Introduction
Kamala Kiem, Assistant Dean of Students, and Dr. Christine Siegel, Associate Vice President for Academic Affairs, served as co-chairs of the President’s Institutional Diversity Council during 2014.

Statement of Charge
The Council’s charge for the 2014 calendar year was to research and examine the University’s recruitment strategies and make recommendations to improve those strategies in order to achieve a critical mass of faculty, staff and students from diverse backgrounds at Fairfield University. In executing its charge, the Council assessed recent and current strategies used to increase diverse populations, while also considering current economic challenges, as well as develop recommendations for future University strategies and practices.

Members:
- Amy Boczer, Director of Institutional Research - 1st year
- Marian Boyns, Graduate Student - 2nd year
- Janet Canepa, Director of Alumni Relations – 3rd year
- Joe DeFeo, Director of Student Mission & Identity -1st year (till May 2014)
- Maria Curesky, Operations Assistant, Human Resources – 3rd year
- Mark Guglielmoni, Director of Human Resources - ex officio
- Rev. Paul Holland, S.J., Rector of the Jesuit Community – 5th year
- Dr. Virginia Kelly, Associate Professor, GSEAP – 3rd year
- Kamala Kiem, Assistant Dean of Students/Director of Student Programs & Leadership Development, Co-Chair, 2nd year
- Naki LeTang, Associate Director of Admission – 2nd year
- Dr. Danke Li, Associate Professor, College of Arts and Sciences – 3rd year (till May 2014)
- Christina McGowan, Assistant University Librarian – 3rd year
- David Sapp, Associate Vice President for Academic Affairs – 2nd year (till May 2014)
- Christine Siegel, Associate Vice President for Academic Affair – Co-Chair – 2nd year
- Chrystie Cruz, Assistant Director, Student Diversity Programs– 1st year
- Nicole O’Brien, Assistant Professor, GSEAP – 1st year
- Opheliea Rowe Allen, Director of Residence Life– 1st year
- Tracy Leon, Undergraduate Student– 1st year (till May 2014)
- Guadalope Ramirez, Undergraduate Student– 2nd year
- Clarettta Mills, Undergraduate Student– 1st year (till May 2014)
- Fr. Bret Stockdale, S.J. - Campus Minister – 1st year
- Sarfira Fequiere – Undergraduate Student – 1st year
- JiaJun (Keith) Gao – Graduate Student – 1st year
- Kerry Lusebrink – Program Coordinator, Disability Support Services – 1st year
Process and Organization Related to the 2014 Charge

Council and Subcommittee Meetings

To date, the PIDC has met eight times during 2014, with a majority of members being present at each meeting. In between meetings, committee members individually reviewed materials, worked in subcommittees and participated in e-mail exchanges. Through these processes, the PIDC engaged in a number of activities associated with the task of developing recommendations related to this year’s charge.

In order to comprehensively address the charge, the PIDC divided into four subcommittees, one for each of the following constituent groups on campus: undergraduate students, graduate students, faculty, and staff and administrators. Each subcommittee was tasked with reviewing current demographic data, current University practices, and research on best practices related to recruiting a diverse population of its constituency. Each subcommittee presented its findings at a meeting of the full Council.

In addition, the PIDC co-chairs Kamala Kiem and Christine Siegel met bi-weekly to plan the Council meetings, organize input received from individual members and sub-committees, and draft documents related to the Council’s charge.

Fairfield 2020

During 2014, the University has also been engaged in a comprehensive strategic planning process, Fairfield 2020, the work of which had some overlap with the PIDC’s charge. In order to align our work this year with the developing strategic initiatives of the University, PIDC members reviewed the interim reports from four of the Fairfield 2020 Task Forces: Candidates of the Future, Business Model, Professional and Graduate Students, and Total Student Experience. Members were asked to consider how these reports might impact current and future initiatives related to recruiting individuals from diverse backgrounds, and to revise their subcommittee recommendations accordingly.

Conclusions and Recommendations Related to the 2014 Charge

1. In the process of reviewing information related to the current charge, it became clear to the PIDC that one barrier to determining if the University has a critical mass of faculty, students, staff and administrators from diverse backgrounds is limited to demographic information available in Banner. Specifically, faculty and staff data were found to be inaccurate, and student data were found to be incomplete.
It is recommended that the PIDC Chairs collaborate with Administrative Computing to develop and implement processes to (a) collect and store in Banner accurate demographic information for our constituents on campus, (b) rectify current demographic data in Banner, and (c) ensure that demographic data in Banner are routinely updated.

2. In the process of reviewing information related to the current charge, it also became clear that the University lacks specific language in its governance documents, and specific strategies in its practice for the purposeful recruitment of individuals from diverse backgrounds. Additionally it became clear that the University currently does not have clear channels, internally or externally, for communication about issues that may impact the recruitment of individuals from diverse populations.

Specific recommendations for the recruitment of diverse graduate students, undergraduate students, faculty, and staff and administrators, including responsible parties, timelines, and notes for consideration, are outlined in Tables 1 to 4 appended to this document. These recommendations were initially developed by subcommittees of the PDIC and then reviewed and approved by the full council.

