

INCREASING

Diversity

Challenges and Strategies



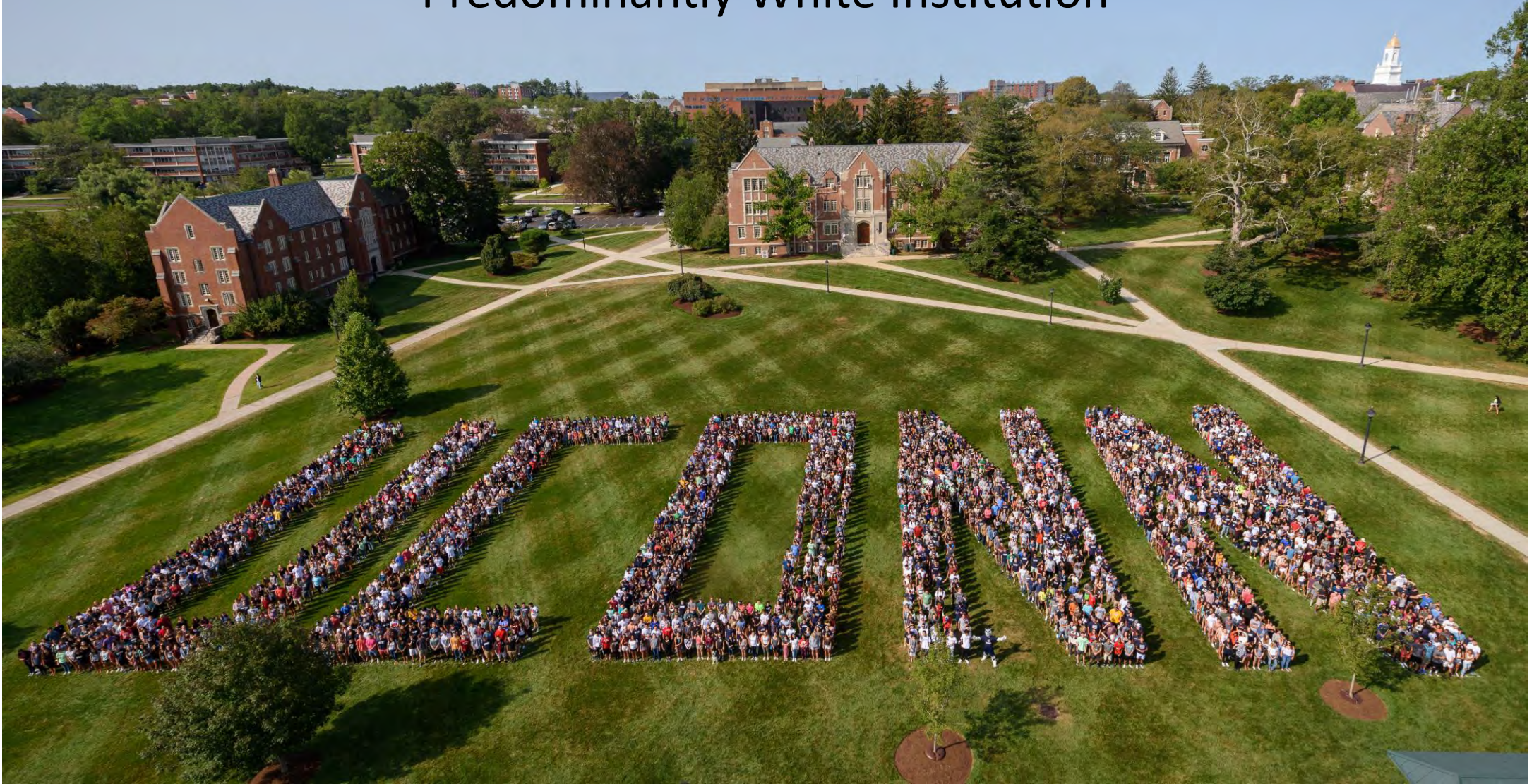
A 3D rendering of the number '17%' in a bold, sans-serif font. The numbers are white with a red outline and a red shadow, giving them a three-dimensional appearance. The percentage sign is also white with a red outline and shadow.

of adults would go on
vacation alone

What are our fears?
What emotions arise?

