

THE UNIVERSITY OF SCRANTON

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SCRANTON
A JESUIT UNIVERSITY

NOT ONLY OUGHT YOU TO CONTINUALLY LOVE AND CHERISH EACH OTHER, BUT TO COMMUNICATE THAT LOVE TO ALL.

“Not only ought you to continually love and cherish each other, but to communicate that love to all.”

— ST. IGNATIUS of LOYOLA

A Campus-Wide Plan for

DIVERSITY EQUITY & INCLUSION

Progress & Accomplishments

A Campus-Wide Plan for

DIVERSITY, EQUITY & INCLUSION

Status Report

Updated November 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	Complete	1.1a	A subcommittee of the Council for Diversity and Inclusion (“CDI”) researched shared principles statements from other institutions of higher education. The subcommittee drafted set of principles that was submitted to Cabinet. Cabinet reviewed, revised, and approved the University Shared Diversity, Equity, Inclusion and Accessibility Principles at a Cabinet meeting in Fall 2023. The principles are located on the EDI Website .
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	Maldonado Tetreault	Complete	1.2a	A subcommittee of CDI, led by Maldonado and Tetreault, examined peer and aspirant institutions, and proposed certain recommendations to certain Vice Presidents. The recommendations resulted in Academic Affairs hiring a Student Success Specialist to focus on First Generation and Historically underrepresented student in the Office of Student Support and Success (OSSS). Additionally, the library hired Student Success librarian who will focus on similar populations.

	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 "Caste," by Isabel Wilkerson, "The Second: Race and Guns in a Fatally Unequal America," by Carol Anderson, and "So You Want to Talk About Race," by Ijeoma Oluo.
				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

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	Complete	1.5a	The University’s Annual Reporting process now includes a DEI strategic plan reporting module, which asks colleges, departments, and divisions to including information on their areas 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 Maldonado	Complete	1.6a	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 , along with this report.
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	Maldonado Walsh Yerkes	Year 2	1.8a	

	benchmarks are regularly and transparently monitored and reported.				
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 administered the HEDS Equity and Inclusion survey to all faculty, staff, and students during the Spring of 2023. A subcommittee of the CDI will be analyzing the data and issue a report of the results to the campus early Spring 2024.
				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.
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	Complete	1.11a	A Subcommittee was formed to identify and analyze current groups and committees on campus engaged in DEI. The goal of the Subcommittee was to determine whether groups and committees had overlapping functions, goals or missions in order to work together in advancing DEIA work. It was determined that the reviewed groups and committees, while having a common DEIA goal, do not overlapping in their work. The groups and committees were encouraged to work together on common projects to encourage participating and efficient use of resources.

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

1.12	Inventory existing electronic resources to identify areas of focus for diversity and inclusion information, and ensure that content related to diversity, equity and inclusion activity and policies is current.	Garcia CDI	Work in Progress	1.12a	A CDI Subcommittee has been formed to identify and inventory the resources for analysis.
				1.12b	Efforts are underway to improve accessibility for the University’s websites. Staff and faculty throughout the University is making improvements to scores of pages to ensure accessibility websites and other electronic methods of communication. CMS are continuously being trained about accessibility through webinars and knowledge base articles.
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	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. Finally, the “cultural/identity” category was added to RoyalSync to allow student club/organization events to be tagged or filter for interest.
1.15	Expand opportunities for feedback to these (1.14) and other offerings through	Castellanos Cosacchi Dzurec Garcia	Year 2	1.15a	The Division of Mission and Ministry has incorporated of DEI issues into surveys and town hall meeting.

	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.

