Strategic Plan for Diversity & Inclusion
Executive Summary

Diversity is both an intellectual and social value that enlarges our capacities for complex, critical thinking and collaborative, empathetic action, and is a foundational element of Haverford College's mission to prepare students for lives of service and leadership in an increasingly challenging world by providing them a rigorous and ethically attuned education. We understand diversity as a dynamic experience through which excellence and equity in teaching, learning, and the cultivation of all community members advance the College as a creative, self-challenging, and transformative community. Therefore, the key strategic 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.

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 by connecting people, ideas, and programs across the full institutional landscape, drawing on the reservoir of creative energy expressed by all community members. Together, these initiatives will help us 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.

The recommendations and ideas distributed through this document'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**

The Council on Diversity and Inclusion has been charged with overseeing the implementation and assessment of the SPDI, and will report annually on its progress to the Haverford community. Our approach recognizes that the ideals underlying this Plan are both a shared responsibility and an unrestricted opportunity to enhance the ownership and agency that lie at the core of Haverfordian experience.

Strategic Plan for Diversity & Inclusion

I: Context and Intent

Haverford College's mission—to prepare students for lives of service and leadership in an increasingly challenging world by providing them a rigorous and ethically attuned education—obliges us not only to uphold diversity as a core principle but also to consider this principle as itself diversely expressed, inflecting many aspects of identity, experience, temperament, belief, and aspiration. Our central investment in academic excellence and our comprehensive devotion to educating "the whole student" together remind us that diversity is both an intellectual and a social value, variously enlarging our capacities for complex critical thinking and collaborative, empathetic action.

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, global educational locus capable of nurturing and sustaining a truly pluralistic ethos.

In particular, since the late 1960s, when students of color were first admitted in significant numbers, the College has evolved its focus from a goal of incremental integration (multi-group presences as a demographic outcome), to a pursuit of multiculturalism (campus as "cultural montage"), to an affirmation of diversity (recognition and celebration of differences) in the framework of inclusion (embrace of differences as a value). Though these emphases have unfolded sequentially, each retains value as the institution moves forward. Underlying the work of this current Plan is the ideal of a multiform "diversity" that takes us beyond a focus on numbers (necessary as that is) and the relatively static (if valuable) ideas of multiplicity and tolerance. 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.

Thus understood as suffusing every register of the institution, diversity and inclusion play an important role in Haverford College's broader strategic thinking and mission. Accordingly the SPDI is calibrated to align with and supplement other current expressions of our strategic vision, especially the *Haverford Plan for 2020* and the *Sustainability Strategic Plan.* Most notable is these statements' shared emphasis on initiatives that *connect* people, ideas, and programs across the full institutional landscape, drawing on

the reservoir of creative energy expressed by all community members. In that sense, the SPDI is a performative document, enacting the breadth and inclusivity that it seeks also to enable.

Ultimately, the most strategic feature of our approach to diversity and inclusion will be the sincerity with which we collectively embody its discrete ambitions and objectives. Our approach recognizes that the ideals underlying this Plan are both a shared responsibility and an unrestricted opportunity to enhance the ownership and agency that lie at the core of Haverfordian experience. Therefore, the key strategic 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.

II: Preparation and Process

The Strategic Plan for Diversity and Inclusion emerges from a two-year process undertaken by The Task Force on Diversity and Community (Task Force) and its successor, the Council on Diversity and Inclusion (CDI), both clerked by the President and comprising membership across campus constituencies (see Appendices A & B for listings of Task Force and CDI members, respectively).

