Provost's Commission on Institutional Diversity
2011 – 2012 Summary Report

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Twenty-Year Development of the Provost's Commission on Institutional Diversity (PCID) at the University of Connecticut (1992-2012)

President's Commission on the Status of Women (1992-1997)

In April, 1991 the <u>Task Force on the Status of Women</u> issued a report directed at educating the university community with respect to various women's issues. Due in part to this report, the <u>President's Commission on the Status of Women (PCSW) was created</u> in the fall of 1992 "*... to provide ongoing attention to the issues of equity for women*." From <u>1993-1994</u> the PCSW conducted a study to evaluate "*trends and patterns in the representation of women at the University of Connecticut*." This study resulted in the 1994-1995 "<u>Dreams Deferred Report</u>", which substantially influenced University policy concerning women's issues. The PCSW remained active and met regularly in <u>1994-1995</u> and <u>1995-1996</u>. A 1996 report entitled "<u>A Minority Among Minorities</u>" provided an account of the experiences of women of color at the University of Connecticut.

Chancellor's Commission on the Status of Women (1997-2002)

In <u>1997</u> the PCSW structure was modified to report directly to the Chancellor rather than the President. As a result the committee name changed slightly to "*The Commission on the Status of Women at UConn*" or eventually as the "*Chancellor's Commission on the Status of Women*" (CCSW). The CCSW continued to meet in <u>1997-1998</u>, <u>1998-1999</u>, and <u>2000-2002</u>.

Provost's Commission on the Status of Women (2003-2011)

In 2003, then Chancellor J. D. Petersen sought to <u>reconstitute the CCSW</u>. Because the office of the "chancellor and provost for university affairs" <u>changed in name</u> to "provost and executive vice president for academic affairs", the committee reemerged as the <u>Provost's Commission on the Status of Women</u> (PCSW). This newly reorganized commission sought: "*... to improve the quality of life, and increase educational and career opportunities and advancement for all women at the University of Connecticut*." The charge of the committee included:

1. *Discern and report to the University community the status of women and gender equity issues related to both the employee and student population of the University.*
2. *Promote gender equity by identifying, and advocating for the removal of institutional barriers, policies or practices that limit opportunities and advancement of women.*

Provost's Commission on Institutional Diversity (2011-present)

In 2011, under the direction of Provost Peter J. Nicholls, the PCSW expanded its original focus on the status of women to include all elements of institutional diversity. The resulting *Provost's Commission on Institutional Diversity* (PCID) was created to improve the quality of life and to increase educational and career opportunities at the University of Connecticut. The Commission's focus is on social identities that are underrepresented in higher education and at UConn or that have experienced unequal treatment due to societal dynamics of power and privilege. The Commission is divided into the following subcommittees:

1. Retention
2. Recruitment
3. Leadership Development
4. Building a Just Community

Other diversity-related components of the University of Connecticut include:
> The Senate Diversity Committee (since 2008)
> Office of Diversity and Equity
> CLAS ALTERR Committee (since 2010)
> Women's Center (since 1972)

Respectfully submitted,
Donald Les, Chair – Recruitment Subcommittee

Building a Just Community Subcommittee Report

The Subcommittee on Building a Just Community had planned to recommend conducting a campus climate survey, the creation of a website and archives on diversity and civility and engaging in civil discourse through metanoia on a just community and on race and gender. However, we found that these initiatives are already being taken up by other subcommittees or by the President's Commission on Work Place Civility. As a result, I suggested to the steering committee of the PCID that I prepare this note about some of the principles and practices of just community I found in my review of the literature.

The success of an educational institution depends on its ability to create a sense of community that combines the scholarly with the social. All participants, especially students, must have a feeling "… of being cared about, treated in a caring way, valued as individual and accepted as part of community and the quality social life on campus".# The need to actively promote a sense of community on campuses has increased as the populations of campuses became more diverse. The promotion of a sense of community on campus is important for the success of the educational process and as a matter of justice. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, (1990) has outlined the following six characteristics that should define institutions of higher education:

A Purposeful Community
A college or university is, above all, a purposeful community, a place where the intellectual life is central and where faculty and students work together to strengthen teaching and learning.

An Open Community
A college or university, at its best, is an open, honest community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.

