

Appendix III

Diversity Competence



EASTERN CONNECTICUT STATE UNIVERSITY

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TO: Academic/Faculty Departments

FROM: Diversity Race and Justice Committee (DRJ)

Subcommittee on Diversity Competence: Indira Petoskey, Imna Arroyo,
Constance Belton Green

DATE: October 23, 2008

RE: Request for Information

The Diversity, Race and Justice Committee (DRJ) is developing a comprehensive diversity plan for Eastern. In order to complete this plan, we request that you complete the following survey, identifying the programs, services and activities that you conduct that foster diversity. *Diversity at Eastern means sharing a commitment to a set of core values in order to provide a welcoming campus environment and learning community, supportive of our differences and similarities through the dimensions of race, ethnicity, religion, learning styles, ability, gender, sexual orientation, age, individual perceptions and global perspectives.*

Keeping in mind this definition, please use the attached template for completing the survey. A sample of how to complete the template is provided below. Please send all information by November 7, 2008 to The Office of Equity and Diversity or by e-mail: greenc@easternct.edu. Feel free to include any additional related material.

On the following page please see the sample of a completed template.



Academic

Student Affairs and Administration

Academic Affairs	Arts and Lecture Committee
Education	Equity and Diversity
English	Gallery and Museum Services
Environmental and Earth Science	Human Resources
History	Information Technology
Math	Institutional Advancement
Performing Arts	Public Safety
Psychology	University Relations
School of Continuing Education	Student Affairs
Sociology, Anthropology, and Social Work	
Visual Arts	
First Year Program	

Department	Diversity Goal	Area	Program/Activity	Objective
Academic Affairs	Increase representation of students from under-represented groups on campus	Academic Affairs units including all three schools.	Bridges Program involving Eastern faculty and NFA and WHS teachers and administrators	Decrease under-represented students' need for remedial course work and increase number of admission applications and acceptance rates for these students
	Increase representation of students from under-represented groups on campus	Learning Center (now Tutoring Services)	STEP-CAP	Offer a summer development opportunity for students from low-income and under-represented groups who do not meet regular admission standards
	Increase representation of students from under-represented groups on campus	Academic Services Center	Tutoring and advising services	Target tutoring and advising to under-represented groups to promote their success.
	Promote awareness and appreciation for diversity as it is reflected in the arts.	Academic Affairs	University Hour	Support performances and lectures that reflect diverse cultures, perspectives, etc.
	Promote understanding of the differences and similarities through dimensions of race, ethnicity, gender, sexual orientation, and global perspectives	Academic programs	<ul style="list-style-type: none"> • African American/Third World Studies Minor • Canadian Studies Minor • Latin American Studies minor • Women's Studies Minor • (New program under development in Women's and Gender Studies) 	Offer academic programs that promote understanding of diverse perspectives and differences in experiences across cultures, geographic borders, genders, races, etc.

Academic Affairs	Promote understanding of the differences and similarities through dimensions of race, ethnicity, gender, sexual orientation, and global perspectives	Academic programs	Summer curriculum development to support development of courses that address diversity or diverse perspectives	Offer courses that promote understanding of diverse perspectives and differences in experiences across cultures, geographic borders, genders, races, etc.
	Ensure a diverse faculty and staff	All Academic Affairs units	Hiring strategies to promote diversity	Ensure that students learn from a faculty that reflects the full range of diversity they will experience outside the university and that all students can find role models and mentors on campus.
	Promote understanding of global perspectives and cultural differences and similarities	International program office and academic programs	Study Abroad, International and National Student Exchange Programs, Study tours	Provide a range of opportunities for students to travel abroad to study.
	Promote effective teaching and learning for all students	Center for Educational Excellence	Faculty development workshops	Introduce faculty members to teaching methods that support diverse learning styles and that build on students' diverse experience and backgrounds.

Department	Diversity Goal	Area	Program/Activity	Objective
Education - Early Childhood Program - Elementary Program - Secondary Program - Reading Program	Provide formal coursework , clinical experiences and seminars to prepare teacher candidates to work in diverse PreK-12 public school settings and to make a positive difference in the lives of their students	Program Development aligned with NCATE accreditation	All course work and experiences integrate knowledge and application of diversity concepts from CORE I through the student teaching experience	Candidates/Graduates demonstrate their ability to support the diverse needs of students as defined in the department's Conceptual Framework (race, ethnicity, color, national origin, age, sex, sexual orientation, religion, socioeconomic status, language, culture and exceptionalities)

Department	Diversity Goal	Area	Program/Activity	Objective
English	Readings in our language and literature courses broaden our perspective on the world, human values, personal and community life, and require us to come to terms with uncertainties, value judgments, and emotions.	Curriculum Development	English 100P College Composition	Students will examine a range of contemporary social issues that impact their writing, including an examination of linguistic identity.
			English 203 Writing for English Majors. Some readings address questions of gender and sexuality as they're refracted in literary texts. Students also learn to write using bias-free language	Students learn to write using bias-free language
			ENG 212 American Literature to 1865. From Colonial times to Civil War. Usually represented are Bradstreet, Paine, Jefferson, Irving, Cooper, Hawthorne, Poe, Melville. ENG 213 American Literature from 1865. From 1865 to the present. Major writers often included are Whitman, Dickinson, Clemens, James, Adams, Chopin, Dreiser, Frost, Cummings, Ellison.	Students gain a broader understanding of various cultural and social movements and historical moments important to literature.

English	Readings in our language and literature courses broaden our perspective on the world, human values, personal and community life, and require us to come to terms with uncertainties, value judgments, and emotions.	Curriculum Development	<p>ENG 242 Literature and Social Issues. Literature as engaged with social issues and problems. Readings will focus on the stance of literature in relation to political, social, and economic realities. Topics will vary. Examples of past topics include but are not limited to: Apartheid in South Africa, the Civil Rights movement in the U.S., the nature and function of professional sports in the U.S., the family farm in 20th Century America, life and politics in contemporary Central America, changing sex roles, the Vietnam War</p>	Students gain a broader understanding of various cultural and social movements and historical moments important to literature.
			<p>ENG 256 Native American Literature Study of American Indian literature from early forms such as songs, orations, and traditional narratives, including trickster-tale cycles, to more recent genres of autobiography, essays, poetry, and fiction.</p>	Demonstrate an understanding of the relationship of the literary and cultural contributions of Native Americans to the diversity of human culture and experience.
			<p>ENG 258 Asian-American Literature. An examination of the literature of Asian Americans as an expression and experience of their efforts to formulate and/or maintain their identity. Writers vary but may include the Gold Mountain poets, Maxine Hong Kingston, Toshio Mori, John Okada, and Amy Tan.</p>	Students demonstrate an understanding of the significance of Asian American literatures and of the rich history and traditions of the writers as they formulate and/or maintain their identity.

