

# Diversity, Equity, Inclusion

## PRIORITIES AND RECOMMENDATIONS Strategic Plan • 2021-2025



• DRAFT •



Southern Connecticut State University

# Diversity, Equity, and Inclusion PRIORITIES AND RECOMMENDATIONS Strategic Plan • 2021-2025

DRAFT

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# Diversity, Equity, and Inclusion PRIORITIES AND RECOMMENDATIONS Strategic Plan • 2021-2025

## Executive Summary

*“I believe this is the only nobility to which we should aspire – that is, to be the best fighters against each other’s oppression, and in doing so, build links of solidarity and trust that will forge an invincible movement against all forms of injustice and inequality.”* — Leslie Feinberg

### INTRODUCTION

At Southern, we are committed to identifying and addressing systemic barriers to equity, access, and success for all members of our community. We are also committed to constructive dialogues where we treat one another with dignity, respect, kindness, compassion, and civility as we share our stories and perspectives, to create a culture of inclusion and belonging. As we aspire to be a social justice and anti-racist university, we recognize that the values of diversity, equity, and inclusion are not new ideas at Southern. Over the years, significant progress has been made by many committed members of our community who have contributed to raising awareness, growing our knowledge, and increasing our capacity to challenge injustice and create a climate of inclusion.

With the arrival of the inaugural Vice President for Diversity, Equity, and Inclusion, Dr. Diane Ariza, and the formation of the Diversity, Equity, and Inclusion Advisory Council (DEIAC), established in spring 2021, we recognize the need to be more intentional and strategic with how the University integrates this commitment to DEI throughout the institution. This strategy will provide institutional leadership and assistance, to engage and hold members of the President’s Leadership Team (PLT), deans, department chairs, and all institutional leaders; to create initiatives with measurable outcomes that will dismantle systemic racism and oppressive hierarchies; and to build equitable communities that drive and measure progress across Southern over time.

## VISION

“Advancing Southern as a Social Justice, Anti-Racist University,” a document of the priorities presented by the VPDEI laid out four areas of focus that guided the DEI Advisory Council’s work:

- Create a centralized strategic plan and process to build capacity for greater equity-mindedness among faculty and staff across campus, through workshops, programs, and practices that foster community collaboration and measures success over time.
- Recruit, hire, and retain additional staff and faculty from underrepresented, marginalized identities, focusing on department culture as well as recruitment and retention activities that are welcoming to and supportive of these new faculty and staff.
- Thread DEI throughout all communication materials to both our internal and external audiences—students, faculty, staff, alumni, and community leaders — to include print materials, web and social media platforms, and visual representations on campus that openly express our message to different communities.
- Create a pathway for students and all members of the SCSU community to report incidents of bias or hate in and out of the classroom, with a protocol for response and action, and including ways to measure success over time.

## METHOD/PROCESS

The DEIAC’s work to accomplish the following overarching goals took place under the leadership of DEIAC co-chairs and consultant, Michelle Chatman, president of CMind (<https://www.contemplativemind.org>) and associate professor of criminal justice at the University of the District of Columbia:

- Illuminate the value of contemplative practice in our efforts to advance a DEI, anti-racist, and anti-oppressive lens throughout Southern, and integrate these practices into our efforts towards social justice.
- Implement priorities outlined in the three-year plan 2020-2023 developed in fall 2020. [https://www.southernct.edu/sites/default/files/inline-files/Social\\_Justice\\_Priorities.pdf](https://www.southernct.edu/sites/default/files/inline-files/Social_Justice_Priorities.pdf)
- Provide recommendations and help measure progress over time through a process of Council meetings, working group meetings, research, benchmarking, review of feedback from campus, and deliberations with the President’s Leadership Team.

The DEIAC came to consensus on several short- and long-term recommendations around each priority area to achieve its goal of Southern becoming a social justice, anti-racist, and anti-oppressive institution. Four working groups were created to focus on the following areas:

### 1. Recruitment, Retention and Support for Faculty, Staff, and Clerical

To identify barriers to, and opportunities for, increasing the recruitment and retention of faculty and staff of color, and to measure success over time.

### 2. Educational Professional Training and Development

To end systemic racism and institutional culture at Southern; create a centralized strategic plan and process to build capacity for greater equity-mindedness among faculty and staff across campus through workshops, programs and practices that foster and restore community; and to measure success over time.

### **3. Communication to Southern, Alumni and the Greater New Haven Community**

To develop a strategy for how to brand, integrate, and communicate social justice and anti-racism to the university, alumni, and Greater New Haven, and communicate progress over time.

### **4. Bias Response Protocol**

To create a clear pathway for students to report incidents and/or personal experiences of bias or hate in and outside of the classroom, including a protocol for response and action, and to measure success over time.

The priorities and recommendations, to begin spring 2022, will focus on the following initiatives:

#### **Recruitment, Retention and Support for Faculty, Staff, and Clerical**

- Hire the Recruitment & Retention Specialist.
- Create a team to determine standard reporting needs and the data offices need to collect to achieve common goals.
- Research best practices for recruitment and retention as a short- and long-term, ongoing initiative.
- Partner with doctoral-granting Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges & Universities, and Minority Serving Institutions.
- Create development plans for annual staff evaluations and hold supervisors accountable for equitable staff development.
- Begin process to establish a Leadership Academy.
- Create a strategic plan for how to recruit doctoral candidates, including how to think about creating a summer workshop.
- Create a candidate pool by working with departments to encourage and maintain relationships with professional associations with a greater number of underrepresented candidates.
- Create a program and process for mentoring faculty of color to intentionally enhance their success and likelihood of being retained.
- Reconstitute DEI Recruitment and Retention Committee by including new hires.

#### **Educational and Professional Training**

- Hire the Director for Education and Restorative Justice.
- Continue training with PLT, deans, and chairs using Narrative 4 as a form of building community, recurring story exchanges across staff and faculty.
- Support and build curriculum content that speaks to diversity and equity.
- Create Conversation Circles – Summer Read 2022.
- Establish training for faculty to improve their ability to engage with students.
- Develop dinner groups with faculty, staff, and students.

#### **Communication to Southern, Alumni and the Greater New Haven Community**

- Develop a diversity style guide for the campus community to use.
- Clarify what we mean by social justice and anti-racist work and develop an “elevator speech.”
- Develop a strategy for how best to communicate on- and off-campus initiatives.

- Work with Integrated Communications & Marketing so that university’s communications and marketing work aligns more closely with the Division of DEI initiatives.

### **Bias Response Protocol**

- Identify key stakeholders needed to comprise a task force and subject matter consultants.
- Create processes, protocols, communication for response to incidents of bias or hate.
- Begin preparing a website for bias response.
- Identify mechanisms and structures for data collection.
- Create launch plan for fall 2022 to include a plan for educating about bias and bias response .

In addition to these recommendations, the DEIAC recognizes the great work that other divisions and offices have initiated in the last year:

- The Men of Color (MOC) Initiative  
Collaborative Partners: Student Affairs, Enrollment Management, Academic Affairs, DEI
- The Real Talk Podcast  
Collaborative Partners: Integrated Marketing and Communications, DEI
- The 360 Student Equity Audit, Implementation and Sustainability Plan  
Collaborative Partners: DEI, Academic Affairs, Student Affairs, Enrollment Management, Instructional Technology
- Integrated Justice and Social Change Collaborative  
Collaborative Partners: DEI, Racial and Intersectional Justice Group (RIJG), Community Leaders

.....  
*“Change happens. Change is definitely going to happen, no matter what we plan or expect or hope for or set in place. We will adapt to that change, or we will become irrelevant”* – adrienne maree brown  
 .....

### **2020-2021 DEIAC MEMBERS**

**Co-Chairs** – Diane Ariza (Diversity, Equity and Inclusion); Steven Hoffler (Social Work); Brandon Hutchinson (English); Tracy Tyree (Student Affairs)

**Members** – Andreina Barajas, (Undergraduate Student); Betsy Beacom (Integrated Communications and Marketing); Dian Brown-Albert (Student Affairs); Richard Cogswell (Facilities); Renea DaCosta (Graduate Student); Esteban Garcia (Finance and Administration); Ciara Houghton (Administrative Faculty Senate); Roland Regos (Office of the President); Cassandra Lang (Clerical); Angela Lopez-Velasquez (Faculty Senate); Trudy Milburn (Academic Affairs); Tisha Miller (Human Resources); Paula Rice (Diversity, Equity, and Inclusion); Meredith Sinclair (UCF); Sir Snowden (Admissions); Vu Trieu (Information Technology); Tiana Williams (Institutional Advancement)

## INTRODUCTION

We are proud of the work and significant progress that has been made over the years by many committed members of our community who have contributed tirelessly to raising awareness, growing our knowledge, and increasing our capacity to challenge injustice and create a climate of inclusion. We remain thankful for everything the Southern community does for each other and for the university.

