

Faculty Senate Diversity Committee

2008-2009 Committee Members

Executive Committee

Co- Chair: Beth Merenstein, Sociology (832-3174, merensteinb@ccsu.edu)

Co- Chair: Bobbie Koplowitz, Athletics (832-3172, koplowitz@ccsu.edu)

Secretary: Stephen Costanza, Criminology and Criminal Justice (832-3139, costanzaste@ccsu.edu)

Subcommittee

Chair Policy Committee: Carolyn Fallahi, Psychology ([832-3114](tel:832-3114), fallahic@ccsu.edu)

Chair curriculum Committee: Beth Merenstein, Sociology (832-3174, merensteinb@ccsu.edu)

Chair Outreach: Laura Marchese, Institutional Advancement (832-2554, marcheselav@ccsu.edu)

Chair Programming: Ellen Retelle, Educational Leadership (832-2114, retellelm@ccsu.edu)

Co-Chair Website Committee: Eleanor Thornton, Design (832-2707, thorntone@ccsu.edu)

Co- Chair Website Committee: Wujun (Will) Wong, Design (832-0074, wangwuj@ccsu.edu)

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Meeting Dates

September 10, 2009	October 7, 2009	November 5, 2009
December 16, 2009	January 28, 2010	February 17, 2010
March 18, 2010	April 7, 2010	May 13, 2010

Changes to Short and Long Term Goals

The FSDC worked this year to amend the short and long term goals as we see them for our committee. As we see it, we made changes to better reflect the intentions of the FSDC as well as the ongoing needs of the campus community. To that end, our goals read as follows:

Short-Term Goals

1. Complete the second phase of the gender and equity study.
2. Assist in the advancement of policies for students with disabilities.
3. Report on "Moving Forward-The Social Justice and Diversity Forum" by June 30th, 2010.

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Long-Term Goals

1. Help facilitate the administration's commitment to diversity issues here at Central.
2. Help procure a long-term budget for diversity issues at Central.
3. Sponsor programs that address social justice and diversity issues in our society.
4. Facilitate the recruitment of all under-represented groups for administrative, faculty, and staff positions here at Central

To help us reach these goals we have met with Braden Hosch to discuss ways in which we might assess these goals and are expecting to meet with Larry Hall to discuss how we can move forward on our long-term goal of facilitating in the recruitment of under-represented students.

1) Programming Report

Chair: Ellen Retelle

April 21st Forum Report

Moving Forward-The Social Justice and Diversity Forum

Number of Participants Registered to Participate

Session	Participants
Action Groups	41
Theatre of the Oppressed	42
Ron Sullivan's Speech/Drs. Simmons and Costanza presentations & Panel-Drs. Hernandez, Mealy, Merenstein	190

Evaluations

Action Groups 10:15-12:00

	Student		Faculty/Staff		Administration		Non-identified		Total
# of forms Returned	17		5		1		6		29
Strongly	S/A	S	S/A	S	S/A	S	S/A	S	

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Agree/ Agree								
Session purposeful	14	3	2	3	1		5	1
Session informative	14	3	2	3	N/A		5	1
Session participatory	14	3	4	1	N/A		5	1
Session organized	14	3	3	2	N/A		5	1
Time well spent	14	3	3	2	N/A		5	1

Additional Comments on Forms: Student 1: I loved how students and teachers worked together. Student # 2-Needs to be done more often. Student 3-Things like this should happen more often. Student 4-As a student, this was very informative and interesting. I really enjoyed this discussion. Student 5- Lots of suggestions hopefully will lead to change that I can see before graduation, keep up the efforts😊 Faculty 1 Excellent> I love student participation. Faculty 2- Well done-we should have more sessions on campus.

Theatre of the Oppressed 12:45-1:15

	Student		Faculty/Staff		Administration		Non-identified		
# of forms Returned	5		1				4		
Strongly Agree/ Agree/Disagree	S/A	A	S/A	A	S/A	A	S/A	A	D
Session purposeful	2	2		1			2	2	0
Session informative	2	2	1				2	2	1
Session participatory	2	2		1			3	0	1
Session organized	2	2		1			3	1	0
Time well spent	2	2		1			3	0	1

Additional Comments: Student # 1- I got to participate! Student 2- Real life makes for the best theatre. Faculty 1- A great way to get at the issues (Josh). Non Identified 1- I liked to complexity of the scene. Non identified 2- A great way to dig deep and facilitate meaningful change. Prof Perlstein did a great job explaining students were tremendous. Non-identified 3-This wasn't theater of the oppressed. I enjoyed Josh's work, but I feel the impact is actually less than 'true PTO. 1. Start w/issue from audience; 2. Audience participant/actor; 3 audiences are invited to act and see impact, etc... Call it something different in the future (Impact Theater, etc.)

