



# HVERFORD COLLEGE

## Strategic Plan for Diversity & Inclusion

The Task Force on Diversity and Community, convened in the fall of 2014, is a presidential committee composed of students, faculty, staff, and members of the Board of Managers and Corporation charged to develop a multi-level institutional strategy that:

- addresses our campus climate;
- fosters academic initiatives that deepen and extend expansive and inclusive learning; and
- supports diverse campus populations of students, faculty, and staff.

In preparing this Strategic Plan for Diversity and Inclusion (SPDI), the Task Force first conducted an extensive Climate Survey (the results of which are communicated in the memo titled “2015 Climate Survey Report”: <https://www.haverford.edu/sites/default/files/Office/President/climate-survey-report.pdf>) and then explored four key areas of experience and learning: **Community Life; Student Residential and Co-Curricular Experience; Teaching and Learning; and Working and Thriving at Haverford**. Each working group engaged community members in an iterative process of discernment and development, ultimately arriving at a set of proposed initiatives that together constitute the draft Strategic Plan for Diversity and Inclusion (SPDI).

The focus of this draft SPDI is on new rather than on-going programming, activities, commitments, and structures; but it’s worth enumerating here some of the more salient of those continuing activities, particularly very recent ones, because they provide robust complements and contexts for the SPDI’s fresh ideas. Even as the Task Force undertook the work of producing the current document, its members and others in the College began addressing some specific areas, including: new forms of faculty and staff training; improved diversity data collection and assessment; securing of philanthropic support for extension of the Chesick Scholars Program and the Mellon Mays Undergraduate Fellowship Program; establishment of new space for the Office of Access and Disability Services; and the appointments of Theresa Tensuan to the new position of Dean of Diversity, Access, and Community Engagement, Qui Alexander as Program Coordinator for the Women’s Center, Ben Hughes as Program Coordinator for the Office of Multicultural Affairs (OMA), Sherrie Borowsky as Coordinator of Access and Disability Services, and Muriel Brisbon as Director of Human Resources. Concurrently, dedicated alumni have formed the Multicultural Alumni Action Group (MAAG), whose leadership advised the Task Force throughout its deliberations. In addition, much work related to specific initiatives described in this draft SPDI has begun, examples of which are listed at the end of each section of the draft.

The following draft 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. We warmly invite your continued participation in this effort through several means: first, by continuing to offer your feedback on these proposals (please [offer your comments online](#) by **September 30**); second, by identifying those initiatives that speak most profoundly to your own vision and becoming involved in their activation and development; and finally—and perhaps above all—by helping us realize the SPDI’s essential ideals with your continuing gifts of creative and collegial engagement.

Sincerely, Task Force on Community and Diversity

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- Denise Allison, Director of International Student Services
- Oluwatobi Alliyu '16
- Kim Benston, President
- Frances Rose Blase, Provost
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- Terry Nance, Member of the Corporation
- Patty Rawlings, Administrative Assistant for Eighth Dimension/CAPS
- Vivian Sun '17
- Jeff Tecosky-Feldman, Senior Lecturer in Mathematics and Director of Multicultural Scholars Program
- Theresa Tensuan, Associate Dean of the College, Dean of Diversity, Access, and Community Engagement; Director of the Office of Multicultural Affairs
- Charles Young, General Food Service Employee in Dining Services



## Strategic Plan for Diversity & Inclusion

- Section 1: [Community Life](#)
- Section 2: [Student Residential & Co-Curricular Experience](#)
- Section 3: [Teaching and Learning](#)
- Section 4: [Working and Thriving at Haverford](#)

### Community Life

***In order to draw upon and highlight the diverse experiences and intelligences of the Haverford community; to address issues of concern regarding various registers of identity (ethnicity, socioeconomic status, racial identification, gender and sexual orientation, religious practice, political affiliation; ability status; etc.); and to enrich encounters with classmates, colleagues, and other fellow campus citizens:***

