



## STRATEGIC PLAN FOR DIVERSITY

### STATEMENT ON DIVERSITY

As a Catholic and Dominican institution of higher education, Providence College “recognizes the unity of the human family that proceeds from its one Creator” and “encourages the deepest respect for the essential dignity, freedom, and equality of every person.”<sup>1</sup> Commonalities are celebrated, especially those that center on shared commitment to the pursuit of truth and a shared obligation to treat one another with kindness and compassion. Diversity in its many forms and expressions is valued and appreciated; therefore, all community members are encouraged “to talk and listen to, and to learn from one another.”<sup>2</sup>

Providence College believes that a diverse community is one in which its members enjoy dynamic, reciprocal, and, above all, compassionate interactions, reflective of St. Dominic’s “wide embrace” of all peoples.<sup>3</sup> We invite current and prospective members of the community to grow and learn from the diverse voices on the campus and in the greater world.

This strategic plan for diversity flows from our core values as expressed in the College’s Statement on Diversity, and its specific recommendations are based on the theoretical framework of Umbach and Kuh. The plan is projected to be phased in over a 5 – 10 year period depending on financial resources. Going forward, the Diversity Implementation Committee will prioritize plan initiatives and identify persons/groups primarily responsible for implementing them.

### 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 its many 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 its many 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.

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<sup>1</sup> Mission Statement of Providence College.

<sup>2</sup> Fr. Timothy Radcliffe, O.P., Talking to Strangers. An address given at Yale University, October 8, 1996.

<sup>3</sup> Blessed Jordan of Saxony’s description of St. Dominic’s charity as quoted in Gerard de Frachet’s 13th century Lives of the Brethren.



- Develop specific strategies to diversify the Honors Program.
- Monitor the engagement of diverse students in STEM (science, technology, engineering, math) disciplines to ensure full participation.
- Create an academic immersion program designed to assist first generation students and students from underrepresented populations who require additional services/skill development to help them successfully transition to 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.

#### **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](http://www.possefoundation.org)).
- Assess opportunities for expanded recruitment of international students, especially in predominantly Catholic countries in Latin America, the Caribbean and the Philippines.



## DIVERSITY IMPLEMENTATION COMMITTEE – STRATEGIC PLAN FOR DIVERSITY

OFFICE OF INSTITUTIONAL DIVERSITY – RAFAEL A. ZAPATA, ASSOCIATE VP/CHIEF DIVERSITY OFFICER

- To develop our own pipeline of talented high school students, create a summer program for successive summers after 9<sup>th</sup> – 11<sup>th</sup> grade, with particular emphasis on critical reading/writing and math skills and the new core curriculum.
- 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.
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### Faculty and Staff focused:

- Implement protocols, practices and training for department chairs and search committees to expand the application pool by encouraging more faculty and staff of color to submit applications.
- With Academic Affairs, the Center for Teaching Excellence and Human Resources, provide diversity education and training for faculty and staff around a host of teaching and learning issues (e.g., teaching/advising a diverse student body, including students of color, students with disabilities, LGBTQ students; women and men in under-represented fields; learning styles).
- Develop an infrastructure that actively and consistently supports the growth and development of women faculty/staff and faculty/staff of color.
- Employ Target of Opportunity (TOP) strategies for recruiting outstanding candidates for faculty, staff and administrative positions.
- Consider cross-cultural skills, experience teaching diverse student populations, and leadership in diverse contexts as explicit components of candidates' skill-set.
- Proactively diversify college leadership and management level positions.

### 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 faculty positions.
- To attract diverse post-doctoral candidates, explore joining the Consortium for Faculty Diversity in Liberal Arts Colleges/CFD: <http://my.depauw.edu/admin/acadaffairs/cfd/>
- Accept the invitation of the Liberal Arts Diversity Officers (LADO) consortium to participate in Creating



Connections Consortium (C3): A partnership to strengthen diversity and innovation through enhanced interactions between Liberal Arts Colleges and Research Universities.

- Evaluate and develop best practices and training to enhance the process and efficiency of faculty-searches and tenure/promotion processes.

Alumni and Trustee focused:

- Diversify the Board of Trustees and provide them with diversity training.
- Develop strategies to increase engagement of alumni of color.

**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.
- Enhance educational programs that promote awareness and acceptance of, and respect for, people of different sexual orientations and identities.<sup>4</sup>

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<sup>4</sup> This may include lesbian, gay, bisexual, transgender, queer, and questioning students, faculty, and staff.



- Expand and support the network of trained students, faculty, and staff to provide awareness of educational programs that promote respect for, and inclusion of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQQ) students, faculty, and staff. (these are similar so this may have been a substitution not an omission)

### Student focused:

- Incorporate diversity awareness and education programming during new/transfer student orientation (including inviting students to share their personal stories) and expand programming to focus on the first-year experience.
  - 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. (may be a substitution rather than an omission)
- Support additional diversity programming within Residence Life, SAIL, Mission and Ministry 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, Mission and Ministry, etc.).
- Create a leadership development retreat for members of Student Congress, BOP, RA's, BMSA, Pastoral Council of Campus Ministry (or other student leaders) with a strong emphasis on diversity.
- Provide on-going diversity training for RA's, student mentors and tutors.
- 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.
- Develop a regular schedule for qualitative assessment of the campus climate.

### Student focused:

- Consider reviewing the roommate assignment process with the goal of providing students of different backgrounds and experiences the opportunity to live with, and to develop a better understanding of, appreciation of, and respect for one another.
- Develop programs that 1) validate the social-cultural identities and presence of underrepresented students of color, and 2) provide cross-cultural education within and between diverse groups on campus.

### Alumni Focused:

- With Alumni Relations and Institutional Advancement, develop an Alumni of Color Engagement Initiative.
- Explore the creation of an LGBTQ Alumni Engagement Initiative.

### Community Focused:

- Create a Community Advisory Board for the Office for Institutional Diversity (OID) to foster relationship building and collaboration between Providence College and various communities and organizations within the Providence metropolitan area.
- Develop and consistently update a comprehensive list of local contacts for community-based arts, education, religious, business and civic organizations within the Providence metropolitan area.



## **ORGANIZATIONAL/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**

- In January 2012, the Office for Institutional Diversity (OID) was created to coordinate the College's diversity initiatives and programs and to provide expertise and senior level leadership on diversity issues facing the College. This office facilitates College-wide efforts to advance and sustain an organizational culture and climate that welcomes diversity and inclusiveness in its many forms.

### **Financial/Fundraising/Resources**

- Establish targeted fundraising 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 scholars whose research focus on diverse communities,



comparative studies, and intergroup relations (e.g., health disparities among racial and ethnic groups; urban social history and U.S. Catholicism; the social psychology of prejudice and discrimination; global Catholicism; interfaith communities. (written in both reports but more specific here than in the web-version of this document)

- Support the School of Continuing Education's efforts to provide financial aid to multicultural students.

**ASSESSMENT PLAN (Encompasses bullet points from web-based document)**

Continue cycled student survey administration (e.g., CIRP, EBI Resident Study, NSSE, alumni surveys). Add regular campus climate assessments. 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 a regular (e.g., annual) report of diversity initiatives, metrics, and assessment results.