

Focus on Equity and Excellence:

Progress Report on the Implementation of the Diversity Action Plan 2002

Submitted by

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LETTER FROM THE VICE PROVOST

Dear Colleagues & Friends:

The University of Connecticut is experiencing a renaissance unparalleled in our 123 year history. Dramatic improvements in our physical infrastructure, significant increases to our endowment, and emergence of the University of Connecticut as a first-choice destination for students nationally, are just some of the many things that mark our continued emergence as one of the nation's premier public institutions.

Our mission as a public institution is both a tremendous distinction and an awesome responsibility, particularly as it relates to diversity. To paraphrase remarks made by Chairman John W. Rowe at a reception hosted by my office in the fall of 2004, "We have a responsibility as a public institution to reflect in composition and values, the ethnic, racial, and economic diversity of the state of Connecticut and it is our job to move this institution forward in that regard."

In the 21st century, where graduates must live and work in more diverse environments than ever before, diversity is something that is not only morally right---but something that is also educationally right---and fundamental to distinguishing ourselves as a world class institution.

When I speak with colleagues from around the country, I am proud of our efforts and believe that we have made great strides and are poised to achieve unprecedented achievements in the area of diversity in the future. Unlike many institutions, which are just beginning this work, the University of Connecticut has engaged in a sustained dialogue about how to achieve deep and meaningful change as it relates to access and equity, campus climate, infusing diversity into our curriculum, and preparing all of our students to live and work in an increasingly diverse world.

In the pages that follow, we begin to chronicle the progress made in implementing recommendations for the University of Connecticut offered in the 2002 document, *Report of the Diversity Action Committee to the University Board of Trustees*. As noted in this update, diversity is a major priority of the University of Connecticut. Evidence to support this assertion is provided by trustee acceptance of this plan and commitment by senior administration to support diversity initiatives university-wide and through the work of the Office of the Vice Provost for Multicultural & International Affairs (OMIA).

When I accepted the role of vice provost for what, then, was multicultural affairs, I did so knowing full well that the challenges of inclusive excellence are too extensive and complex for those who work in my office to meet alone. As we march forward with the implementation of the *Diversity Action Plan* and other new diversity initiatives, I am pleased to report the full support of President Philip Austin and many within the university community in working with us to build a sustainable capacity to support diversity in all aspects of institutional life.

On behalf of current and future generations of University of Connecticut students, my colleagues and I at the Office of Multicultural & International Affairs (OMIA) encourage each reader of this intermediary report to join us in helping to make our campus a place where diversity is the embodiment of who we are and what we do. It is in this effort that we will continue to find our evolving greatness as a public institution.

Ronald Taylor
Vice Provost Multicultural & International Affairs
University of Connecticut

INTRODUCTION

In 2001, the Board of Trustees asked President Philip Austin to develop a strategic vision for diversity on campus. In response, Dr. Austin appointed a 27-member “Diversity Action Committee” chaired by Vice Provost for Multicultural Affairs Ronald Taylor and Dean of the College of Liberal Arts and Sciences Ross MacKinnon.

The Charge

Dr. Austin¹ asked the committee to develop a five-year plan that would:

1. Create a Welcoming Campus Environment.
2. Improve Recruitment and Retention of Students From Diverse Backgrounds.
3. Improve Recruitment and Retention of a Diverse Workforce.
4. Improve the Diversity of the University’s Leadership and Management Team.
5. Assign Accountability to Achieve the Recommended Actions.

The planning committee interviewed numerous individuals on campus, benchmarked several institutions nationally, and comprehensively reviewed the literature before creating *The Report of the Diversity Action Plan Committee to the University of Connecticut Board of Trustees*. The Board accepted the plan at the April 2002 meeting and agreed to provide resources for its implementation over the subsequent five years.

Soon thereafter, Dr. Damon Williams was hired as Assistant Vice Provost for Multicultural and International Affairs and Ms. Dana McGee was hired as Director of the Office of Diversity and Equity. Under the leadership of Dr. Taylor and with collaboration across campus, the Office of Multicultural & International Affairs began implementing the committee’s recommendations.

Inaugural Edition of the OMIA Focus on Equity and Excellence

This **inaugural edition** of the OMIA periodic report on campus diversity--- ***Focus on Equity and Excellence***---is dedicated primarily to highlighting campus efforts that the Office of Multicultural & International Affairs can document without systematically polling the campus community. In our **next publication**, we will report, in more detail, the impressive work of the campus community, including the accomplishments of our **Deans and others** who are engaged in efforts to enhance equity and excellence.

A Community Implementation Effort

*The Diversity Action Plan*² encourages and guides our work as a university, and we are pleased to report that after two and a half years, that we have either begun or

¹ Quotation taken from Dr. Austin’s remarks on April 16, 2004, at the Global Majority Retreat in West Hartford

² *The Report of the Diversity Action Plan Committee to the University of Connecticut Board of Trustees* is referred to as the *Diversity Action Plan* throughout this report.

completed nearly 40% of this plan's implementation with the help and leadership of numerous units, schools, colleges, faculty members, staff, and students on campus.

