

University Senate Meeting
November 6, 2017
ROME BALLROOM, Storrs Campus

1. Moderator Siegle called the meeting to order at 4:00 p.m.
He opened the meeting by clarifying that according to Robert's Rules, Old Business should be part of the Senate agenda. Old Business pertains to unfinished business from the previous meeting.
2. Approval of Minutes of October 2, 2017
A motion to accept the minutes was made by Senator Darre and seconded by Senator Makowsky.

MOTION PASSED UNANIMOUSLY

3. Report of the President
Presented by Provost Jeremy Teitelbaum

President Herbst was unable to attend, as she was attending a conference on civil war monuments where four distinguished Civil War historians were speaking. The Draper Chair in American History sponsored the event, held at the Dodd Center.

The State legislature passed, and the governor signed, with one small line item veto, a state budget. The budget passed is considerably better than \$309m cut vetoed by Governor Malloy. Storrs and Health combined received a cut of approximately \$143M over the next two years. The cut is bigger than planned for; a lot of work will be needed to deal with it. The legislature included a lapse in the budget--a lapse instructs the governor to save additional money, leaving to the governor to identify where the money will come from. Thus, we are waiting for final news on this and next years' budget.

President Herbst spoke at the Board of Trustees meeting and outlined some ways we will respond to the cuts, which equal the sum of cuts since 2010. The focus will be on protecting the core academic mission. We will move forward with faculty hiring. Savings will be achieved from slowed hiring of staff, restructuring and elimination of positions, and attrition. SEBAC prevents laying off positions for two years, but staff can be reassigned through reorganization. The review process will look at 2018-19, and future years as well.

President Herbst extended her appreciation for the level of mobilization from faculty, staff, alumni, and supporters of the University across the state. Many called legislators, wrote letters to the editor, and otherwise made their voices heard. The support made a difference. We need to keep supporters engaged and continue to make the case that what we do is of service to the State of Connecticut.

Senator Schultz spoke about an email inquiry faculty in CLAS previously received related to their interest in speaking to legislators. He has not heard any follow up about this survey, and asked whether the University was working to develop initiatives along these lines.

Provost Jeremy Teitelbaum responded that there is a fine line to walk. As citizens, people are encouraged to reach out to legislators. The University has a government relations arm. However, he is cautious about advising faculty about how to speak to legislators. He advised Senator Shultz to speak to CLAS about the survey.

4. Report of the Senate Executive Committee
Presented by SEC Chair Hedley Freake

Attachment #13

Following his report, Senator Freake invited Senator Valverde, member of the Metanoia Steering Committee and USG Student Body President, to provide an update on the Metanoia.

Senator Valverde noted that the Metanoia, "Together: Confronting Racism", was pulled together in about one month. The university community designated November 8, 2017 as a day of reflection, learning, sharing, and transformation focused on confronting racism in our university, our state, and our nation. There were many events scheduled, and students, faculty, and staff were encouraged to engage in conversations about racism.

Senator Valverde received applause from the Senate.

5. Consent Agenda Items:

- Report of the Nominating Committee
- Report of the Senate Curricula and Courses Committee

Attachments #14-15

Senator Kaminsky inquired about the removal of the subtitle for HDFS 3261 Men and Masculinity: A Social Psychological Perspective.

Senator Darre referred the question to Senator Schultz. The proposer indicated that the change would better reflect the diversity of forms of masculinity, as well as the study's interdisciplinary nature.

AGENDA ITEMS PASSED UNANIMOUSLY

6. Annual Report on Diversity

Presented by Joelle Murchison, Associate Vice President and Chief Diversity Officer

Attachment #16

Ms. Murchison presented the report of the Office for Diversity and Inclusion, which included highlights of the inaugural year. Last year, she spoke to the Senate about plans. Since then, some significant strides were made, but much work remains. She thanked the Metanoia committee for its work.

There are a variety of terms used to talk about diversity and inclusion. The Office spent some time this year thinking about: what these terms mean, how adept we are as community, what implicit bias is and whether we have taken steps to address our own. In many instances when we say diversity, we are talking about the mix of what is here. When we talk about inclusion, we are talking about how adept we are at including the assembled group.

