

PROVIDENCE COLLEGE
MEMORANDUM

August 26, 2010

To: Fr. Brian J. Shanley, O.P.
President

From: Kathleen M. Alvino
Associate Vice President for Human Resources, Co-Chair

Brian J. Bartolini
Associate Vice President for Academic Affairs, Past Co-Chair

Raul A. Fonts
Senior Associate Dean of Admission, Co-Chair

(All on behalf of the Diversity Initiatives Committee)

Subject: Diversity Initiatives Committee
Report & Draft Strategic Plan for Diversity

In March, 2008, at the direction of the President, Rev. Brian J. Shanley, O.P., a Diversity Initiatives Committee was formed to research, assess, and recommend a plan to bring focus and coordination to current diversity initiatives and to recommend a methodology to allow Providence College to become more advanced in its approach to its competitor schools in the area of diversity. The committee membership represents faculty, administrators from various divisions of the College, and students. The appointed members are:

Kathleen Alvino, Associate Vice President for Human Resources, Co-Chair
Brian Bartolini, Associate Vice President for Academic Affairs, Past Co-Chair
Kevin Butler, Dean of Student Conduct
Tinacho Chitonga, Class of 2010
Edward Chiu, Associate Vice President Institutional Advancement
Rev. James Cuddy, O.P., Chaplain
Gail Dyer, Assistant Vice President/Associate General Counsel
Raul Fonts, Senior Associate Dean of Admissions, Co-Chair
Leslie Heller, Associate Dean, SAIL
Edgar Meija, Assistant Professor, Foreign Language Studies
Andrea Pulaski, President of the Student Congress, Class 2010
Nicholas Reggio, Associate Athletic Director/Internal Operations
Steven Sears, Interim Associate Vice President Student Affairs/Dean of Students
Thomas Strasser, Associate Professor, Art/Art History

The charge to the committee is: “Consistent with the mission of the College, coordinate proposals related to increasing campus awareness, understanding, and appreciation of diversity and advise the President on relevant policies and programs.”

Draft Statement on Diversity

Prior to beginning the research on best practices used to enhance diversity on college campuses, the committee believed it was necessary to develop a statement on diversity that would represent Providence College’s culture and climate and that would be in concert with the College’s mission statement. Data on existing diversity statements or affirmative action statements from other colleges and universities were collected, discussed, and assessed. Some institutions focused their statements on an enumerated listing of categories tied to diversity, such as race, gender, age, etc. Other institutions focused more on a broadly defined statement that espoused more of a philosophy on the place and purpose of diversity. The committee developed a draft diversity statement from the latter perspective which gained your approval last spring. This statement became the foundation for the committee’s deliberations as we began our work and as we researched and formulated a strategic plan for diversity that would reflect the College’s values. In its essence, the Statement on Diversity affirms the Catholic and Dominican nature of the College and challenges all community members to respect, to talk to, to listen to, and to learn from one another. It is important to remember that the College’s founding mission and practices embraced a commitment to welcome and educate people of diverse backgrounds.

Draft Diversity Statement

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

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

¹ *Mission Statement* of Providence College.

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

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

BACKGROUND

Over the past five years, Providence College has made progress in the enrollment of students of color. In 2004 7.5% of day students represented students of color; in 2009 this representation increased to 10.9%. Additionally, there are an increasing number of international students recruited to Providence College. In 2004, 6.6% of the workforce represented employees of color; in 2009 this representation increased to 8.8%. In 2004, 5.3% of full-time faculty represented persons of color; in 2009, this representation increased to 7.4%. These numbers represent limited progress toward the College's goal of greater diversity across campus constituencies. The College has been challenged with retention of staff of color for varied reasons. The resulting impact is that the College remains a homogeneous environment for the most part.

While there are numerous programs and initiatives targeting the needs of a diverse student population sponsored by many College offices such as Residence Life, the Balfour Center, and Admissions, a coordinated effort to pull the disparate programs together to have a meaningful impact is lacking.

Beginning in 1995 there have been several committees, some specifically appointed by the Administration, as well as *ad hoc* committees, that have undertaken a review of what actions the College needed to take to address issues of diversity and then made subsequent recommendations for action. The reports were accepted, but very few of the recommendations made traction toward implementation. This has resulted in the College falling behind its competitive and aspirant institutions in recruiting greater numbers of diverse students, in programming and supporting students of color and international students, and in educating students for full participation in an increasingly global society. To achieve meaningful progress in these areas, the Diversity Initiatives Committee believes that now is the time to make bold and, in some cases, difficult choices.

DISCUSSION

As noted in the *Statement on Diversity*, the overarching theme of our work was to formulate a plan to achieve an environment on the campus that represents fairness, tolerance, and respect. In its deliberations, the committee's reference point and considerations were to diversity, in its many forms. The committee also focused on how best to create, enhance, or enrich College initiatives that are intended to realize the *Statement on Diversity*.