Three sub-committees worked on the early implementation efforts. They dealt with: Faculty Issues; Student Issues; and, Accountability and Assessment. These committees were co-chaired by Dr. James Hinkel, Associate Dean of the Graduate School, Dr. Cynthia Adams, Interim Associate Vice Provost for Multicultural & International Affairs, Dr. Damon Williams, Assistant Vice Provost for Multicultural & International Affairs, Dr. Murphy Sewell, Associate Professor of Business Administration, and Dr. Suman Singha, Professor of Horticulture and Associate Dean of the College of Agriculture and Natural Resources.

Beginning the Journey

Our implementation journey began by identifying those areas of the plan that could be accomplished most easily and with minimal additional dollars. This was important because the University of Connecticut, like many institutions, has been forced to curtail spending and generally look for ways to reduce costs during some challenging economic times over the last three years. Although diversity remains an institutional priority, we have been sensitive to our collective economic challenges and have attempted to move forward with the implementation in a manner that maximizes our economic efficiencies, even while working to enhance diversity initiatives campus-wide. Our initial efforts, therefore identified those areas of the plan that were manageable within the existing financial constraints.

Our implementation efforts are successful because of the clear commitment from senior leadership to support the vision of change. We also must build that vision in concert with the campus community. From the highest levels of the institution, the message has been clear that diversity is a priority and that we must be attentive to it in terms of both process and outcomes.

Members of the Office of Multicultural and International Affairs central team, directors within our various units, and numerous subcommittees have worked closely with several offices, faculty members, and committees around implementation of the plan. Our long-range success as an institution depends upon the extent to which diversity is integrated into the normal strategic plans of the various schools, colleges, and departments that compose the University of Connecticut. Our next progress report will highlight efforts of the broader campus community in implementing both this plan and other new efforts that they have launched on their own. These diversity efforts will be systematically collected in the fall of 2005.

Organization of the Report

The Diversity Action Plan 2002 contains over 130 recommendations grouped into several categories. This intermediary progress report highlights our implementation of

those recommendations and provides a general overview of the compositional diversity of the University's students, faculty, and staff. The report is organized into 5 major sections:

1. Student Compositional Diversity
2. Faculty Compositional Diversity
3. Staff Compositional Diversity
4. Diversity Implementation at the University of Connecticut.
5. Next Steps

Terminology

This report uses the terms African American and Black, Latino/a and Hispanic, and Asian American and Asian Pacific Islander interchangeably. Although the University of Connecticut uses the terms African American, Latino/a, and Asian American, federal databases like the Integrated Post-Secondary Education Data System (IPEDS) report information as Black, Hispanic, and Asian Pacific Islander.

Data Sources

All data pertaining to University of Connecticut students, faculty, and staff, was either directly or indirectly provided by the Office of Institutional Research (OIR). Retention and graduation data were provided by the Office of the Vice Provost for Enrollment Management (OVPEM). OIR provided these data to the OVPEM for purposes of analyses.

SECTION 1: STUDENT COMPOSITIONAL DIVERSITY

This report focuses on compositional diversity at the University of Connecticut. Compositional diversity³ is defined as the numerical levels of women and minorities on campus. This section of the report provides a specific overview of historically underrepresented student, faculty, and staff diversity.⁴ Given the unique historical and social experience of African American, Latino/a, and Native Americans, this report refers to this group collectively as historically underrepresented.

Student Enrollment

Total minority enrollment at the University of Connecticut surged by nearly 270 percent over the last 18 years, up from 1,322 in 1986 to 3,550 in 2004. Generally, this growth is consistent with national trends as total minority enrollment surged by 122 percent over the past 20 years across all sectors of post-secondary education (ACE Status Report, 2004). Trends at UConn include:

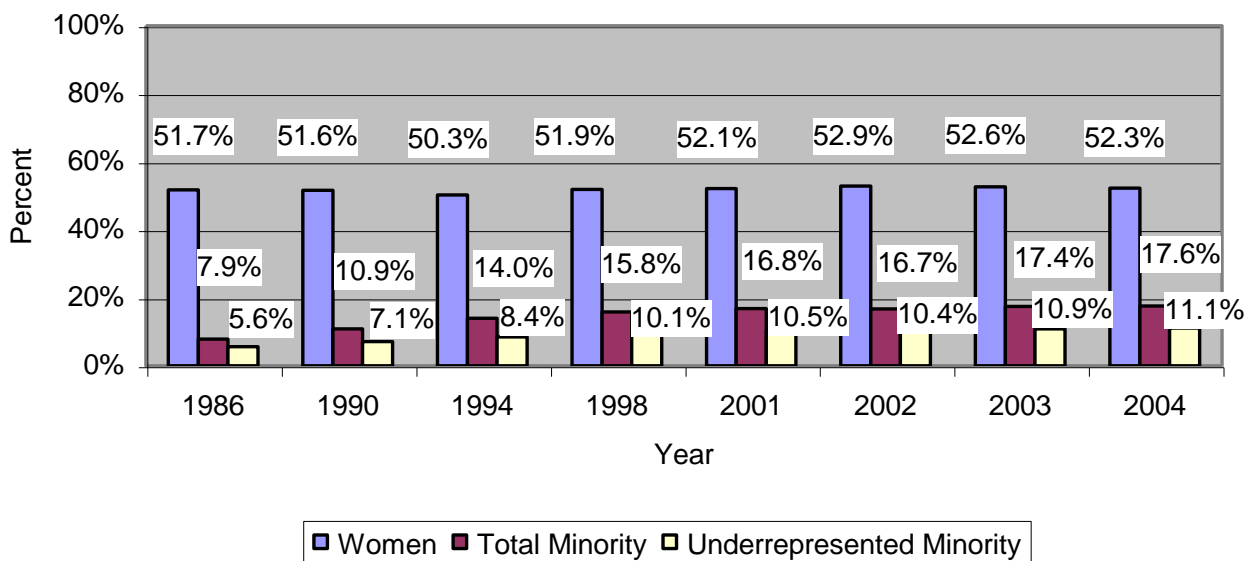
- Consistent with national trends, women have surpassed men in the number of undergraduates, comprising 52 percent of that population in 2004 (Figure 1).
- Between 1986 and 2004, the percent of minority students rose from 7.9 percent to 17.6 percent (Figure 1).
- The numbers of historically underrepresented African American, Native American, and Latino/a students grew most dramatically between 1986 when it stood at 5.6% and 1998 when it grew to 10.1%. Recent growth has not been as dramatic changing by only one percent over the last 6 years (Figure 1).

Although not depicted in Figure 1, international student diversity has been flat over the last several years. A longer-term comparison shows that in 1986 UConn enrolled 78 undergraduate students of an international background compared to 210 in 2004. Thus, international students, although larger in number, still do not comprise a substantial proportion of undergraduate enrollment.

³ All data were compiled by the University of Connecticut Office of Institutional Research (OIR) as of 2/20/04

⁴ We believe it critically important to take up the specific problems attached to women's position in the academic community in a commentary exclusively dedicated to their concerns. To that end, the *Women's Commission on the Status of Women*⁴ is engaged in that work. Here we focus on women's issues at the baseline level, not examining specifically their challenge in all of its complexity and intricacies.

Figure 1. Undergraduate Student Diversity 1986-2004



Data Source: University of Connecticut Office of Institutional Research 2004.

First-Year Retention

University of Connecticut retention numbers are impressive and have steadily climbed over the last several years, particularly with regard to minority students. In many cases, these numbers approach parity with their majority peers, whose retention rate in 2003 was 90% and in some instances surpass those numbers. Table 1 indicates:

- ❑ The first-year retention rate of Asian American student's stands at around 93 percent compared to the 90 percent retention rate of Whites in 2003.
- ❑ The first-year retention rate for African American students was 86 percent in 2003.
- ❑ The first-year retention rate for Latino/as was 89 percent in 2003.

Table 1. UConn First-Time Freshman Retention Rates by Fall Semester Entering Class

Entering Fresh. Class	All Freshmen	African American	Asian American	Latino/a American	Native American	Total Minority	White American
Fall 2003	90.1%	85.5%	93.1%	88.9%	84.6%	89.4%	90.3%
Fall	88.4%	85.1%	91.6%	85.1%	83.3%	87.5%	88.5%

2002							
Fall 2001	87.5%	88.5%	91.7%	83.3%	87.0%	87.0%	87.5%

Source: University of Connecticut Office of Institutional Research, 2004.

6-Year Graduation Rates

The six-year graduation rates of Asian American, Latino/a and African American students at the University of Connecticut are much better than the national average. According to the *American Council of Education Minorities in Higher Education Annual Status Report 2003*, the overall six-year graduation rate in 2001 for Asian Americans was 66%, for Latinos/a, 49%, and for African Americans, 41%.

Six-year graduation rates for the most recent UConn minority group cohorts (Table 2) are higher than in previous years.

- ❑ African Americans' average six-year graduation rate for the 4 most recent cohorts is 65% compared to only 55% for freshman who entered in Fall 1993.
- ❑ Latino/a students' average six-year graduation rate for the 4 most recent cohorts is 64%, compared to only 47% for the Fall 1993 cohort.
- ❑ Asian American students' average six-year rate for the 4 most recent cohorts is 70%, and for the Fall 1998 cohort, an extremely impressive 76%.
- ❑ Native American six-year graduation numbers have fluctuated over the last several years bouncing between a low of 33% for Fall 1997 entering freshmen and a high of 67% for Fall 1996 freshmen.
- ❑ The average six-year rate for the 4 most recent cohorts of Whites was 70%.

Table 2. Six-Year Graduation Rates for 4 Most Recent Cohorts.⁵

Entering Fresh. Class	All Freshmen	African American	Asian American	Latino/a American	Native American	Total Minority	White American
Fall 1998	70.8%	62.2%	76.0%	62.4%	50.0%	67.2%	71.6%
Fall	69.8%	68%	68.3%	72.4%	33.3%	69.0%	70.2%

⁵ Data on student retention was provided from a personal communication from the Office of the Vice Provost for Enrollment Management from Dr. Gary Lewicki, their Director of Research & Assessment. This communication summarized retention and graduation rates at the University of Connecticut over the last 6 years and placed them in comparative context with numerous institutions nationally. Data came from the University of Connecticut Institutional Research Office and the IPEDS Retention Survey.

