

# UNIVERSITY SENATE MEETING MINUTES

A regular meeting of the University Senate was held  
Monday, March 1, 2021 at 4:00 p.m. via WebEx

## 1. Call to order and Approval of Minutes of February 8, 2021 University Senate meeting

The University Senate was called to order by Moderator **Deans** at 4:01 p.m.

Moderator **Deans** asked for any objections or amendments to the February 8, 2021 minutes.

Hearing no objections or amendments, the minutes were accepted as submitted.

## 2. Report of the President – Presented by President Tom Katsouleas

President **Katsouleas** began with reference to the pandemic, noting that we were approaching the mid-point of the semester and Covid positivity rates were relatively low, around 1%, and further noting that this was not the case at many of our peers. He commented that this was not an accident but was not by accident but a reflection of the continued hard work of students, medical staff, and others. He shared information about the status of vaccinating the University community had been added to the University's Covid-19 Dashboard.

He next shared they were working on an upcoming announcement about spring commencement ceremonies, which would share an intent, but not a commitment, to hold in-person ceremonies. An announcement with commencement plans will be made soon.

He mentioned the March 1 start of UConn's third virtual pop-up course, this one on climate change. He commented that these pop-up courses would carry on past the pandemic and be a permanent feature at UConn, and were a sign of a better normal to come. He thanked CETL for their work to create the course and noted that these courses enabled the University to respond quickly to societal issues as they occurred and represented the kind of education a great research University could provide.

Also on March 1, the University will resume in-person campus tours, which will take place entirely outside, with masking and social distancing in place.

He next mentioned that the search for UConn's new Chief of Police was going well and had produced a strong, diverse group of finalists, which he credited to the good work of the search committee.

He cited examples of UConn's growing research impact: mention of Sara Willen's [Associate Professor of Anthropology] pandemic journal project in the *New York Times* and David Wagner's [Professor of Ecology & Evolutionary Biology] article on insect biodiversity, published in the Proceedings of the National Academy of Sciences [PNAS], which was seeing extraordinarily high download rates since publication. Research impact's rise was further reflected in UConn's rise in the National Science Foundation HERD [Higher Education Research & Development survey] rankings for the first time in five years from position 86 to 82. He praised the work of faculty, staff, and the Office of the Vice President for Research in this effort.

He concluded his remarks by expressing his support for the Senate committee's request of faculty to provide missing ethnicity and race data to HR to support the Senate's pay equity study.

He asked next if he could recognize Anthony **Vella** [Professor and Chair Boehringer Ingelheim Chair in Immunology Senior Associate Dean for Research Planning and Development, Uconn Health] to report on the work of a group charged to analyze barriers to on-time submission of grant proposals, which he had received, and which would be made publicly available to the Senate as of this meeting.

[See the Final Report – Presidential Task Force on Sponsored Projects \(available on Senate website\).](#)

With no objections, Dr. **Vella** was recognized.

Dr. **Vella** shared the four principle topics covered in the report, which represents the wide breadth of expertise in the working group. He also commented on the rigor of the group's work, the structure of the report, and the fact that the report offers no single solution but a combination of efforts that will comprise an important first step in this work.

President **Katsouleas** thanked the group and its leadership. He stated that the OVPR's office and he would review the proposed ideas over the next few weeks and choose which to implement. He commented that they would likely implement most of them in one form or another. He announced two upcoming virtual town halls on this topic in late March and late April followed by an official policy release in early May.

The **President** then called on Provost **Lejuez** to share updates.

The Provost first updated the Senate on the status of the proposal to extend automatic emeritus standing to associate professors, which would go to the Board of Trustees [BOT] at its next meeting. He shared that through discussion with the Faculty Standards Committee, there is agreement that there was still a role for a BOT Emeritus/Retirement

Committee, details forthcoming. There would be a reconsideration of individuals not previously granted automatic emeritus status.

The Provost next shared with the Senate ongoing discussions with the BOT regarding the extension of the tenure clock to new faculty, similar to its extension for faculty facing the expiration of their tenure clock during the pandemic. There was additionally a discussion of how FMLA and tenure clock extension worked together. The goal was to add time to but not stop the tenure clock. This is in progress and there will be more conversations and clarifications to come.

Moderator **Deans** invited questions and comments for the President and Provost.

Senator **Long** directed a comment and question to the President regarding a January 22 Chronicle of Higher Education article about declining enrollments, which included a forecast predict both a sharp decline in the northeast and northwest beginning in 2025 or 2026 and an increase in demand in the west. His question was whether UConn is putting in place admissions strategies to insulate us from the forecast decline while taking advantage of predicted demand in the west. The **President** first provided the context that UConn is currently seeing record increases in enrollment (up 6%, breaking 38K applicants for the first time), but added that current performance doesn't predict future delivery. He cited the downturn that was already happening in the northeast, including at peer schools, which had down or flat enrollments. The exception was elite privates, where a 'rush to value' seemed to result in increased enrollments. UConn would need to keep competing, to increase the value of its brand to continue to draw applicants as the pool decreased. He praised the great work of Nathan Fuerst (VP of Enrollment Management and Planning) and Admissions. He cited innovative approaches including the relationship UConn had built with East China Normal University in China, which allowed students to take courses in China as incoming UConn students and then matriculate in person next fall. This program had offset the decline in international applications as a result of the pandemic.

Senator **Schultz** asked the Provost for clarification of the acronym CIRE, which he had used in his remarks. The **Provost** explained the abbreviation referred to clinical, in-residence, and extension faculty.

Senator **Govoni** asked the Provost for clarification on the difference between holding a tenure clock for FMLA and the extensions resulting from the pandemic. She expressed concern that departments and colleges/schools had different ways of counting and that stopping vs. extending could cause confusion several years ahead when packages were being considered. The **Provost** reassured that these clock adjustments would not result in any expectation change for tenure and that it was meant only to provide clarification when records were being evaluated in hindsight. No faculty member would have an increased burden as a result of FMLA leave.

Senator **McCutcheon** commented on the FAQs on the University's vaccination page, which stated that over 1000 had been vaccinated, in contrast to the President's remarks at the last Senate meeting that over 6000 doses had gone to the UConn community. He expressed concern about inconsistencies between how vaccines were administered at UConn Health vs. the main and regional campuses. The **President** commented that the website's numbers likely showed non-UConn Health personnel, or perhaps just Storrs and that he would ask the team to update the FAQs to reconcile the numbers.

### 3. Report of the Senate Executive Committee – Presented by Carol Atkinson-Palombo, Committee Chair

See attached report provided by the Senate Executive Committee.

PRESENTATION of a motion to amend the University Senate By-Laws.

Moderator **Deans** first reminded the Senate that the vote on the motion would take place at the next Senate meeting and then invited questions for Senator Atkinson-Palombo.

Senator **Majumdar** asked for clarification regarding a taskforce on regional campuses, as there was no mention of this in the proposed By-laws language changes. Cheryl **Galli** (Senate Administrator) was called on to answer. Galli clarified that the task force, which was being organized by the SEC, had been disrupted by the pandemic and the reorganization of the Provost's office and was not currently active. She further clarified that it was not in the By-laws, as it had not been intended as a new standing committee of the Senate.

### 4. Consent Agenda Items

Report of the Senate Curricula and Courses Committee

See attached report provided by the Senate Curricula and Courses Committee.

Moderator **Deans** asked if anyone wished to extract any part of the consent agenda for separate consideration. There were no requests to do so.

Senator **Schultz**, chair of the committee, clarified that two items had been slightly revised since the agenda was distributed and that the new language (regarding ANTH 4097W and MATH 1070Q) were reflected in the updated agenda now on the senate webpage.

With no discussion, the vote was called on the consent agenda.

**The consent agenda passed: 56 Yes; 0 No; 1 abstention**

5. Report from Senate Curricula and Courses Committee – Presented by Senator Schultz, Committee Chair

See attached report provided by the Senate Curricula and Courses Committee.

PRESENTATION of a motion to amend the By-Laws, Rules, and Regulations of the University Senate— II.C.2.e, General Education Oversight Committee

Senator **Schultz** yielded the floor to Senator **M. Wagner** for presentation of the motion.

Moderator **Deans** reminded the Senate that the motion would not be voted on during this meeting and invited questions and comments for the committee.

Senator **McCoach** asked for confirmation that the phrase “one individual representing all of the following five institutes” meant that a single individual would represent all five institutes (as opposed to one from each). Senator **M. Wagner** confirmed that it meant just one individual.

Senator **Douglas** asked why these newly proposed members would have *ex officio*/non-voting roles. Senator **M. Wagner** answered that these roles would be similar to existing roles like representatives from Writing and Q centers. She added that nothing would preclude other individuals from these institutes from becoming voting members of GEOC.

Senator **Athina** asked why just one representative for five institutes, as these institutes might represent different perspectives. Senator **M. Wagner** answered that the motion had been prepared in collaboration with the directors of these institutes. Institute directors meet regularly outside of GEOC and they had deemed this representation appropriate.

6. Report from Senate Scholastic Standards Committee – Presented by Senator Bedore, Committee Chair

See attached report provided by the Senate Scholastic Standards Committee.

VOTE on a motion to amend the By-Laws, Rules, and Regulations of the University Senate - II.B.10, Adding or Dropping Courses

Senator **Bedore** commented that the presented motion on the creation of a “No Record-COVID” (NRC) grade in response to the pandemic represented amendments made based on feedback from the Senate.

Moderator **Deans** invited comments and questions before calling the vote. There were none, and the vote was called.

**The motion to amend By-law II.B.10 passed: 53 Yes; 4 No; 2 abstentions.**

VOTE on a motion to amend the By-Laws, Rules, and Regulations of the University Senate - II.1.5 Syllabi

Senator **Bedore** shared that the presented motion represented amendments made based on feedback from the Senate.

Moderator **Deans** invited comments and questions for Senator Bedore.

Senator **Bramble** commented that the change was a proposed modification to “syllabi” but the spirit of change was to emphasize schedule, which was not necessarily encompassed by that term. She proposed an amendment to the motion that would

Replace the word “syllabi” in the first sentence with “syllabi and schedule if not included in syllabi”

Senator **VonHammerstein** seconded the motion.

Moderator **Deans** opened discussion on the proposed amendment to the motion.

Senator **McManus** noted that schedule should be plural to match syllabi. The proposed change was revised to

“syllabi and schedules if not included in syllabi”

With no further comments on the proposed amendment to the motion, it was taken to a vote.

**The (first) amendment to the original motion passed: 47 Yes; 5 No; 4 Abstentions.**

Moderator **Deans** returned the discussion to the now amended motion from the committee.

Senator **Morrell** asked for clarification of the section number, which did not match the numbering of the proposed broad changes to the By-law. Cheryl **Galli** (Senator Administrator) was recognized and clarified that the section was being moved to a more logical place in the By-laws and any changes to this section would be reflected in that new position, once approved.

Senator **Bird** spoke in support of the motion but asked for clarification that it would still be permissible to modify syllabi, as that nuance was lost in this language. Senator **Bedore** answered explained that, in keeping with the By-laws generally, this language would not get into all of the details and that adding that here would burden them with having to add that level of detail throughout the By-laws.

Senator **Majumdar** expressed himself broadly in support of the motion, except for concern about specificity of language regarding timing. He proposed an amendment to

Replace the phrase “at the beginning of the semester” with “preferably on the first day of class and definitely within three days of the first day of the class”

Senator **Holzer** seconded the proposed amendment to the motion.

Moderator **Deans** opened discussion of this second proposed amendment to the motion.

Senator **Holzer** commented sometimes students helped decide due dates, so the reference to the first day of class was problematic and she suggested removing the proposed language beginning with “definitely.”

Senator **Majumdar** agreed and revised the proposed language to read simply

“preferably on the first day of class”

Discussion continued.

Moderator **Deans** interrupted the discussion to call for new business. There was none. He returned the meeting to the discussion of the proposed second amendment to the motion.

Discussion resumed.

Senator **Long** called the question.

Senator **Schultz** asked a point of information: that calling the question ended debate and moved the motion to a vote but was not itself a vote on the motion. Moderator **Deans** confirmed that was the case.

Moderator **Deans** called the vote on ending discussion of the proposed (second) amendment to the motion, which passed: 50 Yes; 9 No; 0 Abstentions.

Moderator **Deans** then called for a vote on the second proposed amendment to the By-laws.

**The (second) proposed amendment to the motion failed 20 Yes; 38 No; 1 Abstention**

Moderator **Deans** returned discussion to the original motion, as amended.

Senator **Majumdar** proposed an amendment reflective of discussion so far. The amendment would

Replace “at the beginning of the semester” with “within three days of the first class meeting”

Senator **Bramble** seconded the proposed amendment to the motion. Moderator **Deans** opened discussion.

At a point in time when there was no further discussion, Moderator **Deans** called for a vote on the (third) proposed amendment to the original motion.

**The proposed (third) amendment to the motion failed 14 Yes; 37 No; 2 Abstentions**

Moderator **Deans** returned discussion to the motion, as amended.

Senator **Dineen** proposed an amendment to the motion that would

Replace “in writing at the beginning of the semester” with “in writing by day 10 of class”

The (fourth) proposed amendment was seconded by Senator **Majumdar**. Moderator **Deans** opened discussion.

Following discussion, Moderator **Deans** called for a vote on the (fourth) proposed amendment to the original motion.

**The proposed (fourth) amendment failed: 8 Yes; 46 No**

Moderator **Deans** returned discussion to the original motion, as amended.

Senator **Polifroni** called the question to end discussion and put the amended motion to a vote. Senator **Long** seconded.

Moderator **Deans** called for a vote to end discussion.

The vote to end discussion of the motion passed: 46 Yes; 7 No

Moderator **Deans** called for a vote on the original motion, as amended [see first amendment, which passed].

**The original motion, with one amendment, passed: 45 Yes; 9 No; 0 Abstentions**



## 7. Report from the Vice President and Chief Diversity Officer – Presented by Vice President/CDO Frank Tuitt

See the attached report from the Office for Diversity and Inclusion

Moderator **Deans** invited questions for CDO Tuitt.

Senator **Long** asked, beyond curricular changes, what other structural changes should UConn make to address equity, inclusion, and anti-racism in our community. CDO **Tuitt** answered that it mattered how we socialize members new to our community to our values. They were working with enrollment management to look at how we introduce students to the University and how we communicate our values. The Office of Admissions is the first point of contact with students. We need to be intentional and that requires direct engagement.

Senator **Vokoun** asked about federal regulations on export control and its potential negative impact in the form of a disincentive to hire international scholars. He asked if this had come up in discussion or was it too new to know yet. CDO **Tuitt** answered it was still new, but that in the process of completing the NECHE 5-year report, we had looked at faculty diversity and would be looking at hiring practices. We have made progress but also see growth opportunities. Senator **Vokoun** added that these changes mostly affected researchers hired in non-permanent categories such as visiting scholars. Provost **Lejuez** was recognized and added that the University did not want this to happen and that any concerns or experiences around this should be reported upward so that the Provost's Office could, working with the Senate, respond.

Senator **Gordina** commented that diversity among math faculty was going down. She also commented on a featured article in the Chronicle of Higher Education about a pay gap study and the situation at elite universities. In the data they shared, UConn did not look good. CDO Tuitt said he had seen the article and that they were having conversations about this. He noted that elite institutions can attract faculty and compete at a different level. We would continue to look at and refine our internal practices. Gaps were a sign that systems were doing what they were designed to, which meant we must interrogate the systems.

## 8. New Business

There was no new business.

Moderator **Deans** announced that the Final Report from the Presidential Task Force on Sponsored Projects is now available on Senate website and to look out for upcoming open houses being offered by OVPR in March and April.

Senator **Long** made the motion to close the meeting, which was seconded by Senator **Majumdar**.

The meeting was adjourned by vocalized assent.

The meeting adjourned at 6:07 p.m.

#### SENATE EXECUTIVE COMMITTEE

Carol Atkinson-Palombo, Chair

Pam Bramble

Nafis Fuad

Andrea Hubbard

Gustavo Nanclares

Eric Schultz

Gary English

Michael Hernandez

Deb Kendall

Angela Rola

Manuela Wagner

*These minutes respectfully submitted by Senate Secretary, Susanna Cowan.*

**Senate Executive Committee  
Report to the University Senate  
March 1<sup>st</sup>, 2021**

Good Afternoon,

Our agenda is quite full this afternoon so I will keep my remarks brief. The Senate Executive Committee has met four times since the last Senate meeting in addition to online discussions as needed.

The Salary Equity Task Force and its subcommittees continue their work and report that analysis on equity is hindered by lack of demographics provided by faculty. Without data, any analysis is incomplete. Therefore, we are urging faculty to update their demographic data in Core CT. While we appreciate why faculty may choose not to submit demographic data, without it the task force is not able to be scientific in its analysis and left solely with anecdotal information; the latter is likely not something on which they can make recommendations. Please take a moment to review your demographic data in Core CT.

The Delta 2GE Task Force is going to share a draft proposal of the new framework for general education on the following website: <https://delta.senate.uconn.edu> which is planned to go live during the week of March 8. The Task Force invites and looks forward to feedback from the university community.

The Faculty Standards Committee is pleased to announce the Faculty Promotion, Tenure & Reappointment Forum will be held via WebEx on Friday, March 19<sup>th</sup> from 3:00pm-5:00pm. The program will begin in a group meeting with the Provost's Office outlining PTR procedures. This larger meeting will be followed by breakout sessions led by Deans or designees outlining the nuances of the PTR process specific to each school/college. Online registration for the event will be available beginning later this week.

Following a comprehensive review of the By-Laws, Rules, and Regulations of the University Senate, the Senate Executive Committee is pleased to present a motion to approve the recommended changes. In January, senators were asked to consider the changes and provide feedback via the HuskyCT site. There will be a brief opportunity for questions following my report. The proposed amendments will be voted on at the April 5<sup>th</sup> meeting.

The Senate will next meet on April 5th. VP & Dean of The Graduate School Kent Holsinger will present a report at that meeting.

Respectfully Submitted,

Carol Atkinson-Palombo, Chair  
Senate Executive Committee

**University of Connecticut**  
**University Senate Executive Committee**  
**Report to the University Senate**  
**March 1, 2021 – presentation**  
**April 5, 2021 - vote**

A. Justification:

In 2019 the Senate Executive Committee formed an ad hoc committee charged with completing a comprehensive review of the By-Laws, Rules, and Regulations of the University Senate. The focus of the review was on both substantive and non-substantive changes aimed at fixing outdated language, clarifying processes and roles, and improving readability and consistency throughout the document. The proposed changes are indicated on the attached document.

B. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate as indicated on the attached with ~~striketrough~~ for deleted language and underline for new language.

