

THE UNIVERSITY OF SCRANTON

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

— ST. IGNATIUS

A Campus-Wide Plan for

DIVERSITY
EQUITY &
INCLUSION

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

A Campus-Wide Plan for DIVERSITY, EQUITY & INCLUSION

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A Campus-Wide Plan for

DIVERSITY, EQUITY & INCLUSION

Introduction

The University of Scranton is committed to diversity, equity, and inclusion, recognizing it as an integral aspect of our Catholic and Jesuit identity, mission, and tradition. The University strives to frame its mission, strategy and policies within the body of Catholic Social Teaching, that deep and profound collection of teachings that calls us to recognize the dignity of each and every human person, to work together in building a truly just society, and to live lives of faith, hope and love. In doing so, the University participates in the life and mission of the Church for the purpose of having an authentic impact on all those it serves and who comprise its community.

The Church has therefore the vocation in the midst of the world to be the people redeemed and reconciled with God and among themselves, forming “one body, one spirit in Christ,” and giving witness before all to respect and love...The Church has the sublime vocation of realizing, first of all within herself, the unity of humankind over and above any ethnic, cultural, national, social or other divisions in order to signify precisely that such divisions are now obsolete, having been abolished by the cross of Christ (“The Church and Racism: Towards a More Fraternal Society”, Pontifical Commission on Justice and Peace, 1988, #22).

But, as Pope Francis pointed out in his encyclical letter *Fratelli Tutti* (2020), “goodness, together with love, justice and solidarity, are not achieved once and for all; they have to be realized each day. It is not possible to settle for what was achieved in the past and complacently enjoy it, as if we could somehow disregard the fact that many of our brothers and sisters still endure situations that cry out for our attention.” Put another way, the vision described by the Pontifical Commission (above), is an ongoing project and a human effort aided by grace.

As we present this strategic plan for Diversity, Equity and Inclusion, it is our intention and hope to remain focused on the tenets of Catholic Social Teaching as a source of inspiration for creating and fostering a truly inclusive community, thereby advancing our shared mission for generations to come.

Foundation: The University’s Strategic Plan

The University’s [2020 Strategic Plan](#) includes the following institutional goal for diversity and inclusion: **Diversity and Inclusion: Reflect and understand the diversity of the world by demanding that diversity be a priority as we build an inclusive community and campus culture, develop and deliver our education and shape our student experience.** This goal is ever more important as we address the challenging racial, social, and political issues of our times.

This goal and its five supporting objectives provide a broad, foundational framework for diversity and inclusion efforts in the years to come. The Diversity and Inclusion Plan presented here describes concrete, operational actions we will undertake to achieve them. This document, and the work undertaken to produce and implement it, addresses the first of the Strategic Plan’s objectives: **Implement an institutional plan for diversity and inclusion, drawing from a**

comprehensive review of University departments, organizations, spaces, and processes that provide and support inclusion and diversity-related education and programming, ensuring that these collaborative efforts are appropriately aligned and effectively resourced.

Taken together, both levels of planning – the strategic, and the operational – address in increasing specificity recommendations and needs identified from campus-wide assessments, including, but not limited to findings and recommendations from the 2019 Middle States Self-Study; 2018 Mission Priority Examen; data from institutional and student surveys that were considered as part of both studies; the 2019 Strategic Enrollment Planning process; and, most recently, the Fall 2020 HEDS Diversity and Equity Campus Needs Assessment Survey. Comments, suggestions and recommendations gathered through campus-wide listening sessions and survey opportunities during the Strategic Plan’s development were also reconsidered as part of this analysis.

Building and Sustaining the Campus Plan for Diversity and Inclusion

The Diversity and Inclusion Planning Team was assembled to construct and propose a Diversity and Inclusion plan, considering assessment findings, current campus activities, emerging programming and initiatives, best practices and examples of work from other peer institutions. The Team is composed of members of the University Planning Committee, the Provost’s Council for Diversity and Inclusion¹, representatives appointed by the faculty, staff, and student senates, and other faculty and administrators with experience and expertise in key areas. The Team followed a phased plan of work over intersession, spring, and summer. Team members divided into five smaller working groups examining diversity and inclusion in: Student Life Activities, Initiatives, and Programming; Faculty and Staff Experience; Academic Life & Curriculum; Alumni and Community Experience; and Admissions; and Student Recruitment, Retention and Enrollment Management. In addition to campus resource and external best practice review, members of these groups met with a variety of individuals on campus.

