Assessment of Climate for Learning, Living, and Working

September 10-11, 2019

University of New Hampshire
Climate In Higher Education

Create and Distribute Knowledge

Community Members

Climate (Living, Working, Learning)

Assessing Campus Climate

Definition

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

Measurement

• Personal Experiences
• Perceptions
• Institutional Efforts

https://www.rankin-consulting.com
How students experience their campus environment influences both learning and developmental outcomes.\(^1\)

Discriminatory environments have a **negative effect** on student learning.\(^2\)

Research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes.\(^3\)

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

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

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

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

Academic Freedom

Hate Speech

Student Activism
What Are Students Demanding?

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

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

Source: Chessman & Wayt, 2016; http://www.thedemands.org/
Seven Major Themes

- Policy (91%)
- Leadership (89%)
- Resources (88%)
- Increased Diversity (86%)
- Training (71%)
- Curriculum (68%)
- Support (61%)

Source: Chessman & Wayt, 2016; http://www.thedemands.org/
Responses to Unwelcoming Campus Climates

What are students’ behavioral responses?
Lack of Persistence

30% of respondents have seriously considered leaving their institution.

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

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012
Student Departure

- Experienced Harassment/Victimization (Microaggressions)
- Lack of Social Support
- Feelings of Hopelessness
- Suicidal Ideation or Self-Harm

Source: Liu & Mustanski, 2012
Projected Outcomes

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

UNH will use the results of the survey to inform current/on-going work.
Setting the Context for Beginning the Work

Examine the Research
- Review work already completed

Preparation
- Readiness of each campus

Survey
- Examine the climate

Follow-up
- Building on the successes and addressing the challenges
Transformational Tapestry Model®

**Assessment**
- Baseline Organizational Challenges
- Systems Analysis
- Local / State / Regional Environments
- Contextualized Campus Wide Assessment
- Advanced Organizational Challenges
- Consultant Recommendations

**Current Campus Climate**
- Access Retention
- Research Scholarship
- Intergroup & Intragroup Relations
- Curriculum Pedagogy
- External Relations

**Curriculum**
- Pedagogy
- University Policies/Service

**Pedagogy**
- University Policies/Service
- External Relations

**External Relations**
- Symbolic Actions
- Educational Actions
- Administrative Actions

**Transformation via Intervention**
- Fiscal Actions

**Access Retention**
- Research Scholarship
- Transformed Campus Climate

**Organizational Challenges**
- Local / State / Regional Environments
- Consultant Recommendations
Project Overview

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

Phase II
- Data Analysis

Phase III
- Final Report and Presentation
The Climate Study Working Group (CSWG; includes faculty, administrators, staff, and students) was created.

Meetings with the CSWG to develop the survey instrument

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

The final survey was distributed to the entire UNH College community (students, staff, administrators, faculty) via an invitation from President James W. Dean Jr.
Quantitative and qualitative analyses conducted
Phase III
Summer/Early Fall 2019

Report draft reviewed by the CSWG

Final report submitted to UNH

Presentation to UNH campus community
Instrument/Sample

Online Survey Instrument
- 120 questions including space for respondents to provide commentary

Sample = Population
- All community members were invited to take the survey
- Available from February 26th through April 5th, 2019
Structure of the Survey

Section

1: Personal Experiences of Campus Climate

2: Workplace Climate for Employees

3. Demographic Information

4. Perceptions of Campus Climate

5. Institutional Actions
Survey Limitations

Self-selection bias

Caution in generalizing results for constituent groups with low response rates

Response rates

Social desirability

Caution in generalizing results for constituent groups with low response rates
### Protecting Confidentiality

<table>
<thead>
<tr>
<th>Data were not reported for groups of fewer than 5 individuals where identity could be compromised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instead, small groups were combined to eliminate possibility of identifying individuals</td>
</tr>
</tbody>
</table>
Results:
Response Rates
Who are the respondents?

34% overall response rate
6,544 surveys were returned
Response Rates by Employee Position

- **45%**
  - Tenured/Tenure-Track Faculty \((n = 279)\)

- **48%**
  - Not on the Tenure-Track Faculty \((n = 250)\)

- **48%**
  - Staff \((n = 1,285)\)
Response Rates by Student Position

- 29% Undergraduate Student ($n = 3,831$)
- 32% Graduate/Law Student ($n = 899$)
Response Rates by Gender Identity

- **39%**
  - Women ($n = 4,239$)

- **24%**
  - Men ($n = 2,154$)

- **N/A**
  - Trans-spectrum ($n = 47$)

- **N/A**
  - Multiple ($n = 42$)
Response Rates by Racial Identity

- Asian/Asian American ($n = 270$) - 47%
- Black/African American ($n = 73$) - 31%
- Hispanic/Latinx/Chicanx ($n = 104$) - 16%
- White/European American ($n = 5,488$) - 35%
Response Rates by Racial Identity

- Middle Eastern ($n = 47$): N/A
- Amer Ind/Alaska Native ($n = 8$): 26%
- South Asian ($n = 39$): N/A
- Native Hawaiian/Pacific Islander ($n = 6$): >100%
- Multiracial ($n = 304$): 87%
Sample Characteristics
Respondents by Position (%)

- Undergraduate: 59%
- Graduate/Law: 14%
- Faculty: 8%
- Staff: 20%
### Respondents’ Full-Time Status in Primary Positions

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Students</td>
<td>98%</td>
<td>3,751</td>
</tr>
<tr>
<td>Graduate/Law Students</td>
<td>85%</td>
<td>763</td>
</tr>
<tr>
<td>Faculty</td>
<td>92%</td>
<td>486</td>
</tr>
<tr>
<td>Staff</td>
<td>94%</td>
<td>1,204</td>
</tr>
</tbody>
</table>
Respondents by Gender Identity and Position Status (%)
Respondents by Racial Identity (%) - Duplicated Total

- White/European American: 84%
- Multiracial: 5%
- Asian American: 4%
- Hispanic/Latinx/Chicanx: 2%
- African American/Black: 1%
- Middle Eastern: 1%
- South Asian: 1%
- American Indian/Alaskan Native: 1%
- Jewish: 1%
- Pacific Islander/Hawaiian: 1%
- Other/Unknown: 1%
Respondents by Racial Identity (%) - Unduplicated Total

- White: 84%
- Person of Color: 8%
- Multiracial: 5%
- Other/Missing/Unknown: 3%
Respondents by Sexual Identity and Position Status (n)

- Bisexual: 273 (Undergrad Student: 63, Queer-spectrum: 16, Heterosexual: 60, Staff: 34, Faculty: 65)
- Queer-spectrum: 276 (Undergrad Student: 60, Queer-spectrum: 34, Heterosexual: 65)
- Heterosexual: 3,201 (Undergrad Student: 734, Graduate Student: 442, Staff: 1,077)
13% \((n = 842)\) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

