Diversity Committee 2019-20 Final Report

SDC 2019-2020 Active Committee Members

Jan Bishop – Chair   Physical Education & Human Performance
Megan Mackey – Vice-Chair   Special Education and Interventions
Byung Lee – Secretary   Criminology and Criminal Justice

Ayotte, Kate	Learning Center
Brathwaite, Gwen	Facility Management
Clark, Barbara	Literacy, Elementary and Early Childhood Education
Fields, Amanda	English
French, James	Literacy, Elementary and Early Childhood Education
Fuentes, Rocio	Modern Languages
Jamsheed, Jacqueline	Accounting (Academic)
Kennedy, Jelane A.	Counselor Education & Family Therapy
Leong, Chee-hoi	Physical Education Human Performance
Lewis, Marc	Accounting (Academic)
Love, Kurt	Educational Leadership, Policy, & Instructional Technology
Mitrano, John	Sociology
Patterson, Yvonne	Social Work
Scott, Timothy	Social Work
Thomas, Catherine	Nursing

Meeting Dates:

September 13, 2019	February 19, 2020
October 16, 2019	May 13, 2020
November 20, 2019	June 16, 2020
December 13, 2019	

2019-2020 Review
The committee maintained its structure of subcommittees but at its first meeting (9/13) it decided to combine the "Webpage & Resources Subcommittee" and the "Media Resource Development Subcommittee" into one called the "Media & Outreach Subcommittee" making a total of six subcommittees. The year's actions are summarized under the headings for each subcommittee. Additional committee items can be found following the subcommittee summaries.

Survey Subcommittee: Jan Bishop (chair), Megan Mackey, Barbara Clark, John Mitrano
- Results of the 2018 Diversity Survey were shared in both a qualitative and quantitative form.
- Due to the low number of completers (213), it was decided to treat this as a pilot, revise it and administer it again.
- Members were in agreement that disability should be include in future DC initiatives to address and education faculty on this issue (e.g., faculty-specific workshop/interventions)
- Submission suggestions have been received from John Mitrano and plans were initially made to meet over the summer. The pandemic interrupted these plans as many were retooling for fall courses.

- The survey and its results were shared with OEI and discussion was beginning about using information from the Climate Survey and when the best time to deploy the Diversity Survey might be.

Workshops Subcommittee: Yvonne Patterson (chair), Amanda Fields, Kate Ayotte, Rocio Fuentes
- Workshop Collaborations/Support
  - Deaf Culture
  - Intersectionality

Media & Outreach Subcommittee: Chee-hoi Leong (Chair), Byung Lee
- Updating continued to occur to the website.
  - The name on the website was corrected from Faculty Senate Diversity Committee to Diversity Committee (of the Faculty Senate). There is still a link in A-Z that is incorrect but waiting to see if the new proposed name goes through Faculty Senate before changing that.
  - A photo gallery highlighting campus events scrolls on the home page
  - 2020 Diversity Curriculum Development Recipients were posted.
  - The Many Voices Initiative has been posted.
  - By-laws were updated but will need to be updated again.
  - Some updates (minutes, roster etc.) were delayed due to CCSU website issues.

- Videos in development
  - Latino Conversation
  - Disability Awareness in the Classroom

Mentorship Subcommittee: Kurt Love (Chair), Gwen Brathwaite, Jan Bishop
- Kurt Love reported that the subcommittee has collaborated with Academic Affairs to provide support to faculty (particularly new faculty) to pedagogically build the ideas of equity and diversity into classroom settings. There has been some discussion about offering one-on-one support for faculty members.
- Jan Bishop & Kurt Love met with Rusty Barceló and Christina Robinson around the issue of diversity in the curriculum. Looking for opportunities for OEI and DC to collaborate.

Bylaws Subcommittee: Megan Mackey (Chair)
- Revision: 11/20/19: Language added surrounding the selection of a representative to a diversity-related university committee and formation of special committees. Approved by DC.
- Revision : 5/13/20: Name change from Diversity Committee to Equity & Inclusion Committee (EIC) approved by DC.
- Bylaws will be submitted with changes for approval to the Faculty Senate in Fall 2020.

