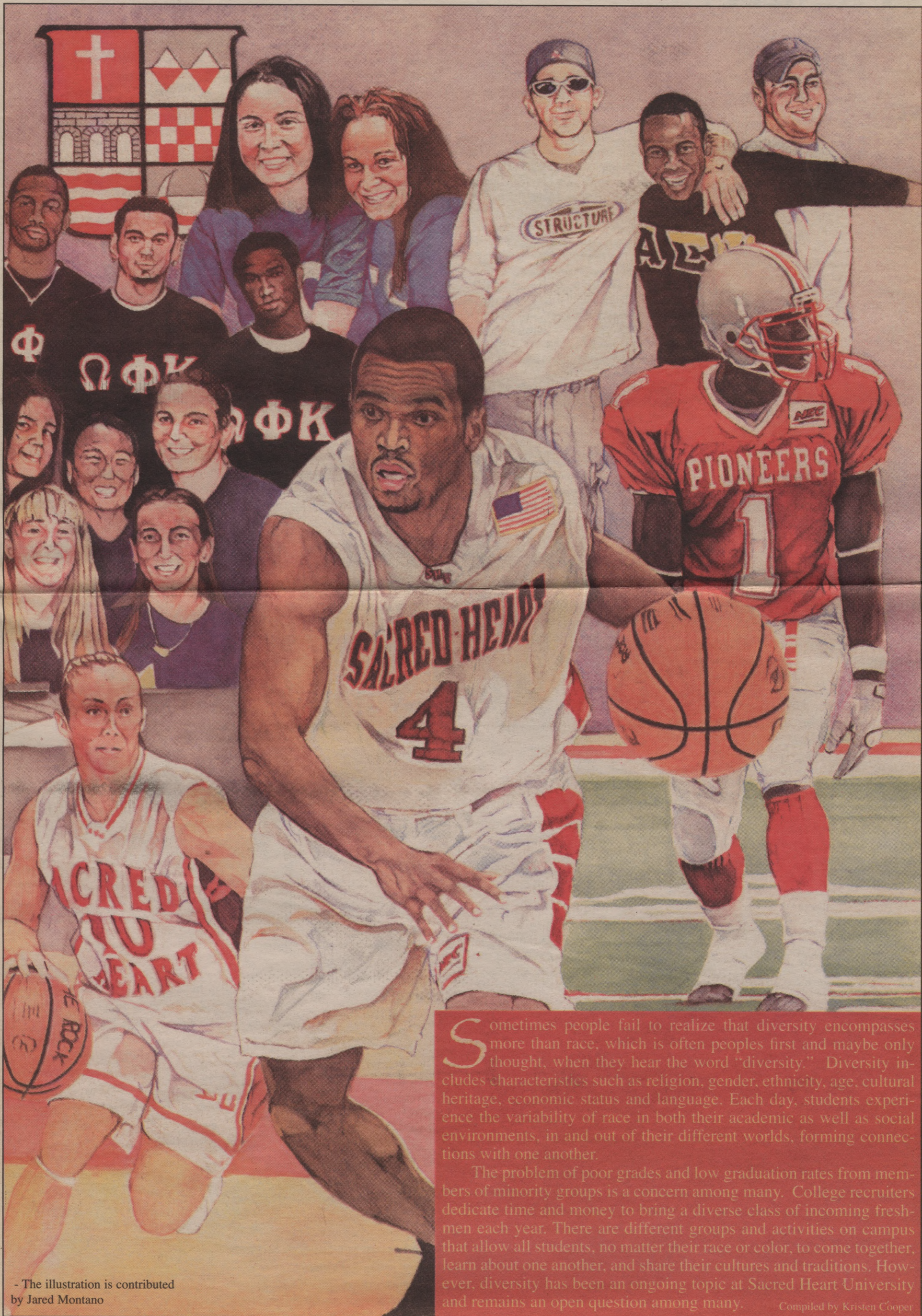




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Sometimes people fail to realize that diversity encompasses more than race, which is often people's first and maybe only thought, when they hear the word "diversity." Diversity includes characteristics such as religion, gender, ethnicity, age, cultural heritage, economic status and language. Each day, students experience the variability of race in both their academic as well as social environments, in and out of their different worlds, forming connections with one another.