- a) *“Finding Your Voice/Sharing Your Story” Project.* To collect and circulate brief reflections, autobiographical snapshots, experiential narratives, or personal anecdotes that capture the diverse experiences and identities of Haverford community members, this project will begin with a Fall Break workshop focused on digital storytelling followed by a public screening of participants’ narratives. Future iterations of the project could take the shape of Living Libraries, StorySlams, podcasts, chapbooks, etc.
- b) *The Pronunciation Project.* Development of an on-line guide to pronunciation of community members’ names, along with information regarding identified gender pronouns, to be launched first via a pilot for students using Moodle and eventually other platforms.
- c) *Marilou Allen Day of Community Engagement.* An annual day of service and programming during which all campus members can engage with partner organizations in local communities to strengthen and expand collaborative working relationships that help sustain those community-based organizations’ missions.
- d) *Expansion of the OAR’s “Reading Rainbow” Program.* Development of ongoing sessions at the OAR in which community members can share readings from books or tracks from music compilations that have inspired their own spirits and intellects, with a focus on enlarging the pool of presenters and audience (drawing further, e.g., from staff and alumni).

- e) *“One Book/Performance/Theme” Program.* Yearly shared reading of a book and/or encounter with a musical, videographic, or other kind of performance—or a cluster of such items based on a single theme—by the entire community (students, faculty and staff), including possibly a series of scheduled topical or chapter-specific discussions (both community-wide and specific to certain constituencies), a distributed series of reflections and essays from a varied group of community members, and, when feasible, a visit from the author(s)/producer(s)/performer(s).
- f) *Expansion of “(Re)Act” Conversations.* Building on the strong foundation of OMA’s (Re)Act series, shape opportunities for individuals, organizations, and departments to collaborate on events (lectures, teach/learn-ins; exhibitions; performances; informal conversations) that offer timely, nimble responses to campus-wide, local, national, and global issues as they arise throughout the year.
- g) *Collegiality Fund.* Resources for activities proposed by faculty, staff, or students to promote interaction between or among these groups.

### **Student Residential and Co-Curricular Experience**

***1. In order to increase sensitivity to various kinds of diverse experiences and perspectives, and to promote dialogue and understanding across differences:***

- (a) *Intergroup Dialogues.* Small-group facilitated conversations, possibly in the form of panels or mini-symposia, organized by students around issues such as race, ethnicity, class, ability, sexuality, gender, and religion that emerge as touchpoints or themes as the year unfolds. Ideally involving students from a wide variety of Haverford experiences.
- (b) *Annual “Contemporary Dialogues”: Small-Group Break-Outs.* Connected to a program of events on a “hot” contemporary topic (see “Community, #5”), a sequence of small-group conversations, possibly facilitated by trained community members (students, faculty, and/or staff).

***2. In order to expand and sharpen campus-wide attention to key issues of our times that affect how members of the community relate to each other and to the world at large:***

- (a) *Presidential-sponsored “Learn-Ins.”* A series of topical discussions introduced and moderated by students, faculty, staff, and/or visitors on such “hot” issues as citizenship (voting rights; immigration; refugees; indigenous rights; prisoner rights; etc.); public space, rights, and social power (protest; “homelessness” and public-private ownership; police stop-and-search; community place-making); technology and social experience (ethics and social media; race and technology; privacy; etc.); and academic freedom (free speech and civility; research and ethics; classroom dynamics; etc.).
- (b) *Decision Haverford, 2016.* A “campaign” of our own leading up to Election Day in November. A series of workshops, teach-ins, and registration efforts, covering issues of importance to national, state, and local elections. Discussions will cover national issues, issues specific to elections (voter suppression and disenfranchisement, gerrymandering, campaign finance, election strategy), and the

College's location in the local election landscape, in a way that involves both students that can and cannot vote. Issues of race, class, and gender, among others, are intrinsic to the aforementioned subjects, and would be a prominent focus. This campaign peaks on Tuesday, November 8, with a focus on transporting College and local community members to polls, tracking election results, and understanding voting patterns.

**3. *In order to ensure that low-income and first-generation students thrive at Haverford, taking full advantage of the College's educational, co-curricular, and cultural opportunities.***

- (a) *LIFTFAR-@-Haverford*. "Low-Income and First-in-Their-Family Assistance and Resources," a program of financial and educational resources designed to help low-income and first-generation students address a range of issues, from emergencies to post-graduate preparation.
- (b) *Expansion of MSP*. Continue development of the "new" Multicultural Scholars Program (MSP) into a networking and mentoring program for underrepresented, under-resourced, or first-generation students, focusing on strategies for maximizing academic excellence. [This effort could serve as a model for exploring how other existing programs might be reimagined and realigned to better fit with contemporary needs, interests, and aims.]