- Phase 1 – Review of existing and emerging University activity and assessments, campus interviews, and peer practices
- Phase 2 – Summary of research findings, initial recommendations for action
- Phase 3 – Drafting of initial Team report and campus-wide action plan for Diversity and Inclusion
- Phase 4 – Review, feedback to team findings, draft plan throughout the campus community, and add additional stakeholders to the process
- Phase 5 – Formation of planning oversight and implementation process, including prioritization activities, processes and responsibility for outcomes reporting and assessment of growth, and plan ongoing renewal
- Phase 6 – Operationalization, progress monitoring, and assessment of growth.

¹ The Council for Diversity and Inclusion was established in 2019 by the Provost and the Office of Equity and Diversity to lead the transformation to and sustainability of a welcoming, diverse, inclusive, and equitable campus culture characterized by respect and support for all members of the University community. The Diversity and Inclusion Planning Team includes representation from the Council and other groups.

The Team recognizes the need for these steps to be a continuous process, and the resulting plan should be a living document, one that is open to change informed by assessment. Team discussion of what was learned in Phases 1 through 3 suggest the following overarching goals for diversity and inclusion planning. Evaluation of the extent to which they are being realized may help us monitor the degree of transformational growth in this area:

- Articulate and implement concrete action steps and phased priorities to achieve our Strategic Plan’s goal and objectives for diversity and inclusion.
- Promote education and action on diversity, inclusion, and equity and their place in our mission, identity, and institutional history, and establishing clear expectations for supporting initiatives in all areas of University life.
- Grow and sustain an educational and scholarly commitment to diversity and inclusion in academic and co-curricular areas.
- Establish an appropriate structure for diversity and inclusion that has the authority and ability to align services, programs, and units in shared support of our diversity and inclusion goals, and a mechanism to celebrate and assess the work being done.
- Transform our University community through intentional and integrated planning, assessment, honest reflection and transparency, establishing clear areas of responsibility, accountability, and avenues for reporting.