English	Readings in our language and literature courses broaden our perspective on the world, human values, personal and community life, and require us to come to terms with uncertainties, value judgments, and emotions.	Curriculum Development	<p>ENG 334 Post-Modern and Contemporary Poetry. American and British poetry written since World War II and the different schools of thinking that collectively make up what is referred to as Post-Modern Poetry (Beat Generation, San Francisco Renaissance, Movement Poets in Great Britain, Black Mountain, Deep Image, New York School, Confessional, Contemporary African-American Poetry, Vietnam War and Protest poetry, etc.). The second half of the semester is devoted to exploring poems written since 1980 by a wide variety of poets speaking for diverse communities (Feminist, Neoformalist, Performance, Native-American, Latino-American, African-American and Asian-American, American Plain Style, etc.).</p>	Students study poetry from around the world written within the past sixty years in an effort to broaden their perspectives and make themselves more sensitive to and aware of the relationship that categories such as race, gender, age, and sexual orientation have with access to power. They also use poetry to examine human values, look closely at personal and community life, and work toward coming to terms with uncertainties, value judgments, and complicated emotions."
			ENG 342 Literature of New England. Writers reflecting the distinctive culture and ambience of New England, including Thoreau, Hawthorne, Dickenson, Stowe, Frost, Jewett, Freeman.	Students gain a broader understanding of various cultural and social movements and historical moments important to literature.

English	Readings in our language and literature courses broaden our perspective on the world, human values, personal and community life, and require us to come to terms with uncertainties, value judgments, and emotions.	Curriculum Development	<p>ENG 350 Southwestern Literature This course will explore the cultural terrain of the Southwest through various literatures and media. Although, many are not familiar with the literary output of the Southwestern United States, this course will give students a better understanding of the significance of American literatures and of the rich history, literature, and traditions of the Southwest.</p>	Students demonstrate an understanding of the significance of American literatures and of the rich history, literature, and traditions of the Southwest.
			<p>ENG 365 The Native American Novel. This course examines how Native authors have adapted the Western genre of the novel and how they have, over the last two centuries, developed strategies to combine traditional storytelling with contemporary Native issues. Because the Native American novel is the most widely read and most studied genre of American Indian literature, this course will also focus on how the literary scholarship regarding Native literature has <i>changed</i> throughout time.</p>	Students demonstrate an understanding of the ways in which Native traditions such as storytelling have evolved into the literary genre of the novel over two centuries as they address contemporary Native issues.

English	Readings in our language and literature courses broaden our perspective on the world, human values, personal and community life, and require us to come to terms with uncertainties, value judgments, and emotions.	Curriculum Development	<p>ENG 365 Indigenous Literatures in English ENG 365 Native American Studies</p> <p>Both courses consider Native American indigenous literatures in a global context. As well, these courses consider the place of indigenous literatures in the academy.</p>	<p>Demonstrate an understanding of the relationship of the literary and cultural contributions of Native Americans and other indigenous peoples to the diversity of human culture and experience.</p>
			<p>ENG 347 African American English & Verbal Traditions. Study of present-day characteristics of varieties of African American English, to include phonology, syntax, and lexicon. Sociolinguistic examination of African American verbal traditions such as signifying, sounding, and boasting as speech events and verbal routines. Consideration of educational issues related to AAE</p>	<p>From a sociolinguistic perspective, students will be able to describe and identify the communicative function and linguistic form of African American verbal traditions or speech events such as signifying, sounding, boasting and others. In the last unit of the course, students will become familiar with and be able to discuss -- in an informed manner -- educational issues relating to AAE.</p>

English	Readings in our language and literature courses broaden our perspective on the world, human values, personal and community life, and require us to come to terms with uncertainties, value judgments, and emotions.	Curriculum Development	Eng 370 Composition Theory and Pedagogy We frequently discuss issues of diversity that are relevant to the readings. Reading includes theories of writing and difference (race, class, gender, sex, and ability). Students' formal and informal papers focus on an analysis of how those issues are played out in institutional narratives, cultural discourses, teaching pedagogy, and in student writing.	Students gain understanding of theories of writing and difference (race, class, gender, sex, and ability).
	Foster student involvement in professional organizations that promote awareness of cultural and social identity.	Activity	Faculty Advisor for Native American Society Faculty Advisor for campus chapter of NAACP Member, Native Writers Circle of the Americas	Participate in professional organizations that promote awareness of cultural and social identity.
	Work with local high schools to prepare students of diverse backgrounds for college writing courses.	Activity	Bridges Grant. One is the Bridges grant, that investigates how our students are prepared by their high schools to enter Eastern and what sorts of reasonable outcomes are appropriate for first year writers who take our 100/100P courses. Developed a statement of expectations for what our students should know when they enter Eastern and a statement of outcomes for when they leave our courses. (This document has been revised and incorporated by the other CSU writing programs as a model of reasonable expectations for the students we serve.)	Help high school teachers better prepare students for college writing courses.

English	Honor students' identities and different forms of discourse.	Activity	Project Compass Grant. The Faculty Development workshops conducted in November (and the upcoming one in February) aim to examine the diversity of our students in terms of their identities and the discourses that they bring to their college writing courses.	Dr. Rosenberg's personal goal is to get faculty thinking more fully about how to serve their students in first year courses by becoming more aware of the discourses they use and how those play out in their academic writing
	Recognize non-traditional students who, in addition to being excellent students, are sensitive to gender and diversity issues.	Scholarship	The Constance Campo Scholarship. Established in memory of Constance Campo, who was a longtime member of the English Department staff, this scholarship is for a non-traditional student who has demonstrated excellence in his or her studies. This Scholarship is awarded to someone with sensitivity to gender and diversity issues as was Ms. Campo. Awarded in December of each year. Scholarship amounts vary from \$500 to \$1000. The scholarship is awarded to juniors and seniors.	Financially reward students who demonstrate respect and understanding of issues of gender and diversity.

