**Strategic Plan for Diversity**

**Structural Diversity**

Who makes up the community? What does the College represent in terms of attitude, composition, and structure vis-à-vis diversity in five (5) years and ten (10) years?

*Foundation* – Ensure that diversity, in all its forms, is considered in every aspect of campus life by making diversity a factor in, and component of, all decision-making, and resolving to increase and retain the diversity, in all its forms, on campus.

- Student, Faculty and Staff focused:
  - Provide mentorship programs for new faculty, staff, and students of color.

- Student focused:
  - Establish a target goal for students of color to represent a minimum of 18 percent of the student body in five years and 25 percent in ten years. These numbers are not meant as a quota, but rather a target based on changing demographics.
  - Develop specific, multi-year, measurable planning goals for the recruitment, admission, and enrollment of students from underrepresented populations.
  - Create an academic immersion program designed to assist students from underrepresented populations who require additional services/skill development to help them succeed at the College.
  - Consider articulation agreements with two-year and/or other institutions to increase enrollment of students from underrepresented groups.
  - Establish a diversity requirement in the College’s Core Curriculum. (See course requirement in the new Core Curriculum.)

- Student and Faculty focused:
  - Consider methods by which the DWC curriculum can introduce non-Western material.

- Student and Staff focused:
  - Staff the Admissions office with a diverse group of admissions counselors who represent the various racial/ethnic groups reflected in the student population for the purposes of recruiting more students of color and helping applicants who need/request assistance with the application process (including first-generation college students).

- Faculty and Staff focused:
  - Utilize the College’s Affirmative Action Plan explicitly to meet goals for faculty and staff from underrepresented populations for all EEO categories.
Structural Diversity

(Continued)

Recruitment/Retention: Aggressively recruit, support and retain diverse faculty, staff and students.

Student focused:
• To recruit multicultural students, create/enhance on-campus enrichment opportunities for high-school students and invite students from local high schools to attend campus events (e.g., courses, competitions, performances, speakers, camps/clinics, workshops – of variable duration with possible overnight visit).
• To recruit a more diverse student body, including economically disadvantaged students and/or first-generation college students, offer specific assistance during the application process, and provide campus visitation opportunities.
• To accelerate admissions and enrollment of a more diverse student body, investigate participation in established targeted programs for high school students which guarantee post-secondary enrollment, such as the Posse Program. (www.possefoundation.org).
• To recruit international students, send a recruiter overseas to attend college fairs and conduct informational seminars at least once per year.
• Create/enhance services for students with disabilities through a mentorship program.
• Expand recruitment of multicultural students by partnering, or strengthening existing partnerships, with established programs such as Times2 Academy and Upward Bound.
• Include a focus on multicultural students in recruiting plans for graduate and continuing education programs.

Faculty and Staff focused:
• Implement protocols and practices to expand the application pool by encouraging more faculty and staff of color to submit applications.

Faculty focused:
• Engage women faculty more fully in recruitment and professional development efforts.
• Proactively recruit ABD (“all but dissertation”) candidates of color by seeking out and encouraging applications for open positions.

Organizational Support: Ensure that institutional goals and objectives on diversity are intrinsic parts of all pillars of the strategic plan and its implementation.

Student, Faculty and Staff focused:
• Sponsor workshops and forums throughout the year related to diversity and inclusiveness within and across the College’s populations.
• Ensure that College publications (print and electronic) consistently reflect a diverse student/faculty/staff population and perspective.
• Establish a diversity resource guide for all members of the community.
• Continue to strengthen the communication infrastructure regarding diversity-related matters.
Diversity Initiatives

What diversity initiatives do we want the College to have in place to support all members of the campus community in five (5) years and in ten (10) years?

Initiatives and Programming: Create and sponsor initiatives and programs that not only support diverse students, faculty and staff, but also establish and maintain curriculum, campus life and workplace environments that value and appreciate diversity.