The Task Force, convened by President Weiss in the fall of 2014, which in addition to students, faculty, and staff included members of the Board of Managers and Corporation, was charged in the fall of 2015 by President Benston 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 the SPDI, the Task Force established an approach to diversity planning that began with brainstorming and benchmarking; proceeded to the design and implementation of an extensive Climate Survey (the results of which are communicated in the letter "Climate Survey Report": see Appendix C); and then developed a comprehensive inventory of issues, ideas, and potential initiatives garnered from the first year of Task Force deliberations, related activities already taking place at the College, and relevant experiences at other colleges and universities. From this inventory, four key areas were designated as structuring rubrics for the Plan:

- **Community Life**
- **Student Residential and Co-Curricular Experience**
- **Teaching and Learning**
- **Working and Thriving at Haverford.**

Divided into working groups focusing on these four areas, the Task Force engaged community members in an iterative process of discernment and development throughout the 2015-16 academic year. Once having arrived through these discussions at a set of proposed initiatives, a draft SPDI was produced, which continued to be tested, revised, and refined through exchanges with the community, first by the Task Force and then, starting in fall, 2017, by the CDI. The present document is the final result of that process.

Before offering an overview of the SPDI's organizing sections and themes, we hasten to emphasize that we do not present this as a comprehensive picture of Haverford College's programs, policies, and expectations for diversity and inclusion. Quite self-consciously we have sought to build on a well-articulated and sturdy edifice of relevant commitments and activities, encompassing the elemental missions of the Department of Admission and of Student Life (including the Offices of Multicultural Affairs, Quaker Affairs, Academic Resources, and International Student Services; Athletics; Affinity Groups; and Clubs; and the apparatus of student self-governance, centered in an Honor Code that students have stewarded with a keen concern for inclusive practices); suffusing the curriculum, faculty research, and programming of the academic Centers; and underlying the College's longstanding approach to hiring and supporting its diverse employee population. Moreover, it's worth enumerating here some of the more salient recent activities that support this broad engagement with diversity and inclusion, precisely because they provide robust complements and contexts for the SPDI's fresh ideas. For 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 orientation and guidance for faculty and staff; improved diversity data collection and assessment; securing of philanthropic support for extension of the Chesick Scholars Program and the Mellon Mays Undergraduate Fellowship Program; adoption of gender-neutral language for official College texts; 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.

The focus of the SPDI, then, is on new rather than on-going programming, activities, commitments, and structures. With respect for the distinctive achievements of the latter efforts, we have sought opportunities to fill gaps, enhance synergies, encourage experiment, and, overall, elevate diversity and inclusion as core *institutional* principles (not just local and sometimes isolated concerns). In this regard, the SPDI enforces the idea governing this era's strategic vision: that the proper blend of inheritance and innovation will generate the most relevant, purposeful, fulfilling, and sustainable Haverford.

III: Purposes and Priorities

The following *Strategic Plan for Diversity and Inclusion* 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. Together, these initiatives will help us 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.

Toward these ends, the many recommendations and ideas distributed through the four organizing areas (community; student life; teaching and learning; working at Haverford) constitute five key themes or priorities of the SPDI:

- **Forms of community engagement**, both to improve our ability to converse about "difficult" topics and to strengthen the bonds that make us an inclusive community where all can thrive.

- **Opportunities for mentoring, leadership training, and professional development** that promote confidence, connection, and growth across all constituencies.

- **Strategies for deepening diversity's relation to learning,** through supported curricular, pedagogical, and co-curricular development.

- **Approaches to improving campus and classroom climate,** via small-group and campus-wide dialogues, pertinent orientations and workshops, and opportunities to develop new associations across boundaries and differences.

- **Resources for community members to pursue original ideas for diversity and inclusion** in such forms as ad hoc public programming, publications, research projects, and informal gatherings.

Again, we emphasize that these thematic priorities are not meant to supersede or overshadow ongoing efforts regarding such vital issues as recruitment and retention of a diverse student body, faculty, and staff; hiring and promotion practices; and policies affecting our pursuit of equity, integrity, and transparency—and indeed several of the SPDI's initiatives address these very concerns. Rather, we mean to underscore the pathways newly mapped in this Plan that can lead toward a more vigorous and healthy Haverford College in the years to come.