English & Women's Studies	Readings in our language and literature courses broaden our perspective on the world, human values, personal and community life, and require us to come to terms with uncertainties, value judgments, and emotions.	Curriculum Development	ENG/WST 260 Introduction To Women's Studies. Taught from various interdisciplinary perspectives. Addresses the critical, theoretical and historical construction of women and gender. Acquaints students with the key frameworks, approaches, and issues in the field of Women's Studies. Many questions are considered, such as: How does the concept of gender shape our social experiences and understandings of ourselves? What is "women"? How are "women" produced? What kind of power relations are deployed to construct and maintain gender roles? How do gender, race, ethnicity, class and sexuality intersect? How do gender and sexuality operate in the United States? In a global context?	Students gain an understanding of and commitment to diversity by examining, in a collaborative setting, the intersection of gender, race, culture, sexuality and power in society.
	Both courses encourage an understanding of and commitment to diversity through the collaborative study of historically marginalized women writers and examine the intersection of gender, race, class, ethnicity and power in Anglophone literature.		ENG/WST 356, Women Writers to 1900 and ENG/WST 357, 20th Century Women Writers. Both courses encourage an understanding of and commitment to diversity through the collaborative study of historically marginalized women writers and examine the intersection of gender, race, class, ethnicity and power in Anglophone literature.	Students demonstrate an understanding of and commitment to diversity through the collaborative study of historically marginalized women writers and examine the intersection of gender, race, class, ethnicity and power in Anglophone literature.

English & Women's Studies	Promote academic excellence through coursework that allows students to analyze the literary and cultural contributions produced by women writers, visionaries, and theological politicians and address the historical and political conditions of those contributions	Curriculum Development	ENG/WST 307 Medieval Women Mystics. This course is an introduction to the study of the mystical tradition through the examination of the lives and writings of selected women mystics. The writings of these women will provide us with a bold and vivacious answer to the classical and medieval antifeminist traditions which depict women as the bane of Adam, the root of all evil, the source of temptation, or, at the opposite pole, as idealized and virginal objects of worship.	Demonstrate an understanding of the relationship of the literary and cultural contributions of women writers, visionaries and theological politicians to the diversity of human culture and experience.
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Department	Diversity Goal	Area	Program/Activity	Objective
Environmental Earth Science	Promote the understanding of diversity and environmental justice issues in appropriate classes.	Curriculum Development	EES 315 Environmental Science and Society; EES 222 Water and Society; EES 204 Global Climate Change	Address different approaches to environmental issues in varying countries and cultures. Discuss environmental problems within these countries in terms of gender, race, or class.

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History	Introduce students to cultural diversity	Curriculum	Offering wide range of courses involving the history of women, minorities, and multiple historical cultures. Specific courses include: African American History, US Immigration, Immigrant Women, Introduction to Asian History; Introduction to African History; Introduction to Latin American History, and Native American history. This year we are introducing a new course on the Holocaust.	Provide a wide range of courses for both majors and non-majors that include a range of historical perspectives.
	Expand course offerings on non-Western history	Position requests	Searching for an Asian historian; requested a historian of African history	Hire new faculty with expertise in areas of history that will expand the available course offerings, particularly at the upper level.
	Encourage education certification students to achieve academic excellence and understand cultural diversity	Curriculum Curriculum	Expansion of the History Social Science Major to require more non-US history. We added HIS 116 (World History) and a requirement for two non-US courses.	Meet state requirements that teacher certification candidates be familiar with a range of historical cultures as well as US history.
	Development of Courses for the LAC		We have already introduced courses including HIS 116 (World History) and HIS 230/231 Western Civilization in the LAC and developed special topics courses on Women in Modern History and War and Society for Tier II. We are working on adding some of our African American History courses as well.	Incorporate history courses which a broad range of perspectives in the Liberal Arts Curriculum

History	Offering speakers and other programs	Activities	This year we helped sponsor the Gandhi Panel in the fall and are working on an exhibit on the Holocaust for spring. We have movie nights showing films (for example The Pianist last year)	Offering programs and supporting speakers that introduce students to a broad perspective on the world and highlight issues such as peace, human rights, and tolerance.
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From: DAVIS, Marsha J. (Math and CSC)

Sent: Thursday, November 20, 2008 5:00 PM

To: GREEN, Constance Belton (President's Office)

Cc: CID, Carmen (Arts and Science)

Subject: FW: Status Update: Diversity Competence Survey - Please send information to Connie Green ASAP

Importance: High

1. The Mathematics Faculty is an example of how a diverse group of people can work together as a productive, cohesive whole. We have racial, ethnic, and gender diversity in a discipline that is often pictured as "white male."

2. In Applied Probability and Statistics, MAT 315, students work on a project which involves research based on data from Monitoring the Future: A Continuing Study of American Youth. Students select a topic that can be supported by variables in the study, which include gender, ethnicity, religious background, political preferences, parents' educational levels, drug usage, driving habits, educational goals, etc.

Hope this helps.

Marsha

Department	Diversity Goal	Area	Program/Activity	Objective
Performing Arts Department	Promote academic excellence through a comprehensive curriculum which includes the rich and varied cultural and historical performance traditions throughout the world.	<ol style="list-style-type: none"> 1) Curriculum 2) Community engagement 3) Travel 	<ol style="list-style-type: none"> 1) Curriculum: <ol style="list-style-type: none"> a) Korean Music and Culture b) Music Cultures of the World c) American Pop Music d) All that Jazz e) Asian Theatre f) American Theatre g) Period Styles of Acting and Directing h) Music History i) World Theatre History j) Theatre Study Abroad programs (London; Asia) 2) Community engagement: <ol style="list-style-type: none"> a) The large music ensembles (Concert Chorale, Gospel Choir, Concert Band, and Orchestra) are non-auditioned ensembles open to all people from the campus and Willimantic communities. In addition, representative music from many different cultural traditions and communities is programmed throughout the year for public performance. b) The Theatre program presents a full season of diverse full-scale productions, one-acts, and staged readings of new works, tried and true classics, and contemporary 	<ol style="list-style-type: none"> 1) Demonstrate the connection between musical and theatrical works and traditions from a global and an historical perspective. 2) Strive to attract a diverse pool of participants in our performance ensembles and maintain an inclusive environment for all. 3) Strive to attract a diverse pool of audience members who will continue to be enthusiastic patrons of the arts. 4) Provide research and performance opportunities that empower the student to be an outstanding critical and creative thinker with a heightened empathetic response to human behavior and conditions and with a heightened sense of responsibility as a member of the world-at-large.

