

SUFFOLK UNIVERSITY: REBUILDING A DIVERSE COMMUNITY
University Plan

The President's Diversity Task Force
Suffolk University
Boston, Massachusetts
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SUFFOLK UNIVERSITY
DIVERSITY TASK FORCE MEMBERS 1995-96

Sharon Artis-Jackson, Assistant to the President (Chair)
Professor Eric Blumenson, Law School
Wilma Celestino, Multicultural Affairs
Associate Professor Clarence Cooper, Management Department
Associate Professor Judith Dushku, Government Department
Professor Anthony Eonas, Business Law Department
Mary Hefron, Registrar
Professor Paul Korn, Counseling Center
Assistant Professor Colleen Jones, Management Department
Associate Professor Geraldine Manning, Sociology Department
Professor Maria Miliora, Chemistry Department
Judith Minardi, Director of Human Resources
Associate Professor Donald Morton, Sociology Department
Jean Neenan, Development Office
Christine Perry, Director of Financial Aid
Fernanda Rodrigues, Director, English Second Language Program
Donna Schmidt, Director of Student Activities
Rose Wright, Associate Director, Ballotti Learning Center

Student Members

Gretchen Brodnicki, Law School
Gregory Lanza, Gay and Lesbian Alliance at Suffolk
Karen Mungal , International Students
Arlene Santiago, Suffolk University Hispanic Association

Former Members

Erika Christian, BA '95
Rima El-Hoss, BA '95
Professor Jacqueline Landau, Management Department
Professor Richard Perlmutter, Law School
Eric Schutzbank, JD '95

Planning Committee for 1992 Diversity Conference

Sharon Artis-Jackson, Assistant to the President (Chair)
Cecilia Alvarez, Class of 1994
Jan Cannon, Center for Management Development
Associate Professor Clarence Cooper, School of Management
Professor Kate Day, Law School
Associate Professor Judy Dushku, Government Department
Professor Valarie Epps, Law School
Professor Paul Korn, Counseling Center
Associate Professor Geraldine Manning, Sociology Department
Judy Minardi, Director of Human Resources
Associate Professor Donald Morton, Sociology Department
Fernanda Rodrigues, Director of English as a Second Language Program
Donna Schmidt, Director of Student Activities
Alvin Storms, Class of 1994
Rose Wright, Associate Director of Ballotti Learning Center

SUFFOLK UNIVERSITY: REBUILDING A DIVERSE COMMUNITY

Introduction

In the past few years Suffolk University has taken commendable steps to create a campus which welcomes people from a wide variety of backgrounds; but these efforts have remained fragmented. A campus-wide conference was convened in 1992 to respond to the problem. The purpose of the conference, entitled "Suffolk University: Rebuilding a Diverse Community," was to coordinate, strengthen and expand diversity-related efforts in a comprehensive way. The aim of the conference was two-fold: 1) to present University members with a design-in-progress for systematically creating a multicultural campus and 2) to receive broad input in refining that design. With the sanction of President David Sargent, an ad hoc task force of faculty, administrators and students worked for some months to develop a plan for diversity at Suffolk. The work was structured as a special segment of the larger University Strategic Planning process, and it paralleled efforts on several college campuses nationwide. Task force efforts resulted in the plan presented here.

Although much attention has been devoted recently to issues of cultural diversity at Suffolk University and other post-secondary institutions, many people remain unclear about the definition of cultural diversity. A culturally diverse campus may be defined simply as one which reflects to the greatest extent possible the pluralism of United States and world society in its student and personnel demographics, its curriculum and its extra-curricular programs. Specifically, it is a campus which welcomes people and supports programs with the goal of achieving maximum heterogeneity based on race and ethnicity, class, gender, age, nationality, religion, sexual orientation and disability. Other definitions related to cultural diversity are given in the lexicon which follows.

Suffolk University was founded in 1906 with the mission of providing education to motivated and capable students "in a challenging yet supportive environment and at an affordable cost." From the beginning, therefore, the University's fundamental principle has been one of excellence and broad inclusion. As we swiftly approach the next millennium, Suffolk must be deliberate in planning and development in order to remain true to its original mission.

In recognition of the need for thoughtful, proactive planning for diversity, Suffolk's Board of Trustees and Administrative Council adopted a University policy statement in November 1993. That policy, which incorporated the seven goals of the diversity plan, provided a mandate not only for the Diversity Task Force but for each member of the campus community. It states:

Suffolk University has given a high priority to creating a truly multicultural, multiracial, gender-balanced community receptive to cultural diversity. The future vitality of Suffolk and other urban universities depends on their ability to be responsive to and provide a welcoming climate for people of many cultures.

As part of Suffolk's efforts to reach this goal, the University strives to create and actively promote a welcoming and supportive environment in order to recruit, hire, retain and support a culturally diverse faculty and staff. University policies and procedures concerning faculty and employees' development are structured to encourage such diversity. Likewise, the University strives to actively recruit and retain a widely diverse student body. Faculty and employees are encouraged to actively promote such diversity and such welcoming environment for all. Efforts to achieve those goals will be favorably considered in evaluations.