Senator Sánchez asked a question with two follow-up questions: whether Ms. Murchison, as the leader of the unit, believes in pay equity; if she was aware of Scruggs report commissioned by AAUP, which identified sizable and consistent salary and merit raise discrepancies for women and underrepresented minority groups; and how she was addressing pay inequity.

Ms. Murchison responded that without her official hat on, she believes in pay equity. This issues formally falls under the Office of Institutional Equity (OIE). She had read an excerpt of the Scruggs report and had the opportunity to sit with the AAUP. Ms. Murchison recognized that some of the questions around the report have not yet been addressed. She is happy to help advance the conversation, and will support this work on campus as she can.

Senator Makowsky asked what specific actions have been taken to raise diversity among faculty, which have tended to have the poorest numbers.

Ms. Murchison responded that her office has been available to consult with individual departments, particularly as they began search processes, to advise on methods that could yield results. She is not in the Office of Institutional Equity, but is aware that they

have been more intentional with search processes and requiring those who go through training to test themselves on bias. She knows education is critically important. Also UConn needs to become branded as a diverse place. This is not an overnight process, rather a hands-to-plow process of assessing individual situations and how to make a broader impact.

Senator Pratto asked if the work of her office on inclusion includes addressing sexual harassment.

Ms. Murchison replied that we define inclusion to ensure all individuals have access to fair and equitable opportunities. The Office of Institutional Equity deals with Title IX. Her office does training, which is also facilitated through OIE, for sexual harassment.

Senator Hagan asked how the Office for Diversity and Inclusion factors in lesser known forms of diversity, such as diversity of opinions or international students.

Ms. Murchison referred to the third slide in her PowerPoint presentation, which provides a glossary of terms. This slide addresses the dimensions of diversity. Primary identities typically consist of what people cannot change and are most likely to be discriminated against because of. Diversity is the mix; it is inclusive of every single one of us. The challenge is inclusion. The work, training, and education they provide calls people to action about the broader dimensions of diversity.

Senator Atkinson-Palombo asked for clarification on responsibility for monitoring pay equity. She had asked Dana Wilder and Daniel Weiner this question when they were in charge of, and presented set of recommendations from, a diversity task force. One recommendation from that task force was to create a dashboard to monitor pay equity. Who in the University will look at pay equity?

Ms. Murchison stated her recollection that the task force recommendation was very broad concerning data. OIRE is in the process of creating a dashboard. She has seen both first and second drafts. Ms. Murchison will get back to Senator Atkinson-Palombo on pay equity, as she was not clear of the commitment made on pay equity within the dashboard.

Senator Sánchez added that about a year ago Provost Choi said he was working with Dana Wilder on this.

Dana Wilder, Assistant Vice President for Diversity and Inclusion, responded that he does not have anything to add at this time. In terms of what Provost Choi said they were working on, it would have pertained to what they were doing when he was in that office. However, he is no longer in that office and is unaware of where work is being done. He will find out and report back to the Senate.

Senator Tumu inquired what the Office for Diversity and Inclusion plans to accomplish beyond the student advisory committee and diversity committee.

Ms. Murchison referred to the final slide of her PowerPoint presentation, "On the Horizon". Plans include the Excellence Lecture Series, which will be put on the website. There are real opportunities around education. They need to work with Residential Life to provide training to incoming and transfer students. They want to make a mark on communicating what it means to be part of the UConn community. She thinks we can address many incidences she has seen with education. There are also a number of partnerships across the University that will help them bring forth their educational mission. They partner with cultural centers, schools, colleges, deans, etc. The slide is not exhaustive.

7. New Business

Senator Kaminsky thanked all those who made the Metanoia happen. At the last executive meeting, there was a moment of silence for Las Vegas and now we are faced with another tragedy (Texas). He asked whether anyone is thinking ahead to future Metanoias and suggested gun violence and free speech as topics. It is the unfortunate responsibility of the University to address these issues.

