

# Faculty Senate Diversity Committee 2018-19 Final Report

## FSDC 2018-2019 Committee Members

|                           |  |
|---------------------------|--|
| Jan Bishop – Chair        | Physical Education & Human Performance                     |
| Megan Mackey – Vice-Chair | Special Education and Interventions                        |
| Byung Lee – Secretary     | Criminology and Criminal Justice                           |
| Amaya-Bower, Luz          | Engineering  |
| Brathwaite, Gwen          | Facility Management  |
| Clark, Barbara            | Literacy, Elementary and Early Childhood Education         |
| Cubellis, Michelle A.     | Criminology and Criminal Justice                           |
| Fox, Cheryl L.            | Math   |
| French, James             | Literacy, Elementary and Early Childhood Education         |
| Fuentes, Rocio            | Modern Languages   |
| Gagnon, Amy               | Physical Education Human Performance                       |
| Hanford, Dana             | Library  |
| Keazer, Lindsay M. (F18)  | Math   |
| Kennedy, Jelane A.        | Counselor Education & Family Therapy                       |
| Koulidobrova, Elena       | English  |
| Kruiy, Martha             | Library  |
| Leong, Chee-hoi           | Physical Education Human Performance                       |
| Love, Kurt                | Educational Leadership, Policy, & Instructional Technology |
| Marosz, Dragana           | Center for International Education                         |
| Marquez, Caroline         | ExploreCentral   |
| Mitrano, John             | Sociology  |
| Ngazimbi, Evadne          | Counselor Education & Family Therapy                       |
| Ozer, Abdullah            | Engineering  |
| Patterson, Yvonne         | Social Work  |
| Rahman, Mohammad          | Manufacturing Construction Management                      |
| Scott, Timothy            | Social Work  |
| Thomas, Catherine         | Nursing  |
| Werblow, Jacob            | Educational Leadership, Policy, & Instructional Technology |
| York, Cassandra           | Physical Education Human Performance                       |

### Meeting Dates:

October 2, 2018  
December 14, 2018

February 1, 2019  
March 1, 2019

April 5, 2019  
May 3, 2019

### 2018-2019 Review

The committee maintained its structure of subcommittees but in October decided to separate the Mentorship & Grants Subcommittee into two separate ones so now there are seven subcommittees. The year's actions are summarized under the headings for each subcommittee.

**Survey Subcommittee:** Jan Bishop, Jacob Werblow, Megan Mackey, Amy Gagnon, Barbara Clark, James French

- The 2018 Diversity Survey was deployed October 29 – November 16, 2018 to all undergraduate and graduate students
- 382 students opened the survey and 213 completed it
- Analysis of the survey has begun and the results will be available for the fall. Funding was secured to perform a qualitative analysis as well as a quantitative analysis.

**Workshops Subcommittee:** Luz Amaya-Bower, Rocio Fuentes, Cassandra York, Mohammad Rahman, Gwen Brathwaite, Elena Koulidobrova, Timothy Scott, Yvonne Patterson

- Disability Awareness in the Classroom Using UDL, November 14, 2019
  - Joanne Milke (Student Disability Services) & Helen Koulidobrova (English Department)
  - Videotaped

**Webpage and Resources Subcommittee:** Chee-hoi Leong, Lindsay Keazer (F18), Mohammad Rahman, Catherine Thomas, Byung Lee

- Significant updating has occurred to the website.
  - A photo gallery highlighting campus events scrolls on the home page
  - Informational videos added
  - Reorganized resources and repaired broken links
- Updating in progress
  - posting of minutes from 2018-2019
  - 2019 Grant Winners
  - By-laws – Revision 1

**Media Resource Development Subcommittee:** Gladys Moreno-Fuentes, Jacob Werblow, Jelane Kennedy, Abdullah Ozer, Dragana Marosz

- New videos were created and posted on the website.
  - Topics
    - Student Activism
    - CCSU LGBT Center
- Video in development
  - Latino Conversation
  - Disability Awareness in the Classroom
- Freddy Rios spoke to the committee about Maria's Place requesting that information be placed on professors' syllabi. FSDC with Rios brought it to the Senate. The information will be posted on the FSDC webpage and the President of the Faculty Senate is working on a central location to place this information and other such items so that the faculty can include a link on their syllabi.