A Just Community
A college or university is a just community, a place where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued.

A Disciplined Community
A college or university is a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.

A Caring Community
A college or university is a caring community, a place where the well-being of each member is sensitively supported and where service to others is encouraged.

A Celebrative Community
A college or university is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

Responding to Boyer's call, many colleges and Universities have taken initiatives to promote just communities within their campuses. Most of these initiatives have similar features. I selected the University of Cincinnati to include in this note. The University of Cincinnati listed the following

principles of its just community:

<u>Accept Responsibility</u> by striving to build a learning community committed to these common values and principles.

<u>Celebrate the Uniqueness of Each Individual</u> by respecting individual differences and promoting common interests.

<u>Embrace Freedom and Openness</u> by working to create an environment that is safe and affirming, one that nurtures independent thinking and the free and open expression of ideas.
<u>Practice Civility</u> by extending to those we meet the same respect, cooperation and caring that we expect from others.

<u>Promote Justice</u> by working to build a learning environment that offers everyone an equal opportunity to grow, flourish and contribute.

<u>Pursue Learning and Scholarship</u> by building on successes, learning from mistakes and pursuing quality in teaching, research and creative endeavors.

<u>Seek Integrity</u> by aspiring to the highest moral and ethical standards.

<u>Strive for Excellence</u> by aspiring to achieve our fullest potential in our educational and personal pursuits.

The University of Cincinnati has several programs that promote the just community including a freshman convocation and ethnic reception for faculty staff and students. Its most important activity which includes the Cincinnati community is BRIDGES for a Just Community. It brings people together to achieve inclusion, equity and justice for all. BRIDGES provides programming designed to meet community challenges related to diversity, inclusion and social justice.

Chen (2004) conducted a survey of Columbia University students' perceptions of the campus community. He reported that students' sense of community is associated with their feelings of being cared about, valued as individuals and accepted as part of the community and the quality of life. Chen also reported that the most negative influence on community comes from feelings of loneliness on campus.

Some Observations:

From the literature and some personal observations, I have extracted some lessons. The first lesson is that a viable campus community has to be a just community where "…the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued."# Such community depends on creating harmony between the academic and the social. Students value an active learning and social environment in residence halls (Chen, 2004).

The second lesson I learned is that a just community has three components; values, structures and processes. I believe institutions are good at formulating values and creating structures but fall short on processes. There is almost universal agreement on the values of a just community. Respect for individuals, equality of opportunity, openness and honesty are enshrined on every document on just community I reviewed. Committees, academic and cultural centers and offices are established to

promote community, civility and justice.

The implementation of the principles of a just community, in many instances, falls short in the two most imported components of campus life; the classroom and the residence halls. In most campuses the concepts and practices of a just community are usually covered in some of the courses in the social sciences, ethnic and gender studies. This deprives a significant number of students and faculty from engaging on the intellectual discussion of a just community and of actively practicing it in their courses. I believe there is room in the sciences, engineering and business courses for the discussion and practice of a just community. In the classroom we rarely explicitly promote a just community by ensuring that all students feel included. For example, in group assignments we can make sure that each group's membership is representative of the class diversity. We can also encourage students to make their study groups inclusive. Such actions do not distract from the course's focus or take much time. When I taught undergraduate courses a frequent complaint by minority and international students is that they don't have access to files of old exams and information about the idiosyncrasies of professors that are available to their white classmates from their fraternities and sororities. I used to address this concern by suggesting that the student approach his/her white classmates to form study groups. I also started putting my old exams on reserve in the library.

The same problem is present in the social life on the campuses. Cultural centers, ethnic studies and women centers, organizations and committees offer many activities to promote a sense of a just community. While cultural centers are open to all students, faculty and staff, they are rarely frequented by people other than the members of the specific ethnic/cultural/gender group. We have to figure ways to attract more people to attend. One way that is used to encourage students to attend such events is to make it part of a course requirement. However, this is usually limited to courses in the social sciences, ethnic studies or gender studies. Perhaps attendance can be increased by having a center partner with a residence hall to sponsor multicultural programs or discussions of Campus atmosphere.

Finally, there is a need to assess the outcomes of the different programs and initiatives to identify what worked and what did not work. It might also be important to include contributions to promoting a just community in performance measurements and rewards metrics of faculty and staff.