Senator Freake noted that there is spring semester Metanoia planned on environmental sustainability. The SEC is in discussion with President Herbst about the difficult times. Previously Metanoias were on an occasion basis, but they are open to a semester frequency.

Senator Sánchez requested that the SEC put pay equity on a future agenda and that there is a discussion of whether we need task force from the Senate to look into the issue.

Senator Freake responded affirmatively.

8. Moderator Siegle called for a motion to adjourn the meeting.

Senator Beall made a motion to adjourn and Senator Makowsky seconded.

MOTION TO ADJOURN APPROVED

The meeting was adjourned at 4:50 p.m.

Respectfully Submitted,

Jill Livingston
 Head of Library Research Services
 Secretary of the University Senate

SENATE EXECUTIVE COMMITTEE

Hedley Freake, Chair

Rajeev Bansal

Karen Bresciano

Janine Caira

Jaci Van Heest

Irma Valverde

Pam Bramble

Nancy Bull

George McManus

Katharina von Hammerstein

Deepthi Varghese

The following members were absent from the November 6, 2017 meeting:

Accorsi, Michael

Aneskievich, Brian*

Barnes-Farrell, Janet*

Barrett, Edith*

Bird, Robert*

Boyer, Mark*

Bramble, Pamela*

Brown, Stuart*

Clausen, John

Cobb, Casey*

Dennis, Kelly*

Ernst, Alexis

Fitch, R. Holly

Gordon, Lewis*

Herbst, Susan*

Irizarry, Guillermo

Jeffcoat, Holly*

Kendig, Tysen*

Kane, Brendan

Loturco, Joe

Luh, Peter

McCauley, Paula*

McCutcheon, Jeffrey

Pancak, Katherine

Schwab, Kristin

Seth, Anji*

Shoulson, Jeffrey

Simien, Evelyn

Wagner, David

Wei, Mei

Werkmeister-Rozas, Lisa

Wilson, Christine*

Wilson, Suzanne*

Zurolo, Mark*

*Members who gave advance notice of absence

SENATE EXECUTIVE COMMITTEE
REPORT to the UNIVERSITY SENATE
November 6, 2017

Good Afternoon,

The Senate Executive Committee has met twice since the last Senate meeting. In additions to those meetings, members of the SEC met with the first candidate for Provost and will meet with the other candidates as well as those for the Dean of Libraries and the University Registrar in the coming days.

On October 27, the SEC met with the appointed Senate representatives to the Board of Trustees. We discussed committee activity as well as the role and responsibility of Senate representatives to the Board. The SEC then met with Senate committee chairs to set the agenda for this meeting and receive updates on committee work. From Faculty Standards, we learned that review of the current SET process remains their focus this semester. Scholastic Standards continues their work on a very full list of tasks this year including review of policies on academic adjustments, additional degrees, academic integrity, the last two weeks of the semester and more.

The Nominating Committee reports that the fall elections are now complete. Gerry Berkowitz and Sarah Winter have been elected to three year terms on the Faculty Review Board. In the faculty at large election, the Individuals shown on the screen have been elected to three year terms beginning July 1, 2018:

Carol Atkinson-Palombo
Pam Bedore
Joe Crivello
Miguel Gomes
Deb Kendall
Thomas Long
Morty Ortega
Linda Pescatello
Jennifer Terni
Mei Wei

All are invited to review minutes of all Senate committee meetings that are posted on the Senate website.

At the October meeting of the University Senate, a motion passed to establish a Delta Gen Ed working group that will consider the structure of the University General Education curriculum. That group has confirmed a meeting schedule and their work is underway.

The SEC met on November 3, privately with President Herbst then followed by a meeting with senior administration.

The Senate Executive Committee recently issued a Call for a Parliamentarian. This voluntary position will assist the Moderator with the conduct of Senate meetings. The SEC is now reviewing the nominations that were received. For reference, a Robert's Rules of Order Motions Chart is now available on the Senate website under Senate meetings.