The problem of poor grades and low graduation rates from members of minority groups is a concern among many. College recruiters dedicate time and money to bring a diverse class of incoming freshmen each year. There are different groups and activities on campus that allow all students, no matter their race or color, to come together, learn about one another, and share their cultures and traditions. However, diversity has been an ongoing topic at Sacred Heart University and remains an open question among many.

Compiled by Kristen Cooper

- The illustration is contributed by Jared Montano

SHU (Faculty) Voices

“In my experience, I have found Sacred Heart to be quite diverse on the level of social class, which has fostered some excellent class discussions about different kinds of media in my courses. I have been at SHU for five years and during that time I have not seen a big change in terms of the student population, but people who have been here longer tell me that as the school has moved from being a non-residential school that there has been an increase in the percentage of middle to upper-middle class white students”

Dr. James Castonguay

“Diversity is healthy and important along with common values and common ground. It could depend on context. Students in a diverse high school could be separated by differences and think of each other negatively. The same students, playing on an athletic team, could transcend those differences and come to know each other as individuals. One context separates, the other enriches.” Dr. Kikoski, a professor of political science, and Catherine Kano Kikoski, his wife, have written a book about diversity entitled “Reflexive Communication in the Culturally Diverse Workplace”

Dr. John Kikoski

“I’ve been at SHU since 1981. When I first came here there seemed to be greater diversity within the student population than there is now. But I have no hard data to support that perception. On the faculty and within the administration there is little diversity and always has been. I think this may in part be a reflection of how difficult it is to hire minority instructors and administrators. Those persons are in demand; they are able to get positions at the schools they want and they command hefty salaries. We have been unable to meet the salary demands of minority professionals, though there are obviously exceptions to that notion. In any event, economic factors, not preference, have influenced most strongly the composition of our student body and faculty, I suspect. What we might do as an institution is commit ourselves to maintaining diversity within our community, irrespective of the inconvenience of having to provide more financial aid for some students and larger salaries for some administrators and faculty. This, of course, produces resentments and cries of ‘unfairness,’ but perhaps we at this place and time will have to live with inequities to make up for the unfairness of the past”

Dr. David Curtis

“As far as the University, it tries very hard to attract [a diverse student body]... But, it’s not easy. All the other universities are also trying to attract groups that would make their population more diverse”

Dr. Nicole Cauvin

-Compiled by Mark Stanczak, Kristen Cooper, and Nadia Korovesi

Behind The Scenes Of SHU Admission Policies

Megan Pompey
Staff Reporter

Imagine that after putting great effort into your college applications you are rejected or accepted based solely on your ethnicity and race. The time and effort you put into your essays, all the times you took the SATs to improve your score, the days or nights you spent in SAT prep courses, the pride you took in asking teachers to write recommendations to complete the application package, all the hard work to show the admissions staff everything you have done to get where you are, and none of it counts. Well, according to an article in USA Today by Mary Beth Marklein, students who applied to the University of Michigan experienced just that rejection because they were white students and not of another ethnicity or race.

Three national groups critical of affirmative action have “contacted presidents of selective public universities in 20 states asking for detailed admissions information, such as the extent to which an applicant’s race or ethnicity factors into decisions, and whether targets or quotas have been set for certain racial or ethnic groups. They plan to extend the inquiries to universities in most, if not all, states.” The Supreme Court ruled back in June that universities might consider race when it comes to applicants. But policies such as the one the University of Michigan has, “including awarding points based on an applicant’s race or ethnicity, were ‘unconstitutional.’” The Center for Individual Rights represented the rejected white students in the University of Michigan legal case. This isn’t the case for every college and university but it is certainly gaining the attention

of political figures and educators alike.

“We want the classes to be diverse in many different ways, not just ethnically. We want to make sure that there aren’t too many males or too many females, too many athletes or too many people only interested in student government or the band for example. We want students who have been involved in and are interested in many different activities,” said Karen

“We want the classes to be diverse in many different ways, not just ethnically”
Karen Guestelle

Guestelle, the dean of Admissions here at Sacred Heart University.

