

THE UNIVERSITY OF SCRANTON

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

...continuity
love and cherish each

— ST. IGNATIUS of LOYOLA

A Campus Wide Plan for

DIVERSITY EQUITY & INCLUSION

Progress & Accomplishment

Status Report

Updated November 2023

Institutional Commitment, Transparency, Coordination, and Accountability
Leadership Commitment

	inclusion efforts throughout the University.			1.2b	Additionally, the Cultural Center Assistant Dean is a new position in Student Life (Fall 2022) that will, in part, seek to connect with colleagues working on the plan to ensure the Center’s diversity and inclusion efforts complement other efforts around the University.
1.3	Establish clear expectations for the support of campus diversity, equity and inclusion goals in all administrative and academic units, from the department level to the Board of Trustees, and prioritize sufficient and sustainable resources for this work.	Cabinet	Work in Progress	1.3a	Board of Trustees embarked on creating support for diversity, equity, and inclusion by engaging in a day of DEI training in the Winter of 2022. The training included outside speakers and the completion of the AJCU’s racial examen. Upon completion of the training, the Board of Trustees committed personal financial resources for DEI work and the Opening Door Scholarship. The Governance Committee of the Board is working to continue to diversify the Board of Trustees.
				1.3b	The Provost and Executive Director for the Office of Equity and Diversity regularly to meet with Divisional Vice Presidents, Deans and other Administrators to advance, support and encouraged DEI work, including identifying and assigning oversight of certain plan goals and objectives.
				1.3c	In 2022-2023 and 2023-2024, the Division of Student Life set goals related to DEI to help advance the Campuswide Plan. For 2023-2024, the goal reads "Foster an inclusive community that is committed to social justice and grounded in Ignatian ideals by: supporting students from historically underserved backgrounds through intentional initiatives and programs; and offering initiatives and programs to generate awareness and respect and inspire action on the part of students."

1.4	Expand opportunities for worship, retreat, fellowship and mentorship, and service that emphasize and explore the role of diversity and inclusion in our Catholic, Jesuit mission for students, faculty, staff, and other members of the University community.	Cosacchi	Work in Progress	1.4a	The Jesuit Center book club for faculty on racial justices has read <i>Caste</i> ," by Isabel Wilkerson, <i>The Second: Race and Guns in a Fatally Unequal America</i> ," by Carol Anderson, and <i>So You Want to Talk About Race</i> ," by Ijeoma Oluo.	Guns
				1.4b	The First Year Faculty Ignatian Workshop focuses on a monthly unit on racial justice and mission.	
				1.4c	One of the yearly Spirituality Luncheons intentionally focuses on women and race.	
				1.4d	Incorporation of inclusion discussions and principles into Search retreats offered by the Division of Mission and Ministry.	

Institutional Commitment, Transparency, Coordination, and Accountability
Transparency, Assessment and Accountability

	<p>benchmarks are regularly and transparently monitored and reported.</p>				
1.9	<p>Ensure these performance indicators are synchronized across major planning areas, including the strategic plan, SEP, and diversity and inclusion plan, and are consistently defined and gathered</p>				

Institutional Commitment, Transparency, Coordination, and Accountability
Coordinator of Campus Efforts

- 1.12 Inventory existing electronic resources to identify areas of focus for

	surveys, focus groups, and town hall events.	Higgins Maldonado Rivera Tetreault			
1.16	Utilizing information gathered through various reviews, reduce duplicative diversity and inclusion work to streamline programming and improve depth of education through collaboration.	Cabinet	Work in Progress	1.16a	Maldonado, Garcia, and Davis (then Vice President for Student Life) met to discuss DEI programming and education between academics and student life. Maldonado and Garcia included discussion on this topic at the Dean Retreat on August 15, 2022. Discussion took place at the Dean Retreat related to the TAPESTRY and Passport programs, living learning communities and other collaboration opportunities with Student Life and other Divisions. Collaboration took place between and among the Divisions, the Black Studies Concentration Faculty, the Cultural Centers and the 50 th Anniversary in Co-Education Committee, to plan programs for Black History Month, Hispanic Studies Month and Women's History Month, with plans for continued collaboration on other month celebrations. Maldonado, Garcia and Rivera meet monthly to discuss programming and other projects with an eye toward collaboration and DEI.

