



# DRAFT

**SOUTHERN CONNECTICUT STATE UNIVERSITY  
RECOMMENDATIONS FOR IMPLEMENTING  
A  
DIVERSITY ACTION PLAN**

**SUBMITTED MARCH 12, 2010**

**PRESIDENT, CHERYL NORTON**

**DIVERSITY AND EQUITY LEADERSHIP COUNCIL**

*"Diversity initiatives are not simply innocuous extensions of preexisting institutional interests but are instead efforts that challenge and seek to transform traditional institutional practices and arrangements toward making education more equitable, diverse and inclusive, as well as more open to alternative perspectives." -- Mitchell Chang*

**REVISED APRIL 22, 2010**

## PREFACE

Understanding, welcoming and effectively maintaining an environment that supports and encourages diversity is not a simple task. It is not easy to achieve, nor is it accomplished by words alone. Southern Connecticut State University is committed to creating and enhancing an environment that welcomes diverse racial, ethnic and cultural groups into the profession and prohibits any form of discrimination or harassment. Such an environment encourages intellectual and social diversity for all full time and part-time faculty, staff and students at the undergraduate and graduate levels.

Thus, the University is committed to:

- Initiating transformation that reflects a global and inclusive curriculum through new and existing programs and courses
- Increasing recruitment efforts to bring more diverse faculty to our ranks, while developing conditions that supports their retention and success
- Encouraging each faculty's diversity inclusion into their scholarship of teaching, research, and services; building and implementing appropriated incentives into the tenure and promotion process
- Implementing professional development programs for faculty and staff that focus on the full scope of diversity issues

The Diversity and Equity Leadership Council created in 2008 was charged with the task of drafting recommendations to the president for a University-wide Diversity Action Plan in accordance with Goal F. Foster a climate that respects and celebrates diversity identified in the 2007-2012 Strategic Plan. The DELC consisted of 21 original members. The council was later divided into two sub-committees (student climate and faculty/staff climate). Each committee drafted recommendations for the University's Diversity Action Plan with the following overall objectives:

1. Develop a shared and inclusive understanding of diversity
2. Create a welcoming campus climate for all individuals – accrediting bodies
3. Incorporate diversity into the strategic planning for each academic and support unit
4. Bring the diversity structure into a stronger relationship with established government structures of the university by articulating the role of the senate diversity committee so as to incorporate the (DELC) Diversity and Equity Leadership Committee
5. Develop recruitment efforts on groups that remains most underrepresented in all areas of the university (i.e. Native American and Asian populations.)

These recommendations serve as a guide for creating a welcoming and effectively maintaining an environment that supports and encourages diversity throughout the University. The sub-committee members realized that it was a daunting task and took their responsibilities and charge very seriously and with great enthusiasm. They also realized that implementing changes in perception and behavior is not an easy task, nor is it accomplished in words alone. Thus, the DELC has drafted several overarching

goals, objectives and activities that will aid all members (faculty both fulltime and part-time, staff, and students from all socio-economic backgrounds, and protected classes) to meet the strategic and departmental initiatives of the University.

It should also be noted that this document is a living document. Each goal will be measured by the assessment and benchmarks outlined in the following charts. The DELC have reviewed when appropriated existing data and have made recommendations for creating mini surveys or amending current surveys such as the NSSE or BCSSE in order to establish benchmarks. Establishing a practice for consistent written evaluations will provide important feedback about the success of the goals and drive revisions or the establishment of future goals. In addition, the DELC is cognizant of the fact that the University and others across the country are facing dire budget constraints. And in light of this fact, does not anticipate many of the goals being implemented during the tough economic crises, however were insistent upon noting these goals in the plan, and indicating where appropriate that the assessment/benchmark would be budget driven.

It is also important to recognize that many elements of this plan were conducted via desk-audits, and review of existing reports that included quantifiable data. Although this document does not set forth numerical goals, it is a tool for benchmarking and establishing best practices that have not existed in the past. Therefore, this plan will provide qualitative and quantitative data for accessing the diversity efforts implemented on campus. The DELC will serve as the oversight body for monitoring the success of the Diversity Plan. Members of the DELC serve as a resource to the campus community when developing trainings, special events and conducting searches.

Currently, there are several departments within the University that are responsible for implementing diversity related programming and supporting the University's mission. They include but are not all inclusive:

Office of Academic Affairs

Office of Diversity & Equity Programs

Disability Resource Office

EOP/SEOP

Faculty Professional Development

Human Resources

International Studies

Multi-Cultural Center

LGBT

Minority Recruitment and Retention Committee

Minority Recruitment and Mentoring Committee

PRISM

SAGE

Student Government

Women's Center

Women's Study

Members of the Diversity and Equity Leadership Council represented a cross section of the campus. The background on the formation of the council is enclosed along with the list of names of each committee member and the departments they represent.

