INCREASING

Diversity

Challenges and Strategies

Velda Alfred-Abney

Stephany Santos
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 Enrollment
#### Fall 2017

<table>
<thead>
<tr>
<th>School/College</th>
<th>Total by Gender</th>
<th>Non-Resident Alien</th>
<th>Black or African American</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Hispanic/Latino</th>
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### Regional Campuses

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<th>Total by Gender</th>
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### Storrs & Regional Campuses

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1. Headcount includes full-time and part-time degree-seeking students.
2. OIRE/February 2018.
0.6% Black Females

40% White Females
Do I see an open place to sit?

Do I see another black or brown person?
WHY ARE ALL THE BLACK KIDS SITTING TOGETHER IN THE CAFETERIA?

And Other Conversations About Race

Revised and Updated

Beverly Daniel Tatum, PhD
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.
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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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!

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
A Welcome From Our Dean

Greetings,

I am Kazumasa Ito, the Dean of Engineering, and it's my pleasure to welcome you to the School of Engineering at the University of Connecticut. Storrs, and to join our community.

Explore Engineering

For Faculty & Staff

Faculty & Staff Positions

Engineering at a Glance

Higher Education Opportunity Act (HEOA)

SPARK Program

Our History

Support Engineering

edoc. engr. uconn. edu
Diversity in the School of Fine Arts
https://sfa.uconn.edu/office/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...

Message from Dean D’Alleva | School of Fine Arts
https://sfa.uconn.edu/message-from-the-dean/

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...

Home | School of Fine Arts
https://sfa.uconn.edu/

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

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

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.
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
- Explora Engineering
- Multiply Your Options
- Pre-Engineering Program
- SPARK

**Teacher Enrichment**
- Joule Fellows Program for Teachers
- da Vinci Project for Teachers
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.

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.

CCART 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 - 5:00 pm

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

NEWS

CCA Faculty Sita Kuratomi Bhamuk 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%
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%

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?

Impostor Syndrome affects women more predominantly than men.

Those with Impostor Syndrome are often higher achievers in their fields or peer groups.

Fear of failure & crippling perfectionism are common in those suffering with Impostor Syndrome.

Remember this:
Your little message is an important piece of the big puzzle.

www.withakwriting.com
What can we do to help our students and faculty with feelings of isolation and imposter syndrome?
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
CREATING OPPORTUNITIES, REWARDING EXCELLENCE.
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.  

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]."  

☐ 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.
Women and members of minority groups often report.... Being ignored, unheard, or inaccurately attributed to their majority male departmental colleagues.
Ensure that isolation is not mistaken for “not being collegial”

Ensure that they are not disproportionately burdened or subject to higher expectations
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.
Emerging Theme 3: Enhancing Classroom and Campus Climate
Retention

YOU MATTER.