IV: Implementation and Assessment

After two years of intense work leading to the first draft of the SPDI, the Task Force discussed how its work could be best continued and sustained in the years ahead. Knowing well the operational limitations of a group as large as its twenty-one members, but appreciating the range of insight provided by a representative body, the Task Force agreed that Haverford's diversity agenda will be better served by a small committee drawn from campus constituencies than by a single supervisory figure. The Council on Diversity and Inclusion was thus created to carry on the work of producing, 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, the CDI gratefully took the baton from the Task Force in the fall of 2016, charged with both comprehensive revision of the SPDI into a final version and detailed planning for implementing the Plan's specific initiatives over the next five years.

The result of these efforts thus far is the present document as well as the launch of many of the projects described in its four organizing sections (several examples of initiatives already underway are discussed

in the March, 2017 "Update on *Strategic Plan for Diversity and Inclusion,"* located here). 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 effectiveness on an annual basis.

- Conducting, tabulating, and communicating the **Campus Climate Survey** on a regular 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.

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Respectfully submitted by 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
Theresa Tensuan, Dean for Diversity, Access, & Community; Director, Office of Multicultural Affairs

HAVERFORD
COLLEGE

Strategic Plan for Diversity & Inclusion

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; disability 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 began with a Fall Break workshop in 2016 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.
Project lead: President's Office   *Timeline: Begun & Ongoing*

(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.
Project lead: President's Office   *Timeline: Implemented*

(c) *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.
Project lead: OMA   *Timeline: Begun & Ongoing*

(d) *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.
Project lead: OMA/8th Dimension   *Timeline: Piloted Spring 2016*
         and recast fall 2017

(e) Expansion of the OAR's "Reading Rainbow" Program. Support for 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).
Project lead: OAR   *Timeline: Begun & Ongoing*

(f) "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).
Project lead: President's Office   *Timeline: 2017-18*

(g) Collegiality Fund. Resources for activities proposed by faculty, staff, or students to promote interaction between or among these groups.
Project lead: President's Office   *Timeline: 2017-18*

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.
Project lead: OMA/Provost's Office   *Timeline: Under Construction for Spring, 2017 or Fall, 2018*

(b) Annual "Contemporary Dialogues": Small-Group Break-Outs. Connected to a program of events on a "hot" contemporary topic (see "Student Residential & Co-Curricular Experience," #s 1-2), a sequence of small-group conversations, possibly facilitated by trained community members (students, faculty, and/or staff).
Project lead: President's Office   *Timeline: Begun & To Be Further Developed in 2017-18*

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 that in 2016-17 ranged from the MAAG co-sponsored public forum on the presidential election, a series on policing in the community organized by students under the rubric "Community Conversations, Actionable Solutions," and course-based learn-ins offered by faculty and students on such topics as the "construction of whiteness" and "the everyday language of racism."
Project lead: OMA/President's Office   *Timeline: Piloted in 2016-17*
                                                          & To Be Further Developed

(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 covered national issues, issues specific to elections (voter mobilization and suppression, campaign finance, election strategy, and polling), 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 were 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 together, and understanding voting patterns.
Project lead: President's Office   *Timeline: Completed, But*
                                                          Continuing, too, via Support for
                                                          Expanded Student
                                                          Enfranchisement and Electoral
                                                          Engagement

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.
Project lead: President's & Dean's Offices   *Timeline: Under Construction*
                                                          for 2017-18

(b) Expansion of MSP. Continue development of MSP (formerly known as the Multicultural Scholars Project) into a networking and mentoring program for students from historically under-represented communities, focusing on strategies for maximizing academic excellence.
Project lead: MSP/OMA   *Timeline: 2017-18*

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.
Project lead: Student Life   *Timeline: Begun & Ongoing*

(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).
Project lead: Student Life/OMA   *Timeline: Piloted Fall 2016*
                                                                              and Continuing through 2017-18

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.
Project lead: President's Office   *Timeline: 2017-18*

(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, ADS, Writing 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.
Project lead: President's Office/Student Life/OMA   *Timeline: 2017-18 or 2018-19*

(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.
Project lead: President's Office/OMA   *Timeline: Begun & Under*
                                                                              Continued Construction, with
                                                                              Emphasis on Pre-Orientation
                                                                              Programs & MSP

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 typical club/organization context.
Project lead: President's Office   *Timeline: Begun & Ongoing*

(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.

