

The Report of the Diversity Action Committee

Accepted by the University of Connecticut Board of Trustees, April 16, 2002

(Revised June 1, 2002)

A short person is as human as a tall person, a white person is as human as a black person, a woman is as human as a man.” [Amii Omara-Otunnu, holder of the UNESCO Human Rights Chair at the University of Connecticut]

“The undeniable reality is that the United States is becoming a more diverse nation—racially, ethnically, religiously and just about any other way one can imagine. As never before, we are inextricably intertwined in a global society. In terms of race, minority populations make up a majority of residents in one state. Five out of seven of the largest cities in the United States have majority—minority populations. Pundits estimate that by the year 2050 the United States will be a minority-majority nation.” [Arthur Levine, President, Teachers College, Columbia University]

Diversity brings concepts, ideas, backgrounds to the center of a university and to university life. It lessens the disconnect between and among us. It diffuses our ability to ‘shelter’ ourselves; to not have to address issues or to face or interface with others. There is a very strong intellectual component to diversity. We must prepare our students to go out into society and to understand and to change things. Our society is pluralistic. We must learn to exist within it. [Lester Monts, Senior Vice President for Academic and Multicultural Affairs, University of Michigan]

Letter from Vice Provost for Multicultural Affairs Ronald L. Taylor

We live in a pluralistic and global society, in a nation predicated on the political and social notion of equality for all and which has been a safe haven, a home, for generations of myriad peoples from a multiplicity of geographical groups, economic entities, and social strata, sexual identities and physical capabilities. Our lives are intertwined with the academy, both intellectually and socially, and it is our life’s work to prepare those we educate to go forth from the University of Connecticut understanding that in our diversity is our strength, that in fact it is our greatest commonality.

The citizens of the State of Connecticut are a mosaic of American life, a wonderfully diverse social, cultural, racial, and economic composite. The University of Connecticut, being the State's flagship university, must be a place reflecting that diversity. And, importantly, the State's diverse citizenry must see the University as their university, a place to which they can come, a place where they are welcome. That is the University's responsibility; that is the University's task. Its role is not to educate one, or even a few, segments of the people of the State, but to educate all who have the ability and the self-discipline to succeed. It must assure that the ladder to economic and social success is available to those who would, and can, climb it.

The University of Connecticut must build a student body reflecting the demographics of the State, and hire a faculty representing the student body and an administration and staff representing the faculty and students. Further, given its mission, it has a specific role in fulfilling the needs of the State, its citizens, and its economic institutions. The University's already substantial contributions—in supplying an educated citizenry, in economic development, social outreach, the arts, and scientific advances, among others—can only be enhanced in partnerships through which the University can extend its commitment to diversity by reaching out programmatically and personally to all individuals and entities. This extension of commitment and implementation gives the University a capability and potency to make a substantial impact on societal diversity far beyond the confines of its individual campuses.

In 1995 The University Board of Trustees adopted a plan to guide the University's progress. The plan, titled *Beyond 2000—A Strategic Plan for the University of Connecticut*, set forth an ambitious agenda for the University. Among the eight strategic goals articulated in the plan is an emphasis on diversity, in recognition of the importance of educating students to live and work in an increasingly diverse society, and in achieving the mission of American higher education. The University's strategic plan also recognizes the need to have a faculty and staff which mirrors the diversity among its students, and complements and augments it. Although the plan reaffirms the University's commitment to creating and maintaining a campus community, which reflects the rich diversity of our nation, it does not articulate a university-wide implementation or action plan with concrete strategies for achieving this diversity commitment.

To fill that void, President Philip E. Austin and Chancellor John D. Petersen, at the request of the University Board of Trustees, on January 12, 2001, established the Diversity Action Committee with myself and Ross D. MacKinnon, dean of the College of Liberal Arts and Sciences, as co-chairs. The Committee began meeting on February 26, 2001 to fulfill its charge which was to prepare a diversity strategic plan which would recommend initiatives to be taken over the next five years to:

1. Create a more welcoming campus environment for all of our students.
2. Enhance our efforts to recruit and retain a diverse student population.
3. Enhance our efforts to recruit and retain a diverse workforce.
4. Diversify university leadership and management.
5. Assign accountability to achieve the goals outlined in the action plan it presents.

The President and Chancellor charged the Committee with developing a unified vision of Diversity for all components of the University of Connecticut [Storrs, Health Center, regional campuses, and the Schools of Law and Social Work]. They asked for a consolidated, unified approach, marked by ongoing innovation and insight, which noted both the commonalities and the differences.

It must be emphasized that this is a report to the Board of Trustees and that the Committee was established by the President and the Chancellor at the behest of the Board.

The Diversity Action Committee is itself a diverse and widely representative committee. Its members are:

Ronald L. Taylor [co-chair], Vice Provost for Multicultural Affairs, Professor of Sociology

Ross D. MacKinnon [co-chair] Dean, College of Liberal Arts and Sciences; Professor of Geography

Cynthia H. Adams, Associate Vice Provost for Multicultural Affairs and Professor of Allied Health

Alexinia Y. Baldwin, Professor of Curriculum and Instruction

Robin Barnes, Professor of Law

Robert L. Bee, Professor of Anthropology and Native American Student Adviser

John C. Bennett, Director, Connecticut TALENT Program; Associate Professor of Mechanical Engineering

Arthur W. Brodeur [Staff], former Special Assistant to the Chancellor

Irene Quong Conlon [Ex-Officio], Director, Office of Diversity and Equity

Arnold M. Dashefsky, Director, Center for Judaic Studies; Professor of Sociology

Pouran D. Faghri, Associate Professor of Allied Health

Karla H. Fox, Associate Vice Chancellor, Professor of Business

James G. Henkel, Associate Vice Provost for Research and Graduate Education

Andrea Dennis LaVigne, Alumni Association representative

Joanne M. Lewis, Director of Student Counseling Services

Peter B. Luh, Director, Booth Research Center; Professor of Computer Science

Jose E. Manautou, Assistant Professor of Pharmacy

Maria D. Martinez, Director of Center for Academic Programs

Charles McGraw, Graduate Student representative

Kenneth J. Neubeck, Associate Professor of Sociology

David D. Palmer, Associate Professor of Management; Moderator, University Senate

Bandana Purkayastha, Assistant Professor of Sociology and Asian American Studies

M. Angela Rola, Director of Asian American Cultural Center

Aida L. Silva, Associate Director of Admissions

Robert W. Stephens, Director of African American Studies Institute; Professor of Music

Christopher Wentzel, Undergraduate Student representative

Aliza Wilder, Manager of Employment Services and Recruitment, Human Resources

In the course of our deliberations we were joined by the Diversity Advisory Committee of the University of Connecticut Health Center which had been reactivated by Dr. Peter J. Deckers, Executive Vice President for Health Affairs. Joining Dr. Deckers as members were: Laura Victoria Barrera, Health Program Supervisor, Connecticut Area Health Education Center; Jeffrey M. Boyko, Purchasing Financial Officer, Property Management; Charlene Burton, EEO Complaint Specialist, Diversity Programs; Thomas Chan, Supervising Accountant, Fiscal Services; Dr. Marvalyn DeCambre, Resident, School of Medicine; Francine Dew, Diversity Manager, Diversity Programs; Jaishree Duggal, Human Resources Officer, Human Resources; Dr. Daniel Galindo, Assistant Professor, Prosthodontics; Anne Horbatuck, Nurse Manager, Nursing--

Med/Surg 7; Dr. Orlando Kirton, Associate Professor/Clinical, Surgery; Sandy Kressner, Education and Development Specialist, Human Resources; Dr. Boake Plessy, Assistant Professor, Health Career Opportunity Programs; Arlise Roscoe, Dental Assistant, Dental Clinic 7; Cheryl Sinkler, Administrative Program Assistant, Diversity Programs; Juanita Thompson, Fiscal Administrative Assistant, Community Medicine; and Deborah Turling, Executive Assistant, Executive Vice President for Health Affairs.

For some fifty years, there has been debate over the meaning of diversity. The very first diversity goal, which arose from the civil rights movement, was to admit more minority students to colleges and universities. There was later added to this goal the support or retention of minority populations. Next efforts were focused on incorporating historically underrepresented groups into the larger university population. The current notion of diversity is in the context of pluralism where the needs of many, not just a majority are important, and multiculturalism where all cultures are valued and add to an encompassing culture. According to Levine the aim is “to create a balance between commonalities and differences in the people who make up a college community, in essence celebrating both each and all....The goal is equity among diverse cultures and commonality across them with an ideal of a balance between pluribus and unum.”

The Committee spent much time developing a definition of diversity under which it would conduct its work. Central to the definition discussion were what groups it would encompass, that it encompass not only groups but thoughts and attitudes as well, the climate in which it should exist, and that it would be ever-changing and constantly ratified—in order to address those things which some will say have been excluded—and that it is understood that pluralism, diversity, and multiculturalism are not the same.

On March 26, 2001, the Committee subscribed to this definition of diversity.

In defining diversity, it is understood that the definition is ever changing and that it is constantly to be ratified. Diversity encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, and sexual orientation; and includes those with disabilities and from various socio-economic backgrounds. It encompasses not only individuals and groups, but also thoughts and attitudes. The fabric of diversity at our University must be woven in thought and in experi-

ence, within a climate in which diverse views are welcomed and respected and in which there is a commonality that comes from working together to effect constructive change.

Minorities on Campus, the American Council on Education's handbook for enhancing diversity in colleges and universities, warns that because discussions of diversity are "emotionally charged and value-laden," documents such as this report are susceptible to misunderstanding if uses of language are not clarified by way of introduction. In this document, we borrow language from federal documents when referring to federally protected groups (i.e., historically disadvantaged racial, gender, or disabled groups who fall under affirmative-action procedures, African Americans, Hispanics, Asian/Pacific Islanders, and Native Americans, women, Vietnam-era veterans). Labels such as "minorities," "protected group members," and "underrepresented groups," can be problematic because they tend to aggregate diverse groups and individuals under collective headings that can lead to stereotyping and confusion. Although it might be desirable to avoid such terms altogether or to disaggregate groups with every reference, this is often not feasible. Although consideration has been given to using language carefully throughout this document, we acknowledge the difficulty of the task, and with the authors of *Minorities on Campus*, "hope that readers will keep their sights on the challenge and the solutions rather than on the vehicle of expression. Language has its limitations, human potential has few." [Madeline Green, ed. 1988, pxvii].