The University is also committed to creating and maintaining educational curricula in each of its schools that incorporate the values of multicultural and diverse community and that reflect the pluralism of the United States and world society. This commitment is congruent with the University's stated mission to prepare and educate men and women to be future leaders and citizens who can function effectively in an evolving, pluralistic and increasing diverse society.

The University further seeks to ensure that student support services, academic support services and co-curricular programs at Suffolk University are sufficiently diverse to meet the needs of a multicultural student body. Alumni activities and community networks will also be utilized to promote the goals of diversity.

After the policy was adopted, the Diversity Task Force was enlarged to include presidentially-appointed representatives from all segments of the University. Members spent input the next several months circulating a draft of the diversity plan to University employees and gathering feedback from them. Through personal contact, newspaper advertisements and classroom announcements, students in each school were invited to review on the draft, as well. Nearly 200 campus members commented on the plan at focus groups, in writing or by telephone, audiotape or e-mail.

This document, which summarizes the best thinking of the Task Force on ways to realize the policy, is divided into three parts: the diversity plan, a table of accountability and a list of additional suggestions. Suffolk's success in creating a genuinely diverse community depends on the extent to which each campus member understands and shares these goals.

SUFFOLK UNIVERSITY: REBUILDING A DIVERSE COMMUNITY

Lexicon

As our thinking about cultural diversity evolves, so does the language related to it. It is often challenging, for example, to determine the current term of preference for people of a given race or ethnicity. Because language is dynamic, discussions about cultural diversity often involve lengthy debate over terminology. The purpose of this lexicon is to shift the focus of debate from semantics to strategies for change.

1. AHANA - African American, Hispanic, Asian and Native American. Some people prefer the word "Latino" instead of "Hispanic" and therefore use the acronym "ALANA."
2. culture - an experiential process which results in the development of patterns of behavior and a common language, as well as a collection of beliefs, attitudes, ideas and values of any group of people who identify or associate with one another on the basis of a common purpose, need, or similarity of background.
3. (culturally) diverse - related to people or programs which reflect heterogeneity based on race and ethnicity, class, age, gender, nationality, religion, sexual orientation or disability.*
4. (cultural) diversity - inclusion of people from traditionally under-represented groups in enrollments and programs at every institutional level.
5. disability - a physical or mental impairment that substantially limits one or more of a person's major life activities; or a record of such an impairment; or the perception of having such an impairment. Major life activities include functions such as walking, speaking, breathing, performing manual tasks, seeing, hearing, learning, caring for oneself, working, sitting, standing, lifting or reading.
6. lower socio-economic status - The U.S. Census Bureau determined median family income to be \$36,959 in 1993. For our purposes, lower socio-economic status consists of members of U.S. society whose family incomes fell below that median. **
7. multicultural (see culturally diverse)
8. multiculturalism (see cultural diversity)

9. older adults - persons 40 years of age or over, as defined by the federal Age Discrimination in Employment Act.
10. parity - equality as in amount, status or value.
11. people of color - people from the United States or abroad who are not Caucasian.
12. pluralism - a state of society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization.
13. traditionally under-represented groups - (a) in general: AHANA and other people of color; people of lower socio-economic status; older adults; women; people born abroad; non-Christians; gays, lesbians and bisexuals; and people with disabilities; (b) at Suffolk University: those who are not present in the senior and central administration, faculty, and student enrollment in parity to their proportions in the city of Boston and the United States.

* Although physical appearance is not included among the traits which define cultural diversity, some people may experience discrimination because of it.

** Socio-economic status (SES) is a general designation of social standing which includes occupational prestige and educational attainment as well as income. There is considerable debate among social scientists regarding the "best" way to distinguish between the middle class and the working class, which is considered to be the beginning of lower SES.

SUFFOLK UNIVERSITY: REBUILDING A DIVERSE COMMUNITY

The Plan

STUDENTS

Goal

The University is committed to creating and maintaining a community that incorporates the values of multiculturalism into all aspects of student life.

Objectives

1. The University increases its population of students from traditionally underrepresented groups in parity with the percentage of high school graduates from these groups who are in college preparatory programs in the greater Boston area; and the University provides support and services to reflect the students' life situations.
2. The University promotes the development of educational programs focusing on interpersonal racial and ethnic relations. Examples of these include speakers, film series, poetry readings and seminars.
3. Explicit instances of racism or insensitivity to the multicultural community are dealt with in a decisive manner that reinforces the University commitment to a multicultural community.
4. Co-curricular activities, including those initiated by student organizations, provide sufficient breadth such that all students are exposed to multicultural experiences.
5. Sufficient numbers of faculty, administrators, and staff members are involved and recognized for their support toward the development a of truly inclusive multicultural University community.
6. Programmatic attention is devoted to many of the needs of graduate and law school students through support and educational programs focusing on interpersonal racial and ethnic relations.
7. Campus gathering sites reflect the University's commitment to diversity through posters, pictures, sculpture and other decor from a variety of cultures.
8. The University acknowledges the key role played by the Enrollment & Retention Management Department in both recruiting a diverse student population and developing of supportive retention strategies.

