

# 2015-2016 Faculty Senate Diversity Committee

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## **Chair, Executive Committee:**

Jacob Werblow, Ed. Leadership, 860.832.2474, [werblowjac@ccsu.edu](mailto:werblowjac@ccsu.edu)

## **Vice-Chair:**

Jan Bishop, Physical Education & Human Performance, (860) 832-2156, [bishopj@ccsu.edu](mailto:bishopj@ccsu.edu)

## **Subcommittees:**

### **Diversity Workshops**

Kurt Love, Ed. Leadership, 860.832.3174, [lovekua@ccsu.edu](mailto:lovekua@ccsu.edu)

### **Web-site Maintenance:**

**(vacant)**

## **Members:**

Amy Gagnon, Physical Education & Human Performance, [agagnon@ccsu.edu](mailto:agagnon@ccsu.edu)

Barbara Clark, Reading & Language Arts Department,

Dan Joynt\*, Counseling, [djoynt@aol.com](mailto:djoynt@aol.com)

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Sheldon Watson, Ed. Leadership, 860-832-2576, [watsonshl@ccsu.edu](mailto:watsonshl@ccsu.edu)

\* = adjunct faculty

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### Meeting Dates

September 19, 2015	October 17, 2015	November 13, 2015
January 3, 2016	February 3, 2016	March 2, 2016
April 6, 2016	May 4, 2016	

### 1) 2015-2016 Review

There have been no changes to the bylaws this year.

The committee has begun several new initiatives this year and is excited to respond to the Faculty Senate's Charge about addressing issues of Diversity on campus. Highlights of the significant accomplishments of the FSDC's efforts are below:

a) J. Bishop has spearheaded the piloting of the **CCSU Student Diversity Survey** (Appendix A), which will be administered to all CCSU students in the Fall 2016. The purpose of the survey is to examine the extent to which CCSU students feel that diversity is adequately incorporated into their learning experience. The data collected will be available to both students and faculty through an annual report posted on the FSDC website and presented to the Faculty Senate and Student Government Association (SGA) in an effort to better understand how to help improve the educational quality at our institution.

b) In Response to the **Faculty Senate's Charge** (see Appendix B), starting in Fall 2016, the FSDC will be piloting the **FSDC Excellence in Teaching Academy** (see Appendix C), which will both transform the form and function of FSDC meetings from purely a business meeting to an on-going professional development and peer-mentoring model. At the end of Spring 2017, FSDC members will present results of this pilot to the Faculty Senate. This type of mentorship model was voted upon by the FSDC because of our overwhelming belief that meaningful change in the teaching effectiveness comes with continuous and meaningful professional development and mentoring.

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c) Forthcoming: The FSDC will be holding a **summer retreat** to finalize the details of **FSDC Excellence in Teaching Academy** (pilot) and will complete the other tasks of the Faculty Senate's Charge, to be presented to the Faculty Senate, Fall 2016.

### 2) Website Committee

**Chair:** vacant

Due to limited resources and qualifications of personnel, the FSDC's website has not been updated this year.

Respectfully Submitted,

Jacob Werblow, Chair, Faculty Senate Diversity Committee

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## Appendix A.

### 2015-16 CCSU STUDENT DIVERSITY SURVEY

[DRAFT 10]

[ This survey is for undergraduate and graduate students]

#### **Purpose of the Study**

We are asking you to complete this survey conducted by CCSU The Faculty Senate Diversity Committee (FSDC) and the Committee on the Concerns of Women (CCW) and the Student Government Association (SGA). The purpose of the survey is to examine the extent to which CCSU students feel that diversity is adequately incorporated into their learning experience. The data collected will be available to both students and faculty through an annual report posted on the FSDC website and presented to the Faculty Senate and Student Government Association (SGA) in an effort to better understand how to help improve the educational quality at our institution.

To participate in this study, please complete and submit the following survey, which will take about 10 minutes.

You may decide not to complete the survey for any reason at any time without consequence of any kind. Your participation and submission of the questionnaire indicate your consent to participate in the study. Participation is anonymous. We will not ask you for your name or other identifying information. No reports about the study will contain your name. Taking part is voluntary.

There could be survey items that you are uncomfortable answering or to which you would simply prefer not to respond. Thus, you may choose to stop the survey at any time or skip over items you do not wish to answer.

We do, however, appreciate your consideration to help us better understand issues on diversity on campus. If you have any questions about this survey and the dissemination of the results, please contact: Dr. Jacob Werblow, Chair of the CCSU Faculty Senate Diversity Committee, [werblowjac@ccsu.edu](mailto:werblowjac@ccsu.edu)

Do you consent to participate in the 2015-16 Diverse Learning Environments Survey?

- ☐ Yes, please take me to the survey
- ☐ No, I wish to opt out

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Are you enrolled as a:

- ☐ Full-time student
- ☐ Part-time student
- ☐ Not enrolled

Where did you begin college?

