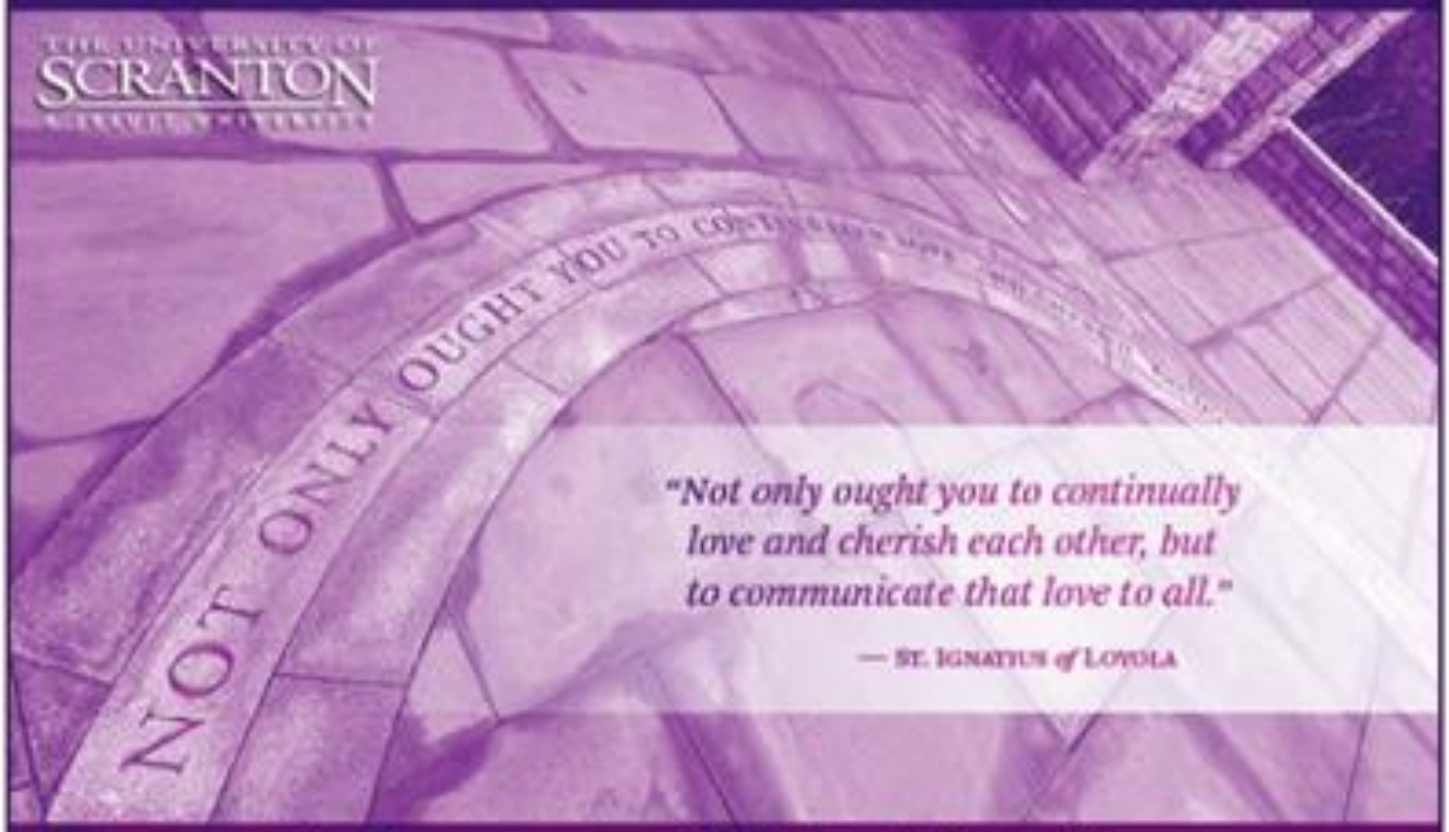
THE UNIVERSITY OF SCRANTON



A Campus-Wide Plan for

DIVERSITY EQUITY & INCLUSION

Progress & Accomplishments

A Campus-Wide Plan for

DIVERSITY, EQUITY & INCLUSION

Status Report

February 1, 2023

Institutional Commitment, Transparency, Coordination, and Accountability
Leadership Commitment