Recruitment Subcommittee Report

Actions taken by the subcommittee on recruitment (SR):

The PCID subcommittee on recruitment (SR) was first organized and a chair appointed in May, 2011. Several members of the subcommittee met informally on June 24th, 2011 to discuss various possibilities for the direction that our committee would take to meet its objective of facilitating recruitment. At that meeting, we agreed that it would be very useful to put together a comprehensive website highlighting "Diversity at UConn", which would contain links to every imaginable resource for students, faculty and staff. Currently, that information is scattered throughout the university websites or has not yet been added to any UConn web page. We anticipated that this website could hopefully be linked on the main webpage, and would then contain links to all of the institutional resources, etc. We initially sought to include separate tracks for faculty and students, both prospective and current. Overall, the goal would be to incorporate information on as many relevant topics as possible. We emphasized the need to include high quality photos, and perhaps feature short interviews or essays by UConn faculty and students representing different aspects of campus diversity. The SR members felt that such a site would provide prospective hires with invaluable respect to diversity-related information. We also felt that putting together such information would expose areas of policy that needed to be addressed, such as dual career families and coordination of relocation activities. The latter topic was considered for follow up once the website is finished. We hoped to meet at least once each month to summarize progress.

The subcommittee members spent the first few sessions discussing how the University of Connecticut might recruit an increasingly diversified faculty, staff, and student body. The SR members agreed that making appropriate information available to individuals would be an effective way to draw them to the University, including those considering UConn and those who had not yet considered UConn as an employment or academic destination. We concluded that one effective way to recruit a diverse faculty and staff to UConn would be to promote the most positive aspects of the University, such as by highlighting the appeal of life in Connecticut, and by strongly conveying the University's commitment to diversity. Subcommittee members developed ten most likely areas of interest to faculty and staff and began assembling information related to those areas, listed below:

- Community and Diversity
- Where We Live (Information about Connecticut's towns, with links to the State-maintained statistics)
- AAUP links
- Benefits and Work-Life Connections
- Promotion and Tenure Information
- International Resources (including Visa Information)
- Places of Worship/Meditation
- Activities and Entertainment
- Faculty and Staff Organizations
- Multicultural Resources (including museums, ethnic grocery stores, and other items of that might be of interest to individuals and families working at the University of Connecticut and living in the state)

Subcommittee members spent several months gathering information on these ten topics. The SR

created a preliminary plan, which would map from the main University web page, and contain pertinent information that a potential new faculty member or staff person could find useful in making an informed decision about joining the UConn community.

The SR chair met with website development personnel from the Provost's Office and UITS to discuss how the information gathered by the SR might best be featured. A resulting mock-up, which presents some conceptual options, was produced and is available at the following link: http://web2.uconn.edu/diversity/

In the course of their work, the SR eventually met with a consultant from the Provost's Communication Office, who indicated that only limited resources were available to maintain and update such a site. The consultant suggested that the SR consider focusing the website on institutional diversity topics only (which could be hosted and maintained by the Provost's Office), and move many of the resource web links to other university programs who could better maintain them and keep the information updated. The SR realized that the successful development of such an institutional diversity website would require a much larger scope of interactions with other programs than had initially been anticipated. The SR began to consider how this objective might best be achieved.

Another item considered by the SR was to possibly include on the eventual website, a number of videotaped interviews from various persons across campus. Research by SR members revealed that other universities make use of video essays by current employees and students to assist in recruitment of new members to the campus community. The subcommittee considered creating video essays on specific topics such as:

3. What is it like to succeed at UConn? (What are the promotional tracks and what are the steps to gaining tenure? What are some of the other routes to success for others in special circumstances such as Trustees Professors, women in the STEM fields, faculty who have moved into administrative careers, and researchers awarded major grants?)

4. What is it like to balance work and family obligations? (How accommodating is UConn for single parents, dual-career families, or employees caring for aging parents?)

5. What is it like to live in the Connecticut community and to be in New England? (What is is like to be working class in affluent region or, alternatively, affluent class in working region? What are the housing options? What will commute/transportation involve? What is the cost of living? (Note: we would want to include information of interest to international recruits and recruits from other regions of the United States.)