The Diversity Action Committee, through this report, seeks a remedy to the lack of implementation of various University multicultural reports and to the lack of University-wide strategies regarding diversity. In this report it suggests a more systematic approach to diversity. Heretofore the approach has been random. The Committee maintains that an institutional plan is needed in which people are held accountable. Otherwise we guarantee the *status quo*. This report presents such an institutional plan whose intent is to lay out a vision of diversity for the University and to obtain the resources necessary to clarify and fill that vision. Its implementation would change the complexion of the University of Connecticut and create an environment in which all benefit, prosper, and grow both intellectually and socially.

Ronald L. Taylor

Vice Provost for Multicultural Affairs

Preface

In a multicultural community, diversity is woven into the entire fabric of daily activity. It takes an important place in the University's value and reward system and demonstrates the University's social, economic, and moral reason for being.

We are reminded from another source that significant progress "in achieving true community, equity and pluralism comes slowly and painfully because it requires changes in well-established attitudes and habits. In these matters we must be better than our predecessors and former selves. We should be vigilant lest our professional hierarchies, curricula, and pedagogues become confining rather than empowering. We must be wary lest our views of excellence exclude the benefits of diversity from the definition and our peer reviews and evaluation processes become signs of the narcissism of our times, perpetuating ourselves and our perspectives to the exclusion of constructive variety." [The Michigan State University Idea: Institutional Diversity: Excellence in Action]

The University has made a commitment to diversity, a commitment made as an institution to the people of the State of Connecticut and by individuals within the University to each other. Its actions regarding diversity are consistent with Board policy and with the strategic planning and mission of the University. That commitment must be continually reemphasized; there must be assurances that it is fulfilled, not allowed to lie fallow or to dissipate. Where there are things lacking, weaknesses, omissions, failures, there must be a rush to fill the gaps, to correct the wrongs, to underpin the commitment, and to refocus the University's movement toward attaining true and thorough diversity.

As the University allocates its very scarce resources, it must do so with an eye toward supporting its diversity goals and maintaining the momentum of diversity, which has begun here, but which necessarily needs acceleration. All of the University community must encourage and effect diversity. Diversity is not the task of any one person or any one office or any one unit. It is the task of all at the University of Connecticut. We must speak as an institution and as individuals.

Diversity and Excellence within Community

On February 4, 1998, the American Council on Education released a statement affirming the educational value of diversity. The statement has been endorsed by more than 60 national education associations, including the Association of University Professors, American Association of State Colleges and Universities, American Association of University Administrators, Association of American Law Schools, Association of American Medical Colleges, Council of Graduate Schools, Educational Testing Service, National Association of State Universities and Land Grant Colleges, National Collegiate Athletic Association, and the College Board, among others. The statement reflects a growing body of research (Alexander Astin, "Diversity & Multiculturalism on the Campus: How Are Students Affected?" *CHANGE* (March/April 1993); D.G. Smith, et al. *DIVERSITY WORKS: THE EMERGING PICTURE OF HOW STUDENTS BENEFIT*. Washington, D.C.: Assoc. of American Colleges & Universities, 1997; Patricia Gurin. "New Research on the Benefits of Diversity in College & Beyond: An Imperical Analysis." *DIVERSITY DIGEST*, Spring, 1999) that indicates that diversity:

- strengthens the academic quality of the university and enriches the educational experience
- promotes personal growth and a healthy society
- strengthens communities and the workplace
- enhances the nation's economic competitiveness

First, we learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment. Secondly, diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds. Thirdly, education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions. Lastly, sustaining the nation's prosperity in the next century will require us to make effective use of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.

Promoting excellence, valuing diversity, and building community must be pursued in concert as the institutional agenda to educate for life in the 21st century.

The University of Connecticut and Diversity

Diversity impacts all of higher education and every aspect of it--the people we hire, the programs we institute, the methodologies by which we teach, and the educational outcomes we seek.

We at the University of Connecticut have a tradition on which to build our continuing efforts to achieve a more diverse and welcoming campus. Real progress has been made over the past ten years in a number of areas and we have taken stock of what we have accomplished and identified many of the things we need to do differently in the next decade. We have leadership and commitment from President Austin, Chancellor Petersen, Executive Vice President for Health Affairs Deckers, and the University Board of Trustees, and from faculty and staff, all of whom recognize the need for our University to act vigorously to prepare students from all backgrounds to live and work in a racially and culturally diverse world.

There are many examples of progress. To cite one, the vision under which the Division of Student Affairs conducts its many and extensive activities. It works with students, faculty, and staff to:

- Give students the valuable educational experience of living and working in a multicultural society by enhancing the diversity of the University community;
- Improve the ability of students to live and work harmoniously with people of different backgrounds by bringing a diverse community together in activities that encourage developing greater understanding and appreciation of cultural differences, overcoming stereotypes, reducing prejudice, and finding common ground in cooperative activities;
- Support the ability of students to study at their top capacity by informing and encouraging them to adopt a healthy lifestyle;
- Enhance intellectual freedom and scholarly debate by fostering civil discourse;
- Strengthen the preparation of good citizens through the development of commitment to civic service and responsible leadership; and

- Create a safe and supportive environment for students by encouraging respect and acceptance for human dignity and value of each individual, by offering students an institution-wide forum for an ongoing dialogue about intercultural relations in a diverse community, and by offering campus-based processes to ameliorate biased treatment of students.

The enrollment of minority students at Storrs and the Health Center increased by 14% between Fall 1996 and Fall 2000. This fact is furtherance of the University's aspiration of having the student body reflect, at a minimum, the ethnic composition of the State. Minority enrollment at the University of Connecticut represented 16% of our population in Fall 2000 [excluding international students]. The recent dramatic increase [50% in the past three years] in freshman minority enrollment bodes well for future increases, and brings the University's minority representation closer to the U.S. Census Bureau's 1999 estimate of 20.7% underrepresented minorities in the State of Connecticut.

It is not that nothing has been done; it is that not enough has been done.

This contention is reflected in the data.

Trend Employment Data for Underrepresented Groups at UConn, 1975-2000

[The reader is reminded of our earlier statement that the language used to describe groups within this report is taken from existing reports and documents and in no way is intended to diminish or stereotype groups or individuals.]

Table 1
University of Connecticut Total Full-time Faculty, Selected Years 1975-2000

	White American	African American	Asian American	Hispanic American	Native American
1975	1168	27	27	9	0
1985	1125	22	43	19	1
1995	1002	33	82	30	1
2000	951	34	95	38	3

Sources: Office of Institutional Research, University of Connecticut

Table 2
University of Connecticut Total Full Time Faculty/ Underrepresented Group by Gender, Selected Years 1985-2000

	Asian American		Hispanic American		Black American		Native American	
	men	women	men	women	men	women	men	women
1985	36	7	13	6	17	5	1	0
1995	68	14	20	10	25	8	1	0
2000	75	20	21	17	24	10	2	1

Sources: Office of Institutional Research, University of Connecticut

Minorities at the University of Connecticut constituted 12.1% of the total workforce in 1992, 14.4% in 2000--an increase of 2.3 percentage points. In 1992, minorities constituted 11% of the faculty, 16% in 2000. Asian Americans were 6.5% of the faculty in 1992, 9% in 2000; Blacks were 2.5% of the faculty in 1992, 3.4% in 2000; and Hispanics were 2.1% of the faculty in 1992 and 3.4% in 2000. Nationally, African American faculty represented 3.9 %, Latino faculty 3.4 %, and Asian American 6.0% of all faculty in public research universities in 1999. (Chronicle of Higher Education, 2001).

Thus, while there has been some increase in the representation of minorities at the University, by all accounts net increases in the employment of Black and Latino faculty have been minimal in eight years.

Increases in female faculty between 1992 and 2000 have also been small. In 1992, women were 25.3% of the faculty; in 2000, they were 29.5%. Asian females increased from 1% to 2.1%, Black females were 0.6 of the faculty in 1992 and 0.9% in 2000, Hispanic females were 0.7% and 1.4% in 2000, and White females were 22.9% in 1992 and 25.1% in 2000. Thus, growth in the representation of women, especially minority women, and minority males has increased only slightly over the past eight years. Moreover, people of color and women are underrepresented among the tenure stream faculty relative to availability in a number of disciplines, and the progress of people of color and women into senior faculty ranks and into administrative leadership positions has been slow. For example, with respect to tenured/tenure-track faculty, women faculty constituted 29.5% of all faculty at UConn in 2000, although women earned 44% of the Ph.D.s awarded that year. In 1999, women represented 33.3% of all faculty in public doctoral institutions.

As to our peer institutions, the comparative data make it apparent that we are no worse than our peers. The data also highlight the need to identify institutions with better numbers as our target/benchmark for progress.

Table 3

University of Connecticut [Storrs] Compared to Peer and Selected Other Institutions/ Faculty, Staff Employment and Minority Student Undergraduate Enrollment as Percent of Total, 1999-2000

Peer Institutions	%Faculty of Color	%Professional Staff	%Minority Student
UConn*	15.2 (170)	15.2 (234)	15
UMass	13.9	13.0	15
Rutgers	14.2	29.6	34
U. of Tenn.	11.1	10	9
U. of Missouri (Columbia)	14.9	11.7	9
Selected Others			
Penn State	14.5	4.3	12
U. of Virginia	10.5	10.2	22
Syracuse U.	15	--	16
Colorado State U.	13.0	--	13

Source: Fact Book/Individual Institutions

*Excludes Health Center

At the University of Connecticut, as many as 850 likely retirements from the University will provide unprecedented possibilities for diversifying our faculty over the next ten years. Moreover, other separations will add to this number of employment opportunities. In a highly competitive market, however, it is unlikely that our present hiring and retention patterns for women and minorities can effectively respond to this opportunity. Here at the University we estimate, given present hiring rates as well as currently projected opportunities for hiring, and assuming continuation of present availability levels, that it would take some departments and programs several decades to achieve representation equal to present availability for women and minorities. The goals for the total University over the next five years should be to increase the number of women and minority faculty by the following:

Faculty Hiring Goals Over Next Five Years

[Based on Existing Numbers]

Female	25% = 65
African American	30% = 10
Hispanic/Latino	25% = 9
Native American	100% = 4
Asian American	10% = 10

Excludes the Health Center

Representation of women and minorities in the professional and support staff has increased significantly over the past decade, so that a number of job groups have representation comparable to that available in the workforce. However, sustaining this record and correcting the remaining areas of professional/support staff underutilization will be difficult and will require creative approaches due to increasing fiscal constraints, limited opportunity, and availability in specialized areas.

