providing access to counseling for people who have experienced harassment	815	88.2	105	11.4	4	0.4	**924**	**76.7**	248	88.3	32	11.4	1	0.4	**281**	**23.3**
Providing supervisors/managers with supervisory workshops	592	77.6	169	22.1	2	0.3	**763**	**63.3**	389	88.0	51	11.5	2	0.5	**442**	**36.7**
Providing faculty supervisors with supervisory workshops	447	75.1	146	24.5	2	0.3	**595**	**50.5**	505	86.6	77	13.2	1	0.2	**583**	**49.5**
Providing mentorship for new staff	450	85.9	73	13.9	1	0.2	**524**	**43.5**	637	93.5	43	6.3	1	0.1	**681**	**56.5**
Providing a clear process to resolve conflicts	516	80.9	108	16.9	14	2.2	**638**	**53.6**	498	90.1	54	9.8	1	0.2	**553**	**46.4**
Providing a fair process to resolve conflicts	525	82.3	97	15.2	16	2.5	**638**	**54.1**	490	90.6	49	9.1	2	0.4	**541**	**45.9**
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	386	67.0	146	25.3	44	7.6	**576**	**49.6**	396	67.6	146	24.9	44	7.5	**586**	**50.4**
Providing career development opportunities for staff	736	87.9	97	11.6	4	0.5	**837**	**69.6**	349	95.4	16	4.4	1	0.3	**366**	**30.4**
Providing affordable child care	415	77.9	116	21.8	2	0.4	**533**	**45.2**	590	91.3	54	8.4	2	0.3	**646**	**54.8**

***Table B121. Staff only*: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at University of New Hampshire. (Question 114)**

	I am aware that this initiative is available at UNH and I feel that it…								**I am not aware of this initiative at UNH, however I feel it…**							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
University of New Hampshire initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing support/resources for spouse/partner employment	331	70.4	134	28.5	5	1.1	**470**	**40.0**	577	82.0	118	16.8	9	1.3	**704**	**60.0**
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	494	81.7	110	18.2	1	0.2	**605**	**51.4**	476	83.1	95	16.6	2	0.3	**573**	**48.6**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,285).

***Table B122. Students only*: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at University of New Hampshire. (Question 116)**

	I am aware that this initiative is available at UNH and I feel that it…								**I am not aware of this initiative at UNH, however I feel it…**							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity workshops for students	2,294	79.0	535	18.4	76	2.6	**2,905**	**63.6**	1,243	74.7	392	23.6	28	1.7	**1,663**	**36.4**
Providing diversity and equity workshops for staff	2,004	82.3	369	15.2	61	2.5	**2,434**	**53.5**	1,741	82.4	353	16.7	20	0.9	**2,114**	**46.5**
Providing diversity and equity workshops for faculty	1,955	81.9	366	15.3	65	2.7	**2,386**	**53.0**	1,737	82.2	354	16.8	21	1.0	**2,112**	**47.0**
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	2,083	84.4	339	13.7	47	1.9	**2,469**	**54.5**	1,747	84.6	280	13.6	37	1.8	**2,064**	**45.5**
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	2,050	83.8	344	14.1	52	2.1	**2,446**	**54.1**	1,690	81.4	337	16.2	50	2.4	**2,077**	**45.9**
Increasing opportunities for cross-cultural dialogue among students	2,121	83.5	373	14.7	46	1.8	**2,540**	**56.1**	1,655	83.4	311	15.7	19	1.0	**1,985**	**43.9**
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,980	83.1	364	15.3	39	1.6	**2,383**	**52.8**	1,816	85.4	296	13.9	15	0.7	**2,127**	**47.2**

***Table B122. Students only*: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at University of New Hampshire. (Question 116)**

	I am aware that this initiative is available at UNH and I feel that it…								**I am not aware of this initiative at UNH, however I feel it…**							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,983	79.4	403	16.1	111	4.4	**2,497**	**55.3**	1,552	77.0	380	18.9	83	4.1	**2,015**	**44.7**
Incorporating issues of diversity and cross-cultural competence more effectively outside the classroom	2,027	80.7	422	16.8	64	2.5	**2,513**	**55.9**	1,574	79.3	365	18.4	46	2.3	**1,985**	**44.1**
Providing effective staff mentorship of students	2,404	86.9	337	12.2	26	0.9	**2,767**	**61.2**	1,487	84.7	259	14.7	10	0.6	**1,756**	**38.8**
Providing effective faculty mentorship of students	2,532	88.4	306	10.7	26	0.9	**2,864**	**63.8**	1,419	87.2	204	12.5	5	0.3	**1,628**	**36.2**
Providing effective academic advising	3,023	88.7	347	10.2	38	1.1	**3,408**	**75.8**	951	87.4	130	11.9	7	0.6	**1,088**	**24.2**
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	2,331	79.7	497	17.0	97	3.3	**2,925**	**64.9**	1,262	79.6	296	18.7	27	1.7	**1,585**	**35.1**
Providing diversity workshops for student staff (e.g., residence assistant, work-study, MUB)	2,338	82.4	432	15.2	67	2.4	**2,837**	**62.9**	1,330	79.5	311	18.6	32	1.9	**1,673**	**37.1**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,730).

Appendix C
Comment Analyses (Questions #118, #119, and #120)

Of the 6,544 surveys submitted for the UNH's climate assessment, 4,273 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

Q118: Are your experiences on campus different from those you experience in the community surrounding\campus? If so, how are these experiences different?

Qualitative comments analyses. There were 2,563 respondents who commented on whether their experiences on campus were different from their experiences in the community surrounding campus. Many respondents stated that their experiences were not different on campus versus in the community. These respondents shared comments such as "no," "they are not any different," "generally the same," and "no, they are similar." The responses from respondents that shared their experiences on campus were different from their experiences in the community surrounding campus were coded for themes, and one theme emerged: campus is more inclusive. In addition, there was one theme specific to Faculty Not-on-the-Tenure-Track and Staff respondents: lack of respect on campus. These themes are explained below.

Additionally, there were 503 respondents who did not respond to the question as written. One hundred thirty-four respondents elaborated on the experiences for only one campus location, describing their experience either only on campus or only in the off-campus community. Numerous respondents felt they could not fully answer the question. These respondents either responded "n/a," or stated that they did not know enough about the environments to be able to compare their experiences. For example, some of these respondents shared that they seldom visited campus or were "not in the community surrounding campus much." Some respondents identified themselves as online students. Additionally, some respondents compared their experiences to other people's experiences at UNH while other respondents compared their experiences at UNH to their own experiences at a different school. As an example of the latter,

one respondent wrote, “UNH is much worse than my undergraduate college.” Another respondent compared their own experiences to someone else’s experiences at UNH and wrote, “I am a white male so my frame of view may be different from my peers.”

All Respondent Types

Campus Is More Inclusive. In the sole theme that emerged across all respondent types, respondents commented that they thought campus was more inclusive than the communities surrounding campus. One respondent wrote, “Campus is generally more inclusive and welcoming than the surrounding communities,” while another respondent observed, “yes, very much, as the university tends to be more tolerant and welcoming.” Another respondent shared, “I believe that people on campus are much more informed, open minded and aware and accepting of difference than the people in my community.” Respondents described campus as “more inclusive,” “more accepting,” “welcoming,” and “more open-minded.” One respondent wrote, “Members of campus typically are more accepting of all sorts of different individuals as opposed to members off campus.” Another respondent stated, “Campus is more open, inclusive and accepting of differences.” One respondent pointed out that level of inclusion and acceptance is all relative, “UNH is more open and accepting than the Seacoast which, in turn, is more open and accepting than other parts of NH.”

Some respondents remarked on how the being more inclusive led them to feel safer on campus. One respondent commented, “UNH feels more open minded then New Hampshire in general. Better for diversity and feeling safe.” Another respondent stated, “I do feel more accepted to be myself on campus and I feel safer.” Another respondent wrote, “Activities on campus are a lot more inclusive and I feel much safer at them.” Other respondents commented on how the university is more inclusive than the off-campus community, but still has work to do. One respondent stated, “The campus is more inclusive than outside the campus however it still feels like it is lacking.” Another respondent shared, “I think that campus is a lot more open and inclusive than the rest of the world but that doesn't mean that UNH is currently ideal either.” Another respondent added, “Campus is more welcoming and inclusive than elsewhere. But there is still work to be done.”

Some respondents commented on how campus is more inclusive and accepting by pointing out how the community outside of the university is not accepting of diversity. One respondent observed, “The campus is far more inclusive and accepting of peoples of any and all backgrounds where the surrounding community can be a little quicker to judge and exclude.” Another respondent shared, “UNH is a much more inclusive and accepting environment than New Hampshire in general. I find NH to be far more overtly racist and classist than many places in the country in which I've lived or traveled.” One respondent stated, “In general, students are pretty accepting of others at UNH. In the community surrounding campus, you may find people that are not as accepting of diverse populations.” Another respondent commented, “Yes, I believe the off-campus climate is less friendly to people of color, those with disabilities, and those for whom English is not their first language.”

Staff and Faculty Not on the Tenure-Track Respondents Only

Lack of Respect on Campus. In the single theme specific to Staff and Faculty Not on the-Tenure-Track respondents, respondents commented that they felt more respected and valued in the community than they did on campus. One respondent wrote, “Yes, I feel that I am more respected in my roles in industry and as a board member than I am given credit for at UNH.” Another respondent commented, “Yes. When people outside UNH learn that I am a research scientist, they are impressed and want to learn more. On campus, people appear to be less impressed because I don't have a PhD.” One respondent stated, “In my work department I feel I'm not valued as a person. I don't experience this outside of work where I feel validated.” Another respondent shared, “People in the broader community express value for my skills and dedication far more than I hear at work.” Respondents also made brief comments such as “More respected outside of UNH Community,” “More appreciation by peers off-campus than on,” and “I feel more valued by my K-12 classroom community and professional development community than the UNH community.”

Respondents also noted that hierarchical structures on campus made them feel less valued and respected on campus than when they were interacting out in the community. One respondent shared, “Outside of campus I am viewed through other roles, i.e. wife, mother, community member. Here at UNH, I am viewed through my job title and rank (staff) which is marginalized

in this community." Another respondent commented, "Outside of campus I am a community leader in a number of areas. On-campus, despite my education and experience I am expected to be an obedient worker bee with no voice in the operation." Another respondent wrote, "I feel like a second-class faculty member at work because of being a lecturer, but in my regular life everyone just assumes I'm a professor and thinks of me as such." Respondents pointed out the hierarchy that exists on campus. One respondent stated, "There is much more hierarchy at the University and not as much in the surrounding community." Another respondent shared, "On campus, I sometimes feel like I am looked down upon for being an OS employee. This was a new feeling for me as my previous employers didn't have such a hierarchical structure."

Q119: Do you have any specific recommendations for improving the climate at the University of New Hampshire?

Qualitative comments analyses. There were 2,760 respondents who replied to the question requesting specific recommendations for improving the climate at the University of New Hampshire. Numerous respondents stated that they did not have any specific recommendations for improving climate. These respondents shared replies such as "no," "n/a," "none I can think of," and "not at the moment." The remaining responses were coded for themes. One theme of addressing diversity issues emerged across all respondents. In addition, there were three themes specific to Student (both Undergraduate and Graduate) respondents: increased student support, parking concerns, and free speech discussions. There was one theme specific to Staff respondents: value staff more. Finally, there was one theme unique to Faculty not on the Tenure-Track respondents: more support for faculty.

All Respondents

Addressing Diversity Issues. For the single theme specific to all respondent types, respondents shared recommendations regarding the need to address diversity-related issues at the University of New Hampshire. One of the strongest recommendations was for "more diverse faculty, staff and student body," or to "make UNH less 'white.'" Some respondents targeted a "more diverse student body." One respondent suggested "Lower admissions standards and make the school more affordable for out-of-state students," in order to "draw a more diverse demographic of students." Another respondent advised, "Incentivize students from diverse background to come

to UNH by providing scholarships and awards for entering students." Other respondents emphasized the need to increase diversity amongst university employees. One respondent stated, "More diversity (RACIAL) among staff/faculty." Another respondent addressed administrators and wrote, "Greater representation of racial/ethnic/religious/gender & gender-identity/(dis)ability folks in the highest levels of administration." Several respondents suggested more diversity for faculty with comments such as "Find a way to hire and promote more women and faculty of color," "recruit and RETAIN faculty of color and diverse identities," and "hire more diverse faculty across colleges, not just in liberal arts." One respondent explained why it was important to have more faculty from minority identities, "Get more teachers of color. Their voices are muted here and we need role models who are minorities and who will fight for students who are minorities on our campus." Another respondent summed up the need for more diversity across campus, "We need WAY more diversity in faculty, staff, and the students. I am a part of the majority race here on this campus, but I cannot imagine what it must feel like to be so underrepresented."

Respondents also recommended increased support for minorities already on campus. Some respondents proposed broadly, "Stronger messaging and support around diversity issues," and "More visibility for issues of diversity." In terms of supporting people of color already on campus, one respondent advised, "Work on creating a safer space for the current students so we can attract future students of color and backgrounds to come to UNH." Another respondent shared, "Provide more opportunities for staff and faculty of color to get support when they move to UNH and to the Seacoast." Another respondent advised support for students, "Better supporting minority students throughout their college careers instead of just as freshmen to reduce the dropout rate. Diversity attracts diversity." Some respondents stressed the need to listen to people with marginalized identities. One respondent stated, "Probably just to pay specific attention to people who have more marginalized identities who may not always be heard or centered." Another respondent advised, "Treat your people of color as valued members of your community rather than as tokens for your recruitment brochures. Do the difficult work of figuring out what retains people of color and actually practice those things. Provide support. People can't take risks if they don't feel safe."