UConn is a PWI

Predominantly White Institution



University of Connecticut
Undergraduate Enrollment¹ By Ethnicity and Gender
Fall 2017

Storrs Campus																						
School/College	Non-Resident Alien		Black or African American		American Indian or Alaska Native		Asian		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		Two or More Races		White		Unknown/Other Ethnicity		Total by Gender		Total Enrollment	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
	Ratcliffe Hicks	0	0	2	2	0	0	0	2	1	6	0	0	0	2	19	26	0	0	22		38
Agriculture & Natural Resources	12	34	28	61	1	2	40	116	46	134	0	1	12	35	322	851	15	29	476	1,263	1,739	
Business	102	143	34	30	0	0	102	99	76	76	0	1	34	22	768	440	36	26	1,152	837	1,989	
Education	4	4	3	9	0	0	0	15	3	17	1	1	1	5	46	95	4	5	62	151	213	
Engineering	109	38	73	33	0	2	345	130	199	65	1	0	78	25	1,561	494	116	28	2,482	815	3,297	
Fine Arts	4	11	14	4	0	1	19	32	26	29	0	0	11	13	206	269	13	9	293	368	661	
General Studies	0	0	2	1	1	0	1	1	0	2	0	0	0	0	14	15	0	1	18	20	38	
Liberal Arts & Sciences	564	480	343	430	7	10	478	650	502	652	5	4	130	195	2,575	2,937	129	168	4,733	5,526	10,259	
Nursing	0	3	3	35	0	0	9	28	10	44	0	0	0	16	42	301	4	13	68	440	508	
Pharmacy	1	0	4	13	0	1	14	20	4	2	0	0	1	2	42	60	1	1	67	99	166	
Total Storrs	796	713	506	618	9	16	1,008	1,093	867	1,027	7	7	267	315	5,595	5,488	318	280	9,373	9,557	18,930	

Regional Campuses																						
Avery Point	4	2	12	16	0	0	30	16	39	35	0	0	14	10	225	195	10	11	334	285	619	
Hartford	13	6	68	109	1	2	95	121	85	146	0	1	14	25	244	283	13	18	533	711	1,244	
Stamford	60	51	88	114	1	2	92	75	211	247	0	0	26	21	343	298	20	21	841	829	1,670	
Waterbury	6	6	44	47	0	1	40	27	51	108	0	0	17	12	217	253	13	9	388	463	851	
Total Regional Campuses	83	65	212	286	2	5	257	239	386	536	0	1	71	68	1,029	1,029	56	59	2,096	2,288	4,384	

Storrs & Regional Campuses	879	778	718	904	11	21	1,265	1,332	1,253	1,563	7	8	338	383	6,624	6,517	374	339	11,469	11,845	23,314
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¹ Headcount includes full-time and part-time degree-seeking students.

0.6% Black Females

40% White Females

Do I see an open place to sit?

Do I see another black or brown person?





NATIONAL BESTSELLER

"An unusually sensitive work about the racial barriers that still divide us in so many areas of life." —Jonathan Kozol

WHY ARE ALL THE
BLACK KIDS
SITTING TOGETHER
IN **THE CAFETERIA?**

And Other
Conversations
About Race

Revised and Updated

TWENTIETH
ANNIVERSARY
EDITION

Beverly Daniel Tatum, PhD

School of Fine Arts

- Dean's Office
- Academics
- Arts Venues
- Community Arts & Outreach
- Prospective Students
- Alumni
- Giving
- Events
- News

Message from Dean D'Alleva

Welcome to UConn's School of Fine Arts!

We offer our students the best of two worlds: the conservatory or art school, and the university. They benefit from professional arts training in leading visual-arts and performing-arts departments and from the unparalleled academic education offered by a leading national research university.

The School of Fine Arts encompasses four academic departments: Art and Art History, Digital Media and Design, Dramatic Arts, and Music. All of these departments offer degrees at the graduate and undergraduate levels, graduate certificates, and enrichment programs. We emphasize creative and academic achievement, professional readiness, and diverse and international perspectives on the arts.

