

ASSIGNMENT OF RESPONSIBILITY AND MONITORING

(Section 46a-68-81)

January 2016

This section was in compliance in the 2014 filing of the University's *Plan*.

Subsection (a)

In accordance with statutory requirements, the appointing authority is accountable for promoting and enforcing diversity and affirmative action policies and ensuring compliance throughout the organization. The President, Dr. Susan Herbst, is the chief executive officer of the University and is responsible for carrying out and enforcing all policies and regulations adopted by the Board of Trustees for the operation of the University. As a Research I Institution of higher education, the University employs a Provost and Executive Vice President for Academic Affairs (Provost) who serves as the chief academic officer. Dr. Mun Choi serves as the Provost. The Deans of the schools and colleges, and the Vice Provosts, report directly to the Provost. The President and the Provost retain ultimate responsibility for the development, implementation and monitoring of the University's *Affirmative Action Plan*, and hold their senior staff accountable for achieving progress and for the success of the *Plan*.

Subsection (b)

President Herbst assigned responsibility for operational achievement of the University's affirmative action goals to Elizabeth Conklin, Associate Vice President of the Office of Diversity and Equity. President Herbst has vested in her the authority, duties, and responsibilities necessary for the development, implementation and monitoring of the *Affirmative Action Plan*.

President Herbst and/or her Chief of Staff hold regular meetings with the Associate Vice President of the Office of Diversity and Equity. Associate Vice President Elizabeth Conklin met regularly with Chief of Staff Rachel Rubin to discuss issues of human and inter-group relations, review of operational and administrative activities impacting the *Plan*, identification of obstacles in meeting goals of the *Plan*, nondiscriminatory employment practices, the legal authority for affirmative action and the President's commitment to affirmative action. The President and her Chief of Staff review and are regularly briefed on the University's *Affirmative Action Plan* and continuing programming efforts.

Subsection (c)

The Associate Vice President of the Office of Diversity and Equity (ODE) is designated as the Equal Employment Opportunity Officer for the University and reports directly to the appointing authority President Herbst. During this *Plan* year, the position was held by Elizabeth Conklin. As evidenced by the organizational charts, the Associate Vice President and Equal Employment Opportunity Officer reported and currently reports directly to President Herbst, the appointing authority. **ATTACHMENT A**

Associate Vice President Elizabeth Conklin reports directly to President Herbst (appointing authority), on all matters concerning the *Plan*, affirmative action, discrimination and equal employment opportunity and has access to all records and personnel necessary for the effective performance of duties. As the designated Equal Employment Opportunity Officer, Elizabeth Conklin is responsible for the development, maintenance, and monitoring of the University's *Affirmative Action Plan*.

As part of the Office of Diversity and Equity's ongoing efforts to assist search committees and hiring managers in the development and execution of effective recruiting strategies, ODE researches, initiates and maintains contact with various recruiting resources focusing on underrepresented and diverse populations. The External Communication section of this *Plan*, discusses ODE's specific efforts. ODE staff maintains a list of organizations, associations, professional networks, and trade publications that search committees may utilize during the recruiting phase of searches. **ATTACHMENT G**, *External Communication and Recruitment Strategies*. ODE also provides individualized assistance to search committees as requested.

During the *Plan* year, the Associate Vice President and Equal Employment Opportunity Officer regularly communicates with the University population, and advises the President and University leadership of developments in affirmative action law, civil rights, and social equity policy updates. The President and designated administrative staff are notified of all complaints investigated and adjudicated by ODE's EEO Investigators.

ODE staff present orientation and training sessions on policy changes and current developments in affirmative action related laws to employees; advise senior administration on affirmative action policies and procedures, as well as diversity issues and concerns; and monitor progress toward the University's Affirmative Action goals. Additional responsibilities include:

1. Training staff responsible for personnel functions in the various schools and colleges about affirmative action aspects of the search process;
2. Partnering with DHR on new employee orientation activities;
3. Developing and conducting mandated Diversity Awareness and Sexual Harassment Prevention Training for all University employees at the Storrs and Regional Campuses;
4. Developing and conducting training on inter-group relations, cross-cultural conflict and cultural competence in the University setting;
5. Developing and presenting search committee orientations for faculty and staff searches, and monitoring the recruitment, evaluation, and hire process;
6. Promoting resource and resume directories of underutilized populations;
7. Maintaining relationships with state and federal civil rights agencies;
8. Maintaining relationships with University internal and external communities;
9. Preparing State and Federal AA/EEO reports and statistical information.

Subsection (d)

As discussed in detail in previous approved *Plans*, the feasibility of an employee advisory committee was considered by University leaders. It was determined that the uniqueness of a Research I institution's work environment called for a comprehensive internal body that could

address the broad, University-wide matters related to issues of diversifying the faculty and staff workforce and improving the campus climate/work environment. In September 2014, the Provost formed a Diversity Task Force charged with reviewing, assessing and recommending strategies to improve diversity at the University. This group, comprised of a diverse cross-section of the University community, began to systematically examine the institution's diversity goals and develop new approaches for broadening and strengthening diversity in the policies, programs and organizational structures of the University.

Following months of research, review and assessment, the Diversity Task Force issued their findings and recommendations, [*UConn Diversity: A Task Force Report*](#) in August 2015, **ATTACHMENT B**. The report builds on previous committees' proposals and reports and explores the challenges and successes in diversification, recruitment, retention and inclusion initiatives and programs. The six core recommendations in the report encompass diversity infrastructure, recruitment and retention of faculty and staff, student diversity, diversity data and accountability, multi-cultural curricula and diversity fundraising. President Herbst distributed the report to the entire campus community in September 2015 with a statement that all task force recommendations were accepted and would be implemented.

The University also implemented the new academic plan, [*"Creating our Future: UConn's Path to Excellence"*](#) in 2014. As in previous versions, the theme of diversity is prevalent in the new academic plan. This comprehensive academic vision identifies diversity as one of the four interdependent core values that define the mission of the University:

"In our culturally and intellectually diverse community, we appreciate differences in one another as well as similarities, and aspire to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. We believe in diversity in intellectual approach and outlook. We embrace diversity not as a keyword for token inclusion of the underrepresented, but as a commitment to fostering a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated." **ATTACHMENT C**

Subsection (e)

Members of the Diversity Task Force are identified in the published report by name and position. The 21 person task force included 4 white males, 4 white females, 3 black males, 4 black females, 1 Hispanic male, 2 Hispanics females, 2 Asian males and 1 Asian female. Because of the broad scope of the task force's charge, the time devoted by each task force member is immeasurable by individual contributor but evident in the comprehensive nature of the task force's final product. Copies of all task force minutes and all supporting documentation are retained as required by University and state records retention schedules.

Subsection (f)

Affirmative action duties are among the factors considered in the performance evaluations of all employees to whom such duties are assigned, and shall be one factor influencing the award of promotion, merit, and other benefits of employment subject to Chapters 67 and 68 of the

Connecticut General Statutes. New program assessment and resource allocation models, which include diversity and affirmative action objectives, are also key components in evaluating achievement and performance.

Subsection (g)

No employee is treated punitively, coerced, intimidated, or retaliated against for discharging duties related to diversity and affirmative action. Employees who believe that they are being retaliated against for performing their stated affirmative action duties may file a complaint with the Commission on Human Rights and Opportunities (CHRO).

Subsection (h)

The following section discusses University offices and personnel with responsibilities related to developing or implementing the *Plan*.

OFFICE OF DIVERSITY AND EQUITY

ODE supports the University's commitment to affirmative action, diversity, multiculturalism, and social equity through functions that play educational, support and compliance roles at the University. ODE advises senior administration on institutional civil rights and social equity policies and issues. The Associate Vice President reports on these issues to the President and the Provost and Executive Vice President of Academic Affairs. ODE is charged with compliance function in the following major areas of focus:

1. monitoring employment systems (faculty and staff recruitment, hiring and retention);
2. pre-litigation discrimination case management;
3. Americans with Disabilities Act (ADA) compliance;
4. training and education relative to diversity and sexual harassment prevention;
5. reporting and publishing the University's progress and compliance with affirmative action and equal employment opportunity regulations; and
6. Title IX compliance.

In addition, as a diversity resources unit, ODE provides subject matter expertise and training relative to ensuring non-discriminatory learning and working environments and recruitment and retention of diverse faculty and staff.

Monitoring Employment Systems

The Search Compliance staff in ODE substantively reviews search files for faculty and staff (classified and unclassified) at the pre-interview and pre-offer stages of the search process for compliance with AA/EEO regulations. At the pre-interview stage, the review ensures that a proactive recruitment strategy was implemented by the search committee and that disposition reasons for ranking applicants are qualification related, objective, and specific.

The staff provides search orientation sessions to search committees and administrators covering subjects such as: the University's search process, search committee roles and responsibilities, best practices for Affirmative Action and Equal Employment Opportunity compliance, good faith efforts in recruitment, evaluation and documentation of applicants, and interviewing best practices. The staff also provides support and guidance to search committees, hiring departments, and search administrators and works collaboratively with Human Resources to ensure a fair and equitable search process.

Pre-litigation Discrimination Case Management

ODE's investigations are conducted by EEO investigators charged with fielding and objectively investigating complaints of discrimination and discriminatory harassment on the basis of legally-protected characteristics. ODE's investigations determine whether employee conduct violates University non-discrimination policies, which have been drafted to provide protections aligned with current law. The investigators address inquiries and complaints made in-person, by telephone, e-mail, and regular mail ranging from employee requests for confidential consultations about options for action and relief, to managers' calls for disparate treatment analyses of intra-office conflicts. ODE's investigators thoroughly investigate discrimination complaints, make determinations regarding discriminatory animus and violations of University policy, and follow statutory requirements regarding recommendations for remedial action when there is evidence of policy violations.

American with Disabilities Act Compliance

ODE is responsible for facilitating the interactive process used to evaluate employee requests for accommodations under Title I of the Americans with Disabilities Act (ADA) and providing guidance to employees and managers regarding reasonable accommodations under the ADA. ODE acts as the University's compliance office under §504 of the Rehabilitation Act and the ADA, and accepts and investigates complaints alleging non-compliance with the ADA and/or §504.

Training and education relative to diversity and sexual harassment prevention

Pursuant to General Statutes §46a-54, ODE provides ongoing Diversity Awareness and Sexual Harassment Prevention training to all permanent University employees. A report on training and attendance is provided in the Internal Communications section of this *Plan*. ODE investigators also provide customized trainings to individual departments or groups of employees or students seeking further guidance or training around discrimination and/or harassment issues. Investigators also present tailored trainings, speakers or information sessions to a variety of groups upon request or where a specific need is evident based on complaint activity.

Reporting and publishing the University's progress and compliance with affirmative action and equal employment opportunity regulations

The Search Compliance staff, in compliance with §46a-68, prepares the University's annual Affirmative Action Plan for Employment for submission to the Commission of Human Rights

and Opportunities (CHRO). The *Plan* is also published in its entirety on the ODE website in an effort to apprise the University community of the progress of the of annual Affirmative Action programming and compliance activities. Additionally, as a federal contractor, the University is required to have Affirmative Action Plans for Women and Minorities and Veterans and Individuals with Disabilities on file in compliance with Executive Order 11246, Section 503 of the Rehabilitation Act, the Vietnam Era Veterans Readjustment Act of 1974, and the Veterans Employment Opportunity Act of 1998. Both Plans are prepared annually by the Search Compliance staff.

Title IX compliance

The Associate Vice President of the Office of Diversity and Equity, Elizabeth Conklin, is designated as the University's Title IX Coordinator. ODE, the Title IX Coordinator and Title IX Investigators together monitor and track the University's compliance with Title IX and ensure that complaints of sex discrimination, sexual harassment and sexual violence are investigated and addressed appropriately by the University. Additionally, ODE works with the Division of Athletics and its consultants to monitor progress and activities relating to the University's Title IX – Gender Equity in Athletics Compliance Plan.

Department of Human Resources

The Department of Human Resources (DHR), in accordance with affirmative action requirements and state and federal anti-discrimination laws, administers the State Personnel Act, and the University's internal procedures and employment practices. DHR provides leadership in the development, implementation, and administration of sound human resources policies, procedures, and programs which support the University's education and research mission. DHR consists of the following operating units: Administration, Employee Benefits, Workforce Solutions, Human Resources Information Systems and Data Management, Program Development and Communications, and Human Resources Operations

Search and Hire Services

The Workforce Solutions Unit (WS) provides consultation services to the University community in the areas of recruitment, search, and hiring process for unclassified positions governed by the University's Board of Trustees and classified positions governed by the State Personnel Act. WS reviews and provides guidance on job descriptions and advertising materials to ensure job specifications and qualifications are free of discriminatory bias and that qualifications are bona fide occupational qualifications based on the primary duties of the job. WS advises departments on advertising and recruitment strategies with an emphasis on targeted affirmative action media; participates in recruitment activities to attract under-represented groups into noncompetitive classified positions; and provides assistance on developing minimum and preferred qualifications that target a diverse population of applicants. WS also develops methods for tracking and reporting on diversity recruitment efforts.

Classification and Compensation

The WS is responsible for the administration of the classification and compensation systems used at the University, including both professional and statewide classified merit systems. Workforce Solutions is responsible for evaluating position classifications; maintaining the integrity of the classification systems; and providing guidance to hiring administrators on appropriate compensation strategies.

Advising and Training and Education

The Department of Human Resources offers a comprehensive training and development program available to all University employees. The Department offers bi-weekly staff and annual faculty orientations to educate employees on the University's policies and procedures including the University General Rules of Conduct.

DHR administers the tuition reimbursement/waiver programs for University employees; oversees various training and professional development programs including in-state service training, Interaction and Leadership program, and Caring about UConn. DHR also supports the performance management process by providing training and advice to supervisors to ensure performance is managed consistently and fairly.

Office of Faculty & Staff Labor Relations

The Office of Faculty and Staff Labor Relations (OFSLR) oversees faculty and staff labor relations for all University campus locations except the Health Center. OFSLR negotiates and administers collective bargaining agreements for faculty (AAUP) and non-teaching professional staff (UCPEA/AFT-CT). The office also assists the State of Connecticut Office of Labor Relations with the negotiation of state-wide collective bargaining agreements that cover the University's classified employees such as public safety (police and fire), maintenance and clerical personnel. OFSLR also provides on-site administration of these state-wide agreements.

The OFSLR provides the University community with direction and guidance on how to effectively manage relationships with the numerous labor organizations that represent the University's workforce. This office collaborates with the Department of Human Resources and the University administration to ensure that personnel actions are in compliance with the University-specific and statewide collective bargaining agreements. OFSLR actively participates in developing and enforcing workplace policies and procedures and supports the University's ongoing compliance with the laws and regulations that govern the employment relationship.

OFSLR assists departments and labor unions with conflict resolution, grievance processing and the adjustment of other workplace disputes that are governed by collective bargaining. In the event that workplace disputes cannot be resolved informally, OFSLR represents the University in labor arbitration and other administrative proceedings including matters pending before the Connecticut Commission of Human Rights and Opportunities, the U.S. Equal Employment Opportunities Commission and the Connecticut and United States Departments of Labor.

OFSLR also serves as the University's liaison to the Connecticut Attorney General for employment-related litigation matters that involve the University and/or its officials.

Individuals Assigned Affirmative Action Duties

The following summarizes the activities of those individuals for whom affirmative action functions comprised more than 50% of their job duties from October 1, 2014 to September 30, 2015. **ATTACHMENT D** includes ODE staff job descriptions.

Office of Diversity & Equity

Elizabeth Conklin, Associate Vice President, Title IX Coordinator & ADA Coordinator

The University's designated Equal Employment Opportunity Officer. Reports to the President on policy issues, discrimination complaints, and all matters related to administration of the Affirmative Action Program. Advises the President, Provost and senior executives on civil rights policies and laws, administers the University's Affirmative Action Program including hiring goals, search file reviews, discrimination complaints, and publication of the Plan. Serves as coordinator for ADA, Section 504, and Title IX programs. Oversees each of ODE's areas of focus, including discrimination case investigations, campus-wide trainings for diversity and sexual harassment, coordination of employee requests for accommodations under the Americans with Disabilities Act, search and hiring affirmative action and equal employment opportunity compliance, and various diversity and harassment prevention initiatives. As Title IX Coordinator, coordinates the University's response to reports of sex-based discrimination, including sexual harassment and sexual violence. Works collaboratively with on and off-campus partners on sexual harassment and sexual violence prevention and education efforts to ensure UConn's commitment to creating and maintaining a campus environment free from all forms of sexual violence, harassment, exploitation, and intimidation.

Percentage of time devoted to affirmative action duties: 100%

Nancy Myers, Director of Investigations & Deputy Title IX Coordinator

Oversees ODE's investigations of claims of discrimination, harassment and retaliation, as well as campus-wide trainings for diversity awareness and sexual harassment prevention. Manages investigations of discrimination and harassment (including sexual violence, sexual harassment, intimate partner violence, and stalking) involving students at the University, as well as investigations involving employees. Assist the Title IX Coordinator with the University's response to reports of sex discrimination, as well as education and outreach efforts on campus related to Title IX.

Percentage of time devoted to affirmative action duties: 100%

Sarah Chipman, Associate Director of Investigations

Serves as the Associate Director of Investigations, facilitating employees' ADA requests and investigating complaints of discrimination and harassment (including sexual violence) involving University students and employees. Assists with advancing ODE's investigations and overseeing the production of investigative reports and trains employees on preventing and responding to discrimination, harassment and sexual violence.

Percentage of time devoted to affirmative action duties: 100%

Nicholas Yorio, Senior EEO Investigator

Investigates complaints of discrimination and harassment involving University employees and preparing written decisions and recommendations based on factual findings. Facilitates employees' requests for accommodations under the Americans with Disabilities Act (ADA) and trains University employees on diversity awareness and sexual harassment prevention, as well as the reasonable accommodations process. Serves as ODE's primary point of contact for issues involving the ADA and employees with disabilities and serves on a number of University committees examining ADA issues and compliance, as well as specialized teams where knowledge of workplace accommodations is essential.

Percentage of time devoted to affirmative action duties: 100%

Ann Randall, Paralegal & Legal Administrator

Assists the ODE's Case Managers and Director of Case Management in their investigations of complaints of discrimination and discriminatory harassment involving University employees and coordination of requests for accommodation under the Americans with Disabilities Act. Coordinates State and University mandated Diversity and Sexual Harassment Prevention training for University employees.

Percentage of time devoted to affirmative action duties: 100%

Hanna Prytko, EEO & Search Compliance Manager

Manages the University's EEO & Search Compliance unit which is responsible for the development and implementation of University policies and procedures related to ensuring UConn's compliance with state and federal guidelines, regulations and laws related to equal employment opportunity and affirmative action in the search and hiring process. Responsible for developing the state and federal affirmative action plans for the University, producing various reports for monitoring workforce diversity goals and ensuring all state and federal reporting requirements are met. Provides guidance on the search process, search training and AA/EEO related projects.

Percentage of time devoted to affirmative action duties: 100%

Katherine Johansen, EEO & Search Compliance Specialist

Responsible for the maintenance and accuracy of search files and related records that are essential to the operation of the office and the University's efforts to comply with Federal and State record-keeping requirements. Provides assistance to hiring managers and search committees in matters relating to the search process and works collaboratively with University departments and external auditors regarding compliance in the search process. Facilitates Search Committee training and state mandated Diversity and Sexual Harassment Prevention training for the University. Develops state and federal affirmative action plans and AA/EEO related projects.

Percentage of time devoted to affirmative action duties: 100%

Frederick Kyeremeh, EEO & Search Compliance Coordinator

Provides assistance to hiring managers and search committees in matters relating to the search process and works collaboratively with University departments and external auditors regarding compliance in the search process. Assists with the maintenance and accuracy of search files and

related records in accordance with state and federal record-keeping requirements. Assists with the preparation and updating of state and federal affirmative action plans.

Percentage of time devoted to affirmative action duties: 100%

Meredith Smith, Lead Title IX Investigator & Deputy Title IX Coordinator

Manages the day-to-day responsibilities associated with the University's Title IX response and prevention initiatives, with an emphasis on investigating and managing investigations of alleged cases of sexual assault, sexual harassment, and intimate partner violence involving undergraduate and graduate students at the University.

Percentage of time devoted to affirmative action duties: 100%

Alexis Phipps-Boyd, Title IX Investigator

Manages the day-to-day responsibilities associated with the University's Title IX investigations with a particular emphasis on investigating alleged cases of sexual assault, sexual harassment, and intimate partner violence involving undergraduate and graduate students at the University.

Percentage of time devoted to affirmative action duties: 100%

Ashley Cain, Title IX Investigator

Investigates incidents of sexual and gender-based discrimination involving UConn students, including incidents of sexual violence, sexual harassment, intimate partner violence, and stalking. Works with the Title IX Investigation team to ensure the University's commitment to responding to reports of sexual violence, intimate partner violence, and stalking and works with multiple on and off-campus partners on prevention and education initiatives.

Percentage of time devoted to affirmative action duties: 100%

Kimberly Bentson, Title IX Support Specialist

Assists with investigations of complaints of sex discrimination, sexual assault, sexual harassment, stalking, and intimate partner violence. Assists with collecting and analyzing data and information about Title IX trends and issues. Helps with the development and facilitation of various UConn education, awareness, and prevention programs and campaigns.

Percentage of time devoted to affirmative action duties: 100%

Deborah Redshaw, Titles IX Project Support Specialist & Budget Specialist

As Title IX Project Support Specialist, assists the Title IX Coordinator and Title IX Investigators with ensuring the University's commitment to non-discrimination based on sex. As the Budget Specialist, assists the Associate Vice President in developing and monitoring the ODE departmental budgets and is responsible for reviewing and processing ODE's financial transactions and maintaining all related records.

Percentage of time devoted to affirmative action duties: 100%

Kathleen Moore, Executive Assistant

Heads the ODE Operations Team and acts as Office Manager for ODE, provides a broad range of executive support to the Associate Vice President, assists the AVP with supervising personnel, and manages personnel records/procedures functions.

Percentage of time devoted to affirmative action duties: 100%

Department of Human Resources

Aliza Wilder, Director of Human Resources

Under the administrative review of the Executive Vice President for Administration and Chief Financial Officer, plans, administers, and evaluates the University's diverse human resource programs; provides leadership in policy development and implementation; and advises the administration on various human resource issues including methods for supporting diversity objectives. Oversees internal operations to ensure effective and efficient service to constituents.

Percentage of time devoted to affirmative action duties: 80%

Renee Boggis, Associate Director of Human Resources

Under the administrative review of the Director of Human Resources, collaborates with and assists the director in the planning, administration and evaluation of the University's diverse human resources programs; provides leadership and guidance to the department's leadership team to ensure successful implementation of HR strategies, programs, and procedures while driving continuous improvements and fostering shared learning across the Department.

Percentage of time devoted to affirmative action duties: 80%

Michelle Fournier, Workforce Solutions Manager

Under the administrative review of the Associate Director of Human Resources, manages a wide range of support services to University departments on advertising, recruitment, and applicant referrals; administers wage and salary programs, and manages job analysis methodologies for the University. Establishes guidelines for salary adjustments, establishes job evaluation methodologies, conducts market analysis, and ensures the integrity of the classification system. Develops methods for tracking and analyzing diversity efforts.

Percentage of time devoted to affirmative action duties: 80%

Jenny Cassells, Employment Specialist

Provides advanced guidance to the University community in employment, advertising, classification and compensation, and performance management strategies. Assists search administrators with procedures and strategies for recruitment. Counsels employees on career development and transition.

Percentage of time devoted to affirmative action duties: 80%

Shannon Page, Employment Specialist

Provides guidance to the University community in employment, advertising, classification and compensation, and performance management strategies. Assists search administrators with procedures and strategies for recruitment. Counsels employees on career development and transition.

Percentage of time devoted to affirmative action duties: 80%

Rebecca Myshrall, Employment Specialist

Provides advanced guidance to the University community in employment, advertising, classification and compensation, and performance management strategies. Assists search administrators with procedures and strategies for recruitment. Counsels employees on career development and transition.

Percentage of time devoted to affirmative action duties: 80%

Robin Lessard, Human Resources Assistant/Classified Search Administrator

Provides services to the University community in employment, advertising, classification, and compensation. Assists search administrators with procedures and strategies for recruitment. Provides guidance on the administration of the classified bargaining union contracts and state merit rules and regulations, specifically as they relate to job postings, vacancies, and other employed-related areas.

Percentage of time devoted to affirmative action duties: 60%

Lori Vivian, Employee Benefits Manager

Under the administrative review of the Associate Director of Human Resources, manages Employee Benefits including sign-ups and orientations, and provides sound guidelines and advice on human resources policies related to employee benefits by interpreting and clarifying policies, procedures, and contract language. Oversees leaves of absence program, including FMLA, personal, and educational leaves, retirement administration, and work/life balance initiatives.

Percentage of time devoted to affirmative action duties: 60%

John Paul LaCombe, Program Development and Communications Manager

Under the administrative review of the Associate Director of Human Resources manages a comprehensive organization and staff development program for the university community. Through the development and implementation of training and development programs, including, but not limited to, the University's Interaction and Leadership program, Caring About UConn, and New Employee and New Faculty Orientations, assists departments to become more efficient and effective service providers.

Percentage of time devoted to affirmative action duties: 60%

Johannah Gorgonne, Human Resources Operations Manager

Under the administrative review of the Associate Director of Human Resources is responsible for the team providing front-line service and information to faculty, staff, and the general public related to benefits, employment and other departmental activities. Facilitates key responsibilities for the recruitment and onboarding of staff including coordination of advertising efforts, benefits enrollment, and support for new employee orientation.

Percentage of time devoted to affirmative action duties: 60%

Patricia Geissler, Training Coordinator

Administers all employee tuition benefit programs, the State In-Service Training program, the various union professional development programs; and is responsible for the logistics of all Organization and Staff Development learning events.

Percentage of time devoted to affirmative action duties: 60%

Pamela Heath-Johnston, Program Development and Communications Consultant

Designs and develops comprehensive training and development programs for all university staff, including oversight of the university's Caring About UConn program, Conflict Mediation

program, and facilitation of employee retreats. Participates in various university-wide committees designed to promote work-life and civility in the workplace.

Percentage of time devoted to affirmative action duties: 60%

Office of Faculty & Staff Labor Relations

Michael Eagen, Director of the Office of Faculty & Staff Labor Relations

Under the administrative review of the Executive Vice President for Administration and Chief Financial Officer, provides strategic leadership and direction for the University's labor relations and collective bargaining functions. Oversees the University's official responses to CHRO and EEOC discrimination complaints. Under the general oversight of the University's General Counsel, also provides advice and counsel to the University community on various legal issues associated with the employment relationship and ensures that the University's interests in employment-related proceedings and litigation are properly represented. Serves as the University's Chief Labor Negotiator in collective bargaining with University-specific bargaining units.

Percentage of time devoted to affirmative action duties: 80%

Keith Hood, Assistant Director

Under the administrative review of the Director of the Office of Faculty & Staff Labor Relations, assists the Director in managing collective bargaining contract administration; oversees grievance and related labor employment proceedings, advises on performance evaluations, conducts disciplinary investigations, and collaborates with the Director on policy and program development. Participates in, and may lead, collective bargaining and contract negotiations.

Percentage of time devoted to affirmative action duties: 60%

Jay Hickey, Labor Relations Specialist

Responsible for contract administration and grievance handling for all classified bargaining units and the UCPEA Unit representing non-teaching professionals. Advises on performance evaluations, conducts disciplinary investigations, and defends the University's interests in grievances.

Percentage of time devoted to affirmative action duties: 60%

Jessa Mirtle, Labor Relations Associate

Responsible for contract administration and grievance handling for all classified bargaining units and the UCPEA Unit representing non-teaching professionals. Advises on performance evaluations, conducts disciplinary investigations, and defends the University's interests in grievances.

Percentage of time devoted to affirmative action duties: 60%

Jocelyn Miner, Labor Relations Associate

Responsible for contract administration and grievance handling for academic bargaining units including the bargaining unit representing graduate assistants. Advises on performance evaluations, conducts disciplinary investigations, and defends the University's interests in grievances.

Percentage of time devoted to affirmative action duties: 60%

Assistant Vice Provost for Diversity

The Assistant Vice Provost for Academic Affairs and Diversity is responsible for advancing University-wide efforts to recruit, develop, retain, and engage a diverse team of faculty, staff, and students with varied backgrounds and perspectives. These duties also include advising the Provost on diversity policies, initiatives, and issues including, but not limited to, public engagement and strategic plans related to various University constituencies. The Assistant Vice Provost for Academic Affairs and Diversity also engages Deans, Directors and Department Heads across the University to achieve relevant strategic goals of the broader Academic Plan and collaborates directly with a broad cross-section of the UConn community, including the Office of Diversity and Equity, Human Resources, and The Graduate School, among other units.

Dana Wilder, Assistant Vice Provost for Academic Affairs and Diversity

Plans, develops, administers, and evaluates the University's diversity programs and works to advance University-wide efforts to recruit, develop, retain, and engage a diverse community of faculty, staff, and students with varied backgrounds and perspectives. Provides leadership in policy development and implementation; and advises the administration on various faculty and staff resource issues, primarily methods for supporting diversity objectives. Co-Chair of the Diversity Task Force.

Percentage of time devoted to affirmative action duties: 80%

Additional University Personnel

President Susan Herbst holds the ultimate responsibility to ensure that the University's affirmative action and equal employment opportunity objectives are accomplished. The President and members of her senior administrative team including Rachel Rubin, Chief of Staff, and Michael Kirk, Deputy Chief of Staff, devote substantial time and efforts to ensure affirmative action and equal employment opportunity are instilled in all aspects of the operation of the University. Regarding the academic operations, Provost and Executive Vice President for Academic Affairs, Dr. Mun Choi, dedicates significant time to monitoring all academic functions related to employment, promotion, retention and recruitment to make certain they are conducted in accordance affirmative action principles and policies.

Additional personnel at the Vice President/Provost, Dean, Department Head and Search Committee level spend a significant portion of their time on Affirmative Action. Vice Presidents/Provosts, Deans, and Department Heads are responsible for monitoring and applying Affirmative Action and Equal Employment Opportunity in searches and promotions they oversee, and in creating an inclusive environment free from discrimination within their departments.

Specifically, Vice Presidents/Provosts and Deans are responsible for charging their respective search committees with their objective for the search. This charge will include a directive for aggressive recruiting of underrepresented candidates and ensuring applicants are evaluated objectively based on the qualifications. Search committee members and search administrators are responsible for conducting an aggressive recruitment effort to reach underrepresented candidates and evaluating candidates in an equitable manner free from discrimination.

It is ultimately the responsibility of the President and Provost to ensure these objectives are accomplished. The President has specifically designated the Associate Vice President of the Office of Diversity and Equity as the person responsible for working towards and achieving Affirmative Action and Equal Employment Opportunity at the University.

Subsection (i)

The University of Connecticut has established internal program evaluation mechanisms to continually audit, monitor and evaluate programs in the University's affirmative action program. The President (the appointing authority), the Provost and Executive Vice President for Academic Affairs (Provost), and the Associate Vice President of the Office of Diversity and Equity (the institution's Equal Employment Opportunity Officer) have established and implemented a system that provides for goals, timetables for goals and initiatives and for periodic evaluations.

As an integral part of the evaluation effort, the University considered the following:

1. Conducting an ongoing review and evaluation of the University's progress towards the goals of the affirmative action plan with the evaluation directed toward results accomplished, not only at efforts made;
2. Establishing a system for evaluating supervisor's performance on affirmative action consistent with chapters 67 and 68 of the Connecticut General Statutes; and
3. Reviewing the affirmative action plan at least annually with the Equal Employment Officer providing an annual report to the President, the Provost and the Chief of Staff, containing the overall status of the program, results achieved toward established objectives, identification of any particular problems encountered and recommendations for corrective actions as needed.

The following summarizes the University's internal evaluation process and the results for this *Plan* period.

- 1. Conducting an ongoing review and evaluation of the University's progress towards the goals of the affirmative action plan with the evaluation directed toward results accomplished, not only at efforts made.***

Progress toward the hiring and programmatic goals of the 2015 *Plan* was an integral part of ongoing discussions throughout the *Plan* year. The Associate Vice President for the Office of Diversity and Equity has continued to review goal achievement on a regular basis, and to present verbal or written reports to the President and Provost. At regular meetings of the leadership team, President Herbst frequently required direct reports to summarize their respective divisions' progress on affirmative action and diversity goals. These meetings were in addition to the regular meetings between the President's Chief of Staff and the University's Equal Employment Opportunity Officer regarding administration of the affirmative action function, and progress and challenges in meeting affirmative action goals, initiatives, and discrimination complaint matters.

Associate Vice President Conklin presented at a Council of Deans and Department Head meeting during the *Plan* year to support and advance hiring initiatives and held regular meetings throughout the *Plan* year with the Provost and his staff regarding aggressively advancing affirmative action particularly in the context of the recruitment and hiring process. Associate Vice President Conklin served as an essential member of the Diversity Task Force, utilizing her expertise in state and federal equal employment regulations and affirmative action goals, policies and initiatives. The Task Force meetings on November 17, 2014, December 16, 2014, January 12, 2015, February 9, 2015, February 23, 2015, March 9, 2015, March 23, 2015, March 31, 2015, April 6, 2015, April 20, 2015, May 4, 2015 and July 21, 2015 attended by Associate Vice President Conklin included discussion relevant to past University diversity goals and planning for future recommendations based on previous results.

The Senate Diversity Committee, of which Associate Vice President Conklin is a member, held meetings on November 19, 2014, February 4, 2015, February 24, 2015, and September 22, 2015. The Senate Diversity Committee is charged with reviewing University policies, practices and conditions relevant to supporting and promoting diversity among students, faculty and staff. At the November 19, 2014 meeting, Associate Vice President Conklin presented staff workforce diversity data, underscoring trends for retention and underrepresentation.

On October 23, 2014, Associate Vice President Conklin discussed staff diversity data at a meeting with the University of Connecticut Professional Employees Association (UCPEA) Executive Board and attending members. UCPEA is the collective bargaining unit with the largest group of University employee membership. The discussion with UCPEA included a presentation on the staff workforce with 5 and 10 year comparisons, the impact of *Plan* programmatic goals on the staff demographics, and recruitment, applicant flow and hiring. A similar discussion followed with the American Association of University Professors (AAUP) leadership on November 5, 2014. AAUP is the collective bargaining unit representing the University's faculty.

Associate Vice President Conklin presented at several Council of Deans and Department Head meetings during the *Plan* year to support and advance various hiring initiatives. Additionally, she held regular meetings throughout the *Plan* year with the Provost and his staff regarding aggressively advancing affirmative action particularly in the context of the recruitment and hiring process.

During the 2015 *Plan* year, the Office of Diversity and Equity continued the pivotal role of informing senior leadership of workforce statistics and trends. In September 2014, Associate Vice President Conklin presented a detailed analysis of the faculty and staff workforce to the Council of Deans. The current *2014 Faculty Workforce and Hiring Diversity Data Report* and *2014 Staff Workforce and Hiring Diversity Data Report* focused on the total faculty and staff workforce, new hires, and applicants for open positions in 2014. This report included both statistical and graphical representations specific to applicant pools and hiring activity, including – by race and gender – data about candidates who withdrew from searches and

candidates who declined offers. Workforce and applicant data was presented in both individual and comparative formats.

For the 2015 *Plan* year, the Office of Diversity and Equity developed a summary report, the *2015 Workforce and Hiring Diversity Data Update Report*, **ATTACHMENT E**. This version contains similar data and analysis as previous years' reports in a summarized format. It includes the faculty and staff workforce, new hires, recruitment efforts and separations as of September 30, 2015. This report provided analysis critical to the University's diversity efforts and progress of the affirmative action goals. Associate Vice President Conklin presented the report at a meeting of the Deans' Council after its completion. The reports were distributed and made available on the ODE [website \(http://ode.uconn.edu/diversity/\)](http://ode.uconn.edu/diversity/) for further dissemination.

In this *Plan* year, the Office of Diversity & Equity (ODE) continued to collaborate with the Department of Human Resources (DHR) to maintain the process for review and approval of searches. The search procedures include a requirement that each hiring department leader certify to ODE that each search meets good faith, affirmative action, and diversity standards. All searches undergo an in-depth review prior to interview and hire of applicants. Hiring departments are required to submit information regarding recruitment, qualifications, and applicant evaluation to ODE prior to interviewing and hiring applicants using the on-line application system, Recruiting Solutions. This system includes many features such as the ability to identify search committee members, search and organize applicant records, track communication with applicants, and compile aggregate applicant pool data. Additionally, Recruiting Solutions provides ODE a portal to view data and documentation for an affirmative action review and to intervene in a search that is deficient. Search files maintained in Recruiting Solutions are the official search record for the University and contain all detailed information regarding the hiring process.

Resulting from a continuation of more stringent review and greater emphasis on recruiting, the University witnessed a significant increase of female, black and Hispanic applicants this *Plan* year. The total of black applicants increased from 8.5% to 10.0%. Search committees and hiring managers were particularly successful in recruiting higher percentages of underrepresented applicants qualifying for interview and offers. For example, the percentage of Hispanic male applicants increased from 3.3% to 5.3% and Hispanic female applicants from 3.4% to 4.7%. Additionally, offers to females increased from 55.0% to 57.2%, to Hispanic males from 3.3% to 4.2% and Hispanic females from 2.7% to 4.0%.

During the 2015 *Plan* year, the University was able to make several hires of underrepresented and diverse candidates. For example, following competitive national searches, a BM was hired as the Associate Director of Institutional Research, a HM was hired into the Office of Audit, Compliance and Ethics as a University Auditor and an AM was hired as a Department Head of Student Affairs.

The Department of Public Safety was exceptionally successful in recruiting and hiring several diverse candidates. Exhaustive and wide-spread recruitment efforts and a vigorous search process, resulted in a diverse group of new hires for the department including 3 WF, 1 BM, 1 HF and 1 AF.

The Department of Mathematics hired a HM as a Professor in Actuarial Science. This new hire, in a traditionally white male dominated field, resulted in giving the Mathematics department its only Hispanic Professor. Additionally the School of Education hired a HM and an AF, also traditionally underrepresented in the field. Females were also hired in Chemistry, Computer Engineering, Mechanical Engineering and Molecular Biology.

2. Establishing a system for evaluating supervisor's performance on affirmative action consistent with chapters 67 and 68 of the Connecticut General Statutes

In an academic institution, Deans are central leadership figures who establish goals, monitor progress, and set the tone and direction for their respective academic divisions and units. During the 2015 *Plan* year, the Provost continued to hold the Deans (his direct reports) accountable for progress and achievements relative to affirmative action, compliance, and diversity. As in past years, the Provost embedded diversity into the performance evaluations of his direct reports and mandated that Deans take a more proactive approach to increase hires into populations under-represented in their respective units. Leaders of academic departments (hiring managers), in turn, were instructed to monitor the hiring process within their own units, and certify that appropriate EEO/AA standards had been applied throughout the hiring process.

As a supplementary accountability mechanism relative to faculty hires, The Office of the Provost initiated a change in the search approval process. The workflow was modified to include formal approval by the Provost's office prior to offer approval by ODE and DHR. Further, academic hiring managers were required to provide detailed rationale for the hire and rejection of finalists. The additional scrutiny ensured a proactive approach toward diversity and affirmative action goals.

As in prior *Plan* years, the University continues to vest more responsibility in the Deans, Directors, and other key leaders to achieve affirmative action goals in the workforce. In addition, the University's search and hiring procedures include a series of checks and balances to ensure that the law and spirit of affirmative action are applied throughout the recruiting and selection phase of searches. ODE reviews all search files prior to interviews, and before offers are extended, and withholds approval if the search documentation indicates procedural deficiencies or a lack of good faith effort.

Candidates interviewing for high-level managerial positions are asked to respond to inquiries regarding their competence and achievements in diversity, including their ability to work in a diverse environment. Job postings for positions in management, faculty and staff have included achievements related to diversity issues as a factor in application evaluation.

As described above, executives and managers have continued to utilize a mixture of the following techniques in reviewing their managers and supervisors: staff and individual meetings; periodic memoranda; information gathered during the search process; reports generated by ODE and within their units; monitoring of discrimination and sexual harassment complaints; monitoring of job descriptions within their responsibility; and

consultations with hiring departments during searches. Also, please refer to items (4) and (6) below for additional information about the types of materials used for evaluating executive and managerial performance.

All of the above activities and mechanisms demonstrate strong commitment to affirmative action and diversity, and reaffirm the expectation that senior managers will be evaluated and held responsible for progressing in this area.

3. *Reviewing the affirmative action plan at least annually with the Equal Employment Officer providing an annual report to the President, the Provost and the Chief of Staff, containing the overall status of the program, results achieved toward established objectives, identification of any particular problems encountered and recommendations for corrective actions as needed.*

As in past years, through regularly scheduled meetings with the President's Chief of Staff throughout the *Plan* year, Associate Vice President Conklin apprised the President of the progress toward goals and objectives established in the *Plan*. Furthermore, Associate Vice President Conklin identifies specific problems and provides recommendations for any necessary corrective action.

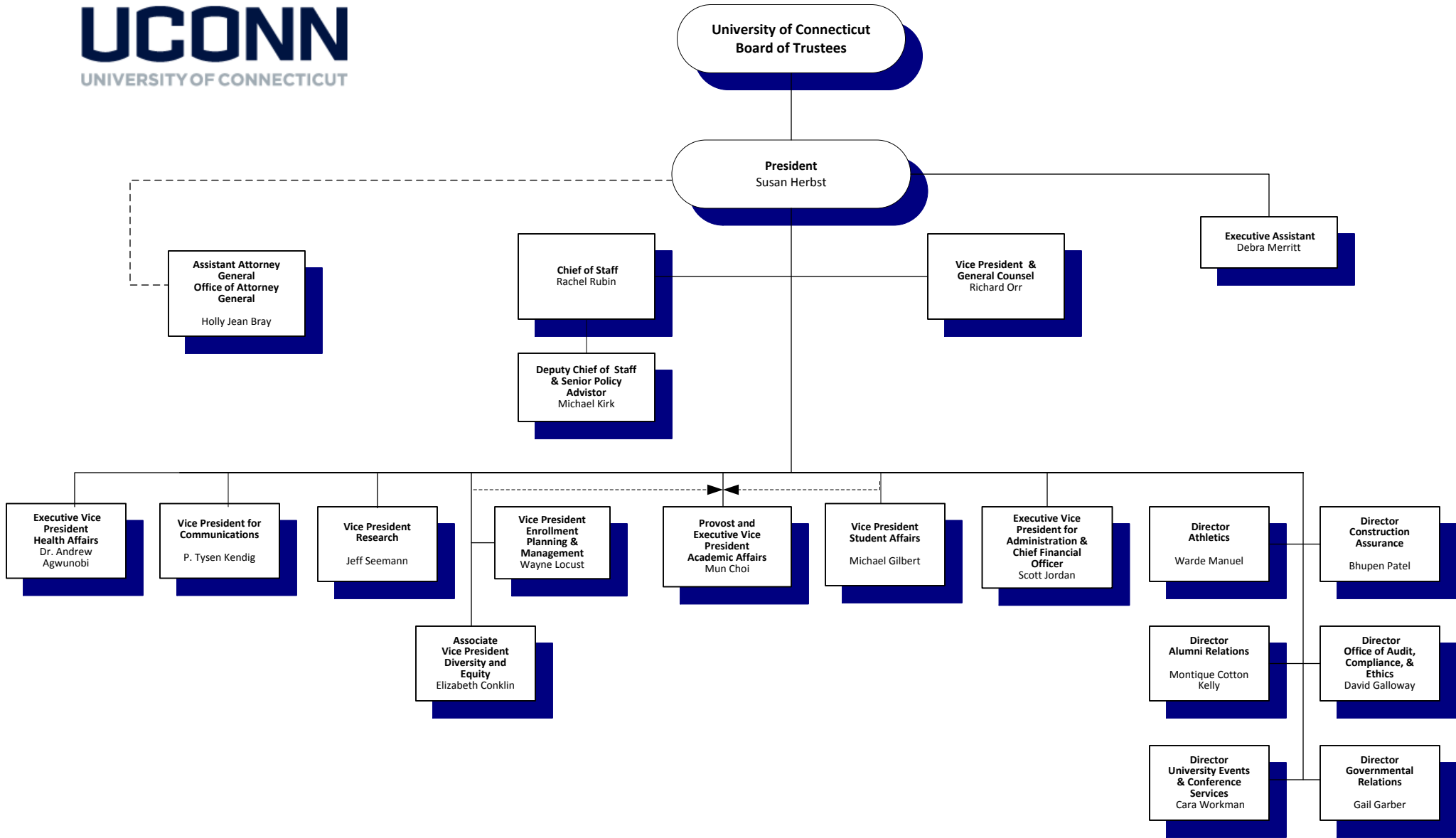
Associate Vice President Conklin provides the President and Provost an *Affirmative Action Plan Executive Summary* for review and discussion, **ATTACHMENT F**. The *2015 Executive Summary* provides an analysis of hiring goal achievement, an evaluation of the program goals and an explanation of the new goals set for the new *Plan* year. Additionally, this *Executive Summary* builds on the *2015 Workforce and Hiring Diversity Data Update Report* and includes quantitative representation of the workforce; new hires; and retention based on the affirmative action *Plan* year. President Herbst and Provost Choi consistently request information regarding those hiring departments that show improvement, and takes note of those that are succeeding and those that appear to be stagnant. Further discussions concern grievance procedures and discrimination complaints, contract compliance, organizational structure and staffing needs, and various programs and projects relevant to the affirmative action program.

The President's Chief of Staff receives briefings every approximately three weeks on all complaints investigated and/or adjudicated by the Case Management Team of the Office of Diversity and Equity. The President and Provost are notified of all decisions regarding complaints and receive copies of all Finding and Recommendations. These regular meetings routinely include discussions of trends with respect to both hiring and discrimination complaint activity.

The President and the Associate Vice President for the Office of Diversity and Equity review the *Plan* prior to its submission to the Commission on Human Rights and Opportunities (CHRO). Additionally, ODE submits periodic updates regarding progress on various elements of the *Plan*, including goal achievement, to the President, Provost and Executive Vice President for Academic Affairs, and other senior executives.

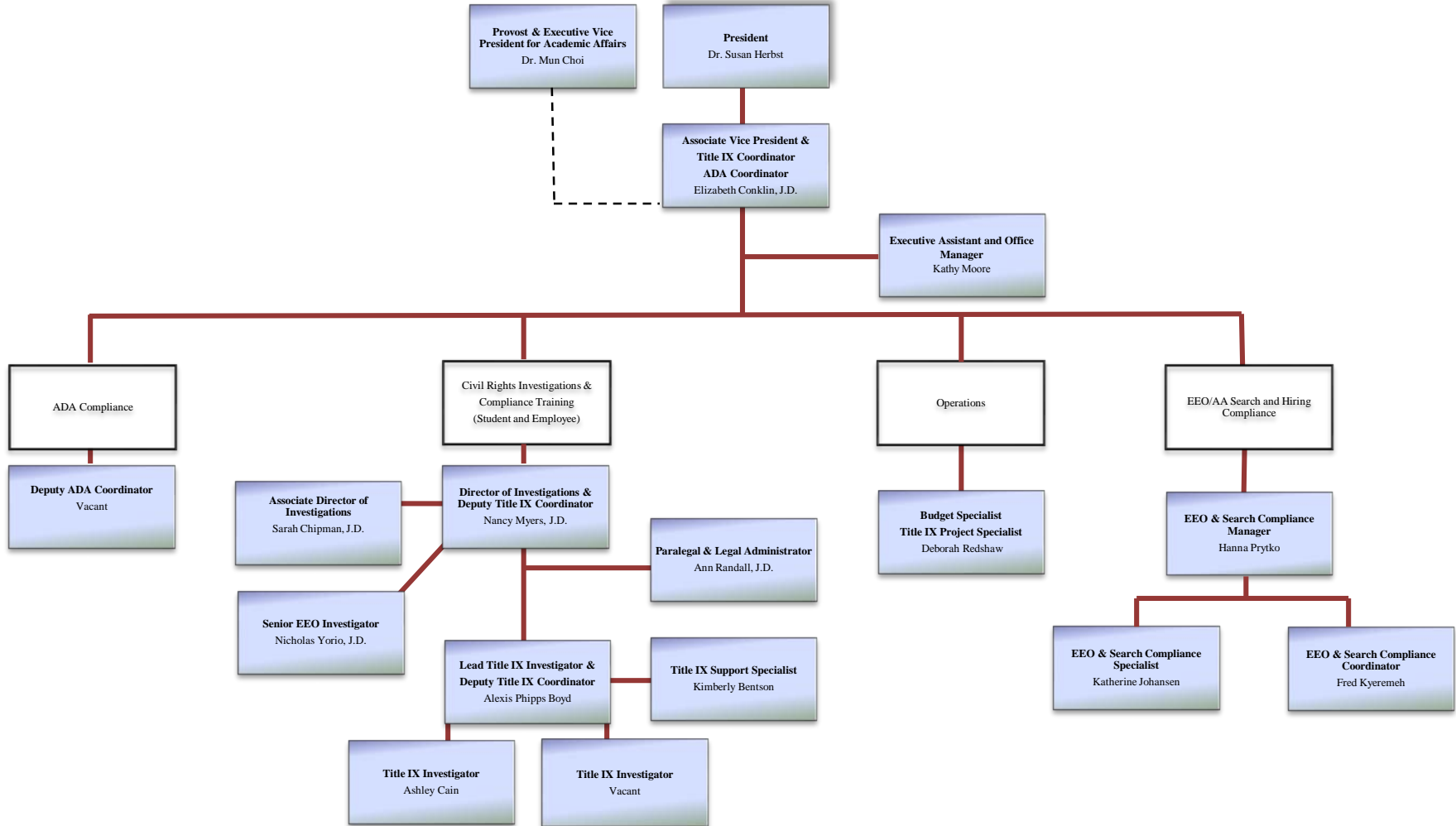
All employee groups are free to comment on any aspect of the *Plan* or program, according to their interests. ODE requests that comments and inquiries regarding the *Plan* be submitted no later than September 30th of each year so that these matters can be referenced in the respective year's *Plan*, as noted in the Policy Statement, Internal Communications, and External Communications sections of this *Plan*.

After completing the *Plan* according to CHRO standards, ODE conducts microanalyses to identify broader observations and patterns. ODE regularly performs in-depth reviews of the search and hiring system, and conducts other large-scale studies of systemic components of the program.



***OFFICE OF THE PRESIDENT
AS OF December 31, 2015***

Office of Diversity & Equity





UCONN DIVERSITY: A TASK FORCE REPORT

AUGUST 2015

DRAFT

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY	1
II. INTRODUCTION	2
III. A VISION FOR THE UNIVERSITY OF CONNECTICUT	3
IV. UCONN DIVERSITY TODAY	4
V. RECOMMENDATIONS	6
VI. CONCLUSION.....	13
APPENDICES	15

“The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach.

With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state’s flagship public University, and as a land and sea grant institution, we promote the health and wellbeing of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.” (University Mission Statement)

I. EXECUTIVE SUMMARY

The Diversity Task Force was charged to review, assess, and recommend strategies to improve diversity at the University of Connecticut. Through its work during the second half of the 2014-2015 Academic Year, the Task Force found considerable commitment to diversity and inclusion, including a substantial rise in diversity amongst our student population and an impressive depth and breadth of diversity in teaching, outreach and programming. The efforts to promote and enhance UConn diversity include both longstanding and newer initiatives, some campus-wide but even more at the local level, that demonstrate our desire and commitment to become a more diverse, tolerant, inclusive and equitable community. But we also face challenges. There is slower progress with respect to faculty diversification and little progress with staff diversity. In addition, there are concerns about campus climate, including overt acts of intolerance and more subtle micro-aggressions aimed at traditionally underrepresented members of our community.

Through our research, conversations and interviews with sitting Chief Diversity Officers (CDOs),¹ it became clear to the Task Force that there exists a need for a senior leadership role charged with connecting the numerous local initiatives with focused higher-level strategy, investment and accountability to achieve diversity and equity goals. The Task Force is thus pleased to offer six core recommendations:

- ▶ **Build an effective and sustainable diversity infrastructure.**
 - Hire a Chief Diversity Officer and establish a Diversity Office and website;
 - Create a Diversity Council with representation from throughout the university; and
 - Modify the name of the existing Office of Diversity and Equity (ODE) to Office of Institutional Equity (OIE).
- ▶ **Enhance recruitment and retention efforts of faculty and staff from traditionally underrepresented populations.**
- ▶ **Sustain and build upon student diversity successes.**
- ▶ **Produce consistent diversity data and information and establish a transparent system of monitoring, evaluation, and accountability.**
- ▶ **Build upon, tie together and expand multi-cultural curricula and programming.**
- ▶ **Significantly expand diversity fundraising.**

¹ CDOs interviewed from Cornell, the University of Iowa, the University of Minnesota, Rutgers, Texas A&M, UVA and VCU

II. INTRODUCTION

The 2014 academic plan—*Creating our Future: UConn’s Path to Excellence*—identifies diversity as one of four institutional core values, along with innovation, leadership and global engagement. As noted in the plan, “With these core values we remain committed to understanding and solving the most significant societal problems and approach our mission with a commitment to excellence, ethical action, and inclusiveness.”

This report—*UConn Diversity*—is the product of a 2014-2015 Diversity Task Force (see charge and members in Appendix A) and is also a historical document with multiple voices. Deepening diversity and improving campus climate have long been important objectives for the University of Connecticut. There have been multiple university-wide diversity initiatives and proposals since the turn of the century, including:

- *Report of the Diversity Action Committee (DAC) (2002)*
- *Provost’s Commission on Institutional Diversity (PCID) 2011 – 2012 Summary Report*
- *Report of the President’s Task Force on Civility and Campus Culture (2013)*
- *A Mission Toward Excellence: Diversity and Equity at UConn, 2014-2019* (A Strategic Plan for the Office of the Vice Provost for Diversity, Draft report not finalized or submitted)
- *Retention of Underrepresented Faculty and Staff*—Senate Diversity Committee Presentation to the University Senate (2015)

Each committee and task force noted above was commissioned to assess our diversity landscape and common themes emerged each time. Like this report, these prior reports note our existing efforts and structural framework aimed at achieving greater diversity and inclusion at UConn. Some also reference particular areas of strength at the University, including most notably, longstanding work of our five Cultural Centers (African American Cultural Center, Asian American Cultural Center, Puerto Rican and Latin American Cultural Center, Rainbow Center, and Women’s Center) and the scholarly work of our academic institutes focused on expanding research and teaching around globalization, area studies and diversity (Africana Studies Institute, Asian and Asian American Studies Institute, Center on Postsecondary Education and Disability, El Instituto: Institute of Latino/a, Caribbean and Latin American Studies and Human Rights Institute).

However, the prior reports also note challenges. From the *Diversity Action Committee* report in 2002 to the *Diversity Strategic Planning Committee (DSPC)* report in 2014, the consensus has been that more robust recruitment and retention efforts are needed. In particular, they stressed that we need to be more intentional about our recruitment efforts and develop mentoring and support programs to facilitate the success of new employees. More recent reports (DSPC and the *University Senate Diversity Subcommittee Presentation*) have also noted that these efforts should be incorporated into departmental agendas. That is to say that diversity must be a key component of departmental strategic planning with measurable goals and accountability. The *Provost’s Commission on Institutional Diversity* in 2011-2012 stressed the need for community development, which was the primary thrust of the *President’s Task Force on Civility and Campus Culture* (2013).

All of these prior diversity committee and task force initiatives emphasized the need to engage our faculty, staff, students and administration in collaborative, open conversations to enhance and build a vibrant and multi-cultural campus community that is inclusive, safe and welcoming. Another common theme throughout these reports (DAC, PCID and DSPC) is the development of diversity leadership courses and programs that contribute

to the retention and career development of all faculty and staff and persons from traditionally underrepresented minorities in particular.

A Task Force analysis of the 2002 *Diversity Action Committee Report* and the draft *Strategic Plan (DSPC)* of 2013 can be found in Appendix E. The members of the 2002 *Diversity Action Committee* and the 2013 DSPC initiative are listed in Appendix F. The *Provost's Commission on Institutional Diversity: 2011 – 2012 Summary Report* and its membership are listed in Appendix G. The 2014-15 *Senate Diversity Committee Report* and its membership are listed in Appendix H.