Respondents offered recommendations for supporting specific diversity-related initiatives including cultural events, hiring a chief diversity officer and hold people more accountable for acts of bias and discrimination. One respondent suggested, “Holding multicultural events and accepting diversity.” Another respondent proposed, “Academic calendar should recognize every holiday, month-celebration and exhibit the work done by the minorities on campus.” One respondent advised, “UNH needs to hire a chief diversity officer from outside of UNH, not hire from within. This person should be a seasoned diversity practitioner with a proven track record that reports to the President,” while another respondent added the “diversity and equity officer” should be “an individual with experience, strong collaborative skills, and a willingness to challenge our system to grow productively.”

There were many suggestions relating to holding people more accountable for acts of bias and discrimination. Respondents made suggestions such as “Crack down on racism (Cinco de mayo costumes, etc.),” “Serious repercussions for those who say/do hateful things,” and “Stricter consequences for bias against minorities.” One respondent wrote, “Students that are not fostering a diverse environment need to be punished harshly. Nothing will change if appropriate action isn't being taken.” Another respondent advised, “Adopting new policies that address systemic oppression on campus, particularly surrounding race. Zero tolerance for acts of bias and oppression.” Some respondents were frustrated by the university response to previous incidents and called for a quicker and more thorough response to bias incidents. One respondent stated, “Negativity and hate crimes dealt with more swiftly.” Another respondent wrote, “Actually punish people who commit racist acts or sexual misconduct. Sending out emails to people who were not involved isn't helpful. People who do those sorts of things need to be removed from the institution.” One respondent advised simply, “Do more to combat hate speech,” while another respondent elaborated, “I think if you catch someone committing a hate crime (like drawing swastikas or like that kid who airdropped a blackface drawing last week) you should be quicker to condemn these issues and it should be more than just an email that comes a week later, especially since a lot of students either simply skim-over the Dean's letter or do not read it at all.” Another respondent advised, “Do more than just apologize when racist events occur on campus.” One respondent explained, “UNH needs to do a better job at standing up for minorities and differently abled students, faculty and staff. There is too large a focus on the perception of actions that would help these groups, instead of focus on making true meaningful change.

Respondents also acknowledged the key role that education and diversity training should have in improving diversity at UNH. Respondents advised things like, “More diversity training for EVERYONE,” “Continue with diversity and inclusion training and conversations,” and “Mandatory diversity workshops for both students, staff and faculty.” Some respondents called for making classes covering diversity issues to be mandatory for all students. One respondent stated, “Need to make a mandated effort to embed issues related to diversity and gender into curriculum.” Another respondent wrote, “Adding a woman's study course or diversity course to the list of required discovery classes. This would teach people about issues and people that are different from their usual social network.” One respondent advised, “having freshmen take a diversity course/ training. Not only including racial and ethnic diversity but also gender and sexuality diversity.” Another respondent suggested, “Provide a mandatory course for students about race issues, sexism and other issues that take place on campus.”

Respondents also noted that faculty and staff would benefit from diversity and equity training. One respondent observed, “[Staff] need some serious diversity training and engagement. I can't believe the ignorance and obliviousness of some staff, many of whom are in leadership positions.” Another respondent wrote, “More training for staff and faculty on many aspects of social justice, particularly race, ability, and the LGBT community.” One respondent advised, “Mandate faculty training in diversity, sensitivity etc. for our students. Some go willingly but those aren't the ones who usually need it.” Another respondent suggested, “Faculty and staff should do more around micro-aggressions, also be sure they are building curriculum, using texts, etc. that are more inclusive and reflective of the world's diversity.”

Student Respondents Only

Increased Student Support. In the first theme specific to Student respondents only, respondents called for increased student support including improved advising, mental health support, and more support targeting specific student groups such as transfer student, graduate students, international students, or students with jobs. Overall, respondents wanted the university to “Ensure that all students feel valued,” and to “Treat your students with more respect.” One respondent wrote, “I know this is a big school but whenever it is possible make every student feel valued, wanted, and heard. Try to individualize things as much as possible.”

Advising was an area of student support that was specifically targeted by respondents as in need of improvement. One respondent stated, “The only thing I would change is the effectiveness of academic advising.” Another respondent commented, “Personally, and I have heard from other people, certain advisors could be more responsive and helpful with students.” Respondents also advised, “Match advisors with the students better,” “advisers can be more accommodating,” and “Advisor should be more involved.” Some respondents detailed their negative experiences as part of their argument for better advising. One respondent suggested, “Improve advising. I did not have a good advisory until I was a junior. I felt lost my freshman year with no guidance.” Another respondent stated, “The academic advising for undergraduates is generally bad. I have heard horror stories about little to no advice being offered and advisers who don't respond to emails.” Another respondent explained, “Advisors in the Psychology department specifically need to do better. I have asked for career advice and no one is able to help me, or give me the resources to get better help. I feel like some of the advisors are just there to sign your registration sheet and that's all they do.” One respondent emphatically pointed out that many students think UNH needs better advisors, “ADVISORS DOING THEIR JOB WHICH SHOULD BE MORE THEN JUST PICKING CLASSES TWICE A YEAR!!!! This is a common complaint among UNH students, I’m surprised it has yet to be addressed. It reflects very poorly on the school, and is one of the main reasons I am considering a transfer.”

Respondents also called for better support for students with mental health issues. One respondent stated, “Help law students with mental health issues. Yes, diversity is a good goal to have. But we have been crying out for mental health help yet our Dean does not seem to think we need any.” Another respondent suggested, “I really think professors and deans and other staff that has to interact one-on-one with students should be trained more in mental health accommodations. People struggling with mental health issues and/or trauma typically struggle to talk about their issues; so it is very easy for staff to make the student feel shut down, invalidated, unheard, and worsen the situation.” Respondents were particularly concerned about PACS. One respondent observed, “I have never been to the counseling center but have heard a lot of negative things about it.” Another respondent wrote, “Make PACS more accessible. It is hard for someone with depression and anxiety to make themselves go and it is extremely difficult when it is not a welcoming environment.” Another respondent shared, “Improve the mental health center. I've gone there before to try to get help because I needed someone to be there, but they were booked.

… I know multiple people who said the same." Based on these concerns, respondents offered specific suggestions for improving mental health care at UNH such as "Allow for long term therapy to be offered on campus," and "someone to be always available as an urgent walk in."

In addition, respondents wanted UNH to better support specific groups of students such as transfer student, graduate students, international students, first year students, or students with jobs. In regard to transfer students, one respondent suggested, "Pay more attention to transfer students and their needs. I felt like staff initially did not care for me until I had fully settled into UNH." Another respondent advised, "Encouraging transfer students to stay in dorms and not on off-campus apartments so that they can feel more included right away." International students were another concern as exemplified by the respondent who wrote, "I would like to see the international students being treated more a part of the student body. Efforts to integrate them are wanting." Respondents also wanted more support for students with full time jobs. One respondent suggested, "have advising times available for students who work full time. In order to meet with my adviser, I've had to leave work early. My work is flexible to allow this, but it would be a lot more convenient if there was a weekend advising day or something." Another respondent stated, "More opportunities for older and working students by having more classes available in the evenings with same caliber as classes taught in the daytime."

Support for first year students was also a concern. To start first year students off right, one respondent advised, "Definitely improving the first-year integration. Having more activities to do during those first few days of coming to campus." Another respondent shared, "Expanding first year programs, that's when the most impression can be made on students and would help improve the climate." Respondents noted that first year students, as well as other students, could benefit from more academic support. One respondent stated, "Helping first year students navigate how to do well in classes." Another respondent suggested, "I think there should be more academic support resources available to students, such as more tutoring resources for classes, and a comprehensive university academic intervention program for students who are struggling. I strongly believe this type of initiative would help tremendously with retention efforts, particularly for first year students."

Additionally, Graduate Student respondents wanted to see graduate students receive more support and be better respected by the university. One respondent commented, "Don't forget about graduate students. They have a big role in teaching undergraduates and in doing the research the university values but are often ignored in these plans." One respondent observed, "Graduate student teaching assistants are overworked (we often have to work 30 or more hours a week to effectively do our jobs without losing too much quality) and underpaid (we are only paid for 20 hours of the work we do)." Another respondent argued for "some sort of a guidance document or training for faculty advisers about graduate student rights," because the respondent felt that "it's part of the academic culture for advisers to require their students to work significantly more hours than is permitted by the Graduate School (for no additional pay)." Respondents also called for increased financial support and health insurance for graduate students. One respondent stated, "Actually provide support for graduate students who lose their advisers/are literally in poverty." Another respondent wrote, "Graduate students need better/more comprehensive insurance. We are just barely paid above the New Hampshire poverty level, and yet we are expected to pay $30+ co-pays. This is unreasonable." .

Parking Concerns. In the second theme specific to Student respondents, respondents wanted UNH to address the parking situation on campus. Respondents made statements such as "Improve the parking situation," "PARKING, FIX IT," and "Fix the toxic parking system." One respondent stated, "Fix parking UNH has some of the worst parking of any large school." Another respondent commented, "Change the parking issues, please. It is unreal what we pay and the tickets we get for the simplest things." Respondents were very frustrated by the frequent distribution of parking tickets. One respondent wrote, "Stop UNH from over-doing the ticketing on cars around campus." Another respondent stated, "Please fix the parking ticket issue. It's a real Debbie downer. UNH parking services are THE WORST and will ticket you for NO reason." One respondent stated emphatically, "GET RID OF THE PARKING TICKETS JESUS," while another respondent noted, "Chill with parking tickets." One respondent suggested, "Fewer parking tickets when there is more faculty parking than commuter student parking. Maybe not giving out parking tickets for a winter parking ban when there is zero snow on the ground a few days before April 1st."

Respondents wished for more parking to be available on campus. One respondent called for "More parking available for visitor and students!" Another respondent suggested, "Make another parking lot, please. There is not enough parking for staff or students during busy times of the day. We pay enough money to the school through tuition, and also through parking passes, so this is really unacceptable and UNH should be ashamed." Another respondent observed, "I personally do not drive, but judging by my co-workers' complaints, I would say it's a big persistent problem at UNH campus. People either have to come really early to find a decent spot, or sometimes there's no parking, or they have to walk for 10+ to get to their building from/to the parking lot every day." Respondents also wished for lower parking costs. Respondents suggested things like "Make Parking Cheaper," "offer more free parking for students on campus," and "Please more parking and less parking tickets. Or better- make parking free!!!" One respondent remarked, "More parking and not such high fees. The people you are getting the most are the ones who can't afford it in the first place." Another respondent explained the connection between parking and climate, "Expand parking. I'm serious, going to the parking garage is silly and often times incredibly inconvenient. How does that effect the climate? It makes people less grumpy."

It is worth noting that while the majority of respondents who commented on parking were Student respondents, there were also similar comments from Employee respondents as well. One Faculty respondent advised, "Build a huge parking garage and stop aggressive ticketing." Another Faculty respondent shared, "Improve parking on campus for faculty!! It is so poor, I do not even know where to start. Sometimes I spend half an hour looking for parking, then I end up paying at a meter (and end up with a parking fine when I cannot feed the meter in a few hours). Finding parking is a constant, everyday stress. Some of my colleagues tell me that they often just go back home when cannot find parking (when they do not teach)." A Staff respondent noted the lack of availability, "Parking needs to be available for staff and faculty especially as we pay for this. It is very difficult to plan appts or come in later if needed as there will be no parking available." Another Staff respondent commented, "It is a small thing, but parking is terrible. I have driven around campus for 25 minutes looking for a spot and then walking for almost as long to get to my office." A Senior Administrator respondent observed, "Any UNH policy change, enrollment push, or new student housing construction must take into consideration the limited parking issue for everyone and the limited space."

Free Speech Discussions. For the third theme for Student respondents, respondents commented on the need for the university to consider its approach to free speech. Some respondents discussed the need for "Increased tolerance of ALL views" and to "Provide opportunities to hear other points of view." One respondent observed, "Stop trying to force people, faculty, staff and students into a one-sided political agenda. A climate of open free debate of ideas is what a university should be about. Let's try more of that." Respondents made comments such as "Pursue diversity of thought," "More open discussions on social issues," and "Encourage debates and respectful dialogue. Allow disagreements. Don't censor." One respondent advised, "Bring in more speakers for viewpoints on both sides of hot-topic political/culture issues despite backlash that some student groups might show." Another respondent suggested, "Continue to promote open discussion of all sides of an argument, not just the one that people agree with or support the most. Nobody's mind has ever been changed by listening to things they agree with."

Respondents also wanted to make changes to free speech policies because many conservatives on campus felt that it was difficult to share their opinions and beliefs in discussions. One respondent wrote, "More free speech!!!!! Conservative ideas are shut down immediately. Open discussions are the only way to improve this, but the climate gets too heated for discussions like this. We need more open discussions so both sides are adequately heard." Another respondent stated, "I think the campus needs to be less liberally focused. There are people with more conservative views on campus and I (and others I know of) don't feel particularly welcomed to share their ideas/opinions at UNH." One respondent observed, "Be more inclusive of conservative ideals. Often feels like being a conservative is shunned here." Another respondent advised, "Allow for conservative viewpoints to be treated with respect. Many students feel ashamed of presenting any pro-conservative talking point." Another respondent suggested, "A more friendly environment for people with conservative views. It often feels that people on a college campus with conservative political opinions are looked down upon." Some respondents noted that faculty have contributed to squashing conservative political views. One respondent wrote, "Allow for people who have opposing views (such as conservative views) to be able to speak freely and not be judged by which party they affiliate themselves with. Talk with them. And don't make them feel stupid or like they are bad people! Professors have taken part in making conservatives feel wrong."