We also acknowledge that in order for Southern to advance to becoming a social justice and anti-racist university, we recognize the need to be more intentional and strategic with how the University integrates this commitment to DEI throughout the institution. This strategy will provide institutional leadership and assistance, to engage and hold members of the President's Leadership Team (PLT), deans, department chairs and all institutional leaders accountable to the University's mission; to create initiatives with measurable outcomes that will dismantle systemic racism and oppressive hierarchies; and to build equitable communities that drive and measure progress across Southern over time.

## VISION/METHOD/PROCESS

The work delineated further in this comprehensive study was informed by the development of the priorities outlined in the three-year plan 2020-2023 developed last fall by Vice President for Diversity, Equity and Inclusion Diane Ariza ([https://www.southernct.edu/sites/default/files/inline-files/Social\\_Justice\\_Priorities.pdf](https://www.southernct.edu/sites/default/files/inline-files/Social_Justice_Priorities.pdf)), and later, the formation of the Diversity, Equity, and Inclusion Advisory Council (DEIAC), established in spring 2021.

Immediately following, the DEIAC commenced their work under the leadership of DEIAC co-chairs and consultant Michelle Chatman, president of CMind (<https://www.contemplativemind.org>) and associate professor of criminal justice at the University of the District of Columbia, who laid out four areas of focus that guided the DEI Advisory Council's work:

- Create a centralized strategic plan and process to build capacity for greater equity-mindedness among faculty and staff across campus, through workshops, programs, and practices that foster community collaboration and measure success over time.
- Recruit, hire, and retain additional staff and faculty from underrepresented, marginalized identities, focusing on department culture as well as recruitment and retention activities that are welcoming to and supportive of these new faculty and staff.
- Thread DEI throughout all communication materials to both our internal and external audiences—students, faculty, staff, alumni, and community leaders—to include print materials, web, and social media platforms, and visual representations on campus that openly express our message to different communities.
- Create a pathway for students and all members of the SCSU community to report incidents of bias or hate in and out of the classroom, with a protocol for response and action, and including ways to measure success over time.

Four working groups were created to focus on the following areas:

### **1. Recruitment, Retention and Support for Faculty, Staff, and Clerical**

To identify barriers to, and opportunities for, increasing the recruitment and retention of faculty and staff of color, and to measure success over time.



## **2. Educational Professional Training and Development**

To end systemic racism and institutional culture at Southern; create a centralized strategic plan and process to build capacity for greater equity-mindedness among faculty and staff across campus through workshops, programs and practices that foster and restore community; and to measure success over time.

## **3. Communication to Southern, Alumni, and the Greater New Haven Community**

To develop a strategy for how to brand, integrate, and communicate social justice and anti-racism to the university, alumni, and Greater New Haven, and communicate progress over time.

## **4. Bias Response Protocol**

To create a clear pathway for students to report incidents and/or personal experiences of bias or hate in and outside of the classroom, including a protocol for response and action, and to measure success over time.

The work began through a process of Council meetings, working group meetings, research (see appendices for best practices in the industry and resources), benchmarking, review of feedback from campus, and deliberations with the President's Leadership Team (PLT). The following pages provide a more detail strategic framework that each working group followed while doing their research which included: 1) establishing the goals and objectives; 2) providing an inventory of Southern Assets (What Southern does well) and Challenges (What Southern needs to improve); 3) developing a short- and long-term list of priorities and recommendations; 4) creating a measurement tool to guide success; and finally, 5) asking for the appropriate resources to accomplish goals and objectives.

## RECRUITMENT, RETENTION AND SUPPORT FOR FACULTY, STAFF, AND CLERICAL

### Goal

To intentionally work to make our faculty and staff demographic composition mirror our student demographic, we will identify barriers to and opportunities for increasing the recruitment and retention of faculty and staff from traditionally underrepresented groups, and measure success over time.

### Objectives

- To develop year-long recruitment strategies for faculty and staff of color hires and develop recruitment plans for part-time faculty and graduate assistants of color.
- To develop a leadership academy for managers and supervisors of color.
- To develop a program that provides professional advancement to all staff of color (custodial, clerical, administrative) through a partnership with Human Resources.
- To develop a mentorship program for faculty and staff of color. This includes providing resources, training, and compensation.
- To collect data about Retention and Satisfaction in an ongoing manner (climate survey or best place to work survey) and monitored through Human Resources and Office of Diversity and Equity Programs.
- To Improve search procedures and training to ensure that inclusive recruitment strategies are uniformly used.

### Current State • *Southern Assets — What we do well*

- Tuition waivers offered per union contract. Professional training paid by departments and union. Professional Development Grants offered, but only at individual level. Racial Intersectional Justice Group (RIJG) subgroup “awareness and training” discussing training for faculty and staff. Leadership Studies courses can form the basis for a leadership academy.  
<http://catalog.southernct.edu/undergraduate/programs-and-degrees/minor-in-leadership-studies.html>
- Tuition Assistance (waiver for permanent employees — up to 2 courses per semester to obtain a degree at any of CSUs. Employees offered Statewide in-service training).
- Minority Recruitment and Mentoring Committee (MRMC) has implemented a mentorship program which needs to be reevaluated to determine if it meets the needs of the employees. Minority Recruitment and Retention Committee (MRRC) is looking to create a formal mentoring program. Data collection and reporting reside with Office of Diversity and Equity (ODE), HR, and Institutional Research (IR), and Office of Assessment and Planning. Each department receives individual requests.
- Updated search procedures (last reviewed and minor revisions made in 2018) aligned with state requirements. “Best practices:” <https://www.chronicle.com/article/is-it-time-to-eliminate-recommendation-letters-hint-yes>

### Southern Challenges • *What we need to improve*

- Exit interviews are either not comprehensive or incomplete
- Lack of succession planning

- Lack of data analysis that is department-specific
- Lack of advancement or upward mobility programs
- Part-time faculty search process not monitored
- Overrepresentation of people of color in clerical and custodial positions (without advancement opportunities)
- Underrepresentation of people of color in faculty, librarians
- Recruitment efforts only considered at time of search
- Staff courses outside normal working hours
- Classified and clerical staff have separate Statewide process

## **Recommendations & Priorities**

### **Short-term (2021-2022)**

- Hire the Recruitment & Retention Specialist.
- Create a team to determine standard reporting needs and the data offices need to collect to achieve common goals.
- Research best practices for recruitment and retention as a short- and long-term, ongoing initiative.
- Partner with doctoral-granting Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges & Universities, and Minority Serving Institutions.
- Create development plans for annual staff evaluations and hold supervisors accountable for equitable staff development.
- Begin process to establish a Leadership Academy.
- Create a strategic plan for how to recruit doctoral candidates, including how to think about creating a summer workshop.
- Create a candidate pool by working with departments to encourage and maintain relationships with professional associations with a greater number of underrepresented candidates.
- Create a program and process for mentoring faculty of color to intentionally enhance their success and likelihood of being retained.
- Reconstitute DEI Recruitment and Retention Committee by including new hires.

### **Long-term (2023-2025)**

- Maintain relationships with professional associations with underrepresented candidates to create pool, for instance, by attending job fairs and similar external events.
- Continue ensuring workload is distributed equitably, especially when developing plans for each department regarding people of color and women.
- Create a team to determine standard reporting needs and the data for offices to collect to achieve common goals.

### **Measurement Tool** • *How will success of goal be measured*

- Meeting criteria for at least one of the following: Best Places to Work List, Higher Education Excellence in Diversity (HEED).
- Developing an Equity Scorecard to measure progress towards aspirational goals.

**Budget/Resources** • *Additional resources needed to accomplish goal*

- Continuous recruitment for departments and roles.
- Memberships for professional associations and affinity groups, especially people of color.
- Stipends for mentors of color.

**Research/Best Practices in the Industry are listed in Appendix A.**

## EDUCATIONAL PROFESSIONAL TRAINING AND DEVELOPMENT

### Goal

To end systemic racism and other forms of inequity and oppression at Southern; to create a centralized strategic plan and process to build capacity for greater equity-mindedness among faculty and staff across campus through workshops, programs, and practices that foster and restore community and measure success over time.