College enrollment is expected to swell by some two million students--to 19 million--over the next 15 years, with African American, Hispanic, and Asian-American students accounting for 80 percent of the growth, according to a recent report by the Educational Testing Service [ETS]. The report predicts a drop in the proportion of white students from 71% in 1995 to 63% in 2015. This development will require a shift in perspective about what it means to educate a more diverse student population and adjustments in curricula and programs to reflect this diversity.

For the next 10-year period, as delineated in the Committee’s recommendations, we must work harder to meet challenges in public education in Connecticut and across the nation to build the pool of qualified students who will be successful at this University. We continue to fall below other major universities in percentage of undergraduates who are minority as evidenced by the data in Appendix A.

The difficulty in attracting minority students can be related in large part to three factors or influences: 1.] There are not many people like me here at the University; 2.] Those who have graduated relate to current and potential students their own negative experiences while here; and 3.] Those experiences today are as negative for minority students as they were ten years ago. [Campus Climate Assessment, University of Connecticut, 2001, and Alumni Association diversity discussions.] It is imperative that enrollment of underrepresented minorities keep pace with their growing representation within the State and nation. Particular attention must be directed toward increasing the numbers of Blacks and Hispanic first-time freshmen. The University has already set as a goal increasing the percentage of minority students from 16% to 20% by 2003, and raising the percentage of international students from the current 1% to 5% by that year. The overall goal of our recruitment effort should be to have the student body mirror Connecticut's projected demographics. The table below describes current and projected census data by race and origin and is taken from U.S. Census data.

Table 4

Projected Connecticut State Population By Race

Group	2000	2005	2015	2025
White	2,873	2,862	2,944	3,065
Black	324	350	419	490
Am. Indian, Eskimo, Aleut	8	8	10	11
Asian-Pacific Islanders	80	96	134	171
Hispanics	288	332	447	574

Sources: U.S. Census Bureau (rounded to nearest thousand)

As we seek to educate a diverse student population, it is critical that we demonstrate our commitment to the retention of the students we enroll. We must recognize that the experiences and perceptions of current students in many dimensions define the University for those who follow and thus have significant influence on recruitment efforts.

If we are going to reflect the population--three years or thirty years from now, we have to plan to get there. We have to look at the entire spectrum of diversity. Where we were, where we will be. We must look at the demographics, where our students are coming from. We must look at the composition of the Admissions staff. We must understand the barriers—competition, campus environment, geography et al. We must make diversity part of the culture. We must establish metrics, an objective system of accountability.

Recommendations

In making its recommendations, the Committee wishes to reiterate that the University of Connecticut is a venue for rational discourse, a place where legitimate concerns can be posed, real and perceived problems addressed, necessary and mutually acceptable solutions sought and achieved. This is a time in which, in regard to diversity, problems do exist at this university. At the same time, it must be realized that the solving of these problems can, and will often be, frustrated by the complexity of both the issues and the mechanisms available, or not available, to solve them. In working together to address grievances, to right wrongs, toward a mutually constructive future, we must all understand the structure and role of a university. It is critical that a silo mentality regarding diversity not be maintained; diverse populations must and should cross-fertilize.

What is done must be done on the basis of merit and not in response to demands or pressure. Equity must, sadly but necessarily, be juxtaposed with fiscality, not in order to oppose or frustrate change, or to stymie the correcting of past wrongs, but to accomplish change and make things right.

We understand the burden upon, and the challenge to us, to be creative and innovative in our recommendations, that such innovation underlines the need to implement our recommendations and to fund them.

Like other university platforms for change, the University of Connecticut's diversity strategic plan is a living, evolving plan. Its aim is to enhance the University's leadership in advancing diversity and multidimensional excellence, expanding opportunities, and preparing our students to be enlightened citizens in the pluralistic and globally interdependent world of tomorrow.

And so, we present a strategic plan with a vision for this University and an action plan with specific items for implementation to focus and make discernible that vision. In this report/document we put forth a broad and aggressive plan for what we need to do in order to make the institutional improvements necessary to achieve greater diversity and to create a “culture of inclusion” at the University of Connecticut.

We present in this document a broad and aggressive plan for what we need to do to make institutional improvements necessary to achieve greater diversity at the University of Connecticut. Our plan includes recommendations in five broad areas:

- Assuming leadership and responsibility, including new accountability measures
- Undergraduate and graduate student recruitment, retention
- Recruitment, Retention, and promotion of faculty and staff
- Campus climate
- Curriculum development

Central to the plan presented here is increasing the presence of underrepresented groups within the faculty, administration, staff, and student populations. Increased presence, however, does not ensure greater understanding and appreciation for difference. The plan calls for a range of efforts to capture the value of diversity and translate that value into interactive pluralism and expanded opportunities for learning.

This report is presented in the context of certain guiding principles:

- We are going to be a better institution if we are a diverse one.
- The environment at the University of Connecticut must be open to change.
- The development of this plan and the putting forth of these recommendations reflect a recognition on the part of the University that a more systematic approach to diversity is essential if significant progress is to occur, and that lack of such a plan virtually guarantees the status quo.
- Leadership must be bold.
- Proactivity is key.
- Financial and other necessary resources must be made available.
- Diversity must be viewed as an opportunity not as a problem, particularly a political problem. Therefore, the focus must change from quick fixes to more permanent substantial and substantive change.
- The subtle things must be made important. These recommendations can only be effective if, to put it viscerally, they get into the guts of those on campus, they must become part of one-on-one interactions at the University.
- Successful diversity programs in universities and all organizations have in common a sustained involvement by all of their people, not only their leaders. The success of this plan hinges on investing major additional resources in pre-college and bridge programs, scholarships and fellowships, curriculum development, and faculty and staff positions. It is highly dependent on all faculty, staff and students devoting significant time and effort to help with some part of the plan.
- It is very important to monitor progress on implementation of these recommendations
- Implementation of these recommendations must be mandated, demanded, and all at the University must be held accountable.

Recommendation and Action Grids

The grids that follow are the outcomes of the Committee's deliberations. On the far left hand side of each grid is a measurable objective as recommended by the committee. Next to that objective the committee has identified the person or administrative office that is ultimately re-

sponsible for this objective. To the right of that are listed the groups that must participate in accomplishing the objective, followed by the cost of carrying out the objective. The grid, in its fifth column, then looks at long-term outcomes followed by time frame references for these outcomes.

We envision this plan as evolving in two phases. We propose that Phase 1 begin immediately and conclude no later than May, 2005. Phase II will begin immediately thereafter and conclude no later than May, 2010.

**PLANNING GUIDE FOR IMPLEMENTATION
ENVIRONMENT**

A productive and safe educational climate emerges from the ongoing interaction of diverse cultures and points of view. Recognizing that this goal can only be achieved when no voice is silenced or marginalized, the University of Connecticut must continually encourage the active involvement of all students, faculty and staff on every campus, regardless of age, able-bodiedness, ethnicity, gender identity, income, national origin, race, religion, or sexual orientation. In addition, the university must solicit the participation of the many communities in Connecticut that benefit from the institution's pursuit of academic excellence.

Grid 1

Goal 1: Physical Environment

Continue to build a physical campus environment, which insures the dignity of all its members.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Regularly review that all public spaces reaffirm that the University is a welcoming campus via all its artifacts (i.e. artwork, publications, announcement boards, websites, etc.)	University Communications, Health Center communications staff	All offices, Diversity and Art Advisory Committees	-0-	Market the University as a world-class university	Ongoing	Ongoing
2) Create "halls, walls of fame" which feature the achievements of the diverse University of Connecticut community in academics, arts, athletics, community service, etc.	Office of Multicultural Affairs, Student Affairs, DDD, UCHC Office of Diversity Programs	All campuses, all offices	-0-	Showcase the strength of the community	Ongoing	Ongoing
3) Enhance the services for students with disabilities assuring that all buildings on campus are accessible and contain the necessary technology and learning needs assistance, access doors, ramps & parking. Re-establish UCHC's disability committee.	Office of Multicultural Affairs, Center for Students with Disabilities, Exec. VP, UCHC	Facilities, Information Technology Persons w/ disabilities	21 st Century UConn priority \$75,000	Compliance with the Americans with Disabilities Act	Ongoing	Ongoing
4) Identify on campus maps disabled Access doors, ramps and parking Spaces.	University Communications	Map Committee, Parking Services	[TBD]	Routinely included on all updated maps	Ongoing	Ongoing
5) Coordinate and strengthen the oversight of programs and projects required for compliance with the American with Disabilities Act (ADA).	Office of Diversity & Equity	Facilities, Information Technology, other designated offices as determined by ODE	Staff positions as needed	Compliance with the Americans with Disabilities Act	1 year	Ongoing
6) Explore and create opportunities for housing focused on academic, cultural and sexual identity interests. Provide a supportive environment for the faith communities throughout campus as well as create a specific space for non-denominational faith gatherings.	Student Affairs/Residential Life	Cultural Centers, studies institutes, dining services	-0- if using existing housing	Provide additional options for students	Ongoing	Ongoing
7) Provide a supportive environment for the faith communities throughout campus as well as create a specific space for non-denominational faith gatherings.	Student Affairs	Area Association of Religious Communities, Various student organizations	-0- if using existing space	Be responsive to the faith needs of <u>all</u> community members	Ongoing	Ongoing
8) Insure that housing and meal plans are responsive to the cultural, religious and health differences of our students.	Residential Life, Dining Service	Cultural centers, Student Health Services, Religious Communities	Minimum of 150,000	Provide Needed options for students	1 year	Ongoing
9) Insure the dignity & safety of transgender persons in identifying & providing bathrooms & other facilities.	Facilities	Facilities	21 st Century UConn priority	Provide needed option	Ongoing	Ongoing