Project lead: President's Office   *Timeline: Begun & Ongoing*

(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.
Project lead: President's Office   *Timeline: 2017-18ff.*

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 an Affirmative Action Policy that articulates guiding principles, policies, and strategies for identifying, recruiting, and supporting a diverse faculty and staff.
Project lead: President's Office/HR   *Timeline: Under Construction*

(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.
Project lead: Provost's Office   *Timeline: Begun & Ongoing*

(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. Provide funding to support faculty scholarship and development through various initiatives including but not limited to a Term Chairs program, resources specifically designated for diversity projects, and support for participation in external networks such as the National Center for Faculty Development and Diversity.
Project lead: Provost's Office   *Timeline: Begun & Ongoing*

(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.
Project lead: Provost's Office   *Timeline: Begun & Ongoing*

(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.
Project lead: Provost's Office   *Timeline: Begun & Ongoing*

(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.
Project lead: Provost's Office   *Timeline: Begun & Ongoing*

(g) "Contingent" Faculty. Strengthen support of "contingent" faculty, clarifying support for teaching, research, and professional development, and stabilizing appointments where possible.
Project lead: Provost's Office   *Timeline: Begun & Ongoing*

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, sexuality, class, and/or disability); and/or that offer experiential components (particularly those involving civic engagement or fieldwork).
Project lead: Provost's Office   *Timeline: Begun & Ongoing*

(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.
Project lead: Faculty   *Timeline: Passed, to be Implemented Beginning 2018-19*

(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.
Project lead: Provost's Office   *Timeline: 2017-18*

(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.).
Project lead: Provost's Office   *Timeline: 2017-18ff.*

(e) Diversity Recognition. Regularize opportunities for recognition of faculty who contribute to a diverse curriculum and campus climate by (for example) inquiring about such contributions on the PAF regarding and establishing appropriate recognition and resources for teaching/curriculum development.
Project lead: Provost's Office   *Timeline: TBD*

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 as well as capacity to address diverse learners (e.g., via Haverford's Universal Design for Learning initiative).

   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 and cultural sensitivity, and managing "difficult conversations."
   Project lead: Provost's Office   *Timeline: 2017-18ff.*

(b) Advising. Enhance faculty understanding of challenges faced by students from under-resourced and/or under-represented backgrounds, including first-generation students. Improve advising tools (e.g., by making the curriculum more "visible" and providing streamlined documents of advisor FAQs), facilitate conversations among advisors for improved advising strategies, and sharpen faculty participation in the advising process by increasing familiarity with on-campus programs including QuestBridge, Horizons, Chesick Scholars, MSP, and MMUF.
Project lead: Provost's Office/IEC   *Timeline: 2017-18ff.*

(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.
Project lead: Provost's Office   *Timeline: 2017-18*

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. General guide of campus resources (e.g., who to call for what)
  ii. Job-specific training, organized by either the departing employee or supervisor
  iii. 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, InDesign, etc.), internet browser (bookmarks, search bar, etc.)
Project lead: HR   *Timeline: Begun & Ongoing*

(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.)
Project lead: HR   *Timeline: 2018-19ff.*

(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.
  iv. Expand opportunities for committee service within the College in order to provide leadership opportunities and participation in shared decision-making.
Project lead: HR   *Timeline: 2018-19ff.*

(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.

Project lead: HR　　　　　　　　　　　　　　　　　　*Timeline: Begun & Ongoing*

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 and faculty.

Project lead: President's Office/HR　　　　　　　　　*Timeline: Under Construction*

(b) Search Process. Adopt best practices for search processes from writing a job description that clearly outlines the roles and responsibilities of the position and similar 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.

Project lead: HR　　　　　　　　　　　　　　　　　　*Timeline: Begun and Ongoing*

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 more broadly 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).