Finally, the following pages contain the recommendations from both committees. Members of the campus community are invited to review the recommendations and make suggestions for editions or additions. In 2010, the committee comprised the Diversity definition and it was adopted by the cabinet.

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## **BACKGROUND DIVERSITY & EQUITY LEADERSHIP COUNCIL**

In an effort to meet the diversity objectives outlined in the University's Strategic Plan, the director for the Office of Diversity & Equity drafted a proposal for the development of the Diversity & Equity Leadership Council (DELC) and presented it to the president's cabinet and to the Office of Diversity & Equity in August at their respective annual retreats. The proposal was then shared with the University Strategic Plan Review Committee (USPARC) on September 26, 2008. On October 31, 2008, employees were invited via campus wide email to nominate candidates to serve on the council. Due to an initial low response, the invitation was sent again on November 18, 2008. Several email responses, telephone calls and in-person visits resulted from the subsequent notice. An informational session was held on November 19, 2008 to kick-off the Diversity & Equity Leadership Council (DELC) initiative.

On December 2, 2008, the president and the cabinet identified the candidates who reflected the diverse representation of the campus staff, faculty and student population. All candidates were notified of their standing by an official letter signed by the president. The first meeting of the new council was held on December 3, 2008. The university hosted the *Hate Crimes Speak Up* on December 5, 2008 in response to the November vandalism incident. The *Speak Up* provided support to the victims, and provided a forum for people to proclaim that acts of violence and intolerance are unacceptable on this campus. Members of the council also attended the *Speak Up* to learn firsthand about some of the campus climate concerns. The formation of the DELC was also announced at the December 8, 2008 University Dialogue. An update of the DELC was presented to the USPARC on December 12, 2008.

President Norton attended the December 17, 2008 DELC meeting to commend individuals for their willingness to serve and to encourage each member to exercise their creative expertise in drafting a Diversity Action Plan. The 21-member council (consisting of two alternates) will review existing publications that address the campus' diversity climate and form subcommittees (faculty/staff climate and student climate) to identify benchmarks and best practices.

## **SOUTHERN CONNECTICUT STATE UNIVERSITY**

### **Diversity Statement**

The University values an educational and work environment in which individuals and cultures are celebrated and respected for the unique talents, insights, and perspectives that they contribute.

Diversity is ever changing based on the world in which we live. Demographic changes will dramatically impact the American population, and our academic institutions must continue to strive to reflect that diversity.

Diversity encompasses but is not limited to age, gender, gender identity, sexual orientation, color, ethnicity, nationality, religious creed, socio-economic background, culture, linguistics, disability, race, and veteran status.

It is understood that the definition of diversity is ever-evolving; however, the University is committed to fostering a diverse campus climate that values the opinions and ideas of every member of the campus community.

**Overview of Recommendations**  
**Diversity Equity Leadership Committee**  
**Sub-committee on Student/Climate**

The University Diversity Implementation Plan, developed for students 2009 – 2012, established seven goals, including:

1. Create and sustain a welcoming, supportive and inclusive campus climate for all of our students
2. Foster diversity awareness and sensitivity
3. Encourage meaningful address of human diversity in the curriculum
4. Recruit and support a more diverse student population
5. At all levels of the institution support programming that values human diversity
6. Collect and organize data to systematically and effectively assess progress
7. Based on data analysis, engage stakeholders in aligning/realigning programs to improve address of diversity



Student Climate Goals

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
1. Create and sustain a welcoming, supportive and inclusive campus climate that emphasizes our commonality	1A. Enrich the community experience by providing students with the opportunity not only to tolerate, but also to learn from and respect individuals who differ from themselves	1A1. Incorporate inclusive artwork, photographs, etc. throughout the campus and in all promotional material so that human diversity is reflected and affirmed	Fall 2009-2012	Vice Presidents of respective areas. Office of Diversity & Equity (ODE)	Budget Driven
		1A2. Compile a list of all supportive services, university offices/mechanisms for reporting anti-diversity incidents and hate crimes, and grievance protocols available to students; publish and disseminate the list	Fall 2009-2012	DELIC and ODE	Completed and posted on the ODE website under DELIC
		1A3. Request that the President, the Cabinet members, Deans and campus leaders reiterate the university's commitment to diversity, anti-racism, anti-sexism, anti-homophobia, etc. at every opportunity	Fall 2009-2012	Cabinet Members, faculty and staff, Student Organizations	Random checkpoint by DELIC members