III. A VISION FOR THE UNIVERSITY OF CONNECTICUT

LEARNING FROM OUR PAST, LEARNING FROM OUR COMMUNITY: ADVANCING DIVERSITY AND EQUITY AT UCONN

Diversity encompasses the presence and participation of people who differ by age, color, ethnicity, gender, national origin, race, religion, or sexual orientation, including those with disabilities and from various socio-economic backgrounds. It encompasses not only individuals and groups, but also thoughts and attitudes. The fabric of diversity at our University must be woven within a climate in which diverse views are welcomed and respected and in which there is a commonality that comes from working together to effect constructive change. Diversity can only be sustained and supported as an integral part of institutional excellence when it is actively promoted by the entire University community as part of a larger goal of equity, shared power and responsibility.²

UConn aims to become a stronger and more inclusive institution that explicitly promotes respect and understanding, broadens participation among under-represented groups, advances cultural competence, celebrates intellectual openness and multiculturalism, and welcomes varied perspectives, experiences, and backgrounds. These values must infuse all of our programs, operations, and activities in instruction, research, and outreach. We understand that these diverse lenses enhance our mission as a public university to provide higher education to the residents of Connecticut and beyond.

To advance diversity and equity at UConn, we also must acknowledge and learn from our past. As with other academic institutions, UConn has shared a history of discrimination and structural inequality, systems of oppression that we must understand, confront, and undo. Over the years, generalized practices and overt incidents of racism and sexism have harmed some members of our community, prompted campus-wide activism for institutional change, and stimulated important conversations about the status of our campus climate. Engaging in an on-going process of learning from those community conversations is a critical element to moving diversity and equity forward at the University of Connecticut.

² Some of this paragraph comes from previous UConn committees, task force efforts and reports. This report acknowledges and builds upon those prior, collaborative campus efforts to develop a consensus-based working definition of diversity and inclusion at UConn.

Our vision is for UConn to cultivate a positive, welcoming, inclusive, and accepting campus climate for individuals from all backgrounds. This UConn culture must celebrate and recognize diverse people and ideas and embrace the voices and experiences of all members of our community. Beyond representational diversity and multiculturalism, we must also promote inclusion and understanding through the values of respect, empathy, and collaborative progress. UConn culture should be proactive in laying a strong foundation for individual and collective growth, equity, justice and civility.

IV. UCONN DIVERSITY TODAY

DIVERSITY DATA: A 10-YEAR REVIEW

UConn diversity data for the past ten years reveals both progress and challenges with respect to recruitment and retention of students, faculty and staff (see Appendix B). Critical to these efforts with respect to faculty and staff in particular is our ability to disaggregate the data down to the level where it matters most: the individual department. Producing, monitoring, and evaluating data, and ensuring accountability at the departmental level will allow us to support recruitment and retention at the level of implementation.

Recruitment, retention and graduation rates of students from traditionally underrepresented backgrounds have been the greatest areas of strength over the past ten years. In particular, undergraduate students have seen significant enrollment gains during this period, from 18.8% in fall 2005 to 28.5% in fall 2014. International student enrollment also has seen significant gains during this time period, from 1.1% in 2005 to 4.4% in 2014. Similarly, for graduate students, minority student enrollment has climbed from 13% to 16.7% since fall 2005. A review of female and male enrollment shows overall consistency, with some small variations, at approximately equal rates of male and female undergraduate and graduate students during the same time period.

The data reflect both areas of progress and areas of challenge with respect to diversification of faculty. During the ten-year time period, the total number of University faculty (permanent tenure and non-tenure track) climbed from 1,286 to 1,550. There were gains seen amongst both female and minority faculty, with female faculty increasing from 35.2% of the faculty workforce in 2004 to 39.3% of the faculty workforce in 2014. Similarly, the percentage of total minority faculty increased from 16.6% in 2004 to 22.8% in 2014. Tenure-track minority faculty increased even further, from 17.5% in 2004 to 24.5% in 2014.

However, a closer and more nuanced review of faculty diversity data during the past three years reveals that there have not been gains among all minority faculty populations, and that gains have been stronger in some Schools and Colleges more than others.³ In particular, it is notable that Black faculty as a percentage has not increased during the past ten years, and gains within Hispanic faculty have been incremental. UConn's faculty diversity is, however, consistent with its peers. For example, based on the 2015 Best Colleges Top 30 Public National schools for full-time tenured and tenure-track instructional faculty:

- UConn ranks 16th out of 30 in minority full-time tenured and tenure track instructional faculty with 21.2% minority

³ ODE has created comprehensive analyses of faculty and staff diversity data by School/College. See: <http://ode.uconn.edu/diversity/> for reports completed in 2012, 2013 and 2014.

- UConn ranks 16th out of 30 in underrepresented full-time tenured and tenure track instructional faculty with 8.1% underrepresented minorities (See Appendix B)

While UConn may be situated similarly to its peers, there clearly are gains to be made. In addition, while the total percentage of female faculty has increased during this ten-year period, female faculty remain disproportionately represented in non-tenure track positions. These types of disparities are also reflected in data showing tenure achievement—where White males are disproportionately represented.

One of the largest challenges in terms of diversity success at UConn during the past ten years has been with respect to increasing staff diversity. In the fall of 2005, the total percentage of full-time, permanent staff from minority populations was 14.6%. By the fall of 2014, the total percentage had risen by 2.3%, or to 16.9%. With respect to gender, the total percentage of female staff was 57.4% in the fall of 2005; in the fall of 2014, it was 57.8%. This is one area on campus where recruitment of male staff members would, in many departments across campus, enhance diversity. During that same time period (fall 2005 through fall 2014), the total number of University staff members climbed from 3,095 to 3,266. While there have been notable recent gains in diversity among certain staff levels and within certain departments, including within the executive administrative management level, on balance, staff diversity is the area experiencing the least attention as a diversity focal point and the fewest overall diversity gains at UConn.

CURRENT DIVERSITY EFFORTS

Early in its work, the Task Force recognized that there is a tremendous array of diversity and inclusion efforts and programming happening at UConn at a campus-wide and local level. Indeed, one of the most significant challenges faced by the Task Force was in conducting an inventory of all efforts at UConn, given the enormous volume and lack of centralization or connection between many of them. One of the most exciting challenges lies in more fully inventorying and connecting these various initiatives and efforts, which will provide greater support, enhanced communication and more consistent messaging to our students and employees. While this report notes many areas of current programming and diversity efforts, it is not possible to list all ongoing efforts comprehensively within this document. However, Appendix C attempts to capture the array of programming more fully.

In terms of faculty and staff diversity recruitment, the Provost's Office, Human Resources, and the Office of Diversity and Equity collaborate on various programming efforts to assist departments with their employee recruitment efforts. A major initiative launched by the Provost's Office this past year is to have each faculty candidate include a diversity statement in their application materials. This is a very strong message to applicants of our institutional commitment. This requirement will be extended to staff recruiting in the near future. HR, ODE and the Provost's Office work in partnership to provide a robust search committee training program and a Recruitment Ambassador program designed to assist departments by providing a view of our campus community to candidates. Early in 2014, the Provost's Office, with joint support from the Graduate School, began sponsoring two faculty per semester to travel to partner Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) for research seminars aimed at recruiting underrepresented faculty and graduate students. The focus has been in Science, Technology, Engineering and Mathematics (STEM) fields, and included the Departments of Physics, Ecology and Evolutionary Biology, and Geography. In addition to

unit-specific initiatives, there are also Faculty and Staff advocacy groups that meet regularly to discuss issues that impact them as members of the university community and how they can improve both the climate and the university experience. Examples of these affinity groups on campus include the Association of Latino Faculty and Staff (ALFAS) and the African American Faculty and Staff Association.

In terms of student diversity programming, the Task Force found a tremendous range of local level initiatives that have been launched over the years to address matters that impact our campus demographics, climate, and multicultural living and learning communities (see Appendix C). Much of the ongoing programming is happening within the Division of Student Affairs, including but not limited to the longstanding important work occurring under the leadership of UConn’s cultural centers. The student programming and initiatives evidence a strong passion for diversity through many sections of our community. While the Task Force is aware of these numerous examples of existing programs, there are undoubtedly impactful efforts that have not even been recognized or captured by its work this year.

V. RECOMMENDATIONS

RECOMMENDATION # 1:

BUILD AN EFFECTIVE AND SUSTAINABLE DIVERSITY INFRASTRUCTURE

Chief Diversity Officer

The Task Force is impressed with the breadth of diversity efforts and programming at the University. But the need for senior leadership focused on diversity, inclusion and campus climate is also very clear. We propose the hiring of a Chief Diversity Officer (CDO) who will be located in the President’s Office. A review of peer and aspirant institutions indicates that the best practice is to have the CDO at a high executive level, such as Associate Vice President or Vice President. This location enables and demonstrates a commitment to the University-wide importance of the office. It is also consistent with the guidelines developed in 2014 by the National Association of Diversity Officers in Higher Education (NADOHE), described as “Standards of Professional Practice for Chief Diversity Officers” (See Appendix D).

The Diversity Office will be the location for leadership in the development and implementation of innovative programming and be responsible, in coordination with the ongoing compliance-related efforts of ODE, for the monitoring and evaluation of diversity efforts and their efficacy. The Diversity Office must develop and maintain a vibrant and interactive UConn Diversity website that is well integrated with effective social media aimed at both students and employees and that connects the various events and initiatives occurring across the University community. There will need to be adequate staffing and a programming budget for this office to be successful. In addition to the CDO position itself, two essential positions include: 1) an assistant to the CDO; and 2) a staff member for programming. We also propose a student-led *Diversity Mentors Program* led by this office as well.

The CDO and ODE leadership should be closely aligned but with distinct charges and functions, working in close collaboration with one another. ODE should be actively involved in the Diversity Council.

Diversity Council

At the heart of the Task Force’s proposals is the formation of a UConn Diversity Council. Our work this year demonstrated a great need for significantly enhanced coordination among the many individual departments and organizations throughout the University that are working on diversity-related initiatives among students, employees, and in the greater community.

This proposal does not suggest that the council would “own,” supervise, or have authority over the various initiatives; rather, it would be a critical source of regular and robust coordination and support.

As indicated in Figure 1, our proposal is for broad representation from throughout the institution. We also propose that all schools/colleges/units with Council representation have a local diversity committee to develop specific diversity plans that are monitored and evaluated annually. The UConn Council would be chaired by the CDO and be a structure that connects ‘bottom-up’ and ‘top-down’ initiatives. To that end, for example, there should be both undergraduate and graduate student representation on the Council.

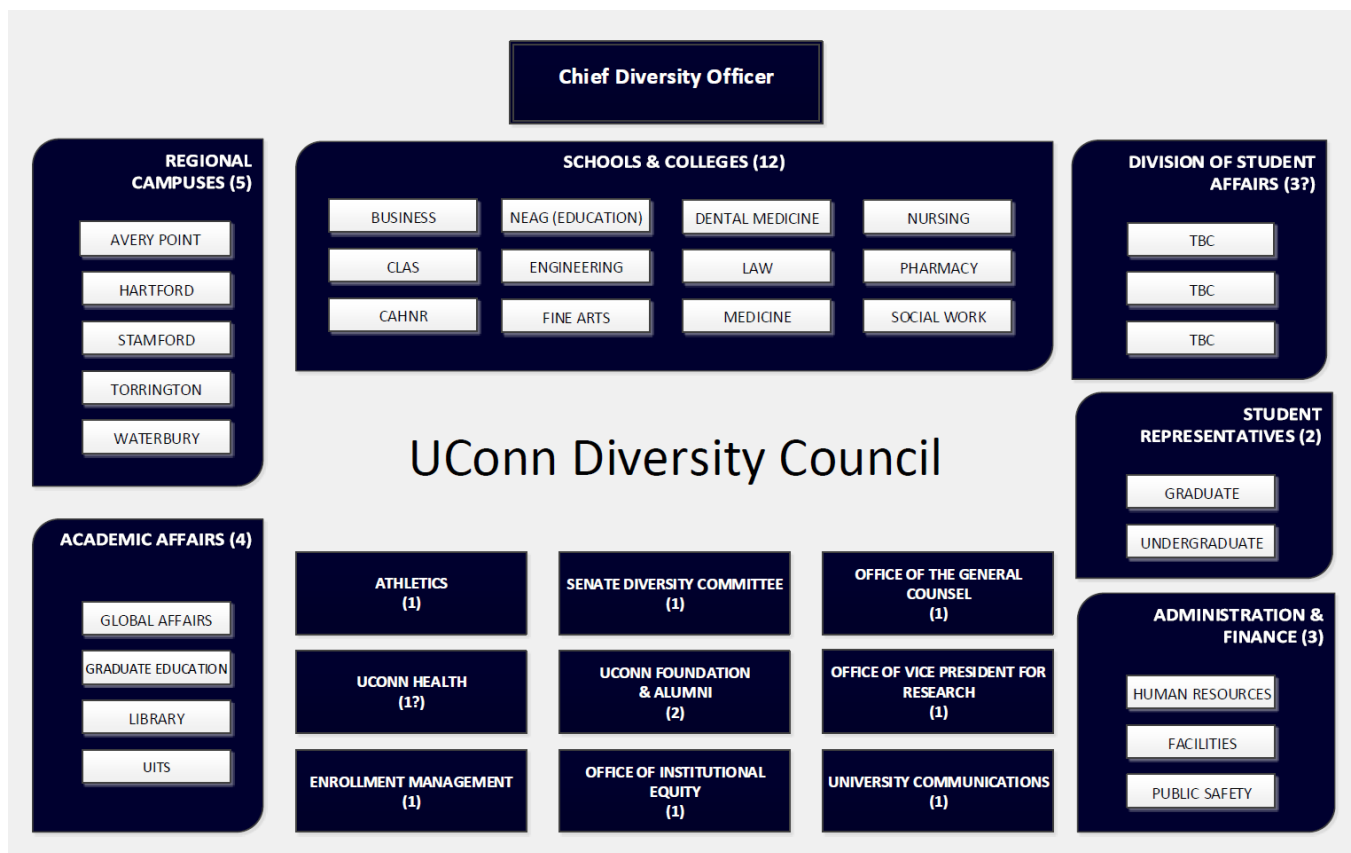


Figure 1: Proposed Diversity Council. The number of seats and representative units are suggestions. Divisions such as Student Affairs have many units within, and it the Task Force suggests the Division determine its representative units.

ODE Name Change

We propose that the name of the Office of Diversity and Equity (ODE) be modified to the Office of Institutional Equity (OIE) to enhance clarity within the University community regarding the important work and role of the office. As distinct from, but closely aligned to the work of the new CDO and Diversity Council, the name

modification to OIE will enhance clarity for the University community regarding its charge, role and responsibilities with respect to ensuring compliance with state and federal equal employment, affirmative action, and civil rights laws through training, broad review and approval within the search and hiring process, investigations of all discrimination and harassment complaints (including sexual violence, intimate partner violence and stalking), and implementation of measures intended to mitigate the effects of demonstrated discriminatory conduct.

The new Chief Diversity Officer and existing head of OIE should be in lateral and highly collaborative positions, closely aligned but with distinct charges and functions clearly explained to the entire University community.

RECOMMENDATION # 2: IMPROVE FACULTY AND STAFF RECRUITMENT & RETENTION

It is critical for the University to continue its ongoing work and progress towards hiring and retaining an increasingly diverse and representative faculty and staff. Particular attention needs to be paid not only to recruitment but also, critically, to retention. We propose the CDO will take the lead, in close collaboration with ODE, HR and other members of the Diversity Council, in University-wide implementation of the following initiatives: 1) create a mentoring program to support underrepresented faculty and staff through the various stages of their career; 2) develop a method of acknowledging and celebrating the progress made by schools, colleges, divisions, departments, committees and individuals who significantly impact in a positive and measureable way the campus climate as it relates to diversity, inclusion and equity; and 3) require each school and college, division and department to have a diversity, recruitment and retention plan to which they are held accountable. The plan should be expected to set goals and identify strategies that guide efforts related to hiring and retaining diverse individuals, the continued development of faculty and staff in cross-cultural competence, and, the acquisition of knowledge related to diversity, inclusion and equity in the community and workplace, including classrooms and laboratories.

RECOMMENDATION # 3: SUSTAIN AND BUILD UPON STUDENT DIVERSITY SUCCESSES

We must maintain our vigilance in the recruitment and retention of underrepresented and minority students. Although the needs of undergraduates, graduate students and post-doctoral scholars are vastly different, there are also common needs as it relates to diversity. Students are the most integral components of a university; it is vital that they experience UConn as a diverse, multi-cultural and welcoming place.

Our retention success would be strengthened by building upon peer mentoring program successes that are located in the cultural centers. Peer mentoring is known to be a strong factor in encouraging students to academic, social, and emotional growth and excellence and in establishing a welcoming rather than isolating climate for students of underrepresented populations. We urge the development of deliberate programming to facilitate matching new students with experienced students. We also recommend cooperation between the area and ethnic studies institutes, the Center for Students Disabilities, the Women's Center and International Student and Scholar Services.

Representation on the Diversity Council increases the likelihood that underrepresented student voices and experiences will be heard and addressed. We recommend a conscious effort to maintain and empower student representation on the Diversity Council, and to encourage diversity among student representatives. Allied with this we recommend a Standing Student Government Diversity Committee to ensure a connection of the executive level Diversity Council with the student body. A standing Student Government Diversity Committee puts diversity on the regular agenda of student government, increases student ownership and responsibility for diversity and an inclusive climate, and can function as a useful pipeline of student representatives on the Diversity Council. These will increase top-down and bottom-up communication that makes diversity a community effort rather than an imposed directive.

The recognition of economic diversity is also extremely important, as a goal of demographic diversity that excludes recognition of class disparities does not truly address the profound reality of the intersection of class and other demographically underrepresented populations. The Task Force recommends enhancement of need-based scholarships designed to facilitate access to UConn for underrepresented populations.

Other recommendations include:

- Sustain the resources of the Cultural Centers to continue and enhance quality programming and student services;
- Provide ongoing diversity training for student leaders with curriculum informed by research, best practices, and participant feedback;
- Work in collaboration with the Graduate Diversity Officer, The Graduate Diversity Task Force and Graduate Programs on enhancing graduate student recruitment strategies through conference attendance, pipeline creation and membership to national organizations;
- Work with the Graduate School to create programming that not only supports underrepresented populations but also educates and engages graduate students on issues of diversity; and
- Develop a relationship with the Graduate Student Advocacy Officer and Graduate Students of Color Association to stay abreast of graduate and post-doctoral scholars' needs and concerns in relation to diversity.

RECOMMENDATION # 4:

PRODUCE CONSISTENT DIVERSITY DATA AND INFORMATION AND ESTABLISH A TRANSPARENT SYSTEM OF MONITORING, EVALUATION, AND ACCOUNTABILITY

Strategic decisions about diversity must be based on widely available and publicly accessible diversity data and information. Developing a data and information portal has proven to be a successful strategy not only for information dissemination but also for analyzing the data for strategic decision-making. This is especially true when it comes to higher education, where the operating metrics are constantly changing and evolving in response to shifting demographics. In view of this, the Office of Institutional Research and Effectiveness (OIRE) is developing a *UConn Diversity Portal*. The primary purpose of the portal will be to: 1) provide publicly available data on faculty, staff and students based on gender, race and ethnicity; 2) further develop analytical capabilities to understand the disparities in gender, race and ethnicity in salary, service load, and career advancement; 3) track diversification progress over time; and 4) benchmarking with peer and aspirant institutions.

OIRE has already implemented SAS® Visual Analytics along with a Data Warehouse solution that is producing useful results. Figure 2 below shows a timeline with specific milestones and outcomes for the Diversity Portal. The project metrics are being currently developed including the interface for the portal.

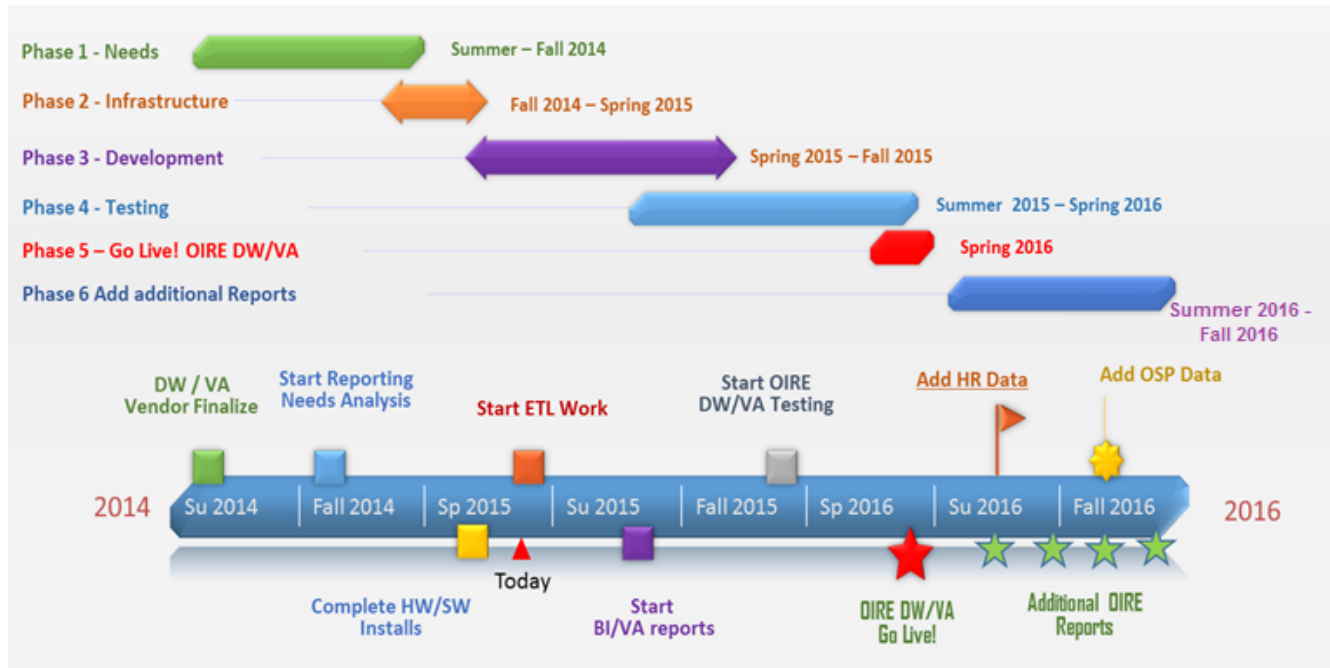


Figure 2: OIRE SAS Visual Analytics with Diversity Portal Timeline

The portal will include student, faculty, staff, and sponsored funding data in addition to academic plan metrics. Figure 3, below, shows an example of student enrollment by ethnicity, gender and state of origin for a ten-year period.

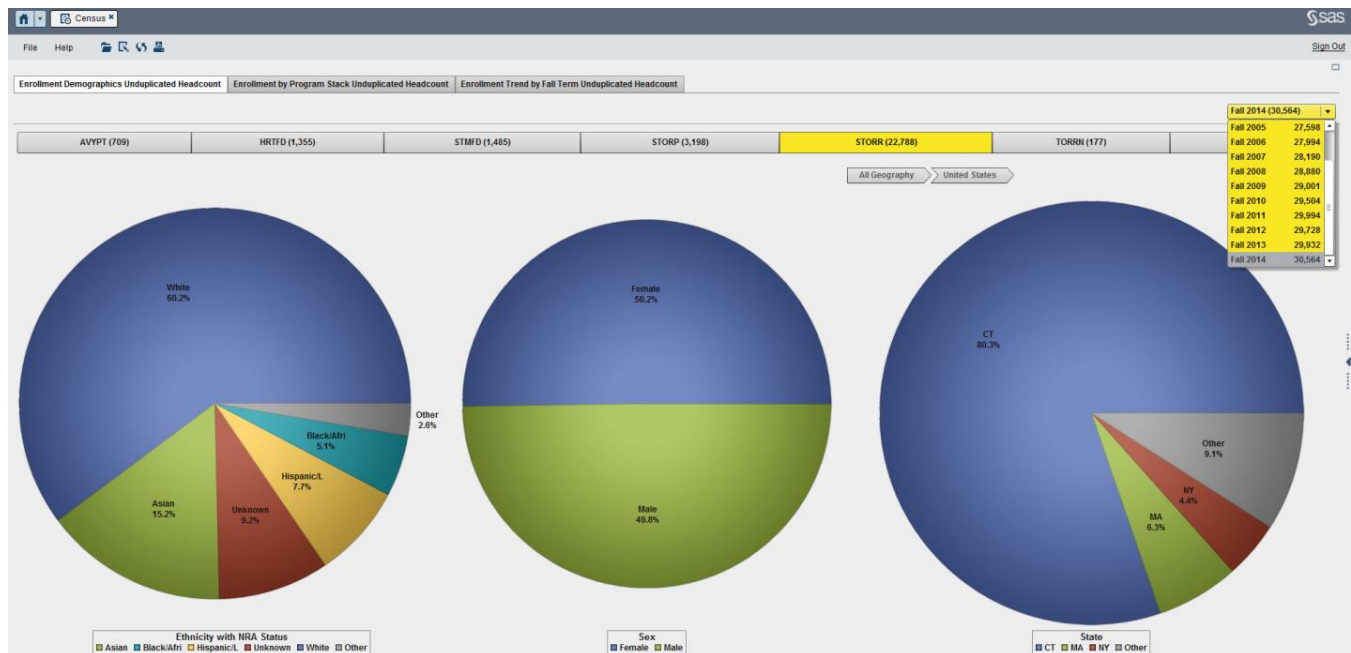


Figure 3: Enrollment by Ethnicity, Race and State of Origin

Qualitative Information about Attitudes and Experiences

Data that document and help monitor progress on improving campus diversity must include more than a quantitative assessment of the presence of diverse demographic characteristics. Although this information is vital, it does not include information about how people perceive and engage with the University’s diverse and multi-cultural environment. There is a need to better understand our campus climate and document how various members of the community feel about their experiences living, working and studying at UConn.

The collection of attitudinal data is also important for institutional self-reflection and growth. We must be able to understand the complex dynamics of community relations, especially as impacted by power and positionality. We propose a regular closed-ended survey on campus climate. This survey should provide critical information about hostile experiences, harassment, and discrimination in classroom, social, programmatic, and work environments, as well as inquire about instances of inclusion, respect and opportunities for interacting with different people positively. For example, for students, we recommend that questions be framed in specified contexts such as experiences in the classroom, with advisors, with instructors, with students, and with staff. We believe it will be more useful for data evaluation if we know the context respondents were considering. For faculty and staff, we recommend that questions be framed in specified contexts such as the office space, meetings, classrooms, training sessions, and break settings. Several useful models already exist on the UConn campus for developing an effective survey instrument. For example, there is the “Faculty and Adjunct Survey” drafted by the UConn School of Social Work in its Academic Plan.

We propose that focus group interviews complement the periodic campus climate survey; this is an effective way to discuss and better understand survey results. For example, Residential Assistants for Social Justice Education have been running “THINK Before you Speak” student forums. In addition, we urge the development of an on-line reporting system, similar to that used at Texas A&M University (<http://stophate.tamu.edu>) to

facilitate anonymous reporting of hate crimes or instances of bias. However, we suggest expanding this system to include the ability for individuals to report positive instances of inclusion, safe and welcoming activities, and opportunities to have positive and meaningful interactions with people unlike themselves. And finally, we propose the Diversity Office be responsible for collecting, disseminating and discussing qualitative diversity information.

RECOMMENDATION # 5: BUILD UPON, TIE TOGETHER AND EXPAND DIVERSITY CURRICULA AND PROGRAMMING

UConn’s curricula and programming are both representative of and responsive to the University’s multiple and ever changing constituencies. Curricula and programming are themselves diverse and emerging from units that understand the changing and expanding notion of diversity, cultural responsiveness and multi-culturalism in the US and globally while constantly struggling to understand power, identify discrimination, and support equity.⁴

We propose that the CDO, with input from the Diversity Council, compile and develop a process for maintaining an inventory of educational and intellectual activities (both formal and informal programming and curricula) that educate faculty, staff and students working and living in an increasingly diverse and globally interconnected society. A web presence that makes available information about programming, courses, and opportunities for student, faculty and staff development related to diversity initiatives should be created and maintained. In addition, we recommend that the Diversity Office have appropriate funds and resources to facilitate its own campus-wide diversity programming. These resources could, for example, be in the form of an annual awards event and a pool of competitive internal funding to support innovative initiatives around campus.

All academic units, under the guidance of the CDO and with input from the Diversity Council, Faculty Senate, and other appropriate bodies, should ensure that the campus curricula and faculty instruction support the importance of diversity as critical to the intellectual agenda of the institution. This means fostering educational efforts that support diverse experiences and diverse perspectives through such programs as:

- Providing a first-year experience that communicates the importance of diversity to students;
- Implementing a UConn Watches program that resembles and complements UConn Reads;
- Review the General Education ‘Diversity and Multiculturalism’ requirements and learning outcomes (content area 4) and strengthen this element of the GE curriculum based on findings in the review;
- Facilitate involvement in Learning Communities (Global House; Humans Rights & Action House, La Casa, etc.) where diversity programming can be enhanced and reach wider freshman and sophomore student audiences;
- Build on Education Abroad successes for students from diverse backgrounds;
- Enhance the visibility and programming of the Interdisciplinary Studies Institutes (majors and minors);

⁴ State of Connecticut Office of Education guidelines encourage fostering “culturally responsive” education and the CT Board of Governors for the CT State Universities and Communities underscores the need to foster “cultural proficiency.” Other professions may draw upon related concepts, such as “cultural competence” in social work and health professions. Each of these terms highlights the importance of fostering diversity and cultural understanding through formal and informal (or implicit) curricula.

- More fully integrate international student programming; and
- Continue to strengthen programming that encourages Public Engagement, Service Learning and Community Outreach, particularly within a range of local, state, national, and international contexts.

ODE should continue to receive all necessary support in connection with its facilitation of mandated employee training on diversity awareness and sexual harassment prevention. These important trainings, provided to employees within six months of hire, are conducted in collaboration with the cultural centers.

It is necessary to further support the work of the Division of Student Affairs and Residential Life in their commitment to creating an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. This includes facilitating the growth of the diversity of students involved in student organizations; sustaining resources in the Division's five cultural centers and Residential Life to promote campus-wide diversity programs; and providing department-based and campus-wide co-curricular experiences, educational programs, and services that are inclusive and that contribute to student development and the creation of a more welcoming and inclusive campus community. Such efforts would include enhancing peer mentoring, leadership development, community service, campus engagement, and educational programs involving various aspects of diversity and social justice.

RECOMMENDATION # 6: SIGNIFICANTLY EXPAND DIVERSITY FUNDRAISING

There is a need to communicate to the University community on and off campus that diversity is a central part of our mission, commitment and culture. We must also develop stronger relationships with external constituencies and alumni to emphasize UConn's diversity successes and goals for the future and prioritize fundraising to complement the University's commitment to diversity funding. The UConn Foundation has already established student scholarships as a core priority. This, of course, is critical for addressing institutional goals related to student economic diversity. Furthermore, Global Affairs is prioritizing fundraising for student access to Education Abroad opportunities. These efforts need to be broadened to include endowments to support the hiring and retention of diverse faculty, campus diversity programming, and the Diversity Office along with its other strategic priorities.

VI. CONCLUSION

As a community, we have had ongoing conversations about diversity and campus climate(s) and achieved much—this is evidenced in the multiple appendices to this report. UConn is now a more diverse community than in any other time in its history. There is extensive diversity programming throughout our University. And, there is an abundance of additional good ideas. At the same time, we have been unable to achieve consistently and with a common voice and vision. It is in that spirit that we propose fundamental changes in how diversity and equity are addressed at UConn, both in letter and spirit.

The Diversity Task Force acknowledges that, over the years, many initiatives have been launched to address matters that impact our campus demography, climate and multi-cultural living and learning environment. Some have been in response to specific incidents, while others have been more strategic in nature. Some of these

programs have been sustained over the course of many years, yet others have failed to produce the longer-term results that their creation and implementation were intended to address. The overriding consensus is that there is a fundamental need for a university-wide sustainable diversity strategy that allows for much stronger coordination, collaboration and connection between the numerous offices and departments working on diversity and inclusion initiatives.

Within our collective experience there have also been overt incidents of bias and discrimination that have tainted some community members' experiences and memories, prompted campus-wide activism for institutional change, and stimulated sometimes-difficult conversations about the status of our campus climate. These incidents have generated considerable reflection and motivated us toward progressive change.

The successful implementation of *UConn Diversity* will require clarity of vision and mission and firmly established goals. In order to realize these goals, strong leadership is needed not just in the form of a Chief Diversity Officer and new Diversity Office, but through all levels of the university including students, faculty and staff. This fundamental premise has led us to recommend the creation of a new structure—a *UConn Diversity Council*—that bridges 'bottom up' with 'top down' diversity and equity initiatives. Along with this new structure there will need to be department/unit diversity and equity plans along with institutional investment that is complemented by aggressive and targeted fundraising.

The Task Force firmly believes that accountability is of the utmost importance in ensuring success. All UConn leaders must be accountable for realizing the University's commitment to diversity and equity. Considerable committee time was devoted to the concept that *UConn Diversity* cannot be achieved through the tracking of metrics and 'checking-off' of boxes. In order to be successful, a climate must be established in which efforts to promote diversity and equity are rewarded and there are punitive ramifications if the University's vision is not supported.

APPENDIX A: DIVERSITY TASK FORCE CHARGE AND MEMBERS

PURPOSE

The University of Connecticut is a collegial and vibrant environment grounded in diverse people and perspectives and enabled through differences in culture, experience, and values. An academic institution's excellence and success depend fundamentally on diversity of thought, experience and values. Thus, UConn aims to become a much stronger, more inclusive community that explicitly promotes respect and understanding, broadens participation among under-represented groups, advances cultural competence, celebrates intellectual openness and multiculturalism, and welcomes varied perspectives, experiences, and backgrounds. These values must infuse all of our programs, operations, and activities in instruction, research, and outreach.

The Diversity Task Force is charged to review, assess, and recommend strategies to improve diversity at the University of Connecticut. The Task Force will closely examine the meaning of diversity, and then will challenge the University with new perspectives and ideas, and develop creative approaches for broadening and strengthening diversity. This initiative offers an important opportunity to step back and think carefully about what we as an institution and a community value and why, and to recommend measures that will operationalize these values in the fabric of our institution's strategic choices, activities, policies, programs, and organizational structures.

ORGANIZATION OF WORK

The Task Force is asked to consider a set of complex concepts and challenging questions. To approach this systematically, the work will proceed in three phases:

- ▶ **First**, the Task Force will focus on foundational questions about what the University aspires to achieve with respect to diversity. It will carefully consider and define what diversity means, and specify the attributes of an institution where diversity is created, understood, celebrated, and integrated throughout its activities. It will also articulate the outcomes the University expects to attain as a result of emphasizing diversity.
- ▶ **Next**, the Task Force will understand current practices and approaches to diversity at UConn and evaluate their effectiveness. It will examine the dynamics of interacting forces that contribute the University's current diversity environment, determine the gap between current and desired diversity outcomes, and identify existing enablers of and barriers to diversity. To accomplish this, it will engage the community through focus groups and individual meetings to seek perspective on the University's strengths and weaknesses with respect to diversity. The Task Force will also gather data about effective practices and diversity outcomes at peer and aspirant institutions.
- ▶ **Finally**, the Task Force will consider what broad strategies we should pursue institutionally to fulfill these aspirations across a range of core domains and functions (for example, hiring, research, instruction, engagement, outreach, and others). It will identify policies, processes, practices, and plans that can be developed or strengthened to enrich the University's environment, increase consciousness about privilege and bias, foster inclusion and mutual respect, and elevate diversity as

a priority. Furthermore, in light of these aspirations and strategies, the Task Force will examine what organizational and functional arrangements can best support our diversity goals.

MEMBERSHIP

Dan Weiner, Co-Chair

Vice Provost for Global Affairs

Dana Wilder, Co-Chair

Assistant Vice Provost for Academic Affairs & Diversity

William Jelani Cobb

Associate Professor of History and Director Africana Studies Institute

Elizabeth Conklin

Associate Vice President and Title IX Coordinator

Joseph Cooper

Assistant Professor of Educational Leadership

Andrea Dennis-LaVigne

Board of Trustees

Austin Dodd

Undergraduate Student

Terri Dominguez

Environmental Health & Safety Manager

Davita Silfen Glasberg

Associate Dean for Social Sciences, College of Liberal Arts & Sciences and Professor of Sociology

Thulasi Kumar

Assistant Vice Provost, Office of Institutional Research and Evaluation

Kathy Libal

Associate Professor in Community Organization and Associate Director, Human Rights Institute

James Lowe

Assistant Vice Provost for Career Development

Joseph Madaus

Professor of Educational Psychology and Director, Center on Postsecondary Education and Disability

Katheryn Maldonado

Undergraduate Student

Erin K. Melton

Assistant Professor of Public Policy

Suresh Nair

Associate Dean, School of Business

Shayla Nunnally

Associate Professor of Political Science

Mark Overmyer-Velazquez

Associate Professor of History and Director, El Instituto

Angela Rola

Director, Asian American Cultural Center

Pamela Schipani

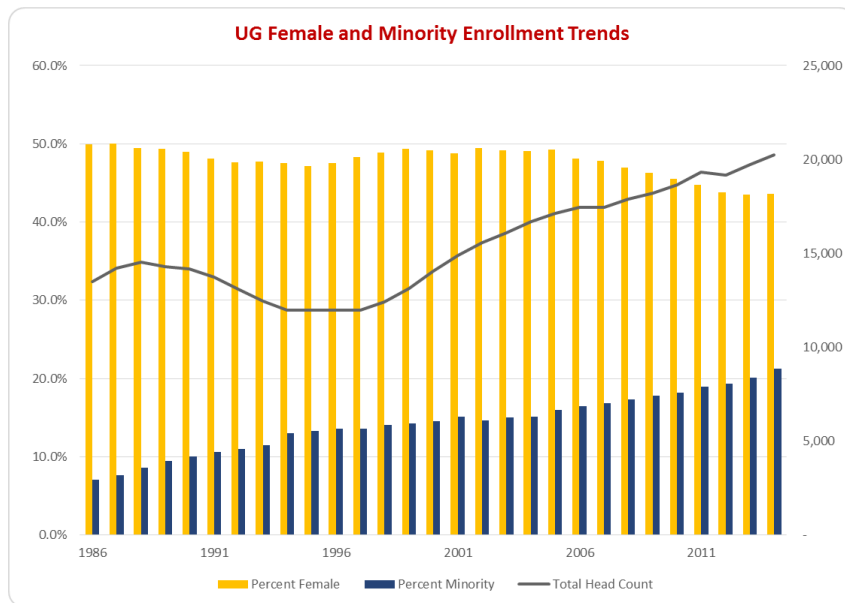
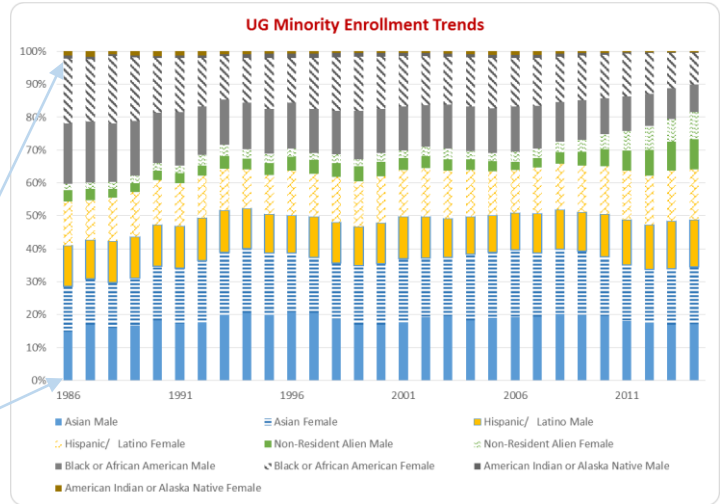
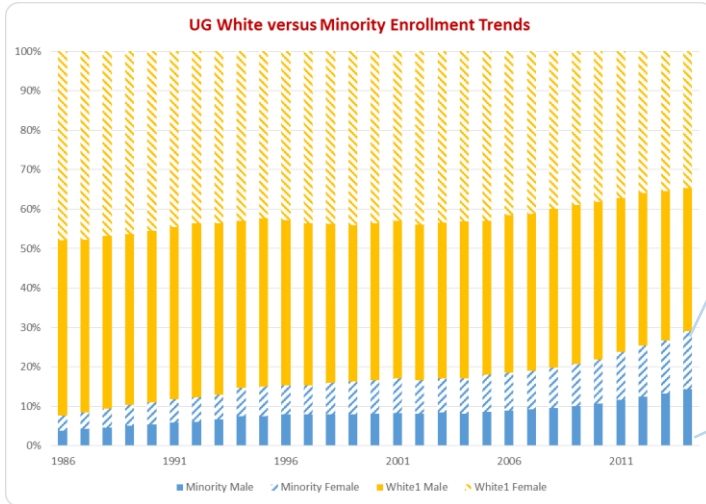
Executive Director, Office of Residential Life

Charmane Thurmand

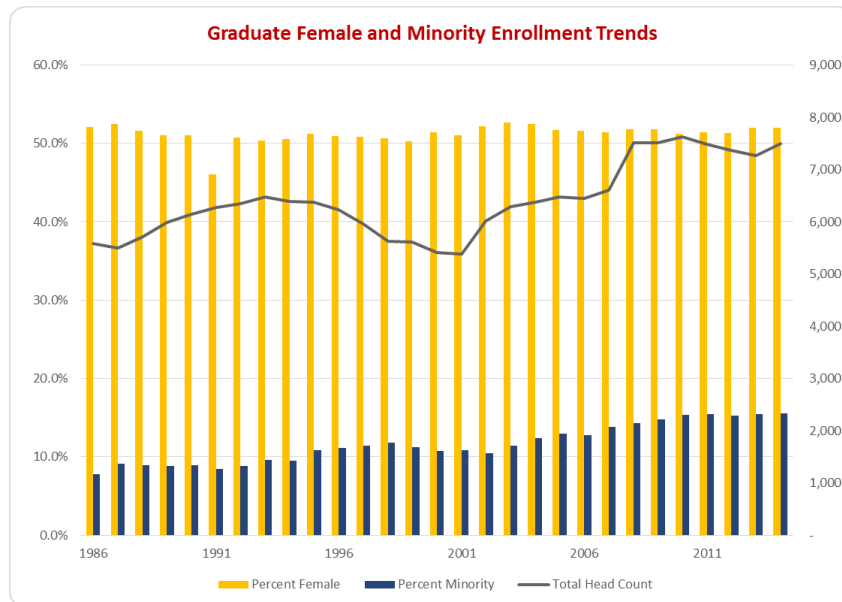
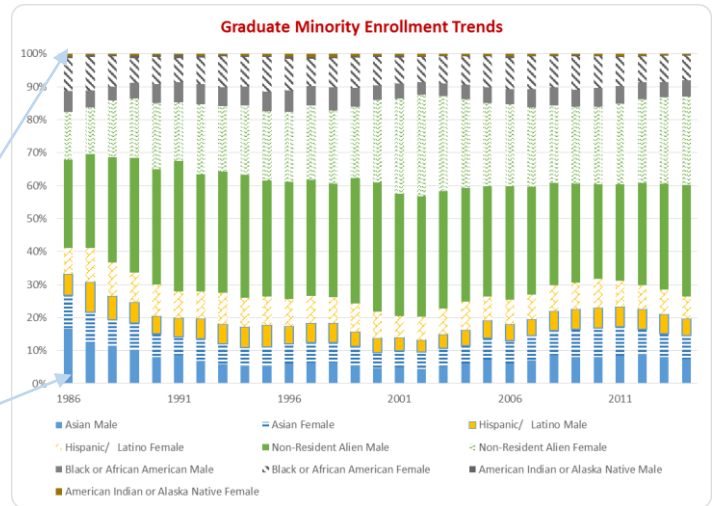
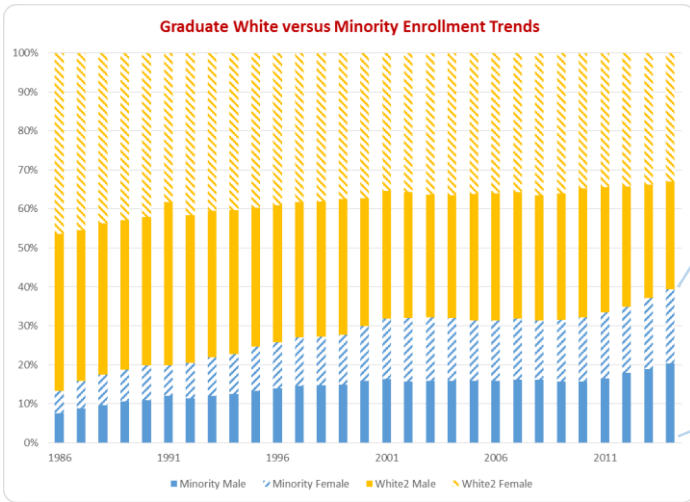
Program Specialist, Graduate School

APPENDIX B: TRENDS AND CURRENT STATISTICS

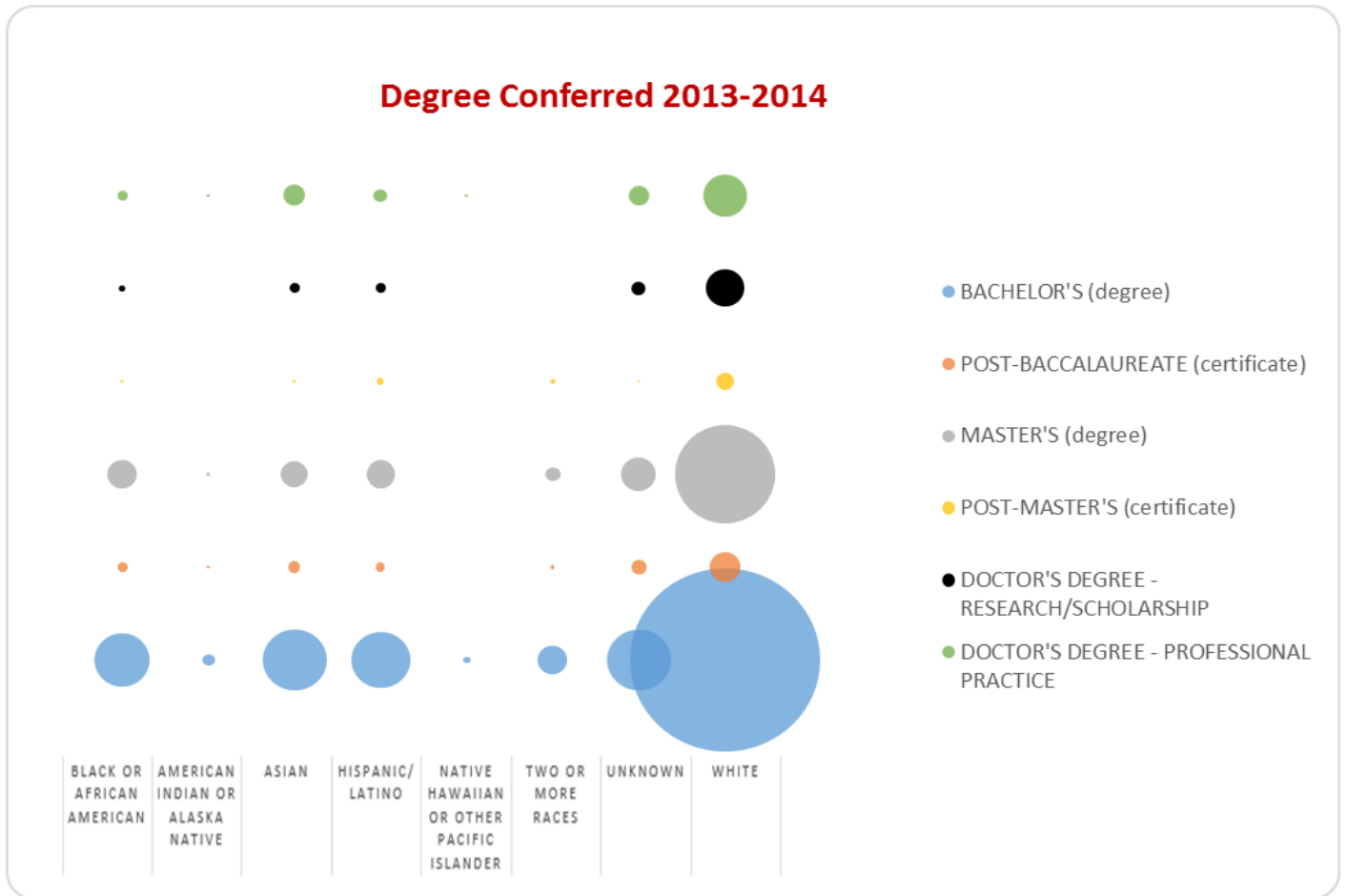
UNDERGRADUATE STUDENTS (ENROLLMENT)



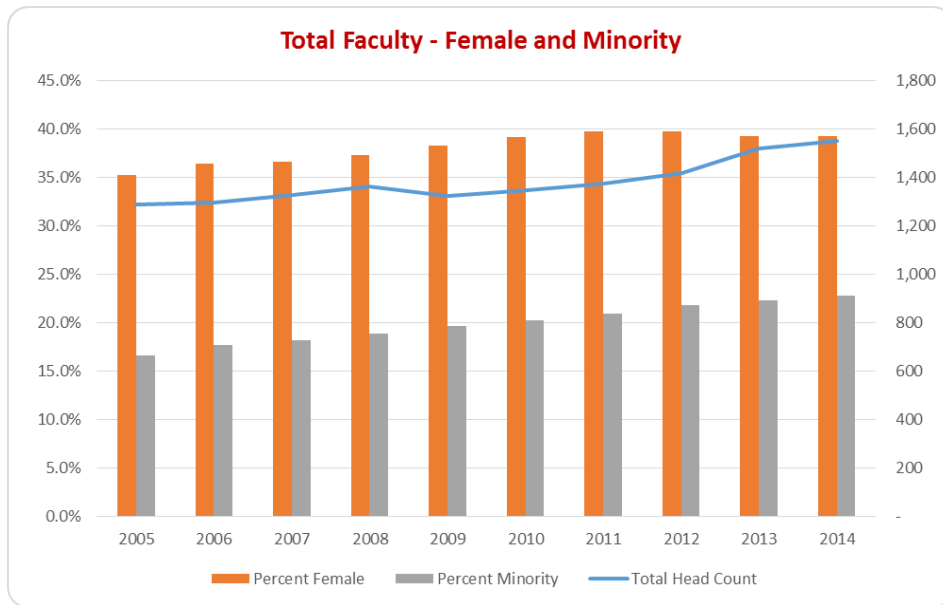
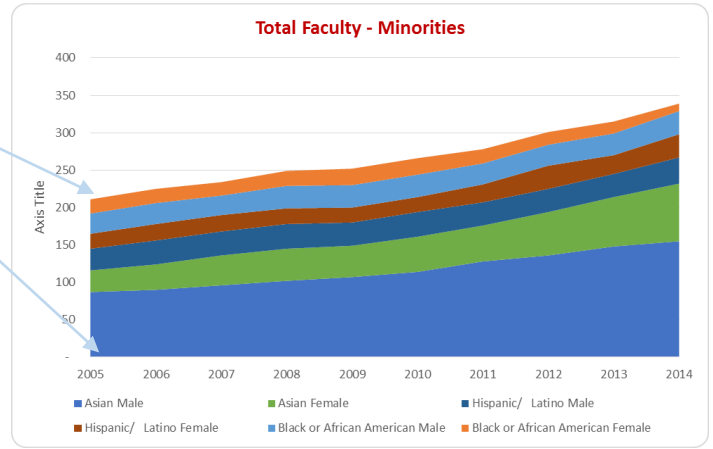
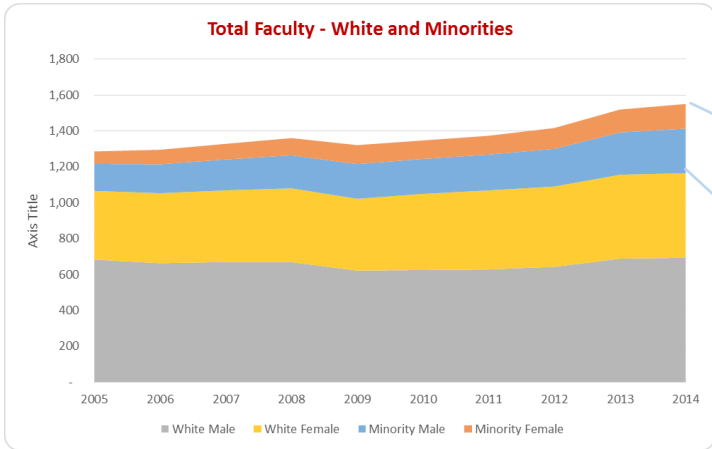
GRADUATE STUDENTS (ENROLLMENT)



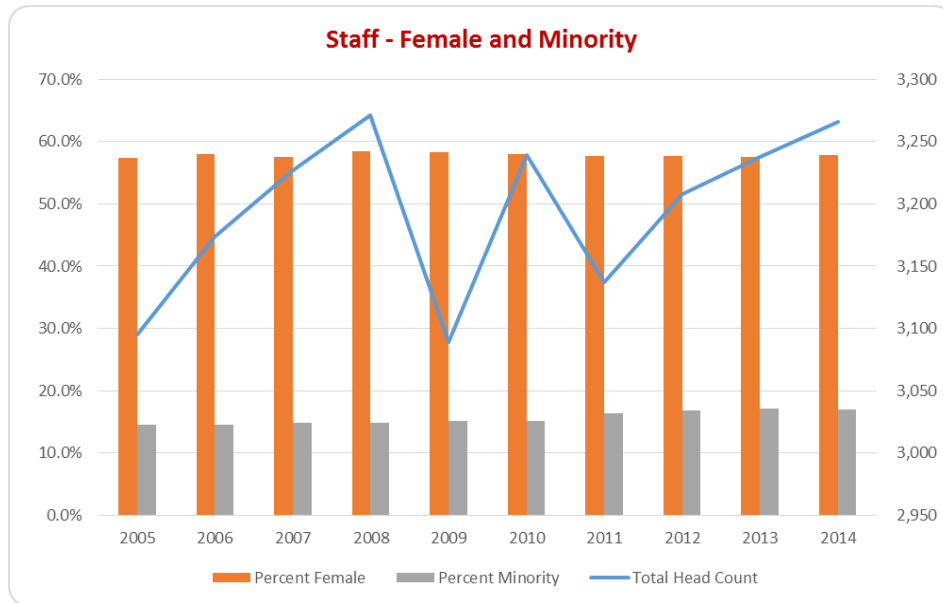
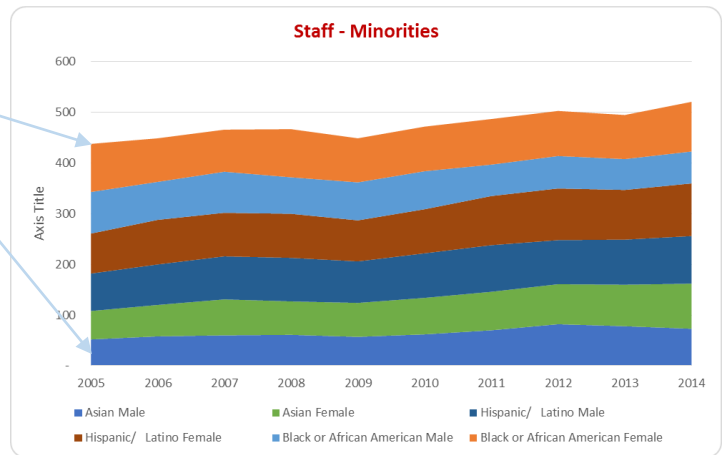
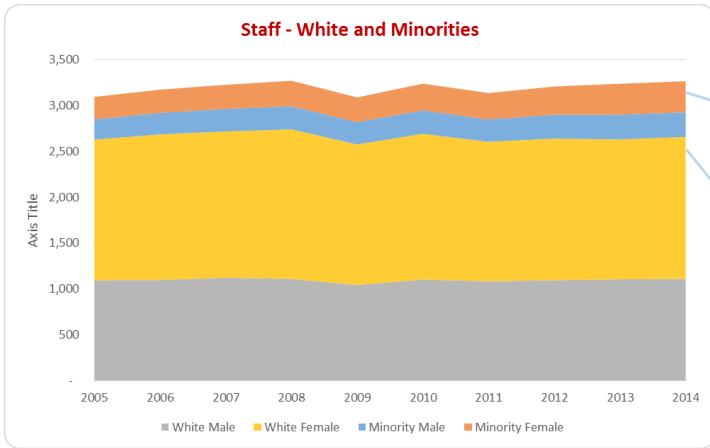
STUDENTS (GRADUATIONS 2013-14)



FACULTY



STAFF



**University of Connecticut
Compared to U.S. News Top 30 Public National Universities, 2015 Edition
Fall 2014 Full-time Tenured and Tenure Track Instructional Faculty**

Rank	School	Total Minority
1	Georgia Institute of Technology	29.8%
2	University of California-Irvine	28.1%
3	University of California-Los Angeles	26.7%
4	University of Illinois at Urbana-Champaign	26.4%
5	Purdue University	25.5%
5	Texas A & M University-College Station	25.5%
7	University of Michigan-Ann Arbor	24.6%
8	University of Maryland-College Park	23.5%
9	Michigan State University	23.4%
9	University of Florida	23.4%
11	University of California-San Diego	23.2%
12	University of California-Davis	23.1%
13	University of Pittsburgh	22.5%
14	University of California-Berkeley	22.2%
15	The University of Texas at Austin	21.5%
16	Pennsylvania State University	21.2%
16	UConn excl UCHC	21.2%
18	University of Georgia	21.1%
19	University of California-Santa Barbara	20.9%
20	University of North Carolina at Chapel Hill	20.6%
21	Virginia Tech	19.5%
22	Clemson University	19.4%
23	Rutgers University-New Brunswick	19.3%
24	University of Minnesota-Twin Cities	19.2%
25	Ohio State University	18.7%
25	University of Wisconsin-Madison	18.7%
27	University of Iowa	18.5%
28	University of Virginia	15.5%
29	College of William and Mary	12.4%
30	University of Washington	11.7%

Rank	School	Total Underrep. Minority
1	University of North Carolina at Chapel Hill	11.9%
2	The University of Texas at Austin	11.7%
3	University of Illinois at Urbana-Champaign	11.5%
4	University of California-Los Angeles	11.0%
5	University of Georgia	10.8%
6	University of California-Santa Barbara	10.6%
7	Texas A & M University-College Station	10.1%
7	Michigan State University	10.1%
9	University of Florida	9.8%
9	University of California-Berkeley	9.8%
11	University of Michigan-Ann Arbor	9.7%
12	University of California-Irvine	9.3%
13	University of Maryland-College Park	9.2%
14	Pennsylvania State University	8.9%
15	University of California-San Diego	8.5%
16	UConn excl UCHC	8.1%
17	University of California-Davis	8.0%
18	Virginia Tech	7.6%
19	Ohio State University	7.5%
20	Purdue University	7.2%
20	College of William and Mary	7.2%
22	University of Wisconsin-Madison	7.1%
23	University of Virginia	7.0%
23	University of Iowa	7.0%
25	Rutgers University-New Brunswick	6.9%
26	University of Minnesota-Twin Cities	6.6%
27	University of Washington	6.5%
28	Georgia Institute of Technology	6.2%
29	University of Pittsburgh	6.0%
30	Clemson University	5.7%

OIRE/July 28, 2015

Note: Minority includes Asian, Black or African American, American Indian or Alaska Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races. For IPEDS reporting, Non-Resident Aliens are reported separately and are not included in this race/ethnicity data.