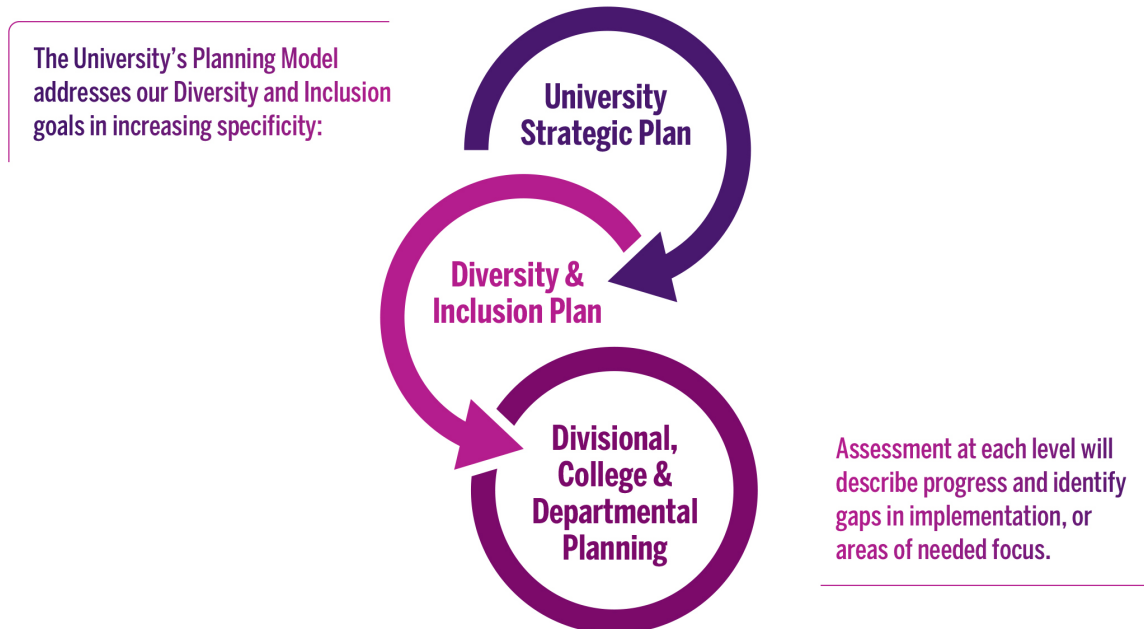
Plan Stewardship and Sustainability

The Team had many conversations about the best path forward for the successful implementation of the Diversity and Inclusion Plan. The Team recommends: diversity and inclusion planning be a sustained and visible commitment at the highest leadership level; there is ample and ongoing opportunity for all members of the University community to contribute, and be empowered to create and pursue solutions to the areas of focus raised in the plan; planning is well-coordinated, with clear roles and milestones for accountability; assessment of progress and outcomes, and transparency of data and information, are central to the process; and that those leading the process be in a position to identify resource needs, advocate for funding and other priorities, and address potential barriers to progress, as they emerge. A dedicated stewardship structure, including both existing and potentially new personnel resources, will be fundamental to sustaining our efforts.

However, we are also conscious of the need for this process to fit well within the existing planning framework², and to not limit the opportunities it presents for individual units to consider and pursue diversity and inclusion goals in their own ways. To start, we may thus consider plan leadership & coordination through the President’s Cabinet. Such an approach will facilitate direct integration of the plan’s objectives into all areas of University life, and concretely anchor this work in existing planning and assessment processes. In addition, it will enable the President to ensure that the goals and objectives of the plan are being coordinated, phased, and progressing in an intentional and thoughtful manner, to monitor ongoing alignment with our Strategic Plan

² See the University’s [Integrated Planning and Institutional Effectiveness Model](#).

and other institutional planning efforts, and identify the best path for appropriate long-term support. The following diagram describes the position of the Diversity and Inclusion Plan within the planning model:



Team Findings

Through its research, analysis, and interviews, the Team reviewed and reaffirmed findings and recommendations from prior assessments, and identified additional improvement opportunities to inform the specific recommended action items in the Diversity and Inclusion Plan. Members of each topical working group reviewed a wide array of internal and external resource materials, met with department heads, vice presidents, faculty, and others to pose questions and gather input, reviewed available data, and collected and analyzed work being performed throughout the University and beyond. The Team chairs arranged for a focused meeting on Diversity and Inclusion Planning for the University Governance Council in March 2021 to gather additional input. Findings related to emerging or established work, as well as gaps and opportunities for improvement, from each working group, are summarized below. As may be expected, some findings, such as the need for improved communications and collaboration, overlap multiple topical areas. In addition to the recommendations in each area, team members identified an additional category for institutional commitment and transparency, which includes proactive and intentional steps to clarify and share our commitment and assess our progress.

The Need for Shared Principles for Diversity and Inclusion

The Team spent considerable time discussing the need for a definition, or defining components, of diversity and inclusion. One of the most frequently cited questions during the earlier institutional strategic planning feedback sessions on this topic was, what do we mean by

diversity? How is it defined? What groups and issues are essential to address? How do we consider this issue, develop plans and programming, and support students and one other, from a uniquely Jesuit perspective?

There are many existing definitions to consider. Generally, diversity may be understood to include a range of human differences including but not limited to race, color, ethnicity, gender, gender identity, gender expression, language, sexual orientation, age, socioeconomic status, physical ability or attributes, religious or ethical values systems, national origin, family structure, political beliefs, and cultures. Diversity means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that seek to understand and appreciate the interdependence of humanity, cultures, and the natural environment. It encompasses other differences among people, including geographic differences and, importantly, diversity of thought and life experiences. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living, and have an equal opportunity to belong, achieve, and contribute. Inclusion refers to a culture that connects each employee to the organization; encourages collaboration, flexibility, and fairness; and leverages diversity throughout the organization so that all employees are able to participate and contribute to their full potential. Some focus on categories of representational diversity that are considered protected classes under federal and state law. Others are broader, including social and geographic differences, and diversity of thought and life experience. Others also address the concept of inclusivity, which promotes and sustains a sense of belonging and respect for differences.

Recognizing that University functions, such as those supporting Title IX and other compliance obligations, may need to rely on specific legal definitions to do their work, Team discussion reinforced prior discussions by the UPC and other groups that a broader, common understanding of the multiple aspects of diversity is fundamental to our work. The Team **recommends that one of the first actions undertaken to move this plan forward is forming a common understanding/definition of diversity and inclusion and developing of a statement of shared principles for diversity and inclusion for all members of our University community.** Such a statement must consider and draw from the fundamental expectations for welcoming and supporting diversity that are inherent in our Catholic, Jesuit mission and tradition. Done well, it will articulate and guide a common understanding as to what is included in the scope of our shared work; clarify institutional commitment, expectations, and roles and responsibilities; and create a shared framework and baseline for evaluating and reporting our growth as an institution.