6. What is it like to be underrepresented at UConn? (What is life like as a person of color or as a visible religious minority? Is UConn a comfortable place for someone who is lesbian, gay, bisexual or for someone with non-normative gender identity? Is UConn accommodating to people with disabilities?)

The SR felt that by providing a realistic appraisal of what it was like to be a member of an unrepresented group in the UConn community, we would establish greater legitimacy to our commitment for achieving institutional diversity equality. However, research by one committee member indicated that this type of video production would be cost-prohibitive at the present time, and that it might be better to start with a few "static" essays; i.e., a photograph of a person accompanied by a written narrative instead. Overall, we agreed that this particular endeavor was too large a task for the

subcommittee to take on during the current year, but hoped to reconsider the prospect in the future. We also would exploit any opportunistic alternative such as the recent "President's Symposium on Diversity," a recording available online at: http://video.lib.uconn.edu:81/diversity_forum_04-09-2012/ and which could be featured effectively in recruitment efforts [the link currently exists on the ODE website].

The SR also recommends that all future search advertisements should include a link to the "new" recruitment website once it has been completed. Development of a mobile "app" might be possible to help disseminate the information. We also advocate that once the website and recruitment program has been finalized, a formal "launch" should be made both internally and externally, with a concerted effort to network through academic professional organizations.

A university calendar account has been set up for the PCID by the SR chair. Eventually, we plan to include the calendar, which would highlight upcoming diversity events on campus, on the front page of the diversity website. An additional recommendation would be to add a category or field to the "Daily Digest" publication submission form, that could potentially enable searches by type of event or activity.

In addition to these ideas, the SR also thought that a prominently featured diversity statement, issued by the President of the University would be important in communicating the University's commitment to diversity in any recruitment literature and elsewhere. A recommended diversity statement is attached at the end of this report.

Additional Resources/Assistance Desired:

The web development personnel at the Provost's office (Mark Roy, Brandon Murray) have not adequately helped the SR develop the diversity website for several reasons. Murray has deferred to Roy as having more relevant expertise; however, Roy now works only part-time and is minimally available for consultation. This has been one of the most frustrating aspects of our work. Because none of us can actually bring about the final website project without the appropriate assistance, we have not moved along as fast as we would like. It would be ideal to have some type of dedicated support in this area.

The cost of producing video clips for a diversity website is quite high. However, the SR believes that this type of production might be highly effective. If possible, we would like to secure funding to produce at least a few video interviews.

The pending hiring of a new vice-provost for diversity has called into question the role of the SR in pursuing the development of an institutional diversity website. Because it is uncertain to what extent the SR's efforts will be incorporated by the new vice-provost, it is difficult to proceed with long-range plans. The SR would like further clarification of our role in this regard.

Future directives

In compiling information for the proposed diversity website (work-life connections), the SR felt that the issue of dual career needs has not been dealt with sufficiently, leaving little or no available information pertaining to what represents a critical recruitment issue in many cases. The SR felt that the University of Connecticut would benefit greatly by establishing and articulating clearer policies and procedures on partner hiring and that making these policies and procedures known would streamline recruitment efforts. Subcommittee members are still in the process of gathering information from other universities on best practices on the issue of spousal hires. We hope to submit additional information on this topic at some future time.

Summary recommendations relating to diversity and recruitment

We offer several recommendations for the University's future efforts to increase diversity through recruitment.

First, we recommend greater publication of the University's commitment to diversity. We recommend broad publication of a President's Statement on Diversity. We have drafted an exemplar statement, which is attached. Our understanding is that the University is revamping its web sites and we hope that there will be a comprehensive "Diversity" page by Spring 2013. To make sure that the University's commitment to diversity is communicated in recruiting efforts, we encourage the University to include a link to this diversity page in all recruiting and advertising materials, especially search announcements for open positions.

Second, we recommend a centralization of information and resources. Specifically, our work during the year made clear that information that might be of interest to those the University of Connecticut might want to recruit was scattered—and sometimes non-existent. We recommend that the University create a web page clearly describing the structure and roles of various University offices, including the Office of Diversity and Equity (ODE), the Senate Diversity Committee, and the Provost's Commission on Institutional Diversity (PCID). We also recommend the creation of a Frequently Asked Questions (FAQ) page related to diversity. Not only should this page include aggregate statistics on the composition of the University, but should also include information on the ten priority issues listed above. The FAQ page should provide information of interest to both current members of the University community and to potential members of the community.