Note: Underrepresented Minority includes Black or African American, American Indian or Alaska Native, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races. For IPEDS reporting, Non-Resident Aliens are reported separately and are not included in this race/ethnicity data.

Source: IPEDS Data Center, Fall 2014 Human Resources Survey.

APPENDIX C: DIVERSITY INITIATIVES AND PROGRAMMING

The examples cited below are not all-inclusive, rather they are illustrative of current diversity programming and initiatives that currently exist. In some cases these examples are specific to the population in a particular unit, while in others there is cross-departmental collaboration.

Examples include:

- Office of Diversity and Equity
- Division of Enrollment Planning & Management
- Division of Student Affairs
- Global Affairs
- Office of Public Engagement
- Veterans Affairs and Military Programs
- Institute for Student Success
- Interdisciplinary Academic Institutes
- College of Liberal Arts and Sciences
- School of Fine Arts
- School of Social Work
- Neag School of Education
- School of Business
- School of Law

OFFICE OF DIVERSITY AND EQUITY

The Office of Diversity and Equity conducts numerous trainings for all employees on an ongoing basis. These include Sexual Harassment Prevention Training and Diversity Awareness training, which all employees are required to attend within six months of hire. In addition, ODE conducts search committee training, which includes significant focus on proven methods to enhance diversity of candidates for jobs, and mechanisms for countering committee member inherent bias. Furthermore, in partnership with Human Resources, Labor Relations, and the Office of Audit, Compliance and Ethics (OACE), ODE presents on advanced concepts for managers in diversity, non-discrimination and civility in the University's newly-launched Management Support and Development Training, a full-day management training program provided to new managers within six months of hire or promotion. ODE also regularly conducts tailored trainings and presentations to both students and employees throughout the University where investigations reveal the need for further dialogue, programming, or training. Finally, ODE regularly sponsors or co-sponsors campus-wide speakers from across the nation who bring expertise on issues of diversity and discrimination to the University community.

DIVISION OF ENROLLMENT PLANNING AND MANAGEMENT

Efforts by the Division of Enrollment Planning and Management to enhance undergraduate student diversity have been effective, as is indicated by the enrollment of record numbers of minority students and international students. The many recruitment initiatives of the Undergraduate Admissions office include programming specifically tailored to enhance the interest and enrollment of minority students; such as targeted outreach, collaboration with urban schools and community based organizations, visitation programs, application events, calling events, and much more. Likewise, UConn's Office of Student Financial Aid Services works to optimize the utilization of limited institutional funds in an effort to ensure affordability for our neediest students and to enhance economic diversity among our students.

DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs is committed to creating an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. They provide strong leadership with many campus initiatives that promote a welcoming and inclusive environment in which students and professional colleagues can achieve their fullest potential. Student Affairs supports the University's diversity goals by:

- Recruiting, retaining and developing a diverse staff with the commitment and expertise to assume responsibility for and support diversity initiatives.
- Developing an ethic of care in Student Affairs that enables students and staff to understand the demands some members face in adapting to the campus environment and the conduct necessary to ensure a positive experience.
- Increasing the diversity of students involved in student organizations through active recruitment and by supporting student organizations that align with their contemporary needs and interests.
- Bolstering resources in the Division's five cultural centers to promote campus-wide diversity programs and to extend educationally purposeful initiatives that enhance learning, campus engagement and success for students from historically under-represented groups at the University.
- Providing department based and campus-wide co-curricular experiences, educational programs, and services that are inclusive and that contribute to student development and the creation of a more welcoming and inclusive campus community. This includes peer mentoring, leadership development, community service, campus engagement, and educational programs involving various aspects of diversity and social justice.

These goals are achieved in many locations, including cultural centers that serve historically underrepresented racial/ethnic minorities (African American, Puerto Rican/Latin American, Asian American, Native American); The Center for Students with Disabilities; the Institute for Student Success for persons from low-income families and first generation to attend college; the Office of Veterans Affairs and Military Programs; the Rainbow Center; and the Women's Center. The Division of Student Affairs' *August 2014 – May 2015 Diversity, Multiculturalism, and Inclusion Staff Development and*

Educational Programs Report identifies over 1,100 initiatives and programs coordinated by the division during this past academic year.

GLOBAL AFFAIRS

Global Affairs is committed to supporting the core values of diversity and global engagement at the University of Connecticut through its work on campus, in the local community, and with partners abroad. By promoting the exchange, research and scholarship of students, faculty and staff on campus and with a wide variety of academic institutions, non-profit organizations, private sector companies, and public agencies, Global Affairs encourages and fosters the development of global competency and provides a platform for the support of international initiatives both on and off campus. The work of Global Affairs also dovetails with diversity efforts at UConn in a synergy that builds links between the campus community and global engagement. The need for these connections is articulated in the American Council on Education's study, *At Home in the World: Educating for Global Connections and Local Commitments*:

Globalization has blurred the lines between the global and the local, as well as the distinctions between international and domestic diversity. To become responsible, productive citizens who engage fully and successfully in the world around them, our students must possess an understanding of their own cultures and those of their neighbors at home and abroad. They also need the skills to analyze interconnections between global and local systems, which will prepare them for effective participation in our diverse society (<http://www.acenet.edu/news-room/Pages/AHITW-Toolkit-Main.aspx>).

With a mission to foster this kind of cultural competency within the UConn community as a whole, Global Affairs provides services that range from assistance with all matters relating to immigration for foreign students and faculty to increasing student mobility through a broad menu of education abroad opportunities and scholarships that make global learning more accessible for all students. Global Affairs helps to internationalize the campus by its training programs within UConn's American English Language Institute (UCAELI) and through the Global Training and Development Institute (GTDI), which fosters global sustainable development, capacity building and cross-cultural understanding through two way educational and cultural exchange. Global Affairs also supports the interdisciplinary research, academic offerings, archives and outreach initiatives of the Human Rights Institute, the Dodd Center and the UNESCO Chair and Institute of Comparative Human Rights. In addition, Global Affairs encourages and supports innovative pedagogies and programs that provide students with knowledge and understanding of critical global issues and cultures from a variety of perspectives, disciplines and learning environments.

OFFICE OF PUBLIC ENGAGEMENT

Community engagement is the process of working collaboratively toward a common goal. It involves individuals from disparate or similar backgrounds who are unified around a need to create social change for the betterment of all. In order for one to be engaged, individuals and organizations must be in a

relationship with each other, established and enhanced over time, and centered on an area of significance for all entities involved. The players involved need to understand each other, accept each other's positions, appreciate the history of beliefs and attitudes brought to a discussion, embrace the lens used by the other and *together* define a common purpose, goal and method of their work. Engagement is doing *with* another not for another. Engagement is responsible to one's culture and respectful of one's past. Engagement is relevant and responsible action for all parties and *together* a greater good is achieved.

Community engagement is, at its core, about relationships and partnerships. Effective relationships are established between individuals and organizations when all parties appreciate the talent and positions of each other. Sustainable relationships are created and enhanced when a lens of acceptance and understanding is used instead of a lens of oppression and dominance. A lens of acceptance mandates interaction, involvement and interdependent praxis. Praxis is careful and deliberate action built on a commitment to social justice. This is engagement.

The Office of Public Engagement (OPE) is committed to diversity and their mission is to assist in the development of engaged citizens through coordination, advocacy and capacity building for engagement activities. Civic engagement, service learning, engaged scholarship, university assisted community schools, strategic partnerships, and communities as partners and collaborators are examples of programs and activities offered by the OPE. The work of the office is through and with others across all disciplines, all campuses and all communities.

VETERAN AFFAIRS AND MILITARY PROGRAMS

The University of Connecticut's Office of Veterans Affairs and Military Programs (VAMP) provides a full range of benefits and services to students who have served, or continue to serve, in our Armed Forces. These services include benefits processing, event programming and community outreach. VAMP's goal is to provide an excellent experience for all veterans and members of the military who attend the University of Connecticut and for each of them to know that they are an important and integral part of the University. Veterans are encouraged to utilize VAMP resources in addition to those of other departments throughout the University to maximize their educational experience.

INSTITUTE FOR STUDENT SUCCESS

The Institute for Student Success (ISS), under the purview of the Vice Provost for Academic Affairs, was created with the goal of providing undergraduate students with the tools for success and to be a tutoring, teaching, learning focal point of undergraduate activities. ISS consists of the following units, which provide academic advising and support, transition assistance, and enrichment opportunities to middle school, high school and college students:

- The Academic Center for Exploratory Students (ACES) offers high quality academic advising and educational planning to students who are exploring and preparing for various degree programs.
- The Center for Academic Programs (CAP) increases access to higher education for students who are first generation to college and/or who come from underrepresented ethnic or economic

backgrounds, and also provides support services to aid students' retention in and graduation from the University.

- First Year Programs and Learning Communities (FYP & LC) help first year and transfer students' transition to the University, and promote personal and academic development through interdisciplinary courses, peer education, academic support, one-on-one mentoring, and opportunities to live and participate in Learning Communities.

AREA AND ETHNIC STUDIES INSTITUTES

Area and ethnic studies academic institutes, for the most part located in the College of Liberal Arts and Sciences, provide diverse research and teaching opportunities for our faculty that enrich the student learning experience in addition to university community awareness through distinguished lecture series and programming. These include the Africana Studies Institute; Asian and Asian American Studies Institute; El Instituto: Institute of Latina/o, Caribbean and Latin American Studies; Women's Gender, and Sexuality Studies; Center for Judaic Studies and Contemporary Jewish Life; and the Human Rights Institute.

COLLEGE OF LIBERAL ARTS AND SCIENCES

The UConn Department of Geography is in the process of creating a comprehensive Diversity Action Plan. The plan will recognize the overall importance of diversity to the mission of the department and University as well as delineating specific types of diversity that the department seeks to foster. While in some ways a diverse department, it has room to be more inclusive. The department hopes in particular to better showcase its current diversity as a way of attracting more students from diverse backgrounds. The Diversity Plan Committee will use input from faculty, staff and students to develop metrics and both long- and short-term goals to guide future growth. Areas of focus are split between interdepartmental diversity, diversity of students and teaching, and fostering connections outside of the University in communities throughout Connecticut. As the discipline is inherently interested in global multiplicity, its motivation is that the department should reflect this diversity of perspectives.

SCHOOL OF FINE ARTS

Through its exhibiting and performing venues (the Jorgensen Center for the Performing Arts, Connecticut Repertory Theatre, William Benton Museum of Art, Ballard Museum and Institute of Puppetry, Contemporary Art Galleries, and von der Mehden Recital Hall), the School of Fine Arts brings a range of diverse and global cultural programs to the University. For example, in 2014-2015 the Jorgensen Center hosted performances by Rhythmic Circus, Zap Mama and Antibalas, and the Latin Fest and organized the JOY outreach program for underserved youth. The School of Fine Arts has also focused on diversity in its arts-related academic programming: in 2014-2015, Rashaad Newsome, an artist whose work explores issues of race and sexuality, visited the School as the Robert Gray Memorial Fund lecturer. He gave a public lecture and conducted two workshops for graduate and undergraduate students.

The School has a proportionately large number of faculty who are joint appointments with the Africana Studies Institute, Asian and Asian American Studies Institute, El Instituto, and the Women's, Gender, and Sexuality Studies Program. The school offers numerous courses each year focused on diversity in the arts and humanities, and through the faculty, has a high level of research productivity in diverse arts and cultures.

The School of Fine Arts has a long standing Diversity Committee composed of faculty and staff, which historically has been chaired by the School's Assistant Dean. Beginning in 2015-2016, however, it will be chaired by the Dean to bring greater focus on diversity issues. The Diversity Committee's current mission is to review policies and practices to promote diversity in the School, and this mission will be expanded and refined in the coming year.

SCHOOL OF SOCIAL WORK

The School of Social Work (SSW) has long been committed to maintaining a diverse faculty, staff and student body, as well as working effectively in the context of diversity. The School has one of the highest levels of racial/ethnic diversity in the University by academic unit. In 2015, 42% of tenure track faculty, 25% of staff and 35% of students are from underrepresented groups. The School has promoted and engaged diversity through a range of mechanisms, including sponsoring an annual Diversity Field Seminar, required of all students and faculty and a Diversity and Cultural Competence Convocation for incoming students. Furthermore, the Dean's Advisory Board includes representatives from organizations that serve diverse communities.

The School's 2009-2014 Academic Plan highlights a Diversity Goal that entails ensuring *"a more diverse, inclusive and just community that fosters cultural competence in teaching, scholarship and service.* In 2010, Dean Salome Raheim formed the Just Community: Change Starts Here (formerly the Cultural Competence Action Committee) as a school-wide organizational development effort to increase capacity to promote and work effectively in the context of diversity. The Committee includes representatives from faculty, staff, administration, student body, and community members. The Committee led the SSW Organizational Cultural Competence Self-Assessment Surveys of faculty, staff, students, field instructors, and other external key constituents, which provided basis of planning for organizational change, professional development, and curricular revision efforts.

SSW has conducted focus groups with selected groups of underrepresented students as indicated by survey findings, such as with LGBTQIA & ally students and students of color which generated findings to influence the School's climate/curriculum related to inclusiveness. The Just Community developed an action plan for School-wide organizational development, which included professional development for faculty, staff, and field instructors; curricular enhancements; and co-curricular programming. It has implemented professional development for faculty, staff, and field instructors, including Safe Zone training (Rainbow Center) and organizational cultural competence workshops led by national experts and has developed programs for students. It also formed the Just Community: Student Sub-Committee, which engages students in the initiative and develops co-curricular activities, for example an Equity Tree

artistic installation; conducts evaluation of programs launched by the Initiative; produces a periodic newsletter; and disseminates lessons learned from the Initiative at state and national conferences.

The SSW's curriculum requires first year students to take a course on human oppression and classes throughout the curriculum address content on cultural competence, power and oppression, social and economic justice, and human rights. Focused areas of study (minor concentrations) allow students to gain deeper insights into structural oppression and dynamics of discrimination and social change: Black Studies for Social Work Practice; International Issues in Social Work; Puerto Rican/Latin@ Studies in Social Work; Social Work Practice with Older Adults; Social Work with Women and Children in Families; Urban Issues in Social Work; Mental Health and Substance Abuse in Social Work Practice. The SSW also prioritizes recruitment and retention of a diverse graduate student body through active recruitment, financial aid support. It has actively recruited members of underrepresented groups at state and regional levels through ongoing relationships with public and private institutions of higher learning, as well as through visibility in key events that target communities of color. It also provides services to support student retention, including writing consultants, mentorship, and leadership development.

NEAG SCHOOL OF EDUCATION

The Neag School of Education is strongly committed to diversity. This is reflected through its faculty, core academic focus, statewide partnerships and national initiatives, and of course its students. Efforts to transform public education must include focused work on closing the achievement gap in U.S. public schools by addressing serious issues of equity and access and on closing the global achievement gap between U.S. students and students in other countries where academic performance is higher. Neag's newly conceptualized school-wide focus on diversity, equity and access, and global and public engagement is strongly aligned with both the national and state imperatives. Recent Neag School diversity initiatives include the following:

- **Established *Equity and Social Justice* as one of four main strategic areas identified by the 2014-2015 [Neag School's Academic Vision](#).** The overall aim of the *Equity and Social Justice* strategic area of focus is to position the Neag School (a) to contribute to the evidence base of sound educational policies, practices, and programs that optimize all students' potential and (b) to identify proven methods to promote educational equity and social justice. Faculty from all departments, particularly the new cadre of faculty hired for the Education Equity, Achievement, and Reform cluster as well as the Education Evaluation and Policy cluster, will join with faculty from other schools and colleges to develop a comprehensive approach and create metrics to assess education equity and student achievement in ways that promote a greater understanding of and ability to predict what influences achievement gaps. Identifying the factors and forces that contribute to these gaps will suggest key levers of change.
- **Diversified faculty and teacher candidates.** Through a commitment to targeted recruiting, strategic advice from the Neag School Advisory Council on Diversity, and faculty and administrator support, the Neag School has increased the percentage of diverse faculty from about 11% in 2006 to 19% in 2014. Teacher candidate diversity has increased from 11% in 2011 to 14% in 2014.

- **Successfully launched the [Dean’s Doctoral Scholars Program](#).** The DDS program is designed to attract the best and most diverse doctoral students to the Neag School. This fall the Neag School will welcome its first cohort of Dean’s Doctoral Scholars, who will each receive four years of funding to complete their degree. This outstanding cohort is very diverse, with five of the eight students from underrepresented backgrounds. As intended, the DDS program greatly enhanced efforts to recruit members of diverse groups in all of our advanced programs. Data show an increase in the number of underrepresented and minority (includes Asian Americans) doctoral applicants:
 - The number of doctoral student applications increased from 109 in fall 2014 to 160 in fall 2015. During that same time period, the percentage of applicants from underrepresented backgrounds increased from 11.5% to 22.4%—almost doubling—and the percentage of applicants from minority background increased from 35.6% to nearly 50%.
 - Among doctoral students admitted in spring 2015, 19% are from underrepresented background and 32% are considered minorities.
- **Expanded the role and capacity of the [Neag School Academic Advising Office](#).** In 2015, the Neag School hired two new Academic Advisors whose specific charge is to enhance recruitment of students from underrepresented backgrounds. The two new UCPEA employees are members of underrepresented groups and have greatly contributed to the diversity of the Neag community.
- **Continued advisement from the [Neag School’s Advisory Council on Diversity](#).** With the guidance of the Advisory Council on Diversity, the Neag School has successfully identified priorities in the area of diversity to ensure that its candidates are prepared to work with students from various socio-economic, English language, and special needs backgrounds. The role of the Advisory Council on Diversity was critical to the diversification of our faculty in the past 3-4 years.
- **Selected by the American Association of Colleges for Teacher Education (AACTE) as one of ten institutions nationwide to participate in its [Networked Improvement Community \(NIC\)](#).** NIC is aimed at increasing the number of Black and Latino men in teacher preparation and teaching. Participating institutions commit to increasing the number of young men of color in their teacher education programs by 25% over several years and participate in a networked knowledge-sharing community on effective methods.
- **Actively involved with the [Connecticut Minority Teacher Recruitment Committee](#).** Several Neag School faculty are members of this committee. The aim of the committee is to recruit, support and retain students of color into teacher preparation and the Connecticut teacher labor market.
- **Launched Project [L.I.D \(Leadership In Diversity\)](#).** L.I.D. is dedicated to providing support for students from underrepresented backgrounds interested in the field of education. The aim is to help remove the “lid” around educational equity and equip students with the necessary tools, networks and information to be competitive, well-rounded future educators.

SCHOOL OF BUSINESS

The goals of the UConn School of Business Office of Diversity Initiatives include outreach and service excellence. This will be accomplished by increasing the admissions of high-quality minority students at the undergraduate and graduate levels and by providing scholarships, fellowships, mentors and role models to help foster high retention rates and success. Initiatives include:

- **Summer Business Academy (SBA)** – The Summer Business Academy is a 3-week day program for 15-25 high achieving college-bound students who are interested in pursuing careers in business. The program takes place at the UConn Storrs campus.
- **Teenage Business Program** – Each year, the Office of Diversity Initiatives collaborates with various high schools and programs to bring high school students from throughout Connecticut to campus for a day-long program of workshops, presentations and a campus tour. These high school students also have the opportunity to attend panel sessions with current UConn students as well as business professionals.
- **Travelers EDGE** – Travelers EDGE is an innovative educational opportunity developed by Travelers Companies, Inc. Travelers recognizes that students are the leaders of tomorrow who are in the classrooms of UConn today. This unique program gives underrepresented and first generational students resources and support to enhance their degree and make them more competitive in the business world. Travelers EDGE scholars receive a scholarship that covers full in-state tuition and fees, textbooks stipend, mentor, professional and personal development training and workshops as well as an opportunity for an internship at Travelers Inc.
- **Gender Diversity in Technology** – The School of Business through its partnership with the National Center for Women & Information Technology (NCWIT) works to correct the imbalance of gender diversity in technology. Their Aspirations in Computing program provides awards to high school girls interested in computing and technology and encourages them to pursue their passion.
- **Graduate School Recruitment** – In collaboration with the School of Business' PhD program, candidates are recruited for the PhD program through the PhD Project. The PhD Project was founded upon the premise that advancements in workplace diversity could be propelled forward by increasing the diversity of business school faculty. The PhD helps African-Americans, Hispanic-Americans and Native Americans attain their business PhD and become the business professors who will mentor the next generation of leaders.
- **Graduate School Diversity Taskforce** – This committee provides support and programming to underrepresented graduate students at UConn. In addition, it serves as the selection committee for graduate school diversity scholarships.
- **Students Engaged in Academic Leadership (SEAL)** – The SEAL program seeks to bridge the graduation and retention gap of first generation college students by providing academic support, cultivating leadership, and providing professional development and engagement programs
- **Diversity in Business Lecture Series** – The Diversity in Business Lectures are offered during the fall and spring semesters and consist of a series of presentations by School of Business alumni or industry professionals. The purpose of the lecture series is to provide students with an

opportunity to learn about diversity, leadership, creativity, product innovation, entrepreneurial thinking and persuasive communication from industry executives or UConn alumni.

- **Professional Development Workshops** – Professional development workshops are intended to educate and prepare students for a successful career upon graduating. Participants who attend these workshops gain the soft and technical skills necessary for today’s job market. Past workshops have focused on Public Speaking, Personal Branding and Effective Networking.
- **Student Organizations** – The Office of Diversity Initiatives serves as the faculty adviser to four student organizations; National Association of Black Accountants (NABA), Association for Latino Professionals in Accounting and Finance (ALPFA), Multicultural Business Society (MBS) and Society for Human Resources Management (SHRM). They will also be starting an Asian Business Society in Fall 2015.
- **Student Support Services** – The Office of Diversity Initiatives provides undergraduate tutoring, academic advising / planning, counseling and mentoring for current and prospective students to the School of Business.
- **Corporate External Relations** – The Office of Diversity Initiatives collaborates with various corporate partners to develop and provide career, professional and personal student development opportunities for underrepresented and First Generational college students. Partnerships provide financial support through scholarships for tuition, study abroad and conference attendance. They also work directly with corporate partners to secure internships and full-time job opportunities. The office manages the following scholarships and programs that are supported by our partners; Travelers, Coca Cola, Liberty Mutual, Pratt & Whitney / UTC and General Electric. They also serve as a resource for numerous external leadership and student development opportunities.

SCHOOL OF LAW

A bright spot in Law School enrollment of recent years is their track record of diversity. Students of color have comprised about 30% of the student body in recent years. They have fourteen active affinity groups, from a Muslim Law Students Association to a Military Law Students Association, and an active Student Bar Association Diversity Committee that coordinates among them. This is mirrored to an extent in the faculty: three of ten recent faculty hires have been faculty of color, but after two recent departures (one retirement and one move to UC Irvine) UConn Law has only one African-American faculty member. Over the last fifteen years, hires have been roughly equal between male and female faculty, and the school has good representation of LGBT individuals in the faculty, staff, and student body.

APPENDIX D: STANDARDS OF PROFESSIONAL PRACTICE FOR CHIEF DIVERSITY OFFICERS

Guidelines developed by the National Association for Diversity Officers for Higher Education (NADOHE) to inform and assist individual administrators and institutions in aligning the work of the CDO on their campuses with the evolving characteristics of the profession.

STANDARD ONE

Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.

Institutions of higher education, like the U.S. population, are becoming increasingly diverse, not just in terms of racial and ethnic identity, but also age, cultural identity, religious and spiritual identity, sexual orientation, gender identity or expression, physical and mental ability, nationality, social and economic status, and political and ideological perspectives. Chief diversity officers give voice to diversity in ways that continue to evolve in regional, national, and international contexts that extend beyond a traditional or historical understanding and application.

STANDARD TWO

Understands, and is able to articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions.

The ability to effectively communicate the importance of equity, inclusion and diversity in verbal and written forms are fundamental practices necessary to advance the diversity mission of an institution through formal and informal interactions with stakeholders and constituents both inside and outside higher education institutions (e.g., faculty, staff, students, administrators, legislators, media, alumni, trustees, community members, and others). CDOs articulate the importance of equity, inclusion and diversity in a variety of ways (e.g., educational benefits, business case, social justice frameworks) that fit the broader educational missions of the institutions they serve.

STANDARD THREE

Understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts.

Colleges and universities are complex organizations that are accountable to internal, state, national, and global stakeholders. The internal contextual landscape is influenced by the interactions between and among these stakeholders, and affects the definition and implementation of the diversity mission. CDOs have the strategic vision to conceptualize their work to advance diversity, inclusion and equity, while

simultaneously having the administrative acumen to be responsive to the broader contextual landscape.

STANDARD FOUR

Has knowledge and understanding of, and is able to articulate in verbal and written form, the range of evidence for the educational benefits that accrue to students through diversity, inclusion, and equity in higher education.

Existing research on the educational benefits of diversity to students provides a critical foundation for the work of chief diversity officers, and new findings continue to emerge in the scholarly literature. Basic fundamental knowledge and understanding of a wide range of evidence provides the basis for daily activities, diversity programming, leadership, and strategic planning at multiple levels of institutional operations.

STANDARD FIVE

Has an understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.

Curriculum is the purview of the faculty, and it also is a place where institutional diversity goals and learning outcomes are articulated, implemented, taught, and assessed. Chief diversity officers partner with faculty in curriculum development efforts to facilitate inclusive teaching and learning practices.

STANDARD SIX

Has an understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff, and administrators.

Colleges and universities vary with respect to mission, values, culture, and context. Chief diversity officers can identify and apply multiple sources of delivery methods to reach a diverse and complex audience within campus communities to enhance the diversity mission of an institution. These methods include, but are not limited to, presentations, workshops, seminars, focus group sessions, difficult dialogues, restorative justice, town hall meetings, conferences, institutes, and community outreach.

STANDARD SEVEN

Has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.

Bias incidents and hate crimes often occur on college and university campuses. Chief diversity officers serve as leaders regarding appropriate and effective responses to such incidents. In collaboration or partnership with others, chief diversity officers provide leadership in advancing appropriate and effective campus responses, such as (1) providing support and consultation to victims; (2) assisting in working through the institutional complaint process; (3) engaging law enforcement, regulatory agencies,

or other campus authorities; and (4) providing consultation to campus leadership in communications with the media, as well as campus and community constituents, about the incidents. Where appropriate, CDOs facilitate, monitor and/or assist in record keeping and reporting activities that are required by law regarding such incidents (e.g., Clery Act; Title IX).

STANDARD EIGHT

Has basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions.

Existing research provides compelling arguments for the use of various assessment tools to document the educational benefits of diversity and institutional effectiveness. Diversity efforts should be assessed beyond compositional data and satisfaction surveys. Basic knowledge of various methods of institutional data collection (e.g., academic achievement gaps, academic remediation, STEM participation, honors enrollments, graduation and persistence rates, recruitment and retention of students, faculty and staff) will help chief diversity officers promote accountability.

STANDARD NINE

Has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity.

Campus climate research plays a central role in the development and advancement of strategic diversity planning. Although expertise as a researcher is not generally required, CDOs should be capable of providing oversight for periodic assessments related to campus climate for diversity, equity, and inclusion. Chief diversity officers can draw on the expertise of internal or external consultants to conceptualize and conduct research on their own campuses, and to utilize the findings to effect change and advance the development of institutional strategic planning efforts.

STANDARD TEN

Broadly understands the potential barriers that faculty face in the promotion and/or tenure process in the context of diversity-related professional activities (e.g., teaching, research, service).

Teaching, research, and service activities take many forms, and are the intellectual drivers and pillars for most colleges and universities. Working collaboratively with the academic community, chief diversity officers can support and advocate for faculty who work to challenge the hegemony of a disciplinary body of knowledge or who are historically underrepresented in the academy.

STANDARD ELEVEN

Has current and historical knowledge related to issues of nondiscrimination, access, and equity in

higher education institutions.

Access and equity are central to the mission of higher education institutions, as are nondiscrimination laws, regulations, and policies, which have a longstanding history of advancement and modification. Institutional policies related to nondiscrimination may conform to, or be at variance with, federal and/or state mandates. For example, sexual orientation nondiscrimination may be incorporated into institutional policies despite lack of inclusion in federal or state laws. The chief diversity officer should have an awareness and understanding of the interplay among various laws, regulations, and policies regarding nondiscrimination.

STANDARD TWELVE***Has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.***

Institutions of higher education operate under the authority and jurisdiction of laws, regulations, and policies related to (or affecting) equity and diversity in higher education. In some cases, laws, regulations and policies mandate specific actions regarding issues of harassment, hate, nondiscrimination, equal access, equal treatment, and procurement/supplier diversity. In other instances, laws, regulations and policies place restrictions on the types and forms of activities chief diversity officers may pursue in advancing a diversity mission. Thus, awareness and understanding of the various national, state, and local laws, regulations, and policies are critical for the effective functioning of the CDO.

APPENDIX E: ANALYSIS OF THE DIVERSITY ACTION COMMITTEE REPORT (2002) AND THE STRATEGIC PLAN FOR THE OFFICE OF THE VICE PROVOST FOR DIVERSITY (2013 DRAFT)

The 2002 report contained 127 recommendations in the areas of campus climate and environment, retention and recruitment of undergraduate and graduate students, curriculum development, and the retention, recruitment and promotion of faculty and staff. The committee, to the best of their knowledge, and with the review of the 2005 Progress Report, as well as other accomplishments that are documented on websites and other available reports provided to this task force made determinations as to the progress of each recommendation. In keeping with the Provost's charge to the Task Force, this is one way for us to examine the dynamics of interacting forces that contribute to the University's current diversity environment, determine the gap between current and desired outcomes, and identify existing enablers of and barriers to diversity.

We also reviewed the draft Strategic Plan of the Office of the (former) Vice Provost for Diversity and mapped the goals and recommendations presented in that report to the rubric of the 2002 report. Note that the 2013 report was focused only on the recruitment, retention, and equity of faculty and staff. Both the 2002 and the 2013 reports clearly outline the need for assessment, evaluation and, accountability.

The following are key points in the evaluation of the recommendations put forth in the 2002 report.

ENVIRONMENT: PHYSICAL, SOCIAL AND CULTURAL, EDUCATIONAL, AND QUALITY OF LIFE

Physical – Goal is to build a physical environment of the University that insures the dignity of its members.

- Welcoming spaces, 'halls and walls of fame' have been created throughout campus that celebrate our diverse environment.
- Oversight on the ADA compliance has been consistent.
- Transgender issues are being addressed.
- Housing and meal plans are responsive to the diversity on campus.

Social and Cultural – Goal is to create an environment that recognizes and celebrates cultural and social differences.

- Diversity lectures and classroom discussion on diversity is occurring on campus but no formal annual lecture series or specific diversity curriculum has been established.

- Town meetings focused on critical issues and the exchange of ideas should be established as opposed to town meetings only organized as a reaction to an incident.
- Information about diverse programming at the regional campuses should be collected.

Educational – Goal is to encourage and support the continuing interaction of diverse cultures and communities.

- Course curricula on diversity needs further development and assessment.
- Integration of programming and speakers with classroom discussions should be systematic and more co-sponsorship across departments and units encouraged.
- Incentives (grants, fellowships) for research on topics of diversity and multiculturalism should be explored.
- Cultural competency training should be available for faculty and staff.
- Diversity training should be available, if not mandatory (similar to mandated training for faculty and staff) for all student organizations.

Quality of Life – Goal is to promote and foster a climate in which the quality of life is affirming and nurturing for all on campus

- Ensure that mission statements, strategic plans, policies, and practices, speaks to the diversity on campus and the safety for all community members.
- Provide resources and services to address the needs of a diverse student population.

DIVERSITY IN THE CURRICULUM

Goal is to cultivate an understanding of diversity through faculty development; undergraduate and graduate curriculum transformation; and creating faculty incentives for curriculum diversification.

- Creation of undergraduate Gen Ed requirement for 6 credits/2 “D” courses in Diversity and Multiculturalism (since 2005) a positive development; consider expansion of offerings in a range of disciplines, including those outside social sciences and humanities.
- Efforts to infuse diversity into the curriculum at undergraduate and graduate levels have occurred, but further analysis is needed to understand the extent of progress, which fields have excelled and which have lagged in achieving desired outcomes; specific attention to such curriculum development at the graduate level (in a range of programs) should occur.
- “Teaching for Inclusion” training has been envisioned but has yet to be systematically implemented; assess whether or not there are models of such programs either within the University or at other institutions that could be followed.
- Limited “take up” of recommendations to foster departmental/unit level programming on diversity seminar series and other departmental activities to foster knowledge, experience and appreciation for diversity issues; this requires a more systematic action plan that may be best facilitated by department heads/deans and upper administration.
- Funding for initiatives to encourage integration of diversity initiatives at departmental/school/unit level would foster the overarching goal for diversifying the curriculum

and faculty development; this includes providing incentives through sabbatical leaves, merit, promotion and reappointment for efforts advancing these goals.

- Whether or not to include in student evaluations the instructor’s ability to foster an inclusive climate should be reexamined (it is not currently included in the revised online evaluations).

RECRUITMENT & RETENTION – STUDENTS

Goal I – Review/enhance efforts to recruit and admit undergraduates from underrepresented populations, including international undergraduate students

- Recommendations that have been met include the rebranding of our institution.

Goal II – Create financial incentives for “no need” underrepresented populations.

- There is a lack of institutional financial support for students as a result of increased tuition etc.

Goal III – Review the effectiveness of current retention strategies for underrepresented populations. Create and enhance successful initiatives.

- There is work being made on individual levels with different departments and organizations on campus, there is a greater need for the institutional support as a whole to enhance initiatives that promote diversity.

Goal IV – Provide student support activities and services to facilitate an environment for success.

- Most of the recommendations are in progress.

Goal V – Secure funding and assure support for retention related activities for underrepresented populations.

- These recommendations have not been met as of yet.

PROFESSIONAL RECRUITMENT AND RETENTION

Goal is to cultivate the diversity of faculty, staff and administrators through the recruitment and retention of underrepresented groups (in terms of race, gender, disability, socioeconomic status and sexual orientation).

- Require unit administrators to develop and implement plans supporting diversity initiatives in hiring (external and internal) and promotion and hold them accountable.
- Cultivate a grow-your-own faculty program through the UConn graduate student pipeline.
- Seek out and nurture relationships with aspirant universities (with regard to diversity), historically black and women institutions, community partners, international organizations and other non-traditional groups, supporting recruitment, exchange programs, visiting scholar programs, etc.
- Fund diversity advancement, reward diversity in action and enhance equity--outstanding mentor awards, PTR recognition, merit recognition, salary reviews/equity adjustments, annual diversity awards, diversity grants program, leadership and career training for women faculty and professional staff, etc.
- Educate on diversity issues.

APPENDIX F: MEMBERSHIP OF 2002 DIVERSITY ACTION COMMITTEE AND 2013-2014 DPSC INITIATIVE

THE 2002 DIVERSITY ACTION COMMITTEE MEMBERS:

Ronald L. Taylor [co-chair]	Joanne M. Lewis
Ross D. MacKinnon [co-chair]	Peter B. Luh
Cynthia H. Adams	Jose E. Manautou
Alexinia Y. Baldwin	Maria D. Martinez
Robin Barnes	Charles McGraw
Robert L. Bee	Kenneth J. Neubeck
John C. Bennett	David D. Palmer
Arthur W. Brodeur [Staff]	Bandana Purkayastha
Irene Quong Conlon [Ex-Officio]	M. Angela Rola
Arnold M. Dashefsky	Aida L. Silva
Pouran D. Faghri	Robert W. Stephens
Karla H. Fox	Christopher Wentzel
James G. Henkel	Aliza Wilder
Andrea Dennis LaVigne	

THE 2013-2014 DPSC INITIATIVE COMMITTEE MEMBERS:

Elizabeth Conklin, Co-head	Katherine Johansen [ODE Representative]
Jeffrey O. G. Ogbar, Co-head	Hanna Prytko [ODE Representative]
Mark Overmyer-Velazquez, Chair	Jason Charrette [Graduate Representative]
Greg Bouquot	Safet Berisa [Graduate Representative]
William Jelani Cobb	Shiv Gandhi [Undergraduate Representative]
Robert Colbert	
Fe Delos-Santos	
Terri Dominguez	
Maria-Luz Fernandez	
Peter Luh	
Allison MacKay	
Maria Martinez	
Willena Price	
Eugene Salorio	
Charmane Thurmand	
Dana Wilder	
Ted Yungclas	

APPENDIX G: THE PROVOST'S COMMISSION ON INSTITUTIONAL DIVERSITY

2011-2012 SUMMARY REPORT

Dean Salome Raheim (Co-Chair)
Dean Jeremy Teitelbaum (Co-Chair)

TWENTY-YEAR DEVELOPMENT OF THE PROVOST'S COMMISSION ON INSTITUTIONAL DIVERSITY (PCID) AT THE UNIVERSITY OF CONNECTICUT (1992-2012)

President's Commission on the Status of Women (1992-1997)

In April, 1991 the [Task Force on the Status of Women](#) issued a report directed at educating the university community with respect to various women's issues. Due in part to this report, the [President's Commission on the Status of Women \(PCSW\) was created](#) in the fall of 1992 "... to provide ongoing attention to the issues of equity for women." From [1993-1994](#) the PCSW conducted a study to evaluate "trends and patterns in the representation of women at the University of Connecticut." This study resulted in the 1994-1995 "[Dreams Deferred Report](#)", which substantially influenced University policy concerning women's issues. The PCSW remained active and met regularly in [1994-1995](#) and [1995-1996](#). A 1996 report entitled "[A Minority Among Minorities](#)" provided an account of the experiences of women of color at the University of Connecticut.

Chancellor's Commission on the Status of Women (1997-2002)

In [1997](#) the PCSW structure was modified to report directly to the Chancellor rather than the President. As a result the committee name changed slightly to "*The Commission on the Status of Women at UConn*" or eventually as the "*Chancellor's Commission on the Status of Women*" (CCSW). The CCSW continued to meet in [1997-1998](#), [1998-1999](#), and [2000-2002](#).

Provost's Commission on the Status of Women (2003-2011)

In 2003, then Chancellor J. D. Petersen sought to [reconstitute the CCSW](#). Because the office of the "chancellor and provost for university affairs" [changed in name](#) to "provost and executive vice president for academic affairs", the committee reemerged as the [Provost's Commission on the Status of Women](#) (PCSW). This newly reorganized commission sought: "... to improve the quality of life, and increase educational and career opportunities and advancement for all women at the University of Connecticut." The charge of the committee included:

1. Discern and report to the University community the status of women and gender equity issues related to both the employee and student population of the University.
2. Promote gender equity by identifying, and advocating for the removal of institutional barriers, policies or practices that limit opportunities and advancement of women.

Provost’s Commission on Institutional Diversity (2011-present)

In 2011, under the direction of Provost Peter J. Nicholls, the PCSW expanded its original focus on the status of women to include all elements of institutional diversity. The resulting *Provost’s Commission on Institutional Diversity* (PCID) was created to improve the quality of life and to increase educational and career opportunities at the University of Connecticut. The Commission's focus is on social identities that are underrepresented in higher education and at UConn or that have experienced unequal treatment due to societal dynamics of power and privilege. The Commission is divided into the following subcommittees:

1. Retention
2. Recruitment
3. Leadership Development
4. Building a Just Community

Other diversity-related components of the University of Connecticut include:

[The Senate Diversity Committee](#) (since 2008)

[Office of Diversity and Equity](#)

CLAS [ALTERR Committee](#) (since 2010)

[Women’s Center](#) (since 1972)

Respectfully submitted,
Donald Les, Chair – Recruitment Subcommittee

BUILDING A JUST COMMUNITY SUBCOMMITTEE REPORT

The Subcommittee on Building a Just Community had planned to recommend conducting a campus climate survey, the creation of a website and archives on diversity and civility and engaging in civil discourse through metanoia on a just community and on race and gender. However, we found that these initiatives are already being taken up by other subcommittees or by the President’s Commission on Work Place Civility. As a result, I suggested to the steering committee of the PCID that I prepare this note about some of the principles and practices of just community I found in my review of the literature.

The success of an educational institution depends on its ability to create a sense of community that combines the scholarly with the social. All participants, especially students, must have a feeling “... of being cared about, treated in a caring way, valued as individual and accepted as part of community and the quality social life on campus”.# The need to actively promote a sense of community on campuses has increased as the populations of campuses became more diverse. The promotion of a sense of community on campus is important for the success of the educational process and as a matter of justice. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, (1990) has outlined the following six characteristics that should define institutions of higher education:

A Purposeful Community

A college or university is, above all, a purposeful community, a place where the intellectual life is central and where faculty and students work together to strengthen teaching and learning.

An Open Community

A college or university, at its best, is an open, honest community, a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.

A Just Community

A college or university is a just community, a place where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued.

A Disciplined Community

A college or university is a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.

A Caring Community

A college or university is a caring community, a place where the well-being of each member is sensitively supported and where service to others is encouraged.

A Celebrative Community

A college or university is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

Responding to Boyer's call, many colleges and Universities have taken initiatives to promote just communities within their campuses. Most of these initiatives have similar features. I selected the University of Cincinnati to include in this note. The University of Cincinnati listed the following principles of its just community:

Accept Responsibility by striving to build a learning community committed to these common values and principles.

Celebrate the Uniqueness of Each Individual by respecting individual differences and promoting common interests.

Embrace Freedom and Openness by working to create an environment that is safe and affirming, one that nurtures independent thinking and the free and open expression of ideas.

Practice Civility by extending to those we meet the same respect, cooperation and caring that we expect from others.

Promote Justice by working to build a learning environment that offers everyone an equal opportunity to grow, flourish and contribute.

Pursue Learning and Scholarship by building on successes, learning from mistakes and pursuing quality in teaching, research and creative endeavors.

Seek Integrity by aspiring to the highest moral and ethical standards.

Strive for Excellence by aspiring to achieve our fullest potential in our educational and personal pursuits.

The University of Cincinnati has several programs that promote the just community including a freshman convocation and ethnic reception for faculty staff and students. Its most important activity which includes the Cincinnati community is BRIDGES for a Just Community. It brings people together to achieve inclusion, equity and justice for all. BRIDGES provides programming designed to meet community challenges related to diversity, inclusion and social justice.

Chen (2004) conducted a survey of Columbia University students' perceptions of the campus community. He reported that students' sense of community is associated with their feelings of being cared about, valued as individuals and accepted as part of the community and the quality of life. Chen also reported that the most negative influence on community comes from feelings of loneliness on campus.

Some Observations:

From the literature and some personal observations, I have extracted some lessons. The first lesson is that a viable campus community has to be a just community where "...the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued."# Such community depends on creating harmony between the academic and the social. Students value an active learning and social environment in residence halls (Chen, 2004).

The second lesson I learned is that a just community has three components; values, structures and processes. I believe institutions are good at formulating values and creating structures but fall short on processes. There is almost universal agreement on the values of a just community. Respect for individuals, equality of opportunity, openness and honesty are enshrined on every document on just community I reviewed. Committees, academic and cultural centers and offices are established to promote community, civility and justice.

The implementation of the principles of a just community, in many instances, falls short in the two most imported components of campus life; the classroom and the residence halls. In most campuses the concepts and practices of a just community are usually covered in some of the courses in the social sciences, ethnic and gender studies. This deprives a significant number of students and faculty from engaging on the intellectual discussion of a just community and of actively practicing it in their courses. I believe there is room in the sciences, engineering and business courses for the discussion and practice of a just community. In the classroom we rarely explicitly promote a just community by ensuring that all students feel included. For example, in group assignments we can make sure that each group's membership is representative of the class diversity. We can also encourage students to make their study groups inclusive. Such actions do not distract from the course's focus or take much time. When I taught undergraduate courses a frequent complaint by minority and international students is

that they don't have access to files of old exams and information about the idiosyncrasies of professors that are available to their White classmates from their fraternities and sororities. I used to address this concern by suggesting that the student approach his/her White classmates to form study groups. I also started putting my old exams on reserve in the library.

The same problem is present in the social life on the campuses. Cultural centers, ethnic studies and women centers, organizations and committees offer many activities to promote a sense of a just community. While cultural centers are open to all students, faculty and staff, they are rarely frequented by people other than the members of the specific ethnic/cultural/gender group. We have to figure ways to attract more people to attend. One way that is used to encourage students to attend such events is to make it part of a course requirement. However, this is usually limited to courses in the social sciences, ethnic studies or gender studies. Perhaps attendance can be increased by having a center partner with a residence hall to sponsor multicultural programs or discussions of Campus atmosphere.

Finally, there is a need to assess the outcomes of the different programs and initiatives to identify what worked and what did not work. It might also be important to include contributions to promoting a just community in performance measurements and rewards metrics of faculty and staff.

RECRUITMENT SUBCOMMITTEE REPORT

Actions taken by the subcommittee on recruitment (SR):

The PCID subcommittee on recruitment (SR) was first organized and a chair appointed in May, 2011. Several members of the subcommittee met informally on June 24th, 2011 to discuss various possibilities for the direction that our committee would take to meet its objective of facilitating recruitment. At that meeting, we agreed that it would be very useful to put together a comprehensive website highlighting "Diversity at UConn", which would contain links to every imaginable resource for students, faculty and staff. Currently, that information is scattered throughout the university websites or has not yet been added to any UConn web page. We anticipated that this website could hopefully be linked on the main webpage, and would then contain links to all of the institutional resources, etc. We initially sought to include separate tracks for faculty and students, both prospective and current. Overall, the goal would be to incorporate information on as many relevant topics as possible. We emphasized the need to include high quality photos, and perhaps feature short interviews or essays by UConn faculty and students representing different aspects of campus diversity. The SR members felt that such a site would provide prospective hires with invaluable respect to diversity-related information. We also felt that putting together such information would expose areas of policy that needed to be addressed, such as dual career families and coordination of relocation activities. The latter topic was considered for follow up once the website is finished. We hoped to meet at least once each month to summarize progress.

The subcommittee members spent the first few sessions discussing how the University of Connecticut might recruit an increasingly diversified faculty, staff, and student body. The SR members agreed that making appropriate information available to individuals would be an effective way to draw them to the University, including those considering UConn and those who had not yet considered

UConn as an employment or academic destination. We concluded that one effective way to recruit a diverse faculty and staff to UConn would be to promote the most positive aspects of the University, such as by highlighting the appeal of life in Connecticut, and by strongly conveying the University's commitment to diversity. Subcommittee members developed ten most likely areas of interest to faculty and staff and began assembling information related to those areas, listed below:

- Community and Diversity
- Where We Live (Information about Connecticut's towns, with links to the State-maintained statistics)
- AAUP links
- Benefits and Work-Life Connections
- Promotion and Tenure Information
- International Resources (including Visa Information)
- Places of Worship/Meditation
- Activities and Entertainment
- Faculty and Staff Organizations
- Multicultural Resources (including museums, ethnic grocery stores, and other items of that might be of interest to individuals and families working at the University of Connecticut and living in the state)

Subcommittee members spent several months gathering information on these ten topics. The SR created a preliminary plan, which would map from the main University web page, and contain pertinent information that a potential new faculty member or staff person could find useful in making an informed decision about joining the UConn community.

The SR chair met with website development personnel from the Provost's Office and UITs to discuss how the information gathered by the SR might best be featured. A resulting mock-up, which presents some conceptual options, was produced and is available at the following link: <http://web2.uconn.edu/diversity/>

In the course of their work, the SR eventually met with a consultant from the Provost's Communication Office, who indicated that only limited resources were available to maintain and update such a site. The consultant suggested that the SR consider focusing the website on institutional diversity topics only (which could be hosted and maintained by the Provost's Office), and move many of the resource web links to other university programs who could better maintain them and keep the information updated. The SR realized that the successful development of such an institutional diversity website would require a much larger scope of interactions with other programs than had initially been anticipated. The SR began to consider how this objective might best be achieved.

Another item considered by the SR was to possibly include on the eventual website, a number of videotaped interviews from various persons across campus. Research by SR members revealed that other universities make use of video essays by current employees and students to assist in recruitment of new members to the campus community. The subcommittee considered creating video essays on specific topics such as:

1. What is it like to succeed at UConn? (What are the promotional tracks and what are the steps to gaining tenure? What are some of the other routes to success for others in special circumstances such as Trustees Professors, women in the STEM fields, faculty who have moved into administrative careers, and researchers awarded major grants?)
2. What is it like to balance work and family obligations? (How accommodating is UConn for single parents, dual-career families, or employees caring for aging parents?)
3. What is it like to live in the Connecticut community and to be in New England? (What is it like to be working class in affluent region or, alternatively, affluent class in working region? What are the housing options? What will commute/transportation involve? What is the cost of living? (Note: we would want to include information of interest to international recruits and recruits from other regions of the United States.)
4. What is it like to be underrepresented at UConn? (What is life like as a person of color or as a visible religious minority? Is UConn a comfortable place for someone who is lesbian, gay, bisexual or for someone with non-normative gender identity? Is UConn accommodating to people with disabilities?)

The SR felt that by providing a realistic appraisal of what it was like to be a member of an unrepresented group in the UConn community, we would establish greater legitimacy to our commitment for achieving institutional diversity equality. However, research by one committee member indicated that this type of video production would be cost-prohibitive at the present time, and that it might be better to start with a few “static” essays; i.e., a photograph of a person accompanied by a written narrative instead. Overall, we agreed that this particular endeavor was too large a task for the subcommittee to take on during the current year, but hoped to reconsider the prospect in the future. We also would exploit any opportunistic alternative such as the recent “President’s Symposium on Diversity,” a recording available online at: http://video.lib.uconn.edu:81/diversity_forum_04-09-2012/ and which could be featured effectively in recruitment efforts [the link currently exists on the ODE website].

The SR also recommends that all future search advertisements should include a link to the “new” recruitment website once it has been completed. Development of a mobile “app” might be possible to help disseminate the information. We also advocate that once the website and recruitment program has been finalized, a formal “launch” should be made both internally and externally, with a concerted effort to network through academic professional organizations.

A university calendar account has been set up for the PCID by the SR chair. Eventually, we plan to include the calendar, which would highlight upcoming diversity events on campus, on the front page of the diversity website. An additional recommendation would be to add a category or field to the “Daily Digest” publication submission form that could potentially enable searches by type of event or activity.

In addition to these ideas, the SR also thought that a prominently featured diversity statement, issued by the President of the University would be important in communicating the University’s commitment to diversity in any recruitment literature and elsewhere. A recommended diversity statement is attached at the end of this report.

Additional Resources/Assistance Desired:

The web development personnel at the Provost's office (Mark Roy, Brandon Murray) have not adequately helped the SR develop the diversity website for several reasons. Murray has deferred to Roy as having more relevant expertise; however, Roy now works only part-time and is minimally available for consultation. This has been one of the most frustrating aspects of our work. Because none of us can actually bring about the final website project without the appropriate assistance, we have not moved along as fast as we would like. It would be ideal to have some type of dedicated support in this area.

The cost of producing video clips for a diversity website is quite high. However, the SR believes that this type of production might be highly effective. If possible, we would like to secure funding to produce at least a few video interviews.

The pending hiring of a new vice-provost for diversity has called into question the role of the SR in pursuing the development of an institutional diversity website. Because it is uncertain to what extent the SR's efforts will be incorporated by the new vice-provost, it is difficult to proceed with long-range plans. The SR would like further clarification of our role in this regard.

Future directives

In compiling information for the proposed diversity website (work-life connections), the SR felt that the issue of dual career needs has not been dealt with sufficiently, leaving little or no available information pertaining to what represents a critical recruitment issue in many cases. The SR felt that the University of Connecticut would benefit greatly by establishing and articulating clearer policies and procedures on partner hiring and that making these policies and procedures known would streamline recruitment efforts. Subcommittee members are still in the process of gathering information from other universities on best practices on the issue of spousal hires. We hope to submit additional information on this topic at some future time.

Summary recommendations relating to diversity and recruitment

We offer several recommendations for the University's future efforts to increase diversity through recruitment.

First, we recommend greater publication of the University's commitment to diversity. We recommend broad publication of a President's Statement on Diversity. We have drafted an exemplar statement, which is attached. Our understanding is that the University is revamping its web sites and we hope that there will be a comprehensive "Diversity" page by Spring 2013. To make sure that the University's commitment to diversity is communicated in recruiting efforts, we encourage the University to include a link to this diversity page in all recruiting and advertising materials, especially search announcements for open positions.

Second, we recommend a centralization of information and resources. Specifically, our work during the year made clear that information that might be of interest to those the University of Connecticut might want to recruit was scattered—and sometimes non-existent. We recommend that the University create a web page clearly describing the structure and roles of various University offices, including the Office of Diversity and Equity (ODE), the Senate Diversity Committee, and the Provost's

Commission on Institutional Diversity (PCID). We also recommend the creation of a Frequently Asked Questions (FAQ) page related to diversity. Not only should this page include aggregate statistics on the composition of the University, but should also include information on the ten priority issues listed above. The FAQ page should provide information of interest to both current members of the University community and to potential members of the community.

Third, we believe that the University should create some mechanisms that allow input from the broader campus community on recommended changes or best practices. In short, there should be a feedback loop. There should be a non-confrontational way for members of the campus community to raise concerns about diversity, to make recommendations for increasing diversity, and to share information about best practices. There should also be some process for reviewing and acknowledging that input, for implementing changes, and for informing the community of changes. An annual report on diversity efforts distributed University-wide and soliciting input for the next year might foster increased engagement and signal the University's sustained commitment to diversity.

Finally, we are aware that roles and responsibilities are shifting under the new president and that there will soon be a new Associate Vice-Provost for Diversity and Equity. We hope that oversight and delegation of issues will become clearer in the coming year. We encourage transparency in diversity efforts and encourage the creation of a system that will encourage input from everyone in the campus community because we believe that everyone benefits from increased diversity.

PCID Subcommittee on Recruitment – Recommended Diversity Statement to be Issued by President Herbst

Individuals seeking and providing higher education are increasingly diverse. Burgeoning globalization has greatly expanded the sharing of ideas, interdependence of economic interests, and influence of countless innovations. The University of Connecticut embraces this enhancement of diversity and endeavors to reflect it at all levels.