	Objective	Lead	Status		Progress
1.1	Develop a statement of shared principles for diversity, equity and inclusion for all members of our University community. As part of planned review of University mission and institutional learning outcomes, consider how this commitment may be realized in these foundational statements.	Garcia	Work in Progress	1.1a	A subcommittee of the Council for Diversity and Inclusion ("CDI") is researching shared principle statements from other institutions of higher education. The subcommittee is set to work on a statement over Spring 2023, and will then recommend to Cabinet.
1.2	Investigate internal resources, and consider examples from peer and aspirant institutions, to recommend a structure to oversee and coordinate the implementation of the Plan, and connect this work to that of others engaged in diversity and inclusion efforts throughout the University.	Maldonado Tetreault	Work in Progress	1.2a	A subcommittee of CDI, led by Maldonado and Tetreault, is examining peer and aspirant institutions to make recommendations to the President and Cabinet.

				1.2b	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 Boardof 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 Michelle Maldonado and Executive Director for the Office of Equity and Diversity Elizabeth Garcia 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.
1.4	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			

Institutional Commitment, Transparency, Coordination, and Accountability ***Transparency, Assessment and Accountability***					
1.5	Incorporate a component for departmental, divisional and college leaders to reflect and share information about their area(s) contributions to diversity and inclusion efforts via the Annual Planning and Reporting process.	Cabinet Deans	Work in Progress	1.5a	The University's Annual Reporting process now includes a DEI strategic plan reporting module. Departments, divisions and colleges yearly report on their area's work and contribution to advance the DEI strategic plan.
				1.5b	The Director of the Cross-Cultural Centers regularly provides written updates to the Executive Director of the Office of Equity and Diversity regarding diversity and inclusion efforts sponsored by the Centers to communicate the breadth of programming offered, which are incorporated into the DEI update messages sent out to the University from the Office of Equity and Diversity and the Provosts office. These updates can be found on the EDI communication webpage.
1.6	Prepare an annual state of diversity and inclusion/impact report to celebrate the depth and breadth of campus contributions, and to identify gaps in our work.	Garcia	Year 2	1.6a	In the interim, the Provost and Senior Vice President of Academics and Executive Director for the Office of Equity and Diversity provide updates on DEI work on a semester basis, which are located on the EDI communication website.
1.7	Create and promulgate an easily accessible diversity and inclusion data report that presents current and trend data for students, faculty, and staff.	Maldonado Marx Walsh	Year 2	1.7a	
1.8	Identify appropriate metrics, both qualitative and quantitative, to measure diversity and inclusion plan progress, and assure that these metrics and related benchmarks are regularly and transparently monitored and reported.	Maldonado Walsh Yerkes	Year 2	1.8a	

1.9	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 through a collaborative data governance process.	Maldonado Walsh Yerkes	Year 3	1.9a	
1.10	Regularize a cycle of evaluation for campus diversity, inclusion, and climate perceptions, engagement, and competencies for students and employees, including through such means as campus climate and 360 assessments.	Maldonado Walsh Yerkes	Work in Progress	1.10a	The Council for Diversity and Inclusion will be administering the HEDS Equity and Inclusion survey to all faculty, staff and students during the Spring of 2023.
				1.10b	Institutional Research added the DEI component to the NSSE survey in 2022 which was completed by first and graduating students. Results are being synthesis and reviewed by Planning and Institutional Effectiveness and Council for Diversity and Inclusion.
1.11	Review the number, charges, and status of campus committees engaged in diversity, equity and inclusion work, identifying potential synergies and connection points. Invite each committee to share an annual report on its activities to appropriate constituents and leadership.	Garcia CDI	Work in Progress	1.11a	A Subcommittee has been formed and is meeting to identity and analyze current groups and committees on campus engaged in DEI.