**University Senate Curricula and Courses Committee**  
**Report to the Senate**  
**March 1, 2021**

**I. The Senate Curricula and Courses Committee recommends ADDITION of the following 1000- or 2000-level courses:**

- A. AAAS/DRAM 2316/W Asian Theatre and Performance (#1955) [Approved by GEOC for CA1-a, CA4-Int, W]

*Proposed Catalog Copy*

AAAS 2136. Asian Theatre and Performance

Also offered as: DRAM 2136

3.00 credits.

Prerequisites: None

Grading Basis: Graded

Asian theatre, opera, dance, and other performance forms and their elaboration, reworking, and dissolution in modern and contemporary times, examined in relation to changes in society, politics, religion, and culture. CA 1. CA 4-INT.

AAAS 2136W. Asian Theatre and Performance

Also offered as: DRAM 2136W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Asian theatre, opera, dance, and other performance forms and their elaboration, reworking, and dissolution in modern and contemporary times, examined in relation to changes in society, politics, religion, and culture. CA 1. CA 4-INT.

DRAM 2136. Asian Theatre and Performance

Also offered as: AAAS 2136

3.00 credits.

Prerequisites: None

Grading Basis: Graded

Asian theatre, opera, dance, and other performance forms and their elaboration, reworking, and dissolution in modern and contemporary times, examined in relation to changes in society, politics, religion, and culture. CA 1. CA 4-INT.

DRAM 2136W. Asian Theatre and Performance

Also offered as: AAAS 2136W

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011.

Grading Basis: Graded

Asian theatre, opera, dance, and other performance forms and their elaboration, reworking, and dissolution in modern and contemporary times, examined in relation to changes in society, politics, religion, and culture. CA 1. CA 4-INT.

**II. The Senate Curricula and Courses Committee recommends REVISION of the following 1000- or 2000-level courses:**

A. DMD 2200 Motion Graphic I (#3721) [Revise title, description, and prereqs]

*Current Catalog Copy*

DMD 2200. Motion Graphics I

3.00 credits.

Prerequisites: DMD 1000 and 1030; open to Digital Media and Design majors and Digital Arts minors, others by instructor consent. Not open to students who have passed DMD 3200, 3210, 3220, or 3230.

Grading Basis: Graded

Introduction to creating visual effects and animated graphics.

*Revised Catalog Copy*

DMD 2200. Motion Design & Animation I

3.00 credits.

Prerequisites: DMD 1002 and 1102. Open to Digital Media & Design majors only, others with instructor consent.

Grading Basis: Graded

Introduction to concepts and strategies for creating motion designs, animations, and visual effects.

B. DMD 2300 3D Animation I (#3616) [Revise prereqs]

*Current Catalog Copy*

DMD 2300. 3D Animation I

3.00 credits

Prerequisites: DMD 1000 and 1030; open to Digital Media and Design majors and Digital Arts minors, others with instructor consent. Not open to students who have passed DMD 3300, 3305, 3350, 4310 or 4340.

Grading Basis: Graded

Introduction to 3D Animation techniques including key framing, curve editing, timing, squash and stretch, walk cycles, and the 12 principles of animation. SM-12/10/12

*Revised Catalog Copy*

DMD 2300. 3D Animation I

3.00 credits.

Prerequisites: DMD 1001 and 1101. Corequisites: DMD 1002 and 1102. Open to Digital Media & Design majors only, others with instructor consent.

Grading Basis: Graded

Introduction to 3D Animation techniques including key framing, curve editing, timing, squash and stretch, walk cycles, and the 12 principles of animation.

C. DMD 2500 Introduction to Digital Game Design (#3634) [Revise prereqs]

*Current Catalog Copy*

DMD 2500. Introduction to Digital Game Design

3.00 credits

Prerequisites: DMD 1000 and 1030; open to Digital Media and Design majors and

Digital Arts minors, others with instructor consent. No open for credit for students who have passed DMD 3522 or 3560.

Grading Basis: Graded

Introduction to the principles of game design and development. History of the industry, story and game mechanics.

*Revised Catalog Copy*

DMD 2500. Introduction to Digital Game Design

3.00 credits.

Prerequisites: DMD 1002 and 1102. Open to Digital Media & Design majors only, others with instructor consent.

Grading Basis: Graded

Introduction to the principles of game design and development. History of the industry, story and game mechanics.

D. DRAM 1701 Acting I (#3720) [Revise credits, description]

*Current Catalog Copy*

DRAM 1701. Acting I

3.00 credits.

Prerequisites: May not be taken out of sequence after passing DRAM 1702.

Grading Basis: Graded.

Basic acting techniques, including improvisation and the use of the stage environment.

*Revised Catalog Copy*

DRAM 1701. Acting I

2.00 credits.

Prerequisites: Open to BFA Acting majors only. May not be taken out of sequence after passing DRAM 1702.

Grading Basis: Graded

Basic acting techniques.

E. DRAM 1801 Stage Movement I (#3719) [Revise credits]

*Current Catalog Copy*

DRAM 1801: Stage Movement I.

3.00 credits.

Prerequisites: May not be taken out of sequence after passing DRAM 1802.

Grading Basis: Graded

Conditioning the body to increase strength, flexibility, and sensitivity. Exploration of movement concepts in space, time and energy values, and mind body and environment relationships.

*Revised Catalog Copy*

DRAM 1801. Stage Movement I.

2.00 credits.

Open to BFA Acting majors only. May not be taken out of sequence after passing DRAM 1802.

Grading Basis: Graded

Conditioning the body to increase strength, flexibility, and sensitivity. Exploration of movement concepts in space, time and energy values, and mind-body and environment relationships.

F. DRAM 1901 Voice and Speech I (#3718) [Revise credits]

*Current Catalog Copy*

DRAM 1901: Voice and Speech I.

3.00 credits.

Prerequisites: May not be taken out of sequence after passing DRAM 1902.

Grading Basis: Graded

Study of the skills required to develop an expressive, injury-free voice and improved diction on and off the stage.

*Revised Catalog Copy*

DRAM 1901. Voice and Speech I.

2.00 credits.

Prerequisites: Open to BFA Acting majors only. May not be taken out of sequence after passing DRAM 1902.

Grading Basis: Graded

Study of the skills required to develop an expressive, injury-free voice and improved speech on and off the stage.

G. MATH 1070Q Mathematics for Business and Economics (#2214) [Revise prereqs, description]

*Current Catalog Copy*

MATH 1070Q. Mathematics for Business and Economics

3.00 credits

Prerequisites: Recommended preparation: MATH 1011 or equivalent

Grading Basis: Graded

Linear equations and inequalities, exponents and logarithms, matrices and determinants, linear programming. Applications.

*Revised Catalog Copy*

MATH 1070Q. Mathematics for Business and Economics

3.00 credits

Prerequisites: Recommended preparation: MATH 1011 or equivalent. Not open for credit to students who have passed MATH 1132Q, MATH 1152Q or MATH 2142Q.

Grading Basis: Graded

Linear equations and inequalities, matrices, systems of linear equations, and linear programming; sets, counting, probability and statistics; mathematics of finance; applications to business and economics.

H. MATH 1071Q Calculus for Business and Economics (#2234) [Revise description]



*Current Catalog Copy*

MATH 1071Q. Calculus for Business and Economics

3.00 credits

Prerequisites: None. Recommended prep: MATH 1011 or the equivalent, and MATH 1070, and a qualifying score on the mathematics placement assessment. Not open to students who have passed MATH 1110. Only one credit for students who have passed MATH 1121, 1131, 1151 or 120.

Grading Basis: Graded

Derivatives and integrals of algebraic, exponential and logarithmic functions. Functions of several variables. Applications.

*Revised Catalog Copy*

MATH 1071Q. Calculus for Business and Economics

3.00 credits

Prerequisites: None. Recommended prep: MATH 1011 or the equivalent, and MATH 1070Q, and a qualifying score on the mathematics placement assessment. Not open to students who have passed MATH 1110. Only one credit for students who have passed MATH 1121, 1131Q, or 1151Q.

Grading Basis: Graded

Derivatives and integrals of algebraic, exponential, and logarithmic functions. Applications to business and economics.

- I. NURS 2175 Global Politics of Childbearing & Reproduction (#3261) [Revise description]

*Current Catalog Copy*

NURS 2175. Global Politics of Childbearing & Reproduction

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Maternal health and reproductive issues on a global scale. Focused and sustained examination of the social, cultural, and political forces which organize childbirth and reproductive experiences. CA 1. CA 4-INT.

*Revised Catalog Copy*

NURS 2175. Global Politics of Childbearing & Reproduction

3.00 credits

Prerequisites: None.

Grading Basis: Graded

Maternal health and reproductive issues on a global scale. Focused and sustained examination of the social, cultural, and political forces which organize childbirth and reproductive experiences. Emphasizes a critical exploration of the diversity of women's childbirth and reproductive experiences and the past and current approaches to this care from a global perspective. CA 1. CA 4-INT.

- J. SOCI 2101 Sports and Society (#3681) [Revise prereqs]

*Current Catalog Copy*

SOCI 2101. Sports and Society

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Sports as an institution and its impact on society. Gender, race, and class inequality in sports. Cultural, economic, political, and legal influences on sports at the professional, intercollegiate, scholastic, and recreational levels

*Revised Catalog Copy*

SOCI 2101. Sports and Society

3.00 credits

Prerequisites: None

Grading Basis: Graded

Sports as an institution and its impact on society. Gender, race, and class inequality in sports. Cultural, economic, political, and legal influences on sports at the professional, intercollegiate, scholastic, and recreational levels.

K. SOCI 2411 Work and Occupations (#3955) [Revise prereqs]

Current Catalog Copy

SOCI 2411. Work and Occupations

3.00 credits

Prerequisites: Open to sophomores or higher.

Grading Basis: Graded

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

*Revised Catalog Copy*

SOCI 2411. Work and Occupations

3.00 credits

Prerequisites: None

Grading Basis: Graded

Occupations, jobs, careers, and the professions, and their effects on the division of labor, on the workplace, and on individuals in the labor force.

**III. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend ADDITION of the following 3000- or 4000-level existing courses into the General Education curriculum:**

A. ANTH 4097W Honors Thesis (#4894) [Adding W section; deleting the non-W] *Proposed*

*Catalog Copy:*

ANTH 4097W. Honors Thesis

3.00 credits

Prerequisite: ENGL 1007 or 1010 or 1011 or 2011; open only with consent of instructor.

Grading Basis: Graded

Research and writing of major project exploring a topic within anthropology, with close supervision and production of multiple written drafts.

- B. CHIN 3280 Networking in China (#3818) [Approved for CA4-Int, but declined for CA1 and SL]

*Proposed Catalog Copy:*

CHIN 3280. Networking in China

3.00 credits

Prerequisites: CHIN 1114 or equivalent

Grading Basis: Graded

Development of cross-cultural awareness by learning how to analyze and imitate observable behaviors in professional Chinese environments. Taught in both English and Chinese. CA 4-Int.

**IV. The General Education Oversight Committee and the Senate Curricula and Courses Committee recommend REVISION of the following 3000- or 4000-level existing courses within or into the General Education curriculum:**

- A. AH 3175E Environmental Health (#3962) [Revise prereqs]

*Current Catalog Copy*

AH 3175E. Environmental Health

3.00 credits

Prerequisites: BIOL 1102; CHEM 1122; open to Allied Health Sciences, Environmental Sciences, Environmental Studies and Engineering majors, others with instructor consent; open to juniors or higher. Recommended preparation: a course in animal anatomy and physiology.

Grading Basis: Graded

Course will focus on the environmental health consequences of exposure to toxic chemicals, food contaminants and radiation. Basic principles of toxicology will be discussed, followed by lectures on specific topics such as: cancer, occupational hazards, radiation, genetic biomonitoring, risk assessment techniques, risk/benefit analysis, social/legal aspects of regulating toxic chemicals, and other related topics.

*Revised Catalog Copy*

AH 3175E. Environmental Health

3.00 credits.

Prerequisites: BIOL 1102 or higher; CHEM 1122 or higher; open to Allied Health Sciences, Environmental Sciences, Environmental Studies and Engineering majors, others with instructor consent; open to juniors or higher. Recommended preparation: a course in animal anatomy and physiology.

Grading Basis: Graded

Environmental Health consequences of exposure to toxic chemicals, food contaminants and radiation. Basic principles of toxicology and specifics on cancer, occupational hazards, radiation, genetic biomonitoring, risk assessment techniques, risk/benefit analysis, social/legal aspects of regulating toxic chemicals, and other related topics.

- B. DGS 4234W Diagnostic Molecular Technologies (#4116) [Revise prereqs]

*Current Catalog Copy*

DGS 4234W. Diagnostic Molecular Technologies

3.00 credits

Prerequisites: MCB 2400 or 2410 (DGS must take 2410); ENGL 1007 or 1010 or 1011 or 2011; AH 3121 or MCB 4211 (can be taken concurrently); open to students in DGS or MLS Prgm, others w/ inst. consent. Cannot be taken out of sequence after passing DGS 4235, 4503, 4510, 4511, 4514, 4515, 4550.

Grading Basis: Graded

DNA and RNA diagnostic technologies used in clinical settings; clinical applications in prenatal diagnosis; cancer management, transplantation, paternity testing, forensic medicine and microbiology.

*Revised Catalog Copy*

DGS 4234W. Diagnostic Molecular Technologies

3.00 credits

Prerequisites: MCB 2400 or 2410; ENGL 1007 or 1010 or 1011 or 2011; AH 3121 or MCB 4211 (can be taken concurrently); open to students in DGS or MLS Programs, others with instructor consent.

Grading Basis: Graded

DNA and RNA diagnostic technologies used in clinical settings; clinical applications in prenatal diagnosis; cancer management, transplantation, paternity testing, forensic medicine and microbiology.

C. ENGL 3003W Advanced Expository Writing (#2994) [Revise title and prereqs]

*Current Catalog Copy*

ENGL 3003W. Advanced Expository Writing

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher.

Grading Basis: Graded

Writing on topics related, usually, to students' individual interests and needs

*Revised Catalog Copy*

ENGL 3003W. Topics in Writing Studies

3.00 credits.

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011. May be repeated once with a change in topic.

Grading Basis: Graded.

Exploration of a genre, method, concept, or subject area in writing.

D. ENVE/ENVS/EVST 3110 Brownfield Redevelopment (#3715) [Add EL]

*Current Catalog Copy*

ENVE 3110. Brownfield Redevelopment

Also offered as: ENVS 3110, EVST 3110

3.00 credits

Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment

Grading Basis: Graded

Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites.

ENVS 3110. Brownfield Redevelopment

Also offered as: ENVE 3110, EVST 3110

3.00 credits

Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment

Grading Basis: Graded

Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites.

EVST 3110. Brownfield Redevelopment

Also offered as: ENVE 3110, ENVS 3110

3.00 credits

Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment

Grading Basis: Graded

Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites.

*Revised Catalog Copy*

ENVE 3110E. Brownfield Redevelopment

Also offered as: ENVS 3110E, EVST 3110E

3.00 credits

Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment

Grading Basis: Graded

Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites.

ENVS 3110E. Brownfield Redevelopment

Also offered as: ENVE 3110E, EVST 3110E

3.00 credits

Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment

Grading Basis: Graded

Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites.

EVST 3110E. Brownfield Redevelopment

Also offered as: ENVE 3110E, ENVS 3110E

3.00 credits

Prerequisites: Not open for credit to students who have passed ENVE 3995 when offered as Brownfield Redevelopment

Grading Basis: Graded

Interdisciplinary study of the process of investigating, cleaning up and putting back into use abandoned sites with suspected contamination, also known as brownfields. Legal, environmental, financial and social aspects are discussed. Service learning component working with communities on local brownfield sites.

E. WGSS 3257/W Feminist Disability Studies (#4236) [Revise prereqs]

*Current Catalog Copy*

WGSS 3257. Feminist Disability Studies

3.00 credits

Prerequisites: Open to juniors or higher; sophomores by consent of instructor.

Recommended preparation: any 1000-level WGSS course.

Grading Basis: Graded

Social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, exploration of how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures.

WGSS 3257W. Feminist Disability Studies

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: any 1000-level WGSS course.

Grading Basis: Graded

Social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, exploration of how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures.

*Revised Catalog Copy*

WGSS 3257. Feminist Disability Studies

3.00 credits

Prerequisites: Open to juniors or higher; sophomores by consent of instructor.

Recommended preparation: any 1000- or 2000-level WGSS course.

Grading Basis: Graded

Social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, exploration of how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures.

WGSS 3257W. Feminist Disability Studies

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: any 1000- or 2000-level WGSS course.

Grading Basis: Graded

Social, historical, cultural, and political constructions of the intersecting categories of gender and disability. Through a wide variety of texts and cultural examples, exploration of how disability is gendered, gender is disabled, and both are interwoven by race, ethnicity, class, nationality, sexuality, and subcultures.

F. WGSS 3270/W Masculinities (#4239) [Revise prereqs]

*Current Catalog Copy*

WGSS 3270. Masculinities

3.00 credits

Prerequisites: Open to juniors or higher; sophomores by consent of instructor.

Recommended preparation: Any 1000-level WGSS course.

Grading Basis: Graded

Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures.

WGSS 3270W. Masculinities

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: Any 1000-level WGSS course.

Grading Basis: Graded

Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures.

*Revised Catalog Copy*

WGSS 3270. Masculinities

3.00 credits

Prerequisites: Open to juniors or higher; sophomores by consent of instructor.

Recommended preparation: Any 1000- or 2000-level WGSS course.

Grading Basis: Graded

Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability, and subcultures.

WGSS 3270W. Masculinities

3.00 credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to juniors or higher; sophomores by consent of instructor. Recommended preparation: Any 1000- or 2000-level WGSS course.

Grading Basis: Graded

Social construction of masculinity and how maleness is gendered. Examination of the multiple forms of masculinity as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability, and subcultures.

G. WGSS 4994W Senior Seminar (#3117) [Revise description and prereqs]

*Current Catalog Copy*

WGSS 4994W Senior Seminar

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; open to Women's, Gender, and Sexuality Studies majors only. Recommended preparation: WGSS 3265 and PHIL 3218.

Grading Basis: Graded

Capstone course integrating and analyzing Women's, Gender, and Sexuality Studies theory and substance through research on a common topic and discussion of advanced texts.

*Revised Catalog Copy*

WGSS 4994W. Senior Seminar

3.00 Credits

Prerequisites: ENGL 1007 or 1010 or 1011 or 2011; WGSS 2250. Open to Women's, Gender, and Sexuality Studies majors only. Recommended preparation: WGSS 3265W

Grading Basis: Graded

Examination of the application of feminist, queer, and trans theories and praxis within institutions and organizations. Discussion of the challenges and contradictions of institutionalization and professionalization of feminist, queer, and trans studies inside and outside of academia. Application of coursework and related experiences as well as exploration of professional career opportunities.