Project lead: Staff Association Executive Council　　　　*Timeline: TBD*

(b) Employee designations. Reconsider terminology of "Administrative/Professional" and "Staff." To be reflected in the forthcoming revised employee handbook.

Project lead: HR/Senior Staff　　　　　　　　　　　　*Timeline: Begun and Ongoing.*

(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.

Project lead: HR/Senior Staff　　　　　　　　　　　　*Timeline: Begun and Ongoing*

(d) Employee/Supervisor Relations.
    i. Continue training for supervisors regarding specific areas and general management skills.
    ii. Offer ways for staff to address supervisory issues, attending to confidentiality and responsiveness.
Project lead: HR   *Timeline: Begun and Ongoing*

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.
Project lead: HR/Provost's Office/President's Office   *Timeline: 2017-18ff.*

(b) Foster opportunities for employees to interact with students.
Project lead: HR/President's Office   *Timeline: 2018-19ff.*

(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.
Project lead: HR/President's Office   *Timeline: TBD*

(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.
Project lead: HR/Senior Staff   *Timeline: TBD*

(e) Continue to enhance mechanisms that improve employee interaction with Human Resources.
Project lead: HR   *Timeline: Begun and Ongoing*

(f) Hold conversations with staff about defining and attaining work/life balance.
Project lead: HR   *Timeline: TBD*

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.
Project lead: Senior Staff   *Timeline: TBD*

(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.
Project lead: HR   *Timeline: Begun and Ongoing*

(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.
Project lead: Staff Association   *Timeline: TBD*

Appendix A

Task Force on Community and Diversity 2015-16

- Alliyah Allen '18
- Denise Allison, Director of International Student Services
- Oluwatobi Alliyu '16
- Kim Benston, President
- Frances Rose Blase, Provost
- Maria Bojorquez-Gomez '16
- T. Muriel Brisbon, Director of Human Resources
- Amy Taylor Brooks '92, Member of the Board of Managers
- Franklyn Cantor, Special Assistant to the President
- Martha Denney, Dean of the College
- Sergio Diaz '17
- Saleha Jilani, Assistant Professor of Economics
- Jess Lord, Dean of Admission and Financial Aid
- Maud McInerney, Associate Professor of English
- Rachel Miller '17
- 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, Dean of Diversity, Access, and Community Engagement; Director of the Office of Multicultural Affairs
- Charles Young, General Food Service Employee in Dining Services

Task Force on Community and Diversity 2014-15

- Alliyah Allen '18
- Denise Allison, Director of International Student Services
- Oluwatobi Alliyu '16
- Franklyn Cantor, Presidential Fellow
- Martha Denney, Dean of the College
- Sergio Diaz '17
- Dawitt Habtemariam '15
- Saleha Jilani, Assistant Professor of Economics
- Jess Lord, Dean of Admission and Financial Aid
- Maud McInerney, Associate Professor of English
- Rachel Miller '17
- 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, Dean of Diversity, Access, and Community Engagement; Director of the Office of Multicultural Affairs
- Daniel Weiss, President
- Charles Young, General Food Service Employee in Dining Services

Appendix B

Council on Diversity and Inclusion

- Kim Benston, President
- Frances Rose 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, Associate Dean; Dean of Diversity, Access, and Community Engagement;
    Director of the Office of Multicultural Affairs

Appendix C
Report on the Climate Survey conducted by the Task Force on
Diversity and Community (Fall, 2016)

Diversity deserves our best shared thinking and action. Haverford has evolved, historically, from neglect, to incremental integration, to the aim of multiculturalism, alongside earnest pursuit of diversity, and a focus on inclusion. Our goal should be a truly pluralistic ethos that builds on the affirmation of diversity as an educational value integral to our fundamental mission. We are bringing the full force of our institutional commitment and collective engagement to foster diversity as a multilayered process through which we can sustain excellence and equity in teaching, learning, and the holistic development of every member of our community. Through this, we advance the College as a vibrantly creative, self-challenging, and transformative community.

