University of New Hampshire

Interim Report
Presidential Task Force on Campus Climate

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

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

Prologue
     Members of the UNH Community,

We condemn the disrespectful language and behavior exhibited on campus around the Cinco de Mayo holiday. Here at UNH and on campuses across the country, there has been a disturbing increase in incidents involving uncivil, even hateful, behavior. We condemn all such acts – they have no place at UNH. We invite the campus community to the Granite State Room in the MUB at 7 p.m. tonight for a conversation about these issues and how we can build a stronger, more respectful UNH community.
     (From an email from President Huddleston and Provost Nancy Targett, May 11, 2017 to the campus community)

My charge to the Presidential Task Force on Campus Climate is to identify issues of race, inclusion and civility on our campuses and to make recommendations for action. I would like the task force to review existing initiatives and to identify any gaps that need to be addressed. The task force should also make recommendations to improve the process by which ongoing efforts are coordinated, monitored, assessed, and communicated to our community. Because the issues the task force must address touch every corner of the university, extensive engagement with our community is essential. I therefore expect the task force to reach out to and involve the entire UNH community in its work. I would ask that a final report be made by January 19, 2018.
     (President Huddleston's Charge to the Presidential Task Force, August 2017)

. . . While we have much to celebrate, I know that many in our community feel a sense of anxiety in the wake of the hatred and violence that shook Charlottesville, Virginia, and much of the nation, this summer. We also witnessed deeply disturbing acts of racism and hate on our own campus last spring. I want to assure you, once again, that the entire leadership team at UNH—from T-Hall to deans to coaches to the UNH Police Department to student life and beyond--is deeply committed to creating and sustaining a safe and inclusive community, one characterized by mutual respect, civil discourse and free expression.
     (From an email from President Huddleston on August 31, 2017 to the campus community)

In early May 2017, incidents sparked by Cinco de Mayo "celebrations" on and off campus generated considerable outrage among students, faculty, and staff throughout UNH and the region. Many students, faculty and staff from historically underrepresented communities and UNH community members who have been continuously engaged in diversity, equity and social justice efforts have long been aware of significant climate issues both on campus and in the broader community. The increasing visibility of recent events, however, has provided the broader UNH community with a "wake up call" that is providing us with an opportunity to act

broadly, align and coordinate efforts, and create a process whereby all community members recognize that they are stakeholders in creating and sustaining a UNH community where all are welcome, safe, and valued and where we engage with one another with civility. In this moment, we are renewing our commitment to and working together to create a more inclusive, equitable, civil and just community, work that never truly ends.

Clearly, UNH is at a pivotal moment in its institutional history with regard to inclusive excellence, community, civility, equity and diversity. As we reflect on our progress and any remaining barriers to continued growth and success, it is critically important to affirm that a central and significant lesson learned from more focused and sustained attention on issues of diversity is that it is imperative to foster the understanding that the work of diversity, equity and inclusion is a dynamic and ongoing process. As such, any success with regard to diversity efforts must be viewed as part of an evolutionary process (Williams, 2013). Diversity is not a destination exclusively reached by increasing the numbers of students, faculty and staff from historically underrepresented communities. Diversity is also about changing mindsets and creating and fostering a campus climate in which all UNH community members are safe, thrive, succeed, and experience a sense of belonging (Rankin & Reason, 2008). Further, in order to create meaningful change, we must operate from an understanding that we, each community member, is a stakeholder and that we must work together. After the events in May unfolded, UNH recommitted to making this kind of campus climate a reality. Work has been ongoing throughout the summer (Appendix 8) to lay a foundation for implementing and sustaining the recommendations that will be forthcoming from the President's Climate Task Force. This document represents an interim progress report.

Inclusive Excellence as an Important Conceptual Framework

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

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

At this stage, frameworks such as affirmative action and equity; civility, multiculturalism and inclusion; and learning, diversity and research are operational and connected. As such, we are

operating out of an understanding and belief that diversity is informed by "social imperatives, educational imperatives and imperatives to enhance organizational performance" (Williams, 2013, p. 203). It is essential that the broader campus community and leadership play an active role in all inclusive excellence/diversity efforts. In this way, senior leadership is a vocal advocate and actively engages in the implementation of strategic initiatives. The systems created through this process create a framework through which leaders can be held accountable and strategic diversity, equity, and inclusion initiatives continuously and meaningfully evaluated.

