



Central Connecticut State University

Office of Diversity and Equity

Annual Report

Academic Year 2008-2009

Office of Diversity and Equity
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OFFICE OF DIVERSITY AND EQUITY
ANNUAL REPORT

Introduction

In order to create a more diverse community, a welcoming climate, and strengthen our mission of developing multicultural competence, last year, the University created the position of Chief Diversity Officer (CDO). This position significantly expanded the role of the former Director of Multicultural Affairs. In addition to the old responsibilities of AA/EEO monitoring and compliance, the CDO is in charge of supporting initiatives that not only advance diversity at CCSU, but that promote multicultural competence & further the outcome of diversity education, essentially creating a paradigm shift in the function of the office of Diversity and Equity (ODE). The ODE became, thus, a “horizontal” division whose function effectively intersects with Human Resources, Administrative Affairs, Student Affairs, and Academic Affairs for its different tasks.

When I took the position of CDO, with the support of the President, and based on the reports by the Presidential Blue Ribbon Commission on Diversity and the Faculty Senate Diversity Committee, we set up general short-term goals in three different areas that we sought to achieve in my first year:

1. To work towards fostering a campus climate of tolerance and diversity that will be welcoming of all people regardless of race, ethnicity, religion, national origin, gender, sexual orientation or disability status.
2. To do every effort to ensure equal rights and representation, that reflects the rich diversity of our state, of all these various groups as part of the student body, the faculty, the staff and the administration.
3. To strengthen the mechanisms to educate our students, as integral part of the mission of this university, towards appreciation for diversity and “multicultural competence”—the skills and understanding necessary for students to succeed and, indeed, thrive in a culturally diverse nation and an increasingly interconnected, multicultural world.

With these general objectives in mind, these are the accomplishment of the ODE for the 2008-2009 academic year

COMPLIANCE

Hiring Process

In the past year, we instituted several important changes to the search process. We changed the system in which we gathered demographic information to applicants, which used to yield only about 20% of respondent's data, to a procedure that now yields over 90%, and with a goal of having near 100% compliance in the near future. We also made important changes to the evaluation of Affirmative Action search process, emphasizing more the need to be proactive in recruiting minority candidates and women. We developed clearer guidelines, and in cooperation with human resources, created a search manual and flow chart to assist in following affirmative action guidelines. Although most of the searches initiated this year were canceled, we could already see indications in the applicant pool that this effort was worthwhile.

In addition, we began a vigorous effort to recruit minorities, including researching and compiling information regarding Historically Black Universities and Hispanic Serving Institutions, as well as professional associations of Women and minority groups.

SUMMARY OF HIRES FOR 2008-2009

	ASIAN		BLACK		HISPA		WHITE		Total
	F	M	F	M	F	M	F	M	
Administrative			2		1		7	1	11
Classified				2	1		2	4	9
Faculty	1	3		2			18	15	39
M/C			1		1	1	1		4
Grand Total	1	3	3	4	3	1	28	20	63

	ASIAN		BLACK		HISPA		WHITE		Total
	F	M	F	M	F	M	F	M	
Administrative			3%		2%		11%	2%	17%
Classified				3%	2%		3%	6%	14%
Faculty	2%	5%		3%			29%	24%	62%
M/C			2%		2%	2%	2%		6%
Grand Total	2%	5%	5%	6%	5%	2%	44%	32%	100%

Bias Incident Response and Investigations

We developed and implemented a Bias Incident Procedure to facilitate communication and action in the university when bias incidents are reported to or discovered by university officials. The procedure was activated 3 times in the current year, and helped bring about a quick, effective response to serious bias incidents.

We also updated and made changes to the Sexual Harassment and Prejudice investigation procedure, through a two-step process in collaboration with the office of the ombudsman, and a more assertive investigation process in the formal stage. There were a total of 22 complaints filed at the ODE, 11 were resolved through mediation, two were fully investigated, four were referred, and the rest are still under investigation or were dismissed.

As its evident from the attached table, the majority of complaints were filed by students against faculty. This points to the need to improve faculty training, specially in the areas of Sexual Harassment and Disability Accommodation. Currently, all full time faculty are required to attend diversity training, and those two areas are briefly covered. However, we need to develop a more comprehensive method to reach most part-time faculty, as well as to cover those areas more comprehensively. The use of on-line training is a possibility we are exploring.

