Strategic Plan for Diversity & Inclusion
Report for 2018-19

<u>Values Framework</u>

As an expression of our educational mission, Haverford College's *Strategic Plan for Diversity and Inclusion* (SPDI) builds upon the College's foundations in Quaker-rooted commitments to peace, justice, equality, and community, seeking to add momentum and means for our becoming fully a place where all constituents thrive in the spirit of mutual respect, trust, and care. It is fueled by recognition of Haverford's ever-maturing dedication to diversity in all its complex and rich implication, understanding that our campus has changed over nearly two centuries from a haven for young white male Philadelphia Quakers receiving a "guarded education" to a multi-cultural, multi-ethnic, non-sectarian, mixed-gender and gender-fluid, global educational locus capable of nurturing and sustaining a truly pluralistic ethos.

Building on affirmation of diversity as an *educational value* consistent with our fundamental mission, we seek to harness institutional commitment and collective engagement in order to foster diversity as a varied and vibrant *process.* Our aim is to promote diversity not as an entity or a particular goal but instead as a dynamic experience through which excellence and equity in teaching, learning, and student/staff/faculty development advance the College as a creative, self-challenging, and transformative community.

Therefore, the key imperative of this Plan is precisely its expectation of being realized by everyone to whom it is addressed, materializing diversity and inclusion as living ideals at the heart of our identity and mission.

Taken in sum, these ideals aim to help the community realize three key goals:

- To promote diversity and inclusion in and beyond the classroom, lab, and studio as core values of our educational mission, whether curricular or co-curricular.
- To foster a campus climate in which every member of the community can flourish.
- To cultivate diversity and inclusion as components of our strategic vision by considering how these values advance our ability to align what we do with who we seek to be.

Strategic Framework

This *Strategic Plan for Diversity and Inclusion* (SPDI) presents some five dozen proposed initiatives designed to promote Haverford's efforts to become an ever-more diverse, inclusive, and supportive community for all its members. Building upon a variety of pre-standing core commitments and activities (located in areas such as Admission and Financial Aid, the Office of Multicultural Affairs, the Marilou Allen Office of Service of Community Collaboration, International Student Support, Quaker Affairs, the Office of Academic Resources, Access and Disability Services, the Women*s Center, and the Center for Peace & Global Citizenship; and in such initiatives as the Chesick Scholars Program, the Summer Social Justice Institute, Horizons, and the Initiative for Ethical Engagement and Leadership), the SPDI was drafted to add new opportunities and resources for connecting people, ideas, and programs across the full institutional landscape, drawing on the reservoir of creative energy expressed by all community members.

The recommendations and ideas distributed through the SPDI's four organizing areas (community; student life; teaching and learning; working at Haverford) constitute five key themes of the SPDI:

A. Forms of community engagement
B. Opportunities for mentoring, leadership training, and professional development
C. Strategies for deepening diversity's relation to learning
D. Approaches to improving campus and classroom climate
E. Resources for community members to pursue original ideas for diversity and inclusion

Implementation Framework

In the wake of the SPDI's composition by the President's Task Force on Diversity and Community, the Council on Diversity and Inclusion was constituted to carry on the practical work of implementing and assessing the SPDI, with representation from the Provost's Office, the Dean's Office, Human Resources, student leadership, and the President's Office. Clerked by the President, and working in alliance with standing administrative, faculty, student, and alumni offices/committees, the CDI is charged with detailed execution and monitoring of the Plan's specific initiatives over a five-year period ending in 2021.

As the SPDI continues to unfold, the CDI will have responsibility for the following activities:

- Identifying the **project lead** and any relevant collaborators for each initiative.

- Defining a **timeline** for each initiative's initiation and, where relevant, completion.

- Calculating and pursuing **resources** required to establish and support each initiative.

- **Modifying** the SPDI as dictated by experience and continued consultation from the community.

- **Assessing and reporting** on the SPDI's progress on an annual basis.

- **Assessing the SPDI at the end of its intended five-year life-cycle** and recommending a protocol either for its modified continuation or for the development of its replacement.

The results of these efforts thus far are summarized below, evaluated along a continuum of achievement from "early stages" to "accomplished or established." The original collection of initiatives, organized by the four constituency areas (students; faculty; staff; and community-as-a-whole) can be found in the full SPDI document: the following list represents about 85-90% of the agenda laid out in the Plan.