**V. The Senate Curricula and Courses Committee recommends the following courses for offering as Special Topics:**

A. HDFS 1095 Special Topics Lecture – The Science of Wellbeing [One offering]

**VI. The University Interdisciplinary Courses Committee and the Senate Curricula and Courses Committee recommend the following courses for offering as Special Topics:**



A. UNIV 3985 Special Topics – Climate Crisis: Take Action (#5754) [Multiple offerings]

Respectfully Submitted by the 20-21 Senate Curricula and Courses Committee: Eric Schultz (Chair), Kate Fuller, Manuela Wagner (Ex-Officio), Alana Adams, Mark Brand, John Chandy, Marc Hatfield, Matt McKenzie, George Michna, David Ouimette, Sharyn Rusch, Lauren Schlesselman (Ex-Officio), Irene Soteriou (Student Rep), Steve Stifano, Gina Stuart, Julia Yakovich, Terra Zuidema

From the 2/8/2021 and 2/22/2021 meetings

**University of Connecticut**  
**Senate Curricula and Courses Committee**  
**Report to the University Senate**  
**March 1, 2021 – presentation**  
**April 5, 2021 - vote**

A. Justification:

We propose to add one ex officio seat on GEOC to represent the following five institutes and programs related to social justice and intersectionality studies institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. The institutes contribute significantly to the current general education curriculum and represent the most significant repositories at UConn of faculty expertise on anti-racism, feminism, anti-homophobia, sexualities studies and disabilities studies. As such, their continued input on GEOC where the standards and curriculum are discussed will be invaluable.

B. Current Relevant By-Laws

II.C.2.E General Education Oversight Committee

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, and Directors or Associate Directors of the First-Year Writing Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

C. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate for II.C.2.E, General Education Oversight Committee

The membership of the GEOC will be representative of Schools and Colleges. Appointment to the GEOC will follow Senate Nominating Committee practice and will include consultation with the Vice Provost for Academic Affairs. Voting members of the GEOC will be faculty appointed by the Senate and an undergraduate representative. Non-voting members of the GEOC will include the Chair of the Senate Curricula and Courses Committee, Directors or Associate Directors of the Quantitative and Writing Centers, ~~and~~ Directors or Associate Directors of the First-Year Writing Program, and one individual representing all of the following five institutes: Africana Studies Institute, Asian and Asian American Studies Institute, Center for Judaic Studies and Contemporary Jewish Life, El Instituto, and Women, Gender, and Sexuality Studies Program. When a Director or Associate Director of these units is a GEOC subcommittee chair and is faculty, they will retain voting rights in the GEOC.

**UNIVERSITY SENATE  
SCHOLASTIC STANDARDS COMMITTEE  
MARCH 1, 2021**

At its meeting on March 1, 2021, the University Senate voted to amend the By-Laws, Rules and Regulation of the University Senate as follows with deleted items in strikethrough and new language underlined.

**A. Background:**

Given the ongoing mental and emotional strain caused by the pandemic, many students have had to withdraw from courses during AY 20/21. Given that the “W” grade is perceived as negative by some students, employers, and graduate programs, students have asked for a new grade that would clearly indicate that the W grade was received during the COVID era. This grade would be NRC: No Record-COVID.

Since the “W” and “NRC” are both administrative grades (rather than earned grades), there is impact on accreditation, financial aid, etc. Students who have a W on their transcript for Spring 2020, Fall 2020, or Spring 2021 would be given the opportunity to choose between “W” and “NRC” for their transcript notation. Students who have already graduated will not be able to change their grade, as their transcript is frozen.

**B. Current Relevant By-Laws**

**II.B.10. Adding or Dropping Courses**

Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth week of the semester, a student may drop one course for any reason with permission from the student’s advisor. No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a ‘W’ on the transcript. Exceptions to transcript notations can be made only by the Provost or designee.

**C. Proposal to Senate: Motion \* **The motion passed with 45 votes in favor and 9 against****

We propose to amend the By-Laws, Rules and Regulation of the University Senate for Spring 2020, Fall 2020 and Spring 2021 as follows. By-Laws, Rules and Regulations of the University of Senate II.B.10.

Students may drop courses before the end of the tenth day of classes without transcript notations. After the tenth day of classes and through the ninth week of the semester, a student may drop one course for any reason with permission from the student’s advisor. No student is permitted to drop a course after the ninth week of classes or to drop more than one course after the first ten days of classes unless on the recommendation of the advisor, an exception is made by the dean or designee of the school or college in which the student is enrolled. Exceptions are made only for extenuating circumstances beyond the student's control. Poor academic performance is not considered a sufficient reason for dropping a course after the ninth week. Any course dropped after the first ten days of classes will receive a ‘W’ on the transcript. Exceptions to transcript notations can be made only by the Provost or designee. For the semesters Spring 2020, Fall 2020, and Spring 2021, students may select a transcript notation of ‘NRC’ (No Record-COVID) to replace the ‘W.’

**University of Connecticut**  
**Senate Scholastic Standards Committee**  
**Report to the University Senate**  
February 1, 2021 Presentation  
March 1, 2021 Vote

Syllabi

A. Background:

In order to perform well and balance their workload, students benefit from a course schedule that outlines course material and deadlines for assignments. This permits for greater time management and increased academic performance. Additionally, a schedule assists in the achievement of learning objectives. Student authentication for distance education course sections is mandated by NECHE.

B. Current Relevant By-Laws

*II.1.5 Syllabi*

Faculty shall provide syllabi to students in their courses, including internships and independent studies. Syllabi shall specify what will be taught, how it will be taught, how learning will be assessed, and how grades will be assigned.

C. Proposal to Senate: Motion

We propose to amend the By-Laws, Rules and Regulation of the University Senate as follows with deleted items in strikethrough and new language underlined. By-Laws, Rules and Regulations of the University of Senate II.1.5.

Faculty shall provide, in writing at the beginning of the semester, syllabi to students in their courses, including internships and independent studies. Instructors shall specify what will be taught, when and how it will be taught, when and how learning will be assessed, ~~and~~ how grades will be assigned, and (for distance education courses) how student identity will be authenticated.

# Senate Executive Report

February 2021

**UConn** | UNIVERSITY OF  
CONNECTICUT

DIVERSITY AND INCLUSION

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February 2021

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## Overview

The Office for Diversity and Inclusion (ODI) is pleased to submit this executive report to the University Senate. This report is composed of four sections that detail initial transition insights, a mid-year summary of ODI accomplishments, steps to move forward, and concluding points.

## Strategic Transition

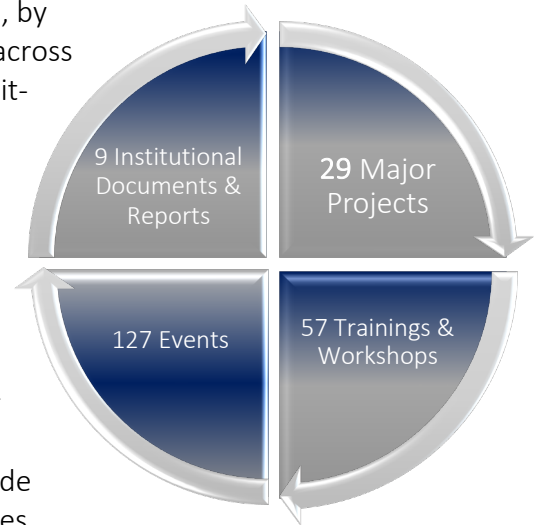
Nearly a year ago, I was interviewing for the position of VP/CDO for the University of Connecticut. I was cautious because I had grown weary of roles such as CDOs, who are often tasked to take on organizational transformation but find that their institution then effectively works to resist the very changes it claimed it wanted to make. As I proceeded with the interviews, I grew less hesitant and more excited because I noticed evidence of the institutional commitment necessary for diversity, equity, and inclusion (DEI) transformational work to occur.

Over the past six months, I have only grown in my enthusiasm for leading the University of Connecticut in its effort to be a premier university relative to DEI. I have witnessed real action and commitment on behalf of university and grassroots leaders at UConn. More and more, my conversations at UConn are not about *what* diversity, equity and inclusion are or *why* they matter, but *how* to grow in these areas. Toward that end, I began my tenure as UConn's VP/CDO by engaging in strategic conversations with various ODI stakeholders and university partners to develop a better understanding of the DEI landscape at UConn. Those discussions confirmed my initial impression that to advance DEI across the institution successfully, we [ODI] would need to focus our attention on enhancing communication, climate, collaboration, and accountability.

As a result, we produced a transition report (Appendix A), which introduces a conceptual framework and an organizational structure for implementing enhancements in strategic areas needing attention to advance DEI across the university system. Additionally, the report highlights DEI efforts currently underway at UConn with details on constituent groups' opinions about these offerings as well as some potential resources needed to enhance those offerings and reinforce the overall DEI infrastructure at the University. This report concludes with a set of values that the ODI team aspire to in the pursuit of the office's mission "to advocate for access and equity across all university units, to welcome and celebrate the experiences of individuals regardless of background through innovative educational programs, and to transform campus climate to build a more welcoming and inclusive community."

## Mid-Year Summary

In the past six months (as of December 2020), ODI has grown as a resource hub and facilitator of institutional culture change that fosters an inclusive, affirming, and equitable environment for faculty, staff, and students at UConn. We have led bold initiatives to move UConn toward being an antiracist institution, inside and outside of the classroom, by building professional capacity through leadership trainings across various levels, providing educational university-wide and unit-specific programming, and technical assistance to units, specific working groups, and individuals. We outline these efforts and more in our mid-year summary (Appendix B). As noted in the accompanying figure, ODI together has spearheaded over 200 DEI-related efforts during the first half of this academic year. Some of our highlight achievements include front-line support during the COVID-19 pandemic to minoritized students, hosting town halls for our faculty and staff of color, reviewing unit-wide diversity-specific strategic plans, and developing a new, university-wide website to provide the university with a hub for DEI resources.



In addition, one of the areas that ODI has made significant headway in this year is offering educational and developmental consultancy to approximately 300 university leaders, 100 faculty and staff members, 300 students, a growing alumni/ae base, as well as community partners external to the University. We accomplished these consultancies with very few professional staff members, but the impact has already been transformational in nature. Our office is regularly informed that our feedback, intervention, or support has enhanced a sense of belonging on campus, increased capacity building for DEI work, and has begun to shift institutional culture.

## Moving Forward

Building off our accomplishments so far, this academic year, ODI will continue the efforts noted above, as well as additional training and programming. We have an ambitious schedule of programs, workshops, and other opportunities for engagement planned for the remainder of this academic year (Appendix C).

In addition to trainings and programs, we are seeking to enhance the effectiveness and efficiency of our unit. Toward that end, we have implemented a set of strategic working groups that will provide critical intelligence on addressing potential areas for growth and development. This information will guide ODI's strategic goals for the coming years. These working groups (Appendix D) align with the organizational transformation and implementation framework developed by ODI to inform DEI strategic planning and include the following groups:

- University Access, Inclusion, and Success Network
- ODI Working Group on Campus Climate Assessment



- ODI DEI Training and Development Working Group
- ODI University-Wide DEI Website Working Group
- ODI Strategic Planning Working Group
- DEI Name Committee

ODI recognizes that a significant responsibility we have is to build capacity across the institution, engage in partnerships with colleagues across the institution, as well as develop, implement, and deliver high-quality DEI initiatives. With this commitment in mind, we have strengthened existing partnerships as well as developed new ones this year. Some of these partnerships include:

African American Alumni Association	Asian American Alumni Council
Board of Trustees Diversity Committee	Something's Happening Committee
COVID-19 work balance work force	Community Response Team
HHMI Grant with CETL	Workforce Inclusion Team
Student Onboarding Workgroup: Diversity, Equity & Inclusion Topics	Center for Excellence in Teaching & Learning (CETL) Curriculum Development Working Group
Incident Response Team	Life Transformative Education Taskforce.
Summer Leadership, Enrichment, Access, and Diversity Program	NECHE 5-year Accreditation Report Committee
President's Advisory Committee on Community Policing	President's Commitment to Community Initiative
Orientation Advisory Group	President's Council on Race and Diversity
Senate Diversity Committee	Sexual Citizens Working Groups
Indigenous Strategies Taskforce	UConn Spirit Awards
UConn Wellness workgroup	Undocumented Student Advisory Board

A notable strategic partnership vital to ODI's work in terms of institutional transformation and culture shift is that with the Office of the Provost. Several of our team members work closely with the Provost and his leadership team regarding DEI efforts related to faculty and staff recruitment and retention, teaching and learning, student success and belonging, and the university-wide strategic planning process. This partnership along with others in student affairs, human resources, enrollment management, office of institutional equity, and communications ensures that DEI commitments are central to University business, goals, and vision.

## Conclusion

At ODI, we are extremely proud of the work we have done and the work we have ahead of us. It is important to note, however, that this report is just a snapshot of what we have been able to accomplish with a small but dedicated group of ODI professional staff. The ODI leadership team and staff members have repeatedly answered the call to lead and serve despite mounting challenges of navigating multiple pandemics related to the coronavirus and increasing levels of racism and systemic oppression facing BIPOC (Black, Indigenous, and People of Color) and

historically marginalized communities. Both of which have directly and personally impacted many of our own team members.

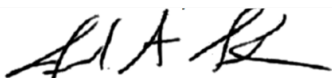
While we are pleased with our accomplishments, we are highly concerned about our ability to sustain these efforts while being responsive to the increasing demands on our team given our current sociopolitical context requiring intentional and bold advancement in DEI institutional capacity and commitments. As more members of our University members work to be responsive to call to engage the critical work of advancing DEI, they are turning to ODI for additional support, resources, training, and partnerships. The demands are high and necessary for organizational transformation to occur and for UConn to work toward being an affirming and inclusive institution where BIPOC and historically marginalized communities can thrive. Yet, the current resources that we have for meeting this growth in our community's interest and efforts need to grow. The impact of this imbalance highlights a critical challenge facing us at ODI, as the institution will not be successful in achieving its DEI goals without allocating sufficient resources to do so.

As a team, we ask ourselves, as well as the university leadership and campus partners, the following questions in order to identify areas that continue to merit further attention:

- How can we ensure that all BIPOC and other historically marginalized students (including international students), faculty, and staff have access to affinity-based and culturally-relevant support and programming they need to achieve at the highest levels? How is ODI positioned to build capacity and deliver services to achieve this goal? What resources and partnerships will ensure success of this effort?
- How can we ensure that all faculty, staff, and administrators have the professional capacity to advance DEI within their respective units? What resources are we putting in place to sustain this capacity building?
- How can ODI provide greater support to UConn Health, UConn Law School, and the regional campuses? What resources will ensure success of this effort?

Undoubtedly, our pursuit of solutions to these questions will uncover new areas of growth and development. More importantly, they will require decisions and resource commitments to support ODI in addressing these gaps in order to lead and support the institution in a manner that not only positions the University as the best to learn and work in the State but as an exemplary model of an inclusive, affirming, equitable, and antiracist institution across the nation and globe where BIPOC and all minoritized communities can thrive.

Sincerely,



Frank Tuitt, Ed.D.  
Vice President/Chief Diversity Officer

OFFICE OF THE VICE PRESIDENT  
FOR DIVERSITY AND INCLUSION &  
CHIEF DIVERSITY OFFICER (CDO)

Appendix A

# Toward Inclusion: Strategic Transition Framework

Frank Tuitt, EdD  
Vice President & CDO  
November 2020

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## The Role

Practicing diversity and inclusion is fundamentally about understanding the histories, lived experiences, and hopes of individuals and groups. Doing it well establishes an organizational culture where all feel seen and supported, leading to a deep sense of pride in belonging to their community. The University of Connecticut (UConn) understands the importance of establishing an inclusive community, especially in light of its core mission of educational excellence and improving the well-being of the diverse citizens of Connecticut. While appreciating UConn's varied and complex needs, the community sought a leader who could positively and immediately influence certain areas within the University system, such as:

- Developing a **strategic plan** focused on diversity and inclusion efforts; having that plan **incorporate the climate studies** that have been conducted, as well as a sustainable method to assess campus climate in the future.
- Developing a **systemic training program for faculty, staff, and students** about diversity, inclusion, and related topics.
- Reviewing and **assessing the impact and effectiveness of current diversity and inclusion programs**, support services, and other offerings.

- And **representing the University in media, public responses, and other high-profile incidents**, as well as building partnerships across the state.

It is clear that the Chief Diversity Officer (CDO) must take a system-wide approach to the work, providing a unified vision for diversity and inclusion efforts across the campuses, schools, and colleges. It will be a central mission and unified effort that will help the community feel the impact of this important work. This is a particularly challenging goal, as the campuses vary in offerings, demographics, and size. Another challenge is the current sociopolitical context of the University, state, and greater nation. The recent politicization of diversity and inclusion training may impact reception to training and development opportunities, even causing tensions with state and local entities.

Despite these potential challenges, the need to enhance and expand diversity and inclusion efforts at UConn is clear. As recently as this semester, too many members of the UConn community have documented complaints or anecdotes about experiences with racism, sexism, homophobia, religious bias and other prejudices while on campus or the surrounding community. There remain several opportunities to expand the diversity of the populations and deepen the meaningful inclusion of those populations. We also have the

opportunity to diversify the curricular and research offerings at UConn in order to ensure a transformative impact on the community and world.

Members from all constituencies, in significant numbers, are committed to these goals. Our goal is to provide the necessary opportunities, environment, and knowledge (read: ecosystem) needed for this work. That ecosystem will help each member of our community feel a greater sense of belonging to UConn and believe that they can accomplish their personal and professional goals. To do that well, diversity and inclusion efforts must be at the foundation of all essential work of this University. At its foundation, diversity and inclusion work is about countering and correcting the exclusion of histories, experiences, and contributions of subordinated groups, as well as developing the emotional and cultural intelligence of our students and workforce. Strengthening these competencies improves the experiences and outcomes of all members of our communities and enhances their abilities to affect change in the world.

What follows is an evolving **framework** intended to outline emerging insights about the expectations of the role of the CDO, critical partners in this work, and areas for in-depth discussion moving forward. This report will conceptualize the framework the CDO is adapting, review the diversity and inclusion efforts currently underway at UConn, and detail the opinions

constituent groups have expressed about current ODI offerings and the resources needed to enhance those offerings.

## **Organizational Transformation & Implementation Framework**

President Thomas C. Katsouleas has a powerful vision for UConn. This vision includes several goals related to diversity and inclusion for this academic year. The divisiveness of the socio-political landscape make these goals all the more urgent.