The University has designated next Wednesday, November 8, as a day of reflection, learning, sharing, and transformation focused on confronting racism in our university, our state, and our nation. This day of Metanoia, entitled Together: Confronting Racism, will include a full slate of events. The Senate Executive Committee would like to express our gratitude to the co-chairs of the Metanoia Steering Committee. Assistant Professor Glenn Mitoma and Undergraduate Student Government President Irma Valverde have done a phenomenal job of leading the endeavor and organizing the day's event under a very tight timeline. The SEC encourages the university community to incorporate consideration of racism in all classes and other apparently unrelated events being held that day. I would now like to call upon Senator Valverde to speak about the calendar of events for the Metanoia.

The next meeting of the University Senate will be held on Monday, December 4. Executive Vice President and CFO Scott Jordan will present an update on the University Budget at that meeting. All are invited to stay following the December meeting for a wine and cheese reception honoring Jose Manautou, recipient of the 2017 Provost Outstanding Service award.

Respectfully submitted,

Hedley Freake, Chair
Senate Executive Committee

**Nominating Committee Report
to the University Senate**

November 6, 2017

1. We move the following staff addition to the named standing committees with a term ending June 30, 2019:
Debarchana Ghosh to the General Education Oversight Committee

2. For the information of the Senate, the Graduate Student Senate has made the following appointments for the current academic year:
Gretchen Geer to the Scholastic Standards Committee
Shannon Mooney to the Faculty Standards Committee

3. For the information of the Senate, the Undergraduate Student Government has made the following appointments for the current academic year:
Jon Clarke and Raymond Hagan to the University Senate
Joshua Crow to the Student Welfare Committee
Susan Jacob to the Senate Diversity Committee
Fiona Bernardin to the Faculty Standards Committee
Raymond Hagan to the Enrollment Committee

Respectfully submitted,

Maria-Luz Fernandez, Chair
Pam Bramble
Gustavo Nanclares

Rajeev Bansal
Jack Clausen
Leslie Shor

**University Senate Curricula and Courses Committee
Report to the Senate
November 6, 2017**

I. The Senate Curricula and Courses Committee recommends approval to ADD the following 1000- or 2000-level courses:

1. ENGL 2605/W Capitalism, Literature, and Culture (#163)
Proposed Catalog Copy
ENGL 2605. Capitalism, Literature, and Culture
Three Credits. Prerequisite: ENGL 1010, 1011, or 2011
How capitalism and its alternatives have been critiqued and defended through literature and other cultural forms.

ENGL 2605W. Capitalism, Literature, and Culture
Three Credits. Prerequisite: ENGL 1010, 1011, or 2011
2. SPAN 1030 Religion in Latin America: A Historical View (#3456)
Proposed Catalog Copy
SPAN 1030. Religion in Latin America: A Historical Survey
Three credits. No knowledge of Spanish required. Taught in English. An interdisciplinary introduction to the study of religion in Latin America from pre-Columbian times to the present. Topics include: religion and social organization; material culture, ritual and society; European expansion and Christianity; processes of religious conversion; religion and globalization.

II. The Senate Curricula and Courses Committee recommends approval to REVISE the following 1000- or 2000-level courses:

- A. DMD 2310 3D Modeling I (#3562) [Revise pre-reqs and description]
Current Catalog Copy
DMD 2310. 3D Modeling I
Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000, 1030 and 2300; open only to Digital Media and Design majors and Digital Arts minors; others by instructor consent. Illuminating the connection between the audience and the image on screen. Creating polygonal 3D models using industry-standard modeling tools.

Revised Catalog Copy
DMD 2310. 3D Modeling I
Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000 and 1030; open only to Digital Media and Design majors.
Introduction to creating polygonal 3D models using industry standard modeling tools, focusing geometry construction based on reference images, edge flow, clean topology, and polygon density.
- B. DMD 2320 3D Lighting and Rendering (#3561) [Revise pre-reqs and description]
Current Catalog Copy
DMD 2320. 3D Lighting and Rendering I
Three credits. Two 3-hour studio sessions. Prerequisite: DMD 1000, 1030 and 2300; open only

to Digital Media and Design majors and Digital Arts minors; others by instructor consent. Introduction to dramatic lighting, 3-point lighting, texturing, bump maps, displacement maps, ambient occlusion, final gathering, ray tracing, shadows.