The University of Connecticut welcomes individuals from diverse ethnic, racial, national, and religious backgrounds and individuals from various political and ideological perspectives. We seek to build a community where a person's identity, background, sexual orientation, gender identity, or disability never becomes a barrier to achievement. A strong University must draw upon its most talented scholars, researchers, and students and is responsible for creating and maintaining an atmosphere where all can flourish. We at the University of Connecticut strive to exemplify a model that teaches respect and civility, particularly across differences of opinion and identity.

The University of Connecticut became an early leader in interdisciplinary discussions of human rights and we must continue to lead those discussions. The University encourages all members of the University — its students, faculty, staff, and administrators — to expand their familiarity and interactions with cultures beyond their own. We believe that a greater understanding of humanity can develop only when open and respectful communication exists with respect to our differences and issues of inequality. We also believe that cultural competence and the ability to draw from broader perspectives fosters stronger research and facilitates engagement with our academic communities as well as interactions with the broader public.

Most importantly, we believe that “diversity” should not be euphemized as a keyword for token inclusion of the underrepresented; rather, we embrace a robust concept of diversity that seeks meaningful participation from the broadest group of people and sincere engagement with the most extensive spectrum of ideas, thoughts, and perspectives that our flourishing community can nurture.

RETENTION SUBCOMMITTEE REPORT

Retention Subcommittee’s Charge

To identify and recommend policies and programs to:

Support the social and academic success of students from groups that are underrepresented in higher education and at UConn and/or have experienced unequal treatment due to social oppression.

Support the retention and career progress of faculty and staff from groups that are underrepresented in higher education and at UConn and/or have experienced unequal treatment due to social oppression

Tasks

Collect and review a short list of existing recommendations in our area of responsibility that might be taken up quickly.

Develop an outline of data that would be helpful in future work.

Positive things on campus relative to diversity & retention / some related to progress on the 2002 “Diversity Plan”

umbrella faith community/support

close proximity to urban areas (NYC, Boston, Hartford)...good for external programming or consulting

Majors and Minors relative to race/culture/gender

For faculty/staff:

- Cultural Institutes & Initiatives
- Joint appointments (institutes/programs and disciplines)
- Research generated by the above programs and individuals

For students:

- Cultural Centers
- multiple mentoring programs for students
- academic support services
- free association policy for student organizations
- learning communities
- diverse meal plans/food choices

Highlights of proposed work:

Tasks

1. Collect and review a short list of existing recommendations in our area of responsibility that might be taken up quickly.

- a. **Stereotype threat** (students): local experts share, bring in a major name consultant (like Claude Steele) to give a presentation, conduct an assessment, and then work with us to design a program
 - b. **Mentoring** programs for faculty, staff, and graduate students (inventory existing programs; share best practices/enhance and improve programs where necessary; establish programs where lacking)
 - c. Create a directory of faculty and staff of color (self-select in)
2. Develop an outline of data that would be helpful in future work.
- a. **Climate Surveys** (the civility survey in development will not meet our goals);
 - a.i. general social climate survey (including attitudes, perceptions and experiences); every two years
 - a.ii. social climate survey(s) that target various groups about their perceptions and experiences; every two years
 - b. **Attrition statistics** (faculty, staff and students from socially oppressed groups who leave)
 - c. **Exit interviews** (use qualitative and quantitative methods to determine why students, staff and faculty from socially oppressed groups leave)

STUDENTS

Issues related to retention	Suggested solutions
Stereotype threat may negatively affect students' academic achievement	Conduct a study to assess (determine whether or not, and if there is the scope of) the effects of stereotype threat on students' achievement, mental health, etc. <ol style="list-style-type: none"> 1. Then bring in consultants like Claude Steele to develop a program to address stereotype threat 2. UMICH early arrival program could be a model
Climate	Climate Surveys (the civility survey in development will not meet our goals) <ol style="list-style-type: none"> 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years <p>NOTE: The "Climate Survey" that Vicky Magley spoke about is not for students, and will not address many of the issues that the sub-committee wants to understand and address (it is focused on civility).</p>
Attrition	Provide data on the attrition of students from socially oppressed groups.
Find out why people from socially oppressed groups are leaving	Develop a policy for exit interviews. <ol style="list-style-type: none"> 1. Survey students from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods

<p>Notes/Ideas from the Multicultural Committee of the Undergraduate Student Government:</p> <ul style="list-style-type: none"> • They are supportive of the stereotype threat assessment project idea • They would like to ensure that there are classes that address issues of stereotypes, race, gender, sexuality, sexual orientation, etc. They know that there are classes out there, but they would like to see a list somewhere of all diversity-related classes. • They think faculty and staff need sensitivity training. <p>They worry about students in crisis encountering insensitive faculty and staff during their time of great need.</p>
<p>Ideas in response to the students comments about sensitivity:</p> <ul style="list-style-type: none"> • Often feelings are the result of a cumulative effect (from small oversights to outright exclusion) • Are we educating/training on what is insensitive, from the small oversights to outright exclusion? • Is insensitivity being reported? If so to whom? If not, to whom should it be reported?

GRADUATE STUDENT-SPECIFIC ISSUES

Issues related to retention	Suggested solutions
<p>a. Isolation (one or two socially oppressed students in the program) and failure to specifically consider the climate for these graduate students.</p>	<p>Recruit actively to increase the numbers of students from socially oppressed groups (as defined in the opening paragraphs); recruit two or three people together if possible.</p> <p>Seek feedback from graduate students each year to find out what worked for them and the challenges they face. Feedback should be given to people they trust/select, not just Directors automatically. Ombud would be great.</p> <p>Disseminate information about relatively successful models—e.g. Sociology’s initiatives to successfully recruit and retain highly successful students of color—to other units, and continue to build on such models.</p>
<p>b. Lack of specific mentoring to address issues that students of color face. For instance, if graduate student instructors are repeatedly challenged in classes, what is their recourse?</p>	<p>Set up specific mechanisms to address issues that graduate students of color face in classrooms—as teachers and students—and make sure these processes are clear to the students and the rest of the department.</p> <p>Appoint ombudspersons at the department level and the college level. Make sure graduate students can talk confidentially to the ombudspersons.</p> <p>Recognize these ombudspersons roles as service for the university (consistent with the objectives of this commission).</p>
<p>c. Lack of specific mentoring to link graduate students to appropriate professional networks</p>	<p>Graduate students need to be linked to professional networks early in their careers. Departments need to</p>

	set up processes that promote such network.
d. Address bias in student evaluations for graduate students instructors	See note on faculty experiences.
e. Address gap in policies. e.g., we do not have a clear maternity policy for graduate students—a policy that takes into account conditions of their employment and healthcare.	The graduate school needs to review the process for these policies and provide consistent information, and, perhaps, a designated person to help graduate students navigate the process.

FACULTY

Issues that might affect retention	Possible solutions
<p>a. Faculty from socially oppressed groups are often very isolated in their departments.</p> <ul style="list-style-type: none"> There is a lack of mentors who understand and champion faculty member’s work within the department, college, university and professional associations, and this often means the scholarship of these faculty are undervalued. 	<p>Create a directory of faculty and staff of color (self-select in)</p> <p>Ensure that there are mentoring programs for faculty (inventory existing programs; share best practices/enhance and improve programs where necessary/establish programs where lacking)</p> <p>NOTE: Participation in these programs needs to be taken into account of the workload, as faculty and staff from socially oppressed groups are always being asked to be part of these efforts (see b, below)</p> <p>Make sure junior faculty members are being actively linked to professional networks.</p> <p>Make sure tenured faculty members are made aware of opportunities within and outside the university.</p> <p>Have an orientation or a series of workshops for faculty from socially oppressed groups (like ITL’s “Women in the Classroom” workshop).</p> <ul style="list-style-type: none"> The Black Academic’s Guide to Winning Tenure—Without Losing Your Soul by Kerry Ann Rockquemore and Tracey Laszloffy could be helpful.
<p>b. Minority faculty are often asked to serve on many more committees and participate in many more events than their peers—especially those who are jointly appointed—in order to contribute to the university’s diversity initiatives.</p>	<p>Protect research time. If faculty are serving on several committees these need to be taken into account as their research productivity is assessed.</p>

	<p>In addition, several faculty members belong to a feminist sociologist professional organization which has an outstanding mentoring and career development program. These faculty and their graduate students would train others on how to develop these professional/university initiatives.</p>
<p>c. Because of past structural barriers the best external reviewers may not be located in UCONN’s peer or aspirant institutions.</p>	<p>Find appropriate external reviewers for faculty—especially those who work in understudied areas.</p> <p>Focus on getting the best substantive assessment of the research instead of focusing solely on reviewers who are located in the top ranked institutions (i.e. choose these reviewers based on their scholarly reputation rather than their structural location).</p>
<p>d. Understand the challenges that faculty of color often face in classroom</p>	<p>Demand a moratorium on SET’s until we determine the scope of the problem.</p> <ul style="list-style-type: none"> • Conduct a study to determine whether or not, and if there is, the scope of bias in student evaluation of teaching; have OIR report evaluation data in additional ways (ways that root out bias) • A study such as this could provide all kinds of data...comparisons across departments or disciplines, comparisons of evaluations to grades, in addition to race/culture, gender, etc. • part of this should be a literature review on the bias of teacher evaluations <p>In the short term, ask OIR to generate median scores and standard deviations.</p> <ul style="list-style-type: none"> • Make sure—at the college level—all departments understand why it is important to interpret and discuss the median and standard deviations during the PTR review process. <p>From the Senate Diversity Committee meeting, 10.17.11:</p> <ul style="list-style-type: none"> • Last year, the SET’s were studied. There appeared to be a bias against women and people of color. • How can we be fairer? • How can we get OIR to provide medians and standard deviations? <p>From the PCID Steering Committee, 12.15.11:</p> <ul style="list-style-type: none"> • Medians are included on the reports, which is a fairer representation of the data.
<p>e. Climate</p>	<p>Create ombudspersons at the department and college level.</p>

	<p>Have the ombudspersons separately report on issues of bias and climate.</p> <p>Climate Surveys</p> <ol style="list-style-type: none"> 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years <p>NOTE: The “Climate Survey” that Vicky Madgley spoke about is will not address many of the issues that the sub-committee wants to understand and address (it is focused on civility).</p> <p>Gather information on problems and, as applicable, any individual or departmental success in addressing these problems.</p> <p>Periodically ask faculty, staff and students about their confidence in ODE.</p> <p>Recognize this represents additional work for staff, and for faculty as stated in point b. above.</p> <p>Address the problems</p>
<p>f. The tenure process may not be designed to be cognizant of the experiences of faculty.</p>	<p>Use the CLAS Dean’s joint-appointment guidelines as a template for developing processes that support talented faculty at UConn.</p>
<p>g. attrition</p>	<p>Provide data on the attrition of faculty from socially oppressed groups.</p>
<p>h. find out why people are leaving</p>	<p>Develop a policy and procedures for exit interviews.</p> <ol style="list-style-type: none"> 1. Interview faculty from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods

STAFF

Issues that might affect retention	Possible solutions
<p>a. Staff from socially oppressed groups are sometimes isolated in their departments.</p>	<p>Create a group of mentors within and outside departments.</p>
<p>b. Staff from socially oppressed groups in some departments are often asked to serve on many more committees and participate in many</p>	<p>Protect staff work time-ensure that a wide variety of individuals at all levels are asked to contribute to diversity initiatives (i.e. ensure that the same people</p>

<p>more events than their peers in order to contribute to the university's diversity initiatives.</p>	<p>are not being asked over and over to serve).</p>
<p>c. Climate</p>	<p>Create ombudspersons at the department and division level.</p> <p>Have the ombudspersons separately report on issues of bias and climate.</p> <p>Climate Surveys</p> <ol style="list-style-type: none"> 1. general social climate survey (including attitudes, perceptions and experiences); every two years 2. social climate survey(s) that target various groups about their perceptions and experiences; every two years <p>Gather information on problems and, as applicable, any individual or departmental success in addressing these problems.</p> <p>Recognize this represents additional work for staff as stated in point b. above.</p> <p>Address the problems</p>
<p>d. attrition</p>	<p>Provide data on the attrition of staff from socially oppressed groups.</p>
<p>e. find out why people are leaving</p>	<p>Develop a policy and procedures for exit interviews.</p> <ol style="list-style-type: none"> 1. Interview staff from socially oppressed groups to determine why they are leaving. 2. Use quantitative and qualitative methods

THE 2011-2012 PROVOST'S COMMISSION ON INSTITUTIONAL DIVERSITY MEMBERSHIP:

Salome Raheim, Co-Chair
Jeremy Teitelbaum, Co-Chair
Carol Atkinson-Palombo
Janet Barnes-Farrell
Noel Cazenave
Xiaomei Cong
Michael Ego
Maria-Luz Fernandez
Kaaryn Gustafson
Anne Hiskes
Kathleen Holgerson
Andrea Hubbard
Mohamed Hussein
Fleurette King
Donna Korbel

Lynn Kuo
Ana Legrand
Donald Les
Allison Mackay
Willajeanne McLean
Thomas Peters
Laurie Pudlo
Bandana Purkayastha
Xae Reyes
Diana Rios
Evelyn Simien
William Stwalley
Christine M. Wilson
Robert Yanez


**APPENDIX H:
2015 SENATE DIVERSITY SUBCOMMITTEE REPORT**

Retention of
Underrepresented
Faculty and Staff

— *Ω* —

Presented by Maria Luz Fernandez, PhD
(Diversity Committee Chair)
to the University Senate

March 2, 2015



Senate Diversity Committee



- ☞ The Committee was created on **November 10, 2008**
- ☞ **Charge:** This committee shall review University policies, practices, and conditions relevant to supporting and promoting diversity among **students, faculty, and staff**. This committee may recommend any desirable expressions of Senate opinion on these matters, and it shall make an annual report at the April meeting of the Senate

UConn Efforts for Diversity



Why are we still having so many problems in the retention of diverse faculty and staff ?

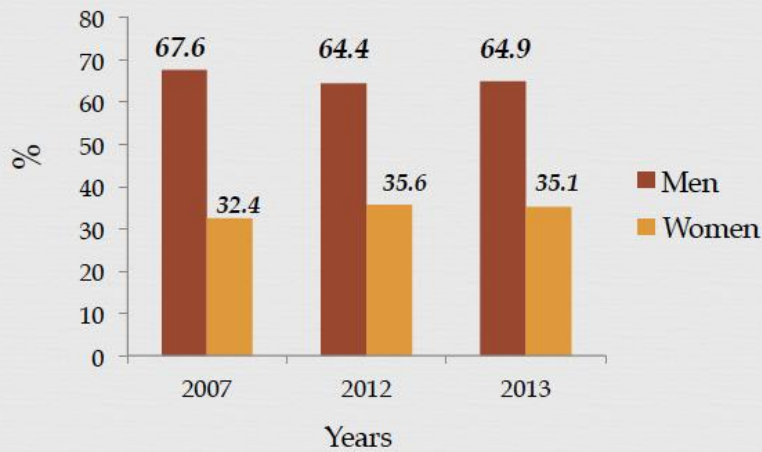
Underrepresented Students at UConn

- ☞ Highly successful Undergraduate recruitment
- ☞ High rates of retention (82% for 2013)
- ☞ What are we doing right with students?



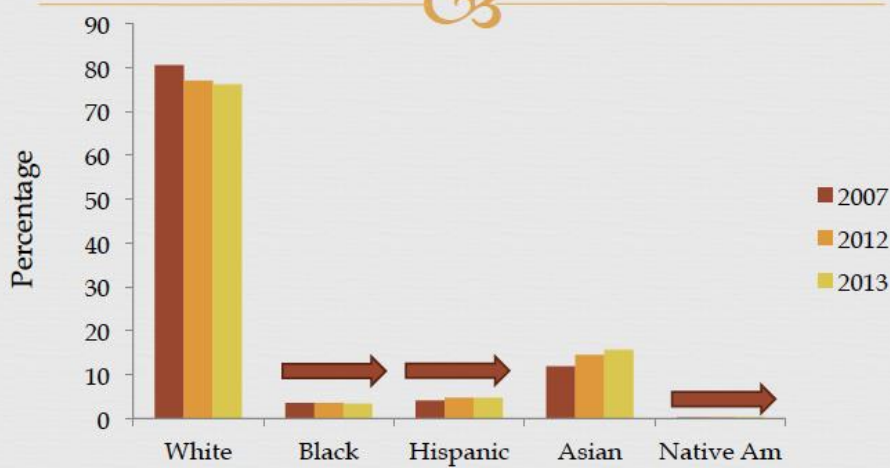
UConn: What the numbers tell us about faculty and staff

Faculty: Gender



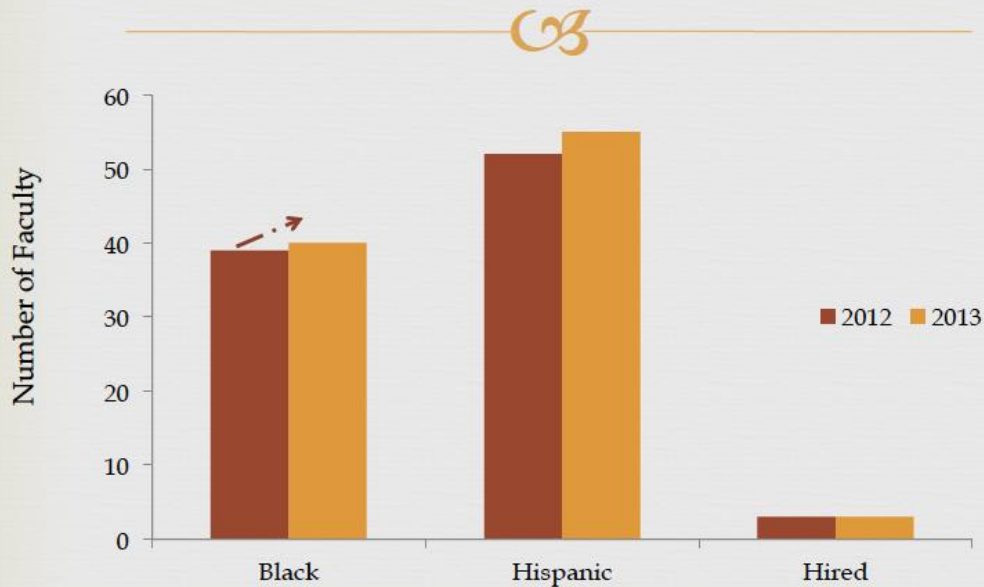
Adapted from the ODE web site

Faculty: Diversity



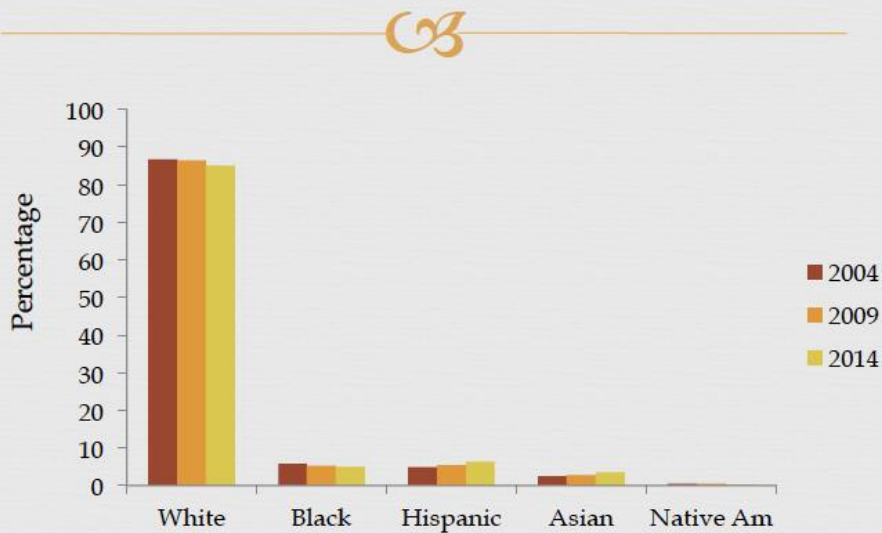
Adapted from the ODE web site

Faculty: Under-represented



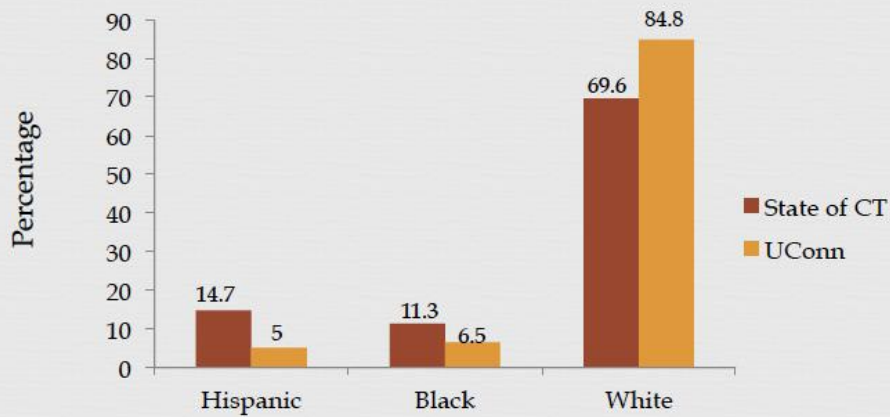
Adapted from the ODE web site

Staff: Diversity



Adapted from the ODE web site

Staff: Comparisons with the State of Connecticut



Adapted from the ODE web site

Retention Strategies



Numerous Initiatives



- ❧ President's Office
- ❧ Office of Diversity and Equity (ODE)
- ❧ Provost Office
- ❧ Human Resources
- ❧ Women's Center
- ❧ Deans
- ❧ Various Committees



What can we do?

Proposed Initiatives



- ☞ **Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff**



Diversity Office

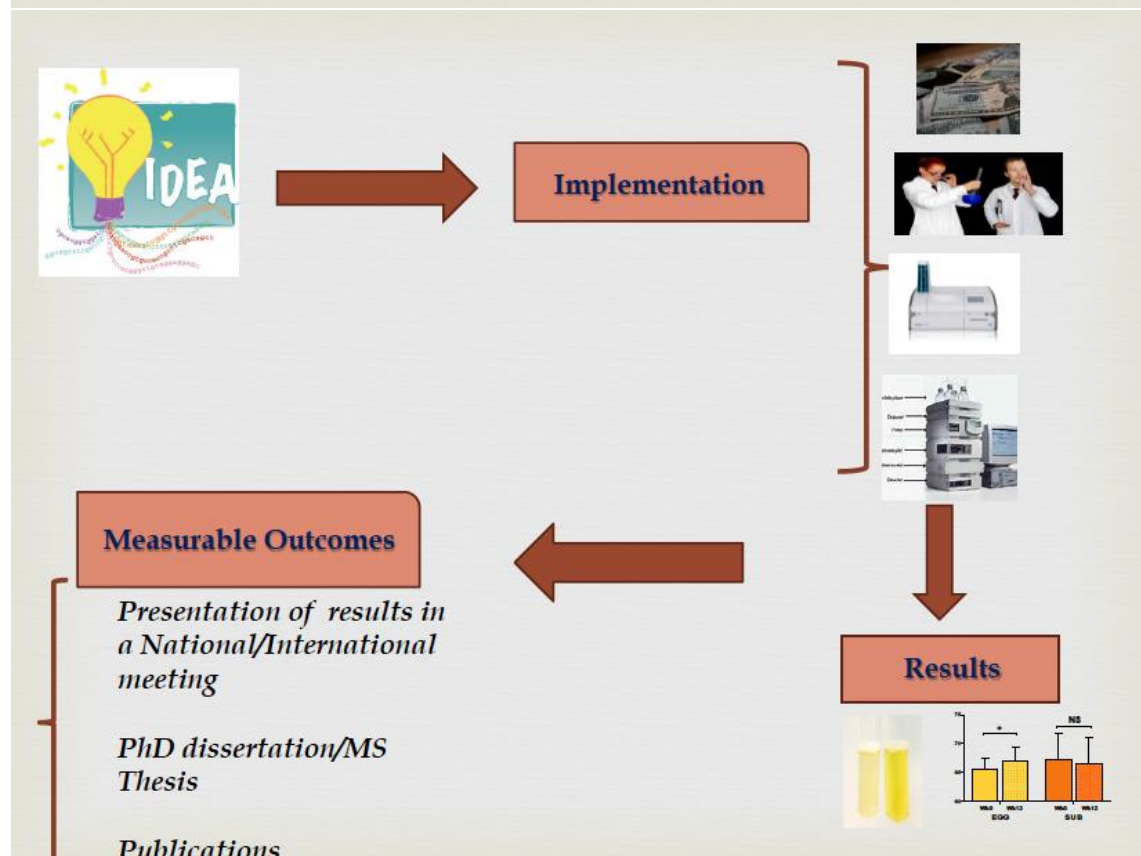


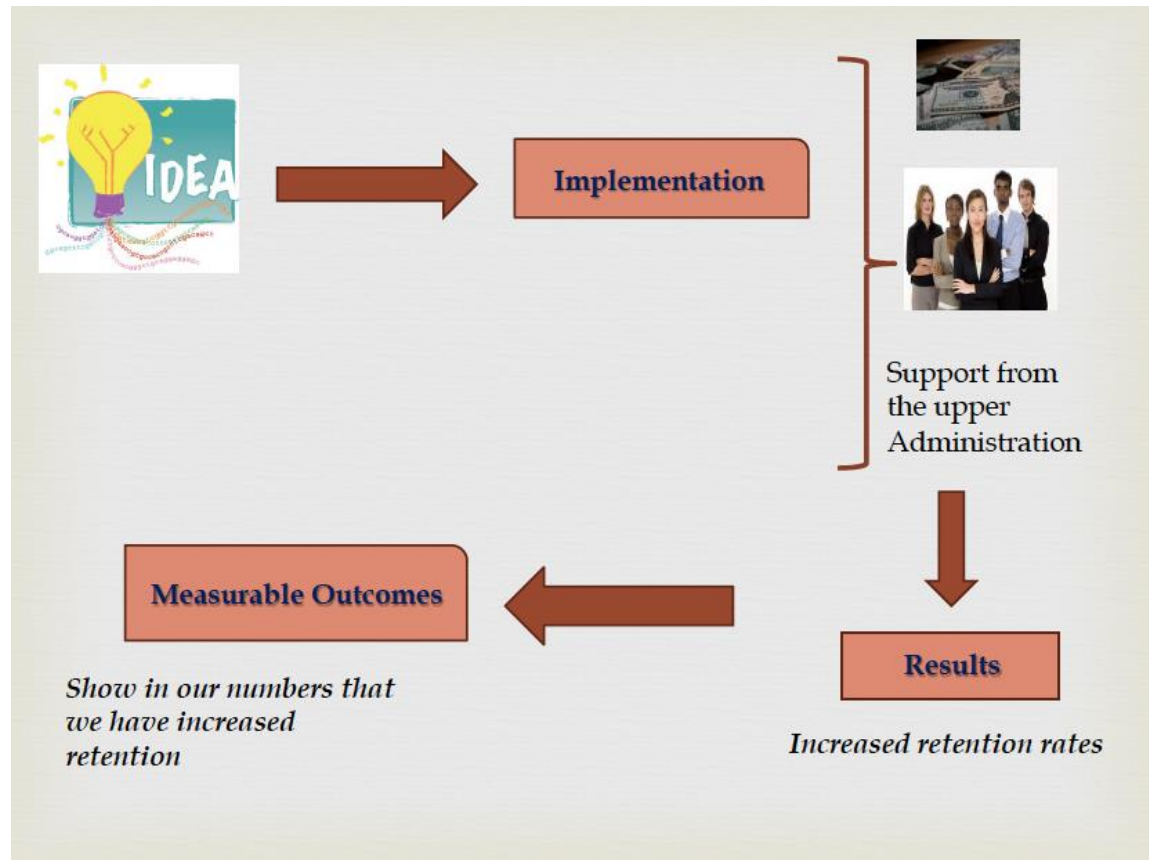
- ☞ Different from **ODE**
Regulatory, focus on compliance
Gathering of diversity data
- ☞ Proposed **Diversity Office**
Dedicated to the recruitment and retention of minority faculty and staff
In charge of Implementing strategies to retain diverse faculty and staff

Diversity Office



- ☞ **Composition:** Office should have in addition to a Diversity Officer, **active participation** of faculty and staff
- ☞ “Diversity Caucus”
- ☞ *Ideas* come from this office





Numerous ideas



- ❧ *Ambassador Programs*
- ❧ *Spousal Hires*
- ❧ *Teaching support*
- ❧ *Collaborative grants program*
- ❧ *Travel awards to enhance research*
- ❧ *Training workshops*
- ❧ *Invited Speakers*
- ❧ *Exit Interviews*
- ❧ *Celebration of Diversity*

Proposed Initiatives



- ❧ Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff
- ❧ **Institutionalize a Mentoring Program to support underrepresented faculty and staff through the various stages of their career at UConn**

❧



Mentoring Program



Someone who teaches or gives **help** and **advice** to a less experienced and often but not necessarily a younger person

Mentoring



- ☞ Mentoring beyond Academic Success
- ☞ Social and Personal Components
- ☞ Resource for Individuals

Example:

HEMBRA Program

Mentoring Program



For Faculty:

- ☞ Adapt to the new environment
- ☞ Navigate the tenure process
- ☞ Promotion to full Professor
- ☞ Leadership and Community Service

For Staff

- ☞ Training in the work place
- ☞ Support for Promotion
- ☞ Leadership and Community Service

Proposed Initiatives



- ❧ Central Diversity Office with a main focus on initiatives for the recruitment and retention of diverse faculty and staff
- ❧ Institutionalize a Mentoring Program to support under-represented faculty and staff through the various stages of their career at UConn
- ❧ **Promote diversity among students, faculty and staff by giving excellence in diversity awards on a yearly basis to show that *Diversity matters at UConn***

National Award for Diversity



- ❧ Higher Education Excellence in Diversity (HEED)



Outstanding Commitment for Diversity and Inclusion

Targeted awards



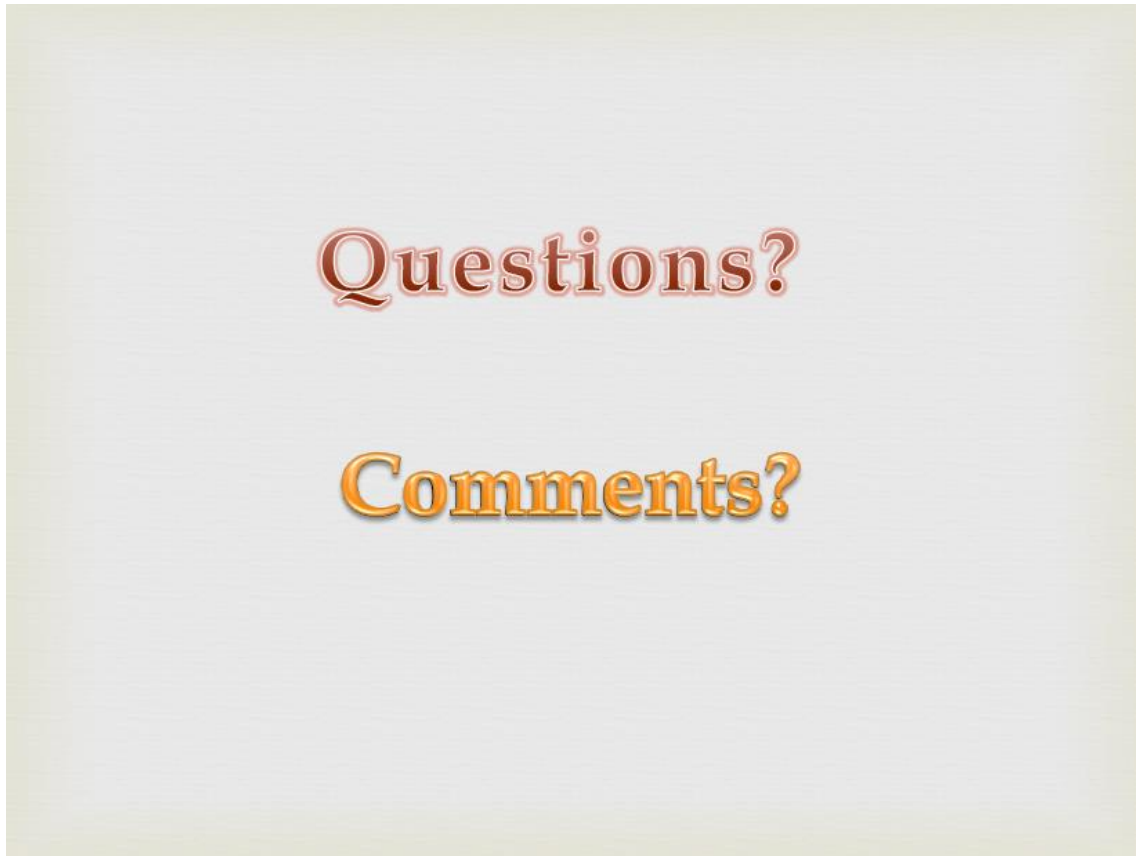
- ∞ Individuals who have gone above and beyond to promote inclusion, equity and social justice
- ∞ Students (Graduate and Undergraduate)
- ∞ Faculty
- ∞ Staff

Concluding thoughts



- ∞ Retention of Diversity faculty and staff should not be a topic of discussion but rather a goal that should be actively pursued





THE 2014-2015 SENATE DIVERSITY COMMITTEE MEMBERSHIP

Maria-Luz Fernandez, Chair
Michael Bradford
Sandra Bushmich
Casey Cobb
Elizabeth Conklin
Manisha Desai
Alice Fairfield
Matthew Hughey
Timothy Lim
Diane Lillo-Martin

Cathleen Love
Margo Machida
Huong Nguyen
Shayla Nunnally
Wilena Price
Eugene Salorio
Pamela Schipani
Robert Stephens
Williams Stwalley
Susana Ulloa

UCONN



Creating Our Future

UCONN'S PATH TO EXCELLENCE



Orchestra students rehearse in the J. Louis von der Mehden Recital Hall in the Fine Arts Complex. The School of Fine Arts is home to departments of art and art history, digital media and design, dramatic arts, and music and continues to elevate the arts and humanities at UConn.


1 INTRODUCTION5
 Mission Statement9
 Core Values.....11
 The Planning Process.....13

2 CREATING OUR NEXT CHAPTER17
 A Path Toward Excellence in Research and Scholarship.....21
 Sustaining Excellence in Undergraduate Education.....29
 Achieving Excellence in Graduate Education33
 Attaining Excellence in Teaching Effectiveness37
 A Path Toward Excellence in Public Engagement41

3 OUR STRENGTHS AND CHALLENGES45
 Our Strengths47
 Our Challenges.....53
 Investing in Our Own Future55

SUMMARY57





“As a great public University, UConn must strive to solve the challenges of our time. We must invest our talents and our ambitions on great endeavors to prepare our students for a rapidly evolving 21st-century economy, expand and develop our areas of interdisciplinary research, and transfer our knowledge and expertise through both local and global engagement and service. We must always work tirelessly to accomplish our mission for the benefit of our state, our nation, and humanity.”

Susan Herbst, President, University of Connecticut



WILBUR D



1

INTRODUCTION

The Wilbur L. Cross Building opened in 1939 as the University library, and it was dedicated in 1942 in honor of Wilbur Cross, a four-term governor and a native of the Gurleyville section of Mansfield. The Wilbur L. Cross Building remained the University library until 1978 when the Homer Babbidge Library opened. After renovations funded by UConn 2000, the Wilbur L. Cross Building now serves as a one-stop service center for most student business needs, including the offices of the Registrar, Bursar, Residential Life, and Financial Aid.

What makes a great university? The University of Connecticut, at this transformational time in its history, aspires to join the ranks of the greatest universities in the world, while simultaneously serving our region and our nation. We have the talent, perspective, and confidence to create a better future by becoming a more powerful research university that produces a rich flow of ideas, sparks invention and innovation, and improves the quality of life for all people.

With unprecedented support from the state, industry, and donors, we will expand educational opportunities, research, and innovation in diverse fields of study, with an emphasis in science, technology, engineering, and mathematics (STEM) disciplines over the next decade. We will create and disseminate knowledge and innovative ideas and focus our attention on the importance of the arts, humanities, and social sciences that are an integral part of our great University. We will leverage the strength and resources of our University to build America's future workforce, create jobs, start and attract companies, and help drive economic development in the state and nation.

Since UConn was established in 1881, its faculty, students, and staff have worked to shape a path to excellence, and our graduates have made a vast array of fundamentally important contributions to their professions and communities. We have emerged as a nationally ranked university that educates talented students of diverse personal histories, perspectives, and interests. Our graduates contribute in vastly different ways to our state, the nation, and the world, serving as creative leaders in industries, educational institutions, healthcare, government, and nonprofit foundations. When we consider what we hope for our students, we most hope they will emerge as creators of the future, not mere observers.

The University is internationally recognized for research in wide-ranging areas, such as additive manufacturing, psychology, gifted and talented education, genomics, human rights, health promotion and disease prevention, visual arts, and linguistics. Through their research and scholarship, our faculty members are committed to developing the creativity and talent of our students, and promoting their intellectual inquiry across disciplines. We believe in engagement with our state and its citizens and in the intrinsic value of dedicated service to others.

As we forge the next decade of progress at UConn, this comprehensive academic vision is guided by a singular vision to achieve excellence in all aspects of our mission as

a University—research, education, service, and engagement. These goals and strategies form the basis for informed decision-making for faculty and staff hiring, infrastructure, operating budget, and space allocation; all in support of our extraordinary disciplinary and interdisciplinary research and educational programs.

UConn has already gained momentum toward achieving the aspirations articulated in this plan. The University serves as a beacon of academic and research excellence as well as a center for innovation and social service to communities. We are a leader in many scholarly, research, and innovation areas. Today, our path forward includes exciting opportunities and notable challenges. Record numbers of undergraduate applications and support for student success have enabled the University to become extraordinarily selective. In just 15 years, our ranking by *U.S. News & World Report* among public universities has risen from No. 38 in 1998 to No. 19 today. Many initiatives, including our plan to hire nearly 500 faculty over the next few years, the emerging programs in partnership with The Jackson Laboratory, as well as the nearly \$1.7 billion investment in Next Generation Connecticut and the \$900 million investment in Bioscience Connecticut—both major investments by the state—present exciting opportunities and unique challenges for our research endeavors. Our partnerships with United Technologies, General Electric, Northeast Utilities, and other industries through UConn's Technology Park also will help to secure our place as an institution of the highest rank among public research universities.

Investments from donors, industry, and the state have and will be instrumental in the dramatic growth and impact of the University. We are renewing, rebuilding, and enhancing our campuses and academic programs through strategic investments. It is at this important juncture that we, the faculty and leaders of UConn, assume the responsibility to define the path to excellence through a new academic vision that builds upon the foundational mission statement of the University and its core values.



Commitment to sustainability: A green roof on Laurel Hall has, among other sustainability initiatives, earned UConn the top spot as *Sierra Magazine's* "Coolest School" for its efforts to encourage sustainability, green technology, and environmental stewardship. The vegetation covering the roof reduces stormwater runoff and helps cut down on heating and cooling costs.

INDIVIDUALIZED UNDERGRADUATE ENGAGEMENT

A 21st-century engaged University creates individualized student activities and rich experiences inside and outside the walls of the traditional classroom. Civic engagement builds on course knowledge, which is then applied to address real life problems in communities. A synergy is created between educational, career, and life preparation while assisting communities in designing and/or modifying systems of service for the public. Through establishment of many community partnerships throughout the state, faculty and staff tailor assignments, placements, and projects to focus on our students' development as they contribute action to enhance the public good of the entity served.

INSTITUTE FOR STUDENT SUCCESS

The Institute for Student Success provides undergraduate students with high-quality academic advising and educational planning as well as the opportunity to explore and prepare for various degree programs. The Institute helps first-year and transfer students transition to the University, and promotes personal and academic development through interdisciplinary courses, peer education, academic support, one-on-one mentoring, and opportunities to live and participate in Learning Communities. The Institute for Student Success promotes access to higher education for students from underrepresented ethnic or economic backgrounds and first-generation college students. The Institute also provides support services to aid students' retention.



Spring reading in the Benton Museum's courtyard near Wood Hall, home to the history department.

UNIVERSITY MISSION STATEMENT

The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach.

With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state's flagship public University, and as a land and sea grant institution, we promote the health and well-being of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.

In addition to our main campus in Storrs, UConn's footprint extends to include six campuses. Our **Avery Point** campus sits on Long Island Sound, while the **Stamford** campus is located in a fast-paced urban environment. **Hartford** is home to the Schools of Law, Social Work, and the department of public policy, and the **Waterbury** and **Torrington** campuses offer students the opportunity to study in intimate downtown or scenic settings, respectively. In **Farmington**, UConn Health is home to the Schools of Medicine and Dental Medicine. Bachelor's degrees are offered at all campuses, excluding Farmington, and many students begin their studies at a regional campus and transition to Storrs as upperclassmen. Undergraduate students are also given the opportunity to travel between campuses to study niche programs, such as digital media and design in Stamford, urban studies in Hartford, or marine sciences in Avery Point. Graduate programs in education, nursing, business, and engineering are also housed at our regional campuses.



Avery Point



Hartford



Stamford



Waterbury



Torrington

CORE VALUES

In the spirit of our heritage as a land and sea grant institution, we remain committed to understanding and solving the most significant societal problems. With six campuses and several professional schools across the state, we approach our mission with a commitment to excellence, ethical action, and inclusiveness for which the four interdependent core values define our mission:

Innovation

The University of Connecticut is dedicated to discovery and communication of breakthrough and foundational ideas; to translation and collaboration across disciplines and communities; and to positive transformation through research, scholarship, and creative works.

Leadership

UConn's students will become well-educated leaders and global citizens who excel in addressing the challenges of the 21st century; in them, we will cultivate critical thinking, creativity, and joy in lifelong learning. We will serve the state, the nation, and the world through our research, teaching, and outreach.

Global Engagement

Through outreach, research, and partnerships, we promote sustainable development and a happy, healthy, and inclusive society. This engagement is local and global, based on intercultural understanding and recognition of the transnational nature of the challenges and opportunities we face.

Diversity

In our culturally and intellectually diverse community, we appreciate differences in one another as well as similarities, and aspire to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds. We believe in diversity in intellectual approach and outlook. We embrace diversity not as a keyword for token inclusion of the underrepresented, but as a commitment to fostering a welcoming environment in which all individuals can achieve their fullest potential and in which open and respectful communication is facilitated.

UNIVERSITY ACADEMIC VISION COMMITTEE

Richard Schwab, Educational Leadership,
Chair

Sally Reis, Educational Psychology,
Ex Officio

Jeffrey Seemann, Vice President for
Research, *Ex Officio*

Anne D'Alleva, Art and Art History

JC Beall, Philosophy

Bethany Berger, Law

Preston Britner, Human Development
and Family Studies

Diane Burgess, Pharmaceutical Sciences

Lynne Healy, Social Work

A. Jon Goldberg, Reconstructive Sciences

Brenton Graveley, Genetics and
Developmental Biology

Peter Luh, Electrical and Computer
Engineering

William Ross, Marketing

Stephen Ross, Economics

Lawrence Silbart, Allied Health

Thomas Van Hoof, Nursing



Patrice Hubert '12 (CANR), '16 Ph.D. Hubert is a recipient of the National Science Foundation Bridge to the Doctorate fellowship and is pursuing her doctorate with Professor Ock Chun.

THE PLANNING PROCESS

In 2013, UConn launched a comprehensive process to develop a new academic vision to identify special goals and strategic initiatives, and realize our aspiration to become a top flagship University recognized for excellence in breakthrough research, innovative education, and engaged collaborations with state, community, and industry partners.

The University Academic Vision Committee, consisting of highly respected faculty members, was assembled to provide diverse, relevant, and institutional perspectives in growing academic and research excellence at our University. Completion of this comprehensive academic vision is a major and critically important undertaking, one that has drawn on expertise from UConn faculty, students, deans, advisory committees from each college and school, and others through public forums and electronic discussion.

UConn has a strong track record of exceeding established goals in recent decades. It already has surpassed goals in the current academic plan for student selectivity, new academic program development, and innovative research projects. The development of this academic plan presents an opportunity to chart a new course and re-envision the future of our institution based on a critical analysis of the quality of our programs and the difficult but necessary choices we face to achieve excellence. This process also requires a greater emphasis on achieving higher standards

in all aspects of our enterprise, including faculty recruitment, promotion and tenure, teaching effectiveness, admission standards, research productivity, and vital scholarship and creative works. The new academic vision represents a departure from previous efforts and is distinguished for its focus on achieving excellence in interdisciplinary research and education and the significant investments from Next Generation Connecticut and Bioscience Connecticut to realize our goals.



Brenton Graveley

John and Donna Krenicki Endowed Professor of Genomics and Personalized Healthcare; Associate Director of the Institute for Systems Genomics

Brenton Graveley is researching the role that RNA plays in biology and disease. By studying the genome of *Drosophila*—the common fruit fly—he and his team have discovered thousands of new genes and tens of thousands of new ways in which communication occurs among them. With investments for new research through the Institute for Systems Genomics and in collaboration with The Jackson Laboratory for Genomic Medicine, this research can serve as a foundation for breakthroughs in personalized medicine.

The new academic vision is guided by:

Bold and Visionary Ideas

Academic institutions face ongoing challenges in navigating an environment with diminishing numbers of high school graduates, changes in state support that require even greater stewardship of our precious resources, and fierce competition for federal research grants. A successful academic vision will identify bold strategies to grow in the midst of these challenges.

Growth of Extramural Research Programs

Extramurally funded research is vital to new discoveries, development of outstanding graduate students, and economic development. We must develop aggressive strategies to increase the amount and diversity of state, federal, industry, and philanthropic funding for research.

Adaptability to Change

Our ability and willingness to change will be a defining measure of ultimate success through the advent of new innovations in teaching pedagogy, technology, emerging topics for research and scholarship, global implications, and new models of agile academic organization.

Active Participation of Faculty

A broad cross-section of our faculty worked to identify priorities and develop goals for the University and their College or School academic plans, and this faculty engagement must continue as we operationalize and institutionalize this academic vision.

Accountability to Achieve Goals

We must hold ourselves accountable for our decisions and the investments we make to advance UConn. We will develop an assessment plan, with carefully selected metrics that measure our progress toward our academic goals.

The process and the guiding principles of the academic vision were presented to the University Senate, the Council of Deans, and department heads. Each College and School appointed a group of faculty, students, and staff to serve on the individual College and School Academic Vision Committees. In developing the College- and School-specific academic plans that are aligned with the overarching goals of the University academic vision, these committees were asked to respond to a set of core academic questions:

- What are our strengths?
- What new strengths can we create?
- What can we improve through collaborations with UConn's Colleges and Schools?
- What programs can we realign or streamline to reallocate resources?



Opened in the spring of 1999, the Chemistry Building was the first comprehensive teaching and research building completed using funds from the \$2.3 billion UConn 2000 program.



Handwritten notes on a whiteboard below the projection screen, including a small diagram and text such as "Tom Baker" and "Mitosis vs Meiosis".





2

CREATING OUR NEXT CHAPTER

State-of-the-art classroom buildings Laurel and Oak Halls opened in 2011 and 2012, respectively.

Writing the next chapter in our pursuit of excellence requires committed and engaged faculty, creative leadership, and innovative choices. Our commitment to the future incorporates faculty involvement in:

- Educating and inspiring students;
- Engaging in creative and productive work across all intellectual and artistic areas;
- Promoting understandings and competencies across all cultural groups;
- Producing new ideas and innovative works that make an impact on society;
- Promoting health and preventing diseases;
- Understanding the intricate influence of neural, environmental, and genetic bases of communication and learning;
- Developing renewable energy and manufacturing innovation;
- Promoting environmental sustainability;
- Reversing poverty and disparities for our citizens;
- Addressing abuses and improving human rights;
- Producing global citizens with multicultural awareness and respect.
- A world-class academic research library that inspires the creation of new knowledge and provides opportunities for meaningful collaborations;
- Globally responsive research and teaching missions;
- Exciting new learning opportunities for our students;
- A commitment to engagement and a mission that focuses efforts on the betterment of humanity;
- Visionary leadership at all levels.

An intellectual community that serves society and advances knowledge across a broad spectrum of disciplines is the symbol of a great public research university. To create a dynamic and intellectual environment requires:

- Outstanding faculty;
- Imaginative, exemplary undergraduate education across all campuses;
- Visionary graduate education that attracts, supports, and trains the best academic talent from around the world;
- Nationally and internationally recognized research that cuts across traditional disciplinary lines to address and solve important societal issues;
- A creative and highly relevant research environment that attracts increased public and private funding;
- Comprehensive research opportunities that include areas in which external funding opportunities may be limited, but in which research is vital to enriching our lives, such as in the arts and humanities;

Our accomplishments in research and scholarship traditionally have been the result of individual or small-group disciplinary initiatives. This fundamental model of faculty accomplishment will continue, as the creativity and innovation of our faculty will lead them to develop new ideas in their specific areas of interest and passion. We will continue to support disciplinary research and new faculty positions will continue to be funded by deans and the provost.

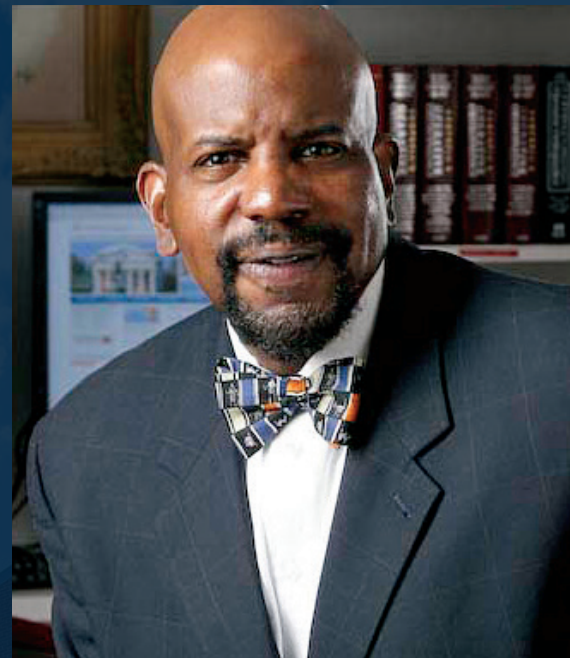
In this academic vision, we propose an additional proactive strategy for promoting important interdisciplinary endeavors that will lead to major breakthroughs in research, scholarly inquiry, and student learning. The future of these interdisciplinary activities and programs will contribute to the University's mission in research, education, and engagement, if we identify priorities and goals based on our strengths that match critical areas of need, and if we provide the necessary resources to achieve them.

We will pursue five fundamental goals to achieve excellence in:

1. Research and Scholarship
2. Undergraduate Education
3. Graduate Education
4. Teaching Effectiveness
5. Public Engagement



Near Fairfield Way, students walk through the Storrs campus by Laurel Hall (foreground), the Student Union (right), and the School of Business (center background).



Cato Laurencin

University Professor; Albert and Wilda Van Dusen Distinguished Professor of Orthopaedic Surgery

Cato Laurencin is an elected member of the prestigious Institute of Medicine of the National Academy of Sciences as well as the National Academy of Engineering—he is one of the few scientists in the United States to be recognized for these dual distinctions. He specializes in regenerative engineering, an advanced form of tissue engineering that combines materials science, stem cell science, and developmental biology to regenerate muscles, ligaments, and tendons. His work has been cited by *National Geographic* among “100 Scientific Discoveries that Changed the World.” Laurencin recently invented the L-C Ligament, the first bioengineered matrix shown to regenerate ligament tissue inside the knee completely.

NEXT GENERATION CONNECTICUT

Next Generation Connecticut is a 10-year, \$1.72 billion state investment dedicated to capital projects focused on building new scientific laboratories, purchasing advanced equipment, constructing new classrooms, and student housing. Next Generation Connecticut funds will also enable us to hire new faculty and expand the student body in science, technology, engineering, and mathematics.

BIOSCIENCE CONNECTICUT

Bioscience Connecticut is an \$864 million state investment to revitalize the UConn Health campus, expand the University's medical and dental classes, build new business incubators, and create centers of excellence with neighboring institutions. Expansion plans include building a new world-class patient tower and an outpatient ambulatory center, renovating existing facilities, updating infrastructure, and modernizing research laboratories and classrooms.



Pamela Diggle, the current president of the Botanical Society of America, recently joined UConn as a professor of ecology and evolutionary biology. Her research focuses on how the early stages of life can affect the way plants are structured, which in turn affects how they evolve.

A PATH TOWARD EXCELLENCE IN RESEARCH AND SCHOLARSHIP

Our faculty make vital contributions toward improving the human condition through their research and scholarship. Outstanding scholars contribute original research in areas such as school behavior, art and art history, genetics and genomics, additive manufacturing, and autism. This academic vision will continue to support faculty who create new knowledge in their disciplines and in interdisciplinary areas, and develop groundbreaking solutions to society's most pressing problems.

We will continue to recruit the best and most successful faculty from across the globe to strengthen and enhance the highest level of disciplinary and interdisciplinary research and scholarship. We will seek research partnerships with the most renowned universities in the world. With the goal of building on current strengths and achieving additional areas of faculty excellence, we will invest our precious Next Generation Connecticut and Bioscience Connecticut resources in selective spheres of excellence that demonstrate high potential to solve critical societal problems.

We will use the highest standards for our evaluation of research and scholarship, employing external metrics as one measure in our continuing assessment of our growing institutional reputation.

Extramural research programs, measured through grants and contracts, are vital to scientific discoveries, support for Ph.D.

and postdoctoral scholar training, and increased economic development through commercialization and industry partnerships. Great universities are defined by the breadth and depth of their extramural research programs. Although we have many outstanding signature research programs, we can and must increase the amount of external funding for research support at the University. Our external research expenditures stood at \$205 million in 2013, as compared with \$188.3 million a decade ago, representing only an 8.7 percent increase since 2003. We must develop and invest in increased levels of research development support for faculty, including proposal development, efficient and effective grants management, core facilities, new cutting-edge equipment, and seed grant programs to support our faculty in applying for and obtaining extramural funding to conduct important research initiatives.



Jeffrey Fisher, Board of Trustees Distinguished Professor of Psychology, is the founding director of the Center for Health, Intervention, and Prevention.

CENTER FOR HEALTH, INTERVENTION, AND PREVENTION

The Center for Health, Intervention, and Prevention's scientists contribute to efforts that prevent or more effectively treat some of the world's most challenging health problems—including HIV, cancer, obesity, autism. The Center's multidisciplinary, theory-based, cutting-edge, and internationally scoped work has involved faculty from almost every College and School at UConn. As a nexus for researchers, the Center stimulates collaborations resulting in major new funded research, totaling \$100 million in external grants to UConn since its inception. Future initiatives will focus on obesity prevention and cancer control, as well as increasing work at the intersection of behavior and biology. The Center for Health, Intervention, and Prevention's research utilizes interdisciplinary team science, unleashing the remarkable resources of UConn, and resulting in significant positive impacts on public health across the globe.

It is critical that we examine faculty workloads to ensure that our faculty can succeed in their areas of strength. Faculty who excel in teaching should be supported, and our research-productive faculty must have the time and resources needed to pursue meaningful research. We will continue to align our institutional priorities with those of significant funding agencies, industry partners, and foundations, and to seek philanthropic support for innovative research programs that are attuned to the aspirations of individual and corporate donors. We will further develop incentives and actively work to reduce barriers for collaboration among UConn-Storrs, regional campuses, and UConn Health faculty in order to, make it easier for our faculty to interact, apply for, and conduct collaborative research.

We will support, reward, and demand research excellence. While in this vision we identify several interdisciplinary areas for investment, we must also ensure that our signature disciplinary programs that have already achieved or have potential to achieve national prominence are supported and enhanced. For individual faculty members, we will have high and appropriate standards for research, teaching, service, tenure, and post-tenure review. We recognize that although standards must be uniformly high across the University, the content of those standards will vary by field to ensure excellence within that field and permit us to compete with other institutions seeking to recruit the best faculty candidates.

All Colleges and Schools should review the demands of their disciplines to determine appropriate promotion, tenure, and reappointment standards consistent with uniform University standards to achieve national excellence. In addition, review within Colleges and Schools should not stop at tenure or promotion to full professor; rather, the University Senate should ask Colleges and Schools to create procedures for periodic post-tenure review to ensure continued contribution to the mission of the University. Faculty serving on the Graduate School Council should also review appointments to the graduate faculty, which should be subject to periodic departmental review and renewal.

To ensure fairness and consistency across departments and schools, senior faculty and administrators should review promotion, tenure, and reappointment procedures and decisions across Colleges and Schools. Teaching and service responsibilities should be distributed fairly within departments, consistent with tenure status, research productivity, university needs, and the norms of individual disciplines. In particular, junior faculty members and those hired with responsibilities to more than one department, Colleges and Schools, or institute, should not be subject to disproportionate demands for service.