### **Presidential Goals for 2020**

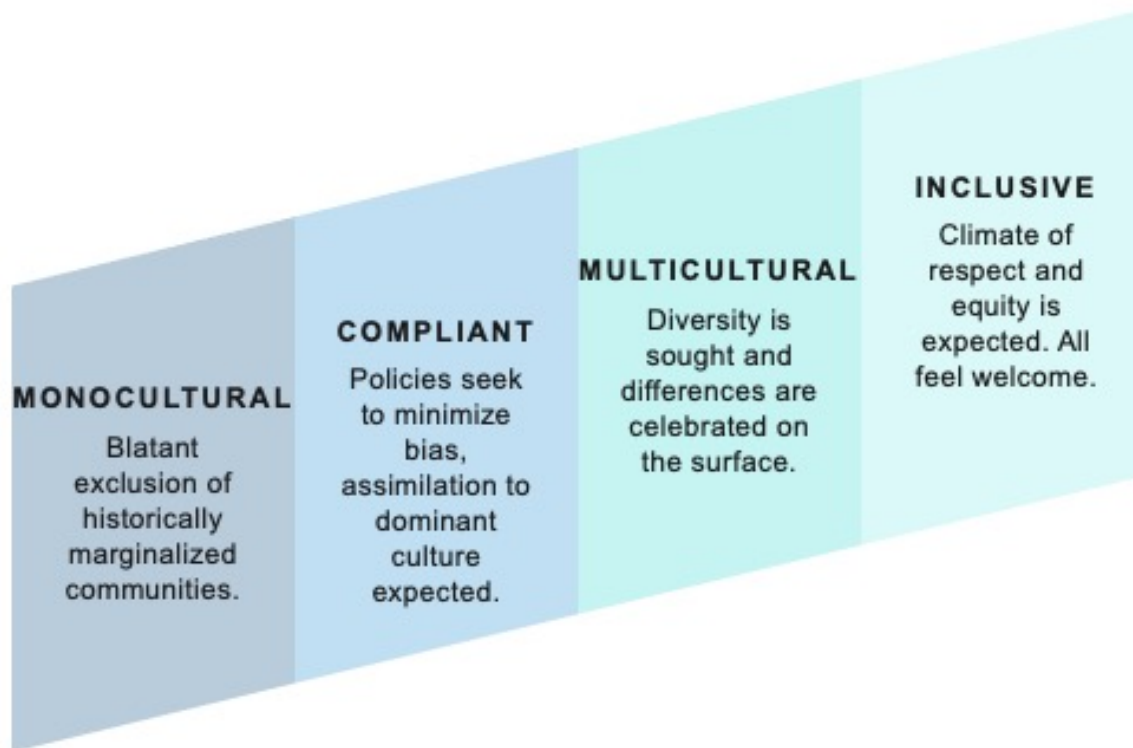
- Adding significantly to the **diversity of our faculty and staff.**
- Supporting an ecosystem to confront difficult truths and **promote important conversations around race and identity.**
- Adding **training that focuses on racial literacy** and responsive approaches for managers and leaders.

These annual goals nicely complement the larger priorities expected of the role. However, it is important to place both sets of expectations into a broader framework and within the context of community feedback. This allows us to understand the most pressing needs, identify the best leverage points, and use resources wisely during an economically and psychologically challenging time.

## Framework Defined

The evolving framework ODI has adopted is one that appreciates that, much like individuals, organizations develop in stages. Change management efforts that seek to improve the culture and climate of a community need to be honest about where they are on that spectrum. They also need to be honest about the effectiveness of past strategies and adjust accordingly. For instance, the priorities listed for this role in the year 2020 are almost exactly the same goals recommended by Diversity and Inclusion leadership in 2006 – and even as far back as 1971 (e.g., Acensio et al., 2020; Taylor, 2006). That the goals remains unchanged 35 years later begs the question: Why has the community not made sufficient progress?

Figure 1. Organization Stages toward Inclusion; Adapted from Jackson & Hardiman's MCO Model

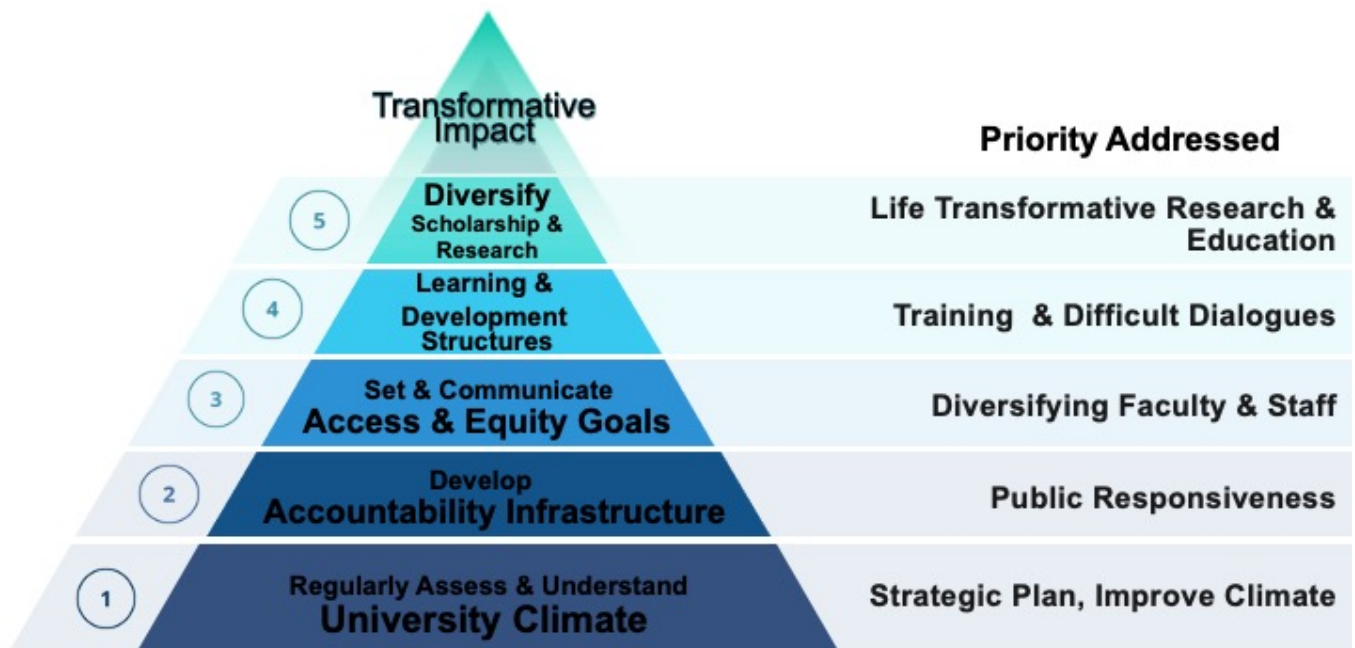


Several climate studies conducted at UConn, as well as committee and taskforce reports (see references), all suggest that UConn community members experience the campus culture as lingering between **Compliant** and **Multicultural**. They find diversity and inclusion to be an authentic goal of many individuals, groups, and departments across campus: *"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 (Acensio et al., 2020)."* That same report, however, also describes a *"culture of fear,"* where faculty and staff of color *"are afraid to even voice their concerns."* Students too, while unafraid to voice concerns to University leaders, fear what they perceive to be "multiple and

regular” bias incidents committed by peers and faculty. Worse yet, they do not feel comfortable reporting to the University police department for support in those moments.

Moving along this continuum toward inclusion requires systemic values and practices with each stage becoming a platform to reach the next. An institution cannot skip stages. Setting the appropriate systems at each stage is vital to sustainability and success of initiatives. Based on the goals for this role, I offer the following framework to guide our evolution toward inclusion:

Figure 2. Transformational and Implementation Framework



This model appreciates that in order to reach the goal of transformative impact, we must build a supported and sustainable system. The order of priorities is key to implementation and success. This framework is based on best practices while being sensitive to the feedback provided by the community, historically, currently, formally, and informally. It is important that we have a way to measure our progress after setting measurable goals, so deciding on how we will regularly assess our campus climate and evaluate our campus goals are the first steps in setting the foundation for the work ahead.

Context matters deeply in this work. We are inundated with terrifying and concerning news almost weekly as race-, gender-, and sexuality-related injustices make headlines. Across the nation, identity-based tensions and bias incidents have increased dramatically on college campuses, well over 40% since 2011 (NCES, 2019). Here at UConn, students experienced a very public racial incident one-year ago, leading to a list of demands presented to leadership.



Faculty were not unscathed, either; among faculty of color, there was a recent perception of a “mass exodus” (see Acensio et al., 2020).

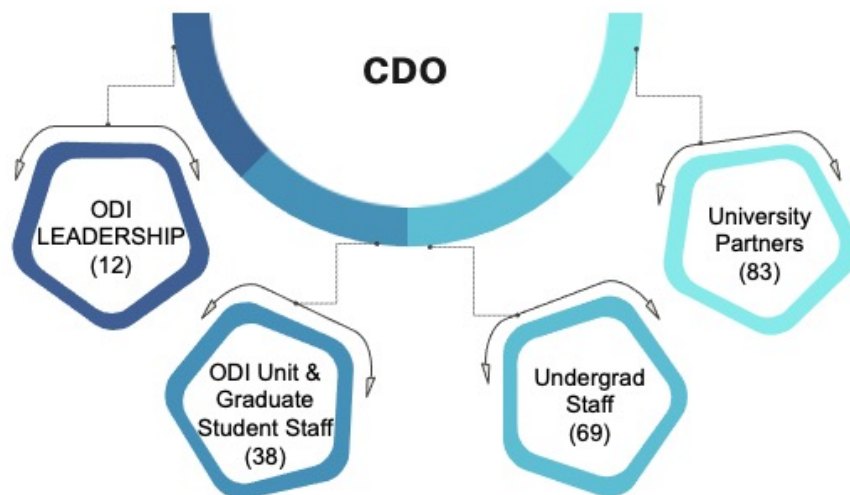
We must consider the impact that current perceptions of climate will have on every initiative we push forward. Campus climate impacts the success of recruitment and retention, classroom and social dynamics, productivity and pride. That is precisely why prioritizing the infrastructure and resources needed to regularly assess climate and support accountability measures are so important; **we have recently seated a working group on campus climate to advise on next steps.** Without accountability, we cannot encourage the values nor role model the behaviors that improve the community climate.

In order to appreciate the current context of UConn, at this moment in time, we studied prior studies and reports; held several individual meetings with leadership from University Units, student organizations, faculty, committees, and university partners; and conducted a series of retreats with ODI leadership, ODI staff and student staff, and with University partners.

## UConn Today

Only a few months into this role, I began an earnest listening tour. I started with the individuals and groups most invested in the work supported by the Office for Diversity and Inclusion (ODI). The robust engagement from the community is a major strength. There are eager partners from every constituency across the University system. Several individual meetings took place with leadership from academic units (15+), as well as over 10 student organizations. I also had the opportunity to meet with over 30 individual faculty or staff and was invited to meet with 7 major committees.

Figure 3. Listening Tour Retreat Groups



Seeking authentic and system-wide feedback, external facilitators led retreats with the four groups noted in figure 2, defined as:

1. **ODI Unit Leadership** refers to the Directors of each affinity-based center, the Director of ODI's central office, as well as new Faculty-Liaisons (August),
2. **ODI Unit & Graduate Student Staff** includes all full-time and part-time direct reports of the CDO's units, including graduate student staff. (September),
3. **Undergraduate Staff** of ODI centers, a group that overlaps heavily with affinity-group leadership on campus (October),
4. **University Partners** includes all staff and faculty collaborators, relevant committee members, regional partners, departmental partners such as representatives from Human Resources, The Provost's Office, UConn Health, and other affiliates (October).

## Retreat Structure

Each group was asked to complete a survey that was modeled after a retrospective start-stop-continue exercise. Prior to each retreat, participants were asked to comment on what ODI should start doing, stop doing, and continue to do (ODI was defined as central ODI *and* affinity-based cultural centers). Those survey results were then thematically analyzed and presented back to the group during retreats, leading to productive conversations and reflections.

## Feedback and Reflections

Across all groups, three major themes arose with significant consistency. What follows is a review of those themes and my related reflections.

### 1. Accountability

There seems to be a perception that **bias incidents** are not handled in any

systemic way – or at least, there appears to be a genuine **lack of clarity about the processes** from reporting to outcomes. For students, that lack of clarity translates to perceptions that “nothing is being done” and “no one is ever held accountable” (retreat quotes). Members of all constituency groups voiced concerns about bias incidents being handled with leniency. Students question whether faculty are held responsible at all for displays of bias.

This is a difficult perception to navigate; because of our role as a public institution, certain boundaries for findings and corrective actions are out of our control. Those boundaries have been made all the more tenuous with the recent Presidential Order to halt certain diversity and inclusion initiatives. That said, these retreats made clear that the community would benefit from an education and awareness campaign that defines, with much specificity and clarity, what

constitutes a bias incident based on University definitions and what constitutes a hate crime based on Connecticut law. This helps community members process each incident and frame their expectations from the University leadership. This kind of calibration should likely be offered soon after members join the community, and at the very least, by the end of their first 6 months as a student or employee. Avoiding such behaviors should be a clear University norm.

Just this summer, a variety of campus offices collaboratively created a centralized educational and reporting system, one with an impressive on-line presence: [InForm UConn](#). Unfortunately, there seems to be little community awareness about this initiative. This presents a significant opportunity to gain community trust. A comprehensive marketing campaign should be initiated as soon as possible and over time assess whether this intervention is building greater trust in this particular process.

## 2. Communication

That campaign can also help **clarify the distinction between the Office for Diversity and Inclusion versus the Office of Institutional Equity**. Students especially, and some staff and faculty, do not seem to understand the differing responsibilities or supports offered within each unit. This makes it hard for community members to know where to turn in their time of need or to voice a critique. A few new faculty and staff members commented on the lack of information shared about ODI during orientation activities. This

presents another major opportunity. In other words, the many services available through central ODI and the affinity-based centers should be more visible to new members of the community. Developing a unified brand across ODI centers, communicating their services and responsibilities clearly, along with an easy-to-navigate web presence, are reasonable and low-cost solutions to these challenges.

All groups reported seeking **better “two-way communication” between University Leadership and the greater UConn community**. There is a perception that decisions are made, ones that impact a sense of inclusion on campus, without much community input. As the infrastructure to support this work is developed across the university, communication and marketing efforts will need to be supported. It is important for community members to feel they can intuit responses from leadership because shared values and expectations have been made clear. Especially given the national tensions and trends, taking a firm stance on these issues will go a long way. It was made clear that UConn Health and University Police could use support in this area.

The community also shared disappointment regarding the potency of current central messaging after on-campus bias incidents or national incidents. Contributing to that dissatisfaction are the independent messages from Schools and College or administrative departments—messages that initiate comparisons and critiques. **UConn needs a**

**unified approach to racial and other-identity based incidents** that specifically addresses the group targeted by such incidents. This approach must offer support and concrete actions instead of broad and vague statements.

### 3. Collaboration

All groups sought greater synergy in efforts and **engagement across all regional campuses**, capitalizing on the increased capacity that would provide. The good news is that all groups displayed a genuine desire to **enhance collaborations across campuses**. They all seem to appreciate that meaningful impact would require significant collaboration across the University community, and that goals will not be met if ODI is alone in this work.

In fact, what seems to be missing is the coordination necessary to drive initiatives forward in a clear and collaborative way. Enhanced offerings and collaborations were identified for:

- **Training and Development** opportunities for faculty, staff, and students. Given that students are required to receive this type of skill development, some faculty and staff believe they too should be required as the primary educators and culture-setters of the institution. Many voiced integration of these goals into Tenure, Promotion, and Advancement as something to explore. **We have recently seated a DEI Training Working Group** tasked with understanding what is needed to increase training

opportunities across campus. Moreover, I developed an **ODI faculty fellow position**, as a pilot, to help support the development and retention of faculty of color in particular, given concerns raised during the faculty and staff of color town hall.

- **Orientation of new employees and students** seemed to be an area where ODI could be better integrated. Staff and faculty offered that a more unified approach, with intentional collaboration between human resources and academic units would enhance current offerings. Right now, there is a perceived disconnect between the human resources messaging and the onboarding culture of academic units.
- All constituencies lauded Cultural Center staff and their dedication to this work and the UConn community. This group of leaders is seen as having carried the burden of this work, oftentimes without much support, for a long time. Nevertheless, students feel important tweaks are needed in *how* the work is delivered. Student workers seek **greater collaboration across Cultural Centers and affinity groups**. Students spent a significant portion of their retreat expressing the need for “more intentional and coordinated” collaborations across the centers, especially greater opportunities for student staff to co-create **intersectional**

programs. They believe this kind of collaboration will increase access to the centers from students that do not feel so closely aligned to a singular identity or whose identity is not yet included in the current center titles. Moreover, they felt a more intersectional approach to programs and staff expectations would improve engagement from and with majority group students.

- Collaboration is also structural. One of our long-term challenges will be in spearheading an **organizational structure for Cultural Centers** that meets the demands for an increasingly diverse population of students—students that rightly seek representation. For the last few years, there has been a call for a center dedicated to Native American and Indigenous Populations. Over time, as

populations increase, there will likely be calls for other identities to be represented as well. This is a challenge for all of higher education to reflect on because as the diversity of the population increases, so too does the call for spaces that appreciate mixed race peoples and a more intersectional frame for all identities. The fact that student leaders are currently seeking increased visibility of their identities, accessible collaboration across centers, and a more articulated intersectional paradigm speaks to our need to understand how overall structure and capacity can support these moving forward. The cultural centers have served as a model for other programs nationwide, and UConn can continue to be a leader of innovation in role modeling enhanced collaboration.

## Transitional Needs

In a time of austerity, prioritizing use of resources is key. Addressing the most pressing needs of the community will have the greatest impact on University climate. In the previous section, community members and ODI staff highlighted what they see as top priorities. Spending time with the community has brought me a key insight—the goals for the community, and even the recommendations to reach those goals, have not changed much in two decades. That is likely due to the lack of infrastructure and capacity to sustain and evolve efforts for the long haul. The following initial recommendations are made to establish a robust and sustainable foundation for this work...the first step in moving us closer toward becoming an inclusive community.

A summary of needs is represented in the following figure.