Goals	Objectives	Activities/Strategies	Time Frame	Responsibility (Who)	Assessment/ Benchmarks
2.Foster diversity awareness and sensitivity	2A. Challenge stereotyped preconceptions and help students learn to communicate effectively with people of varied backgrounds in order to promote personal growth and international and multicultural awareness	2A1. Focus programming efforts on commonalities in addition to cultural differences	Fall 2009-2012	Student Affairs units, Student Life, Student Organizations	Event planners should include in all evaluations, the statement: Do you feel that the workshop or event was inclusive to all people? Yes or no. If no, please explain?
		2A2.Offer/require student leadership/ development and diversity training programs that train leaders to then carry out diversity initiatives within their respective positions. Certificates would be awarded	Fall 2009-2012	Students Affairs units, Student Life, Student Organizations, Residence Life	ODE to assess training provided
		2A3. Club/Organization advisors and presidents to promote recruitment and retention of diverse student participation	Fall 2009-2012	Student Life, Board of Clubs & Organizational Management	Collect club rosters at the end of each semester
		2A4. Recruit students into the academic programs	Fall 2009-2012	ODE will meet with all Academic & Administrative Department Heads	Create list of "how to recruit diverse students"

Goals	Objectives	Activities/Strategies	Time Frame	Responsibility (Who)	Assessment/Benchmarks
		2A5. Ensure diverse representation of student workers in each department	Fall 2009-2012	ODE staff will meet with Career Services, and all University department heads that hire students	Analyze data via brio/banner
		2A6. A statement of diversity is read at all SCSU sponsored events	Fall 2009-2012	ODE and DELC	Budget driven
		2A7. Develop promotional items with diversity messages (paper goods, posters, etc.) that are used at SCSU events (athletic, theater, etc.)	Fall 2009-2012	ODE	Budget driven
3. Encourage meaningful address of human diversity in the curriculum	3A. Encourage more addressing of diversity throughout the institution through many academic disciplines to provide a more encompassing perspective and integrated educational experience	3A1. Provide students with an educational experience that will allow them to function and thrive as members of a plural society with people who have ideas, beliefs, attitudes, behaviors and cultural /religious backgrounds that are different from their own	Fall 2009-2012	Instructional Faculty, DELC Faculty Sub-Committee, Dr. James Tait, Dr. Selase Williams	Results of student survey

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/ Benchmarks</b>
		3A2. Students will participate in-service learning/outreach to diverse communities, putting education in action	Fall 2009-2012	Instructional Faculty, Student Life, Residence Life	NEASC and FYE surveys
	3B. Encourage all members of the campus community to gain a greater understanding and appreciation of diversity through participating in the work of the diversity and cultural centers such as the MCC, DRC, Women's Center, SAGE Center, etc	3B1. Instructional faculty to align their syllabus with accredited body and this plan	Fall 2009-2012	Instructional Faculty	NSSE/BCSSE survey results
		3B2. Where appropriate and possible students' required attendance at diversity programming events sponsored by the MCC, DRC, Women's Center, SAGE Center, etc	Fall 2009-2012	Instructional Faculty	NSSE/BCSSE survey results

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
4. Recruit, retain and support a more diverse student population	4A. Build partnerships with community colleges aimed at attracting transfer students of color to SCSU, as well as easing the transition between colleges	4A1. Develop transfer/career day event aimed at attracting transfer students of color from community colleges		Academic and Administrative Departments	Number and proportion of under-represented students admitted. Track trends since 2008 in graduate and undergraduate applications and admissions
		4A2. Invite Student Clubs and Organizations that celebrate diversity to assist with recruitment efforts of transfer students of color by participating in the transfer/career day event and/or by visiting the community colleges to meet directly with students of color at their gatherings		Student Life	Increase in number of transfer students of color
	4B. Establish a mentoring program to assist under-represented students  Mentors chosen based upon major/extracurricular interest, etc	4B1. Identify upper class and graduate students willing to serve as a peer mentor		Academic and Administrative Departments	Number of scholarships awarded to students from under-represented groups  Number of underrepresented students retained from year to year  Number of underrepresented students who graduate

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
	4C. Develop Scholarships and involve alumni in recruiting economic disadvantaged students			Alumni Relations, Development Office, SPAR	Reports on funding distribution
5. Support programming that values human diversity at all levels of the institution	5A. Encourage, support and endorse programming suggestions from across the university and community to provide an enriching and inclusive experience for our students	5A1. Encourage students, faculty & staff to work together to sponsor and support diversity programming efforts		Student Affairs units, Student Life	Program evaluations  Results of student survey
		5A2. Sponsor more campus-wide events in central, heavy foot-traffic locations that bring together students of diverse racial/ethnic groups		Student Affairs units	Review facilities usage form
		5A3. Sponsor events that bring together and engage disabled and non-disabled students		Student Affairs units	Review facilities usage form
		5A4. Provide more awareness and sensitivity programs in the residence halls and commuter students that focuses on the concerns of persons of color, with disabilities, of sexual and religious diversities, and women		Student Affairs units	DELC to contact dean

