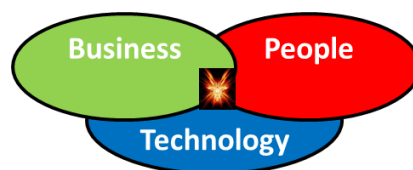# FranklinPierce
UNIVERSITY

Diversity, Equity, & Inclusion Evaluation Final Report

September 1, 2021

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Business   People

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"Our ability to reach unity in diversity will be the beauty and the test of our civilization."

- Mahatma Gandhi

I Executive Summary

Franklin Pierce University (FPU) has taken the bold step of making diversity, equity, and inclusion (DEI) a priority through a Board-level Resolution. Organizational Ignition was asked to make recommendations on how the organization could live into this resolution. As a result, we undertook an effort to determine the current state of DEI at FPU. This document describes our investigation surveying management and employees, conclusions from our investigation, and our recommendations for moving forward.

I.1 Assessment Goal

We set out to answer the following questions:

- How does DEI contribute to delivery of the institution's performance goals?

- How are DEI considerations incorporated into the institution's decisions in key areas such as student engagement, curriculum, and policy?

- How are leaders held accountable for DEI results?

- What mechanisms are in place to monitor and respond to what is working - and what is not?

- How effectively do programs create a more inclusive environment where people feel as if they belong (socially, academically, and communally), and not only a more diverse one?

I.2 Assessment Methodology

Our investigation gathered information from discussions with the DEI Committee; discussions with President Mooney; interviews with 11 staff and faculty via Zoom; and online survey responses from 49 staff, 50 faculty, 29 undergraduate upper-class students, 10 first yr. students and 54 alumni.

Overall, we rank FPU at the **Emerging** DEI maturity level using the Price Waterhouse Coopers (PWC) DEI Maturity Model.

I.3 Findings

I.3.1 Management

The following are findings from the management.

- The primary objective of the DEI initiative is to achieve organizational results.
- The DEI program leader reports to the President. This shows that DEI is very important to the organization.
- Accountability for DEI includes company Values/Principles reflect DEI.
- Training programs focus only on Non-discrimination & regulatory compliance. This could be improved.
- There are affinity groups which operate at a tactical level.
- The organization does not have DEI metrics.

I.3.2 Faculty/Staff

Our overall analysis is as follows.

- Most faculty/staff have a broad understanding diversity, and equity and their importance as described in Marilyn Loden's "Diversity Wheel".
- There does not seem to be an understanding that inclusion involves the active engagement of people.
- There is a feeling that the institution is committed to diversity, equity, and inclusion, but is challenged to live into it.
- In general, interpersonal relationships are generally strong and there is a feeling of belonging.
- Areas for improvement with this group include: communication around discrimination, hiring practices, career development, culture, training on diversity, policies on how to handle discrimination, facilities for assistance for the disabled, welcoming/encouraging voicing of diverse points of view.

I.3.3 Student

Our overall analysis of the student perspective is as follows.

- Most students have a narrow understanding diversity, equity, and inclusion. The sense is that DEI is only about either race or gender. There is not an understanding of the broad definition of diversity as described in Marilyn Loden's "Diversity Wheel". Nor is there an understanding that inclusion involves the active engagement of people.
- There is a feeling that the institution desires diversity, equity, and inclusion, and, in general, lives into it.
- Interpersonal relationships are strong and there is a feeling of belonging.
- Training about diversity, equity, and inclusion is an area for improvement for this group.

I.4 Recommendations

Based on what we have seen as we have worked with academic institutions and other organization, the seminal report "Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and

Promising Practices" (https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf), the surveys and we have performed, to improve diversity, equity, & inclusion and overcome the challenges described in the previous section, we recommend the following (in rough order of importance).

- Support the new CDO by not relying on him to do all the work but see him as a coordinator of the work.
- Institute a formal Performance Management System to help track organizational and DEI goals.
- Create a charter for the DEI Council
- Develop a DEI focused Strategic Plan: The Strategic Plan goals should be turned into SMART goals. These goals should include DEI-specific goals. See Appendix F: Sample Goals & Metrics for suggested DEI-specific Goals.
- Socialize the Strategic Plan: The Strategic Plan, emphasizing DYI goals, should be socialized throughout the organization throughout the year.
- Define & socialize DEI Principles: Organization-wide DEI Principles should be defined and socialized throughout the organization as part of the FPU culture.
- Improve data gathering: The outcome of measuring a DEI program and overall organizational performance will only be as accurate as the data being measured. FPU will benefit from developing reliable data and systematic methods for collecting data. The areas of special interest are as follows:
  1. Hold annual Staff/Faculty Survey. An annual survey is a critical tool for evaluating the state of the organization and progress toward goals and objectives.
  2. Undertake a Community Survey. Management, staff, and faculty are only part of the picture when it comes to DEI and performance. The community which the organization serves, also, plays a part in that picture. A survey of the community in which FPU operates should be undertaken to understand the needs of the organization and what FPU can do to improve diversity, equity, & inclusion internally and externally which will make the institution more attractive when seeking to students, faculty, and staff.

- Provide more Professional Development overall and, in particular, training on diversity & inclusion. Survey data shows that all employees and every level of leadership lack training on DEI. Based on survey data and best practices, training should address how to interact with different people from cultures, backgrounds, and viewpoints. Specific topics to be addressed should include (but not be limited to):

  - ✓ Emotional intelligence (EQ)
  - ✓ Cultural Humility
  - ✓ (Unconscious) Implicit Bias
  - ✓ Gender Identify
  - ✓ Civil Discourse
  - ✓ Microaggressions
  - ✓ Being an Active By-Stander
  - ✓ How to have Difficult Conversations

- Include more diversity in leadership positions.
- Incorporate DEI into existing policies (e.g. hiring, performance review, supply chain). Incorporate diversity & inclusion into operational policies and procedures.)
- Create a communications plan to constantly communicate existence of specific DEI-related policies (e.g. Non-discrimination policy, harassment-free work environment policies, grievance policy)
- Formalize a mechanism to gather input from the Faculty Union on DEI Council activities with the CDO as the liaison with the Union.
- Support more student clubs of different interests (including religious and political) to help open up the minds of students.
- Include someone with a focus on disabilities on the DEI Council to make sure the recommendations in the 1000 page Accessibility Report are carried out.

- Create a budget specifically for accommodations for those with disabilities.
- Find a way to establish competitive compensation (not just monetarily) for faculty/staff positions so that more diverse candidates will be attracted.
- A Curriculum Audit should be done including students, staff, alumni, and businesses have a diversity of perspectives.
- Encourage greater diversity of political thought.
- Make sure Humanities is a core program at the university
- Hold more multi-cultural events, public recognition of events, holidays, multicultural leaders
- Ensure media outlets and publications of the school focus on students of ALL races and backgrounds.
- Have a DEI Introduction for parents.

The rest of this report provides details on our efforts.

II Assessment Methodology

II.1 Questions to Be Answered

We set out to determine the following about where the organization is in its DEI journey.

- How does DEI contribute to delivery of the institution's performance goals?

- How are DEI considerations incorporated into the institution's decisions in key areas such as student engagement, curriculum, and policy?

- How are leaders held accountable for DEI results?

- What mechanisms are in place to monitor and respond to what is working - and what is not?

- How effectively do programs create a more inclusive environment where people feel as if they belong (socially, academically, and communally), and not only a more diverse one?

II.2 Investigation Areas

We investigated the areas in the list below.

- Communications
- Career Development
- Leadership
- Policies & Procedures
- Time/Scheduling
- Hiring, Recruitment, & Retention
- Training

II.3 Investigation Process

We held several discussions with DEI Committee, DEI Committee Chair Derek Scalia and President Kim Mooney to develop the approach for this engagement.

We investigated the current state of the organization from the following perspectives.

1. Management: We had discussions with the DEI Committee and with President Mooney. We provided Mr. Scalia with a list of questions about FPU's approach to diversity, equity, & inclusion. See Appendix A Faculty/Staff Demographics

- Total number of all faculty on all campuses = Full-time 93, Part-time 267
- Total number of all staff on all campuses = Exempt 130, Hourly/Non-exempt 56
- Ethnic identities of all

White	501
Black	15
Hispanic or Latino	13
Two or More	5
Asian	9
American Indian/Native Alaskan	2
Not disclosed	2
	547

Appendix B Student Demographics

B.1 Students by Class Level

Students by class level as of fall 2020

- Non-matriculated = 4
- Freshmen = 447
- Sophomore = 353
- Junior = 358
- Senior = 291
- Graduate = 496

B.2 Students by Race/Ethnicity

Students by race/ethnicity as of fall 2020:

- Nonresident Alien = 58
- Hispanic/Latino = 142
- American Indian or Alaska Native = 10
- Asian = 52
- Black or African American = 121
- Native Hawaiian or Other Pacific Islander = 3
- White = 1430
- Two or More Races = 48
- Unreported = 85

B.3 Students by Gender

Student Gender distribution as of fall 2020

57% female

43% male

2. Appendix C Management Questions for those questions.
3. Faculty/staff: We held interviews with 11 staff and faculty via Zoom. We obtained online survey responses from 49 staff, and 50 faculty. See Appendix B: Employee Survey Questions for questions asked.
4. Students: We obtained online survey responses from 29 undergraduate upper-class students, 10 first yr. students and 54 alumni. See Appendix E: Student Survey Questions for questions asked.

III Analysis

Our overall analysis is described in the table below.

Figure 1 Answers to Original Questions

Question	Answer
How does DEI contribute to the institution's performance goals?	DEI does not really contribute to the institution's performance goals.
How are DEI considerations incorporated into the institution's decisions on key topics such as customers, products, and location?	DEI considerations are very not incorporated into institutional decisions on key topics or into the decision-making process.
How are leaders held accountable for DEI results?	Leaders are not held accountable for DEI results.
What mechanisms are in place to monitor and respond to what is working - and what is not?	No mechanisms are in place to monitor and respond to what is working or not working regarding DEI.
How effectively do programs create a more inclusive environment where people feel as if they belong (socially, academically, and communally), and not only a more diverse one?	While there has been recent (in the past year and a half) language being communicated from the Board and the President about its commitment to diversity, there are no significant programs targeted at creating a more diverse, equitable, and inclusive institution. The hiring of a CDO is beginning to address this.