Building Excellence on the Foundation of Diversity

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

1. Connectivity: the need for coordination and linkages between programs and departments.
2. The need for structural development and support of pipelines and pathways (internal and external) for both recruitment and retention of faculty, students and staff from underrepresented communities.
3. The need for acknowledging and addressing issues of climate.
4. The need for ensuring civility.
5. Communication: developing clear channels and processes that will simultaneously make UNH's diversity efforts visible to the entire UNH community as well as to the external community and positively impact issues of connectivity.

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

UNH is situated in a demographic context that presents some interesting challenges. New Hampshire is a sparsely populated state with a population of less than 1.3 million people. Although the demographic changes that are sweeping the U.S. are coming somewhat slower to New Hampshire, they are coming, and we as a university must be prepared to transform our

institution in order to serve all of our students and New Hampshire communities in accordance with our historic land grant mission. Tables 1 and 2 illustrate the demographics of New Hampshire and the U.S., as well as the student and faculty demographics for UNH, respectively.

Table 1. *New Hampshire and U.S. Racial Demographics (Data Obtained from U.S. Census Bureau, estimated for 2016)[1]*

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

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

Race/Ethnicity	Undergraduate	Graduate	Faculty
Non-Resident Alien	373	268	20
American Indian/Alaska Native	21	3	3
Asian	301	50	63
Black or African American	165	28	6
Hispanic/LatinX	423	73	7
Non-Hispanic (two or more races)	222	28	0
Native Hawaiian/Pacific Islander	1	1	0
Unknown	804	88	0
White	10,111	1,621	492

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[1] Totals in excess of 100% indicate rounding. Also, Hispanics (LatinX), may claim various racial identifications, so are included in applicable racial categories.

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

Diversity and Inclusion: The National Landscape

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

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

- *Principle 1:* Redefine issues of diversity, equity, and inclusion as fundamental to the organizational bottom line of mission fulfillment and institutional excellence.
- *Principle 2:* Focus on creating systems that enable all students, faculty, and staff to thrive and achieve their maximum potential.
- *Principle 3:* Achieve a more robust and integrated diversity approach that builds on prior diversity models and operates in a strategic, evidenced-based, and data-driven manner, where accountability is paramount.
- *Principle 4:* Focus diversity-related efforts to intentionally transform the institutional culture, not just to make tactical moves that lead to poorly integrated efforts and symbolic implementation alone.
- *Principle 5:* Lead with a high degree of cultural intelligence and awareness of different identities and their significance in higher education.

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

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

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

In *The Courage to Teach*, Parker Palmer (2007) writes that academics tend to "think the world apart" and "fragment reality into an endless series of either-ors" (p. 12). The work of diversity, inclusion, and community building requires that we carry paradoxes associated with

negotiating difference and commonality–things that appear mutually exclusive. Yet as Palmer (2007, p. 67) explains, "The poles of a paradox are like the poles of a battery; hold them together and they generate the energy of life; hold them apart, and the current stops flowing. When we separate any of the profound paired truths of our lives, both poles become lifeless specters of themselves." What are the implications of thinking the world apart for the ways in which we work toward establishing welcoming and inclusive campus communities? What kind of people do we want our students to become? Do we dare to be vulnerable and engage wholeheartedly in the difficult and complex dialogues to form an understanding, however transitory, of these questions as they relate to our work in higher education?