Context

From its inception, Suffolk has enrolled students from a variety of cultures. The first known African American graduate of the school received his JD degree in 1915. According

to other research, the University awarded the first law degree to an Asian American student east of the Mississippi River. However, the proportion of African American, Asian, Hispanic and Native American (or AHANA) students has grown in relatively small increments. From fall 1982 to fall 1995, the proportion of AHANA students increased from 4% to about 15% overall and 21% at the undergraduate level. Many of these students entered the University through the English as a Second Language program. International students comprised about 10% of the University's enrollment in fall 1995, and a new University campus was opened in Madrid Spain. Women represented just over half (52.2%) of all students for fall 1995. Although the known population of students with disabilities was less than 2% for that semester, Suffolk did make important progress in expanding services for them. There was no means to assess the accurate proportion of gay, lesbian and bisexual students on campus. However, the Gay and Lesbian Alliance at Suffolk became an officially recognized organization in 1992, and administrative support services were established for them in 1993-94. Since Suffolk began as a school for working adults, it has always attracted students of non-traditional college age. At this time, no particular office serves the adult learner, but all departments and key offices are committed to serving all students. Support for students from traditionally underrepresented groups is offered by the Director of Multicultural Affairs, the International Student Advisor, the Dean of Students, the English as a Second Language Program Director and several other offices.

Key Recommendations

1. Within six months the President creates a fund for use by Student Activities, the Director of Multicultural Affairs, the English as a Second Language Program, Enrollment and Retention Management and others to recruit AHANA students and to fund events related to multiculturalism.
2. The President offers certificates and other recognition to faculty, administrators and staff who facilitate events which promote multiculturalism.
3. The Deans of CLAS and SSOM each designate a coordinator of advising for part-time graduate students.
4. Law School administrators and the Director of Multicultural Affairs explore the extent to which a coordinator of Multicultural Affairs is needed in the school and arrange to fill that position if necessary.
5. A systematic exploration of child care opportunities and services for students is initiated with a report to the President for implementation at Suffolk.
6. To continue the retention efforts of Enrollment & Retention Management, a financial commitment is made to provide funds to reflect the current needs of students which may change from semester to semester.

FACULTY

Goal

Suffolk University recruits, hires, retains and supports a diverse faculty. University policies and procedures concerning development, promotion, tenure and review encourage, support and reward faculty members' ability to teach about, research, and understand diversity.

Objectives

1. The major academic units have written plans creating and supporting diversity in their faculties.
2. Creative strategies are used to achieve faculties that reflect the diversity in the national population.
3. Budgets exist to meet these objectives.
4. The salary schedules for all faculty, regardless of background, race and gender, are consistent and equitable.
5. Appropriate financial support and release time are available specifically for conference attendance and educational experiences related to multiculturalism.

Context

The proportion of AHANA full-time faculty at Suffolk has grown from 6.3% in Fall 1983 to 10.6% in Fall 1995. However, the 1995 figure may be somewhat inflated because it includes some 3/4 time or part-time faculty members on tenure track. Women represented 32.3% of Suffolk's full-time faculty in fall 1995. The numbers of international faculty members have increased steadily over the years. Several factors have impeded the recruitment of AHANA faculty at Suffolk. The number of post-secondary institutions in the Boston area creates a very competitive environment, for example. Further, there is a lingering perception among some people of color, particularly African-Americans, that Boston is not a welcoming city to all races. Finally, institutional budget constraints make it difficult to offer attractive salaries to a highly sought after pool. Recruitment strategies for the future, therefore, will have to be more creative, assertive, and personalized.

Key Recommendations

1. Within a year, the Dean of each major academic unit will submit to the President a written plan--including policies, procedures, time lines, budget and accountability--which will result in the creation and support of a diverse faculty within that school, with a minimum goal of attaining 20% AHANA faculty by the year 2000.
2. Special University accounts will be established for the purpose of increasing and retaining faculty from diverse cultures in each school.

3. Department Chairs and Academic Deans will indicate progress toward faculty diversity in their annual reports.
4. Each year at the earliest possible date, Department Chairs and/or Deans will identify to the President's Office potential faculty vacancies and needs in tenure track positions.
5. Within one year, Department Chairs and Academic Deans will submit reports about salary gaps based on race and gender as well as written plans to close these gaps.
6. Each academic unit will have a written plan that ensures that the disabled continue to increase in number on the faculty.
7. Funding will be provided for faculty education and release time for course development related to multiculturalism.
8. Special programs will be created to identify, recruit and support promising students from diverse cultures through their graduate careers.

ADMINISTRATORS AND STAFF

Goal

Suffolk University creates and actively promotes a welcoming and supportive environment favorable to the involvement, development, and advancement of a culturally diverse staff. The expectation that administrators will be committed to this goal is built into all University policies and procedures as well as in the job descriptions and performance evaluations of all University managers, supervisors, and professionals. The University provides an atmosphere that supports and utilizes cultural diversity in the workplace and ensures that all employees feel comfortable and respected.