### Objectives

- To create a community that values relationships and kindness across staff, faculty lines, and students and within divisions in each of those sectors
- To create a community that works steadily against anti-oppressive and racist systems through sustained and intentional trainings for staff, faculty, and students
- To establish a sense of belonging amongst all constituents at SCSU
- To identify and address systematic barriers to equity, access, and success for all members of our community

### Current State • *Southern Assets — What we do well*

- Chief Officers (Diane Ariza and Tracy Tyree) being part of the DEI Advisory Council
- Campus Committees: i.e., MRMC, MRRC, RIJG, etc.
- Diversity Peer Educators (DPEs)
- Owls: Faculty, Staff, and Students (people whose scholarship is in this area and who do this work in their communities)
- Technologies
- Donations
- Grants
- Different Unions (i.e., FOP, Admin Clerical, PD, Faculty, SUOAF, Management Confidential)

### Southern Challenges • *What we need to improve — Not identified*

### Recommendations & Priorities

#### Short Term (2021-2022)

- Hire the Director for Education and Restorative Justice.
- Continue training with PLT, deans, and chairs using Narrative 4 as a form of building community, recurring story exchanges across staff and faculty.
- Support and build curriculum content that speaks to diversity and equity.
- Create Conversation Circles – Summer Read 2022.
- Establish training for faculty to improve their ability to see students.
- Develop dinner groups with faculty, staff, and students.

## Long Term (2022-2025)

- Institute a cohort model for sustained engagement.
- Build in-house ambassadors to outside training courses (through Narrative 4 and Undoing Racism partnerships).
- Build and maintain funding.
- Provide training to all faculty, staff, and students.
- Continue ground-floor training initiatives (student orientation, residence life move-in week training, faculty/staff onboarding).
- Required online tutorials and quizzes.

## Measurement Tool • *How will success of goal be measured*

- Create assessment tools (i.e., Survey) that are taken throughout the year (beginning, middle, and end) to assess “what we don’t know,” to learn what we are doing well and what needs improving.
- Number of trainings offered.
- Events held and out-take survey to gauge participants’ expectations, experience, and perception of shifts in SCSU culture.
- Percentage of people that pass the quizzes.

## Budget/Resources

Explore costs for the following resources:

- Jen McCool and Dawn Duncan from Narrative 4—in progress.
  - a. Jen McCool  
Northeast Regional Manager  
jen@narrative4.com  
(860) 245-1406
  - b. Dr. Dawn Duncan  
Trainer, Master Practitioner, Advisor for Colleges & Universities Narrative  
dawn@narrative4.com  
(701) 388-3478
- Undoing Racism.
- Ambassadors/Trainers must be compensated.
- Research opportunities for grants, donations, Development Office.

**Best Practices in the Industry are listed in Appendix B.**

## COMMUNICATION TO SOUTHERN, ALUMNI, AND THE GREATER NEW HAVEN COMMUNITY

### Goal

To develop a strategy for how to brand, thread, and communicate social justice and anti-racism throughout the university, alumni, and Greater New Haven, and communicate progress over time.

### Objectives

- Create DEI guidelines for marketing and communication throughout Southern.
- Educate and train the Integrated Marketing Communications (ICM) staff for how to lead with a DEI lens.
- Provide clarity and consistency for how to use a social justice and anti-racist brand in all marketing materials, including visuals on campus.
- Establish a multi-pronged approach for how to communicate DEI Advisory Council initiatives and progress both on and off campus.

### Current State • *Southern Assets — What We Do Well*

The social justice mission at Southern has grown and expanded over the past few years, and many areas of the university contribute to and engage with the mission on a consistent basis. Just in the last few years, what was once Social Justice Week grew into Social Justice Month, and now the committee that has overseen this initiative agrees that because we have social justice programming throughout the academic year, we no longer need to designate one month as the only time we focus on this mission. As the university has grown into its aspiration to become a social justice/anti-racist university, we have seen many positive steps in service of this aspiration, including the following:

- Various organizations, departments, and offices within the university offer a year-round array of social-justice-related events and programming for students, faculty, staff, and the public.
- ICM covers stories about students, faculty, and staff that have a social justice component; posts these stories on the website; and shares them on social media.
- The university displays imagery on campus that is consistent with our social justice mission (i.e., the Black Lives Matter and Social Justice banners).
- ICM represents our campus diversity well via photographs in publications, websites, and social media.
- In his messaging to the university community, the president connects social justice to whatever topic he is addressing and emphasizes that Southern is, or aspires to be, a social justice university.
- People generally know that social justice is important on campus, and Southern's mission statement is attractive to prospective faculty and staff.
- ICM posts social justice- and anti-racism-related events and announcements on the university's social media accounts – primarily Facebook, Instagram, and Twitter.

### Southern Challenges • *What We Need to Improve*

Because we are still growing into our aspirational role as a social justice /anti-racist university, we can identify areas within the university that should be addressed. Education and training, additional resources, and deeper mindfulness around the university's mission and its components will move us forward in the following areas, among others:

- Our definition of social justice and anti-racist work is unclear and inconsistent. We need a better definition of these terms, and we need to develop an “elevator speech” about the university’s social justice mission so that the key messaging is clear to all members of the campus community.
- The social justice mission should be more visible on the university’s home page and Inside Southern home page.
- The university needs to be more mindful of events and special days/weeks/months that highlight various communities (such as Black History Month, Women’s History Month, Holocaust Remembrance Day, Pride Month) and focus messaging around these commemorations during those times through social media posts, emails from the president or DEI vice president, news stories, etc.
- We need to develop a diversity style guide that can be used not only by ICM but that is distributed to departments and organizations around campus.
- We should include a training component in distributing this guide so that individuals know its purpose and how to use it.
- University-produced presentations or videos should begin by stating our mission of social justice and anti-racism.
- The university community needs education around the use of personal pronouns (e.g., she/her/they) and land acknowledgment, so that everyone understands why we use them and when to use them.
- We sometimes hesitate to say we are a social justice/anti-racist university, for fear that we might lose enrollments, donations, or alumni support. On the other hand, some audiences find our calling ourselves a social justice/anti-racist university to be performative. In trying to please everyone, we may not be clear enough about who we are and what we believe.
- A perception exists among some audiences that we cannot call ourselves a social justice university if we continue to have incidents involving racism and other forms of oppression or intolerance on our campus. We need to find ways to address this perceived gap between our aspiration and reality.
- We do not utilize metrics to make decisions about our social justice brand and how we may want to shift the messaging.
- Social media needs more resources, and DEI messaging on our social media platforms could more intentionally and consistently align with what is happening on campus (see Measurement Tools below).
- Our physical campus does not display visual representations of what we mean when we say we are a social justice or anti-racist university. The BLM banner hanging from Buley Library is not enough.

## **Recommendations & Priorities**

### **Short Term (2021-2023)**

#### **Communication to Southern, Alumni, and the Greater New Haven Community**

- Develop a diversity style guide for the campus community to use.
- Clarify what we mean by social justice and anti-racist work and develop an “elevator speech.”
- Develop a strategy for how best to communicate on- and off-campus initiatives.
- Work with Integrated Communications & Marketing so that university’s communications and marketing work aligns more closely with the Division of DEI initiatives
- Center social justice/anti-racist work on the Southern home page/website and in speeches, recruitment videos, and campus tours.
- Continue to build out the DEI website so that it becomes an online hub for all things DEI at Southern.



- Thread social justice and anti-racism throughout the website, social media, and other communications platforms.
- Identify and recommend training/education opportunities for faculty and staff so that all members of the campus community are aware of the threading of the social justice/anti-racism mission throughout university communications. These opportunities could include a town hall, workshops, a section of the ICM website detailing new DEI guidelines, and campus-wide dissemination of the newly created diversity style guide, among other strategies.