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

1.12	Inventory existing electronic resources to identify areas of focus for diversity and	Garcia CDI	Work in Progress	1.12a	A CDI Subcommittee has been formed to identify and inventory the resources for analysis.

	inclusion information, and ensure that content related to diversity, equity and inclusion activity and policies is current.				
1.13	Build a dedicated, searchable web location (page, app) for campus constituents to view and register for diversity and inclusion trainings and events.	Garcia Rivera Zaboski	Completed and Regularly Updated	1.13a	See website: **https://www.scranton.edu/about/diversity-inclusion/index.shtml**
1.14	Utilizing methods to raise awareness and increase participation in diversity and inclusion programs, services, and initiatives through increased marketing.	Garcia Maldonado Rivera Zaboski	Completed and Regularly Updated	1.14a	External Affairs, with information collected by Academic Affairs, Student Life and the Office of Equity and Diversity ("OED"), continues to maintain the DEI website, which provides information on activities and events. Additionally, DEI programming was promoted through Royal News, University social media channels, and public relations outreach to external media.
1.15	Expand opportunities for feedback to these (1.14) and other offerings through surveys, focus groups, and town hall events.	Castellanos Cosacchi Dzurec Garcia Higgins Maldonado Rivera Tetreault	Year 2	1.15a	
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 programing 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 continues among Rivera, Maldonado, Garcia, Black Studies Concentration Faculty, the Cultural Centers and

					the 50th 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.

The Student Experience
Co-curricular Programming and Faith Experience

2.1	Expand the development of new programmatic, co-curricular, and service opportunities and increase student participation in existing programming.	Cosacchi Garcia Maldonado Tetreault	Work in Progress	2.1a	Ongoing collaborator discussions between Academic Affairs and Student Life related to Passport and Tapestry, and Residential Learning Communities to encourage student participating in programming
				2.1b	Academic Affairs, Student Life and OED, along with Clubs, Academic Programs, Deans and other programmatic participants are collaborating to plan events, programing, and other co-curricular events that do not overlap or saturate the community.
				2.1c	THR1VE's peer mentorship program known as GU1DE continues this year. In coordination with the Cultural Centers, GUIDE has been expanded to invite first-generational students as well as students of color to participate. Through one-on-one and small group meetings with students, GU1DES ease the college transition by helping with questions or concerns, sharing tips and tricks about the college experience, and connecting students to on-campus resources.
				2.1.d	Partners in Learning, Leadership, and Reflection (PILLAR) is a pedagogical partnership program that pairs students with faculty to create, support, and enhance inclusive learning environments that encourage and value all learners, which is in its third year and expanding.
				2.1e	The Cultural Centers partnered with the First-Year Seminar program and the College of Arts and Sciences to offer complementary workshops and engagement opportunities to support curricular learning about diversity and inclusion.

				2.1f	ROCK (Royals of Color Kickoff) early arrival program expanded in August 2022. 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.
2.2	Better understand and identify desired competencies for 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.	Maldonado Rivera Yerkes	Year 2	2.2a	
2.3	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	Garcia Maldonado Rivera	Work in Progress	2.3a	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. In 2022, new student orientation topics about community, implicit bias, and microaggressions were presented. Future topics of allyship, identity, imposter

	linked to the first-year experiences, Royal Reads, Passport and Tapestry.				syndrome, identity privilege, oppression bias, unconscious bias, bystander intervention and/or self-care are being planned to add to a comprehensive plan.
2.4	Develop and require a diversity and inclusion orientation module for new students that includes topics such as allyship, identity, imposter syndrome, identity privilege, oppression bias, unconscious bias, bystander intervention and/or self-care.	Rivera	Work in Progress	2.4a	In 2022, new student orientation topics about community, implicit bias, and microaggressions were presented at orientation. Future topics of allyship, identity, imposter syndrome, identity privilege, oppression bias, unconscious bias, bystander intervention and/or self-care are being planned to add to a comprehensive plan.
2.5	Engage with the local Scranton community identify and expand off-campus community resources and support for students.	Zaboski	Work in Progress	2.5a	The University recently launched a new "location" page that 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.
				2.5b	Zaboski has connected with DiscoverNEPA to explore ways that the broader community resource might provide more easily accessed or categorized information on DEI events and services. DiscoverNEPA is in the midst of a technical overhaul but was open to working on the project later in the spring of 2023.
2.6	Increase opportunities for both Catholic and non-Catholic students to explore their faith traditions, and expand programming and education to support them in understanding different faiths.	Cosacchi			