Investment in Interdisciplinary Initiatives

With our commitment to interdisciplinary research and scholarship, we aim to foster exciting intellectual endeavors and creative problem solving. We have identified and embraced the formation of strong interdisciplinary research teams working at the intersection of two or more disciplines in this plan and modeled it after some of our most successful interdisciplinary endeavors. For example, our outstanding Center for Health, Intervention, and Prevention brings together 260 affiliated scientific experts across UConn to secure more than \$9 million each year in research funding. Working together, this group uses behavioral interventions to address challenges associated with HIV/AIDS, sexual risk behavior, cancer, autism, physical activity, obesity, alcohol and substance use, global health, and health communication.

Another example of our collaborative success is our Human Rights Institute, which has earned an international reputation through its distinctive interdisciplinary approach to the study of human rights, stressing three broad themes: economic and social rights, health and human rights, and humanitarianism. The Institute is notable for involving undergraduates, graduates, faculty, and the broader community in its research mission, and establishing a pioneering undergraduate major in human rights.

The Institute of Materials Science also has served as an example of interdisciplinary collaborative success, with more than 100 faculty members from 20 academic departments at Storrs and UConn Health in Farmington. The Institute of Materials Science provides outstanding graduate research education in the interdisciplinary fields of materials science and engineering, polymers, and condensed matter physics. Primary disciplines represented in these programs are chemistry, physics, chemical engineering, materials science and engineering, polymer science, pharmacy, molecular and cell biology, mechanical engineering, electrical engineering, biomaterials, and biosciences. The Institute operates and maintains extensive state-of-the-art instrumentation, including a wide range of specialty laboratories.

We are aware of the need to be careful stewards of our resources and limit the number of emerging and expanding interdisciplinary activities to only those that will create measurable impact. During the past year, the University Academic Vision Committee worked with colleagues throughout UConn to prioritize our interdisciplinary opportunities, and we are proud to highlight these exciting and bold interdisciplinary research areas that emerged as our highest-ranked areas of strategic investment.

Advanced Materials and Manufacturing

Advanced materials and manufacturing is entering an age when materials are designed at the atomic and molecular level, in contrast to the historic approach of cutting and forming from bulk starting blocks. UConn will aggressively pursue three important areas: design of materials that influence/interact with cells, drugs, radiation, and electricity; programs that encompass discovery of industrial/clinical applications; and exploitation of novel capabilities of additive manufacturing. Six specific academic areas have been identified and their enhancement will make significant contributions to globally important challenges in energy, aerospace, repair/regeneration of tissues, targeted drug delivery, molecular detection/sensing, and conformable electronics and force generation. The primary objectives of these enhancements will be to elevate the stature of the six identified areas from “excellent” to “preeminent”; attract top-level faculty and students; further develop the synergy that exists across departments and campuses; stimulate outstanding STEM education and training grants to parallel the research effort; create opportunities for large-program projects; and further develop expertise to enhance the state’s competitive advantage in research, development, and manufacturing.

Artists, Scholars, and Public Discourse

New initiatives in UConn's arts and humanities will build on current strengths in scholarship and creative research while creating new directions in engagement. We will explore the establishment of a new Institute for Engaged Scholarship and Creative Research focused on the enormous potential of the arts, digital media and design, and humanities to reach hearts and minds, challenge preconceived notions, and generate new ideas. This Institute will address issues of critical importance in our state and nation, such as environmental change, the cultural impact of technology, and immigration and society. The Institute will sponsor interdisciplinary creative research teams to develop multifaceted programs in Connecticut communities. These programs, which may include performances, exhibitions, school programs, discussion groups, and digital humanities resources, will promote greater public dialogue about the major issues of our time and generate new arts and scholarship in these areas. This initiative builds on important arts outreach efforts undertaken by the School of Fine Arts and the dimension of engaged scholarship through partnerships with the College of Liberal Arts and Sciences, institutes and centers, and other Colleges and Schools, and has been developed to integrate with areas of strength in humanities scholarship.

Brain, Mind, and Cognition

UConn has the potential to lead in developing new innovations in science, education, and community outreach in the neurobiology of communication, which includes the cognitive, neural, and genetic bases of communicative development, function, and disorder. We have growing strength in cognitive science, neuroscience, and the genetics of language and communication, both at the basic research level and in the application of basic research to disordered communication. UConn is uniquely poised to gain international preeminence in language/communication development via coordinated efforts to connect research from the gene/cell level to the cognition/behavior level. Institute development and coordination coupled with strategic hiring, particularly in bridging fields such as cognitive neuroscience and computational modeling, show great promise, as do current strengths in translational neuroscience. We also have the opportunity to gain an international reputation in research and treatment for such disorders as stroke, dementia, addiction, and autism, in addition to disorders of communication.

Genetic, Genomics, and Personalized Medicine

Genetics, genomics, and personalized medicine are some of the greatest emerging strengths at UConn and have the opportunity to achieve preeminence and international recognition. Much of this work has begun with existing faculty through the new partnership with The Jackson Laboratory and the formation of the Institute for Systems Genomics. Strategic recruitments will be focused in the three main thematic areas of genome biology and evolution, personalized medicine, and stem cell genomics, as well as in the three cross-cutting areas: genome data analysis, interpretation and visualization; ethical, legal and social implications; and genome technology. Investments in a bioinformatics core and building the methods and resources for collecting biological specimens from patients for sequencing and analysis will catapult UConn upward as a leader in the field of genomics.

Health and Wellness

Using preventive and population-based approaches in an integrated fashion, UConn can become a nationally recognized leader in translational research, with special emphasis on underserved populations. Working collaboratively, this group can address the underlying causes of these diseases, support the development of efficacious interventions, and apply new strategies for prevention to minimize their occurrence. UConn already is a pacesetter in many areas of health and wellness, especially with regard to behavioral interventions and health outcomes research. We can leverage the strengths across all UConn campuses and existing centers and institutes to address important challenges in health promotion, disease prevention, and treatment. With appropriate strategic investments, UConn can emerge as a leader in broad-based academic approaches to medical, social, economic, policy, and political issues in addressing the social determinants of health and systems change in five core areas of existing strengths: obesity and obesity-related disorders; infectious diseases (particularly HIV/AIDS), immunology, asthma, and vaccine research and development; cancer (including prevention, therapy, diagnostics, and behavioral interventions); mental health and addictions; and health promotion interventions.

Human Diversity, Disparity, and Rights

UConn will seek to understand and address the persistent challenges of human interaction: celebrating human difference and diversity while addressing harmful inequality and disparities, and achieving rights and justice. Addressing these challenges at home and abroad is central to our land grant mission, and our existing strengths permit us to assume a leadership role in transformative work in this area. We are one of the top institutions in the country for the study of human rights, we have numerous nationally and internationally recognized scholars and programs on economic, educational, health, and identity-based disparities, and we are at the forefront of an emerging area of scholarship that combines studies of populations in diaspora with national and transnational studies. We can harness these strengths through three measures: the development of a Social Innovation Park, effectively a “Social Tech Park,” through which practitioners can partner with scholars and students to create entrepreneurial solutions to the most pressing social problems of our time; the formation of a new Institute for Disparity Studies; and a partnership with the state in developing a Statewide Integrated Data System to facilitate research using state administrative data.

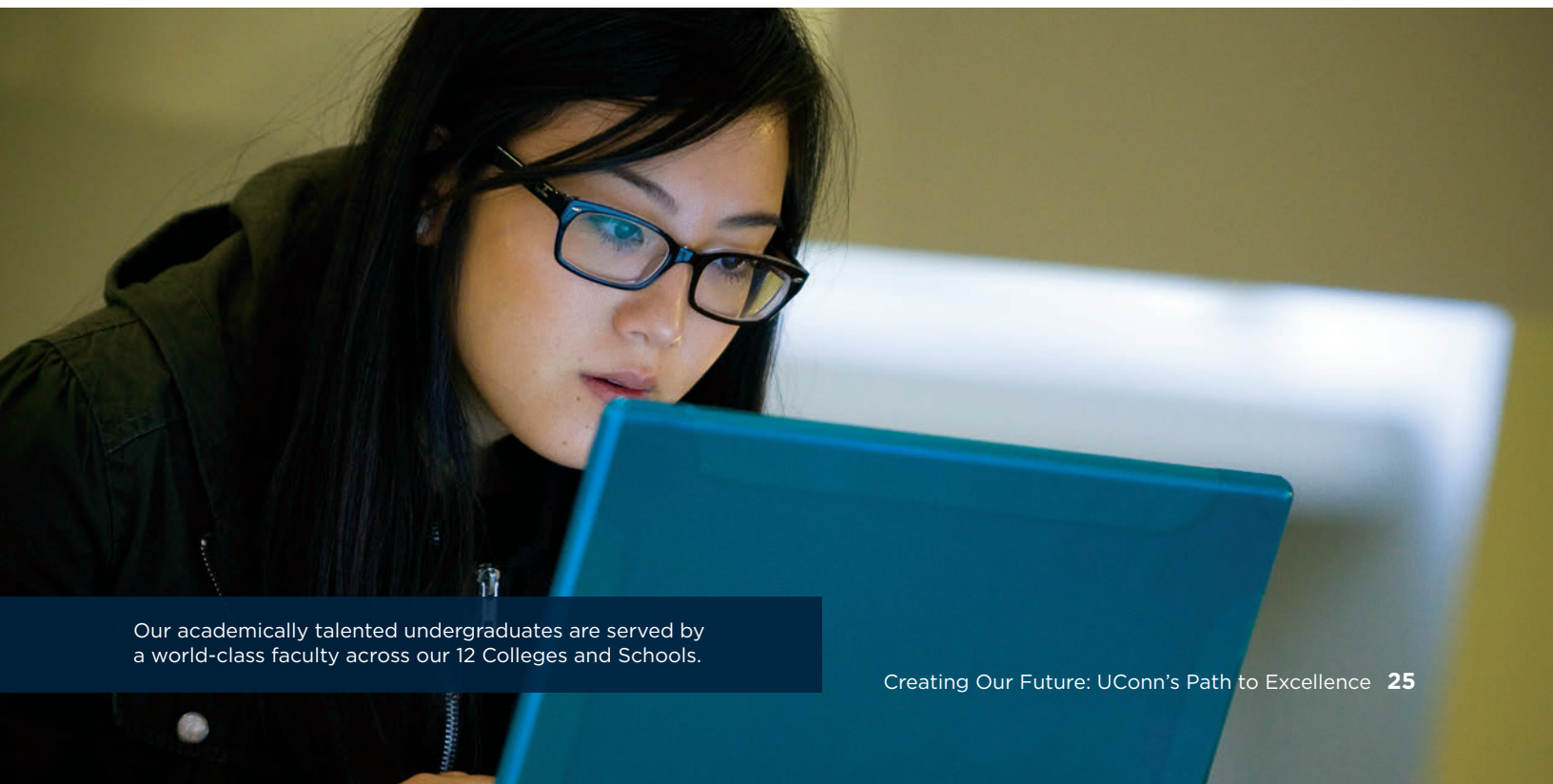
Sustainability and Resilience: Environment and Energy

Human society, and the ecosystems of which they are a part, can be viewed as interconnected systems whose components intimately interact to determine overall sustainability.

Sustainability can be evaluated with regard to biodiversity, the flow of energy, or the cycling of materials, as well as with regard to the abundance and distribution of goods and services on which human's depend for sustenance and well-being. Appropriate interactions involve complex tradeoffs, and this highlights the need for a broad systems perspective, and a willingness to consider the needs of other stakeholders while applying an interdisciplinary view of the development of managerial, policy, and technological responses to important issues. Given these challenges, we propose the creation of an institute to focus explicitly on the interconnectedness of human and natural systems. The objective is to augment UConn's existing strengths synergistically in areas such as sustainable food systems with research conducted by renowned UConn centers. These include the Center for Environmental Sciences and Engineering; the Marine Sciences and Technology Center; the Center for Clean Energy Engineering; the Fraunhofer Center for Energy Innovation; and the UTC Institute for Advanced Systems Engineering.

To implement these interdisciplinary research areas successfully, the individual plans will be reviewed and the following actions will be pursued:

- Within six months, a structure will be identified to guide the development of these areas that will include a broad advisory committee;
- A steering committee will be formed for each of these research areas with broad representation to identify an implementation plan for the area within the same time frame.



Our academically talented undergraduates are served by a world-class faculty across our 12 Colleges and Schools.

Emerging Areas of Interest

Two additional areas—complex systems and big data as well as creativity, innovation, and entrepreneurship—received a great deal of interest over the course of our deliberations. Recognizing the important potential for institutional excellence in these areas, initial funding will be provided to promote interdisciplinary research and training programs in these areas.

Complex systems and big data represents breakthroughs in understanding scientific and human systems based upon modeling and analysis of interactions of massive data sets. At UConn, there is an emerging core of experts in this field, but progress will require the development of core academic and research thrusts and infrastructure capacity to support this discipline to its full potential.

Creativity, innovation, and entrepreneurship represents the kind of transformative learning applications that will assist our students in seeking creative solutions to complex societal problems. UConn is already recognized for having a core of innovative scholars examining the determinants of creativity. These faculty leaders will emphasize creativity, innovation, and entrepreneurship in undergraduate, graduate, and postdoctoral education, and integrate academic study and encouragement of these qualities in our faculty, regardless of their discipline, to create a competitive advantage for our students and multiply the impact of our work.

We are confident that significant and sustained investments in these interdisciplinary areas will lead to vibrant growth in scholarly activities and extramural research programs at UConn. The path to excellence in research and scholarship will require significant growth in:

- Refereed and scholarly journal articles;
- Scholarly books (and book chapters);
- Prestigious conference proceedings;
- Juried, commissioned, and invited performances and exhibitions;
- Extramural research grants;
- Patents and licenses;
- Prominent awards and appointments;
- National and international recognition by professional organizations.

To achieve these goals, we will:

- Establish innovative institutes that pursue interdisciplinary research and scholarship in the strategic areas identified above:
 - Reporting lines, oversight, and accountability of existing centers and institutes will be revisited in terms of funding and research productivity
 - A steering committee will be formed to oversee the formation of new centers and institutes
 - Funding of new centers and institutes will be aligned with the University academic vision based on strategic opportunities and the potential to garner extramural grant support
 - Overarching institutes may be formed to integrate the activities and improve the productivity of new and existing centers
- Recruit national academy members who can serve as core leaders in strategic areas, and nominate existing faculty for induction into national academies;
- Recruit faculty clusters for joint appointment across institutes and departments to promote interdisciplinary research;
- Build or expand core facilities with shared equipment;
- Assist and support faculty in proposal development and writing;
- Recruit top graduate students and postdoctoral scholars;
- Develop and implement a university workload policy to ensure that research, teaching, and service are appropriately balanced, reflecting disciplinary needs and understanding the need for flexibility based on the competitiveness in specific disciplines;
- Establish the highest standards for evaluation of research performance in merit and promotion, tenure, and reappointment decisions;
- Measure research performance using Academic Analytics and other methods;
- Examine our approaches to research compliance to ensure that research can proceed in an expeditious and collaborative fashion while still maintaining an appropriate level of regulatory compliance;
- Promote faculty interaction through multiple opportunities, including workshops in emerging areas, faculty social gatherings, and salons;
- Implement programs led by Board of Trustees and Endowed Professors to mentor and nominate UConn faculty members for prestigious awards.



The sundial located between the Rowe Center for Undergraduate Education and the Charles B. Gentry Building, home to the Neag School of Education, is named for Albert E. Waugh. Waugh, a professor of agricultural economics, served as head of the Department of Economics, dean of the College of Arts and Sciences, and provost from 1950 until his retirement in 1966. He held a keen interest in sundials, culminating in *Sundials: Their Theory and Construction*, posthumously published in 1973.



Paul Herrnson

Professor of Political Science;
Director of the Roper Center
for Public Opinion Research

Paul Herrnson, one of the foremost experts on the American political process, joined the University of Connecticut faculty as the new director of the Roper Center for Public Opinion Research in August of 2013. Herrnson is working to develop the Roper Center into what he calls one of the best living archives of democracy in the country.



Charles Yarish, professor of biology at the Stamford campus, is a leading expert on the evolution of seaweed cultivation in North America and beyond.

SUSTAINING EXCELLENCE IN UNDERGRADUATE EDUCATION

Our path to excellence begins with the full commitment of the faculty to provide the highest-quality education that expands the opportunities beyond traditional disciplines and increases engagement with our students through advising, professional development, and experiential learning. We have come to understand that our most successful students are those who become fully involved in the richness of university life. They develop close interactions with faculty, become involved in academic areas of interest, engage in personally meaningful activities and service, and successfully launch their undergraduate careers. They choose a major, follow a curriculum that responds to their individual interests, and accordingly plan their future careers.



William Jelani Cobb

Associate Professor of History;
Director, Africana Studies Institute

A recipient of fellowships from the Fulbright and Ford Foundations, Cobb is the author of several books, including *The Substance of Hope: Barack Obama & the Paradox of Progress* (Bloomsbury 2010). He is editor of *The Essential Harold Cruse: A Reader* and a frequent interviewee on CNN and other national news outlets. One of our most prestigious public intellectuals, he joined UConn from Rutgers University in 2013.

UConn has increased its tradition of attracting a high-quality, diverse student body. Over the last 10 years, our mean SAT scores have increased from 1,167 to 1,233. For our most talented students who enroll in the Honors Program, the mean SAT score is 1,413, comparable to the top universities in the United States. Since 2004, our undergraduate enrollment has increased from 19,287 to 22,595, and the percentage of minority students has increased from 17 percent to 27 percent. Our undergraduate retention is one of the best in the country, with freshmen to sophomore retention of 94 percent for all students and 91 percent for minority students, indicating that we are recruiting and retaining our culturally diverse population. We have numerous successful programs that enable our students to complete their degrees, with an average time to graduation of 4.2 years. UConn's graduation rates—including those of minority and economically disadvantaged students—are among the highest of any public research university in the nation, one of the key reasons why the institution is a top-ranked choice of students and parents. Our six-year graduation rate for culturally diverse students is 82 percent today, compared with 69 percent 10 years ago. We remain committed to providing generous financial aid and mentoring to ensure that students from low-income families who are granted admission can attend UConn and graduate on time.

Why do academically talented students continually choose to attend UConn? Faculty excellence matched with broad and deep offerings in interdisciplinary programs are two important reasons. UConn is a large, diverse university with multiple choices, including small-group opportunities for students in which they can live, work, and study in an environment that fosters a sense of belonging through the Living and Learning Communities and unparalleled academic support through the Institute for Student Success.

UConn students are able, in any given day, to take classes in subjects ranging from puppetry to linguistics to digital marketing to Renaissance art. They can conduct research in a genomics lab or pursue funding for a “UConn Idea” grant in an interdisciplinary area that integrates social sciences, humanities, and technology. They can choose to study and intern abroad in Heidelberg, Germany, or participate in a social entrepreneurship experience in Guatemala. They can select from more than 800 student activities or service initiatives. These programs will continue to be refined and updated to ensure an undergraduate educational experience that prepares our students for lives of impact and leadership in an increasingly diverse, globalized world by emphasizing problem solving and the capacity to translate knowledge and curricular content into real-world experiences.

We have done well, but we must continue to create an even more outstanding undergraduate experience for talented students to foster creativity, critical thinking, problem solving and reasoning, appreciation for diversity and cultural perspectives, and strong communication and leadership skills.

In evaluating our success in achieving excellence in undergraduate education, we will consider the following:

- Quality of entering students as measured by SAT and GPA;
- Graduation rates and time to degree;
- Number of degrees in STEM disciplines;
- Percentage of smaller classes (with less than 20 students) and larger classes (with more than 50 students);
- Percentage of courses taught by full-time faculty with terminal degrees in their field;
- Number of new courses, concentrations, minors, and majors aligned to key interdisciplinary areas;
- Number of new professional development programs;
- Diversity of students;
- Support for students from economically disadvantaged backgrounds;
- Percentage of students who pursue undergraduate research, experiential learning, and internships;
- Percentage of students who pursue study abroad activities and/or international internship and service learning activities;
- Percentage of students who receive prestigious national fellowships;
- Rankings in *U.S. News & World Report*;
- Continued support for and enhancement of our excellent general education initiatives.

How can we continue to excel in and further improve undergraduate education? Through this academic vision, we will:

- Increase our undergraduate student body through a carefully articulated enrollment management plan and the construction of two new residence halls for our current Honors and new STEM Honors program as well as for our STEM Living and Learning Communities;
- Increase housing opportunities for undergraduate students to enable additional students from our University as well as exchange students to have more opportunities for on-campus housing;
- Increase the number of Living and Learning Communities from 17 to 25 over the next decade;
- Invest in a more comprehensive, personalized, and effective advising program;
- Increase early and comprehensive opportunities for career development;
- Invest in additional internships both on- and off-campus;
- Continue to create innovative programs and opportunities at our regional campuses;
- Enhance the use of distance instructional technologies to enrich learning and provide opportunities for meaningful online education;
- Fund new, innovative experiential learning experiences;
- Reward excellence in teaching;
- Increase engagement and outreach with Connecticut K-12 schools to identify academically talented students who will succeed in our programs;
- Work closely with K-12 schools to enhance students' learning experiences in STEM-related areas to prepare for Next Generation Connecticut initiatives;
- Ensure an undergraduate educational experience that prepares our students for lives of impact and leadership in an increasingly diverse, globalized world by emphasizing problem solving and the capacity to translate knowledge and skills into action;
- Adapt educational practices to provide more interdisciplinary knowledge and increase opportunities for education in areas of pressing need and interest;
- Strengthen essential teaching support services and increase the quality of instruction in large-lecture and small-course formats, whether they be taught online, hybrid, or in-person;
- Place specific emphasis on meaningful honors programs and support programs for students who come to us from homes and schools where poverty prevails;
- Expand opportunities for students to engage with faculty mentors in research and creative activities;
- Increase opportunities for participation in study abroad;
- Continue to invest in the creation of a world-class library to guide our path as a leading public research institution.



Jinzi Deng, '14 (ENGR) a Ph.D. student in Leslie Shor's Chemical Engineering Lab, utilizes microfluidic devices to study antimicrobial resistance mechanisms and the effect of transient micro-chemical environments on bacterial resistance.

ACHIEVING EXCELLENCE IN GRADUATE EDUCATION

Graduate students and postdoctoral scholars are the lifeblood of great research universities. For the University of Connecticut to maintain its place among the ranks of great public research universities, we must become a choice destination for graduate students and postdoctoral scholars just as we are for undergraduates. We must attract the most talented graduate students and postdoctoral scholars from around the world, and we must enhance the stature and quality of graduate programs throughout the University. Both Bioscience Connecticut and Next Generation Connecticut will contribute to the transformation of research and graduate education with improvements in buildings and laboratories and an increase in the number of faculty. We must match these state investments with an increase in services that the University offers graduate students, postdoctoral scholars, and graduate faculty and programs.



Suzanne Wilson
Neag Professor for
Teacher Education
Neag School of Education

The research interests of Suzanne Wilson, a national expert on teacher preparation and professional development, focuses on teacher quality, and she has written extensively about teacher learning, professionalism, and education policy. Wilson joined UConn in the fall of 2013, and in 2014 she was elected to the National Academy of Education.

The Graduate School is uniquely poised to nurture a vibrant community of graduate students and postdoctoral scholars and to enhance career and professional preparation opportunities for them. The Graduate School and the Office of the Vice President for Research have agreed to a strategic partnership to facilitate collaboration across disciplines, programs, departments, campuses, research, and graduate, postdoctoral education.

We offer graduate and professional degrees in 88 fields of study, and in any given year, we educate almost 8,000 doctoral, masters, and professional students. Our students come to us from across the state, the nation, and the world. They graduate to assume leading positions in academia, industry, and public service. Our rising academic stature has made us increasingly sought-after by graduates seeking postdoctoral fellowships, and our graduate programs are global in scope, enrolling students from more than 45 countries. We are one of only four U.S. members of the Universitas 21 network, the leading global network of research universities for the 21st-century.

To continue to compete successfully with other outstanding universities in the country, we must increase our investment in our best graduate programs. Most important, we lag far behind other leading public institutions in providing graduate and professional students with direct financial support to pursue their research with faculty mentors and advisors. The best graduate programs in the country, with whom we compete for students, are much more active in their recruitment, support, and commitment to fund students over multiple years. We must also invest in services that help our graduate students and postdoctoral scholars acquire the skills they need for success in the next stage of their careers.

In evaluating our success in achieving excellence in graduate education, we will measure:

- Quality of entering students as measured by GRE, GPA, and undergraduate institution;
- Number of NSF, DOD, NIH, and other nationally competitive graduate fellows;
- Graduation rate and time to degree;
- Number of new courses, concentrations, and fields of study aligned to key interdisciplinary areas;
- Number of new professional development programs;
- Percentage of students who pursue education abroad opportunities;
- Percentage of students who pursue industry and agency internships;
- Diversity of students;
- Placement in prestigious postdoctoral fellowships and academic appointments;
- Placement in prestigious industry, government, and nonprofit organizations;
- Rankings through *U.S. News & World Report*, *Advanced Academics*, and *Shanghai Jiaotong*.

How can we continue to improve graduate education? Through this academic vision, we will:

- Actively recruit the top graduate student candidates from across the globe with comprehensive marketing efforts and on-campus support services;
- Diligently pursue opportunities for funding more graduate research assistantships and other fellowships and ensure that graduate students do not



Jerrol Mitchell '14 (NURS) trains in the simulation lab in the Widmer Wing.

- have teaching loads that divert their attention from their research;
 - Provide more postdoctoral fellowships, and eliminate the barriers for graduate students and postdoctoral fellows pursuing funding through extramural fellowships;
 - Bring the same attention to graduate student services that have brought dramatic success to our undergraduate student services, and devote resources and facilities to developing a sense of community and cooperation among graduate students and postdoctoral fellows;
 - Create dedicated space for graduate student lounges and gathering places;
 - Remove the structural barriers that exist to the creation of interdisciplinary graduate programs across College and Schools;
 - Develop new and innovative programs to enable our students to compete in our increasingly complex society;
 - Provide internships with industry and research appointments in federal laboratories;
 - Increase pre- and postdoctoral training grants through NIH, NSF, DOE, and other important agencies;
 - Develop professional programs for students to improve skills in:
 - Leadership;
 - Career development;
 - Teaching effectiveness;
 - Professional communication;
 - Proposal writing.
- Finally, we must reinvigorate our University's graduate faculty by raising standards, enhancing the faculty's breadth, and recruiting new graduate faculty. We must ensure excellent research and educational experiences for graduate students and postdoctoral scholars. We will work to enhance focused recruitment activities to further increase the quality and diversity of our graduate students and postdoctoral scholars, continue our retention efforts to promote the success of those who join us, and enhance our strong network of graduate alumni to ensure that we continue to serve them throughout their careers. We must increase our efforts to ensure the success of all of our graduate students and scholars but devote special attention to those from groups who are underrepresented and from other countries who may experience different challenges and may need special programs to enhance their success.



Gina Barreca, professor of English and feminist theory and author of many books, has appeared on numerous national news shows to discuss gender, power, politics, and humor. She is a Teaching Fellow, UConn's highest award for excellence in teaching, and has lectured worldwide as an authority on gender differences in humor.

ATTAINING EXCELLENCE IN TEACHING EFFECTIVENESS

Faculty at UConn should be actively encouraged and expected to pursue excellence in teaching, and the University must support diverse paths to achieving this goal. We define excellence in teaching as the successful engagement of our students in learning, experimenting, and achieving their full potential. We seek to foster a bold and innovative spirit in faculty teaching, and in this academic vision, identify new ways to reach even higher standards of excellence in faculty teaching endeavors. We encourage our faculty colleagues to reward creativity, risk-taking, and collaboration, and to foster teaching partnerships as optimal ways to encourage students' learning and pursuit of creative work and transformative ideas. We expect strong teaching from UConn faculty, teaching that encompasses multiple approaches for student learning and engagement. Our students learn in different ways, increasingly relying on and leveraging technology.

Our faculty must also teach in innovative ways to engage and educate all students that fosters a spirit of inquiry. Our students will pursue knowledge and develop intellectual curiosity; acquire a lifelong love of learning and discover how to learn independently; learn to make the world a better place by giving of one's time and talents; celebrate and learn from our diversity; and promote global education on campus and abroad.

We will continue to support faculty who aspire to become great teachers. Two years ago, we expanded our outreach in the Institute for Teaching and Learning, a part of our newly formed Center for Excellence in Teaching and Learning. We offer increasing levels of assistance to improve teaching, including mentorships, classroom observations, teaching enhancement plans, individual consultation, coaching for presentation skills, and a series of lunchtime seminars on innovative topics such as flipped classrooms and hybrid teaching. We provide financial incentives for teaching and learning innovation, faculty learning communities, as well as discussions of pertinent and provocative books. We also offer innovative teaching institutes for faculty and teaching assistants, as well as access to a network of our exemplary professors who have agreed to enable teaching assistants and junior faculty to observe their classrooms.

We also provide, in many departments, teaching and research mentors that are discipline-based. In addition, we offer multiple services in our eCampus branch of the Center to help faculty integrate technology into teaching, online and hybrid courses. Our efforts have succeeded, as approximately 40 percent of our faculty recently earned a score of 4.5 and higher on our 5.0 teaching evaluations. Beyond this, however, we know that many UConn faculty inspire our students to achieve excellence, encouraging students to become creators of knowledge, capable of making creative discoveries and disseminating transformative ideas in the future.

To continue to improve teaching, we will ensure that excellence in teaching is considered in the promotion, tenure, and

reappointment process. We also suggest that all departments strongly consider awarding merit pay to those who excel in teaching. We recognize that faculty who decide to refocus their careers away from more active research will be expected to teach higher loads, and policy changes must enable those who teach more to benefit from merit for excellence in teaching. We also suggest that a faculty committee consider the adoption of a post-tenure review process to support ongoing professional development of senior faculty, something that has not been previously implemented at UConn.

To promote excellence in teaching, we will:

- Emphasize teaching performance in merit evaluation and promotion, tenure, and reappointment decisions;
- Establish innovation funds for curriculum development;
- Reward excellence in teaching and advising;
- Implement midterm, formative Student Evaluations of Teaching to provide feedback;
- Investigate, with appropriate senate committees, ways of sharing Student Evaluations of Teaching with our students;
- Strengthen opportunities at our Institute for Teaching and Learning (with faculty leaders) to train all new and underperforming faculty, develop a process for peer evaluation of teaching, and invest in advanced classrooms, collaboration spaces and technologies to reflect modern learning modalities.



As a professor of management, Lucy Gilson researches how creativity, employee empowerment, diversity, leadership, and virtual communication influence team effectiveness.



The UConn School of Law, located on Hartford's historic Elizabeth Street, contains spectacular Gothic buildings, originally built between 1922 and 1926 for the Hartford Seminary.

A PATH TOWARD EXCELLENCE IN PUBLIC ENGAGEMENT

Over the past decade, UConn has made impressive strides with respect to public engagement, in the form of engaged scholarship, service-learning courses and experiences, and mature community partnerships. The Office of Public Engagement provides leadership to connect, coordinate, facilitate, and foster outreach programs as well as engaged and translational scholarship that serve the public good, help prepare our students to be leaders in their chosen fields, and support faculty and staff in scholarly outreach efforts.

The University has been recognized by the Carnegie Foundation for the Advancement of Teaching with its 2010 elective classification for Community Engagement, defined as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity,” based on the University’s commitment to curricular engagement and outreach and partnerships.

UConn Extension—which promotes a vibrant and healthy Connecticut by engaging people in learning partnerships that strengthen communities, support economies and sustain the environment in food, health and sustainability—has served as an engagement model since 1914. In 2013, UConn was one of just five colleges and universities awarded the President’s Higher Education Service Honor Roll (with special recognition for general community service) by the Corporation for National and Community Service. President Susan Herbst serves on the Board of Directors for Campus Compact, a national coalition of more than 1,100 colleges and universities committed to fulfilling the civic purposes of higher education. In 2014,

UConn became the new home for the state (Connecticut Campus Compact) association and also served as the host for the national meeting of The Research University Civic Engagement Network.

UConn is now poised to take the next step to become a model for a 21st-century engaged university. The past few decades have seen a shift from one directional ivory tower model of universities imparting knowledge to communities, to more collaborative, bidirectional partnerships. The next major challenge is to study impact on student development, on faculty scholarship, and on community outcomes. As a flagship public research institution, UConn seeks to facilitate “problem solving” for the state and beyond by coordinating efforts and carefully measuring its impact. On strategic topics such as priming the K-12-to-college pipeline in STEM and all other areas of education, promoting the health and wellness of our citizens, and eliminating the disparities and injustices that plague our society, UConn’s students, staff, and faculty will take a leadership role in addressing some of the most pressing issues of our time.



Leila Ladani
Associate Professor of
Mechanical Engineering

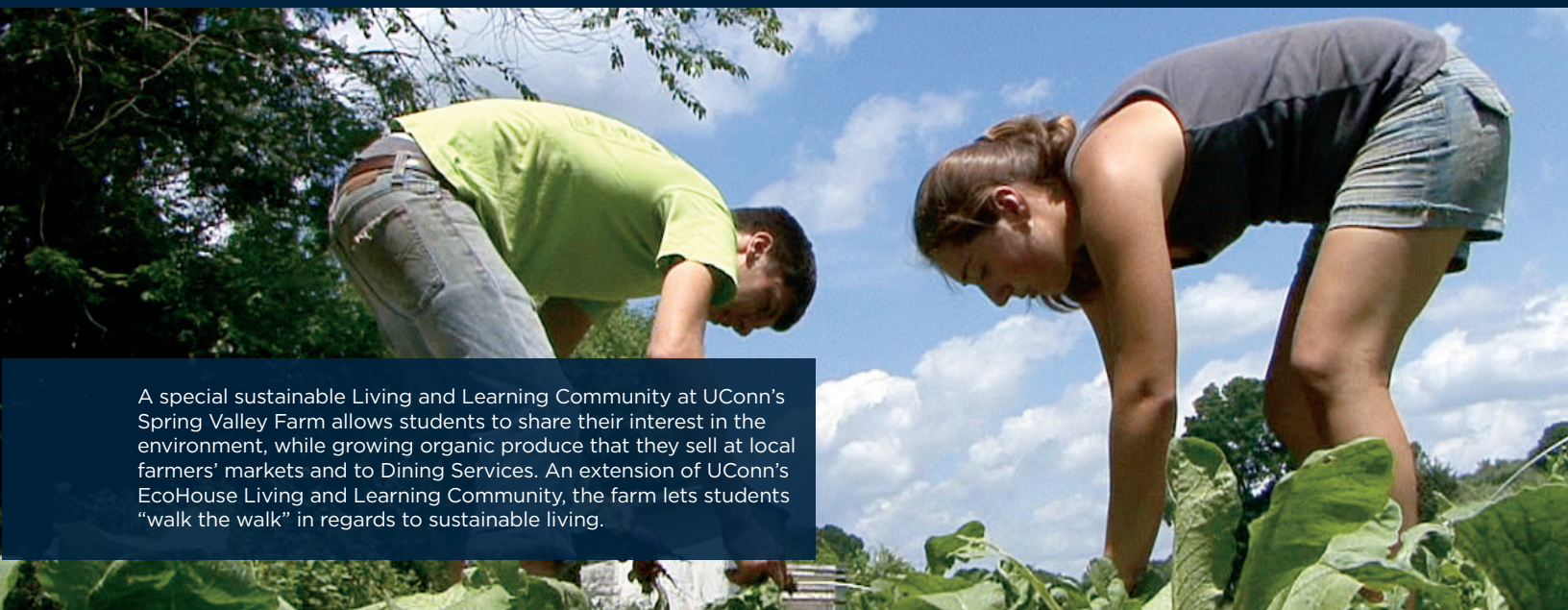
An expert in additive manufacturing, Leila Ladani joined UConn in the fall of 2013 to bring her knowledge and skills in advanced materials science, materials characterization, and the mechanics of materials to UConn's Department of Mechanical Engineering. Ladani says one of the things that drew her to Storrs was our new Pratt & Whitney Additive Manufacturing Innovation Center and investments for the UConn Technology Park.

To become a 21st-century engaged university requires consistent focus and effort, but the tasks are clear. We must:

- Articulate the vision and integrative mission of a 21st-century engaged public university;
- Increase the number of service-learning courses as an engagement strategy;
- Further enhance and promote our service-learning courses and efforts;
- Promote opportunities for more engaged student learning, enabling more individualized university experiences, such as lab-based research, internships, study abroad, fieldwork, independent projects, performances, productions, and artistic events;
- Study the impact of our service on the state and the community and increase our capacity to prove the benefits of our students' efforts on local, state, and national audiences;
- Support University-community partnerships and better articulate how to work collaboratively in shared space, foster additional partnerships, and increase our engagement efforts;
- Explore the possibility of integrating, perhaps under the offices of Public Engagement and the Provost, some nonacademic units (such as University museums and collections) that are currently under the domain of academic Colleges and Schools;
- Encourage faculty to develop more service-learning classes and opportunities;
- Focus on doubling by 2020 the number of UConn students who participate in study abroad programs;
- Promote the UConn libraries as a resource for all citizens to become better educated, more information literate, and more exposed to unique cultural materials;
- Explore the establishment of a Global Education Institute focusing on education abroad, interdisciplinary global studies degree options, and global studies certificates.

LIVING AND LEARNING COMMUNITIES

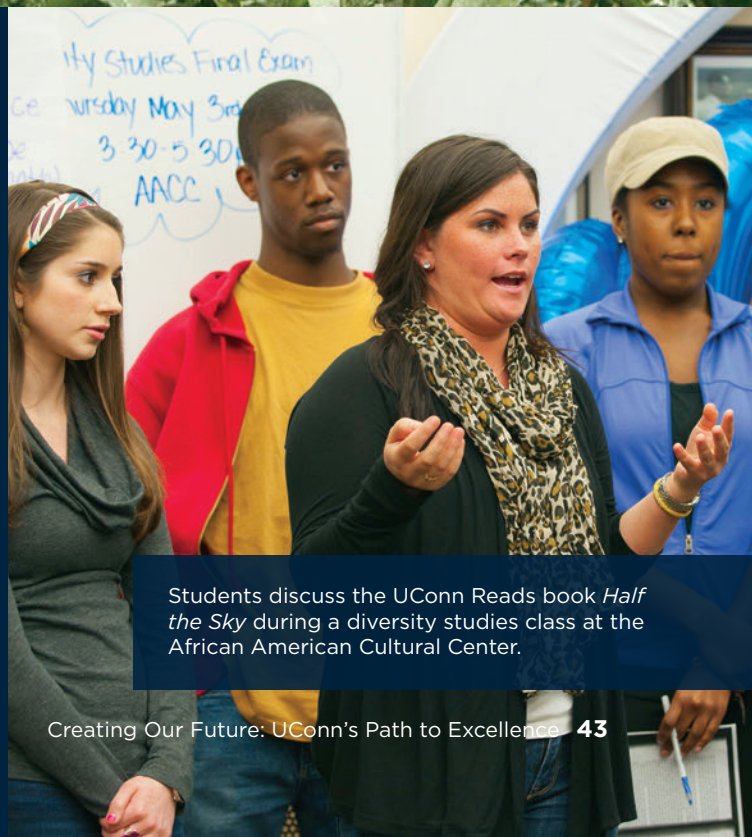
Living and Learning Communities provide cohorts of students with opportunities to investigate areas of interest, either based on their major or an interdisciplinary topic, through guided courses and co-curricular activities. Living and Learning Communities develop knowledgeable, responsible, engaged citizens in a culture of inquiry within a learner-centered university. While assisting students with their transition to academic life, they offer a small college feel and a sense of place on a large campus; they promote meaningful and sustained interactions with faculty, staff and student leaders; and they provide an effective structure for curricular coherence, deeper learning, student success, persistence, and engagement. More than 40 percent of the incoming class participates in a learning community, as well as hundreds of students beyond the first year.



A special sustainable Living and Learning Community at UConn's Spring Valley Farm allows students to share their interest in the environment, while growing organic produce that they sell at local farmers' markets and to Dining Services. An extension of UConn's EcoHouse Living and Learning Community, the farm lets students "walk the walk" in regards to sustainable living.

HUMAN RIGHTS INSTITUTE

The Human Rights Institute advances human rights scholarship and learning across UConn programs and schools. Founded in 2003 on the principle of building interdisciplinary relationships while fostering scholarship through innovative research programs, the Human Rights Institute rapidly became one of the country's premier programs for undergraduate education, with both a major and minor in human rights. By developing relationships with leading domestic and international human rights organizations, the Institute has implemented a robust undergraduate internship program that provides a practical basis for human rights work, and graduate students have pursued advanced study of human rights through certificate programs with the College of Liberal Arts and Sciences and School of Law. The Institute's support of faculty-led research programs on economic and social rights, health and human rights, and humanitarianism have generated conferences, workshops, and scholarly works that have helped establish the Human Rights Institute's global reputation.



Students discuss the UConn Reads book *Half the Sky* during a diversity studies class at the African American Cultural Center.





3

OUR STRENGTHS
AND CHALLENGES

Manchester Hall (left), home to the philosophy and sociology departments, and the Family Studies Building situated amongst the fall sun and foliage.



Patrick Lenehan '15 (CLAS), a Barry M. Goldwater Scholar and member of the NCAA Division I Men's Basketball Team, studies proteins and the formation of centromeres and kinetochores in *Drosophila*.

OUR STRENGTHS

As we create our future, we outline a clear vision that acknowledges our strengths and challenges. Our diversity underlies our strengths. We are a University of 12 Colleges and Schools, including Schools of Law, Social Work, Medicine, and Dental Medicine. We are a top public institution, listed in the top research category of the Carnegie Foundation. Our main campus in Storrs, five regional campuses, and UConn Health campus create a broad range of academic choices for undergraduate and graduate students.

Our talented students learn from 1,900 exceptional full-time faculty members who are widely recognized for cutting-edge research and internationally respected expertise. Our faculty includes 100 endowed professors, 50 Board of Trustees distinguished professors, and 168 Fulbright scholars. More than 6,300 outstanding and dedicated staff members also serve UConn in myriad ways. As other institutions are slowing the growth of their faculty, we have embarked on one of the most ambitious faculty hiring plans nationwide. Seeking to strategically expand our faculty in key research and teaching areas, we have hired more than 200 new faculty in the past two years and will continue our plan to hire almost 300 additional new faculty members in the years to come. These new faculty will help further enhance the transformation that will lead the University to stand among the nation's leading public research universities.

We have more than 100 research centers and institutes that serve UConn's teaching, research, diversity, and outreach missions. Many of our faculty members are leaders in their fields on the national and international level. Their wide-ranging research projects solve real-world challenges and improve the quality of life for citizens in Connecticut and beyond. The Human Rights Institute and the Thomas J. Dodd Research Center are internationally known, while El Instituto, the Africana Studies Institute, and the Asian and Asian American Studies Institute provide a collective vision for studying human populations from those regions and as they have migrated to all corners of the world.



CELEBRATING DIVERSITY

UConn's College of Liberal Arts and Sciences is home to centers, institutes, and programs that capture the cultural and intellectual diversity of UConn and its community, such as the Africana Studies Institute, the Asian and Asian American Studies Institute, El Instituto, the Center for Judaic Studies and Contemporary Jewish Life, the Urban and Community Studies Program, and the Women's, Gender, and Sexuality Studies Program.



CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

The Center for Excellence in Teaching and Learning facilitates development and implementation of innovative academic programs and teaching strategies, and provides institution-wide support for faculty in the development of online, blended, and face-to-face courses and programs. The Center is composed of eCampus, the Institute for Teaching and Learning, and the Office of Early College Programs. eCampus provides faculty and program support for dozens of graduate online degrees and certificates, and hundreds of online courses at the undergraduate and graduate level. The Institute for Teaching and Learning provides comprehensive support to enhance instruction and learning, working closely with faculty and instructors through programs and consultation. Student support for learning is provided through the Q Center, W Center, and Digital Learning Center. UConn's Early College Experience program enrolls more than 10,000 Connecticut high school juniors and seniors annually.



Opening in 2012 with exam rooms, clinical simulation labs, and a case-study hall, the Widmer Wing of Storrs Hall is named in honor of Carolyn Ladd Widmer, a pioneer in nursing education and the school's first dean.

OUR STRENGTHS AND CHALLENGES

Below is a brief highlight of those premier programs and strengths, as outlined in the College and School academic plans.

The College of Agriculture and Natural Resources

The College of Agriculture and Natural Resources offers undergraduate and graduate degree programs in eight academic departments, and has an increasing presence in health-based programming, economics, environmental sciences, and food safety. The College is highly engaged in programs and centers focusing on food, nutrition and health, and environmental and agricultural sustainability. These areas of strength are intimately connected—healthy and sustainable environments serve as the foundation for healthy individuals, families, and communities. Connecticut has a strong and vibrant agricultural economy delivering food, forest products, and plants and plant products to citizens across New England and the Northeast. UConn provides the science, technology, and educational outreach needed to promote healthy lifestyles, sustain a diverse and resilient agricultural economy, protect the state's natural resource base, and guide sensible and sustainable development. The College is the second-fastest growing college of agriculture in the nation, and has several programs that rank in the top one-third nationally.

The School of Business

The School of Business offers numerous master's and doctoral programs including three MBA programs—full-time, executive, and part-time; three specialized masters programs—accounting, business analytics and project management, and financial risk management; and a full-time Ph.D. program. It also offers a broad set of undergraduate majors in its BS degree program. Among its research strengths are a cluster of creativity, entrepreneurship, and organizational behavior scholars in the management department; a cluster of analytical scholars who will contribute to our big data and complex systems thrust in the marketing department, which is also highly rated by the Association of American Universities; and a strong body of analytical scholars in the operations and information management department. The School is developing strengths in its healthcare administration and insurance groups, both important for the economy of the state of Connecticut and Next Generation Connecticut.

The School of Dental Medicine

The School of Dental Medicine is one of the nation's leading dental institutions. With programs built around the two pillars of science and service, it has distinguished itself through cutting-edge research, new approaches to education and patient care, and novel, community-based programs. For 40 years, the School has been a major contributor to the health science initiatives of the state and region; a developer of new faculty for the nation's dental schools; and a producer of exceptional dentists for the state of Connecticut and beyond. The curriculum is rich in science, which includes a basic medical science core shared with the School of Medicine. The School maintains extensive programs in community service and outreach in dental care, and houses strong research programs and collaborations with other Colleges and Schools at UConn.

The Neag School of Education

The Neag School of Education is one of the top 20 public schools of education in the country. Several individual programs rank in the top 10th percentile, including teacher education and educational psychology. Faculty members have received the highest honors in the field, including appointments as fellows in the National Academy of Education and American Psychological Association and a wide range of awards for distinguished research in teacher education, reading, school psychology, special education, gifted and talented education, and educational policy. The Neag School is known for translating research into practice, and engaged faculty have several multimillion-dollar federal- and state-supported projects directly helping Connecticut schools in reform efforts in behavior management, reading instruction, mathematics education, and school leadership enhancement. More than one-third of the school superintendents in Connecticut have a UConn degree, and our teacher education program has one of the highest placement and retention rates in the country, with the majority of graduates staying in Connecticut and teaching in high-need school districts.



Goldwater Scholars from left, Pat Lenehan '15 (CLAS), Peter Larson '15 (CANR), and Michael Cantara '16 (ENG).

HONORS PROGRAM

“UConn is a place where you have a lot of opportunities. If you shoot for the stars, you get the support of this massive University behind you,” notes recent graduate Ethan Butler, who is a shining example of what students can do with a UConn Honors education. Ethan graduated with honors in chemical engineering in 2012 as a University Scholar. Ethan was president of Engineers Without Borders and was a member of EcoHuskies and the UConn Environmental Policy Advising Committee. His Honors research experiences helped him be selected as a Portz Scholar in 2012 and a Marshall Scholar in 2013. Ethan’s scholarly work includes developing sustainable practices to supply clean water and renewable energy to communities in developing countries.

The School of Engineering

The School of Engineering offers undergraduate and graduate degrees across engineering disciplines in seven departments, including the newly established biomedical engineering department that integrates science, engineering, and medicine to improve the quality of life. The School has exceptional students, strong scholarship in terms of knowledge generation and application, and vibrant public-private partnerships with major economic impact on the state and beyond. As evident in research expenditures, scholarly publications, and leadership positions in professional societies, the School has extraordinary research strength in advanced manufacturing and materials; sustainability and resilience; energy and environment; security and infrastructure; biomedical engineering and systems genomics; complex systems engineering and big data; and high-performance computing.

The School of Fine Arts

The School of Fine Arts offers 11 undergraduate and nine graduate degrees across the arts and arts-related humanities, and enables all students at UConn to participate in and study the arts. The newly established digital media and design department will expand academic offerings with innovative undergraduate and graduate degrees. The School is home to all of UConn’s exhibition and performance institutions, including the Ballard Institute and Museum of Puppetry, Benton Museum of Art, Connecticut Repertory Theatre, Contemporary Art Galleries, Digital Media and Design Center, Jorgensen Center for the Performing Arts, and von der Mehden Recital Hall, which together strengthen and enrich research, outreach, and academic programs through connectivity and collaboration. The School offers DMA and Ph.D. programs in music and has significant research strength in the visual arts (ranking in the top eighth percentile among national doctoral-granting institutions) and new initiatives in collaborative and sponsored research through the digital media and design department.

The School of Law

The School of Law offers a JD degree, with certificates in human rights, intellectual property, public policy, and energy and the environment; LL.M.s in U.S. legal studies and insurance; and a new doctoral program for international students. Law school alumni dominate the Connecticut bench, bar, and legislature, and hold prominent positions in government, industry, judiciary, private practice, and nonprofits throughout the country. We have long been the leading institution for the study of insurance, risk, and regulation in the nation, if not the world, and are developing distinctive expertise in consumer and health finance. With 15 clinics in every area from asylum for refugees to environmental law, leading scholars in numerous fields addressing social justice and human rights, and professors appointed to agencies from the Consumer Finance Protection Bureau to the Sandy Hook Commission, we also lead in engagement with the hard problems of justice and inequality.

The College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences includes 24 departments across the humanities, sciences, and social sciences, as well as centers, institutes, and interdisciplinary working groups that break down disciplinary boundaries, generate unexpected insights and innovative ideas, and create new fields of inquiry. The College had more than \$43 million dollars of research expenditures in 2013, with significant external funding across the behavioral, life, environmental, and physical sciences. The College has enhanced its life and physical science faculty in the areas of genetics and genomics to collaborate with the UConn Health Center and The Jackson Laboratory for Genomic Medicine facilities in Farmington. The College has been at the forefront of environmental research, teaching, and outreach, with strong expertise in the natural and social sciences as well as ongoing interdisciplinary research initiatives related to environmental sustainability, biodiversity, and global environmental change. With ongoing interdisciplinary work on cognitive science between philosophers, linguists, behavioral scientists, and neurobiologists, we have a unique capacity for understanding language and the human mind. The College is the University's home for research in the humanities, and includes strong programs in history, including early American and Latin American history, American and English literature, medieval studies, and world languages and culture. The College also supports a collection of programs and institutes focusing on race and gender with a vision of studying the relevant regions of the world and the populations from those regions as they have migrated across the globe.

The School of Medicine

The School of Medicine is the only state-funded medical school in Connecticut. It trains hundreds of medical residents and fellows, and offers graduate degrees in the biomedical sciences. The School is undergoing a significant expansion as part of the \$864 million Bioscience Connecticut initiative and will increase medical student enrollment by 30 percent and add renowned faculty in key areas. The recent partnership between UConn and The Jackson Laboratory for Genomic Medicine will have a major impact as many Jackson Laboratory faculty will have joint appointments in the School of Medicine, including 10 faculty who will be joint UConn/Jackson Lab recruits. Faculty in the School bring in tens of millions of extramural research funding annually, regularly publish in prestigious research journals, and include internationally recognized leaders in many fields. Specific research strengths include the Alcohol Research Center, the longest-funded center of the National Institute on Alcohol Abuse and Alcoholism, as well as leadership in the Encyclopedia of DNA Elements project, which is one of the flagship projects of the National Human Genome Research Institute.

The School of Nursing

The School of Nursing offers prelicensure and graduate programs with many advanced practice nursing specialties at the master's and doctoral levels. The School is designated as a National League for Nursing Center of Excellence in Nursing Education based on the pedagogical expertise of its faculty. It offers a well-regarded interdisciplinary certificate in health professions education and is the largest provider of nurses and nursing faculty in Connecticut. Research expertise in the School has a long-standing and international reputation in maternal-infant health, including postpartum mood and anxiety disorders and high-risk infant development. Gerontology and aging research, particularly with vulnerable populations, is another area of strength. The School also hosts an emerging center in correctional health managed care. The School is known for its clinical partner collaborative relationships, where faculty hold joint appointments designed to enhance patient care and health outcomes.

The School of Pharmacy

The School of Pharmacy offers the Doctor of Pharmacy program, graduating generalized pharmacists trained to serve the health needs of Connecticut and the nation as experts in medications and medication management, and boasts one of the oldest American College of Clinical Pharmacy-approved fellowship program in cardiology/outcomes research. In addition, the School has outstanding MS and Ph.D. programs in pharmaceutical sciences. The School is a national leader in outcomes research and has internationally recognized strengths in the areas of drug discovery, delivery, and development, as well as toxicology research. Our faculty are extensively funded by the National Institutes of Health and the pharmaceutical industry.

The School of Social Work

The School of Social Work offers a Ph.D. degree and a large MSW program with an unusually full and rich array of specializations in the field of social work. Graduates play major roles in planning, administering, and providing social and mental health services in Connecticut, the region, and beyond. Research and curriculum strengths include international social work and human rights; mental health, trauma, and violence prevention and reduction; social and health disparities; diversity and cultural competence; and policy analysis and advocacy. Faculty excel in engaged scholarship, and almost all are involved in extensive community service. A growing number of collaborations within the University, including the School of Law, UConn Health, and the human rights programs, will enhance scholarship and service.



The Information Technology Engineering Building opened in 2003 and houses the electrical and computer engineering and computer science and engineering departments. The building is also home to the National Security Agency Center for Information Assurance and the CHASE Center for Hardware Security.

OUR CHALLENGES

The need for a truly comprehensive plan to chart the future decade is critical. We face challenges that will need to be addressed as we move forward. Primary among these are operating budget reductions by the state—despite increased and generous capital investments—sustained enrollment growth, the enrollment of even more talented students, and declining federal grant funding opportunities.

We need to encourage an increasing number of our faculty to generate funds for their research and, in the case of some of our research faculty, their own salaries and benefits. Recognizing that our legislature has made sincere efforts to increase some aspects of our current funding, we understand that for the foreseeable future we may continue to experience reduced state operating budget support, along with increasing expectations for research and service to our students and the state. Therefore, we must be efficient stewards of our resources, and use the additional state investments from Next Generation Connecticut and Bioscience Connecticut to maximize our efforts to enhance our University. We will examine academic policies and procedures to maximize our efforts and output. We will work to streamline various bureaucratic processes in

order to support faculty resources and operate more efficiently. Building on this, we will review administrative structures to ensure efficiency and effectiveness in meeting the goals of this plan.

We must ask both our Foundation and our loyal and generous alumni and friends to respond to the University's development and fundraising efforts with additional gifts and commitments. Through the creativity and innovative spirit of our intellectually enterprising faculty, UConn must increase its contracts and grants in the near future. This academic vision will continue to serve as one way to encourage funding and investment in research, scholarship, and creativity.



The field of digital media and design involves the creative convergence of digital arts, science, technology, and business to present information in visually compelling and innovative ways. It constitutes a set of skills and tools that are increasingly in demand in the corporate world, entertainment industry, science and technology realms, mass media, and numerous other fields. UConn offers undergraduate, graduate, and online certificate degrees in digital media and design.

INVESTING IN OUR OWN FUTURE

Over the next decade, we must continue to provide an environment that attracts highly creative and accomplished faculty. We will foster a welcoming, enriching setting in which our faculty, staff, and students showcase their scholarly and creative works. We will continue to invest our efforts to establish a more inclusive campus community through recruitment and retention of a more diverse faculty and student body.

To succeed in the bold plan outlined in this academic vision, we must secure additional private resources to support our initiatives and continue to link our research, teaching, and engagement to our development goals. One of our highest priorities must be additional graduate fellowships to attract and retain top-notch students. With this support over the next decade, UConn will create and sustain the changes critical to extend and strengthen our past and future paths to excellence. We recognize that our institution must continue to evolve to inspire the creative leaders of tomorrow, and to foster new discoveries that will enhance and change our world. This academic vision outlines new ways to excel in important central missions and highlights our plan for achieving even greater levels of excellence.