SUMMARY OF INVESTIGATIONS 2008-09

Complainant's Status	Respondent's Status	Type of Complaint:	Complainant's Protected Status	Resolution:
Staff	Staff/Director	Bullying	Gender (female)	Mediated
Student	Faculty	race, color	Race and color (African American)	Mediated
Student	Faculty	learning disabled	Disability	Mediated
Student	Faculty/Institution	denial of accommodation (learning disability), denial of scholarship	Disability	Withdrawn
Student	Faculty	sexual harassment	Gender (female)	Resolved- Referral to Dean
Student	Faculty	national origin, ethnicity	National origin (Mexican), Ethnicity (Latino)	Mediated
Student	Faculty	race, color, ethnicity	Latino/African American (biracial)	Concluded Investigation, referred to Dean for action
Faculty	Faculty/School of Education	race, color and ethnicity	Ethnicity (Latino)	Mediated
Grad. Student	Staff	national origin/accent	National origin (Ghana), race and color (African American)	Mediated
Student	Faculty	sexual harassment	Gender (female)	Prof. Apologized, referred to Dean
Student	Faculty/School of Education	discrimination	Race and color (African American)	Mediated
Student	Student	harassment and threatening, religion	Ethnicity/religion (Jewish)	Concluded Investigation, referred to Student Conduct for action
Former Student	Faculty	harassment and discrimination on	Race and color (African	Untimely

Student	Faculty	harassment and discrimination on the basis of race, color	Race and color (African American)	Untimely
Grad. Student	Faculty	sexual harassment	Gender (female)	Mediated
Student	Unknown	ethnicity	Ethnicity (Latino)	Complaint referred to police for investigation
Student	Staff	race and national origin	Gender (male)	Mediated
Grad. Student	Faculty	gender	Gender (female)	Under investigation
Student	Faculty/Students	gender	Gender (female)	Under investigation
Grad. Student	Faculty	race and color	Race and color (African American)	Mediated
Student	Faculty	religion	Religion (Catholic)	Mediated
Student/Staff	Unknown	harassment, bomb threat	Ethnicity/religion (Jewish)	Complaint referred to police for investigation

Training

We had a large effort to bring the university back into compliance regarding mandated diversity and sexual harassment training. Updated the definition of “supervisory” employee to include faculty who directly supervise students, which now have to take mandatory sexual harassment training. Almost 300 faculty and staff were trained in diversity and sexual harassment to bring the University into compliance with state statutes.

We also developed and implemented a series of training opportunities beyond the mandatory minimum, including a series on “teaching for diversity” and lectures on “Disabilities in the classroom.”

Summary of Training Provided

Date	Presenter	Training	Participants
August 27, 2008	Dr. Jane Fried and Dr. Moises F. Salinas	State mandated diversity training for faculty	16
October 21, 2008	Barbara Potopowitz of the Permanent Commission on the Status of Women	Sexual Harassment for supervisors	31
October 23, 2008	Barbara Potopowitz of the Permanent Commission on the Status of Women	Sexual Harassment for supervisors	23
October 24, 2008	Barbara Potopowitz of the Permanent Commission on the Status of Women	Sexual Harassment for supervisors	23
Nov. 12, 2008	U.S. Dept. of Justice, Office of Community Relations	Cultural Awareness and Leadership Workshop	12
Dec. 5, 2008	Prof. Gowri Parameswaran, SUNY New Paltz	Critical Pedagogy in the Classroom	15
January 22, 2009	Jeanne Miner of the Permanent Commission on the Status of Women	Sexual Harassment for supervisors	10
March 4, 2009	Dr. Moises F. Salinas	ADA for faculty and staff	12
March 6, 2009	Prof. Daniel Solorzano, UCLA Graduate School of Education	Critical race theory and Higher Education	7
March 9, 2009	Dr. Jane Fried and Dr. Moises F. Salinas	State mandated diversity training for faculty	28
April, 20-30, 2009	3D Seminars	State mandated diversity training for staff	150
		TOTAL	327

All of these efforts resulted in an overall reduction in complaints, particularly in complaint referral to the Commission on Human Rights and Opportunities, which currently stands at zero for the year.

CAMPUS CLIMATE

Strategic Plan

We kick-started a campus wide collaborative effort in developing a long term Diversity Strategic Plan. This effort has been viewed very positively as an example of collaboration and shared governance by faculty and student representatives. As part of this process, we met with over 20 campus groups and constituencies, and identified nine areas of need related to diversity.