The committee focused on the following overarching goals:

- Create a more welcoming campus environment for all students that is safe and supportive reflecting respect for, and the value of, each individual and diverse cultures (see College Strategic Plan, Core Values);
- Enhance efforts to recruit and retain a diverse student population and enhance efforts to recruit and retain a diverse workforce (see College Strategic Plan, Objective 2.4);

- Diversify College leadership, Board of Trustees, and management vis-a-vis race and culture;
- Support an inclusive curriculum reflective of diverse perspectives (see College Strategic Plan, Objective 3.6); and
- Assign accountability to achieve the goals outlined in an action plan. Review outcomes annually and report to the campus community.

The committee did a great deal of research on how other colleges have approached the issue of diversity on their respective campuses. The attached Exhibit A outlines a brief summary of the research that the committee considered during its discussions.

As part of that research, the committee, early on, adopted the theoretical framework created by Umbach and Kuh outlining an approach to diversity along three pillars or prongs⁴ (2006, pp. 170-171): (1) “structural diversity” (i.e., numerical representation of diversity); (2) “diversity initiatives” (number and nature of services and programs offered by the College); and (3) “diversity interactions” representative of exchanges with racially and ethnically diverse people, as well as exposure to diverse ideas, information and experiences.

The research also included published data on case law involving the University of California and the University of Michigan, publications by the American Council on Education, the American Association of University Professors, the College Entrance Examination Board, the Association of American Colleges and Universities, as well as Providence College’s history of reports and recommendations related to diversity.

Strategic Plan for Diversity (SPFD)

After discussion, the committee determined that the best framework to recognize and quantify the steps and actions necessary to advance diversity at Providence College was to formulate a strategic plan for diversity. The committee realized that it was essential that the core values identified in the College’s strategic plan – service to others, a caring, respectful campus culture, and a diverse campus community – were considered in the committee’s deliberations to ensure that the draft strategic plan for diversity was reflective of, and compatible with, these overarching values and goals. The specific pillars and objectives of the College’s Strategic Plan relating to diversity that were considered are reflected in Exhibit B.

Utilizing the theoretical framework of Umbach and Kuh, the committee crafted a plan that includes three pillars - *Structural Diversity*, *Diversity Initiatives*, and *Diversity Interactions*. Some aspects of the draft plan were built on current programs and initiatives at the College, while other aspects, programs, and initiatives, were gleaned from colleges and universities that currently have established programs in place.

⁴ Umbach, P.D., & Kuh, G. D. (2006). Student experiences with diversity at liberal arts colleges: Another claim for distinctiveness. *The Journal of Higher Education*, 77(1), 169-192.

The three pillars the committee used not only reflect theoretical texts, but also are modeled by many institutions that have led the way in this focused endeavor. For the purpose of providing an understanding of the types of actions the committee is proposing under each pillar, below is a simple overview and a few examples of action items. The concepts contained in the plan are common at other institutions, but have been crafted to reflect the culture of our campus.

Structural Diversity - This pillar contains three elements – *Foundation*, *Recruitment/Retention*, and *Organization Support* with the related purpose defined as follows:

- *Foundation* – Ensure that diversity, in its many forms, is considered in every aspect of campus life by making diversity a factor in, and component of, institutional decision-making, and resolving to increase and retain the diversity, in its many forms, on campus.
- *Recruitment/Retention* – Aggressively recruit, support, and retain diverse faculty, staff, and students.
- *Organizational Support* – Ensure that institutional goals and objectives on diversity are intrinsic parts of all pillars of the strategic plan and its implementation.

Examples of the action items contained under the *Foundation* element are:

- Create an academic immersion program designed to assist students from underrepresented populations who require additional services/skill development to help them succeed at the College.
- Implement the diversity requirement in the College’s Core Curriculum (See course requirement in the new Core Curriculum Review).

Examples of the action items contained under the *Recruitment/Retention* element are:

- To recruit a more diverse student body, including economically disadvantaged students and/or first-generation college students, offer specific assistance during the application process, and provide additional campus visitation opportunities.
- To accelerate the admittance and enrollment of a more diverse student body, investigate participation in established targeted programs for high school students which guarantee post-secondary enrollment, such as the Posse Program. (www.possefoundation.org).

Examples of the action items contained under the *Organizational Structure* are:

- Ensure that College publications (print and electronic) consistently reflect a diverse student/faculty/staff population and perspective.
- Establish a diversity resource guide for all members of the community.

Diversity Initiatives - This pillar contains one element – *Initiatives and Programming*. This pillar is in place to create and sponsor initiatives and programs that not only support diverse students, faculty and staff, but also establish and maintain curriculum, campus life, and workplace environments that value and appreciate diversity.