*** Kim Benston; President, Haverford College***

The **diverse experiences and insights of the Haverford College community** nourish our dynamic educational mission and support its foundation of interdependence and mutuality. Students educated in environments that value such diversity cultivate multiple intelligences, foster innovative approaches to complex situations, and develop a robust understanding of how to engage others with "trust, concern, and respect" in a pluralistic society. For the liberal arts education pursued at Haverford, diversity is not value added; it is a core principle.

In turn, a **staff and faculty comprised of many intersecting backgrounds and identities expands the educational mission** through the multivalent experiences, insights, and approaches that they bring to their work in the curriculum and in the College.

In order to best understand the current state of diversity on campus, we administered our Climate Survey in the Fall of 2015 aiming specifically t**o assess the campus community's perceptions of issues, concerns, and undeveloped possibilities** that we had identified through individual interviews with key campus stakeholders and focus groups throughout the Spring of 2015. In our letter of invitation we pledged to compile the findings into a report to be used by the College to reinforce areas of strength and identify areas of concern in an on-going effort to ensure that all members of the community are valued and respected by one another. In addition to the survey questions, respondents were asked occasionally to provide narrative answers. What follows is a brief overview of our findings.

The following report is divided into three sections:

- Teaching and Learning
- Student Residential and Co-Curricular Experience
- Working and Thriving at Haverford

The working groups of the Task Force on Diversity and Community have delved further into issues consistent with these findings in order to inform their work on the Strategic Plan for Diversity and Inclusion, and to strategize broadly for future work on these issues.

Introduction

Perhaps the best place to begin is to recognize just how welcoming members of the Haverford community are to diversity in their community. When asked about the acceptance of a number of historically marginalized groups on campus (which included people of color, women, people of lower-income backgrounds, transgender people, lesbian or gay people, bisexual people, queer people, differently abled people, and non-US citizens), respondents generally indicated a strong sentiment of acceptance in the community of each of those groups.

Results did indicate three areas of tension, though, displaying a notable bloc of respondents who believe that certain groups are not accepted as full members of the community. The data show that a third of all respondents felt that low-income people were not accepted as full members, and in particular, 43% of faculty and 36% of students responded as such. 27% of all respondents felt that differently abled people are not accepted as full members, which includes 34% of students, and 38% of faculty. When considering people of color, 24% of overall respondents responded that people of color are not accepted as full members; the constituent breakdown within this number bears mentioning: 37% of faculty and 29% of students are included in the 24% of overall respondents. Equally compelling in a final analysis is that 92% of all respondents said that they feel accepted at Haverford now.

Another important community issue centers around the belief that there exists on campus both marginalized and privileged groups. 84% of all respondents agreed that there are privileged groups while 73% of that same group agreed that there are marginalized groups. One respondent commented: "We are not a diverse supportive community. It is a great campus for white men (and women), but a struggle for many other races." While another concluded that, "white (fe)male privilege is alive and well at Haverford even though we preach social justice and equality."

I. Teaching and Learning

Evidence of the "Hidden Haverford"

First and foremost, respondents shared a number of reflections on the quality of campus life and integrity of the student relationships at Haverford. Many students wrote of their appreciation of the educational climate and accessibility that Haverford offers, including professors' availability as well as their investment and passion in areas of study.

At the same time, many wrote of the difficulties of navigating the "hidden Haverford"—the organizing, but unwritten, set of expectations that structure interpersonal interactions and institutional processes. For example, the survey showed among students a fairly strong feeling of *uncertainty* about their freedom to express opinions about race and diversity that do not conform to those they perceive as "majority" views. Nearly 43% of students surveyed felt that they did not have the prerogative to disagree with what they take to be the majority sentiment. This perspective suggests that students perceive that there are normative opinions about race and diversity, and that students are often not in a position to express an honest opinion. One respondent sums up this concern in stating that, "[t]he hidden hierarchies... only come into view when you overreach or make a misstep."