**4. *In order to expand and deepen opportunities for student leadership across student government, co-curricular experience, activist engagement, and other features of campus culture, as well as to build a more sustainable culture of inclusive student organization:***

- (a) *Revised Rufus Jones Curriculum for Student Leaders*. Structured as two 6-week sessions spread across the full year, this curriculum would focus, first, on individual administrative, mission-building, and community outreach skills, and then on the application of those skills to organizational leadership and collaboration among organizations and activities. Course units, workshops, retreats, etc. developing these skills would be supplemented by funding for organizations to develop cooperative programming with campus-wide impact.
- (b) *Break Mini-Training Opportunities*. Use of fall, winter, and/or spring breaks to provide mini-training sessions on a variety of leadership challenges and opportunities, building on initiatives such as the fall, 2016 Digital Storytelling Workshop and the annual Rufus Jones Leadership retreat held on Martin Luther King, Jr. Day (which has previously focused on topics such as power, privilege, accessibility, and inclusivity).

**5. *In order to enrich students' ability to navigate Haverford's culture and to learn how to access resources:***

- (a) *Orientation Videos*. Featuring students, staff, and faculty, this series of videos (made available over the summer) would lay the groundwork for first-year students to participate fully and productively in the many formal and informal discussions to come in their time at Haverford. These videos would reflect important campus networks and frameworks, as well as ongoing conversations regarding complex issues of identity. These videos would impart a current sense of multiple vocabularies at play, and would communicate the importance of these issues within the HC experience.

(b) *Haverford Resources Fair*. For beginning of each year, similar to the student activities and academic departments fair, but focusing on resources such as the OMA, CPGC, HCAH, MMUF, ISSO, Women\*s Center, 8D, CCPA, OAR, etc. The fair could also involve BMC and Swat resources, as well as emphasize those that are low-cost/free for low-income students.

(c) *Multi-Cultural Alumni/ae Mentoring Program*. Involving both individual and group interaction, this program would provide advice, support, and networking addressing transitions from home to college and from college to career, as well as guidance in the construction of peer-to-peer mentoring across multicultural borders.

**6. In order to encourage broad, creative student engagement with issues of diversity and inclusion:**

(a) *President's Student Diversity & Inclusion Initiative Fund*. Resources for student-generated programming in community building, social justice activism, education, cultural experience, and peer engagement that arises out of the normal club/organization context.

(b) *Diversity/Activism Archive Project*. A committee or research group dedicated strictly to recording/preserving the work done in diversity/social justice/inclusion on campus. The group undertaking this work of institutional memory would be:

- Composed of students/faculty/staff
- Charged with the mission of (a) honoring the work (by faculty, affinity groups, individual students, etc.) that has been done in the past and to be a resource center to set up work for the future; and (b) featuring this work for public perception and understanding, whether via printed materials or online or both.

(c) *Philly Engagement*. Resources (course development; internship support; human and media connections between campus and city) to expand and deepen student involvement in civic and activist projects, organizations, and events in the greater Philadelphia area.

## Teaching and Learning

**1. In order to build a faculty whose composition enriches the College's diversity, and to develop community and culture conducive to a diverse faculty.**

(a) *Affirmative Action*. Develop via a representative working group an Affirmative Action Policy that articulates guiding principles, policies, and strategies for identifying, recruiting, and supporting a diverse faculty.

(b) *Search Process*. Adopt best practices for search processes from writing the charge and ad(s) to developing the candidate "pool" to conducting rigorous and transparent committee deliberations, concluding with effective campus visits and recruitment. Organize sessions for search chairs and committee members to review best practices for an inclusive search, identify implicit biases, and provide accessible resources via digital and print sources, workshops, and appropriate employee handbooks.