Grants Subcommittee: Jan Bishop (Chair), Chee-hoi Leong, Catherine Thomas, John Mitrano
- President Zulma Toro provided $20,000 of grant money for the Diversity Curriculum Development Grant for the 3rd year in a row. Instead of allocating it directly to the Diversity Committee, this year she allocated it to the Office of Equity & Inclusion (OEI). The OEI in turn requested that the Diversity Committee handle the RFP and awarding as it had done the previous year.

- The Call for Proposals and Rubric were revised per suggestions from the previous year. (See Appendix A)
- The previous guidelines for forming a Grant Proposal Review Group were followed with an additional guideline that no member of the review group could have a proposal under review.
- The Grant Proposal Review Group reviewed 9 proposals requesting a total of $37,336.61 . With the administrative assistance of the University Grants and Funded Research Office, all 9 were awarded (3 fully and 6 partially) with an allocation of $20,000. (See Appendix B)
- A gallery-walk style showcase was being planned to share the 2019 Grant Projects with the CCSU community. This was dropped in favor of accepting the invitation from Dr. Barceló (Interim VP, Equity & Inclusion) to be part of an Equity & Inclusion Symposium being planned by the Commission for Spring 2020 and then postponed to Fall 2020. The pandemic has postponed it even further with no definite date known at the filing of this report. Reports from the 2019 grant winners are on file at the Grants & Funded Research Office.
- 2020 Grant Proposal Work Group: Kate Ayotte, Jan Bishop, Che-hoi Leong, Jacqueline Jamsheed, Yvonne Patterson, and Catherine Thomas.

Other Activity

- MLK Breakfast Event – DC members attended as a show of support
- Shared ideas with invited guest Interim VP Rusty Barceló for an Equity & Inclusion Symposium
- Discussion around the strategic plan, particularly as it relates to diversity.
- Discussion concerning creating a brochure to highlight grant activity.
- Voted to change the name of the Diversity Committee to Equity & Inclusion Committee. This is pending Faculty Senate approval in the fall.
- Many Voices Initiative – See Appendix C
  - Kate Ayotte, Jan Bishop, Barbara Clark, Chee-hoi Leong, Catherine Thomas, Jacqueline Jamsheed, Kurt Love

Officer Election Results for AY 2020-2021

Chair – Kurt Love
Vice Chair – Jacqueline Jamsheed
Secretary – Byung Lee

Liaison to the Commission on Equity and Inclusion – Kurt Love

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
- Address issues identified in the strategic plan as it relates to diversity, equity and inclusion.

Incoming Chair Kurt Love proposed the following for the committee to consider going forward:

Initiatives for Internal Growth
- Survey all undergraduate and graduate programs to have a full picture of equity and inclusion work at the curriculum level (both undergraduate and graduate).
- Providing a very visible set of pathways that are offered through academic programs that students (current and prospective) can use in order to see how programs articulate with issues in real time
- Provide ongoing, face-to-face (online for now, of course) discussions with campus leaders in equity and inclusion (across committees, commissions, task forces, departments, and programs that are open to the entire campus
- Provide mentorship and support, in general, for faculty (just hired through veteran) who are interested in working on this content and pedagogy (andragogy) in their coursework and curricular design
- Support a student-led council with articulation from this committee that receives their concerns and requests.
- Provide open forums for faculty to discuss efforts and concerns and visions
- Expand membership significantly on this committee in order to accomplish more efforts (at least 25% of full-time faculty and staff, all chairs and directors of organizations and programs that are equity- and inclusion-based, and all student leaders from equity- and inclusion-based student organizations)

Initiatives for Public Advocacy
- Having a standing subcommittee of faculty, staff, and students who are willing to respond publicly in real time to issues of equity, social justice, and inclusion
- Discuss possibilities of events that are open to the public that address issues of equity, social justice, and inclusion
- Take on roles that promote research-informed policy changes that support equity, social justice, and inclusion
- Having a presence at equity- and inclusion-based events around the state that extend our current outreach efforts.
- Identify and enact all possible ways for each program and department to push into larger communities to build (and continue to build) relationships with key community leaders (not just businesses) to use up-to-date theory and research (our own, as well as from academia in general) to frame their decisions and practices with equity and inclusion at the forefront.