Revised Catalog Copy

DMD 2320. 3D Lighting and Rendering I

Three credits. Two 3-hour studio sessions. Prerequisites: DMD 1000 and 1030; open only to Digital Media and Design majors.

Introduction to dramatic lighting, 3-point lighting, shadows, materials, procedural textures, bump maps, displacement maps, ambient occlusion, ray tracing, and global illumination.

III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level course in the Writing (W) Competency:

A. POLS 3613W Congressional Elections (#3821)

Proposed Catalog Copy

POLS 3613W. Congressional Elections

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011. Open to juniors or higher; freshmen and sophomores by permission. Recommended preparation: POLS 1602.

Campaign organization, strategy, and election outcomes in Congressional elections. Topics include candidates and nominations, the roles of political parties and interest groups, campaign communications, campaign finance, and electoral reform.

B. AMST 3440/W 19th Century American Art (#3523) [Cross-list with ARTH 3440/W]

Proposed Catalog Copy (AMST)

AMST 3440. Nineteenth Century American Art

(Also offered as ARTH 3440) Three credits. Prerequisite: Open to sophomores or higher.

An overview of major artists and stylistic movements in the United States in the long 19th century.

AMST 3440W. Nineteenth Century American Art

(Also offered as ARTH 3440W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

C. AMST 3822/W Law and Popular Culture (#3721) [Cross-list with POLS 3822/W]

Proposed Catalog Copy (AMST)

AMST 3822 Law and Popular Culture

(Also offered as POLS 3822) Three credits. Prerequisite: Open to juniors or higher.

Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.

AMST 3822W. Law and Popular Culture

(Also offered as POLS 3822W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level course in the Writing (W) Competency:

- A. ARTH 3440/W 19th Century American Art (#3523) [Cross-list with AMST 3440/W, revise description]

Current Catalog Copy

ARTH 3440. Nineteenth Century American Art

Three credits. Prerequisite: Open to sophomores or higher.

Topics in American Art, 1770-1900.

ARTH 3440W. Nineteenth Century American Art

Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Revised Catalog Copy

ARTH 3440. Nineteenth Century American Art

(Also offered as AMST 3440) Three credits. Prerequisite: Open to sophomores or higher.

An overview of major artists and stylistic movements in the United States in the long 19th century.

ARTH 3440W. Nineteenth Century American Art

(Also offered as AMST 3440W) Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

- B. POLS 3822/W Law and Popular Culture (#3721) [Cross-list with AMST 3822/W]

Current Catalog Copy

POLS 3822. Law and Popular Culture

Three credits. Prerequisite: Open to juniors or higher.

Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.

POLS 3822W. Law and Popular Culture

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

Revised Catalog Copy

POLS 3822. Law and Popular Culture

(Also offered as AMST 3822) Three credits. Prerequisite: Open to juniors or higher.

Exploration of themes in the study of law and courts by contrasting scholarly work against representations of such themes in movies, television, and other media of popular culture.

POLS 3822W. Law and Popular Culture

(Also offered as AMST 3822W) Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher.

V. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend INCLUSION of the following courses in Content Area 1 – Arts and Humanities

- A. ENGL 2413/W The Graphic Novel [CA1-B] (#318)
- B. ENGL 2605/W Capitalism, Literature, and Culture [CA1-B] (#163)
- C. SPAN 1030 Religion in Latin America: A Historical View [CA1-A&E] (#3456)

VI. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend REVISION of the following course in Content Area 4 – Diversity and Multiculturalism, non-International:

- A. HDFS 3261 Men and Masculinity: A Social Psychological Perspective (#4364) [Revise title]
Current Catalog Copy
HDFS 3261. Men and Masculinity: A Social Psychological Perspective
Three credits. Prerequisite: Open to juniors or higher. Men’s gender role socialization over the life span; men’s developmental issues, gender role, conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated. CA 4.

Revised Catalog Copy

HDFS 3261. Men and Masculinities

Three credits. Prerequisite: Open to juniors or higher. Men’s gender role socialization over the life span; men’s developmental issues, gender role, conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated. CA 4.