A top flagship university provides access to a rich campus experience and offers lifelong learning opportunities to traditional and nontraditional students alike. It is a center of excellence for graduate and professional education, research, and scholarship—creating knowledge and innovation that fundamentally improves learning and the way people live. An internationally renowned university excels in the arts and sciences, dynamically enhancing the way our graduates understand and experience their world. Finally, a top public state university serves its citizens in a multiplicity of useful ways.

To achieve the ambitious goals outlined in this academic vision, we will develop and implement benchmarks to measure our performance against peer and aspirant universities. Collectively,

a committee of faculty and administrators will work with the Office of the Provost and the Office of Institutional Research and Effectiveness to refine and establish the appropriate metrics and benchmarks.

This academic vision does not include every activity that will take place at UConn over the next decade—opting instead for a more focused and manageable list of initiatives. As already noted, the initiatives and facilitating actions represent some of the many important activities in individual Colleges and Schools to which we are already committed. However, the initiatives noted in our plan should and will play a major role in moving the University toward its vision of joining the ranks of the greatest public research universities in the world.



academicvision.uconn.edu

Office of Diversity & Equity

Associate Vice President for the Office of Diversity and Equity

Reports to: President. Dotted line to Provost.

Supervises: Full-time classified and unclassified staff; graduate assistants; law student externs.

General Statement: The Associate Vice President (AVP) is the principal, executive-level advisor to the President, Provost, and other University senior executives responsible for compliance with relevant state and federal laws and regulations related to equal employment opportunity and affirmative action, including discrimination, harassment, discriminatory retaliation, Title IX, Title I of the Americans with Disabilities Act (ADA), Age Discrimination Act, and State and Federal Affirmative Action Plans.

Major Responsibilities and Accountabilities:

A. Advisor to President and Senior Administration

- Serves as advisor to President and Senior Administration with authority and responsibility for the Storrs and Regional campuses EEO/AA compliance, providing leadership around diversity and equity compliance efforts across the institution.
- Directs implementation of diversity, equity and inclusion compliance initiatives, programs, and projects.
- Provides strategic and programmatic direction to the Director of University of Connecticut Health Center's Office of Diversity and Equity to ensure effective and consistent application of University wide-policies and initiatives relating to diversity and equal opportunity compliance.
- Works closely with the Assistant Vice Provost & Chief Diversity Officer to assist in the development of innovative, legally justifiable programs and initiatives designed to improve faculty diversity and retention.
- Designs, implements and monitors civil rights, social equity, multiculturalism, and diversity training and compliance programs that require institutional oversight.
- Other duties and projects as assigned by the President.

B. Compliance and Information Services, including Affirmative Action Officer and Affirmative Action Plan Compliance (i.e. Search Compliance)

Statutory Compliance (State and Federal)

- Serves as the University's designated Affirmative Action Officer for Storrs and Regional campuses, and as such, directs EEO/AA compliance services, including the preparation and implementation of the University's state and federal affirmative action plans, internal analyses and reports.

- Serves as University liaison to the Connecticut Commission on Human Rights & Opportunities (CHRO) on University's Affirmative Action Plan and to the Equal Employment Opportunity Commission (EEOC) and other relevant state and federal agencies on civil rights cases, compliance reviews, and audits.
- Provides periodic reports to the President, the Board of Trustees, the University Senate, the Deans Council, and other constituent groups regarding EEO/AA Compliance.
- When assigned by the President, serves as a legislative liaison on EEO/AA and other diversity compliance issues, including participating in review of and University response to proposed statewide legislation and developing and providing testimony on the University's behalf in related legislative hearings.

Internal University Compliance (including Search Compliance)

- Monitors institutional diversity goals, including evaluation and approval of recruitment and retention efforts for senior executives, faculty and non-teaching professional staff.
- Develops, implements, and monitors institutional policies, procedures and practices to ensure compliance with equal employment opportunity and affirmative action regulations.
- Ensures through the development and oversight of search policies and procedures for senior executives, faculty and non-teaching professional staff that the University's employment search process is free from unlawful discrimination and is compliant with applicable affirmative action laws and regulations; evaluates and approves requests for exemptions to search policies and procedures.
- Oversees the development of search support services; recruitment and search techniques that will enhance diversification; and maintains databases for searches and recruitment contacts.

C. Civil Rights Case Management – Discrimination and Discriminatory Harassment

- Receives, investigates, and resolves internal complaints of discrimination and discriminatory harassment; oversees system for handling informal resolutions (including mediation); maintains database for complaints and produces internal reports and analyses across entire institution, including Storrs, Regionals, and the UCHC (including CMHC).
- Manages investigation of all pre-litigation external discrimination cases filed against the University, including against the UCHC, with state and federal enforcement agencies (CHRO, EEOC, and Office of Civil Rights (OCR)).
- Ensures that all investigative findings and decisions are consistent with legal standards of review accepted within Second Circuit and Connecticut courts.
- Recommends remedial action or discipline to mitigate the effects of discriminatory conduct, where found, and consult with Human Resources and the Attorney General's Office to ensure that appropriate disciplinary and personnel actions are taken when investigative results find that discriminatory conduct has been substantiated.
- Reviews and develops institutional policies that further institutional civil rights and affirmative action objectives regarding employee conduct across the institution.

- Maintains database for complaints; produces internal reports and analyses, including developing and implementing case management strategy, monitoring patterns, and recommending appropriate changes to relevant University policies.
- Manages and/or coordinates centralized state and federally mandated training (diversity and sexual harassment prevention) for all University employees; coordinates other education programs on an ongoing basis regarding civil rights and diversity, intergroup relations, conflict resolution and discrimination case management.

D. Title IX Coordinator, Americans with Disabilities Act (Title I) Coordinator, Age Act Coordinator

Serves as the institution's statutory compliance coordinator with regard to designated federal non-discrimination laws, including Title IX of the Educational Amendments of 1972, Title I of the Americans with Disabilities Act, and the Age Discrimination Act of 1975 for Storrs, all Regionals, and the UHC.

Title IX

- Coordinates the University's response to reports of sexual assault and sexual harassment, including serving as the Chair of the University's Title IX Committee.
- Working closely in partnership with a wide range of University constituencies, including students, staff, faculty, community members, administration and public safety, serves as the University's senior administrator with overall responsibility for providing vision and leadership around Title IX compliance efforts across the Institution (all campuses, including UHC).
- Working closely with upper level administration and Human Resources, manages Title IX investigations and institutional response where Respondent (alleged perpetrator) is a University employee, contractor or vendor.
- Generates and analyzes sexual assault reports and institutional response to sexual assault reports in order to determine campus trends and provide leadership on ameliorative and preventative measures, including campus-wide training and education initiatives.
- Works closely with upper level campus administrators and the Attorney General's office to ensure Clery Act compliance with respect to sexual assault reporting.

Title I of the Americans with Disabilities Act

- Coordinates the University's response to employee requests for accommodation pursuant to the Americans with Disabilities Act (Title I), serving as the University's ADA Coordinator (Title I).
- Manages the institution's interactive accommodations process with respect to all employee requests for workplace accommodations, including Storrs, all Regionals, and the UHC (including CMHC).
- Responsible for training of campus community regarding the Americans with Disabilities Act, including ensuring that the University is following best practices as articulated by courts in the Second Circuit and Connecticut, as well as Congressional guidance under the 2009 Americans with Disabilities Act Amendments Act (ADAAA).

- Works closely with campus community members involved in ADA Compliance (Title I-IV), including serving as a Co-Chair of the Institution's ADA Committee, to ensure institution-wide compliance with the ADA.
- Serves as the Designated Person pursuant to OCR regulations for the purposes of student appeals of ADA accommodations process (Title II of the ADA, Section 504 of the Rehabilitation Act).

Age Discrimination Act

- Serves as the Chair of the University's Age Discrimination Act Committee, working closely with a broad range of community members in analyzing complaints or requests from underage students regarding participation in various University-related activities.

E. Management Responsibilities

- Provides administrative and program leadership for the Office of Equal Opportunity and Compliance.
- Hires, trains, supervises and evaluates the performance of Unclassified and Classified staff, graduate students, law student externs, and student interns; ensures diversity of staff; provides opportunities for professional development of staff; determines staffing needs and priorities.

Manages the budget and determines budgetary needs and priorities.

Director of Investigations & Deputy Title IX Coordinator

JOB DESCRIPTION SUMMARY

Under the administrative review of the Associate Vice President (AVP) of the Office of Diversity & Equity, manages the University's internal discrimination complaint caseload, which may directly result in disciplinary action, and provide strategic leadership for case management across all campuses (including Storrs and Regional), in accordance with portfolio of the AVP. Ensure that all investigation findings and ODE decisions are consistent with legal standards of review accepted within Second Circuit and Connecticut courts. At the direction of the AVP/Title IX Coordinator, develop, implement, and evaluate goals and-objectives related to affirmative action, equal employment opportunity, and other related diversity matters.

Participate in advising University executives and managers on matters related to affirmative action and diversity policy; and investigating and reporting the status of relevant matters to the offices of the President, Provost and Executive Vice President for Academic Affairs, Chief Operating Officer and other executives and senior managers. Formulate and implement policies and procedures, participate in collective bargaining negotiations and activities, promote activities consistent with the unit's charge to support the University's diversity goals, and monitor compliance with civil rights laws, including but not limited to Title IX and related investigations (employment and student).

Assist AVP in training University executives and managers in proper discrimination complaint intake, provide guidance regarding investigative activities, and facilitate resolutions that comport with state and federal law. Assist with diversity and sexual harassment prevention training in accordance with state and federal statutes and regulations.

Assist AVP in monitoring activities surrounding the recruitment, hiring, and retention of faculty and staff; and preparing evaluations of faculty and staff performance in meeting affirmative action and diversity goals.

Assist AVP in managing and evaluating the unit's professional and support staff, and collaborate with the AVP in developing and implementing goals and objectives consistent with the unit's mission and statutory obligations. Has authority to implement major decisions on behalf of the AVP regarding personnel and departmental policy decisions.

Train University executives and managers in proper discrimination complaint intake, provide guidance regarding investigative activities, and facilitate resolutions that comport with state and federal law. Assist with diversity and sexual harassment prevention training in accordance with state statutes. Assist AVP in monitoring activities surrounding the recruitment, hiring, and retention of faculty and staff; and preparing evaluations of faculty and staff performance in meeting affirmative action and diversity goals.

Manage and evaluate the unit's professional and support staff, and collaborate with the AVP in developing and implementing goals and objectives consistent with the unit's mission and statutory obligations. Has authority to implement major decisions on behalf of the AVP regarding personnel and departmental policy decisions.

PRIMARY ACCOUNTABILITIES

Develop and implement case management strategy, monitor patterns and recommend appropriate changes to policy.

Case Management

- Internal Discrimination Complaints, Conduct investigation activities, and prepare

Management memoranda of findings and recommendations for resolution in accordance with current state and federal law and University policy. Prepare supporting documents, and consult with Human Resources and the Attorney General's Office, to ensure that appropriate disciplinary and personnel actions are taken, and/or prepare stipulated agreements or pre-determination conciliation agreements in negotiation with legal counsel or union representatives.

- External Discrimination Complaints. Relative to complaints filed against the University in external state and/or federal agencies or in state and/or federal court, and in accordance with existing statutes and regulations surrounding Affirmative Action Officer roles in external investigations, conduct investigations and prepare documentation to assist in response to complaints. Recommend remedial action, discipline, or a defensive stance, when appropriate. Coordinate with legal counsel in Human Resources and the Attorney General's Office relative to responses to complaints, and interact with state and federal civil rights enforcement agents as needed. Attend hearings, fact-finding conferences, and other related meetings as required or assigned.

- Maintains ODE's discrimination case database. Supervise preparation and maintenance of statistical, demographic, and subject matter data necessary to respond to inquiries regarding the University's discrimination complaint management system and annual Affirmative Action Plan.

- Authorized to review, develop, as assigned, policies and procedures that further institutional civil rights and affirmative action objectives regarding supervisory/non-supervisory employee conduct, collective bargaining agreements, and all employment actions (including recruiting, hiring, retaining, evaluating, and terminating employees). Conduct legal research, and regularly

update knowledge and awareness of trends and laws related to discrimination issues at institutions of higher education. Serve as liaison and representative to University and external committees and professional associations.

Employment Systems

- Monitors employment systems to ensure compliance with relevant federal and state regulations (including CT General Statutes (Sections 46a-68-31 to 46a-68-74 and Sections 46a-68j-21 to 46a-68j-43 and 46a-68k-1 to 46a68k-8).

Supervision of Staff

- Supervises ODE Case Management staff, including hiring, training; evaluation, and disciplinary activities. Supervise investigators and case management staff, develop and implement case management strategy, monitor patterns and recommend appropriate changes to policy.

Training

- Assist the AVP in ensuring that diversity training and sexual harassment prevention curriculum complies with state/federal mandates.
- May prepare, present, and/or oversee diversity training and sexual harassment prevention training for supervisory and non- supervisory employees of the University.
- Perform other duties as assigned by the AVP.

TYPICAL INVESTIGATIVE ACTIVITIES

- Synthesize allegations to determine appropriate charges, and determine if allegations and preliminary findings call for suspension or administrative leave of parties (based on CHRO guidelines and case law) pending closure of investigation. Develop investigative strategy. Provide updates and advise parties, direct supervisors, senior management, and parties' advocates (legal counsel or union representatives) on investigative process.
- Conduct witness interviews, review personnel files, supervisory files and disciplinary history of relevant parties, Analyze witness statements, make credibility assessments, record findings of fact, and communicate with parties' and witness' advocates while protecting the integrity of the record and confidentiality of the investigation.
- Draft and present Memoranda of Findings and appropriate supporting documents related to resolution of each matter, including but not limited to sworn statements, requests for information, and correspondence with external civil rights enforcement agencies and parties' and witness' advocates (legal counsel or union representatives).

- Where there is no finding of discrimination, counsel all parties on legal definitions of discrimination and other options for resolving conflict.
- In cases where there is a finding of discrimination, apply statutory and common law requirements in recommending resolutions that mitigate harm to complainants and deter future offenses as required by statutes and applicable regulations. Incumbent interfaces with Human Resources, Labor Relations, union representatives and opposing counsel to craft memoranda supporting progressive discipline, reprimand, termination, stipulated agreements, pre-determination conciliation agreements, and other methods of resolution.

Associate Director of Investigations (University Staff Professional)

Summary

Under the administrative review of the Associate Vice President of the Office of Diversity & Equity (ODE) and the Director of Investigations, supervise investigations and manage the University's internal discrimination complaint caseload and matters which may directly result in disciplinary action. Ensure that all investigation activities and ODE decisions are consistent with legal standards of review accepted by the Second Circuit Court of Appeals and Connecticut courts, and the Connecticut Commission on Human Rights & Opportunities (CHRO). At the direction of management, develop, implement, and evaluate goals and objectives related to affirmative action and diversity matters. Responsible for ensuring that ODE's programs and operations support and promote the University's mission relative to diversity, multiculturalism, social equity and affirmative action. As assigned, assist with diversity and sexual harassment prevention training in accordance with state and federal statutes.

PRIMARY ACCOUNTABILITIES

Case Management

In accordance with CHRO regulations and OCR guidance, supervise Title IX investigators' student discrimination investigation activities from inception to resolution, and review draft memoranda of findings and recommendations for University leadership. Assist with conducting Title IX Student Investigations in addition to conducting EEO Employment Investigations. Prepare supporting documents and evidentiary materials. With regard to EEO Employment Investigations, where decisions result in findings of discrimination, harassment, and/or retaliation, draft recommendations for discipline in accordance with personnel policies and various collective bargaining unit agreements of faculty and staff, and consult with the Office of Faculty and Staff Labor Relations and the General Counsel's Office relative to implementation of the same. In accordance with CHRO regulations, monitor implementation of affirmative action office discrimination complaint recommendations. With regard to Title IX Student Investigations, where decisions result in findings of discrimination, harassment and/or retaliation, assist with the drafting of recommendations for discipline in accordance with *The Student Code*, and consult with the Office of Community Standards and the General Counsel's Office relative to implementation of the same.

Assist in maintaining ODE's discrimination case database that shall include access to confidential information which may be used in collective bargaining and the student conduct process. Assist with preparation and maintenance of statistical, demographic, and subject matter data necessary to respond to inquiries regarding the University's discrimination complaint management system and annual Affirmative Action Plan.

Typical Activities:

- Review and synthesize discrimination, harassment, and retaliation allegations and determine if allegations and preliminary findings call for suspension or administrative leave of parties pending closure of EEO Employee Investigation. Review allegations and determine if allegations and preliminary findings necessitate an administrative action pending closure of Title IX Student Investigation. Develop investigative strategy and assist with implementation of interim measures where necessary in both EEO Employee Investigations and Title IX Student Investigations.
- Provide updates and advise parties, direct supervisors, senior management, and parties' advocates (legal counsel or union representatives) on investigative process.
- Lead witness interviews, review personnel files, supervisory files and disciplinary history of relevant parties. Analyze witness statements, make credibility assessments, record findings of fact, and communicate with parties and witness advocates while protecting the independence, integrity, and confidentiality of the investigation.
- Draft and present memoranda of findings and appropriate supporting documents related to the resolution of each matter, including but not limited to sworn statements, requests for information, and correspondence with parties and witness advocates (legal counsel or union representatives).
- Where there is no finding of discrimination, harassment, or retaliation, counsel all parties on legal definitions of discrimination and other options for resolving conflict. In cases where there is a finding of discrimination, harassment, and/or retaliation, recommend resolutions that mitigate harm to complainants and deter future offenses as required by statutes and applicable regulations.
- Ensure commitment to non-retaliation during investigation for all parties involved in the complaint and investigation.
- Facilitate ADA requests for accommodations by employees.
- Interface with the Department of Human Resources, the Office of Faculty and Staff Labor Relations, union representatives and opposing counsel relative to informal conflict resolution, remedial action/training, progressive discipline, reprimand, termination, stipulated agreements, pre-determination conciliation agreements, and other methods of resolution in EEO Employee Investigation matters.
- Interface with Dean of Students Office, the Office of Community Standards, and support persons relative to Title IX Student Investigation matters.
- Advise Search Compliance Coordinators and Search Committees on all matters related to faculty and staff recruiting and hiring activities.

Policy Development

Develop and review University-wide policies and procedures that further institutional civil rights and affirmative action and diversity objectives regarding employee conduct. Conduct legal research, and regularly update knowledge and awareness of trends and laws related to discrimination issues at institutions of higher education. At the direction of the ODE Associate Vice President, serve as liaison and representative to internal and external committees and professional associations.

Training

Assist the ODE Associate Vice President in ensuring that diversity training and sexual harassment prevention curriculum complies with state and federal mandates. Assist the ODE Associate Vice President in preparing, presenting, and/or overseeing diversity training and sexual harassment prevention training for supervisory and non-supervisory employees, as well as students, of the main campus in Storrs and regional campuses.

Perform other duties as assigned by the ODE Associate Vice President and/or Director of Case Management.

Senior Case Manager (University Staff Professional)

Job Description Summary

Under the administrative review of the Director of the Office of Diversity & Equity (ODE), assist in investigating and managing the University's internal discrimination complaint caseload and matters which may directly result in disciplinary action. Ensure that all investigation activities and ODE decisions are consistent with legal standards of review accepted by the Second Circuit and Connecticut courts, and the Connecticut Commission on Human Rights & Opportunities (CHRO). At the direction of management, develop, implement, and evaluate goals and objectives related to affirmative action and diversity matters. Responsible for ensuring that ODE's programs and operations support and promote the University's mission relative to diversity, multiculturalism, social equity and affirmative action.

Advise University executives and managers on matters related to affirmative action and diversity policies; and report the status of discrimination complaint matters to the offices of the President, Provost and Executive Vice President for Academic Affairs, Vice Provost for Multicultural & International Affairs and other executives and senior managers. As assigned, formulate and implement policies and procedures, participate in collective bargaining negotiations and activities, promote activities consistent with the unit's charge to support the University's diversity goals, and monitor compliance with civil rights laws.

Train University executives and managers in proper discrimination complaint intake, provide guidance regarding investigative activities, and facilitate resolutions that comport with University policies and state and federal law. As assigned, assist with diversity and sexual harassment prevention training in accordance with state statutes. Assist ODE Director in monitoring activities surrounding the recruitment, hiring, and retention of faculty and staff; and preparing evaluations of faculty and staff performance in meeting affirmative action and diversity goals.

Manage and evaluate the unit's professional and support staff, and collaborate with the Director in developing and implementing goals and objectives consistent with the unit's mission and statutory obligations. Has authority to implement major decisions on behalf of the Director regarding personnel and departmental policy decisions.

PRIMARY ACCOUNTABILITIES

Case Management

In accordance with CHRO regulations, lead independent investigation activities from inception to resolution, and draft memoranda of findings and recommendations for disciplinary action for faculty and staff. Prepare supporting documents and evidentiary binders. Where decisions result in findings of discriminatory animus, draft recommendations for discipline in accordance with personnel policies and various collective bargaining unit agreements of faculty and staff, and consult with Human Resources and the Attorney General's Office relative to implementation of

the same. In accordance with CHRO regulations, monitor implementation of affirmative action office discrimination complaint recommendations. As assigned, participate in preparing stipulated agreements or pre-determination conciliation agreements in negotiation with legal counsel or union representatives, attend hearings, fact-finding conferences, and other related meetings as required or assigned.

Assist in maintaining ODE's discrimination case database. Supervise preparation and maintenance of statistical, demographic, and subject matter data necessary to respond to inquiries regarding the University's discrimination complaint management system and annual Affirmative Action Plan.

Typical Activities:

- In accordance with ODE's mission and program profile, advise the President, executive and senior administration on institutional civil rights and social equity policies, issues, and problems.
- Review and synthesize allegations to determine appropriate charges, and determine if allegations and preliminary findings call for suspension or administrative leave of parties pending closure of investigation. Develop investigative strategy.
- Provide updates and advise parties, direct supervisors, senior management, and parties' advocates (legal counsel or union representatives) on investigative process.
- Lead witness interviews, review personnel files, supervisory files and disciplinary history of relevant parties. Analyze witness statements, make credibility assessments, record findings of fact, and communicate with parties' and witness' advocates while protecting the independence, integrity, and confidentiality of the investigation.
- Draft and present memoranda of findings and appropriate supporting documents related to the resolution of each matter, including but not limited to sworn statements, requests for information, and correspondence with external civil rights enforcement agencies and parties' and witness' advocates (legal counsel or union representatives).
- Where there is no finding of discriminatory animus, counsel all parties on legal definitions of discrimination and other options for resolving conflict. In cases where there is a finding of discriminatory animus, recommend resolutions that mitigate harm to complainants and deter future offenses as required by statutes and applicable regulations.
- Interface with Human Resources, Labor Relations, union representatives and opposing counsel relative to informal conflict resolution, remedial action/training, progressive discipline, reprimand, termination, stipulated agreements, pre-determination conciliation agreements, and other methods of resolution.

Policy Development

Develop and review University-wide policies and procedures that further institutional civil rights and affirmative action and diversity objectives regarding supervisory/non-supervisory employee conduct, collective bargaining agreements, and all employment actions (including recruiting, hiring, retaining, evaluating, and terminating employees). Participate in collective bargaining agreement activities and negotiations to ensure compliance with affirmative action regulations

and principles, and ensure that resulting agreement provisions coincide with affirmative action regulations and principles and best practices. Conduct legal research, and regularly update knowledge and awareness of trends and laws related to discrimination issues at institutions of higher education. At the direction of the ODE Director, serve as liaison and representative to internal and external committees and professional associations.

Employment Systems

Assist ODE Director in monitoring employment systems to ensure compliance with relevant federal and state regulations (including CT General Statutes (Sections 46a-68-31 to 46a-68-74 and Sections 46a-68j-21 to 46a-68j-43 and 46a-68k-1 to 46a68k-8). Assist in advising Search File Compliance Coordinators and Search Committees on all matters related to faculty and staff recruiting and hiring activities.

Supervision of Staff

Assist or act on behalf of the ODE Director in the supervision of ODE Unclassified Staff and Classified staff, including hiring, training; evaluation, and disciplinary activities.

Training

Assist the ODE Director in ensuring that diversity training and sexual harassment prevention curriculum complies with state/federal mandates. Assist the ODE Director in preparing, presenting, and/or overseeing diversity training and sexual harassment prevention training for supervisory and non- supervisory employees of the main campus in Storrs and regional campuses.

Paralegal and Legal Administrator (University Educational Assistant)

Job Description Summary

Provide a broad range of legal research and case management support to ODE Director and unit case managers, assist with integration and efficient operation of the major organizational components of ODE, with particular emphasis on the Discrimination Complaint Management System. Further, assist ODE in facilitating achievement of the University's diversity initiatives, goals and objectives.

Primary Accountabilities

- Perform legal research for pre-litigation matters. Assist in preparing formal *Responses* to external complaints, and composing *Memoranda of Findings and Recommendations* for internal complaints. Assist with intake and investigation activities, and research personnel records and employment history when needed.
- At the direction of the Director, serve as liaison to external agencies and other University departments. Serve as liaison with the offices of the President, Provost, Vice Presidents and Vice Provosts, and Deans. Participate in collective bargaining agreement activities and negotiations to ensure compliance with affirmative action regulations and principles, and ensure that resulting agreement provisions coincide with affirmative action regulations and principles and best practices. Exercise personal judgment in resolving problems in order to minimize the need for ODE Director involvement. Assure the confidentiality of sensitive information.
- Build effective working/networking relationships with state and federal civil rights enforcement agencies and relevant professional associations, including the National Federation of Paralegal Associations. Active participation in relevant organizations required to stay abreast of trends in discrimination laws, complaint management in higher education environments, and legal research.
- Assist in developing and updating University policies and procedures related to the University's discrimination complaint management system, diversity, sexual harassment prevention and awareness. Conduct legal research, and regularly update knowledge and awareness of trends and laws related to discrimination issues at institutions of higher education.
- Assist with setting and implementing standards for filing systems, including ODE's new case docketing and tracking system (review data accuracy, formatting, reporting, etc.), and monitor staff compliance with these standards.
- Perform other functions or special projects in support of the Director, including work as project

manager for special assignments, and preparation of monthly, quarterly and annual reports to University Executives.

- Periodically evaluate office management and filing systems, then suggest and oversee process improvements. At the direction of the ODE Director, assist with Search File Administration, conduct research related to applicant availability pools, and perform other duties as assigned.
- Assist in developing, implementing, and coordinating diversity and affirmative action programs (primarily focused on workforce development and environment, and employment practices), to ensure compliance with state and federal guidelines and with University policies.

EEO & Search Compliance Manager (University Staff Professional)

SUMMARY

Under the administrative review of the Associate Vice President (AVP) of the Office of Diversity & Equity, manages the University's search compliance unit which is responsible for the development and implementation of University policies and procedures related to ensuring compliance with all Affirmative Action and Equal Employment Opportunity rules and regulations. At the direction of the AVP, develops, implements and evaluates goals and objectives related to affirmative action, equal employment opportunity, and University-wide search compliance.

JOB RESPONSIBILITIES

1. Is responsible for hiring, supervision, training, and evaluation of the Search Compliance Team's staff.
2. Establishes goals and provides ongoing supervision and guidance to assigned staff; has primary responsibility for resolving personnel problems.
3. Collaborates closely with the AVP in developing and implementing goals and objectives consistent with the Office of Diversity and Equity's mission and statutory obligations.
4. Implements decisions on behalf of the AVP regarding personnel and departmental policies, procedures or practices.
5. Develops, implements and evaluates policies, programs, goals, objectives, and services related to compliance with Affirmative Action and Equal Employment Opportunity rules and regulations as well as University policies governing the search and recruitment process.
6. Responsible for the preparation of the University's state and federal Affirmative Action Plans; ensures all state and federal reporting requirements are fulfilled and serves as a liaison to external consultants and oversight agencies including the OFCCP regarding affirmative action plan compliance.
7. Advises University executives, managers, and search committees on matters related to affirmative action and equal employment opportunity compliance including applicable rules and regulations, the search process, and workforce diversity goals and initiatives.
8. Collaborates closely with University offices including the Vice Provost for Diversity and the Department of Human Resources on various programs and initiatives related to affirmative action and equal employment opportunity.

9. Assist AVP in training University executives, managers, and search committees in affirmative action and equal employment opportunity rules and regulations as well as University policies as they apply to the University's search and hire process.
10. Analyzes and interprets data and information to identify patterns and problem areas and assists the AVP in monitoring activities surrounding the recruitment, hiring, and retention of faculty and staff; prepares reports and evaluations of the University progress towards meeting affirmative action and diversity goals for the offices of the President, Provost and Executive Vice President for Academic Affairs, Chief Operating Officer, and other executives and senior managers; and develops policy and procedures to resolve problem areas.
11. Responsible for special projects which may be on-going or short-term and which require project planning and coordination.

EEO and Search Compliance Specialist (UC Professional 6)

JOB SUMMARY:

This position is critical to the University's efforts to comply with federal and state employment laws. Position works with the policies, goals and objectives established by management, and provides program support for Affirmative Action, workforce diversity and inclusion program goals. Ensures accuracy of workforce profile data for the purpose of planning, publication, benchmarking, program evaluation and compliance with government regulations

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

1. As assigned, act in a supervisory and/or team leader capacity related to office functions and program goals.
2. Perform complex quantitative analyses related to unit functions and reporting activities.
3. Develop, support, and/or lead workshops and training sessions related to Affirmative Action programs and the search process.
4. Conduct research regarding substantive and procedural issues related to Affirmative Action, Diversity, and the search process.
5. Produce electronic and hard copy publications related to the unit's various functions, mission, and performance.
6. Coordinate and manage all aspects of ODE review and evaluation of the unclassified recruiting and hiring process including processing search paperwork and records; review for accuracy, completeness, and compliance with State and Federal regulations, and University and departmental regulations, policies and procedures; and identify and follow up to resolve problems.
7. Oversee the preparation and updating of the University's Affirmative Action Plan with responsibility for collecting and organizing pertinent information, drafting all quantitative and qualitative sections, and preparing for distribution
8. Design, implement, and coordinate methods and procedures for gathering, reporting, and distributing data and information supplied to management for the purposes of planning, program goal setting, and responding to internal and external inquiries.

9. Synthesize, analyze, and update data from various University and government sources (including but not limited to labor market studies, population and census data, higher education institutions' research, etc.). Generate periodic and special reports; surveys, forecasts, and trend analyses; provide information and statistics in response to authorized requests from on and off campus users.
10. Analyze and interpret search and workforce data and information to identify patterns and problem areas. Make procedural recommendations to the Director and Assistant Director to resolve these problems. Establish procedures and meet critical deadlines for systematically collecting and updating required information in order to complete projects in timely and accurate manner.
11. Review, edit, and present narrative reports regarding search activity and secure additional information from search administrators to ensure narrative descriptions comply with current standards of review. Produce final drafts of search narrative reports and embed the same in reports, including but not limited to the Affirmative Action Plan.
12. Serve as liaison between ODE and University departments including Human Resources, Payroll, Budget, and others. Establish effective professional rapport and work collaboratively with other University employees and administrative/academic units that impact the University's search process and Affirmative Action programs, including but not limited to representatives from Human Resources, Payroll, Budget and Finance, and Information Technology units
13. Maintain and update computerized and non-computerized data files. Produce daily, weekly, and other scheduled reports and updates. Assist in the design, modification, and documentation of computerized files, forms, and general system requirements.
14. Learn and utilize new computerized programs to accomplish assigned tasks.
15. Participate in external meetings and/or deliver presentations regarding the University's workforce and compliance efforts.
16. Maintain close contact with University search administrators, internal personnel, and external government agencies and contacts (including other university and college administrators) to obtain and assure accuracy of information, and to provide information and assistance as needed. Respond accurately to requests for information, demonstrating strong interpersonal and customer-service skills, as well as strong problem-solving and troubleshooting abilities
17. Keep abreast of developments and trends that may require new studies or modification of current projects. Participate in professional development conferences and workshops.

18. Adapt day-to-day work schedule to the requirements of business priorities and urgent special requests, and work evening and weekend hours to meet business commitments.
19. Responsible for various administrative duties including document management, record-keeping activities, workflow management, and other duties as assigned.
20. Performs related duties as required.

EEO & Search Compliance Coordinator (UC Professional 3)

JOB SUMMARY

Under the direction of the Associate Vice President, assists in the development and coordination of Affirmative Action programs to ensure University compliance with State and Federal guidelines and provides general administrative support for ODE.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

1. Assists with the preparation and updating of the University's Affirmative Action Plans with the responsibility for collecting and organizing pertinent information, drafting and editing narratives, compiling and analyzing data, and preparing quantitative charts. Applies knowledge and understanding of current state and federal record-keeping regulations, institutional policies and procedures, and the department's practices relative to the search and hiring process. Works collaboratively with Search Compliance, ODE, and other University staff to complete the University's Affirmative Action Plans.
2. Assists in compiling and reporting data and information (numerical/statistical/narrative) used to apprise others of the University's workforce profiles, hiring trends, applicant profiles, and peer comparisons.
3. Provides assistance to hiring managers, search committees, faculty, and staff in matters relating to the search process, department policies and procedures and other AA/EEO related issues. Responds to inquiries from search committees, search administrators and representatives across the University regarding the search process, search file status, and search file record-keeping practices. Provides excellent customer service and employs good judgment in all communications and interactions with the University community
4. Assists in the review of search records, ensuring compliance with affirmative action policy and equal employment regulations; and maintains search files, communications and other related records. Monitors the content of documents and standard forms submitted and distributed for accuracy and completeness in accordance with state and federal regulations. Reviews, edits, and/or complete narrative descriptions of searches for submission to state or federal agencies. Apprises Search Compliance staff of the need for additional data or information required to complete search file records when necessary. Ensures confidentiality of search files and records
5. Assists in the planning and coordination of training of search committees and administrators. Participates in workshops with search committee members or administrators regarding the search process and search file record-keeping requirements.

6. Works collaboratively with University departments and external auditors regarding compliance in the search process, Affirmative Action Plan preparation and other related projects.
7. Maintains knowledge of current developments in related areas and participates in professional development conferences and workshops. Conducts research regarding substantive and procedural issues related to Affirmative Action, Equal Employment Opportunity, diversity, and the search process.
8. Provides administrative support to the Search Compliance Team in maintaining records and reconciling data relative to the search process and Affirmative Action planning. .
9. Participates in special projects as assigned.

Lead Title IX Investigator/Deputy Title IX Coordinator (University Staff Professional)

As part of UConn's ongoing commitment to creating and maintaining a campus environment free from all forms of discrimination and harassment, including all forms of sexual harassment and violence, the newly-formed position of Lead Title IX Investigator/Deputy Title IX Coordinator will play a significant role in the University's coordinated response, prevention and education initiatives pursuant to Title IX and related statutes and regulations. Reporting to the Associate Vice President for the Office of Diversity and Equity/Title IX Coordinator, the Lead Title IX Investigator is responsible for managing the day-to-day responsibilities associated with the University's Title IX response and prevention initiatives, with an emphasis on investigating and managing investigations of alleged cases of sexual assault, sexual harassment, and intimate partner violence involving undergraduate and graduate students at the University. The Lead Title IX Investigator (focused on student-based discrimination and harassment investigations) will work collaboratively with the Office of Diversity and Equity's Case Management Team (focused on employment-based civil rights investigations) and will supervise at least one additional Title IX Investigator in conducting prompt and thorough student-based investigations. This includes: identifying and interviewing parties and witnesses, ensuring victim access to a variety of on and off-campus resources and interim measures where appropriate, gathering and securing relevant documentation which may include confidential information used in collective bargaining, determining responsibility, and recommending sanctions as appropriate. In addition, the Lead Title IX Investigator will assist the Title IX Coordinator in carrying out the University's response and prevention responsibilities which include, but are not limited to: data collection, trend analysis and community outreach, including initiating progressive and effective education and prevention initiatives in collaboration with a wide variety of on and off-campus partners.

Duties and Responsibilities:

- Supervise and perform student conduct investigations from inception to resolution, and draft memoranda of findings and recommendations.

- Review and synthesize allegations to determine appropriate charges, and determine if allegations and preliminary findings call for interim measures. Develop investigative strategy of own cases and that of other Title IX investigators.
- Provide updates and advise parties and advocates on investigative process.
- Lead witness interviews, analyze witness statements, make credibility assessments, record findings of fact, and communicate with parties' and witness' advocates while protecting the independence, integrity, and confidentiality of the investigation.
- Draft and present memoranda of findings and appropriate supporting documents related to the resolution of each matter, including but not limited to sworn statements, requests for information, and correspondence with external civil rights enforcement agencies and parties' and witness' advocates.
- Where decisions result in findings of a violation of The Student Code, draft recommendations for sanctions in accordance with The Student Code.
- Supervise preparation and maintenance of statistical, demographic, and subject matter data related to Title IX complaints, trends, including maintaining the Title IX Coordinator's case database.
- Supervise investigations conducted by Title IX investigator(s).
- Working closely with the Division of Student Affairs, assume a leadership role with assisting the Title IX Coordinator and on and off-campus partners in response, prevention and education initiatives.
- Active engagement on the University's Title IX and other related committees.
- Develop and review University-wide policies and procedures that further institutional civil rights.
- Perform other duties as assigned by the Title IX Coordinator.

Title IX Investigator (University Staff Professional)

Position Summary

As part of UConn's ongoing commitment to creating and maintaining a campus environment free from all forms of discrimination and harassment, including all forms of sexual harassment and violence, the newly-formed position of Title IX Investigator will play an important role in the University's coordinated response, prevention and education initiatives pursuant to Title IX and related statutes and regulations. Reporting to the Lead Title IX Investigator, the Title IX Investigator is responsible for managing the day-to-day responsibilities associated with the University's Title IX investigations with a particular emphasis on investigating alleged cases of sexual assault, sexual harassment, and intimate partner violence involving undergraduate and graduate students at the University. The Title IX Investigator will conduct a prompt and thorough investigation, which includes: identifying and interviewing witnesses, gathering and securing relevant documentation, determining responsibility, and recommending sanctions as appropriate. In addition, the Title IX Investigator will assist the Lead Title IX Investigator and the Title IX Coordinator in carrying out the University's responsibilities which include, but are not limited to, data collection, trend analysis, and community outreach, including initiating progressive and effective education and prevention initiatives in collaboration with a wide variety of on and off-campus partners.

Duties and Responsibilities

- Conduct student discrimination investigation activities from inception to resolution, and draft memoranda of findings and recommendations.
- Working closely with the Lead Title IX Investigator, review and synthesize allegations to determine appropriate charges, and determine if allegations and preliminary findings call for interim measures.
- Lead witness interviews, analyze witness statements, make credibility assessments, record findings of fact, and communicate with parties' and witness' advocates while protecting the independence, integrity, and confidentiality of the investigation.
- Draft and present memoranda of findings and appropriate supporting documents related to the resolution of each matter, including but not limited to sworn statements, requests for information, and correspondence with external civil rights enforcement agencies and parties' and witness' advocates.
- Prepare supporting documents and evidentiary binders.
- Where decisions result in findings of a violation of The Student Code, draft recommendations for sanctions in accordance with The Student Code.
- Assist with the preparation and maintenance of statistical, demographic, and subject matter data related to Title IX complaints and trends.
- Assist in development and review of University-wide policies and procedures that further institutional civil rights.
- Perform other duties as assigned by the Title IX Coordinator and Lead Title IX Investigator.

Title IX Support Specialist (University Educational Assistant)

As part of UConn's ongoing commitment to create and maintain a campus environment free from all forms of discrimination and harassment, including all forms of sexual harassment and violence, the University is expanding its dedicated Title IX staff in the Office of Diversity and Equity (ODE) to include a Title IX Support Specialist. Reporting to the Deputy Title IX Coordinator with a dotted line to the Executive Assistant to the Associate Vice President/Title IX Coordinator, the Title IX Support Specialist will support ODE's dedicated Title IX investigative team responsible for the University's investigations of reported cases of sex discrimination, sexual assault, sexual harassment, stalking, and intimate partner violence involving undergraduate and graduate students. The Title IX Support Specialist will perform a wide range of administrative and business management functions primarily related to supporting the Title IX investigation and preventative programming workload. In addition, the Title IX Support Specialist will provide assistance in collecting information regarding Title IX trends and issues; and data collection and assessment. Finally, where possible, the Title IX Support Specialist also will be called upon to provide day-to-day administrative and financial assistance for all areas of focus within ODE, including but not limited to Title IX investigations.

Duties and Responsibilities:

- Perform day-to-day office support functions which include but are not limited to: answering ODE main line, answering security intercom, greeting visitors, maintaining equipment sign-out and parking validation log.
- Assist with discreetly and sensitively scheduling meetings with students for Title IX Investigators.
- Assist with the preparation of Title IX case materials which include but are not limited to: creating interview summaries, redacting information, and organizing case information into evidentiary appendices. Also assist with the preparation of materials for student conduct hearings.
- Occasionally assist investigators by participating in student and employee interviews as a witness and meeting with students signing investigation statements.
- Assist with ongoing maintenance to UConn's sexual violence, relationship violence and stalking resource website, <http://www.sexualviolence.uconn.edu/>.
- Work closely with the Title IX Coordinator and Deputy Title IX Coordinators, assist with the preparation and maintenance of statistical, demographic, and subject matter data related to Title IX complaints and trends, including preparing such figures and data for widespread publication and distribution.
- Assist ODE staff in ensuring and tracking student and employee attendance in various education, awareness, and prevention programs and campaigns as assigned by the Title IX Coordinator and Deputy Title IX Coordinators.
- Assist with researching and administration of Title IX prevention programming, including assisting with the creation, assembly and distribution of educational materials to the University community.

- Serve as a resource to all ODE staff on matters related to the administration of the Title IX program.
- Support as assigned for non-Title IX-related ODE matters, including submission of the University's Affirmative Action Plan, employment discrimination investigations, and administration of state-mandated diversity and sexual harassment trainings.
- Occasional support for ODE budget and ODE website, <http://www.ode.uconn.edu/>.
- Other related duties as assigned.

Budget Specialist (UC Professional 5)

JOB SUMMARY

Under the direction of designated administrator, assists with the control and allocation of University budgets through the utilization and maintenance of computerized databases.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

- Prepares computer generated financial reports which assist university officials in the monitoring and control of departmental budget allocations and expenditures. Prepares graphs and charts, as needed.
- Maintains computerized database of expenditures and usage of all university and branch utility consumption to be used for budget analysis and projections. Prepares monthly cost/usage reports for state agencies.
- Maintains computerized databases used for budget analysis and projections to ensure that the university does not exceed its expenditure authority in such areas as Personal Services.
- Supervises and coordinates assembly of annual budget documents for submission to the Board of Trustees and the state. Assists in the technical preparation of budget documents needed for meetings, workshops and conferences.
- Maintains and updates computer programs designed to account for the departmental budgetary accounting systems, including technical changes appropriate to establish the new year budgets.
- Maintains computerized database of annual position request file from all university departments.
- Provides technical supervision to administrative support staff.
- Maintains office inventory of data processing equipment; coordinates procurement and integration of data processing equipment and software into office operating systems; maintains and monitors data protection interference for all PC's.
- Independently composes, prepares and/or edits financial reports containing information which requires general knowledge of policies and procedures governing the operation of the department.
- Communicates with other university offices and/or outside agencies to clarify procedures and request information.
- May indicate clerical/student staff needs; participates in applicant interviews and recommends employee selection; may train, establish work schedules for and oversee work of clerical and/or student staff.
- Maintains and/or monitors fiscal records; may monitor and approve routine expenditures.
- Reviews budget procedures for efficiency and effectiveness and recommend changes to supervisor.

- Transmits authoritative information and serves as a resource to students staff and others regarding routine policies and procedures.
- Performs related duties as required.


Executive Assistant (University Educational Assistant)

JOB SUMMARY


Under the direction and general guidance of a manager, performs departmental functions of an administrative or technical nature, requiring a thorough understanding of an organization's operation. Preserves the confidentiality of administration by exercising discretion in performing assigned responsibilities.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

- Participates in determining methods of resolution on specific problems while consulting with manager on new or complex issues.
- Represents University officials with some authority to act on their behalf. Responds to inquiries regarding departmental policies and procedures and occasionally interpret such policies and procedures.
- Compiles information from a variety of sources. Prepares narratives and reports. Monitors and screens documentation and determine appropriate action, exercising judgment in course of action.
- Develops and oversee special projects as assigned.
- Participate in cooperative efforts to provide administrative and/or technical support to the Department Managers or Executives as needed.
- Assist with administering and evaluating comprehensive programs that enhance the mission of a department.
- May be responsible for reviewing or supervising the work of others for accuracy, completeness and compliance with regulations, policies and procedures.
- May assist in the compilation of data or information related to the collective bargaining process.
- Other related duties as required.



Workforce and Hiring Diversity Data Update



University of Connecticut
Office of Diversity and Equity

DECEMBER 9, 2015

Introduction

This report is intended to assist the University's ongoing efforts to diversify its workforce. Beginning in 2012, the Office of Diversity and Equity (ODE) published reports with detailed demographic information organized by race and gender about the faculty workforce, new hires, applicants and recruitment efforts. In subsequent years, the reports were updated with the addition of comparisons to peer institutions, 10-year UConn comparisons and detailed applicant analyses. The reports were expanded in 2014 to include the same detailed data for staff. These reports are presently accessible [online](#), under Diversity on the ODE website.

This 2015 update contains similar data and analysis in a summarized format. It includes the faculty and staff workforce, new hires (2014-2015), recruitment efforts and for the first time, separations. After compiling several years of detailed and data-intensive reports, it was evident that the data was not changing significantly every year. Basically, "*the needle was not moving*" enough to continue the compilation of copious volumes. This more succinct report updates the critical data and provides analysis and insight.

About the data

The data includes demographic information organized by race and gender. The demographic profiles are obtained through voluntary self-identification by employees and applicants. The data specific to hiring and separations reflects the time period of October 1, 2014—September 30, 2015. The information in this report is compiled by ODE utilizing data from the Department of Human Resources GENESYS system.

Key Definitions:

Faculty: Instructors and Assistant, Associate and Full Professors. Clinical faculty are included for the Schools of Pharmacy and Nursing. Adjunct faculty and non-tenure positions are not included.

Staff: Management, UCPEA, University Educational Assistant (UEA), University Staff Professionals (USP), Academic Assistants, Extension Educators, Athletic Specialists and Classified staff including Secretarial/Clerical, Service/Maintenance, Paraprofessional, Qualified Craft worker and Protective Service employees. Part-time staff is included. Research assistant and associates, postdoctoral fellows, special payroll employees and graduate assistants are not included.

Workforce: Faculty or staff (as defined above) employed as of September 30, 2015.

New Hires: Faculty or staff hired within the 12 month period of October 1, 2014—September 30, 2015.

Separations: Faculty or staff leaving employment due to retirement, resignation, termination or death within the period of October 1, 2010—September 30, 2015.

Race and Ethnicity Definitions*

- **White (Not of Hispanic Origin):** All people having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Black (Not of Hispanic Origin):** All people having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino:** All people having Puerto Rican or Mexican origins, or all people of Cuban, Central, or South American, or other Spanish culture or origin, regardless of race.
- **Asian:** All people in the groups of Asian/Pacific Islander; Asian (all people having origins in any of the original peoples of China, Japan, Korea, Eastern Asia, Southeast Asia, the Indian subcontinent (including Pakistan) or the Pacific Islands including the Philippines and Samoa).
- **Native American:** Native American Indian or Alaskan Native (all people having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community attachment). Note: Native American data is not included in applicant data due to the not statistically significant number of applicants self-identifying as Native American.
- **Two or More Races:** All persons identifying with 2 or more of the following races: White, Black, Asian, Native American.

**Taken from the Equal Employment Opportunity Commission (EEOC) regulations*

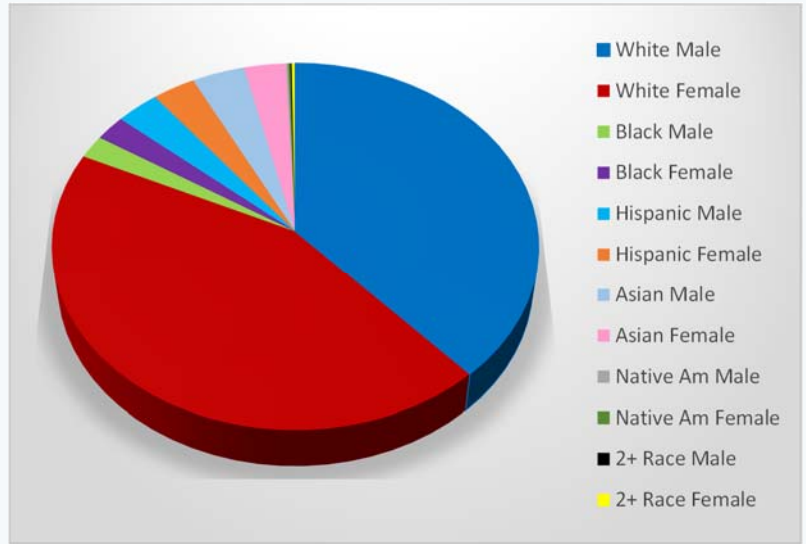
The Workforce

Of the combined workforce of 4292:

- 68.9% are Staff
- 28.9% are Faculty
- 2.2% are Executive/Management

The combined workforce is:

- 82.0% White
 - 4.3% Black
 - 6.2% Hispanic
 - 6.8 % Asian
 - 0.3% Native American
 - 0.3% Two or More Races.
- ◆ 52.5% female and 47.5% male
- ◆ White females are 43.8%, the largest group



Faculty has the fewest black employees with 3.1% while Executive/Management has the highest representation with 9.7%

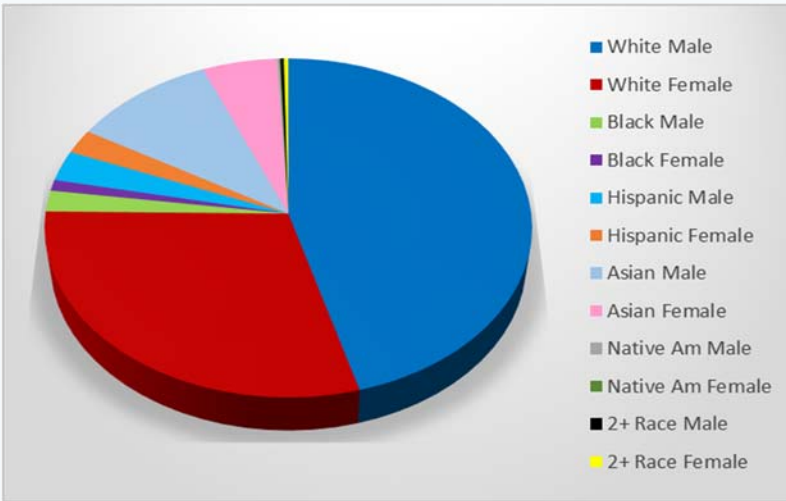
Faculty

◆ 1170 tenure and tenure-track track and 72 clinical faculty

The faculty workforce of 1242 is:

- 75.2% White
- 3.1% Black
- 5.2% Hispanic
- 15.7 % Asian
- 0.2% Native American
- 0.6% Two or More Races

- ◆ 308 minority faculty comprise 24.8% of the total faculty workforce
- ◆ 38.7% female and 61.3% male
- ◆ White males constitute 45.7%, the largest group
- ◆ Black females are the least represented at 1%.



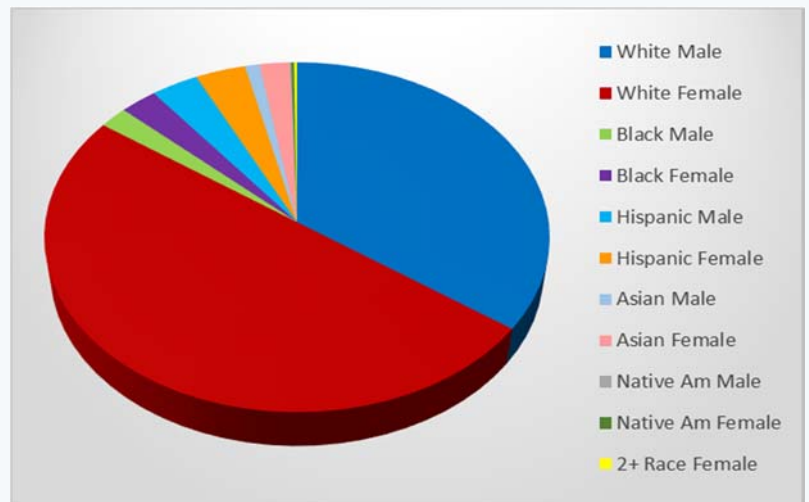
Total Faculty Workforce by Race and Gender

The largest concentration of females is within the staff with 58.6% and the smallest is within faculty with 38.7%

Staff

The staff workforce of 2957 is:

- 84.9% White
 - 4.6% Black
 - 6.8% Hispanic
 - 3.1 % Asian
 - 0.3% Native American
 - 0.3 Two or More Races
- ◆ 58.6% female and 41.4% male
- ◆ White females constitute 50%, the largest group
- ◆ 447 minority staff comprise 15.12% of the staff workforce
- ◆ Custodians comprise 37% of the 202 Hispanic staff

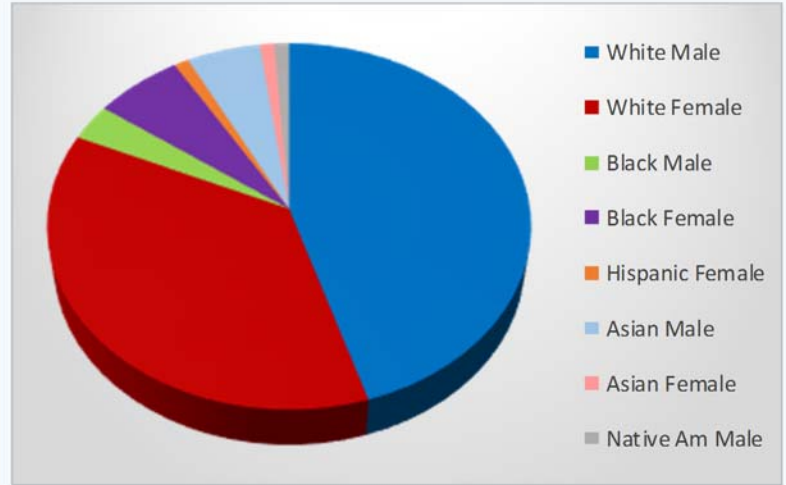


Total Staff Workforce by Race and Gender

Executive/Management

The executive/management workforce of 93 is:

- 81.7% White
- 9.7% Black
- 1.1% Hispanic
- 6.5 % Asian
- 1.1% Native American
- ◆ 45.2% female and 54.8% male
- ◆ White males are 45.2%, the largest group
- ◆ 17 minority executives comprise 18.3% of the Executive/Management workforce
- ◆ There has not been a Hispanic male in this category since 2004**

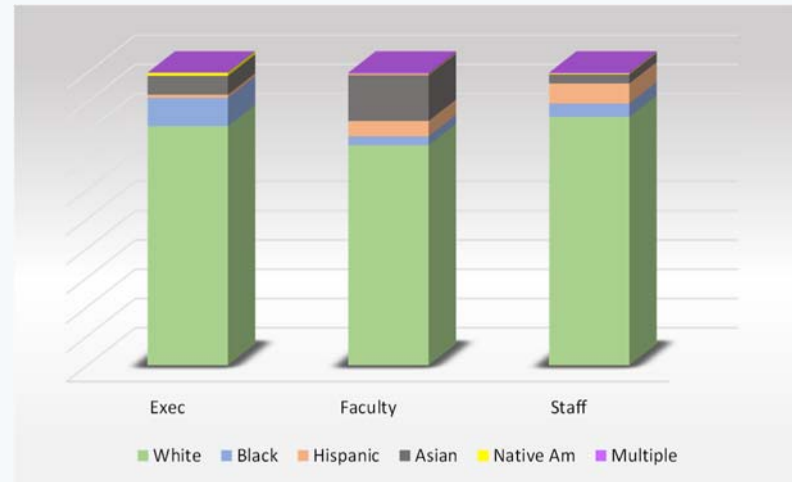


Total Executive/Management Workforce by Race and Gender

Hispanic faculty are not represented in the School of Fine Arts and Hispanic males are not represented in the Schools of Social Work or Nursing

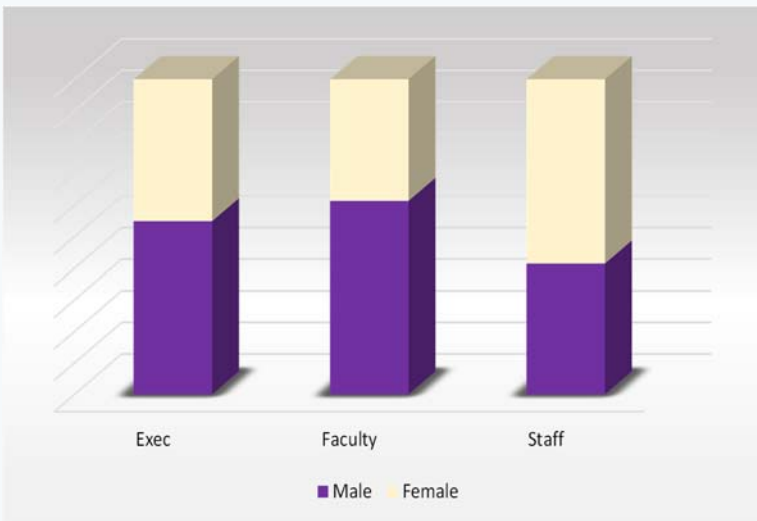
Where is our diversity?