Goal 2: Social and Cultural Environment

Create an environment that recognizes and celebrates cultural and social differences in the community.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Organize "Diversity Week" inviting community schools (grades 7-12) and school personnel to Open Houses and special events throughout campus.	Office of Multicultural Affairs, Undergraduate Education	Community schools, Admissions, office, centers, & institutes & and other designated offices	-0 Possible cost for advertising	Use as a recruiting tool	Ongoing	Ongoing
2) Establish an annual Diversity Lecture Series or Excellence in Diversity Conference.	Office of Multicultural Affairs	Academic departments & institutes	10,000-150,000	Showcase the University as a leader in diversity	1 year for lecture series	2 -3 years for conference - then every other year
3) Create a diversity web page.	Office of Multicultural Affairs	University Communications, Information Technology	-0-	A site for both internal and external users to see what is available regarding multicultural commitment and programming on campus	Immediately	Ongoing updates
4) Evaluate and strengthen discussions of diversity as part of the First Year Experience.	Vice Provost, Undergraduate Education	Faculty and FYE instructors	-0-	Have a strong diversity component for incoming students	Ongoing	Ongoing
5) Review all internal policies and procedures to insure employee friendliness and freedom from discrimination.	Chancellor and Exec. VP UCHC	Human Resources, deans, directors, & dept heads	TBD	Work friendly and student friendly environment	Immediate	Ongoing
6) Deliver a series of public programs to increase understanding of, and respect for, people from diverse backgrounds.	Chancellor & Exec. VP UCHC	Centers & Institutes, academic depts., University Community	\$10000	Increased understanding & respect	Immediate	Ongoing
7) Establish and evaluate regular campus-wide "town" meetings that address the strength of a diverse community and encourage the exchange of ideas (i.e. campus discussions on race, gender, and sexual orientation).	Office of Multicultural Affairs, Student Affairs, Residential Life, Ex.VP UCHC	All departments All campuses	-0-	Create a true community where all opinions can be heard.	Ongoing	Ongoing
8) Provide necessary financial resources to cultural centers and institutes to address the needs of a diverse student body.	Office of Multicultural Affairs	Centers & institutes	Positions and other identified program-matic needs	Increase and enhance existing programs	Ongoing	Ongoing
9) Support and establish outreach programs with multicultural communities in the State and increase off-campus community interaction.	Community Outreach, Cultural Centers, Institutes	Communities throughout State	TBD	Develop a University and community partnership	Ongoing	Ongoing
10) Involve alumni in University multicultural programs.	Alumni Association	All departments	Co-sponsorship of programs w/ alumni	Keep alumni involved at the University	Ongoing	Ongoing
11) Provide cultural programming to students and staff at all the regional campuses.	Office of Multicultural Affairs, Regional Directors & Student Affairs	Student organizations, regional campus staff and faculty	\$5000 minimum per campus per year	Allows regional students the same exposure to multicultural issues as those here in Storrs	1 Year	Ongoing
12) Utilize regional campuses to strengthen connections between the University and local underrepresented communities.	Regional Campus administrators	Communities throughout state	TBD	Ability to get to know our surrounding community	Ongoing	Ongoing

Goal 3: Educational Environment

Encourage and support the continuing interaction of diverse cultures and communities at the University of Connecticut, recognizing that it is this exchange that creates the necessary environment for intellectual achievement.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Devise course curricula that promote greater understanding of diverse cultures and communities: include offering English as a second language	Vice Provost for Undergraduate Education, Ex.VP UCHC	All deans, directors and department heads; institute directors, faculty, all campuses	TBD	Improved student preparation to adapt to increasingly multicultural campus and society	Introduce new course content within one year	January 2005
2) Devise course curricula that explore and combine distinct cultural ways of learning	Vice Provost for Undergraduate Education	Institute for Teaching and Learning & Institutes	TBD	Measured improvement in retention and academic success of students from underrepresented groups	Introduce new course content within one year	January 2010
3) Make discussions of campus climate a regular part of classroom discussion	Vice Provost for Undergraduate Education	Faculty	-0-	Measured increase of student preparation (campus climate survey and exit interviews)	Introduce discussions during first year	January 2005
4) Integrate multicultural programming, speakers and events into course syllabi and class discussion	Vice Provost for Multicultural Affairs	Students Affairs, faculty, cultural centers and studies programs	-0-	Measured increase of student preparation (campus climate survey and exit interviews)	Introduce course revisions during first year	January 2005
5) Encourage greater co-sponsoring of speakers and events between academic departments, institutes, and cultural centers	Vice Provost for Multicultural Affairs	Academic departments, institutes, and centers	-0-	Measured improvement in student recognition of UConn's commitment to multicultural education	Immediate	January 2005
6) Establish incentive programs for departments to stimulate research and activities on topics of diversity & multiculturalism	Vice Provost for Multicultural Affairs	Multicultural Affairs Office, Sponsored Programs, Research Foundation	(work group expense or new hires, library funds)	Measure increased standing of UConn as multicultural research center using disciplinary rankings and measures	Initiate programs within one year	January 2010
7) Provide grants and fellowships to stimulate research on diversity and multiculturalism topics	Vice Provost for Research	Office of the Chancellor, Multicultural Affairs Office, Research Foundation	\$53,000 annual (1 grad @ \$13k, 5 facultyse buyouts)	Measure increased standing of UConn as multicultural research center using disciplinary rankings and measures	Initiate programs within one year	January 2010
8) Provide ongoing training to all faculty, instructors, graduate assistants and staff to achieve cultural competencies	New position	Office of Diversity and Equity, Human Resources, Teaching and Learning Inst., UCHC Off. Div. Prog.	\$80,000 annual (salary and fringe)	Measured improvement in retention and academic success of students from underrepresented groups	New hire and training in place by within 2 years	January 2010
9) Provide training for all faculty, staff, and students in areas of racism, sexism, homophobia, etc.	New position from prior recommendation	Office of Diversity and Equity, Human Resources, Teaching and Learning Inst., UCHC Off. Div. Prog.	Included in prior Recommendation	Measured improvement in retention of students, staff, and faculty from under-represented groups	New hire and training in place within 2 years	January 2010
10) Reward and promote faculty and staff members who serve as advisors and role models to students from diverse cultures and underrepresented groups	Vice Provost for Multicultural Affairs	All deans, directors, and department heads	\$30,000 annual (special merit fund, 10 awards at \$3000)	Measured improvement in retention and successful tenure of faculty from under-represented groups	Count service as f departmental service requirements during next merit allocations	January 2010
11) Develop a diversity-training workshop for students leaders of all registered organizations	Executive Director, Department of Campus Activities	Office of Diversity and Equity, Student Affairs	TBD	Measured increase of student preparation (campus climate survey and exit interviews)	Develop workshop within one year	January 2005
12) Expand community service opportunities in underprivileged or under-represented communities as substitution for major course requirement	Vice Provost for Undergraduate Education	Center for Undergraduate Education, Academic departments, Department of Campus Activities	\$24,000 annual for 6 seminar courses to supervise service	Measured increase of student preparation (campus climate survey and exit interviews)	Introduce first seminars within first year	January 2010

Goal 4: Quality of Life

Promote and foster a campus climate in which the quality of life is affirming and nurturing and strives for the emotional safety of all students, faculty and staff.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Develop a comprehensive communications and marketing program to advance diversity interests both internally and externally.	Office of Multicultural Affairs, Chancellor, ExVP UCHC, Foundation, Univ. Communications	Faculty, student representatives, Dept Heads, Deans, Directors & Managers	TBD	Survey evaluation of inside and outside community in response to changes	1 year	ongoing
2) Review the mission statement of the University to include specific language that speaks to the basic physical safety for all community members.	Board of Trustees	Vice Provost, Multicultural Affairs	-0-	Appropriate change in the language	ongoing	ongoing
3) Conduct periodic reviews to identify and eliminate policies and practices that disadvantage particular groups & hinder the achievement of diversity goals. Keep response guidelines for hate crimes in place.	Office of Diversity & Equity, Residential Life	Dept. Heads, Deans, Diversity Oversight Com., Police Chief & Human Resources (HR)	\$4000-\$10000	Survey evaluation of the affected communities in response to changes	6 month	2 years
4) Provide necessary resources for services to address hate crimes, counseling & mental health needs of a diverse student body.	Chancellor & Ex VP UCHC	Student Affairs, Vice Chancellor Bus. & Admin. & HR	Ombudsper-son	Survey evaluation of client satisfaction with program.	6 month	5 years
5) Survey to assess the campus climate & develop in-house legislation to deal w/ perpetrators & assess community responsibility.	Office of Multicultural Affairs	President, Chancellor, Exec. VP UCHC	\$5000	Evaluation of the implemented changes in response to survey response	6 month	ongoing
6) Conduct periodic reviews of classroom, workplace, and residence hall grievance procedures.	Office of Diversity & Equity, Residential Life	Office of the Chancellor, Dean of Students, Deans	-0-	Assessment of the affected client's satisfactions with procedural changes	1 year	ongoing
7) Conduct periodic surveys of the external community to assess the University's image with respect to diversity issues as well as community needs and expectations of the University in these matters.	Office of University Communications, Office of Multicultural Affairs, Enrollment Management	Director of University Communications, Vice Provost, Multicultural Affairs	\$5000	Implementation of appropriate changes in the University climate in response to community's input	1 year	ongoing
8) Educate the leadership of the student newspaper & all student journalists on diversity issues central to the University. Enlist their support in matters of diversity. Conduct periodic surveys of the external community re: the University's image on diversity issues & community needs.	Student Affairs. Office of Multicultural Affairs	Vice Chancellor for Student Affairs, Vice Provost, Multicultural Affairs	TBD	Implementation of appropriate changes in the University climate in response to community's input	1 year	ongoing
9.) Find ways to increase the number of diverse students in student government.	Student Affairs	Vice Chancellor for Student Affairs, V.P. for Multicultural Affairs, Student Leaders	-0-	Implementation of appropriate changes in the University climate in response to community's input	1 year	ongoing
10) Increase number of diverse students in student government & on programming boards	Vice Chancellor, Student Affairs	VP, Multicultural Affairs, Student Leaders	-0-	Implement changes in University climate in response to community's input	1 year	ongoing

RECRUITMENT AND RETENTION OF STUDENTS

If the University is to benefit from the surge in enrollment of minority students predicted over the next 15 years it must continue to improve and refine its recruiting procedures and build the pool of qualified students who will be successful at this University. We must identify successful strategies for improving the retention and graduation rates of underrepresented minority students, whose persistence at the University of Connecticut falls short of the rate for all students.