1997							
Fall 1996	69.4%	68.3%	68.3%	58.0%	66.7%	65.2%	70.2%
Fall 1995	69.5%	63.1%	68.4%	64.2%	33.3%	64.8%	70.8%

Source: University of Connecticut Office of Institutional Research 2004.

Student Diversity Summary

Although UConn has not experienced dramatic changes in the compositional diversity of our student body over the last several years, we continue to make steady improvements and have begun several, new recruitment and outreach initiatives across campus.

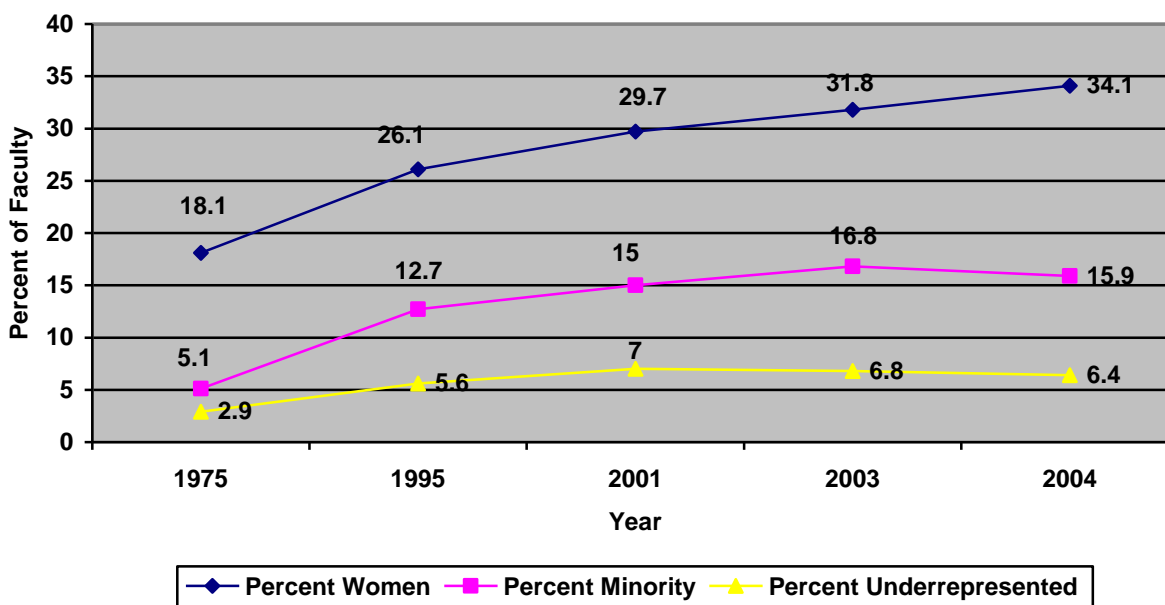
We are doing particularly well in terms of first-year retention and 6-year graduation rates as UConn is emerging as a national leader in this area. Overall the University of Connecticut ranked 12th nationally in terms of six-year minority graduation rates as of 2003 among public research universities (UConn Office of Institutional Research).

Our success in the areas of retention and graduation has, in large part, been a product of the excellent efforts of our faculty and staff in concert with the increased academic quality of our student body. The First Year Experience (FYE) program, Retention and Graduation Task Force initiatives, UCONN 2000, Cultural Centers, the Center for Academic Programs, and numerous others who assist and counsel students with challenges they encounter on campus have been instrumental in these efforts.

SECTION 2: FACULTY⁶ COMPOSITIONAL DIVERSITY

African American and Latino/a faculty are underrepresented nationally, with much of our recent shifts in minority representation attributable to the increased numbers of Asian American faculty members on campus (Smith et al. 2004). At the University of Connecticut this is also true as the total number of Asian American faculty members has increased dramatically driving the total representation of minority faculty members to 15.9% in 2004, up from 5.1% in 1975. By comparison, our progress has not been nearly as impressive for historically underrepresented faculty, particularly African Americans, during the same time period as indicated by Figure 2 and Table 3 respectively.

Figure 2. Faculty Diversity Select Years--Gender and Minority Status



Source: University of Connecticut Office of Institutional Research 2004.

Although we know that women remain underrepresented in several areas of the university faculty, most notably the science technology engineering and mathematics areas, they have experienced substantial growth as a group.

- Between 1975 and 2004, the percent of women in the faculty grew from around 18 percent to over 34 percent.

⁶Faculty includes all functions (instruction, research, administration, and service) including eleven-month faculty who also are assistant or associate deans. Ethnic identity is counted regardless of citizenship status.

- ❑ Between 1975 and 2004, the total representation of minority faculty members increased from 5.1 percent to 15.9 percent.
- ❑ The total number of Asian faculty members grew from 27 in 1975 to 114 in 2004

Underrepresented Faculty Diversity

Historically underrepresented faculty growth is primarily driven by increases in the number of Latino/a faculty over the last 30 years, with the growth of African American and Native American faculties being nearly non-existent (Table 3).