UConn also provides many opportunities for students to engage in independent creative and scholarly projects through generous funding for student research. Our Education Abroad programs in London, England, and Florence, Italy, and our international concert tours provide unique opportunities to study, create art, and perform on a world stage.

DEAN



Dean Anne D'Alleva
School of Fine Arts
anne.dalleva@uconn.edu

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[Student Resources](#)

| SFA Mission

The School of Fine Arts has five primary goals emerging directly from the Academic Plan of the University of Connecticut:

1. To give undergraduate and graduate students the highest possible level of professional training in the various fields of the performing and visual arts.
 2. To function as a network of major arts organizations in the production of new and classical works throughout the fine and performing arts for the enrichment of the students, faculty, and staff of the University and the citizens of the State and region.
 3. To encourage faculty excellence in research whether it is measured by publications or by creative achievements and to thus have a significant impact on the practice of the arts nationally and internationally.
 4. To enrich the cultural life at the State, region, and the world through an extensive outreach program of off campus performances, exhibitions, and lectures.
 5. To serve as a resource center in the arts primarily for the citizens of Connecticut providing access to the latest developments in art, music, and dramatic arts as they may be applied to professional, educational, or vocational interests.
- As a progressive arts center, fund raising continues to be a major priority for the School, particularly as a means of increasing the School's scholarship and fellowship support as well as support for artists in residence from the United States and foreign countries and for important and needed renovations and additions to the present Fine Arts facilities.

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Follow us to see what's been going on

UCONN
SCHOOL OF FINE ARTS

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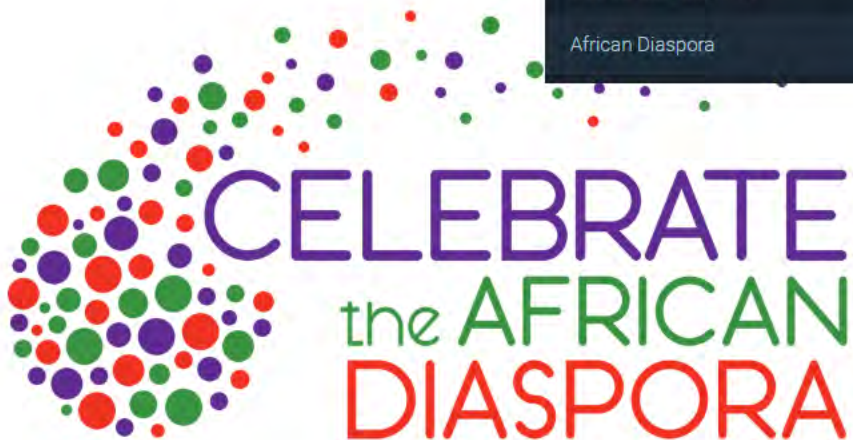
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School of Fine Arts is on Facebook and Twitter!
Follow us to see what's been going on!

| African Diaspora



The UConn School of Fine Arts is presenting a year long series of events celebrating the 50th anniversary of the UConn African American Cultural Center. Come visit and make a day of sharing in the celebration!

[Jorgensen Outreach for Youth](#)[Make Your Own Band Day](#)[Puppet Arts Collaboration Program](#)[STEAM Collaboration](#)[African Diaspora](#)

AUTUMN 2018 EVENTS

SONGFEST: *I Hear Music in the Air!* presented by UConn Music

OCT 21 - 3:00 PM

United Congregational Church of Tolland

LIVING OBJECTS: African American Puppetry

EXHIBIT OPENING OCT 25

Ballard Institute & Museum of Puppetry

MAKING THE MOVEMENT MOVE: UConn Student Protests (1960-70s)

EXHIBIT OPENING OCT 25

William Benton Museum of Art

KATHLEEN BATTLE, SOPRANO

JOEL MARTIN, PIANO

Underground Railroad: A Spiritual Journey

School of Engineering

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- Higher Education Opportunity Act (HEOA)
- SPARK Program
- Our History



A W

Greetings

I am Kaz
welcome

Storrs, and to join our community.

our Dean

f Engineering, and it's my pleasure to
ore our school in these pages, to visit us in



Search

UConn The Web People

fine arts AND diversity

SEARCH

About 3,160 results (0.21 seconds)

[Diversity in the School of Fine Arts](https://sfa.uconn.edu/office/diversity-in-the-school-of-fine-arts/)

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The School of **Fine Arts** embraces **diversity** through teaching, creative and scholarly research, and exhibitions and performances; our inclusive and welcoming ...