<table>
<thead>
<tr>
<th>Top conditions for those with a disability</th>
<th>(n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health/psychological condition</td>
<td>451</td>
<td>53.6</td>
</tr>
<tr>
<td>Learning difference/disability</td>
<td>290</td>
<td>34.4</td>
</tr>
<tr>
<td>Chronic diagnosis or medical condition</td>
<td>183</td>
<td>21.7</td>
</tr>
</tbody>
</table>
Respondents by Religious or Spiritual Identity (%)

- No Affiliation: 48%
- Christian Affiliation: 16%
- Catholic Affiliation: 15%
- Other Religious Affiliation: 7%
- Multiple Affiliations: 1%
- Missing: 14%
## Citizenship Status

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

<table>
<thead>
<tr>
<th>Military</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never served in the U.S. Armed Forces.</td>
<td>5,859</td>
<td>89.5</td>
</tr>
<tr>
<td>I am a child, spouse, or partner of a currently serving or former member of the U.S. Armed Forces.</td>
<td>257</td>
<td>3.9</td>
</tr>
<tr>
<td>I am not currently serving, but have served (e.g., retired/veteran).</td>
<td>115</td>
<td>1.8</td>
</tr>
<tr>
<td>I am currently a member of the National Guard (but not in ROTC).</td>
<td>35</td>
<td>0.5</td>
</tr>
<tr>
<td>I am in ROTC.</td>
<td>30</td>
<td>0.5</td>
</tr>
<tr>
<td>I am currently a member of the Reserves (but not in ROTC).</td>
<td>8</td>
<td>0.1</td>
</tr>
<tr>
<td>I am currently on active duty.</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
</tbody>
</table>
Respondents by Political Party Affiliation and Position Status (%)
Respondents by Current Political Views and Position Status (%)

- Undergrad Student
  - Very Liberal: 9%
  - Liberal: 32%
  - Moderate: 45%
  - Conservative: 2%
  - Very Conservative: 0%

- Graduate Student
  - Very Liberal: 12%
  - Liberal: 17%
  - Moderate: 34%
  - Conservative: 7%
  - Very Conservative: 2%

- Faculty
  - Very Liberal: 18%
  - Liberal: 40%
  - Moderate: 42%
  - Conservative: 2%
  - Very Conservative: 0%

- Staff
  - Very Liberal: 6%
  - Liberal: 13%
  - Moderate: 38%
  - Conservative: 38%
  - Very Conservative: 11%
Student Respondents by Age ($n$)

Note: Responses with $n < 5$ are not presented in the figure.
Employee Respondents by Age ($n$)

Note: Responses with $n < 5$ are not presented in the figure.
Student Respondents by Caregiving Responsibilities (%)

Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.
### Employee Respondents by Caregiving Responsibilities (%)

<table>
<thead>
<tr>
<th>Caregiving Responsibility</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children less than 6</td>
<td>31%</td>
<td>26%</td>
</tr>
<tr>
<td>Children 6-18 yrs</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>Dependent child 18 yrs or older</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Independent child 18 yrs or older</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Sick/disabled partner</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Senior/other</td>
<td>21%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Note: Percentages are based on respondents who indicated that they had dependent care responsibilities. Responses with $n < 5$ are not presented in the figure.
## Employee Respondents’ Length of Employment

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

Note: For list of Staff respondents’ Academic Division/Work Unit Affiliations see Table 5 in full report. For list of Faculty and Student respondents’ Primary Academic Unit Affiliations see Table 6 in the full report.
Student Respondents’ Percentage of Classes Taken Exclusively Online

- Undergrad Student:
  - None: 64%
  - Some: 50%
  - Most: 2%
  - All: 4%

- Graduate Student:
  - None: 30%
  - Some: 33%
  - Most: 3%
  - All: 14%
### Undergraduate Student Respondents’ Years at UNH

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

Note: For a complete list of Undergraduate Student respondents’ current or intended majors, please see Table 12 in full report.
Graduate/Law Student Respondents’ Years at UNH

<table>
<thead>
<tr>
<th>Year</th>
<th>Master’s degree students</th>
<th>Doctoral degree students</th>
<th>Law students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n$</td>
<td>%</td>
<td>$n$</td>
</tr>
<tr>
<td>First year</td>
<td>277</td>
<td>54.9</td>
<td>53</td>
</tr>
<tr>
<td>Second year</td>
<td>192</td>
<td>38.0</td>
<td>53</td>
</tr>
<tr>
<td>Third year</td>
<td>27</td>
<td>5.3</td>
<td>53</td>
</tr>
<tr>
<td>Fourth year or more</td>
<td>9</td>
<td>1.8</td>
<td>84</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Number (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>54%</td>
<td>Campus housing</td>
<td>2,565</td>
</tr>
<tr>
<td>36%</td>
<td>Non-campus housing</td>
<td>1,682</td>
</tr>
<tr>
<td>10%</td>
<td>Living with family member/guardian</td>
<td>460</td>
</tr>
<tr>
<td>0.3%</td>
<td>Housing insecure</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: For a complete list of Undergraduate Student respondents’ residences, please see Table 18 in full report.
Student Respondents’ Participation in Clubs/Organizations at UNH

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

Note: For a complete list of Student respondents’ participation in clubs/organizations, please see Table 19 in full report.
Student Respondents’ Income by Dependency Status (%)

- **Dependent undergrad student**
  - $500,000 or more: 2%
  - $250,000 - $499,999: 6%
  - $200,000 - $249,999: 13%
  - $150,000 - $199,999: 24%
  - $100,000 - $149,999: 20%
  - $70,000 - $99,999: 8%
  - $50,000 - $69,999: 6%
  - $30,000 - $49,999: 4%
  - $29,99 and below: 2%

- **Independent undergrad student**
  - $500,000 or more: 1%
  - $250,000 - $499,999: 3%
  - $200,000 - $249,999: 14%
  - $150,000 - $199,999: 18%
  - $100,000 - $149,999: 28%
  - $70,000 - $99,999: 7%
  - $50,000 - $69,999: 8%
  - $30,000 - $49,999: 5%
  - $29,99 and below: 3%

- **Dependent grad student**
  - $500,000 or more: 5%
  - $250,000 - $499,999: 8%
  - $200,000 - $249,999: 13%
  - $150,000 - $199,999: 22%
  - $100,000 - $149,999: 15%
  - $70,000 - $99,999: 9%
  - $50,000 - $69,999: 2%
  - $30,000 - $49,999: 2%
  - $29,99 and below: 1%

- **Independent grad student**
  - $500,000 or more: 2%
  - $250,000 - $499,999: 4%
  - $200,000 - $249,999: 11%
  - $150,000 - $199,999: 13%
  - $100,000 - $149,999: 12%
  - $70,000 - $99,999: 9%
  - $50,000 - $69,999: 9%
  - $30,000 - $49,999: 13%
  - $29,99 and below: 1%

- **Independent grad student**
  - $500,000 or more: 47%
44% \((n = 2,066)\) of Student respondents experienced financial hardship while attending UNH

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

Note: For a complete list of how Student respondents experienced financial hardship, please see Table 16 in full report.
# How Student Respondents Were Paying For College