<u>Context for the Current Report</u>

2018-19 was a busy and productive year for the SPDI, with several initiatives moving from drawing-board to actuality and many newly launched projects gaining clarity and strength. The CDI was especially gratified in seeing important initiatives advance across all four organizing categories, thanks to the creativity and diligence of faculty, students, staff, and alumni working individually and together, in ad hoc groups and via standing offices and committees. The complete inventory status is reported at the end of this report, but here we'd like to note just a few exemplary highlights from each rubric:

<u>Community</u>:   • A pilot Ombuds Program was introduced, with former Senior Associate Dean of the College Steve Watter serving as its initial incumbent.

• Led by an ad hoc group of student leaders, Intergroup Dialogues took shape this year as the Discourse on Discourse project, while SURGE continued its sponsorship of Community Conversations, Actionable Solutions (CCAS).

• The All-Gender Bathroom Project progressed through nearly every administrative and academic building, work that continues into this year.

• Attic Youth Center presented a series of workshops on LBGTQ+ issues.

• Institutional Research and the Data Stewardship Council, in partnership with the President's Office, continued development of improved diversity data collection, curation, and deployment.

<u>Student Life</u>:   • LIFTFAR gained new support of $200,000 via a President's Challenge Match. The program also introduced new mechanisms for supporting low-income students, including offering reusable refrigerators, fans, and other dorm-room articles, as well as Commencement robes. Workshops on financial literacy and management were also offered by alums in partnership with LIFTFAR.

• Customs has implemented the Haverford Resources Fair.

• Guided by Haverford Votes (a non-partisan group of faculty, students, staff, and community members), Haverford achieved status as a polling place and saw a record number of student voters for a non-presidential election via the Decision Haverford initiative.

• Five projects were funded via the Student Diversity Initiative Fund.

• Re-Act Conversations, sponsored by OMA, were re-installed and expanded.

Teaching & Learning: • Led by Provost Fran Blase, the Task Force on Classroom Climate completed its first year of intense exploration, organizing its work into four areas: (1) Pedagogy and Curriculum; (2) Infrastructure/Resources; (3) Institutional Practices; (4) Cultural Dimensions.

• Led by Dean of Diversity and Community Engagement Theresa Tensuan, the College developed a suite of initiatives funded by the Lumina Fund for Racial Justice and Equity designed to support a diverse learning population in an environment dedicated to egalitarian educational practices.

• Faculty Hiring Workshops were introduced on bias awareness and inclusive search practices; a new position, the Faculty Liaison for Inclusion, Equity, and Diversity (HC-FLIED), was created to support the work of all faculty searches.

• The initial Departmental Diversity Plans were developed by several departments across the divisions.

• The Provost's Office supported faculty development with several new initiatives, including memberships to the National Center for Faculty Development and Diversity (NCFDD); writing workshops; the "book buddy" mentoring program; interactive workshops focused on diversity, innovation, and inclusive pedagogies.

Working: • Diversity and Inclusion Training was expanded within and beyond the Staff Orientation Program.

• The Employee Professional Development Program was introduced, with enhancements to learning modules for software, organizational management, public speaking, and Workday (tailored to specific areas and interests).

• New Management & Leadership Training opportunities were introduced, with a focus on effective leadership, performance management and management challenges.

• The Staff PAE (Professional Advancement via Education)-it Forward Program was developed in order to produce staff opportunities for educational training and development that expand their professional capabilities, both at and beyond the College. The centerpiece of this program are Watkins Tuition Grants, named for former Registrar Lee Watkins.

• Employee collegiality events were hosted in such venues as the Centers, OMA, Women*s Center, HR, the Staff Association Executive Committee, and CESR.

<div align="center">CDI/SPDI: (Provisional) Closure</div>

The SPDI was adopted in the spring of 2017 after a two-year process of community engagement led by the President's Task Force on Diversity and Inclusion. Though, as noted above, the CDI was charged with its implementation over a five-year period, community energy and commitment has been such that its initiatives have been largely realized. Nearly all program ideas, whether new or revisionary, have been initiated and, as appropriate, reached completion, settled into the ongoing life and infrastructure of the campus experience, or established an evolutionary (even experimental) trajectory. Accordingly, this report, in addition to conveying an update on progress made with specific initiatives, will constitute the final chapter of the CDI's work. Particularly as we welcome new presidential leadership and embark on a new phase of systemic strategic planning, it is time for the CDI and SPDI to make way for new structures, frameworks, and formulations through which the College can effectively express its commitment to sustaining a just, equitable, inclusive community. For while we are grateful for all that so many have done to materialize aspirations concretized in the current SPDI, we are more than ever mindful of the dynamic nature of this work, its need to balance the stamina and focus required to realize specific ideas with recognition of emergent, pressingly contemporary conditions and the fresh thinking and expectations they generate. We look forward to participating with current and future versions of the Haverford community in advancing the ideals through which each and every member of our community, and those whom we each touch beyond the College's boundaries, can thrive in pursuing lives of purpose and dignity.