Examples of the action items contained under *Diversity Initiatives* are:

- Encourage more diverse representation and leadership within student clubs and organizations (Friars Club, etc.) and other high-profile areas (Orientation staff, RAs, etc.).
- Create a distinctive orientation program, or distinctive programming within existing orientation activities, for international students.

Diversity Interactions - This pillar contains one element – *Interactions*. This pillar is in place to create, organize, and implement opportunities for community interactions to facilitate greater understanding of, and appreciation for, the value of diverse perspectives and voices.

Examples of the action items contained under *Diversity Interactions* are:

- Sponsor conferences, e.g., job fairs or college fairs that are marketed widely outside the College to reach out to prospective students, faculty and staff.
- Consider reviewing the roommate assignment process with the goal of providing students of different backgrounds and experiences with the opportunity to live with, and to develop a better understanding of, appreciation of, and respect for, one another.

Organizational and Financial Structure to Support Diversity Initiatives

To achieve meaningful results, the committee has included physical and financial requirements to achieve success in implementing the strategic plan for diversity.

These requirements would establish and support a new organizational structure that is charged with coordinating and promoting diversity initiatives across the campus. The background on the recommendation for organizational structure change is addressed later in this document.

To achieve meaningful progress in enrolling students and hiring faculty and staff of color, as well as from other underrepresented groups, increased funding will be required as follows: funds to support additional student financial aid and funds to support programs to introduce students from underrepresented populations to Providence College, including to explore, and possibly to create, partnerships with existing organizations, such as the Posse Foundation (www.possefoundation.org); and funds to expand the employee applicant pool to include more faculty and staff from underrepresented groups and to retain them once hired. The committee believes that the possibility exists to accomplish targeted fundraising for diversity-related goals through the upcoming capital campaign.

The organizational structures that support diversity at Providence College's peer institutions are attached in Exhibit C. The complete draft Strategic Plan for Diversity is attached for review in Exhibit D, while Exhibit E contains a proposed 5-year timeline for implementation of the plans various components, as well as very general cost estimates for the major action items under the three pillars.

Established Diversity Programs at Other Colleges and Universities

Committee members researched current programs and practices of the following colleges, some of which are competitor and/or aspirant institutions:

Amherst	Loyola	U. Colorado
Boston College	Notre Dame	U. Connecticut
Boston University	Northeastern University	U. Mass Amherst
Fairfield University	Stonehill	U. Mass Boston
Fordham University	SUNY Oneonta	U. Rhode Island
Holy Cross	Villanova	U. Texas, Austin
		Yale

The committee analyzed the methods these institutions used in establishing programs to increase and support diversity on campuses and reviewed the outcomes of those programs to determine their rates of success. The research revealed the growing trend of colleges and universities to establish an office of institutional diversity staffed with a chief diversity officer. This concept has grown to the point where there is now a national association of chief diversity officers in higher education. Those institutions who have adopted this approach have demonstrated increased enrollment and retention of students of color, as well as a more inclusive, respectful campus environment. Two examples of researched institutions that successfully adopted centralized offices, as well as chief diversity officers, that focus on coordinating initiatives and programs to achieve greater diversity among students, faculty, and staff, are the University of Connecticut and Fairfield University.

The University of Connecticut

The University of Connecticut was on the leading edge of creating a targeted approach to address diversity. The university began its plan to address future demographic changes in the late 1990's. In 1997, UCONN developed the Office of the Provost for Multicultural Affairs which was later expanded to include international affairs in 2002. The OMA sits at the university's crossroads, where academic, administrative, community, and public policy issues all meet.

Michael Hogan, the president of UCONN, stated in his report to the campus in 2007: "The University must embrace diversity as a key part of its mission, and each of us must understand our individual responsibility for creating and maintaining an environment where people of diverse cultures, backgrounds, ethnicities, and perspectives can flourish and learn from one another."⁵ He went on to say "To meet the University's obligation to

⁵ *Promoting Excellence Through Diversity*, ten-year anniversary publication 1997-2007

our students and to society, we must prepare our graduates to live as citizens of a diverse global community, in which success and personal happiness will depend on their ability to appreciate and negotiate difference on a global scale. In other words, cultivating diversity is an integral part of fulfilling our promise to the state of Connecticut, and to the wider world we live in.”

In the 2007 10-year report, Ronald Taylor, now Vice Provost for Multicultural & International Affairs stated: “... one of the lessons we have learned at UCONN is that to achieve the evolving goals of diversity requires not only demographic changes, but also a shift in our thinking, behavior, policies, and capabilities as an organization.” He further stated that “Through the years UCONN has consistently developed new institutes, offices, programs, and initiatives that have established a deep capacity to engage topics that span race, ethnicity, gender, sexual orientation, and domestic and international diversity.” “When we developed the OMA, we were not sure how the unit would evolve over 10 years. Yet 10 years later few institutions have matched UCONN’s commitment to developing a national best practice chief diversity officer (CDO) division that spans academic, student, and administrative affair silos.”