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
		5A5. Host more student music, art exhibits, talent shows that represent and celebrate diversity		Student Affairs units, Student Life	Create a gallery
6. Collect and organize data to systematically and effectively assess progress	6A. Conduct surveys at the start and end of the academic year that assess students' attitudes, behavior and experiences with regard to diversity	6A1. Survey all incoming students enrolled in FYE classes	Fall 2009-2012	Office of Assessment and Planning and DELC Student /Climate Subcommittee	Develop or revise tools
		6A2. Survey all SCSU students other than those in FYE	Fall 2009-2012	Office of Assessment and Planning and DELC Student /Climate Subcommittee	Develop or revise tools
	6B. Elicit suggestions from the students regarding means to improve diversity education/experience at Southern	6B1. Survey all SCSU students; incorporate into focus group discussions	Fall 2009-2012	DELC Student/Climate Subcommittee, Student Affairs areas, Student Life	Develop or amend tools

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
	6C. Conduct focus groups of students of color, white students, students with disabilities, students of sexual diversity, male students, female students, etc., at the start and end of the academic year to assess students' attitudes, behavior and experiences with regard to diversity	6C1. Organize student focus groups to discuss issues regarding their attitudes, behavior and experiences of diversity	Fall 2009-2012	DELC	Written results
		6C2. Collect data periodically from Judicial Affairs, Office of Diversity and Equity, HR, University Police, and offices that conduct withdrawal interviews, etc., regarding the nature and number of incidents related to anti-diversity actions, hate crimes	Fall 2009-2012	Standard evaluation developed by DELC Student/Climate Subcommittee and administered by all program organizers	Analyze data
7. Based on data analyses, engage stakeholders in aligning/realigning programs to improve address of diversity		7A1. Request that all collected data be utilized by program presenters in conceiving and implementing future programs	Fall 2009-2012	All program organizers	Improved climate

## Overview of Recommendations

### Diversity Equity Leadership Committee

#### Sub-committee on Faculty/Staff Climate

The University Diversity Implementation Plan developed for Faculty and Staff for 2009-2012, established five objectives, including:

1. Recruiting and promoting greater numbers of women and minorities into faculty, staff and administrative positions
2. Retaining greater numbers of women and minorities into faculty, staff and administrative positions
3. Promoting professional development for faculty and staff
4. Creating a climate that promotes respect for and understanding of diversity in the workplace
5. Creating synergy between faculty, students and staff in and outside the classroom



FACULTY/STAFF CLIMATE GOALS

Goals	Objectives	Activities	Time Frame	Responsibility (Who)	Assessment/ Benchmarks
<b>1. Recruitment of Personnel : Faculty and Staff</b>	1A. Increase the representation of minority faculty and staff	1A1. Ensure search processes and resources are adequate for the development of culturally sensitive recruitment plans to increase the percentage of faculty and staff	Fall 2009- 2012	Deans, Chairs, Personnel Committees, Human Resources, DELC and, faculty	Update and report the diverse faculty composition and increased representation of women and people of color in administration/ leadership roles
		1A2. Advertise in minority-based publications and web-based employment sites	Fall 2009- 2012	HR, Provost, Personnel Committee	Review placement of advisements for each faculty search
		1A3. Create and maintain a data base of professional organizations with substantial minority employment	Fall 2009- 2012	Deans, Chairs, HR	Review data base
		1A4. Create and maintain a data base of historically black colleges and Universities	Fall 2009- 2012	Deans, Chairs, Human Resources, DEC, and Directors	Update and report the diverse staff composition

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/ Benchmarks</b>
		1A5. Create and maintain a data base of minority and disabled Ph.D. students from area H.E. institutions to use as recruitment tool	Fall 2009-2012	Deans, Chairs, Human Resources, DEC, and Directors	Update and report the diverse staff composition
		1A6. Attend conferences and events with recruitment potential	Fall 2009-2012	HR, Chairs, Deans, Directors, MRRC, MRMC	Report and update the results of the recruitment efforts
		1A7. Develop faculty exchange programs with other HEI	Fall 2009-2012	Provost, Deans, Chairs, MRRC and HR	Report to Assessment & Planning
		1B1. Offer transition appointments to ABD minorities	Fall 2009-2012	HR, Provost, Deans, Chairs, Pres., DEC, and Chair	Annual Evaluation
		1B2. Develop funding for visiting professorships for minority faculty members	Fall 2009-2012	Provost and Deans, SPAR	Report & update database

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
		1B4. Create and maintain a data base of SCSU Ed.D. graduates	Fall 2009-2012	Deans, Chairs, Ed.D. Departments	Review and update data base for Ed.D. grads
		1B5. Fund promising students with Master's and Doctorate degrees for doctoral training and future hiring	Fall 2009-2012	Deans, Chairs, Human Resources, DEC, and Directors	Review and update data base
		1B6. Create and maintain discipline-specific data bases of institutions who recruit minority students into their doctoral programs for prospective faculty positions	Fall 2009-2012	DPC, Provost, Deans & Departments	Report & update database
		1B7. Create and maintain a department-generated list of discipline-specific minority and disability professional organizations as an addendum to SCSU faculty search forms	Fall 2009-2012	DPC, Deans, Provost HR and Departments	Report & update database