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

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

<table>
<thead>
<tr>
<th>Hours</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1,449</td>
<td>37.8</td>
</tr>
<tr>
<td>Yes, I work on campus</td>
<td>1,344</td>
<td>35.1</td>
</tr>
<tr>
<td>1-10 hours/week</td>
<td>887</td>
<td>23.2</td>
</tr>
<tr>
<td>11-20 hours/week</td>
<td>354</td>
<td>9.2</td>
</tr>
<tr>
<td>21-30 hours/week</td>
<td>59</td>
<td>1.5</td>
</tr>
<tr>
<td>31-40 hours/week</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
<tr>
<td>More than 40 hours/week</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
<tr>
<td>Yes, I work off campus</td>
<td>1,239</td>
<td>32.3</td>
</tr>
<tr>
<td>1-10 hours/week</td>
<td>492</td>
<td>12.8</td>
</tr>
<tr>
<td>11-20 hours/week</td>
<td>422</td>
<td>11.0</td>
</tr>
<tr>
<td>21-30 hours/week</td>
<td>175</td>
<td>4.6</td>
</tr>
<tr>
<td>31-40 hours/week</td>
<td>77</td>
<td>2.0</td>
</tr>
<tr>
<td>More than 40 hours/week</td>
<td>24</td>
<td>0.6</td>
</tr>
<tr>
<td>Hours</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>No</td>
<td>269</td>
<td>29.9</td>
</tr>
<tr>
<td>Yes, I work on campus</td>
<td>349</td>
<td>38.8</td>
</tr>
<tr>
<td>1-10 hours/week</td>
<td>86</td>
<td>9.6</td>
</tr>
<tr>
<td>11-20 hours/week</td>
<td>168</td>
<td>18.7</td>
</tr>
<tr>
<td>21-30 hours/week</td>
<td>43</td>
<td>4.8</td>
</tr>
<tr>
<td>31-40 hours/week</td>
<td>19</td>
<td>2.1</td>
</tr>
<tr>
<td>More than 40 hours/week</td>
<td>21</td>
<td>2.3</td>
</tr>
<tr>
<td>Yes, I work off campus</td>
<td>316</td>
<td>35.2</td>
</tr>
<tr>
<td>1-10 hours/week</td>
<td>74</td>
<td>8.2</td>
</tr>
<tr>
<td>11-20 hours/week</td>
<td>68</td>
<td>7.6</td>
</tr>
<tr>
<td>21-30 hours/week</td>
<td>39</td>
<td>4.3</td>
</tr>
<tr>
<td>31-40 hours/week</td>
<td>49</td>
<td>5.5</td>
</tr>
<tr>
<td>More than 40 hours/week</td>
<td>74</td>
<td>8.2</td>
</tr>
</tbody>
</table>
## Student Respondents’ Reported GPA

<table>
<thead>
<tr>
<th>GPA</th>
<th>Undergraduate</th>
<th>Graduate/Law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>No GPA at the time – first semester at UNH</td>
<td>68</td>
<td>1.8</td>
</tr>
<tr>
<td>3.75 – 4.00</td>
<td>927</td>
<td>24.3</td>
</tr>
<tr>
<td>3.50 – 3.74</td>
<td>741</td>
<td>19.4</td>
</tr>
<tr>
<td>3.25 – 3.49</td>
<td>648</td>
<td>17.0</td>
</tr>
<tr>
<td>3.00 – 3.24</td>
<td>617</td>
<td>16.2</td>
</tr>
<tr>
<td>2.75 - 2.99</td>
<td>406</td>
<td>10.7</td>
</tr>
<tr>
<td>2.50 – 2.74</td>
<td>212</td>
<td>5.6</td>
</tr>
<tr>
<td>2.25 – 2.49</td>
<td>79</td>
<td>2.1</td>
</tr>
<tr>
<td>2.00 – 2.24</td>
<td>55</td>
<td>1.4</td>
</tr>
<tr>
<td>1.99 and below</td>
<td>57</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Respondents’ One-Way Commute Time to their Primary UNH Campus

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Student</th>
<th></th>
<th></th>
<th></th>
<th>Employee</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or fewer</td>
<td>2,654</td>
<td>56.1</td>
<td></td>
<td></td>
<td>312</td>
<td>17.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-20</td>
<td>655</td>
<td>13.8</td>
<td></td>
<td></td>
<td>580</td>
<td>32.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>355</td>
<td>7.5</td>
<td></td>
<td></td>
<td>454</td>
<td>25.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>210</td>
<td>4.4</td>
<td></td>
<td></td>
<td>208</td>
<td>11.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-50</td>
<td>217</td>
<td>4.6</td>
<td></td>
<td></td>
<td>117</td>
<td>6.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51-60</td>
<td>231</td>
<td>4.9</td>
<td></td>
<td></td>
<td>90</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 or more</td>
<td>468</td>
<td>9.9</td>
<td></td>
<td></td>
<td>81</td>
<td>4.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Respondents’ Primary Method of Transportation to UNH

- Undergrad Student:
  - Bicycle: 1%
  - Carpool: 6%
  - Personal vehicle: 10%
  - Public transportation: 0%
  - Walk: 0%
  - Ride-sharing services: 0%

- Graduate Student:
  - Bicycle: 2%
  - Carpool: 3%
  - Personal vehicle: 8%
  - Public transportation: 0%
  - Walk: 0%
  - Ride-sharing services: 0%

- Faculty:
  - Bicycle: 92%
  - Carpool: 2%
  - Personal vehicle: 0%
  - Public transportation: 2%
  - Walk: 2%
  - Ride-sharing services: 0%

- Staff:
  - Bicycle: 90%
  - Carpool: 2%
  - Personal vehicle: 0%
  - Public transportation: 0%
  - Walk: 0%
  - Ride-sharing services: 2%
Findings
81% of Respondents were Comfortable with Overall Climate at UNH

Significant Differences

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

Note: Answered by all respondents.
81% of Respondents were Comfortable with Overall Climate at UNH

Significant Differences

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

Note: Answered by all respondents.
81% of Respondents were Comfortable with Overall Climate at UNH

Significant Differences

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

Note: Answered by all respondents.
74% of Faculty and Staff Respondents were Comfortable with Department/Program or Work Unit Climate

Significant Differences

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

Note: Answered by Faculty and Staff respondents.
74% of Faculty and Staff Respondents were Comfortable with Department/Program or Work Unit Climate

Significant Differences

- Bisexual respondents less comfortable than Heterosexual respondents
- Respondents With Multiple Disabilities less comfortable than Respondents with No Disability
86% of Faculty and Student Respondents were Comfortable with Classroom Climate

Significant Differences

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

Note: Answered by Faculty and Student respondents
86% of Faculty and Student Respondents were Comfortable with Classroom Climate

Significant Differences

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

Note: Answered by Faculty and Student respondents
Challenges and Opportunities
Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

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

- experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at UNH within the past year
Personal Experiences of Exclusionary Conduct as a Result of Position (%)

Of those who experienced exclusionary conduct, said they experienced conduct as a result of their position status.