After 10 years the results of this targeted approach reflected increased retention and more diversity in students, faculty, and staff, as well as the offering of broader programs, initiatives, and interactions for campus involvement and access. UCONN has become the leading model for success utilizing the OID model.

Fairfield University

In 2005, the President of Fairfield University, Rev. Jeffrey von Arx, S.J., challenged the campus on launching the diversity initiative based on the work of a campus committee on diversity. The President stated, “We must come to an institutional resolve to increase diversity on this campus. Making the commitment to do so will require greater creativity on our parts, because the willingness to weigh the impact on diversity across all of our decision-making will make ‘business as usual’ obsolete.”⁶ In the same address, Fr. von Arx said, “We must look at hard economic questions and ask ourselves what institutional sacrifices – yes sacrifices – we need to make to bring greater economic and racial diversity to our campus.”

Fairfield created a Center for Multicultural Relations reporting to the Vice President for Student Affairs. As described on the current Fairfield website, the Office of Institutional Diversity Initiatives (then named the Office of Multicultural Relations) was launched to provide institutional leadership and to encourage collaboration across university divisions, offices, and departments.” At that time the Vice President for Student Affairs, Mark Reed, remarked the center was formed to “... create synergy between the recruitment and admission of students of diverse backgrounds and the programs and services that support these students once they are on campus. The plan was to integrate diversity into residential life, student activities, and the first-year experience program for

⁶ Remarks at the 2005 MLK Human Relations Celebration and the LaForge Convocation

the student body as a whole.” The OID is responsible for the promotion of an institutional culture that supports human diversity and multicultural education.

Under the charge of this office Fairfield has been able to have coordinated efforts in fundraising, programs, and initiatives to advance diversity goals and objectives. At Fairfield in 2007 there were 18% AHANA students admitted in the freshman class up from 9% in the previous year. In 2008 Fairfield raised a record \$1.1M at an Alumni Awards Dinner to benefit the Alumni Multicultural Scholarship Fund which fuels Fairfield’s drive to becoming a more diverse community – a major goal of its strategic plan.

Office of Institutional Diversity/Chief Diversity Officer

Over the past several years, Providence College has made progress in creating a more welcoming, diversified campus. This progress was reflected in the increased numbers of students of color, as well as increased diversity interactions based on ACUHO-I/EBI Resident Study results. Despite this growth, the committee believes that to become more attractive to underrepresented students when compared to competitor and aspirant institutions, to attain faster progress toward achieving strategic planning goals, and to bring greater coordinated focus to the elements of the SPFD, the committee recommends the creation of the Office of Institutional Diversity and the hiring of a Chief Diversity Officer (CDO). Creating the Office of Institutional Diversity, led by a Chief Diversity Officer, would allow a more focused, coordinated approach to the fulfillment of the diversity aspects of the College Strategic Plan, as well as allow oversight of the three pillars of the Strategic Plan for Diversity.

Currently, the College has many initiatives and interactions that are positive and forward thinking. Unfortunately, they are not efficiently coordinated and promoted to result in a greater institutional impact. The establishment of an OID office and the hiring of a CDO would allow the CDO to coordinate and facilitate existing initiatives and interactions and to build and expand on current successful programs in a more visible, inclusive way. This individual would bring to life the elements of the Statement on Diversity, and thereby the tenets of the mission of the College, by creating an overarching environment that supports program initiatives and interactions across all campus divisions and constituencies. The outcome of the CDO’s work would culminate in a campus culture that “encourages the deepest respect for the essential dignity, freedom, and equality of every person”⁷ and allow “all community members to talk and listen to, and to learn from one another.”⁸

After researching colleges comparable to PC, the committee believes that only a specialist can address the diversity issues. The committee further believes that greater

⁷ *Mission Statement of Providence College*

⁸ Fr. Timothy Radcliffe, O.P., *Talking to Strangers*. An address given at Yale University, October 8, 1996.

diversity, in its many forms, will enhance the students' education and the continued viability of the College.