The Student Experience
Resources and Support

2.7	Utilize assessments to identify new and changing	Cosacchi Garcia	Work in Progress	2.7a	NSSE Survey now includes questions on Diversity Equity and Inclusion. The HEDS survey will be administered in Spring

	student needs, and to build programming connections across the Student Life division and other campus units.	Maldonado Rivera Zottola			2023 and will provide additional assessment data to inform work.
2.8	Recruit staff from historically underrepresented populations to better support diverse students in several areas of the University, including, but not limited to the Counseling Center, Advising, and Career Development.	Garcia Maldonado Rivera Tetreault Zottola	Work in Progress	2.8a	Human Resources and OED worked together to identify community-based recruitment for staff. Recruiting materials have been translated into Spanish for job fairs.
				2.8b	Human Resources and OED are identifying and investing in additional position advertising sites to reach a larger number of potential applicants and generate more diverse applicant pools
				2.8c	An accessibility notice has been added to the Human Resources webpage and the Employee Opportunities portal
				2.8d	Staff search training will be provided by OED on a semester basis starting in Spring 2023
				2.8e	The Counseling Center contracted with a third party to provide teletherapy counseling opportunities to students including historically underserved students who may wish to work with a counselor with a specific identity not represented among counselors at the Counseling Center. This service is partially funded by the DEI Strategic Plan budget.
2.9	Increase our ability to support students and other members of our community for whom English is a second language.	Rivera Zaboski Zottola	Work in Progress	2.9a	A number of key admission publications are being translated into Spanish with a plan for future translations established.
				2.9b	The University has established a partnership with Marywood University that allows accepted students to get ESL training prior to enrollment while beginning to get acclimated to the University's campus. This includes getting a Royal Card and having access to campus services, including housing, dining and the library.
2.10	Expand worship experiences that reflect the cultural and language diversity of the Catholic Church.	Cosacchi		2.10	

2.11	Enhance mentoring programming for students of color to support their sense of belonging, and increase retention and graduation rates.	Cosacchi Garcia Maldonado Rivera Zottola	Work in Progress	2.11a	THR1VE's peer mentorship program known as GU1DE continues this year. In coordination with the Cultural Centers, GUIDE has been expanded to invite first-generational students as well as students of color to participate. Through one-on-one and small group meetings with students, GU1DES ease the college transition by helping with questions or concerns, sharing tips and tricks about the college experience, and connecting students to on-campus resources.
				2.11b	Partners in Learning, Leadership, and Reflection (PILLAR) is a pedagogical partnership program that pairs students with faculty to create, support, and enhance inclusive learning environments that encourage and value all learners, which is in its third year and expanding.
				2.11c	ROCK (Royals of Color Kickoff) early arrival program expanded in August 2022. 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.
2.12	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.	Garcia Rivera Steinmetz	Work in Progress	2.12a	The Multicultural Center is relocating to a larger, newly renovated space in the DeNaples Center. The space was intentionally designed to foster community, education and collaboration and will open in January 2023.
				2.12b	The Black Student Union was offered the opportunity to use the Gonzaga House as a gathering and programming space on campus. With support from the President, Student Life and OED, the space opened in Spring 2022.

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	As of Fall 2022, curriculum recommendations were proposed by the Curriculum Review Committee. Changes will start to be implemented in Spring 2023.
3.2	Develop new courses and curricula that address diversity, equity and inclusion, and support faculty in revising current courses to incorporate diversity, equity and inclusion.	Maldonado	Work in Progress	3.2a	– Asian Studies offers 38 sessions of courses marked with GE "D (diversity)" attribute and several honors tutorials. – The Education Department's course work 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. – Neuroscience added a module on Neuroscience of racism/bias in NEUR111 Reading Science Literature which is a required seminar taken in the spring semester of first year. Other faculty have added historical data from various neuroscientists into their neuroscience courses. – Biology- Biology faculty have participated in reading groups and discussions on antiracism, implicit bias, and related issues. Several participated in the PILLAR program and include topics such as the genetic control of skin color and the chromosomal bases for gender and gender identity into courses to help students gain an understanding of the biological foundation of human diversity and to gain