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
		1B8. Create departmental liaison diversity committee which provides DEC with recommendations and support	Fall 2009-2012	Provost, Faculty Development	Review the minutes of the committee reports submitted to the DELC
		1B9. Host symposia to build relationships with outstanding potential candidates and graduate assistantships prior to commencement of job searches	Fall 2009-2012	HR, Diversity & Equity, Deans & Schools	Annual symposium surveys and evaluations
		1B10. Identify incentives for qualified persons to come to the university	Fall 2009-2012	Deans, Chairs, Faculty Development	Budget driven
<b>2. Faculty/Staff Retention</b>	2A. Promote activities that are sensitive to one's scheduling, mentoring and training needs	2A1. Conduct diversity awareness training and conduct an annual diversity conference for faculty and staff	Fall 2009-2012	HR, Diversity & Equity, DELC	Review contents of orientation program
		2A2. Provide adequate resources for the minority recruitment and retention committee	Ongoing	Union, Deans, Chairs, Provost and DELC	Budget Driven

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/ Benchmarks</b>
		2A3. Create a Diversity Award to acknowledge diverse faculty's unique contribution to the University	Fall 2009-2012	HR and Faculty Development, Diversity & Equity	Budget Driven
		2A4. Encourage and provide access to school and university-wide committees to facilitate engagement	Fall 2009 - 2012	Provost, Vice Presidents	Diverse representation of committee members
		2A5. Design faculty and staff orientation based upon the values of diversity and inclusiveness	Fall 2009 - 2012	Office of Faculty Development, Diversity & Equity and HR	DELTC to review evaluations periodically
		2A6. Create an Institute on the Study of Race and Ethnicity	Fall 2009-2012	Departments, Chairs, Dean, SPAR	Budget driven
	2B. Enhance the intellectual climate and promote open and ongoing dialogue among all members of the University community	2B1. Create funding opportunities for diverse faculty/staff collaboration	Ongoing	Unions, Departments and HR	Budget driven
		2B2. Provide financial incentive to new faculty and staff mentors who share the value of diversity	Ongoing	President, Deans, Chairs, Departments, Staff and university (inclusive)	Annual assessment after 1 year of state service

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
		2B3. Include diversity criterion in the performance appraisal process for all administrative/professional and university staff	Fall 2009-2012	Deans, Chairs and HR	Annual assessment should reflect attendance at diversity related events
3. Promoting professional development for faculty and staff	3A. Provide engagement opportunities	3A1. Design faculty and staff orientation based upon the values of diversity and inclusiveness	Fall 2009-2012	Deans, Chairs, DELC, Office of Faculty Development & Faculty	Review orientation schedule
		3A2. Enhance minority leadership opportunities	Fall 2009-2012	Diversity & Equity, HR, Deans, Department Chairs, Directors, and DELC	Designated leadership openings on university wide committees (i.e. DELC)
	3B. Strengthen relationship with The Office Faculty Development to expand diversity efforts	3B1. Recognize diversity criterion in the Promotion and Tenure process	Fall 2009-2012	Faculty Development HR, Office of Diversity & Equity	Expansion

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
4. Creating a climate that promotes respect for and understanding of diversity in the workplace	4A. Support long-term collegial growth among faculty members and staff	4A1. Create funding opportunities for diverse faculty/staff collaboration	Fall 2009-2012	Departments, Deans and Chairs, SPAR	Budget driven
		4A2. Provide school and university-wide forums on diversity	Fall 2009 - 2012	Faculty and Staff, HR and DELC	Written evaluations
		4A3. Advocate for increasing the numbers of diverse higher education leaders/faculty/staff	Fall 2009 - 2012	HR, Departments and Schools.	Create database of newly hired minority faculty and staff
		4A4. Advocate for increased tuition reimbursement for staff	Fall 2009 - 2012	President, VP's, Provost, Administration, Departments, HR	Collective Bargaining
	4B. Monitor the cultural climate in the University with emphasis on diversity issues	4B1. Conduct a follow up assessment to the employee climate survey	Fall 2009 - 2012	HR, DELC, Diversity & Equity, Faculty Development, Institutional Advancement	Budget driven

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
		4B2. Encourage and provide access to university-wide committees and events to facilitate engagement between faculty, students and staff	Fall 2009 - 2012	Provost, Vice Presidents	Diverse representation of committee members
		4B3. Maintain work-life balance programming	Ongoing	HR, Counseling, Health Services	Based on program evaluations
	4C. Build and strengthen partnerships with diverse communities, businesses and civic and community organizations	4C1. Develop a comprehensive plan including an assessment protocol for managing the university's involvement in contracting with minority owned companies	Fall 2009 - 2012	Provost, VP's.	Review contract compliance reports to CHRO
		4C2. Development of a community engagement center	Fall 2009 - 2012	Academic Affairs and Student Life	Budget driven