Some respondents simply called for less politics on campus. Respondents noted that education should be the university's top priority. One respondent stated, "This is a college. Stop trying to brainwash students with the trending political agenda. This is a fucking college. Provide education, nothing else." Another respondent shared, "Stop choosing a political agenda at the University level and forcing that agenda onto students. Let the kids learn..." Respondents were frustrated when they felt that faculty were sharing their liberal political views too much in class. One respondent wrote, "Stop the professors from being so damn liberal. It's okay to have a political opinion, but don't push it on the students. Let them think for themselves." Another respondent noted, "Align your COLA professors to keep their political views to themselves. I do not want to hear about their views, I am here to get an education." One respondent stated, "Although I think my professors have a right to speak their political views I would prefer if they kept it to themselves." Another respondent wrote, "Don't have as many Liberal teachers telling us how bad non-liberals (our president) is."

Staff Respondents Only

Value Staff More. In the sole theme for Staff respondents only, respondents commented on the need to show staff that they were valued and respected. One respondent wrote, "Yes, to demonstrate to staff, especially OS staff, that they are valued. I don't think that happens much, if at all." Another respondent observed, "Many employees feel undervalued and underappreciated which causes a tense environment." Another respondent suggested a "Return to a climate where there is an assumed competency among the staff to do their jobs well and value their contributions." Respondents wanted staff to be treated equally as compared to faculty and administrators. One respondent wrote, "Treat all employees more equally. Even within OS and PAT there is a hierarchy. There is hierarchy with faculty and staff." One respondent suggested, "Perhaps treating the staff like they are as important and valuable as the Faculty, Athletic Coaches and Top Executives here on campus. We are the people providing services that greatly impact the students' life here on campus to EVERY student not just a select few." Another respondent remarked, "Treating everybody equally with respect no matter their role." One respondent elaborated on how staff feel unvalued, "I think you should confer with the staff on a regular basis. We are the backbone of this university. Without us, nothing would function. And yet we don't enjoy the same benefits as even the PAT. Many of us feel like second class citizens.

We come to work every day, do our jobs effortlessly, and yet we don't matter when push comes to shove."

Respondents also stated that they deserved more of a voice in university affairs. One respondent wrote, "Pay more attention to what staff has to say. Seems that their voices should be heard more and taken seriously." Another respondent advised, "Listen to staff more. We interact with students and faculty." Another respondent commented, "I think more opportunities to have OS staff have their opinions knows, for I believe that the OS section of the school is the foundation on which the other elements stand. And a poor/weak foundation will not last." Staff wanted to share their voices particularly when staff-related decisions were being made, "The staff voices should be listened to more when it comes to changes that effect their livelihood (paycheck schedule changes or earned time changes especially for staff that have worked for a long time at the university." Some practical suggestions for ensuring staff voices were heard included, "Remove barriers for experienced staff members to participate in university-wide committees," and "Administrators should develop a circuit where they go out to all departments, units, and student orgs for a short visit to hear from staff, faculty and students about what they're up to, etc." Staff respondents also wanted a chance to evaluate their supervisors and provide feedback. One respondent suggested, "Offer structured opportunities for staff to give one another and their supervisors honest feedback about work relationships/interactions and how these are either hindering or helping to promote a positive work environment." Another respondent advised, "360 reviews for supervisors and their staff. In my years of UNH I have had several supervisors-some better than others. Knowing that my feedback regarding my supervisor is valued would help me feel valued as a part of the university."

Faculty Not on the Tenure-Track Only

More Support for Faculty Not on the Tenure-Track. For the only theme specific to Faculty Not on the Tenure-Track respondents, respondents called for better support of lectures and other teaching staff. One respondent explained the concerns, "Treat your teaching staff better! The majority of courses are now taught by lecturers who also happen to have PhDs. Make sure they can live in decency and provide for themselves and their families. Not everyone is hired on the tenure-track, the cost of living is too high compared to the indecently low salary we receive as

lecturers." Another respondent advised, "Better treat hard-working research faculty members by providing them hard money support and job security." One respondent called on the university to "Improve lecturer treatment and equality" while one respondent observed, "some of the best faculty you have on campus are the VERY committed lecturers. They are part of committees, teach more classes, and some even do research when they can find the space to do so."

Specifically, these respondents wanted the university to "Work productively towards a new contract with the lecturer's union, and work to convey the message that lecturers are valued just as much as tenured faculty (are we?)." A "New and reasonable CBA for lecturers" was very important to Faculty Not on the Tenure-Track respondents. One respondent advised, "Speed up the resolution of the Lecturers CBA with a salary increase, maintain benefits, and improve contract security with a longer notice period. None of this is unreasonable. Lecturers are needed and support a significant portion of the teaching load. Why treat them like lower class citizens?" One respondent called on the university to "Be bold, take a first step in reaching a somewhat generous new CBA, establish heart-to-heart discussion forums for union members and administration. Make headlines for being a university that is groundbreaking in treating faculty well, thereby creating one of the best campus climates in the country." Another respondent summed up the request in this comment, "Agree on a Lecturer's contract that actually respects all the work that lecturers do at this University. Make us more equal to tenure-track faculty in salary, benefits and job security. There should be no question about this if you value our contribution."

Q120: Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Qualitative comments analyses. There were 944 respondents who responded to the final question of the survey asking for further elaboration on previous responses or any final comments. Multiple respondents did not have any additional comments and wrote "no," or "n/a" as their response. From the remaining responses, two themes emerged: comments on the survey,

and praise for UNH. Additionally, there was one theme specific to Student (Graduate and Undergraduate) respondents: student support concerns.

All Respondents

Comments on The Survey. In the first theme, respondents commented on the survey itself. Many respondents offered thanks for the opportunity to participate and praised the quality of the survey. One respondent wrote, “Thank you for conducting this survey, it is extremely important.” Another respondent commented, “Thank you for conducting this survey - I look forward to hearing about the results!” Another respondent observed, “I am glad to see UNH gathering data on the campus climate. This could be very helpful.” Respondents felt that the survey was “inclusive,” “in depth and covered all bases,” and “did a good job addressing areas of climate.” Respondents appreciated the opportunity to let their voices be heard. One respondent shared, “Thanks for the opportunity to voice my opinions. I greatly appreciate it.” Another respondent noted simply, “Thanks for listening.” Another respondent commented, “Thanks for valuing our opinions as students. It's very smart and hopefully effective in making change happen here on campus.”

Some respondents offered corrections or addendums to responses for earlier questions. Some respondents corrected information that they had clicked on incorrectly. One respondent wrote, “I didn't mean to click that I had witnessed someone being harassed/shunned but could not go back to uncheck it.” Another respondent stated, “I accidently clicked second year student for one thing a while back and I am actually a first-year freshman student.” Other respondents offered further information that the survey did not cover. One respondent stated, “There was no option for my major, the option was Communications but that is not the major, it's Communication. Similarly, I have two majors, Communication and Sociology but I only chose one.” Another respondent shared, “CaPS was not provided as a primary option of employment- please note this.” Another respondent commented, “None of the Thompson School majors were listed under Thompson School nor under COLSA. My major is Horticultural Technology, Plant Production focused.” A few respondents commented on why they had trouble completing some items. One respondent shared, “I may have not read the question/prompt right so some of my answers may seem off, but it is only because I probably misread the question and/or missed a word or two in the

question/prompt." Another respondent wrote, "I do not work on campus and I feel that much of the information in this survey does not relate to me. I am not exposed at all to most of the things that those who work on campus are." One respondent added, "I answered neutral on some of the multiple-choice questions because I did not know how much I agreed with those statements." Another respondent commented, "The multiple-choice format doesn't accurately capture my experiences as a staff member who does not work directly with students and who isn't faculty.

Other respondents suggested changes that could be incorporated. One respondent wrote, "It would've been helpful to have a "not applicable" choice for some of the questions." Another respondent advised, "Please use a bigger font for those of us on mobile. It makes it hard to read and harder to select the right button. Thanks for reading this!" Another respondent suggested, "A back button would be helpful because I think I misinterpreted questions and then when I started the sub-questions I realized it and couldn't go back." One respondent offered a more general critique of the layout, "You should have done more usability testing of this survey. Some of the questions were unclear/confusing, and others were hard to answer due to the layout of the page. It also does not appear welcoming or engaging to the user." Another respondent observed," Think the survey items are backwards. Usually positive responses or responses suggesting more agreement are to the right and are higher-numbered. Seemed counter intuitive to have "strongly agree" as a 1. A few respondents offered additional topics that could be covered including, "students' academic expectations and thoughts of the university," "anything politics related," and "diversity of thought." Several respondents criticized the survey for being too long. Respondents made commented such as "This survey is too lengthy," "Possibly not 120 questions next time," and "This was very long." Respondents offered suggestions related to the length. One respondent wrote, "I think if this survey wasn't so long, more people would do it." Another respondent suggested, "Way to long. Maybe break it up and send out sections every day for four consecutive days." Another respondent advised, "If this survey was set up to take breaks and return, I would have included more details."

A few respondents also noted that their identity affected their perceptions of campus climate which meant they may have missed some important aspects of camps climate in their responses. One respondent wrote, "I tried to answer as best I could to my experience, but I am not myself a minority, LGBT, or trans, so I am not sure my responses accurately reflect the experiences

people of minorities or different sexuality. It is their experience and only they can speak accurately to how they feel about the campus climate towards them." Another respondent observed, "The survey is a great first step to improving the climate at UNH. However, some of the questions that ask about a friendly or hostile climate are difficult to answer if you are not in the demographic that it is specifically referring to." One respondent remarked, "I'm probably not the best source for the questions regarding LGBTQ+, race, ethnicity, etc. I haven't noticed any hostility or issues with them, but as a straight white guy, I wouldn't be affected enough to notice them." Respondents suggested that their responses be counted differently due to their limited perspective. Another respondent commented, "As a straight white male, I have not experienced much prejudice directed *at* me, but recognize that people in other situations could have different and more relevant experiences. Their testimony should be weighted more heavily than mine on this topic." Another respondent shared, "There are several issues I commented on - racism, transphobia, xenophobia, etc. - that I feel unqualified as a white, cisgender person who would not be targeted by xenophobia. I wish there was some option for "no response", because I'm not sure to what degree these issues affect the people targeted by them. I don't feel like my opinion should necessarily be counted, since it isn't really my space to speak."

Praise for UNH. In the second theme, respondents offered praise for the experience at UNH. Respondents made statements such as "I feel so lucky to be studying at UNH," "I am privileged and proud to work for UNH," and "UNH is an incredible place to work!" One respondent wrote, "I have enjoyed my experience at UNH so far. I have learned a lot and find the professors to be passionate about their subject." Another respondent gushed, "I am so glad that I chose to go to UNH for grad school. I am constantly applying what I am learning in my classes. I really appreciate how supportive the faculty is." One respondent enthused, "I find the faculty, staff, and students very amicable and I'm having a lovely time being a Wildcat." Another respondent commented, "Overall, I love working at UNH and get a lot of satisfaction from my interactions with co-workers and my supervisor." Another respondent added, "I believe UNH is an incredible institution that benefits the local community so much and I am happy to be a part of it."

Some respondents commented on the positive climate at UNH. One respondent wrote, "I love it here, I love the people here, the climate is just ideal." Another respondent stated, "I think the climate here at UNH is good!" Respondents were proud of how inclusive and welcoming the

university is. One respondent commented, “I belief that the staff and faculty at UNH is very welcoming and friendly to all regardless of race/gender/religion, etc.” Another respondent noted, “UNH is a very inclusive and positive institution.” Another respondent elaborated on the positive aspects of UNH, “The climate in UNH is very optimistic and friendly. All the staff, students, and other people are open minded. Everyone is friendly, the professors are always here for the students and replay to the email very fast due to the school size. The professors know the students and provide help to those who do not understand the materials. Overall the campus is very astonishing.”

A few respondents commented on how UNH was a great place but still had room for improvement. One respondent wrote, “I think that UNH is great don't get me wrong. I have already had lots of great teachers and met great people. But there is a lot of work to be done with how people act.” Another respondent noted, “I love UNH and being a part of the community. I do believe some issues can be worked out about inclusivity but do love the spirit of the school and the love and passion from students and staff!” One respondent remarked, “There are many things about this campus that are great, however there is a roughly equal amount that could see some severe improvement going forward. I sincerely hope I get to see some such improvements going forward.” Another respondent observed, “By and large, UNH is no different from any large and diverse institution. I find that the faculty, students, and staff/admin are positive, respectful, enjoyable to work with, and provide a strong climate to work with and live among. UNH is a great place to be, and while improvements can be made around the edges, there are no major, systemic issues that need to be overhauled or aggressively addressed.”

Student Respondents Only

Increase Student Support. In the sole theme specific to Student respondents, respondents shared their wish for better support for students. One area of concern was academic advising. One respondent shared their concerns, “Academic advising has not been the most helpful; oftentimes my advisor doesn't know how to help me or has been unable to answer my questions.” Another respondent stated, “I wish the advisors were more attentive. It feels like the university is more interested in money then the career or educational path of the student.” Respondents offered some suggestions for how to improve advising.” One respondent wrote, “My advisor is

extremely busy, so I understand that communication between advisors & students can be difficult. However, I would feel more comfortable at UNH if I had an additional advisor or resource that I could communicate with more regularly to discuss my questions, progress, etc." One respondent suggested, "I believe the advisors should be trained on the relevant coursework they are advising on. Mine knows nothing about my coursework and does not seem to care about it!," while another respondent added similarly, "Academic advisors need more training and preparation. Focusing not only on major requirements, but other requirements such as the honors program requirements." Yet another respondent proposed, "There should be required meetings with your academic advisors. I have received very little guidance from my advisor and have looked to other professors for help."