Figure 4. Transitional Needs for ODI



**Recommendation:  
Developing an Accountability Framework, Strengthening Communication,  
and Enhancing Collaboration.**

In order to set the stage for initiatives to succeed, we need to build capacity for system-wide assessments that will help target interventions. We also need to expand the coordination needed to implement interventions. To accomplish that, leaders need to have a pulse on community needs and expectations. In these times, holding community members accountable to the values and expectations of the University is strongly correlated to how we anticipate and communicate about major incidents that disrupt our community. Thus, I recommend the following positions to strengthen our abilities and overall infrastructure to enhance our capacity to have a transformative impact:

- ✓ Recruit an **Associate Vice President and CDO for UConn Health (funding reallocation committed-search preparation underway)** who specializes in change management, diversity and inclusion, as well as health disparities. It will be important for this person to have strong communication insights, serving as an additional resource to university leadership on central messaging. In addition to supporting efforts to advance diversity equity and inclusion for ODI, this position will lead coordination of efforts as well as serve as the major point of contact for DEI matters at UConn Health.
- ✓ Recruit a systems-wide **Assistant Vice President of ODI (current vacancy)**. This position will focus on coordinating the implementation of diversity plans across regional campuses, as well as holding those units accountable to those plans. To succeed in this role, this individual will need

to strengthen partnerships across the University system to help with implementation, provide constructive feedback, and to inform ODI of critical issues arising.

- ✓ Have a rotating faculty position to help with recruitment and retention strategies for faculty of color is important to our institutional goals. To support this work, I have created an **ODI Faculty Fellow**, for the 2020-2021 academic year currently held by Dr. Milagros Castillo-Montoya. As this role supports current and incoming faculty, awareness of the cultures in which those faculty work will help inform the development of inclusive pedagogies with targeted and interventions.
- ✓ The new insights about this role's responsibilities require a reorganization of the ODI central office to help initiate change more quickly and with greater impact. The office requires a **Business Operations Manager (funding reallocation required)**, who will support entire ODI unit by centralizing some core administrative duties, such as: budget planning and accountability, improved technological and systems support, etc. This position will build capacity throughout ODI, allowing current Directors and administrative staff to focus on creating new programs and collaborating across the university.
- ✓ **Reinforcing Cultural Center Capacity for Collaboration and Intersectionality** is key to our continued success and enhancement of most of the initiatives presented. These groups of staff have been the pivotal rock bed of diversity and inclusion initiatives on campus for a very long time. In that time, student compositional diversity has increased dramatically, and yet, Center budgets and staffing structures have stagnated or been cut in the last decade. It is imperative that their vacancies are filled and that resources are added to enhance collaborations and intersectional offerings.
  - Rainbow Center, Rainbow Center Coordinator **(current vacancy)**
  - Women's Center, Assistant Director/Violence Against Women Prevention Program Director **(current vacancy – search near completion)**
  - Asian American Center, Assistant Director **(current vacancy)**
  - Puerto Rican/Latinx American Cultural Center, Assistant Director **(temporary position - funding reallocation secured)**
  - African American Cultural Center, Assistant Director **(new position- funding reallocation required)**
  - Native American Cultural Programs, Program Coordinator **(new position - funding reallocation required)**

## Additional Recommended Positions to Build Capacity and Strengthen the Overall DEI Infrastructure

- ✓ Create a Senior Level **Diversity position within Student Affairs** to provide DEI expertise for all the wonderful initiatives already taking within the area, and serve as a point of contact for and lead in establishing the appropriate collaborations that will best impact the student experience. This position would report to the Vice President for Student Affairs, and work closely with ODI. **(funding reallocation required)**
- ✓ Establish a **System-Wide Human Resources leadership role (funding reallocation required)** that supports UConn's diversity recruitment efforts. This position will focus on increasing demographic diversity in faculty and staff positions, as well as contribute to the implementation of orientation and onboarding efforts for those new staff.
- ✓ Establish an ODI **Liaison within the Division of Public Safety**. This individual will be tasked with coordinating training and development initiatives, related to diversity and inclusion, for the Unit. **(funding reallocation secured)**

## Next Steps

This transitional framework is currently being shared and used to review the diversity plans generated from individual units. Unit leadership will be provided with specific recommendations based on those reviews by ODI. There are also several recommendations for improving compositional diversity and retention of faculty and staff of color within the works referenced in this report. Which of those efforts is prioritized will be determined once strategic planning efforts take shape and accountability infrastructures are developed. **In order to help make those recommendations, three major working groups have recently been seated with the following foci: a) Assessing University Climate; b) DEI Training and Development; c) DEI University-wide Landing Page.**

It is understood that resources will be exceedingly scarce as we rebound from the pandemic; however, our goal is to be fluid throughout the strategic planning and implementation process, understanding the numerous commitments and priorities that campus leaders have. We hope that leaders across campus will become involved in this work as we look to catalyze a powerful infrastructure that will engage community members in developing a strategic plan for the University with diversity and inclusion as a foundational tenant woven throughout that plan.

That said, there are important commitments to be made in order to best support the strategic planning process and work toward our goals of inclusion as a



University community. Making these commitments will undoubtedly cause a ripple effect of benefits: improving campus climate, enhancing the trust between leadership and University constituents, facilitating recruitment and retention, and developing the training and skill development to increase the cultural intelligence of our community. That is how we will make transformational impact, for our community members, and the greater world.

Once transitional needs are implemented, we can move on to phase two of this work: the ODI strategic planning process. With transitional needs met, we should have the foundational capacity to appreciate and regularly assess **University climate**, formally and informally. The groundwork for an **accountability infrastructure** will have also been laid, one that is clear about community values, expectations, and boundaries. With that foundation established, the strategic planning process can then focus on the initiatives that concentrate on increasing **access and equity, learning and development, and scholarship**:

- **Increase access and equity for historically excluded and underrepresented groups**, particularly among faculty and staff. This includes more robust recruitment and retention strategies.
- **Increase the diverse experiences and content in the curriculum, training and development** of every community member, to ensure they have the cultural intelligence for personal and professional success.
- Engage in **research to understand the experiences of historically marginalized** groups and improve the lives of Connecticut residents.

In closing, I want to end this transition report by sharing the values we in ODI have committed to as we continue the important work of driving efforts to advance diversity and inclusion at UConn:

1. We will prioritize self-care and collective wellbeing in support of service to others.
2. We will be facilitators of collaboration and accountability as we contribute to DEI capacity building across the institution.
3. We will act with compassion, integrity and grace as we advocate for justice, equity, and systemic change that makes a meaningful difference in lives of historically marginalized communities at UConn.
4. We will take an intersectional approach to our diversity and inclusion efforts by paying close attention to the interlocking systems of power, privilege, and oppression.
5. We will commit to radical honesty as our primary system of two-way communication so that we are able to honor our humanity and authentically engage in our collective work.

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## Appendix B



### Mid-Year Summary Spring 2021

The mission of Office for Diversity and Inclusion (ODI) is to advocate for access and equity across all university units, to welcome and celebrate the experiences of individuals regardless of background through innovative educational programs, and to transform campus climate to build a more welcoming and inclusive community.

We aim to achieve our mission by cultivating a sense of belonging, particularly for those who have been historically marginalized within higher education, and by addressing structural and systemic challenges that serve as a barrier to our DEI goals at all levels of the institution. Our efforts to cultivate and offer an inclusive, affirming, and equitable environment cuts across a variety of services, programming, and resources, many of which are noted below. What we hope is clear from this mid-year summary is that ODI is at the helm of driving anti-racism initiatives at UConn through student support, research, townhalls, trainings, and projects including the new H.E.A.R.T podcast (Higher Education Anti-Racist Teaching).

To inform reading of this summary, we want to point out seven core pillars undergirding the work of ODI. These are as follows:

- 
- Develop and sustain DEI capacity building infrastructure
  - Engage change agents throughout the systems
  - Collaborate with and support unit-level DEI efforts
  - Embrace principles of equity-minded leadership
  - Build a strategic DEI implementation scorecard
  - Facilitate DEI becoming a central part of our institutional brand
  - Cultivate and offer an inclusive, affirming, and equitable environment

We reflect these pillars across our efforts completed as of December 2020. In what follows, we provide a listing of some of these efforts listing those spearheaded by the ODI central team first, followed by those spearheaded by the cultural centers.

The ODI Central Office Team:

Dr. Frank Tuitt, VP/CDO

Dr. Jonelle Reynolds, Director of Diversity and Inclusion Initiatives

Dr. Milagros Castillo-Montoya, Faculty Fellow

Dr. Leslie Williams, Racial Equity and Inclusion Research Fellow

Jennifer Newman, Executive Assistant to the CDO (departed in January 2021)

Patrick K. Russell – Graduate Assistant

Arpita Mandal – Graduate Assistant

Omar Romandia Diaz – Graduate Student Worker

### ODI Central Office University-Wide Events

1. Teach-In: Solidarity with Scholars Striking for Racial Justice
  - Anti-Blackness @ the Academy
  - Anti-Blackness Impact on Black Women
2. Race, Ethnicity, Gender and the 2020 Elections
3. Staff of Color Town Hall
4. Faculty of Color Town Hall
5. Faculty of Color Writing Retreat
6. Black & Brown Networking Event [in collaboration with the Office of the Provost]
7. Caribbean faculty and staff get together

### ODI Central Office Major Projects

1. Research on the “Top 25 Public Research Universities Responses to Current Wave of Anti-Blackness” that will lead to a Brown Bag Lunch Talk in Spring 2021.
2. BUILD UConn Challenge - ODI team in collaboration with the Werth Institute to imagine and create cultural or affinity-based innovation spaces at the regional campuses.
3. H.E.A.R.T (Higher Education Anti-Racist Teaching Podcast) explores the meaning and challenges entailed in anti-racist teaching in higher education
4. Racial Justice at UConn Video (ODI and UConn Communications)
  - Distributed to alumni, prospective students and guidance counsellors, and UConn faculty during the week of MLK events
5. Research on retention and recruitment policies and practices for faculty of color
6. Students of Color Mentoring Program
7. Compilation of DEI Training Resources

8. Plan and research for university-wide DEI website
9. Social Identity Activity Development and Training
  - 18 volunteers from around the university were trained as facilitators

### ODI Central Office Trainings and Workshops

1. Senior Leadership Retreat (Nov 9<sup>th</sup>)
  - 45 senior leaders in attendance
  - The agenda included:
    - An implicit bias presentation by Dr. Thomas Craemer
    - Social identity activity
    - Reflections on the themes that emerged from *White Fragility* by Robin DiAngelo
    - A case study analysis of six UConn scenarios
2. Inclusive Mentoring
  - EDLR 5130: Inclusive Pedagogy (14 participants)
  - FYP/LC/AAC/LCIZ Peer Leader Training (150 participants)
3. Belonging and Bias
  - First Year Experience Courses (190 participants)
    - 9 sessions at Avery Point
    - 1 session at Storrs (11/2)
4. Social Identity Activity
  - 4 FYE classes (72 participants)
  - Women's Basketball Team (12 participants)
  - Student Organizations
    - Alpha Chi Omega (90 participants)
    - HuskyTHON Management Team (30 participants)
    - UConn Student-Athlete Equity Coalition (25 participants)
5. Unconscious Bias
  - Center on Aging, UConn Health
  - Undergraduate Admissions
  - Office of the Registrar
6. Thriving @ Work Series- (100 attendees)
  - Learning how and when to say NO
  - Strategies for building your resilience at work
  - Beyond compliance: cultivating a workplace culture of care
  - Got conflict? Get competent!

- Giving feedback
  - Details: <https://diversity.uconn.edu/thriving-work-series/>
7. Regional Campus Involvement
    - Waterbury Townhall
    - Connect, Challenge & Cope Sessions at Stamford, Avery Point and Hartford

### ODI Central Office Documents and Reports

1. Developed a proposal “Recommendations for NAACP Million Jobs Campaign” for a collaborative engagement with NAACP’s “Million Jobs” campaign
2. Unit-Level DEI Strategic Plans
  - Create diversity plan template
  - Review, analyze, and write feedback reports on 11 unit-level DEI plans
3. ODI Transition Report
4. “How to host a townhall” and “How to have a listening session” guide
5. School of Fine Arts Anti-Racism Research Grant Review
6. School of Fine Arts DEI Statement Review
7. Anti-Racism Resources: <https://diversity.uconn.edu/racial-justice-resources/>

### Guest Speaker or Panelist – Dr. Tuitt

1. Educational Leadership Social Justice Course: “How Black deprivation and educational deprivation show up in administrative work?”
2. Practicum in higher education course
3. Transformational leadership in higher education
4. Sociology faculty meeting
5. First year experience
6. School of Fine Arts alumni diversity roundtable
7. Alumni affinity volunteers
8. Life transformative Education speaker series
9. Student welfare committee
10. Student Affairs AVP meeting
11. Engineering’s Foundation Development Team: “Engineering a Better Connecticut” scholarship initiative

### ODI Central Office Representations on University Committees

1. President's Advisory Council on Policing at UConn
2. Undocumented Student Advisory Board
3. Retention and Graduation Executive Committee
4. UConn Communications working group
5. Board of Trustees Committee for Diversity, Equity and Inclusion
6. Senate Diversity Committee
7. NECHE 5-year Accreditation Report Committee
8. President's Commitment to Community Initiative
9. COVID-19 Work-Balance Workforce
10. Community Response Team
11. Incident Response Team
12. Workforce Inclusion Team
13. UConn Wellness workgroup
14. Center for Excellence in Teaching & Learning [CETL] Curriculum Development working group
15. UConn Spirit Awards
16. Life Transformative Education Taskforce
17. HHMI Grant with CETL
18. Orientation Advisory Group
19. Student Onboarding Workgroup: Diversity, Equity and Inclusion Topics
20. Cohen Student Leadership Scholarship for Enhancing Community Selection Committee
21. Summer Leadership, Enrichment, Access, and Diversity Program
22. Bias Reporting Website work group
23. Campus Community work group
24. Search Committees: Director of Mental Health

### ODI Central Office Consultations for DEI

1. Graduate School -Dean's Dialogues
2. Office of the Vice President for Research
1. School of Fine Arts
2. Music dept.
3. Languages, Culture and Literature dept.
4. NEAG Equity & Social Justice committee
5. School of Dentistry
6. School of Nursing
7. School of Engineering

8. Philosophy dept
9. Human Development and Family Sciences- Waterbury
10. Undergraduate Student Government – Hartford
11. University Advising
12. Center for Career Development
13. Center for Excellence in Teaching and Learning
14. UConn Alumni/Parents
15. Morgan Stanley Leveraged Finance Mentorship Program
16. English Dept- Hartford

<b>ODI Internal Virtual Retreats</b>
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1. ODI Central Leadership
2. ODI Professional staff and graduate student workers
3. ODI Undergraduate student workers
4. ODI University partners



## Native American Cultural Program (NACP)

### Leadership

Dr. Jonelle Reynolds – NACP Supervisor

### Student Staff

Kaylee Jangula Mootz – Graduate Student Supervisor

Sage Philips

Zoe Blevins

Marina Gonzalez

Shannon Mullings

### Summary:

- Consultations: 4
  - Leadership: 2
  - External/Community Stakeholders: 2
- Trainings and Workshops: 3
- Total Projects: 8
- Events Hosted: 14
- Events Represented: 5
- Resources: 7

### Select Projects

- Inaugural cohort of peer mentors for the UConn Indigenous Nations Cultural and Educational Exchange (UCINCEE) chosen and trained
- New student organization Native American and Indigenous Student Association (NAISA) formed --Roughly 20 members, 10 of whom are highly active --Met weekly throughout semester to discuss curated topics

### Select Events

- Indigenous Peoples' Week—10/12- Quinektikut Blanket Exercise led by Akomawt Educational Initiative
- “Overcoming Anti-Blackness in Indian Country” Panel-- Featuring Speakers: Dr. Andrew Jolivet (UCSD), Andrina Wekontash Smith, and Dr. Sandy Grande - Co-Sponsored by: Africana Studies Institute; African American Cultural Center; Human Rights Institute; Dodd Human Rights Impact; and student chapter of NAACP- 11/16

## Rainbow Center

### Leadership

Kelsey O'Neil – Director

### Staff

William Malavé – Secretary

Ashley Reed – Graduate Assistant

### Summary

1. Consultations: 39
  - Leadership/Administration:13
  - Faculty: 4
  - Staff:15
  - Student: 4
  - External: 3
2. Trainings and Workshops: 10
3. Total Projects: 4
4. Events Hosted: 25
5. Events/Committees Represented: 8
6. Listening Sessions/Townhalls: 5
7. Resources: 7

### Select Projects

1. P Name Project Roll Out with ITS
2. Staff/Faculty Affinity Group Stage III- QBIPOC Faculty/Staff Affinity Group

### Select Events

1. International Pronouns Day - Social Media Takeover (10/15)
2. Legally and Medically Trans (10/27)

## Women's Center

### Leadership

Kathleen Holgerson – Director

Kathy Fischer – Associate Director

### Staff

Judy Lopez – Assistant

Tania Flores – GA

Miranda Garcia – VAWPP GA

## Summary

1. Consultations: 65
  - Leadership/Administration: 9
  - Faculty: 18
  - Staff: 25
  - Student: 8
  - Alumni: 1
  - External: 4
2. Trainings and Workshops: 16
3. Projects: 3
4. Events Hosted: 32
5. Events/Committees Represented: 21
6. Listening Sessions/Townhalls: 9
7. Resources: 9

## Select Projects

1. Sexual Citizens Working Groups
2. Students' of Color Perceptions of the Women's Center Assessment

## Select Events

1. Work/Life Expo\* (Co-sponsored event) (10/20)
2. Poetry as Activism\* (Co-sponsored event) (11/9)

## Asian American Cultural Center (AsACC)

### Leadership

Angela Rola – Director

Merz Lim – Associate Director of Programming

Sheila Kucko – Assistant Director (Retired November, 2020)

### Staff

Rachel Wada – GA

## Summary

1. Consultations: 356
  - Leadership/Administration: 31
  - Faculty: 11
  - Staff: 11
  - Student: 277
  - Alumni: 18

- External: 8
- 2. Trainings and Workshops: 8
- 3. Projects: 4
- 4. Events Hosted: 30
- 5. Events/Committees Represented: 15
- 6. Listening Sessions/Townhalls: 4
- 7. Resources: 1

### **Select Projects**

- Work with interested alumni and the Alumni Association on the re-establishment of an Asian American Alumni Council
- Began discussion with a major donor to establish an endowment account for scholarships

### **Select Events**

1. Suicide Prevention Week: Meditation & Breathing Guide (45 participants)
2. Intersectional Activism: Ruby Ibarra in Conversation and Concert (70 participants)