			<p>works. The season of plays is chosen to explore the spectrum of styles, genres, eras, and philosophies of our global society. Plays provide both the audience as well as all involved in productions with challenges for growth as individuals and as members of society. The Theatre program serves as a welcoming and inspiring collaborative community of artists and scholars whose ultimate goal is for students to achieve their full potential in order to use their abilities to make the world a better place.</p> <p>c) The Music and Theatre programs provide short (1-2 weeks) and long (4-5 weeks) study tour opportunities for students to expand their life experiences (i.e. Summer In London program; Japan Study Tour; Off-Broadway NYC Showcase of Student Talent; Kennedy Center American College Theatre Festivals; Vienna Mozart Festival; Carnegie Hall concerts; Edinburgh Fringe Festival).</p>	
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Department	Diversity Goal	Area	Program/Activity	Objective
PSYCHOLOGY DEPARTMENT	Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts	Course offerings	Nearly every psychology course deals with individual differences. Courses that specifically address diversity topics are PSY 202 – Social Psychology, PSY 315 – Psych of Gender, PSY 403 – Diversity at Work, and a new course: Cultural Psychology	Characterize the nature of psychology as a discipline
	Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural)	Course offerings	Every course we offer will address how people from different theoretical perspectives will view behavior (and the world) differently. Emphasis is also placed on the fact that no one perspective is correct.	Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology
	Enhancing sense of community for students from under-represented groups	Activity	Thursday Night Dinners in Knight House	Bringing together students and faculty in an informal setting.

Department	Diversity Goal	Area	Program/Activity	Objective
School of Continuing Education	Maintain diversity in promotional materials	SCE Marketing	Ads show students of color	To reach out to a diverse adult student population
	Website re-design to highlight diverse students	SCE Web-Master	Monitor number of students of color visible on SCE website	To draw a diverse audience to our website
	Hire people of color (when freeze lifts and when there is a vacancy)	SCE	Professionals and student aides hired	To maintain a diverse workforce in SCE
	Because the community colleges have a higher percentage of students of color, we do outreach on their sites	SCE Admissions and Recruitment	To recruit and graduate students of color. Saturday courses are delivered at Capital Community College and Manchester Community College	To recruit and graduate students of color
	Attend educational fairs that reach out to diverse audiences	Professional Staff	Professionals in SCE attend various educational events	To become visible as a school of choice for students of color
	Attend as many cultural events as possible	Professional Staff	SCE professionals take turns attending events	To show support to traditionally under-represented groups such as women and older adults
	To be a resource for all returning adult students	Advisement	Advisement of part time adult students	To create a welcoming presence for all students who are older than traditional age college students

Department	Diversity Goal	Area	Program/Activity	Objective
Sociology, Anthropology	The department's four academic disciplines—sociology, anthropology, criminology, and social work—by their very nature are dedicated to understanding issues pertaining to racial/ethnic, class, gender, age, and sexual diversity and social justice	Curriculum Development	<p><i>Sociology Courses:</i> SOC 100: Intro to Soc; SOC 208: Gay, Lesbian, and Bisexual Lives; SOC 209: Juvenile Delinquency; SOC 240: Sociology of Gender; SOC 250: Social Inequality; SOC 276: Caribbean Social Structure; SOC 303: The Community; SOC 307: Deviance; SOC 309: Criminology; SOC 310: Women and Crime; SOC 312: Sociology of Mental Illness; SOC 315: Crime and Media; SOC 340: Sociology of World Religion; SOC 346: Race and Ethnic Relations; 347: Black Women's Studies; SOC 355/356: Latin American Structure, Change, and Development; SOC 357: The Sociology of Development; SOC 373: Collective Behavior and Social Movements; SOC 380: International Study; many special topics courses are also devoted to relevant issues</p> <p><i>Anthropology Courses:</i> ANT 106: Cultural Anthropology; ANT</p>	Demonstrate an understanding of diversity and social justice, and the consequences of socially constructed inequality (racial/ethnic, class, gender, age, and sexual) for individuals and society.

Department	Diversity Goal	Area	Program/Activity	Objective
Sociology, Anthropology, and Social Work			201: Introduction to Canadian Studies; ANT 221: Native Americans; ANT 222: Native Peoples of Canada; ANT 225: Contemporary Puerto Rican Culture and Society; ANT 240: Latinos in the U.S.; ANT 337: Urban Anthropology; ANT 345: Transnational, Racial and Ethnic Identity; ANT 358: Anthropology of Violence; many special topics courses are also devoted to relevant issues <i>Social Work Courses:</i> <i>Travel:</i> Classes and study trips including Jamaica, Cuba, Venezuela, Brazil, and Africa.	

Social Work Program	Diversity among social work majors	SWK major recruitment	<p>Descriptions of the social work major state, "The Social Work Program actively seeks diversity in its social work majors. We encourage applications from persons of color and other underrepresented groups."</p> <p>Criteria for selecting students for admission to the social work major include, "The applicant's potential for enriching diversity in the Social Work Program through life experience or membership in an underrepresented demographic group."</p>	Diversity among social work majors
	<p>Program goals include numerous objectives related to diversity including:</p> <p>5. All program graduates will know the range of human differences in beliefs, values, and behavior.</p> <p>13. All program graduates will value diversity, respect for multiple cultures, world views, and ways of knowing.</p> <p>19. All program graduates must be able to demonstrate cultural competence, and the ability to ascertain the nature of variations within and across groups, and apply understanding of human differences to effective practice across cultures and with populations at risk.</p>	Curriculum, including field experiences	<p>Nearly all social work courses include learning objectives relevant to the understanding of, and/or the appreciation of diversity.</p> <p>All agencies providing field placements for social work majors must assure that students have the opportunity to practice with diverse groups, especially those groups most oppressed and discriminated against in this society.</p>	Understanding of, and respect for, diversity

Department	Diversity Goal	Area	Program/Activity	Objective
Visual Arts Department	Promote academic excellence through strong, distinctive visual arts programs that embrace diverse artistic disciplines and encourage cultural understanding	Curriculum	<ul style="list-style-type: none"> • Courses for the Major include ART 225 Asian ART, ART 230 Visual Journals & Bookmaking, ART355 Women and the Visual Arts, ART 369 African American Art; ART140, ART211 and ART212 are taught from a global and multi-cultural perspective • ART 365 Special Topics in Art/ Cuba Art, Salsa and Santeria (Travel to Havana, Cuba Fall 2004 & Miami, Florida Fall 2005) • First Year Program Colloquia on Cuban Politics, Art & Spirituality • CSU Summer Study Abroad Program (Students' traveled to Australia, England and Ireland) • ART 410 Web Design I student team designs Web site for Willimantic non-profit which provides career training in horticulture and landscape design to women who have completed incarceration or drug rehabilitation while providing free landscaping services to the community, especially to elder women who can no longer care for their yards. 	<p>Demonstrate an understanding of the relationship of the works of art to the diversity of human culture and experience.</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the relationship of effective communication design to improved life experience and local community culture.