“We pride ourselves for reviewing every applicant individually, we read all the essays, scour all the transcripts, look at the SAT scores, and read all the teacher recommendations,” said Guestelle.

The admissions staff is making every effort to attract a diverse student body. SHU also offers optional interviews to students as part of the application process. “This past year we went off campus regionally to applicant’s hometowns and we interviewed 600 students that way,” said Guestelle.

“We value the interviews because it helps us look for trends. We can see things that we may not see in the application,” said Guestelle.

“We spend a lot of time to make sure that the students that enroll here bring a lot to the SHU community to represent the world you will enter when you graduate,” says Guestelle.

According to Guestelle, in the past few years the number of applicants has increased. This year alone there were applicants from 24 different states and 10 different countries.

Guestelle points out that the admissions staff makes many efforts throughout the year to target different ethnicities and different populations of students. They run Hispanic college fairs every fall. They coordinate with Bridgeport high school students to help them develop an interest in SHU and they also host groups on campus offering information sessions and campus tours, admissions also recruits in different high schools for diversity. While the SHU admissions staff does spend time recruiting for ethnic diversity they also make sure to focus on other kinds of diversity when going over the student applications. They want students who have been involved with many different activities and have many different interests.

In the midst of law suits and investigations such as the one going on with the University of Michigan “unconstitutional” admissions policies are being brought to the public attention however, Guestelle made a point in stressing the fact that although Sacred Heart University does make efforts to recruit a diverse student body they also keep the best interest of the Sacred Heart community in mind giving each student’s application individual time and attention.

“Admission requirements are the same across the board. They are the same for everyone,” said Guestelle.

One Word... Many Meanings

Ashleigh Bepko
Staff Reporter

When you hear the word minority what is the first image that comes to your mind? Is he or she African American, Asian, or Hispanic? Over the years this word has lost its real definition and has become a word that is demeaning and derogatory. Sometimes people use this word to define a group of people that do not actually fit the definition. For example, does it sound right when a statistical sheet came out and says that New York is now populated by 80% of minorities? If these people are the majority of a statistic then the word by definition no longer applies. The question that remains open is “Why does this happen?” Is it because of the way people are taught, the area that they grew up in, or can it be a simple thing like jokes that are made among friends that could in turn make someone think of a group of people in a different way.

One of the meanings for “minority” in the Webster Dictionary is, “an ethnic, racial, religious, or other group having a distinctive presence within a society.” A junior psychology major at Sacred Heart, who wishes to remain anonymous, said, “the actual definition of minority was never meant to be used in the way we use it today. I think that if people just took the time to become more educated

about things and people they don’t know, then these views would start changing.”

There are many ways to look at and examine this topic, because people from white suburban schools are not going to have the same views as an African American from the inner city. For example, Meghan Sullivan from Windham, NH said, “Because of where I grew up when I hear the word I think of the one or two specific people that were in my high school, needless to say we were not very diverse.”

A member of the men’s basketball team confessed how the word “minority” affected him. When he decided to come to SHU he had to leave his own country and everything that was familiar to him. Kibwe Trim from San Juan, Trinidad said that he defines the word “minority” as, “whatever is not most common,” then he went on to say “I came from a place where I was the majority so it’s obviously a different feeling, in terms of what your place in society is, but I don’t really spend any time thinking about it, I just deal with whatever comes with being a minority whether it be positive or negative.”

Another student, Kara Brady, who is involved in the study abroad program over



Photo Illustration by ROBERT TRENSKE

Abstract picture representing the meaning of minority

in Ireland, shared her views now that she had experienced a new culture. “I guess it’s different than I had expected, being the minority coming from a country where I didn’t exactly know the true meaning. It’s like you don’t really know something until you’ve actually experienced it, or walked in someone else’s shoes. When you do though, you’re more aware of your surroundings and the people around you. I sometimes think, what are they thinking about me as an American, or as a person and as someone being in their native country? It keeps you on your toes all the time because you’ll respect their way of life, while trying to bring a little of your own into theirs, but it’s hard not knowing exactly how they’ll receive you. I’m much more aware of these things now because of my new experience.”

SHU Students Respond To Minority Poll

Do you think SHU is as diverse as first presented to you?