[Message from Dean D'Alleva | School of Fine Arts](https://sfa.uconn.edu/message-from-the-dean/)

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The outstanding faculty from the four academic departments **of Art** and Art ... professional readiness, and **diverse** and international perspectives on **the arts**.

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The outstanding faculty from the four academic departments **of Art** and Art History , Digital Media and Design, Dramatic Arts and Music are committed to providing ...

[Diversity Committee | UConn School of Law](https://www.law.uconn.edu/student-life.../diversity-committee)

<https://www.law.uconn.edu/student-life.../diversity-committee>



Students attending **the** UConn School **of** Law strive to create a community that is inclusive **of** all viewpoints, races, nationalities, religions, and sexual orientation.

[UConn DIVERSITY: A TASK FORCE REPORT](https://accreditation.uconn.edu/.../3.3-Diversity-Task-Force-Report.pdf)

<https://accreditation.uconn.edu/.../3.3-Diversity-Task-Force-Report.pdf>



File Format: PDF/Adobe Acrobat

Diversity in the School of Fine Arts

The School of Fine Arts embraces diversity through

- teaching, creative and scholarly research, and exhibitions and performances
- our inclusive and welcoming community of faculty, students, and staff
- engagement with Connecticut's schools and communities

The University of Connecticut values and supports diversity in many ways:

In order to develop an inclusive community for instruction, research and outreach, the University of Connecticut embraces diversity and cultivates leadership, integrity, and engaged citizenship among our students, faculty and staff. This collegial and vibrant environment promotes and nurtures perspectives that are enabled through differences in culture, experience and values. To achieve this goal, the university emphasizes diversity in the recruitment, retention and advancement of students, faculty and staff.

To learn more please visit UConn Diversity, its Resources page, and the Office of Institutional Equity.



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UConn

Engineering Diversity and Outreach Center

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The Engineering Diversity and Outreach Center (EDOC) is dedicated to increasing the number of underrepresented students in engineering and other STEM fields and runs a number of programs in an effort to work towards this goal.

EDOC programs are designed to facilitate the outreach, recruitment, retention, and overall success of all members of the College of Engineering community, but especially those from backgrounds traditionally underrepresented in Engineering including, but not limited to women, underrepresented minorities, and first generation college students.

Special Initiatives

[Connecticut Invention Convention](#)
[Northeast Science Bowl](#)

Student Enrichment

[BRIDGE](#)
[Engineering Your Future](#)
[Explore Engineering](#)
[Multiply Your Options](#)
[Pre-Engineering Program](#)
[SPARK](#)

Teacher Enrichment

[Joule Fellows Program for Teachers](#)
[da Vinci Project for Teachers](#)

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DIVERSITY & INCLUSION



As an educational and cultural institution, California College of the Arts has a responsibility to provide access and opportunities for all people, with special attention to supporting groups historically underrepresented in higher education.

[View the slideshow »](#) **Image: 1/10**

We believe that a culturally diverse and inclusive campus is integral to academic excellence, and our student, faculty, staff, and trustee bodies should reflect the diverse world in which we live, with attention to race, ethnicity, religious creed, national origin, age, sex, sexual orientation, gender identity or expression, and ability.

[Download our diversity presentation »](#)

Cultural Literacy

In pursuit of academic excellence and community, it is important for all persons, regardless of their multiple identities, to actively develop cultural literacy skills. It is the community's responsibility to help create a welcoming and supportive environment for historically disenfranchised populations.

Continually working on one's cultural competence and understanding the structural and systematic power that creates privilege and oppression is key to developing as a responsible global citizen.

CCA CARES TEAM

See [CCA Cares](#) for support during difficult personal and academic circumstances.