**Mentorship Subcommittee:** Kurt Love, Joss French, Jacob Werblow, Gwen Brathwaite

- Discussion – no specific actions to report.
- Meetings planned for the summer to guide Fall 2019 action.

**Bylaws Subcommittee:** Megan Mackey, Lindsay Keazer (F18)

- Revision 1: Passed in Committee 12/14/18; Passed Faculty Senate 2/11/19.
- Revision 2: Revised based on feedback, Passed FSDC 5/3/19 (Sent to the FS President 5/5/19).

**Grants Subcommittee:** Jan Bishop, Luz Amaya-Bower, Chee-hoi Leong, Catherine Thomas, John Mitrano

- President Zulma Toro provided \$20,000 of grant money for the Diversity Curriculum Development Grant for the 2<sup>nd</sup> year in a row. She requested that this year the FSDC handle the awarding.
- An RFP and Rubric were designed (see Appendix A)
- Guidelines for forming a Proposal Review Group were established by the full committee including representation from each of the university schools to the extent possible considering the representation on the FSDC.
- The Proposal Review Group reviewed 12 proposals and awarded 8 (6 fully and 2 partially) with the assistance of the University Grants Office. Monies returned from the previous year were added to this present year with a result of \$20,982 awarded.

### **Diversity Curriculum Development Grants - 2019 Winners**

- “All Girls Engineering Summer Camp”  
Grantees: Nidal Al-Masoud & Luz Amaya-Bower  
Department of Engineering  
Amount: \$2,650
- “Training PETE Students to Teach Sports & Fitness with a Culturally Relevant Lens In An Urban Setting”  
Grantees: Jan Bishop & Tan Leng Goh  
Department of Physical Education & Human Performance.
  - Amount: \$3,261
- “Developing a Tutor-Training Curriculum to Address Everyday Racism”  
Grantee: Amanda Fields  
Department of English  
Amount: \$250
- “Revision of the Doctoral Inquiry Seminar II: EDL 711”  
Grantee: Yan Liu  
Department of Educational Leadership, Policy and Instructional Technology  
Amount: \$1,200
- “Documenting and Developing Diversity: Identifying the Needs and Concerns of a Diverse LGBTQ Student Population and Building a Plan for Greater LGBTQ Inclusion and Integration in Curriculum, Organization and Opportunities”  
Grantees: William Mann, Jessica Greenebaum, Joanne DiPlacido, Osorio  
Departments of History/LGBT Center, Sociology, Psychological Science  
Amount: \$6,050
- "Making Things Right": Introducing Conservatism and Ideological Diversity to Sociology's General Education Courses  
Grantee: John Mitrano  
Department of Sociology  
Amount: \$3,682

- "The Economics of Race, Gender, Class"  
Grantee: Samantha Schenck  
Department of Economics  
\$518
- "A Regional Service Learning Experience; Nursing Students Participation in a Mobile Medical Clinic in Appalachia"  
Grantees: Catherine Thomas, Chris Kirk, Laurie Walter  
Department of Nursing  
\$3,371

### **Officer Elections for AY 2019-2020**

### **Discussion of Possible Initiatives for the Future**

- Develop a best practices document for interviewing candidates as a resource for faculty and staff.
- Create a line of communication with the new director of diversity and equity when the position is filled.
- Assist faculty in going beyond surface level talk about diversity, social justice etc. and find ways to assist getting it into the actual content of courses.
- Create short presentations with accompanying examples and activities surrounding issues of diversity that FSDC members could present at department meetings.
- Address bullying of faculty and lack of support for faculty when they are the target of bullying.
- Concentrate efforts on educating people who need help such as those who are exclusionary, racist etc. Target issues of privilege vs. helping those suffering from and surviving inequality.
- Consider taking a more explicit approach surrounding talk and skill practice.
- Consider the role FSDC might play in FYE
- Poster contest.
- Social and Emotional Card Game

### **Appendix A**

CCSU Diversity Curriculum Development Grant  
2018 Call for Proposal & Rubric

See next page 4 pages.

## **CCSU Diversity Curriculum Development Grants 2018 Call for Proposals**

Central Connecticut State University is committed to helping our students and community understand and live in an increasingly diverse society. Diversity encompasses many aspects of the human condition, including physical ability, age, gender, sexual orientation, social and economic class background, ideological and political orientation, race and ethnicity, national background, and religion, among others.