Figure 2 Observations on Investigation Areas

Area	Analysis	Impact
Communications	Staff seems to have good rapport with their direct reports. Faculty seems to have good rapport with their students. However, there is a sense that there is not enough communication between across the institution or with the community.	Faculty/staff and students feel disconnected from the institution and its mission. They do not feel their feedback is heard or that they know how to follow through on institutional goals.
Leadership	Faculty/staff feel that leadership is, generally, good but sometimes too controlling. Leadership does not feel it has the knowledge or tools to be truly diverse and inclusive.	Leaders cannot bring in diverse employees or ensure inclusion of everyone. They are unsure of how to work with and drive the institution to benefit from people from diverse backgrounds.
Recruitment, Hiring, & Retention	Management feels that efforts to recruit, hire, and retain employees and students with diverse racial or ethnic backgrounds and that current efforts are insufficient. Yet do not have the knowledge or tools to improve in this area. The campus and surrounding community environment	The faculty/staff and student population remains predominantly white maintaining an environment that is not welcoming or attractive for people of color. Faculty/staff are unsure of how to work with and benefit from people from diverse racial

	is not welcoming and does not meet the needs of a people with different backgrounds and cultures than the area's white population. This seems due to a lack of knowledge of how to do this and the demographics of the surrounding area.	and ethnic backgrounds so feel stress when they do encounter the few people of color who are here.
Career Development	Many positions do not seem to have a career growth path. With regard to diversity, equity, & inclusion, there does not seem to be a recognition that people from different racial or ethnic backgrounds may need different encouragement in progressing through their career. Having said that, most faculty/staff see themselves at the institution for the long-term.	People of color are less attracted to the institution because of lack of career growth opportunities. This has an impact on whether students of color choose to attend as they do not see faculty/staff who look like them.
Policies & Procedures:	Diversity, equity, & inclusion is addressed in initial hiring agreements but not in operational policies and procedures necessary to provide guidance on how to bring about diversity, equity, inclusion, and belonging.	Faculty/staff are left to their own devices as to how to handle prevent or react to discrimination. Faculty/staff in different areas of the institution are treated differently. Legal exposure due to discrimination is elevated.
Training	Many faculty/staff feel ill-equipped to deal with people of diverse backgrounds and viewpoints. Others do not realize that they should react differently to people from different backgrounds or viewpoints. Other than a brief mention of diversity, equity, & inclusion as a desire of the institution, there is no training on how to achieve diversity, equity, & inclusion toward belonging.	Faculty/staff are stressed when they encounter diversity. Some interact poorly creating an unwelcoming environment which reduces productivity.
Time/Scheduling	Some faculty/staff feel they do not have enough time to complete their work. Some feel they are overworked because there are not enough faculty/staff to cover all shifts or classes.	Faculty/staff are stressed which makes them less likely to be welcoming and sensitive to how to interact with people not like them. It also causes reduced productivity.

The following sections break down our findings from the various perspectives we analyzed.

III.1 Management Perspective

The following are findings from the management.

- The primary objective of the DEI initiative is to achieve organizational results.
- The DEI program leader reports to the President. This shows that DEI is very important to the organization.
- Accountability for DEI includes company Values/Principles reflect DEI.
- Training programs focus only on Non-discrimination & regulatory compliance. This could be improved.

- There are affinity groups which operate at a tactical level.
- The organization does not have DEI metrics.

II.2 Faculty/Staff Perspective

Our overall analysis is as follows.

- Most faculty/staff have a broad understanding diversity, and equity and their importance as described in Marilyn Loden's "Diversity Wheel".
- There does not seem to be an understanding that inclusion involves the active engagement of people.
- There is a feeling that the institution is committed to diversity, equity, and inclusion, but is challenged to live into it.
- In general, interpersonal relationships are generally strong and there is a feeling of belonging.
- Areas for improvement with this group include: communication around discrimination, hiring practices, career development, culture, training on diversity, policies on how to handle discrimination, facilities for assistance for the disabled, welcoming/encouraging voicing of diverse points of view.

The rest of this section provides details on this analysis.

II.2.1 Demographics

Faculty/Staff respondent demographics are below. They should be compared with the demographics for the entire Faculty/Staff population as described in Appendix A Faculty/Staff Demographics
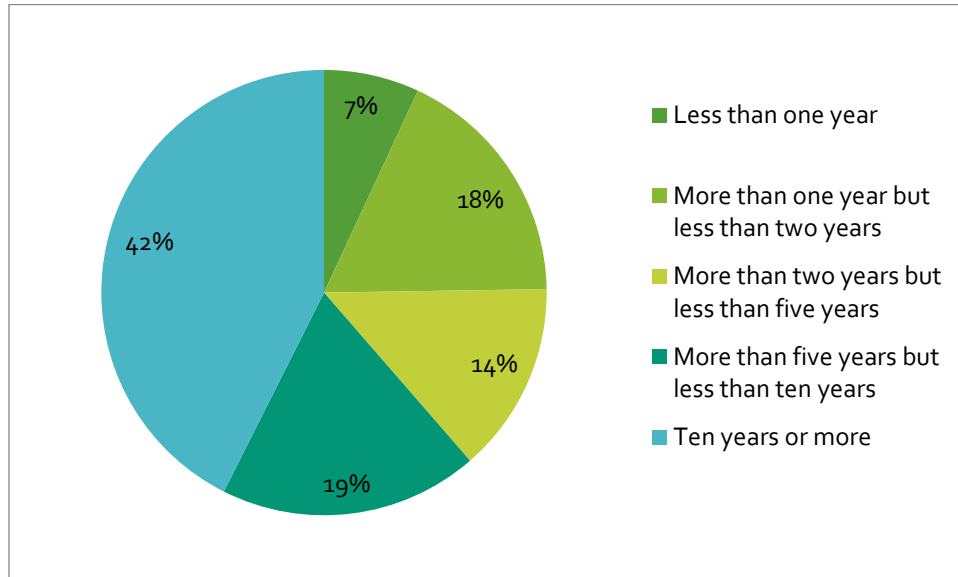
Demographic coverage of the interview/survey participants per their responses is described below.
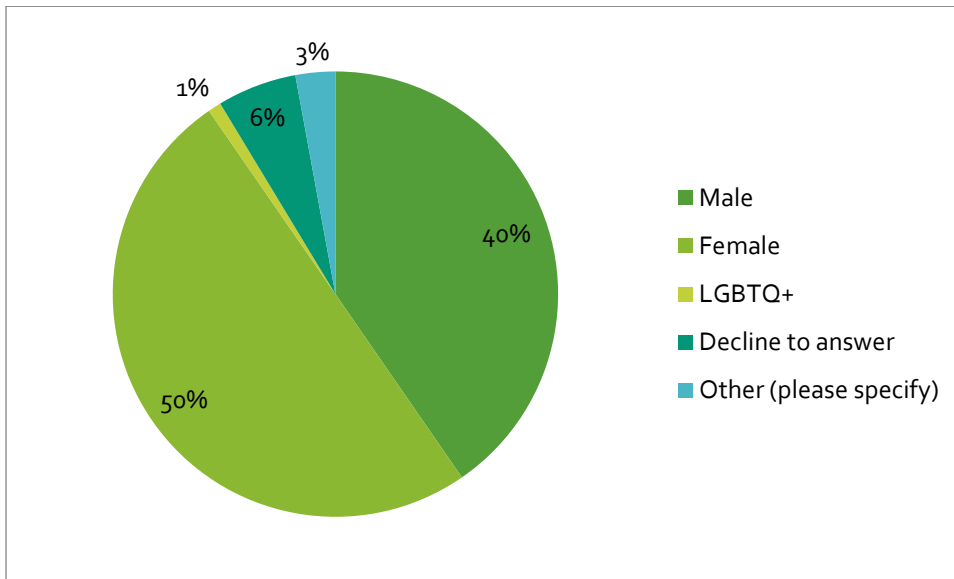
Figure 3 Organizational Roles
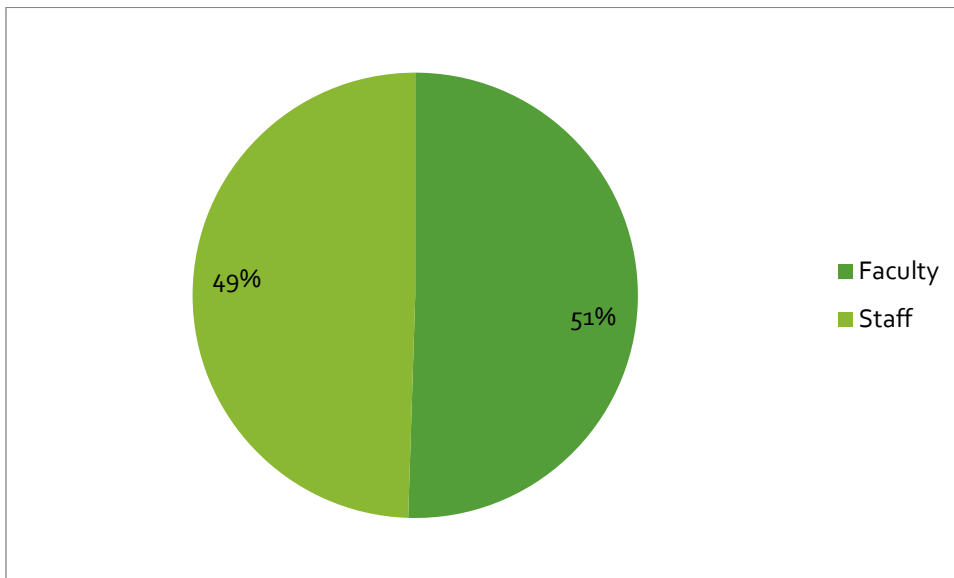
The respondents were evenly divided between faculty and staff (49% vs. 51%).

Figure 4 Length of Service

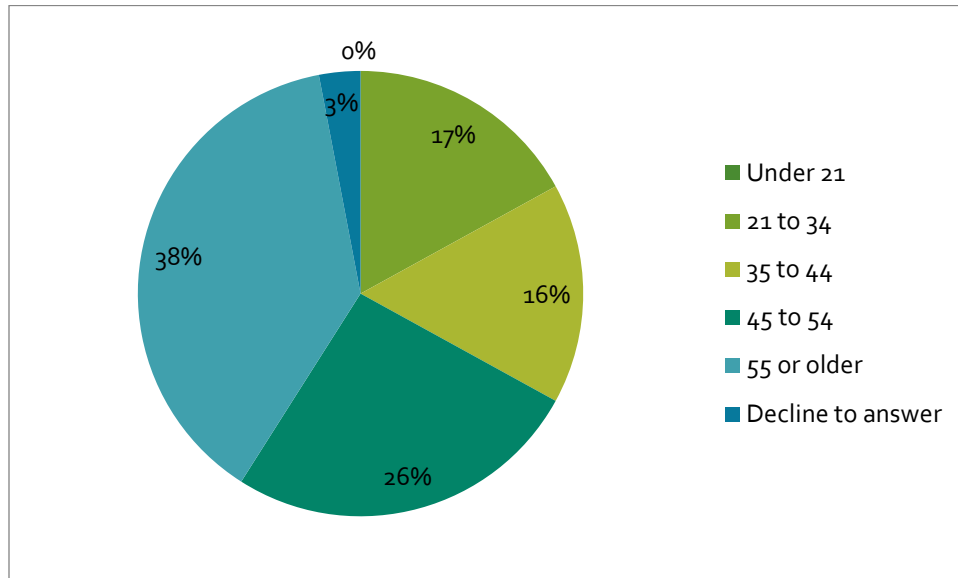The majority of those surveyed have quite a bit of history with the organization worked at FPU for 5 yrs. (61%)

Gender identity:

The gender identity of the respondents was predominantly male with a few non-binary responses providing some comfort that the responses are not totally skewed in one direction. This is only slightly different than the total faculty/staff makeup shown in Appendix A Faculty/Staff Demographics

Figure 5 Age Breakdown

The majority of those surveyed were over 45 (64%).