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	Work in Progress	2.1a	Ongoing collaboratory 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, the Library, 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. This collaboration has resulted in the planning, marketing, and encouraging attendance at programing, events, education, and activities for heritage and history months. This has resulted in many events having higher participation and attendance than in the past.
				2.1c	THRIVE’s peer mentorship program known as GUIDE continues. 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, upper division GUIDES helped to ease the college transition by helping first year students 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	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 services to the multi-cultural center with -- Office of Student Support & Success, Financial Aid, Center for Career Development, and the Writing Center.
2.2	Better understand and identify desired competencies for	Maldonado Rivera	Year 2	2.2a	

	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.	Yerkes			
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 linked to the first-year experiences, Royal Reads, Passport and Tapestry.	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. The three meet monthly to discuss co-curricular programs and ideas.
				2.3b	In Fall 2023, Student Life in partnership with Academic Affairs will pilot four residential learning communities. The THRIVE community (geared toward first-gen students) and <i>The Latin Thing</i> community (geared toward exploration of Latinx culture and language) are among the communities.
				2.3c	In 2022, new student orientation topics about community, implicit bias, and microaggressions were presented. 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.

				2.3d	In Summer 2023, Student Life launched a new, mandatory online education module for the Class of 2027 focused on Diversity, Inclusion & Belonging. The hope is this will provide a baseline of information for all students to have a common language and to understand the expectations of our University community.
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.
				2.4b	In Summer 2023, Student Life launched a new, mandatory online education module for the Class of 2027 focused on Diversity, Inclusion & Belonging. The hope is this will provide a baseline of information for all students to have a common language and to understand the expectations of our University community.
				2.4c	The Center for Student Engagement added the Fostering an Inclusive Community student presentation as a permanent addition to the orientation schedule. This program focuses on microaggressions and their impact, and serves as an opportunity to engage students in critical thinking about behaviors that would be contrary to an inclusive and welcoming community. Additionally, the Center included a two-hour training session for the Orientation Assistant team regarding Community and Inclusion, which focused on mattering and marginality, privilege, and inclusive language.

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.
				2.5c	Community Relations staff and interns organized the annual Downtown Scavenger Hunts in the Fall, linking hundreds of students and more than 30 downtown businesses.
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	Work in Progress	2.6a	The Division of Mission and Ministry sponsored or co-sponsored several student related events including Day of the Dead Night, Byzantine Liturgy, Jum’ah Services, Sukkot, Divinely Designed Retreat and a Speedfaithing event where a variety of faith traditions were invited to campus and represented their communities.

The Student Experience
Resources and Support

2.7	Utilize assessments to identify new and changing student needs, and to build programming connections across the Student Life division and other campus units.	Cosacchi Garcia Maldonado Rivera Zottola	Work in Progress	2.7a	NSSE Survey now includes questions on Diversity Equity and Inclusion. The HEDS survey will be administered in Spring 2023 and will provide additional assessment data to inform work.
				2.7b	The Fall 2023 Admitted and Student Parent Inventory responses will be explored based on demographic information to identify perceived areas of strength and weaknesses, as well as expectations and value assignment on several factors related to the student experience.
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 identified and invested 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.

				2.8f	Student Life hosted a professional development session for staff to learn more about Inclusive Hiring Practices in Fall 2022. Thereafter, Student Life made several diverse hires and looks forward to continuing to diversify the Division in a way that will best support students.
				2.8g	The most recent admission counselor hired is a bilingual to assist in the recruitment and admissions of Hispanic/Latine/x students.
				2.8h	Human Resources is working with the Diocese of Scranton on outreach to Hispanic/Latinx communities. The University sponsored the Misa Pontifical Y III Encuentro Diocesano Hispano held in September 2023.
				2.8i	The Office of the Provost hired Student Success Specialist to work with underrepresented students, including first generation and student of color in the Office of Student Success and Support.
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.
				2.9c	Student Life has worked to offer in time translation services with some programs when families come to campus to participate. Examples include New Student Orientation and ROCK.

					Additionally, the Assistant Director of the Cultural Centers (Multicultural Center) has offered to help students and families with Spanish translation on many occasions thereby supporting students and other members of our University community.
2.10	Expand worship experiences that reflect the cultural and language diversity of the Catholic Church.	Cosacchi	Work in Progress	2.10	The Division of Mission and Ministry and other Divisions utilized ASL interpreters on various occasions throughout the academic year. The Division of Mission and Ministry plans to utilize ASL interpreters for regular Sunday Mass during the academic year.
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	THRIVE’s peer mentorship program known as GUIDE 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, GUIDES 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. In 2023-2024, a new partnership with OSSS will allow for enhanced support.
				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 GUIDE 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 relocated to a larger, newly renovated space in the DeNaples Center. The space was intentionally designed to foster community, education and collaboration and opened 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. Outdoor furniture, funded by the President's Office, was purchased for the BSU in Summer 2023.
				2.12c	In Summer 2023, the Jane Kopas Women's Center expanded its footprint to encompass the former Multicultural Center space. This will allow for greater gathering and programming space for the JKWC.