To support these efforts, President Zulma Toro has established a Diversity Curriculum Development Grant program to be administered by a workgroup of the Faculty Senate Diversity Committee (FSDC). This Diversity Curriculum Development Grant Workgroup is soliciting proposals from faculty members for pedagogical and curriculum development projects and initiatives that further the goals of helping students understand and successfully interact with the aforementioned aspects of diversity. Examples of projects include (but are not limited to):

- The development of new courses with an emphasis on issues of diversity.
- The incorporation of more elements and aspects of diversity to enhance current courses.
- Research projects on best practices for adapting curriculum to diverse student needs.
- Faculty training and development related to teaching diverse student populations.

Proposals can be submitted by individual faculty members (part-time or full-time), jointly by faculty members, by faculty and students, or by entire departments. An applicant may be associated with two proposals, but there will be an effort to fund as many applicants as possible from qualified proposals. Total funding available through the grant program is \$20,000; the amount of individual awards will vary depending on the scope, suitability, and likely efficacy of the project proposal. Awards will not cover costs of stipends, but are intended to fund educational materials, conference or workshop attendance, guest speakers, the hosting of workshops or retreats, and similar curricular and professional enhancements.

### **Timeline**

Request for Proposals (RFP) Announcement: December 7, 2018

Application Deadline: January 25, 2018, by 5 pm.

Announcement of Awards: February 19, 2019

Grant Period: Funds must be expended by December 31, 2019

Reporting: Final report describing activities and outcomes due by January 31, 2020. Awardees are also required to present findings at a university-sponsored conference to be scheduled in Spring 2020.

### **Proposals**

Proposals should be in the form of a single MS Word or PDF document including:

- Cover sheet
- Narrative
- Budget
- Supporting documentation (if any)

Cover Sheet: Should include date of submission, descriptive title of proposal, name(s) and department(s) of applicant(s). As reviews will be anonymous, only the cover sheet should contain the name(s) of applicant(s); other materials should, to the extent practicable, not identify applicants.

Narrative: Should be no more than five double-spaced pages and include the following:

- Descriptive **title** of proposal
- **Description** of proposed project, including how it addresses the purpose of the grant as described above, and a timeline demonstrating completion of project by August 31, 2019
- **Goals** of the proposed project clearly stated and which address the intent to deliver quality curricular and/or pedagogical content
- **Significance** of project to students, department(s), the university, or other relevant entities, including how the project will enhance diversity in and through CCSU's curriculum
- **Methodology** of proposed activity and tasks to be completed
- **Results/Outcomes**, including product/result of project (new course, revised course, new program, etc.)
- **Contributions** that will cultivate long-term understanding of diversity at CCSU
- **Overall Quality** in terms of having an impact beyond the scope of the project.

Applicants are encouraged to address all of the required elements above, as they will be the basis of the rubric upon which applications are scored.

Budget: A clear and complete budget itemizing expenses, justifying each item, and documenting each item's cost when possible.

Supporting Documentation: Proposals to develop new courses, programs, or the like will be aided by confirmation from the relevant department chair, dean, or other entity that the course/program/etc. is realistic in terms of staffing and budgeting, and likely to be implemented.

Applications should be sent as a single MS Word or PDF document by 5:00 p.m. on January 25, 2019 to the Grants Office ([grants@ccsu.edu](mailto:grants@ccsu.edu)).