				2.1e	In 2021-2022, the Cultural Centers partnered with the First-Year Seminar program and the College of Arts and Sciences to develop an action-oriented workshop to continue racial justice lessons from FYS courses and developing a new and more interactive microaggressions and implicit bias workshop for the College of Arts & Sciences. While neither of these workshops actually ran, the partnerships fostered may lay a good foundation for the future.
				2.1f	ROCK (Royals of Color Kickoff) early arrival program expanded. This program for new students of color was a key aspect of efforts to positively impact retention, persistence, and sense of belonging for these students. The feedback from both new students and mentors has been positive, with students sharing that the program helped them feel more connected and comfortable on campus. The Multicultural Center also led an effort to check in with students throughout the year, including ROCK reunions throughout the semester. The Assistant Dean of Students collaborated with the Cultural Centers in Fall 2022 to expand the GU1DE mentoring program to include students of color as another avenue to ensure continued support.
				2.1g	The Assistant Dean of Students and Assistant Director of the Cultural Centers (Multicultural Center) meet regularly to review programming and strive to fill additional needs for celebratory months.
				2.1h	The Cultural Centers continue expanding programming outreach and offerings. The Assistant Director engaged in conversations to explore the possibility of bringing a

	<p>student learning and development with respect to diversity and inclusion, such that may be assessed through student participation in co-curricular programming. Gather, share and reflect on these outcomes' assessment data.</p>	Yerkes			
2.3	<p>Implement a comprehensive plan to include educational opportunities regarding diversity, equity, and inclusion throughout a students' time at the University, including both curricular and co-curricular experiences. This should involve collaboration between both Academic Affairs and Student Life and include existing and new programming linked to the first-year experiences, Royal Reads, Passport and Tapestry.</p>	Garcia Maldonado Rivera	Work in Progress	2.3a	<p>Academic Affairs, Student Life, and OED continue to meet to discuss DEI programing and education between academics and student life, including TAPESTRY and Passport programs, Residential Living Communities. Preliminary ideas were discussed at the Dean Retreat related to the TAPESTRY and Passport programs, living learning communities and other collaboration opportunities with Student Life and other Divisions. The thre Dis,94.36 139.0nfTd(s)(hr)-3.9 (e0.011 3 (t)(t)-a)-1.6 e0</p>

2.5 Engage with the local Scranton Zaboski
community identify and
expand off-campus community
resources and support for
students.

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Additionally, the Assistant Director of the Cultural Centers
(Multicultural Center) has offered to help students and families

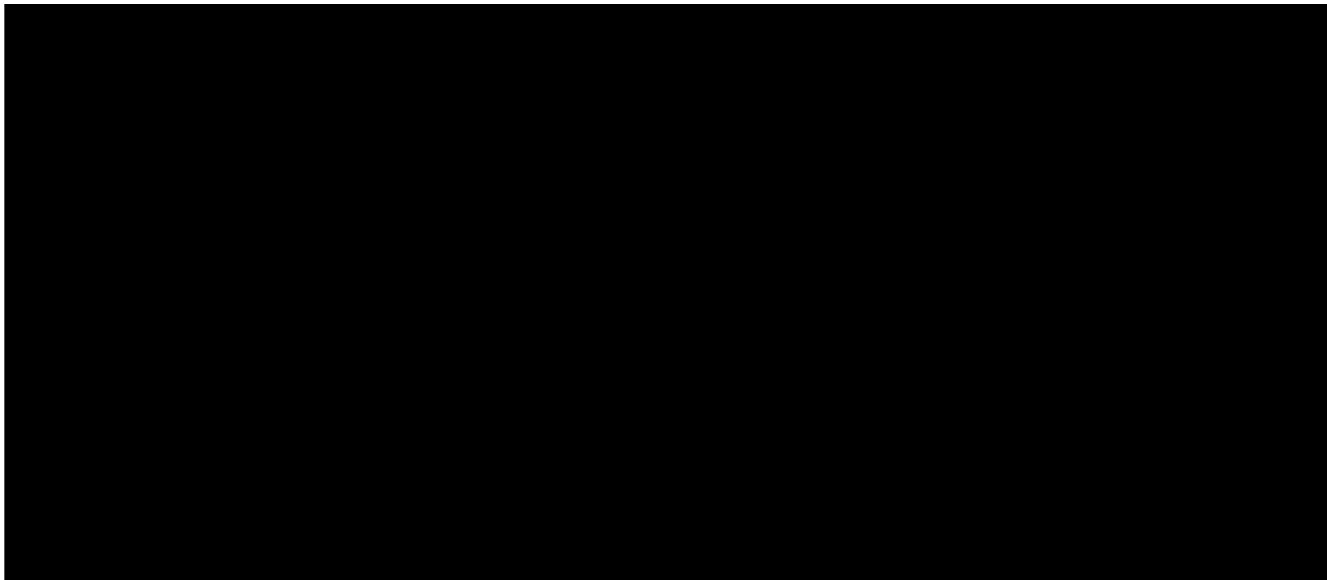
					semester. The Assistant Dean of Students collaborated with the Cultural Centers in Fall 2022 to expand the GUIDE mentoring program to include students of color as another avenue to ensure continued support.
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2.12 Continue to review current student gathering and other physical campus spaces to expand opportunities for engagement and the reach and resources of the Cross-Cultural Centers.