Undergrad Student: 13%, Grad/Law Student: 14%, Faculty: 29%, Staff: 20%

Overall experienced conduct: 10%, 14%, 20%, 31%, 33%, 48%

Note: Red arrows show statistically significant differences.
Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)

Overall experienced conduct

- Women: 17%
- Men: 12%
- Trans-spectrum/Multiple/Other: 25%

Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity

- Women: 23%
- Men: 5%
- Trans-spectrum/Multiple/Other: 50%

Note: Red arrows show statistically significant differences.
Personal Experiences of Exclusionary Conduct as a Result of Age (%)

Overall experienced conduct:
- 19 or younger: 12%
- 20-21: 14%
- 22-24: 13%
- 25-34: 16%
- 35-44: 19%
- 45-54: 19%
- 55-64: 18%
- 65-74: 13%
- 75 and older: 22%

Of those who experienced exclusionary conduct, said they experienced conduct as a result of their age:
- 19 or younger: 26%
- 20-21: 18%
- 22-24: 22%
- 25-34: 23%
- 35-44: 23%
- 45-54: 12%
- 55-64: 25%
- 65-74: 23%
- 75 and older: 50%

Note: Red arrows show statistically significant differences.
Staff Respondents’ Top Bases of Experienced Exclusionary Conduct

<table>
<thead>
<tr>
<th>Basis</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position status</td>
<td>154</td>
<td>43.0</td>
</tr>
<tr>
<td>Age</td>
<td>84</td>
<td>23.5</td>
</tr>
<tr>
<td>Gender identity</td>
<td>71</td>
<td>19.8</td>
</tr>
<tr>
<td>Length of service</td>
<td>68</td>
<td>19.0</td>
</tr>
<tr>
<td>Educational credential</td>
<td>45</td>
<td>12.6</td>
</tr>
</tbody>
</table>

Note: Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 358). Percentages do not sum to 100 due to multiple responses.
Faculty Respondents’ Top Bases of Experienced Exclusionary Conduct

<table>
<thead>
<tr>
<th>Basis</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position status</td>
<td>20</td>
<td>37.7</td>
</tr>
<tr>
<td>Gender identity</td>
<td>12</td>
<td>22.6</td>
</tr>
<tr>
<td>Parental status</td>
<td>7</td>
<td>13.2</td>
</tr>
<tr>
<td>Educational credentials</td>
<td>6</td>
<td>11.3</td>
</tr>
<tr>
<td>Length of service</td>
<td>6</td>
<td>11.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Basis</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political views</td>
<td>92</td>
<td>14.9</td>
</tr>
<tr>
<td>Position status</td>
<td>85</td>
<td>13.8</td>
</tr>
<tr>
<td>Physical characteristics</td>
<td>75</td>
<td>12.2</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>74</td>
<td>12.0</td>
</tr>
<tr>
<td>Racial identity</td>
<td>73</td>
<td>11.9</td>
</tr>
</tbody>
</table>

Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 616). Percentages do not sum to 100 due to multiple responses.
Staff Respondents’ Top Forms of Experienced Exclusionary Conduct

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

- 48% Hostile work environment
- 45% Ignored/excluded
- 36% Isolated/left out
- 32% Silenced
- 29% Intimidated/bullied
Faculty Respondents’ Top Forms of Experienced Exclusionary Conduct

- Ignored/excluded: 45%
- Workplace incivility: 42%
- Hostile work environment: 41%
- Isolated/left out: 35%
- Silenced: 32%

Note: Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 53). Percentages do not sum to 100 due to multiple responses.
Undergraduate Student Respondents’ Top Forms of Experienced Exclusionary Conduct

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

- Ignored/excluded: 36%
- Isolated/left out: 32%
- Hostile classroom environment: 30%
- Derogatory verbal remarks: 27%
- Intimidated/bullied: 27%

Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 616). Percentages do not sum to 100 due to multiple responses.
### Staff Respondents’ Top Locations of Experienced Exclusionary Conduct

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

Note: Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 358). Percentages do not sum to 100 due to multiple responses.
### Faculty Respondents’ Top Locations of Experienced Exclusionary Conduct

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

Note: Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 53). Percentages do not sum to 100 due to multiple responses.
Student Respondents’ Top Locations of Experienced Exclusionary Conduct

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

Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 616). Percentages do not sum to 100 due to multiple responses.
Top Sources of Experienced Exclusionary Conduct by Staff Position (%)

- Coworkers: 43%
- Supervisor/manager: 42%
- Staff: 34%
- Faculty: 19%
- Senior administrator: 16%

Note: Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 358). Percentages do not sum to 100 due to multiple responses.
Top Sources of Experienced Exclusionary Conduct by Faculty Position (%)

Note: Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 53). Percentages do not sum to 100 due to multiple responses.
Top Sources of Experienced Exclusionary Conduct for Undergraduate Students (%)

- Student: 63%
- Friend: 29%
- Stranger: 15%
- Faculty: 11%
- Staff: 9%

Note: Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 616). Percentages do not sum to 100 due to multiple responses.
Top Sources of Experienced Exclusionary Conduct for Graduate/Law Students (%)

- Student: 41%
- Faculty: 39%
- Academic Advisor: 17%
- Staff: 15%
- Supervisor: 9%

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

- Felt angry (61%)
- Felt distressed (51%)
- Felt sad (51%)

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

- Told a friend (47%)
- Avoided the person/venue (36%)
- Told a family member (36%)
- Contacted UNH resource (17%)

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

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

Note: Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,027$). Percentages do not sum to 100 due to multiple responses.
11% (n = 108) Reported the Conduct

- Felt satisfied with the outcome (33%)
- Felt that it was addressed appropriately (11%)
- Felt it was not addressed appropriately (44%)
- Outcome is still pending (6%)
- Outcome was not shared (6%)

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

Reporting process

Race-based incidents
Qualitative Themes
Experienced Exclusionary Conduct

Faculty and Staff respondents:
Negative workplace environment
Lack of respect

Student respondents:
Student misconduct
Accessibility
### Top Facilities Barriers for Respondents with Disabilities

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

Note: Reports only responses from individuals who indicated on the survey that they had a disability ($n = 842$).
Top Technology/Online Barriers for Respondents with Disabilities

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

Note: Reports only responses from individuals who indicated on the survey that they had a disability ($n = 842$).
## Top Identity Barriers for Respondents with Disabilities

<table>
<thead>
<tr>
<th>Identity</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake forms (e.g., Health Center)</td>
<td>29</td>
<td>3.8</td>
</tr>
<tr>
<td>Learning technology</td>
<td>29</td>
<td>3.8</td>
</tr>
<tr>
<td>Management systems</td>
<td>27</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Note: Reports only responses from individuals who indicated on the survey that they had a disability \((n = 842)\).
## Top Instructional/Campus Materials Barriers for Respondents with Disabilities

<table>
<thead>
<tr>
<th>Instructional/campus materials</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic accommodations</td>
<td>126</td>
<td>16.4</td>
</tr>
<tr>
<td>Food menus</td>
<td>51</td>
<td>6.6</td>
</tr>
<tr>
<td>Textbooks</td>
<td>44</td>
<td>5.8</td>
</tr>
</tbody>
</table>