The hidden Haverford exists not only in relation to matters of inclusion but also with respect to routine campus processes and relationships. One respondent wrote: "As a new faculty member, I've found that people have a sense that Haverford is a non-hierarchical community without explicit rules about how things are to be done. This tends to mean that there are rules, but that they remain unspoken. It can be hard to figure out how things work and what the expectations are." Another respondent mentions an interesting consequence of this situation: "people seem hesitant to take responsibility or initiative on issues or projects. For collaborative events there is often times duplication of effort due to no one central leader in a situation. There also seem to be a number of nonsensical staffing responsibilities and it is difficult at times to determine who to contact to obtain help in different situations." This can affect issues ranging from housing during breaks to accessibility.

Teaching in the Diverse Classroom

Respondents expressed a desire for more diverse faculty in the classroom. Fully 93% of all those surveyed (students, staff, and faculty) agreed with this sentiment. For faculty, this may help explain why close to 36% felt that they are not able to deal with the diversity of experiences and backgrounds that students bring with them into the classroom. Another strong finding in the survey showed that 64% of faculty felt that they were not well prepared to deal with differently abled students. Given the demographic reality of an increasingly broad range of student identities and backgrounds in all classrooms, this faculty-identified pedagogical concern merits attention.

Taken together, these data are noteworthy given Haverford's commitment to regularly accepting diverse students, including those of different abilities. Indeed, faculty tentativeness in the classroom around of issues of difference can be perceived as part of a broader framework. One student of color illustrated this larger context by expressing a concern with "the white normative culture that is everywhere around this campus. Even in my classes I was talking to one of my white teachers and I told her sometimes I feel like people think that I am 'less than,' as I am the only black student in the class; so whenever she calls on me there is this undue pressure to be able to perform, as I represent a huge minority."

Beyond the specific frame of racial and ethnic diversity, some students believe that the 'academic culture' tends not to be adaptive to the current student population. A student wrote, "Professors [are] very particular about how students should learn things, even if the student found a different method of learning the information. If it didn't match the professor's way of learning the material, then that student feels very shut out of academics at Haverford. Like I didn't think the academic[s] accommodated different types of thinking and learning." A faculty respondent offered this pertinent response: "[I was surprised by] what appeared then to be the expectation that since I had a Ph.D. I could therefore teach. Even if it turns out that I missed something about pedagogical support for new faculty then that fact alone indicates a potential lack of emphasis in ensuring that incoming faculty are aware of such opportunities."

II. Student Residential and Co-Curricular Experience

Identities within Haverford Student Culture

When asked to consider the intersection of personal identity and Haverford culture, 67% of students responded that they experience projected stereotypical assumptions from other students. Within that group, 82% of students of color and 87% of Black & African-American students specifically agreed with that statement. At the same time, 63% of Haverford students felt that their peers reach across perceived differences to make friends, and 75% agreed that students openly discuss differences of opinion outside of the classroom, while 86% felt their voices and opinions are respected by their peers.

A student wrote: "I didn't understand why everyone kept saying that Haverford is 'diverse' because about 35% of the student body were people of color. Imagine entering Haverford from a high school that was 93% students of color. I went from being a part of the majority to being a part of the minority, yet everyone kept telling me that I should be grateful because 'at least Haverford was better than other places.'" 56% of students shared that they often hide parts of themselves that do not seem to fit into the campus culture, and 44% of students do not feel free to express opinions about race and diversity that differ from majority opinion. One student described the College community as: "Lots of well-intentioned people who because of their privilege cannot see their prejudices and the ways systemic racism/classism permeates this institution."

When asked about freedom to express specific personal identities, students overwhelmingly replied affirmatively regarding race (86%), ethnicity (88%), religion (85%), gender (94%), and/or nationality (92%). The only social identity showing significant tension was that of socio-economic class, which only 63% of students felt free to express. When cross-tabulated against students' class identities, the survey revealed that lower-income, working class, and upper class students felt least comfortable expressing their socio-economic identity. One reflection on this topic contained the following: "I was surprised by my place in the world as an extremely privileged person (especially as it related to being a white person from a relatively well-off family)—it was something that was presented to me as a college student in a different way from anything I had experienced before."