Since 2005 more than 40 institutions have hired CDOs (Williams & Wade-Golden 2007)⁹: Amherst College is currently in the same process as PC. Paul Murphy, after working at Amherst for three years as Special Assistant to the President for Diversity & Inclusion wrote:

“I am more convinced than ever of the value of keeping the College’s diversity initiatives within a single portfolio, held by a senior administrator. The College needs a single, coherent, diversity agenda that is seen by all its employees as an equalizing force, capable of breaking down bureaucratic hierarchies in ways that enhance the ability of everyone involved to profit from inclusion in a dynamic, productive learning community.”¹⁰ (Murphy 2007)

The National Association of Diversity Officers in Higher Education (NADOHE, <http://www.nadohe.org/>), with more than 200 members, is doing significant work in educating college administrators about the benefits of hiring CDOs to articulate the diversity agendas of their institutions. Dr. Archie Ervin is an associate provost and director of diversity and multicultural affairs at the University of North Carolina at Chapel Hill who gave a NADOHE sponsored lecture on various models for CDOs. A high ranking CDO with strong support from the College will be most effective in making long-term institutional changes. He or she would work collaboratively with various units that address diversity issues. Moreover, it maximizes limited institutional budgets and staffs by connecting units. Exhibit F outlines draft goals for a Chief Diversity Officer, as well as a proposed job description.

Combining the strategic and operational responsibilities for diversity and community engagement under one coherent division will more effectively and efficiently meet the goals for the institution and develop partnerships to achieve success.

CONCLUSION

Recognizing the College’s mission since its foundation – to provide a Catholic education for young people, and to welcome people of all faiths; recognizing the College’s need to provide an educational experience that prepares students for entrance into an ever-changing global society; and recognizing the College’s need to become more competitive with its peer and aspirant institutions, we believe that now is the time to take bold action.

⁹ Williams, Damon A. & Katrina Wade-Golden, 2007 The Chief Diversity Officer: A Primer for College and University Presidents (Occasional Paper of the American Council on Education). Washington: American Council on Education

¹⁰ Murphy, Paul, 2007 Report to the President [of Amherst College] on Diversity and Inclusion

Based on the College's Strategic Plan, diversity, in its many forms, needs to be considered in current and new institutional initiatives, as well as in financial planning.

The Diversity Initiatives Committee believes that to catapult Providence College into an environment that is inclusive, that presents academic programs of interest to a diverse population, and that provides resources to bring balance to socioeconomic representation, creating the Office of Institutional Diversity is the way to coordinate College-wide efforts to accomplish this goal.

Regardless of any other concerns, the committee believes it is imperative to make a beginning. Any number of initiatives under the SPFD can be accomplished with little initial monetary input. As a five-year plan, fundraising opportunities need to be identified and begun quickly to achieve those goals that can be scheduled to take place in years two and beyond.

Next Steps

Raul, Brian, and Kathy, as well as other members of the committee, would be pleased to meet with you and to answer any questions you may have or to provide any further information you require.

Future Role of the Diversity Initiatives Committee - The committee recognizes that the College currently may not have the financial or personnel resources available to support our core recommendation to develop an Office of Institutional Diversity and to hire a Chief Diversity Officer. If this is the case, the Diversity Initiatives Committee recommends that the plan still should go forward and that implementation of the three pillars of the Strategic Plan for Diversity should begin by integrating some of the outlined concepts into various offices of the institution. Under this scenario, the Diversity Initiatives Committee, in current or reconstituted form, would function as a steering committee. In this capacity, the committee would provide coordination and oversight to the implementation of the proposed pillars, across College divisions, to ensure forward progress is made toward attaining the College's strategic planning goals.

The committee appreciates your commitment to diversifying Providence College, and we agree whole-heartedly with your vision. Bringing about diversity at the College will pose challenges. It will require substantial financial commitments, as well as vigorous and indefatigable support. Nevertheless, diversity buttresses the College's mission to "encourage the deepest respect for the essential dignity, freedom, and equality of every person and welcomes qualified women and men from all religious, racial, and ethnic backgrounds." Diversity will only strengthen the institution as it enters into its second century.

On behalf of the committee members, it has been a privilege to work on this critical charge and to be part of the exciting future that lies ahead for Providence College.

EXHIBIT A

Diversity Research – Brief Summary

In *Regents of the University of California v. Bakke* 438 U.S. 265 (1978), the U.S. Supreme Court ruled that, while affirmative action in college admissions was constitutional, quota systems based exclusively on race were not. Justice Lewis Powell offered the key opinion that race could be considered a “plus” factor (among an array of other factors) in the college admission decision in order to meet “the compelling interest of diversity” precisely because diversity yields many educational benefits.

This opinion has been challenged at State and Federal levels over the past three decades. *Gratz v. Bollinger*, 539 U.S. 244 (2003) and *Grutter v. Bollinger*, 539 U.S. 306 (2003) were the two most important cases related to student-body diversity in higher education to reach the U.S. Supreme Court in the last 30 years, since *Bakke*. While the *Gratz* decision struck down the University of Michigan’s undergraduate admissions policy of awarding points automatically to members of underrepresented ethnic groups (rather than making individualized decisions), the *Grutter* decision upheld the University of Michigan Law School’s selective admissions program that gave special consideration to applicants based on their race/ethnicity. In approving the law school’s affirmative action program, the Court gave great deference to the University’s articulated reasons for wishing to enroll a “critical mass” of minority students, including its desire to promote cross-racial understanding, to break down racial stereotypes, to make classroom discussions more enlightening, and to better prepare students for an increasingly diverse society. The Court was also persuaded by the arguments supporting student-body diversity in the many friend-of-court briefs, in particular those submitted on behalf of retired military leaders and Fortune 500 companies.