Figure 6 Predominant Racial Identify
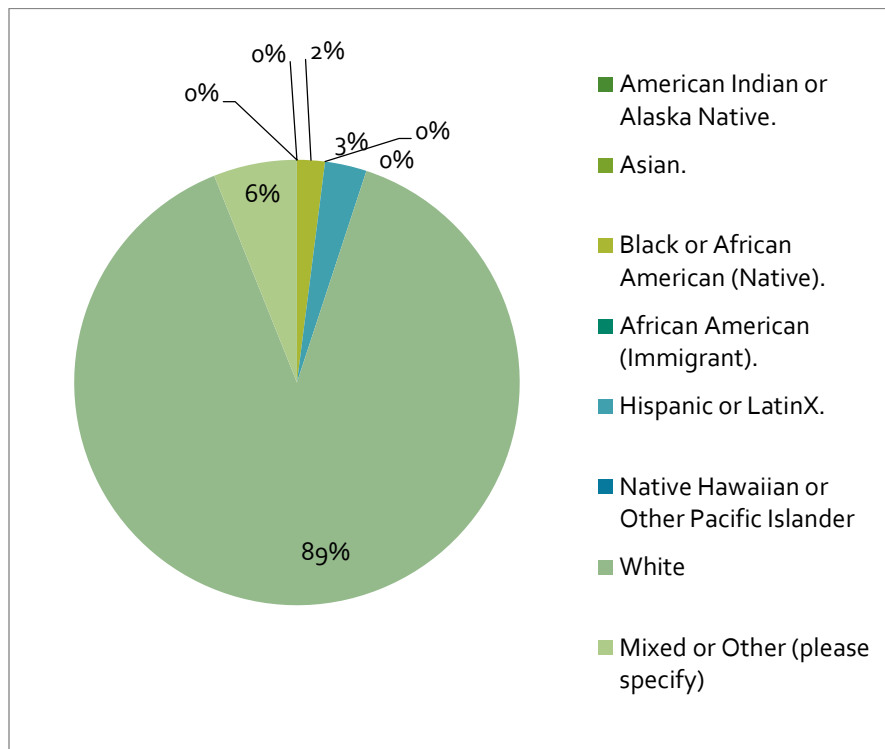
The vast majority of those surveyed were white (89.0%) with participants spanning several race and ethnicities. This very close to the racial makeup of the faculty and staff as shown in Appendix A Faculty/Staff Demographics

II.2.1 Definitions

Responses on personal experience questions are described below.

Figure 7 Understanding of Diversity
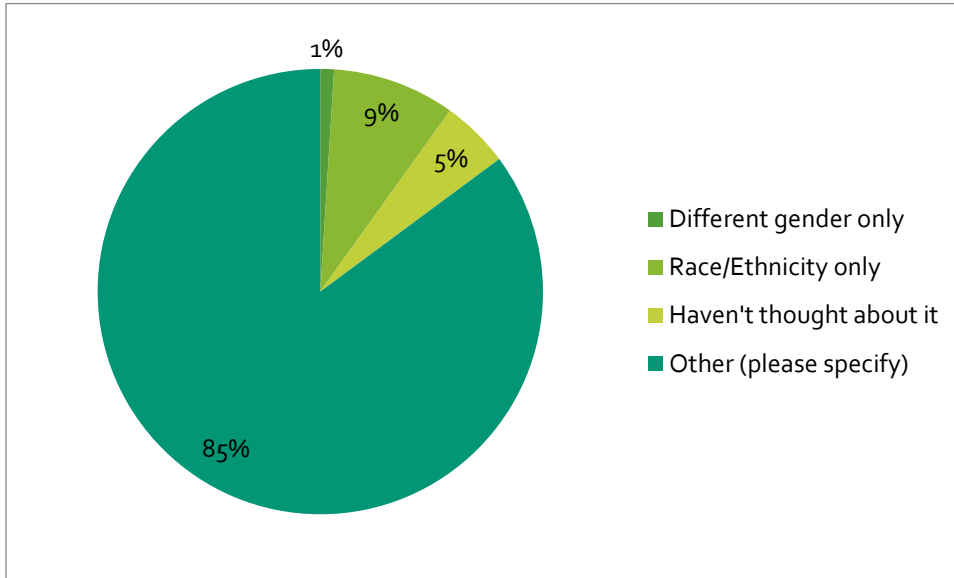
The majority (85.9%) have a broad definition of diversity (i.e. not just about race/ethnicity but also about age, gender, ability, etc.). Diversity of thought was included by some of these people but not all.

II.2.3 Results Summary

The aggregated survey results in the figure below indicate areas where there is strength and where there is room for improvement.

Figure 8 Faculty/Staff Survey Results.

The leadership at this Institution encourages diversity, equity, & inclusion	3.201835
Management shows that diversity, equity, & inclusion is important through its actions	3.036697
This Institution is committed to diversity, equity, & inclusion	3.174312
This Institution respects individuals and values their differences	3.211009
This Institution is making progress with diversity, equity, & inclusion initiatives	3.165138
A fair workplace includes people from every race.	3.504587
Students who are different from most others are treated fairly at this Institution.	2.853211
At this Institution, employees appreciate others whose race/ethnicity is different from their ow	3.33945
I have personally witnessed discrimination at the University?	38.00%
I have been the victim of discrimination at Franklin Pierce University?	13.08%
I know where to turn if I feel discrimination has occurred.	3.201835
For hiring and recruitment, there is diversity among the people a job candidate will meet/see	1.834862
Career development - employees of different backgrounds are encouraged to apply for highe	2.550459
There is a career development path for all employees at this Institution.	1.770642
I see myself here long-term	62.62%
My experiences since coming to this Institution have led me to become more understanding	2.66055
Getting to know people with racial/ethnic backgrounds different from my own has been easy	2.412844
The Institution's policies or procedures discourage discrimination.	3.119266
I believe the Institution will take appropriate action in response to incidents of discrimination.	3.027523
Employees of different backgrounds interact well in this Institution	3.266055
Management of this Institution demonstrates a commitment to meeting the needs of employe	2.724771
Employees of different ages are valued equally by this Institution.	3
Racial and ethnic-based jokes are not tolerated at this Institution.	3.137615
This Institution provides an environment for the free and open expression of ideas, opinions a	2.972477
I feel connected to my team members.	3.477064
My supervisor is committed to, and supports, diversity, equity, & inclusion.	3.669725
My supervisor handles diversity, equity, & inclusion matters satisfactorily.	3.293578
Education about diversity, equity, & inclusion will enhance the Institution's profitability/perform	3.422018
This Institution has done a good job providing training programs that promote multicultural ur	2.027523
Overall, I encourage diversity and inclusion by my actions.	3.458716

Color Key	Red: Score <23.5 – Needs significant improvement or <33.3%
	Yellow: Score >= 2.5 < 3.5 or between 34 and 67% – Needs slight improvement
	Green: Score > 3.5 or >68% – Respectable.

As the Color Key indicates, the results are color coded to indicate areas were the organization seemed to be performing well and areas where the organization should improve.

We learned that there was a Curriculum Audit done by a group that was faculty only.

III.3 Student

III.3.1 Upper-class Undergraduates

Our overall analysis is as follows.

- Most students have a narrow understanding diversity, equity, and inclusion. The sense is that DEI is only about either race or gender. There is not an understanding of the broad definition of diversity as described in Marilyn Loden's "Diversity Wheel". Nor is there an understanding that inclusion involves the active engagement of people.
- There is a feeling that the institution desires diversity, equity, and inclusion, and, in general, lives into it.
- Interpersonal relationships are strong and there is a feeling of belonging.
- Training about diversity, equity, and inclusion is an area for improvement for this group.

The rest of this section provides details on this analysis.

#### III.3.1.1 UPPER-CLASS STUDENT SURVEY DEMOGRAPHICS

Student respondent demographics are below. They should be compared with the demographics for the entire student body as described in Appendix A Faculty/Staff Demographics

Figure 9: Upper-Class Student Respondents by Year
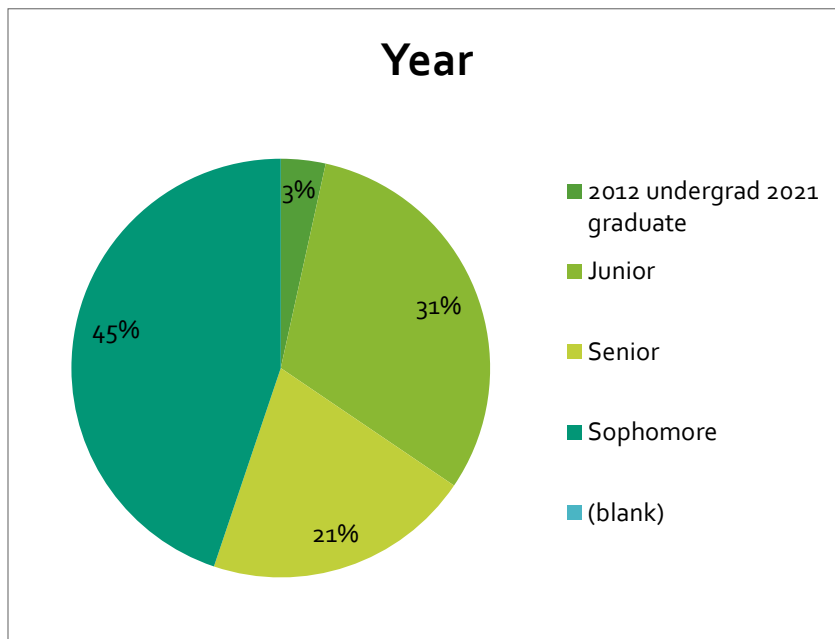
The tenure of the respondents was fairly spread out. It was representative of the student body.

Figure 10 Upper-Class Survey Respondents by Gender

Gender
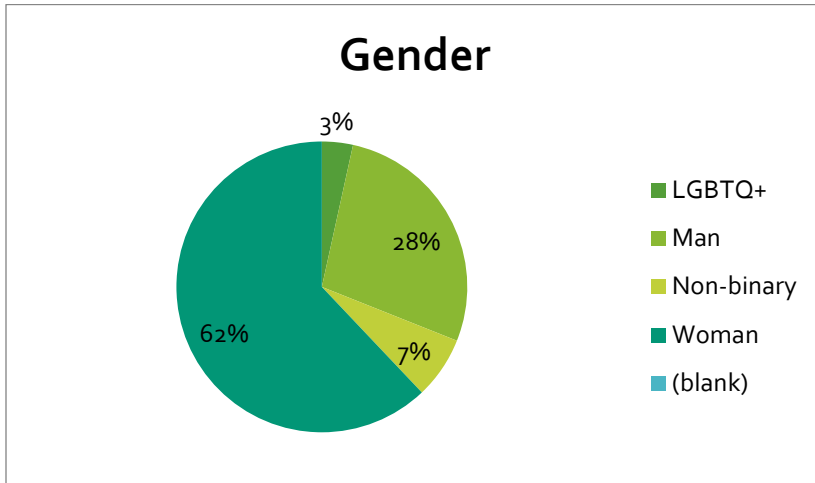
The majority of the respondents were women (62%). This is more women than in the New Hampshire population.