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. The proposals from the GE review committee emphasized the importance of diversity equity and inclusion that will greatly benefit the University by keeping these items at the forefront of curriculum planning and assessment.
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	<ul style="list-style-type: none"> • Accounting: The Accounting’s Nonprofit Leadership Program helps advance area nonprofit organization and provided career development. • Asian Studies: Asian Studies offered many sessions of courses marked with GE “D (diversity)” attribute, which served more than 800 students. It ran a number of co-curricular/extra-curricular events to promote diversity and inclusion, secured external grant to support Asian language program, and assisted students in applying Chinese language scholarship, among otherwork. • 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

				<p>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.</p> <ul style="list-style-type: none"> <p>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.</p> <p>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 Counselling 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.</p> <p>Criminal Justice & Sociology: Dr. Rich developed her <i>Race and Ethnic Relations</i> 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.</p>
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				<ul style="list-style-type: none"> <p>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.</p> <p>History: The History faculty engage in a variety of service opportunities, travel courses, participation in outside religious and community activities, and sports, including faculty mentorship of our University of Scranton teams. The flexibility of the history major allows our students to pursue a variety of exciting paths.</p> <p>Kinesiology: The student travel course in KNES, Sport and Physical Culture in Ancient Greece is offered each year. The Department seeks to broaden employee and student experiences with the diversity of our city, region, and world through experiential and service engagements that cultivate and celebrate impactful dialogue and intercultural exchange— and --focuses on the student experience throughout the world.</p> <p>Library- Faculty and staff played important roles on several DEI-focused committees. The Digital Services Department developed the Re-membering Blackness Digital</p>
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				<p>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).</p> <ul style="list-style-type: none"> <p>Neuroscience: The Department 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.</p> <p>Nursing: Nursing incorporated gender-neutral language throughout handbooks and recruitment materials. They are cognizant of the importance of using photos in materials and lecture slides that represent a more global perspective of the nursing profession and healthcare consumer. Individuals within the Department have made efforts to increase signage in support of the LGBTQ+ community. The following points of the University's DEI plan are areas where the department focuses its efforts:</p> <p>Student experience: Content addressing racism, healthcare disparities and social justice was added to NURS 452 in the undergraduate curriculum. During the curricular revisions nursing considers how race/gender and sexual identity contribute to healthcare disparities and how our graduates can respond as practitioners, advocate and Jesuit educated individuals to help improve outcomes.</p> <p>Faculty and staff experience: The department chair has attended and participated in workshops on diversity and racism that have been sponsored by the University and has reported on the content to the faculty.</p>
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					<ul style="list-style-type: none"> • Occupational Therapy and Physical Therapy: <ul style="list-style-type: none"> • Students are required to do two professional development activities each semester, many students enroll in DEI campus events. • The entire faculty did Safe Zone Training. • Faculty implemented DEI requirements into OT courses, such as attendance and reflection assignments at events offered by Women & Gender Studies, etc. • 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. • Faculty have attended numerous on-campus DEI training sessions/presentations offered by CTE, OED, PCPS DisAbility conference, Faculty Development Day for Creating a Welcoming & Inclusive Classroom, Diversity & Inclusion Lunch & Learn, Race and Ethnicity Awareness Workshop, Microaggressions, Supporting Gender Diversity, etc. • Two faculty have completed the PILLAR program more than two semesters each. • Some faculty has completed Title IX training and actively volunteers to support the University and students involved in such processes. • Physical Therapy: Faculty continue to offer CBL opportunities that expose students to diversity in our local community. Projects embedded in PT 755 Teaching & Learning in PT engage students in health education in local
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				<p>schools and senior high rises. In PT 743 Psychosocial aspects of Disability, students explore concepts of social justice, implicit bias, and social determinants of health in relation to micro, meso and macro systems and health equity for patients with disability who need rehab services related to acute and chronic health conditions. PILLAR training was also implemented by faculty for inclusive learning environments (PT 704 Therapeutic Exercise). PT included the newly developed Race and Ethnicity Awareness Training workshop as part of the orientation for our incoming class of DPT students. Several faculty members enhanced course content in the areas of cultural humility, health equity, gender identity, and social justice.</p> <ul style="list-style-type: none"> <p>Political Science: The Department demonstrated its deep commitment to supporting University-level DEI commitments by incorporating related content in its curricular offerings, and by actively advocating for a line in Political Science to address the issues of race and racism as systematic components of our disciplinary curriculum. Dr. Allison delivered a presentation on Title 42 for the Ellacuria Initiative. The Department used funding from the Ignatian Global Citizenship Program to send four women to the National Education for Women's (NEW) Leadership Pennsylvania at Chatham University.</p> <p>Psychology: As part of the President's cluster hiring initiative, the Department search and hired a psychologist specializing in Black psychology. Multiple psychology faculty serve as affiliates of the Women's Studies programs. The Department offer multiple (D) courses, including the recently approved (S, D) Psychology of Racism. In Fall 2023, the Department shall consider a proposal to require, among psychology majors, a Psychology (D) course.</p> <p>World Languages and Cultures: Hosted 10</p>
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					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 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, and 7 faculty in the spring . 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	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	