Grid 2 - A Undergraduate Students

Recruitment Goal I - Review/enhance efforts to recruit and admit undergraduates from underrepresented populations, including international undergraduate students.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Establish an office that will coordinate outreach, recruitment and retention programs and manage all university-wide efforts and initiatives for undergraduate underrepresented populations.	Associate Provost for Enrollment Management, Vice Provost for Multicultural Affairs	Vice-Provost of Undergraduate Education and Instruction, Center for Academic Programs	TBD [Funds for the person in charge of this office.]	An efficient manner to distribute funds and coordinate all retention, opportunity and access related activities. Accountability for the successful implementation of recruitment and retention efforts for the target population.	Fall '03	Ongoing
2) Marketing Publication Review— Develop brochures that fully convey, reflect & portray the messages that the university intends to send regarding the commitment to recruit and retain underrepresented populations, including international undergraduate students	Associate Provost of the Division of Enrollment Management and the Director of University Publications	Associate Provost- Enrollment Management, Director- University Publications, Executive Director- Office of International Affairs, Director-Admissions, Vice-Provost- Multicultural Affairs	TBD [Funds to cover the expenses associated with the design and production of the publications.]	Impact on the recruitment and retention of underrepresented students	Spring '03	Ongoing
3) Create a more effective communication process for disseminating information pertaining to the recruitment of international students, i.e. application status, housing (ten-month residence halls), meal plans, transportation and health documentation.	Associate Provost of the Division of Enrollment Management	Executive Director- Office of International Affairs, Director- Health Services, Director- Residential Life, and Director- Admissions.	TBD	Increase the matriculation and graduation of international undergraduate students. The University will become a viable choice for international students.	Spring '03	Ongoing
4) Build/enhance productive partnerships and outreach efforts with targeted middle schools, high schools, and community colleges.	Vice Provost for Undergraduate Education and Instruction, or create a new position, reporting to the Vice Provost, charged with this task	CAP Program, Outreach Office, High School Co-Op Program, Schools of Education and Family Studies, Enrollment Management, Center for Undergraduate Education & Instruction and undergraduate Students	Cost to fund the new position	Expand the efforts with a broader group of schools and community colleges to better reflect the student population diversity sought by UConn	Fall '03	Ongoing

5) Support the well established educational opportunity programs (Gear-Up, Upward Bound/ ConnCAP, Student Support Services/ConnCAB, and Educational Talent Search) that assist low income and potentially first generation college students to visit the University, attend classes, and learn more about opportunities to attend college.	Vice Provost- Undergraduate Education and Instruction	CAP Program, Outreach Office, High School Co-Op Program, Schools of Education and Family Studies, Offices of Undergraduate Education & Instruction and Enrollment Management, undergraduate students, and representatives from Residential Life and College of Continuing Studies	Continue funding for already established programs	Greatly broadened efforts with students from a larger number of schools together with university support for increasing funding from state and federal sources	Fall '03	Ongoing
6) Review and broaden orientation for new undergraduate students to include cultural norms, climate, services, resources and other diversity-oriented topics.	Associate Vice Provost for Enrollment Management	Enrollment Management, Office of Multicultural Affairs, Cultural Centers, Dean of Students	TBD	To assume more individual responsibility for enhancing multiculturalism throughout the campus.	Fall '03	Ongoing
7) Enhance efforts for easing the transition of community college transfers from underrepresented populations.	Director-CAP working with Vice Provost- Undergraduate Education and Instruction	CAP Staff, FYE Staff, Center for Undergraduate Education & Instruction, Student Affairs and Cultural Centers, interested faculty and undergraduate students	An expanded counseling, advising, and mentoring network is available for underrepresented transfer students' consideration and use - starting at the time of transfer admission if not at the time of offer of admission. Improvement in the retention of transfer students from underrepresented populations.	Fall '03	Ongoing	
8) Develop/increase participation in the Admissions Office's program for linking UConn students as mentors to underrepresented populations of students in targeted high schools throughout the state. Utilize underrepresented populations of alumni and programs, (i.e., University of Colorado Multicultural Access to Research and Training) to encourage underrepresented populations to consider graduate study, emphasizing opportunities at UConn.	Associate Provost for Enrollment Management, Associate Vice Provost- Graduate School	Alumni Association, Peer Mentoring Office, Outreach Office, Service Learning Office, Enrollment Management, Office of Undergraduate Education & Instruction, and Director- Admissions	Broad implementation of the effort, working with underrepresented students at targeted Connecticut schools	Spring '03	Ongoing	
9) Track and report student trends for undergraduate underrepresented and minority populations in: <ul style="list-style-type: none"> • Application and acceptances for admissions • Total stud. enrollments • Retention rates • Graduations rates • Degrees earned 	Associate Vice Provost for Enrollment Management	Director- Admissions, Director- Institutional Research, Office of the Registrar	Account for the success of recruitment and retention of under-represented populations; ability to design retention strategies for underrepresented populations	Fall '03	Ongoing	

10) Invite different feeder high schools to be our guests at University events (e.g. athletic, cultural, art events).	Associate Vice Provost for Enrollment Management	Office of University Events, Campus Relations, Enrollment Management, and Athletics Department	Program would be expanded to include students and chaperones from under-represented populations from targeted Connecticut schools. Diversification of the campus.	Fall '03	Ongoing
11) Augment current marketing strategies and develop additional innovative ones.	Director- University Publications	University Communications and Enrollment Management, Director- Admissions, Vice Provost- Multicultural Affairs	Improved visibility of the University in underrepresented communities	Fall '03	Ongoing
12) Support the Husky Ambassador Program with advice and assistance as they seek to attract more students from diverse backgrounds to attend the university.	Director's designee from Admissions	Enrollment Management, Student Affairs, CAP Program and potential undergraduate students	To significantly increase acceptances/ yield using the previous year as a reference	Fall '02	Ongoing
13) Continue and enhance support for ongoing initiatives that cultivate relationships with elementary and middle school children. <ul style="list-style-type: none"> • Work with university feeder schools • Link faculty & staff through research and/or community work to middle and high school personnel. • Review community outreach programs already in place to establish a coordinated effort to reach communities of underrepresented populations of students. 	Vice Provost- Undergraduate Education and Instruction, Coordinator, Center for Community Outreach	University Events and Academic Departments, Student Support Services and Enrollment Management, Outreach Office, Director- CAP	Increase in applicant pool of underrepresented students	Fall '03	Ongoing
20) Create scholarship incentives to attract more undergraduate international students.	Executive Director- Office of International Affairs, Vice Provost- Undergraduate Education and Instruction	Representative from UConn Foundation, Representative from Alumni Association, Vice Provost- Office of Multicultural Affairs, Vice Provost- Graduate School	Bring in more international students; University becomes viable choice for international students due to diversification and fostering tolerance and inclusiveness of different cultures	Fall '03	Ongoing
21) Assign an ACES advisor to orientate, advise, and register undergraduate (including students from Puerto Rico) international students on-line during summer orientation.	Vice Provost- Undergraduate Education and Instruction	Office of Undergraduate Education & Instruction, Office of Admissions, Executive Director- Office of International Affairs, Director- Institute for Student Success	Increase level of satisfaction, thereby increasing applicant pool; increase matriculation and retention of international, undergraduate students.	Summer '03	Ongoing

Undergraduate Students

Recruitment Goal II - Create financial incentives for “no need” underrepresented populations.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Increase financial aid and merit scholarship programs to make UConn education more attainable for more students from underrepresented populations.	Associate Vice Provost- Enrollment Management	Representative from UConn Foundation, representative from Enrollment Management, Director- Financial Aid	Increase funds for merit scholarships for under-represented populations	Increase in the numbers of students recruited and retained	Fall '03	Ongoing
2) Improve understanding of financial aid and merit scholarship programs through financial aid presentations and the need for early financial planning.	Director- Financial Aid	Representative from Financial Aid, Enrollment Management, and Outreach Programs	-0-	Increased awareness of financial aid programs	Spring '03	Ongoing
3) Create and support new initiatives and scholarship programs for underrepresented populations that may or may not qualify for financial aid.	Director- Financial Aid	Representative from Enrollment Management, UConn Foundation and Scholarship Programs	Funds need to be allocated for new initiatives	Increase in new financial incentives	Spring '03	Ongoing
4) Identify a directory of sources of external financial support specifically for underrepresented students and the general population that can be given to students for searching for other financial opportunities. The directory can be placed on-line and housed at the Financial Aid Office as well as the Undergraduate and Graduate Admission Offices.	Director- Financial Aid or designee	Vice Provost- Undergraduate Education and Instruction, representative from Enrollment Management, Graduate School, and student organizations	TBD	Increase awareness of external financial options; increase the number of students from under-represented populations	Fall '03	Ongoing

Undergraduate Students

Retention Goal III - Review the effectiveness of current retention strategies for underrepresented populations. Create and enhance successful initiatives.