### **Long-Term (2023-2025)**

- Support and finance students' social justice scholarship/work on campus (i.e., art installations).
- Develop a strategy for how best to communicate DEI initiatives on and off campus (e.g., a DEI town hall kickoff in fall and spring semesters, a DEI e-newsletter, social media posts, working closely with the Director for Community Engagement).
- Survey the student body about their perceptions of the university's social justice messaging and how it impacts them.
- Engage instructors identified as teaching DEI for social media and website content creation. It would be helpful for ICM to connect with instructors who could help generate content, or more simply, keep ICM informed of DEI-related class or community activities that might lend themselves to social media.
- We recommend that the university provide professional development, educational, and training opportunities for members of the faculty and staff that will advance their understanding of communicating through a DEI lens. For example, the LinkedIn Learning platform offers a variety of online courses under the Diversity and Inclusion umbrella, such as "Communicating Across Cultures," "Skills for Inclusive Conversations," "Multinational Communication in the Workplace," "Marketing to Diverse Audiences," "Communicating about Culturally Sensitive Issues," "Unconscious Bias," among many others. See the Budget section below for more information on LinkedIn Learning.
- Utilize metrics to make decisions about our brand and how we may want to shift.
- Continue to extend social justice/anti-racism messaging onto the physical campus through visuals, installations, etc.
- Pull together all relevant DEI touchpoints for the year (everything from important anniversaries such as MLK's birthday to "African Americans in the Arts Week"- style events, monthly celebrations of culture (e.g., Hispanic/Latinx Heritage Month), so we can plan content proactively.
- Provide more resources for social media to message more intentionally and consistently what is happening on campus (See Resources Request in Appendix C).

### **Measurement • How Will Success of Goal be Measured**

- Tag DEI content on each social media platform and track how well it is performing in each space. Compare how it performs against other bucket areas we cover on our platforms (e.g., school spirit, thought leadership, student life, successful outcomes, research, careers, programs of interest, etc.).
- Create and host on-campus surveys and focus groups to gather information about how the institution's social justice messaging is being received.
- Track attendees at online or on-ground events on topics related to DEI.
- Track visits to web pages, news stories, or calendar events that address DEI.

### **Budget/Resources**

- Communications

- Most of the budget items we recommend would go to support ICM in its efforts to further advance the DEI mission throughout the university’s print and electronic materials, campus visuals, and other forms of messaging.
- Training/Consultant
 

Training the ICM staff in how to thread DEI messaging throughout the institution’s communications and marketing would require hiring a DEI communications consultant or identifying learning opportunities in DEI communications. Possible options for such training could include:

  - Advancing Your Communication Strategy in DE&I Certificate Program (on-demand certificate program offered by Public Relations Society of America, Inc.)  
Course Duration: Approx. 5–6 hours  
PRSA Members: \$975  
Nonmember Price: \$1,225
  - [Diversity & Inclusion: Uncovering Implicit Bias to Achieve PR Success](#) (on-demand webinar offered by Public Relations Society of America, Inc.)  
Available until May 18, 2022; Recorded May 11, 2021  
PRSA Member Price: Free  
Nonmember Price: \$200
  - [PRSA Membership](#):  
Group Membership (A team of five or more members)  
5-9 members: \$260 per member  
10-20 members: \$245 per member  
Groups of 21 or more: To be determined
  - [Diversity, Equity, and Inclusion Seminar Series](#) (online seminar series offered by Council for Advancement and Support of Education)  
\$500 CASE member rate for all four seminars  
\$650 non-CASE-member rate for all four seminars
  - [CASE Membership](#) (*Cost to be determined.*)
  - [LinkedIn Learning platform](#) (subscription-based on-demand learning solution for organizations, including educational institutions)  
Offers a number of online video courses on communications through a DEI lens. Subscription fees for organizations are customized, determined on a case-by-case basis. (*Cost to be determined.*)
- On-Ground Visuals
  - Install pole banners around campus depicting well-known social justice leaders, with quotes on social justice-related topics. These banners could be interspersed with the existing pole banners depicting various elements of campus life and the “Expect More. Be More. Southern.” brand. DEI banners would replace the 20 COVID-themed banners that are already on campus (this can be done soon). (*Cost of banners: \$800; installation cost: \$2000*)
  - Place a Black Lives Matter flag, Pride flag, and other flags representing our campus’ diversity at a central campus location (e.g., on the Academic Quad). (*Location and cost of installation to be determined.*)
  - Create a social-justice themed patio, plaza, or walk, similar to the area between Engleman and Morrill that has “bricks” etched with donors’ names. This social justice-themed area could have bricks or sections etched with quotes from social justice leaders. Possible placement just inside Founders Gate, at the symbolic entrance to campus. (*Cost to be determined, depending upon scope, materials, labor, etc. Funds for this project could potentially be donated by an alumnus or alumni group.*)

- Social Media

- Along with the above recommendations for additional communications and marketing work to be integrated into the current work of the ICM staff, we recommend that the following positions be created in ICM to support current ICM work while also serving as liaisons between ICM and DEI:
- Student intern (DEI+): 20 hours/week, \$12/hour
- Social media staff (DEI+): Additional full-time trainee, SUOAF Level 1 or 2 (\$35K)
- Web content staff (DEI+): full time, SUOAF 3 (\$50-55K)

## BIAS RESPONSE PROTOCOL

### Goal

To create a clear pathway for students to report incidents of bias or hate in and outside of the classroom, including a protocol for response and action, and measure success over time.

### Objectives

- To determine where members of the campus community may turn if they experience or witness an act of bias on campus or by a member of the campus community (e.g., social media).
- To identify gaps in response to incidents of bias and consider a more coordinated university response to fill those gaps.
- To understand the complexities of bias response through the experiences of other colleges and universities across the country.
- To identify key components of a bias response protocol for consideration by a more expert group of stakeholders that would need to operationalize a process for Southern.
- To improve the resources offered to students in addressing bias as it relates to understanding their rights and responsibilities.

### Current State • *Southern Assets — What we do well*

The Bias-Response Protocol team met with representatives from the following departments to understand where incidents of bias or related activities are often reported:

- Dean of Students Office
- SCSU Police Department
- Office of the University Ombuds
- Office of Student Conduct and Civic Responsibility
- Office of Diversity and Equity
- Office of Residence Life

A summary of information obtained from each meeting can be found in Appendix D.

### Southern Challenges • *What we need to improve — Not identified.*

#### Best Practices in the Industry

- Clearly define the role of a bias response team, articulating the mission of the team in relation to institutional values, and managing expectations around what it is not.
- Present a mechanism for reporting incidents of bias.
- Offer an outline of steps of response so someone who has experienced bias knows what to expect or what will happen with the reported information.
- Delineate what types of student support are available for those impacted by bias as well as considerations for restoration of harm.

- Present data illuminating what bias looks like on campus and creating a sense of trust and transparency.
- Focus not only on response to bias, but also helping the campus community to demonstrate inclusive acts and remove barriers to access.
- Clearly identify what reporters need to know and what is expected when a report is submitted.
- Training is a key ingredient in the effectiveness of a bias prevention and response strategy, but the focus should remain on policy, procedure, support resources, definitions and impact.
- Continually inform and educate members of the campus community about the bias response protocol and the availability of its services.

\* Links to models on other campuses are listed in Appendix D.

## Recommendations & Priorities

### Short-term (2021-2022)

- Identify key stakeholders to comprise a task force and subject matter consultants.
- Create processes, protocols, communication for response to incidents of bias.
- Begin preparing a website to house bias response.
- Identify mechanisms and structures for data collection.
- Create launch plan for fall 2022 to include a plan for educating about bias and bias response.
- Create an institutional Bias Policy by defining bias for the campus community.
- Know the scope and limitations of the First Amendment.
- Determine the name and the purpose of the SCSU Bias Response Team (BRT). Examples can be found in Appendix D.

The role of Bias Response Teams varies widely from campus to campus in scope, activities, and impact, but they normally fall into one of two categories:

- **An Incident Response Team:** Bias Response Teams that respond to and resolve individual cases of bias, for example, those that provide support to the person reporting the incident and potentially issues consequences to the student or group reported.
- **A Campus Climate Team:** Receives reports for collecting data to inform campus climate efforts.
- Determine the composition of the Bias Response Team (sample membership list in Appendix D).
- Hire/identify a Bias Response and Advocacy Coordinator — Someone who will work with the Bias Response team to ensure students, faculty, and staff receive response, and their needs are effectively and compassionately addressed, while advocating for their interests. Additionally, focusing on proactive ways to educate the campus community.
- Develop a clear rollout and communication plan of the scope and purpose of the Bias Response Team; this is critical in securing buy-in from the campus community. Establish a social media presence of reporting that is accessible to students.
- Establish a website presence for the BRT. Determine protocol for when an incident will be acknowledged at a university level.
- Systematize a data collection and reporting strategy – the BRT acts as a central clearinghouse of information and tracks trends in the data.