Respondents also suggested that communication about available resources needed to be improved, or as one respondent commented, "More effort can be taken to show students the opportunities and resources available to them." One respondent wrote how they benefited once they learned about resources, "I felt at first that no one was in my corner. However, since I found out about the resources that I could use, I felt that I can live my life as a wildcat fully." Another respondent noted the importance of awareness, "I feel very safe on campus, the hardest part about all of these programs to help students is getting them to go to them, along with awareness that we have these programs on campus." One respondent thought increased advertising would be beneficial, "I feel as if important resources such as mental health assistance, academic tutoring/assistance, etc. should be advertised much more around campus (through emails, announcements, etc.). I know they are prevalent on campus and there are great resources for students to use but I personally didn't know how to start using those resources or where to go when I needed to initially."

Other respondents commented on the need to better support specific groups of students such as graduate students, commuter students, and transfer students. In relation to transfer students, one respondent wrote, "There is not enough noticeable help for transferring students after the first year or so. I had a lot of catching up and independent learning to do." Another respondent shared, "I'd just like to reiterate that higher ups should be more involved with transfer students settling in and maybe make more of an effort to make sure commuters are involved and have places to be and things to do." One respondent addressed the needs of international students, "I

think heads of departments should have two individual meeting per semester with their international students at the first year of their presence at UNH. The first year is the hardest year in an immigrant's life." Another respondent noted, ""Non-traditional" students have limited resources at this institution." Several respondents were concerned about the support, particularly financial, of graduate students. One respondent commented, "Administration doesn't give a shit about graduate students. Working > 40 hours a week, getting paid < 20 hours per week, stipend with a pay that hasn't changed in 30 years, refusing to give graduate students privileges associated with faculty members, etc." Another respondent suggested simply, "Pay the graduate students more, actually support us and the climate will improve." Another respondent observed, "Grad students are very under-supported their first semester at UNH and know little about the campus or policies or procedures."

Several respondents called for addressing the financial burden of attending UNH. One respondent wrote, "The financial burden is a really big deal for me and my family. I know that the state does not give a lot of support and that NH has some of the most expensive in-state colleges in the country." Another respondent stated, "I think UNH should aim to be more affordable." One respondent suggested, "Lower the tuition. it is the biggest turn off for this school. I came very close to leaving because of that. I'm still thinking about it, because it's way too much," and another respondent agreed, "Tuition should be lowered- it is outrageously expensive for what this university actually provides for its students." One respondent advised, "There is a huge financial burden on students so more opportunities should be offered for students of minority status and especially for in-state students."

Amidst the calls for increased support for students, some respondents shared their experiences of receiving extensive support during their time at UNH. One respondent commented, "Coming from wanting to transfer so badly out of UNH, feeling completely lost, I have to thank the faculty in my major for giving me those role models and trusted adults I can talk to when I need support." One respondent identified several student support services as being helpful, "Health & Wellness, SHARRP, and SAS have been very helpful during my time at UNH. They have well educated and attentive staff that genuinely want to help students succeed." Another respondent detailed the support they had received, "I found that the University (e.g., Writing Center, Counseling Center) and Graduate School (e.g., Doctoral Net, Writing Workshops) provided

fantastic supports to enable my progress to compensate for a hands-off advisor and committee members. The encouragement and support of the Dean, who was aware of my active and continuous efforts to progress through these offerings, was also invaluable in completion of my academic goals."

Appendix D *University of New Hampshire*
Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Monica Chiu
Interim, Associate Vice President for Community, Equity, and Diversity
603-862-1058
monica.chiu@unh.edu

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:
Monica Chiu
Interim, Associate Vice President for Community, Equity, and Diversity
603-862-1058
monica.chiu@unh.edu

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:
Monica Chiu
Interim, Associate Vice President for Community, Equity, and Diversity
603-862-1058
monica.chiu@unh.edu

Purpose

This climate survey is aimed at assessing and finding ways to improve the University of New Hampshire's environment for learning, living, and working. For the purposes of this study, we consider climate to be the current attitudes, behaviors, and standards of students, faculty, staff, and administrators, as well as UNH's environment and policies, which influence the level of respect for individual needs, abilities, and potential.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Discomforts and Risks

No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a browser to contact a resource:

https://www.unr.edu/truth#resources

Benefits

The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at the University of New Hampshire is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the University of New Hampshire Institutional Review Board

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Julie Del Giorno
Senior Executive Associate
Rankin & Associates Consulting
julie@rankin-consulting.com
(814) 625-2780

Susan R. Rankin, PhD
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Research at the University of New Hampshire that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

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PLEASE MAKE A COPY OF THIS DOCUMENT FOR YOUR RECORDS. IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY.

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

There are many terms in the survey that may not be familiar. To assist you in participating in the survey, these terms are underlined throughout the survey. Just click on the word and the definition of the term will appear in a dialogue box.

We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: For the purposes of this study, we consider climate to be the current attitudes, behaviors, and standards of students, faculty, staff, and administrators, as well as UNH environment and policies, which influence the level of respect for individual needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or **category** to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprentticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of her/his/their role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. “Queer” is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Relationship Abuse: The act or attempt to commit physical and sexual violence, threats and intimidation, emotional abuse and economic deprivation by a current or former sexual or intimate partner, under circumstances that constitute a threat to the victim’s safety.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one’s level of income, wealth, education, and familial background.

Stalking: Repetitive, menacing pursuit, following, harassment, and/or interference with the peace and/or safety of a member of the community. Stalking includes the use of any electronic means.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-conforming individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at the University of New Hampshire?
   - ❍ Undergraduate Student
     - ❍ Started as first-year student at UNH
     - ❍ Transferred from another institution
     - ❍ Global Student Success Program (GSSP, formerly NAVITAS)
   - ❍ Graduate Student
   - ❍ Post-Doctoral Scholar/Fellow/Research Assistant
   - ❍ Faculty Tenured/Tenure-Track
     - ❍ Instructor (ABD)
     - ❍ Assistant Professor
     - ❍ Associate Professor
     - ❍ Professor
   - ❍ Faculty not on the tenure-track
     - ❍ AAUP Lecturers
     - ❍ Adjunct
     - ❍ Clinical Faculty
     - ❍ Research Faculty
     - ❍ Extension Educator or Specialist
   - ❍ Staff
     - ❍ Operating Staff (OS)
     - ❍ Professional Administrative and Technical (PAT)
     - ❍ Adjunct Staff Full-Time Temporary (hourly or salaried, non-benefit)
     - ❍ Invited Guest Researchers
   - ❍ Senior or academic administrator

2. Are you full-time or part-time in that **primary** position?
   - ❍ Full-time
   - ❍ Part-time

3. **Students Only:** What portion of your classes have you taken exclusively online at the University of New Hampshire?
   - ❍ None
   - ❍ Some
   - ❍ Most
   - ❍ All

Part 1: Personal Experiences

***When responding to questions 4 - 6, think about your experiences <u>during the past year</u> at UNH*.**

4. Overall, how comfortable are you with the climate at UNH?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

5. **Faculty/Staff only**: Overall, how comfortable are you with the climate in your department/program or work unit at UNH?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

6. **Students/Faculty only**: Overall, how comfortable are you with the climate in your classes at UNH?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

7. Have you ever **seriously considered** leaving UNH?
   - ❍ No **(Faculty/Staff Skip to Question #13; Students Skip to Question #12**)
   - ❍ Yes **(Faculty Skip to Question #10)**

8. **Students only**: When did you seriously consider leaving UNH**? (Mark all that apply.)**
   - ❑ During my first year as a student
   - ❑ During my second year as a student
   - ❑ During my third year as a student
   - ❑ During my fourth year as a student
   - ❑ During my fifth year as a student
   - ❑ After my fifth year as a student

9. **Students only**: Why did you seriously consider leaving UNH? **(Mark all that apply.)**
   - ❑ Climate not welcoming
   - ❑ Coursework too difficult
   - ❑ Coursework not challenging enough
   - ❑ Did not like major
   - ❑ Did not have my major
   - ❑ Did not meet the selection criteria for a major
   - ❑ Financial reasons
   - ❑ Food insecurity
   - ❑ Homesick
   - ❑ Housing insecurity
   - ❑ Lack of a sense of belonging
   - ❑ Lack of social life at UNH
   - ❑ Lack of support group
   - ❑ Lack of support services
   - ❑ My marital/relationship status
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ A reason not listed above (Please specify.) _____

10. **Faculty/Staff only**: Why did you seriously consider leaving UNH? **(Mark all that apply.)**
    - ❑ Campus climate unwelcoming
    - ❑ Family responsibilities
    - ❑ Institutional support (e.g., technical support, laboratory space/equipment)
    - ❑ Increased workload
    - ❑ Interested in a position at another institution
    - ❑ Lack of benefits
    - ❑ Limited advancement opportunities
    - ❑ Local community did not meet my (my family) needs
    - ❑ Local community climate not welcoming
    - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
    - ❑ Lack of professional development opportunities
    - ❑ Recruited or offered a position at another institution/organization
    - ❑ Relocation
    - ❑ Low salary/pay rate
    - ❑ Spouse or partner relocated
    - ❑ Spouse or partner unable to find suitable employment
    - ❑ Tension with supervisor/manager
    - ❑ Tension with coworkers
    - ❑ A reason not listed above (Please specify.) _____

11. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

12. **Students only**: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UNH.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	❍	❍	❍	❍	❍
I am satisfied with my academic experience at UNH.	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling at UNH.	❍	❍	❍	❍	❍
I have performed academically as well as I anticipated I would.	❍	❍	❍	❍	❍
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	❍	❍	❍	❍	❍
My interest in ideas and intellectual matters has increased since coming to UNH.	❍	❍	❍	❍	❍
I intend to graduate from UNH.	❍	❍	❍	❍	❍
Thinking ahead, it is likely that I will leave UNH before I graduate.	❍	❍	❍	❍	❍

13. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at UNH?
    - ❍ No **(Skip to Question #23**)
    - ❍ Yes

14. What do you believe was the basis of the conduct? **(Mark all that apply.)**
    - ❑ Academic performance
    - ❑ Age
    - ❑ Disability status
    - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Length of service at UNH
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (Please specify.) _____
    - ❑ Physical characteristics
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/Sexual orientation
    - ❑ Socioeconomic status
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

15. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
    - ❍ 1 instance
    - ❍ 2 instances
    - ❍ 3 instances
    - ❍ 4 instances
    - ❍ 5 or more instances

16. How would you describe what happened? **(Mark all that apply.)**
- ❑ I was ignored or excluded.
- ❑ I was intimidated/bullied.
- ❑ I was isolated or left out.
- ❑ I felt others staring at me.
- ❑ I experienced a hostile classroom environment.
- ❑ The conduct made me fear that I would get a poor grade.
- ❑ I experienced a hostile work environment.
- ❑ I was the target of workplace incivility.
- ❑ I was the target of derogatory verbal remarks.
- ❑ I received derogatory written comments.
- ❑ I received derogatory phone calls/text messages/email.
- ❑ I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
- ❑ I was singled out as the spokesperson for my identity group.
- ❑ I received a low or unfair performance evaluation.
- ❑ I was not fairly evaluated in the promotion and tenure process.
- ❑ Someone assumed I was admitted/hired/promoted because of my identity group.
- ❑ Someone assumed I was not admitted/hired/promoted because of my identity group.
- ❑ I was the target of graffiti/vandalism.
- ❑ I was the target of racial/ethnic profiling.
- ❑ I was the target due to my real/perceived disability/condition
- ❑ I was the target of stalking.
- ❑ The conduct threatened my physical safety.
- ❑ The conduct threatened my family's safety.
- ❑ I received threats of physical violence.
- ❑ I was the target of physical violence.
- ❑ I was silenced.
- ❑ My ideas were misappropriated.
- ❑ An experience not listed above (Please specify.) _____

17. Where did the conduct occur? **(Mark all that apply.)**
- ❑ At a UNH event/program
- ❑ In a class/laboratory
- ❑ In a faculty office
- ❑ In a religious center (e.g., WAYSMEET, St. Thomas More)
- ❑ In a fraternity/sorority house
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In the MUB
- ❑ In a UNH administrative office
- ❑ In a UNH dining facility
- ❑ In a UNH library (e.g., Dimond, Kingsbury)
- ❑ In an experiential learning environment (e.g., service learning, externship, internship)
- ❑ In athletic facilities (e.g., Field House, Whittemore Center, Wildcat Stadium)
- ❑ In the Hamel Recreation Center (HRC)
- ❑ In other public spaces at UNH
- ❑ In campus housing
- ❑ In the UNH PACS (Counseling Center)
- ❑ In off-campus housing
- ❑ In the UNH Health &Wellness Center
- ❑ Off campus
- ❑ On campus transportation (e.g., Wildcat transit, Campus connector)
- ❑ On phone calls/text messages/email
- ❑ On social media sites (e.g., Facebook, Twitter, Snapchat)
- ❑ While walking on campus
- ❑ While working at a UNH job
- ❑ A venue not listed above (Please specify.) _____

18. Who/what was the source of the conduct? **(Mark all that apply.)**
- ❑ Academic advisor
- ❑ Alumnus/a
- ❑ Athletic coach/trainer
- ❑ UNH media (e.g., posters, brochures, flyers, handouts, websites)
- ❑ UNH Police or Security Officer
- ❑ Coworker/colleague
- ❑ Department/program chair
- ❑ Direct report (e.g., person who reports to me)
- ❑ Donor/Booster
- ❑ Faculty member/other instructional staff
- ❑ Friend
- ❑ Off-campus community member
- ❑ Peer advisor
- ❑ Senior administrator (e.g., dean, vice president, provost, president)
- ❑ Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student staff (e.g., residence assistant, work-study, MUB)
- ❑ Student leader at Manchester
- ❑ Student organization (Please specify.) _____
- ❑ Supervisor or manager
- ❑ Student teaching assistant/student laboratory assistant/student tutor
- ❑ Do not know source
- ❑ A source not listed above (Please specify.) _____

19. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

20. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- ❑ I did not do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline
- ❑ I contacted a UNH resource.
  - ❑ Academic Advising
  - ❑ ADA Coordinator
  - ❑ Clery Act Compliance Officer
  - ❑ Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)
  - ❑ CONNECT Program
  - ❑ Community Standards
  - ❑ Dean's Office
  - ❑ Department Chair
  - ❑ EEO/ADA Compliance Officer
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Health & Wellness
  - ❑ Human Resources
  - ❑ PACS (Counseling Center)
  - ❑ Senior administrator (e.g., vice president, provost, president)
  - ❑ Sexual Harassment & Rape Prevention Program (SHARPP)
  - ❑ Staff person (e.g., Academic Dean, Residential Life staff)
  - ❑ Student Accessibility Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., residence assistant, work-study, MUB)
  - ❑ Title IX Coordinator
  - ❑ UNH Police Department/Security Officer
- ❑ A response not listed above (Please specify.) _____

21. Did you officially report the conduct?
- ❍ No, I did not report it.
- ❍ Yes, I reported it.
  - ❍ Yes, I reported the incident and was satisfied with the outcome.
  - ❍ Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - ❍ Yes, I reported the incident, but felt that it was not addressed appropriately
  - ❍ Yes, I reported the conduct, and the outcome is still pending.
  - ❍ Yes, I reported the conduct, but the outcome was not shared

22. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://www.unh.edu/inclusive/resources/campus-climate-survey-resources

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

23. **While a member of the UNH community,** have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?
- ❑ No **[Goto question Q34]**
- ❑ Yes – relationship abuse (e.g., ridiculed, controlling, hitting)
  Please complete questions 24rv – 33rv]
- ❑ Yes – stalking (e.g., following me, on social media, texting, phone calls)
  Please complete questions 24stlk – 33stlk]
- ❑ Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
  Please complete questions 24si – 33si]
- ❑ Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
  Please complete questions 24sc – 33sc]

24rv. **Students only**: Were alcohol and/or drugs involved in the relationship abuse (e.g., ridiculed, controlling, hitting)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

25rv. When did the relationship abuse (e.g., ridiculed, controlling, hitting) occur?
- ❍ Less than 6 months ago
- ❍ 6 - 12 months ago
- ❍ 13 - 23 months ago
- ❍ 2 - 4 years ago
- ❍ 5 - 10 years ago
- ❍ 11 - 20 years ago
- ❍ More than 20 years ago

26rv. **Students only**: What semester were you in when you experienced the relationship abuse (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- ❑ During my time as a graduate/law student at UNH
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

27rv. Who did this to you? **(Mark all that apply.)**

- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UNH faculty member
- ❑ UNH staff member
- ❑ Stranger
- ❑ UNH student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

28rv. Where did the relationship abuse (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.**)

- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

29rv. How did you feel after experiencing the relationship abuse (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

30rv. What did you do in response to experiencing the relationship abuse (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ❑ I did not do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline
- ❑ I contacted a UNH resource.
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  - ❑ ADA Coordinator
  - ❑ Clery Act Compliance Officer
  - ❑ Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)
  - ❑ CONNECT Program
  - ❑ Community Standards
  - ❑ Dean's Office
  - ❑ Department Chair
  - ❑ EEO/ADA Compliance Officer
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Health & Wellness
  - ❑ Human Resources
  - ❑ PACS (Counseling Center)
  - ❑ Senior administrator (e.g., vice president, provost, president)
  - ❑ Sexual Harassment & Rape Prevention Program (SHARPP)
  - ❑ Staff person (e.g., Academic Dean, Residential Life staff)
  - ❑ Student Accessibility Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., residence assistant, work-study, MUB)
  - ❑ Title IX Coordinator
  - ❑ UNH Police Department/Security Officer
- ❑ A response not listed above (Please specify.) _____

31rv. Did you officially report the unwanted relationship abuse?

- ❍ No, I did not report it. **[Skip to Question 32rv]**
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome.**(Skip to next section]**
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section]**
  - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately. **(Skip to Question 33rv]**
  - ❍ Yes, I reported the conduct and the outcome is still pending.
  - ❍ Yes, I reported the conduct, but the outcome was not shared

32rv. You indicated that you **DID NOT** report the relationship abuse (e.g., ridiculed, controlling, hitting). Please explain why you did not.

33rv. You indicated that you **DID** report the relationship abuse (e.g., ridiculed, controlling, hitting) but that it was not addressed appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://www.unh.edu/inclusive/resources/campus-climate-survey-resources

24stlk. **Students only**: Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

25stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- ❍ Less than 6 months ago
- ❍ 6 - 12 months ago
- ❍ 13 - 23 months ago
- ❍ 2 - 4 years ago
- ❍ 5 - 10 years ago
- ❍ 11 - 20 years ago
- ❍ More than 20 years ago

26stlk. **Students only**: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ❑ During my time as a graduate/law student at UNH
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

27stlk. Who did this to you? **(Mark all that apply.)**

- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UNH faculty member
- ❑ UNH staff member
- ❑ Stranger
- ❑ UNH student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

28stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that ' apply.**)

- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

29stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

30stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ❑ I did not do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline
- ❑ I contacted a UNH resource.
  - ❑ Academic Advising
  - ❑ ADA Coordinator
  - ❑ Clery Act Compliance Officer
  - ❑ Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)
  - ❑ CONNECT Program
  - ❑ Community Standards
  - ❑ Dean's Office
  - ❑ Department Chair
  - ❑ EEO/ADA Compliance Officer
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Health & Wellness
  - ❑ Human Resources
  - ❑ PACS (Counseling Center)
  - ❑ Senior administrator (e.g., vice president, provost, president)
  - ❑ Sexual Harassment & Rape Prevention Program (SHARPP)
  - ❑ Staff person (e.g., Academic Dean, Residential Life staff)
  - ❑ Student Accessibility Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., residence assistant, work-study, MUB)
  - ❑ Title IX Coordinator
  - ❑ UNH Police Department/Security Officer
- ❑ A response not listed above (Please specify.) _____

31stlk. Did you officially report the unwanted stalking?

- ❍ No, I did not report it.**(Skip to Question 32stlk)**
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome. **(Skip to next section)**
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section)**
  - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately. **(Skip to Question33stlk)**
  - ❍ Yes, I reported the conduct and the outcome is still pending.
  - ❍ Yes, I reported the conduct, but the outcome was not shared

32stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls). Please explain why you did not.

33stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls) but that it was not addressed appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://www.unh.edu/inclusive/resources/campus-climate-survey-resources

24si. **Students only**: Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

25si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?

- ❍ Less than 6 months ago
- ❍ 6 - 12 months ago
- ❍ 13 - 23 months ago
- ❍ 2 - 4 years ago
- ❍ 5 - 10 years ago
- ❍ 11 - 20 years ago
- ❍ More than 20 years ago

26si. **Students only**: What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ❑ During my time as a graduate/law student at UNH
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

27si. Who did this to you? **(Mark all that apply.)**

- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UNH faculty member
- ❑ UNH staff member
- ❑ Stranger
- ❑ UNH student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

28si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.**)

- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

29si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

30si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ❑ I did not do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline
- ❑ I contacted a UNH resource.
  - ❑ Academic Advising
  - ❑ ADA Coordinator
  - ❑ Clery Act Compliance Officer
  - ❑ Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)
  - ❑ CONNECT Program
  - ❑ Community Standards
  - ❑ Dean's Office
  - ❑ Department Chair
  - ❑ EEO/ADA Compliance Officer
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Health & Wellness
  - ❑ Human Resources
  - ❑ PACS (Counseling Center)
  - ❑ Senior administrator (e.g., vice president, provost, president)
  - ❑ Sexual Harassment & Rape Prevention Program (SHARPP)
  - ❑ Staff person (e.g., Academic Dean, Residential Life staff)
  - ❑ Student Accessibility Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., residence assistant, work-study, MUB)
  - ❑ Title IX Coordinator
  - ❑ UNH Police Department/Security Officer
- ❑ A response not listed above (Please specify.) _____

31si. Did you officially report the unwanted sexual interaction?

- ❍ No, I did not report it.**(Skip to Question 32si)**
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome. **(Skip to next section)**
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section)**
  - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately. **(Skip to Question33si)**
  - ❍ Yes, I reported the conduct and the outcome is still pending.
  - ❍ Yes, I reported the conduct, but the outcome was not shared

32si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment). Please explain why you did not.

33si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) but that it was not addressed appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://www.unh.edu/inclusive/resources/campus-climate-survey-resources

24sc. **Students only**: Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

25sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- ❍ Less than 6 months ago
- ❍ 6 - 12 months ago
- ❍ 13 - 23 months ago
- ❍ 2 - 4 years ago
- ❍ 5 - 10 years ago
- ❍ 11 - 20 years ago
- ❍ More than 20 years ago

26sc. **Students only**: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ❑ During my time as a graduate/law student at UNH
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at UNH)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ J-Term
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

27sc. Who did this to you? **(Mark all that apply.)**

- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UNH faculty member
- ❑ UNH staff member
- ❑ Stranger
- ❑ UNH student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

28sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.**)

- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

29sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

30sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ❑ I did not do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline
- ❑ I contacted a UNH resource.
  - ❑ Academic Advising
  - ❑ ADA Coordinator
  - ❑ Clery Act Compliance Officer
  - ❑ Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)
  - ❑ CONNECT Program
  - ❑ Community Standards
  - ❑ Dean's Office
  - ❑ Department Chair
  - ❑ EEO/ADA Compliance Officer
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Health & Wellness
  - ❑ Human Resources
  - ❑ PACS (Counseling Center)
  - ❑ Senior administrator (e.g., vice president, provost, president)
  - ❑ Sexual Harassment & Rape Prevention Program (SHARPP)
  - ❑ Staff person (e.g., Academic Dean, Residential Life staff)
  - ❑ Student Accessibility Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., residence assistant, work-study, MUB)
  - ❑ Title IX Coordinator
  - ❑ UNH Police Department/Security Officer
- ❑ A response not listed above (Please specify.) _____

31sc. Did you officially report the unwanted sexual contact?

- ❍ No, I did not report it.**(Skip to Question 32sc)**
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome. **(Skip to next section)**
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section)**
  - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately. **(Skip to Question33sc)**
  - ❍ Yes, I reported the conduct and the outcome is still pending.
  - ❍ Yes, I reported the conduct, but the outcome was not shared

32sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent). Please explain why you did not.

33sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not addressed appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://www.unh.edu/inclusive/resources/campus-climate-survey-resources

34. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	❍	❍	❍	❍	❍
I am generally aware of the role of UNH Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	❍	❍	❍	❍	❍
I know how and where to report such incidents.	❍	❍	❍	❍	❍
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	❍	❍	❍	❍	❍
I am generally aware of the campus resources listed here: https://www.unh.edu/inclusive/resources/campus-climate-survey-resources	❍	❍	❍	❍	❍
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	❍	❍	❍	❍	❍
I understand that UNH standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	❍	❍	❍	❍	❍
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UNH Annual Clery Report.	❍	❍	❍	❍	❍
I know that UNH sends a UNH Alerts to the campus community when such an incident occurs.	❍	❍	❍	❍	❍

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://www.unh.edu/inclusive/resources/campus-climate-survey-resources

Part 2: Workplace Climate

35. **Tenured and Tenure-Track Faculty only**: As a faculty member at UNH**,** I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for promotion and tenure are clear.	❍	❍	❍	❍	❍
The tenure standards/promotion standards are applied fairly to faculty in my department.	❍	❍	❍	❍	❍
The tenure standards/promotion standards are applied fairly to faculty in my college.	❍	❍	❍	❍	❍
Supported and mentored during the tenure-track years.	❍	❍	❍	❍	❍
UNH faculty who qualify for delaying their tenure-clock feel empowered to do so.	❍	❍	❍	❍	❍
Research is valued by UNH.	❍	❍	❍	❍	❍
Teaching is valued by UNH.	❍	❍	❍	❍	❍
Service contributions are valued by UNH.	❍	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍	❍
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	❍	❍	❍	❍	❍
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost, president).	❍	❍	❍	❍	❍
Faculty opinions are valued within UNH committees.	❍	❍	❍	❍	❍
I would like more opportunities to participate in **substantive** committee assignments.	❍	❍	❍	❍	❍
I have opportunities to participate in **substantive** committee assignments.	❍	❍	❍	❍	❍

36. **Tenured and Tenure-Track Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

37. **Faculty not on the tenure track only**: As an employee with a non-tenure-track appointment at UNH I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	❍	❍	❍	❍	❍
The criteria used for contract renewal are applied fairly to all positions.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Research is valued by UNH.	❍	❍	❍	❍	❍
Teaching is valued by UNH.	❍	❍	❍	❍	❍
Service is valued by UNH.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍	❍
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

38. **Faculty not on the tenure track only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

39. **All Faculty**: As a faculty member at UNH, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	❍	❍	❍	❍	❍
Salaries for faculty not on the tenure track are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits (e.g., 403B, 457) are competitive.	❍	❍	❍	❍	❍
UNH provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	❍	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
UNH provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	❍	❍	❍	❍	❍
Positive about my career opportunities at UNH.	❍	❍	❍	❍	❍
I would recommend UNH as good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍
A hierarchy exists within faculty positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍

40. **All Faculty**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

41. **Staff only**: As a staff member at UNH, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍	❍
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	❍	❍	❍	❍	❍
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	❍	❍	❍	❍	❍
A hierarchy exists within staff positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍
UNH provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, time off, transportation).	❍	❍	❍	❍	❍

42. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

43. **Staff only**: As a staff member at UNH I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
UNH provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
UNH is supportive of taking extended leave (e.g., FMLA, parental).	❍	❍	❍	❍	❍
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	❍	❍	❍	❍	❍
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	❍	❍	❍	❍	❍
UNH policies (e.g., FMLA) are fairly applied across UNH.	❍	❍	❍	❍	❍
UNH is supportive of flexible work schedules.	❍	❍	❍	❍	❍
My supervisor is supportive of flexible work schedules.	❍	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍	❍
Vacation and personal time benefits are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Retirement benefits are competitive.	❍	❍	❍	❍	❍
Staff opinions are valued on UNH committees.	❍	❍	❍	❍	❍
Staff opinions are valued by UNH faculty.	❍	❍	❍	❍	❍
Staff opinions are valued by UNH senior administration (e.g., dean, vice president, provost, president).	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Clear procedures exist on how I can advance at UNH.	❍	❍	❍	❍	❍
Positive about my career opportunities at UNH.	❍	❍	❍	❍	❍
I would recommend UNH as good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

44. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

45. **Graduate/Law Students only**: As a graduate/law student I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	❍	❍	❍	❍	❍
I have adequate access to my advisor.	❍	❍	❍	❍	❍
My advisor provides clear expectations.	❍	❍	❍	❍	❍
My advisor responds to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Adequate opportunities exist for me to interact with other university faculty outside of my department.	❍	❍	❍	❍	❍
I receive support from my advisor to pursue personal research interests.	❍	❍	❍	❍	❍
My department faculty members encourage me to produce publications and present research.	❍	❍	❍	❍	❍
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	❍	❍	❍	❍	❍
I feel comfortable sharing my professional goals with my advisor.	❍	❍	❍	❍	❍

46. **Graduate Student only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

47. What is your birth sex (assigned)?
- ❍ Female
- ❍ Intersex
- ❍ Male

48. What is your gender/gender identity? **(Mark all that apply.)**
- ❑ Genderqueer
- ❑ Man
- ❑ Nonbinary
- ❑ Transgender
- ❑ Woman
- ❑ A gender not listed here (Please specify.) _____

49. What is your current gender expression?
- ❍ Androgynous
- ❍ Feminine
- ❍ Masculine
- ❍ A gender expression not listed here (Please specify.) _____

50. What is your citizenship/immigrant status in U.S.?
- ❍ A visa holder (such as F-1, J-1, H1-B, U)
- ❍ Currently under a withholding of removal status
- ❍ DACA (Deferred Action for Childhood Arrival)
- ❍ Other legally documented status
- ❍ Permanent resident
- ❍ Refugee status
- ❍ Undocumented resident
- ❍ U.S. citizen, birth
- ❍ U.S. citizen, naturalized

51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
- ❑ Alaska Native (If you wish, please specify your enrolled or principal corporation.) _____
- ❑ American Indian/Native American (If you wish, please specify your enrolled or principal tribe.) _____
- ❑ Asian/Asian American (If you wish, please specify.) _____
- ❑ Black/African American (If you wish, please specify.) _____
- ❑ Hispanic/Latinx/Chicanx (If you wish, please specify.) _____
- ❑ Middle Eastern (If you wish, please specify.) _____
- ❑ Native Hawaiian (If you wish, please specify.) _____
- ❑ Pacific Islander (If you wish, please specify.) _____
- ❑ South Asian (If you wish, please specify.) _____
- ❑ White/European American (If you wish, please specify.) _____
- ❑ A racial/ethnic identity not listed here (If you wish, please specify.) _____

52. What is your age?

❍ 18	❍ 39	❍ 60	❍ 81
❍ 19	❍ 40	❍ 61	❍ 82
❍ 20	❍ 41	❍ 62	❍ 83
❍ 21	❍ 42	❍ 63	❍ 84
❍ 22	❍ 43	❍ 64	❍ 85
❍ 23	❍ 44	❍ 65	❍ 86
❍ 24	❍ 45	❍ 66	❍ 87
❍ 25	❍ 46	❍ 67	❍ 88
❍ 26	❍ 47	❍ 68	❍ 89
❍ 27	❍ 48	❍ 69	❍ 90
❍ 28	❍ 49	❍ 70	❍ 91
❍ 29	❍ 50	❍ 71	❍ 92
❍ 30	❍ 51	❍ 72	❍ 93
❍ 31	❍ 52	❍ 73	❍ 94
❍ 32	❍ 53	❍ 74	❍ 95
❍ 33	❍ 54	❍ 75	❍ 96
❍ 34	❍ 55	❍ 76	❍ 97
❍ 35	❍ 56	❍ 77	❍ 98
❍ 36	❍ 57	❍ 78	❍ 99
❍ 37	❍ 58	❍ 79	
❍ 38	❍ 59	❍ 80	

53. What is your current political party affiliation?
- ❍ No political affiliation
- ❍ Democrat
- ❍ Independent
- ❍ Libertarian
- ❍ Republican
- ❍ Political affiliation not listed above (Please specify.) _____

54. How would you describe your current political views?
- ❍ Very conservative
- ❍ Conservative
- ❍ Moderate
- ❍ Liberal
- ❍ Very liberal

55. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity/sexual orientation.
- ❍ Bisexual
- ❍ Gay
- ❍ Heterosexual
- ❍ Lesbian
- ❍ Pansexual
- ❍ Queer
- ❍ Questioning
- ❍ A sexual identity/sexual orientation not listed here (Please specify.) _____

56. Do you have substantial parenting or caregiving responsibility?
- ❍ No
- ❍ Yes **(Mark all that apply.)**
  - ❑ Children 5 years old or under
  - ❑ Children 6 - 18 years old
  - ❑ Children over 18 years old, but still legally dependent (e.g., in college, disabled)
  - ❑ Independent adult children over 18 years old
  - ❑ Partner with a disability or illness
  - ❑ Senior or other family member
  - ❑ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.) _____

57. Have you ever served in the U.S. Armed Forces, on active duty, in the National Guard, or in the Reserves? If so, please indicate your current primary status.
- ❍ I have never served in the U.S. Armed Forces.
- ❍ I am currently on active duty.
- ❍ I am currently a member of the National Guard (but not in ROTC).
- ❍ I am currently a member of the Reserves (but not in ROTC).
- ❍ I am not currently serving, but have served (e.g., retired/veteran).
- ❍ I am in ROTC.
- ❍ I am a child, spouse, or partner of a currently serving or former member of the U.S. Armed Forces.

58. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

Parent/Guardian 2:
- ❍ Not applicable
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown

59. **Faculty/Staff Only:** What is your highest level of education?
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA MS, MBA, MLS)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD, DNP)

60. **Faculty/Staff only**: How long have you been employed at the University of New Hampshire?
- ❍ Less than 1 year
- ❍ 1 - 5 years
- ❍ 6 - 10 years
- ❍ 11 - 15 years
- ❍ 16 - 20 years
- ❍ More than 20 years

61. **Undergraduate Students only**: Where are you in your **college career** at the University of New Hampshire?
- ❍ First year
- ❍ Second year
- ❍ Third year
- ❍ Fourth year
- ❍ Fifth year
- ❍ Sixth year (or more)

62. **Graduate Students only**: Where are you in your graduate studies program at the University of New Hampshire?
    - ❍ Certificate student
    - ❍ Master degree student
        - ❍ First year
        - ❍ Second year
        - ❍ Third year
        - ❍ Fourth year
    - ❍ Doctoral degree student
        - ❍ First year
        - ❍ Second year
        - ❍ Third year
        - ❍ Fourth year
    - ❍ Law student
        - ❍ First year
        - ❍ Second year
        - ❍ Third year
        - ❍ Fourth year

63. **Faculty and Students only**: With which academic unit are you **primarily affiliated** at this time?
    - ❍ College of Engineering and Physical Science
    - ❍ College of Liberal Arts
    - ❍ College of Life Sciences and Agriculture
    - ❍ College of Health and Human Services
    - ❍ Institute of Earth, Oceans & Space (EOS)
    - ❍ Paul College of Business and Economics
    - ❍ UNH Manchester
    - ❍ UNH School of Law
    - ❍ University Libraries
    - ❍ Vice President for Academic Affairs
    - ❍ Vice Provost for Research

64. **Staff only**: With which academic division/work unit are you **primarily affiliated** at this time?
    - ❍ Advancement
    - ❍ Athletics
    - ❍ Business Affairs (Hospitality Services, Housing, Printing & Mail, Transportation, MUB, Campus Recreation, etc.)
    - ❍ CEPS - College of Engineering and Physical Sciences
    - ❍ CHHS - College of Health and Human Services
    - ❍ COLA - College of Liberal Arts
    - ❍ COLSA - College of Life Sciences and Agriculture
    - ❍ Community, Equity and Diversity
    - ❍ Cooperative Extension
    - ❍ Enrollment Management
    - ❍ EOS - Institute for the Study of Earth, Oceans and Space (School for Marine and Ocean Engineering)
    - ❍ Graduate School (Carsey School of Public Policy)
    - ❍ IT - Information Technology
    - ❍ Library
    - ❍ PAUL - Peter T. Paul College of Business and Economics
    - ❍ President's Office
    - ❍ Provost’s Office (Academic Affairs, Academic Technology, Research, Sustainability Institute, etc.)
    - ❍ Student Affairs/Student Life
    - ❍ UNH Manchester
    - ❍ UNH School of Law
    - ❍ Vice President for Finance & Administration Office (Facilities, University Police, Human Resources, Finance and Planning, etc.)

65. **Undergraduate Students only**: What is your major (if modified choose the primary department/program, excluding minors)? **(Mark all that apply.)**

- ❑ Undeclared
- ❑ Analytical Economics
- ❑ Analytics and Data Science
- ❑ Animal Science
- ❑ Anthropology
- ❑ Art
- ❑ ASL/English Interpreting
- ❑ Athletic Training
- ❑ Biochemistry, molecular, and cellular biology
- ❑ Bioengineering
- ❑ Biology
- ❑ Biomedical sciences
- ❑ Biotechnology
- ❑ Business administration
- ❑ Chemical engineering
- ❑ Chemistry
- ❑ Civil engineering
- ❑ Classics
- ❑ Communication Arts
- ❑ Communications
- ❑ Communication disorders sciences and services
- ❑ Community and Environmental Planning
- ❑ Computer Science & Information Technology
- ❑ Digital Language Arts
- ❑ Earth Sciences
- ❑ EcoGastronomy Dual Major
- ❑ Economics
- ❑ Educational Studies Dual Major
- ❑ English language and literature
- ❑ English Teaching
- ❑ Electrical & Computer Engineering
- ❑ Environmental and Resource Economics
- ❑ Environmental Conservation and Sustainability
- ❑ Environmental Engineering
- ❑ Electrical Engineering Technology
- ❑ Environmental Sciences
- ❑ Equine Studies
- ❑ Exercise Science
- ❑ Forestry
- ❑ French
- ❑ Geography
- ❑ General Studies
- ❑ Genetics
- ❑ German
- ❑ Health and Physical Education
- ❑ Health Management and Policy
- ❑ History
- ❑ Homeland Security
- ❑ Human Development and Family Studies
- ❑ Humanities
- ❑ Hospitality Management
- ❑ Human Development and Family Studies
- ❑ Italian Studies
- ❑ International Affairs Dual Major
- ❑ Justice Studies
- ❑ Linguistics
- ❑ Literary Studies
- ❑ Math & Statistics
- ❑ Marine, Estuarine and Freshwater Biology
- ❑ Mechanical Engineering

- ❑ Mechanical Engineering Technology
- ❑ Music
- ❑ Neuropsychology
- ❑ Neuroscience and behavior
- ❑ Nutrition
- ❑ Nursing
- ❑ Occupational Therapy
- ❑ Outdoor Education
- ❑ Ocean Engineering
- ❑ Recreation Management and Policy
- ❑ Philosophy
- ❑ Physics & Engineering Physics
- ❑ Political Science
- ❑ Professional and Technical Communications
- ❑ Psychology
- ❑ Public Service and Non-Profit Leadership
- ❑ Russian
- ❑ Social work
- ❑ Sociology
- ❑ Spanish
- ❑ Sport Studies
- ❑ Sustainability Dual Major
- ❑ Sustainable Agriculture and Food Systems
- ❑ Teacher Education
- ❑ Theatre & Dance
- ❑ Undeclared
- ❑ Wildlife and Conservation Biology
- ❑ Women's Studies
- ❑ Zoology

66. **Graduate Students only**: What is your graduate/professional program? **(Mark all that apply.)**

Doctoral Degree

- ❑ Agriculture Nutrition and Food Systems
- ❑ Biochemistry
- ❑ Biological Sciences
- ❑ Chemical Engineering
- ❑ Chemistry
- ❑ Civil and Environmental Engineering
- ❑ Computer Science
- ❑ Economics
- ❑ Education
- ❑ Electrical and Computer Engineering
- ❑ English
- ❑ Genetics
- ❑ History
- ❑ Materials Science
- ❑ Mathematics and Statistics
- ❑ Mechanical Engineering
- ❑ Microbiology
- ❑ Molecular, Cellular, Biomedical
- ❑ Natural Resources and Earth Systems Science
- ❑ Nursing
- ❑ Ocean Engineering
- ❑ Oceanography
- ❑ Physics
- ❑ Psychology
- ❑ Sociology
- ❑ Systems Design