Moving Forward and Operationalizing Inclusive Excellence

At this juncture, success depends on the willingness of the UNH community to come together and affect change; it depends on how well we, together, support the infrastructure and culture that is beginning to be created through recent efforts (Appendix 8). Certainly, continued progress of any diversity initiative is predicated upon an ongoing commitment to taking a systemic approach to issues of diversity (Williams, 2013; Rankin & Reason, 2008). In order to support changes that have occurred and ensure long-term success, we must make visible approaches that encourage collaboration between programs and create dialogue that allows promising practices, commonalties, strengths and weaknesses, and programs that complement each other to be identified (Williams, 2013). Further development and enhancement can occur through providing opportunities for team building by linking and coordinating a departmental and a University-wide network of individuals and offices. This systemic and connected approach will then facilitate a collective effort and build community between seemingly disparate programs, will serve as a model to the larger UNH community, and ultimately create and sustain the change to which UNH aspires. The work starts in earnest now with phase two of the President's Task Force on Campus Climate.

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<center>**Appendices**</center>

1. **President's Task Force on Campus Climate**
    a. **Task Force Members**

    - **Nancy Targett** (co-chair, Provost and Vice President for Academic Affairs)
    - **Jaime Nolan** (co-chair, Associate Vice President for Community, Equity and Diversity)
    - **Vicki Banyard** (Professor, Psychology and Consultant, UNH Prevention Innovations Research Center)
    - **Cristy Beemer** (Faculty Senator, Associate Professor of English)
    - **Darnelle Bosquet-Fleurival** (Assistant Director, Residential Life)
    - **Dennis Britton** (Associate Professor of English)
    - **Anne Broussard** (Associate Dean, College of Health and Human Services)
    - **Paul Dean** (Chief, UNH Police Department)
    - **Kathy Fletcher** (Librarian, UNH Law School)
    - **Sarah Jacobs** (Director of Strategic Initiatives, Manchester)
    - **Rogers Johnson** (President, Seacoast NAACP)
    - **Annie Jones** (Senior Administrative Assistant, Office of the President)
    - **J. Ted Kirkpatrick** (Dean of Students/Sr. Vice Provost for Student Life)
    - **Debora McCann** (Director, Education Talent Search)
    - **Deborah Merrill-Sands** (Dean, Paul College of Business and Economics)
    - **Marty Scarano** (Director, Intercollegiate Athletics)
    - **Mike Shuttic** (Director, Accessibility Services)
    - **Andrew Smith** (Independent human resources management consultant)
    - **Donna Marie Sorrentino** (Director, Affirmative Action and Equity)
    - **Selina Taylor** (Associate Director, McNair Scholars Program; co-chair, President's Commission on Status of People of Color)
    - **Keith Timmerman** (Human Resources Partner)
    - **P.T. Vasudevan** (Sr. Vice Provost for Academic Affairs)
    - **Graduate Student**
        - Alexandra Padilla (Graduate Student, Ocean Engineering**)**
    - **Undergraduate Students**
        - Black Student Union (Co-chairs' designee is Elysa Caisey)
        - Diversity Support Coalition (Chair, Jhenneffer Marcal)
        - Interfraternity Council (VP of Scholarship, David Wright)
        - Panhellenic Council (President, Meghan Linehan)
        - Student Government (Elena Ryan, Community Development Chair)
        - Student Athletes
            - Treyvon Bryant (Football)
            - Peyton Booth (Women's Basketball)
            - Mimi Troare (Women's Gymnastics)

Committee Staff
- **Susan Chalifoux** (Assistant to the Provost, Office of the Provost)
- **Mica Stark** (Assistant Vice President for Public Affairs)

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

2. **UNH Statements**
   a. *UNH Mission Statement.* The University of New Hampshire is the state's public research university, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. Its primary purpose is learning: students collaborating with faculty in teaching, research, creative expression, and service. UNH has a national and international agenda and holds land-grant, sea-grant, and space-grant charters. From its main campus in Durham, its college in Manchester, and the UNH School of Law in Concord, the University serves New Hampshire and the region through continuing education, cooperative extension, cultural outreach, economic development activities, and applied research.