- ☐ I started here as a first-time freshman
- ☐ I started at a different 2-year college
- ☐ I started at a different 4-year college

Which of the following best describes your current housing? (check all that apply):

- ☐ On-campus housing
- ☐ Off-campus housing (near the campus vicinity ~ 2 miles)
- ☐ Residential off campus (live with family / homeowner)
- ☐ Do not have permanent housing
- ☐ Homeless

Your gender:

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Non-binary / non-conforming

Are you: (Mark all that apply) (make these become dropdowns)

- Other
  - ☐ American Indian or Alaska Native
  - ☐ Native Hawaiian or Other Pacific Islander

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- ☐ Middle Eastern
- Asian
  - ☐ East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
  - ☐ Filipino
  - ☐ Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
  - ☐ South Asian (e.g. Indian, Pakistani, Nepalese, Sri Lankan)
  - ☐ Other Asian
- Black
  - ☐ African American/Black
  - ☐ African
  - ☐ Caribbean
  - ☐ Other Black
- Hispanic/Latino
  - ☐ Mexican American/Chicano
  - ☐ Puerto Rican
  - ☐ Central American
  - ☐ Other Hispanic or Latino
- White
  - ☐ European
  - ☐ Other White

Do you identify as multiracial?

- ☐ Yes
- ☐ No

Do you identify as GLBTQ?

- ☐ Yes
- ☐ No

Have you ever been diagnosed with a learning disability?

- ☐ Yes
- ☐ No

Do you have a disability that is registered through the CCSU Office of Disability Services?

- ☐ Yes

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- ☐ No
- If yes, is your disability: (check all that apply in dropdown)
  - ☐ Autism
  - ☐ Deaf-Blindness
  - ☐ Emotional Disturbance
  - ☐ Hearing Impairment (Deaf or Hard of Hearing)
  - ☐ Intellectual Disability
  - ☐ Orthopedic Impairment
  - ☐ Specific Learning Disabilities/Dyslexia
  - ☐ Speech or Language Impaired
  - ☐ Traumatic Brain Injury
  - ☐ Visual Impairment
  - ☐ Other Health Impairment
  - ☐ OHI-ADD/ADHD
  - ☐ To be determined

What is your current class standing?

- ☐ Freshman/first year
- ☐ Sophomore/second year
- ☐ Junior/third year
- ☐ Senior/fourth year
- ☐ Fifth-year senior or more
- ☐ Graduate student

If you are an undergraduate, indicate your major: (drop down)

If you are a graduate student, indicate your degree program: (drop down)

Do you identify with a specific faith / religion / creed?

- ☐ Yes
- ☐ No

- If yes, "Please indicate your faith / religion / creed \_\_\_\_\_"

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**Are you an international student?**

- ☐ Yes
- ☐ No

**Are you a veteran of the U.S. Armed Services?**

- ☐ Yes
- ☐ No

**Do you have children under the age of 13-years (or whom are not able to stay home alone?) for whom you are responsible for care?**

- ☐ Yes
- ☐ No

**Do you currently use or need any daycare services to care for a dependent child?**

- ☐ Yes
- ☐ No

**Is English your second language?**

- ☐ Yes
- ☐ No

**How many hours per week do you work for pay? (drop down)**



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None
1-5 hrs
6-10 hrs
11-15 hrs
16-20 hrs
21-30 hrs
31-40 hrs
Over 40 hrs

Please indicate the extent to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Faculty/staff empower me to learn here.				
I see myself as a part of the campus community.				
At least one faculty/staff member has taken an interest in my success.				
If asked, I would recommend this college as one that				

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	Strongly Agree	Agree	Disagree	Strongly Disagree
welcomes diversity.				

Please indicate how many of your instructors:

	Very Few	Less than Half	Most, but not All	All
Know students' names				
Value individual differences in the classroom				
Are sensitive to the ability levels of all students				
Have open discussions about privilege, power and oppression				
Use instructional materials that represent diverse voices and perspectives.				
Teach students acceptance and respect for different beliefs				
Encourage you to attend their office hours for help or to gain deeper knowledge on the				

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	Very Few	Less than Half	Most, but not All	All
<p>subject</p> <p>Involve a variety of learning opportunities (e.g., lecture, presentations, independent, group work, writing, technology, etc.)</p> <p>Provide a quality syllabi, which include statements of policies regarding diverse students</p> <p>(i.e., information regarding disability services, sexual misconduct services, etc.)</p>				

CCSU could improve diversity and inclusion by focusing its efforts on:

	Strongly Agree	Agree	Disagree	Strongly Disagree
<p>Events focused on diversity and inclusion</p> <p>Recruiting faculty/staff from diverse backgrounds</p> <p>Recruiting students from diverse backgrounds</p> <p>Designing the physical spaces (both indoor and outdoor) to be more accessible for people with physical disabilities</p>				

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Please indicate the extent to which you agree or disagree with the following statements. CCSU has a climate that:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Appreciates differences in sexual identity				
Promotes the appreciation of cultural differences				
Promotes the appreciation of religious differences				
Offers courses that address issues of diversity and inclusion				
Offers courses that address issues of diversity and inclusion (in my major)				
Has a lot of racial tension				

To what extent have you experienced the following on campus because of your identities (such as: race/ethnicity, gender, sexual identity, disability status, religion, age, socio-economic-status, etc.)