- ❑ The number of historically underrepresented African American, Latino/a, and Native American faculty has increased from 2.9% to a high of 7.0% in 2001 (Figure 2).
- ❑ The total number of Latino/a faculty grew from a total of 9 in 1975 to 40 in 2004 (Table 3).
- ❑ The number of African American faculty grew from a total of 27 in 1975 to 34 nearly 20 years later in 2004.
- ❑ Currently we have only three Native American faculty.

Table 3. Total Full-Time Faculty by Race and Ethnicity for Select Years

Ethnic Group	1975	1985	1995	2004
African American	27	22	33	34
Native American	0	1	1	3
Asian American	27	43	82	114
Latino/a	9	19	30	40
White	1,168	1,125	1,002	1,009

Source: University of Connecticut Office of Institutional Research 2004.
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Faculty Diversity in Comparative Context

We must heighten our efforts with respect to the representation and retention of underrepresented minority faculty members. Current numbers reflect a systemic challenge experienced by similar universities around the country (Smith et al. 2004).

Table 4 shows the compositional diversity of the faculty at selected public universities in 2003. These numbers are similar to ours at the University of Connecticut (Table 3).

Table 4. Fall 2003 Comparison of Faculty Diversity at UConn to Selected Institutions.⁷

School	Percent Female	Percent Minority	Percent Underrepresented
UMASS-Amherst	33.8%	11.8%	6.3%
Louisiana State University	32.7%	10.5%	4.8%
Colorado State University	26.2%	9.5%	4.6%
University of Texas at Austin	33.7%	16.6%	8.5%
University of Wisconsin	26.2%	14.3%	6.1%
University of Michigan	17.8%	11.6%	4.7%
University of Connecticut	31.8%	16.8%	6.8%
University of Connecticut (2004)	34.1%	15.9%	6.4%

Source: Offices of Institutional Research and Planning at each institution.

Summary of Faculty Diversity

Diversifying our faculty ranks is one of the most difficult challenges that we face as an institution. A recent study by Smith and associates suggests that the usual strategies of advertising a job, reviewing applications received, and bringing in several finalists may not result in a hire (Smith et al. 2004). In their study of nearly 700 faculty search processes at three large elite public institutions, they found that significant interventions do make a difference and that normal institutional practices that simply follow standard procedure will not yield diverse hires. The Office of Multicultural & International Affairs is currently developing training for search committees to incorporate the findings of this research and national best practices into search processes.

⁷ Comparative data were collected from the Office of Institutional Research or a comparable office at each institution either directly or from their institutional fact book.

SECTION 3: STAFF COMPOSITIONAL DIVERSITY⁸

Staff is defined to include executive management, professional, and classified staff, categories. It does not include full time faculty classified at the Professor, Associate Professor, Assistant Professor, Instructor, or Adjunct levels.

These data suggests that women are nearly at parity with men and minorities have made notable progress over the last 30 years as indicated by Figure 3, below:

- ❑ Women represented 48.9% of all administrative staff positions in 2004.
- ❑ Minorities represented 15.3% of all staff in 2004.
- ❑ Historically underrepresented African American, Native American, and Latino/a staff represented 9.8% of the staff on campus in 2004.

Executive and Managerial Staff

The full-time executive and managerial staff of the university has not experienced much growth with respect to diversity with little change taking place over the last 30 years as indicated by Table 5.

Table 5. Full-Time Executive/Administrative/Managerial Staff Selected Years 1975-2004

Year	Black	Native American	Asian	Latino/a	White
1975	8	1	0	0	80
1985	7	0	1	0	96
1995	12	0	1	1	93
2000	9	0	2	1	81
2003	10	0	0	2	79
2004	12	0	1	1	84

Source: Offices of Institutional Research and Planning at each Institution.

Summary of Staff Diversity

Senior staff positions are largely occupied by non-minorities, although staff are more ethnic and racially diverse than ever before. This challenge is particularly acute

⁸ Data were collected from the Office of Institutional Research and does not include the Health Center.

amongst Native American, Asian American, and Latino/a populations where the university has little diversity at the executive managerial levels.

SECTION 4: DIVERSITY IMPLEMENTATION AT UCONN

Dimensions of the Diversity Action Plan

What follows is a discussion of four dimensions of diversity that capture the essence of what was provided in the Diversity Action Plan 2002 and provide a framework for reporting our progress over the last two-and-a-half years. These dimensions are: (1) Diversity Education, (2) Communicating Diversity, (3) Campus Climate, and (4) Access and Equity. In this section of the report, we return to the recommendations we issued in the 2002 report and comment specifically on progress made in each area.

Diversity Education

Diversity Education focuses on infusing diversity into the formal and informal curriculum of the institution in terms of general education diversity distribution requirements; diversity education and training programs for faculty, staff, and students; inclusive education teaching methods, and the infusion of diversity into scholarly inquiry.