The Academic Experience
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.
				3.6b	The Jesuit Center new faculty workshop presentation throughout the academic year includes DEI topics and training.
				3.6c	A working group of administrators worked with several departments to create onboarding videos for adjunct faculty that included topics, including, but not limited to, microaggressions and implicit bias, reasonable accommodations for students, non-discrimination, and Title IX.
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 is sent out yearly 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, continues 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 (REAT) for faculty and staff. In Fall 2023, there offered a train the trainer course to six faculty and staff to expand the offering of the training.
				3.8e	OED is providing division specific DEI related training based on need and/or interest. Interested departments are encouraged 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	Garcia Maldonado	Year 2	3.9a	

	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

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 submission.
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	Work in Progress	3.13	Ethics across the Curriculum Initiative is an initiative that the University started to embark on this academic year.

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	Human Resources is part of a pilot program for a new tool to improve applicant data analysis to inform future advertising strategy.
				4.1d	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
				4.1e	A Strategy Toolkit for an Inclusive Recruitment Process for Staff & Administrators was created by Human Resources and OED.
				4.1f	Human Resources is working with the Diocese of Scranton on outreach to Hispanic/Latinx communities. The University sponsored the Misa Pontifical Y III Encuentro Diocesano Hispano.
				4.1g	Several Academic and non-Academic Departments are implementing diversity hiring initiatives: PSPC College:

					<ul style="list-style-type: none"> - 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. <p>CAS College:</p> <ul style="list-style-type: none"> - 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. - Kinesiology-Continues to grow their 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.
4.2	Engage with the local Scranton community to expand awareness and access to off-campus community	Tetreault Zaboski	Work in Progress	4.2a	Human Resource and the Office of Community Engagement & Government Affairs continue to work together to identify community group for staff recruitment.

	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	Year 3	4.4a	
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	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	Deans and Vice Presidents have 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.