Visual Arts Department		University Events Organized by department members	<ul style="list-style-type: none"> • Lecture by Paul Robeson Jr. (Student Center) • Lecture by Cuban installation artis Leandro Soto (Student Center) • Exhibition, lecture and installation of a Tibetan Sand Mandala, (Akus Gallery) • Buddhist Scholar Comes to Eastern. Author Jan Willis, a professor of religion at Wesleyan University, will speak at Eastern on Nov. 20 at 7 p.m. in the Student Center Theatre. • Focus Group Meeting to plan the CT Forum on Careers in the Arts for People with Disabilities hosted by Eastern at Betty Tipton Room, March 18, 2008 	
		Community Events organized by department members	<ul style="list-style-type: none"> • Curated exhibition <i>Hecho en Cuba</i> at the Windham Art Center • Juvenile Court Art Project, January 2007 • Serve on Statewide Advisory Committee to plan the Ct Forum on Careers in the Arts for People with Disabilities, which takes place November 15, 2008. Chair PR & Marketing Committee for CT Forum. Graphic Design III class creates print and online documents for the CT Forum. Students assist Media Services in videotaping the forum. 	<ul style="list-style-type: none"> • Demonstrate an understanding of universal design and universal access in communication, art, and human experience.

Department	Diversity Goal	Area	Program/Activity	Objective
First-Year Program consisting of fall clusters and spring colloquia	To promote diversity, the FYP encourages interactions between all students in the FYP and their faculty, peer mentors and the entire University.	Curriculum and outside of the classroom	Small classes encourage student to student interaction	Respect and understanding of others
	Freshmen Liberal Arts Colloquia have the following goals/desired outcomes:		Peer mentors discuss diversity issues in their Peer Mentoring class and encourage respect for diversity with the students in their FYR 174 classes	
	Know the ethical dimensions and obligations of academic endeavors; Demonstrate respect for others and points of view dissimilar from one's own; and Demonstrate essential intellectual traits such as integrity, perseverance, fairness, empathy and courage.		Individual faculty in all FYP classes are encouraged to use whatever means they have to encourage an appreciation of diversity amongst their students. All FYP peer mentors discussed the issue of diversity among themselves to see if they could come up with some type of "activity" they could carry out in the classroom. They decided that the best thing they could do to encourage a respect of diversity in their students was to set a good example themselves.	

Department	Diversity Goal	Area	Program/Activity	Objective
Arts and Lecture Committee	Maintain the diversity of cultural offerings for the University community.	Arts and Lecture series.	<u>07-08</u> Eroica Trio Mel Johnson Poncho Sanchez Band <u>08-09</u> Gandhi Peace Panel Cornel West Eleanor Clift Spanish Harlem Orchestra	Female classical music. Black Actor; performed as Frederick Douglas (theater, history). Latino music group Eastern philosophy Black speaker (history, political science, race relations) Female editor of <i>NewsWeek</i> Magazine Latino music group

Department	Diversity Goal	Area	Program/Activity	Objective
Equity and Diversity	Welcoming Campus Environment and Learning Community	General	Workshops and Training Sessions: Diversity and Sexual Harassment	Provide new understandings about differences
	Welcoming Environment	General	Equity and Diversity web-site	Communicate a diversity perspective
	Support for all dimensions of diversity	University Policies on Non-discrimination	Internal Non-Discrimination Complaint procedures	Objective reviews of discrimination and sexual harassment concerns based on university procedures
	Support for new instructional and administrative faculty	AAUP SUOAF	Minority Mentoring and Recruitment Programs	Creating mentoring relationships and other supports for new faculty of color.
	Hiring a diverse critical mass	General	Technical Assistance to search committees	Diversity in new hires
	Diversity in Hiring	General	Affirmative Action Plan	Approval by CHRO
	Creating a diverse and welcoming environment	Diversity Race and Justice Committee/ DRJ Institute	Ongoing programs and planning university wide	Campus buy-in through inclusion on the university wide committee and work of Institute

Department	Diversity Goal	Area	Program/Activity	Objective
Gallery and Museum Services	Diversification of exhibits and programming	Akus Gallery	Sand Mandala for peace exhibit.	Acquaint community with Eastern art and connection to peace initiatives (2000 attendees).
			Nicole Awai	Asian art (304 attendees)

Department	Diversity Goal	Area	Program/Activity	Objective
Human Resources	Assist the Chief Diversity Officer in the monitoring of affirmative action efforts by providing data.	HR data	Provide information and documentation to the Chief Diversity Officer in the advance of University goals and objectives in hiring, promotion, etc.	Keep Chief Diversity Officer up to date and assist with searches.
	Ensure that discrimination complaints are handled.	External complaint filing - representation.	Represent the institution in discrimination complaints.	To prepare responses and represent the University in hearings.
	Attention to diversity issues.	HR data	Handling of employee immigration issues for the University.	Provide all services necessary and process incoming international employees.
		General	La Shawn McBride is advisor to F.E.M.A.L.E.S. Lourdes Ardel works at the Thursday night dinners and works for Women Center events.	Foster support for diversity activities.

Department	Diversity Goal	Area	Program/Activity	Objective
Information Technology Services	Demonstrate neutrality and mutual respect towards all members of the community.	Helpdesk, Webb 410, Applications, Network, CIT, Media Services	Daily operations and community interactions.	To engage all members of the community with mutual respect and admiration, regardless of their backgrounds. To make every member of the community who uses technology support activities feel total neutrality and zero bias with regards to their interaction with the staff.

Department	Diversity Goal	Area	Program/Activity	Objective
Institutional Advancement	Assure that the scope of alumni programs and activities reflect the diversity of the University's alumni base, and encourage inclusiveness and engagement from alumni of diverse backgrounds.	Alumni Engagement and Board Composition	<p>The Alumni Association Board of Directors: Approximately 1/3 of the members are persons of color, 44% are women, and 17% are over the age of 55.</p> <p>Approximately 30 alumni volunteers were recruited to be involved with planning activities of interest to alumni of color. The Office of Alumni Affairs solicits their feedback on ways to engage more alumni.</p>	Create sustainable opportunities for alumni to be engaged with the University, and to provide alumni from diverse backgrounds with a forum for sharing ideas that may increase alumni engagement.

**STRATEGIC PLAN INITIATIVES DISCUSSED WITH CAMPUS POLICE
OFFICERS AT ROLE CALL SESSIONS**

STRATEGIC PLAN MISSION STATEMENT

Eastern Connecticut State University is the state's designated public liberal arts college. In its role as a public university, Eastern develops students who can become productive, engaged community leaders. Strategic Planning Guides the University.

COFE-COMMITTEE ON THE FUTURE OF EASTERN

4 Sub-committees

In January 2007, Eastern embarked on an ambitious strategic planning process in which over 250 campus (e.g., faculty, students, alumni) and community volunteers.

