Introduction

Will Johnson, associate dean of student/director of student diversity programs, Dr. Renee White, professor of sociology and academic coordinator for diversity and global citizenship (September 2010 thru May 2011) and Dr. Danke Li, associate professor of history (May 2011 thru present) served as the Council’s co-chairs. The Council’s charge was:

- To consider the evolving impact of diversity on and within the Fairfield University culture, and to recommend programs, colloquia, or forums in which University community members (students, faculty, and staff) can participate and engage in discussions about how diversity impacts and what diversity requires of them.

The members of the Council were:

- Rev. Gerald Blaszcak, S.J., vice president for mission and identity/university chaplain
- Rev. George Collins, S.J., coordinator of mission and identity
- Dr. Beth Boquet, associate vice president for academic affairs
- Judy Dobai, vice president for enrollment management
- Karen Donoghue, dean of students
- Jordan Freeman ’13, undergraduate student
- Mark Guglielmoni, director of human resources
- William Johnson, associate dean of students/director of student diversity programs, co-chair
- Amenda Legros, graduate student
- Dr. Danke Li, associate professor, College of Arts and Sciences, co-chair
- Soobin Lim ’11, undergraduate student
- Kara Lucy, graduate student
- Jasmine Mickey ’12, undergraduate student
- Dr. Carl Scheraga, professor, Dolan School of Business
- Dr. Norm Solomon, dean, Dolan School of Business
- Dr. Ann Stehney, assistant vice president for institutional research and planning
- Rama Sudhakar, vice president for marketing and communications
- Dr. Roben Torosyan, associate director, Center for Academic Excellence and assistant professor, Graduate School of Education and Allied Professions
- Dr. Ellen Umansky, professor, College of Arts and Sciences and director of Carl and Dorothy Bennett Center
- Dr. Renee White, professor, College of Arts and Sciences and academic coordinator for diversity and global citizenship, co-chair
- Dr. Wook-Sung Yoo, associate professor, School of Engineering

Process and Organization

The co-chairs spent much of the fall 2010 semester reflecting, strategizing, and planning before convening the full council. It was agreed that greater emphasis would be placed on the work of committees/workgroups and that full council meetings would occur less frequently (twice per semester) After sharing a renewed vision for the Council with Father von Arx, president, and Father Fitzgerald, senior vice president for academic affairs, the Council met for the first time in January 2011. Most of the Council’s time between January and May was spent brainstorming, meeting with various university
constituents, reviewing data, and assessing current structures and the general climate of the campus. During the January meeting, Father von Arx restated his vision for diversity and inclusiveness at Fairfield and the role that the Council plays in achieving this mark. Current Council member Judy Dobai provided the Council with a historical perspective on the diversification of the student body. Current Council member Mark Guglielmoni spoke with the Council about current practices and policies related to diversity and inclusion within the Office of Human Resources. Other university constituents invited to meetings include Dr. Billy Weitzer, executive vice president, and Kamala Kiem, director of new student programs.

Over the summer and during the fall 2011 semester, the Council was divided into three workgroups who were tasked with deeper exploration of topics discussed by the Council in during the spring 2011 semester and developing recommendations or proposals to be considered by the President. The three workgroups formed were:

- Institutional Commitment
- Conversations and Dialogues
- Workshops and Training

**Institutional Commitment**

The workgroup conducted a review of campus diversity information available to current and potential students, employees, alumni, and interested parties. This review included Fairfield University’s website as well as the sites of eleven Jesuit universities or regional college peers. The primary goal for these reviews was to identify best practices in presenting and conveying a commitment to diversity initiatives through the vehicle of a university website.

The workgroup found several examples of “successful” presentations as well as institutions that do not seem to be very far along in their efforts. The workgroup also found several areas where Fairfield should strengthen current efforts at presenting diversity information on our website. For points of comparison, the workgroup conducted a market review of other colleges to gauge how well Fairfield’s policies and statements compare to other institutions.

**Conversations and Dialogues**

This workgroup aimed to develop ways in which we can create more sustained conversations and dialogues pertaining to diversity and inclusion across groups on campus, combining professional/life experiences and personal sharing. Any activity developed would be based on key institutional data. The format of each activity should be one that allows for the inclusion of the multiple points of view of the participants.