- The Executive/Management category has the highest representation of Black (9.7%) and Native American (1.1%) employees
- Asian is the largest percentage of faculty after White at 15.7% but the lowest for staff at only 3.1%
- The highest concentration of Hispanics is within staff at 6.8%.
- Blacks represent 3.1% of the faculty, the lowest percentage as compared with staff and Executive/Management
- 1 female is the sole Hispanic in the Executive/Management category
- There are 38 Black faculty members, 136 staff and 9 Executive/Management for a total of 183.



Race percentages by employment category

Black male faculty are not represented in the Schools of Law, Pharmacy or Nursing



Gender percentages by employment category

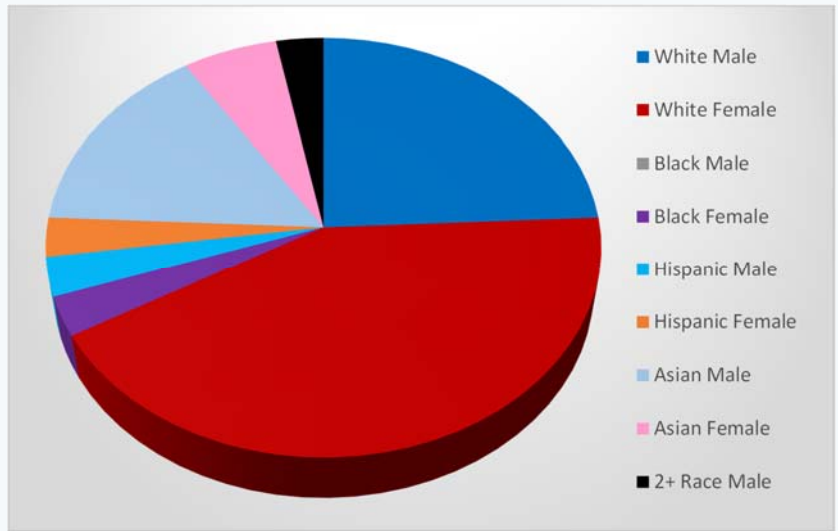
- Faculty is the only category where males outnumber females
- Black females constitute 1% of the faculty
- Females comprise 13.3% of Protective Services with 14 total
- Only 3.6% of Qualified Craft Workers are female while only 2.7% of clerical staff are male
- Athletics has the highest representation of Black male employees with 12
- Social Work has the highest representation of Black female employees with 10
- Facilities employs the highest number of Hispanic males and females, 57 and 27 respectively
- There are 51 Asian males in Engineering, the largest representation of Asian male faculty
- There are 25 Asian females in CLAS, the largest representation of Asian female faculty

Black female faculty are not represented in the Schools of Pharmacy, CANHR, Business or Engineering

2015 New Hires

Faculty

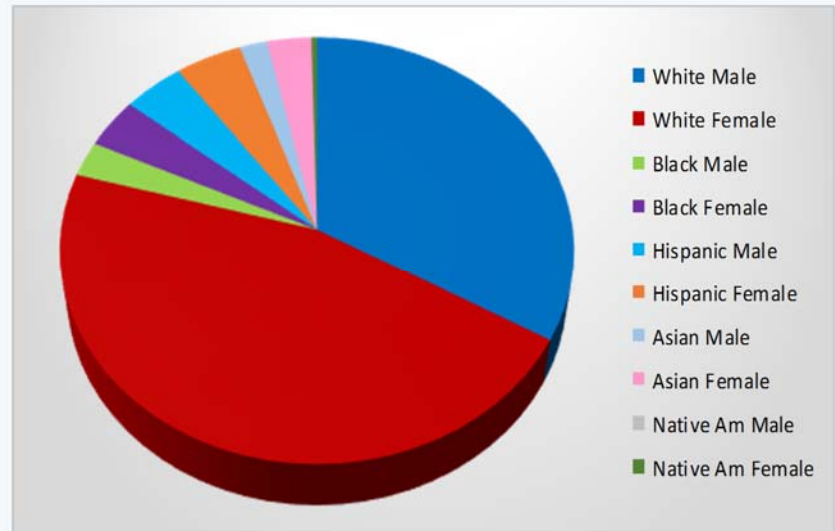
- 33 new hires: 31 Tenure –Track and 2 Clinical
- 54.5% female and 45.5% male
- 1 Black female Clinical Associate Professor hired in the School of Nursing
- 14 White female hires comprised the largest group at 42.4%
- School of Education hired a Hispanic female and an Asian female
- Females were hired in Chemistry, Computer Engineering, Mechanical Engineering and Molecular Biology, areas with traditionally lower female representation
- 1 Hispanic male was hired as a Professor in Mathematics



TOTAL	WM	WF	BM	BF	HM	HF	AM	AF	NM	NF	2+M	2+F
33	8	14	0	1	1	1	5	2	0	0	1	0

Staff

- 261 new hires
- 79.3% of new hires were White
- 57.9% female and 42.1% male
- White females were the largest group at 46.0%
- 10 of 23 Hispanics hired were custodians
- 3 White females, 1 Hispanic female and 1 Asian female hired in Public Safety
- 1 Black male hired in Public Safety
- No males hired into clerical positions
- All 7 Qualified Craft Workers hired were White males

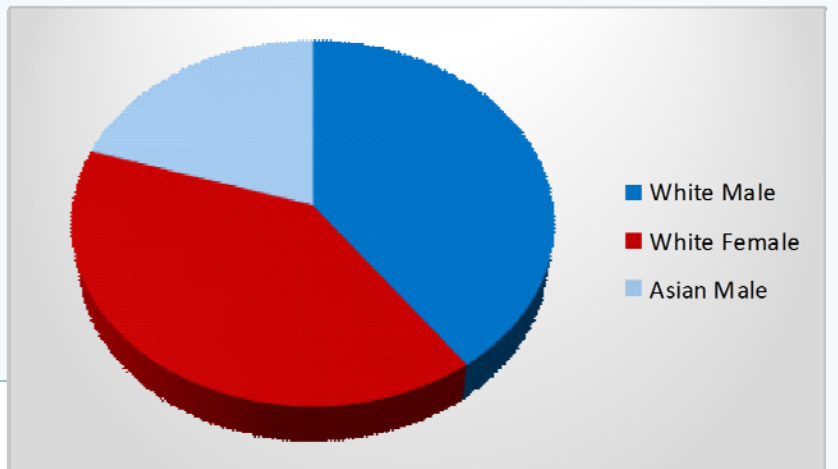


TOTAL	WM	WF	BM	BF	HM	HF	AM	AF	NM	NF	2+M	2+F
261	87	120	7	10	11	12	5	8	0	1	0	0

57.2% of the total 2015 new hires were female.

Executive/Management

- 5 new hires
- 80% White and 20% Asian
- 40% female and 60% male
- 1 Asian male hired



TOTAL	WM	WF	BM	BF	HM	HF	AM	AF	NM	NF	2+M	2+F
5	2	2	0	0	0	0	1	0	0	0	0	0

8.4% of the total new hires were Hispanic. Increasing by 1.3% from 2014

Applicants for 2015 Searches

Faculty

2371 total applicants:

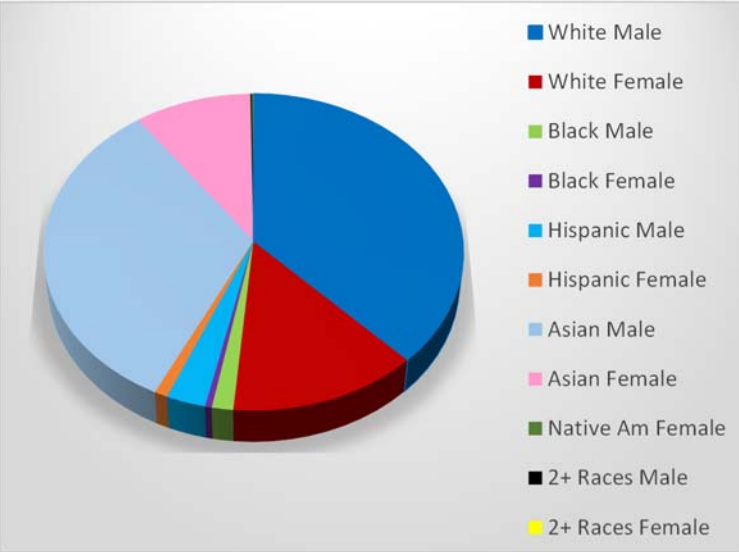
- 49.5% white
- 1.9% Black
- 3.7% Hispanic
- 40.9% Asian
- 0.04% Native Am
- 75.3% Male
- 24.7% Female

Interviewed:

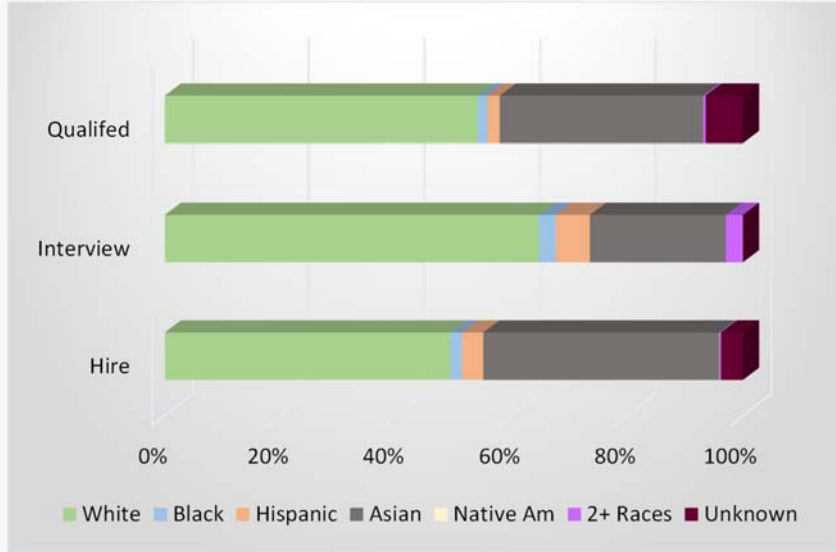
- 54.1% White
- 1.7% Black
- 2.1% Hispanic
- 35.2% Asian
- 0% Native Am

- 63.5% Male
- 36.5% Female

- Female interview rate is higher than application rate
- White interview rate is higher than application rate
- Hispanic applicants are 3.7% of the total pool, 2.1% if the interview pool and 6.1% of hires



Applicants by race/gender for faculty positions



Applicants by ranking with race for faculty positions

Staff

9274 total applicants:

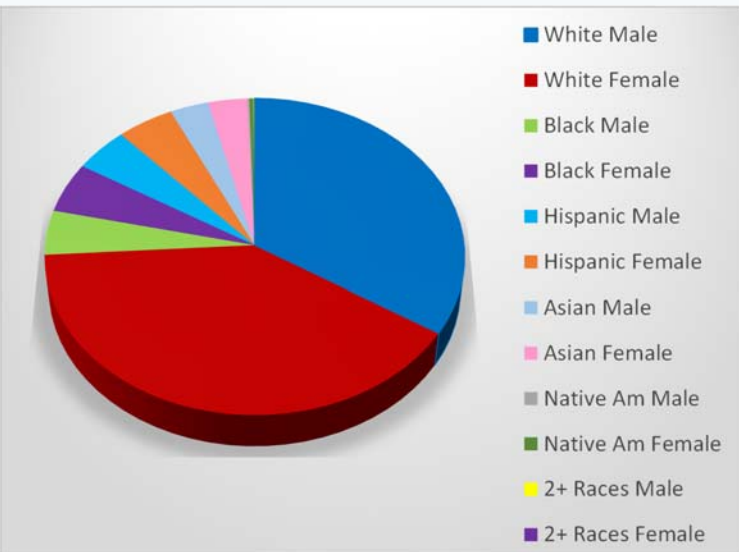
- 70.2% White
- 9.2% Black
- 8.8% Hispanic
- 6.1% Asian
- 0.5% Native Am
- 47.1% Male
- 52.9% Female

Interviewed:

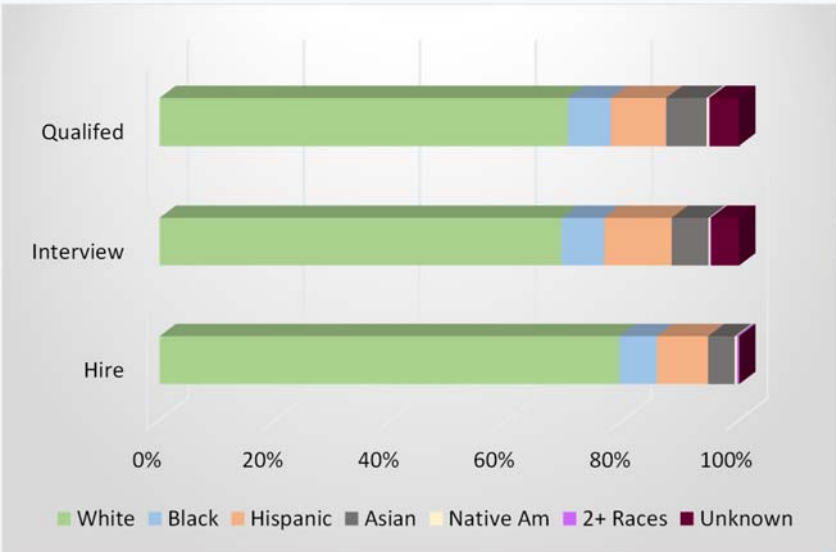
- 52.4% White
- 5.4% Black
- 4.8% Hispanic
- 5.6% Asian
- 0.4% Native Am

- 50.5% Male
- 49.5% Female

- Female application rate is higher but Interview rate is lower than male
- Interview rate for Hispanic applicants is 4.8% but 8.8% for hires
- White applicants are 70.2% of the total pool, 52.4% of the interview pool and 79.3% of hires



Applicants by race/gender for staff positions



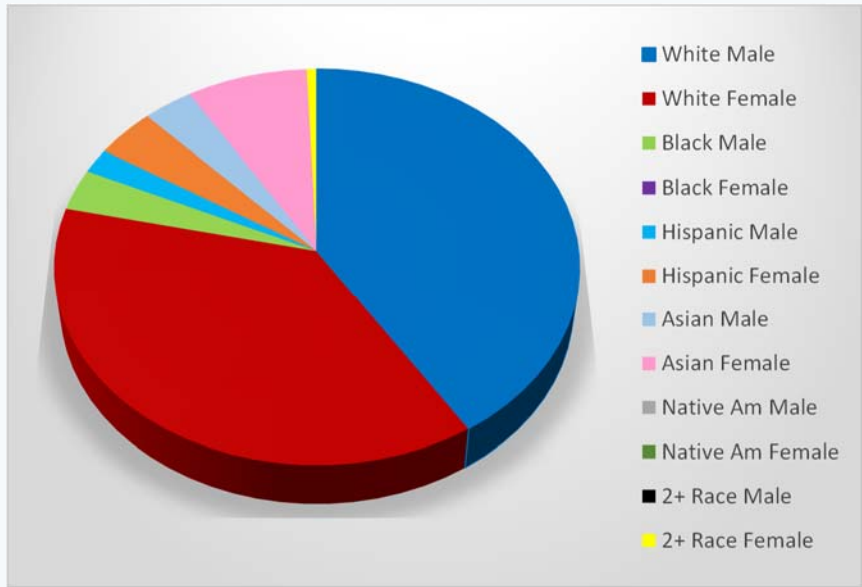
Applicants by ranking with race for staff positions

In Residence Faculty

Workforce

149 In-Residence Faculty:

- 78.5% White
 - 11.4% Asian
 - 6.0% Hispanic
 - 3.4% Black
 - 0% Native American
 - 0.7% Two or More Races
- ◆ 50.3% female and 49.7% male
 - ◆ No Black female in-residence faculty
 - ◆ 32 minority In-Residence faculty comprise 21.5% of the total In-Residence faculty

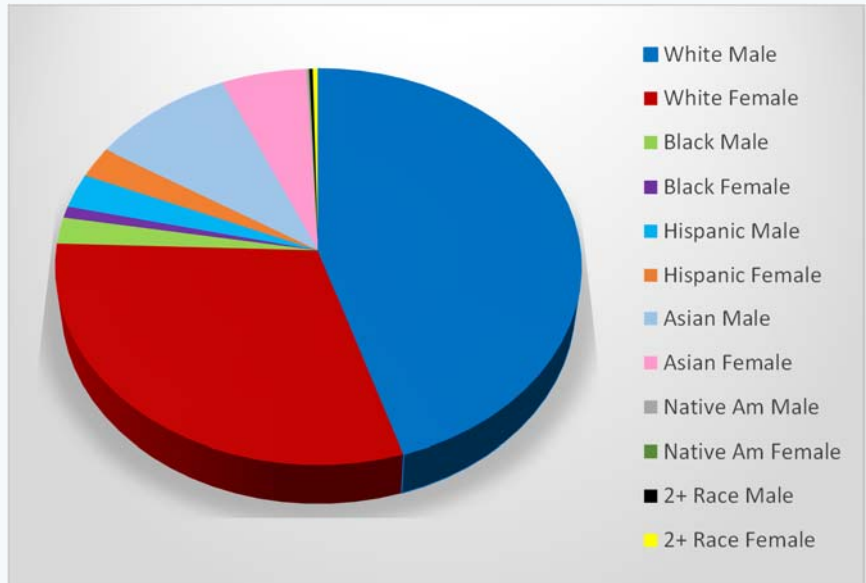


In-Residence Faculty workforce by race/gender

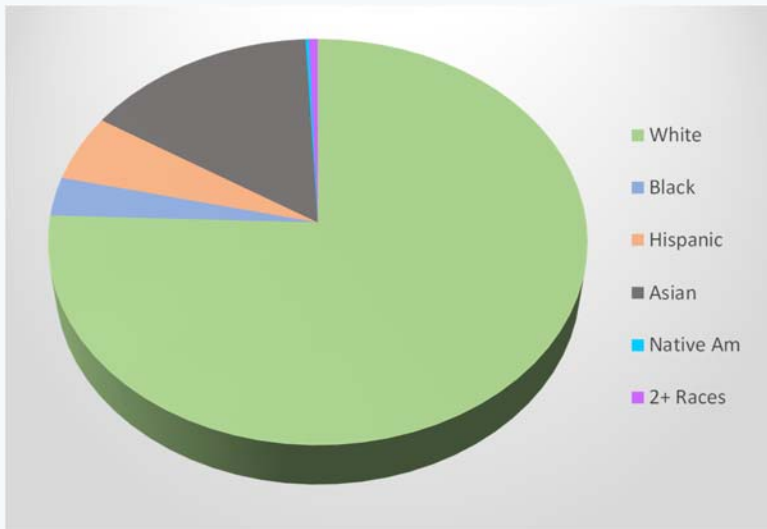
Total Combined Faculty

1391 Total Tenured, Tenure-track, Clinical and In Residence:

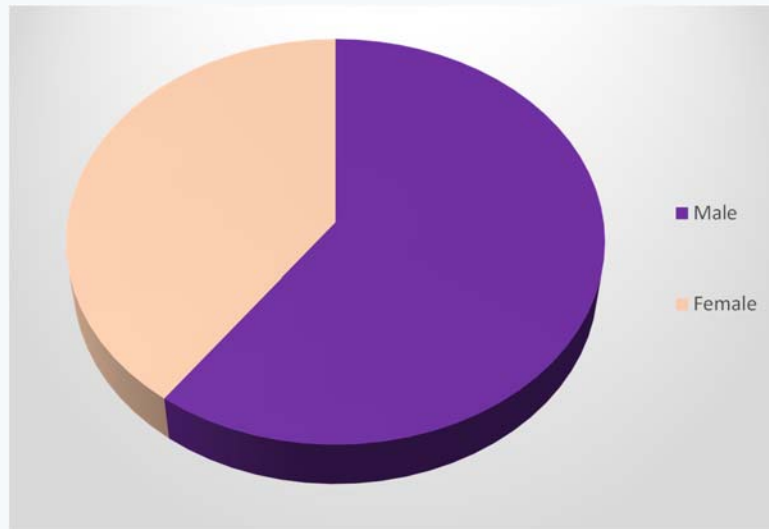
- 75.6% White
 - 15.2% Asian
 - 5.3% Hispanic
 - 3.1% Black
 - 0.2% Native American
 - 0.7% Two or More Races
- ◆ 40.0% female and 60.0% male
 - ◆ 340 minority faculty comprise 24.4% of the total combined faculty



Tenured, Tenure-track, Clinical and In-Residence Faculty workforce by race/gender



Tenured, Tenure-track, Clinical and In-Residence Faculty workforce by race

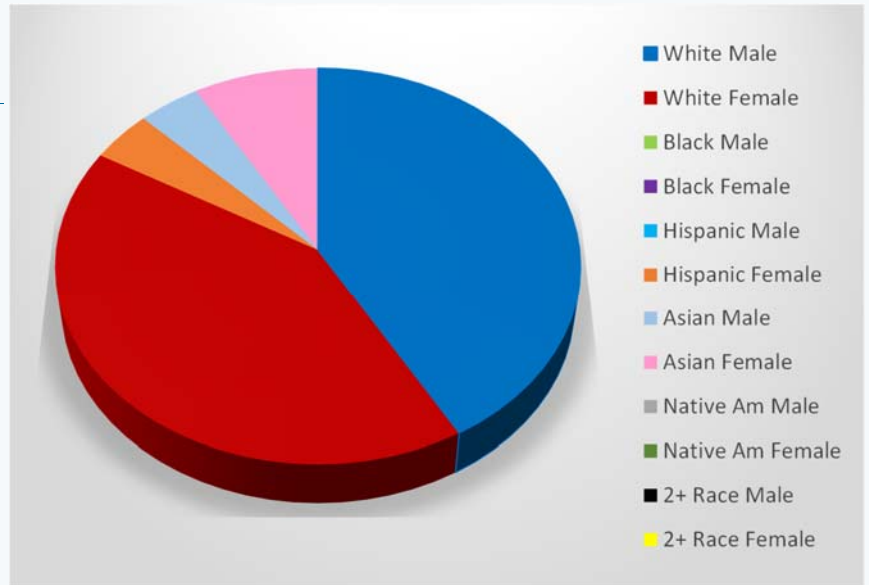


Tenured, Tenure-track, Clinical and In-Residence Faculty workforce by gender

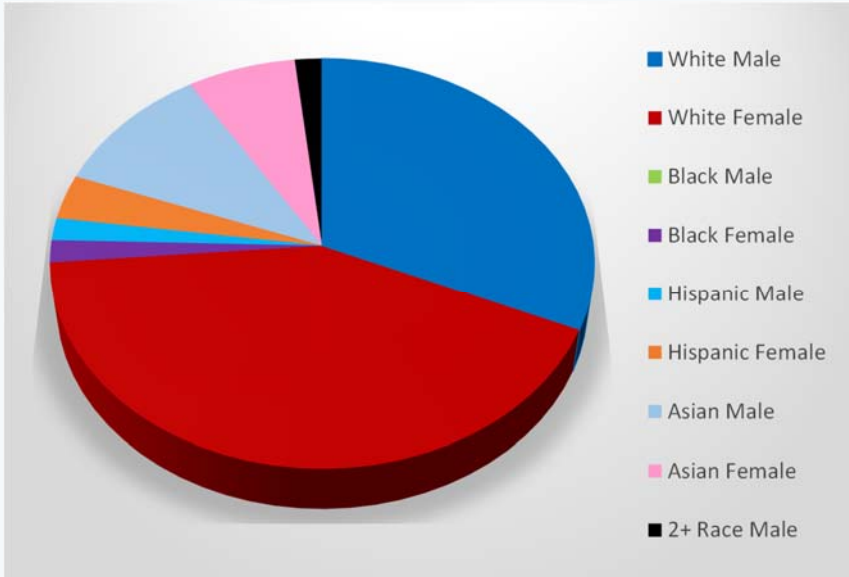
New Hires-In Residence

24 new hires:

- 83.3% White (10 male, 10 female)
- 12.5% Asian (1 male, 2 female)
- 4.2% Hispanic (1 female)
- 0% Black
- 0% Native American
- ◆ 54.2% female and 45.8% male



In-Residence Faculty hires 2015 by race/gender

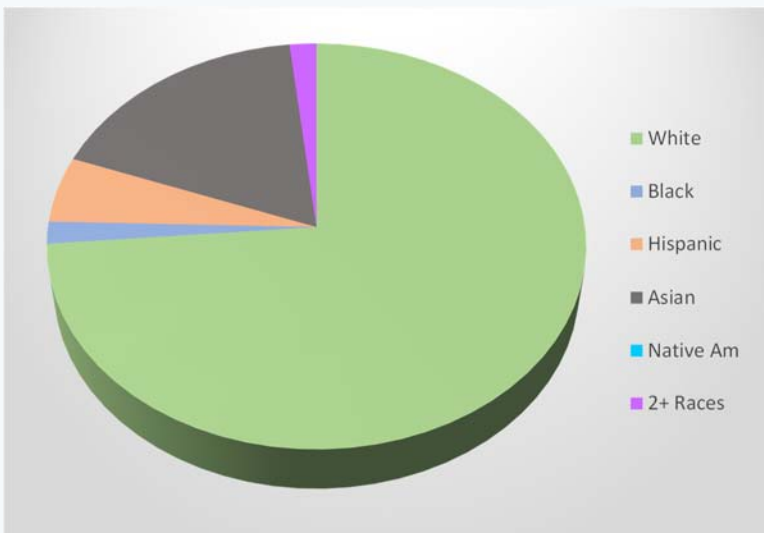


Tenured, Tenure-track, Clinical and In-Residence Faculty new hires by race/gender

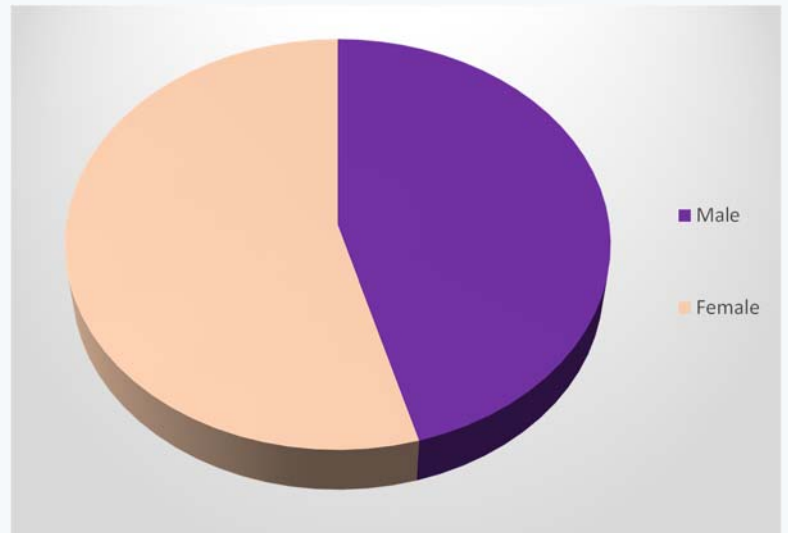
Total Combined Faculty New Hires

57 new hires:

- 73.7% White (18 male, 24 female)
- 17.5% Asian (6 male, 4 female)
- 5.3% Hispanic (2 Male, 2 female)
- 1.8% Black (1 female)
- 0% Native American
- 1.8% Two or More Races (1 male)
- ◆ 54.4% female and 45.6% male



Tenured, Tenure-track, Clinical and In-Residence Faculty new hires by race/gender



Tenured, Tenure-track, Clinical and In-Residence Faculty new hires by gender

A Different View: Employee Separations

In previously published reports (2012-2014), the Office of Diversity and Equity (ODE) focused on workforce trends through analysis of new hires, applicants, and recruitment efforts. The detailed examination of both faculty and staff data allowed for a baseline (benchmark) assessment of workforce demographics. Charting new hires and applicants provided a quantitative picture of the effects of the search and recruitment process on the workforce. Capitalizing on the findings of these reports, efforts were taken to increase the diversity of applicant pools through emphasis on recruitment strategies, enhanced training on search committee obligations and individual school/college initiatives. Additionally, search committees and hiring managers continue to prioritize constructive discussions on non-traditional proactive recruitment efforts.

As this update shows, the workforce demographics and new hires have not significantly changed. With increased scrutiny and attention to the recruitment and hire of diverse applicants, the question now is why are the numbers not changing?

One approach is to examine the other side of the hiring cycle: employee separations.

Separation data is included in the annual state and federal *Affirmative Action Plans*. The *Plans* utilize this data in the quantitative analysis of employment transactions. For this report, the data is compiled and formatted to follow the established patterns of previous reports.

The data presented in the next series of charts provides a broad overview of employee separations using the general categories of separation reasons.*** The date range of October 1, 2010 — September 30, 2015 was selected to provide a sufficient data sample for analysis.



From October 1, 2010 — September 30, 2015, 1527 new employees were hired:

- 365 Faculty
- 1121 Staff
- 41 Executive/Managerial

Of those 1527 employees hired, 1234 or 80.8% remain employed at the University.

These remaining 1234 employees are comprised of:

Faculty:	Staff	Executive/Managerial
321 or 87.9% remain employed:	885 or 78.9% remain employed:	35 or 85.4% remain employed:
White: 88.5%	White: 79.3%	White: 82.4%
Black: 78.6%	Black: 70.1%	Black: 100%
Hispanic: 91.3%	Hispanic: 81.7%	Hispanic: N/A
Asian: 87.8%	Asian: 79.2%	Asian: 100%
Native American: 0%	Native American: 100%	Native American: N/A

Who's leaving?

From October 1, 2010 — September 30, 2015, 1298 employees separated from employment:

- 243 Faculty
- 1004 Staff
- 49 Executive/Managerial

- In these 5 years, 30% of the total employee population separated
- 85% of the new hires replaced departing employees



What is a separation?

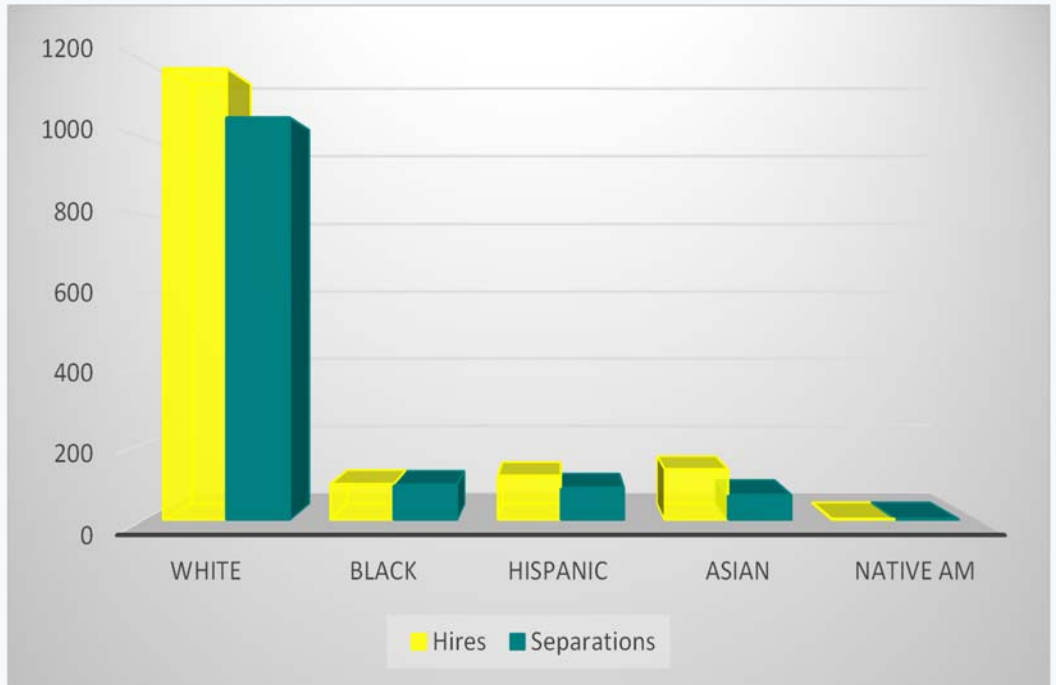
- Resignation
- Retirement
- Termination
- Transfer to another agency (staff only)
- Death



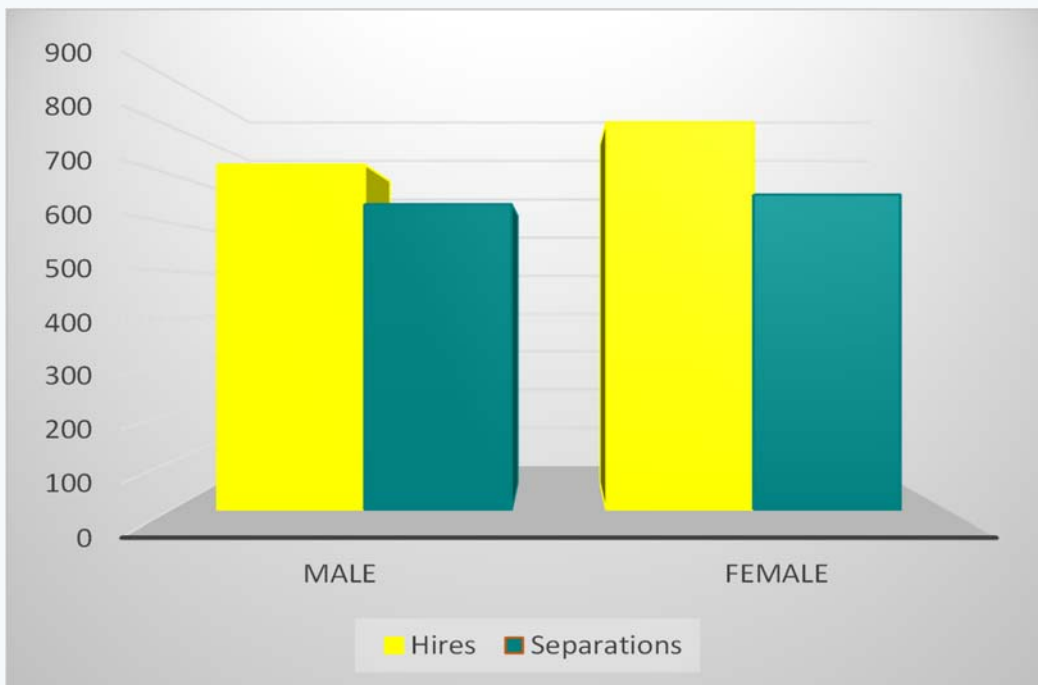
Employees hired from October 1, 2010 — September 30, 2015:

- 1181 White
- 94 Black
- 116 Hispanic
- 133 Asian
- 3 Native American

- 720 males
- 808 females



Hires Compared to separations by race/ethnicity—5 years



Hires Compared to separations by gender—5 years



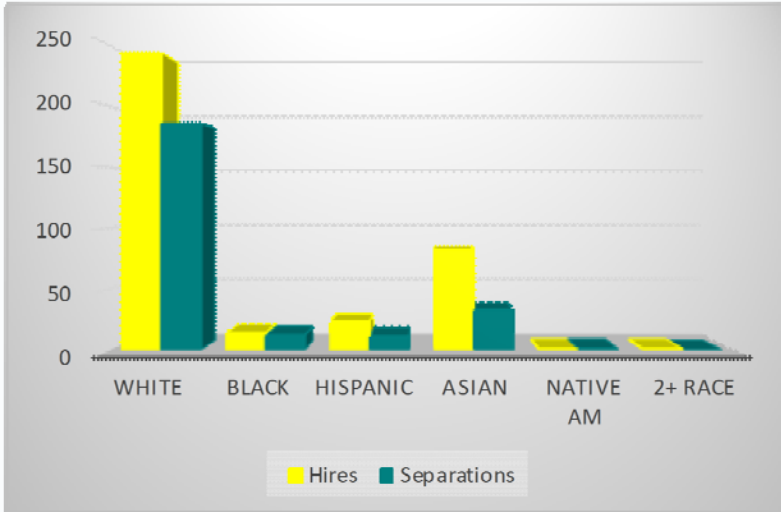
Employees separated from October 1, 2010 — September 30, 2015:

- 1053 white
- 92 black
- 84 Hispanic
- 66 Asian
- 3 Native American

- 639 males
- 659 females

Impact of Retention on Diversity

Faculty Separations



5 year comparison hires to separations by race for Faculty

Faculty in five years (2011-2015):

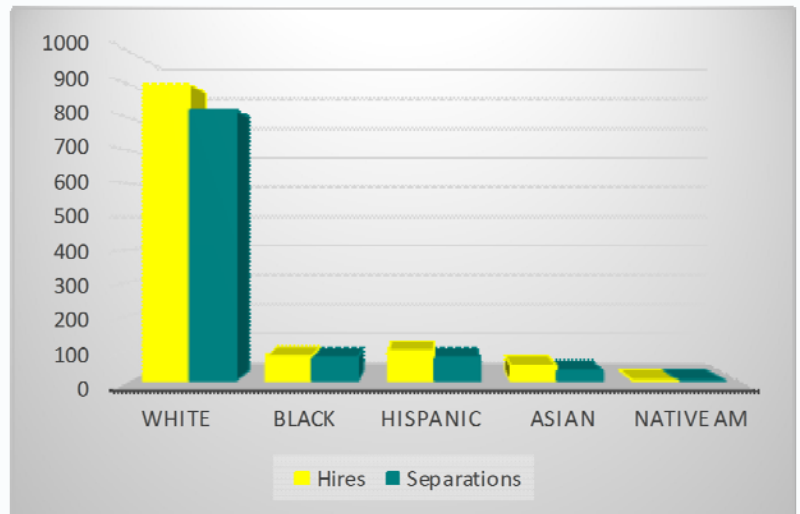
- 365 hires
- 243 separations****
- 121 total minority faculty hires
- 57 total minority faculty separations
- 14 Black faculty hires and 12 separations
- 1 Native American hire and 1 separation
- Asian faculty had the greatest net gain: 82 hires and 33 separations
- For almost every 2 Hispanic faculty hired, 1 separated



Staff Separations

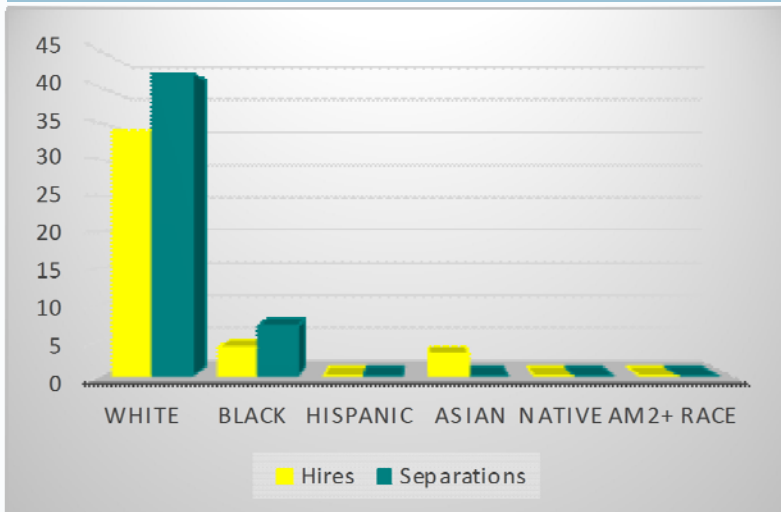
Staff in five years (2011-2015):

- 1121 hires
- 1004 separations
- 220 total minority staff hires
- 181 total minority staff separations
- 77 Black staff hires and 73 separations
- 2 Native Americans hires and 2 separations
- White staff had the greatest net gain: 901 hires and 823 separations



5 year comparison hires to separations by race for Staff

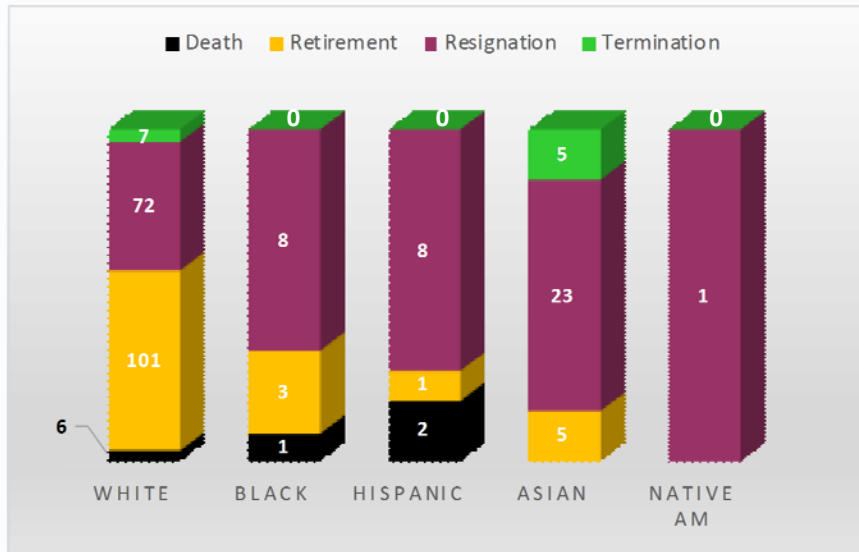
Executive/Management Separations



Executive/Management in five years (2011-2015):

- 41 hires
- 49 separations
- More White executive separations (42) than hires (34)

Why are we leaving?



Faculty separations over 5 years

Faculty

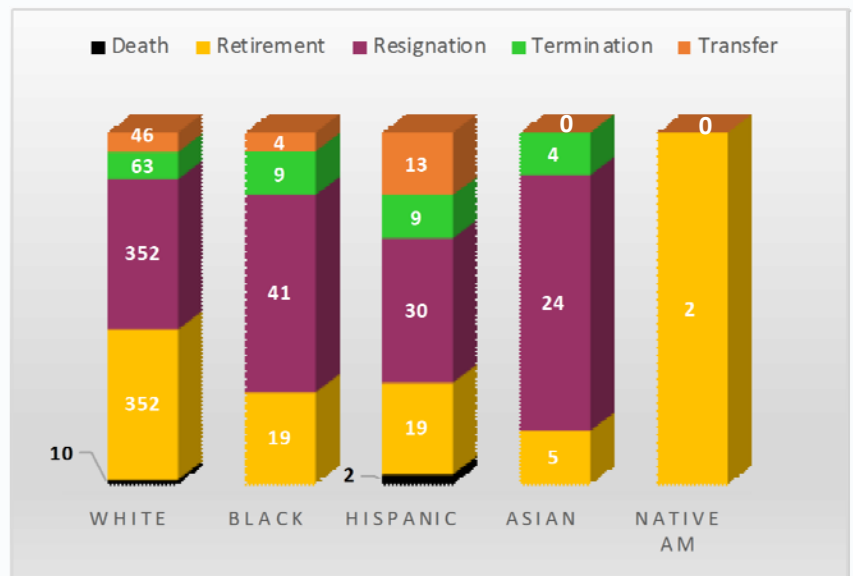
Between October 1, 2010 - September 30, 2015:

- 110 retirements
- 112 resignations
- 12 terminations
- 9 deaths
- The largest reason for White faculty separations was retirement with 54.3%
- Resignation constituted the largest reason for Black (67.7%), Hispanic (72.7%), Asian (69.7) and Native American (100%) faculty separations

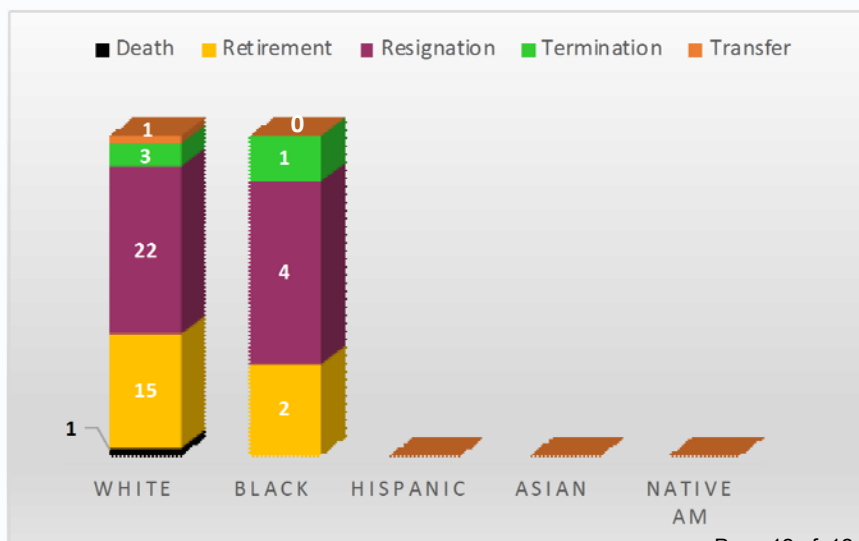
Staff

Between October 1, 2010 - September 30, 2015:

- 397 retirements
- 447 resignations
- 85 terminations
- 63 transfers
- 12 deaths
- Retirements and resignations for White staff were equal at 42.8% each
- Resignations were the largest reason for separation for Asian and Black staff at 72.7% and 56.2% respectively



Staff separations over 5 years



Executive/Management separations over 5 years

Executive/Managerial

Between October 1, 2010 - September 30, 2015:

- 17 retirements
- 26 resignations
- 4 terminations
- 1 transfer
- 1 death
- 61.9% of Executive/Managerial separations were resignations
- Resignations were 52.4% and 57.1% of White and Black executive separations, respectively



2015 Affirmative Action Plan
Executive Summary
&
Workforce/Hiring
Diversity Data Update



University of Connecticut
Office of Diversity and Equity

January 2016

2015 Affirmative Action Plan

Overview and Highlights

The Office of Diversity and Equity has completed the University's annual Affirmative Action Plan for Employment (*Plan*) per Connecticut General Statute (CGS) §46a-68 and sections 46a-68-75 to 46a-68-114, inclusive. The *Plan* is a comprehensive, results-oriented set of procedures and programs that articulate the University's strategy to combat discrimination, put forth a good faith effort to attain hiring goals, and to achieve equal employment opportunity.

The *Plan's* objectives are to:

- Establish hiring, promotional, and program goals that promote affirmative action;
- Illustrate the University's efforts to achieve a work force that is properly balanced and fully representational of the relevant labor market areas;
- Quantitatively and qualitatively measure the University's degree of success in accomplishing hiring, promotion, and program goals; and
- Examine and eliminate any policy or employment practice that adversely affects members of protected classes.

The *Plan* is submitted annually for review and approval by the Commission on Human Rights and Opportunities (CHRO). CHRO evaluates the *Plan* within 90 days, reviewing to ensure that the *Plan* contains all 16 required elements and meets the following standard of review:

1. The work force, considered as a whole and by occupational category, is in parity with the relevant labor market area; or
2. The agency has met all or substantially all of its hiring, promotion and program goals; or
3. The agency has demonstrated every good faith effort to achieve such goals and despite these efforts has been unable to do so; and
4. The agency has substantially addressed deficiencies noted by the commission in prior plan reviews in accordance with Section 46a-68-10.

The University's history of approvals has been based on CHRO's acceptance that the University demonstrated every *good faith effort* to meet goals, rather than goal achievement. Connecticut General Statutes Section 46a-68-75 (v) defines good faith effort as:

... that degree of care and diligence which a reasonable person would exercise in the performance of legal duties and obligations. At a minimum, it includes all those efforts reasonably necessary to achieve full compliance with the law. Further, it includes additional or substituted efforts when initial endeavors will not meet statutory or regulatory requirements. Finally, it includes documentary evidence of all action undertaken to achieve compliance, especially where requirements have not or will not be achieved within the reporting period established pursuant to section 46a-68-92 of the Regulations of Connecticut State Agencies.

The 2014 *Plan* was **Approved** by the CHRO, based on Reviewer Dr. Valerie Kennedy's recommendation. All of Dr. Kennedy's recommendations in the *Plan* evaluation have been addressed in the 2015 *Plan*.

Goal Achievement

A hiring or promotional goal is set for each instance of underutilization of a race and/or gender group in any given job category. The utilization of race and/or gender groups is determined by comparing the representation of these groups in our workforce with the availability in the labor market. Underrepresentation in a specific race and/or gender group is based on the difference in percentages between the current workforce and the availability in the labor market. Hiring goals are then set based on the number of positions needed in order for the workforce to reach parity with the available population in the labor market. A promotional goal is set for each instance of underutilization of a race and/or gender group in any given job category. Promotional goals are set in lieu of or in addition to hiring goals, based on the historical pattern of fulfilling positions. This historical pattern is utilized when calculating the availability base for job categories. Because of the constantly changing labor market and University workforce, goals are updated annually.

Hiring Goals

Category	Hires	Goals Met	% Achievement 2015
Executive Managerial	5	1	20.0
Faculty	33	21	63.6
Professional	201	41	20.4
Secretarial/Clerical	3	0	0.0
Tech/Paraprofessional	3	1	33.3
Qualified Craft Worker	7	0	0.0
Protective Services	13	1	7.7
Service/Maintenance	22	5	22.7
Total	287	70	24.4

Promotional Goals

Category	Promos	Goals Met	% Achievement 2015
Executive Managerial	6	3	50.0
Faculty	37	18	48.6
Professional	119	34	28.5
Secretarial/Clerical	2	0	0.0
Tech/Paraprofessional	0	0	0.0
Qualified Craft Worker	5	1	20.0
Protective Services	8	1	12.5
Service/Maintenance	9	4	44.4
Total	186	61	32.8

Reaching For Goals

- CHRO considers 75.0% as “substantial” goal achievement.
- 70 out of 287 hires, or 24.4% met goals in this *Plan* year
- Goal achievement increased slightly by .7% from 2014.
- This years’ goal achievement is the highest since 2012 (27.8%).



Program Goals: What was accomplished?

Goal #1

The Office of Diversity and Equity (ODE) will collaborate with the Department of Human Resources (DHR) and the Assistant Vice Provost for Diversity and Academic Affairs to enhance the search orientation trainings offered to search committees, chair and administrators. These monthly workshops, facilitated by ODE, focus on affirmative action and equal employment, strategic recruiting, and the search process including applicant evaluation, interviewing, and applicant selection. To provide a more comprehensive training, the DHR will design and present a module focused on the development of job descriptions, qualifications and the hiring process including background checks and offer letters. The module developed and presented by the Assistant Vice Provost for Diversity will focus on inherent bias and offer best practices and resources for eliminating bias in the search process. This new combined workshop will provide search committees, chairs and administrators with comprehensive training relative to the search process.

The Office of Diversity and Equity in partnership with the Assistant Vice Provost for Diversity and Academic Affairs and the Department of Human Resources launched an enhanced and expanded search orientation training during the Fall semester of 2014. The new training included modules designed and presented by all three collaborators based on their respective areas of expertise. The module developed by ODE focuses on the role of affirmative action and equal employment, strategic recruitment of underrepresented applicants, applicant evaluation and effective interviewing and applicant selection. DHR's module focuses on job description development and requirements, classification and qualifications, the background check process and offer letters. The third module, created and presented by the Associate Vice Provost for Diversity and Academic Affairs explores inherent bias in the recruitment, evaluation and hire of applicants and offers best practices for overcoming bias in the search process. This monthly training provides search chairs, committees and administrators a complete understanding of the search process and offers best practices to ensure equitable and unbiased searches.

Goal #2

The Office of Diversity and Equity (ODE) and the Department of Human Resources (DHR) will design a new webpage for all applicants applying for open positions. All applicants will be directed to a page providing the University's affirmative action/equal employment policies and programs, reasonable accommodation policies and procedures, and federal and state regulations. The University's commitment to fostering a nondiscriminatory and inclusive workplace environment will be communicated to applicants. Additionally, applicants will find links to ODE's website and other valuable resources.

The new [applicant webpage \(http://hr.uconn.edu/jobs/\)](http://hr.uconn.edu/jobs/), designed in collaboration with ODE and DHR, offers all applicants the opportunity to realize the University's commitment to diversity and acknowledgment as an AA/EEO employer. Additionally, the website provides the relevant nondiscrimination policies, information regarding the accommodations process, and veteran recruitment. Applicants are provided with resources and contact information for ODE and the Office of Veteran Affairs and Military Programs.

Goal #3

The Office of Diversity and Equity (ODE) in collaboration with the Assistant Vice Provost for Diversity will develop a checklist to guide search committees in developing recruitment strategies. This recruitment checklist will provide an outline of categories of recruitment sources expected to be used in the course of a search. Search committees will be required to enumerate the efforts made for each recruitment category prior to approval to continue the search. The checklist will include sources such as professional contacts, professional associations and sources targeting underrepresented populations.

The Office of Diversity and Equity designed a checklist to assist search committees in developing recruitment strategies to target underrepresented groups. The checklist provides categories of recruitment sources search committees must utilize in each search. The completed checklist enumerating the recruitment efforts is submitted with the request for interview approval. The checklist includes sources such as professional contacts, professional associations and resources targeting underrepresented populations.

Goal #4


The Office of the Provost will require job postings for faculty positions to include specific language related to the University's commitment to diversity. Additionally, all faculty candidates will be required to include a statement regarding their commitment to diversity in their applications. These requirements will assist in communicating the University's commitment to prioritizing diversity in the recruitment process.

On September 26, 2014 the Office of the Provost issued new requirements for faculty job postings. The new language includes an expectation for new hires to "broaden participation among members of under-represented groups; demonstrate through their research, teaching, and/or public engagement the richness of diversity in the learning experience; integrate multicultural experience into instructional methods and research tool, etc." Additionally, job postings include a requirement for applicants to submit a commitment to diversity statement as part of their application materials


Goal #5

The Office of Diversity & Equity (ODE) in partnership with the Department of Human Resources (DHR) will increase efforts to recruit individuals with disabilities and veterans. Developing recruiting relationships with local veteran organizations and state military units will provide opportunities to recruit veterans for available positions. ODE and DHR also will explore networking with agencies and organizations serving individuals with disabilities to apprise them of the employment opportunities and inclusive work environment at the University. These newly cultivated recruiting sources will encourage veterans and individuals with disabilities to apply to open positions.

In this Plan year, ODE focused on researching and cultivating sources to increase the recruitment of individuals with disabilities and veterans. ODE and DHR participated in several meetings the representatives from the Connecticut National Guard in an effort to develop a relationship and facilitate the recruitment of veterans for open positions. The meetings resulted in several mini job fairs and recruitment visits for veterans in an effort to develop a pipeline of applicants. In an effort to recruit veterans in the national labor market, ODE and DHR developed a relationship with RecruitMilitary to begin posting and distributing job posting through their network. To increase local recruitment of individual with disabilities, ODE worked with contacts at Connect-Ability, a part of the CT Department of Rehabilitation Services. For recruitment on a national level, ODE and DHR looked to AbilityJobs for distribution of job postings.



Workforce and Hiring Diversity Data Update



University of Connecticut
Office of Diversity and Equity

DECEMBER 2015

Introduction

This report is intended to assist the University's ongoing efforts to diversify its workforce. Beginning in 2012, the Office of Diversity and Equity (ODE) published reports with detailed demographic information organized by race and gender about the faculty workforce, new hires, applicants and recruitment efforts. In subsequent years, the reports were updated with the addition of comparisons to peer institutions, 10-year UConn comparisons and detailed applicant analyses. The reports were expanded in 2014 to include the same detailed data for staff. These reports are presently accessible [online](#), under Diversity on the ODE website.

This 2015 update contains similar data and analysis in a summarized format. It includes the faculty and staff workforce, new hires (2014-2015), recruitment efforts and for the first time, separations. After compiling several years of detailed and data-intensive reports, it was evident that the data was not changing significantly every year. Basically, "*the needle was not moving*" enough to continue the compilation of copious volumes. This more succinct report updates the critical data and provides analysis and insight.

About the data

The data includes demographic information organized by race and gender. The demographic profiles are obtained through voluntary self-identification by employees and applicants. The data specific to hiring and separations reflects the time period of October 1, 2014—September 30, 2015. The information in this report is compiled by ODE utilizing data from the Department of Human Resources GENESYS system.