Third, we believe that the University should create some mechanisms that allow input from the broader campus community on recommended changes or best practices. In short, there should be a feedback loop. There should be a non-confrontational way for members of the campus community to raise concerns about diversity, to make recommendations for increasing diversity, and to share information about best practices. There should also be some process for reviewing and acknowledging that input, for implementing changes, and for informing the community of changes. An annual report on diversity efforts distributed University-wide and soliciting input for the next year might foster increased engagement and signal the University's sustained commitment to diversity.

Finally, we are aware that roles and responsibilities are shifting under the new president and that there will soon be a new Associate Vice-Provost for Diversity and Equity. We hope that oversight and delegation of issues will become clearer in the coming year. We encourage transparency in diversity efforts and encourage the creation of a system that will encourage input from everyone in the campus community because we believe that everyone benefits from increased diversity.

PCID Subcommittee on Recruitment
Recommended Diversity Statement to be Issued by President Herbst

Individuals seeking and providing higher education are increasingly diverse. Burgeoning globalization has greatly expanded the sharing of ideas, interdependence of economic interests, and influence of countless innovations. The University of Connecticut embraces this enhancement of diversity and endeavors to reflect it at all levels.

The University of Connecticut welcomes individuals from diverse ethnic, racial, national, and religious backgrounds and individuals from various political and ideological perspectives. We seek to build a community where a person's identity, background, sexual orientation, gender identity, or disability never becomes a barrier to achievement. A strong University must draw upon its most

talented scholars, researchers, and students and is responsible for creating and maintaining an atmosphere where all can flourish. We at the University of Connecticut strive to exemplify a model that teaches respect and civility, particularly across differences of opinion and identity.

The University of Connecticut became an early leader in interdisciplinary discussions of human rights and we must continue to lead those discussions. The University encourages all members of the University — its students, faculty, staff, and administrators — to expand their familiarity and interactions with cultures beyond their own. We believe that a greater understanding of humanity can develop only when open and respectful communication exists with respect to our differences and issues of inequality. We also believe that cultural competence and the ability to draw from broader perspectives fosters stronger research and facilitates engagement with our academic communities as well as interactions with the broader public.

Most importantly, we believe that "diversity" should not be euphemized as a keyword for token inclusion of the underrepresented; rather, we embrace a robust concept of diversity that seeks meaningful participation from the broadest group of people and sincere engagement with the most extensive spectrum of ideas, thoughts, and perspectives that our flourishing community can nurture.

Retention Subcommittee Report

Retention Subcommittee's Charge
To identify and recommend policies and programs to:
1. Support the social and academic success of students from groups that are underrepresented in higher education and at UConn and/or have experienced unequal treatment due to social oppression.
2. Support the retention and career progress of faculty and staff from groups that are underrepresented in higher education and at UConn and/or have experienced unequal treatment due to social oppression

Tasks
7. Collect and review a short list of existing recommendations in our area of responsibility that might be taken up quickly.
8. Develop an outline of data that would be helpful in future work.

Positive things on campus relative to diversity & retention / some related to progress on the 2002 "Diversity Plan"
   o   umbrella faith community/support
   o   close proximity to urban areas (NYC, Boston, Hartford)…good for external programming or consulting
   o   Majors and Minors relative to race/culture/gender
- For faculty/staff:
   o Cultural Institutes & Initiatives
   o Joint appointments (institutes/programs and disciplines)
   o Research generated by the above programs and individuals
- For students:
   o Cultural Centers
   o multiple mentoring programs for students
   o academic support services
   o free association policy for student organizations
   o learning communities
   o diverse meal plans/food choices

Highlights of proposed work:

Tasks

1. *Collect and review a short list of existing recommendations in our area of responsibility that might be taken up quickly.*
   a. **Stereotype threat** (students): local experts share, bring in a major name consultant (like Claude Steele) to give a presentation, conduct an assessment, and then work with us to design a program
   b. **Mentoring** programs for faculty, staff, and graduate students (inventory existing programs; share best practices/enhance and improve programs where necessary;

establish programs where lacking)

      c. **Create a directory of faculty and staff of color** (self select in)