Student, Faculty and Staff focused:
- Establish a program featuring high profile speakers of color to draw a cross-section of interest from all campus constituencies.
- Establish a visiting scholar program focused on a variety of issues dealing with understanding and acceptance of differences.
- Expand and support the network of trained students, faculty, and staff to provide awareness and educational programs that promote respect for, and inclusion of, lesbian, gay, bisexual, transgender, queer and questioning ("LGBTQQ") students, faculty, and staff.

Student focused:
- Require diversity sensitivity programming during new/transfer student orientation (including inviting students to share their personal stories) and expand programming to focus on the first-year experience; support additional diversity programming within Residence Life and SAIL for all students.
- Encourage more diverse representation and leadership within student clubs and organizations (Friars Club, etc.) and other high-profile areas (Orientation staff, RAs, etc.).
- Create a distinctive orientation program, and/or distinctive programming within existing orientation activities, for international students.

Faculty and Staff focused:
- Explore ways to address the needs of the community regarding family-based issues, and to help employees achieve a balance between their work and personal lives.
Diversity Interactions

What do we want the College to look like in terms of how diverse people interact with and treat each other in five (5) years and ten (10) years?

Interactions: Create, organize, and implement opportunities for community interactions to facilitate greater understanding of, and appreciation for, the value of diverse perspectives and voices.

Student, Faculty and Staff focused:
- Facilitate numerous and varied ways in which the community can interact with one another and engage in ongoing (frequent and over the long-term) dialogue to encourage intercultural communication and exchange.
- Sponsor conferences, e.g., job fairs or college fairs that are marketed widely outside the College to reach out to prospective students, faculty and staff.

Student focused:
- Consider reviewing the roommate assignment process with the goal of providing students of different backgrounds and experiences with the opportunity to live with, and to develop a better understanding of, appreciation of, and respect for one another.
Organizational and Financial Structure to Support Diversity Initiatives

What organizational and financial structure is in place to ensure the College achieves its diversity goals and plans?

Organizational and Financial Structure: Establish an organizational structure that is charged with coordinating and promoting diversity initiatives across the campus. Partner with Finance and Business and Institutional Advancement to identify funds that will be targeted to fulfill the initiatives outlined in the strategic plan for diversity.

Organization/Physical Location

- Create an Office for Institutional Diversity (OID) to coordinate and facilitate College-wide efforts to advance and sustain an organizational culture and climate that fully welcomes diversity and inclusiveness for all members of the College community. Current diversity programming and services, in any if not all instances, would report to OID.
- Identify appropriate and sufficient space in a prominent location to house the OID.

Financial/Fundraising/Resources

- Establish a mini-campaign for diversity which articulates the case for funding and supporting specific needs and new initiatives based on various recommendations in the diversity strategic plan, and merge this campaign into the College's overall capital campaign.
- Appoint a development fundraiser whose responsibilities would include targeting diversity-focused needs and initiatives.
- Fund an annual guest speaker/multicultural lecture series.
- Create an alumni event for the sole purpose of raising money for Multicultural Scholarships.
- Establish funds to recruit top faculty and staff of color, such as endowed chairs or visiting professor-in-residence.
- Generally, increase the amount of funds available for financial aid; ensure sufficient funding to meet the full financial need of students of color and students with limited resources.
- Seek enhanced funding for graduate fellowships for students from underrepresented populations.
- Establish funding to support a culturally-inclusive curriculum.
- Provide additional financial aid to consider unique needs of commuter students for on-campus living and scholarship awards.
- Provide additional financial aid to selectively consider the unique needs of international students vis-à-vis tuition, tuition increases, and living expenses.
- Explore endowing a faculty position for a person of color in each school.
- Support the School of Continuing Education’s efforts to provide financial aid to multicultural students.
Assessment Plan

- Continue cycled student survey administration (e.g., CIRP, EBI Resident Study, NSSE, alumni surveys).
- Add to survey cycle diversity climate/programming survey.
- Continue annual data collection, Re: structural diversity statistics (e.g., recruiting/hiring statistics, student/faculty/staff headcount statistics, etc).
- Regularly audit diversity in the curriculum.
- Regularly benchmark diversity data vs. comparison institutions.
- Periodically conduct a diversity review by a peer evaluator(s).
- Provide to the College community an annual report of diversity initiatives, metrics, and assessment results.