We then created corresponding task-forces, each comprised by faculty, staff and students, to work on each of these areas and set up specific objectives. The process will be continued over the Summer and should be completed during Fall 2009

University Outreach

We actually took the initiative to create an informal work-group of the diversity officers in all four campuses and the system offices. This work group has already led to proposals to streamline and standardize some Affirmative Action procedures, and proposals to develop joint activities and conferences. Currently, the group is already expanding to include diversity officers of all state institutions of higher education.

In addition, at the recommendation of the Blue Ribbon commission on Diversity, we initiated contacts with the Hartford School District for possible collaboration and implementation of programs to attract minority and disadvantaged students to Central. We will continue to work with admissions and marketing and communication on these initiatives.

University Activities and Events

In partnership with the Office of Student Affairs, we established the Gay, Lesbian, Bisexual and Transgender center to support members of our community.

We also changed the procedure to give money to faculty and students for diversity events. We formed a committee comprised by one faculty member, one student, and the CDO to award diversity grants that have to be substantiated. We granted a total of 17 grants to faculty and student groups, for a variety of events from lectures and conferences to a native American Powwow

In addition, we sponsored 8 major activities and events, including lectures by Judy Sheppard and Gloria Steinem, the Africana Conference and the Latino Film Festival. Yet, we also faced a challenge in terms of student participation. While some events, like the Judy Sheppard and Gloria Steinem lectures, the Africana conference, and the Latino Classic Music series were full to capacity, others were poorly attended and in some cases overlapping.

TEACHING DIVERSITY AND MULTICULTURAL COMPETENCE

We began the year by supporting a pilot program with 6 volunteer faculty members, to implement changes in their curriculum and pedagogy and become more effective at fostering multicultural competence in the classroom. The pilot program included a training workshop for faculty, followed by pre-post measures of diversity attitudes and multicultural competence. The results are being analyzed this Summer and should be ready by Fall 2009.

We supported and collaborated with faculty from the Senate Diversity Committee and the University Curriculum Committee to implement a Diversity General Education course requirement. Over 100 faculty, staff and administrators were involved in this project, which received feedback and was endorsed by the Provost Ad Hoc Task Force on Diversity, chaired by Joe Paige, the Faculty Senate Diversity Committee, The Arts and Sciences Diversity committee, the University Curriculum Committee, the Committee of

the Concerns of Women, the Africana Caucus and the Latin American Association at CCSU.

The proposal was finally approved by the Faculty Senate in April, 2009.

In addition, we implemented a series of workshops on “teaching diversity” with national experts in the field of diversity education and cultural competence. They conducted 3 workshops with the participation of over 50 faculty members. This year, we will support the faculty in continuing the effort to train more faculty and make more sections available to our students who include a multicultural competence component.

CHALLENGES AND PRIORITIES FOR 2009-2010

The academic 2008-09 year was a period of learning and adjustment. The next year, 2009-10, has to be a period of consolidation. It also has to be a period of creative thinking in which we would need to maintain the gains we accomplished this year under the harsh economic realities of our state. A number of challenges have emerged this year: the clear need to train more faculty of sexual harassment and disability accommodations, to develop mechanisms to work more closely with academic and student affairs, to better coordinate campus events and activities so we can maximize their benefits to our students.

The main priority for the upcoming year is the completion of the Strategic Diversity Plan, including the development of strategies to deal with all three broad areas of need in the university: climate, representation and education. In addition, this coming year we need to focus on tackling the problems of student diversity and representation. The latest report (2008) from the Connecticut Department of Higher Education sets up an overall enrollment goal of 9.4% for Latinos and 8.7% for African Americans. That same report states that the 2007 levels were 5.6% and 7.7% respectively, and indicates that we have failed to achieve the enrollment goal. One of our first priorities as part of the overall Strategic Diversity Plan is to come up with strategies to improve in this area.

Another priority will be to work closely with our four cultural centers: Africana, Caribbean-Latino, Women's and GLBT, to coordinate missions, activities, and functions and work more effectively

In summary, under the current realities, we would need to work more closely with the other executive divisions, continue to move, but at a measured pace, to develop and implement the Strategic Diversity Plan, and adjust to the new challenges of the economic crisis to continue an effective role in our compliance functions.

Respectfully submitted

Moises F. Salinas, Ph.D.

Chief Diversity Officer