   UNH is distinguished by its commitment to high quality undergraduate instruction, select excellence in graduate education, relatively small size, a location in a beautiful and culturally rich part of the seacoast of New England and a strong sense of responsibility for this special place, a commitment to serving the public good, and our emergence over the past decade as a significant research institution. The dedication of our faculty to the highest academic standards infuses all we do with the excitement of discovery. http://www.unh.edu/president/mission

   b. *UNH Value Statement.* We are committed to supporting and sustaining an educational community that is inclusive, diverse and equitable. The values of diversity, inclusion and equity are inextricably linked to our mission of teaching and research excellence, and we embrace these values as being critical to development, learning and success. We expect nothing less than an accessible, multicultural community in which civility and respect are fostered, and discrimination and harassment are not tolerated.

We will ensure that under-represented groups and those who experience systemic inequity will have equal opportunities and feel welcome on our campus. We accept the responsibility of teaching and learning in a diverse democracy where social justice serves as a bridge between a quality liberal education and civic engagement. http://www.unh.edu/inclusive/

c. *President's Statement on Diversity.* At the University of New Hampshire, we expect our students, our faculty and our staff not only to embrace diversity, but to celebrate it. Indeed, UNH thrives on diversity. We have students at UNH who are drawn from across this country and throughout the world, representing the full spectrum of racial, ethnic, cultural, and religious backgrounds, sexual orientations and gender identities. Each brings unique insights and experiences that enrich the entire campus community. Our faculty and staff add to that richness with the breadth of their own backgrounds and interests.

Our deep commitment to diversity, and to the values of civility and inclusiveness that nurture diversity, is central to who we are. In fact, diversity is at the core of one of the five principles that frame our Academic Plan: "Our commitment to community demands effective governance, the creation of a civil, respectful climate, and the pursuit of more diverse students, faculty, and staff to better reflect the rapid demographic changes in New Hampshire and beyond." We are leaders in breaking down the barriers that continue to face so many in our culture, particularly members of groups that have been historically underrepresented in higher education. http://www.unh.edu/inclusive/our-community/presidents-statement-diversity

3. **The Office of Community, Equity and Diversity.** This office serves as the central organizational structure to direct, monitor, advance and support diversity efforts at the University. The office sponsors and promotes initiatives, as well as provides resources for addressing issues of equity and diversity in institutional structure, recruitment and retention, curriculum, community climate, and outreach and engagement. The office holds the responsibility for developing and sustaining programs, policies and initiatives to recruit, retain, review, and advance faculty at the University; while establishing and sustaining initiatives that create a welcoming environment for students, staff, faculty, and administrators of diverse backgrounds, cultures, and experiences. http://www.unh.edu/inclusive/

Statement from Dr. Jaime Nolan, Associate Vice President for Community, Equity and Diversity. UNH is committed to promoting an atmosphere that is diverse and complex enough to be intellectually and socially enriching for students, faculty and staff, and we are committed to expand our efforts in creating a more diverse and inclusive community. http://www.unh.edu/inclusive/our-community/welcome-associate-vice-president

a. ***Affirmative Action and Equity Office.*** This office is responsible for oversight of University compliance efforts in regard to affirmative action, Title IX, disability laws and regulations, equal employment laws, and campus initiatives aimed at creating a diverse, welcoming and equitable campus.
http://www.unh.edu/affirmativeaction/welcome

b. ***Advisory Council.*** The Advisory Council provides oversight for monitoring, assessing, and supporting the implementation of the inclusive excellence Strategic Plan's five strategic themes: Organizational Structure, Curriculum, Campus Climate, Recruitment and Retention, and Community Engagement.
http://www.unh.edu/inclusive/our-community/advisory-council-community-equity-and-diversity