Figure 11: Upper-Class Survey Respondents by Race/Ethnicity
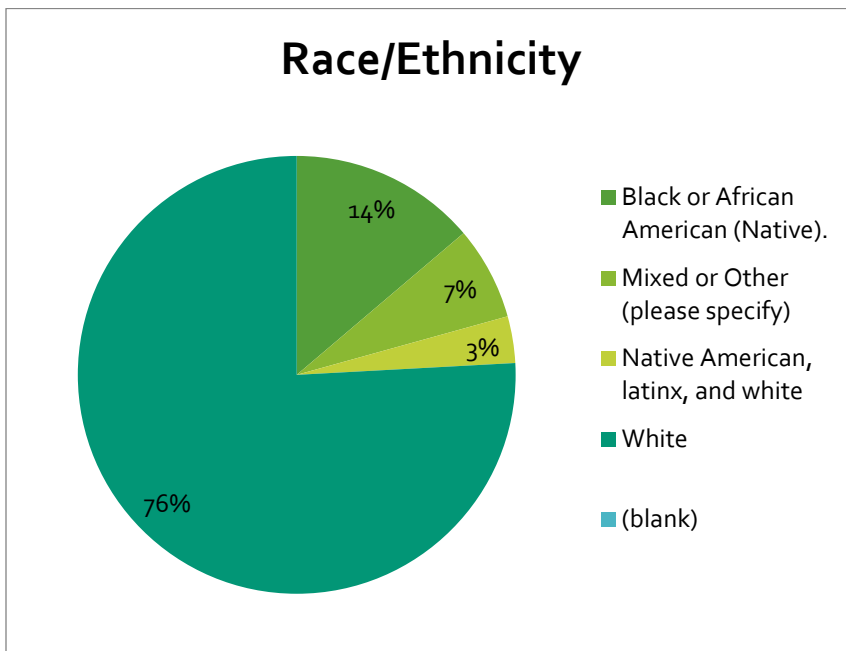
Race/Ethnicity

The vast majority of the respondents were white (76%) with good representation from other races/ethnicities. This is more diverse than the New Hampshire population. It matches the overall student population fairly closely as shown in Appendix B Student Demographics

III.3.1.2 UPPER-CLASS STUDENT SURVEY DEFINITIONS

Upper-class student definitions of diversity and inclusion are described in this section.

Figure 12; Upper-Class Student Survey Diversity Definition
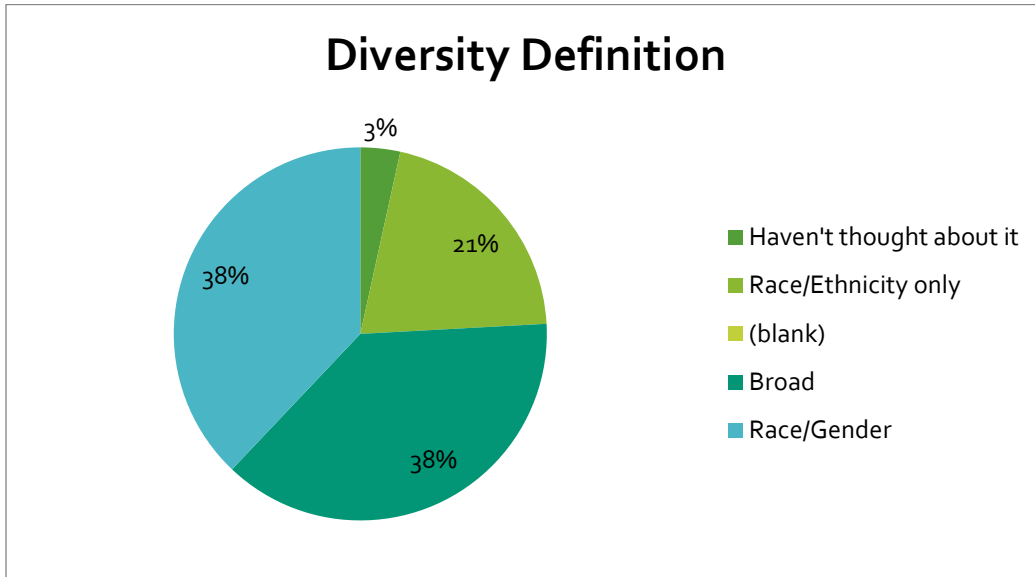
The majority of the respondents (62%) had a narrow definition of diversity or had not even thought about it.

Figure 13: Upper-Class Student Respondents Inclusion Definition
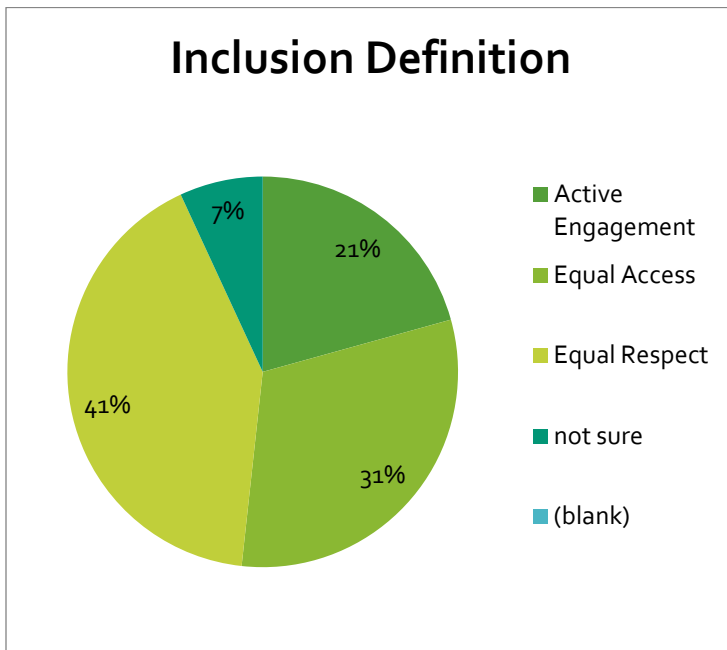
The majority of the respondents (78%) had a narrow definition of inclusion or had not even thought about it.

III.3.1.3 UPPER-CLASS STUDENT SURVEY RESULTS SUMMARY

The aggregated survey results in the table below indicate areas where there is strength and where there is room for improvement.

Figure 14: Upper-Class Student Survey Results

The leadership of the organization encourages diversity and inclusion	3.9310345
Management shows that diversity and inclusion is important through its actions.	3.793103
This organization is committed to diversity and inclusion.	4
This organization respects individuals and values their differences.	4.1724138
This organization is making progress with diversity initiatives.	3.827586
A fair workplace includes people from every race/ethnicity.	4.551724
Employees who are different from most others are treated fairly at this organization.	4.172414
At this Organization, employees appreciate others whose race/ethnicity is different from their ov	4.137931
On a first visit to CMC, a job candidate would see racial/ethnic diversity.	2.965517
Employees of diverse racial/ethnic backgrounds are encouraged to apply for higher positions.	3.678571
There is a career development path for employees at this organization.	3.344828
My experiences since coming to this organization have led me to become more understanding of	3.137931
Getting to know people with racial/ethnic backgrounds different from my own has been easy at th	3.689655
The organization's operating policies or procedures discourage discrimination.	4.206897
I believe the organization will take appropriate action in response to incidents of discrimination.	4.310345
Employees of diverse racial/ethnic backgrounds interact well in this Organization.	4.142857
I feel connected to my team members	4.655172
Racial and ethnic-based jokes are not tolerated.	4.068966
The organization provides an environment for the free and open expression of ideas, opinions, ar	4.103448
My supervisor is committed to and supports diversity.	4.296296
My supervisor handles diversity matters satisfactorily.	3.888889
Education about diversity will enhance the organization's performance.	4.068966
Education about diversity will enhance the organization's profitability.	3.875
This organization has done well in providing training programs that promote multicultural and rac	2.896552
I encourage diversity & inclusion by my actions.	4.578947

Color Key	Red: Score <23.5 – Needs significant improvement or <33.3%
	Yellow: Score >= 2.5 < 3.5 or between 34 and 67% – Needs slight improvement
	Green: Score > 3.5 or >68% – Respectable.

As the Color Key indicates, the results are color coded to indicate areas were the organization seemed to be performing well and areas where the organization should improve.

III.3.2 First-Year Student Analysis

Our overall analysis is as follows.

- Most first year students seem to have only a narrow understanding of DEI centered on being accepting of race/equity and gender. There is not an understanding of the broad definition of diversity as described in Marilyn Lober's "Diversity Wheel". Nor is there an understanding that inclusion involved the active engagement of people.

- There is a feeling that the institution desires diversity, equity, and inclusion, but is challenged to live into it.
- Interpersonal relationships are not very strong so there is not a feeling of belonging.

- Areas for improvement with this group include: training about diversity, equity, and inclusion, training about policies and procedures, engendering a feeling of belonging (although this is difficult given most have never been away from home).

The rest of this section provides details on this analysis.

III.3.2.1 FIRST-YEAR SURVEY DEMOGRAPHICS

Figure 15: First-Year Student Survey Responses by Gender

Total

- Man — 20%
- Non-Binary — 20%
- Woman — 60%
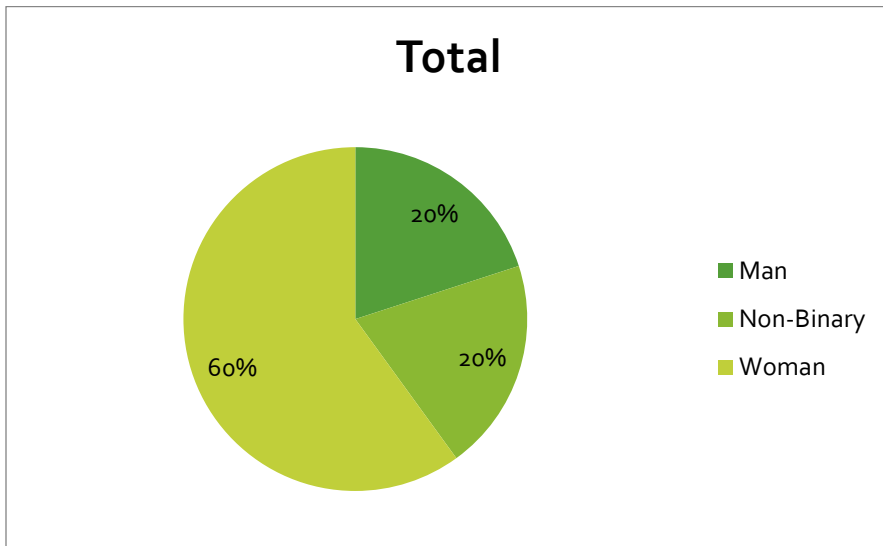
Figure 16: First-Year Student Respondents by Race/Ethnicity

Total

- Asian. — 10%
- Native Hawaiian or Other Pacific Islander. — 10%
- White — 80%
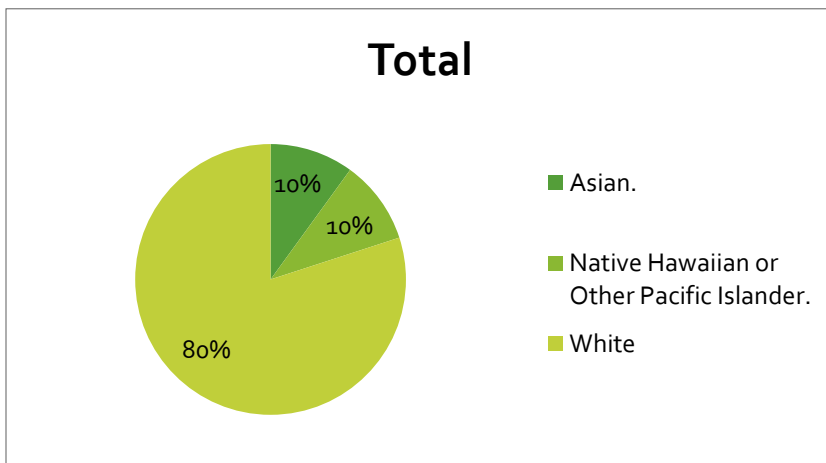
III.3.2.2. FIRST-YEAR SURVEY DEFINITIONS

First-Year student definitions of diversity and inclusion are described in this section.

