Introduction
The President’s Institutional Diversity Council convened for the academic year in September 2008 under the leadership of Larri Mazon, director of institutional diversity initiatives.

The members of the Diversity Council include:
Mr. Larri Mazon, Director of Institutional Diversity Initiatives, Chair
Dr. Betsy Gardner, Psychology Department
Dr. Carl Scheraga, Dolan School of Business
Dr. Beth Boquet, Assistant Dean College of Arts and Sciences
Ms. Karen Donoghue, Director of Residence Life
Dr. Stephanie Burrell, Center of Academic Excellence
Mr. James Estrada, Vice President Information and Library Services
Dr. Susan Franzosa, Dean, Graduate School of Education and Allied Professions
Mr. Mark Guglielmoni, Director of Human Resources
Mr. William Johnson, Director of Student Diversity Programs and Associate Director of Undergraduate Admission for Diversity
Dr. Jocelyn Boryczka, Political Science Department
Dr. Ann Stehney, Director of Institutional Research
Dr. Edna Wilson, Dean of University College
Dr. Roben Torosyan, Assistant Director, Center for Academic Excellence
Dr. Renee White, Department of Sociology and Black Studies
Ms. Karen Pellegrino, Director of Undergraduate Admission
Mr. Spencer Thibodeau ‘10, undergraduate student

The Council met bi-weekly from September 2008 until December 2008. Beginning in January 2009, the Council met monthly and the committee’s met bi-weekly. The Council made a number of proposals for new programs as well as future committees for the Council to focus on. Specific topics have also been proposed for the future.

Process and Organization:
In order to address the organizations specific charges, the Council was divided into six working committees: Assessment, Global Citizen/World Citizen, Human Resources, Learning Circles, Marketing, and Student Groups lead by a Steering Committee. (See Appendix 1 for Committee Membership)
The individual committees met bi-weekly to discuss their specific charges and brought their recommendations to the Council as a whole.

Assessment
In response to the recommendations made by the Council, the Assessment Committee’s purpose is to promote the impact of diversity on the intellectual and social lives of all of the Fairfield University community. With this charge, the Assessment Committee has developed a number of assessments to better understand the needs of the student population and campus’ needs both quantitatively and qualitatively. The results of the assessments examined by the committee will assist the President’s Institutional Diversity Council embrace diversity and promote a cultural transformation on campus. The first assessment developed by the committee was a Student Diversity Survey where students were asked to respond to a series of questions regarding their student status, the college or school they’re attending at Fairfield, as well as other information to better understand the student population and how they identify themselves as students at Fairfield University. According to the Committee’s findings, the
committee felt that their primary focus should be integration. One of the ways the committee feels this should be done is through addressing the deficit on campus, in regards to diversity within the classroom, and offering extra credit to those participating in the diversity related events and functions held on campus.

In order to achieve the Committee’s charge, they mined through existing data from the Office of Institutional Research through several key surveys given to campus population. Additionally the committee reached out to key faculty leaders from the Center for Academic Excellence and the Core Integration Initiative to plan faculty focus groups. The focus groups followed the same model of the four simple questions used in May 2008 with staff:

a) How would you describe the classroom climate today?  
b) What would you like to see happen next?  
c) What are you willing to do to make it happen? (This strategy builds on workshops and other event offerings but differs in that it starts with personal experiences and wisdom of as many faculty as possible and from there moves for action).

Following the assessments and focus groups, the data summary was presented to the Senior Management Team in the spring of 2009 and as a result the Senior Management Team intends to reshape annual reports to include accountability for diversity activities and/or outcomes.

The Committee plans on further closing the loop by utilizing further assessment results to continuously adjust plans and activities in the coming years. This information was presented to faculty and professional staff during the Wabash conversations. It is important to note that where possible, the Committee made their progress by integrating their efforts to existing tasks and goals. The Committee plans to continue dovetailing interests so diversity work will complement what the Committee and others on campus are already doing. Progress has been made doing this thus far through two faculty members writing up scholarship of teaching & learning work, on diversity and international technology issues, and diversity and political action education. The Committee’s hope is by integrating diversity work it will help the established professor teach students to work in teams, or help a new faculty member contribute peer-reviewed scholarship by taking a diversity lens on issues.