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The Academic Experience
Curriculum

3.1	Through Faculty Senate leadership, review strategies and cycles for the learning assessment of courses that currently have the cultural diversity (D) designation, and the curricular criteria for their determination and the renewal of that determination over time, as part of the current general education curricular and assessment processes.	Maldonado	Work in Progress	3.1a
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foundation of human diversity and to gain respect for that diversity. The Biology Department Committee on Diversity in Hiring worked closely with the microbiologist search committee by modifying the wording of the ad to make the language more inclusive and redacted the applicants' names for the initial evaluation of their applications, and the search committee used a rubric in their initial evaluations that was designed to reduce bias.

x **Communications & Media:** The faculty work with and assist where possible through CBL and the Scranton Story. They invite diverse alumni to speak with students about their Scranton and professional stories. Faculty attended and participated in a variety of the DEI workshops and programs and are looking forward to supporting this effort in the future.

x **Counseling:** Faculty and staff have participated in DE&I committees, workshops, and assisted in providing training to the wider University community. Some faculty participated in the PILLAR program. Recently Counseling reviewed its program related materials to ensure inclusive language and revised its Fit for Professional Documents to include a dimension on Cultural Competencies. Additionally, Counseling recently provided a webinar for Field Supervisors entitled Exploring Diversity to Foster an Inclusive Supervisory Working Alliance.

x **Criminal Justice & Sociology:** Dr. Rich developed her Race and Ethnic Relations

x **Education Department:** The Department delivers a series of courses that specifically address the work with students with disabilities, English language learners, and students and families for diverse cultural backgrounds. During academic year 2022 – 2023, the Education Department was involved in several curriculum and research activities to support the DEI plan. The highlights include: (1) participation in institutional programs and initiatives designed for first generation students and high school students from high needs schools; (2) completion of curriculum revision aimed at inclusion of courses/assignments to increase students’ knowledgeability about the history of diversity in North American and worldwide; (3) work on curriculum revision to include assignments to support students’ professional competence of working with students from diverse backgrounds; and (4) faculty led individual research and service projects.

x **History:** The History faculty engage in a variety of service opportunities, travel courses, participation in outside religious and community activities, and sports, including fact(ec)11.2 (9.2 (nt)-4.66 (i)-2.rhg (clNun)10.8 (i)-)-4.66 (i)-2.rhg (clNune 6 B

- x **Occupational Therapy and Physical Therapy:**
 - x Students are required to do two professional development activities each semester, many students enroll in DEI campus events.
 - x The entire faculty did Safe Zone Training.
 - x Faculty implemented DEI requirements into OT courses, such as attendance and reflection assignments at events offered by Women & Gender Studies, etc.
 - x Faculty have completed numerous off-campus DEI trainings on a variety of subject matter including inclusive teaching, biases, understanding students with diagnoses, supporting students of differing cultures & backgrounds, remote teaching, pandemic effects, etc.
 - x Faculty have attended numerous on-campus DEI training sessions/presentations offered by CTE, OED

schools and senior high rises. In PT 743 Psychosocial aspects of Disability, students explore concepts of social justice,