## Long-Term (2022-2025)

- Connect the student leaders from different campus organizations to work together to create a website that helps students understand their rights and responsibilities on bias and free speech.
- Link to sample website of students addressing bias:  
<https://www.knowyourrightsandresponsibilities.psu.edu/>
- Link to Penn State article of students addressing bias:  
<https://news.psu.edu/story/598735/2019/11/18/campus-life/new-site-helps-students-understand-rights-responsibilities-bias>
- Implement community education and training for the campus community.
- Focus on strategies such as active bystander intervention, definitions of bias, the impact of hate incidents on students' ability to access the educational experience, community values/standards.
- Include training around restorative practices to address harm at an individual and systemic level.
- Identify resources: how to file a report, how our bias response process operates, what a reporter can (and cannot) expect; for example: <https://reporthatandbias.sf.ucdavis.edu/filing-report>
- Be aware of some legal and political challenges/objections to certain training content. Additional information on these considerations can be found in Appendix D.

## Measurement Tool • *How will success of goal be measured*

- Create an online web portal and form to collect information and implement other methods of reporting, for instance, online, e-mail, phone, or in person. Sample summary of incidents reported through bias reporting form at UW-Madison: <https://doso.students.wisc.edu/facts-statistics/fall-2020-incidents/>
- Decide on an office or department that will be responsible for following up and ensuring support is provided and action is taken.
- Decide whether we want to allow anonymous reports.
- End-of-year data collection reports: <https://diversity.umd.edu/docs/annual-reports/umd-odi-biss-annual-report-2018-19.pdf>
- Sample end-of-year report by numbers: <https://diversity.umd.edu/docs/annual-reports/umd-odi-biss-by-the-numbers-2019-2020.pdf>
- Hire/identify a Bias Response and Advocacy Coordinator or create new position to support students, implement data collection, and develop restorative practices and campus education/programming.
- Establish a budget to support student leaders working as activists to support this initiative.
- Funding to support programming, coping events, and restorative practices.

## Conclusion

In closing, we want to thank the DEIAC for the magnificent work they did this past year. However, we know that to advance this work and ensure success, we need everyone to be engaged. Also, critical to our success is understanding that a one-way approach will not help us advance this work. We must allow space for open and honest conversations that will allow us to critique and approach our work with a deep commitment to a spirit of collective community, empowerment, and liberation.

In addition to these recommendations, the DEIAC recognizes the great work that other divisions and offices have initiated in the last year as we aspire to become a Social Justice and Anti-Racist University of Connecticut and beyond.

- The Men of Color (MOC) Initiative

**Collaborative Partners:** Student Affairs, Enrollment Management, Academic Affairs, DEI

- The Real Talk Podcast  
**Collaborative Partners:** Integrated Marketing and Communications, DEI
- The 360 Student Equity Audit, Implementation and Sustainability Plan  
**Collaborative Partners:** DEI, Academic Affairs, Student Affairs, Enrollment Management, Instructional Technology
- Integrated Justice and Social Change Collaborative  
**Collaborative Partners:** DEI, Racial and Intersectional Justice Group (RIJG), Community Leaders

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*“Change happens. Change is definitely going to happen, no matter what we plan or expect or hope for or set in place. We will adapt to that change, or we will become irrelevant” — adrienne maree brown*

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## APPENDIX A

### RECRUITMENT, RETENTION AND SUPPORT FOR FACULTY, STAFF, AND CLERICAL

#### Best Practices/Resources

There are many reasons why employees leave jobs and several articles speak to this:

<https://www.business.com/articles/reasons-employees-quit/>

<https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf>

However, without efforts to collect and analyze the data, the University will never know and will be unable to make true efforts to retain their employees. The administration of exit interviews and climate surveys are important and necessary.

<https://lattice.com/library/why-offboarding-and-exit-interviews-are-important-and-how-to-do-them-right>

Southern's last campus climate survey was administered in 2017.

<https://inside.southernct.edu/campus-climate-surveys>

We want to be listed as one of the great colleges to work for.

<https://www.chronicle.com/article/great-colleges-to-work-for-2018/>

Additionally, a successful mentoring program is key to helping new faculty find their place in the university culture, get emotional support, and learn about resources that increase their performance in the job. Additional resources as well as case narratives are included below that provide real-life examples of recruitment, retention, and promotion themes for persons of color in academe.

The following links and resources highlight the small percentage of faculty of color that are in higher education. For example, the May 27, 2021, Chronicle of Higher Education, entitled, *How Many Black Women Have Tenure on Your Campus?* highlights the embarrassing statistic in our flagship state university, UCONN, in which less than 1 percent of tenured professors are Black women. In this same 2019 data report, Black females represented 3.4 percent (n=10) of our 295 tenured faculty at Southern Connecticut State University.

[https://www.chronicle.com/article/how-many-black-women-have-tenure-on-your-campus-search-here?utm\\_source=lterable&utm\\_medium=email&utm\\_campaign=campaign\\_2420751\\_nLAcademe-Today\\_date\\_20210604&cid=at&source=ams&sourceId=5149784&cid2=gen\\_login\\_refresh](https://www.chronicle.com/article/how-many-black-women-have-tenure-on-your-campus-search-here?utm_source=lterable&utm_medium=email&utm_campaign=campaign_2420751_nLAcademe-Today_date_20210604&cid=at&source=ams&sourceId=5149784&cid2=gen_login_refresh)

Although the total minority population or those who identify as non-white is 21.9 percent, the breakdown by the respective races are causes for concern and action when one considers the demographic of our students and community in which we serve as a public institution. The breakdown by races for our institution and others can be found in the following link.

[https://www.chronicle.com/article/race-ethnicity-and-gender-of-full-time-faculty-at-more-than-3-700-institutions/?utm\\_source=lterable&utm\\_medium=email&utm\\_campaign=campaign\\_2420751\\_nLAcademe-Today\\_date\\_20210604&cid=at&source=ams&sourceId=5149784](https://www.chronicle.com/article/race-ethnicity-and-gender-of-full-time-faculty-at-more-than-3-700-institutions/?utm_source=lterable&utm_medium=email&utm_campaign=campaign_2420751_nLAcademe-Today_date_20210604&cid=at&source=ams&sourceId=5149784)

Most importantly, higher education has had to wrestle with and acknowledge its significant role in perpetuating institutional and systemic racism in its policies, practices, and procedures. University of Washington: resources for hiring a diverse faculty:

[https://advance.uncc.edu/sites/advance.uncc.edu/files/media/U%20of%20Washington%20Resources%20for%20Hiring%20a%20Diverse%20Faculty\\_o.pdf](https://advance.uncc.edu/sites/advance.uncc.edu/files/media/U%20of%20Washington%20Resources%20for%20Hiring%20a%20Diverse%20Faculty_o.pdf)



Best practices in minority faculty recruitment and retention, an interview with Dr. Mangala Subramaniam from Purdue University (2021) (podcast). Please see podcast in body of article.

<https://diverseeducation.com/article/211830/>

The impact of chief diversity officers on diverse faculty hires:

[https://www.nber.org/system/files/working\\_papers/w24969/w24969.pdf](https://www.nber.org/system/files/working_papers/w24969/w24969.pdf)

Columbia University

<https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf>

Other resources:

<https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty>

<https://www.theatlantic.com/education/archive/2016/11/what-is-faculty-diversity-worth-to-a-university/508334/>

<https://www.insidehighered.com/advice/2021/05/28/why-and-how-colleges-should-acknowledge-invisible-labor-faculty-color-opinion>

<https://www.insidehighered.com/advice/2020/12/18/increasingly-disproportionate-service-burden-female-faculty-bear-will-have>

<https://inclusion.uoregon.edu/best-practices-improving-faculty-diversity-recruitment-and-retention>

## Leadership Academy

### Purpose

- To cultivate leadership talent on the SCSU campus, including sitting chairs and future departmental leaders
- To develop specific leadership skills and expertise that will engender student success by scaffolding faculty achievement

This leadership academy included non-credit versions of the courses below, and provided a certificate of completion for those who took at least five of the courses and the final experiential project. The best part of the new leadership academy is that a cohort of 5 staff members enrolled at the same time, and they completed all of their assignments and groupwork together. The final experiential project was a co-op course that provided the ability for staff to design a special project within any unit at the University, and choose a senior administrator as their supervisor on the project.