	Very Often	Often	Sometimes	Seldom	Never
Felt insulted or threatened from other students because of my identity					

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Been negatively singled out in class because of my identity

Felt I had to work harder than other students to be perceived as a good student

Heard faculty/staff express stereotypes based on social identity during class

Please indicate how often at this college you have:

	Very Often	Often	Sometimes	Seldom	Never
Reported an incident of discrimination to a campus authority					
Reported an incident of sexual harassment to a campus authority					
<u>Heard insensitive or disparaging racial remarks from:</u>					
Students					
Faculty/instructors					
Staff					

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How would you currently rate yourself in the following areas:

	A Major Strength	Somewhat Strong	Average	Somewhat Weak	A Major Weakness
Ability to see the world from someone else's perspective					
Tolerance of others with different beliefs					
Openness to having my own views challenged					
Ability to discuss and negotiate controversial issues					
Ability to work cooperatively with diverse people					

- If you have observed /witnesses discrimination on campus, please indicate the type of discrimination that you have witnessed:
- (check box) race/ethnicity, gender, sexual identity, disability status, religion, age, socio-economic-status, Other \_\_\_\_\_

Please share any additional thoughts or suggestions on these ideas that can help improve the student experience on the CCSU campus? (open ended)

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### Appendix B: Faculty Senate's Charge to the FSDC (1/26/2016)

Dear Jacob,

Pursuant to yesterday's discussion of concerns about diversity and tolerance on our campus in the Faculty Senate, I've been asked to charge the Diversity Committee with considering several courses of action suggested by the Senate:

1. Organizing a day-long (or half-day) workshop or teach-in on diversity and tolerance, designed primarily for students. Something faculty could bring or send their classes to, perhaps.
2. Working with the Center for Teaching And Faculty Development to develop faculty development programming to help faculty discuss such fraught issues as diversity, tolerance, discrimination, harassment, etc. with their students, and to incorporate these issues into their classes as appropriate.
3. Discussing the advisability of a statement from CCSU faculty on diversity, tolerance, anti-discrimination, etc., and, if the committee deems it a good idea, drafting such a statement for approval by the Senate.
4. Investigating ways of incorporating diversity issues into the university's curriculum—perhaps by pursuing the D designation, or otherwise.
5. Suggesting ways that CCSU can make clear to prospective students, current students, and the community at large that we support a diverse campus and an atmosphere of tolerance and respect.

Thank you for taking on this important work. Let me know if you have any questions or concerns. I can also help pursue funding for programs if needed.

Best,

Steve

Dear Colleagues,

I'd like to update you on what I think was an important discussion that took place in the Faculty Senate yesterday. As you may know, late last semester we received a report of an incident involving the harassment of a female Muslim student on our campus. Needless to say, the Senate and the faculty it represents deplore this sort of behavior, which runs counter to (among other principles of civility and mutual respect) the CSU Policy on Racism and Acts of Intolerance:

#### RACISM AND ACTS OF INTOLERANCE POLICY

The Board of Trustees for the Connecticut State University system, on November 3, 1989, endorsed the following policy regarding racism and acts of intolerance:

- Institutions within the Connecticut State University system have a duty to foster tolerance;
- The promotion of racial, religious, and ethnic pluralism within the University is the responsibility of all individuals within the University community;
- Every person within the University community should be treated with dignity and

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assured security and equality;

- Individuals may not exercise personal freedoms in ways that invade or violate the rights of others;
- Acts of violence and harassment reflecting bias or intolerance of race, religion, gender, sexual orientation, disability, and ethnic or cultural origins are unacceptable; and
- The University shall take appropriate corrective action if such acts of violence or harassment occur.

([CCSU Student Handbook](#), p. 97)

To foster respect for diversity on our campus, the Senate plans to take several actions. First, we would like to bring to your attention four upcoming events. Please invite your students to participate.