- (c) *Faculty Retention*. Ensure strong structural and material support systems for faculty so that they can thrive as producers and members of a diverse learning community committed to diversity as an educational norm.
  - (d) *Faculty Mentoring*. Intra- and inter-institutional mentoring that is carefully calibrated to individual interests, specific career phases, and evolving needs should be an integral feature of the College's faculty development and retention strategy.
  - (e) *Diversity Awareness*. Develop programs to increase understanding among faculty of how best to promote and support a diverse, inclusive campus, both in and beyond the classroom.
  - (f) *Work/Life Balance*. Develop programs that support "the whole faculty member," addressing such issues as dual career support, family care, "shadow service" in context of evaluation and promotion, adequate recognition for administrative service, and flexible retirement and post-retirement possibilities.
  - (g) "Contingent" Faculty. Strengthen support of "contingent" faculty, clarifying support for teaching, research, and professional development, and stabilizing appointments where possible.
- 2. In order to build a rich curriculum attentive to diversity in its many dimensions, from specific issues of social justice, race, gender, sexuality, and other aspects of personal and social experience to modes of inquiry, intellectual perspective, and traditions of thought.**
- (a) *The Visible Curriculum*. Make more visible and navigable features of the curriculum that explore issues of diversity (particularly those focusing on race, gender, and/or sexuality); and/or that offer experiential components (particularly those involving civic engagement or fieldwork).
  - (b) *General Education*. Give serious consideration to EPC's recommended revisions of the General Education requirements, including attention to explicit expectations for encounters with issues of diversity.
  - (c) *Course Development*. Increase support for development and implementation of courses that address issues of diversity, especially those that focus on histories and experiences of difference, structures of power, and struggles to define and establish social justice.
  - (d) *Diversity within Programs*. Aim for learning experiences devoted to issues of diversity in every department and program, working especially to seed such experiences in the Science Division (including courses that address ethics in scientific inquiry, the status of minority populations and concerns in STEM fields, the distribution of resources for science education in the American K-12 education system, etc.).
  - (e) *Diversity Recognition*. Regularize opportunities for recognition of faculty for contributions to a diverse curriculum and campus climate by (for example) creating a question on the PAF regarding such contributions and establishing appropriate recognition and resources for teaching/curriculum development.

**3. *In order to support departments and programs in a strategic planning process to enhance an intellectually vibrant, inclusive learning environment for a diverse student body.***

- (a) *Diversity Planning and Classroom Climate.* Under the leadership of department chairs and program coordinators, develop departmental/program ‘diversity strategic plans’ that address staffing, curricula, and department climate. These program-focused plans will:
- i. Formulate a vision for future faculty hires that maximizes opportunity to diversify the faculty, the curriculum, and relevant areas of scholarship.
  - ii. Define ways to increase support of “contingent faculty,” stabilizing appointments where possible, thus providing students with more continuity of instruction and mentoring, and providing continuity for department staffing and curriculum.
  - iii. Explore pedagogical innovation and curricular development that can enhance the diversity of program offerings.
  - iv. Examine department climate and classroom dynamics. Through workshops, discussion groups, and departmental and inter-departmental initiatives, address issues that affect classroom climate, such as: forms of student recognition (e.g., name pronunciation and cultural markers), gender sensitivity, microaggressions, and managing “difficult conversations.”
- (b) *Advising.* Enhance faculty understanding of challenges faced by students from under-served or under-represented backgrounds, including first-generation and other low-income students. Improve advising tools (e.g., by making the curriculum more “visible” and providing streamlined documents of advisor FAQs) and sharpening faculty participation in the advising process. Ensure familiarity with on-campus programs including QuestBridge, Horizons, Chesick Scholars, MSP, and MMUF.
- (c) *Response to Student Work.* Enhance faculty communication with students regarding evaluation and assessment, including timely feedback (vis. both specific assignments and appraisal of student performance throughout the semester, and transparency in the grading process).

## **Working and Thriving at Haverford**

**1. *In order to enhance the growth of all staff at all phases of work at the College, including hiring, orientation, development, and advancement:***

- (a) *Orientation.* Formalize an orientation checklist, which should include:
- i. Campus Tour
  - ii. General guide to campus culture, as well as general resources (e.g., who to call for what)
  - iii. Job-specific training, organized by either the departing employee or supervisor
  - iv. Technology literacy course, covering relevant technology to the position, which could include: database software, content management systems, Microsoft Office Suite, Google Apps Suite



(Gmail, Google Drive, Google Calendar), Financial Systems, Room Reservation, Adobe Suite (Photoshop, Illustrator, etc.), internet browser (bookmarks, search bar, etc.)