<b>Goals</b>	<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Time Frame</b>	<b>Responsibility (Who)</b>	<b>Assessment/Benchmarks</b>
5 .Creating synergy within and outside of the classroom	5A. Assess student understanding of diversity	5A1. Use the existing student surveys to determine whether the students have met the diversity learners outcome	Fall 2009 - 2012	Deans, Chairs, Program Coordinators, Department and School curriculum committees, DELC and Faculty	NSSE, and BCSSE
	5B. Develop systematic integration of diverse experiences in course offerings.	5B1. Encourage faculty to develop and include course objectives that are inclusive (social justice and equity, immigration, second language learners, cultures, anti-bullying, etc.)	Fall 2009- 2012	Deans, Chairs, HR, Faculty Development and Faculty Senate	Accrediting agencies
		5B2. Implement cultural competency training across the curriculum	Ongoing	Faculty Development, Diversity & Equity, DELC	Participants to complete survey and results to be reviewed by responsible parties
	5C. Broaden the university curriculum to include multicultural studies such as Global Studies, Africana Studies, Hispanic-American Studies, Asian-American Studies and Women’s Studies	5C1. Create a Diversity Education Course requirement and allow students to select from university approved diversity courses and study abroad options to meet the requirements	Fall 2009 – 2012	Multicultural Diversity Commission, Women’s Studies, Africana Studies, Office of International Education, Department Initiative Committee, Core Curriculum Oversight Committee	Review the demand for a diversity education course upon the completion of Fall/Spring semesters

# SCSU Fact Book

<b>Race/Ethnicity (Fall 2004 - Fall 2009)</b>												
<b>Undergraduate - Full Time</b>												
<i>Source: End of 3rd Week Student File</i>												
<a href="#">SCSU Fact Book Home Page</a> <span style="float: right;"><a href="#">SCSU Home Page</a></span>												
<b>**</b>	<b>2004</b>	<b>*</b>	<b>2005</b>	<b>*</b>	<b>2006</b>	<b>*</b>	<b>2007</b>	<b>*</b>	<b>2008</b>	<b>*</b>	<b>2009</b>	<b>*</b>
<i>American Indian/Alaskan Native</i>	21	0.3%	25	0.4%	21	0.3%	20	0.3%	20	0.3%	19	0.3%
<i>Asian</i>	149	2.3%	141	2.1%	172	2.4%	158	2.2%	148	2.1%	151	2.0%
<i>Black</i>	797	12.0%	814	12.2%	845	12.0%	832	11.7%	879	12.3%	919	12.5%
<i>Hispanic</i>	395	6.0%	427	6.4%	449	6.4%	478	6.7%	454	6.3%	413	5.6%
<i>White</i>	4,707	71.1%	4,769	71.2%	5,018	71.2%	5,089	71.5%	5,133	71.6%	5,108	69.3%
<i>Non-Resident Alien</i>	91	1.4%	70	1.0%	68	1.0%	49	0.7%	46	0.6%	38	0.5%
<i>Unknown</i>	457	6.9%	451	6.7%	479	6.8%	488	6.9%	493	6.9%	718	9.7%
<b>Total Full-Time Undergraduate</b>	<b>6,617</b>		<b>6,697</b>		<b>7,052</b>		<b>7,114</b>		<b>7,173</b>		<b>7,366</b>	
<b>**Minority Percentage</b>	<b>20.6%</b>		<b>21.0%</b>		<b>21.1%</b>		<b>20.9%</b>		<b>20.9%</b>		<b>20.4%</b>	
<b>* % represents percentage of "Total Full-Time Undergraduate</b>												
<b>** Only italicized categories above are included in minority count.</b>												