					Immersion Days for 125 students and a variety of cultural events. The curriculum is continually evolving to be more decolonized, with approved courses like Black Italy: Afro-Italian Identities included in the Black Studies Concentration and FYS, LIT 107X: Global Aesthetics of Care. The Department's ESL program for the community, in collaboration with the Department of University Advancement, received a Scranton Area Foundation Critical Needs Grant to purchase textbooks and workbooks for English Language Learners. They also received a National Book Foundation grant to purchase several grammar textbooks and a five-level set of textbooks and workbooks for use by community ESL tutors at the LLC.
3.3	Support the creation and launch of the new Black Studies concentration.	Maldonado	Work in Progress	3.3a	The Black Studies Concentration is on schedule to be included in the Fall 2023. The Library purchased monographs or e-books for the Black Studies program.
3.4	Increase Community Based Learning and Community Based Research opportunities across the curriculum, emphasizing those that engage students and faculty with those from diverse and underserved populations, and create further opportunities for students, faculty and other members of the University community to be involved in				

				3.4d	Counseling and Human Services curricula are aligned with diversity, equity, and inclusion. Through community-based learning, practicum, and internships, students have the opportunity to more fully understand diversity, equity, and inclusion in and through community service preparing them for an increasingly diverse world.
				3.4e	The Counselors 4 Social Change Graduate Club was founded by four student leaders in the Clinical Mental Health Counseling program interested in current social justice issues and working towards diversity, equity, and inclusion within the campus community, profession, and communities at large. The club is committed to providing accessible information/opportunities to assist graduate students in learning about various social justice topics through dialogues and other activities.
				3.4f	CBL worked with the PCPS Dean's Office to revamp their first-year CBL Tapestry program including the coordination of 3 CBL Talks: Black history and housing, Environmental health, and the Living Wage study.
3.5	Incorporate diversity, equity and inclusion programming in Passport and Tapestry programs for non-first year students.	Garcia Maldonado Rivera	Year 2	3.5a	

3.8 Expand offerings for diversity, equity and inclusion training for all faculty and academic support staff, including a workshop series for

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	inclusion within faculty development programming.				
3.10	Support, recognize and celebrate faculty contributions related to diversity and inclusion.	Maldonado	Year 2	3.10a	

The Academic Experience
Research Opportunities

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| 3.11 | Expand opportunities and increase funding, including through community-based Research opportunities and enhanced professional conference support, for student and faculty research that addresses diversity and inclusion. | Zaboski | Work in Progress | 3.11a | The reconfiguration of the Office of Research Support and Sponsored Programs is intended to increase support grants on campus. They are supporting a DEI-related grant grant0.002 36 463.08 Tm()T8.4 |
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- Speech Pathology: Growing its capacity to model and

	resources for newly hired faculty and staff.			4.2b	A new “location” page is available through the “About Us” section of the website. Future updates to the site will increase information about DEI-related resources in the regional community.
4.3	Develop and implement strategies to monitor new employee connections to campus early and often during their first year.	Garcia Maldonado Tetreault	Work in Progress	4.3a	The Office of Equity and Diversity and the Office for Human Resources has started a 90-day touch point meeting with new hires to obtain feedback and to provide additional resources, support, information, and a creation of a community.
				4.3b	Human Resources, the Office of Equity & Diversity and Academic Affairs hosted a reception for staff new hires.
4.4	Expand anti-racism and other training for faculty and staff through both University-developed and external opportunities, addressing training gaps that emerge through needs assessments and other analyses. Determine appropriate methods to address non-compliance with employee training requirements.	Garcia Maldonado Tetreault			

	Anti- Racism Examen across campus units.			4.5c	Mission and Ministries has committed to expanding its offering of the AJCU Racial Examen across campus units, and to start developing other DEI related Examens for faculty, staff and students.
				4.6c	The Division of Mission and Ministries held

- 5.4 Review existing financial support strategies for first generation and students of color, and others from traditionally

5.5b The Retention Office hosted a professional development opportunity for the University's retention committee and other campus colleagues. The webinar is Latino/a students - Data Based Initiatives to Increase Enrollment, Retention and Support. Several other departments, including but not limited to, Financial Aid, Student life and Residence life and OED attended the professional development opportunity.