59	66	59	40	Yes
Freshman	Sophomores	Juniors	Seniors	Total= 224

61	74	91	59	No
Freshman	Sophomores	Juniors	Seniors	Total= 276

Do you think that students form clicks with other students with the same ethnic background?

93	115	130	80	Yes
Freshman	Sophomores	Juniors	Seniors	Total= 416

27	25	20	10	No
Total= 84				

Do you feel diversity at SHU has increased or decreased over the years you have attended school here?

N/A	100	104	60	Increased
	Sophomores	Juniors	Seniors	Total= 196

N/A	20	19	15	Decreased
Total= 39				

N/A	20	27	15	Same
Total= 38				

Jill Tomasz
Staff Reporter

Small, private, catholic institutions like Sacred Heart University have long struggled to attract and keep minority students who don't feel comfortable in their campus environment. But, why is it that such minority students feels so uncomfortable? Not everyone is going to agree about the reasons of why one feel comfortable at a school or not but some possible reasons deal with peer pressure, poor preparation from high school, students, setting, classes and the list could go on. There are bound to be obstacles for students who attend higher education but is there really a set reason why they don't feel comfortable?

After conducting a poll of 500 Sacred Heart students (120 freshman, 140 sophomore, 150 juniors and 90 seniors) over the course of a month, results varied among classes.

Each student that participated in this poll was required to fill out all sections and specify whether he/she was freshman, sophomore, junior or senior. Freshmen students were excluded from answering whether they thought the university has increased, decreased or stayed the same over the years.

"Sacred Heart has worked hard to increase diversity, they just need to integrate minority students into the overall community as opposed to segregating them into their own clubs," stated one anonymous senior. It was established that 66 percent of seniors thought diversity has increased over the years they have attended school here.

"Diversity has to be more than student population," wrote another student on the poll.

Eighty six percent of juniors believe that students form cliques with other individuals from the same ethnic background. This idea was confirmed by 82 percent of sophomores too.

"Sometimes you feel that you can't belong if you aren't like them. They have their own 'way' so to speak and sometimes that is intimidating," added a freshman.

A senior stated on the poll "One downfall to SHU for not being as diverse as other schools is the size of the university. The more people who attend the more likely diversity will occur. I think they do a decent job about having various ethnic clubs accessible to the student population."

Out of sophomores, juniors and seniors (380 students) 51 percent of them believe that diversity at Sacred Heart University has increased over the years they have attended.

It is difficult to give a straight answer to the question "Why do minority students feel uncomfortable in the campus environment?" The poll showed that many students had different opinions about diversity on campus when they first came here. Even though over the past years colleges and universities have instituted a wide variety of programs and new curricula in an attempt to better educate students for a more diverse society, it is evident that complete diversity is very difficult to be achieved.

Some possible ways to alleviate this problem is by holding late-night dorm group discussions that can introduce students of different race to one another and ask students first hand what would make them feel more welcome in their new environment.

Socializing with nonwhite students is a positive experience for non-minorities. Increasing the numbers of minority students on campus not only expands opportunities for those of different racial background, but also enhances the educational experiences of white students.

-Another contributor to this story is Kelly Ryan who helped conduct the survey.

SHU students respond to questions about campus diversity.

The Spectrum/AMANDA BETTIS

SHU Faculty Responds To Diversity

Mark Stanczak
News Editor

The term "diverse" is among the buzzwords and catch phrases that institutions of higher learning use to promote their relevance to the wider world. Today, universities wish to be known much less for their ivory towers than for their vibrant communities. As far as this university is concerned, the faculty has a diverse opinion on the state of campus diversity.

According to President Cerna, Sacred Heart University is important because it is an "institution on the move" that provides a "total education experience." In the President's Report, the term "diverse" is used to describe the educational, financial, and residential composition of the student body.

Yet, diversity is a concept whose definition varies from person to person. When faculty considered the issue of diversity on campus, different meanings were ascribed to the word.

"It depends on how you define 'diversity,'" said Dr. Christel Manning, associate professor of religious studies. "You can talk about [gender diversity], I assume you're talking about ethnic diversity. In my perception Sacred Heart is pretty good in terms of male/female diversity in both faculty and students."