2. *Develop an outline of data that would be helpful in future work.*
      a. **Climate Surveys** (the civility survey in development will not meet our goals);
            a.i.   general social climate survey (including attitudes, perceptions and experiences); every two years
            a.ii.   social climate survey(s) that target various groups about their perceptions and experiences; every two years
      b. **Attrition statistics** (faculty, staff and students from socially oppressed groups who leave)
      c. **Exit interviews** (use qualitative and quantitative methods to determine why students, staff and faculty from socially oppressed groups leave)

STUDENTS

Issues related to retention	Suggested solutions
Stereotype threat may negatively affect students' academic achievement	Conduct a study to assess (determine whether or not, and if there is the scope of) the effects of stereotype threat on students' achievement, mental health, etc. 1. Then bring in consultants like Claude Steele to develop a program to address stereotype threat 2. UMICH early arrival program could be a mode
Climate	**Climate Surveys** (the civility survey in development will not meet our goals) 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years NOTE: The "Climate Survey" that Vicky Magley spoke about is not for students, and will not address many of the issues that the sub-committee wants to understand and address (it is focused on civility).
Attrition	Provide data on the attrition of students from socially oppressed groups.
Find out why people from socially oppressed groups are leaving	Develop a policy for exit interviews. 1. Survey students from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods
Notes/Ideas from the Multicultural Committee of the Undergraduate Student Government: • They are supportive of the stereotype threat assessment project idea • They would like to ensure that there are classes that address	

issues of stereotypes, race, gender, sexuality, sexual orientation, etc. They know that there are classes out there, but they would like to see a list somewhere of all diversity-related classes. • They think faculty and staff need sensitivity training. • They worry about students in crisis encountering insensitive faculty and staff during their time of great need.	

Ideas in response to the students comments about sensitivity:
- Often feelings are the result of a cumulative effect (from small oversights to outright exclusion)
- Are we educating/training on what is insensitive, from the small oversights to outright exclusion?
- Is insensitivity being reported? If so to whom? If not, to whom should it be reported?

GRADUATE STUDENT-SPECIFIC ISSUES

Issues related to retention	Suggested solutions
a. Isolation (one or two socially oppressed students in the program) and failure to specifically consider the climate for these graduate students.	Recruit actively to increase the numbers of students from socially oppressed groups (as defined in the opening paragraphs); recruit two or three people together if possible. Seek feed back from graduate students each year to find out what worked for them and the challenges they face. Feedback should be given to people they trust/select, not just Directors automatically. Ombud would be great. Disseminate information about relatively successful models—e.g. Sociology's initiatives to successfully recruit and retain highly successful students of color—to other units, and continue to build on such models.
b. Lack of specific mentoring to address issues that students of color face. For instance, if graduate student instructors are repeatedly challenged in classes, what is their recourse?	Set up specific mechanisms to address issues that graduate students of color face in classrooms—as teachers and students—and make sure these processes are clear to the students and the rest of the department. Appoint ombudspersons at the department level and the college level. Make sure graduate students can talk confidentially to the ombudspersons. Recognize these ombudspersons roles as service for the university (consistent with the objectives of this commission).
c. Lack of specific mentoring to link graduate students to appropriate professional networks	Graduate students need to be linked to professional networks early in their careers. Departments need to set up processes that promote such network.
d. Address bias in student evaluations for graduate students instructors	See note on faculty experiences.
e. Address gap in policies. e.g., we do not have a clear maternity policy for graduate students—a policy that takes into account conditions of their employment and healthcare.	The graduate school needs to review the process for these policies and provide consistent information, and, perhaps, a designated person to help graduate students navigate the process.