Note: Reports only responses from individuals who indicated on the survey that they had a disability (n = 842).
Qualitative Themes for Respondents with Disabilities: Accessibility of UNH Campus

Elaborations on disability

Mobility concerns

Lack of accommodation

Great support/Difficulty accessing support
Unwanted Sexual Experiences
11% \((n = 689)\) of All Respondents Experienced Unwanted Sexual Contact/Conduct

- 1% \((n = 91)\) → Relationship Abuse
- 2% \((n = 113)\) → Stalking
- 7% \((n = 476)\) → Unwanted Sexual Interaction
- 3% \((n = 211)\) → Unwanted Sexual Contact
Experienced Unwanted Sexual Conduct by Position Status ($n$)

Note: Responses with $n < 5$ are not presented in the figure.
Experiences of Relationship Abuse While at UNH by Gender and Sexual Identity (n)

![Bar chart showing experiences of relationship abuse by gender and sexual identity.]

Note: Red arrows show statistically significant differences.
Experiences of Relationship Abuse While at UNH by Disability Status ($n$)

<table>
<thead>
<tr>
<th>Disability Status</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>11</td>
</tr>
<tr>
<td>No Disability</td>
<td>71</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: Red arrows show statistically significant differences.
Alcohol/Drug Involvement in Relationship Abuse (Student Respondents)

<table>
<thead>
<tr>
<th>Alcohol/Drug</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>56</td>
<td>66.7</td>
</tr>
<tr>
<td>Yes</td>
<td>28</td>
<td>33.3</td>
</tr>
<tr>
<td>Alcohol only</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td>Drugs only</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Both alcohol and drugs</td>
<td>12</td>
<td>42.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>$n$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months ago</td>
<td>23</td>
<td>25.3</td>
</tr>
<tr>
<td>6 - 12 months ago</td>
<td>20</td>
<td>22.0</td>
</tr>
<tr>
<td>13 - 23 months ago</td>
<td>24</td>
<td>26.4</td>
</tr>
<tr>
<td>2 - 4 years ago</td>
<td>16</td>
<td>17.6</td>
</tr>
<tr>
<td>5 - 10 years ago</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
<tr>
<td>11 - 20 years ago</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
<tr>
<td>More than 20 years ago</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
</tbody>
</table>

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse ($n = 91$).
### Year in Which Student Respondents Experienced Relationship Abuse

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

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

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

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

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

<table>
<thead>
<tr>
<th>Perpetrator</th>
<th>$n$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current or former dating/intimate partner</td>
<td>77</td>
<td>84.6</td>
</tr>
<tr>
<td>University of New Hampshire student</td>
<td>32</td>
<td>35.2</td>
</tr>
<tr>
<td>Acquaintance/friend</td>
<td>7</td>
<td>7.7</td>
</tr>
</tbody>
</table>

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

Sad 77%

Distressed 70%

Angry 67%

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse (n = 91).
Top Actions in Response to Relationship Abuse

- Told a friend: 71%
- Told a family member: 41%

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Abuse (n = 91).
9% \((n = 8)\) Reported the Conduct

- Felt satisfied with the outcome \((n < 5)\)
- Felt that it was addressed appropriately \((n < 5)\)
- Felt it was not addressed appropriately \((n < 5)\)
- Outcome is still pending \((n < 5)\)
- Outcome was not shared \((0\%)\)

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

- Handled it themselves
- Naïve about the abuse
- Not worth reporting
- Not physical abuse
- Worried about consequences
Experiences of Stalking While at UNH by Gender and Sexual Identity ($n$)

Note: Red arrows show statistically significant differences.
Experiences of Stalking While at UNH by Disability Status (n)

- Disability: 13
- No Disability: 86
- Multiple Disabilities: 11

Note: Red arrows show statistically significant differences.
Alcohol/Drug Involvement in Stalking (Student Respondents)

<table>
<thead>
<tr>
<th>Alcohol/Drug</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>88</td>
<td>85.4</td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
<td>14.6</td>
</tr>
<tr>
<td>Alcohol only</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>Drugs only</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Both alcohol and drugs</td>
<td>3</td>
<td>23.1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months ago</td>
<td>37</td>
<td>32.7</td>
</tr>
<tr>
<td>6 - 12 months ago</td>
<td>32</td>
<td>28.3</td>
</tr>
<tr>
<td>13 - 23 months ago</td>
<td>22</td>
<td>19.5</td>
</tr>
<tr>
<td>2 - 4 years ago</td>
<td>14</td>
<td>12.4</td>
</tr>
<tr>
<td>5 - 10 years ago</td>
<td>7</td>
<td>6.2</td>
</tr>
<tr>
<td>11 - 20 years ago</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>More than 20 years ago</td>
<td>&lt;5</td>
<td>---</td>
</tr>
</tbody>
</table>

Note: Only answered by respondents who indicated on the survey that they experienced Stalking (n = 113).
## Year in Which Student Respondents Experienced Stalking

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

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

On Campus (74%, n = 83)

Off Campus (45%, n = 51)

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

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

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

- Distressed: 55%
- Afraid: 46%
- Angry: 41%

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

- Told a friend: 62%
- Avoided the person/venue: 51%

Note: Only answered by respondents who indicated on the survey that they experienced Stalking (n = 113).
17% \((n = 19)\) Reported the Conduct

- Felt satisfied with the outcome \((58\%)\)
- Felt that it was addressed appropriately \((n < 5)\)
- Felt it was not addressed appropriately \((26\%)\)
- Outcome is still pending \((0\%)\)
- Outcome was not shared \((n < 5)\)

Note: Only answered by respondents who indicated on the survey that they experienced Stalking \((n = 113)\).
Experiences of Unwanted Sexual Interaction While at UNH by Gender and Racial Identity ($n$)

- **Women**: 434
- **Men**: 28
- **Trans-spectrum/Multiple/Other**: 11

- **People of Color**: 24
- **White**: 416
- **Multiracial**: 24

*Note: Red arrows show statistically significant differences.*
Experiences of Unwanted Sexual Interaction While at UNH by Sexual Identity and Citizenship Status ($n$)

- Bisexual: 52
- Queer-spectrum: 55
- Heterosexual: 361
- U.S. Citizen-Birth: 458
- U.S. Citizen-Natualized: 11
- Non-U.S. Citizen: 6

Note: Red arrows show statistically significant differences.
Experiences of Unwanted Sexual Interaction While at UNH by Disability Status ($n$)

Note: Red arrows show statistically significant differences.
Alcohol/Drug Involvement in Unwanted Sexual Interaction (Student Respondents)