Although the Team's focus remained on the two core elements named in the strategic plan goal – diversity and inclusion – during the course of our work and campus review of the draft plan, it became clear the plan must also address issues of equity, fundamental to expanding and sustaining our commitment. Several action items below address this topic, and it is expected that the plan will expand in this area over time. As the term “equity” is not included in the goal language of the strategic plan, it is recommended that campus leadership consider if it would be appropriate to include it.

Overall Findings

Institutional Commitment, Transparency, Accountability, and Coordination: Initiatives and communications from the Offices of the President, Provost, and Equity and Diversity reflect a commitment to creating a more diverse and inclusive campus. Our Catholic, Jesuit mission is a strong frame of reference for many activities. University colleges, departments, divisions, committees and student groups have worked to increase engagement, education and dialogue; however, there opportunities to improve communications and collaboration. Evaluation and assessment of diversity and inclusion experiences, programming, and accountability for outcomes, is not centralized or systematically reviewed in a cross-divisional manner. A more sustainable, regular cycle for gathering input from current students – including graduate and online students - and employees is recommended, in addition to expanded outreach to our alumni. And, while data about campus diversity is routinely collected, it is not widely accessible to or actively shared with the campus community. Traditional communication venues and modalities should be revisited to ensure effective and impactful sharing of information to the campus community.

The Student Experience: The University has a variety of resources and programming that focuses heavily on advocacy, education and support. It demonstrates a mission-based commitment to improve current campus initiatives and create programming that supports students. However, gaps remain regarding engagement and support for historically underrepresented and underserved populations, and assessment data suggest opportunities to expand student engagement with persons different from themselves. Students advocate for and support one another through their leadership, clubs and organizations. The University does not currently have a formalized process for meeting with students that leave the University prior to graduation to identify why they chose to leave, and should prioritize this data gathering and analysis to understand and mitigate challenges.

The Academic Experience: Academic Affairs continues to sustain the work of diversity and inclusion in the classroom; however, there are many opportunities for the University to make strides to improve academic life and curriculum and expand support for faculty in order to infuse diversity and inclusion in support of the University's mission. Current efforts to review the general education curriculum, growth in the Humanities, community and other partnerships, and faculty training and pedagogy development programming, are rich areas for exploring diversity and inclusion. Of particular importance is assuring equity of access to academic and learning support resources for all students. Educational assessment processes should examine outcomes and consider issues of diversity and inclusion.

The Faculty and Staff Experience: Over the last couple of years, focus on diversity and inclusion initiatives, support programs, and hiring (particularly for faculty) and training opportunities has increased through Human Resources and Academic Affairs, amongst other areas. Although these initiatives are increasing in number and regularity, this work is frequently cited as a top, and naturally resource intensive, priority. A more intentional and structured approach to leadership,

coordination of activities, resources, and comprehensive work can create University-wide support for faculty and staff development from their hire throughout their work-life milestones.

Student Recruitment, Enrollment, and Retention: Work is underway to increase diversity in student enrollment, and expand data analysis to better understand student attrition and retention trends. A number of departments and groups continue to discuss how to expand access to a Scranton education for those from underrepresented and underserved demographics. However, our inquiry suggests that divisions and departments are working on similar issues independently, and that more proactive sharing and discussion of student retention and attrition data with student support offices is needed. Information provided to potential students regarding campus diversity and inclusion is shared via general campus web sites, with little specific targeted information via admissions and program sub-sites.

Alumni and Community Engagement: The University engages with the local and regional community, through public lecture and dialogue events, service contributions to local groups and populations, community-based learning and research, and other educational programming. These connections are made by individual departments and programming areas, with some coordination across areas. Alumni connections are expanding through programming like the Rainbow Royals group, though assessment of alumni attitudes, outcomes, and experiences with diversity and inclusion as students and in their lives after Scranton is not conducted or used in a regular manner.

The Diversity, Equity, and Inclusion Plan: Action Steps

Institutional Commitment, Transparency, Coordination, and Accountability

Leadership Commitment:

- 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.
- 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.
- 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.
- 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.