VII. The General Education Oversight Committee and Senate Curricula and Courses Committee recommend INCLUSION of the following courses in Content Area 4 – Diversity and Multiculturalism, International:

- A. SPAN 1030 Religion in Latin America: A Historical View (#3456)

VIII. The General Education Oversight Committee recommends the following course for offering in Intensive Session:

- A. DRAM/AFRA 3132 African American Women Playwrights (No CAR #)

Respectfully Submitted by the 17-18 Senate Curricula and Courses Committee: Michael Darre (Chair), Michael Bradford, Marianne Buck, Daniel Burkey, John Chandy, Michael Ego, Peter Diplock (Ex-officio), Dean Hanink, Kathleen Labadorf, Jean Main, David Ouimette, Felicia Pratto, Eric Schultz (Ex-officio), Suzanne Wilson, Tyler DiBrino (student rep)

3/1/17, 10/4/17 and 10/18/17 meetings

Office for Diversity and Inclusion

Annual Report to the University Senate

Joelle A. Murchison

November 6, 2017

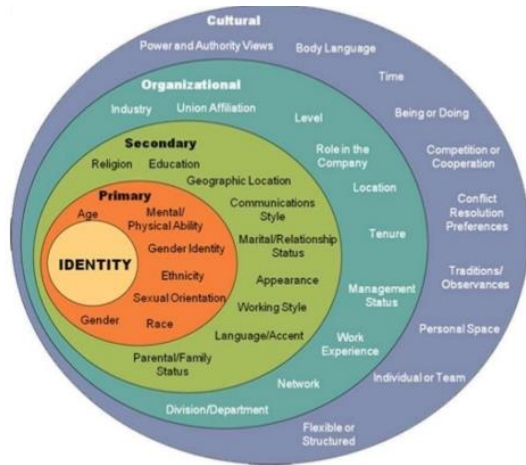
UConn

Diversity & Inclusion at UCONN

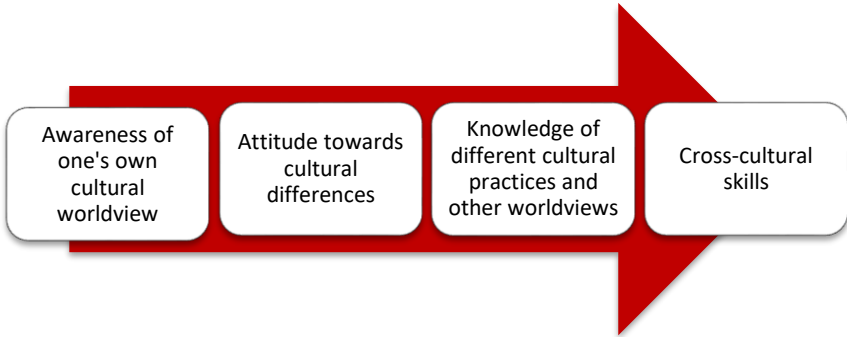
Listen. Learn. Lead.

A Glossary of Terms:

Diversity, Inclusion, Cultural Competency, Implicit Bias, Access and More...



Internal and External Dimension adapted from Marilyn Loden and Judy Rosener, *Workforce America!* (Business One Irwin, 1991)
 From *Diverse Teams at Work*, Gardenswartz & Rowe (2nd Edition, SHRM, 2003)



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

External Factors

The launch of the Office for Diversity & Inclusion was significantly impacted by actions that played out on the national stage including:

- the Orlando shootings, impacting the LGBTQIA+ community;
- police shootings of unarmed African American men across the United States;
- the road leading to the election of Donald Trump as the 45th President of the United States;
- and the aftermath of subsequent policy decisions regarding immigration, (specifically DACA), the Muslim ban, and transgender representation in the military.

What did we hear and learn?

UConn has taken many positive steps toward both diversity and inclusion, but barriers remain to achieving full participation by faculty, staff and students whose diversity dimensions differ from the dominant University culture.