	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 lunch time discussions on Hinduism and Latin American Liberation theory for faculty and staff.
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 diversity and inclusion, and provide guidance and tools to support these areas of work.	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.
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 leads worked with faculty and staff to create new onboarding modules for all new and continuing adjunct faculty that launched in Fall 2023.
				4.8b	Human Resources, the Office of Equity & Diversity and Academic Affairs hosted a reception for staff new hires.
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, reviewing shared areas of support for diversity, equity and inclusion to address gaps and avoid duplication of resources.	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.
				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. Admissions continues to work with Multicultural Center staff on marketing materials in the new Multicultural Center. Additionally, the Multicultural Center was open additional hours during New Student Orientation for Students of Color and First-Gen interest groups to gather.
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		

5.4	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 underrepresented students 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.
				5.4c	This is an ongoing initiative, and exploration of viable financial support strategies for underrepresented students occurs every year. One highlight of this work is the success of the Opening Doors Scholarship and corresponding partnership with the Cristo Rey High School network. The Book and Supply Award provides additional support for all Pell eligible students.
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.
				5.5c	The recent SCOTUS decision on Race and Admission mandates that race cannot be considered in any admission decision. However, other strategies to ensure support of underrepresented prospective students include: our first Counselor Fly-In designed to expose key influencers who support all students are familiar with The University of Scranton; additional college search names of diverse populations of prospective students purchased through the College Board and Encoura platforms; data informed recruitment travel to ensure visitation to high schools with diverse student populations; and increased virtual Financial Aid events to de-mystify the financial aid process.
				5.5d	The Physical Therapy Department conducts ongoing tracking of student recruitment, enrollment, and retention as part of our accreditation reporting. In the coming year 23-24, they plan to review existing admissions policies and procedures to identify best practices to connect with and support admission for underserved student populations.

Student Recruitment, Enrollment and Retention
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 has been working on this objective, 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.
5.7	Expand examination of national and regional demographics and student 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.	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 they are collected and digested, information will be shared with faculty and staff to assist in implementing better processes and programs for students.
				5.7b	The Enrollment Management team is exploring demographic and geographic expansion markets to lessen the impact of the impending demographic cliff and uphold our commitment to access for all students. Multiple presentation about these shifts have been provided to multiple faculty and staff group on campus.
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 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.

					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.
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 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, 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 programming 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 and underserved groups to engage with and mentor current students.	Davis	Year 3	6.3a	Conversations with both Academics and Student are necessary to understand the best way that our alumni can support our students.
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	Work in progress	6.4a	Historically, the University's alumni groups have been based solely on geographic regions. We have added a number of groups based on different experiences and identities of our alumni community. This includes things like Athletics, SJLA, and historically underrepresented groups. As one example, the Rainbow Royals have increased their presence in the alumni community and held a special reception at reunion for members of the group celebrating reunion. The success of

					Rainbow Royals has prompted opportunities to grow alumni groups for other historically underserved groups this year and in the future.
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***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 and Swahili) and established validity of select health outcome measures. The project is conducting a needs assessment using these outcome measures during Spring/Summer 2023. This data will be used in support of DEI initiatives within our community.
				6.5e	In June 2023, Community Relations, CSSJ, and Career Development hosted its annual Community Partner Workshop on campus. This event brings together community partners from local nonprofits, educational institutions, and other agencies with University staff and faculty to discuss partnership opportunities and to connect on important community issues. The 2023 partner meeting included 80 representatives from 30 organizations.
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	Another Scranton Story themes focus on “Black History and Housing” with the Black Scranton Project, and held jointly as a CBL Talk; a three-part film series concluding with Jim Crow of the North on campus; and a humanities lecture and visit with

					<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 Zabolski	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	Maldonado Schumacher-Cohen Zabolski	Work in Progress	6.8a	<p>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.</p>

	for underrepresented K-12 students in northeastern Pennsylvania.			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 collegueship within the regional higher education community, and across our AJCU network, through participation in gathering/conference/symposi a 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 and Geisinger Commonwealth School of Medicine signed a Master Affiliation Agreement on Sept. 6, 2023, culminating more than a year of work to reopen the Edward R. Leahy Jr. Clinic for the Uninsured. The clinic will follow a “student-run” model that provides “high quality care in a welcoming, respectful, and compassionate environment” for the region’s uninsured patients and expands opportunities for practical experience in patient care, clinic management and other aspects of healthcare for students. The clinic’s teaching and learning opportunities began with reimagining the clinic itself, with students from both The University of Scranton and Geisinger involved in every aspect of planning. The medical Leahy Medical Clinic, which will serve uninsured people primarily in Lackawanna County, will begin operating for the public in January of 2024.