Recommendation	Point Person(s)	Partici-pants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Form a Retention Coordinating Council (utilizing individuals, faculty, and non-faculty who have demonstrated a commitment to the retention of underrepresented populations) for the exchange of information on existing retention strategies and for guiding the implementation of any new retention programs.	Office of the Chancellor	Vice-Provost- Undergraduate Education and Instruction, Vice-Provost- Office of Multicultural Affairs, Vice-Chancellor- Student Affairs, Executive Director- Office of International Affairs, Director- Institutional Research, Vice-Provost- Graduate School, Associate Provost- Enrollment Management.	No additional funds needed for implementation	Proactive approach to retention related issues and concerns facing the underrepresented populations	Fall '02	Ongoing
2) Identify a resource person that students, both undergraduates and graduates can refer to for <u>ongoing</u> concerns about academics, discrimination, immigration, admission, and student life issues.	Vice Provost for Multicultural Affairs	International Affairs, Enrollment Management, Student Affairs, Academic Advising Center, and undergrad & graduate students	Assign funds for an ombudsman type of position	Increase the retention rates of undergraduate and graduate students	Fall '03	Ongoing
3) Enhance residence hall diversity programs to increase participation.	Director- Residential Life	Residential Life and Student Affairs, under-represented populations, international students	TBD	Increased education on diversity and increased participation in diversity programming	Fall '03	Ongoing
4) Add an item on the Student Evaluation of Instruction that allows the assessment of progress made toward making course content, methods and climate more inclusive.	Vice Provost Undergraduate Education & Instruction	Office of Institutional Research, Institute for Teaching & Learning and Office of Multicultural Programs, UCHC	-0-	More welcoming environment, conveying importance of diversity with faculty, accountability	Fall '02	Ongoing
5) Institute an annual ALL-University Conference on Diversity in conjunction with a spring meeting of the Board of Trustees with an Annual Report on progress made. Include a major keynote address highlighting the need for a continuing commitment to diversity. Include a variety of other campus events such as workshops, seminars, performances, exhibits and roundtable discussions as part of the conference. Present diversity awards and grants in an appropriate ceremony during the conference. Awards should be presented to faculty, Board of Trustees, staff, students, and student organizations that have made exceptional contributions to enhance diversity.	Vice Provost for Multicultural Affairs	Chancellor- Office of Multicultural Affairs, Board of Trustees, Vice Chancellor- Student Affairs, Vice Provost- Undergraduate Education & Instruction, Vice Provost- Graduate School	TBD	Raise awareness around issues of diversity with internal and external communities	Fall '03	Ongoing

Undergraduate Students

Retention Goal IV - Provide student support activities and services to facilitate an environment for success.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Work with all faculty and departments to examine curriculum, course content and methods, classroom climate, and teaching styles to eliminate gender and racial bias, biases related to people with disabilities, diverse socio-economic statuses and underrepresented student populations.	Chancellor or his designee	Chancellor, Vice Provost- Undergraduate Education and Instruction, Vice Provost- Office of Multicultural Affairs, Deans Council, Institute for Teaching and Learning, Office of Diversity and Equity, Senate C&C Committee, Academic Affairs	Negligible to start, additional funds may be needed in future fiscal years.	Establishment of a regular review of curriculum and pedagogy in all departments, schools, and colleges for bias [as part of ongoing assessment efforts] together with the facilitation of regular workshops for faculty and administrators on elimination of bias	Fall '03	Ongoing
2) Establish effective mentoring programs for advising and supporting underrepresented populations of undergraduate students, aimed at increasing success rates. Develop a cohesive plan.	Director- First Year Programs	Vice Provost- Undergraduate Education and Instruction, Center for Academic Programs and Cultural Centers	TBD	Impact on the retention and graduation of underrepresented populations	Fall '03	Ongoing
3) Include FYE courses specifically designed to assist with the transition of undergraduate underrepresented and international students to the university environment.	Director- First Year Programs	Vice Provost- Undergraduate Education & Instruction, Vice Provost Multicultural Affairs, Freshman Year Experience Faculty	TBD	To enhance retention of undergraduate, underrepresented & international students	Fall '02	Ongoing

Undergraduate Students

Retention Goal V - Secure funding and assure support for retention related activities for underrepresented populations.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Award challenge grants to student organizations to provide inter-organizational, culturally diverse student programs.	Vice Chancellor for Student Affairs	Office of Vice Chancellor for Student Affairs, Director Student Activities, Cultural Centers	\$1500- \$2000 divided among 2-4 organizations to start with	Stimulate student interest in participating in student organizations. Create a more inclusive climate for students from diverse backgrounds	Fall '02	Ongoing
3) Set aside monies for students from diverse backgrounds that do not qualify for full financial aid packages.	Office of the Chancellor	University of Connecticut Foundation, Director- Office of Student Financial Aid Services, Director- Office of Admissions, Office of the Chancellor	Funds for 5-10 students to be distributed annually to students who do not qualify for full financial aid packages	Increase the number of underrepresented students graduating from the university	Fall '04	Ongoing
4) Provide funding for a Peer Partnership Program that matches students from underrepresented populations with other students enrolled in the same program of study.	Vice-Provost of Undergraduate Education and Vice-Chancellor for Student Affairs	Director- First Year Experience Programs, Director- Admissions, Director- CAP, Office of Undergraduate Education and Instruction, Student Affairs, and Deans from the various schools and colleges	Assign funds to cover activities related to this effort, i.e. refreshments, cultural trips, etc.	Increase in the number of students retained university wide by providing a more effective connection to the program of study of their choice.	Fall '03	Ongoing

**Grid 2-B
Graduate Students**

Review/enhance efforts to recruit, admit, retain, and graduate post-baccalaureate students from underrepresented populations.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Build/enhance productive partnerships and outreach efforts with targeted four year colleges with the goal of encouraging students of underrepresented populations to consider graduate study	Vice Provost –for Research and Dean of the Graduate School	Graduate School, Dean’s Council, Dean- Academic Affairs of Graduate School, Academic Departments		Diversify graduate programs at the University	Fall ‘03	Ongoing
2) Utilize alumni groups to assist in recruiting and enhancing faculty contact with prospective graduates and undergraduate students from underrepresented populations.	Reps from Graduate School, Alumni Assoc., Cultural Centers, Enrollment Management	Graduate School, Alumni Association, Enrollment Management and students from underrepresented populations		25% increase over 5 years	Fall ‘02	Ongoing
3) Recruit at least one underrepresented minority group graduate student in every unit with a graduate program. Recruit at least one woman in programs that have no women graduate students.	Vice Provost for Research and Dean of the Graduate School	Heads of Academic Departments, Director of Graduate Admissions and Dean of Academic Affairs for the Graduate School		Diversify the graduate programs at the University	Fall ‘03	Ongoing
4) Seek enhanced funding for graduate student fellowships for underrepresented populations.	Vice Provost for Research and Dean of the Graduate School	President- University of Connecticut Foundation, Vice-Provost- Office of Multicultural Affairs and Chancellor.		Higher retention and graduation rates for underrepresented populations	Fall ‘03	Ongoing
5) Form an ALL university group to improve underrepresented graduate recruitment.	Office of the Chancellor	Vice-Provost- Graduate School and Vice-Provost- Office of Multicultural Affairs, Associate Provost- Enrollment Management		Increase the numbers of students recruited	Fall ‘02	Ongoing
6) Develop partnerships with United Government of Graduate Students (UGGS) for enhancing recruitment of graduate students from underrepresented populations.	Vice Provost- Graduate School	Dean- Graduate School, President- Graduate Student Senate, a resident of UGGS and a Graduate School representative		Increase numbers of applicants to graduate programs at the University	Fall ‘02	Ongoing
7) Seek enhanced funding for underrepresented graduate student fellowships including funds for those conducting research in diversity related issues.	Vice-Provost of the Graduate School	Vice-Provost- Research Foundation, Vice-Provost- Office of Multicultural Affairs, and Graduate School	Funds should be allocated for special research projects dealing with diversity	Recognition as an institution interested in promoting and rewarding scholarship in the area of diversity. Institution will gain respect for its work in the area of diversity.	Fall ‘03	Ongoing
8) Establish effective mentoring programs for advising and supporting underrepresented populations of graduate students, aimed at increasing success rates. Develop a cohesive plan.	Vice Provost for Research and Dean of the Graduate School	Center for Academic Programs and Cultural Centers	TBD	Impact on the retention and graduation of underrepresented populations	Fall ‘03	Ongoing

DIVERSITY IN THE CURRICULUM

The members of the University of Connecticut community believe that diversity is an imperative—from both a moral and an academic perspective. It is a moral imperative because all individuals in the community can strive to reach their fullest potential when their identities are valued. It is an academic imperative because a multiplicity of perspectives may lead to a fuller understanding of the truth we all seek.

Diversity in the Curriculum

Goal 1. Develop a curriculum that guides students to think critically about diversity and pluralism, as well as all forms of discrimination and harassment, and builds an understanding of the values of multiculturalism.

Recommendation	Point Person (s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Require students to take two "D" (diversity) courses as part of the University's General Education Requirements.	University Senate C&C Committee	Deans, Department Heads	TBD	Enhance education & student preparation for the world	Beginning Fall, 2004	Ongoing
2) Infuse diversity into the curriculum and promote pedagogical strategies that encourage student involvement and facilitate respect for diverse perspectives	Vice Provost for Undergraduate Education, Deans,	Faculty	TBD	Enhance education & student preparation	Immediate	Ongoing
3) Adopt "Teaching for Inclusion" a training manual for instructors who desire to learn strategies for inclusive teaching	Institute for Teaching and Learning	Deans, Department Heads, faculty	TBD	Improved teaching	Immediate	Ongoing

Goal 2. Broaden faculty development programs for curriculum transformation and establish departmental activities that foster knowledge, experience, and appreciation for diversity issues.

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Establish departmental activities that foster knowledge, experience, and appreciation for diversity issues	Deans and department heads	faculty	TBD	Contributes to appreciation for diversity and multiculturalism	Immediate	Ongoing
2).Set aside an amount of "colloquium" funds earmarked specifically to invite scholars involved in researching the topics related to diversity or global perspectives in each discipline	Department heads	Deans and Directors	-0-	Enhance knowledge of diversity throughout University Community	Immediate	Ongoing
3)Establish seminar series in each department on approaches used by faculty members to incorporate diversity in the curriculum	Department Heads, Deans	Faculty	TBD	Enhance the quality of teaching for inclusion	Immediate	Ongoing
4)Establish a series of grants to encourage efforts to integrate diversity into the curriculum	Chancellor; Deans	Teaching and Learning Center	TBD	Enhance quality of teaching for inclusion	Immediate	Ongoing
5)Invited scholars on diversity and global issues at 4 per year	Deans, V.P., UCHC; Provost office	Department head, faculty, students	\$40,000	Enhance global knowledge	Beginning Fall, 2003	Ongoing

Goal 3. Establish incentives for faculty involvement in curriculum diversification.