REC 120 - Leadership Development PHI 220 - Ethics: Know Thyself

PSY 219 - Lifespan Development SOC 310 - Racial and Ethnic Relations

COM 215 - Small Group Communication COM 225 - Interpersonal Communication MGT 300 - Management and Organization PSC 350 - Public Leadership

PSC 354 - Public Personnel Administration REC 396 - Student Activities and Leadership in Higher Education

SOC 211 - Social Problems in the U.S.

This in-house leadership training model is cost effective since the courses already exist. The need for continued professional development among both staff and faculty has been widely recognized, as has the suggestion to focus specifically on leadership training. See references to best practices listed below.

## Best Practices/Resources

- Building Academic Leadership Capacity: A Guide to Best Practices  
Walter H. Gmelch, Jeffrey L. Buller  
ISBN: 978-1-118-29948-7 February 2015 Jossey-Bass 256 Pages  
On the need for Leadership Training for Faculty and Staff  
<https://www.insidehighered.com/advice/2019/11/22/importance-cultivating-leadership-skills-among-faculty-and-academic-staff-members>
- Illusion of Inclusion  
<https://www.insidehighered.com/news/2021/01/06/faculty-members-color-see-illusion-inclusion>  
Arday, J. (2018). Understanding race and educational leadership in higher education: Exploring the Black and ethnic minority (BME) experience. *Management in Education*, 32(4) 192–200.  
DOI: 10.1177/0892020618791002 journals.sagepub.com/home/mie Other Models
- Men of color (UG) at PSU  
<https://news.psu.edu/story/489690/2017/10/25/academics/men-color-leadership-academy-goal-support-road-graduation>
- Houston example <https://www.uh.edu/provost/faculty/current/benefits/professional-development/>
- UC Berkeley example <https://everfi.com/blog/workplace-training/staff-diversity-colleges-universities/>

The following case narratives are real-life examples of recruitment, retention, and promotion themes for persons of color in academe.

### Need for Diversity Recruitment Strategy and Improved Procedures

Sam was hired as a part-time instructor for the health and humanities department after completing his residency requirements for his doctoral degree in 2010. Prior to completing his doctoral degree, he vacillated between going into academe full-time or using his doctoral degree to assume other leadership roles for a higher salary outside academe due to his prior professional experience within the social sciences and healthcare field. In 2011, Sam was offered a special appointment as an assistant professor position for 3 semesters, which gave him the opportunity to experience full-time responsibilities in academe while continuing his PhD. While Sam continued to toil with the idea of pursuing a full-time faculty position, he sought mentorship from several persons in his social network that included other Black faculty at other universities and professional networks in which he held memberships. Within his department, he developed a mentoring relationship with the white female professor who was responsible for his adjunct hire. Within this relationship, Sam was able to discuss the salient issues concerning race within the department and at the university level because of her level of awareness and Sam's concerns about the racial climate in their department and in the country. When a tenure-track position became available for the academic year 2015-2016, Sam submitted his application because he was scheduled to defend his doctoral dissertation that spring 2015. The department was large, with 18-20 full-time faculty and staff, but it did not have a full-time Black faculty member nor had it had one for almost a decade. Sam was struck by this reality because his department serves marginalized communities but lacked racial diversity within its workforce. When Sam received an email addressed to the entire faculty of the final 3 candidates' interview schedules, Sam inquired about the status of his application to the search committee chair. Unbeknown to him, Sam learned that the committee decided not to consider his application because they were only considering candidates who had completed their degrees. Sam had a letter of support from his dissertation chairperson, assuring the committee of his defense date that was scheduled 4 months prior to the anticipated start date. Sam was disappointed that he was not notified of this committee or department decision as an internal applicant. Sam then leaned on his social network outside the university and processed his feelings about working in academe full-time and on a tenure-track in the future because of these experiences that he knows are not unique to

him. While experiencing what it means to be the only Black or person of color in your department or discipline, other themes include isolation, tokenism, the invisible labor that goes unrewarded, and the racially hostile work environments that others experience or warned against.

In order to recruit, hire, and retain additional staff and faculty with marginalized identities, it is important to focus on the department culture as well as recruitment and retention activities that are truly welcoming and supportive of new faculty with marginalized identities. We need to prioritize the university culture to ensure that current faculty with marginalized identities can work in an inclusive and supportive environment and develop their faculty career while also supporting additional faculty that are hired into the department.

### **Need for Staff and Faculty Leadership Academy**

Stacey was a very proactive and ambitious member of SCSU's staff. She wanted to learn all she could to be able to move up the ranks to the highest position she could before she retired. She knew she had the ability to learn quickly and the drive to accomplish any goal set before her.

When she arrived at Southern, she knew there were ways she could take courses and so she began to enroll in those that interested her. The first course she took was **REC 120 - LEADERSHIP DEVELOPMENT** - An introduction to a broad range of leadership topics from self-development and understanding self, to group behavior, organizational design, ethics and teamwork. With a focus on increasing student's knowledge and understanding of leadership design and theory, as well as prepare students to become effective leaders.

She thought about the minor in Leadership Studies, but since she already had a bachelor's degree, it did not quite seem relevant to her. She really wished she had a cohort of other employees to talk about her goals with since she knew that others were equally ambitious and forward thinking. During the fall of 2021, she finally saw what she was hoping to see all along, a Leadership Academy designed specifically for staff (like one she knew existed at Wayne State).

### **Components**

- Seminars on critical areas of transformational leadership identified in research literature
- Individualized leadership talent plan through reflective practice and journaling
- Mentorships utilizing field-tested coaching methodology with monthly communications
- Problem-based learning targeting real issues confronting the SCSU community
- Sustainability of leadership academy through collaborative instruction

### **Need for Professional Advancement Program for staff of color**

Andrew was a loyal and dedicated employee as well as a student here at Southern. He earned his undergraduate degree, master's, and doctoral degrees from Southern. He wanted to continue to grow his career in higher education here at Southern, but he faced roadblocks. Andrew was a proud Owl, but due to lack of career growth he had to look for employment opportunities elsewhere.

As an employee of Southern, Andrew utilized the continuing education benefit as well as attending a variety of professional development workshops and conferences, but for various reason he was not given an opportunity to advance beyond the assistant director and adjunct role.

Currently, HR has a self-evaluation and development plan, that Andrew's director is supposed to help develop. Not all supervisory roles at Southern are formalized with this document and some do not even complete this document.

Per this initiative we are asking HR to require all supervisory positions to administer a development plan with all of their staff members every 6 months or at least once a year, as well as submit a copy of the development plan to HR so they can have a record of the employee's development plan. Also, we are asking HR to hold the supervisors accountable for conducting the development plan.

The development plan will be used as part of the employee's file for advancement when they apply for another role and will be considered for advancement if and when a spot in the area they are interested in opens.

As part of this program instead of utilizing search firms for emergency hires, the university would utilize the professional development plans as their pool candidates for these vacancies.

Reference:

<https://hr.duke.edu/managers/performance-management/professional-development-plan>

### **Need for Faculty and Staff of Color Mentoring**

Aisha Ngom is a recently hired assistant professor of color in the Department of Physics. She is excited to work at a teaching university with a focus on social justice. However, this is her first job as a professor in the U.S., and Aisha is not familiar with the multiple demands of the job. At orientation for new faculty, Aisha heard of a mentoring program and she immediately signed up to participate. At the meeting, a group of established faculty spoke about teaching, creative activity, and service. Their answers to questions were helpful, which encouraged Aisha to continue attending, but her schedule did not allow her to do so. While Aisha had nice colleagues in her department, she was one of two female faculty, and the only one of color. Her colleagues were always busy and did not take initiative to approach her to offer help or advise. Aisha sometimes approached the other female faculty in her department to ask questions, but she refrained from doing this as often as she needed because she realized how busy she was and did not want to be perceived as a burden.

Wanting to find out how students were doing, Aisha asked them for anonymous mid-semester feedback on her courses and was surprised to learn that many students were struggling with the content and did not always follow her instruction in class. Two students wrote, "I can't understand a word you say!" Aisha recognized that she needed support in teaching. Having been trained as a scientist, she did not have a background in education and had very little teaching experience at the college level. She was afraid that her second-language speaker status made her look incompetent in the eyes of her colleagues and students. She felt uncomfortable approaching her colleagues to ask for support for fear of being negatively judged.