					respect for that diversity. – Criminal Justice & Sociology- Dr. Rich developed her *Race and Ethnic Relations* course to include more online educational resources from a diversity of underrepresented scholars, including women and people of color and the intersections between those marginalized social groups. The department reviewed its curriculum for its coverage of racial justice issues, incorporating the findings from that review into individual courses. – Library- Faculty and staff played important roles on several DEI-focused committees. The Digital Services department developed the Re-membering Blackness Digital Collection. The collection continues to grow and offers students the opportunity to research the University's history as it relates to Institutional Black History. The Library added the following e-resources: (i) EBSCO's Ethnic Diversity Source, (ii) EBSCO Diversity & Ethnic Studies e-book package (subscription), and (iii) IGI's Diversity, Equity, and Inclusion e-book package (purchased).
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 local community growth	Castellanos Higgins Maldonado Schumacher-Cohen Zaboski	Work in Progress	3.4a	Various CBL courses that had a focus on underrepresented populations, including with a DEI focus ran across colleges; for example, PCPS faculty/students ran health fairs with the Congolese refugee community and the Bhutanese Cultural Foundation, and the CAS course “Service and the Hispanic community” (taught by Dr. Roxana Curiel) includes outreach to local Hispanic/Latinx communities.
				3.4b	The first cohort of CBL Faculty Fellows was announced in Fall 2022 and has run through the fall with four faculty and a CBL Clavius program includes several faculty members. Both programs involve readings and discussion that address DEI topics, including around “positionality,” CBL from a solidarity focus, and critical service learning approaches including work by Dr. Tania Mitchell.

				3.4c	KSOM is working on consulting project for the Home Boy's Project in California.
				3.4d	Counselling 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.
3.5	Incorporate diversity, equity and inclusion programming in Passport and Tapestry programs for non-first year students.	Garcia Maldonado Rivera	Year 2	3.5a	

<u>The Academic Experience</u>
Faculty Support & Training

3.6	Develop an orientation model on diversity, equity and inclusion for new full- and part-time faculty and graduate teaching assistants, supporting both initial and sustained welcome into the University community.	Cosacchi Garcia Maldonado Tetreault	Work in Progress	3.6a	The leads started to meet the Fall of 2022 to start working and planning on the development of an orientation model for all staff and faculty.

3.7	Build workshop opportunities dedicated to incorporating/ infusing diversity, equity and inclusion into existing courses, including General Education, and that promote inclusive content and pedagogy.	Cosacchi Garcia Maldonado	Work in Progress	3.7a	The PILLAR program is a pedagogical partnership program that pairs students with faculty to create, support, and enhance inclusive learning environments that encourage and value all learners at the University of Scranton. The PILLAR program empowers students to create inclusive classrooms that support diverse student experiences and learning needs by sharing their expertise as students with faculty members.
				3.7b	Faculty development day-First DEI Faculty Development Day occurred in September 2022.
				3.7c	The Provost's Office and OED reviewed other Jesuit institution faculty development DEI pedagogical programs and institutes, and continue to discuss opportunities and options.
3.8	Expand offerings for diversity, equity and inclusion training for all faculty and academic support staff, including a workshop series for faculty and other instructors, such that they may better understand and support diverse students throughout academic life.	Cosacchi Garcia Maldonado Tetreault	Work in Progress	3.8a	The Leads met in the Fall of 2022 to start working and planning on the development of an orientation model for all staff and faculty and work is ongoing.
				3.8b	SafeColleges trainings will be sent out each semester for faculty and staff. In Fall 2022, a conflict management module and a Student Mental Health: Awareness, Intervention and Referral were delivered to faculty and staff. In Spring 2023, Making Campus Safe for LGBTQ+ Students and Awareness and Prevention Workplace Bullying are scheduled to be released to faculty and staff.
				3.8c	OED's DEI Lunch and Learn Series, where faculty present lectures on their DEI work, continue to be provided every semester. For more information, on planned and future DEI Lunch and Learn Series, please visit the OED website.
				3.8d	Liz Garcia and Tara Fay started to offer Race and Ethnicity Awareness Training for faculty and staff. The goal is to develop a train the trainer curriculum to expand the availability of the training to include training for students.
				3.8e	OED is providing division specific DEI related training based on need and/or interest. Interested departments are encourage to contact OED to discuss needs.
				3.8f	A Web Accessibility Work Group, comprised of several divisions of the University and lead by the Office of Equity and

					Diversity, is working to ensure web and technology accessibility for individuals with disabilities.
3.9	Further enhance Center for Teaching and Learning Excellence staff skills and support dedicated to diversity, equity and inclusion within faculty development programming.	Garcia Maldonado	Year 2	3.9a	
3.10	Support, recognize and celebrate faculty contributions related to diversity and inclusion.	Maldonado	Year 2	3.10a	

<u>The Academic Experience</u>
Research Opportunities

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	Year 2	3.11a	
3.12	Support and publicize faculty and student research projects and products that address diversity, equity and inclusion, including through on- and off-campus presentations and symposia.	Kenehan Maldonado	Work in Progress	3.12a	The Slattery Center offers fellowships for faculty and students to support and publicize research projects some of which address DEI. For more information, please visit the Slattery Center Website.

3.13	Dedicate funding for reading/discussion groups that address diversity and inclusion, inside and outside of the classroom.	Davis Garcia Maldonado Steinmetz Tetreault	Year 2	3.13	

The Faculty and Staff Experience
Employee Hiring, Training and Departure

4.1	Recruit and hire for diversity and inclusion in all aspects and areas of the University, expanding the existing faculty cluster hiring process and exploring new staff recruitment strategies.	Garcia Maldonado Tetreault	Work in Progress	4.1a	Human Resources and OED worked together to identify community-based recruitment for staff. Recruiting materials have been translated into Spanish for job fairs.
				4.1b	Human Resources and OED are identifying and investing in additional position advertising sites to reach a larger number of potential applicants and generate more diverse applicant pools
				4.1c	A Strategy Toolkit to Recruit an Excellent and Diverse Faculty was created by a subcommittee of the Council for Diversity and Inclusion and can be found https://www.scranton.edu/equity-diversity/equity-diversity-inclusion.shtml
				4.1d	Human Resources and OED are working on a toolkit for staff hiring.
				4.13	Several Academic and non-Academic Departments are implementing diversity hiring initiatives: PSPC College: – Speech Pathology: Growing its capacity to model and support diversity through strategic recruitment, hiring, and retention practices that increase representation and improve retention of diverse populations across the spectrum of the University community, with special emphasis on hiring for diversity amongst our faculty and staff. – Nursing- The Department made efforts to create a more diverse faculty with recent hires.

					CAS College: – Chemistry-Contributed to growth of its capacity to model and support diversity through strategic recruitment, hiring, and retention practices that increase representation and improve retention of diverse populations, with emphasis on hiring for diversity amongst our faculty and staff – Biology- Continued to self-educate and expand the diversity of their applicant pool for faculty searches. Biology faculty have been active participants in reading groups and discussions on antiracism, implicit bias, and related issues. Several participated in the PILLAR Program. The Department Committee on Diversity in Hiring organized two days of workshops on hiring practices in STEM.
4.2	Engage with the local Scranton community to expand awareness and access to off-campus community resources for newly hired faculty and staff.	Tetreault Zaboski	Work in Progress	4.2a	Human Resource and the Office of Community Engagement & Government Affairs continue to work together to identity community group for staff recruitment.
				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.
4.4	Expand anti-racism and other training for faculty and staff though both University-developed and external opportunities, addressing training gaps that emerge through needs assessments and other analyses. Determine appropriate	Garcia Maldonado Tetreault	Year 3	4.4a	

	methods to address non-compliance with employee training requirements.				
4.5	Increase and encourage employee participation in diversity, equity and inclusion activities, both on campus and through external professional development, experiences, conferences, and workshops, including more widespread participation in the AJCU Anti- Racism Examen across campus units.	Cosacchi Garcia Maldonado Tetreault	Work in Progress	4.5a	As noted above, faculty and staff have several opportunities for professional development as a result of programming, trainings, development days, etc. offered by the University, in addition to some funding for external workshops and conferences.
				4.5b	Dean and Vice Presidents had identified folks who are interested in DEI professional development opportunities for their faculty and staff. The DEI Strategic Plan budget includes funds to promote additional professional development.
				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.
4.6	Evaluate the current employee exit interview process to assure it is comprehensive and completed in a systemic and equitable manner.	Tetreault	Work in Progress	4.6a	Human Resources has updated the staff exit interview questionnaire to expand the conversation on campus culture and inclusivity.
				4.6b	Human Resources will continue to review the method and format of data collection to improve reporting and assessment.
				4.6c	Human Resources will work with Academic Affairs to explore the opportunity to include separating faculty in the exit interview process.