Recommendations	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Provide incentives to academic and academic support units for developing models of excellence for increasing awareness and understanding of diversity	Chancellor, Executive V.P., UCHC Deans	Vice Provost, Multicultural Affairs; Vice Provost, Undergraduate Education, Academic units	\$150,000	Provide new models for addressing diversity issues	Begin within 1-2 years	Ongoing
2) Give tangible incentives to professors to plan materials, do research, and/or bring speakers to campus. Provide incentives through sabbatical leaves, merit, promotion, and reappointment considerations	Chancellor, Deans, V.P. UCHC	Department Heads; faculty	\$300,000	Increase diversity within the curriculum	Beginning Fall, 2003	Ongoing
4) Add an item on the student <u>Evaluation of Instructor</u> form that allows the assessment of progress made toward making course content, methods, and climate more inclusive	Office of Institutional Research (OIR)	Vice Provost, Undergraduate Education, Vice Provost, Multicultural Affairs	TBD	Provides data to measure progress toward achieving diversity goals	By Spring 2003	Ongoing

RECRUITMENT AND RETENTION OF FACULTY, STAFF AND ADMINISTRATORS

The goal is to cultivate diversity of faculty, staff and administrators at the University of Connecticut by retaining and increasing the number of racial and ethnic minorities, women, people with disabilities, individuals of different sexual orientations, and individuals from varying social and economic groups.

Grid 4 Professional Recruitment and Retention

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) Require that unit administrators develop specific strategies for supporting diversity initiatives; identify and build diversity enhancement funds into their annual budget proposals; & deal with diversity needs in the same manner as other high priority program investments	Chancellor & Exec. V.P. UCHC	Multicultural Affairs, Deans, Directors, & Managers	TBD	Increased diversity of faculty, staff & administrators at the University	Immediate	Ongoing
2) Require development of a plan for all searches that includes a demographic analysis of the potential applicant pool, monitors for affirmative action & diversity, & informs committees regarding both the letter & spirit of affirmative action imperatives	Chancellor & Exec. VP UCHC	All deans, directors, department heads, ODE, and UCHC Diversity Programs Office	TBD	Enhanced potential for recruiting applicants from diverse backgrounds.	Immediate	Ongoing
3) Reserve funds for hiring & salary matching.	Chancellor & Executive VP UCHC	Deans, directors & department heads	\$250,000	Increase number of minority hires and retentions	In process	Ongoing
4) Facilitate spousal hires and partner placement	Chancellor, Exec. VP UCHC, and deans	Search Committees	Included in #3 above	As above	In process	Ongoing
5) Emphasize hiring from under represented groups into senior ranks	Chancellor, Exec VP UCHC, and deans	Search Committees	-0-	Better mentoring of minorities, more diversity in senior ranks	In process	Ongoing
6) Hire and promote faculty, administrators & staff members of underrepresented groups from within the University & provide training, resources & encouragement	Chancellor, Exec. VP UCHC Deans, Directors & Department Heads	Point persons plus Search Committees	TBD	Increase retention & promotion of current staff	In process	Ongoing
7) Increase the number of graduate and professional students from underrepresented groups particularly in disciplines with very limited pools of faculty candidates from such groups	Deans & Department Heads	Graduate School, and Deans of Professional Schools	Dedicated graduate assistantships = \$74,500	Increase the pool of potential minority faculty	Needs immediate implementation	Should be permanent part of Graduate student support structure
8) Hire UConn graduate students into faculty positions to promote diversity	Deans & Department Heads	Search Committees	-0-	"Homegrow" diversity of faculty by hiring UConn graduate students	Needs immediate implementation	Should be utilized in cases of acute underrepresentation of minorities in faculty candidate pools

9) Develop early identification & grow-your-own faculty programs that will monitor the graduate student pool in various areas at selected institutions to correlate anticipated faculty openings with new minority faculty doctoral recipients.	Chancellor, Exec. V.P. UCHC, Vice Provost Multicultural Affairs Vice Provost, Research & Grad Ed.	Deans, Search Committees	TBD	Add new minority doctoral recipients to our faculty	Immediate	Ongoing
10) Include in all search and selection procedures criteria to evaluate applicant skills related to working with and for cultural diversity	Chancellor, Exec. VP UCHC, Deans, Directors and Department Heads	Search Committees	-0-	Increase the overall university sensitivity re. diversity issues	Needs immediate implementation	Should become permanent part of selection process
11) Engage women faculty in recruitment and professional development efforts	Chancellor, Exec. VP UCHC, Deans, Directors and Department Heads	Search Committees, University and School Committees	\$18,000	Increase sensitivity to women's issues and possibility of augmenting women in university leadership positions	Needs immediate implementation	Should become an ongoing process
12) Establish relationships with universities with successful track records in nurturing diversity, and with historically black and women's institutions; provide funds for summer and sabbatical research activities and exchange programs with these institutions	Chancellor, Ex.VP UCHC, Deans, Directors and Department Heads, Vice Provost, Research & Grad. Ed.	Office of Diversity and Equity, UCHC Office of Diversity Programs, H.R., Faculty	-100,000-	Create or increase communication with institutions with successful diversity efforts	Needs immediate implementation	Should become an ongoing process
13) Create visiting faculty/ scholar programs and positions to attract faculty from underrepresented groups	Chancellor, Exec. V.P. UCHC, Deans	Graduate School & Institutes	\$90,000	Create increased emphasis on scholarship re. diversity; a potential recruitment tool	Needs immediate implementation	Should become an ongoing process
14) Diversify the central administration to better reflect the diversity of the campus community	President, Chancellor, Exec. VP UCHC		TBD	Provide a model for diversity throughout the institution	In process	Ongoing
15) Extend staff recruitment by building community partnerships and enhancing nontraditional networks such as attending job fairs and advertising	Chancellor, Ex. V.P. UCHC, Deans, Directors and Department Heads	H.R., ODE, Office of Diversity Programs	TBD	Establish networks to identify promising individuals of diverse backgrounds	In process	Ongoing
16) Broaden the orientation for new faculty, staff and administrators to include cultural norms, climate, services, resources, & other diversity-oriented topics	Chancellor, Exec. VP UCHC, Deans, Directors and Department Heads	Human Resources	TBD	To increase awareness of diversity issues among new professionals	Needs immediate implementation	Should become an ongoing process
17) Establish a University-wide program to explain tenure expectations and strategies to untenured tenure-track faculty	Chancellor, Exec. VP UCHC, Deans	Department Heads	-0-	To acquaint junior faculty with realistic expectations re. tenure requirements	Needs immediate implementation	Should become an ongoing process
18) Allow delay of the tenure clock for new hires who have not obtained their doctorates, to allow them to switch to the tenure track only after completion of the doctorate	Chancellor, Deans	Department Heads	-0-	To ensure that junior tenure-track faculty have an adequate opportunity to meet the stringent tenure and promotion standards	Needs immediate implementation	Should become an ongoing process
19) Implement mentoring support and education programs for under-represented groups and establish a reward incentive for outstanding mentors to participate	Chancellor, Exec. VP UCHC	Deans, Directors, Department Heads, Managers	-0-	To encourage success of minority members through mentorship by senior employees	Needs immediate implementation	Should become an ongoing process

20) Provide funds and access to all resources and opportunities for new faculty success, including special training and mentoring programs, and committee memberships	Chancellor, Exec. VP UCHC	Deans, Directors and Department Heads	-0- Note: such funding exists- would be a reallocation of existing resources	To assist new faculty in activities that will help their advancement within the institution	Needs immediate implementation	Should become an ongoing process
21) Provide annually, leadership training support for at least three minority and/or women faculty or managerial/ professional staff	Chancellor, Exec. VP UCHC, Deans, Directors and Department Heads	Human Resources	TBD	To provide specific training to assist success	Needs immediate implementation	Should become an ongoing process
22) Provide incentives and rewards to promote faculty scholarship related to under-represented and diversity issues, including PTR recognition	Chancellor, Deans, Directors and Department Heads	Faculty PTR committees	TBD	To recognize the importance of faculty research & scholarship re. diversity	Needs immediate implementation	Should become an ongoing process
23) Implement a "Diversity Grants Program" to provide funding for research projects, curriculum or program development, seminars and colloquia, and travel, which are likely to contribute to diversity and affirmative action efforts	Chancellor	Deans, Directors and Department Heads	\$100,000	To allow adequate funding of diversity and affirmative actions efforts	Needs immediate implementation	Should become an ongoing process
24) Provide training for instructional faculty and teaching assistants in classroom management skills, including dealing with diversity issues and problem classroom behaviors	Chancellor, Institute for Teaching and Learning	Deans, Directors and Department Heads	-0- Note: such funding exists- would be a reallocation of existing resources	To provide the skills necessary to deal with diversity issues both substantively and pedagogically	In process	Ongoing
25) Perform bi-annual salary analysis of under-represented faculty, staff, and administrators, and make equity adjustments for unexplainable deviations from the norm	Chancellor, Exec. VP UCHC	Deans, Directors and Department Heads	-0-	To ensure pay equity for persons similarly situated	In process for faculty – needs across the board implementation	Should become an ongoing process for faculty, staff and administrators
26) Emphasize third year review of untenured, tenure-track faculty for a in-depth review of progress towards tenure	Chancellor, Ex.V.P. UCHC, Deans, Directors and Department Heads	PTR Committees	-0-	To provide meaningful feedback to tenure candidates at an appropriate time for them to take corrective action, if needed	In process for many faculty – needs across the board implementation	Ongoing
27) Conduct exit interviews to determine why under-represented faculty, staff and administrators leave, and provide this information to relevant administrators	Vice Provost for Multicultural Affairs	Chancellor and Chancellor's Staff	-0-	To assist in formulating possible retention strategies and monitor climate for diversity	In process	Ongoing
28) Annually review the effectiveness of the University's and individual units' hiring, retention, and diversity advancement practices based on data systematically collected	Vice Provost for Multicultural Affairs	Chancellor and Chancellor's Staff; Exec. VP UCHC	-0-	To establish an annual "report card" on progress in diversity	In process	Ongoing
29) Establish an annual diversity and affirmative action awards ceremony	Vice Provost for Multicultural Affairs	Chancellor and Chancellor's Staff; Exec. VP UCHC	\$25,000	To publicly recognize and encourage diversity and affirmative action activities	Needs immediate implementation	Should become an ongoing process
30) Establish baseline data on underrepresented groups at UCHC, develop targets and develop strategies for hiring	Ex. V.P. UCHC, H.R.	Office of Diversity Programs	TBD	Increase diverse workforce	Immediate	Ongoing