EVENTS

Reckoning: Monuments and Racial History Presented by California College of the Arts and SFMOMA Saturday, September 8, 9:30 am-3:00 pm

Take Action: A For Freedoms Exhibition Presented by CCA Exhibitions October 16-November 16

[More »](#)

NEWS

CCA Faculty Sita Kuratomi Bhaumik Creates a Social Justice Movement Through Food

Art Practical Receives California Arts Council "Arts and Public Media" Grant

[More »](#)

CCA Student Body

Our student community reflects **increasing diversity**

African American **5%**

Latino **12%**

Asian American **15%**

Caucasian **38%**

Hawaiian/Pacific Islander **0.5%**

Alaska Native /American Indian **1%**

International Students **18%**

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CCA CALIFORNIA COLLEGE OF THE ARTS | CCA.EDU/DIVERSITY

CCA Student Body Gender Profile



CCA Faculty Composition

Our ongoing faculty goal is to increase diversity

African American 4%

Latino 6%

Asian American 11%

Caucasian 73%

Hawaiian / Pacific Islander 0.4%

Native American 0.2%

Multiracial 2%

WORLDWIDE FACULTY RECRUITMENT STRATEGY

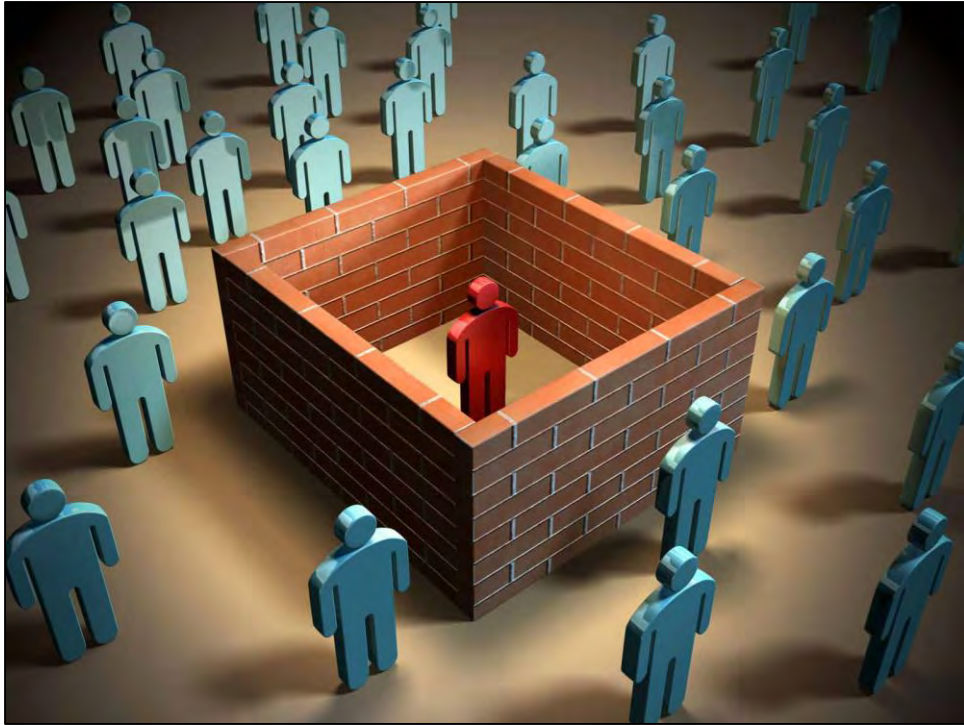
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CCA Faculty Gender Profile

Emerging Theme 1:

Evidence of “Effort” and
Acknowledgement of Existence
Recruitment

YOU MATTER.



Feelings of isolation



Feelings of imposter syndrome

I'M NOT
A NATURAL
AT SALES.
DO I BELONG
HERE?

SHE
WAS JUST
BEING NICE.
I'M NOT
THAT GOOD.

THIS IS
PURE LUCK.
SOMEONE
ELSE
DESERVES
THIS SPOT.



All these people really seem to have it together,
and I still have no idea what's going on.



IMPOSTOR SYNDROME

Also known as impostor phenomenon or fraud syndrome.

Impostor Syndrome:

High-achieving individuals are marked by an inability to internalize their accomplishments and a persistent fear of being exposed as a "fraud"...sound familiar?