Objectives

1. All administrative units have written plans, including specific time lines, that describe their unit's goals and procedures regarding the creation and maintenance of a culturally diverse workforce at all levels, including the most senior. After the first year of development, these plans will be reviewed by the supervising administrator annually. These plans address specifically:
 - a) Quality of life for the culturally diverse workforce within the unit;
 - b) The unit's recruitment, hiring, training and advancement goals;
 - c) Budget allocations related to these goals;
 - d) A system of performance evaluation that addresses employee sensitivity and behavior related to racism, sexism, homophobia and other prejudices; and addresses efforts to create a welcoming and supportive community;
 - e) Procedures for supervising staff who intentionally or unintentionally engage

in any form of racism, sexism, homophobia, other prejudice or discrimination.

2. All administrators, managers and supervisors have written plans, including specific time lines, that describe their units' goals and procedures and which reflect diversity in the University's program of recruitment, hiring and development at all levels, including the most senior.
3. Appropriate and equitable management and staff training programs support the University goal of cultural diversity.
4. Career development information and counseling, as well as access to advancement opportunities, are available with an emphasis on creating a culturally diverse workforce at all levels.
5. The salary and benefits for all employees are competitive and equitable without regard to cultural background.
6. Employees who are involved in the implementation of this plan are recognized, and every effort will be made to include a cross-section of staff.
7. There is a University-wide, well-publicized grievance procedure which facilitates timely resolution of grievance, including those of a racist, sexist, or homophobic nature.

Context

From 1982 to 1995, the University workforce for which statistics are kept changed from 0% to 10.4% AHANA employees within the administrative staff; and from 6.4% to 25.5% AHANA employees within the support staff. According to experience and research studies, "20% is the minimum rate of inclusion required to interrupt stereotypes and other negative factors affecting minority members in organizations" (Design for Institutional Diversity, Smith College, 1988). In fall 1995, as in the past several years, women constituted the large majority of administrators (65%). At the highest professional level, however, the majority of administrators were men--a historical pattern. The University's size and its "core of people who care" hold promise for the possibility of a welcoming and supportive environment favorable to a culturally diverse workforce (Strengths, Weaknesses Opportunities and Threats Analysis: Multicultural Affairs at Suffolk University, AHANA Student Support Committee, 1990). However, the lack of written goals, procedures, budgetary allocations and accountability regarding recruitment, retention, development and supervision of a culturally diverse workforce result in changes based only on the accidents of or and the level of commitment on the part of individual administrators.

Key Recommendations

1. Each year each major unit of the University will review with staff its written Human Resource Philosophy which outlines, with specific attention to diversity, how employees are treated, how employees are to treat one another, and what is expected of employees. The Human Resources Office will provide consultation and coordination in regard to this task.
2. The senior administrator of each major unit of the University will submit to the President within one year a written hiring and development strategy, including time lines and accountability guidelines, which will result in cultural diversity at all levels of that unit, moving toward a minimum goal of 20% AHANA employees by 2000. Money will be budgeted to train administrators at all levels of the University in creative ways to develop a diverse staff. The Human Resources Office and the Director of Multicultural Affairs will provide consultation and appropriate support for these efforts.
3. Training programs that explain and enhance the goal of cultural diversity, support for these efforts, and its implementation will be made available to all administrators and staff as part of their ongoing professional development.
4. Career counseling, mentoring and coaching programs will be made available to all administrators and staff. The Human Resources Office will have an increased budget to research and create these programs, with attention to creating opportunities at all levels for the cultural diverse workforce.
5. Evaluations and performance appraisals will include language about employees contributions to the diversity plan.
6. The President will appoint a panel, including at least two members of the Administrative Council, to review the University's Grievance Policy, to evaluate how the Policy has actually worked in the last five years, and to submit a report within a year which includes specific recommendations for improvements.

CURRICULUM

Goal

Suffolk University is committed to creating and maintaining educational curricula in each of its schools that incorporate the values of a multicultural community and that reflect the pluralism of the United States and world societies. This commitment reflects the University's stated mission to prepare and educate men and women to be future leaders and citizens who can function effectively in an evolving, pluralistic, and increasingly diverse society.

Objectives

1. Clear policies are in place that ensure that the curriculum in each school is culturally diverse.
2. Attention to internationalization of the curriculum is acknowledged as only one element of creating a diverse curriculum.
3. All faculty are involved in efforts to provide a multicultural curriculum to guard against "ghettoization" of faculty and fragmentation of knowledge.
4. Opportunities and funding are readily available to support curriculum development that enhance the goal of a multicultural curriculum.
5. The University takes full advantage of resource within and outside the university community to insure that the most culturally diverse curriculum is available.