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Dr. Reginald Simmons & Panel

	57 Students responded to the survey. 1 Alumnae responded (checked all "Strongly Agree")			
	Strongly agree	Agree	Disagree	Strongly Disagree
Session purposeful	22	32	3	0
Session informative	22	30	9	0
Session participatory	16	29	9	0
Session organized	12	29	12	4
Time well spent	17	25	12	1

Student Comments for Panel Presentation

Student # 1: Slower with slides so I could take better notes; it was pretty cool getting different views and perspectives from a psychology vs. sociology view. Student # 2: The guy wasn't here because Costanza poisoned him. Student # 3: Did not start on time; sign in sheet were unprofessional. Student # 4. Unorganized; I feel like I was in a race class; it was interesting to hear Dr. Mealy's (psych) perspective on crim/racial issues. Student # 5: Sign in sheet late, started late, no speaker. Student # 6: It was great to begin to understand how society is so different and how the views of others affect the CJ system and the continued fight for change. Student # 7: A statement was made vilifying the census bureau. However, CB does nothing more than count people. How do you suppose the Fed Gov counts the people and the subgroups? Student # 8: It was okay, nothing I don't know. Student # 9: Very informative and inspiring. As a criminal justice major this discussion has increased my interest and passion to bring about change within the community. Student # 10: Slides were read from which was slightly boring, but the panel discussion was interesting. Student # 11: I thought that all of the faculty that participated in the discussion was interesting, easily understandable and informative. Student # 12: Food poisoning must really stink. Student # 13: Actual speaker was not present; I know food poisoning is unavoidable, but I was looking forward to hearing him. But the panel was good. I enjoyed the event. Student # 14: Didn't start on time. There was no sign up sheet. The speaker didn't show up and he supposedly came down with some sickness? Student # 15: Get the sign in sheet out earlier so those of us who show up on time don't have to wait in line behind the ones who showed up late. The speaker for the hour was not here, but it's like we were in a history class. I listened to the past, I'm hearing the present and now I will be able to frame the future. It's time to outgrow the past.

Senate Diversity Committee Comments:

ACTION GROUP REPORTS

Critique	Suggestions	Responsibility
Recruitment of faculty from	More sensitivity to and support	University/faculty & students. Must provide resources, but it is

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diverse populations-worry about lack of support for faculty w/English as a second language.	services for ESL faculty & Students	also students' responsibility (faculty member's) responsibility to use the resources.
Faculty sensitively toward needs & other differences among diverse students. E.g., making assumptions about students that are grounded only in stereotypes.	More frequent diversity training for faculty. Mentoring program for students.	University
Student sensitivity to diversity among faculty & fellow students.		Faculty, university, students.
Sensitivity to class> that students work a lot outside of school.	Recognize this when designing course.	
No time for ongoing discussions.	Use time that is available in the new schedule to have university wide discussions.	
Training is minimal for faculty and staff.	Mandatory/recommended diversity training that is ongoing utilizing different supports (i.e., disability, diversity, etc.). Have new faculty meet for first 2 or 3 years at least.	FS Diversity committee, diversity office, disability services.
	Have representatives meet with departments to discuss issues with faculty.	
	Offer texts/literature like "Dreamkeepers" by Gloria Ladsen-Billings as models for instructors to incorporate in their practices	
# of diverse faculty	Hiring practices need to be stronger in recruiting faculty of color.	
We started out talking about students with disabilities and the problems with lack of staff/space at the Learning Center. (CF)		CHANGE OCCURRING Provost Lovitt indicated that the Learning Center is about to move to Willard and that they will have more space dedicated to test taking. One issue with reconfiguring that space, however, is that there is asbestos underneath the carpeting in Willard and they will have to remove it if they are

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		going to start having reconfigured space. They want to have testing rooms that will alleviate the issue with noise during test taking that is presently a big problem at the Learning Center.
Students who need accommodations	New faculty orientation, we need to highlight the fact that it is the law to accommodate students and we need to follow through with that. There are still a few professors that do not understand this and give students problems. I shared my own research on this topic and we do have in place an informal way of dealing with this, e.g. the office of disabilities talks to the professor and if the professor isn't responsive, HR gets involved.	
Recruiting students who are physically disabled	President Miller indicated an interest in seeing more students with disabilities at CCSU. If we are committed to recruiting these students, it will take a few years, but we would see changes occurring on campus because they are here. When this happens, the physical plant will need to be prepared to make provisions and accommodations. We should also have people in wheelchairs as part of our advertising.	
Prejudice at CCSU		Provost Lovitt indicated that in his time here, the sensitivity to diversity and commitment to diversity has dramatically improved. There were long unaddressed concerns. While many people were working on