**Race/Ethnicity (Fall 2004 - Fall 2009)**

**Undergraduate - Part Time**

*Source: End of 3rd Week Student File*

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<b>**</b>	<b>2004</b>	<b>*</b>	<b>2005</b>	<b>*</b>	<b>2006</b>	<b>*</b>	<b>2007</b>	<b>*</b>	<b>2008</b>	<b>*</b>	<b>2009</b>	<b>*</b>
<i><b>American Indian/Alaskan Native</b></i>	5	<b>0.3%</b>	5	<b>0.3%</b>	5	<b>0.3%</b>	0	<b>0.0%</b>	2	<b>0.2%</b>	4	<b>0.3%</b>
<i><b>Asian</b></i>	43	<b>2.5%</b>	45	<b>2.8%</b>	46	<b>3.0%</b>	44	<b>3.1%</b>	51	<b>3.9%</b>	50	<b>4.1%</b>
<i><b>Black</b></i>	230	<b>13.6%</b>	221	<b>13.7%</b>	214	<b>14.0%</b>	199	<b>14.2%</b>	189	<b>14.3%</b>	162	<b>13.2%</b>
<i><b>Hispanic</b></i>	138	<b>8.1%</b>	118	<b>7.3%</b>	117	<b>7.7%</b>	113	<b>8.1%</b>	114	<b>8.6%</b>	109	<b>8.9%</b>
<i><b>White</b></i>	1,098	<b>64.7%</b>	1,044	<b>64.8%</b>	990	<b>64.9%</b>	908	<b>64.8%</b>	825	<b>64.4%</b>	745	<b>60.7%</b>
<i><b>Non-Resident Alien</b></i>	30	<b>1.8%</b>	24	<b>1.5%</b>	23	<b>1.5%</b>	14	<b>1.0%</b>	17	<b>1.3%</b>	15	<b>1.2%</b>
<i><b>Unknown</b></i>	153	<b>9.0%</b>	155	<b>9.6%</b>	130	<b>8.5%</b>	123	<b>8.8%</b>	125	<b>9.4%</b>	143	<b>00.6%</b>
<b>Total Part-Time Undergraduate</b>	<b>1,697</b>		<b>1,612</b>		<b>1,525</b>		<b>1,401</b>		<b>1,323</b>		<b>1,228</b>	
<b>**Minority Percentage</b>	<b>24.5%</b>		<b>24.1%</b>		<b>25.0%</b>		<b>25.4%</b>		<b>26.9%</b>		<b>26.5%</b>	
<b>* % represents percentage of "Total Part-Time Undergraduate</b>												
<b>** Only italicized categories above are included in minority count.</b>												

**Race/Ethnicity (Fall 2004 - Fall 2009)**

**Graduate - Full Time**

*Source: End of 3rd Week Student File*

[SCSU Fact Book Home Page](#)

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<b>**</b>	<b>2004</b>	<b>*</b>	<b>2005</b>	<b>*</b>	<b>2006</b>	<b>*</b>	<b>2007</b>	<b>*</b>	<b>2008</b>	<b>*</b>	<b>2009</b>	<b>*</b>
<i>American Indian/Alaskan Native</i>	0	<b>0.0%</b>	1	<b>0.1%</b>	2	<b>0.2%</b>	1	<b>0.1%</b>	1	<b>0.1%</b>	0	<b>0.0%</b>
<i>Asian</i>	22	<b>2.2%</b>	28	<b>2.6%</b>	16	<b>1.7%</b>	11	<b>1.2%</b>	14	<b>1.5%</b>	21	<b>2.1%</b>
<i>Black</i>	79	<b>8.0%</b>	97	<b>9.0%</b>	78	<b>8.3%</b>	76	<b>8.4%</b>	90	<b>9.6%</b>	93	<b>9.5%</b>
<i>Hispanic</i>	46	<b>4.6%</b>	39	<b>3.6%</b>	39	<b>4.1%</b>	44	<b>4.8%</b>	45	<b>4.8%</b>	44	<b>4.5%</b>
<i>White</i>	717	<b>72.3%</b>	776	<b>71.7%</b>	684	<b>72.5%</b>	610	<b>67.0%</b>	627	<b>66.8%</b>	683	<b>69.7%</b>
<i>Non-Resident Alien</i>	30	<b>3.0%</b>	29	<b>3.0%</b>	19	<b>2.0%</b>	22	<b>2.0%</b>	19	<b>2.0%</b>	17	<b>2.0%</b>
<i>Unknown</i>	98	<b>10.0%</b>	113	<b>10.0%</b>	106	<b>11.0%</b>	146	<b>16.0%</b>	142	<b>15.0%</b>	122	<b>12.0%</b>
<b>Total Full-Time Graduate</b>	<b>992</b>		<b>1,083</b>		<b>944</b>		<b>910</b>		<b>938</b>		<b>980</b>	
<b>**Minority Percentage</b>	<b>14.8%</b>		<b>15.2%</b>		<b>14.3%</b>		<b>14.5%</b>		<b>16.0%</b>		<b>16.1%</b>	

\* % represents percentage of "Total Full-Time Graduate"

\*\* Only italicized categories above are included in minority count.