Context

The Committee on Cultural Diversity in the Curriculum, in the College of Liberal Arts and Sciences, has worked since 1985 to educate and build support among faculty for more culturally inclusive course content and teaching approaches. The committee proposed an all-College requirement of two one-semester courses that focus on traditionally underrepresented groups. That proposal was passed in spring 1993 by the full CLAS faculty, and the diversity course requirement began in fall 1994. In line with a concern for cultural diversity expressed by many members of the University community, several CLAS academic departments have introduced ethnically and nationally diverse materials into their courses. Currently, CLAS students may fulfill their diversity requirement through any of 65 options available to them. In addition, Black studies, religious studies and Latin American studies minors have been added to the curriculum. The University is also supporting more language learning. Some professors in the Sawyer School of Management use course materials, particularly cases that portray women and AHANA individuals in professional and leadership roles; and they invite AHANA guest speakers. A graduate course on "Managing Cultural Diversity on Organizations" has been introduced. At the undergraduate level, the course "Culture Conflict in World History" was introduced as a

diversity course requirement in fall 1993. The SSOM faculty has since identified four additional course options which might fulfill the diversity requirement. Further, an international business major has been added to the curriculum.

Key Recommendations

1. Faculty and, when appropriate, students are encouraged, supported and rewarded for influencing the curriculum from their diverse perspectives; and faculty from traditionally underrepresented groups are acknowledged as being contributors in academic areas not limited to their culture.
2. Within a year, Department Chairs will submit to their respective Dean plans to offer some courses from non-mainstream points of view, plans to encourage and support all faculty in the use of multicultural views in existing courses, and proposals for retraining faculty as needed.
3. Within one year, the Dean of each school will write a policy and establish procedures to provide a specific budget for faculty development, release time, and sabbaticals that support development of multicultural curricula and that enhance diversity in teaching.
4. The University reviews its language offerings in light of its commitment to diversity in those areas that are moving toward internationalization.

ACADEMIC RESOURCES

Goal

Student support and academic support services at Suffolk University are sufficiently diverse to meet the needs of a multicultural student body, to support faculty efforts in diversity in the curriculum and to sustain research expanding our understanding of multiculturalism.

Objectives

1. The international programs are sustained, improved and coordinated.
2. The University Counseling Center, the Ballotti Learning Center, Career Services and Law Career Services are structured to meet the needs of an increasingly diverse student body.
3. Culturally diverse students who are multilingual are supported to improve their English language skills, if necessary.
4. The libraries at the University support a diverse student population, an inclusive curriculum, and research and faculty development in the area of multiculturalism.
5. The African American Literature Collection is supported, expanded, and well-publicized.
6. The University Grants Office exists as a strong force for supporting faculty

development, research and curriculum development, as well as student support and development, in the area of diversity.

7. The relationship between the University and the and Museum of Afro-American History at the African Meeting House is strong, active and mutually supportive.

Context

Over the past decade, all of the University offices cited here have contributed significantly to increasing diversity at the University. In the absence of a single plan, however, it has been hard to measure, coordinate, and assess the impact of these efforts. The recommendations are designed to coordinate academic resources more effectively.

Key Recommendations

1. Within one year, all faculty and staff involved in international programs will create a plan to coordinate these programs under a central body. Emphasis will be placed on balancing western and non-western cultures, publicizing the programs, and recruiting from a broad range of potential international students.
2. Within one year, the Directors of all student service offices will submit to their senior administrators plans, including policies, procedures, hiring goals and staff development activities, that will ensure that these offices provide excellent and accessible services to all students and that they are educated about multiculturalism.
3. Budgets will be made available to these key student service offices to hire permanent staff who are from traditionally underrepresented groups.
4. The Sawyer Library and the Law Libraries have increased funding (\$5,000 per year) and staffing to increase holdings of published works that address diversity. Academic departments, working with library staff, can draw on these budgets to expand resources in their disciplines that reflect diversity. Where appropriate, the additions are cross-referenced in the broader collection of African American literature.
5. The University Grants Office is reinstated as soon as possible, and a Director is hired who is knowledgeable about ways to acquire resources which enhance multiculturalism.
6. Specific budgets and staff will be allocated to improve the publicity about and the accessibility of The African Meeting House and the Afro-American Literature Collection. Increased attention will be paid to historical documents concerning the New England Abolitionists.

PROGRAMMING

Goal

Co-curricular programs are essential elements of the high quality educational environment existing at Suffolk University. The University works to change the perception that learning inside and outside the classroom are separate and that the walls between them cannot be broken. The institution is committed to creating and maintaining co-curricular programs that incorporate the values of a multicultural and diverse community and that reflect the pluralism of the United States and world's societies. This commitment reflects the University's mission to prepare and educate future leaders and citizens to function effectively in an evolving, pluralistic, and increasingly diverse society.

Objectives

1. The University has a clear policy statement that lays the foundation for creating and maintaining effective and accessible co-curricular programs, including athletic events, which are multicultural.
2. There is effective coordination of co-curricular programs which ensures a balanced calendar, a variety of events and activities, attention to diversity, timely publicity and accessibility.
3. Specific funding is earmarked for multicultural programming.
4. The entire University community is informed about the educational goals of multicultural programming, ways of achieving these goals and relevant resources available.
5. All groups which plan educational and cultural co-curricular programs are guided by a set of criteria determined to assure that the sum total of the programs at the University reflects a multicultural community.
6. Special programs that sensitize students, faculty and staff to issues of racism, prejudice and exclusion are incorporated into the educational mission of the University and are made accessible to all members of the university community.

