



Strategic Plan for Diversity & Inclusion Report for 2017-18

Values Framework

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, The Office of Multicultural Affairs, Eighth Dimension, 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 TriCo 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:

- Forms of community engagement
- Opportunities for mentoring, leadership training, and professional development
- Strategies for deepening diversity's relation to learning
- Approaches to improving campus and classroom climate
- 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 Inclusion, 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/ae 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.

Initiatives Status Update

Accomplished or Established

- LIFTFAR: Resources for Low-in-Come and First-Generation Students beyond Financial Aid
- Revised Rufus Jones curriculum for student leadership
- Revised Customs training (w/focus on restorative/transformational justice framework)
- President’s Fund for Student Diversity and Inclusion
- Diversity and Activism Summer Archive Internship
- SURGE: Student-Conceived/Guided Mentoring Program for Ardmore Youth
- Student-Guided Public Events Series, “Community Conversations/Actionable Solutions”
- OMA-Curated Network/Registry for Affinity Groups
- Multicultural Alum Mentoring Program (MMI: MAAG Mentorship Initiative)/Life Skills Workshops
- Best Practices and Diversity Training for Faculty and Staff Searches
- “Visible Curriculum” Project
- General Education Requirements Revision
- QHouse
- Trans-Queer Working Group
- Diversity Course Development Fund
- Workshops for Teaching in Diverse, Multi-Learner Classrooms
- Expansion of TLI for Post-Appointment/Post-Tenure Faculty
- Mandatory Title IX and Anti-Harassment Training

- Staff Orientation Program, including Diversity and Inclusion Training
- Supervisor Training Program
- Digital Storytelling Project
- Staff-Guided Thanksgiving Food Basket Project
- Name Pronunciation Project
- Gender-Neutral Language Policy for Official College Communications
- Expanded Language Resources at Commencement
- Expanded (re)Act and Reading Rainbow Programs
- International Student Emergency Fund

Early Stages: Designed or Under Development

- Task Force on Classroom Climate and Inclusive Learning Environment
- Lumina Fund for Racial Justice & Equity Grant: Sustainable Pedagogies for Multicultural Classrooms
- Diversity Plans for/by Academic Departments (faculty development; curriculum; pedagogy)
- Improved Advising Program
- Reimagined, Expanded Multicultural Scholars Program (Peer Networking and Mentoring)
- Min-Break opportunities for training and engagement
- All-Gender Bathroom Initiative
- Improved Diversity Data collections, assessment, and management
- Marilou Allen Office of Service & Community Engagement (opportunities for staff, staff service trips)
- Collegiality Fund (Staff-Faculty-Student Interaction)
- Alternative Migrations Project (via IEEL)
- TriCo Philly Semester Program

- Student Engagement Podcast Program
- Haverford Resources Fair
- *Decision Haverford, 2018*: Student Voter Registration/Engagement Initiative

Related Programming for 2018-19

In addition to a steady stream of relevant lectures, symposia, performances, and workshops that will be sponsored by faculty, students, departments, and campus offices throughout the year, the following events for the coming year warrant notice as arising directly from SPDI initiatives and themes:

- Panel Presentation on Midterm Elections (the press; social justice; “the stakes”; and exercising the franchise), with guests including Haverford alums Juan Williams, Ron Christie, Adem Bunkeddeko, and others; sponsored by the Multicultural Alumni Action Group (MAAG): Oct. 6, 11 a.m.-1 p.m.
- Workshop for Hiring Practices to Produce Faculty Diversity led by the Cornell Interactive Theater Ensemble: Oct. 11, 2-4 p.m. and Oct. 12, 10 a.m.-noon.
- “Creating Inclusive Communities,” an interactive presentation by Lee Mun Wah of *Stirfry Productions*: Nov. 16, time tbd.
- TLI-resourced program for faculty department or team to undertake deep-dive exploration on diverse and inclusive pedagogies.
- Community Conversations/Actionable Solutions will present throughout the year a student-organized speaker series expanding on the CCAS 2017 theme of policing and social justice.
- Haverford Student Loan Debt Relief Program will be launched.

Respectfully,

The Council on Diversity and Inclusion:

Kim Benston, President

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

Leslie Luqueno, '20, Officer of Multiculturalism for Students' Council

Theresa Tensuan, Dean for Diversity, Access, & Community Engagement; Director of the OMA