<table>
<thead>
<tr>
<th>Alcohol/Drug</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>192</td>
<td>45.1</td>
</tr>
<tr>
<td>Yes</td>
<td>234</td>
<td>54.9</td>
</tr>
<tr>
<td>Alcohol only</td>
<td>161</td>
<td>77.8</td>
</tr>
<tr>
<td>Drugs only</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
<tr>
<td>Both alcohol and drugs</td>
<td>45</td>
<td>21.7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months ago</td>
<td>184</td>
<td>38.8</td>
</tr>
<tr>
<td>6 - 12 months ago</td>
<td>106</td>
<td>22.4</td>
</tr>
<tr>
<td>13 - 23 months ago</td>
<td>89</td>
<td>18.8</td>
</tr>
<tr>
<td>2 - 4 years ago</td>
<td>71</td>
<td>15.0</td>
</tr>
<tr>
<td>5 - 10 years ago</td>
<td>14</td>
<td>3.0</td>
</tr>
<tr>
<td>11 - 20 years ago</td>
<td>7</td>
<td>1.5</td>
</tr>
<tr>
<td>More than 20 years ago</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
</tbody>
</table>

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (n = 476).
### Year in Which Student Respondents Experienced Unwanted Sexual Interaction

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

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

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

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

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

<table>
<thead>
<tr>
<th>Perpetrator</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNH student</td>
<td>280</td>
<td>58.8</td>
</tr>
<tr>
<td>Stranger</td>
<td>191</td>
<td>40.1</td>
</tr>
<tr>
<td>Acquaintance/friend</td>
<td>105</td>
<td>22.1</td>
</tr>
</tbody>
</table>

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

- Angry: 51%
- Embarrassed: 47%
- Distressed: 42%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (n = 476).
Top Actions in Response to Unwanted Sexual Interaction

- Told a friend: 55%
- Did nothing: 38%
- Avoided the person/venue: 33%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (n = 476).
7% (n = 33) Reported the Conduct

Felt satisfied with the outcome (43%)
Felt that it was addressed appropriately (23%)
Felt it was not addressed appropriately (17%)
Outcome is still pending (n < 5)
Outcome was not shared (n < 5)

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

- Not serious enough
- Fear of consequences
- Common experience
Qualitative Themes – Unwanted Sexual Interaction

- Handled situation on own
- Lack of information
- Expected a negative response
Experiences of Unwanted Sexual Contact While at UNH by Gender and Sexual Identity ($n$)

- **Women**: 186
- **Men**: 15
- **Trans-spectrum**: 10
- **Bisexual**: 30
- **Queer-spectrum**: 30
- **Heterosexual**: 144

**Note:** Red arrows show statistically significant differences.
Experiences of Unwanted Sexual Contact While at UNH by Housing and Disability Status (n)

Note: Red arrows show statistically significant differences.
When Unwanted Sexual Contact Occurred

<table>
<thead>
<tr>
<th>Time</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months ago</td>
<td>59</td>
<td>28.1</td>
</tr>
<tr>
<td>6 - 12 months ago</td>
<td>41</td>
<td>19.5</td>
</tr>
<tr>
<td>13 - 23 months ago</td>
<td>53</td>
<td>25.2</td>
</tr>
<tr>
<td>2 - 4 years ago</td>
<td>49</td>
<td>23.3</td>
</tr>
<tr>
<td>5 - 10 years ago</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
<tr>
<td>11 - 20 years ago</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
<tr>
<td>More than 20 years ago</td>
<td>&lt; 5</td>
<td>---</td>
</tr>
</tbody>
</table>

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (n = 211).
Year in Which Student Respondents Experienced Unwanted Sexual Contact

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

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (n = 211).
Alcohol/Drug Involvement in Unwanted Sexual Contact (Student Respondents)

<table>
<thead>
<tr>
<th>Alcohol/Drug</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>53</td>
<td>26.4</td>
</tr>
<tr>
<td>Yes</td>
<td>148</td>
<td>73.6</td>
</tr>
<tr>
<td>Alcohol only</td>
<td>116</td>
<td>89.2</td>
</tr>
<tr>
<td>Drugs only</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Both alcohol and drugs</td>
<td>13</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (n = 211).
<table>
<thead>
<tr>
<th>Location of Unwanted Sexual Contact</th>
<th>Percentage</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus</td>
<td>57%</td>
<td>120</td>
</tr>
<tr>
<td>Off Campus</td>
<td>41%</td>
<td>86</td>
</tr>
</tbody>
</table>
## Top Perpetrators of Unwanted Sexual Contact

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

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

- Embarrassed: 58%
- Distressed: 56%
- Somehow responsible: 50%

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

- Told a friend: 68%
- Avoided the person/venue: 38%
- Did nothing: 29%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (n = 211).
10% \((n = 20)\) Reported the Conduct

- Felt satisfied with the outcome \((32\%)\)
- Felt that it was addressed appropriately \((26\%)\)
- Felt it was not addressed appropriately \((n < 5)\)
- Outcome is still pending \((0\%)\)
- Outcome was not shared \((26\%)\)

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

- Not serious enough
- Expected negative response
- Fear of consequences
- Just wanted to forget
- Just wanted to avoid the reporting process
Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

- 91% were aware of the definition of Affirmative Consent
- 76% knew how and where to report such incidents
- 75% were aware of the role of UNH University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct
Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

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

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

76% were aware of the campus resources listed on the survey.
Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

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

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

84% knew that UNH sends an emergency alert to the campus community when such an incident occurs.
Intent to Persist
Who has seriously considered leaving UNH?

37% ($n = 2,393$)
Seriously Considered Leaving UNH by Position (%)

- Undergrad (n = 1,176): 31%
- Grad/Law Student (n = 204): 23%
- Faculty (n = 301): 57%
- Staff (n = 712): 56%
# Top Reasons Staff Respondents Seriously Considered Leaving UNH

<table>
<thead>
<tr>
<th>Reason</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low salary/pay rate</td>
<td>427</td>
<td>26.9</td>
</tr>
<tr>
<td>Limited advancement opportunities</td>
<td>403</td>
<td>25.4</td>
</tr>
</tbody>
</table>

Note: Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving UNH ($n = 712$).
Top Reasons Faculty Respondents Seriously Considered Leaving UNH

<table>
<thead>
<tr>
<th>Reason</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low salary/pay rate</td>
<td>66</td>
<td>29.2</td>
</tr>
<tr>
<td>Limited advancement opportunities</td>
<td>62</td>
<td>27.4</td>
</tr>
</tbody>
</table>

Note: Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving UNH ($n = 301$).
Qualitative Themes for Employee Respondents - Why Considered Leaving…

- Low salary
- Lack of advancement opportunities
- Concerns about leadership
- Overwhelming workload
- Feeling undervalued
Qualitative Themes for Employee Respondents - Why Considered Leaving…

Faculty respondents: Lack of Support

Not on the Tenure-Track Faculty respondents: No job security
## Top Reasons Undergraduate Student Respondents Seriously Considered Leaving UNH

<table>
<thead>
<tr>
<th>Reason</th>
<th>$n$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of a sense of belonging</td>
<td>587</td>
<td>49.9</td>
</tr>
<tr>
<td>Lack of a social life at UNH</td>
<td>428</td>
<td>36.4</td>
</tr>
<tr>
<td>Financial reasons</td>
<td>415</td>
<td>35.3</td>
</tr>
<tr>
<td>Personal reasons</td>
<td>392</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Note: Table reports only responses from Undergraduate Student respondents who indicated on the survey that they had seriously considered leaving UNH ($n = 1,176$).
### Top Reasons Graduate Student Respondents Seriously Considered Leaving UNH