Context

Historically, through programs sponsored by student organizations, academic departments, college committees and the University as a whole, Suffolk has presented educational and cultural co-curricular programs that generally reflect diversity. However, without stated policies and criteria, University-wide commitment and coordination, or specific budgetary allocations, multicultural programming occurs only as a result of the accidents of opportunity and/or the level of commitment of the individual or group creating the co-curricular program. The Office of the Dean of Students and the Student Activities Office, as well as the Ballotti Learning Center and the Human Resources Office, have

developed goals, policies, and procedures which include multicultural programming. Most other units in the University have not.

Key Recommendations

1. The President will appoint a panel, including at least two members of the Administrative Council, to write a policy statement regarding the role of co-curricular programs in achieving the University's fundamental mission and create a set of criteria which defines them. The policy statement will address specifically a manageable and workable percentage of programs that represent multicultural themes. The policy statement will be submitted to the President within six months.
2. At the beginning of each academic year, senior administrators of each major unit of the University reaffirm and publicize their specific educational goals for multicultural programming.
3. The President will facilitate within a year the creation of a University Program Coordinating Committee which includes representatives from the faculties of each school and from all established programming groups. Within three months of its formation, this Committee will submit to the President a Plan for its functioning, including: a) coordinating co-curricular programs in the University; b) creating an effective and balanced annual calendar; c) ensuring timely publicity; d) meeting goals for culturally diverse programming, and e) assuring that a substantial budget is available for use in implementation of diversity programs.
4. The senior administrator within each major unit of the University: a) creates and facilitates regular programs wherein students, staff and faculty are recruited, trained and compensated for providing relevant training workshops that address racism, prejudice and exclusion; b) encourages and supports the people in that unit to attend and learn from these workshops; and c) develops a method for evaluating the impact of these programs.

COMMUNITY AND ALUMNI RESOURCES

Goal

The University develops and organizes data pertaining to alumni and community networks with a focus on identifying people or groups from culturally diverse backgrounds and cultures, and it includes these groups in alumni activities or in events which celebrate Suffolk University as a diverse institution.

Objectives

1. The Development Office assumes responsibility for organizing data about Suffolk alumni in categories that include American people of color, foreign alumni, women, traditionally underrepresented groups and national groups, as well as people who have distinguished themselves by some service or connections with one or more of these groups.
2. The office makes this data available for use by those wishing to organize events or activities which reach out to and celebrate the connections of Suffolk University with these culturally diverse groups.
3. The diversity of Suffolk University and its connection with multicultural groups is celebrated and publicized on Beacon Hill, in Boston and in the world.
4. New and existing community service projects are strengthened and publicized to emphasize commitment to diverse populations.

Context

Occasionally, and usually on the efforts of one or a few individuals, programs for targeted alumni have been attempted. But there has been no systematic effort by the Alumni Office or the Public Relations Office to collect and organize data in a way that encourages use for ongoing activities for events that portray Suffolk as an institution where where culturally diverse people and groups have always been present, have succeeded and have played important roles in the greater community. One example of success was an effort in 1984 to contact all Suffolk women graduates, because it was fruitful in revealing a rich alumni network of active women. As for links to the Beacon Hill and greater Boston community, Suffolk has several past and present projects which can be expanded to strengthen our relationship with diverse populations. These include projects with Boston public schools, a literacy program which the Ballotti Learning Center conducts in Chinatown and Charlestown, the School of Management's Career Horizon's program, a literature collection owned jointly with the African Meeting House, and projects with the West End Association.

Key Recommendations

1. Data gathered about African Americans and other groups will be used to supplement efforts to promote Suffolk University's links with the African Meeting House and other Beacon Hill establishments that celebrate African American history and diverse culture on Beacon Hill.
2. The Development Office will cooperate with the Women's Resource Center, faculty, administration, and other groups on campus to organize activities that celebrate women alumni of Suffolk and that promote the image of Suffolk as an institution that has always supported the education of women as well as the advancement of

women in the workplace and in politics.

3. Data gathered by the Alumni Office is used in collaborative projects with the West End Association, Beacon Hill Civic Association and other Greater Boston organizations that emphasize the diversity of Suffolk alumni.
4. Events are organized and staged to emphasize Suffolk's cultural diversity, and they are scheduled and publicized to ensure community involvement and attendance.
5. The University seeks grants to support events that celebrate multiculturalism.
6. The Public Relations Office, as a University service, distributes maps and organizes periodic tours of Beacon Hill and/or surrounding areas which place Suffolk University at the center of a culturally diverse Beacon Hill and Boston community.
7. The Public Relations office gathers, publicizes, and distributes information about the University community service projects, particularly those which relate to underrepresented groups.