Essentially, these two rulings have confirmed Justice Powell’s opinion from 1978 and allow colleges and universities to consider race/ethnicity in making admissions decisions, provided such decisions are “narrowly tailored,” that is, each applicant’s file receives a highly individualized and holistic review. Regarding the highly scrutinized factors of race and ethnicity, the Court noted that such factors are not a threshold for, or a defining feature of, a candidate’s application. With respect to the multitude of diversity-related factors considered, admission committees have discretion to determine their relative weight in light of a variety of circumstances, including, but not limited to, an institution’s founding mission, its strategic plan, and its particular applicant pool and student body. Further, an institution’s blueprint for guiding the admissions process is applicable to financial aid and scholarship decisions, and recruitment programs.

The University of Michigan has compiled a great deal of expert testimony and related research to defend its admissions programs and to support the claim that there is a “compelling need for diversity in higher education” (<http://www.vpcomm.umich.edu/admissions/research/>). Dr. Patricia Gurin, Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies;

Faculty Associate, Research Center for Group Dynamics, Institute for Social Research; and Director of Research, Program on Intergroup Relations at the University of Michigan was responsible for some of the most comprehensive analyses. Based on her research, Dr. Gurin concluded the following (<http://www.vpcomm.umich.edu/admissions/legal/expert/summ.html>):

[My] conclusions are confirmed by one of the most broad and extensive series of empirical analyses conducted on college students in relation to diversity. I examined multi-institutional national data, the results of an extensive survey of students at the University of Michigan, and data drawn from a specific classroom program at the University of Michigan. It is clear from all three analyses that interaction with peers from diverse racial backgrounds, both in the classroom and informally, is positively associated with a host of what I call "learning outcomes." Students who experienced the most racial and ethnic diversity in classroom settings and in informal interactions with peers showed the greatest engagement in active thinking processes, growth in intellectual engagement and motivation, and growth in intellectual and academic skills.

The benefits of a racially diverse student body are also seen in a second major area. Education plays a foundational role in a democracy by equipping students for meaningful participation. Students educated in diverse settings are more motivated and better able to participate in an increasingly heterogeneous and complex democracy. They are better able to understand and consider multiple perspectives, deal with the conflicts that different perspectives sometimes create, and appreciate the common values and integrative forces that harness differences in pursuit of the common good. Students can best develop a capacity to understand the ideas and feelings of others in an environment characterized by the presence of diverse others, equality among peers, and discussion under rules of civil discourse. These factors are present on a campus with a racially diverse student body. Encountering students from different racial and ethnic groups enables students to get to know one another and to appreciate both similarities and differences.

There are many studies which support, to a greater or lesser extent, these conclusions. Examples of publications that pull together several of these studies include:

- Does diversity make a difference? (2000). Washington, DC: American Council on Education and American Association of University Professors
- Shaw, E. J. (2005). *Researching the educational benefits of diversity* (Research Report No. 2005-4). New York: The College Entrance Examination Board
- Smith, D. G. & Associates. (1997). *Diversity works: The emerging picture of how students benefit*. Washington, DC: Association of American Colleges and Universities.

As with most any research, there are also analyses which dispute these conclusions. Often, they are based largely on questioning the methods used in those studies which affirm the positive educational benefits of diversity at the postsecondary level. Many of these analyses emanate from or are cited by the Center for Equal Opportunity (CEO - <http://www.ceousa.org/>) and the National Association of Scholars (NAS - <http://www.nas.org/>).

Consensus – Providence College’s History of Reports, Recommendations, and Data Related to Diversity (since 1990)

Without exception, those individuals and groups charged with studying diversity at Providence College have concluded that the College must make significant progress in promoting, encouraging, supporting, and improving structural diversity, diversity initiatives, and diversity interactions among students, faculty, and staff.

Below is a brief summary of the major diversity reports that have been discovered since 1990. (Full reports are available upon request.)

BANNER System Data – November 19, 2009

Undergraduate Day Students: % Multicultural = 11.53% (Fall 2009)

Note: system data are not reliable for SCE and Graduate students, mostly as a result of inconsistent data collection [this is being addressed]

IPEDS (Integrated Postsecondary Education Data System) Data, Human Resources – December 2, 2008

Faculty/Staff: % Multicultural (not including Non-Resident Aliens) = 8.8% (2008)
[Faculty 6.4%, Staff 10.2%]

EBI Resident Study – Spring 2007 (2531 respondents) / Spring 2004 (2237 respondents)

Student respondents rate their fellow residents very low in terms of tolerance for differences in race/ethnicity, gender, sexual orientation (especially), religious beliefs, and political views (PC mean in each area ranked below 200th of 267 institutions that participated in the 2007 survey).