## **African American Cultural Center (AACC)**

### **Leadership**

Dr. Willena Kimpson Price – Director

### **Staff**

Pauline Batista – Program Specialist

Shantel Honeyghan Mallery – GA

Paris Pruitt – Student Peer Counseling Specialist/ AACC Reads Lead

### **Summary**

1. Events Hosted: 20
2. Listening Sessions/Townhalls: 1
3. Resources: 1

### **Select Events**

1. Late Night at the Union-Black History Month Themed (Feb)
2. The AACC Virtual Town Hall (June)

## Puerto Rican/Latin American Cultural Center (PRLACC)

### Leadership

Fany Hannon – Director

Jennifer Morenus – Assistant Director

### Staff

Jennifer Cheng, Program Specialist

Kiara Ruesta, Graduate Assistant

Cassandra Gonzalez, Practicum Student

Felipe Sanches , METAS Student Co-coordinator

Karlene Santiago, METAS Student Co-coordinator

Paulina Mangares, METAS Student Co-coordinator

Alejandro Davila, LxSLC Student Co-coordinator

Desiree Torres, LxSLC Student Co-coordinator

Lawrence Ravel, LxSLC Student Co-coordinator

### Summary

1. Consultations: 28 (Faculty: 3, Staff: 3, Student: 22)
2. Trainings and Workshops: 4
3. Events Hosted: 58
4. Events/Committees Represented: 18
5. Listening Sessions/Townhalls: 2
6. Resources: 3 (Social media)

### Select Events

1. Undocumented Students Community Space (9/30)
2. Race, Gender, Ethnicity, and 2020 Election (10/29)

## Events

### NACP

- Indigenous Peoples' Week—10/12 Collaboration between NACP, UConn Collaborative Organizing (UCCO), and Fridays For Future (FFF)
- Keynote Speaker—Dyami Thomas (10/13)
- Film Screening—Awake! A Dream from Standing Rock 10/13
- #NotYourMascot: CT Indian Mascots and Why They Must Go Panel featuring speakers: Dr. Stephanie Fryberg (UMichigan), Dr. Glenn Mitoma, and Dr. Barb Gurr 10/14
- Film Screening—Retablo In collaboration with PRLACC and the Rainbow Center 10/15
- “This is What Indigenous Looks Like” panel led by NAISA student members -10/16

- “Frontline Report of Indigenous Resistance to Megaprojects in Mexico and Hawaii” Roundtable-- NACP co-sponsored this AAASI-led event -11/15
- “Missing and Murdered Indigenous Women and Girls: Empowerment and Representation” Panel, Featuring speakers: Dr. Sandy Grande, Dr. Kat Milligan-Myhre, Dr. Leslie Caromile, and Azucena Minaya Llantoy - In collaboration with USG Cultural Appreciation Series - 11/12
- “Global Perspectives: Indigenous Rights and Decolonization” Panel, - Featuring Speakers: Garrick Cooper, Jaime Hampton, Shaquanna Sebastian, Azucena Minaya Llantoy, and Smokii Sumac --Co-Sponsored by: Anthropology, History, and Political Science - 11/17
- Film Screening—Standing Above the Clouds- Featuring speakers: Pua Case and Amber Espinoza-Jones § Co-Sponsored by: Asian and Asian American Studies Institute and the Asian American Cultural Center -11/18
- “Decolonizing Thanksgiving” Event -Featuring speakers: Dr. Kat Milligan-Myhre, Dr. Leslie Caromile, and Azucena Minaya Llantoy, Co-sponsored by the Honors for Diversity Organization-11/19
- Native American Heritage Month -- Keynote Speaker—Joshua Whitehead, Co-Sponsored by: English Department; Creative Writing; Women’s, Gender, and Sexuality Studies Program; and the Rainbow Center - 11/2

#### Rainbow Center

- 7/11: Introduction to White Fragility and Starting Conversations on Racism (co-sponsor)
- 10/30: Spooky Night Social
- 11/2: NACP Keynote with Joshua Whitehead (co-sponsor)
- 11/4: Healing Space for Election Stress (co-sponsor)
- 11/5: Queer Heroes Coloring with the RC Director
- 11/9: Now What? - for LGBTQ and Gender Justice (co-sponsor)
- 11/11: Rainbow Center Art Show
- 11/16: Queer Sex Education (co-sponsor)
- 11/19: InCHIP lecture on “Black Gay and Bisexual Men and HIV Disparities” (co-sponsor) o
- 11/19: Democracy And Dialogues: "Disclosure" Screening And Discussion (co-sponsor)
- 11/20: Transgender Day of Remembrance virtual observance
- 12/3: InCHIP Panel Discussion: HIV Prevention In A Global Context (co-sponsor)
- 12/11: RC Pause & Play - Among Us Hide And Seek
- 8/19 Week of Welcome (WOW) - Rainbow Center Virtual Open House, #1
- 8/27: Week of Welcome (WOW) - Rainbow Center Virtual Open House, #2
- 9/11: Rainbow Center Virtual Welcome Back Bash
- 9/26: Rainbow Hike
- 10/15: “Retablo” film screening and discussion (co-sponsor)
- 10/15: "Masoquista: Lifting BIPOC Voices Throughout Queer History" (co-sponsor)
- 10/15: Bangladeshi Student Association “Let’s Talk About Homophobia” (co-sponsor)
- 10/16: Game Night with the Queer Collective (co-sponsor)
- 10/22: Platonic Stargazing
- 10/23: Drag Queen Bingo (co-sponsor)
- Webinar on “LGBTQ+ Students’ Mental Health Well-being” (8/11)

### Women's Centers

- "My Feminism is..." (Summer 2020 Campaign)
- Week of Welcome - Marketing Committee (8/18)
- Week of Welcome - Programming Committee (8/19)
- Week of Welcome - Violence Against Women Prevention Program and In-Power (8/20)
- Week of Welcome - WiSTEM (8/24)
- Week of Welcome - Greeks Against Sexual Assault (8/25)
- Week of Welcome - Men's Project (8/26)
- Week of Welcome - Between Women (8/27)
- Week of Welcome - What's at Stake Drop-in Conversation (8/28)
- Involvement Fair\* (Co-sponsored event) (9/9)
- Virtual Lounge (9/17, 10/22, 11/5, 11/19)
- Vigil for Justice, Peace, and Action\* (Co-sponsored event) (9/23)
- #ThisIsAmerica: Social Disparities Facing Marginalized Communities\* Co-sponsored event) (9/24)
- Love and Kindness Meditation (9/24)
- De-Stress Night (10/5)
- Latinx Heritage Month Keynote: Eileen M. Galvez\* (Co-sponsored event) (10/6)
- Encounters: From Suffrage to Election\* (Co-sponsored event) (10/15)
- The Vote Part 1 - Film Discussion (10/19)
- The Vote Part 2 - Film Discussion (10/26)
- RBG Film Screening & Discussion (11/2)
- Election Night Virtual Watch Party\* (Co-sponsored event) (11/3)
- Healing Space for Election Stress\* (Co-sponsored event) (11/4)
- NOW WHAT for Masculinity in [and] Politics (11/9)
- NOW WHAT for Victims/Survivors of Gender-Based Violence (11/10)
- Women's Leadership Panel (11/10)
- Staceyann Chin\* (Co-sponsored event) (11/11)
- My Own Words Book Discussion - Part 1 (11/16)
- Sexual Citizens\* (Co-sponsored event) (11/16)
- My Own Words Book Discussion - Part 2 (11/30)
- Gingerbread Building -(12/17)

### African American Cultural Center (AACC)

- Black History Month opening ceremony (Feb)
- Soul Food Cinema (Feb)
- Chicken & Waffles Cinema (Feb)
- SUBOG Film Screening: Just Mercy (Feb)
- Black History Month- Closing Ceremony (Feb)
- Senior Spotlight 2020 (May)
- The AACC Summer Festival (June)
- The Vision | The Digital Power Edition (July)

- Mental Health Mondays (Continuous)
- AACC Welcome Back Meet & Greet (August)
- Virtual Vigil for Justice, Peace & Action (September)
- Voter Registration Campaign (September-November)
- AACC Weekly Digest (Ongoing-Friday)
- AACC Reads (Ongoing-Friday)
- AACC Welcome Back Fall Festival (October)
- Project C.U.R.E. - Oct. 13th Event (October)
- ABCC 29th Conference | “Virtually Black: Cultural Centers Advancing Afro- futures” (October)
- Healing Space (November)
- Kwanzaa (December)

#### Asian American Cultural Center (AsACC)

- 8/27: Asian/Asian American Mentoring Program (AMP) Asiantation Kick-off (140 participants)
- 9/14: Pan Asian Council (PAC) Presidents’ Meeting (40 participants)
- 9/14: AMP Time Social (40 participants)
- 9/16: AMP Peer Mentors Chat (60 participants)
- 9/21: PAC Reps Meeting (31 participants)
- 9/23/: AMP Time Discussion (36 participants)
- 9/23/: Suicide Prevention Week: Meditation & Breathing Guide (45 participants)
- 9/24/: AsACC Open House (10 participants)
- 10/01/: AMP Time Social (33 participants)
- 10/05/: AMP Time Discussion (25 participants)
- 10/05/: PAC Reps Meeting (35 participants)
- 10/12/: Diversity in Business for Asian Americans (35 participants)
- 10/14/: AMP Time Social (35 participants)
- 10/19: PAC Reps Meeting (37 participants)
- 10/22: AMP Time Discussion (40 participants)
- 10/26: AMP Time Social (20 participants)
- 10/29: Intersectional Activism: Ruby Ibarra in Conversation and Concert (70 participants)
- 11/02: PAC Reps Meeting (40 participants)
- 11/04: AMP Time Discussion (39 participants)
- 11/04: AMP Healing Space (25 participants)
- 11/9-13: IMPAACT Conference
- 11/11: Artist in Residency: Staceyann Chin (70 participants)
- 11/12: AMP Time Social (37 participants)
- 11/13: Now What for Asian Americans? (10 participants)
- 11/16: PAC Reps Meeting (40 participants)
- 11/16: AMP Time Discussion (28 participants)
- 11/18: Film Screening: Standing Above the Clouds (15 participants)
- 11/18: Coffee Hour: Happy Thanksgiving (10 participants)
- 12/2: AMP Time Social (31 participants)
- 12/5: KUBE (Kids & UConn Bridging Education) (56 participants)



### Puerto Rican/Latin American Cultural Center (PRLACC)

- Cohosted with METAS-- 1:1 with mentors & mentees (ongoing)
- Cohosted with LxSLC 1:1 with presidents of student organizations (ongoing)
- Instagram interactive stories and posts (celebrating Class of 2020, checking in during start of pandemic, highlighting Latinx Heritage Month, welcoming start of semester, encouraging voter registration, etc)- ongoing
- Undocumented Student Community Space- Co-hosted with Fany Hannon & Kiara Ruesta
- METAS Team meeting (weekly)
- LxSLC Team meeting (weekly)
- KUBE Monthly Event- co-hosted with AsACC (3/7)
- LxSLC Bi-weekly Mtg. (3/12)
- Tuesdays Tea with Jen C (online check-ins and chat) (5/5)
- Latinx Community Dialogues Planning- Co-hosted with PRLACC Pro Staff, Students, Alumni (6/12)
- PRLACC Team Retreat- co-hosted with METAS & LxSLC (7/14)
- METAS Chat with Coordinators (7/30)
- MIXED Team Mtg. (9/9)
- LxSLC Bi-weekly Mtg. (9/10)
- METAS Kick-Off (9/11)
- Ongoing social media posts about Latinx Heritage Month (9/15)
- MIXED Mtg. (9/16)
- PRLACC Staff Mtg (9/18)
- Presentation for SSS in Hartford Campus (9/23)
- Vigil for Peace, Love, and Action (9/23) (co-hosted with all cultural centers)
- LxSLC Bi-weekly Mtg. (9/24)
- Presentation to EPSY 3020 (9/30)
- Presentation for Dario Euraque's class (9/30)
- Latinx Heritage Month Keynote - Eileen Galvez (10/6)- Co-hosted with El Instituto, LCI, ODI, Women's Center
- The Power of the Voto Latino (10/7)- Co-hosted with El Instituto
- LxSLC Bi-weekly Mtg. (10/8)
- PRLACC & UConn PIRG: Voter Participation Mtg. (10/9)
- MIXED Team Mtg. (10/12)
- Facilitated conversations on why Latinx Youth need to vote (10/12)
- The Big Read - Luis Urrea (10/14)- Co-hosted with El Instituto/ LCI and ECSU
- Undocumented Students Community Space (10/14)
- Retablo: Screening & Discussion (10/15)-- Co-hosted with NACP, Rainbow Center, ODI
- PRLACC Staff Mtg -(10/16)
- FAFSA Resources -(10/19)- Co-hosted with METAS
- Facilitated conversations on why Latinx Youth need to vote -(10/19)
- METAS Advising Group Meetings -(10/20)
- LxSLC Bi-weekly Mtg. -(10/22)

- KUBE Montly Event (10/24)
- MIXED Team Mtg. (10/26)
- Presentation to Prof Zinn's Class (1 of 2) (10/27)
- Undocumented Students Community Space (10/28)
- Presentation to Prof Zinn's Class (1 of 2) -(10/29)
- LCI/PRLACC/ El Instituto Spring Collaboration Planning (10/29)
- Locked Out: The American Dream in Jeopardy Documentary with Scott Wallace-(10/29)
- Film screening: Coco- 10/29- co-hosted with METAS
- USG: Cultural Appreciation Series- 11/3
- Cultural Center Healing Space- 11/4 (co-hosted with all cultural centers)
- LxSLC Bi-weekly Mtg. -(11/5)
- Vamos! (Afro-Latinx) (11/6)- co-hosted with Pauline Batista
- Now what for Undocumented Students? (11/6)- co-hosted with Kiara Ruesta & Mark Overmyer
- Undocumented Students Community Space (11/11)
- PRLACC Chat (11/11)
- PRLACC Staff Mtg. (11/13)
- LxSLC Bi-weekly Mtg. (11/19)
- Undocumented Students Community Space (12/2)
- METAS Reflection and Manifestation (12/9)

## Committees Represented

### NACP

- State-wide Coalition to Ban Native Mascots
- USG ex-officio seat in student senate
- President's Council on Race and Diversity
- Human Rights Symposium Decolonization and Reclamation Committee
- Vice President of Student Affairs Student Leadership Committee

### Rainbow Center

- William Malavé – Rainbow Center Program Specialist #494390 Search Committee (2020)
- William Malavé -- Suicide Prevention and Awareness Committee
- Kelsey O'Neil -- Associate Director of Mental Health Services, SHaW, Search Committee Member
- Kelsey O'Neil ---Community Resource Team (CRT)
- Kelsey O'Neil --Diversity Awareness Training (OIE/ODI)
- Kelsey O'Neil -- Gender Identity Task Force, UConn Health
- Kelsey O'Neil --President's Task Force on Student Mental Health
- Kelsey O'Neil-- Student Wellness Committee

### Women's Center

- COVID Awards
- COVID-focused Work Balance Task Force

- CT American Association of University Women (AAUW) College/University Partnerships Co-Chair
- Moms4Moms
- NSF Advance Grant Proposal Writing Team
- NSWA Anti-White Supremacy Task Force Co-Chair
- Residential Life Housing Appeals Review Committee
- Retention and Graduation Task Force - Research sub-committee
- Senate Faculty Standards Committee
- Sexual Misconduct Support Team
- Something's Happening Committee
- Sponsored Projects Working Group
- Storrs and Regional Community Response Team
- Student Life Awards
- Suicide Prevention Committee
- Title IX Student Trainers' Group
- UConn Health Community Response Team
- WiMSE Faculty Group
- Women of Color Collective
- Women's Affinity Group
- Work/Life Oversight Committee

#### Asian American Cultural Center (AsACC)

- Senate Executive Committee
- Senate Ad Hoc Committee for Professional Staff Issues, Chair
- Senate Student Welfare Committee, Member
- UCPEA Executive Board (VP Professional Issues) Community Resource Team (CRT)
- CLAS (College of Liberal and Sciences) Academic Services Center Appeals Committee
- Harriott Fellowship Selection Committee (Graduate School)
- Legacy Leadership Faculty Mentor & Selection Committee Member
- Search committee member for Vice Provost for Faculty, Staff & Student Development (completed August 2020)
- President's Task Force on Mental Health & Wellness (completed Fall 2020)
- UConn Grand Challenge COVID-19 Ideas Lab (completed Fall 2020)
- President's Commitment to Community Initiatives
- Student Life Awards Committee
- Suicide Prevention Committee (fill-in)
- Suicide Prevention Committee
- Academic Integrity Hearing Board

#### Puerto Rican/Latin American Cultural Center (PRLACC)

- Student Engagement Committee - as part of the Enrollment Management Task Force
- Something is Happening Committee
- Success 360 Committee

- Undocumented Student Advisory Board
- Diversity Trainings Committee
- Onboarding and Orientation Committee
- El Instituto Advisory Board
- La Comunidad Intelectual Advisory Board
- Covid-Focused Work Balance Committee
- Activist in Residency Committee
- Wellness Committee
- Search Committees: Member, SHaW Mental Health Director. Chair, VAWPP Assistant Director
- External Committees: Centro America Unida, Latinx/a/o Cultural Centers Directors, Facilitator at the University-wide Strategic Plan Visioning Days
- Suicide Prevention Committee
- Undocumented Student Advisory Board
- President’s Student Council Race and Diversity
- Student Welfare Committee of the University Senate
- First Gen Sub-Committee of the Student Welfare Committee

## Goals and Projects

### Goals

#### NACP

- Increased visibility of NACP as the primary resource for Native/Indigenous cultural education/training for students and faculty/staff
- Increased visibility of NACP as a cultural “anchor” and community space for Native/Indigenous students
- Increased visibility of Native/Indigenous faculty and staff

NACP- Secondary goals included:

- Educating the UConn student population about contemporary Native/Indigenous issues, including high rates of suicide amongst Native youth, the Missing and Murdered Indigenous Women and Girls epidemic, global Indigenous rights, environmental activism, and the fight against Native mascots
- Supplementing history and cultural education that is currently lacking in UConn curriculum, including the true history of Thanksgiving, the history of colonization in the Northeast and nationally, and the interconnected historical and cultural oppression of Native and Black communities
- Celebrating Native/Indigenous success in arts, academia, activism, etc.
- Offering cultural competency and decolonial training to departments across Campus

#### Rainbow Center

- Support our student staff in order to retain and graduate our seniors- Checking in by GroupMe /Email/ and Verbally at weekly All Staff Meetings to make sure that our student staff do not feel overwhelmed by their current workload
- Focus on hosting and providing intersectional programming
- Continue collaboration on Major Projects- Admissions Data, Retention Data, WGSS/Univ. 2500 course
- All Gender Restroom Expansion
- SOGI Data with Enrollment

#### Fred Simons African American Cultural Center (AACC)

- To promote cultural preservation through the promotion of cultural awareness and an understanding of the traditions and history of African Americans in the United States and of people of African descent.
- To enhance and support the efforts of the University of Connecticut Office of Admissions and other departments in the recruitment and retention of African American students.
- To provide a supportive and welcoming environment for all University students, faculty, staff, and the broader community.
- To promote and understanding of and respect for diversity, multiculturalism and equity issues.
- To promote programming events and activities which provide opportunities for cultural enrichment of all students, faculty, and staff.
- To assist students in navigating the many resources of the University by serving as a liaison to academic support services and opportunities

#### Women's Center

- Increase collaborations across the cultural centers, particularly at the administrative staff, graduate student, and student staff levels.