COPLAC-COUNCIL OF PUBLIC LIBERAL ARTS COLLEGES (2004)

EASTERN-A UNIVERSITY OF FIRST CHOICE

Core Mission: Educate Students

Align Eastern with the community it serves

Create an image of excellence and increase the external knowledge of Eastern

The University must now link its planning, assessment, and budgeting activities and allocate resources in a manner consistent with its commitment to quality in all of its programs and to regional/national stature in select programs. By identifying programmatic distinctiveness, Eastern intends to build on its established academic program strengths and characteristics to create a competitive advantage for the institution as A University of First Choice.

This strategic plan articulates a uniform/systematic approach which will enable the University to make decisions regarding resource allocations and the physical master plan. Processes for implementing the strategic plan will be complementary to other quality assurance methodologies in place at the institution.

VISION STATEMENT

Aspiring to be a public liberal arts college of first choice, Eastern Connecticut State University will create an unparalleled college experience for its students and achieve national distinction for its academic programs. Eastern's faculty, students and staff will enhance the University's position as an intellectual community, acknowledged for its engaged teaching, learning, research and creative work. Advancing its position as a model for social responsibility, environmental stewardship, and educational access, the University will be recognized as a resource that is responsive to the needs of the region and the state.

Plan was approved by the Board of Trustees.

CAMPUS CULTURE IS THE AREA POLICE HAVE THE GREATEST IMPACT

Eastern's faculty and staff express personal responsibility for and take great pride in ensuring that students succeed and graduate.

Eastern has not realized the potential of a residential, liberal arts based community.

Eastern's faculty and staff often express their commitment to the University by participating in activities that exceed the requirements expected of them.

3. Strategic Direction: A Community for Learning

3.3 Strategic Initiative: Promote Eastern's Campus Culture

Retention and graduation rates and alumni support for Eastern will increase as students build close relationships with faculty, teammates, and classmates and as they develop a shared affinity with Eastern.

Goal: Eastern will take concerted steps to promote Eastern's campus culture by increasing the variety of leadership opportunities available to all students and by promoting activities that build strong relationships between students and other individuals or groups on campus.

Benchmarks:

3.3.1. Develop and implement a process through which current successful student-initiated activities are nurtured and used to spawn additional programs that involve both residential and non-residential students seven days a week. (AY 2008-2009)

3.3.2. Develop and implement leadership training experiences for all student leaders and advisors. (AY 2008-2009)

3.3.3. Establish a process for coordinating all campus events, including student activities. (AY 2008-2009)

3.6 Strategic Initiative: Establish a residential environment that promotes Eastern's culture and supports its emphasis on academic excellence.

Eastern's residential program, encompassing a significant portion of the student body, provides excellent opportunities for enhancing campus culture through innovative approaches to housing and student-focused activities.

Goal: Eastern will utilize its residential community to promote social and personal responsibility, personal connections, academic excellence, and attachment to the University

Benchmarks:

3.6.1. Evaluate, develop, and implement policies and procedures (e.g., theme housing, alcohol policy, on-campus faculty housing, holiday closure, housing assignments) related to residential life. (AY 2008-2009)

3.6.2. Increase the percentage of students who remain on campus over the weekends by 5% each year beginning AY 2008-2009.

3.6.3. Improve Eastern's National Survey of Student Engagement (NSSE) profile. (AY 2008-2009)

3.6.4. Retain 50% of current residential students in campus housing as they enter their senior year by AY 2009-2010.

**HOW WE WILL ACCOMPLISH OUR MISSION AND SUPPORT
THE STRATEGIC PLANNING PROCESS**

Understand our role as a sworn law enforcement agency bound by statutory requirements. All of our community policing efforts stem from our law enforcement authority.

1: MAINTAIN AND ENHANCE OUR COMMUNITY POLICING EFFORTS IN THE COMMUNITY.

COPS Open Rec Night:

Continue to recruit the many volunteers that make this program a success.

Residence Hall Programming

Continue to support the professional housing staff in the following areas:

Alcohol and Substance Abuse Prevention Programs

Sexual Assault and RAD Programming (Rape Aggression Defense)

Crime Prevention Programs

Personal Protection Programs

Residential Hall Security Programs

Fire Safety Programs

Seat Belt Safety Programs

Infant/Child Car Seat Installations

Careers in Law Enforcement

Supporting Residentially Sponsored Events

Support Strategic Plan Initiatives developed in Campus Culture and Residential Life areas

Committee Involvement

Continue to support committees including:

SOAR

Summer Planning

Commencement

Alcohol and Other Drugs Task Force

W/E Can (Windham/Eastern Community Action Network –formerly Town-Gown)

Campus Safety Committee

New Faculty and Staff Orientation

Continually assess our current crime prevention initiatives:

Bike and Walking Beats

Placing officers in a position to enhance our opportunities for community interaction and bolster non-traditional patrol efforts.

Personnel Scheduling Adjustments

Make appropriate scheduling adjustments, shift assignments and directed patrol assignments to enhance public safety response initiatives.

Interpersonal Relations Development

Continue to strengthen our interpersonal relationship development for the entire police staff.

Enhance our emergency response capabilities to respond to a major campus threat through training techniques and the use of public safety technology.

2: COMMUNICATION AND BUILDING RELATIONSHIPS WITH FACULTY, STAFF AND STUDENTS

I believe the relationships established between the police officers and campus community remains strong. This is especially true for the relationship the officers have with the housing staff and students as we interact with them daily not only for service calls but for programming and special events. Discussions with public safety administrators from other universities only strengthen my belief that our police department has a very unique relationship with our student population.

This relationship is not frequently observed by the faculty and staff who are not often here after 10:00 p.m. The campus police department may have one mission, but the type of policing and calls for service differs from shift to shift, day of the week and hour of the day.

Most of our interaction with faculty and staff during the day shift is for routine service related matters at university facilities or for parking and traffic related issues. There are times when investigations take precedent during these hours.

On the evening shift, public safety directed patrol is our primary function, especially during the late fall and winter months when the days are short. Later in the evening shift, our community based accessibility and programming provides for maximum interaction with the housing staff and students. Our officers are very proactive in this realm.

The midnight shift generally starts with public safety patrol but often moves into responding to residential life issues and/or infractions which includes disturbances, housing code violations and alcohol and/or drug use calls for service. During the late midnight shift, we shift our focus back to directed patrol and buildings and grounds checks.