Student respondents claimed they had fewer interactions (and benefitted less from these interactions) with residents who were different from themselves (PC mean in each area ranked below 258th of 267 institutions that participated in the 2007 survey).

Report of the Ad Hoc Faculty Senate Committee on Diversity – April 12, 2006

Following from its analysis of PC's "climate for diversity on campus," the Ad Hoc Faculty Senate Committee recommended the following (excerpted directly from the report):

1. The [College] President should publicly acknowledge the importance of diversity as an issue at Providence College, and announce a significant initiative aimed at addressing the problem in every department and office.
2. The President should appoint a cabinet-level administrator with extensive and specific experience in developing the kinds of diversity initiatives described in this report. The charge to this person should be to create effective programs with measureable goals and timelines to achieve the goals.
3. The President should charge Admissions with specific, multi-year goals emphasizing the enrollment of African American and Hispanic students and support these goals with resources commensurate with an acceptable admissions recruiting plan.
4. The College should offer comprehensive diversity training to its faculty, administration, staff, and students.

Faculty Diversity Climate Survey – Spring 2006 (96 respondents)

Diversity is a very important issue for faculty respondents (65% strongly agree, 24% agree). The College is not widely considered a welcoming environment for members of statistical minority groups, especially for gays/lesbians/bisexuals and non-Catholics, nor do respondents believe that the College is committed to enhancing

diversity, especially in terms of sexual orientation and religious affiliation. There isn't an easily identifiable source of support for diversity-related issues or concerns.

Diversity Special Analysis – March 2006 (based on campus wide assessment data at that time)

Datasets used in the analysis included:

- Admitted Student Questionnaire (ASQ) data
- Annual Freshman Survey (CIRP) data
- Student Satisfaction Inventory (SSI) data
- Resident Study (ACUHO-I/EBI) data
- National Survey of Student Engagement (NSSE) data
- PC Alumni Survey data
- PC Young Alumni Focus Group data

Key Findings

1. Compared to their peers at other colleges/universities, students come to Providence College (PC) having spent less time socializing with students of a different race/ethnicity in the year prior to their enrollment and they expect to spend less time with students of a different race/ethnicity while they are enrolled.
2. While in attendance at PC, students reported that they felt individual differences were not consistently respected by their peers or by faculty/staff. They also sensed a lack of commitment to under-represented populations on the part of the institution.
3. Compared to their peers at other colleges/universities, PC students, overall, were far less satisfied with the degree to which their fellow residents respected differences (in terms of culture, gender, or sexual orientation).
4. Students reported that their PC experience contributed less to their understanding of others and to their ability to work with others, especially those of diverse backgrounds, than their peers reported at other colleges/universities.
5. Reflecting on their experience, PC alumni/ae reported that the College did not do enough to prepare them for a world that is far more diverse than Providence College.

Early Intervention Sub-committee – Report to the Planning Committee – December 2000

It was recommended that the College appoint an advisory board, through the Office of Academic Affairs, to create and implement a “Youth Intervention Collaborative” program as described in the College’s 2000/2005 Strategic Plan. The program would identify qualified, economically-disadvantaged students during their formative school years (i.e., elementary school) to participate in a long-term educational program designed to help build their pre-college academic skills.

Minority Recruiting Report to the President – April 3, 1997

Following from its analysis of structural diversity among PC students, the Minority Recruiting Report included the following recommendations (excerpted directly from the report):

Recruiting Goals

1. Numerical goals with suitable timelines should be set.
2. The goals should never be viewed as quotas.
3. The goals need to be adopted from the top down – with commitments from the Board of Trustees and Administration.

In addition, 36 “recommendations and action items” were identified for various members of the College community (including individuals, offices, and/or groups), designed to [quoting from the College’s Mission Statement] “welcome qualified women and men from all religious, racial, and ethnic backgrounds” as we “prepare our students to be responsible and productive citizens to serve in their own society and the greater world community.”

This report also included an analysis of the College’s progress in implementing recommendations outlined in previous reports related to diversity.

Diversity Study Group – February 1996

The Diversity Study Group articulated the following two “ideal” learning outcomes related to diversity (excerpted directly from the report):

1. Students would demonstrate “an awareness of the uniqueness and commonalities of the various cultures which comprise the world community.”
2. Students would demonstrate “the knowledge, skills, and attitudes needed to be contributing members of this world community.”