Key Definitions:

Faculty: Instructors and Assistant, Associate and Full Professors. Clinical faculty are included for the Schools of Pharmacy and Nursing. Adjunct faculty and non-tenure positions are not included.

Staff: Management, UCPEA, University Educational Assistant (UEA), University Staff Professionals (USP), Academic Assistants, Extension Educators, Athletic Specialists and Classified staff including Secretarial/Clerical, Service/Maintenance, Paraprofessional, Qualified Craft worker and Protective Service employees. Part-time staff is included. Research assistant and associates, postdoctoral fellows, special payroll employees and graduate assistants are not included.

Workforce: Faculty or staff (as defined above) employed as of September 30, 2015.

New Hires: Faculty or staff hired within the 12 month period of October 1, 2014—September 30, 2015.

Separations: Faculty or staff leaving employment due to retirement, resignation, termination or death within the period of October 1, 2010—September 30, 2015.

Race and Ethnicity Definitions*

- **White (Not of Hispanic Origin):** All people having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Black (Not of Hispanic Origin):** All people having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino:** All people having Puerto Rican or Mexican origins, or all people of Cuban, Central, or South American, or other Spanish culture or origin, regardless of race.
- **Asian:** All people in the groups of Asian/Pacific Islander; Asian (all people having origins in any of the original peoples of China, Japan, Korea, Eastern Asia, Southeast Asia, the Indian subcontinent (including Pakistan) or the Pacific Islands including the Philippines and Samoa).
- **Native American:** Native American Indian or Alaskan Native (all people having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community attachment). Note: Native American data is not included in applicant data due to the not statistically significant number of applicants self-identifying as Native American.
- **Two or More Races:** All persons identifying with 2 or more of the following races: White, Black, Asian, Native American.

**Taken from the Equal Employment Opportunity Commission (EEOC) regulations*

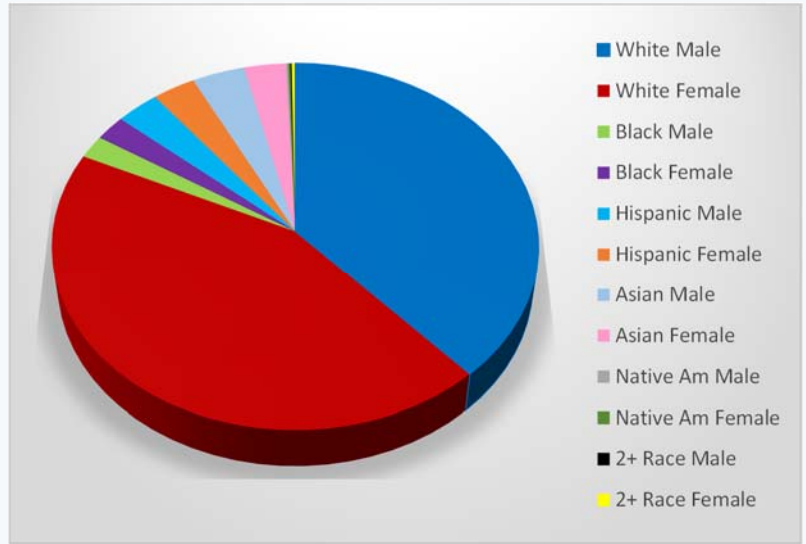
The Workforce

Of the combined workforce of 4292:

- 68.9% are Staff
- 28.9% are Faculty
- 2.2% are Executive/Management

The combined workforce is:

- 82.0% White
 - 4.3% Black
 - 6.2% Hispanic
 - 6.8 % Asian
 - 0.3% Native American
 - 0.3% Two or More Races.
- ◆ 52.5% female and 47.5% male
- ◆ White females are 43.8%, the largest group



Faculty has the fewest black employees with 3.1% while Executive/Management has the highest representation with 9.7%

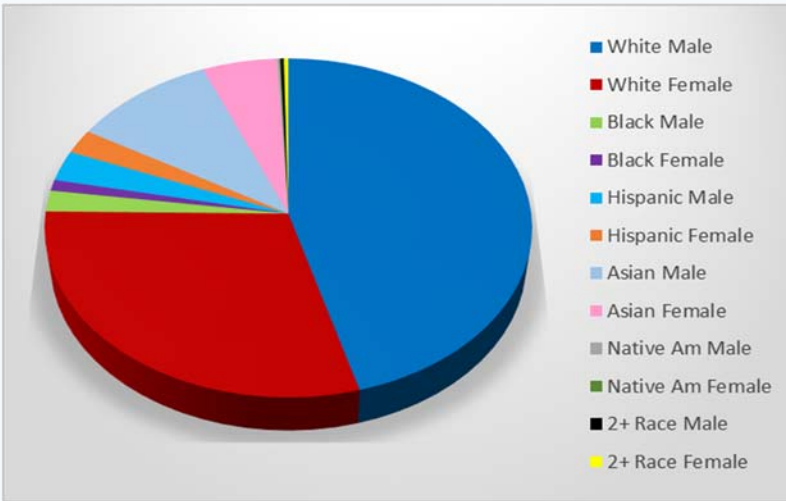
Faculty

◆ 1170 tenure and tenure-track track and 72 clinical faculty

The faculty workforce of 1242 is:

- 75.2% White
- 3.1% Black
- 5.2% Hispanic
- 15.7 % Asian
- 0.2% Native American
- 0.6% Two or More Races

- ◆ 308 minority faculty comprise 24.8% of the total faculty workforce
- ◆ 38.7% female and 61.3% male
- ◆ White males constitute 45.7%, the largest group
- ◆ Black females are the least represented at 1%.



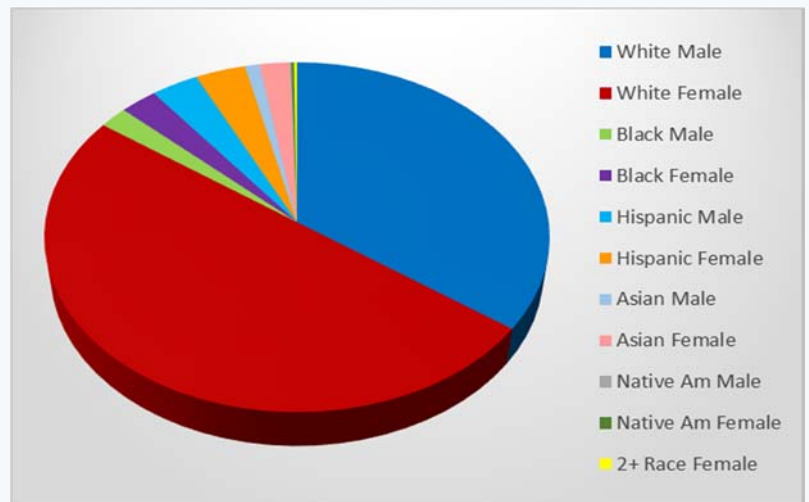
Total Faculty Workforce by Race and Gender

The largest concentration of females is within the staff with 58.6% and the smallest is within faculty with 38.7%

Staff

The staff workforce of 2957 is:

- 84.9% White
 - 4.6% Black
 - 6.8% Hispanic
 - 3.1 % Asian
 - 0.3% Native American
 - 0.3 Two or More Races
- ◆ 58.6% female and 41.4% male
- ◆ White females constitute 50%, the largest group
- ◆ 447 minority staff comprise 15.12% of the staff workforce
- ◆ Custodians comprise 37% of the 202 Hispanic staff

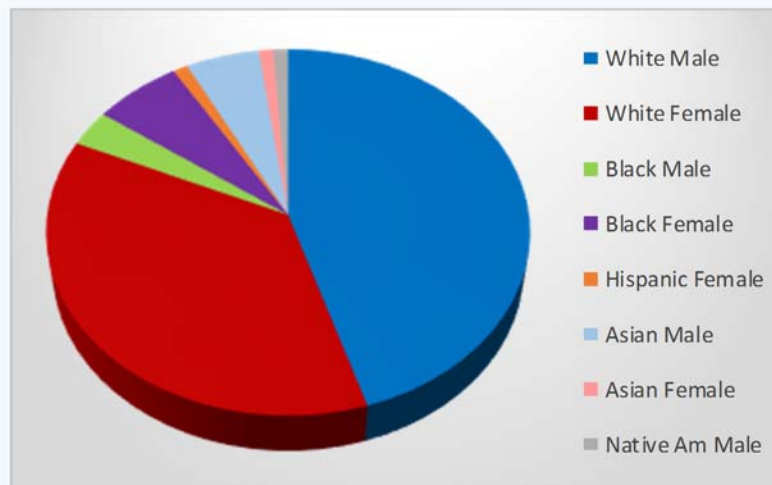


Total Staff Workforce by Race and Gender

Executive/Management

The executive/management workforce of 93 is:

- 81.7% White
- 9.7% Black
- 1.1% Hispanic
- 6.5 % Asian
- 1.1% Native American
- ◆ 45.2% female and 54.8% male
- ◆ White males are 45.2%, the largest group
- ◆ 17 minority executives comprise 18.3% of the Executive/Management workforce
- ◆ There has not been a Hispanic male in this category since 2004**

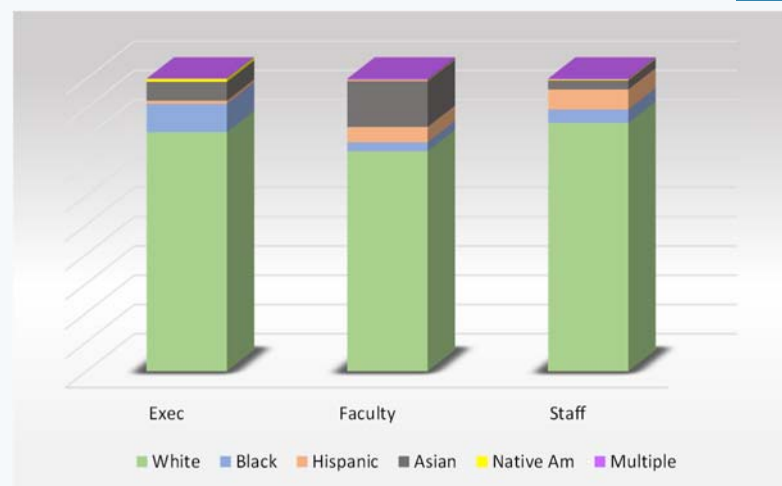


Total Executive/Management Workforce by Race and Gender

Hispanic faculty are not represented in the School of Fine Arts and Hispanic males are not represented in the Schools of Social Work or Nursing

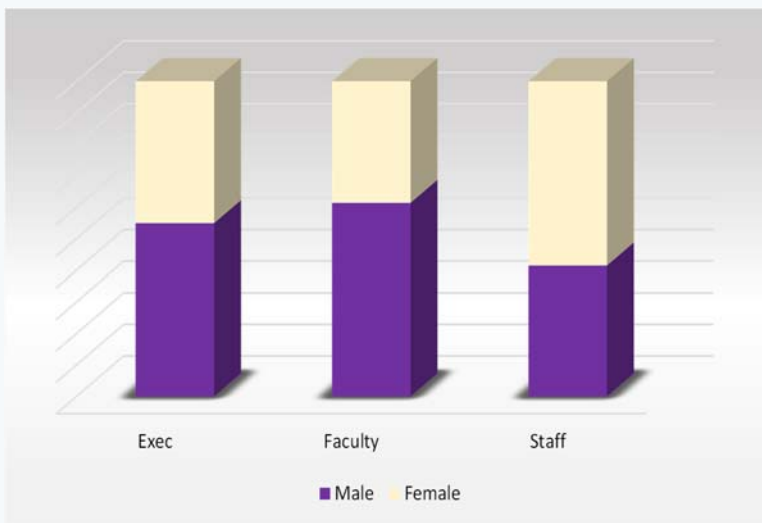
Where is our diversity?

- The Executive/Management category has the highest representation of Black (9.7%) and Native American (1.1%) employees
- Asian is the largest percentage of faculty after White at 15.7% but the lowest for staff at only 3.1%
- The highest concentration of Hispanics is within staff at 6.8%.
- Blacks represent 3.1% of the faculty, the lowest percentage as compared with staff and Executive/Management
- 1 female is the sole Hispanic in the Executive/Management category
- There are 38 Black faculty members, 136 staff and 9 Executive/Management for a total of 183.



Race percentages by employment category

Black male faculty are not represented in the Schools of Law, Pharmacy or Nursing



Gender percentages by employment category

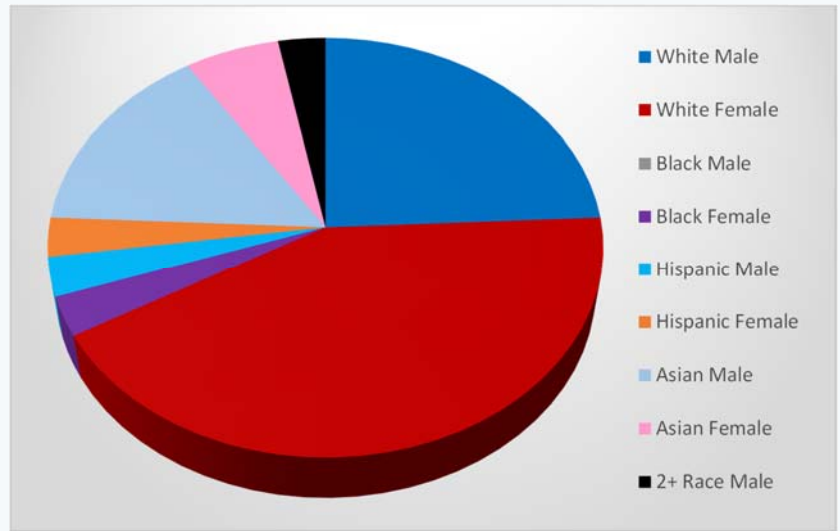
- Faculty is the only category where males outnumber females
- Black females constitute 1% of the faculty
- Females comprise 13.3% of Protective Services with 14 total
- Only 3.6% of Qualified Craft Workers are female while only 2.7% of clerical staff are male
- Athletics has the highest representation of Black male employees with 12
- Social Work has the highest representation of Black female employees with 10
- Facilities employs the highest number of Hispanic males and females, 57 and 27 respectively
- There are 51 Asian males in Engineering, the largest representation of Asian male faculty
- There are 25 Asian females in CLAS, the largest representation of Asian female faculty

Black female faculty are not represented in the Schools of Pharmacy, CANHR, Business or Engineering

2015 New Hires

Faculty

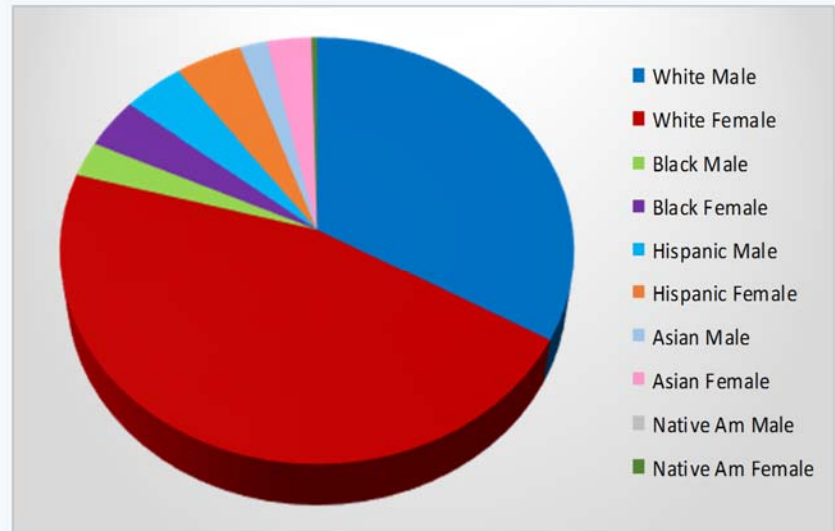
- 33 new hires: 31 Tenure –Track and 2 Clinical
- 54.5% female and 45.5% male
- 1 Black female Clinical Associate Professor hired in the School of Nursing
- 14 White female hires comprised the largest group at 42.4%
- School of Education hired a Hispanic female and an Asian female
- Females were hired in Chemistry, Computer Engineering, Mechanical Engineering and Molecular Biology, areas with traditionally lower female representation
- 1 Hispanic male was hired as a Professor in Mathematics



TOTAL	WM	WF	BM	BF	HM	HF	AM	AF	NM	NF	2+M	2+F
33	8	14	0	1	1	1	5	2	0	0	1	0

Staff

- 261 new hires
- 79.3% of new hires were White
- 57.9% female and 42.1% male
- White females were the largest group at 46.0%
- 10 of 23 Hispanics hired were custodians
- 3 White females, 1 Hispanic female and 1 Asian female hired in Public Safety
- 1 Black male hired in Public Safety
- No males hired into clerical positions
- All 7 Qualified Craft Workers hired were White males

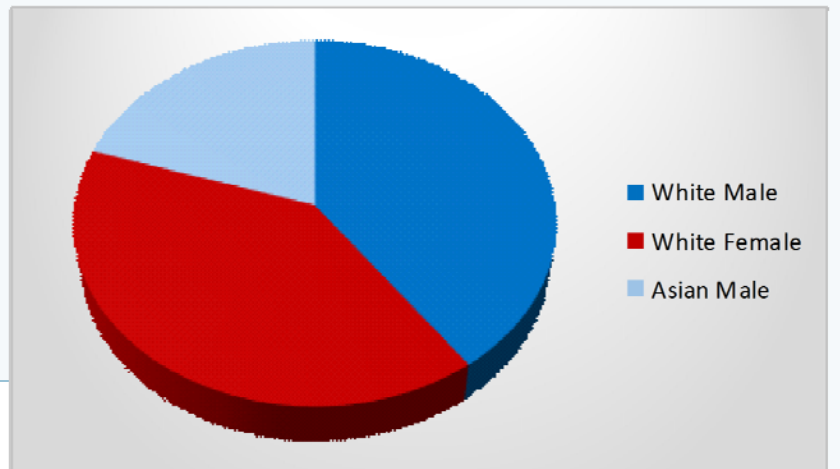


TOTAL	WM	WF	BM	BF	HM	HF	AM	AF	NM	NF	2+M	2+F
261	87	120	7	10	11	12	5	8	0	1	0	0

57.2% of the total 2015 new hires were female.

Executive/Management

- 5 new hires
- 80% White and 20% Asian
- 40% female and 60% male
- 1 Asian male hired



TOTAL	WM	WF	BM	BF	HM	HF	AM	AF	NM	NF	2+M	2+F
5	2	2	0	0	0	0	1	0	0	0	0	0

8.4% of the total new hires were Hispanic. Increasing by 1.3% from 2014

Applicants for 2015 Searches

Faculty

2371 total applicants:

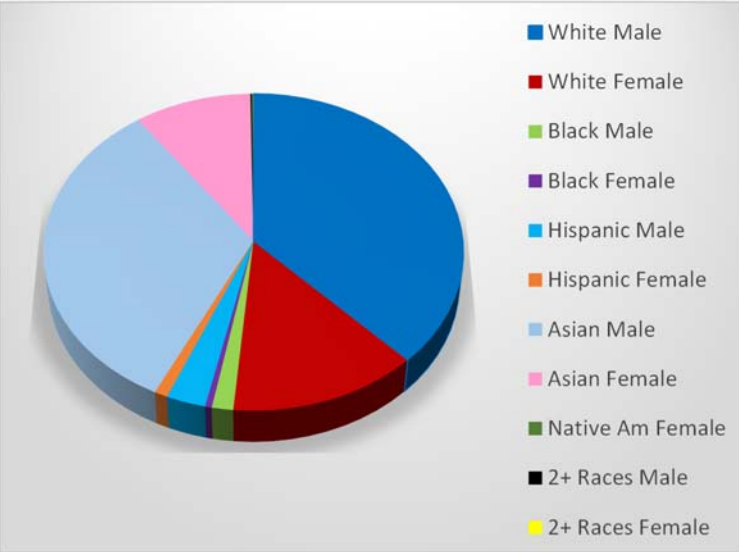
- 49.5% white
- 1.9% Black
- 3.7% Hispanic
- 40.9% Asian
- 0.04% Native Am
- 75.3% Male
- 24.7% Female

Interviewed:

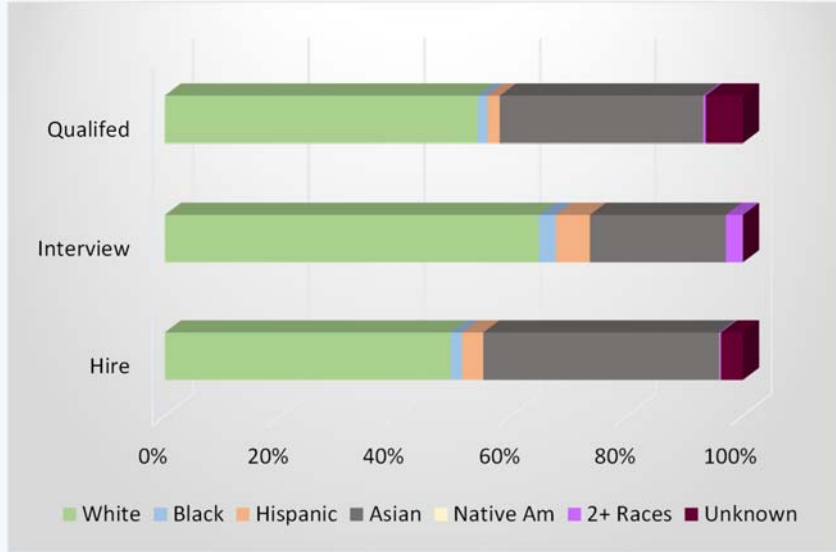
- 54.1% White
- 1.7% Black
- 2.1% Hispanic
- 35.2% Asian
- 0% Native Am

- 63.5% Male
- 36.5% Female

- Female interview rate is higher than application rate
- White interview rate is higher than application rate
- Hispanic applicants are 3.7% of the total pool, 2.1% if the interview pool and 6.1% of hires



Applicants by race/gender for faculty positions



Applicants by ranking with race for faculty positions

Staff

9274 total applicants:

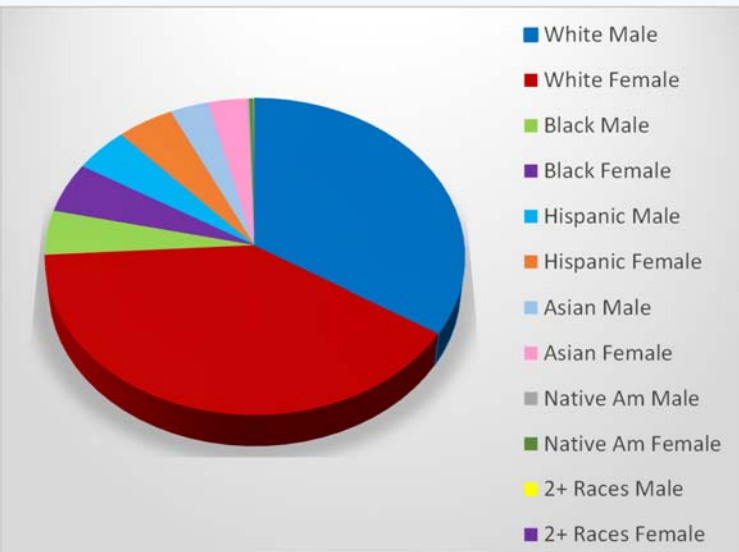
- 70.2% White
- 9.2% Black
- 8.8% Hispanic
- 6.1% Asian
- 0.5% Native Am
- 47.1% Male
- 52.9% Female

Interviewed:

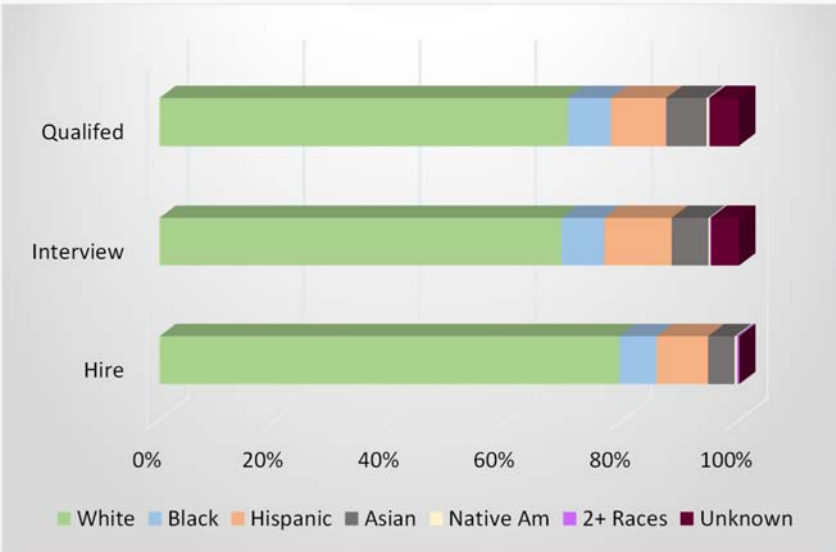
- 52.4% White
- 5.4% Black
- 4.8% Hispanic
- 5.6% Asian
- 0.4% Native Am

- 50.5% Male
- 49.5% Female

- Female application rate is higher but Interview rate is lower than male
- Interview rate for Hispanic applicants is 4.8% but 8.8% for hires
- White applicants are 70.2% of the total pool, 52.4% of the interview pool and 79.3% of hires



Applicants by race/gender for staff positions



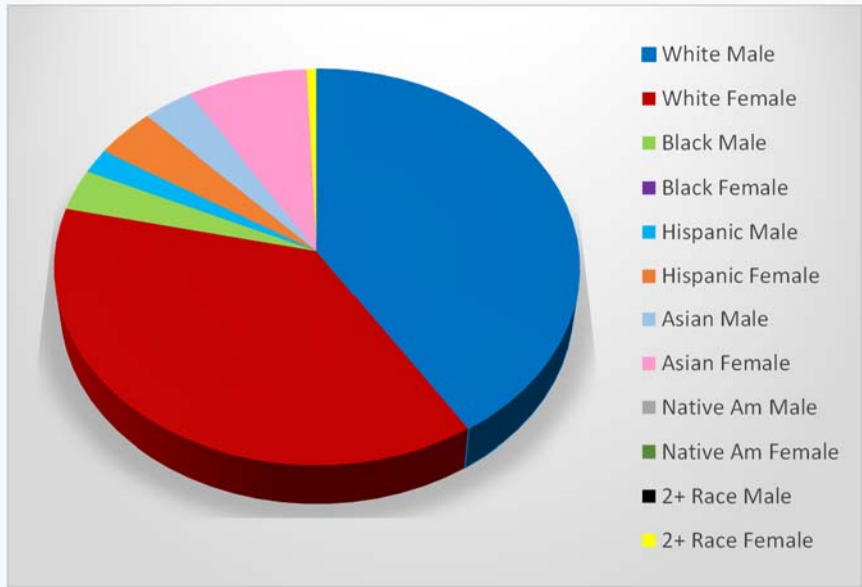
Applicants by ranking with race for staff positions

In Residence Faculty

Workforce

149 In-Residence Faculty:

- 78.5% White
 - 11.4% Asian
 - 6.0% Hispanic
 - 3.4% Black
 - 0% Native American
 - 0.7% Two or More Races
- ◆ 50.3% female and 49.7% male
 - ◆ No Black female in-residence faculty
 - ◆ 32 minority In-Residence faculty comprise 21.5% of the total In-Residence faculty

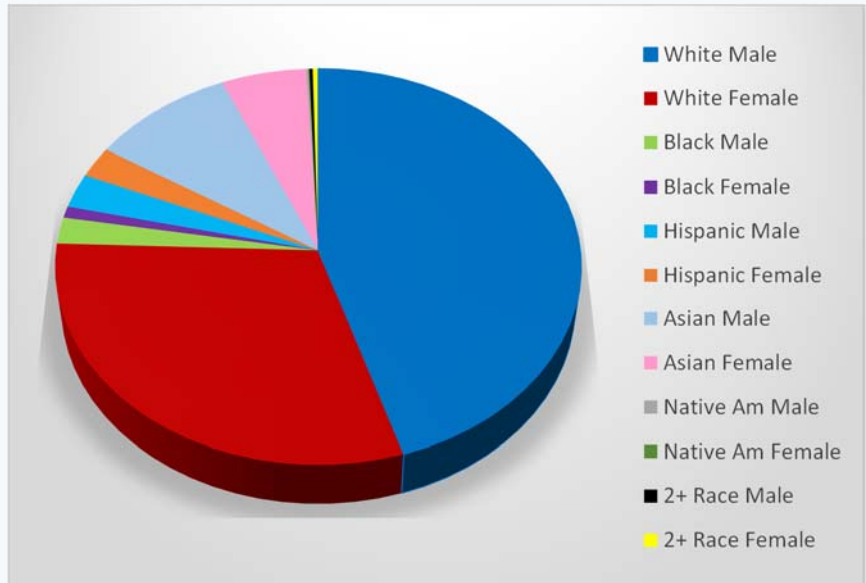


In-Residence Faculty workforce by race/gender

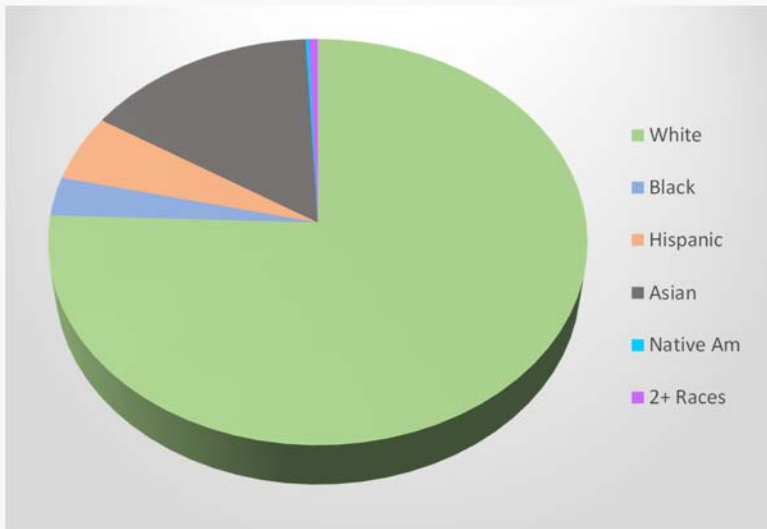
Total Combined Faculty

1391 Total Tenured, Tenure-track, Clinical and In Residence:

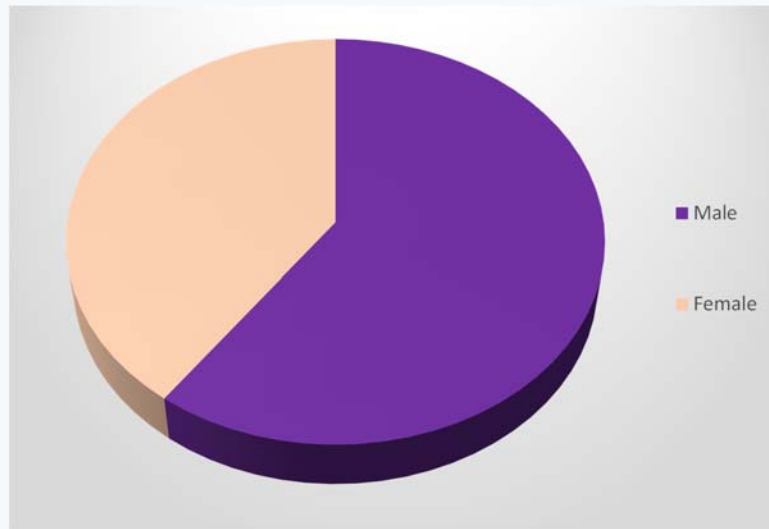
- 75.6% White
 - 15.2% Asian
 - 5.3% Hispanic
 - 3.1% Black
 - 0.2% Native American
 - 0.7% Two or More Races
- ◆ 40.0% female and 60.0% male
 - ◆ 340 minority faculty comprise 24.4% of the total combined faculty



Tenured, Tenure-track, Clinical and In-Residence Faculty workforce by race/gender



Tenured, Tenure-track, Clinical and In-Residence Faculty workforce by race

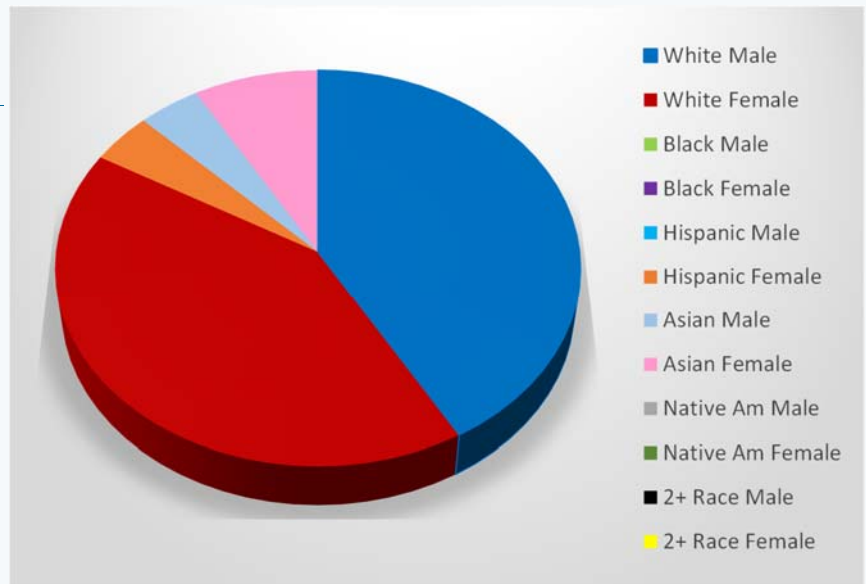


Tenured, Tenure-track, Clinical and In-Residence Faculty workforce by gender

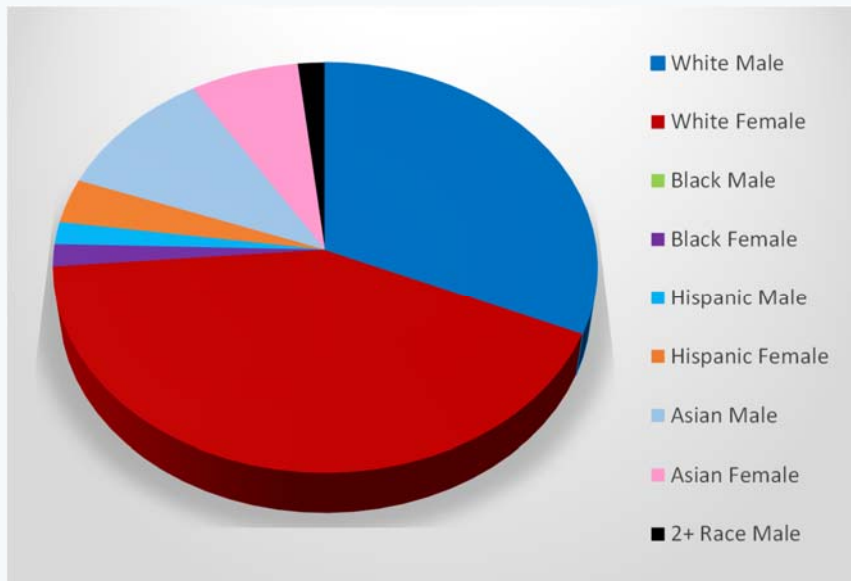
New Hires-In Residence

24 new hires:

- 83.3% White (10 male, 10 female)
- 12.5% Asian (1 male, 2 female)
- 4.2% Hispanic (1 female)
- 0% Black
- 0% Native American
- ◆ 54.2% female and 45.8% male



In-Residence Faculty hires 2015 by race/gender

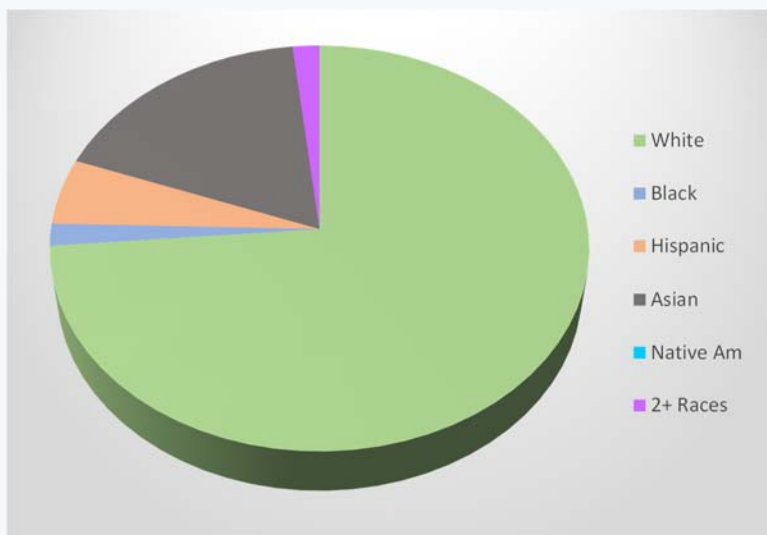


Tenured, Tenure-track, Clinical and In-Residence Faculty new hires by race/gender

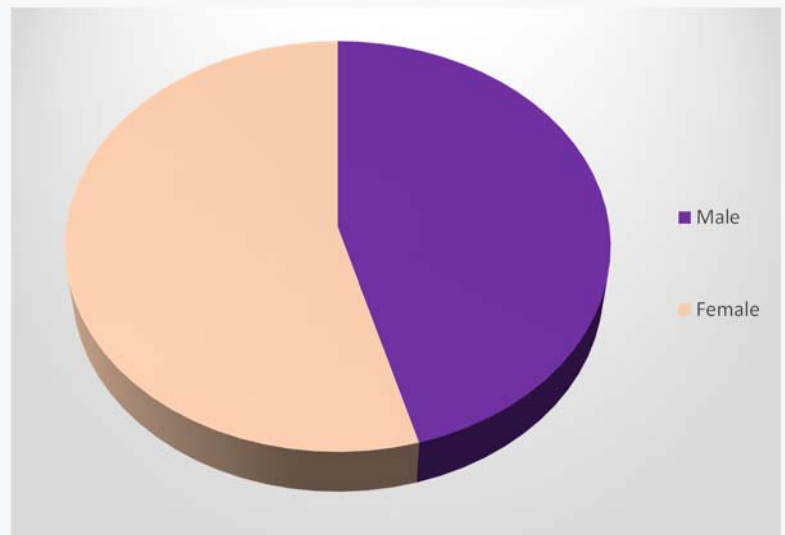
Total Combined Faculty New Hires

57 new hires:

- 73.7% White (18 male, 24 female)
- 17.5% Asian (6 male, 4 female)
- 5.3% Hispanic (2 Male, 2 female)
- 1.8% Black (1 female)
- 0% Native American
- 1.8% Two or More Races (1 male)
- ◆ 54.4% female and 45.6% male



Tenured, Tenure-track, Clinical and In-Residence Faculty new hires by race/gender



Tenured, Tenure-track, Clinical and In-Residence Faculty new hires by gender

A Different View: Employee Separations

In previously published reports (2012-2014), the Office of Diversity and Equity (ODE) focused on workforce trends through analysis of new hires, applicants, and recruitment efforts. The detailed examination of both faculty and staff data allowed for a baseline (benchmark) assessment of workforce demographics. Charting new hires and applicants provided a quantitative picture of the effects of the search and recruitment process on the workforce. Capitalizing on the findings of these reports, efforts were taken to increase the diversity of applicant pools through emphasis on recruitment strategies, enhanced training on search committee obligations and individual school/college initiatives. Additionally, search committees and hiring managers continue to prioritize constructive discussions on non-traditional proactive recruitment efforts.

As this update shows, the workforce demographics and new hires have not significantly changed. With increased scrutiny and attention to the recruitment and hire of diverse applicants, the question now is why are the numbers not changing?

One approach is to examine the other side of the hiring cycle: employee separations.

Separation data is included in the annual state and federal *Affirmative Action Plans*. The *Plans* utilize this data in the quantitative analysis of employment transactions. For this report, the data is compiled and formatted to follow the established patterns of previous reports.

The data presented in the next series of charts provides a broad overview of employee separations using the general categories of separation reasons.*** The date range of October 1, 2010 — September 30, 2015 was selected to provide a sufficient data sample for analysis.



From October 1, 2010 — September 30, 2015, 1527 new employees were hired:

- 365 Faculty
- 1121 Staff
- 41 Executive/Managerial

Of those 1527 employees hired, 1234 or 80.8% remain employed at the University.

These remaining 1234 employees are comprised of:

Faculty:	Staff	Executive/Managerial
321 or 87.9% remain employed:	885 or 78.9% remain employed:	35 or 85.4% remain employed:
White: 88.5%	White: 79.3%	White: 82.4%
Black: 78.6%	Black: 70.1%	Black: 100%
Hispanic: 91.3%	Hispanic: 81.7%	Hispanic: N/A
Asian: 87.8%	Asian: 79.2%	Asian: 100%
Native American: 0%	Native American: 100%	Native American: N/A

Who's leaving?

From October 1, 2010 — September 30, 2015, 1298 employees separated from employment:

- 243 Faculty
- 1004 Staff
- 49 Executive/Managerial

- In these 5 years, 30% of the total employee population separated
- 85% of the new hires replaced departing employees



What is a separation?

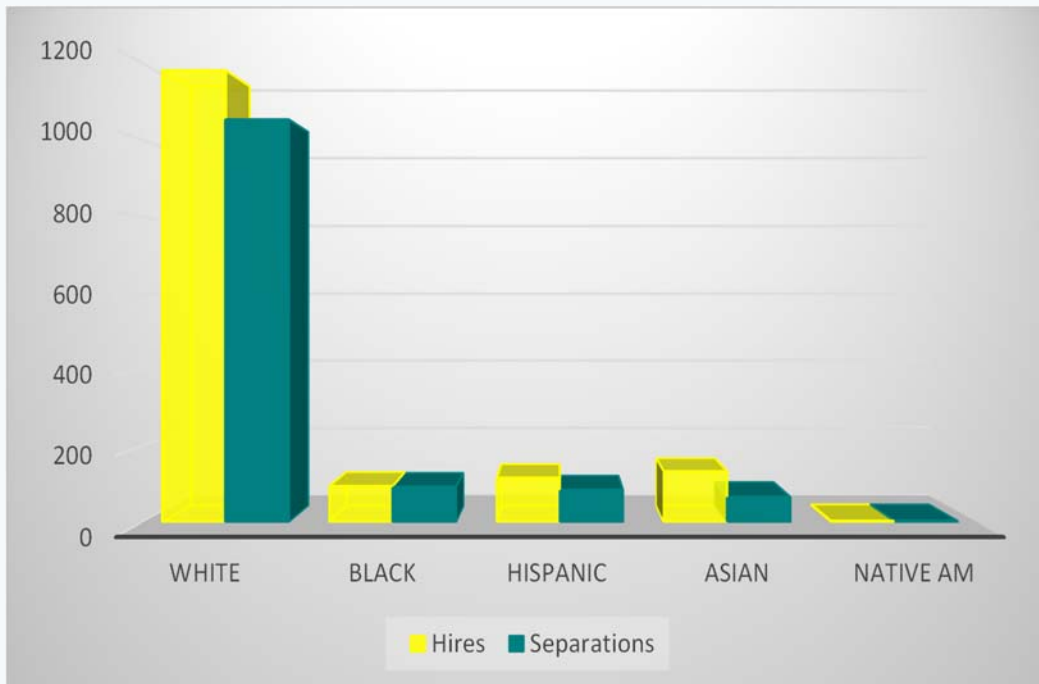
- Resignation
- Retirement
- Termination
- Transfer to another agency (staff only)
- Death



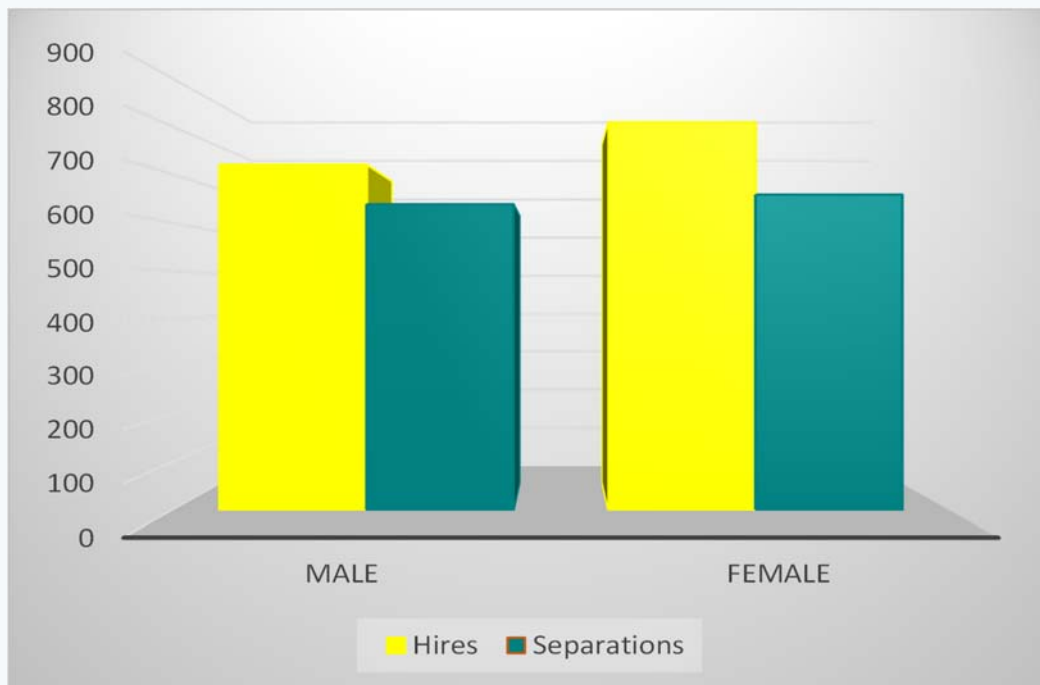
Employees hired from October 1, 2010 — September 30, 2015:

- 1181 White
- 94 Black
- 116 Hispanic
- 133 Asian
- 3 Native American

- 720 males
- 808 females



Hires Compared to separations by race/ethnicity—5 years



Hires Compared to separations by gender—5 years



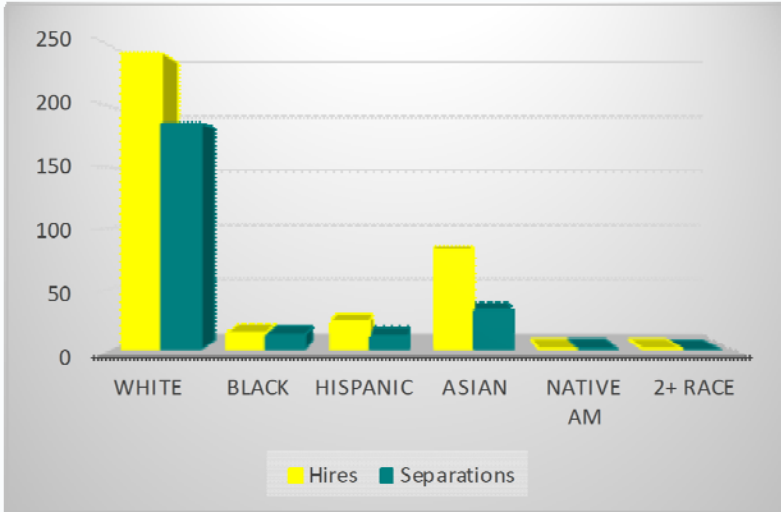
Employees separated from October 1, 2010 — September 30, 2015:

- 1053 white
- 92 black
- 84 Hispanic
- 66 Asian
- 3 Native American

- 639 males
- 659 females

Impact of Retention on Diversity

Faculty Separations



5 year comparison hires to separations by race for Faculty

Faculty in five years (2011-2015):

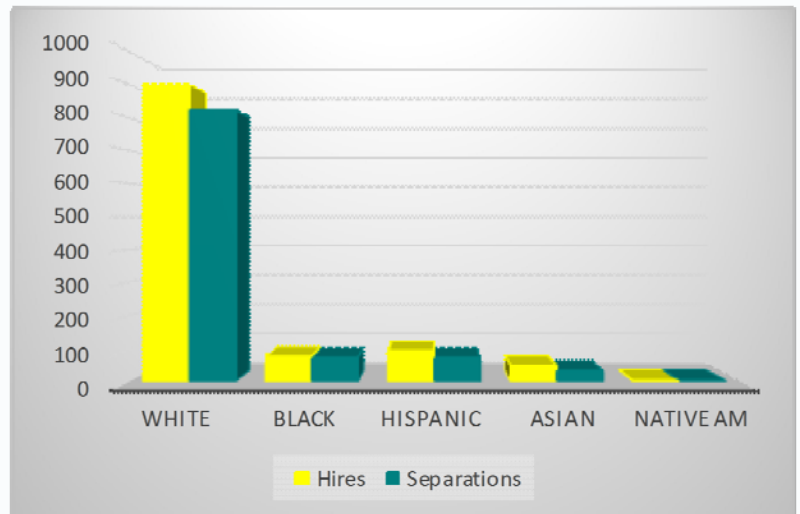
- 365 hires
- 243 separations****
- 121 total minority faculty hires
- 57 total minority faculty separations
- 14 Black faculty hires and 12 separations
- 1 Native American hire and 1 separation
- Asian faculty had the greatest net gain: 82 hires and 33 separations
- For almost every 2 Hispanic faculty hired, 1 separated



Staff Separations

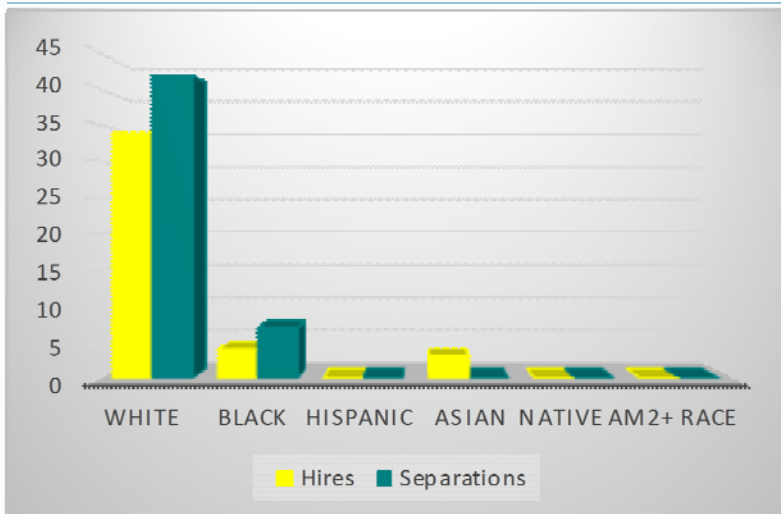
Staff in five years (2011-2015):

- 1121 hires
- 1004 separations
- 220 total minority staff hires
- 181 total minority staff separations
- 77 Black staff hires and 73 separations
- 2 Native Americans hires and 2 separations
- White staff had the greatest net gain: 901 hires and 823 separations



5 year comparison hires to separations by race for Staff

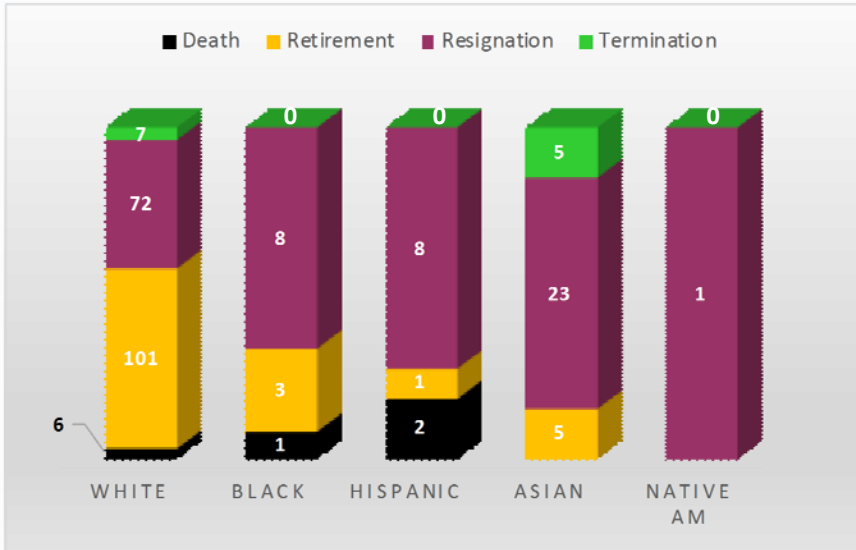
Executive/Management Separations



Executive/Management in five years (2011-2015):

- 41 hires
- 49 separations
- More White executive separations (42) than hires (34)

Why are we leaving?



Faculty separations over 5 years

Faculty

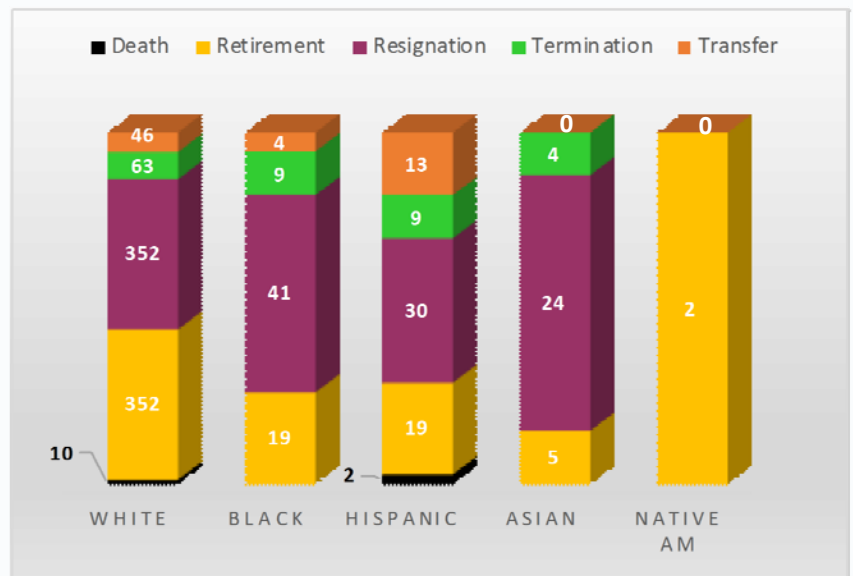
Between October 1, 2010 - September 30, 2015:

- 110 retirements
- 112 resignations
- 12 terminations
- 9 deaths
- The largest reason for White faculty separations was retirement with 54.3%
- Resignation constituted the largest reason for Black (67.7%), Hispanic (72.7%), Asian (69.7) and Native American (100%) faculty separations

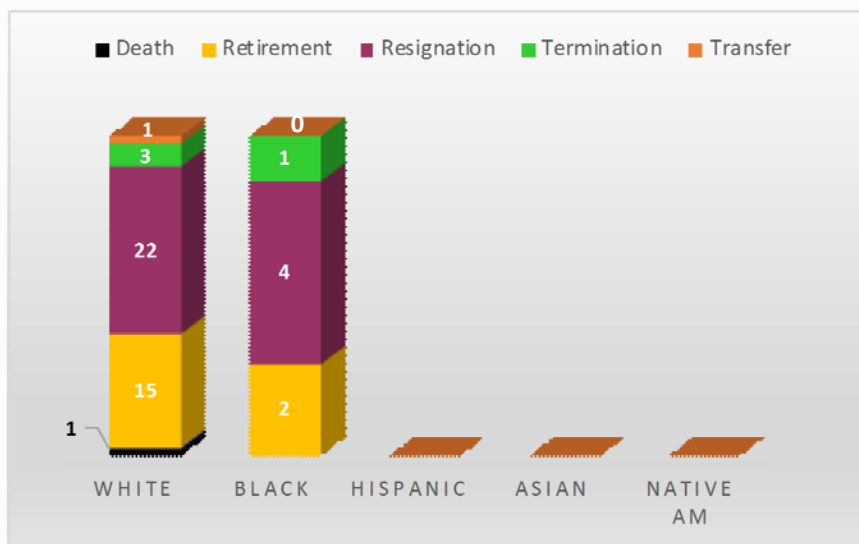
Staff

Between October 1, 2010 - September 30, 2015:

- 397 retirements
- 447 resignations
- 85 terminations
- 63 transfers
- 12 deaths
- Retirements and resignations for White staff were equal at 42.8% each
- Resignations were the largest reason for separation for Asian and Black staff at 72.7% and 56.2% respectively



Staff separations over 5 years



Executive/Management separations over 5 years

Executive/Managerial

Between October 1, 2010 - September 30, 2015:

- 17 retirements
- 26 resignations
- 4 terminations
- 1 transfer
- 1 death
- 61.9% of Executive/Managerial separations were resignations
- Resignations were 52.4% and 57.1% of White and Black executive separations, respectively