Transparency, Assessment and Accountability:

- 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.
- 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.
- Create and promulgate an easily accessible diversity and inclusion data report that presents current and trend data for students, faculty, and staff.
- 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.
- 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.
- 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.
- 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.

Coordination of Campus Efforts:

- 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.
- Build a dedicated, searchable web location (page, app) for campus constituents to view and register for diversity and inclusion trainings and events.
- Utilizing methods to raise awareness and increase participation in diversity and inclusion programs, services, and initiatives through increased marketing. Expand opportunities for feedback to these and other offerings through surveys, focus groups, and town hall events.
- Utilizing information gathered through various reviews, reduce duplicative diversity and inclusion work to streamline programming and improve depth of education through collaboration.

The Student Experience

Co-curricular Programming and Faith Experiences:

- Expand the development of new programmatic, co-curricular, and service opportunities and increase student participation in existing programming.
- 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.

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

Resources and Support:

- Utilize assessments to identify new and changing student needs, and to build programming connections across the Student Life division and other campus units.
- 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.
- Increase our ability to support students and other members of our community for whom English is a second language. Expand worship experiences that reflect the cultural and language diversity of the Catholic Church.
- Enhance mentoring programming for students of color to support their sense of belonging, and increase retention and graduation rates.
- 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.

The Academic Experience

Curriculum:

- 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.
- Develop new courses and curricula that address diversity, equity and inclusion, and support faculty in revising current courses to incorporate diversity, equity and inclusion.
- Support the creation and launch of the new Black Studies concentration.
- 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.

- Incorporate diversity, equity and inclusion programming in Passport and Tapestry programs for non-first year students.

Faculty Support & Training:

- 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.
- Build workshop opportunities dedicated to incorporating/infusing diversity, equity and inclusion into existing courses, including General Education, and that promote inclusive content and pedagogy.
- 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.
- Further enhance Center for Teaching and Learning Excellence staff skills and support dedicated to diversity, equity and inclusion within faculty development programming.
- Support, recognize and celebrate faculty contributions related to diversity and inclusion.

Research Opportunities:

- 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.
- 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.
- Dedicate funding for reading/discussion groups that address diversity and inclusion, inside and outside of the classroom.

The Faculty and Staff Experience

Employee Hiring, Training and Departure:

- 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.
- Engage with the local Scranton community to expand awareness and access to off-campus community resources for newly hired faculty and staff.
- Evaluate current new staff/administrator orientation and onboarding processes, and current suite of faculty and staff training, to ensure adequate resources are available. Develop and implement strategies to monitor new employee connections to campus early and often during their first year.
- 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.

- 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.
- Evaluate the current employee exit interview process to assure it is comprehensive and completed in a systemic and equitable manner.

Programming and Support:

- 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.
- 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.
- 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.

Student Recruitment, Enrollment and Retention

Recruitment and Enrollment:

- 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.
- 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.
- 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.
- Review existing financial support strategies for first generation and students of color, and others from traditionally underrepresented backgrounds.
- Review existing admissions policies and procedures to identify best practices to connect with and support admission for underserved student populations.

Retention & Student Success:

- 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 student academic support departments, using these results to inform improvement.

- 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.
- Develop and implement strategies to monitor new student connections to campus early and often during their first year.
- 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.

Alumni and Community Engagement

Alumni Engagement:

- 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.
- 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.
- Outreach to alumni from traditionally underrepresented and underserved groups to engage with and mentor current students.
- Support growth in affinity and other alumni peer-to-peer engagement opportunities through the creation of alumni societies for historically underrepresented groups.

Engagement with the Local Community:

- In collaboration with community partners, identify existing and emerging needs and concerns of underrepresented and underserved groups, and create strategies to address them.
- 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.
- Collaborate with the City of Scranton and civic entities to discuss issues our students, in particular, those from underrepresented groups, experience in the community.
- Building upon existing college preparatory and learning enrichment initiatives, identify ways to expand programming for underrepresented K-12 students in northeastern Pennsylvania.
- Expand our leadership and collegueship within the regional higher education community, and across our AJCU network, through participation in gathering/conference/symposia dedicated to this purpose.

For more information, or to get involved, contact the Office of Equity and Diversity at 570-941-6645, or email elizabeth.garcia2@scranton.edu.

Learn more at: <https://www.scranton.edu/about/diversity-inclusion/strategic-plan/index.shtml>.



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