31) Revise administrator evaluation tools, as needed, to hold them accountable for promoting diversity and eradicating problems experienced by under-represented groups, and link their diversity and affirmative action performance to reappointment and performance rewards	Chancellor; Exec. VP UCHC, Vice Provost Multicultural Affairs	Chancellor's Staff; Ex. V.P. Staff, Deans, Directors, Department Heads, Managers	-0-	To tie administrator actions to performance rewards	In process for Deans and some department heads – needs across the board implementation	Should become an ongoing process
32) Improve retention of staff and administrators, as well as faculty, from underrepresented groups.	Chancellor, Exec VP UCHC	All deans, directors, and department heads	TBD	To increase number of faculty, staff, and administrators from underrepresented groups	Immediate	Ongoing
33) Recruit adjunct faculty from practicing minority physicians within Connecticut.	Exec VP UCHC	Deans	TBD	To increase minority representation on faculty.	Immediate	Ongoing
34) Establish senior-level task force at UCHC to oversee recruitment of minority faculty and to promote UCHC work environment as a desired place for employment	Exec VP UCHC	Human Resources, Deans of Schools of Medicine and Dental Medicine, Research Administration, and Faculty	--0--	Insure recruitment of minority faculty	Immediate	Ongoing
35) Work with existing international organizations to increase the number of minority faculty	Chancellor and Exec VP UCHC	Deans, Directors, Department Heads, International Affairs	TBD	Enhance minority recruitment	Immediate	Ongoing
36) Establish a diversely constituted, statewide Citizens' Advisory Group of leaders from business, industry, education and the broader community to address issues relating to under-represented groups; and to assist in financial support for diversity efforts	President; Chancellor; Exec. VP UCHC	Vice Provost for Multicultural Affairs	-0-	To solicit external input and support for diversity efforts	Needs immediate implementation	Should become an ongoing process

Assessment, Evaluation and Accountability

Administrators at the highest levels of campus organization should lead in creating a climate of action and accountability that increases the presence and participation of underrepresented groups in all aspects of this institution. Active leadership is also required of others throughout the University. Success of this effort depends upon heightened consciousness, involvement and recommitment at the college and department/school levels. All members of the University community must take responsibility for achieving diversity and excellence.

Goals:

To significantly improve the representation and academic success of women and members of targeted ethnic groups, namely, African American, Hispanic, Asian American, and Native American among the student body, faculty, staff and administration. And to create a safe and secure environment for all groups regardless of race, ethnicity, religion, sexual orientation, or gender. We must improve the classroom and social climate of this University and increase the depth of understanding by all for the values, customs, and experiences of those different from themselves.

Action--Leadership/Accountability

- Establish a *President's Building Community Award* as an annual prize in recognition of units, which make a difference improving service and strengthening community and diversity.
- Annually review the effectiveness of the University's and individual units' hiring, retention, and diversity advancement practices based on data systematically collected, and make diversity and affirmative action awards in an appropriate annual ceremony.
- Hold deans, department chairs, and directors accountable for diversifying applicant pools and hiring decisions by instituting new review and accountability measures and ensure that performance and results are reflected in merit raises and reappointments.
- Establish a small grants program in the office of each vice chancellor/provost to fund diversity enhancement proposals submitted by members of the unit.

- The Chancellor , Executive Vice President for Health Affairs, and Deans should provide incentives to units that successfully diversify their staffs. Incentives could include enhanced equipment funds or travel funds.
- Establish a diversely constituted, statewide Citizens' Advisory Group to provide an opportunity for leaders from business, industry, education, and the broader community to join with University representatives to address issues relating to underrepresented groups at the University.

Action-- Accountability/Assessment

- To assure that the necessary data is available for diversity endeavors, initiatives, etc., and to conduct ongoing analyses and produce regular statistical reports to help inform the evaluation process, a diversity data person should be hired.
- A standing oversight committee of administration, faculty, staff, students, alumni, and community representatives shall be established by, and report to, the Chancellor, Executive Vice President for Health Affairs, and Vice Provost for Multicultural Affairs and will meet at least once a semester to discuss with the President, Chancellor, Executive Vice President for Health Affairs, and Vice Provost the progress of the plan. The Committee will also host one or more open forums, to exchange ideas on the progress made in implementing the plan.
- Outcomes of this diversity plan will be reviewed and reported annually, with broad internal input, to determine levels of progress. The first annual review will be completed in May, 2003.
- Beginning in September, 2003, the Chancellor and the Executive Vice President for Health Affairs will prepare an annual report on progress toward achieving the diversity plan's goals, including strategies for addressing any unsatisfactory trends, for presentation to the President, the University Board of Trustees, the University community, and the general public. The "report card" will summarize University efforts and identify the "best practices" across departments and divisions of the University.
- The University diversity plan itself will be reviewed annually and updated regularly, coordinated by the Office of the Vice Provost for Multicultural Affairs, the Office of Diversity and Equity [ODE], and the Office of Diversity Programs at the Health Center.

- In the first year of implementation, campus divisions, departments, units and governance groups will be responsible for preparing, revising, implementing and reporting on unit diversity plans, with the assistance of the Office of Diversity and Equity, the Office of the Vice Provost for Multicultural Affairs, and the Health Center's Diversity Programs Office.
- Specific individuals have been identified in the plan to serve as "point persons". They are responsible for taking the lead or overseeing implementation of and reporting the progress on the key strategies, which the plan delineates.
- Develop a Diversity/Gender Equity Resource Committee appointed by the Chancellor, the Executive Vice President for Health Affairs, and the Vice Provost for Multicultural Affairs to gather and review information and report each year on:

Search Process--the total number of searches completed for faculty and staff and the number of positions filled by women and people of color.

Diversity Initiatives--including recruitment of, and educational programs for, faculty, staff and students during the past year.

Annual Evaluations--Results of annual evaluations of administrators and supervisors.

Exit Interviews--results of exit interviews and tracking surveys of those who decline offers.

The Committee will include the Directors of Institutional Research, Diversity and Equity, Human Resources, and Health Center Diversity Programs as permanent members.

- Qualitative and quantitative indicators will be used to measure the success of individual and collective strategies, as well as to identify needed revisions in the plan. Benchmarks to be used in evaluating progress toward plan goals will involve comparisons that are internal (e.g., change over time at UConn), external (e.g., national or peer institutions trends), or a combination.
- The Chancellor and the Executive Vice President for Health Affairs, on the advice of the Vice Provost for Multicultural Affairs, will hold some percentage of a school or college's budget in escrow if there is no diversity progress within a given time frame.
- Budget decision-making will include evaluation of diversity achievements by schools, colleges, and divisions. In particular, outstanding achievement in diversity efforts by schools, colleges, and divisions will be recognized as areas or models for greater investment through budget allocation process.

Funding

We recommend continuation of existing, and initiation of new, pre-college and recruitment programs, scholarships, fellowships, curricular changes, faculty and staff hires, and assessment, all of which require resources. It is not our intention to rob the programs we already support, some of which already have serious budget shortfalls. We must work continuously with those responsible for the day-to-day operation of the University to obtain funds from the State Legislature and other sources. There is little doubt that under-funding is a plague on all houses. While this situation may improve over the years, we must be realistic in our expectations of funding. Yet we have not omitted a recommendation because it may not be funded.

Indeed, we believe that an important source of funding for the implementation of many of the recommendations advanced here is the capital fundraising campaign in which the University is currently engaged. Therefore, it is our strong recommendation that:

Action

- A Campaign for Diversity, which articulates the case for funding specific needs and new initiatives and support for various recommendations presented in this document, be melded into the University capital campaign.
- A Development/Foundation constituent fundraiser be assigned specifically to Multicultural and Diversity efforts.

Capital Campaign Action Grid

Grid 5 Accountability

Recommendation	Point Person(s)	Participants	Cost	Long Term Outcome	Short Term Time Frame	Long Term Time Frame
1) A Campaign for Diversity which articulates a case for funding specific needs and new initiatives	President, Chancellor, Vice President for Institutional Advancement, Exec. Vice President for Health Affairs	Vice Provost, Chancellor's staff, Development staff on all campuses	\$1.5 million	Funding for specific needs and new initiatives	Ongoing	
2) Appointment of Development/Foundation constituent fundraiser for multicultural/diversity efforts	Chancellor, Vice President for Institutional Advancement, Exec. Vice President for Health Affairs	Vice Provost, Multicultural Affairs; Development staff	\$75,000	Coordination of fundraising efforts/initiatives	As soon as feasible	

Postlude

A Living Document

Our recommendations for assessment, evaluation, and accountability do not cover all circumstances, nor will they stay current over the period suggested for implementation. Some will become obsolete as other new issues emerge. We have presented a number of initiatives and many recommendations to continue and strengthen current programs and practices, as well as some ideas to be studied and implemented in the future. Our guiding principle is to do everything we can to implement our initiatives and recommendations and to urge ongoing discussion, with appropriate revision, of the goals and strategies during the whole period of the plan's operation.

People

The success of our goals and programs depends on the renewed and continuing efforts of members of the University of Connecticut community. Even more so when we are underfunded. We cannot increase the number of targeted ethnic group students, nor their academic success, without improving the campus climate, and that is something money cannot buy. The support of students is particularly critical to the success of recruitment and retention. Faculty and staff will have to make diversity a higher priority than they have in past years. This means a time commitment on the part of virtually everyone on all the campuses; and we have tried to identify, in various parts of this document, something that everyone can do.

Successful diversity programs in universities have in common a sustained involvement by all of their people, not only their leaders. The success of this plan hinges on investing major additional resources in pre-college and bridge programs, scholarships and fellowships, curriculum development, and faculty and staff positions. It is highly dependent on all faculty, staff, and students devoting significant time and effort to help with some part of the plan.

Societal Impact

The University of Connecticut is a social institution. Its actions and activities are pervasive, touching many institutions and much of society-at-large. Its impact is both direct and indirect. If it conducts all its activities with a view to their impact on diversity concerns, if it acts as a responsible citizen, it can advance equality and the cause for diversity in the course of conduct-

ing its daily business [purchasing, construction, finance and investments, athletics, real estate, housing, et al.] In sum, the University of Connecticut has the opportunity and responsibility to teach by what it models--to promote within the larger society an improved quality of life for all people.

If we have unity, we can achieve diversity.

Appendix A

Peer Institution Comparative Data