Feeling overwhelmed and discouraged about her teaching, Aisha approached the Office of Faculty Development (OFD) to seek help. She learned that the mentoring program used to pair volunteer mentors to mentees, and that mentees reported very positive feedback on the program. Unfortunately, the number of volunteering faculty mentors consistently decreased in the past 6 years. Surveys indicated that mentoring activities posed an additional time commitment on faculty, and that while mentors loved working with new colleagues, many could not sustain the effort for an extended period of time. The OFD changed the pairing to a group mentoring model, where some volunteering faculty met with new faculty members to share experiences and answer questions. However, the meetings were sporadic. Aisha didn't want to share her concerns in a group. She felt that she needed a colleague she could have a trusting relationship with, but that was not a resource available at the university. As a result, she was left unsupported


A successful mentoring program is key to helping new faculty find their place in the university culture, get emotional support, and learn about resources that increase their performance in the job. Resources to best practices in faculty mentoring are below:

<https://www.tandfonline.com/doi/full/10.1080/00131725.2011.602466?scroll=top&needAccess=true>

<https://www.tandfonline.com/doi/abs/10.1080/13611267.2013.813731><https://www.tandfonline.com/doi/abs/10.1080/13611267.2014.882606>

### **Need for Ongoing Retention and Organization Climate Data**

We can all relate to the following experiences at one time or another: "Ding" it's an email from Patrick Dilger, must be something important, "Please join me in congratulating..." Or you may recall the time you were



walking across campus to the student center and notice several colleagues you have not seen in a while heading in the same direction. You greet them with a smile and soon realize you are heading to the same place. Perhaps it's a gathering in the ballroom or around the student center fireplace. Maybe you are gathering in the department conference room or heading to Lena's. Wherever the gathering, the ceremonial procedures are the same. We will exchange kind words, enjoy some comfort food, socialize but in the back of our mind we will wonder why the person has decided to leave the University. Was it for career advancement, family relocation or were they just unhappy with their job? Employee job satisfaction and campus climate all play important roles in the retention of employees. It is important that data collection and reporting on retention and climate be captured and analyzed on an ongoing basis.

Employees John, Sue, and Ann are in the same department. John has been here for 4 years and feels that he has gone above and beyond the call of duty. He has worked late nights, volunteered for many campus events not related to his job, and represented his department on several campus committees. Yet his supervisor never recognizes him for these efforts. John feels underappreciated and undervalued. He decides to move on and look for a new job.

Sue is a clerical employee and has worked in the same department for 15 years. Throughout that time, she has gone to school at night and obtained a bachelor's degree. She wishes to move from her current clerical position, yet each time she applies for positions outside the clerical bargaining unit she is told she does not meet the minimum experience requirements. Sue believes the University is lacking in opportunities and providing a clear path for career advancements so she determines that she must move on. Ann is a faculty member and has only been here 2 years. She relocated with her partner from another state. After several tense department meetings where she feels uncomfortable because faculty are yelling at one another, she later learns that there are issues amongst certain members that have been allowed to go on for years. She begins to find the climate unhealthy. After already struggling with the personal aspects of her move to a new state she decides that it is best that she seek employment elsewhere.

## APPENDIX B

### EDUCATIONAL AND PROFESSIONAL DEVELOPMENT

#### Best Practices/Resources

1. Narrative 4 (N4) is a global network of educators, students, and artists who use art and storytelling to build empathy between students while equipping them to improve their communities and the world. Using our core methodology, the story exchange, we help students understand that their voices, stories, actions, and lives matter, and that they have the power to change, rebuild, or revolutionize systems. [www.narrative4.com](http://www.narrative4.com)
  - a. Challenges
    - i. Telling the Narrative 4 Story Efficiently and Effectively
    - ii. Responding to Questions that Push an Agenda
    - iii. Making Sure to Stay True to an Inclusive A-Political Approach
    - iv. Maintaining Calm and Grace
  - b. Successes
    - i. Improving Public Awareness
    - ii. Setting the Story Straight
    - iii. Appreciation for Our Work
    - iv. More People Willing to Participate and Support
  - c. Please see attached PDF and PowerPoint presentation for supporting documents
    - i. Narrative 4 at Your College-University.PDF
    - ii. Using Narrative 4 to accompany DEI Work at University.PPT
2. Cohort Model (Sustained Engagement)
  - a. Initiatives we've done: Courageous Conversations, book reads, some staff and faculty already completed "Undoing Racism" training, and we've had speakers that talked about equity and diversity; through informal interviews we've found that people most appreciated and learned the most from those experiences (such as Courageous Conversations and Undoing Racism) that were sustained and built community.



## APPENDIX C

### COMMUNICATION TO SOUTHERN, ALUMNI AND THE GREATER NEW HAVEN COMMUNITY

#### Best Practices/Resources

We are still learning how to talk about social justice and anti-racism, but we do not need to reinvent the wheel: many excellent examples of best industry practices are available. As we develop our plan to improve our communication and messaging around social justice and anti-racism, we can look to the following resources, among others, for guidance and inspiration:

1. University of Michigan Guidelines: <https://www.research.umich.edu/diversity-equity-inclusion/dei-guidelines-marketing-and-communication>
2. University of Dayton - Diversity and Inclusion Best Practices for Marketing and Communications: <https://udayton.edu/brand/diversity.php>
3. The Diversity Style Guide: <https://www.diversitystyleguide.com/>
4. National Association of Black Journalists (NABJ) Style Guide: <https://www.nabj.org/page/styleguide>
5. Style guides of NABJ's alliance partners: Asian American Journalists Association, National Association of Hispanic Journalists and Native American Journalists Association
6. Communicating About Diversity on Your Higher Education Website: <https://www.oho.com/blog/communicating-about-diversity-your-higher-education-website>
7. Podcast - Fighting Tokenism: Diversity and Inclusion in Higher Ed Marketing: <https://volvedu.com/marketing-branding/fighting-tokenism-diversity-and-inclusion-in-higher-ed-communications/>

## APPENDIX D

### ANTI-BIAS PROTOCOL

#### Best Practices/Resources

##### 1. The Office of the University Ombuds:

The Ombuds Office is a place employees and students can go outside of official university channels to address concerns without fear of reporting, retaliation, or judgment. The Ombuds will only report general trends and patterns of complaints directly to the University President, and without breaching confidentiality.

The Ombuds Office is responsible for addressing matters that include disputes, other interpersonal conflicts, or questions about university policies, practices, or services. In order to address concerns raised, the following steps can be taken: Informal discussion, referrals, assistance with written and in-person communications, explaining or clarifying University policies, and in some cases, engaging in mediation (when it is mutually agreed upon).

Currently, the office is only working with faculty, staff, and graduate students. In the future, there is hope of working with undergraduate students.

##### Recommendations

- The Ombuds Office can provide resources to the SCSU Bias Response Team utilizing restorative justice practices.
- The Ombuds Office can provide solutions to problems the Bias Response Team has, and the office can be utilized by providing strategies to improve communication and resolve internal conflicts within the team.

##### 2. The Office of Student Conduct & Civic Responsibility

They are responsible for ensuring a fair, just, and impartial conduct process for students charged with violating the Student Code of Conduct, with a goal of providing education and resources to achieve respect, civility, and integrity for all members of the University Community.

Mainly focusing on incidents that violate the law or student code of conduct, which means many incidents of bias go unreported because they most likely do not violate the law or the student code of conduct.

- Reporting the incidents
  - Incidents can be reported by calling the office or filing a report with the police; if filing through the police, the information is then relayed to them.
  - There is also an anonymous tip line for students to file reports.
  - The only problem with anonymous reporting is that not much can be done to help the student affected by the incident.
- In what areas would the bias team and the office of student conduct intersect?
  - Incidents that get reported to the office of student conduct that deal with bias can be relayed to the Bias Response Team. From here, the bias team can help assist the students affected to find the best solution to the problem.



- Not much can be done to the student that caused harm in terms of disciplining them. However, the bias team can invite the student to learn about the person, persons, or community they caused harm to. But that is if the student is willing to learn.

### 3. Dean of Students Office

The members of the Dean of Students Office assist the vice president for student affairs with projects and initiatives designed to enhance student success. These individuals also serve as a sounding board for student ideas, needs, and issues and as advisers to committees and major student governing groups.