**Workshops and Training**

The workshops and training workgroup focused on two potential opportunities. One would be to develop a protocol for reporting bias incidents that occur on campus. In response to any incident, a response team could establish workshop or training opportunities to educate the university community about the occurrence. Additionally, the workgroup explored the possibility of holding a campus-wide conference focused on issues of diversity and inclusion.
Recommendations

A. Creation of sustained diversity dialogues across groups on campus, combining experiences and personal sharing

Rationale:
The development of sustained dialogues groups regarding diversity on campus will contribute to the creation of a more inclusive campus culture in the Fairfield University community. The dialogues will provide members of the University with an experience that allows for intellectual and personal sharing and an opportunity to hear the diverse perspectives of people with different backgrounds.

Strategy:
- Base activities on findings from key institutional diversity data and personal experiences of faculty, professional staff and students
- Activities should utilize a format that supports the inclusion of the multiple points of view of participants
- Frame recommendations for specific audiences, namely faculty, professional staff, students
- Report back to participants on results, findings, etc. from each event

Recommended Programs:
1. **Campus-wide diversity conversations** (recurring each fall in order to):
   These conversations will help to build campus climate and culture changes over time. Faculty, administrators, and students will be reminded about where we are and where we need to go to increase inclusivity. Conversations may be topical and focused on campus climate, religion, gender, race, class, etc.
   - Responsible party(s) – Office of the President, vice president for administration, coordinator for mission and identity
   - Method for assessing impact – pre and post-event survey, on-going campus climate evaluation
   - Timeline/target date for implementation – fall 2012
   - Potential/anticipated cost – event/room set-up

2. **Division-specific dialogues:**
   To continue what began at the campus-wide conversation, each division will be charged with facilitating discussions on professional and personal experiences, using concrete resources like readings or videos, and generating action steps for change. Topics may include best practices for creating an inclusive climate in, for example, student affairs, academic affairs, marketing & communication, etc.
   - Responsible party(s) – division heads
   - Method for assessing impact – annual report feedback, reporting out to PIDC
   - Timeline/target date for implementation – spring 2013
   - Potential/anticipated cost – professional training or facilitator fee, travel

3. **Students dialogues:**
   Utilize First Year Experience program and sophomore residential colleges to create the student-centered diversity and inclusion workshops similar to Safe Space Ally Training. In FYE, for example, students would be allowed to opt-out of FYE events for participating in diversity dialogue series. Additionally, assess specific learning outcomes in US and World Diversity designated courses to ensure that students are gaining the knowledge and skills desired related to diversity awareness.
   - Responsible party(s) – Office of the Dean of Students (New Student Programs), U.S. and World Diversity subcommittees, Office of Student Diversity Programs, Office of Academic Engagement
Method for assessing impact – changes in CIRP and NSSE data, add question to IDEA survey to assess if desired learning outcomes for course were achieved
Timeline/target date for implementation – fall 2012 for FYE, fall 2013 for sophomore residential colleges
Potential/anticipated cost – professional training or facilitator fee, travel

4. **Run focus groups each spring (with special invitations to faculty, faculty, administrators and students) to discuss:**
   Use focus groups as an opportunity to gain constructive feedback from members of the university community on various diversity initiatives that have occurred over the course of the academic year.
   - Responsible party(s) – Human Resources
   - Method for assessing impact – open-ended survey (on-site)
   - Timeline/target date for implementation – spring 2013
   - Potential/anticipated cost – event/room set-up

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**B. Creation of a Bias Prevention & Education Advisory Panel to educate the campus community around issues of discrimination or harassment on the basis of race, color, sex, sexual orientation, gender identity, marital status, veteran’s status, political ideology, religion, national or ethnic origin, age, or disability.**

The Advisory Panel would not change policies or procedures clearly outlined by human resources, public safety or the respective dean’s offices. The Team/Advisory Panel would partner with these departments and other campus resources to support victims or groups who have experienced or witnessed incidents and help prevent future incidents from occurring on campus.

**Rationale:**
Fairfield University is committed to maintaining a diverse and multicultural community in which the dignity and worth of each of its members is respected. The University has very clear policies around incidents of discrimination or harassment. However, incidents of discrimination or harassment might occur and there is no known victim or accused. For example, a student might find racial slurs written on a Residence Hall wall but there were no witnesses to the act. The Advisory Panel would be responsible for determining a proper response for this incident for those directly and indirectly impacted. This example takes a reactive approach and has limited to shift our culture. Therefore, the Advisory board would also be a proactive board working throughout the community providing education and awareness training to all Fairfield University Community members prior to any incidents occurring.

**Strategy:**
**The Advisory Panel would:**
- Provide education and awareness training in an effort to prevent bias incidents on campus
- Monitor campus climate through survey’s, incident reports, and awareness programs
- Advise campus administration and partner with key university constituents to effectively communicate to the university community bias incidents occurring on campus
- Connect the victim/group with on campus resources so they feel heard

**The Advisory Panel would not:**
- Be responsible for the investigation of any bias incident
- Overstep boundaries around freedom of speech
- Have responsibility in the administrative processes around code of conduct violations

**Process for creating the Advisory Panel:**
• Working with the vice president of student affairs and director of human resources, one or two administrators will recruit and lead an advisory panel of 4-7 campus community members. The advisory panel would need to participate in 20-25 hours of professional training around bias prevention and proper response to incidents of bias
• The advisory panel will articulate their purpose through effective university communications (Student Handbook and Faculty Handbook)

Responsible Party(s) for Implementation:
• Human Resources
• Vice President for Student Affairs

Potential/anticipated cost:
Yearly operating budget of $10,000
• Support the ongoing training of the Advisory Panel and
• Publicity materials to educate the campus community about the Advisory Panel
• Support the ongoing training and educational programs of the campus community

Method for Assessing Impact:
• Increase in awareness and intolerance around discrimination or harassment on the basis of race, color, sex, sexual orientation, gender identity, marital status, veteran’s status, political ideology, religion, national or ethnic origin, age, or disability. (SURVEY)
• Awareness and usage of the Advisory Panel

Timeline/target date for Implementation:
Spring 2012

C. Revise and enhance current information available on campus diversity website to provide service and education to current and potential students, employees, alumni, and interested parties

Rationale:
These changes are recommended with the goal of building greater overall visibility for diversity initiatives on campus as a cohesive set of initiatives that serve a broad range of audiences.

Method for Assessing Impact:
The council recommends analysis of web traffic before and after implementation of these changes to determine if more web visitors click through to diversity-related websites.

Responsible party(s) for Implementation:
These recommended changes should be undertaken by Marketing & Communication. Further consideration may need to be given to ongoing maintenance of updates and perhaps a joint annual outreach from PIDC and Marketing & Communication to campus departments to learn about new diversity-related initiatives to ensure they are captured through the centralized Campus Diversity webpage. This outreach could also suggest to departments how they might highlight diversity initiatives within their own web pages for a more robust presentation of the set of initiatives as they exist on campus.

Potential/anticipated cost:
None

Timeline/target date for Implementation:
Spring 2012
D. Develop and execute campus-wide survey of all employees on campus climate.

**Rationale:**
In an effort to more accurately assess the campus climate and invite feedback from all members of the university community, we must develop a systematic means of collecting data from students and employees related to broad issues of diversity. Students are frequently asked to respond to questions of diversity through a variety of survey instruments (i.e. NSSE, senior survey). To date, there is no formal mechanism in place to query all employees of the university.

**Method for Assessing Impact:**
While not assessable itself, the council and other interested parties will be able to use the information collected to make recommendations to develop new program or initiatives or enhance existing ones.

**Responsible party(s) for Implementation:**
Office of Institutional Research

**Potential/anticipated cost:**
None

**Timeline/target date for Implementation:**
Fall 2011

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**Future Plans/Opportunities/Recommendations**
In the coming year, the Council plans to:
- Reach out to different constituencies to learn more about initiatives taking place on campus pertaining to diversity and inclusivity
- Review and assess the results of campus climate survey for employees
- Consider additional training opportunities on diversity and inclusion for members of the university community
- Focus on the diversity of curriculum and pedagogy with respect to our holistic approach to education and co-curricular engagement
- In an effort to remain transparent, host an open forum to update the community on the work of the Council and collect insights, ideas, and suggestions for the future
- Further explore religious pluralism on campus and opportunities for inter-religious dialogue

Potential opportunities for the Council to consider include:
- Greater involvement from non-Council members in workgroups/committees

Potential recommendations for the future include:
- Developing a chief diversity officer administrative position
- Development of seminar focused on diversity and inclusion similar to Presidential Seminar of Catholic Intellectual Tradition

Submitted by Will Johnson, associate dean of students/director, student diversity program and Dr. Danke Li, associate professor of history – co-chairs.
Appendix for Recommendation Two

The New Website would:

1. On the primary diversity webpage (www.fairfield.edu/diversity), the committee recommends replacing the title of “Institutional Diversity” with “Campus Diversity”.

2. Given the importance of diversity initiatives, we recommend the Campus Diversity link appear as a primary link on the About Us section of the website. It is currently a subcategory within “The Fairfield Story” and therefore has diluted prominence to web visitors.

3. On the primary diversity webpage, the subcommittee is recommending an alternate version of the descriptive text. The current text reads:

   As a Jesuit and Catholic institution, Fairfield University strives to be a diverse learning community of culturally conscious individuals. The University values and celebrates different perspectives within a commitment to the God-given dignity of the human person. As an expression of its dedication to the service of faith and the promotion of justice, the Fairfield community seeks to create an environment that fosters a deep understanding of cultural and human diversity. This diversity enriches its members, both as individuals and as a community, and witnesses to the truth of human solidarity.

   Fairfield University is committed to promoting dialogue among differing points of view in order to realize an integral understanding of what it is to be human. The University recognizes that transcending the nation’s political and social divisions is a matter of valuing diversity and learning respect and reverence for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative, social, and spiritual - as together, the community seeks to realize a vision of the common good.

   **Embracing Diversity**
   Fairfield University defines diversity in the broadest sense, reflecting its commitment to human persons and service to all men and women. Diversity encompasses not only racial, ethnic, and religious diversity, but also diversity of socioeconomic contexts, cultural perspectives, national origins, sexual orientation, physical ability, and educational backgrounds.

   The recommended alternate text would read:

   **Campus Diversity**
   As a Jesuit and Catholic institution, Fairfield University is committed to creating an environment that promotes justice and fosters a deep understanding of human and cultural diversity. Fairfield is committed to encouraging dialogue among those with differing points of view in order to realize an integral understanding of what it means to be human. The University recognizes that transcending the nation’s political and social divisions is a matter of valuing diversity and learning respect for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life – academic, administrative, social, and spiritual – as together, the community seeks to realize a vision of the common good.

   **Embracing Diversity**
   Fairfield University defines diversity in the broadest sense, reflecting its commitment to creating a more inclusive community that is reflective of the richly diverse global community of which we are part. Diversity encompasses not only racial, ethnic, and religious diversity, but also diversity of socioeconomic contexts, cultural perspectives, national origins, sexual orientation, physical ability, and educational backgrounds.

4. At the bottom of this page, there are a number of links to “Related Information”. The committee recommends changing this header to “Diversity Resources”. In conceptualizing this Diversity Resources section, the committee highly recommends providing greater depth as to what might be found at those further links. Our recommendation includes listing each of these resources in vertical alignment and including a very brief line of text with each that explains the substance of...
the linked information. This substance might include committee membership/chairs as appropriate. The current list of “Related Information” includes the following:

- Campus Ministry
- Catholic and Jesuit Mission and Identity
- Global Citizenship
- Institutional Diversity Initiatives
- Martin Luther King, Jr. Observance
- Diversity Council
- Student Diversity Programs

5. In addition to the areas noted above, these additional resources should have links from the Campus Diversity page, in the section labeled Diversity Resources. These include:
   a. Admission
   b. Human Resources
   c. Carl and Dorothy Bennett Center for Judaic Studies
   d. Center for Faith and Public Life
   e. Center for Catholic Studies
   f. Residential Colleges
   g. University Activities
   h. Program in Asian Studies
   i. Program in Latin American and Caribbean Studies
   j. Program in Black Studies
   k. Program in International Studies
   l. Program in Judaic Studies
   m. Peace and Justice Studies
   n. Women’s Studies

6. In addition to a brief statement under each of the Resources listed, the selection of links on the left side of the screen should be updated to reflect the full list of links. These left side links are currently single-choice links and could also be expanded to add roll-over highlighted text with greater detailed links. One example might be to include roll-over links to programs (Ally Network, Safe Space, etc) under the Student Diversity Programs main link.

7. Specifically to the link to the President’s Institutional Diversity Council, the webpage has been updated with new committee membership, but the annual report for 2010-11 has not been posted.

8. Specifically to the link on Global Citizenship, the information on the academic coordinator is out of date. The text on that page also references a PIDC subcommittee on global citizenship that is no longer functioning.

9. The newly proposed link from Campus Diversity to Human Resources will require a new section on the HR webpage on Diversity. This may be called Diversity Resources. Under this section, HR can include Fairfield’s Affirmative Action policy, Equal Employment Opportunity policy and a general statement about diversity in the university’s workforce/community.