The ratio of female to male students at Sacred Heart is roughly 6:4, meaning there are 50% more enrolled women than men. Since the 1980's national female enrollment in higher education has remained higher than male enrollment,

according to the World Resources Institute. The national ratio of female to male students in higher education is roughly 11:9, meaning there are roughly 22% more enrolled women than men.

But the most common assessment of diversity in both faculty and students dealt with racial or ethnic characteristics. Some faculty members feel that Sacred Heart is a relatively multicultural institution, citing their firsthand experience with students and colleagues.

"[When I first came to SHU] I could teach four classes a semester and not see one black student. That is no longer the case"
Dr. Christel Manning

"I am impressed by the diversity of our University in terms of race, gender, religion and national origin. I am equally impressed by the diversity of our student body," said Dr. Ramzi Frangul, associate professor of Economics and Finance. "I have many students who come to Sacred Heart from throughout North America and many students who come from South America, Germany, Italy, Eastern Europe, Africa, the Middle East and Asia."

Yet, the faculty is split in their views

on this issue. Some other professors voice opinions that the university is not where it should be in terms of racial and ethnic diversity on campus.

"I don't think that Sacred Heart University has a significant representation of minorities in terms of faculty and probably not in terms of students," said Dr. Edward Papa, associate professor of philosophy. "But I think that there is not at all diversity in my department."

"Sacred Heart University is not as diverse as it could be. The faculty, staff, and student body lack the level of diversity one would expect at a world class university," said Dr. Stephen Brown, Dean of the College of Business. "In terms of diversity, the population at Sacred Heart is about the same as when I first came here [7 years ago]."

And the faculty is equally split on their perception of the change in diversity over the life of the university. Dr. Manning, like Dr. Papa and Dr. Cauvin of Sociology, felt that over the years diversity has improved among the student population.

"[When I first came to SHU] I could teach four classes a semester and not see one black student," said Dr. Manning. "That is no longer the case."

However, statistical data from the Registrar and other sources show that there has been a dramatic decline in the percentage of AHANA (African Hispanic Asian Native American) students in the overall population. Over the past ten years the percentage of full-time non-Caucasian students has dropped nearly in half to approximately 11% in 2001.

Diversity Myths And Realities

Nadia Korovesi
Special Report Editor

One of the major principles of the Greek Life philosophy is that all Greek organizations do not discriminate against race, creed, sexual orientation, or gender, but are open to all students. But how diverse is Greek Life concerning minority students?

"There are two Greek Organizations in particular that celebrate diversity. They are brother and sister organizations, Omega Phi Kappa Fraternity and Delta Phi Kappa Sorority," said Jane Sanders M.S., coordinator of Greek Life and Leadership Programs.

Omega Phi Kappa Fraternity's goal is to promote a solid understanding of brotherhood. By reaching out to young men of all ethnic and racial backgrounds, giving them the chance to get involved and share their ideas.

"Our motto 'Unity and Diversity leads to Knowledge,' can best summarize what diversity means to this organization. We feel that a solid unit of diverse people will create an

is something for everyone in Greek Life," said Sanders. Indeed, as the presidents of those organizations confirm some are diverse while others are not.

"Nu Epsilon Omega, has a ratio of minority students which is very reflective of the ratio of minorities that attend SHU as a whole. We are currently made up of 25 young women, representing about 10 different ethnicities," said Siobhan O'Hagan, who is the president of Nu Epsilon Omega Sorority.

"In Beta Delta Phi we have 2 out of 19 girls that are minorities. That is 10.52% of the organization," said Leslie D'Addio the president of Beta Delta Phi Sorority.

"In my fraternity we are 25 brothers with no minorities at all, and we are all Caucasians," said Anthony DiBari the president of Sigma Delta Chi Fraternity.

According to an anonymous survey conducted by "The Spectrum," some students feel differently.

"The sororities and fraternities definitely promote 'cliques' that divide students rather than bringing them together," said one junior.

"Many of the clubs at SHU are

"All clubs and their events are open to everyone, however these clubs do find it challenging to get more than the minority students involved because a lot of people think that these clubs are for exclusive groups," said Shah.