Figure 17: First-Year Student Diversity Definition

Total

- ■ Both gender and race/ethnicity — 40%
- ■ Haven't thought about it — 10%
- ■ Race/Ethnicity only — 40%
- ■ Broad — 10%
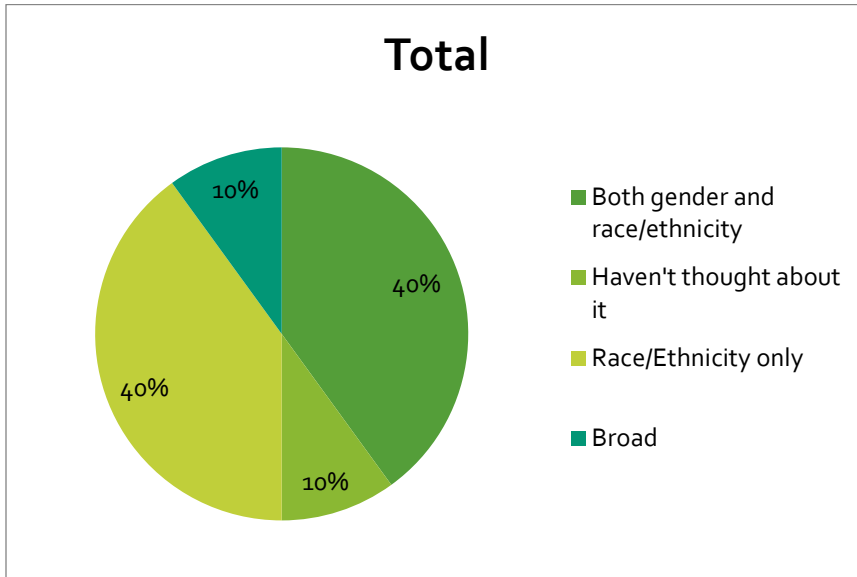
Most first-year students understand a narrow definition of diversity.

Figure 18: First-Year Student Inclusion Definition

Total

- ■ Broad — 22%
- ■ Medium — 78%
- ■ (blank)
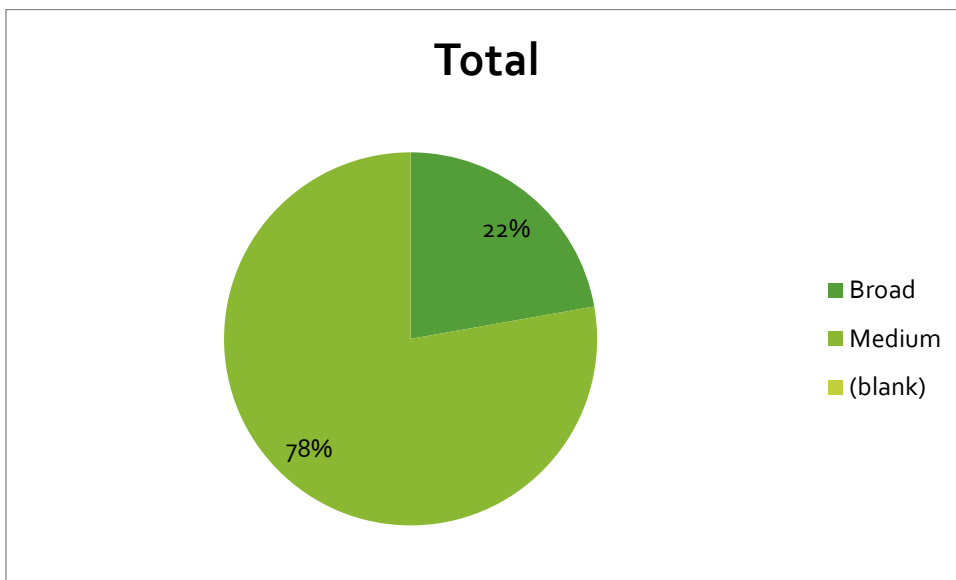
A wide majority of first-year students have a medium level understanding of inclusion – being accepting of people of different backgrounds. But they don't understand that inclusion is active engagement.

III.3.2.3. FIRST-YEAR SURVEY RESULTS ANALYSIS

The aggregated survey results in the table below indicate areas where there is strength and where there is room for improvement.

Figure 19: First Year Student Survey Results

The administration at this Institution encourages diversity, equity, & inclusion.	3.8
Management shows that diversity, equity, & inclusion is important through its actions.	3.5
This Institution respects individuals and values their differences.	3.2
Students who are different from most others are treated fairly at this Institution.	3.375
I have personally witnessed discrimination at the University?	60.00%
I have been the victim of discrimination at Franklin Pierce University?	20.00%
There is diversity among the people a student candidate will meet/see on his/her first visit to the Institution	2.875
Students of different backgrounds are encouraged to strive for advanced work.	3.875
My experiences since coming to this Institution have led me to become more understanding of racial/ethni	3.375
Getting to know people with racial/ethnic backgrounds different from my own has been easy at this Institut	2.375
The Institution's policies or procedures discourage discrimination.	2.9
I believe the Institution will take appropriate action in response to incidents of discrimination.	2.6
Students of different backgrounds interact well in this Institution.	2.6
This Institution demonstrates a commitment to meeting the needs of employees with disabilities.	2.3
Racial and ethnic-based jokes are not tolerated at this Institution.	2.1
This Institution provides an environment for the free and open expression of ideas, opinions and beliefs.	2.2
I feel connected to my team fellow students.	1.9
This Institution has done a good job providing training programs that promote multicultural understanding,	2.5
I know where to turn if I feel discrimination has occurred.	1.8

III.3.3 Alumni Analysis

Our overall analysis is as follows.

- Older alumni and the youngest alumni seem to have a narrow definition of diversity. Those who graduated from 10 to about 15 years ago seem to have a broader definition of diversity.
- Older alumni seem to have a broader definition of inclusion being about more than just diversity. Younger alumni see inclusion only as having a diverse set of people in the room.
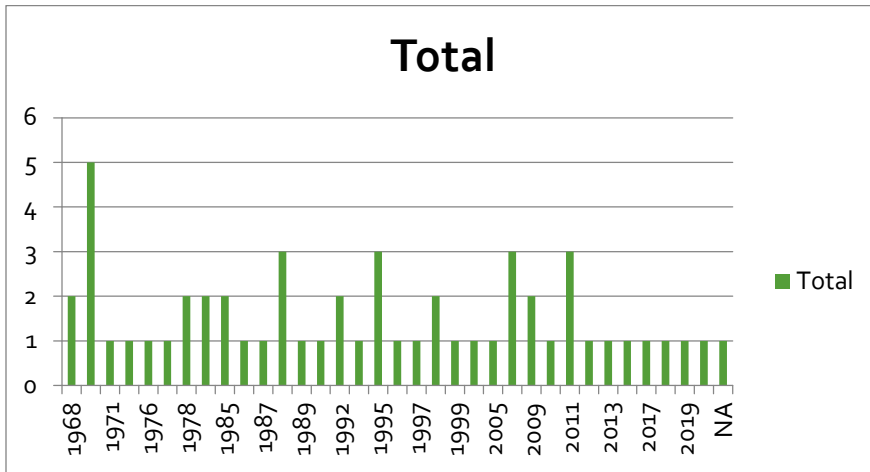
Alumni believe there is a commitment to DEI and that the institution has the tools and capability to live into it.

The rest of this section provides details on this analysis.

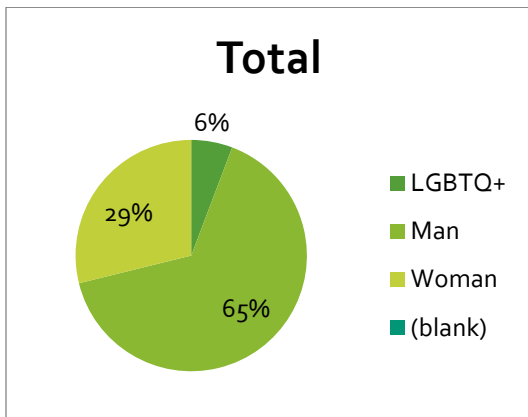### III.3.3.1 ALUNMI SURVEY DEMOGRAPHICS

Alumni respondent demographics are below.

Figure 20: Alumni Respondents by Year

Total

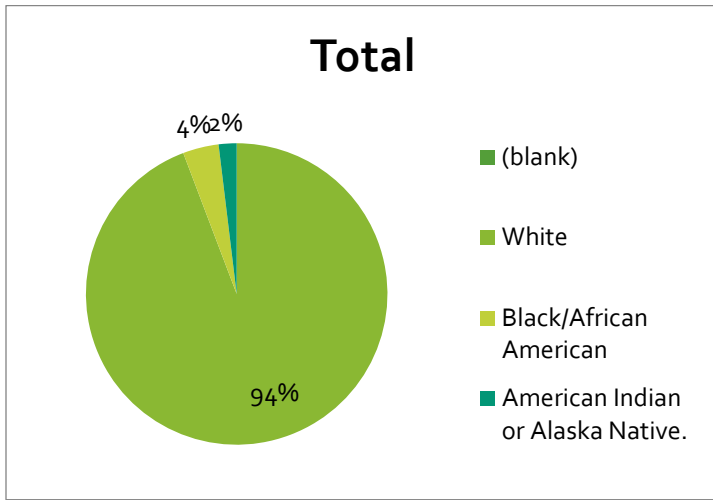

Alumni respondents span the decades from 1968 with fair representation in each decade.

Figure 21: Alumni Respondents by Gender

Total

- LGBTQ+
- Man
- Woman
- (blank)

The majority of respondents were men (65%).

Figure 22: Alumni Respondents by Race/Ethnicity

Total

- (blank)
- White
- Black/African American
- American Indian or Alaska Native.

4% 2%

94%

The vast majority were of respondents were white.