4. **The Office of Student Life.** Student Life is a vibrant community of student affairs professionals who share a devotion to the development and education of all students at UNH. Working in collaboration with colleagues from across the campus, it is dedicated to developing the intellectual abilities of our students and strengthening the character and judgment to use those abilities wisely. https://www.unh.edu/student-life

a. ***Center for International Education.*** UNH actively promotes international engagement and cross-cultural understanding. In today's globalized and interdependent world, studying international affairs and having a transnational perspective are critical for success and have never been more vital -- or valuable. With a dynamic roster of global opportunities, a teaching faculty conducting research worldwide and an increasingly international student body, UNH brings the world to our campuses and UNH to the world. http://www.unh.edu/global/

b. ***Psychological and Counseling Services.*** This multidisciplinary team of psychologists, social workers, and psychology trainees are highly skilled at addressing the unique needs of college students and fully committed to enhancing students' ability to fully benefit from the University environment and academic experience. http://www.unh.edu/pacs/

c. ***Student Accessibility Services.*** The University of New Hampshire and Student Accessibility Services (SAS) take great pride in promoting the development of students and the personal independence necessary to succeed academically and beyond. They seek to create a welcoming, universally accessible environment where all students are able to participate in the myriad aspects of the UNH experience. http://www.unh.edu/studentaccessibility

d. ***Health and Wellness.*** Health and wellness is an integrated health and wellness service that operates from a holistic perspective. In support of the University's academic mission, they provide medical care, wellness education, and health promotion. They also work very closely with their colleagues in the Psychological and Counseling Services to coordinate care and services, and have strong

established relationships and service partnerships with associated campus resources to provide the best possible services to UNH students and the campus community. http://www.unh.edu/health/

e. *Community Standards.* CS supports the academic mission of UNH by maintaining the general welfare and safety of the University community and preserving a productive living and learning environment. This is accomplished by our administration of the University of New Hampshire Student Code of Conduct and Conduct Process; the agreed upon community standards established by UNH students, staff and faculty. To achieve these aspirations, the Community Standards office supports and enforces standards of behavior designed to foster an environment of civility and respect where both rights and responsibilities are deeply valued. CS respects each and every UNH student by protecting their rights and ensuring fairness through the enforcement of University policies and regulations. CS believes in personal responsibility, accountability, and that your choices matter. http://www.unh.edu/ocs

f. *reportIt! at UNH*. report*it!* at UNH is the place to report and learn about incidents of bias or hate, discrimination and/or harassment directed to members of our UNH community and guests. Anonymous reports may be submitted. By submitting a report or learning more about this type of behavior, you help us to improve our campus and community climate. http://reportit.unh.edu/

g. *Sexual Harrassment and Rape Prevention Program*. SHARPP is a University of New Hampshire program dedicated to providing free and confidential services to survivors of sexual assault, relationship abuse, sexual harassment, childhood sexual abuse, and stalking, as well as their allies. We also provide education, outreach and trainings on the above topics along with consent, active bystanders and healthy relationships to the greater University community. http://www.unh.edu/sharpp/

5. **UNH ADVANCE.** Working within the Office of the Provost, the NSF-funded UNH ADVANCE program seeks to transform the University by engaging faculty and institutional leadership to improve the university climate through increased fairness, transparency, and clarity of recruitment, retention, and promotion and tenure policies and practices. While driven by the need to increase participation and advancement of women faculty, the UNH ADVANCE efforts aim to benefit all faculty members. https://www.unh.edu/advance/about

6. **President's Commissions.** The commissions work with other organizations, individuals, offices, departments, and administrative groups at UNH to recommend policies and programs that promote diversity of culture, curriculum and ideas among students, staff and administration at UNH. The commissions provide a forum for discussion and assessment of diversity and inclusion-related issues and opportunities that are relevant to the campus community. Each commission is comprised of staff, students, faculty and

community member volunteers who meet monthly.
http://www.unh.edu/inclusive/presidents-commissions

   a. ***Commission on the Status of People of Color.*** The UNH President's Commission on the Status of People of Color proposes, recommends, and evaluates programs, policies, and services aimed at enhancing diversity and supporting people of color within the UNH community. The commission acts to ensure implementation of goals to increase campus diversity through minority student, faculty, and staff recruitment and retention, and through curriculum development.
   http://www.unh.edu/inclusive/presidents-commissions/cspc

   b. ***Commission on the Status of People with Disabilities.*** The mission of the President's Commission on the Status of People with Disabilities is to promote empowerment and inclusion of students, faculty and staff and guests with disabilities at UNH. The Commission acknowledges that people with disabilities are a diverse group that includes individuals with visible and non-visible disabilities.
   http://www.unh.edu/inclusive/presidents-commissions/cspd