The fact that some organizations are not diverse concerning minorities might be due to an overall non-diverse student body. In particular, during the academic year 2001 the ratio of non-Caucasians at SHU was 10.6%. The President of the Student Government, Jennifer Hradek, adds her own opinion about diversity on campus.

"If I were to say SHU wasn't diverse ethnically, I would be wrong because we have many students who come from different backgrounds and countries. However, I don't think SHU is very ethnically diverse. The population of our school is mostly made up of white, middle to upper class students. I would say students are more diverse in their interests and passions, and that the individuality of students at SHU make it diverse, not their skin color," said Hradek.

Some students at Sacred Heart share similar ideas concerning diversity on campus.

"We feel that a solid unit of diverse people will create an environment in which ideas and information can flow freely"

Paul Herman, Omega Phi Kappa

environment in which ideas and information can flow freely. In Omega Phi Kappa 15 out of 22 brothers are from different ethnic backgrounds besides white American," said Paul Herman, who is the president of Omega Phi Kappa Fraternity.

Delta Phi Kappa Sorority aims to assist the young and elderly of the Bridgeport community. Their service includes Interfaith Volunteer Caregivers and Central High School tutoring.

"I believe that my sorority is very diverse. Right now we are made up of 18 women and 13 of them are minorities. Many of our members have Spanish background but we also have a lot of African Americans," said Kivette Parkes, the former treasurer and current member of Delta Phi Kappa.

Many who are in charge of Greek Life have a positive view regarding diversity within sororities and fraternities at Sacred Heart community.

"I feel that the Greek Community at Sacred Heart University is diverse. There are ten organizations here and each one of them is unique. There

surrounded around a certain background. It is intimidating when you approach people and they look at you as if you have six heads," added one sophomore.

"Sacred Heart needs to have more mixed fraternities and sororities. They should make students from all different backgrounds get involved in their activities instead of alienating them," said one junior.

In addition to Greek Life, three clubs are open to the campus though common misconceptions prevent some students from getting involved.

"UMOJA means unity is Swahili and is a club that promotes awareness about the African American culture and history via celebrating Black History Month. There is also La Hispanidad, which is the oldest multicultural organization on campus, and they focus on promoting awareness about the Latino culture," said Farheen Tina Shah the director of International/Multicultural Affairs.

Additionally, one other organization, the International Club, focuses on promoting awareness about the International community within SHU.

"I think that this school is very segregated and if we had more minorities, people would become more open minded and they would accept others. The majority of students here come from similar backgrounds and they don't have much of a change from their 'home lives' when they come at SHU. With a more diverse student body people will learn more about the background of others and they will be more welcoming to those from different cultures," said Maggie Brauer, who is a junior.

Diversity isn't something that can be changed from one day to the next. However, Hradek has been a student of Sacred Heart almost four years and she has noticed improvement in that respect.

"I would say that SHU has worked to make students more aware of diversity. There has been an increased focus and increased number of programs like Student Life, the International/Multicultural Center, Greek Life organizations, residential life, the office of service learning, and campus ministry that have been aimed at making students and faculty more aware of other cultures and different types of people," she said.

Another member of Student Government Justin Gage, who is the vice president of SET, is concerned about the lack of racial and ethnic diversity on campus and tries to give possible solutions to that problem.

"The staff members in the admissions office work extremely hard to get the best students coming to Sacred Heart, but maybe our recruiting efforts could be targeted towards high schools with primarily minority students. Another issue that seems to be neglected often is scholarships for international students. I think something should be done on a larger scale to try to increase the international student population at Sacred Heart. It would really add so much to the school's community," said Gage.

Diversity in Athletic Teams

Kelly Ryan & Jess Mcann
Staff Reporters

What if Sacred Heart didn't have athletic teams? Would it stand in the same diversity level? Seemingly enough, it would probably be quite less without athletics and still not all sports teams consist of ethnically diverse players. The Athletic Department of Sacred Heart University consists of 32 men's and women's sports teams. Out of these 32 teams, there's a list of 79 who are non-white. Out of these 79, 15 are Hispanic, 35 are African American, 4 are Asian, and 25 lay in the category of "international". The following coaches were asked how diverse they felt their teams are in terms of ethnicity. There were some coaches who wished not comment.