Listed below are some ways the police department strives to build our relationship with faculty and staff and students:

- 1: Guest speaking at first year program classes on campus policing.
- 2: Guest speaking at classes (i.e., government classes on specific topics such as search and seizure rights).
- 3: Providing a Police Internship Program.
- 4: Providing training to the housing pro-staff and resident assistants.
- 5: Attending all new student orientation programs and new student receptions.
- 6: Police advising to clubs and organizations.
- 7: Allowing officers to attend the STRETCH Community Leadership Program sponsored by the Windham Chamber of Commerce.
- 8: Developing an annual public safety display in the library.
- 9: Developing meaningful residential programming with hall directors and resident assistants.
- 10: Coordinating our annual (13th this year) COPS Open Rec Night where many officers and police staff members volunteer their time. Attendance averages between 500 and 700.
- 11: RA Cookout planned again for this year. Officers purchase (on their own) and grill a meal for the resident assistants in late July or early August.
- 12: Special Olympics Torch Run raises several thousand dollars each year.
- 12: Officers and staff participate in the annual Dream Ride raising funds to benefit Special Olympics in CT.
- 13: Involvement in the Windham/Eastern Community Action Network (W/E CAN)-Town & Gown.

Some new initiatives being considered include:

- 1: Establishing an "Officer Friendly" program at the Child and Family Resource and Development Center (started last semester).
- 2: Establishing a Lunch and Learn series on campus policing.
- 3: Open distribution of a new Public Safety brochure.
- 4: Developing a campus police survey.

3: NEW OFFICERS

The manageable size of our community makes interaction with police officers much more common than on larger campuses or in the general public sector. Some ways we hope to improve our community interaction possibilities are:

- 1: All new officers will attend a university meeting to be introduced to the campus community.
- 2: All new officers will be introduced to the entire Extended Staff during their field training period.

- 3: A faculty and staff e-mail will be distributed with the new officer's photo and a short biography.
- 4: New officers will attend staff orientations.

WHAT IS THE POLICE DEPARTMENT'S ROLE?

Continue to improve on our commitment to community policing strategies and programming.

- Open Rec. Night

- Residence Hall Programming

- Alcohol and Substance Abuse

- RAD

- Crime Prevention

- Self Protection

- Crime Prevention Initiatives

- Bike and Walking Beats

- Personnel Scheduling Adjustments

- Public Safety Response Initiatives

- Interpersonal Relations Development

- Understanding and involvement in the Strategic planning process

Eastern Connecticut State University Police Department's mission is to enhance the educational and life experience opportunities for the campus community through dedicated and professional service in a manner that respects and protects the rights of everyone. Police officers strive to provide a safe and secure environment by collaborating with other campus entities to emphasize preventive and problem solving policing. Department members serve the community with professionalism and enthusiasm.

Diversity Initiatives
Office of University Relations

1. **Publication Photography:** We routinely represent or over-represent the minority student/faculty population on campus in our publication photography. This is done to ensure that prospective students and faculty clearly see Eastern’s campus as an inviting/welcoming environment that supports people from diverse backgrounds.
2. **Publication Text:** We also make an effort to portray a diverse cross-section of students and faculty within testimonials, stories, and other text.
3. The office provides significant support to events promoting diversity, including the events of the Intercultural Center, the Women’s Center, the minority alumni affiliate, etc.
4. We also provide publicity and other support for the Dr. Martin Luther King Jr. Distinguished Service Awards and the Latin American Distinguished Service Awards.
5. We encourage diversity among our own department staff. Over time we have had full-time, part-time and student workers who were African American, Latino, Asian, and Pacific Islander, as well as individuals with handicaps. People who have worked in our department have come from all over the United States as well as from other countries (i.e. Mexico).
6. Mr. Bachman is a member of the marketing committee for the Hartford Urban League.
7. Mr. Osborn has been involved with the Lost in Translation project with local Latino businesses and community leaders in Willimantic.
8. A similar project to encourage Latino youth in Willimantic to stay in school is now underway.
9. Through the Office of University Relations, Eastern has a commitment to providing advertising support for a variety of organizations who represent underserved populations.
10. The Office of University Relations includes a number of “community” and special interest newspapers in its news distribution, including the West Indian News, the North End Agent, the Hartford Inquirer, Identidad, Registro, and others.

Department	Diversity Goal	Area	Program/Activity	Objective
Student Affairs	Better University Community's understanding of disabilities	AccessAbility Services	Disability Awareness Week	To engage students, faculty and staff to broaden understanding of individuals with disabilities. To provide information on disability etiquette and access.
	Equal Opportunity	Career Services	Career Fairs INROADs t-Howard Foundation	Employment and internship opportunities for all
			Adherence to NACE Principles of Professional Conduct	Maintain an open and free selection of employment opportunities in an atmosphere conducive to objective thought, where job candidates can choose optimum long-term uses of their talents that are consistent with personal objectives and all relevant facts. Maintain a recruitment process that is fair and equitable to candidates and employing organizations. Support informed and responsible decision making by candidates
	Introduce office to all Eastern students	Community Service	Outreach- Activity Fair, Orientation, Health and Wellness Expo, Club Council, etc	Raising awareness of office generates greater participation among students

Student Affairs	Match volunteer programs to missions of clubs and organizations	Community Service	Focus programs towards campus clubs and organizations. Ex: Positive Steps Mentoring	
	Awareness of diverse populations		Ex. No Freeze Hospitality Center, Senior centers, Big Brother/Big Sister, after school programs, mentoring programs, Day of Giving	Introducing students to diverse populations within the community through service
	Creating events meant to bring all populations of Eastern together		Ex. Eastern Hits the Streets – brought students from different populations together on one day	Opening service activities to all students allowing them to interact with their peers.
	Bringing student together under a common interest		Ex. No Freeze Hospitality Center Programs addressing poverty	Having a wide variety of service activities which apply to the interests of the Eastern community
	Mental Health Awareness	Counseling and Psychological Services	Depression Screening	To allow faculty, staff, and students and opportunity to investigate their current understanding of mental health issues
	Improving health and preventing illness	Health Services	The work we do every day, M-F. Health, wellness and illness do not discriminate based on race, color or culture and neither do we in our practice of medicine here.	To educate students of all races and ethnicities about good health practices; to encourage and motivate them to make healthy, disease-preventing lifestyle choices.

Student Affairs	Through multicultural events and functions, create rapport and build trust with students, staff, and faculty. Expanding cultural awareness	Intercultural Center	International Student Trip To Boston, Ma	To encourage students to learn about American Culture.
			Latin American Storytelling And Food Tasting.	To provide opportunities for students, faculty and staff to learn about the Latin American Culture
	Expanding cultural awareness	Intercultural Center	Latin American Dinner Forum With Poet And Artist, Joseph A. Burgos, Jr.	To expose students to art and poetry outside of the main street media. To increase appreciation of Latin American art.
			Latin American Cultural Fair (Island Fest With Latin American Theme)	To provide opportunities for students, faculty and staff to learn about the Latin American Culture
	Through multicultural events and functions, create rapport and build trust with students, staff, and faculty.	Intercultural Center	Lunch Forum W/ Bobby Gonzalez	To provide opportunities for students, faculty and staff to learn about Native American and Latin American culture.
			Latin American Distinguished Service Awards Ceremony	To recognize achievements across ethnic borders.
			Hiking Trip At The Last Green Valley	To provide opportunities for sharing cultural experiences.
			End-Of-The-Semester/Mid-Semester Pizza Party Luncheons	To engage students, faculty and staff in relationships with people outside their social circle.