<div align="center">Initiatives Status Update</div>

[Please Note: Letters in brackets indicate category, per "Strategic Framework" section above, i.e.:

  A. Forms of community engagement
  B. Opportunities for mentoring, leadership training, and professional development
  C. Strategies for deepening diversity's relation to learning
  D. Approaches to improving campus and classroom climate
  E. Resources for community members to pursue original ideas for diversity and inclusion]

Accomplished or Established

<u>Student Life</u>

• LIFTFAR: Resources for Low-Income and First-Generation students beyond Financial Aid [D]

• Haverford Student Loan Debt Relief Program launched [D]

• Revised Rufus Jones curriculum for student leadership [B]

• Revised Customs training (w/focus on restorative/transformative justice framework) [B]

• President's Fund for Student Diversity and Inclusion [E]

• Diversity and Activism Summer Archive Internship [C]

• Haverford Resources Fair [A]

• International Student Emergency Fund [D]

• SURGE: Student-Conceived/Guided Mentoring Program for Ardmore Youth [B]

• Student-Guided Public Events Series, "Community Conversations/Actionable Solutions" [A]

• OMA-Curated Network/Registry for Affinity Groups [B]

• QHouse established [D]

• Multicultural Alum Mentoring Program (MMI: MAAG Mentorship Initiative)/Life Skills Workshops [B]

Teaching and Learning

• TriCo Philly Semester Program launched [C]

• Best Practices and Diversity Training for Faculty and Staff Searches [D]

• Task Force on Classroom Climate and Inclusive Learning Environment [D]

• Lumina Fund for Racial Justice & Equity Grant: Sustainable Pedagogies for Multicultural Classrooms [D]

• "Visible Curriculum" Project [C]

• General Education Requirements Revision [C]

• Diversity Course Development Fund [D]

• Diversity Plans for/by Academic Departments (faculty development; curriculum; pedagogy) [C]

• Workshops for Teaching in Diverse, Multi-Learner Classrooms [D]

• Added to Faculty Professional Activity Form: "initiatives in support of diverse learning community" [C]

• Expansion of TLI for Post-Appointment/Post-Tenure Faculty [D]

Working

• Supervisor and Management Training Programs [B]

• Staff Orientation Program, including Diversity and Inclusion Training [B]

• Staff PAE (Professional Advancement via Education)-It Forward Program/Lee Watkins Grants [B]

• Employee Professional Development Program [B]

<u>Community</u>

• All-Gender Bathroom Initiative [D]

• Queer & Trans Issues Working Group [D]

• Marilou Allen Office of Service & Community Engagement (opportunities for staff service trips) [A]

• Ombuds Pilot Program [D]

• Discourse on Discourse [A]

• Mandatory Title IX and Anti-Harassment Training [B]

• Digital Storytelling Project [C]

• *Haverford Votes:* Student Voter Registration/Engagement Initiative [A]

• Staff-Guided Thanksgiving Food Basket Project [A]

• Name Pronunciation Project [D]

• Gender-Neutral Language Policy for Official College Communications [D]

• Expanded Language Resources at Commencement [D]

• Expanded (re)Act and Reading Rainbow Programs [A]

• Migrations Encounters Project (via IEEL) [C]

• Archive of Africana Philosophy [C]

Designed or Under Development

• Improved Advising Program [B]

• Reimagined, Expanded Multicultural Scholars Program (Peer Networking and Mentoring) [B]

• Mini-Break opportunities for training and engagement [B]

• Improved Demographic Data collection, assessment, and management [D]

• Collegiality Fund (Staff-Faculty-Student Interaction) [E]

• Student Engagement Podcast Program [A]

Respectfully,

The Council on Diversity and Inclusion:

Kim Benston, President (Emeritus)
Fran Blase, Provost
T. Muriel Brisbon, Director of Human Resources
Franklyn Cantor, Special Assistant to the President
Andrew Eaddy, '19, Initiatives & Communications Correspondent for the Office of Multicultural Affairs
Theresa Tensuan, Dean for Diversity, Access, & Community Engagement; Director of the OMA