Key challenges/opportunities include:

- Campus climate and inclusion issues for students;
- Attraction and retention of faculty and senior administration of color;
- Need for more diversity education opportunities (including cultural competence and unconscious bias) for faculty, administration and students;
- Offering events and experiences where cultural perspectives on issues of importance to the University community can be exchanged in an environment of respect, empathy, and fruitful dialogue.

Key resources and strengths:

- Commitment of the University community, including senior administration, to taking personal and joint responsibility for change;
- Ability of ODI to coordinate and share practices for inclusion;
- Leveraging the knowledge and expertise of Cultural Centers and schools/colleges across campus already addressing these issues

What did we accomplish?

- Supported Graduate Students of Color Forum and Held What's on Your Mind Open Forum
- **Relaunched diversity.uconn.edu and established presence on Twitter @uconndiversity**
- Launched of University Diversity Council
- **Initiated Diversity and Inclusion Assessment project with President's Cabinet, Dean's Council and Diversity Council.**
- Launched Annual Inclusive Excellence Lecture Series with Dr. Shaun Harper
- **Partnered with Student Affairs to provide support to DACA students**
- Hired new Director in Rainbow Center
- **Acted as an internal resource/consultant to more than 25 departments and administrative units on cultural competency and implicit bias**
- Conducted multiple presentations/keynote addresses reaching over 500 students, faculty, staff and other agency employees
- **Established relationships with the Regional Campuses, School of Social Work, UCONN Health and Law School**
- Conducted monthly open office hours throughout the academic year
- **Established the Diversity and Inclusion Student Advisory Committee (DISAC)**

Office for Diversity & Inclusion (ODI)

Mission

Building Community for Inclusive Excellence

To ensure access and equity across all university units, appreciate and maximize the experiences of individuals regardless of background and create opportunities to enhance the University's mission through awareness, education and inclusion.

*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, inclusion & accountability.*

Education

- Training
- Dialogues
- Curriculum

Workforce

- Recruitment
- Retention
- Engagement

Students

- Recruitment
- Retention
- Engagement

Partnerships

- Alumni
- Non Profits
- Private Sector

Operations

- Supplier Diversity
- UCONN Foundation

How will we lead?

ODI Strategic Goals

- Cultivate a campus climate of respect, appreciation and inclusion
- Support a university community which leverages dialogue and education to break down barriers and enhance cultural competence and collaboration across groups.
- Enhance student outreach and programmatic initiatives with an emphasis on inclusion, academic success and leadership
- Support the expansion of options related to diversity and inclusion in the curriculum and across academic units
- Support increased recruitment and retention of underrepresented groups amongst students, faculty, administration and staff, and utilize metrics to monitor progress through analysis and assessment.
- Emerge as a national model for the intersection of inquiry and learning through inclusive excellence and expanded lenses of perspective.

A Culturally Competent UCONNATION

Understands and values inclusion

Acknowledges its own biases

Understands the university, its customers (the world!)
and their changing needs

Acts as role models – leads the way

Builds and leverages diverse teams

Demonstrates cultural competence – continuous
learning

Diversity & Inclusion at UCONN

Questions?

Thank You!

On the Horizon

Selected 2017/18 Actions

- **Continue Inclusive Excellence Lecture Series**
- Establish and rollout foundational diversity education program in partnership with Student Affairs for incoming first year students/transfers
- **Work with OIE to assess/revamp existing faculty/staff diversity awareness training**
- Partner with Provost/Deans to address opportunities for faculty and staff retention and recruitment
- **Partner with the Institutes in support of scholarly work on this topic**
- Reenergize faculty/staff affinity groups focused on engagement, retention and development
- **Strengthen partnerships with underrepresented alumni for engagement and support of the university in collaboration with Alumni Relations**
- Partner with CETL and School of Fine Arts to develop and support increased educational opportunities both in and outside of the classroom to enhance cultural competency of all students, faculty and staff
- **Consider the development and execution of a campus climate study**
- Strengthen assessment of programming and initiatives geared toward underrepresented students to ensure student retention and success
- **Collaborate with OIRE to develop and leverage the Diversity Dashboard in support of actions**