If an incident of bias is reported to the Dean's Office, a student referral form is completed. The dean reviews the form, and the dean decides whether it is a violation of policy as it relates to the code of conduct or is it a violation of values. If it is a violation of values, the education method is used to bring parties together to talk. If the bias incident is not a violation of the code of conduct, the dean cannot make the students do anything. Due to protected speech, we cannot hold the students accountable unless the incident violates the code of conduct.

#### Recommendations

- Implement an education component utilizing restorative practices that address the harm done to students. Both parties must be willing to participate to see the harm and repair. The dean stated that the Bias Response Team should be aware of not setting up false expectations as it relates to accountability. If the violation is not a violation of the code of conduct, and a student is removed from campus, a lawsuit is eminent.
- Train teams of people to help navigate.
- Encourage reporting.

Bring parties to share lived experience and look for opportunities for growth.

### 4. SCSU Police Department

An incident might come to the attention of the SCSU Police Department from any member of the campus or external community. Their response includes:

- Secure the scene.
- Write a report.
- Notify others who need to know. (e.g., facilities, Office of Student Conduct and Civic Responsibility, Office of Diversity and Equity, etc.)
- Begin an investigation.

When necessary, it will be all-hands-on-deck in response. They utilize body cameras and physical cameras around campus to assist in their investigation. Through that process, they determine what crime might have been committed, including whether it is categorized as a hate crime.

Hate crimes are incidents with a component that is directed toward an individual or group if the communication act or gesture is a crime based on race, religion, national origin, gender, sexual orientation, gender identity or expression, or mental, physical, developmental or sensory disability.

Connecticut hate crimes relating to speech and intimidation and vandalism can be found under CGS 46a-58 and 53a-181

Federal law is similar in that a hate crime is defined as:

*A criminal offense committed against a person or property which is motivated in whole or in part by the offender's bias. A hate crime manifests evidence that a victim was selected because of his/her actual or perceived race; gender; gender identity; religion; sexual orientation; ethnicity; national origin or disability. A hate crime is not a separate, distinct crime, but is the commission of a criminal offense which was motivated by*

*the offender's bias. If the facts of the case indicate that the offender was motivated to commit the offense because of his/her bias against the victim's perceived race; gender; gender identity; religion; sexual orientation; ethnicity; national origin or disability, the crime is classified as a hate crime.*

For more information on the definition and classification of hate/bias crimes, see:  
<https://www.fbi.gov/investigate/civil-rights/hate-crimes>

Here is a list of the hate crimes in Connecticut for the latest report:  
<https://ucr.fbi.gov/hate-crime/2019/tables/table-13-state-cuts/connecticut.xls>

Hate crimes are also reported through the Clery Act. The SCSU Police Department is responsible for preparing and distributing the Annual Security Report in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The Annual Security Report is published every year by October 1 and contains three years of selected campus crime statistics and specific campus security policy statements as required by the Clery Act.

## 5. Office of Residence Life

A core belief of the Office of Residence Life is that residence halls are not just places to sleep but also places to “live, learn, and grow.” Knowing that students’ personal growth continues outside of the classroom as well, the Office of Residence Life offers different opportunities for involvement within the residence halls.

The different types of bias incidents that could happen within the realm of Res Life operations can be broken down into two categories (destruction/defacing of property, or interactions between people).

For incidents concerning property (such as writing of a racial slur in an elevator), Res Life works closely with campus police as that incident may be categorized as a crime (vandalism). For incidents that cannot be easily classified as a crime, Res Life works closely with the Office of Conduct and Civic Responsibility to assess whether a violation of the code of conduct has occurred.

Professional and student workers in Res Life receive some basic training in bias prevention and conflict resolution. However, they would like to see more emphasis on training on how to support people or groups affected by acts of bias. Furthermore, the lack of an “official” process for a student to report a bias incident is an area of concern as they believe some students may be hesitant to report incidents to their peers such as RA's because they don't know if they will be addressed.

The following institutions have models that offer components that might serve as helpful resources:

- UC Davis - Report Hate and Bias: <https://reporhateandbias.sf.ucdavis.edu/>
- Quinnipiac University - Discrimination, Discriminatory Harassment and Bias-Motivated Acts and Behavior Policy: <https://catalog.qu.edu/university-policies/harassment-discrimination-policy/>
- Nazareth Bias Reporting, Response, & Prevention: <https://www2.naz.edu/community-belonging/bias-reporting-nazareth-college>
- University of Maryland - Bias Incident Response Protocol: <https://diversity.umd.edu/bias/response/>
- University of Wisconsin-Madison report Bias or Hate: <https://doso.students.wisc.edu/report-an-issue/bias-or-hate-reporting/>
- Davidson Bias Education and Response: <https://www.davidson.edu/offices-and-services/diversity-and-inclusion/bias-education-and-response>
- University of Connecticut - Bias reporting: <https://dos.uconn.edu/bias-reporting-2/>
- Campus Bias Communication: <https://dos.uconn.edu/campus-bias-communications/>
- Penn State's Protocol for Responding to Bias Motivated Incidents <http://equity.psu.edu/reportbias/reports/protocol-for-responding-to-bias-motivated-incidents>

- University of Michigan- Campus Climate:  
Support: <https://deanofstudents.umich.edu/campus-climate-support>

Names used for teams on other campuses:

- Campus Climate Response Team (CCRT)
- Bias Education and Response Team (BERT)
- Bias Assessment and Response Team (BART)
- Bias Incident Response Team (BIRT)
- Campus Climate Support Team (CCST)

Possible representation for a bias response team:

- University Police Department
- Office of Student Conduct
- Dean of Students Office
- Representatives from Multicultural Affairs and/or Diversity, Equity & Inclusion
- Media Relations Personnel
- Counseling Services
- Human Resources
- Faculty / Academic Affairs
- Student Government Association Officers/Student representatives
- Chaplain/Spiritual Services
- Women Center
- Health and Wellness Services
- Title IX Coordinator
- Residence Life

A student presence on the Bias Response Team is important. It might also be helpful to have a separate advisory group of students with representatives from specific clubs/organizations on campus to assist the team in handling incidents that fall into their area of advocacy. The Student Advisory Committee would not be part of the BRT but is available when student opinion is needed in addressing incidents of bias. The Student Advisory Committee would receive similar training as the BRT would and would assist the BRT when needed. Examples of student organizations that might have an interest in participating include:

- Active Minds
- Dreamers Action Alliance
- Autism Awareness Club
- African Students Association
- Black Student Union
- Prism
- Council for Exceptional Children

- Muslim Student Association
- Intervarsity
- Peace Group
- Pre- Law society
- Caribbean Students Association
- Peace
- Chinese Students Association
- Organization of Latin American Students

Bias response teams are very controversial in the current climate. BRT supporters' primary concerns are looking for a clear pathway for victims to report incidents, opportunity to monitor campus climate and identify opportunity for outreach, education and looking for ways to address students perpetrating hateful or biased acts. BRT supporters send a clear message that bias incidents are taken seriously.

On the other hand, BRT's non supporters' primary concerns are that these teams stifle free speech and open dialogue, team becomes "free speech police" encouraging silence on campus, bias towards voicing of one viewpoint on campus, hampering learning opportunities, and potential repercussions – disciplinary or otherwise- for those exercising right to free speech.

Handling bias incidents is important because these types of incidents reduce inclusion, create a hostile educational environment, reduce belonging, cause students especially from underrepresented communities to feel anxious and stressed, and this impacts the ability to be a whole student.

When communicating with the student reporting the incident of bias, ask the student how they would like the team to handle the incident. If their asks cannot be met, then that will be communicated with the student.

## APPENDIX E

### 2020-2021 DEIAC MEMBERS

**Co-Chairs** – Diane Ariza (Diversity, Equity and Inclusion); Steven Hoffer (Social Work); Brandon Hutchinson (English); Tracy Tyree (Student Affairs)

**Members** – Andreina Barajas, (Undergraduate Student); Betsy Beacom (Integrated Communications and Marketing); Dian Brown-Albert (Student Affairs); Richard Cogswell (Facilities); Renea DaCosta (Graduate Student); Esteban Garcia (Finance and Administration); Ciara Houghton (Administrative Faculty Senate); Roland Regos (Office of the President); Cassandra Lang (Clerical); Angela Lopez-Velasquez (Faculty Senate); Trudy Milburn (Academic Affairs); Tisha Miller (Human Resources); Paula Rice (Diversity, Equity, and Inclusion); Meredith Sinclair (UCF); Sir Snowden (Admissions); Vu Trieu (Information Technology); Tiana Williams (Institutional Advancement)