Master's Degree

- ❑ Accounting and Finance
- ❑ Agriculture Nutrition and Food Systems
- ❑ Analytics
- ❑ Biochemistry
- ❑ Biological Sciences
- ❑ Business Administration
- ❑ Chemical Engineering
- ❑ Chemistry
- ❑ Civil and Environmental Engineering
- ❑ Comm Dev Policy & Practice
- ❑ Comm Sciences & Disorders
- ❑ Computer Science
- ❑ Cybersecurity Pol & Risk Mgmt
- ❑ Earth Sciences
- ❑ Economics
- ❑ Education
- ❑ Electrical and Computer Engr
- ❑ English
- ❑ Genetics
- ❑ History
- ❑ Human Dev and Family Studies
- ❑ Information Technology
- ❑ Justice Studies
- ❑ Kinesiology
- ❑ Materials Science
- ❑ Mathematics and Statistics
- ❑ Mechanical Engineering
- ❑ Microbiology
- ❑ Music
- ❑ Natural Resources
- ❑ Nursing
- ❑ Occupational Therapy
- ❑ Ocean Engineering
- ❑ Oceanography
- ❑ Physics
- ❑ Political Science
- ❑ Public Administration
- ❑ Public Health
- ❑ Public Policy
- ❑ Recreation Management Policy
- ❑ Resource Admin Management
- ❑ Social Work
- ❑ Sociology
- ❑ Spanish

Law Degree

- ❑ Juris Doctor Degree
- ❑ LLM Degree
- ❑ Master's degree
- ❑ Certificate
- ❑ Dual Degree
- ❑ Joint Degree

Certificate

- ❑ Agriculture Nutrition and Food Systems
- ❑ Analytics
- ❑ College Teaching
- ❑ Data Science
- ❑ Education
- ❑ Electrical and Computer Engineering
- ❑ Geospatial Science

- ❑ Human Development and Family Studies
- ❑ Kinesiology
- ❑ Mathematics and Statistics
- ❑ Nursing
- ❑ Occupational Therapy
- ❑ Ocean Engineering
- ❑ Public Health (Manchester)
- ❑ Social Work
- ❑ Spanish
- ❑ Women Studies

67. Do you have a condition/disability that influences your learning, living, or working activities?
    - ❍ No **[Skip to Question #70]**
    - ❍ Yes

68. Which, if any, of the conditions listed below influence your learning, living, or working activities? **(Mark all that apply.)**
    - ❑ Acquired/traumatic brain injury
    - ❑ Asperger's/autism spectrum (e.g., Asperger's)
    - ❑ Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
    - ❑ Hard of hearing or deaf
    - ❑ Learning difference/disability (e.g., attention deficit, hyperactivity disorder, cognitive/language-based)
    - ❑ Low vision or blind
    - ❑ Mental health/psychological condition (e.g., anxiety, depression)
    - ❑ Physical/mobility condition that affects walking (e.g., dexterity, sitting/standing)
    - ❑ Physical/mobility condition that does not affect walking
    - ❑ Speech/communication condition
    - ❑ A disability/condition not listed here (Please specify.) _____

69. **Students only:** Are you registered with Student Accessibility Services?
    - ❍ No
    - ❍ Yes

70. **Faculty/Staff:** Are you receiving accommodations for your disability?
    - ❍ No
    - ❍ Yes

71. Is English your primary language?
    - ❍ Yes
    - ❍ No (Please specify your primary language.) _____

72. What is your religious or spiritual identity? **(Mark all that apply.)**
    - ❑ Agnostic
    - ❑ Atheist
    - ❑ Baha'i
    - ❑ Buddhist
    - ❑ Christian
        - ❑ African Methodist Episcopal
        - ❑ African Methodist Episcopal Zion
        - ❑ Assembly of God
        - ❑ Baptist
        - ❑ Catholic/Roman Catholic
        - ❑ Church of Christ
        - ❑ Church of God in Christ
        - ❑ Christian Orthodox
        - ❑ Christian Methodist Episcopal
        - ❑ Christian Reformed Church (CRC)
        - ❑ Episcopalian
        - ❑ Evangelical
        - ❑ Greek Orthodox
        - ❑ Lutheran

- ❑ Mennonite
- ❑ Moravian
- ❑ Nondenominational Christian
- ❑ Pentecostal
- ❑ Presbyterian
- ❑ Protestant
- ❑ Protestant Reformed Church (PR)
- ❑ Quaker
- ❑ Reformed Church of America (RCA)
- ❑ Russian Orthodox
- ❑ Seventh Day Adventist
- ❑ The Church of Jesus Christ of Latter-day Saints
- ❑ United Methodist
- ❑ United Church of Christ
- ❑ A Christian affiliation not listed here (Please specify.) _____

❑ Confucianist
❑ Druid
❑ Hindu
❑ Jain
❑ Jehovah's Witness
❑ Jewish
- ❑ Conservative
- ❑ Orthodox
- ❑ Reform
- ❑ A Jewish affiliation not listed here (Please specify.) _____

❑ Muslim
- ❑ Ahmadi
- ❑ Shi'ite
- ❑ Sufi
- ❑ Sunni
- ❑ A Muslim affiliation not listed here (Please specify.) _____

❑ Native American Traditional Practitioner or Ceremonial
❑ Pagan
❑ Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
❑ Rastafarian
❑ Scientologist
❑ Secular Humanist
❑ Shinto
❑ Sikh
❑ Taoist
❑ Tenrikyo
❑ Unitarian Universalist
❑ Wiccan
❑ Spiritual but no religious affiliation
❑ No affiliation
❑ A religious affiliation or spiritual identity not listed above (Please specify.) _____

73. **Students only**: Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
- ❍ I receive no support for living/educational expenses from family/guardians.
- ❍ I receive support for living/educational expenses from family/guardians.

74. **Students only**: What is your ***best estimate*** of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
    - ❍ $29,999 and below
    - ❍ $30,000 - $49,999
    - ❍ $50,000 - $69,999
    - ❍ $70,000 - $99,999
    - ❍ $100,000 - $149,999
    - ❍ $150,000 - $199,999
    - ❍ $200,000 - $249,999
    - ❍ $250,000 - $499,999
    - ❍ $500,000 or more

75. **Students only**: Where do you live?
    - ❍ Campus housing
        - ❍ Adams Tower West
        - ❍ Alexander Hall
        - ❍ Babcock
        - ❍ Christensen Hall
        - ❍ Congreve Hall
        - ❍ Engelhardt Hall
        - ❍ Fairchild Hall
        - ❍ Forest Park Hall
        - ❍ Haaland Hall
        - ❍ Gables
        - ❍ Gibbs Hall
        - ❍ Handler Hall
        - ❍ Hetzel Hall
        - ❍ Hubbard Hall
        - ❍ Hunter Hall
        - ❍ Jessie Doe Hall
        - ❍ Lord Hall
        - ❍ McLaughlin Hall
        - ❍ Mills Hall
        - ❍ Peterson Hall
        - ❍ Sawyer Hall
        - ❍ Scott Hall
        - ❍ Stoke Hall
        - ❍ The Minis-Eaton House
        - ❍ The Minis-Hall House
        - ❍ The Minis-Marston House
        - ❍ The Minis-Richardson House
        - ❍ Upper Quad-Devine Hall
        - ❍ Upper Quad-Hitchcock Hall
        - ❍ Upper Quad-Randall Hall
        - ❍ Williamson Hall
        - ❍ Woodside Hall
    - ❍ Non-campus housing
        - ❍ Fraternity / Sorority House
        - ❍ Off campus Apartment / House
    - ❍ Living with family member/guardian
    - ❍ Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)

76. **Students only**: Since having been a student at the University of New Hampshire, have you been a member or participate in any of the following? **(Mark all that apply.)**
- ❑ I do not participate in any clubs or organizations at University of New Hampshire.
- ❑ Academic and academic honorary organizations
- ❑ Club sport
- ❑ Culture-specific organization (e.g., Diversity Support Coalition, NALA, MOSDEF, TransUNH)
- ❑ Religious or spirituality-based organization
- ❑ Governance organization
- ❑ Social sorority or fraternity
- ❑ Health and wellness organization
- ❑ Intercollegiate athletic team
- ❑ Performance organization
- ❑ Political or issue-oriented organization
- ❑ Professional or pre-professional organization
- ❑ Publication/media organization
- ❑ Recreational organization
- ❑ Service or philanthropic organization
- ❑ A student organization type not listed above (Please specify.) _____

77. **Students only**: At the end of your last semester, what was your cumulative grade point average?
- ❍ No GPA at this time - first semester at University of New Hampshire
- ❍ 3.75 - 4.00
- ❍ 3.50 - 3.74
- ❍ 3.25 - 3.49
- ❍ 3.00 - 3.24
- ❍ 2.75 - 2.99
- ❍ 2.50 - 2.74
- ❍ 2.25 - 2.49
- ❍ 2.00 - 2.24
- ❍ Below 2.00

78. **Students only**: Have you experienced financial hardship while attending the University of New Hampshire?
- ❍ No
- ❍ Yes, I have had difficulty affording… **(Mark all that apply.)**
  - ❑ Alternative spring breaks
  - ❑ Books/course materials
  - ❑ Child care
  - ❑ Cocurricular events or activities
  - ❑ Commuting to campus
  - ❑ Dental care
  - ❑ Food
  - ❑ Health care
  - ❑ Housing
  - ❑ Other campus fees
  - ❑ Participation in social events
  - ❑ Studying abroad (international)
  - ❑ Studying away (domestic)
  - ❑ Travel to and from the University of New Hampshire (e.g., returning home from break)
  - ❑ Tuition
  - ❑ Unpaid internships/research opportunities
  - ❑ A financial hardship not listed here (Please specify.) _____

79. **Students only**: How are you currently paying for your education at the University of New Hampshire? **(Mark all that apply.)**
- ❑ Campus Employment
- ❑ Credit card
- ❑ Family contribution
- ❑ Graduate/research/teaching assistantship
- ❑ Home country contribution
- ❑ Loans
- ❑ Military educational benefits (e.g., GI Bill, NGEAP)
- ❑ Need-based scholarship (e.g., Gates)
- ❑ Non-need-based scholarship (e.g., merit, ROTC, athletic grant-in-aid)
- ❑ Grant (e.g., Pell)
- ❑ Personal contribution/job
- ❑ Resident assistant/Community assistant
- ❑ A method of payment not listed here (Please specify.) _____

80. **Students only**: Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
- ❑ No
- ❑ Yes, I work **on campus** – (Please indicate total number of hours you work)
  - ❍ 1 - 10 hours/week
  - ❍ 11 - 20 hours/week
  - ❍ 21 - 30 hours/week
  - ❍ 31 - 40 hours/week
  - ❍ More than 40 hours/week
- ❑ Yes, I work **off campus** – (Please indicate total number of hours you work)
  - ❍ 1 - 10 hours/week
  - ❍ 11 - 20 hours/week
  - ❍ 21 - 30 hours/week
  - ❍ 31 - 40 hours/week
  - ❍ More than 40 hours/week

81. How many minutes do you commute to the University of New Hampshire one-way **(Mark all that apply.)**
- ❑ 10 or fewer
- ❑ 11-20
- ❑ 21-30
- ❑ 31-40
- ❑ 41-50
- ❑ 51-60
- ❑ 61 or more

82. What is your primary method of transportation to the University of New Hampshire?
- ❍ Bicycle
- ❍ Carpool (e.g., private pool, drop-off)
- ❍ Personal vehicle
- ❍ Public transportation (Wildcat Transit, COAST, Green Dash, CAT)
- ❍ Ride-sharing services (e.g., Lyft, Uber)
- ❍ Motor-bike, Scooters
- ❍ Train
- ❍ Walk

Part 4: Perceptions of Campus Climate

83. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at the University of New Hampshire?
- ❍ No **(Faculty/Staff Skip to Question #94; Students Skip to Question #103)**
- ❍ Yes

84. Who/what was the **target** of the conduct? **(Mark all that apply.)**
- ❑ Academic advisor
- ❑ Alumnus/a
- ❑ Athletic coach/trainer
- ❑ UNH media (e.g., posters, brochures, flyers, handouts, websites)
- ❑ UNH Police or Security Officer
- ❑ Coworker/colleague
- ❑ Department/program chair
- ❑ Direct report (e.g., person who reports to me)
- ❑ Donor/Booster
- ❑ Faculty member/other instructional staff
- ❑ Friend
- ❑ Off-campus community member
- ❑ Peer advisor
- ❑ Senior administrator (e.g., dean, vice president, provost, president)
- ❑ Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student staff (e.g., residence assistant, work-study, MUB)
- ❑ Student leader at Manchester
- ❑ Student organization (Please specify.) _____
- ❑ Supervisor or manager
- ❑ Student teaching assistant/student laboratory assistant/student tutor
- ❑ Do not know source
- ❑ A target not listed above (Please specify.) _____

85. Who/what was the **source** of the conduct? **(Mark all that apply.)**
- ❑ Academic advisor
- ❑ Alumnus/a
- ❑ Athletic coach/trainer
- ❑ UNH media (e.g., posters, brochures, flyers, handouts, websites)
- ❑ UNH Police or Security Officer
- ❑ Coworker/colleague
- ❑ Department/program chair
- ❑ Direct report (e.g., person who reports to me)
- ❑ Donor/Booster
- ❑ Faculty member/other instructional staff
- ❑ Friend
- ❑ Off-campus community member
- ❑ Peer advisor
- ❑ Senior administrator (e.g., dean, vice president, provost, president)
- ❑ Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student staff (e.g., residence assistant, work-study, MUB)
- ❑ Student leader at Manchester
- ❑ Student organization (Please specify.) _____
- ❑ Supervisor or manager
- ❑ Student teaching assistant/student laboratory assistant/student tutor
- ❑ Do not know source
- ❑ A source not listed above (Please specify.) _____

86. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
- ❍ 1 instance
- ❍ 2 instances
- ❍ 3 instances
- ❍ 4 instances
- ❍ 5 or more instances

87. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic performance
- ❑ Age
- ❑ Disability status
- ❑ Educational credentials (e.g., BS, MS, PhD, MD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status/national origin
- ❑ Length of service at UNH
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team (Please specify.) _____
- ❑ Physical characteristics
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity/Sexual orientation
- ❑ Socioeconomic status
- ❑ Do not know
- ❑ A reason not listed above (Please specify.) _____

88. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was not admitted/hired/promoted based on his/her identity
- ❑ Derogatory verbal remarks
- ❑ Derogatory phone calls/text messages/email
- ❑ Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
- ❑ Derogatory written comments
- ❑ Derogatory phone calls
- ❑ Graffiti/vandalism
- ❑ Person intimidated or bullied
- ❑ Person ignored or excluded
- ❑ Person isolated or left out
- ❑ Person experienced a hostile classroom environment
- ❑ Person experienced a hostile work environment
- ❑ Person was the target of workplace incivility
- ❑ Person was stared at
- ❑ Racial/ethnic profiling
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Person was stalked
- ❑ Person was targeted due to their disability status
- ❑ Physical violence
- ❑ Singled out as the spokesperson for their identity group
- ❑ Threats of physical violence
- ❑ Person silenced
- ❑ Person's ideas were misappropriated
- ❑ Something not listed above (Please specify.) _____

89. Where did this conduct occur? **(Mark all that apply.)**
- ❑ At a UNH event/program
- ❑ In a class/laboratory
- ❑ In a faculty office
- ❑ In a religious center (e.g., WAYSMEET, St. Thomas More)
- ❑ In a fraternity/sorority house
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In the MUB
- ❑ In a UNH administrative office
- ❑ In a UNH dining facility
- ❑ In a UNH library (e.g., Dimond, Kingsbury)
- ❑ In an experiential learning environment (e.g., service learning, externship, internship)
- ❑ In athletic facilities (e.g., Field House, Whittemore Center, Wildcat Stadium)
- ❑ In the Hamel Recreation Center (HRC)
- ❑ In other public spaces at UNH
- ❑ In campus housing
- ❑ In the UNH PACS (Counseling Center)
- ❑ In off-campus housing
- ❑ In the UNH Health &Wellness Center
- ❑ Off campus
- ❑ On campus transportation (e.g., Wildcat transit, Campus connector)
- ❑ On phone calls/text messages/email
- ❑ On social media sites (e.g., Facebook, Twitter, Snapchat)
- ❑ While walking on campus
- ❑ While working at a UNH job
- ❑ A venue not listed above (Please specify.) _____

90. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

91. What was your response to observing this conduct? **(Mark all that apply.)**
- ❑ I did not do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I submitted a bias incident report or a report through ReportIt! or Ethics & Compliance Hotline
- ❑ I contacted a UNH resource.
  - ❑ Academic Advising
  - ❑ ADA Coordinator
  - ❑ Clery Act Compliance Officer
  - ❑ Community, Equity, and Diversity Office (e.g., OMSA, Military & Veteran Services)
  - ❑ CONNECT Program
  - ❑ Community Standards
  - ❑ Dean's Office
  - ❑ Department Chair
  - ❑ EEO/ADA Compliance Officer
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Health & Wellness
  - ❑ Human Resources
  - ❑ PACS (Counseling Center)
  - ❑ Senior administrator (e.g., vice president, provost, president)
  - ❑ Sexual Harassment & Rape Prevention Program (SHARPP)
  - ❑ Staff person (e.g., Academic Dean, Residential Life staff)
  - ❑ Student Accessibility Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., residence assistant, work-study, MUB)
  - ❑ Title IX Coordinator
  - ❑ UNH Police Department/Security Officer
- ❑ A response not listed above (Please specify.) _____

92. Did you officially report the conduct?
- ❍ No, I did not report it.
- ❍ Yes, I reported it.
  - ❍ Yes, I reported the incident and was satisfied with the outcome.
  - ❍ Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - ❍ Yes, I reported the incident but felt that it was not addressed appropriately.
  - ❍ Yes, I reported the conduct and the outcome is still pending.

93. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.

94. **Faculty/Staff only**: Have you **OBSERVED <u>hiring</u>** practices at the **University of New Hampshire** (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
    - ❍ No **(Skip to Question #97)**
    - ❍ Yes

95. **Faculty/Staff only**: I believe that the unjust **<u>hiring</u>** practices were based upon… **(Mark all that apply.).**
    - ❑ Age
    - ❑ Disability status
    - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Length of service at UNH
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Military/veteran status
    - ❑ Nepotism/Cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (Please specify.) _____
    - ❑ Physical characteristics
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/Sexual orientation
    - ❑ Socioeconomic status
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

96. **Faculty/Staff only**: We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

97. **Faculty/Staff only**: Have you **OBSERVED <u>promotion, tenure, reappointment, and/or reclassification</u>** practices at the University of New Hampshire that you perceive to be unjust?
    - ❍ No **(Skip to Question #100)**
    - ❍ Yes

98. **Faculty/Staff only**: I believe the unjust behavior, procedures, or employment practices related to **<u>promotion, tenure, reappointment, and/or reclassification</u>** were based upon… **(Mark all that apply.)**
    - ❑ Age
    - ❑ Disability status
    - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Length of service at UNH
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Military/veteran status
    - ❑ Nepotism/Cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (Please specify.) _____
    - ❑ Physical characteristics
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/Sexual orientation
    - ❑ Socioeconomic status
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

99. **Faculty/Staff only**: We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here.

100. **Faculty/Staff only**: Have you observed **employment-related discipline or action, up to and including dismissal,** at the University of New Hampshire that you perceive to be unjust?
- ❍ No **(Skip to Question #103)**
- ❍ Yes

101. **Faculty/Staff only**: I believe that the unjust **employment-related disciplinary actions** were based upon… **(Mark all that apply.)**
- ❑ Age
- ❑ Disability status
- ❑ Educational credentials (e.g., BS, MS, PhD, MD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status/national origin
- ❑ Length of service at UNH
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Military/veteran status
- ❑ Nepotism/Cronyism
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team (Please specify.) _____
- ❑ Physical characteristics
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity/Sexual orientation
- ❑ Socioeconomic status
- ❑ Do not know
- ❑ A reason not listed above (Please specify.) _____

102. **Faculty/Staff only**: We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

103. Using a scale of 1–5, please rate the overall climate at University of New Hampshire on the following dimensions:

(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, and queer	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, and queer
Positive for people who identify as transgender	❍	❍	❍	❍	❍	Negative for people who identify as transgender
Positive for people of various religious/spiritual backgrounds	❍	❍	❍	❍	❍	Negative for people of various religious/spiritual backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women/Negative for women	❍	❍	❍	❍	❍	Negative for women
Positive for nonnative English speakers	❍	❍	❍	❍	❍	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people in active military/veteran status	❍	❍	❍	❍	❍	Negative for people in active military/veteran status

104. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

***(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism*)**

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Not ableist (disability friendly)	❍	❍	❍	❍	❍	Ableist (not disability-friendly)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric

105. **Students only**: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by UNH **faculty**.	❍	❍	❍	❍	❍
I feel valued by UNH **staff**.	❍	❍	❍	❍	❍
I feel valued by UNH **senior administrators** (e.g., dean, vice president, provost, president).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by my academic advisor.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students outside of the classroom.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍

106. **Faculty only**: Please indicate the extent to which you agree with each of the following statements. .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	❍	❍	❍	❍	❍
I feel valued by my department/program chair.	❍	❍	❍	❍	❍
I feel valued by other faculty at UNH.	❍	❍	❍	❍	❍
I feel valued by students in the classroom.	❍	❍	❍	❍	❍
I feel valued by UNH senior administrators (e.g., dean, vice president, provost, president).	❍	❍	❍	❍	❍
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel pre-judged by my colleagues based on my educational credentials.	❍	❍	❍	❍	❍
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that UNH encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my **research/scholarship** is valued.	❍	❍	❍	❍	❍
I feel that my **teaching** is valued.	❍	❍	❍	❍	❍
I feel that my **service** contributions are valued.	❍	❍	❍	❍	❍

107. **Staff only**: Please indicate the extent to which you agree with each of the following statements. .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	❍	❍	❍	❍	❍
I feel valued by coworkers outside my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by UNH students.	❍	❍	❍	❍	❍
I feel valued by UNH faculty.	❍	❍	❍	❍	❍
I feel valued by UNH senior administrators (e.g., dean, vice president, provost).	❍	❍	❍	❍	❍
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel pre-judged by my coworkers based on my educational credentials.	❍	❍	❍	❍	❍
I believe that my department/program encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my skills are valued.	❍	❍	❍	❍	❍
I feel that my work is valued.	❍	❍	❍	❍	❍

108. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at the University of New Hampshire in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms, laboratories (including computer labs)	❍	❍	❍
College housing	❍	❍	❍
Dining facilities	❍	❍	❍
Doors	❍	❍	❍
Elevators/lifts	❍	❍	❍
Emergency preparedness/Evacuation Plan	❍	❍	❍
Health & Wellness	❍	❍	❍
PACS (Counseling Center)	❍	❍	❍
Office furniture (e.g., chair, desk)	❍	❍	❍
Campus transportation –	❍	❍	❍
Parking	❍	❍	❍
MUB	❍	❍	❍
Other campus buildings	❍	❍	❍
Podium/Presentation space (e.g., stage or front of classroom)	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Studios/performing arts spaces	❍	❍	❍
Temporary barriers because of construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks	❍	❍	❍
Technology/Online Environment			
Accessible electronic format (e.g., websites, postings in LMS)	❍	❍	❍
Classroom Clickers	❍	❍	❍
Computer equipment (e.g., screens, mouse, keyboard)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage (e.g., scrolling message boards)	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Kiosks	❍	❍	❍
Library database	❍	❍	❍
Canvas	❍	❍	❍
Phone/phone equipment	❍	❍	❍
Available assistive technology software (e.g., voice recognition, notetaking)	❍	❍	❍
Access to alternative format texts (e.g., etext, audiobooks)	❍	❍	❍
Closed caption Video/video audio description	❍	❍	❍
Website	❍	❍	❍
Office contact (e.g., phone#, location, hours of operation)	❍	❍	❍
Identity			
Electronic databases (e.g., Banner)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Surveys			
Management systems (e.g., sign-up for advising, submit application, file appeal)	❍	❍	❍

Instructional/Campus Materials			
Academic accommodations	❍	❍	❍
Brochures, office materials	❍	❍	❍
Food menus	❍	❍	❍
Online Forms	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks	❍	❍	❍
Video-closed captioning and text description	❍	❍	❍
Wayfinding (e.g., menus, maps, directional information)	❍	❍	❍

109. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

110. As a person who identifies as genderqueer, nonbinary, transgender have you experienced a barrier in any of the following areas at the University of New Hampshire in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Changing rooms/locker rooms	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Housing	❍	❍	❍
Health & Wellness	❍	❍	❍
PACS (Counseling Center)	❍	❍	❍
MUB	❍	❍	❍
Identity Accuracy			
UNH ID Card	❍	❍	❍
Electronic databases (e.g., Banner, Wildcat Link)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health & Wellness Center, PACS)	❍	❍	❍
Learning technology (e.g., Canvas)	❍	❍	❍
Communications & Marketing	❍	❍	❍
Surveys	❍	❍	❍
Class rosters	❍	❍	❍

111. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

112. **Faculty only**: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at the University of New Hampshire.

	I am aware that this initiative is available at UNH and I feel that it…			I am not aware of this initiative at UNH, however I feel it…		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock	❍	❍	❍	❍	❍	❍
Providing recognition and rewards for including diversity issues in courses across the curriculum	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity workshops for faculty	❍	❍	❍	❍	❍	❍
Providing faculty with toolkits to create an inclusive classroom environment	❍	❍	❍	❍	❍	❍
Providing faculty with supervisory workshops	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing mentorship for new faculty	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts	❍	❍	❍	❍	❍	❍
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing affordable child care	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	❍	❍	❍	❍	❍	❍

113. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

114. **Staff only**: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at the University of New Hampshire.

	I am aware that this initiative is available at UNH and I feel that it…			I am not aware of this initiative at UNH, however I feel it…		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity workshops for staff	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing supervisors/managers with supervisory workshops	❍	❍	❍	❍	❍	❍
Providing faculty supervisors with supervisory workshops	❍	❍	❍	❍	❍	❍
Providing mentorship for new staff	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts	❍	❍	❍	❍	❍	❍
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing career development opportunities for staff	❍	❍	❍	❍	❍	❍
Providing affordable child care	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	❍	❍	❍	❍	❍	❍

115. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

116. **Students only**: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at the University of New Hampshire.

	I am aware that this initiative is available at UNH and I feel that it…			I am not aware of this initiative at UNH, however I feel it…		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity workshops for students	❍	❍	❍	❍	❍	❍
Providing diversity and equity workshops for staff	❍	❍	❍	❍	❍	❍
Providing diversity and equity workshops for faculty	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among students	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively outside the classroom	❍	❍	❍	❍	❍	❍
Providing effective staff mentorship of students	❍	❍	❍	❍	❍	❍
Providing effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Providing effective academic advising	❍	❍	❍	❍	❍	❍
Providing a common first-year/transfer experience for students (e.g., Paul College FIRE)	❍	❍	❍	❍	❍	❍
Providing diversity workshops for student staff (e.g., residence assistant, work-study, MUB)	❍	❍	❍	❍	❍	❍

117. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

118. Are your experiences on campus different from those you experience in the community surrounding \ campus? If so, how are these experiences different?

119. Do you have any specific recommendations for improving the climate at the University of New Hampshire?

120. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the University of New Hampshire community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To enter for a chance to win, please enter your name, and email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey prizes after the survey closes:

On the first business day following the close of the survey, the names of 1 student, 1 staff, and 1 faculty member will be drawn. The three winners will each choose from the following three prize options.

$500 tuition waiver
$500 worth of meals from UNH Dining
$500 Visa gift card

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Name: _____
Email address: _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into your web browser to contact a resource:

https://www.unh.edu/inclusive/resources/campus-climate-survey-resources