   c. ***Commission on the Status of LGBTQ.*** The mission of the UNH President's Commission on the Status of Lesbian, Gay, Bisexual, Transgender, Queer+ People is to facilitate the development of a university community that is equitable and inclusive of all sexual orientations and gender expressions through advocacy, education, assessment, and activism. http://www.unh.edu/inclusive/presidents-commissions/lgbtq

   d. ***Commission on the Status of Women at UNH.*** The UNH President's Commission on the Status of Women was established February 15, 1972, to explore conditions and attitudes within the University of New Hampshire, relating to the mobility and functional equality of women, and to encourage movement toward the goal of full participation of women. http://www.unh.edu/inclusive/presidents-commissions/wc

7. **Campus Activities**
   a. ***UNH-based Training Opportunities.***
      i. *Building Inclusive Courses and Classrooms.* A series of workshops was developed in response to a recurring recommendation that came out of last fall's campus conversations. These seminars seek to deepen our understanding as a learning community of the importance of creating spaces in which to engage productively in conversations related to difficult, uncomfortable, and controversial topics and to provide strategies for building inclusive courses and classrooms.
      http://www.unh.edu/inclusive/community-climate
      ii. *Social Justice Educator Training.* A professional development opportunity for UNH faculty, staff, and graduate students to further their understanding of social justice and diversity issues. The eight-hour training, which is divided

into two days, covers issues of oppression, social injustice, social identity, and facilitation in a small-group setting (limited to 25 - no cost to attend). http://www.unh.edu/inclusive/community-climate/social-justice-educator-training

iii. *Safe Zones Training.* Professional development opportunities for UNH faculty, staff, and graduate students to advance awareness, knowledge, and skills around the services and support that we provide to lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students and colleagues. Participants of Safe Zones Trainings are a campus-wide network of allies who are supportive of LGBTQ faculty, students, and staff and are committed to contributing to a campus climate of inclusion at UNH. Trainings are 1.5 hours in length. We offer department-specific trainings, and some trainings that are open to mixed groups of faculty and staff from various departments. http://www.unh.edu/safezones

iv. *Advancing Chairs as Leaders.* Academic leadership is critical for the success of a university. It starts at the departmental/divisional level, the building block of the university, and permeates the schools and colleges, and extends to the provost's office. Consequently, a high level of leadership is necessary starting with chairs/division leaders. The Office of the Senior Vice Provost for Engagement and Academic Outreach and the NSF-funded UNH ADVANCE program are offering a four-session institute on building and reinforcing the strategies, skills, and practices of chairs. ADVANCing Chairs as Leaders will provide interactive sessions on the challenges of leading an academic organization. http://www.unh.edu/engagement/advancing-chairs-leaders

v. *UNH ADVANCE GEAR UP (Gender Equity and Recruitment of Underrepresented People).* The **GEAR UP Training Program** is designed to familiarize faculty search committee members with up-to-date skills and knowledge to maintain consistent, effective, and unbiased recruitment policies and procedures for UNH in order to attract and retain the best and most representative faculty possible. This engaging professional development workshop uses a live interactive theater performance by PowerPlay Interactive Development to highlight challenges that committees often face and to discuss best practices for the faculty search process, as well as the impact of microagressions and unconscious bias on a faculty search. https://www.unh.edu/advance/gear-faculty-search-committee-training-program

vi. *UNH WildActs (Student Social Justice Theater Group)*. WildActs is UNH's only Social Justice Theatre Troupe. They use the art of theatre to promote social change and spread awareness of social justice issues that affect our society. They create pieces of theatre using improvisation, which are shown

throughout campus to evoke understanding and discussion in the UNH community. The largest production is the freshman orientation performance ("The Wild Year Ahead"), in which they address several topics related to college life. https://wildcatlink.unh.edu/organization/wildacts