<table>
<thead>
<tr>
<th>Reason</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial reasons</td>
<td>76</td>
<td>37.3</td>
</tr>
<tr>
<td>Lack of a sense of belonging</td>
<td>65</td>
<td>31.9</td>
</tr>
</tbody>
</table>

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

74% in their first year
41% in their second year
13% in their third year
7% in their fourth year +

Note: Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving UNH (n = 1,380).
Undergraduate Student Respondents Who Seriously Considered Leaving by Racial Identity (%)

- 41% • (n = 92) • Multiracial respondents
- 37% • (n = 113) • Respondents of Color
- 29% • (n = 938) • White respondents
Graduate/Law Student Respondents Who Seriously Considered Leaving by Gender Identity (%)

- **60%**
  - \( n = 9 \)
  - Trans-spectrum respondents

- **25%**
  - \( n = 86 \)
  - Men respondents

- **20%**
  - \( n = 108 \)
  - Women respondents
Graduate/Law Student Respondents Who Seriously Considered Leaving by Sexual Identity (%)

- **33%**
  - $(n = 20)$
  - Queer-spectrum respondents

- **27%**
  - $(n = 17)$
  - Bisexual respondents

- **20%**
  - $(n = 148)$
  - Heterosexual respondents
Graduate/Law Student Respondents Who Seriously Considered Leaving by Disability Status (%)

- 31% (n = 34) Respondents with Disability
- 22% (n = 17) Respondents with No Disability
Qualitative Themes for Student Respondents - Why Considered Leaving…

Financial worries

Lack of support

Undergraduate Student respondents: Concerns about major

Undergraduate Student respondents: Lack of social connections

Graduate/Law Student respondents: Concerns about advising
Perceptions
Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...

20% \( (n = 1,277) \)
Top Bases of Observed Exclusionary Conduct (%)

- Racial identity: 29%
- Gender/gender identity: 25%
- Ethnicity: 20%
- Sexual identity: 18%
- Political views: 18%

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

<table>
<thead>
<tr>
<th>Form</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derogatory verbal remarks</td>
<td>447</td>
<td>35.0</td>
</tr>
<tr>
<td>Person ignored or excluded</td>
<td>386</td>
<td>30.2</td>
</tr>
<tr>
<td>Person intimidated or bullied</td>
<td>351</td>
<td>27.5</td>
</tr>
<tr>
<td>Person isolated or left out</td>
<td>338</td>
<td>26.5</td>
</tr>
</tbody>
</table>

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

Student (51%)
Friend (23%)
Coworker/colleague (16%)

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

Student (51%)
Friend (23%)
Coworker/colleague (16%)

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

| In other public spaces at UNH | 21% |

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct \((n = 1,277)\). Percentages do not sum to 100 due to multiple responses.
Observed Exclusionary Conduct by Respondents’ Gender and Sexual Identity (%)

Note: Red arrows indicate where statistically significant differences existed.
Observed Exclusionary Conduct by Respondents’ Political Views (%)

Note: Red arrows indicate where statistically significant differences existed.
Observed Exclusionary Conduct by Respondents’ Position (%)

Undergrad Student: 18%
Grad Student: 17%
Faculty: 28%
Staff: 22%

Note: Red arrows indicate where statistically significant differences existed.
Top Actions in Response to Observed Exclusionary Conduct

- Told a friend: 35%
- Did nothing: 27%

Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,277$). Percentages do not sum to 100 due to multiple responses.
9% \( (n = 113) \) Reported the Conduct

- Felt satisfied with the outcome \( (46\%) \)
- Felt that it was addressed appropriately \( (15\%) \)
- Felt it was not addressed appropriately \( (29\%) \)
- Outcome is still pending \( (10\%) \)

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

- Conduct based on marginalized identity
- Student misconduct
- Choosing not to report
- Politically-based conduct
Employee Perceptions
Employee Perceptions of Unjust Hiring Practices

18% of Faculty respondents

19% of Staff respondents
Qualitative Themes – Unjust Hiring Process

- Rampant favoritism
- Gender bias
- Diversity hiring
- Hiring protocol ignored
- Bias against diversity candidates
Employee Perceptions of Unjust Employment-Related Disciplinary Actions

12% of Faculty respondents

13% of Staff respondents
Qualitative Themes – Unjust Employment-Related Disciplinary Actions

- Personal reasons
- Oppositional views
- Poor management skills
Employee Perceptions of Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

27% of Faculty respondents

25% of Staff respondents
Qualitative Themes – Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

- Gender bias
- Criteria for promotion
- Unequal treatment
- Favoritism
Most Common Perceived Bases for Unjust Employment Practices

- Nepotism/cronyism
- Gender identity
- Age
- Position
The majority of employee respondents expressed positive views of campus climate.
Staff Respondents - Examples of Successes

- 81% had supervisors who were supportive of their taking leave
- 80% were able to complete their assigned duties during scheduled hours
- 75% were included in opportunities that would help their careers as much as others in similar positions
Staff Respondents - Examples of Successes

- 70% would recommend UNH as a good place to work
- Majority felt that their skills (75%) and work (76%) were valued.
- Majority felt valued by coworkers in their department (86%), coworkers outside their department (73%), and their supervisors/managers (81%)
### Staff Respondents - Examples of Challenges

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>Burdened by work responsibilities beyond those of their colleagues with similar performance expectations</td>
</tr>
<tr>
<td>54%</td>
<td>A hierarchy existed within staff positions that allowed some voices to be valued more than others</td>
</tr>
<tr>
<td>32%</td>
<td>Few felt that staff opinions were valued by UNH faculty</td>
</tr>
</tbody>
</table>
Qualitative Themes for Staff Respondents – Work-Life Attitudes

- Overwhelming workload
- Workload and staffing interactions
- Performance evaluation concerns
Qualitative Themes for Staff Respondents – Compensation, Professional Development, and Work Environment

- Lack of advancement opportunities
- Limited professional development support
- Leave taking
- Lack of job security
Qualitative Themes for Staff Respondents – Compensation, Professional Development, and Work Environment

- Benefits package
- Salary
- Flexible work schedules
Tenured/Tenure-Track Faculty Respondents - Examples of Successes

80% felt that teaching was valued by UNH

81% felt that research was valued by UNH
Tenured/Tenure-Track Faculty Respondents - Examples of Challenges

49%
- Performed more work to help students

47%
- Burdened by service responsibilities beyond those of their colleagues with similar performance expectations
Qualitative Themes for Tenured/Tenure-Track Faculty Respondents - Faculty Work

<table>
<thead>
<tr>
<th>Criteria for tenure and promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inequity in service workloads</td>
</tr>
<tr>
<td>Faculty mentorship</td>
</tr>
<tr>
<td>Lack of support for research</td>
</tr>
</tbody>
</table>
Non-Tenure-Track Faculty Respondents - Examples of Successes