**Race/Ethnicity (Fall 2003-Fall 2008)**

**Graduate - Part Time**

*Source: End of 3rd Week Student File*

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<b>**</b>	<b>2004</b>	<b>*</b>	<b>2005</b>	<b>*</b>	<b>2006</b>	<b>*</b>	<b>2007</b>	<b>*</b>	<b>2008</b>	<b>*</b>	<b>2009</b>	<b>*</b>
<i>American Indian/Alaskan Native</i>	0	<b>0.0%</b>	1	<b>0.0%</b>	4	<b>0.1%</b>	8	<b>0.3%</b>	3	<b>0.1%</b>	3	<b>0.1%</b>
<i>Asian</i>	48	<b>1.7%</b>	55	<b>2.0%</b>	56	<b>2.0%</b>	46	<b>1.8%</b>	34	<b>1.5%</b>	26	<b>1.2%</b>
<i>Black</i>	142	<b>4.9%</b>	146	<b>5.3%</b>	171	<b>6.1%</b>	142	<b>5.7%</b>	137	<b>5.9%</b>	122	<b>5.4%</b>
<i>Hispanic</i>	117	<b>4.1%</b>	100	<b>3.6%</b>	103	<b>3.7%</b>	107	<b>4.3%</b>	85	<b>3.6%</b>	82	<b>3.7%</b>
<i>White</i>	2,187	<b>76.2%</b>	2,079	<b>75.2%</b>	2,090	<b>74.5%</b>	1,834	<b>73.2%</b>	1,671	<b>71.6%</b>	1,690	<b>75.4%</b>
<i>Non-Resident Alien</i>	35	<b>1.2%</b>	30	<b>1.1%</b>	37	<b>1.3%</b>	36	<b>1.4%</b>	24	<b>1.0%</b>	16	<b>0.7%</b>
<i>Unknown</i>	342	<b>11.9%</b>	355	<b>12.8%</b>	344	<b>12.3%</b>	332	<b>13.3%</b>	381	<b>16.3%</b>	302	<b>13.5%</b>
<b>Total Part-Time Graduate</b>	<b>2,871</b>		<b>2,766</b>		<b>2,805</b>		<b>2,505</b>		<b>2,335</b>		<b>2,241</b>	
<b>**Minority Percentage</b>	<b>10.7%</b>		<b>10.9%</b>		<b>11.9%</b>		<b>12.1%</b>		<b>11.1%</b>		<b>10.4%</b>	
<b>* % represents percentage of "Total Part-Time Graduate</b>												
<b>** Only italicized categories above are included in minority count.</b>												

**Full-Time Faculty, Race/Ethnicity – 2008**

Source: Personnel File

[SCSU Fact Book Home Page](#)

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Fall 2008					
	Male		Female		<u>Total</u>
<i>Am Indian/Alaskan Native</i>	0	0.0%	2	0.9%	2
<i>Asian</i>	13	5.6%	13	6.0%	26
<i>Black</i>	15	6.4%	13	6.0%	28
<i>Hispanic</i>	8	3.4%	3	1.4%	11
<i>White</i>	192	82.4%	181	83.8%	373
<i>Non-Resident Alien</i>	0	0.0%	0	0.0%	0
<i>Unknown</i>	5	2.1%	4	1.9%	9
<b>Full-Time Faculty</b>	<b>233</b>		<b>216</b>		<b>449</b>
<b>Full-Time Minority Faculty</b>	<b>36</b>		<b>31</b>		<b>67</b>
<b>% of Minority Faculty</b>					<b>14.9%</b>

**Full-Time Faculty, Race/Ethnicity – 2009**

Source: Personnel File

[SCSU Fact Book Home Page](#)

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<b>Fall 2008</b>					
	<b>Male</b>		<b>Female</b>		<b>Total</b>
<i>Am Indian/Alaskan Native</i>	0	<b>0.0%</b>	2	<b>1.0%</b>	<b>2</b>
<i>Asian</i>	12	<b>5.8%</b>	13	<b>6.5%</b>	<b>25</b>
<i>Black</i>	13	<b>6.3%</b>	15	<b>7.5%</b>	<b>28</b>
<i>Hispanic</i>	8	<b>3.9%</b>	3	<b>1.5%</b>	<b>11</b>
<i>White</i>	169	<b>82.0%</b>	165	<b>82.1%</b>	<b>334</b>
<b>Non-Resident Alien</b>	0	<b>0.0%</b>	0	<b>0.0%</b>	<b>0</b>
<b>Unknown</b>	4	<b>1.9%</b>	3	<b>1.5%</b>	<b>7</b>
<b>Full-Time Faculty</b>	<b>206</b>		<b>201</b>		<b>407</b>
<b>Full-Time Minority Faculty</b>	<b>33</b>		<b>33</b>		<b>66</b>
<b>% of Minority Faculty</b>					<b>16.2%</b>

<b>Part-Time Teaching Faculty Headcount &amp; FTE by Year (Fall)</b>						
<b>Source: Personnel File</b>						
<a href="#">SCSU Fact Book Home Page</a>			<a href="#">SCSU Home Page</a>			
<b>Fall</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Lecturers</b>	383	555	615	615	624	678
<b>Part-Time New Hires for Fall</b>	61	70	76	77	57	97
<b>Part-Time FTE</b>	139	206	236	225	236	260

## Acknowledgment

We would like to thank the members of the Diversity & Equity Leadership Council for their efforts and commitment to the development of the University's Diversity Action Plan. It takes one individual to make a difference. The dedicated efforts of a dynamic team staff, faculty and students can move mountains.



*"We're committed to diversity & equity because we believe in fairness and respect for Southern CT State University faculty, staff and students."*