vii. *Active Bystander Training for students and staff.* Learning to recognize the signs when someone is in danger and stepping in to help prevent it is important. This is called being an active bystander. Active bystanders learn how to recognize and safely intervene in potentially dangerous situations. Being a part of the UNH community means living by a collective standard: the standard that we relate to each other with respect and responsibility. https://www.unh.edu/sharpp/bystander

viii. *Creating a Respectful Workplace.* Serious disrespectful behavior in the workplace can have devastating effects on victims, witnesses, and on organizations. In this online course, employees will learn how to recognize and address unacceptable behavior, along with strategies to promote a respectful workplace. https://www.unh.edu/hr/respectful-workplace

ix. *Breaking Bread.* The Breaking Bread Program has been designed to create opportunities whereby working partnerships, alliances and networks across difference are developed. While the need to create and foster spaces of dialogue, understanding and community building has always been important to American democracy, the need to engage in true political and civic discourse is particularly urgent in the current social and historical moment in which the nation is so socially and politically divided. This is an essential academic mission of any university and the essence of participatory democracy. The logistics of the Breaking Bread program have been developed to accommodate and meet the unique needs of individual groups, while fostering a sense of community among all participants, allowing for productive and important dialogue and the building of collaborative networks. These networks will not only provide organizational support, access to resources, and other benefits to emerging leaders and their respective groups/organizations, it will benefit the larger UNH community by fostering a respectful climate for civic dialogue and deepening the capacity for building healthy communities.

b. **Additional UNH Student Support Resources**

i. *Educational Talent Search.* ETS increases educational opportunities for academically qualified limited income, first generation (neither parent has graduated from a 4-year college), New Hampshire youth by providing academic advising, career, college, financial literacy and financial aid information. http://www.ets.unh.edu/

ii. *McNair Scholars Program (TRIO).* The mission of the McNair Scholars Program is to prepare talented, highly motivated UNH undergraduates for entrance to PhD programs in all fields of study. The program aims to promote and nurture the next generation of faculty, researchers, and scholars by providing academic and social support services in the form of academic year internships and summer research fellowships. http://www.unh.edu/mcnair

iii. *Military and Veterans Services.* This office is committed to providing support and assistance for veterans, active duty military, Guard/Reserves, and their dependents. Understanding and navigating the various resources available to UNH student veterans can be challenging. It is staffed by professional student affairs staff and student veterans who are here to help. http://www.unh.edu/veterans

iv. *Office of Multicultural Student Affairs.* OMSA creates opportunities for people to participate in an inclusive community and to explore and understand diversity, social justice, inclusion and equity via educational presentations, workshops, professional development and leadership opportunities, retreats, brown-bag discussions, etc. We serve all members of the UNH community through these various opportunities and beyond. http://www.unh.edu/omsa

v. *Upward Bound (TRIO).* UNH Upward Bound, one of approximately 900 Upward Bound programs nationwide, helps eligible high school students achieve their dreams of going on to and being successful in higher education. The program has been in continuous operation on the University of New Hampshire campus since 1965 and has helped several thousand New Hampshire young people realize their academic potential and achieve their career aspirations. http://www.upwardbound.unh.edu/

vi. *Center for Academic Resources.* CFAR supports students as they endeavor to achieve their best academically. At CFAR we understand that intelligence is not inherent; it is achieved through experience and effort. We teach the skills, strategies, and behaviors that promote deep learning. Deep learning prepares students to apply their knowledge to new environments and experiences well beyond their college courses. https://www.unh.edu/cfar

vii. *TRIO.* As part of the University's commitment to improving access and success for students who have been traditionally underrepresented in American Higher Education, CFAR hosts a national TRIO/Student Support Services (SSS) program, partially funded by the U.S. Department of Education. Student Support Services is intended for students whose parents do not have a college education, students with a high financial need, and students with disabilities. https://www.unh.edu/cfar/triostudent-support-services

viii. *Connect.* Connect is a program focused on helping first-generation and multicultural students make the transition from high school to college. Through academic support, social programs, and collaborations with key UNH resources, their goal is to support students as they complete their undergraduate degree. Their secondary goal is to provide growth, development and experiences so students are adequately prepared to enter a career upon graduation. http://www.unh.edu/orientation/connect/about-us

8. **Actions that Engage the Campus Community.** In addition to the infrastructure and resources already in place, UNH has made a concerted effort to engage leadership, faculty, staff and students in dialogue that results in action steps to improve campus climate and build a better UNH. Steps taken this summer span a range of activities such as trainings, speakers, enhanced curricula and unit discussions. A snapshot of these efforts is captured at http://www.unh.edu/unhtoday/2017/06/update-efforts.