Performance standard:

- Invite representatives from the other cultural center councils to student staff meetings.
- Continuation of the assessment on the perceptions of the WC by students of color.
- Initiate a practice of asking students for suggested items to bring to the Center Director meetings.

#### Asian American Cultural Center (AsACC)

- Enhance **community building** by re-envisioning programming to meet where the students are at in this new virtual learning mode.
- Collaborate with student organizations (Pan Asian Council (PAC) and beyond) and the other cultural centers to promote a **sense of belonging** for marginalized and minoritized communities.
- Create an inclusive environment where students understand the value of global citizenry and social responsibilities and can realize their full potential and have unique opportunities to **develop their leadership skills**.
- Create a center “without walls” by enhancing our webpages and social media presence.

## Puerto Rican/Latin American Cultural Center

- Foster an inclusive environment for Latinx/a/o college students in where they can find a sense of belonging and thrive at UConn.
- Empower the next generation of Latinx/a/o college students to become the leaders of tomorrow.
- Improve the status of Latinx/a/o college students by continue promoting, understanding, and embracing the richness within the Latinx cultures.

## **Projects**

### NACP

- Use of social media to increase awareness of NACP, Native and Indigenous faculty on campus, and Native/Indigenous student experience
- Grant project “Bridging the Gap: Assessing the Needs of Native Youth in Education” nearly completed --Working with Greenhouse Studios on data collection and presentation--- Interviewed youth leaders from Mashantucket Pequot nation
- Proposal for establishment of Native American and Indigenous Cultural Center (NAICC) written in collaboration with faculty and staff from across UConn
- Non-residential learning community Native and Indigenous Scholars Community (NISC) created and concomitant First-Year Experience course proposed
- Indigenous Strategies Taskforce formed with Native/Indigenous faculty/staff/students and allied faculty/students/staff to strategize ways to improve UConn in the coming years- Met 4 times in fall semester and collaborated asynchronously on document creation
- Native Faculty and Staff Community Group formed -- Met monthly throughout semester -- Roughly 15 members, 6 of whom are highly active

### Women’s Center

- Sexual Citizens Working Groups  
Drs. Jennifer Hirsch and Shamus Khan to meet with practitioners to talk more about how their research impacts our work on campus and to meet with students in the VAWPP class and other cultural center/program student staff to discuss their academic journeys and the nexus between theory and practice.
- Students’ of Color Perceptions of the Women’s Center Assessment  
Expanding on the assessment project of our former GA, Yasmine Taha, conducting interviews with students of color who work at the Women’s Center to compare perceptions to those from the focus groups of students of color from both cultural student organization affiliated and not previously conducted. Results of the first round of assessment are available.
- Bridging the Gap, Building Our Community, and Real Talk Between Women Across Race

Creating a space for women of color and white women to be in authentic dialogue and identify strategies for supporting each other, being allies/accomplices, and centering the work of women of color on campus. Collaboration with PRLACC and WOCC.

#### Asian American Cultural Center (AsACC)

- Ongoing Men's Project partnership with the Women's Center
- Work with an alumni group on the creation of an Alumni Recipe Book
- Work with interested alumni and the Alumni Association on the re-establishment of an Asian American Alumni Council
- Began discussion with a major donor to establish an endowment account for scholarships

## Consultations

### **NACP**

#### Leadership

- Virtual meeting: Frank Tuitt, Jonelle Reynolds, Sandy Grande, Kaylee Mootz—(11/12)
- Virtual meeting: Carl Lejuez, Sandy Grande, Kaylee Mootz—(11/16/)

#### Community Stakeholder

- Consultation with Shaquanna Sebastian of Mashantucket Pequot --(10/21)
- Consultation with Clan Mother Shoran Piper from Golden Hill Paugussett (--11/18)

### **All Cultural Centers**

#### Leadership

- Joe Briody, Interim Assistant Vice President for Student Affairs and Director of Student Activities
- Maureen Armstrong, Associate Dean of Students/Director, Dean of Students Office
- Nathan Fuerst, Vice President, Enrollment Planning and Management
- Kate Capshaw, Associate Dean for Diversity, Equity, and Inclusion, CLAS
- Yuhang Rong, Associate Vice President for Global Affairs
- Megan Buda, Director of Community Standards
- Krista O'Brien, Interim Associate Director of Student Activities/ Director of Leadership & Organizational Development, Assistant Director for Trustee Student Organization Advising, Department of Student Activities
- Lyn Tribble, Associate Dean for Humanities and Undergraduate Affairs, CLAS
- Cyndi Costanzo, Interim Director, Student Union
- Michael Bradford, Vice Provost for Faculty, Staff and Student Development
- Tadarryl Starke, Associate Vice Provost of the Institute for Student Success, and Bidya Ranjeet, Director, Center for Academic Programs and McNair Scholars Program – Talent Search
- Vern Granger, Lawrence Walsh SOGI/Admissions
- Carl Lejuez, Provost (on multiple occasions)

### Faculty

- Stephanie Milan, Associate Professor, Clinical Psychology Program Head, Department of Psychological Sciences
- MaryAnn Perez-Brescia, Clinical Professor and Diversity, Equity, and Inclusion Coordinator, UConn School of Nursing
- CLAS Activist in Residence proposal - Directors/Department Heads of Studies Institutes and other academic departments/programs: Jason Chang, Samuel Martinez, Melina Pappademos, Sherry Zane, Manisha Desai, Christopher Vials, Kathy Libal, Glenn Mitoma, Avinoam Patt, Rae Alexander
- Saran Stewart and Laura Burton, HESA

### Staff

- Student Affairs COVID Working Group Team Leaders and Elly Daugherty, Associate Vice President for Student Affairs and Dean of Students
- Leo Lachut, Assistant Director of First Year Programs & Learning Communities and Director of Academic Support, and David Ouimette, Executive Director, First Year Programs & Learning Communities
- Aidan Brueckner and Joseph Vasquez, WHUS
- Leslie Williams, Postdoctoral Research Associate, ODI
- Deputy Chief Maggie Silver - Clery reporting
- Kim Beardsley, Shea Middleton, and Maureen Armstrong - Residential Life Bias Related Incidents

### Students

- Science of Learning & Art of Communication (SLAC) Diversity and Inclusion Committee

## **Rainbow Center**

### Staff

- UConn Reads, Kristi Napolitano
- Honors for Diversity, Camyrn Johnson
- Justin Kyle Tanner, Trevor Madore- Residential Life (GI Housing)
- Micah Heumann, ISS Academic Center
- Josh Boggis, ITS
- Dodd Human Rights Impact - Democracy & Dialogue
- Britta Schute, FNP-BC; UConn Health Center
- Kirsten L. Ek, MD; UConn Health Center
- Mary Painter, SHaW - Mental Health

### Students

- Science of Learning & Art of Communication (SLAC) Diversity and Inclusion Committee
- Ramisa Hossain, Amrin Choudhury- Bangladeshi Student Association
- UConn Health Center student organization Reach Out



- Mya Johnson, Graduate Assistant for Campus Dialogues and Democracy and Political Engagement Initiatives

#### External

- Alexandra Ingleton, Permanency Specialist for Wendy's Wonderful Kids, Klingberg Family Centers, New Britain, CT
- Perception Programs of Willimantic - Mental Health Needs Assessment
- Connecticut LGBT Health & Human Services Network

## Women's Center

#### Leadership/Administration

- Leadership/General Counsel- OCR Complaint No. 01-20-2279
- Advisors/support for Title IX hearings; UConn Survive
- OIE trends and updates
- Leadership, Faculty, and Staff - Civility
- OIE Structure
- Child Development Labs and fall plans/Work Life Oversight Committee
- VP for Faculty and Staff Development Candidates – VP for Faculty and Staff Development Interviews
- Campus Director - White Fragility Book Discussion
- ISSS AVP On-boarding

#### Faculty

- UGA Assistant Professor -Research on campus violence prevention
- Faculty and leadership – NSF Advance Grant proposal
- VAWPP and FYE courses
- AAUP and care giver supports
- Prep for WIMSE discussion on balancing research and family responsibilities
- Child Development Labs and fall plans
- WC/WGSS and Anti-Black Racism Course Resources
- Prep for WIMSE discussion on supporting our graduate students
- COVID Work Life follow up
- Research projects and student engagement
- Support and resources for parents
- SHaW-MH Director Candidates – SHaW-MH Director Interviews
- Govind Menon, Avery Point Instructor - VAWPP Consent 201 Workshop resources and accessibility - Miranda Garcia
- Women's Suffrage programming and support
- Faculty and Leadership - Climate surveys
- Staff and Faculty - Data on teaching modalities and demographics
- Faculty and Staff - Consultation on EEB Climate Survey and Departmental Seminar
- Faculty and Staff - White Accountability Groups

## Staff

- FYP Program Coordinator Candidates -FYP Program Coordinator Interviews
- Women and Philanthropy
- Alcohol and consent
- VAWPP and Honors UNIV courses
- Bias website working group
- UConn REC DAT & SHPT
- Sexual Harassment Prevention Training (SHPT) on-line and revamp
- Prep for RA SHPT
- Department Diversity & Inclusion Committee
- White Fragility Book Discussion
- Graduate School and BIPOC
- Child Development Labs and fall plans
- SHPT updates
- Masculinities programming and support
- UConn REC DAT & SHPT
- Support and resources for pregnant and parenting graduate students
- Child Development Lab support
- Support for Moms4Moms
- Need for a community discussion on navigating work and family responsibilities
- Departmental White Accountability Groups
- Moms4Moms planning & support
- Department White Fragility Discussion
- Student staff - Weekly supervision meetings
- Student staff - Mid-semester - 1:1 check in meetings
- Student staff - Evaluation meetings

## Student

- Students - International students and decisions to stay or return home
- Student - Mentor for our FYE class
- Student - Academic success support
- Student - Internship opportunities
- Student - Leadership Legacy Mentor
- Students - Conflict in student organization
- Student - Gender Identity
- Students - WC & USG cultural appreciation collaborations

## Alumni

- Professional goals

## External and Community Stakeholders

- Bryant University AVP - White privilege and diversity work on campus
- AAUW-CT Leadership - Internship for UConn alum

- Ithaca College Staff - Sexual Violence Prevention Committee benchmarking
- Community member - Community resources for survivors of sexual assault

## **Asian American Cultural Center**

### Angela Rola, Director

- Marinda Reynolds, Assistant Vice President, Alumni Relations at the UConn Foundation
- Mo Cotton Kelly, Vice President-Alumni Relations and Communications, UConn Foundation
- Josh Cantor, Director of Development, UConn Foundation
- Jason Chang, Associate Professor & Director, Asian & Asian American Studies Institute
- Steve Zinn, Professor, Animal Science
- Saran Stewart, Associate Professor, Higher Education and Student Affairs, and Director of Global Education, Neag School of Education
- Beth Settje, Associate Director, Center for Career Development
- Cinnamon Adams, Director of Graduate Student & Post-Doctoral Affairs, Graduate School
- Jamel Catoe, Director, Center for Fraternity & Sorority Development
- Lauren Donais, Title IX Program & Training Specialist, Office of Institutional Equity
- Nisha Hardnett, Program Director, School of Fine Arts
- Silvia Chan, Senior Associate Director, UConn Recreation
- Amanda Waters, Psychologist & Multicultural Specialist & Interim Assistant Director, Student Health & Wellness-Mental Health
- Tina McCarthy, Director of Nursing, Student Health and Wellness
- Katherine Kenyon, Training and Search Compliance Specialist, Office of Institutional Equity
- Yuhang Rong, Associate Vice Provost, Global Affairs
- Rae Alexander, Director, International Student & Scholar Services

### Off-campus consultations:

- Joliana Yee, Director, Yale University Asian American Cultural Center
- Aaron Parayno, Director, Tufts University Asian American Center

### Merz Lim, Associate Director

- Laura Hills, Associate Director, Education Abroad
- Lisa McGuire, Assistant Director for Corporate Partner Relations, Center for Career Development
- Jamel Catoe, Director, Center for Fraternity & Sorority Development
- Andrew Oravec, Coordinator of Youth Development & Education for Children & Adolescent Programs, Community Outreach
- Christian Haase, Doctoral Intern, Student Health and Wellness, Mental Health
- Kathy Fischer, Associate Director, Women's Center
- Adam McCready, Assistant Professor-in-Residence of Higher Education & Student Affairs, Neag School of Education
- Mick Powell, Assistant Professor-in-Residence, Women, Gender & Sexuality Studies

- Jason Chang, Associate Professor & Director, Asian & Asian American Studies Institute

Off-campus consultations:

- Kalyn Bonn, Student Success Coordinator, Asian/Pacific American Cultural Center, Colorado State University
- Emily Wicks, Mansfield Downtown Partnership’s Celebrate Mansfield Committee

Rachel Wada, Graduate Assistant

- Jason Chang, Associate Professor & Director - Asian & Asian American Studies Institute
- Amanda Waters, Psychologist & Multicultural Specialist & Interim Assistant Director Student Health & Wellness – Mental Health
- Nishelli Ahmed, Health Educator, Student Health and Wellness
- Cultural Centers’ Graduate Assistants

Off-campus consultations:

- Joliana Yee, Director – Yale University Asian American Cultural Center
- Aaron Parayno, Director – Tufts University Asian American Center
- Emily Ding, Program Coordinator – Tufts University Asian American Center
- Jeffrey Alton – Associate Director for Student Development and Evaluation, University of Illinois Chicago

**Consultations with Students and Alumni  
(Combined Director, Associate Director & Graduate Student Consultations)**

<b>Topics</b>	<b>Frequency</b>
Student leadership development (30 min – 1hr)	60
Alleged sexual assaults (summer)	11
Asian/Asian American Mentoring Program (AMP)	96
Global Gateways	10
Pan Asian Council	13
Salaam Program	8
MIXED Program	9
China Care Program	4
KUBE Program	8
Graduate students	23
General Student check-in	17
Alumni (recommendations/career advice, etc.)	18

## Puerto Rican/Latin American Cultural Center (PRLACC)

### Students

- Students – Co-teach a 3 credits course LLAS 2001 to 27 enrolled students as part of our peer mentoring programs METAS- Individually meet with 15-20 students every week to discuss their academic performance, problems at home, the impact of the pandemic, financial aid, scholarships, and other type of hardships they may be encountering.
- Hold group meetings with students to talk about specific problems and finding solutions with their student organizations.
- Weekly team meetings with METAS, LxSLC, Student Staff, and other students who want to be involved with PRLACC such as our students majoring in LLAS and our students living in La Comunidad Intelectual.
- Attending their respective student organizations meetings, center's events and programs.
- Writing over 100 letters of recommendations since the summer to the end of the Fall semester for graduate school, law school, medical and dental school, jobs, internships, temporary jobs, and scholarships
- Students- Weekly team meetings with METAS coordinators and LxSLC coordinators, and Council meetings
- bi-weekly with MIXED coordinators
- meeting with students about their sense of belonging
- lack of motivation during the pandemic
- recommendation letter requests and advising on resume and cover letters
- referrals to resources on campus- concerns of the impact of the pandemic - loneliness, lack of motivation, personal and family finances, emotional support
- guiding student orgs that has been a target of bias attack on social media
- present and facilitate discussions in LLAS 2001
- Weekly team meetings with METAS & LxSLC Coordinators
- monthly meetings with PRLACC student staff
- weekly co-facilitation of LLAS 2001 with 27 students
- meetings with student organization advisees. Other meetings and interactions with students regarding
- student employment and responsibilities
- LLAS 2001 office hours, guidance/advice with student organizations, scheduling meetings, referrals to UConn resources, provide advice on their own development or classes, conflict mediation between peers, concerns of COVID-19 and affected family/friends/peers, personal issues or achievements, conversations about general interests or how life is going, mental health, resume and cover letter reviews, updates from alumni
- Students- Weekly team meetings with LxSLC coordinators & Monthly 1:1 meetings with LxSLC coordinators
- Meetings with different students regarding undocumented student support
- Biweekly meetings with Graduate Assistants from El Instituto and La Comunidad Intelectual to plan for events in the fall semester and spring semester- KR

### Faculty

- Working and meeting with Faculty in specific from the following programs, First Year Experience and Learning Communities, El Instituto, College of Liberal Arts & Sciences, the College of Agriculture and Natural Resources, NEAG School of Education
- Monthly meeting with Suicide Prevention Committee to discuss mental health in our communities. Regular interactions with other Cultural Centers' staff to discuss best practices
- Faculty/Staff- Biweekly meetings with MIXED coordinators

### Staff

- Working and building, and meeting with several staff from different areas such as Institute for Student Success, Global Affairs, Student Affairs, the Center for Career Development, and Enrollment Management. Jorgensen Center for the Performance Arts
- Worked on several virtual projects with Rod to celebrate the Latinx Heritage Month.
- Sharing best practices in peer mentoring program; navigating launching new initiatives; supporting first gen students and multiracial students; providing information for the Latinx Affiliation page on the Center for Career Development website.