FACULTY

Issues that might affect retention	Possible solutions
a. faculty from socially oppressed groupss are often very isolated in their departments. There is a lack of mentors who understand and champion faculty member's work within the department, college, university and professional associations, and this often means the scholarship of these faculty are undervalued.	Create a directory of faculty and staff of color (self select in) Ensure that there are mentoring programs for faculty (inventory existing programs; share best practices/enhance and improve programs where necessary/establish programs where lacking) NOTE: Participation in these programs needs to be taken into account of the workload, as faculty and staff from socially oppressed groups are always being asked to be part of these efforts (see b, below) Make sure junior faculty members are being actively linked to professional networks. Make sure tenured faculty members are made aware of opportunities within and outside the university. Have an orientation or a series of workshops for faculty from socially oppressed groups (like ITL's "Women in the Classroom" workshop). o *The Black Academic's Guide to Winning Tenure—Without Losing Your Soul* by Kerry Ann Rockquemore and Tracey Laszloffy could be helpful.
b. Minority faculty are often asked to serve on many more committees and participate in many more events than their peers—especially those who are jointly appointed—in order to contribute to the university's diversity initiatives.	Protect research time. If faculty are serving on several committees these need to be taken into account as their research productivity is assessed. In addition, several faculty members belong to a feminist sociologist professional organization which has an outstanding mentoring and career development program. These faculty and their graduate students would train others on how to develop these professional/university initiatives.
c. Because of past structural barriers the best external reviewers may not be located in UCONN's peer or aspirant institutions.	Find appropriate external reviewers for faculty—especially those who work in understudied areas. Focus on getting the best substantive assessment of the research instead of focusing solely on reviewers who are located in the top ranked institutions (i.e. choose these reviewers based on their scholarly reputation rather than their structural location).

d. Understand the challenges that faculty of color often face in classroom	Demand a moratorium on SET's until we determine the scope of the problem.
	    o Conduct a study to determine whether or not, and if there is, the scope of bias in student evaluation of teaching; have OIR report evaluation data in additional ways (ways that root out bias)
	    o A study such as this could provide all kinds of data…comparisons across departments or disciplines, comparisons of evaluations to grades, in addition to race/culture, gender, etc.
	    o part of this should be a literature review on the bias of teacher evaluations
	
	In the short term, ask OIR to generate median scores and standard deviations.
	    o Make sure—at the college level—all departments understand why it is important to interpret and discuss the median and standard

	deviations during the PTR review process. From the Senate Diversity Committee meeting, 10.17.11: • Last year, the SET's were studied. There appeared to be a bias against women and people of color. • How can we be fairer? • How can we get OIR to provide medians and standard deviations? From the PCID Steering Committee, 12.15.11: • Medians are included on the reports, which is a fairer representation of the date.
e. Climate	Create ombudspersons at the department and college level. Have the ombudspersons separately report on issues of bias and climate. ## Climate Surveys 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years NOTE: The "Climate Survey" that Vicky Madgley spoke about is will not address many of the issues that the sub-committee wants to understand and address (it is focused on civility). Gather information on problems and, as applicable, any individual or departmental success in addressing these problems. Periodically ask faculty, staff and students about their confidence in ODE. Recognize this represents additional work for staff, and for faculty as stated in point b. above. Address the problems
f. The tenure process may not be designed to be cognizant of the experiences of faculty. (WE NEED TO BETTER EXPLAIN THIS)	Use the CLAS Dean's joint-appointment guidelines as a template for developing processes that support talented faculty at UCONN.
g. attrition	Provide data on the attrition of faculty from socially oppressed groups.
h. find out why people are leaving	Develop a policy and procedures for exit interviews. 1. Interview faculty from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods

<mark>STAFF</mark>

Issues that might affect retention	Possible solutions
i. Staff from socially oppressed groups are sometimes isolated in their departments.	Create a group of mentors within and outside departments.

j. Staff from socially oppressd groups in some departments are often asked to serve on many more committees and participate in many more events than their peers in order to contribute to the university's diversity initiatives.	Protect staff work time-ensure that a wide variety of individuals at all levels are asked to contribute to diversity initiatives (i.e. ensure that the same people are not being asked over and over to serve).
k. Climate	Create ombudspersons at the department and division level. Have the ombudspersons separately report on issues of bias and climate. Climate Surveys 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years Gather information on problems and, as applicable, any individual or departmental success in addressing these problems. Recognize this represents additional work for staff as stated in point b. above. Address the problems
l. attrition	Provide data on the attrition of staff from socially oppressed groups.
m. find out why people are leaving	Develop a policy and procedures for exit interviews. 1. Interview staff from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods