Introduction
Dr. Danke Li, Professor of History and Kamala Kiem, Assistant Dean of Students, served as the PIDC Co-Chairs. Christine Siegel, Associate Vice President of Academic Affairs, served as the PIDC Consultant, leading the committee through the development of the PIDC recommendations.

Statement of Charge
The Council’s charge was to research and recommend a regular and institutionalized process by which the University can assess campus climate as it relates to diversity. In executing its charge, the Council will review tools previously and/or currently used to assess campus climate. The Council will either recommend new or additional methods that assess the campus climate as it impacts students, employees, and programs (academic and otherwise). Additionally, the Council will assess recent and current data and use it to inform the development of future recommendations and university initiatives.

The members of the Council were:
• Dr. Lynne Babington, Dean, School of Nursing - 1st year
• Amy Boczer, Interim Director of Institutional Research - 1st year
• Marian Boyns, Graduate Student
• Janet Canepa, Director of Alumni Relations - 2nd year
• Joe DeFeo, Joseph DeFeo, Director of Associate Dean of Students and Director of Student Mission & Identity - 1st year
• Rev. George Collins, S.J., Director of Campus Ministry (until May 2013) - ex officio
• Maria Curesky, Operations Assistant, Human Resources - 2nd year
• Mark Guglielmoni, Director of Human Resources - ex officio
• Rev. Paul Holland, S.J., Rector of the Jesuit Community - 2nd year
• William Johnson, Associate Dean of Students/Director of Student Diversity Programs - ex officio
• Raquel Jones-Jefferson, Graduate Student
• Dr. Virginia Kelly, Associate Professor, Graduate School of Education & Allied Professions - 2nd year
• Kamala Kiem, Assistant Dean of Students/Director of Student Programs and Leadership Development - co-chair
• Nakia LeTang, Associate Director of Admission - 1st year
• Dr. Danke Li, Associate Professor, College of Arts and Sciences - co-chair
• Christina McGowan, Assistant University Librarian - 2nd year
• David Sapp, Associate Vice President for Academic Affairs - 1st year
• Victoria Sebourne, Graduate Student - 1st year
• Christine Siegel, Associate Vice President for Academic Affair - 1st year
Process and Organization
The PIDC met six times during 2013, with a majority of members being present at each meeting. In between meetings, committee members reviewed materials, worked in sub-committees and participated in e-mail exchanges. Committee chairs Danke Li and Kamala Kiem met bi-weekly with consultant Christine Siegel to plan the committee meetings, organize input received from individual members and sub-committees, and draft documents related to the committee’s charge.

Through these processes, the PIDC engaged in a number of activities associated with the task of developing a regular and institutionalized process by which the University can assess campus climate as it relates to diversity. These activities included reviewing and discussing professional literature related to the assessment of organizational climate, reviewing and discussing at length the University’s Diversity Vision Statement, reviewing past and current assessment projects related to diversity at Fairfield University, and designing a three-year assessment plan.

Professional Literature on Organizational Climate. During the spring 2012 semester, Bailey Jackson’s 2006 chapter entitled Theory and Practice of Multicultural Organization Development (in Jones and Brazzel, eds., The NTL Handbook of Organization Development and Change: Principles, Practices, and Perspectives) provided a starting point for the committee’s discussions of campus climate as it relates to diversity. Notably, the author identifies the organization, rather than individuals within the organization as the focus for assessment, and recommends an assessment process that begins with the identification of the institution’s “ideal” for a multicultural organization, followed by the collection of data from multiple sources via multiple methods (e.g., surveys data, interview data, audit data) to determine the extent to which the institution is approaching that ideal. Jackson describes multicultural organizations as ones that operate on both social justice (i.e., anti-exclusionary) and social diversity (i.e., inclusionary) principles.

During the fall 2013 semester, the American Association of Colleges and Universities (AAC&U) publication, Diversity and Democracy: Civic Learning for Shared Futures’ special issue on Assessing Students’ Diversity, Global and Civic Learning Gains provided a reference for diversity-related assessment projects currently occurring at other US colleges and universities, which served to confirm the appropriateness the committee’s developing model.

Fairfield University’s Diversity Vision Statement. In keeping with Jackson’s (2006) recommendation that organizations pursue multicultural initiatives with “a clear vision of the ‘ideal’ end state,” the PIDC reviewed the University’s Diversity Vision Statement (http://www.fairfield.edu/diversity/index.html), which was developed in response to a previous charge. The PIDC recognized that consistent with Jackson’s description of multicultural organizations, Fairfield University’s vision statement contains both social justice and social diversity components. The PIDC identified these components of the vision statement as a guiding framework for assessment. Specifically, the PIDC concluded that an assessment of campus climate should consider the extent to which the University “integrates diversity by promoting
justice and creating a more inclusive community across all facets of University life – academic, administrative, social, and spiritual.”

To this end, time at committee meetings and in small groups was invested in identifying what constitutes each “facet of University life” for four constituent-groups within the University: undergraduate students, graduate students, faculty, and staff. Additional discussion time was devoted to identifying elements of “inclusion,” so that data collection about these facets would not be limited to demographics.

Previous and Current Assessment related to Diversity. During the spring 2013 semester, the PIDC reviewed the results of previous diversity-related assessment projects conducted at Fairfield University. Ophelia Rowe Allen led a team of Student Affairs personnel, including Ange Concepcion, Amarildo Barbosa, Michael Moore, and John Paladino, who summarized and presented to the PIDC (a) five-year trends in employee demographic data, (b) four year trends in AHANA student admissions data, (c) AHANA student retention data, (d) the 2007 Collegiate Closet Survey, (e) the 2009 Student Diversity Survey, (f) the 2011-2012 Campus Climate Survey, and (g) the most recent CIRP results.

In fall 2013, the PIDC co-chairs Danke Li and Kamala Kiem, and consultant Christine Siegel met with Amy Boczer, Interim Director of Institutional Research, to review current assessment activities related to diversity. According to Amy, the Office of Institutional Research (a) collects and reports demographic data annually to IPEDS, (b) administers CIRP surveys to first year students (TFS) and graduate seniors (CSS) annually, (c) administers the Quality of Life survey to undergraduate students annually, (d) administers the NSSE every three years, and (e) has on-going access to demographic data in the ACIU Fact Files. Additionally, the Office of Institutional Research supported the administration of the Employee Campus survey in 2011, and the Student Diversity Survey in 2009.

During and following its October 2013 meeting, members of the PIDC discussed and reviewed the surveys conducted by the Office of Institutional Research to identify questions or sets of questions that could be used to inform the assessment of campus climate as identified in the committee’s current charge.

Additionally, the PIDC recognizes that the Annual Reporting process serves as another vehicle for collecting, analyzing, and reporting on campus climate as it relates to diversity.

In addition to the process and organization centered on the charge, the PIDC worked closely with the National Dialogue on Race Day working group, coordinated by Dr. Yohuru Williams, Professor of History. The group implemented two Fairfield University National Dialogue on Race Day Events on September 12, 2013 and November 13, 2013. The September 12\textsuperscript{th} event focused on the reflection of this past summer’s incidents which centered on race – the Supreme Court’s decision on the Voting Rights Act, the Trayvon Martin Case, Paula Dean’s use of the N-Word, and NFL player, Riley Cooper, use of a racial epithet while attending a Kenny Chesney concert at Lincoln Financial Field in June, etc. Over 100 people attended, including community partners. The November 13\textsuperscript{th} event was a partnership between The CT Juvenile Justice Alliance and CPTV on a documentary/roundtable series based on a CPTV production – The Color of Justice.
Furthermore, PIDC Co-Chairs, met with the Academic Deans on Wednesday, October 30, 2013, to increase awareness of the role of the PIDC, review of the charge, and welcome their support.

Lastly, Danke Li, Co-Chair, met with Cathy Donahue, Interim-Senior Director of Marketing and Communications, to discuss ways to promote the work of the PIDC.

**Preliminary Results**

Based on its work during the past year, the PIDC identified the following preliminary conclusions regarding the assessment of campus climate as it relates to diversity.

1. The University has, in good faith, over that past six years engaged in assessment efforts related to campus climate.
2. While significant amounts of diversity data have been collected, the collection has not been coordinated and on-going in ways that align with the University’s Diversity Vision statement and can inform conclusions about campus climate.
3. Assessment of campus climate as it relates to diversity at Fairfield University should include consideration of four constituent-groups on campus: undergraduate students, graduate students, faculty and staff.
4. The University’s Diversity Vision Statement provides an appropriate framework to guide diversity assessment project as described in the professional literature on multicultural organizations.
5. Assessment of the “integration of diversity via promoting justice and creating a more inclusive community across academic, administrative, social and spiritual aspects of University life,” as articulated in the University’s vision statement, should address the following questions:
   a. Who is participating in what activities?
   b. Who has access to participation in those activities? (Why or why don’t [constituent-group members] participate?
   c. What are the outcomes of participation for those who do? (What to [constituent-group members] get out of their participation?)
6. In order to appropriately address those questions, the assessment of campus climate as it relates to diversity should be on-going and informed by multiple measures.

Through the above-described processes, the PIDC developed a matrix to guide the assessment of campus climate as it relates to diversity. Refer to matrix in Appendix of this report.

**Assessment Plan and Timeline**

The PIDC developed the following three-year schedule for the assessment of campus climate. It is noteworthy that in this cycle, the first full report on the campus climate as it relates to diversity will be completed in 2017, the year which corresponds to the University’s 75th Anniversary and next scheduled NEASC site-visit. Having a comprehensive campus climate report to mark both those occasions will be timely.
Year 1 (2013-2014): Develop the assessment plan focused on recognized demographic categories (i.e., race, ethnicity, socio-economic status, gender, and sexual orientation); collect and review annual IPEDS data, administer annual student surveys (CIRP TFS and CSS, Quality of Life), develop a template for divisions to respond to diversity questions via the Annual Reporting process, and administer the NSSE. In addition in Year 1, the PIDC will revise current assessment instruments to remove duplicative questions as well as tweak questions to ensure effectiveness for assessment of campus climate. See Appendix for Annual Report Template.

Year 2 (2014-2015): Collect and review annual IPEDS data, administer annual student surveys, collect and review annual report data, administer three-year employee and student diversity surveys, and develop focus group questions.

Year 3 (2015-2016): Collect and review annual IPEDS data, administer annual student surveys, collect and review annual report data, and conduct focus group interviews.

Year 1 (2016-2017*): Collect and review all diversity data from past three years, develop report with recommendations. Compile annual IPEDS data, administer annual student surveys, and administer the NSSE.

Recommendations for Plan Implementation

It is recommended that PIDC creates a subcommittee to oversee the implementation of the above-described assessment plan. It is recommended that necessary resources are provided to this subcommittee. The suggested members of the subcommittee should be 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, Maria Curesky, Operations Assistants, Human Resources and Graduate Assistant for Institutional Research.

The PIDC recommends that the assessment plan be administered by the Office of Institutional Research. As this is an added responsibility for Institutional Research, it is recommended that a graduate student be appointed to that office for the specific purpose of implementing this plan.

In accordance with the above-mentioned plan, the PIDC recommends that all annual reports in the Divisions of Academic and Student Affairs address issues of diversity, specifically who is participating in various facets of University life. During the spring 2014 semester, a specific set of questions regarding diversity will be developed and proposed for inclusion in the Annual Report Template.

It is recommended that the PIDC intentionally collaborate with other groups on campus engaged in work related to diversity (e.g., Mission and Identity Committee, US and World Diversity subcommittees of the Undergraduate Curriculum Committee), as well as with other groups on campus engaged in assessment work.
Recommendations for Dissemination of Assessment Results

The process for data collection is as follows:

- Data is collected from students, faculty, staff, and administrators from various facets of the university via focus groups, annual reports, and surveys.
- This information is analyzed by the PIDC subcommittee on assessment. The subcommittee makes recommendations of action steps to the President of the University.
- The President informs the Vice Presidents to implement approved changes within their respective areas. President and the Vice Presidents who will identify specific charges and plans to address the issues within their divisions.

Furthermore, the PIDC recommends that the assessment plan and the annual and triennial diversity reports be shared widely with the University community so that Divisions and Departments across campus can develop action plans that facilitate the University’s movement toward its ideal as articulated in the Diversity Vision Statement.

To this end, the PIDC recommends that assessment plan and results be disseminated via annual presentations to the following groups:

- **Academic Affairs**: Academic Deans, Department Chairs, Faculty
- **Student Affairs**: Department Heads, Professional Staff, Student Leaders (FUSA, IRHA, RAs, NSLs, Peer Leaders), Graduate Student Association
- **Administration**: Department Heads (including Human Resources), Professional Staff, Staff Association
- **University Community**: Open Forums, Website

Figure 1: Dissemination of Information Flow

The PIDC also recommends that the assessment plan, along with an action plan to address areas of concerns, and executive summaries of the assessment results be shared with the public via the University’s website.
Other Recommendations:

To ensure that members of the PIDC stays current and informed, PIDC suggests ongoing support for the attendance of the co-chairs, or other designated Council members, at the following conferences:

1. AAC&U Diversity and Inclusive Excellence Meeting (Danke and Manyul attended this conference two years ago)
   a. Duration – 3 days, 2 nights (Chicago, IL)
   b. Registration - $420
   c. Lodging - $179/night
   d. Meals - $150
   e. Transportation – $250-350
   f. Total – approximately $1300/person

2. National Conference on Race and Ethnicity in American Higher Education (NCORE)
   a. Duration – 5 days, 4 nights (Indianapolis, IN)
   b. Registration - $650
   c. Lodging - $179/night
   d. Meals - $250
   e. Transportation – $200-400
   f. Total - $2100/person

3. AJCU Conference on Diversity and Equity
   a. Duration – 3 days, 2 nights (Chicago, IL)
   b. Registration - $350
   c. Lodging - $165/night
   d. Meals - $150
   e. Transportation –$250-350
   f. Total – approximately $1200/person