Communicating Diversity

Communicating Diversity refers to how the university communicates diversity to our constituencies of students, faculty, staff, parents, and community members by developing brochures, web-sites, manuals, etc., that depict the range of diverse students, faculty, staff, and offerings that exist at the University of Connecticut.

Campus Climate

Campus Climate includes not only activities focused on the needs of individuals from historically marginalized groups, but also institutional characteristics that affect intergroup relations among all students, faculty, and staff. This dimension encompasses the challenges of developing a shared and inclusive understanding of diversity and creating a welcoming campus climate.

Access and Equity

The Access & Equity focus is on data gathering and efforts aimed at the inclusion and success of previously underrepresented and/or underserved groups. This dimension is the most commonly understood component of campus diversity and is basic to other facets of diversity.

Diversity Education Efforts

Table 6. Diversity Education Recommendations and Actions

Recommendation	Action
Establish an annual Diversity Lecture Series or Excellence in Diversity Conference.	OMIA sponsored Diversity Lecture Series Events in October 2003 and April 2004 that examined “Affirmative Action and Implications of the Michigan Decisions” and “The Browning of America” respectively. OMIA hosted the “Diversity Identity and Academic Success Summit” in October 2005 with the Northeastern Louis Stokes Alliance for Minority Participation.
Evaluate and strengthen discussions of diversity as part of the First Year Experience (FYE).	The First Year Experience Office placed increased emphases on diversity issues in all FYE courses. Several FYE courses address diversity issues specifically, allowing many UCONN students to begin their university experience with a structured exposure to diversity issues in higher education.
Deliver a series of public programs to increase understanding of, and respect for, people from diverse backgrounds.	OMIA and Office of Diversity and Equity (ODE) implemented diversity education training for all university executives and directors during the Spring of 2003. In collaboration with various units across campus, ODE is continuing with diversity training for all faculty and staff beginning during the fall of 2005.
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).	During Winter/Summer 2004, OMIA hosted a series of study circles that examined issues of campus community, diversity, and other multicultural topics.
Devise course curricula that promote greater understanding of diverse cultures and communities: include offering English as a second language.	Effective with the entering class of 2005, the University Senate required that all University of Connecticut students fulfill a 6-credit hour General Education Diversity Distribution requirement of 2-courses.

	<p>Provide ongoing training to all faculty, instructors, graduate assistants, and staff to achieve cultural competencies.</p>	<p>In collaboration with various units across campus, ODE is continuing with diversity training for all faculty and staff beginning during the fall of 2005.</p> <p>Implemented the Vice Provost's Conversation on Diversity Working Lunch Series that featured Professor Estella Bensimon of the University of Southern California during Fall 2004. More events are planned for this series.</p>
	<p>Provide training for all faculty, staff, and students in areas of racism, sexism, homophobia, etc.</p>	<p>OMIA and Office of Diversity and Equity (ODE) implemented diversity education training for all university executives and directors during the Spring ODE is continuing with diversity training for all faculty and staff beginning during the fall of 2004.</p>
	<p>Develop a diversity-training workshop for students leaders of all registered organizations.</p>	<p>OMIA commissioned a Multicultural Initiative for Leadership Education (MILE) committee during the Summer of 2004. Implemented a 90-minute diversity education workshop for key student leaders in collaboration with the Department of Campus Activities "Launch 2004" meeting.</p> <p>Additional MILE events are currently under development.</p>
	<p>Educate the leadership of the student newspaper and 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.</p>	<p>OMIA commissioned a Multicultural Initiative for Leadership Education (MILE) committee during the Summer of 2004. This group will host a 90-minute diversity education workshop for key student leaders, including student media organizations, in collaboration with the Department of Campus Activities "Launch 2004" meeting. The MILE Committee is currently developing a comprehensive diversity education leadership certificate program for undergraduate students across majors.</p>
	<p>Review and broaden orientation for new undergraduate students to include</p>	<p>OMIA, Cultural Centers, and external diversity consultants participate in the</p>

	cultural norms, climate, services, resources and other diversity-oriented topics.	training program for Summer Orientation Student Leaders.
	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.	OMIA will co-hosted the "Diversity Identity and Academic Success Summit" in October 2004 with the Northeastern Louis Stokes Alliance for Minority Participation.
	Require students to take two "D" (diversity) courses as part of the University's General Education Requirements.	Effective with the entering class of 2005, the Academic Senate required that all University of Connecticut students fulfill a 6-credit hour General Education Diversity Distribution requirement of 2 courses.
	Infuse diversity into the curriculum and promote pedagogical strategies that encourage student involvement and facilitate respect for diverse perspectives.	Effective with the entering class of 2005, the Academic Senate required that all University of Connecticut students fulfill a 6-credit hour General Education Diversity Distribution requirement of 2 courses.
	Adopt "Teaching for Inclusion" a training manual for instructors who desire to learn strategies for inclusive teaching.	ODE will offer 2 hours of diversity training to university faculty focusing partially on creating inclusive classrooms. These sessions are designed to provide a baseline exposure to diversity issues in the classroom and will rely upon multimedia technology.
	Provide training for instructional faculty and teaching assistants in classroom management skills, including dealing	ODE will offer 2 hours of diversity training to university faculty focusing partially on creating inclusive

	with diversity issues and problem classroom behaviors.	classrooms. ODE will offer 2 hours of Diversity training to university faculty focusing partially on creating inclusive classrooms. These trainings are designed to provide a baseline exposure to diversity issues in the classroom and will rely upon multimedia technology.
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Communicating Diversity