SUFFOLK UNIVERSITY: REBUILDING A DIVERSE COMMUNITY
Summary of Accountability and Timelines

*The following chart summarizes the recommendations in the diversity plan, lists the primary person(s) responsible for implementation and provides the desired timeline for completion. Note the **timeline begins with the start of the spring semester on January 16, 1996**. Therefore, the phrase "within one year," for example, indicates a completion date of January 15, 1997. According to a request from President Sargent members of the Diversity Task Force will oversee implementation of the plan in its initial phases. In addition, members will serve as resources to students, faculty, administrations and staff in implementation.*

<u>RECOMMENDATIONS</u>	<u>ACCOUNTABILITY</u>	<u>TIME LINE</u>
STUDENTS		
Create a fund to recruit AHANA students and to fund events related to multiculturalism.	President	Within six months
Recognize faculty, administrators, and staff who facilitate events which promote multiculturalism.	President; Intercultural Affairs Committee	Ongoing
Designate advisors for part-time graduate students.	Deans of CLAS & SSOM	Ongoing
Explore the extent to which a coordinator of Multicultural Affairs is needed in the Law School, and arrange to fill the position if necessary.	Law School Administrators; Director, Multicultural Affairs	As soon as possible
Explore childcare opportunities and services for students, and report findings to the President for implementation at Suffolk.	Dean of Students; Human Resources Director	As soon as possible
Provide funds to continue the retention efforts of Enrollment & Retention Management.	Dean, Enrollment & Retention Management	Ongoing

FACULTY

Submit to the President a written plan, including policies, procedures, time lines, budget and accountability, to result in the creation and support of a diverse faculty within each school, moving toward a minimum of 20% AHANA faculty by 2000.	Academic Deans	Within one year
Establish special University accounts for the purpose of increasing and retaining faculty from diverse cultures in each school.	President; Deans	As soon as possible
Indicate progress toward diversity in annual reports.	Department Chairs; Deans; Vice Presidents; Directors	Yearly
Identify to the President's Office potential faculty vacancies and needs in tenure track positions.	Department Chairs and/or Academic Deans	Yearly
Submit reports about salary gaps based on race and gender and written plans to close these gaps.	Department Chairs and Academic Deans	Within one year
Develop a written plan that ensures that the disabled continue to increase in number on the faculty.	Academic Deans	Ongoing
Provide funding for faculty education and course development related to multiculturalism.	President; Director of Multicultural Affairs	Ongoing
Create special programs to identify, recruit and support promising students from diverse cultures through their graduate careers.	Academic Deans	As soon as possible

**ADMINISTRATORS &
STAFF**

In each major unit of the University, review with staff a written Human Resource Philosophy which outlines, with specific attention to diversity, how employees are treated, and how they are to treat one another.

Deans; Department Chairs;
Directors

Yearly

Submit to the President written hiring and development strategies, including time lines and accountability guidelines, which will result in cultural diversity at all levels of that unit, moving toward a minimum 20% AHANA employees by 2000. Earmark funds to train administrators at all levels of the University in creative ways to develop a diverse staff.

Senior Administrator of each major unit; Director of Multicultural Affairs; Human Resources Director

Within one year

Establish training programs that explain and enhance the goal of cultural diversity, support for these efforts, and its implementation for all administrators and staff as part of their ongoing professional development.

Human Resources Director

Ongoing; Currently being done

Establish career counseling, mentoring and coaching programs for all administrators and staff. Increase Human Resources budget to research and create these programs, with attention to creating opportunities at all levels for the cultural diverse workforce.

Human Resources Director

As soon as possible

**Administrators & Staff
(continued)**

Include language about employees' contributions to the diversity plan in evaluations and performance appraisals.

Deans; Department Chairs;
Program Directors; Human
Resources

As soon as possible

Appoint a panel, including at least two members of the Administrative Council, to review the University's Grievance Policy, to evaluate how the policy has actually worked in the last five years, and to submit a report which includes specific recommendations for improvements.

President

Within one year

CURRICULUM

Encourage, support and reward faculty and students for influencing the curriculum from their diverse perspectives. At the same time, acknowledge that faculty from traditionally underrepresented groups are contributors in areas not limited to their culture.

President; Deans; Department
Chairs; Faculty members

Ongoing

Submit to academic deans plans to offer some courses from non-mainstream points of view, plans to encourage and support all faculty in the use of multicultural views in existing courses, and proposals for retraining faculty as needed.

Department Chairs

Within one year

**Curriculum
(continued)**

Write a policy and establish procedures to provide a specific budget for faculty development, release time, and sabbaticals that support development of multicultural curricula and that enhance diversity in teaching.

President; Academic Deans

Within one year

Review University language offerings in light of the commitment to diversity in those areas that are moving toward internationalization.

Dean CLAS; Humanities & Modern Languages Department Chair

Within one year

ACADEMIC RESOURCES

Create a plan to coordinate international programs under a central body. Place emphasis on balancing western and non-western cultures, publicizing the programs and recruiting from a broad range of potential international students.

Academic Deans; All faculty & staff involved in international programs

Within one year

Submit to senior administrators plans, including policies, procedures, hiring goals and staff development activities to ensure that certain offices provide accessible services to all students and that they are educated about multiculturalism.