The Faculty and Staff Experience
Programming and Support

4.7	Ensure that School/College, Departmental, and Divisional planning, assessment, and reporting practices concretely address	All	Work in Progress	4.7a	Vice Presidents and Deans are utilizing the annual report process to monitor DEI work, and address gaps identified by the annual reporting process.

	diversity and inclusion, and provide guidance and tools to support these areas of work.				
4.8	Expand mentorship programs for faculty and staff from diverse backgrounds to connect with other campus leaders and peers to support their welcome and experience in University life.	Cosacchi Garcia Maldonado Tetreault	Work in Progress	4.8a	The Leads started to meet the Fall of 2022 to begin working and planning on the development of an orientation model for all staff and faculty. The group incorporated this objective in the conversation as they tie together.
4.9	Encourage and provide self-assessment resources for employees to help determine readiness, strengths and opportunities for their own growth, and their ability to support diverse student needs, including through the work of Human Resources and The Jesuit Center.	Cosacchi Tetreault	Year 3	4.9a	

Student Recruitment, Enrollment and Retention
Recruitment and Enrollment

5.1	Improve coordination across campus departments, and with faculty, that are involved in the enrollment process from recruitment through graduation,	Ferguson Maldonado Zottola	Work in Progress	5.1a	Counseling and Human Services in PCPS is working with the VP of Enrollment Management and Admissions staff in increasing diversity across all of our CHS programs.

	reviewing shared areas of support for diversity, equity and inclusion to address gaps and avoid duplication of resources.			5.1b	Ongoing collaboration between Enrollment Management and the Multicultural Center aims to highlight and celebrate diversity among our student body in admission marketing materials
5.2	Revisit the diversity and inclusion goals that are part of the Strategic Enrollment Planning (SEP) process, reviewing and refreshing them, if needed, in light of our new Strategic Plan and this document.		On Hold		
5.3	Create an area on the Admissions web site to share University and city/regional information and resources related to diversity and inclusion with potential and newly admitted students.	Garcia Zottola	Year 2	5.3a	
5.4	Review existing financial support strategies for first generation and students of color, and others from traditionally underrepresented backgrounds.	Zottola	Work in Progress	5.4a	Review of financial support strategies has been a priority for the University and has been reflected in the financial packages offered to students, which contributed to an increase in the number of underrepresented and underserved students. The review noted that net cost was a significant barrier to enrolling first generation and students of color at the University. Continued assessment and improvement of financial aid awarding methodologies is occurring to ensure that a Scranton education remains affordable for our neediest student. Cristo Rey partnership and the opening Doors Scholarships was also a recommendation as a result of this review.
				5.4b	The University continues to work with Pell eligible students through the Book and Supply Program and partnered with Admissions in working with students from the Cristo Rey High School network.

5.5	Review existing admissions policies and procedures to identify best practices to connect with and support admission for underserved student populations.	Zottola	Work in Progress	5.5a	In addition to the assessment and improvement of financial aid awarding policies and impact on underrepresented and underserved students, the admission team is exploring best practices to attract and enroll a student body more representative of the world around us. Recent changes to increase financial aid opportunities among test optional candidates and use simplified language regarding the admission process promote increased access for underrepresent students.
				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.

<u>Student Recruitment, Enrollment and Retention</u>
Retention & Student Success

5.6	Share regular reports of student retention and completion data and activities as they relate to diversity, equity and inclusion with faculty and others involved in Student Life and academic support departments, using these results to inform improvement.	Maldonado Rivera	Work in Progress	5.6a	The Retention Committee and CARE (Communicate, Advocate, Refer, and Educate) team has been working on this objectives and discussions continue on developing a better communication of important information and use of the information to inform stronger retention of underrepresented and underserved students. Presently, the chair of the CARE team serves on the Retention Committee.
5.7	Expand examination of national and regional demographics and student	Maldonado Zottola	Work in Progress	5.7a	The examination of national and regional demographics and student enrollment trends for students of color, first generation, and other underserved groups, are ongoing. Once

	enrollment trends for students of color, first generation, and other underserved groups, and share the information with departments to aid in understanding the unique challenges and needs of these students, and better support their success.				they are collected and digested, information will be shared with faculty and staff to assist in implementing better processes and programs for students.
5.8	Develop and implement strategies to monitor new student connections to campus early and often during their first year.	Cosacchi Rivera	Work in Progress	5.8a	Student Life has been working on strategies through the CARE team and the Retention Committee continues to discuss needs and strategies to meet needs, including the early alert program for faculty to communicate concerns to the Retention Department.
5.9	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.	Ferguson Garcia Maldonado Rivera Zottola	Work in Progress	5.9a	Student Life has been working on strategies through the CARE team and the Retention Committee continues to discuss needs and strategies to meet needs, including the early alert program for faculty to communicate concerns to the Retention Department.