Appendix A: CCSU Diversity Curriculum Development Grant; 2019-2020 Call for Proposal & Rubric

Appendix B: Diversity Curriculum Grant Recipients 2019-2020

Appendix C: Many Voices Initiative Flyer & Submission Information   (See attached pages.)

Appendix A
CCSU Diversity Curriculum Development Grants
2019-2020 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 religious affiliation/religiosity, among others.

To support these efforts, President Zulma Toro established a Diversity Curriculum Development Grant program which is administered by the Diversity Committee of the Faculty Senate. The 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 6, 2019
Application Deadline: January 24, 2020, by 5 pm.
Announcement of Awards: March 1, 2020
Grant Period: Funds must be expended by December 31, 2020
Reporting: Final report describing activities and outcomes is due by January 31, 2021. Awardees are also are required to present findings at a university-sponsored conference to be scheduled in spring 2021.

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). Please see cover sheet supplied.

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 December 31, 2020
- **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

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

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.

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 24, 2020 to the Grants Office (grants@ccsu.edu).

DIVERSITY CURRICULUM GRANT - PROPOSAL SCORING RUBRIC 2019-2020

	Exceptional 9/10	Very Good 6-8	Average 3-5	Needs Improvement 0-2	Score
DESCRIPTION 20 points	A. Description of exact activities is clear, concise, and easy to understand. B. The proposed project clearly and comprehensively describes the aspect(s) of diversity that is/are strongly emphasized.	A. Description of activities is general in nature and/or may use some jargon that is vague or otherwise hard to understand. B. The proposed project describes most of contains some descriptive aspect(s) of diversity.	A. Description does not explain project concisely, or it does not give a general idea of the proposed activities. B. The project contains weak emphases of aspect(s) of diversity.	A. Description is hard to understand, verbose, or utilizes a lot of field-specific jargon. B. It is not clear that the project is emphasizing any aspect(s) of diversity.	__ (10) __ (10)
GOALS 20 points	A. The goals of the project are stated in specific terms. B. The goals of the project encompass quality curricular and/or pedagogical content that directly aligns with issues of diversity.	A. The goals of the project are stated in general terms. B. The goals of the project encompass curricular and/or pedagogical content that generally aligns with issues of diversity.	A. The goals of the project are stated but are somewhat vague. B. The goals of the project encompass curricular and/or pedagogical content that somewhat aligns with issues of diversity.	A. The goals of the project are not included and/or are vague or unclear. B. The goals of the project encompass curricular and/or pedagogical content that does not align with issues of diversity.	__ (10) __ (10)
SIGNIFICANCE 20 points ___ (10) X 2	Strong specific evidence is provided to explain the significance and importance of this work in terms of its impact on curricular content or pedagogy that is aligned with issues of diversity.	Moderately specific evidence is provided to explain the significance and importance of this work in terms of its impact on curricular content or pedagogy that is aligned with issues of diversity.	Limited or only generally specific evidence is provided to explain the significance and importance of this work in terms of its impact on curricular content or pedagogy that is aligned with issues of diversity.	No evidence or inaccurate or irrelevant evidence is provided to explain the significance and importance of this work in terms of its impact on curricular content or pedagogy that is aligned with issues of diversity.	__ (20) 10x2