Overall, the Committee hopes their efforts will assist in introducing a multifaceted approach to institutional change. In order to do so, the Council and committee must examine the following questions:

- Where we were?  
- What we have done?  
- Where we are?  
- Where we are going?

To make a significant change more attainable, we should be focused on the curriculum in all areas. Funding will be needed for this. This change should be made from the bottom up, not solely from the top down. Additionally, this brought a wonderful opportunity for re-doing the University’s Mission Statement.

Global and World Citizen

In response to the recommendation given by the Council, the Global Citizen (formerly World Citizen) committee developed a summer workshop to provide the university as well as the Council some direction and clarity on global citizenship. The workshop will assist in fostering relationships amongst the different divisions of the university as well as throughout the different schools. The Committee has realized that in order to move further with Global Citizenship as a strategic goal, there must be more faculty engagement. Students have shown great interest in being Global Citizens and with that, the Committee believes it should continue to build on this venture.

Additionally, the Committee was proud to announce Dr. Renee White (Chair of the committee) and Dr. Grossman formalized Dr. White’s new position title “Academic Coordinator for Globalization and
Diversity”. This position, within the CAE, will, hopefully, assist in generating more awareness for the Council’s charge for Global Citizenship.

**Human Resources**
The Human Resources committee worked hand in hand with the deans in order to create a “hiring for mission” concept. Over the course of the 2008-2009 academic year, the Committee worked to hire new faculty members of AHANA and international ethnicity. Additionally, the deans are working with their department chairs to ensure the language of the job descriptions encourage and invite a more diverse applicant base.

**Learning Circles**
In response to the recommendation given by the Council, the Learning Circles Committee has developed a series of Learning Circle Dialogue Groups consisting of eight to ten people per group. The Committee’s purpose for developing these groups was to provide an opportunity for faculty, students, and staff to discuss a topic or issue. These discussions lead to a greater understanding and a commitment for reasonable action. The collaborative and educational approach engaged the campus community to participate in a democratic dialogue where problem solving activities were often completed. The Learning Circles Dialogue Groups met four times throughout the months of March and April. Members of the Learning Circles and the Council in turn felt more comfortable taking risks in class through teaching, and the discussion of diversity related issues and topics. It is the committee’s hope that the Learning Circles will sustain through the 2009-2010 year across the university groups and members will continue to remain engaged and interested in the conversations.

**Marketing**
In response to the recommendation of implementing the Marketing Committee, the committee set a meeting to meet with the dean’s to collect their “stories” for a newsletter. Additionally the Committee worked hand in hand with the Council in marketing the Council’s work and assisted in making their events successful.

**Student Groups**
Per the recommendation of the Council, the Student Groups Committee worked closely with students groups to facilitate conversations of how they are developing diverse programming initiatives. The committee and student groups began working closely with FUSA, the Office of Student Diversity Programs, and the cultural and affinity groups on campus. Through effective planning and publicity the events have been successful. One of the key components is looking for staple programs completed annually by cultural groups or student groups and trying to reach a more varied group of students. It was suggested that one of the best ways to better communicate with students is through marketing on Facebook and YouTube.

**Summary**
In addition to the on-going work executed by each of the committees, the Council was also integral in the development of the Diversity Forum that took place in March 2009. Over a three day period, the Council along with other university entities hosted anti-racist activist Tim Wise and Dr. Barbara Love, professor of social justice education at the University of Massachusetts – Amherst.

**Recommendations:**
No formal recommendations were made by the Council.

Submitted by Will Johnson, associate dean of students/director of student diversity programs and Kristina Vaios, graduate assistant, Office of Student Diversity Programs
Appendix 1

Members:

Assessment: Ann Stehney
Susan Franzosa
Roben Torosyan (Chair)

Global Citizen: Rev. James Bowler, S.J.
Elizabeth Boquet
Edna Wilson
Wook-Sung Yoo
Renee White (Chair)

Human Resources: James Estrada
Edna Wilson
Larri Mazon
Mark Guglielmoni (Chair)

Learning Circles: Larri Mazon
Carl Scheraga
Jocelyn Boryczka
Ellen Umansky
Betsy Gardner
Stephanie Burrell (Chair)

Marketing: Larri Mazon
Rama Sudhakar
Will Johnson (Chair)

Student Group: Spencer Thibodeau
Janick Ferrier Hickman,
Ellen Umansky,
Karen Donoghue (Chair)