Student Self-Governance

As the introduction to the Haverford student experience, Customs was a focus of a number of questions. Students generally agreed that Customs provided a realistic snapshot of life at Haverford (72%). However, the majority of Black & African-American students (65%), as well as Hispanic/Latino students (54%), disagreed that Customs provided a realistic snapshot. Indeed, with Customs serving as the initial introduction to Haverford, such opinions demonstrate the need for further examination of the experiences provided through Customs. As one student relayed, "Customs paints a rather idealistic view of what happens at Haverford and in reality everyone is kind of apathetic about [living] the changes and confrontations that ought to happen." When asked if Customs presented information necessary to succeed at Haverford, 67% of students agreed. Finally, a smaller number of students (60%) agreed that they learned how to handle academic issues that may arise during their Haverford careers.

There was strong student consensus (92%) that Quaker values are an important part of Haverford's identity; yet only 75% of students agreed that those values were well explained. 91% of students agreed that the Honor Code is important in creating a climate of respect for differences. A total of 75% of student respondents felt that there is a difference between the expressed Quaker values of the College and the way members of the community interact among themselves. Nevertheless, students strongly agreed that consensus (82%) and confrontation (72%) are useful practices in making decisions or contending with conflict.

III. Working and Thriving at Haverford

The survey sought to highlight and examine the wide range of workplace environments and experiences on campus. The overwhelming majority (89%) of staff and faculty expressed that they felt their voice and opinion were respected by their fellow employees. Indeed, both staff and faculty responses reflected positive interaction within their respective groups (84 and 79%, respectively), and noted slightly less positive interaction between the two groups (74%).

Staff & faculty felt strongly (93%) that Quaker values are an important part of Haverford's identity, although a significant portion did not feel that those values were well-explained (34% of staff and 46% of faculty). 76% of all employees felt that consensus was a useful practice in making decisions, while only 59% of faculty and 51% of staff felt that confrontation was a useful practice in contending with conflict. One employee shared, "[t]he College, from its website, looks like an idyllic community where everyone's opinions matter and reaching consensus is paramount. That seems like it is true for student-run government and may, in fact, be true for how faculty are governed, but staff are not a part of that community."

Upon starting at Haverford, an overwhelming number of faculty and staff felt welcomed to campus (95%), while 86% felt accepted from day one of their employment, and 76% felt equally welcomed by every member of their department. In regards to preparation for working at Haverford, 96% of employees agreed that previous experience prepared them well for their position; however, only 68% thought that Haverford did a good job of training them when they began. Anecdotally, employees noted that the complexity of the institution is not adequately communicated or explained upon arrival to the College, as there is no official onboarding/training, or orientation handbook.

The survey showed that 83% of faculty and 94% of staff felt that their co-workers respected differences in background and identity. When examining more specific identities, 76% of employees felt free to express their socio-economic/class identity, and 85% felt free to express their racial identity. Regarding sharing opinions and viewpoints on race and diversity that may conflict with majority opinion, 66% of employees felt comfortable doing so. Many qualitative responses echoed those sentiments; however, it is important to note that a number of those responses (from staff, students, and faculty) spoke to a lack of diversity across the employee community, and/or to a staffing environment in which most employees of color occupy hourly-wage positions (most notably, those in Facilities and Dining Services).

Concerning governance and hierarchy, 88% of staff agreed that their supervisor respects the opinions of everyone in their department. 73% of employees felt that their opinions were heard by senior leadership,

and 70% agreed that senior leadership understands what is important to them. One employee appreciated "[h]ow Haverford didn't function as a 'top down' organization whereby decisions were made by the President through (usually) informed decisions. I hadn't worked at an organization or institution where other sectors (e.g. faculty) had decision-making responsibilities." It is also worth noting that 80% of employees felt that changes in senior leadership affect their job, given the extensive turnover in senior leadership in the past five years.

Sincerely, Climate Survey Working Group

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