Other Work Conducted during 2014

In addition to the process and organization to address this year’s charge, the PIDC engaged in a number of other activities related to diversity issues on campus.

Collaboration with Mission and Identity Council – Undocumented Students in Higher Education

The Council co-sponsored a collaborative lunch with the University’s Mission and Identity Leadership Team where Richard Ryscavage, S.J. and Melissa Quan, Director and Associate Director of the Center for Faith and Public Life respectively, presented the results of their research on undocumented students in higher education. The presentation allowed both groups to discuss ways to provide support to our undocumented student population.

Revision of the Fairfield Diversity Websites

The PIDC reviewed the University’s website, a potential recruiting tool, and determined that it did not accurately represent all the diversity initiatives occurring on campus. The PIDC devoted one meeting to identifying diversity-related initiatives that should be included on the website. Co-chair Kamala Kiem revised the University’s Diversity Webpage to include the list of diversity initiatives generated by the Council.

Assessment Sub-Committee

PIDC Assessment Sub-committee began the work of overseeing the implementation of the assessment plan from last year’s recommendations. Members of the sub-committee include Christine Siegel, Associate Vice President of Academic Affairs, Amy Boczer, Director of Institutional Research, Laura
McSweeney, Associate Professor of Mathematics, Kamala Kiem, Assistant Dean of Students, Joseph DeFeo, Director of Associate Dean of Students and Director of Student Mission & Identity (till May 2014), Maria Curesky, Operations Assistants, Human Resources, Marian Boyns, Graduate Student, and Jennifer Claydon, Director of Disability Support Services.

The assessment subcommittee met five times in 2014 to review the assessment plan and begin year one of the multi-year plan to assess campus climate as it relates to diversity.

To date, the sub-committee has examined demographic data currently available in Banner and reviewed the 2014 Quality of Life survey data and IPEDS data. In accordance with the plan, the PIDC Assessment Sub-committee ensured all annual reports in the divisions of Academic and Student Affairs addressed issues of diversity. During the spring 2014 semester, a specific set of questions regarding diversity were developed and included in the Annual Report Template of Student Affairs and Academic Affairs Divisions. The assessment subcommittee is currently reviewing these reports.

Conclusions and Recommendations Related to Other Work in 2014

Preliminary findings from the Quality of Life survey data reviewed as part of the plan to assess campus climate do not demonstrate demographically-related differences in student experience on campus, which could suggest that race-relations between students on campus are non-problematic. However, these findings should be interpreted with caution for two reasons. First, the number of students in non-white categories was significantly lower than the numbers of students in the white majority category, potentially masking any differences between these groups in student experience. Second, the Quality of Life survey, which was designed to measure student perceptions of their on-campus residential experience, does not specifically address issues of race.

Recent events on campus, namely the response by some students to student-initiated demonstrations in the wake of national events involving police action resulting in the death of African-American males, suggests that racism does exist on our campus. The extent to which such racism occurs in isolated incidents or is representative of a systematic problem on campus at this time is unknown. Continued assessment, along with some immediate action, is warranted.

1. It is recommended that the University appoints a Diversity Officer, whose primary responsibility would be to coordinate diversity initiatives across campus and to implement the annual recommendations from the PIDC. Specific job duties for this position could include:
   a. serving as Executive Chair to the PIDC,
   b. heading the University’s bias response team,
   c. consulting on the development of multi-cultural competency curricular and co-curricular activities for students,
   d. collaborating with Human Resources, the Center for Academic Excellence, the Mission and Identity Leadership team, and the Center for Faith and Public Life on professional development related to multi-cultural competency for faculty, staff and administrators,
e. working with the PIDC Assessment Sub-committee to oversee and monitor the on-going assessment of campus climate for diversity,

f. overseeing and coordinating student diversity programs,

g. collaborating with the Office of Disability Support Services,

h. serving as Title IX coordinator, and

i. collaborating with Human Resources on the implementation of the University’s Affirmative Action/Equal Opportunity Employment policies.

2. It is recommended that the University undertakes a review of the curriculum and co-curricular activities related to diversity, and make specific recommendations for the infusion of multi-cultural competency development in these two primary areas of student experience.

3. It is recommended that the University provides professional development related to multi-cultural competency for faculty, staff and administrators.

4. It is recommended that the University raises awareness about the Bias Response Team on campus.

5. It is recommended that the University increases diversity among its employees by adopting the PIDC’s recommendations outlined in Tables 1 to 4.

6. It is recommended that the co-chairs of the PIDC work with the University’s leadership team and the students to address student concerns raised by recent events.

**Recommended Charge for 2015**

In the processes of both carrying out the 2014 charge and conducting other work related to diversity, concerns related to the multi-cultural competence of our students, faculty, and staff were repeated areas of discussion for the PIDC during the past year. Thus, it is recommended that for 2015, the PIDC take up the issue of improving multi-cultural competence across campus. Specifically, the PIDC could be charged with reviewing the current curriculum and co-curricular activities for students as well as professional development experiences for faculty and staff for evidence of multi-cultural competence development, and for making recommendations to increase multi-cultural competence via these venues across campus.