Student Affairs	Through multicultural events and functions, create rapport and build trust with students, staff, and faculty. Expanding cultural awareness.	Intercultural Center	Trip To Attend Bronx Native American Festival	To expose students to the Native American culture up close. To provide opportunities for sharing cultural experiences.
	Through multicultural events and functions, create rapport and build trust with students, staff, and faculty.		Martin Luther King, Jr. Distinguished Service Awards Ceremony	To recognize achievements across ethnic borders.
			International Student Potluck Supper	To provide opportunities for sharing cultural experiences.
	General Awareness	Orientation	Keynote: Maura Cullen	Developing a comfort zone in new student environment
	Expanding Horizons	Residence Life	RA Programs	Engage students with programs on diverse topics and cultures to open their minds to people and cultures different from their own.
			RA Bulletin Boards	Cause students to reflect on the surrounding world through informational bulletin boards on diverse topics and cultures that change often in-line with special interest theme months.
Building Relationships	Residence Life	RA Programs	Peer interaction and learning where students share one another's experiences through social and educational programming.	

Student Affairs	Training of Staff	Residence Life	Pro-Staff & RA Training	Student and professional staff are trained to implement programs on diverse topics, acceptance, and the importance of diverse experiences. Student and professional staff are trained in how to communicate with students and how to facilitate communication between students.
	Creating a Diverse Environment	Residence Life	Hiring, Training, and Placement of Staff	Diverse staff is hired and placed in each hall to best represent the diversity present on our campus so students can easily identify with someone on the staff.
	Creating a Safe Environment	Residence Life	Enforcement of Student Code of Conduct	Inappropriate comments and events are addressed promptly and appropriately so students understand the importance of differences and to promote that Eastern is an inclusive environment.
	General Awareness	Student Activities	Lead to Succeed Session: Diversity and Appreciation of Differences	To encourage student leaders to be aware of the own behaviors and be open minded about other cultures

Student Affairs	General Awareness	Student Activities & Women’s Center & FAD	Queer Comic Queens Comedy Troupe	Social Awareness through humor
		Student Activities	MALES (Men Achieving Leadership, Excellence and Success) (Club)	To improve the image, leadership qualities, and communication skills of the Eastern Connecticut State University man.
			FEMALES (Females Excelling, Maturing to Achieve Leadership, Excellence and Success) Club	FEMALES builds character of women, improves their self-esteem, and provide them with the necessary resources to empower themselves and achieve success in all their endeavors.
			OLAS (Organization of Latin American Students) (Club)	To increase the number and assist in the educational success of Latinos on Eastern's campus. To inform the campus community about the Hispanic culture.
			East Asian Cultures (Club)	To inform and educate students about the different aspects of the many East Asian cultures and languages.
			International Students Association (Club)	To educate international students as well as American students in diverse cultures and ways of life.
			NAACP of Eastern Connecticut State University (Club)	To provide students of color an opportunity to get together to bond, build and become better students and contributors to our communities.

Student Affairs	General Awareness	Student Activities	Nubian Society (Club)	The mission of the Nubian Society is to enhance educational and organizational skills and to promote student unity. The aim is to stimulate better relationships between races.
			Allies (Club)	To provide Eastern's community with knowledge and awareness of the Gay and Lesbian community. To provide the Gay and Lesbian community with a safe space and to take action and affect change.
			Spectrum (Club)	To provide a safe space for members of the gay community and their allies.
			Turkish American Student Association (Club)	To promote better understanding and friendship among Turkish, American, and other students, communities and organizations.
			Unity Group (Club)	To provide the Eastern community with social events, programs, and activities that are beneficial to one's college experience and overall development.

Student Affairs	General Awareness	Student Activities	West Indian Society (Club)	The West Indian Society serves as an information and support center for students of all origins, with a special focus on Carribean origins.
			Best Buddies (Club)	To enhance the lives of individuals with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment.
			180 Christian Fellowship (Club)	To present the call of God to the world mission of the Church; to help students and faculty discover God's role for them. To contribute to the educational, cultural, and social climate of Eastern by developing healthy human relationships, pursuing opportunities for social justice, encouraging the development of educational, personal and vocational skills, and appreciating and promoting diversity in our membership as well as reaching out to all races and denominations.

Student Affairs	General Awareness	Student Activities	Hillel (Club)	To inform and educate students about the different aspects of the Jewish culture and traditions.
			POWER (Promoters of the Word Effecting Reality) (Club)	Promote spiritual awareness and participation among students on campus.
	Building Relationships	Substance Abuse Prevention	Mentoring and Support Networks	To identify students in need of connection to social opportunities and match them with trained mentors and support networks
	Introduce students to national and global issues which impact women based on age, nationality, socio-economic strata, and religion	Women's Center	Lectures / Colloquia (Planned Parenthood)	To encourage students to stand-up for women's reproductive rights. To urge student's to vote responsibly. To provide student's information to get involved in political advocacy.
			Lectures / Colloquia (Senator Toni Harp)	To inform students about the economic challenges confronted by Connecticut's women in poor and urban areas
			Lectures / Colloquia (Dr. Michael Kimmel)	To address the social constraints that define masculinity. To address the need for men to join social movements which confront gender inequality and abuse towards women

Student Affairs	To introduce students to national and global issues which impact women based on age, nationality, socio-economic strata, and religion	Women’s Center	Lectures / Colloquia (Barbara Martinez-Jitner)	To heighten awareness about violence towards women in Northern Mexico. To situate violence towards women within the context of capitalism and economic exploitation
	To introduce students to issues pertinent to the LGBT (Lesbian, Gay, Bisexual and trans) Community	Women’s Center	(Lectures / Colloquia/ Workshops) True Colors Workshop	To deconstruct understanding of what it means to be gay, lesbian, bisexual or trans
			(Lectures / Colloquia) National Coming Out Day	To celebrate the spectrum of sexuality
	To introduce students to issues pertinent to the LGBT (Lesbian, Gay, Bisexual and trans) Community	Women’s Center/ CAB	(Lectures / Colloquia) Queer Queen of Comedy	To rethink the social and political constraints placed on gender and sexuality through comedy