	Survey Respondents	Total Alumni	% of Total
White	49	9718	0.50%
Black/African American	2	444	0.45%
American Indian or Alaska Native	1	31	3.23%
Asian	0	62	0.00%
Hispanics of Any Race	0	301	0.00%
Native Hawaian or Pacifc Islander	0	121	0.00%
Two or More races	0	152	0.00%
Unknown	0	28021	0.00%
Total	**52**	**38850**	**4.18%**

Survey respondents were only a small percentage of the total alumni population at 4.18%. Alumni of color were significantly underrepresented in the responses.

Figure 23: Alumni Respondents by Campus

Total
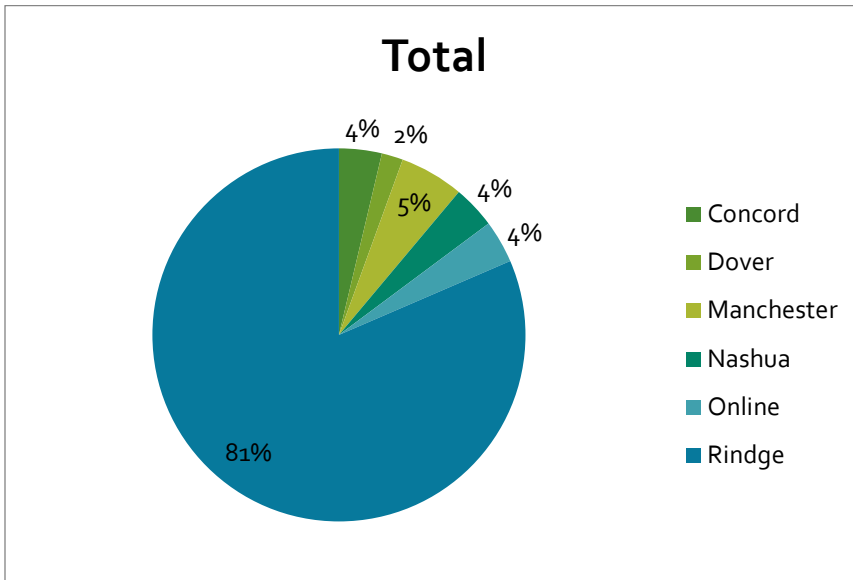
The vast majority of respondents were based on the Ringe Campus.

### III.3.3.2 ALUNMI SURVEY DEFINITIONS

Alumni definitions of diversity and inclusion are described in this section.

Figure 24: Alumni Diversity Definition

Total
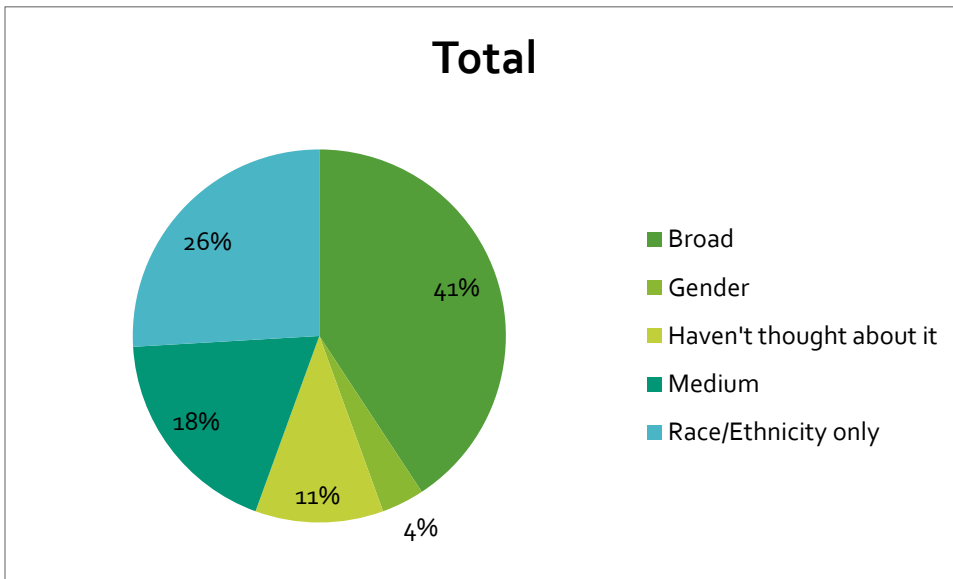
The understanding of the definition of diversity seems to be very mixed with a slight majority understanding the broad definition of diversity we want to espouse.

Figure 25: Alumni Inclusion Definition

Total
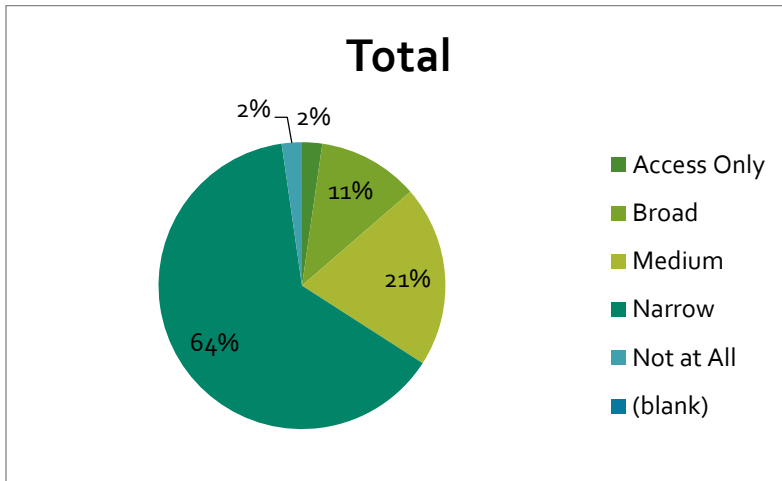
The understanding of the definition of inclusion seems to be very mixed with a slight majority understanding the broad definition of inclusion we want to espouse.

III.3.3.3 ALUMNI SURVEY RESULTS ANALYSIS

The aggregated survey results in the table below indicate areas where there is strength and where there is room for improvement.

Figure 26: Alumni Survey Results

The administration at this Institution encourages diversity, equity, & inclusion.	3.886792
This Institution respects individuals and values their differences.	3.981132
When you were a student: Students who are different from most others are treated fairly at this Institution.	3.938776
At this Institution, students appreciate others whose race/ethnicity is different from their own.	4.040816
I have personally witnessed discrimination at the University.	22.50%
I have been the victim of discrimination at Franklin Pierce University?	7.30%
I know where to turn if I feel discrimination has occurred.	4.166667
There is diversity among the people a student candidate will meet/see on his/her first visit to the Institution.	3.75
Students of different backgrounds are encouraged to strive for advanced work.	4.055556
My experiences since coming to this Institution have led me to become more understanding of racial/ethnic differences.	3.894737
Getting to know people with racial/ethnic backgrounds different from my own has been easy at this Institution.	3.95
The Institution's policies or procedures discourage discrimination.	4.081081
I believe the Institution will take appropriate action in response to incidents of discrimination.	4.263158
Students of different backgrounds interact well in this Institution.	4.05
This Institution demonstrates a commitment to meeting the needs of employees with disabilities.	3.692308
Racial and ethnic-based jokes are not tolerated at this Institution.	3.342857
This Institution provides an environment for the free and open expression of ideas, opinions and beliefs.	4
I feel connected to my fellow students.	4.027778
This Institution has done a good job providing training programs that promote multicultural understanding, diversity, equity,	3.625

| Color Key	Red: Score <23.5 – Needs significant improvement or <33.3%
	Yellow: Score >= 2.5 < 3.5 or between 34 and 67% – Needs slight improvement
	Green: Score > 3.5 or >68% – Respectable.

As the Color Key indicates, the results are color coded to indicate areas were the organization seemed to be performing well and areas where the organization should improve.

IV Potential Challenges

Challenges to addressing DEI will be many. The figure below shows challenges that research has shown organizations face.

Figure 27 Generic Barriers to DEI Program Effectiveness
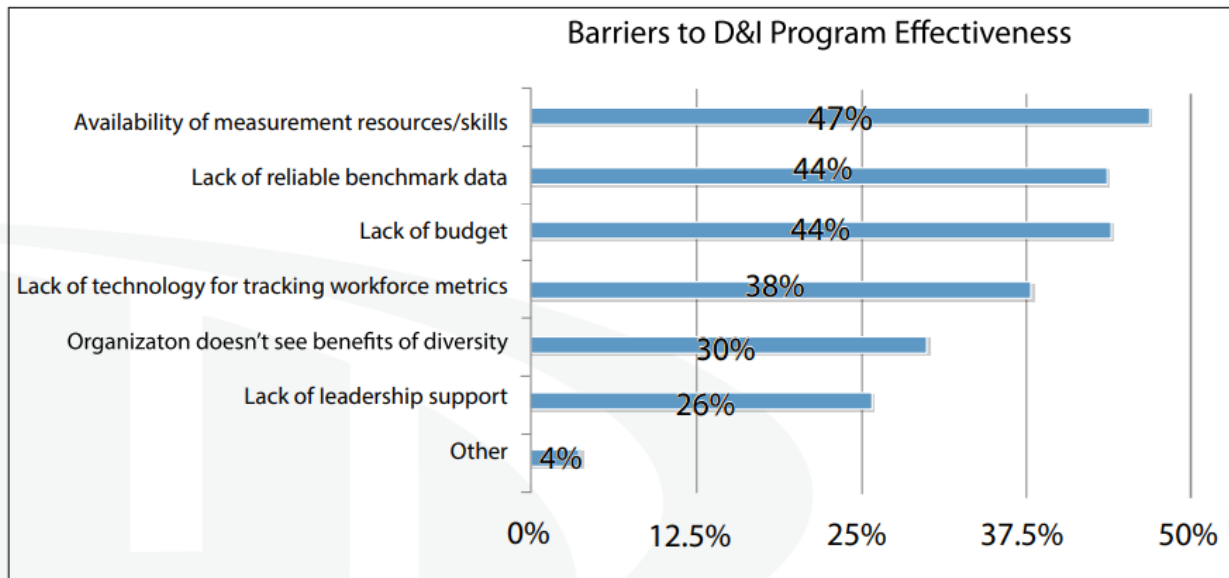
Based on the management, faculty/staff, and student investigation performed, other barriers to DEI effectiveness and creating a feeling of belonging may include the following:

- denial that discrimination exists on campus or in New Hampshire;
- lack of understanding of how policies an d procedures should be worded to combat discrimination and encourage DEI;
- a surrounding town/region that is not necessarily a welcoming community to people of color;.
- there are people in Sr. Administration who do not want to make changes to the status quo;
- there are some who assume someone else will deal with discrimination and won't take personal responsibility for dealing with it;
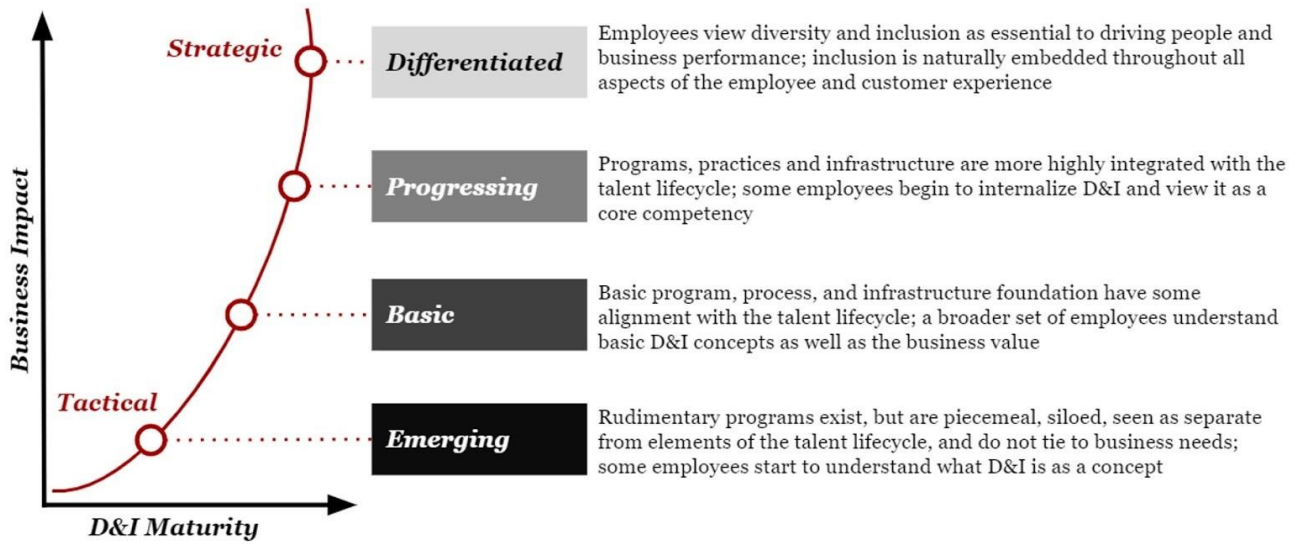- lack of accountability for faculty/staff.

V Moving up the DEI Maturity Curve: Planning and Implementation Recommendations

V.1 Current DEI Maturity Level

Using the PWC DEI maturity levels as described in the figure below, CMS is at the Emerging level.

Figure 28 PWC Maturity Model

The impact of an organization's D&I program is related to their maturity in each of the four areas

Strategic — **Differentiated**: Employees view diversity and inclusion as essential to driving people and business performance; inclusion is naturally embedded throughout all aspects of the employee and customer experience

Progressing: Programs, practices and infrastructure are more highly integrated with the talent lifecycle; some employees begin to internalize D&I and view it as a core competency

Basic: Basic program, process, and infrastructure foundation have some alignment with the talent lifecycle; a broader set of employees understand basic D&I concepts as well as the business value

Tactical — **Emerging**: Rudimentary programs exist, but are piecemeal, siloed, seen as separate from elements of the talent lifecycle, and do not tie to business needs; some employees start to understand what D&I is as a concept

PwC | Workforce of the Future

V.2 Recommendations

Based on what we have seen as we have worked with academic institutions and other organization, the seminal report "Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices" (https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf), the surveys and we have performed, to improve diversity, equity, & inclusion and overcome the challenges described in the previous section, we recommend the following (in rough order of importance).

- Support the new CDO by not relying on him to do all the work but see him as a coordinator of the work.
- Institute a formal Performance Management System to help track organizational and DEI goals.
- Create a charter for the DEI Council
- Develop a DEI focused Strategic Plan: The Strategic Plan goals should be turned into SMART goals. These goals should include DEI-specific goals. See Appendix F: Sample Goals & Metrics for suggested DEI-specific Goals.
- Socialize the Strategic Plan: The Strategic Plan, emphasizing DYI goals, should be socialized throughout the organization throughout the year.
- Define & socialize DEI Principles: Organization-wide DEI Principles should be defined and socialized throughout the organization as part of the FPU culture.
- Improve data gathering: The outcome of measuring a DEI program and overall organizational performance will only be as accurate as the data being measured. FPU will benefit from developing reliable data and systematic methods for collecting data. The areas of special interest are as follows:
  1. Hold annual Staff/Faculty Survey. An annual survey is a critical tool for evaluating the state of the organization and progress toward goals and objectives.

2. Undertake a Community Survey. Management, staff, and faculty employees are only part of the picture when it comes to DEI and performance. The community which the organization serves, also, plays a part in that picture. A survey of the community in which FPU operates should be undertaken to understand the needs of the organization and what FPU can do to improve diversity, equity, & inclusion internally and externally which will make the institution more attractive when seeking to students, faculty, and staff.

- Provide more Professional Development overall and, in particular, training on diversity & inclusion. Survey data shows that all employees and every level of leadership lack training on DEI. Based on survey data and best practices, training should address how to interact with different people from cultures, backgrounds, and viewpoints. Specific topics to be addressed should include (but not be limited to):

  - ✓ Emotional intelligence (EQ)
  - ✓ Cultural Humility
  - ✓ (Unconscious) Implicit Bias
  - ✓ Gender Identify
  - ✓ Civil Discourse
  - ✓ Microaggressions
  - ✓ Being an Active By-Stander
  - ✓ How to have Difficult Conversations

- Include more diversity in leadership positions.
- Incorporate DEI into existing policies (e.g. hiring, performance review, supply chain). Incorporate diversity & inclusion into operational policies and procedures.)
- Create a communications plan to constantly communicate existence of specific DEI-related policies (e.g. Non-discrimination policy, harassment-free work environment policies, grievance policy)
- Formalize a mechanism to gather input from the Faculty Union on DEI Council activities with the CDO as the liaison with the Union.
- Support more student clubs of different interests (including religious and political) to help open up the minds of students.
- Include someone with a focus on disabilities on the DEI Council to make sure the recommendations in the 1000 page Accessibility Report are carried out.
- Create a budget specifically for accommodations for those with disabilities.
- Find a way to establish competitive compensation (not just monetarily) for faculty/staff positions so that more diverse candidates will be attracted.
- Encourage greater diversity of political thought.
- A Curriculum Audit should be done including students, staff, alumni, and businesses have a diversity of perspectives.
- Make sure Humanities is a core program at the university
- Hold more multi-cultural events, public recognition of events, holidays, multicultural leaders
- Ensure media outlets and publications of the school focus on students of ALL races and backgrounds.
- Have a DEI Introduction for parents.

Appendix A Faculty/Staff Demographics

- Total number of all faculty on all campuses = Full-time 93, Part-time 267
- Total number of all staff on all campuses = Exempt 130, Hourly/Non-exempt 56
- Ethnic identities of all

White	501
Black	15
Hispanic or Latino	13
Two or More	5
Asian	9
American Indian/Native Alaskan	2
Not disclosed	2
	547

Appendix B Student Demographics

B.1 Students by Class Level

Students by class level as of fall 2020

- Non-matriculated = 4
- Freshmen = 447
- Sophomore = 353
- Junior = 358
- Senior = 291
- Graduate = 496

B.2 Students by Race/Ethnicity

Students by race/ethnicity as of fall 2020:

- Nonresident Alien = 58
- Hispanic/Latino = 142
- American Indian or Alaska Native = 10
- Asian = 52
- Black or African American = 121
- Native Hawaiian or Other Pacific Islander = 3
- White = 1430
- Two or More Races = 48
- Unreported = 85

B.3 Students by Gender

Student Gender distribution as of fall 2020

57% female

43% male

Appendix C Management Questions

Questions asked of management about its strategy related to diversity & inclusion are as follows.

- What is your primary objective of DEI? (see list)
    - o Respond to customer expectations
    - o Enhance external reputation
    - o Comply with legal requirements
    - o Attract and retain talent
    - o Achieve business results

- The DEI Program Leaders is? (See list)
  - Peer to C-Suite
  - Reports to senior executives
  - Staff with non-D&U responsibilities
  - No DEI leader in place
- Accountability for DEI results includes: (See List)
  - Leaders are tasked with specific DEI goals
  - Leader's progress toward meeting their DEI goals is measured
  - DEI goals influence performance evaluation and compensation outcomes for leaders
  - None of the above
- Training programs focus on (see list)
  - Non-discrimination & regulatory compliance
  - Embracing difference
  - Overcoming unconscious bias
  - Managing diverse populations
  - Embedding inclusive behaviors in jobs
- Affinity groups at my organization (see list)
  - Provide support and mentorship
  - Connect people
  - Execute programs
  - Are leveraged to drive strategic priorities
  - No affinity groups
- My organization gathers and analyses the following types of data (See list)
  - Employee demographics
  - Discrepancies in performance
  - Discrepancies in compensation
  - Discrepancies in promotions
  - Feedback from customers
  - None

Appendix D: Faculty/Staff Survey Questions

Questions asked of employees about its diversity & inclusion are as follows.

Name: **Role:**   **Date/Time:**

D.II.1 Demographics

Since I don't have pre-knowledge of who you are, the following are demographics questions which will be used for analytic purposes only. They will not be used to try to identify any specific individual during the analysis. (If the participant feels uncomfortable about answering any of them do not press them to respond.)

2. How long have you worked at FPU?

Less than one year	One year to less than two years	Two years to less than five years	Five years to less than ten years	Ten years or more

3. What is your age?

Under 21	21 to 34	35 to 44	45 to 54	55 or older

4. What is your gender identity?

Male	Female	LGBTQ+

5. How would you describe your <u>predominant</u> racial identity?

- **American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American (Native).** A person having been born in the United States but having origins in any of the black racial groups of Africa.
- **African American (Immigrant)**. A person having immigrated to the United States from any of the black racial groups of Africa.
- **Hispanic or LatinX.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

- **Mixed (what combination?)**_____

- **Other:**_____

6. At which facility do you work?

Keene Main Campus	Walpol	Winchester

7. Which of the following best describes your role in the organization?

Individual Contributor (Not a manager or supervisor)	First-level supervisor	Manager/supervisor higher than first level

8. What Is your definition of Diversity?

Broad	**Race/Ethnicity only**	**Haven't thought about it**

9. What Is your definition of Inclusion?
_____

Please circle one response for each statement.

D.II.2 FPU's Attitude toward diversity & inclusion (circle one)

10. The leadership at this Organization encourages diversity & inclusion

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

11. *Management shows that diversity & inclusion is important through its actions*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

11. ***This Organization is committed to diversity & inclusion***

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

12. *This Organization respects individuals and values their differences*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

D.II.2. Corporate Culture

13. *This Organization is making progress with diversity & inclusion initiatives*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

14. *A fair workplace includes people from every race.*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

15. *Employees who are different from most others are treated fairly at this Organization*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

16. At this Organization, employees appreciate others whose race/ethnicity is different from their own

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

D.II.3. Discrimination

17. I have personally witnessed discrimination at this Organization (including against or by a patient): **Yes/No**

17a. If yes, if you are willing, please provide a description.

_____

18. I have been the victim of discrimination at this Organization: Yes/No

18a. If yes, if willing, please provide a description (including by a patient discrimination).