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		diversity issues individually, there wasn't a clear vision. Then President Miller instituted the blue ribbon panel on diversity and many of the recommendations have been implemented. The administration has addressed racism on campus. (CF)
Prejudice at CCSU The students piped in at this point and stated that they feel as though students are discriminating against each other. (CF)	Students recommended that there be more activist events outside the student center (like Take Back the Night), which would make these activities more visible to students. (CF) They also went back to the idea of having more "peacemakers" groups to promote diversity and peace between other cultures. They would like to see President Miller introducing them at rallies outside of the student center. Students would see the speeches and the administration's support of these groups – we want to promote our campus because there are a lot of good things going on here. (CF)	
		POSITIVE EXPERIENCE: The students also talked about the EOP program, a wonderful program that takes minorities who do not have good academic skills and invites them onto campus the summer before they enter their freshman year. One student who participated in that was talking about his experiences and the idea that he has been so successful, but didn't look like a potentially successful student when he first applied to the university. Many universities would not have given him a chance and now, he

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		is an honor student!
Diversity in the curriculum	<p>The students indicated that diversity isn't really talked about that much in high school and they wanted it talked about more often within their classes. When they have taken classes that highlighted diversity, they've really loved it. They would recommend more classes throughout the curriculum. (CF)</p> <p>The students discussed wanting to have additional readings on diversity issues and themes in their classes. They feel that "not a lot of kids are educated about that." They think that since everyone needs to take general education courses, we could start there and they would also like to see specialized courses on other minorities, e.g. Latinos and Asians (e.g. we have a lot of African American courses). This got us into a discussion of the current d-designation proposal and we spent a lot of time talking about that. (CF)</p>	
	<p>PROMOTE CCSU We then got into a discussion of the idea that we don't do as good of job of promoting our campus as others do, e.g. UCONN and they would like to see that. Further, faculty stated that they would like to see a greater presence from alumni and better efforts to contact alumni. This would make us have to address issues of paring, getting out notices, etc.</p>	
Underrepresented groups both student and faculty (CF)	<p>We started talking about the idea that it is difficult to get minority students into the</p>	

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	<p>teaching major, for example. We can provide incentives, e.g. scholarships, but the state sets the bar as to the required GPA, etc. The students thought that we could target certain high schools where there are large numbers of minority students and get student leaders going into the schools for recruiting. Maybe we could invite high school students to our campus and get them interested in the diversity club activities that we have on campus. We could also do a better job of contacting guidance counselors and educating them about the possibility of CCSU. One student was told by his guidance counselor that he could never get into CCSU and that he should only consider a community college. We finished up by talking about the restrictions imposed on us for offering incentives to recruit faculty of color. The students would like to see a more diverse faculty at CCSU. (CF)</p>	

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2) Curriculum Sub-Committee

Co-Chairs: Audra King, Katie Love, Kurt Love, Jacob Werblow

In the fall 2009, the Faculty Senate voted to recommend that within three to six years following the first semester d-designated courses are offered, the Faculty Senate Diversity Committee will request that the University Curriculum Committee consider instituting a requirement that all first-year students take a d-designated course as part of their general education requirements for graduation. Transfer students are exempt from meeting this requirement. The FSDC agreed that they will help be responsible for collecting learning outcome data and will present this data to the Curriculum Committee demonstrating that the desired learning outcomes have been achieved. Additionally, it was agreed that approval of a requirement is subject to the availability of necessary funding.

The FSDC held its second D-designation workshop at the beginning of the Spring semester 2010. There were 9 faculty participants and 3 faculty guest speakers over the two day workshop. A link was created on the FSDC website that connects to d-designation course materials. All materials used during the workshop are on this site in addition to many other resources for interested faculty.

The Curriculum Sub-Committee spent much of the year clarifying and carefully considering the d-designation definitions and application process in order to begin accepting syllabi for d-designation courses in the Fall 2010. These should be finalized and voted on at the final FSDC meeting on May 13.

3) Outreach Committee

Chair: Laura Marchese

Laura was able to share with other community organizations the efforts made and initiatives taken by the FSDC. It is her hope for next year to have an event and invite leaders and nonprofits from the greater New Britain Community to participate.

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4) Policy Committee

Chair: Carolyn Fallahi

This year's work concentrated on students with disabilities. Interviews were conducted by Carolyn Fallahi with The Learning Center on their policies. There did not seem to be a need for any policy changes as there is a policy in place.

Dr. Fallahi also spoke with Provost Lovitt who agreed we could possibly do some more education at the new faculty training that occurs.

5) Website Committee

Co-Chairs: Eleanor Thornton, Wujun Wang, Jim Bryant

Extensive changes were made to the FSDC website. In addition to changes to the format and links listed on our website, our website committee also created a link that begins to connect all diversity related sites, resources, and organizations on campus, including, but not limited to, The Office of Diversity and Equity and Student Disability Services.

Review 2009/2010

Major focus this year was on continuing work with the d-designation and on the Diversity and Social Justice Forum. Forum was well attended and provided much positive feedback. Students, faculty, and administrators were especially pleased to work in collaboration.

Respectfully Submitted,

Beth Merenstein, Co - chair Faculty Senate Diversity Committee

Bobbie Koplowitz, Co – chair Faculty Senate Diversity Committee