1. Student Forum with Campus Leaders from the Committee on the Concerns of Women, the Women, Gender, Sexuality Studies Program, and the Ruth Boyea Women's Center  
We wish to meet with CCSU students who have been directly impacted by or are concerned about recent reports of harassment directed towards Muslim women on our campus. We invite students to join us on **Thursday, 1/28 at 3pm** in the Sociology/Political Science Conference Room in SSH. We hope to engage in discussion that will aid us in advocating for and promoting a campus climate that is inclusive, understanding, and safe for all members of our campus community. We ask that you please forward this message to students who might be interested in sharing their experiences, concerns, and/or suggestions as we collectively strive to create a positive climate for all women at CCSU.
2. The Ebenezer D. Bassett Spring Lecture: "The Myth of Diversity, Equity, & Multiculturalism: A Historical Look at Colored Students on Predominantly White Campuses," **Wednesday, Feb. 17 at 5:30.**
3. Center For Africana Studies Annual Conference: Theme: Global Human Rights for African Peoples: Black Lives Matter. **Thursday, March 3, 9:00-3:00**, Memorial Hall
4. "Is Islamophobia a Word?" **Friday, March 4, 6:00 pm.**, Torp Theater, presented by the Muslim Student Association

Second, we encourage you to discuss these issues with your students, as appropriate to your courses and comfort level. Many students are aware of and concerned about issues of diversity and discrimination on our campus and in our community, but don't know how or with whom to address them. We hope you'll break the ice, and invite them to attend the upcoming events.



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Third, I am going to charge the Senate's Diversity Committee to pursue some longer-term responses, including:

- A day-long workshop or teach-in on diversity and tolerance
- In concert with the Center for Teaching and Faculty Development, faculty development programming on teaching about diversity and discussing it with students
- A statement of principle from CCSU faculty on respect for diversity
- An investigation of ways to incorporate diversity into our curricula
- Proposals for ways to make clear to prospective and current students and the community at large that CCSU supports a diverse campus and an atmosphere of tolerance and respect for all races, religions, and sex/gender identities

Finally, a link to an article that appeared in today's Chronicle of Higher Education that suggests some of the challenges that lay ahead of us: [What It's Like to Teach Islam 101 When Anti-Muslim Rhetoric Runs High](#).

If you have any thoughts or concerns about any of this, or if there's anything I've forgotten, please let me know, or speak to your department's senator(s) and ask them to bring your concerns to our next meeting.

Best,

Steve

Stephen Cohen

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## Appendix C

### FSDC: Excellence in Teaching Academy (proposal)

#### *What?*

*The Center for Teaching and Faculty Development would develop a year-long intensive program for faculty who wish to improve their teaching. This could be open to all faculty, because we understand that high-quality instruction is a life-long process, but this might be especially useful for new faculty, many (or most) of whom have had very little training and professional development in teaching.*

#### *Why?*

CCSU is a teachers' college. Our faculty teach a 4-4 load, which is the highest teaching load in higher education. Unlike at a tier-I research university (e.g., UCONN), quality teaching is the most valued component in our tenure and promotion, yet our faculty participate in very little (if any) professional development in teaching. If we want CCSU to be known for the best, most innovative teaching faculty in the state (or nation), we must institutionalize and REQUIRE continued professional support for high-quality teaching.

#### *When?*

This 'academy' would likely need to meet (at least) monthly and be treated just like a university-wide sanctioned committee. If the 'academy' is to be sustainable over time, it must also be required of every Department or School (e.g., X member(s) from each department, like the faculty senate). Faculty members from across the university would then take turns participating in the 'academy.' So, that we ensure that there is always an adequate number of participants. Participation in the 'academy' would be obviously supported by Promotion and Tenure as an act of service.

#### *How?*

Instead of hiring a 'teaching guru' who would run the academy, it makes the most sense if the academy is run by the faculty members themselves. There would be a chair of the academy, voted in by the members (just like any other university committee). Of course, there should be a framework for the academy to follow that involves specific outcomes and expectations of the academy participants. Members of the academy would read / discuss specific readings about effective teaching, analyze videos of effective teaching (perhaps video tapes for the past CCSU teaching award winners) participate in interdisciplinary peer observations, peer-mentoring, etc. A curriculum / suggested guidebook could be developed for each group to follow and to modify as needed (just like bylaws of a committee).

#### *What else?*

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As we discussed last semester, if the 'academy' is to be successfully sustained over time, it must be institutionalized into the function of the university, participation must be required of each department / school (similar to a university sanctioned committee), and it must be valued by the P&T. Honestly, I don't think it would need additional funding, no more than any other university committee is funded.

- Suggested topics for FSDC: Excellence in Teaching Academy
  - Who are our students? transfer/non-traditional students/
  - Frameworks of diversity, intercultural awareness, & social justice
  - Lesson development
  - Grading / assessing / scoring
  - UDL – universal design for learning
  - Community engagement
  - Assisting students with learning disabilities
  - Moodle vs. BB Learn
  - The role of the union – AAUP / SUOAF
  - Alternatives to high cost textbooks.
  - Connecting with International students
  - Conflict reconciliation with students & faculty, professional communication, etc.