_____

D.II.4 Hiring and Recruitment

20. There is diversity among the people a job candidate will meet/see on his/her first visit to the Organization

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

D.II.5 Career Development

21. Employees of different backgrounds are encouraged to apply for higher positions

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

22. *There is a career development path for all employees at this Organization*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

23. *I see myself here long-term: Yes/No*

24. *Why do you see yourself short term or long-term?*

_____

D.II.6 Your Role

25. *My experiences since coming to this Organization have led me to become more understanding of racial/ethnic differences*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

26. *Getting to know people with racial/ethnic backgrounds different from my own has been easy at this Organization.*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

27. *What gets in the way of you being as successful as you want to be?*

Note: _____

D.II.7 Policies and Procedures

28. *The Organization's policies or procedures discourage discrimination.*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

29. *I believe the Organization will take appropriate action in response to incidents of discrimination.*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

D.II.8 Interaction

30. *Employees of different backgrounds interact well in this Organization*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

31. *Management of this Organization demonstrates a commitment to meeting the needs of employees with disabilities*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

32. *Employees of different ages are valued equally by this organization*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

33. Racial and ethnic-based jokes are not tolerated at this organization.

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

34. This Organization provides an environment for the free and open expression of ideas, opinions and beliefs.

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

35. I feel connected to my team members

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

36. What has been challenging for you or what should we do more of?

_____

D.II.9 Your Immediate Supervisor

37. My supervisor is committed to, and supports, diversity & inclusion

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

38. My supervisor handles diversity & inclusion matters satisfactorily

1 - Strongly	2 - Somewhat	3 - Neutral	4 - Somewhat	5 - Strongly

Disagree	Disagree		Agree	Agree

Notes:_____

D.II.10 FPU's diversity & inclusion Training program

39. Education about diversity & inclusion will enhance the Organization's profitability/performance?

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

40. This Organization has done a good job providing training programs that promote multicultural understanding, diversity & inclusion

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

D.II.11 Overall

41. I encourage diversity and inclusion by my actions.

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

42. What improvements, if any, can be made to improve the level of diversity & inclusion at this Organization?

Notes:_____

43. What question(s) have I not asked that you think I should have asked or what would you want to share that we have not already covered?

Notes:_____

Appendix E: Student Survey Questions

The following questions were asked of all current students and alumni.

E.1 Demographics

1. Name: Role: Date/Time:

Since I don't have pre-knowledge of who you are, the following are demographics questions which will be used for analytic purposes only. They will not be used to try to identify any specific individual during the analysis. (If the participant feels uncomfortable about answering any of them do not press them to respond.)

2. How long have you been at FPU

One year to less than two years	Two years to less than five years	Five years to less than ten years	Ten years or more

3. What is your gender identity?

Male	Female	LGBTQ+

4. How would you describe your <u>predominant</u> racial identity?

- **American Indian or Alaska Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American (Native).** A person having been born in the United States but having origins in any of the black racial groups of Africa.
- **African American (Immigrant)**. A person having immigrated to the United States from any of the black racial groups of Africa.
- **Hispanic or LatinX.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Mixed (what combination?)**_____
- **Other:**_____

5. At which campus are you mostly?

Ringe Campus	Manchester	Lebanon

6. What Is your definition of Diversity?

Different Gender only	Race/Ethnicity only	Other	Haven't thought about it

7. What Is your definition of Inclusion?
_____

Please circle one response for each statement.

E.1 FPU's Attitude toward diversity, equity, & inclusion (circle one)

8. The administration at this Institution encourages diversity, equity, & inclusion

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

10. This Institution respects individuals and values their differences

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

E.2. Institutional Culture

11. Students who are different from most others are treated fairly at this Institution

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

12. At this Institution, students appreciate others whose race/ethnicity is different from their own

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

E.3. Discrimination

13. I have personally witnessed discrimination at this Institution: **Yes/No**

13a. If yes, if you are willing, please provide a description.

_____

14. I have been the victim of discrimination at this Institution: Yes/No

14a. If yes, if willing, please provide a description.

_____

15. **I know where to turn if I feel discrimination has occurred.**

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

E.4 Recruitment

15. There is diversity among the people a prospective student will meet/see on his/her first visit to the Institution

1 - Strongly	2 - Somewhat	3 - Neutral	4 - Somewhat	5 - Strongly

Disagree	Disagree		Agree	Agree

Notes:_____

E.5 Development

16. Students of different backgrounds are encouraged to strive for advanced work

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

E.6 Your Role

17. My experiences since coming to this Institution have led me to become more understanding of racial/ethnic differences

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

18. Getting to know people with racial/ethnic backgrounds different from my own has been easy at this Institution.

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

197. What gets in the way of you being as successful as you want to be?

Note: _____

E.7 Policies and Procedures

20. *The Institution's policies or procedures discourage discrimination.*

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

21. I believe the Institution will take appropriate action in response to incidents of discrimination.

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

E.8 Interaction

22. Students of different backgrounds interact well in this Institution

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

23. This Institution demonstrates a commitment to meeting the needs of students with disabilities

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

24. Racial and ethnic-based jokes are not tolerated at this Institution.

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

25. This Institution provides an environment for the free and open expression of ideas, opinions and beliefs.

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

26. I feel connected to my fellow students

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

27. What has been challenging for you or what should we do more of?

_____

E.12 Franklin Pierce's diversity, equity, & inclusion Training program

28. This Institution has done a good job providing training programs that promote multicultural understanding, diversity, equity, inclusion

1 - Strongly Disagree	2 - Somewhat Disagree	3 - Neutral	4 - Somewhat Agree	5 - Strongly Agree

Notes:_____

E.13 Overall

29. What improvements, if any, can be made to improve the level of diversity, equity, & inclusion at this Institution?

Notes:_____

30. What question(s) have I not asked that you think I should have asked or what would you want to share that we have not already covered?

Notes:_____

Appendix F: Sample Goals & Metrics

F1 Sample Goals

Suggested DEI Goal types are divided into two categories: Business-oriented & people-oriented.

Business-oriented goals.

- Financial: Revenue and expenses.

- Performance: Organization productivity.

- Quality: quality of products or services provided.

- Legal: Number of DEI-related legal cases.

- PR: Number of press releases or press mentions related to DEI

- Market Penetration/Share: Market penetration/share of people of various cultures and backgrounds.

- Multicultural Customer Satisfaction Index: Satisfaction ratings with customers/clients from various cultures and backgrounds.

People-oriented goals.

- Representation Metrics : Compare representation of monitored groups to an identified internal or external benchmark

- Recruitment Metrics: Compare representation of monitored groups in the applicant pool to an identified benchmark

- Staffing/Placement Metrics: Compare representation of monitored groups hired or placed to an identified benchmark

- Transaction Metrics: Are monitored groups being retained, advanced, etc. at "expected" rates relative to benchmark?

- Training Metrics: Evaluate penetration of diversity-related training, general training participation rates, and demographics of talent pipeline

- Workplace Climate Metrics: Existence of programs to accommodate different races, ethnicities, genders, abilities as well as wellness for all.

- Retention Metrics: Attrition rates and money saved through retention.

- Employee Satisfaction: Not just how satisfied employees are with their work but tied to customer satisfaction.

F2 Sample Metrics

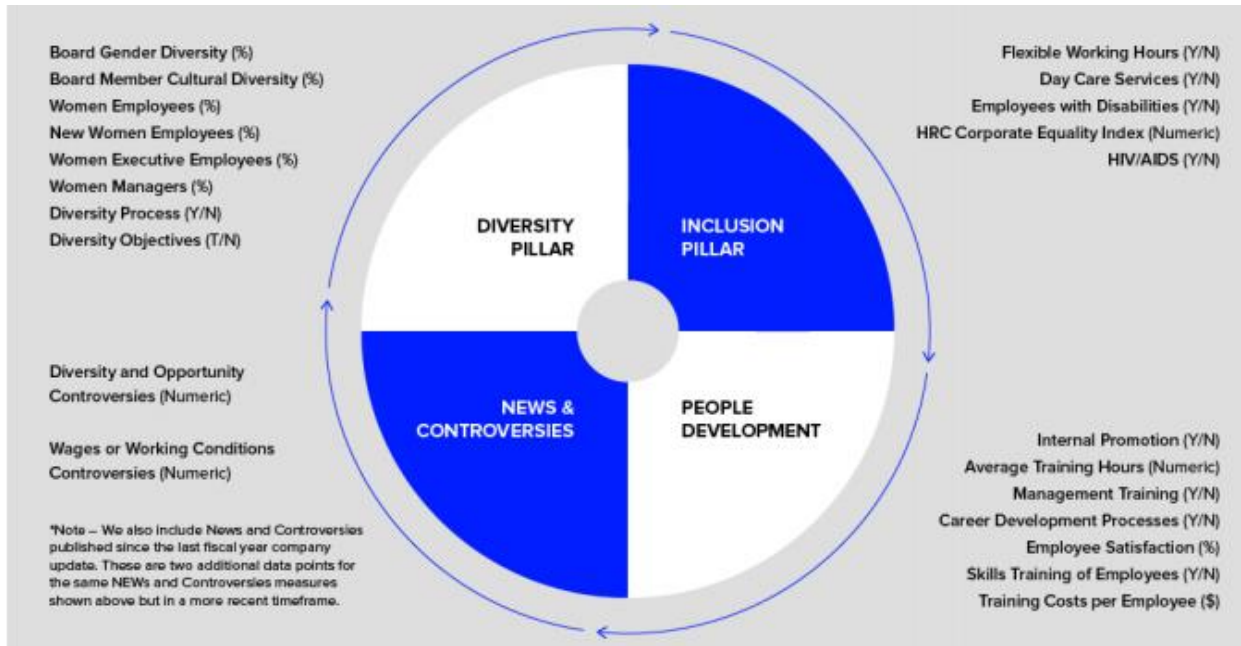Figure: Sample metrics per pillars of Diversity & Inclusion from Refinitiv

Table Examples from Refinitive of DEI metrics in each of the pillars.

Pillar	Description
Controversies	Number of controversies published in the media linked to workforce diversity and opportunity (e.g. wages, promotion, discrimination and harassment).
	Number of controversies linked to workforce diversity and opportunity (e.g. wages, promotion, discrimination and harassment) published since the last fiscal year company update.
	Number of controversies published in the media linked to the company's relations with employees or relating to wages or wage disputes.
	Number of controversies linked to the company's relations with employees or relating to wages or wage disputes published since the last fiscal year company update.
Diversity	Percentage of board members that have a cultural background different from the location of the corporate headquarters.
	Does the company have a policy to drive diversity and equal opportunity?
	Has the company set targets or objectives to be achieved on diversity and equal opportunity?
	Percentage of women employees.

	Percentage of new women employees.
	Percentage of women managers.
	Percentage of females on the board.
	Percentage of female executive members.
Inclusion	Does the company claim to provide flexible working hours or working hours that promote a work-life balance?
	Does the company claim to provide day care services for its employees?
	Percentage of employees with disabilities or special needs.
	Does the company report on policies or programs on HIV/AIDS for the workplace or beyond?
People Development	Does the company have a policy to improve the skills training of its employees?
	Does the company have a policy to improve the career development paths of its employees?
	Average hours of training per year per employee.
	Does the company claim to favor promotion from within?
	Does the company claim to provide regular staff and business management training for its managers?
	Training costs per employee in U.S. dollars.
	The percentage of employee satisfaction as reported by the company.