Remember this:
Your **LITTLE MESSAGE** is an important piece of the **BIG PUZZLE!**

What can we do to help our students and faculty with feelings of isolation and imposter syndrome?



PRATT & WHITNEY EMPLOYEE RESOURCE GROUPS MISSION

Pratt & Whitney strives to provide an environment where employees from all backgrounds are valued, respected and rewarded so they can achieve their highest potential personally and professionally. Employee Resource Groups (ERGs) are voluntary groups that help promote the values of Pratt & Whitney and play an integral role in driving business results. The ERGs have a collective mission of supporting our recruitment and retention efforts globally, while each serves to advance the development and visibility of their constituents locally through various activities.

- African American Forum
- Asian American Leadership Forum
- Empower Ability
- Hispanic Leadership Forum
- INROADS
- Pratt & Whitney Emerging Professionals
- Pratt & Whitney Women's Council
- PRIDE at Pratt & Whitney
- UTC-4-Vets





National Hispanic Foundation for the Arts

[NHFA](#) + PROGRAMS + SCHOLARSHIPS

CREATING OPPORTUNITIES, REWARDING EXCELLENCE.



WOCA

WOMEN OF COLOR IN THE ARTS
promoting equity. fortifying leadership.

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WHAT IS AN ARTS ADMINISTRATOR?

A relatively newly defined profession, in the past four decades arts administration has taken off as a professional field attracting those interested in helping to shape and define cultural programming. Arts administrators work to lead cultural institutions by serving in a variety of areas including executive management, artistic

HOME



WHAT'S NEW?

[WOCA Member Profiles](#)[Upcoming Events](#)[Photo Gallery](#)[Press](#)

WHO IS WOCA?

WOCA, or Women of Color in the Arts, is an

Emerging Theme 2:
Support systems
Retention

YOU MATTER.

Enhancing Department Climate

A Guide for Department Chairs



Campus Climate: Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.¹

Climate: The atmosphere or ambience of an organization as perceived by its members. An organization's climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions.²

What is Climate? Why Does it Matter?

There is no simple definition of department climate, yet research shows that “climate” plays an important role in people’s satisfaction, effectiveness, productivity, engagement, and decisions to remain in or leave a department or area of study. Multiple studies and surveys demonstrate that faculty place great value on department climate and collegiality and that these factors are critical to faculty retention.³

Discussions with and surveys of university faculty, staff, and students reveal 8 common concerns about department climate:

- Lack of respect, consideration, and/or politeness
- Insufficient sense of community or belonging
- Lack of recognition, visibility, and/or value
- Ineffective communication
- Lack of support or inequitable access to professional development opportunities
- Difficulties achieving balance between work and family or personal life
- Illegal behaviors and demeaning, sexualizing, hostile, condescending language and behaviors
- Retention and/or tenure of women and minority faculty, staff, and students

Promote Basic Manners—Respect, Consideration, and Politeness

- ❑ Issue a policy statement establishing the expectation that all members of the department treat each other with dignity and respect and that inequitable treatment, incivility, bullying, and harassment will not be tolerated.
- ❑ Promote these policies by personal example:
 - ❑ Greet faculty, staff, and students pleasantly in the hallways or in other chance encounters.
 - ❑ Make requests politely and thank faculty and staff for work performed, even when it is part of their job expectations.
 - ❑ Address individuals by their appropriate titles. Program Administrators or Managers, for example, may prefer that you not refer to them as secretaries.

“Hostility and rudeness of one or more faculty within the department detract most from [my] satisfaction at [work].”⁴

- ❑ Hold department members accountable for violating basic standards of respect, consideration, and politeness by assessing these factors during annual performance evaluations. Rely on these assessments when making committee assignments, recommendations for awards, and other honors.

- ❑ Examine departmental events such as seminars, colloquia, and conferences and make sure they include presenters of various ages, genders, nationalities, races, and ethnicities.
- ❑ Establish the expectation that all faculty, graduate students, and postdoctoral scholars attend departmental seminars or colloquia delivered by guests and colleagues, and that they show respect to speakers by not reading, checking email, grading papers, or engaging in other tasks during the event.