Student Recruitment, Enrollment and Retention
Retention & Student Success

					<p>In Fall 2023, Residence Life will pilot a new way of doing Intentional Interactions with residential students to better monitor student connections in their transition to campus.</p>
5.9	<p>Review attrition trends for students of color, better understanding why these students, in particular Black male students, leave the University at a higher rate, and identify strategies to address these gaps.</p>				

Alumni and Community Engagement
Alumni Engagement

6.1	Improve our understanding of the undergraduate and graduate student experiences of alumni, including those from historically underrepresented and underserved groups, gathering and sharing insights that may help guide future student programming.	Davis	Work in Progress	6.1a	Advancement Staff identified individuals from our alumni community to begin conversations about their experiences related to DEI. These conversations have provided a foundation for the staff to think about new ideas and ways to engage our alumni around DEI. Broader outreach and pilot programing are being planned for 2023-24.
6.2	Gather feedback from alumni regarding how their Scranton education impacted their understanding and engagement with diversity and inclusion issues in their post-graduate lives and professional experiences.	Davis	Year 2	6.2a	Preliminary work has been started on an alumni engagement survey, but the formal survey will be completed in Spring 2024.
6.3	Outreach to alumni from traditionally underrepresented 6.3				

Alumni and Community Engagement
Engagement with the Local Community

6.5	In collaboration with community partners, identify existing and emerging needs and concerns of underrepresented and underserved groups, and create strategies to address them.	Schumacher-Cohen Zaboski	Work in Progress	6.5a	The Office of Community and Government Relations (“OCGR”), in collaboration with The Institute and CEEPS completed and released the Living Wage Study in November 2022 with a new DEI focus. The report was printed, is available online (along with other background materials at www.scranton.edu/livingwage), and was shared widely at a campus presentation on Nov. 29, 2022. The report placed an emphasis on looking at the impact of living wage/socio-economic challenges on communities of color. The report will serve as a CBL teaching tool as well as a community resource for the near-future. Follow-up will also continue with community agency leaders, the Scranton Area Community Foundation, Neighborworks and other community partners.
				6.5b	Community Relations/CBL: In June 2022, we convened our annual community partners meeting (60 partners) using an “Engagement of Hope Conceptual Framework and Equity-Focused Theory of Change” which involves a consideration of how to challenge unjust structures including acknowledging institutional racism and inequity.
				6.5c	The student-run Leahy PT Clinic provided care for a diverse group of uninsured and underinsured individuals and expanded community outreach opportunities. These efforts included training for faculty and students on cultural sensitivity and use of multiple translators to facilitate communication for those who did not speak English. Faculty continue to utilize funding for the Leahy PT Clinic outreach for the Bhutanese and Congolese refugees in the Scranton community.

6.5d Physical Therapy's Community-Based Research, Dr. Walton (PI) is currently leading a team on a multistage study that will assess and provide resources to meet the health needs of our local refugee communities. Following IRB approval and internal grant funding, the team completed the translations (into Nepali

					<p>Julius Fleming on “Black Patience and Emancipation”.</p> <p>Another CBL project Religious Tapestry of Scranton: Past and Present including a theological and musical reflection, Caminemos con Jesús: Incarnating Hispanic/Latinx Theology in Song, with Tony Alonso and two multi-faith places of worship bus tours led by the Lackawanna Historical Society.</p>
				6.6c	<p>Community Relations & CBL/Refugee Engagement: The University’s community leadership regarding refugee solidarity and inclusion continued with various programs and activities, including a reprised Refugee Friendship Network training in Feb. 2022.</p>
				6.6d	<p>Performance Music: Performance Music once again began hosting in-person concerts and events that are open to the regional community. Artists selections provide cultural enrichment on a range of musical traditions.</p>
				6.6e	<p>CEEPS: Collaborated with the new Center for Ethics and Excellence in Public Service on an introductory workshop on diversity, equity and inclusion for NEPA government officials and staff on August 31</p>
6.7	Collaborate with the City of Scranton and civic entities to discuss issues our students, in particular, those from underrepresented groups, experience in the community.	Schumacher-Cohen Zaboski	Work in Progress	6.7a	<p>Community Relations: The Scranton’s Story project is broadly inclusive and involves community partners such as the Black Scranton Project and the Lackawanna County Immigrant Inclusion committee.</p>
6.8	Building upon existing college preparatory and learning enrichment initiatives, identity ways to expand programming				

					Jen Catholic University in Taiwan. Work is under way to establish additional such international partnerships with a focus on AACSB-accredited institutions in India.
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6.9d

The University and Geisinger Commonwealth School of Medicine signed a Master Affiliation Agreement on Sept. 6, 2023, culminating more than a