9. **Reference Resources**
   a. *UNH-specific Resources*
      i. *2010-2020 Inclusive Excellence Strategic Plan.* http://www.unh.edu/inclusive/sites/default/files/media/PDFs/10-20_inclusiveexcellencestategicplan.pdf
      ii. *2015 Strategic Plan Update.* http://www.unh.edu/president/strategic-plan
      iii. *National Survey of Student Engagement.* Summary reports.
           1. Durham 2017. http://www.unh.edu/institutional-research/sites/unh.edu.institutional-research/files/media/nsse17_snapshot_unh.pdf
           2. Durham 2016. http://www.unh.edu/institutional-research/sites/unh.edu.institutional-research/files/media/nsse16_snapshot_unh_0.pdf
           3. Manchester 2017. http://www.unh.edu/institutional-research/sites/unh.edu.institutional-research/files/media/nsse17_snapshot_unh_manchester.pdf
           4. Manchester 2016. http://www.unh.edu/institutional-research/sites/unh.edu.institutional-research/files/media/nsse16_snapshot_unh_manchester.pdf
      iv. *UNH ADVANCE Faculty Climate Surveys.* In November 2013, the UNH ADVANCE research team administered its first on-line survey to all full-time tenure track and non-tenure track faculty members at the three UNH campuses (Durham, Manchester and Concord). The survey asked questions about respondents' teaching, research and service workloads, their perceptions regarding degree of influence, fit, and fairness in their

departments, and their work satisfaction, work stress, networks, and intention to leave UNH. It is now an annual survey whose purpose is to: 1. Evaluate the impact of UNH ADVANCE initiatives on the UNH climate over time and 2. Generate a campus-wide dialogue about climate issues. https://www.unh.edu/advance/research-publications

b. **Additional Resources**
   i. Lewis, Earl and Nancy Cantor (eds). 2016. Our Compelling Interests: The Value of Diversity for Democracy and a Prosperous Society. Princeton University Press. 265 pages.
   ii. And Campus for All: Diversity, Inclusion and Freedom of Speech at U.S. Universities. 2017. PEN Campus Report. 103 pages. Available as a pdf
   iii. Chamorro-Premuzic, Tomas. 2017. Does diversity actually increase creativity? Harvard Business Review (June 28). Available as a pdf
   iv. Carnevale, Anthony P. and Jeff Strohl. 2013. Separate & Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege. Georgetown Public Policy Institute, Center on Education and the Workforce (July). Available as a pdf
   v. Masterson, Kathryn. 2017. How to Make Orientation Stick. The Chronicle of Higher Education (August 22). http://www.chronicle.com/article/The-New-Improved-Orientation/240978?cid=db&elqTrackId=efd52b8dfd2449e8afd9fc1ba5c5bba8&elq=dd57e580c6bd4240b16797a5e9ad74c5&elqaid=15265&elqat=1&elqCampaignId=6513
   vi. Beetham, Gwendolyn. 2017. Addressing Passive Racism in the Academy. Inside Higher Ed. (August 15). https://www.insidehighered.com/blogs/university-venus/addressing-passive-racism-academy?utm_source=Inside+Higher+Ed&utm_campaign=8cc88b7bfe-DNU20170816&utm_medium=email&utm_term=0_1fcbc04421-8cc88b7bfe-199728205&mc_cid=8cc88b7bfe&mc_eid=ee75df7a26
   vii. Lawrence, Frederick M. 2017. The Contours of Free Expression on Campus. AACU. 103 (2) 14-21. Available as a pdf