### DIVERSITY CURRICULUM GRANT - PROPOSAL SCORING RUBRIC 2018

|                     | Exceptional<br>9/10   | Very Good<br>6-8  | Average<br>3-5   | Needs Improvement<br>0-2   | Score |
|---------------------|---|---|--|--|-------|
| <b>DESCRIPTION</b>  | Description of exact activities is clear, concise, and easy to understand. The proposed project clearly and comprehensively describes the aspect(s) of diversity that is strongly emphasized.   | Description depicts the project well, but uses some jargon that is vague or otherwise hard to understand. Project contains some descriptive aspect(s) of diversity. | Description does not explain project concisely, or it does not give a general idea of the proposed activities. The project contains weak emphases of aspect(s) of diversity. | Description is hard to understand, verbose, or utilizes a lot of field-specific jargon. It is not clear that the project is emphasizing any aspect(s) of diversity.      |       |
| <b>GOALS</b>        | The goals of the project are clearly stated. The applicant demonstrates the ability to deliver quality curricular and/or pedagogical content that will enhance issues of diversity.   | The goals of the project are clearly stated, and clearly align with enhancing issues of diversity.  | The goals of the project are general in nature.  | The goals of the project are not included and/or are vague or unclear.   |       |
| <b>SIGNIFICANCE</b> | The applicant clearly explains the significance and importance of the activity, and provides strong evidence to specifically explain how this activity will strongly impact/improve the ability to deliver quality curricular content that introduces/emphasizes/enhances aspect(s) of diversity. | Explanation/description of the significance of the project provides evidence of moderate impact and value to introduce/emphasize/enhance aspect(s) of diversity.    | Explanation/description of the significance of the project is described in general terms, only minimal evidence is given to support the significance of the project.         | No description of the significance of the project on the introduction/emphasis/enhancement of aspect(s) of diversity are described.                                      |       |
| <b>METHODOLOGY</b>  | Procedures and methods are clearly outlined and can realistically be carried out in the proposed timeline. Methods clearly and specifically support the stated goals.   | Procedures and methods are outlined in general terms and can likely be carried out in the proposed timeline. Methods generally support the stated goals.            | Procedures and methods are very general or somewhat vague. Unsure if they can be met in the timeline. Methods may or may not support the stated goals.                       | Procedures and methods are poorly stated or not stated at all. It is unclear how or when they would be accomplished. There is little or no connection with stated goals. |       |

|                                      |   |  |   |   |  |
|--------------------------------------|---|--|---|---|--|
| <b>RESULTS/<br/>OUTCOMES</b>         | The anticipated outcomes are measurable, tangible, reasonable, and clearly outlined.  | The anticipated outcomes are measurable but briefly outlined.  | The anticipated outcomes are not clear, not measurable and insufficiently outlined.   | The anticipated outcomes are not outlined.  |  |
| <b>CONTRIBUTION<br/>TO DIVERSITY</b> | The proposed project <b>will</b> cultivate long-term understanding of diversity.  | The proposed project <b>may</b> cultivate long-term understanding of diversity.  | The proposed project <b>will likely not</b> cultivate long-term understanding of diversity.   | No mention of impact on long-term understanding of diversity.   |  |
| <b>OVERALL<br/>QUALITY</b>           | It is clear how the proposed activities fit into CCSU's commitment to helping students and community understand aspect(s) of diversity. Strong impact beyond the scope of the project.  | It is clear how the proposed activities fit into CCSU's commitment to helping students and community understand aspect(s) of diversity. Modest impact beyond the scope of the project.   | Provides weak link between proposed activities to CCSU's commitment to helping students and community understand aspect(s) of diversity. Weak impact beyond the scope of the project.   | The contributions of the proposed activities to CCSU's commitment to helping students and community understand aspect(s) of diversity are not evident. No impact beyond the scope of the project. |  |
| <b>BUDGET &amp;<br/>TIMELINE</b>     | Budget is clearly explained and is realistic and fiscally responsible for the activities proposed. The resources needed to execute the proposed activity are itemized. Provides sufficient evidence and supporting documentation to support proposed budget. Timeline suitably allows the implementation of all the activities described. | Budget is briefly explained and somewhat reasonable and fiscally responsible but is appropriate for the activities proposed. The resources needed to execute the proposed activity are not fully itemized. Provides some evidence and supporting documentation to support proposed budget. Timeline allows the implementation of most of the activities described. | Budget is not clearly explained and is unrealistic and unreasonable for the activities proposed. Provides limited evidence or supporting documentation to support proposed budget. Timeline only allows the implementation of some of the activities described. | Budget is unjustifiable for the activities proposed. Provides no evidence and supporting documentation. Timeline does not allow the implementation of the activities described.                   |  |

**Total score** = Description \_\_\_\_ + Goals \_\_\_\_ + Significance \_\_\_\_ + Methodology \_\_\_\_ + Results/Outcomes \_\_\_\_ + Contributions to Diversity \_\_\_\_ + (Overall Quality × 0.5 \_\_\_\_ ) + (Budget & Timeline × 0.5 \_\_\_\_ ).

Total score \_\_\_\_/70 (maximum score) = \_\_\_\_