Table 7. Communicating Diversity Recommendation and Actions

Recommendation	Action
Create a diversity web page.	OMIA launched Diversity Web (www.diversityweb.uconn.edu) to provide a comprehensive electronic environment regarding diversity units, information, and events at the University of Connecticut. This site is available, but remains underconstruction.
Support and establish outreach programs with multicultural communities in the State and increase off-campus community interaction.	OMIA has developed relationships with key minority stakeholders in Hartford and New Haven, engaging in collaborative grant-writing, relationship building, and campus updates with key stakeholders from various education, community, government, and corporate groups around multicultural issues at the University of Connecticut.
Utilize regional campuses to strengthen connections between the University and local underrepresented communities.	OMIA has engaged in collaborative grant-writing initiatives with members of the West Hartford campus in an effort to develop new outreach initiatives to build working relationships between the Hartford Public School System and the University of Connecticut broadly.
Involve alumni in university multicultural programs.	OMIA is currently working with the Alumni Association to involve alumni from diverse backgrounds in the continuing marketing and positioning of the University of Connecticut. OMIA has also initiated annual updates on campus diversity issues with key multicultural Alumni Association committees.
Develop a comprehensive communications and marketing program to advance diversity interests both	The Office of the Vice Provost for Enrollment Management (OVPEM) in collaboration with University Communications comprehensively revised all print marketing materials to reflect more ethnic, racial, and

internally and externally.	gender diversity. OMIA recently developed the new OMIA Diversity Brochure, OMIA website (www.omia.uconn.edu), Diversity Web (www.diversityweb.uconn.edu), and <i>Focus on Equity and Excellence</i> newsletter series.
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.	OMIA is currently planning a positioning study of the University's image with respect to diversity issues leveraging funding from the Connecticut Health Foundation in collaboration with Prof. Michelle Williams of the Psychology Department.
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	The Office of the Vice Provost for Enrollment Management (OVPEM) in collaboration with University Communications comprehensively revised all print marketing materials to reflect more ethnic, racial, and gender diversity. OMIA is currently working with OVPEM to develop a comprehensive diversity marketing strategy that would include new university marketing materials, new OMIA Diversity Brochure, and new OMIA (www.omia.uconn.edu) and Diversity Web (www.diversityweb.uconn.edu) electronic environments.
Augment current marketing strategies and develop additional innovative ones.	The Office of the Vice Provost for Enrollment Management (OVPEM) in collaboration with University Communications comprehensively revised all print marketing materials to reflect more ethnic, racial, and gender diversity. OMIA is currently working with OVPEM to develop a comprehensive diversity marketing strategy that would include new university marketing materials, new OMIA Diversity Brochure, and new OMIA (www.omia.uconn.edu) and Diversity Web (www.diversityweb.uconn.edu) electronic environments.

Campus Climate

Table 8. Campus Climate Recommendations and Actions

Recommendation	Action
Survey to assess the campus climate & develop in-house legislation to deal w/ violators of university rules & assess community responsibility.	OMIA will conduct a qualitative and quantitative assessment of the campus climate in collaboration with Assoc. Prof. Michelle Williams of the Psychology Department and the University Survey Center leveraging funding from the Connecticut Health Foundation.
Review all internal policies and procedures to insure employee friendliness and freedom from discrimination.	The Office of Diversity and Equity has comprehensively revised the discrimination and complaint management process, effectively enhancing the university's ability to insure an employee experience that is free of discrimination.
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 socioeconomic statuses and underrepresented student populations.	In collaboration with various units across campus, ODE is continuing with diversity training for all faculty and staff beginning Fall 2004. The faculty training initiative will focus on creating inclusive learning environments and enhancing teaching and learning experiences for all students.