“Being physically disabled, I am sometimes dismissed or challenged by coworkers and administrators.”⁵

- ❑ At department meetings, ensure that everyone has a chance to voice opinions or concerns. Acknowledge and attribute ideas, suggestions, and comments accurately.

Women and members of minority groups of color are often ignored, unheard, dismissed or inaccurately attributed to their majority male departmental colleagues.

- ❑ Promote inclusive language by example. Avoid using only male pronouns when referring to groups composed of both sexes. Avoid language that makes assumptions about marital status and/or sexual orientation, i.e., consider using “partner” or “spouse,” rather than “husband” or “wife.”
- ❑ Encourage faculty and staff to welcome and collaborate with new department members.
- ❑ Personally introduce new faculty and staff to department members with shared interests.

Women and members of minority groups often report.... Being ignored, unheard, or inaccurately attributed to their majority male departmental colleagues

Retention and Tenure of Women and Minority Faculty

Numerous surveys and studies conducted in colleges and universities across the nation show that individual members of a minority group—whether minority status derives from race, ethnicity, sex, gender, sexual orientation, religion, physical ability, or even area of research specialization—feel less welcome, respected, and valued than their majority peers.⁹ Working on campus can be a challenge for these women and minorities and increase their success. To retain and successfully tenure women and minority faculty members, consider the following recommendations:

- ❑ Ensure that the isolation and alienation that many women and minority faculty members experience is not mistaken for or criticized as “not being collegial” or “not being a team player,” particularly when they are evaluated for tenure by departmental colleagues.¹⁰
- ❑ Ensure that women and minority faculty members are not subject to higher expectations for number and quality of publications than their majority counterparts. Be aware that inadvertent biases and assumptions may influence the evaluations of women and minority faculty members.
- ❑ Ensure that women and minority faculty members are not disproportionately burdened with committee and other service obligations. Help them determine which service opportunities will foster their professional goals.¹²
- ❑ Value the diverse perspectives members of underrepresented groups can bring to the research, teaching, and administration of your department.¹³

Ensure that isolation is not mistaken for “not being collegial”

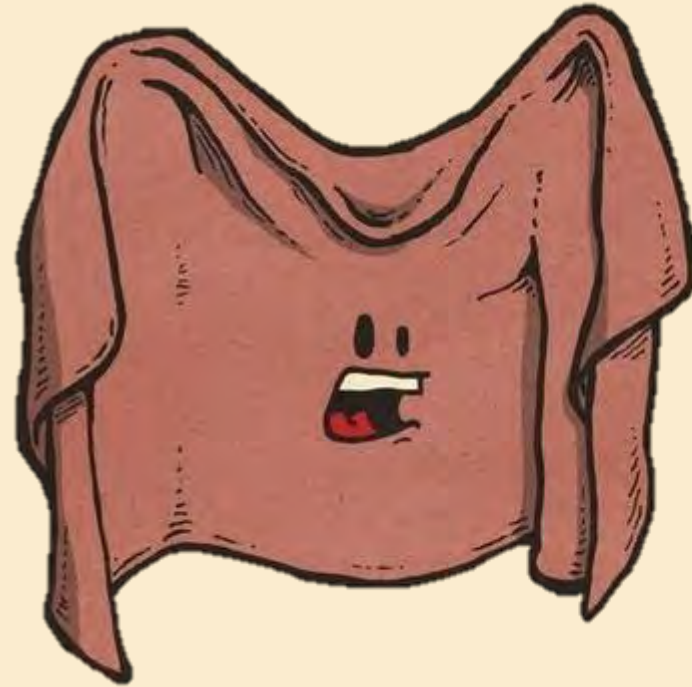
Ensure that they are not disproportionately burdened or subject to higher expectations

Model inclusive language that acknowledges student differences

While speaking in class, mark as particular to only *some* students' experiences that many may assume are shared by *all* (e.g., living in a house, being cared for by two parents, regularly taking vacations).

You can use phrases such as, "For those of you who have been on an airplane," or "If you grew up with siblings to whom you were biologically related..."

This can help normalize and destigmatize experiences that are possible points of marginalization for your students.



I've got you
all covered

Blanket Statement

Emerging Theme 3:

Enhancing Classroom and
Campus Climate
Retention

YOU MATTER.



pen

Discussion