METHODOLOGY 20 points	A. Procedures and methods are clearly outlined to specifically support the stated goals.	A. Procedures and methods are generally outlined to support the stated goals.	A. Procedures and methods are very general or somewhat vague in support of the stated goals.	A. Procedures and methods are poorly stated or not stated at all.	__ (10)
	B. Can be realistically carried out in the proposed timeline.	B. Can likely be carried out in the proposed timeline.	B. Unsure if they can be carried out in the proposed timeline.	B. It is unclear how or when they will be accomplished within the stated timeline.	__ (10)
RESULTS/ OUTCOMES 20 points ___ (10) X 2	The anticipated outcomes are measurable, tangible, reasonable, and clearly outlined.	The anticipated outcomes are measurable, tangible, reasonable but briefly outlined.	The anticipated outcomes are not clear, not measurable and insufficiently outlined.	The anticipated outcomes are not outlined.	__ (20) 10x2
CONTRIBUTION TO DIVERSITY 20 points ___ (10) X 2	The proposed project contains clearly defined details describing the cultivation of a long-term understanding of diversity.	The proposed project outlines some details describing the cultivation of a long-term understanding of diversity.	The proposed project outlines almost no details describing the cultivation of a long-term understanding of diversity.	The proposed project outlines no details describing the cultivation of a long-term understanding of diversity.	__ (20) 10x2
OVERALL QUALITY 10 points	Provides a clear understanding of how the proposed activities fit into CCSU's commitment to helping students and community understand aspect(s) of diversity.	Provides a moderately clear understanding of how the proposed activities fit into CCSU's commitment to helping students and community understand aspect(s) of diversity.	Provides a weak understanding of how the proposed activities fit into CCSU's commitment to helping students and community understand aspect(s) of diversity.	Provides no evidence of how the proposed activities fit into CCSU's commitment to helping students and community understand aspect(s) of diversity are not evident.	__ (10)

| BUDGET & TIMELINE 10 points ___ (40)/4 | A. Budget is realistic and fiscally responsible for the activities proposed. | A. Budget is somewhat realistic and fiscally responsible for the activities proposed. | A. Budget is unrealistic and unreasonable for the activities proposed. | A. Budget is unjustifiable for the activities proposed. | ___ (10) |

B. The resources needed to execute the proposed activity are specifically itemized.	B. The resources needed to execute the proposed activity are described but not fully itemized.	B. The resources needed to execute the proposed activity are described but not itemized.	B. The resources needed to execute the proposed activity are not itemized or described.	___(10)
C. Provides sufficient evidence and supporting documentation to support proposed budget.	C. Provides some evidence and supporting documentation to support proposed budget.	C. Provides limited evidence or supporting documentation to support proposed budget.	C. Provides no evidence or supporting documentation to support the budget.	___(10)
D. Timeline suitably allows the implementation of all the activities described.	D. Timeline allows the implementation of most of the activities described.	D. Timeline only allows the implementation of some of the activities described.	D. Timeline does not allow the implementation of the activities described.	___(10)

__ (10)

40/4 |

Total score _____ /140 (maximum score) = _____

Appendix B

Diversity Curriculum Development Grants - 2020 Recipients

- "Creating Equitable Educational Experiences: Excavating Layers of Knowledge of Self, Society, and Systems"
  Grantees: Antoinette Ryan and Stacey Williams
  Department of Educational Leadership, Policy & Instructional Technology
  Award: $2,000

- "Environmental Justice in the 2020s: A Course Proposal for Geological Sciences and the Honors Program"
  Grantee: Gary Gomby
  Department of Geological Science
  Award: $1,500

- "Teaching, Learning and Empowering Diverse Communitites"
  Grantees: Jesse Turner, Joy Hansen, Shelly Jones, and Martha Kruy
  Department of Literacy, Elementary, and Early Childhood Education (Turner)
  Elihu Burritt Library (Hansen, Kruy)
  Department of Mathematical Sciences (Jones)
  Award: $1,600

- "Developing Teachers' Culturally Diverse Perspectives through the Use of Multicultural Literature"
  Grantee: Jessica Edwards
  Department of Literacy, Elementary, and Early Childhood Education
  Award: $535

- "The Creation and Development of a New 400-level Sociology Course entitled, "Variety of Viewpoint": Conservative, Libertarian, and Liberal Social Policy"
  Grantee: John Mitrano
  Department of Sociology
  Award: $2,130

- "Women in Construction: Safety and Understanding the Construction Industry"
  Grantee: Krishna Kisi
  Department of Manufacturing and Construction Management
  Award: $2,900