Directors of all student services offices

Within one year

Establish budgets for key student service offices to hire permanent staff who are from traditionally underrepresented groups.

President; Administrative Council

As soon as possible

**Academic Resources
(continued)**

Increase funding for the Sawyer, Mugar and Pallot Libraries by \$5,000 per year and add staff to increase holdings of published works that address diversity.

Academic Deans

As soon as possible

Reinstate the Grants Office and hire a director who is knowledgeable about ways to acquire resources which enhance multiculturalism.

Vice President Development

As soon as possible

Allocate specific budgets and staff to improve publicity about the accessibility to the African Meeting House and the Afro-American Literature Collection.

Dean CLAS

As soon as possible

PROGRAMMING

Appoint a panel, including at least two members of the Administrative Council, to write a policy statement for the President regarding the role of co-curricular programs in achieving the University's fundamental mission, and create a set of criteria which defines them.

President

Within six months

Reaffirm and publicize specific educational goals for multicultural programming.

Academic Deans

Annually, beginning Fall 1996

Establish a University Program Coordinating Committee which includes representatives from the faculties of each school and programming groups. Within three months of its formation, this Committee will submit a plan to the President.

President; Academic Deans

Within one year

Programming (continued)

Create and facilitate regular programs in which students, staff and faculty are recruited, trained and compensated for providing relevant training workshops that address racism and prejudice. Encourage attendance at these programs and develop a method for evaluating program impact.

Senior Administrator of each major unit; Director Multicultural Affairs;
Human Resources Director

Within one year

COMMUNITY & ALUMNI RESOURCES

Use data gathered about African Americans and other groups to supplement efforts to promote Suffolk's link with the African Meeting House and other Beacon Hill establishments that celebrate African American history and diverse cultures on Beacon Hill.

President;
Dean CLAS;
Vice President of Development

Within one year

Organize activities that celebrate women alumni of Suffolk and that promote the image of Suffolk as an institution that has always supported the education of women as well as their advancement in the workplace and in politics.

Development Office; Women's Center; Faculty members;
Administrators

As soon as possible

Use data gathered by the Alumni Office in collaborative projects with the West End Association, Beacon Hill Civic Association and other Boston organizations that emphasize the diversity of Suffolk.

Alumni Office

As soon as possible

**Community & Alumni
Resources (continued)**

Organize and stage events which emphasize Suffolk's cultural diversity. Schedule and publicize programs to ensure community involvement and attendance.

Director Student Activities
Director Multicultural Affairs

Ongoing

Seek grants to support events that celebrate multiculturalism.

Vice President of Development

As soon as possible

Distribute maps and organize periodic tours of Beacon Hill and/or surrounding areas which place Suffolk University at the center of a culturally diverse Beacon Hill and Boston community.

Public Relations Office

Ongoing

Gather, publicize and distribute information about University community service projects (vis-a-vis underrepresented groups).

Public Relations Office

At least once a year

SUFFOLK UNIVERSITY: REBUILDING A DIVERSE COMMUNITY

Additional Suggestions

Comments from nearly 200 Suffolk University students and employees on diversity plan included many suggestions for change, some of which were incorporated the plan. Listed below are additional helpful suggestions which were not incorporated because they are specific to a given department or they require additional consideration by the Suffolk University Board of Trustees and Administrative Council.

STUDENTS

- Offer a course for high school students as one way of recruiting more Boston Public School students to the University.
- Establish uniform categories of racial/ethnic groups or international status in the student databases of all three schools.

FACULTY

- Hire a full-time, tenure track faculty member to teach African American literature and to serve as curator of this literature collection in the Sawyer Library.
- Devote more attention to the support and retention of AHANA (African American, Hispanic, Asian and Native American) faculty members after they are hired.
- Recruit AHANA graduate students who might be considered for future faculty hiring.
- According to a successful strategy suggested by an accreditation team member, establish 3-4 undesignated faculty slots for faculty of color and let departments compete for openings

CURRICULUM

- Review course offerings to determine how well they meet needs of diverse student body. For example, Suffolk may need more courses in communications and voice articulation.
- Provide additional help to faculty members in finding new classroom materials to make their courses more culturally diverse. Examples of suggested assistance include 1) updated computer equipment for online searches, 2) Boston consortium library cards for faculty

members and graduate assistants, 3) sabbaticals or release time related to diversity, 4) increased funding for faculty trips to conferences, 5) more funds for purchase or rental of videos 6) more funds for classroom speakers and 7) support personnel.

- Expand evening courses to meet the needs of working students.

ACADEMIC RESOURCES

- Establish an English language laboratory to support ESL and other students. Hire a consultant from the University of Michigan or other nationally recognized program to review our ESL and related services.

PROGRAMMING

- Create a forum in which faculty members may share the diversity-related work which many are currently doing. It might include a series of educational presentations which focus on the cultural groups from which our students are drawn.

COMMUNITY AND ALUMNI RESOURCES

- Coordinate publicity of University community service projects.