Joseph Barroso, the head coach of women's soccer said, "We have players from different parts of the world and I would say [the team] is very diverse. I think because of our success over the past few years we are able to attract different types of players, especially here in Connecticut. Diversity in women's soccer is still increasing here at SHU."

"I'd have to say our coaching staff is more diverse than the team. I think we have one girl whose father is from Romania and that's probably as diverse as it gets. I think field hockey is a very popular sport all over the world where both men and women play. But I tend to believe that here in the United States this sport has been more of a prep private school sport where I don't think you would find many minorities and a lot of diversity. We've had a lot of interests from students in Trinidad and some from Canada but I think a lot of the cases had to do with funds, and we just haven't had the chance to bring them over," said Christine Blais, the head

"I believe that as a whole our athletic teams are very ethnically diverse."
Donald Cooke

coach of field hockey.

While Elizabeth McGreevy, the head coach of women's volleyball feels that, "In terms of ethnical diversity, I think it's fair, we have 13 girls on the team and I have three who are minorities. The team has become more diverse since I've been here. I think a big thing is recruiting; I go out looking for student athletes who can do well here athletically and academically not based upon their ethnicity. It's based on how good the player is. I only get a small percentage of minorities who are interested in the sport."

Mike Guastelle, the head tennis coach and assistant athletic director reasons with ethnic issues at Sacred Heart. He said, "I think in the game of tennis there are not that many African Americans involved. This year we do have one African American playing on our team, and last year we had an Indian woman who played for us. In recruiting we have seen more and more diversity since I've been here and I hope to see more in the future."

The head coach of track and cross-country Christian Morrison commented, "I think my teams are very reflective of the overall general student body in terms of diversity or ethnicity. They are not as diverse as I would like but I don't think that's necessarily true for all of our teams. Everyone who recruits for the university knows that ethnicity is something we are all sensitive to. We all make an honest effort in trying to recruit a diverse population."

Donald Cooke, who is the director of intercollegiate athletics, feels that Sacred Heart is doing a good job at keeping ethnic diversity. "I would say we are fairly diverse. When you look at our basketball, hockey, and soccer teams you find kids from all over the world. Then you have the teams that are ingenious to the American past time, such as baseball. I believe that as a whole our athletic teams are very ethnically diverse."

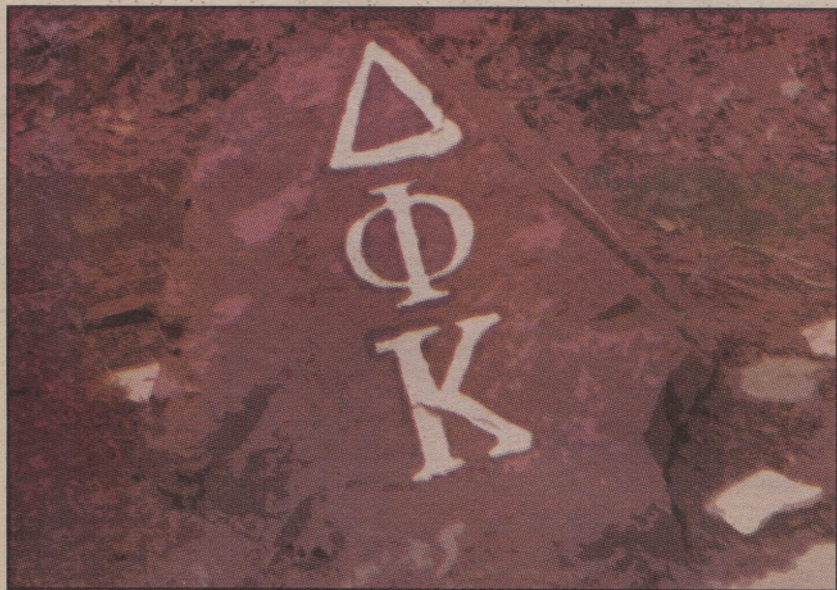


Photo Illustration by ROBERT TRENSKE

The Delta Phi Kappa organization rock by the quad.