- "Minority STEM Summer Program"
  Grantees: Luz Amaya and Nidal Al-Masoud
  Department of Engineering
  Award: $1,059

- "Developing Diversity Awareness, Cultural Competence, and Historical Knowledge Among Future Teachers of First and Second Generation Latinx Communities in Connecticut Through Study Abroad"
  Grantees: Mary Ann Mahony and Michael Bartone
  Department of History (Mahony)
  Department of Literacy, Elementary, and Early Childhood Education (Bartone)
  Award: $3,000

- "Self-Reflective Professional Development for Early Childhood Professionals Focusing on Race and Bias"
  Grantees: Genese Clark and Candace Barriteau Phaire
  Department: Literacy, Elementary and Early Childhood Education
  Award: $5276

Appendix C

Many Voices Initiative

"Will You Forget Me" (Emma Amos,1991).

Credit: Emma Amos/Ryan Lee Gallery

None of us alone can save the nation or the world. But each of us can make a positive difference if we commit ourselves to do so. (Cornel West, 1994)

Invitation to CCSU Students, Faculty and Staff to Participate in the *Many Voices Initiative*

Dear CCSU Students, Faculty and Staff,

The CCSU Equity and Inclusion Committee is extending an invitation to participate in the *Many Voices Initiative* that celebrates identity, story, diversity, and voice. Given the events in our country this is the time to address a critical need for our collective voices at CCSU, to ring out all forms of injustice, racism, and inequities via multiple expressions in arts and aesthetic mediums. Original poetry, story, spoken word, paintings, video, photography, dance, drama, music, memes and/or any combination of aesthetic mediums will be uploaded to a creative and innovative digital platform titled, *Many Voices Initiative*.

Students, Faculty and Staff may participate in multiple ways including: individually or in collaboration with other students, faculty, and staff, together with community partners, or as an integrated course project or extra credit, etc. If you have any questions please contact the following members of the *Many Voices Initiative* committee: Kate Ayotte: kateayotte@ccsu.edu; Jan Bishop: bishopj@ccsu.edu

See Submission Information on next page...

Submission Information:

The goal of the Many Voices Initiative (MVI) is to bring to light and share the many personal experiences and thoughts our students, faculty and staff have with regards to equity and inclusion.

As we grow, we envision promoting truth and hope through showcasing submissions in a variety of ways including but not limited to: posting items on related-academic WebPages, displaying items in campus buildings, rotating collections in the library, putting together collections (digital and physical), off-campus exhibitions to schools, hospitals, town libraries.

- **Vision:** The Many Voices Initiative is <u>not</u> a contest. <u>All</u> voices have a space.

- **Original work:** Members of the CCSU campus are invited to submit original creative works. These may take many forms including but not limited to: poetry, story, spoken word, paintings, video, photography, dance, drama, music, memes, graphic design and/or any combination of aesthetic mediums.

- **Deadline:** Submissions will be accepted at any time but a review of submissions to put together collections and displays will occur at the end of each semester. The semester deadline is the last day of final exams.

- **Format:** Submissions will be digital for now which means some works such as a sculpture or a dance will need to be submitted as a photograph, series of photographs, or video. Once we are fully back on campus, we hope to showcase items in their original or intended form.

- **Collaboration:** Works may be created by one person or be a collaboration of two or more persons. Collaborations can be any combination of students, faculty and staff.

- **Title:** All works must have a title.

- **Description:** A project description may be included - 100 word maximum.

- **Reference:** Any submissions that integrate photographs or online imagery from other artists and other sources as part of the work must be referenced.

- **Name(s):** Work can be submitted anonymously or with the creator(s)' name(s).

- **Formats:** The following formats are acceptable for submission.
  If your work is in a different format and you need assistance converting it, or it is larger than 1GB, please send an email to: kateayotte@ccsu.edu or bishopj@ccsu.edu
    - Word
    - PPT
    - PDF
    - Image
    - Video
    - Audio

- **To submit, follow this link or QR code:**
  https://bit.ly/39WqhJh