(b) *Mentoring*. Consider creating mentoring program for employee's first year. (Mentors could come from search committee, inside or outside the employee's department, and various levels of experience, but should not be anyone to whom the new hire reports.)

(c) *Professional Development: Education*

- i. Expand opportunities for employees to take off-campus courses.
- ii. Encourage departments to expand opportunities for employees to attend conferences, webinars, seminars, etc. in order to learn about best practices, new developments in fields relevant to the job, etc.
- iii. Consider development of a leadership program for staff, similar to the Rufus Jones program for students.
- iv. Expand opportunities for committee service within the College in order to provide leadership opportunities and participation in shared decision-making.

(d) *Professional Development: Advancement*

- i. Develop a clear policy regarding internal employee promotion (vs. searching), whether open or targeted to a specific employee.
- ii. Where possible, create opportunities for employees to assume increasing responsibilities within the department and pipelines for employee advancement into more senior positions.
- iii. Consider cross-training for "solo positions" so that coverage is available when employees are absent and cross-trained employees can augment their skill-set and professional knowledge.

**2. *In order to build a staff community whose composition enriches the College's diversity.***

(a) *Affirmative Action*. Develop an Affirmative Action Policy that articulates guiding principles, policies, and strategies for identifying, recruiting, and supporting a diverse staff.

(b) *Search Process*. Adopt best practices for search processes from writing the charge and ad(s) to developing the candidate "pool" to conducting rigorous and transparent committee deliberations, concluding with effective campus visits and recruitment. These practices should include appropriate training for participants in the search process as well as clear and accessible resources available to the community via information on the web and in appropriate employee handbooks.

**3. *In order to achieve greater equity across staff experience and to deepen staff involvement in College governance.***

(a) *Participation in shared governance*.

- i. Expand opportunities for committee service within the College in order to provide leadership opportunities and participation in shared decision-making.
- ii. Staff Association: Restructure in order to involve staff in broader involvement in both leadership structure and collective conversation (areas for study include: structure and mechanism for electing new members; enrichment of portfolio to expand projects, events, and visibility).

- (b) *Employee designations.* Reconsider terminology of “Administrative/Professional” and “Staff.”
- (c) *Structural Distinctions.* Review differences in benefits between non-exempt and exempt staff, as well as differences in benefits within the non-exempt staff community, with an eye toward consistency, fairness and equity.
- (d) *Employee/Supervisor Relations.*
  - i. Continue to provide training for supervisors related both to their specific areas and to general management skills.
  - ii. Offer ways for staff to address supervisory issues that attend to confidentiality and responsiveness.

**4. *In order to enhance inclusion of staff in the College community and to enhance overall staff wellness.***

- (a) Foster opportunities for staff and faculty to interact generally, including discussions of issues related to working together at Haverford.
- (b) Foster opportunities for employees to interact with students.
- (c) Consider ways to increase networks between departments and offices and to otherwise mitigate isolation of departments, especially those less visible to the campus community.
- (d) Find ways to recognize staff contributions to the community and to express appreciation to all staff members for their role in advancing the College’s mission.
- (e) Continue to enhance mechanisms that improve employee interaction with Human Resources.
- (f) Hold conversations with staff about defining and attaining work/life balance.

**5. *In order to improve timely availability of information to staff and the role of communications in linking staff to one another and to the broader community.***

- (a) Consider more communication from Senior Staff, with brief notation of particular issues.
- (b) Continue to provide the HR Newsletter in both electronic and print modes to augment the Daily Digest’s provision of information, focusing on such matters as:
  - i. Job Opportunities
  - ii. Employee developments: arrival of new hires; title changes; promotions; departures/retirements.
- (c) Consider developing a staff-run newsletter or other forum for providing social information, such as:
  - i. Personal announcements (weddings, births, deaths, etc.)
  - ii. Athletic scores
  - iii. Events of potential importance or interest to staff.

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If you are interested in serving as an advisory resource for Council on Diversity and Inclusion as it works with the president’s office to realize this plan, please fill out [this form](#). Thank you!

DRAFT