Access & Equity

Table 9. Access and Equity Recommendations and Actions

Recommendation	Action
<p>Establish an office that will coordinate outreach, recruitment, and retention programs, and manage all university-wide efforts and initiatives for underrepresented undergraduate populations.</p>	<p>OMIA participates in the Vice Provost for Enrollment Management Recruitment and Retention Taskforce and related activities. In addition, OMIA is implementing several best practice retention and academic success strategies through the National Science Foundation funded Louis Stokes Alliance for Minority Participation (LSAMP). At the conclusion of this five-year grant, Summer 2006, OMIA will issue a recommendation for developing a university-wide diversity, retention, and academic success office.</p>
<p>Build/enhance productive partnerships and outreach efforts with targeted middle schools, high schools, and community colleges.</p>	<p>OMIA worked collaboratively with the High School Co-Op Program, the Health Opportunities Program, and other offices to develop new outreach initiatives and partnerships to enhance compositional diversity at the University of Connecticut and build community rapport.</p>
<p>Track and report student trends for underrepresented and minority undergraduate populations in:</p> <ul style="list-style-type: none"> • Application and acceptances for admission • Total student enrollments • Retention rates • Graduations rates • Degrees earned 	<p>The Office of the Vice Provost for Enrollment Management and the Office of Institutional Research work directly with OMIA to provide annual information regarding the compositional diversity of students, faculty, and staff on campus.</p> <p>Future efforts are under discussion for developing an annual diversity report that would cover application and acceptances for admission, student enrollments, retention rates, graduation rates, and degrees earned.</p>
<p>Form a Retention Coordinating Council (involving faculty and non-faculty individuals who have demonstrated a commitment to the retention of underrepresented</p>	<p>OMIA is implementing several best practice retention and academic success strategies through the National Science Foundation funded Louis Stokes Alliance for Minority Participation (LSAMP). At the conclusion of this five-year grant, Summer 2006, OMIA will issue a recommendation for developing a university-wide diversity, retention, and academic success office. As part of this work, OMIA has an LSAMP advisory board that serves as an unofficial</p>

<p>populations) for the exchange of information on existing retention strategies and for guiding the implementation of any new retention programs.</p>	<p>Retention Coordinating Council in collaboration with the Office of the Vice Provost for Enrollment Management Retention Taskforce.</p>
<p>Include FYE courses specifically designed to assist with the transition of underrepresented undergraduate and international students to the university environment.</p>	<p>OMIA piloted INTD 182 Leadership Diversity and Success in the STEM areas during Fall (2004). This course focused on enhancing the transition, academic, and social experience of historically underrepresented students in the STEM areas. This course is supported by the NSF LSAMP Grant.</p>
<p>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.</p>	<p>ODE has enhanced the faculty search process by implementing a two-step substantive review process to insure that search committees cast a broad net and are fully aware of the letter & spirit of affirmative action imperatives.</p>
<p>Establish a university-wide program to explain tenure expectations and strategies to untenured tenure-track faculty.</p>	<p>OMIA convened a faculty/staff mentoring committee that developed a faculty/staff mentoring program following a year of deliberation. The program will be inaugurated in the fall of 2005.</p>
<p>Implement mentoring support and education programs for under-represented groups and establish a reward incentive for outstanding mentors to participate.</p>	<p>The Faculty Standards Committee of the University Senate has instituted an annual Promotion, Tenure and Reappointment Forum for untenured tenure-track faculty. The forum is co-hosted by the Office of the Provost.</p>
<p>Appointment of Development/Foundation constituent fundraiser for multicultural/diversity efforts.</p>	<p>Ms. Claudia Bell, former Acting Assistant Vice President, Corporate and Foundation Relations, has worked closely with OMIA on 4 grant projects resulting in nearly \$175,000 in external support for diversity and multicultural issues.</p>

SECTION 5: NEXT STEPS

The *Diversity Action Plan* is an important aspect of the University of Connecticut creating an environment that is recognized as inclusive and excellent. As a land-grant university responsible to our state's taxpayers, our campus has the historic obligation of serving students who represent the diversity of our state. Yet achieving diversity signifies more than meeting our historic responsibility. The University of Connecticut can only offer a first-rate education by preparing students for the highly diverse world of the 21st Century. Our schools and colleges must encompass the broad spectrum of experiences, achievements, and outlooks of America in our composition, our climate, and our curricula.

Increasing the compositional diversity of all populations is a challenge. Other even more difficult challenges include, altering campus climate, improving intergroup relations, building institutional capacity to support diversity, and establishing resources that will allow each of our students to achieve to the highest level of his or her potential. Although our work is far from complete, particularly as it relates to increasing the ethnic and racial diversity of our faculty, we have made notable progress in our diversity education programs on campus, compositional diversity among students, retention of underrepresented students, and the broad communication of diversity as a matter of importance priority at the University of Connecticut.

Diversity is the responsibility of everyone, and we could not have achieved this measure of success if we were not moving in the right direction as an institution. Every member of the University of Connecticut community has the potential to enhance diversity. Whether helping students to overcome academic challenges, insuring a climate of respect and tolerance in the residence halls or classrooms, or simply helping a new faculty member of color become acclimated to the department culture, we each play a role in making our community welcoming and supportive.

We believe that one of our great advantages is that we have achieved immeasurable levels of success weaving diversity into the administrative fabric of our institution. The Office of the Vice Provost for Multicultural & International Affairs, the Office of the Diversity and Equity, Multicultural Institutes, International Affairs, and most critically, our Multicultural Centers are important sources of agency and resource for creating an inclusive and excellent learning and professional environment for us all.

In our next report on implementing the *Diversity Action Plan 2002*, we will provide the schools, units, and colleges of the entire University Community the opportunity to report on their diversity activities and the progress they have made with respect to diversity.

CITED WORKS

Smith, D.G., Turner, C.S.V., Osei-Kofi, N., Richards, S. 2004. "Interrupting the Usual: Successful Strategies for Diversifying the Faculty." Journal of Higher Education, Vol. 75(2).

Back Cover

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