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,	Davis			

	gathering and sharing insights that may help guide future student programming.				
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			
6.3	Outreach to alumni from traditionally underrepresented and underserved groups to engage with and mentor current students.	Davis			
6.4	Support growth in affinity and other alumni peer-to-peer engagement opportunities through the creation of alumni societies for historically underrepresented groups.	Davis			

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	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

	create strategies to address them.				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.
6.6	Continue to serve as a resource, convener, and collaborator on matters related to diversity, equity and inclusion in the Scranton area, highlighting University programming, offerings, and efforts that seek to improve understanding of our histories and experiences.	Schumacher-Cohen Zaboski	Work in Progress	6.6a	The Scranton's Story project is broadly inclusive with various campus stakeholders and BIPOC community partners; themes in 2022 included "Indigenous History in NEPA" with Curtis Zunigha of the Lenape Center that included a keynote lecture attended by more than 300 as well as multiple community stakeholder meetings. Conversation is ongoing with the Lenape Center to form a partnership. Fall 2022 programming also focused on "The Journey from 'Immigrant' to Citizen," with two events that highlighted both the coal-mining era immigration and more recent immigration from Latin America and global refugee resettlement.
				6.6b	Upcoming Scranton Story themes focus on Black history and Scranton's religious and ethnic tapestry; the project will produce 30 "Spotlight Stories" highlighting a range of Scrantonians in 2023.
				6.6c	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 and CBL activities noted above.
				6.6d	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.

				6.6e	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
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	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.
6.8	Building upon existing college preparatory and learning enrichment initiatives, identity ways to expand programming for underrepresented K-12 students in northeastern Pennsylvania.	Maldonado Schumacher-Cohen Zaboski	Work in Progress	6.8a	KSOM Business High School Program has provided over 400 credit hours to a diverse group of local students from 19 area high schools. Approximately 35 percent of these students have matriculated to Scranton upon graduation from high school.
				6.8b	SMART Mentoring Program to resume in spring 2023 with Scranton High School students.
				6.8c	Community Relations/CBL: Worked with Marywood's STARS program for Latinx youth to provide enrichment activities such as visits to the Hope Horn Gallery and presentations on Hispanic Heritage Month by CAS faculty (Curiel). Also resumed work with UNC's LIT program and in-school programming with McNichols Plaza Elementary. Coordinated 3 new programs with Scranton High and Northeast Intermediate, including visit of Slattery fellow (Elizabeth Hinton) to Scranton High to talk about race/policing; Curtis Zunigha to Northeast during Native American Heritage Month; and coordinated story exchange around "belonging" with Narrative 4 and CAS faculty (Grettano and Willenbrink) at Scranton High.
				6.8d	Performance Music has begun to restart outreach to regional high schools in connection with guest artists hosted on campus and in support of regional music programming. The pandemic had placed many of these activities on hold.

6.9	Expand our leadership and colleagueship within the regional higher education community, and across our AJCU network, through participation in gathering/conference/symposia dedicated to this purpose.	All	Work in Progress	6.9a	Under the leadership of the Provost, CAS, KSOM, and PCPS are completing work on more than two dozen program articulations with Lackawanna College. The Current work will be leveraged over time to develop program articulations with other two-year institutions. SVP in the Office for the President is facilitating connections with other colleges.
				6.9b	The University is working to apply to participate in the IAJCU Magis Exchange Program. The program will provide an opportunity for University students to participate in an online global learning experience, undertake mentored service and study abroad at another IAJCU institution.
				6.9c	The University has expanded its cooperation with international institutions, signing its first 4+1 academic partnership with Fu Jen Catholic University in Taiwan. Work is under way to establish additional such international partnerships with a focus on AACSB-accredited institutions in India.
				6.9d	The University, Geisinger Commonwealth School of Medicine and Geisinger Health continued discussions about a possible partnership to establish a student-run medical clinic for the uninsured. The discussions proceeded on three tracks: a steering committee to guide overall progress, an operational group that includes students and faculty from the University and GCSOM to develop operational plans, and a legal discussion with respective representatives from the parties.