- 78% felt that research was valued by UNH
- 76% felt that teaching was valued by UNH
Non-Tenure-Track Faculty Respondents
- Examples of Challenges

40%
• Felt pressured to do extra work that was uncompensated

36%
• Performed more work to help students
Qualitative Themes for Non-Tenure-Track Faculty Respondents - Faculty Work

- Lack of job security
- Contract negotiations
- Inequities compared with tenure-track faculty
All Faculty Respondents - Examples of Successes

Majority felt valued by faculty in their department/program (79%), their department/program chair (78%), other faculty (70%), and students in the classroom (81%)
All Faculty Respondents - Examples of Challenges

68%
- A hierarchy existed within faculty positions that allowed some voices to be valued more than others

38%
- Few felt salaries for tenure-track faculty positions were competitive
Qualitative Themes for Faculty Respondents - Faculty Work

Benefits

Professional development resources

Salaries

Job security

Differential voices
Student Respondents’ Perceptions
Student Respondents’ Perceptions

- 78% felt valued by UNH faculty
- 75% felt valued by UNH staff
- 82% felt valued by faculty in the classroom
- 73% felt valued by their academic advisor
Student Respondents’ Perceptions

73% felt valued by other students in the classroom

76% had faculty whom they perceived as role models
Graduate/Law Student Respondents’ Perceptions

- 79% had adequate access to their advisors
- 80% felt that their advisors responded to their emails, calls, or voicemails in a prompt manner
- 84% felt that their department faculty members (other than their advisor) responded to their emails, calls, or voicemails in a prompt manner
Graduate/Law Student Respondents’ Perceptions

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

81% felt comfortable sharing their professional goals with their advisors.
Qualitative Themes for Graduate/Law Student Respondents’ Perceptions

- Varying views on quality of advising
- Faculty interactions
- Departmental support
Student Respondents’ Perceived Academic Success
Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents.

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

Note: Analyses were run by Gender Identity, Racial Identity, Sexual Identity, First-Generation Status, and Income Status.
People of Color and Multiracial Undergraduate Student respondents had less *Perceived Academic Success* than White/European American Undergraduate Student respondents.

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

Note: Analyses were run by Gender Identity, Racial Identity, Sexual Identity, First-Generation Status, and Income Status.
Student Respondents’ Perceived Academic Success

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

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

Note: Analyses were run by Gender Identity, Racial Identity, Sexual Identity, First-Generation Status, and Income Status.
Student Respondents’ Perceived Academic Success

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

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

Note: Analyses were run by Gender Identity, Racial Identity, Sexual Identity, First-Generation Status, and Income Status.
Institutional Actions
Available Campus Initiatives that Positively Influenced Climate for Faculty Respondents

- Mentorship for new faculty
- Access to counseling for people who have experienced harassment
- Affordable childcare
- Clear process to resolve conflicts
- Fair process to resolve conflicts
Unavailable Campus Initiatives that *Would* Positively Influence Climate for Faculty Respondents

- Affordable childcare
- Access to counseling for people who have experienced harassment
- Fair process to resolve conflicts
- Clear process to resolve conflicts
- Mentorship for new faculty
Qualitative Themes for Faculty Respondents – Campus Initiatives

Ways to increase focus on diversity

Childcare concerns

Broad comments about initiatives
Available Campus Initiatives that Positively Influenced Climate for Staff Respondents

- Access to counseling for people who have experienced harassment
- A common first-year/transfer experience for students (e.g., Paul College FIRE)
- Fair process to resolve conflicts
- Career development opportunities for staff
- Mentorship for new staff
Unavailable Campus Initiatives that *Would* Positively Influence Climate for Staff Respondents

- Career development opportunities for staff
- Clear process to resolve conflicts
- Mentorship for new staff
- Fair process to resolve conflicts
- Affordable childcare
Qualitative Themes for Staff Respondents – Campus Initiatives

- Diversity workshops
- Common student experience
- Leadership training
- Child-care availability
- Conflict resolution process
Available Campus Initiatives that Positively Influenced Climate for Student Respondents

- Effective academic advising
- Effective faculty mentorship of students
- A person to address student complaints of bias by other students in learning environments
- Effective staff mentorship of students
- A person to address student complaints of bias by faculty/staff in learning environments
Unavailable Campus Initiatives that *Would* Positively Influence Climate for Student Respondents

- Effective academic advising
- A person to address student complaints of bias by faculty/staff in learning environments
- Effective faculty mentorship of students
- Opportunities for cross-cultural dialogue among faculty, staff, and students
- Effective staff mentorship of students
Qualitative Themes for Student Respondents – Campus Initiatives

- Opinions on diversity workshops
- Student support
- Increasing diversity focus
Summary

Strengths and Successes

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

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

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

Successes: The majority of...

Respondents were comfortable with the overall climate (81%)

Student and Faculty respondents were comfortable with the climate in their classes (86%)

Student respondents felt valued by faculty in the classroom (82%)

Staff respondents felt valued by their supervisors/managers (81%)
Challenges and Opportunities for Improvement

16% personally experienced exclusionary conduct within the last year at UNH

57% of Faculty and 56% of Staff seriously considered leaving UNH

54% of Staff felt a hierarchy existed within staff positions that allowed some voices to be valued more than others

11% experienced unwanted sexual contact/conduct while at UNH
Next Steps

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

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

A hard copy of the report will be available in the Library.
# Data Request Policy
## Administrative Units & Colleges

### Standard Unit Level Reports

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

- Additional data requests by colleges/administrative units and individuals will be considered.
**Data Request Policy**

### Request Process

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

## Request Process

- Reports can be provided only in cases where the unit under analysis had at least a 30% response rate.
- The sample $n$ must be large enough to both conduct the analysis and protect respondents’ confidentiality.
- Cell sizes of less than 10 will be suppressed or combined with other groups to protect respondents’ identities.
- No raw data will be released
Next Steps
Development of Actions
Work since 2018

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

- The campus climate survey
- Diversity and Inclusion workshop for leadership
- Two fall sessions on inclusive teaching, advertised through CEITL; one spring session on faculty of color and promotion and tenure
Work since 2018

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

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

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

Academic Technology will roll out a digital inclusive teaching module
## Work since 2018

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

- **Postdoctoral Diversity and Innovation Scholars Program**

- **Provost’s Office**: retention issues first- to senior years

- **Reinstituted the All Department Chairs and Academic Leaders Meeting**

- **Ongoing discussions with Undergraduate and Graduate Student Senates**

- **Ongoing discussions with PAT, Operating Staff, Research, and Clinical Councils**
Key Priorities

Enhance Student Success and Well-Being

Expand Academic Excellence
UNH Community
- Constituents and drivers of campus climate survey
- Will determine overall success in addressing areas in need of improvement

President's Advisory Council on Campus Climate
- Performs one of many analyses of the Campus Climate Survey
- Identifies key points and communicates them across the university

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

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