## **Trainings and Workshops**

### NACP

- 10/23-- English Department/First-Year Writing Program—Decolonizing the Classroom (led by Kaylee)
- 11/12- Residence Life—Cultural Competency Training- Led by Kaylee, Sage, and Zoe
- 12/1- Human Development and Family Science ECE Program—Decolonizing the Classroom (led by Kaylee)

### Rainbow Center

- 8/11: webinar on “LGBTQ+ Students’ Mental Health Well-being: Overcoming Current Barriers,” attended by faculty/staff, students, and alumni
- RC Student Staff Professional Development Presentations on 10/2: Digital Accessibility/ Aven
- RC Student Staff Professional Development Presentations on 10/30: Activism/ Makayla
- RC Student Staff Professional Development Presentations on 11/13: Facilitating Transgender Safety in Classroom/ Cal
- 8 staff meetings biweekly Fridays 3:30pm-5pm
- 10/3: Speak Out Youth Summit attended by two RC student staff members
- William Malavé – trainings - 8/11: Exempt Employees Training on Title IX - new policy update
- William Malavé – 10/2: Kual Training
- William Malavé – 10/6: Concur - Student Tax Consideration/Business Expense Certification
- William Malavé – 10/29: Concur: - Company Billed Statements Report

### Women’s Center

- Introduction to White Fragility and Starting Conversations on Racism (7/17)
- Empower Hour - Pet Therapy Party (7/30)

- Trauma Informed Response (8/11)
- Sexual Harassment Prevention and Education (8/21)
- Mindfulness Workshop (8/21)
- Violence Against Women Prevention Program - Consent 201- 217 workshops between 9/17-12/29
- Empower Hour - Celebrating Unsung Heroines at UConn and Beyond -9/18
- Mentorship and Allyship Panel -9/30
- Sexual Harassment Prevention and Education workshop preparation -10/5
- Many Phases of Intimacy -10/6
- Empower Hour: The Great Outdoors -10/9
- Sexual Harassment Prevention and Education -10/14
- Empower Hour: Yoga -10/21
- GASA Workshop - Pi Kappa Phi Fraternity -11/1
- GASA Workshop - Kappa Alpha Theta Sorority -11/9
- Empower Hour: Mindfulness with Dr. Becky Acabchuk -12/9

#### AsACC

- 8/03/2020 Guest Lecture, Multicultural Counseling (Graduate class), Springfield College
- 8/26/2020 AMP Diversity Training
- 9/17/2020 Education Abroad & AsACC
- 9/30/2020 EPSY Class panelist
- 10/01/2020 Keynote Speaker, NASPA Region 1 SALT (Student Affairs Leaders of Tomorrow)
- 10/01/2020 Guest lecture, Practicum in Higher Education (EDLR – 5092)
- 11/02/2020 Guest Lecture, METAS mentor class, topic: multiracial identity development
- 12/02/2020 Suicide Prevention Committee, topic: case studies

### **Listening Sessions/Townhalls**

#### Rainbow Center

- 9/14: Virtual Expo (ViEW) with Education Abroad
- 10/15: “Let’s Talk About Homophobia” with Bangladeshi Student Association
- 11/4: Rainbow Center Office Hours for support after election
- 11/4: Cultural Center Healing Space (NACP)
- 11/9: Now What? - for LGBTQ and Gender Justice

#### Women’s Center

- Is work-life balance possible in these uncertain times? - WIMSE faculty group (7/14)
- The intersection between research, teaching, and family responsibilities - WIMSE faculty group (7/28)
- Violence Against Women Prevention Program Consent 201 updates - FYE Town Hall (8/5)
- Supporting our graduate students - WIMSE faculty group (8/11)
- Women's Center Panel - Education Abroad Virtual Expo (9/17)

- The Intersections Between Work and Family Responsibilities During COVID - Campus community/Work Life Month (10/28)
- STEMinist in the Academy - The intersections of identity and power on departmental climate - Ecology and Evolutionary Biology (EEB) Departmental Seminar (11/12)
- STEMinist in the Academy - The intersections of identity and power on departmental climate - Ecology and Evolutionary Biology (EEB) Graduate Student Luncheon (11/12)
- STEMinist in the Academy - The intersections of identity and power on departmental climate - Ecology and Evolutionary Biology (EEB) Undergraduate Seminar (11/12)

#### Asian American Cultural Center (AsACC)

- 7/09-Kappa Phi Lambda Sorority Community Talk
- 11/04-Cultural Center Healing Space Post-Election
- 11/09- Masculinities and Politics
- 11/13- Now What for Asian Americans?

#### Puerto Rican/Latin American Cultural Center (PRLACC)

- Facilitated conversation about immigration to LLAS 2001 class (10/5, 10/12)
- Now What for Undocumented Student? Co-hosted with Mark Overmyer-Velazquez (11/5)

## Resources

#### NACP

- Multiple resource documents in progress—none ready for public circulation -- Expanded Cultural Competency curriculum --Exact parcel map of UConn campuses from Morrill Act -- Including review of Land Acknowledgement Statement
- Community Projects we hope to create in coming months/year -- Research on UConn institutional history with regard to CT Native nations
- New student on-boarding training related to Land Acknowledgement and Land Grant institution history
- New student on-boarding training related to CT Native history and cultural competency
- Connecticut Native Garden
- Erection of CT Native Nation flags on Student Union lawn
- Creation of Native language signs to be hung around campus

#### Rainbow Center

- Election Resources (poster)
- Safer sex supplies (poster)
- National Coming Out Day supplies were delivered to UConn Avery Point GSA
- Pronoun pins were delivered to the UConn Health Center student organization Reach Out
- Anti-racist resources webpage: <https://rainbowcenter.uconn.edu/resources/anti-racist-resources/>
- COVID-19 Community Resources webpage: <https://rainbowcenter.uconn.edu/covid19/>



- Installation of and continued maintenance of safer sex supplies outside of RC's closed doors

#### Women's Center

- [Preparation for the Consent 201 Workshop - updated 9-29-20.pdf](#)
- [How to Support a Friend or Family Member Who Has Experienced Gender-Based Violence F20.pdf](#)
- [Everyday Things You Can Do To Eliminate Gender-Based Violence F20.pdf](#)
- [Meet our VAWPP Facilitators](#)
- Racial Justice Resources: <https://womenscenter.uconn.edu/racial-justice-resources/>
- COVID-19 Resources: <https://womenscenter.uconn.edu/covid-19-resources/>
- Solidarity Statement for International Community: <https://womenscenter.uconn.edu/2020/07/14/solidarity-statement-for-international-community/>
- Statement from Centers, Institutes, and Programs: <https://womenscenter.uconn.edu/2020/06/04/statement-from-centers-institutes-and-programs/>
- Scope of services fall 2020

#### Asian American Cultural Center (AsACC)

- <https://www.iamnotavirus.info/s/IAMNOTAVIRUS-X-UConn-AAASI-Mental-Health-Work-Book.pdf>

#### Puerto Rican/Latin American Cultural Center (PRLACC)

- PRLACC 2020-21 Org. Chart
- Instagram: @uconnprlacc @metasprlacc
- UConn PRLACC

**Appendix C**

**ODI Central Office Programs/Presentations  
Spring 2021\***

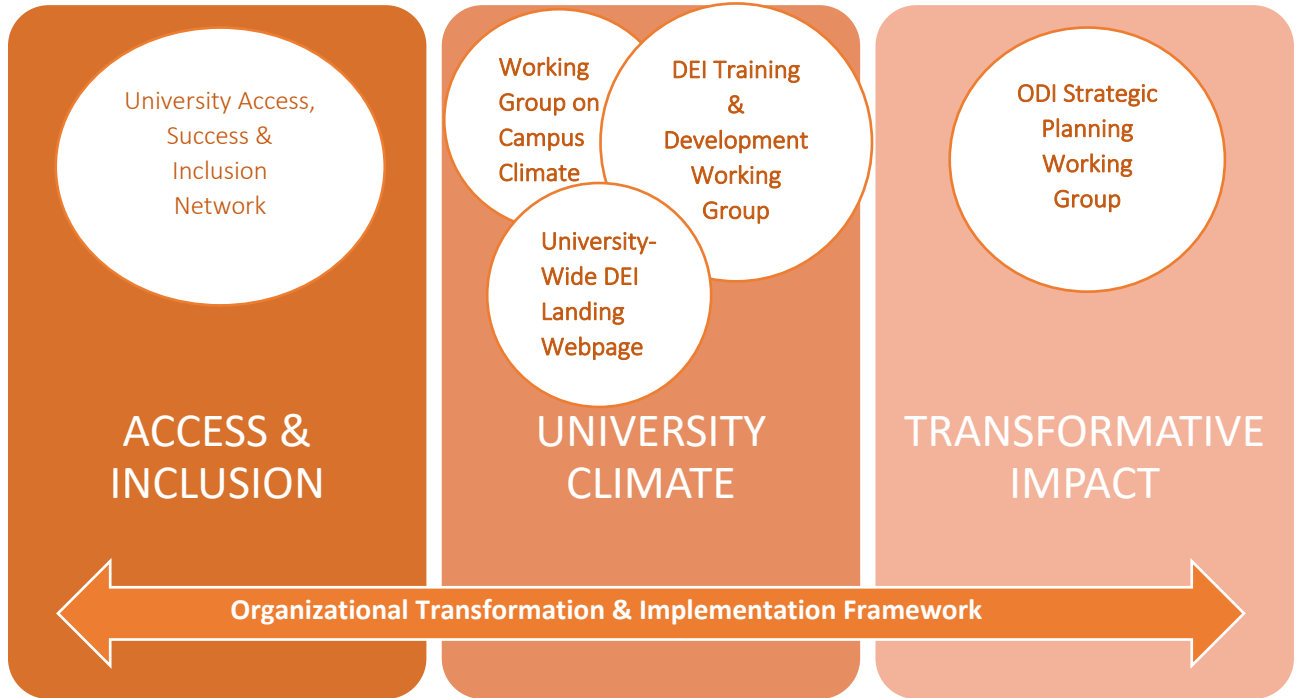
Date	Event	Main Audience	Lead
<b>January</b>			
January 11	New Faculty Orientation 11am-12pm	Recently Hired Faculty	Provost Office
January 15	Faculty of Color Writing Retreat 9am-12pm	Faculty of Color	Milagros
January 19	ACE Taking Action on Race & Ethnicity Workshop Part I 12-2pm	Hiring Leaders	Leslie
January 21	MLK Legacy Convocation 6-7:30pm	UConn community	Jonelle
January 25	Senior Leadership ODI Retreat 9am-12pm	Deans & Regional Directors	Jonelle
January 27	African American Faculty & Staff Association 12-1pm	Black Faculty & Staff	Frank
<b>February</b>			
February 1	DEI Strategic Plan & Antiracist Framing (1-1:30pm)	Cabinet	Milagros & Frank
February 3	Restorative Practices Training 8am-12pm	Cabinet	Jonelle
Feb 3, 10	H.E.A.R.T. Podcast- Translating Intersectionality Research into Teaching	UConn Community & Beyond	Milagros & Omar
February 9	ACE Taking Action on Race & Ethnicity Workshop Part II 12-2pm	Hiring Leaders	Leslie
February 18 & 19	Restorative Practices Training	Student Affairs, ODI et al.	Jonelle & Maureen
February 19	Faculty of Color Writing Retreat	Faculty of Color	Milagros
February 24	H.E.A.R.T. Podcast – Intersectionality in STEM	UConn Community & Beyond	Milagros & Omar
February 27	UConn Stamford- Black History Month Panel	UConn Community & Beyond	Frank
<b>March</b>			
March 1	ODI Senate Report	Senate	Frank
March 5	Top 25 University Responses to Anti-Black Violence (Brown Bag Lunch Talk) 12:30-2pm	UConn Community	Leslie & Patrick
March 8	Indigenous Faculty & Staff Coffee Chat 11am	Indigenous Faculty & Staff	Jonelle & Kaylee
March 10	H.E.A.R.T. Podcast- CRT & Intersectionality in Antiracist Teaching	UConn Community & Beyond	Milagros & Omar
March 10	Staff of Color Town Hall (9-11am)	Staff of Color	Jonelle
March 11	Undocumented Student Programming	University Leaders	Leslie
March 15	Affirmative Action Policy in Higher Education Admissions (7-8:30pm)	UConn Community	Leslie
March 19	Faculty of Color Writing Retreat	Faculty of Color	Milagros
March 24	H.E.A.R.T. Podcast – Antiracist Teaching & Professional Preparation in Education	UConn Community & Beyond	Milagros & Omar
March 24	Faculty of Color Town Hall (2-4pm)	Faculty of Color	Milagros

March 26	BUILD UConn Final Presentations: Regional Affinity Group Programming	ODI Team	Leslie
<b>April</b>			
April 7	OVPR/ODI Workshop on Inclusive Research (3-4:30pm)	NSF Early Career Faculty Applicants	Milagros & Frank
April 7	H.E.A.R.T. Podcast- Indigeneity & Antiracist Teaching	UConn Community & Beyond	Milagros & Omar
TBD	Advancing DEI Strategic Planning	Unit D&I Champions	Frank & Milagros
TBD	Department Heads ODI Anti-Racist Retreat	Department Heads	Jonelle
April 12	Senior Administrators of Color Coffee Chat 11am	Senior Administrators of Color	Jonelle
April 21	H.E.A.R.T. Podcast - Antiracist Teaching at Community Colleges	UConn Community & Beyond	Milagros & Omar
April 22 or 23	Undocumented Student Programming	University Leaders	Leslie
April 16	Faculty of Color Writing Retreat	Faculty of Color	Milagros
TBD	ODI Anti-Racist Retreat	Diversity committee members, grants, etc.	Jonelle & Milagros
April 27	AVPs & Associate Deans ODI Anti-Racist Retreat	Assist/Assoc. Vice Presidents	Jonelle
<b>May</b>			
May 3 Week	Asian American and Pacific Islander Faculty & Staff Networking Event	Asian American and Pacific Islander Faculty & Staff	Angela
May 5	H.E.A.R.T. Podcast – Dialogue in Antiracist Teaching	UConn Community & Beyond	Milagros & Omar
TBD	Graduate Students of Color Coffee Chat 11am	Grad Students	Jonelle
May 10 Week	Staff of Color End-of-Year Celebration	Staff of Color	Jonelle
May 10 Week	Diversity Community Report/Presentation (12-2pm)	UConn Community	Frank
May 17 Week	Faculty of Color End-of-Year Celebration	Faculty of Color	Milagros
May 19	H.E.A.R.T. Podcast – Antiracist Teaching & Community Engagement	UConn Community & Beyond	Milagros & Omar
May 21	Faculty of Color Writing Retreat	Faculty of Color	Milagros
May 26	H.E.A.R.T. Podcast – Season 1 Reflection & Administrative Perspective	UConn Community & Beyond	Milagros & Omar

\* This schedule is subject to change and is reflective only of ODI Central Office programming. ODI has core programming also happening through its cultural centers and programming that are not reflected here.

**Appendix D**

**Strategic Working Groups Spring 2021**



The Office for Diversity and Inclusion has five working groups charged with assessing and improving the way ODI and UConn broadly are working toward improving access and inclusion, the university climate, and the transformative impact we collectively achieve together. These working groups align with focus areas within the organizational transformation and implementation framework for university-wide DEI strategic planning.

**University Access, Inclusion, and Success Network**

This coalition comprises representatives from administrative units responsible for and committed to advancing access, inclusion, and success efforts at the University, particularly for historically marginalized student populations. The coalition’s goals are to structurally enhance access, inclusion (sense of belonging), and success of historically marginalized student populations at UConn. This coalition will bring together a network of university-wide stakeholders committed to improving programs, policies, and practices to advance UConn’s capacity to adequately serve its historically marginalized student populations and engage in

transformational cross-unit change to breaking down (systemic) barriers and strengthening support structures that empower historically marginalized students to overcome barriers. Associate Vice-Provost for Student Success, Dr. Tadarrayl Starke, along with a representative from ODI and Dean of Students would co-lead this network. Overall, this coalition will be responsible for ensuring that there is a coordinated system-wide effort to supporting historically marginalized students' ability to move in (access), through (inclusion and belonging), and graduate (success) by way of full participation in affirming and equitable University experiences. Dr. Tadarryl Starke, Angela Rola, and Maureen Armstrong will coordinate this group.

## **ODI Working Group on Campus Climate Assessment**

Co-chaired by Kathleen Holgerson (Director of the Women's Center) and Dr. Margaret Rubega (Chair, Senate Diversity Committee and Professor, Department of Ecology and Evolutionary Biology), this initiative is one of ODI's efforts to promote the values and role model the behaviors needed to improve the community climate. Campus climate impacts the success of recruitment and retention, classroom and social dynamics, productivity, and pride. Accordingly, prioritizing the infrastructure and resources needed for regularly assessing climate in order to support accountability measures is vital. This Committee's charge is threefold; starting with developing an understanding of the current landscape of efforts to assess the DEI climate at UConn both in terms of unit-level efforts as well as across the institution, including regional campuses, the Law School, and UConn Health. Next, the working group will help us understand the range of existing and emergent best practices for assessing institutional and unit-level DEI climate currently utilized in higher education. Finally, taking into consideration the findings related to the current landscape at UConn and existing and emergent best practice being utilized in higher education, the working group will offer recommendations and considerations for how the University can ensure that future efforts to assess climate at the institutional and at unit level are carried out in a transparent, strategic, efficient, and high-quality fashion.

## **ODI DEI Training and Development Working Group**

Co-chaired by Angela Rola and Fany Hannon, the ODI DEI Training and Development Working Group will offer a nuanced understanding of the current landscape of DEI training for faculty, staff, and students while developing a set of recommendations to address existing gaps and resources needed to increase training opportunities across the institution. The group emerged from a recognition that DEI training and development opportunities for faculty, staff, and students are an essential component of ensuring that members of our UConn community have the capacity (Knowledge, skill, and ability) to enact our commitment to foster an inclusive, affirming, and equitable learning environment both in and outside of the classroom.

## **ODI University-Wide DEI Website Working Group**

Led by Dr. Jonelle Reynolds and Kelsey O’Neil, the DEI Website Working Group aims to develop a central web portal that would make accessible to the UConn community and its guests the many services available through ODI and the affinity-based cultural centers, as well as other strategic partners across the institution. Precisely, this user intuitive and engaging web portal will use a unified brand across institutional and unit-level resources by communicating their services and responsibilities clearly, along with an easy-to-navigate web presence. Communication, transparency, and access to resources and information are essential components of efforts to advance diversity, equity, and inclusion across the institution and state.

## **ODI Strategic Planning Working Group**

Chaired by Dr. Jonelle Reynolds, Kelsey O’Neil, and Dr. Milagros Castillo-Montoya, this working group leads efforts for internal unit strategic planning within ODI to identify areas of strength and improvement to achieve transformative impact in the work and process in place at ODI as a unit. This working group’s ideal outcome is to help ODI, as a unit, position itself to maximize service capacity while ensuring space and time for DEI vision planning. The first phase of this strategic planning process will happen during spring 2021 and will focus on immediate internal feedback related to resources, opportunities, and strengths. During 2021-22, the larger assessment will focus on input from campus partners. Taken together, the intake from spring 2021 and 2021-22 will lead ODI into the development of a 5-year strategic plan with achievable yearly milestones, accountability infrastructure, and transparent communication around progress toward larger goals.

## **DEI Name Committee**

The University enables individuals to set a preferred name, the name they choose to have displayed in our directories and systems, with a tool on the NetID Management website. Although the capability and the data are available, we have found that not all systems use preferred name and instead show a person’s legal name. This occurs because either a system or a practice needs to be updated.

Josh Boggis from Information Technology Services (ITS) and Kelsey O’Neil from the Rainbow Center are partnering to comprehensively address these discrepancies and ensure that our university community is aware and able to display preferred names. We are forming a committee that can advise on this initiative and help us surface systems that need to be changed.