The Diversity Study Group also recommended the ways in which students might fulfill these learning outcomes:

1. By taking a course that has been approved as filling the learning outcomes
2. By participating in a study abroad program (as part of this recommendation, the Study Group “encouraged the College to develop strong linkages with Dominican programs worldwide” and “encouraged the College to develop policies which would enable students to study abroad and would not penalize them financially”)
3. By creating an approved, individualized plan to meet the learning outcomes in a non-traditional manner

The Study Group further recommended that the College:

1. Encourage the Admissions Office and the Balfour Center to work together to recruit more students of diverse backgrounds
2. Encourage the Balfour Center and the Center for the Enhancement of Learning [Center for Teaching Excellence] to work with student groups and departments/faculty to infuse activities/course materials into their programs and courses that relate to the student learning outcomes
3. Encourage and empower the Balfour Center to work more collaboratively with student groups and faculty/departments to educate the entire PC community regarding diversity in all of its many facets

Financial Aid Advisory/Scholarships Committee Report: Scholars for PC Program – April 20, 1995

The Financial Aid Advisory/Scholarships Committee proposed a “Scholars for PC Program” that would create a comprehensive process by which scholarships are awarded, that would increase significantly the pool of available scholarship dollars, and that would “enhance the cultural diversity of the student body.”

Report on Minority Faculty Hiring by the Academic Minority Task Force – 1991

Following from its analysis of minority faculty hiring, the Academic Minority Task Force recommended the following hiring process (excerpted directly from the report):

1. In a given year a certain number of faculty positions (perhaps 2 or 3) are made available for minority hiring.
2. A College committee is charged with the responsibility of identifying candidates. Departments may join in the search for candidates if they so wish. The potential advantage to departments is the possibility of adding an additional faculty member.
3. The candidate is contacted by the Academic Vice President, members of the search committee, department chairperson of the candidate’s specialization and other appropriate members of the College community.
4. The candidate’s credentials are assessed by the committee and the appropriate department.
5. The department makes a recommendation to CART which makes its recommendation to the President.
6. The Academic Vice President negotiates salary terms with the candidate.

This strategy is described as the “targets of opportunity,” or “TOP” approach. “Every qualified minority Ph.D. is seen as a target of opportunity ... TOP takes the whole pool of minority candidates as its focus and concentrates on [bringing] interested qualified candidates [into] your institution regardless of field. The background of the candidate determines where he/she will be used in the institution.”

EXHIBIT B

Providence College 2012 (Strategic Plan)

Diversity issues are identified throughout the College's 2012 Strategic Plan:

Core Values: Characteristics Guiding Providence College; p. 5

Service to others: Faithful to Catholic teachings and the Dominican commitment to social justice, we value instilling in students an understanding of the importance of service to others, not just on campus, but also in the local community. We believe that compassion for others who are disadvantaged is best learned and demonstrated through face-to-face contact with those who need our help. To this end, the College will continue to provide a wide variety of community service and service-learning opportunities for students.

A caring, respectful campus culture: All of us, whether students, faculty, or staff, are made in the image and likeness of God. Therefore, at Providence College, we believe in treating others with dignity and respect in all that we do, whether in the classroom, in an office, on the playing field, or in a residence hall. Indeed, the way we relate to each other is the surest measure of our commitment to truth.

A diverse campus community: Critical to the values of Providence College is a strong sense of family and community. The kind of community that we seek to create should mirror the catholicity of the Church in all its diversity. Hence, Providence College commits to creating a community that is inclusive, diverse, and welcoming of all.

Vision Statement: A Description of Providence College in 2012; p. 8

The Providence College campus community has become increasingly diverse. Students are enrolling from a wider variety of geographical areas. A larger percentage of students, faculty, and staff are drawn from racial and ethnic minorities and from disparate socioeconomic backgrounds. The College has reclaimed its institutional roots, utilizing more need-based aid and other recruiting strategies to increase enrollment of first generation college students, especially from under-represented populations. The College supports its new diverse community with a campus culture that enhances the understanding and acceptance of individual differences.

Pillar II: Enhancing Academic Excellence

Situational Analysis; pp. 14-16

Adding to this challenge are demographic projections for the next decade that may further intensify competition for highly-qualified students. Starting in 2009, the number of high school graduates is expected to decline through 2013-14. Nationally, the decline is projected to be 3.6%, but in the Northeast (defined as the six New England states plus NY and NJ) the decline is expected to be somewhat more severe, possibly 7.3%. Experts also predict that the racial, ethnic, and economic composition of prospective students will change within this shrinking market with a higher percentage of Hispanic and other AHANA students in the mix.

Even though the College's reputation is growing, the national marketplace still considers Providence College to be a regional and homogeneous (non-diverse) College. Geographical enrollment has changed very little since 1985. Providence College student applications and enrollment are still highly concentrated in a five-state region (southern New England, NY, NJ). Student yields remain consistently higher in this five-state area than anywhere else.

Regarding diversity, the 7% population of multicultural students at Providence College, although higher today than at any time in the College's history, is less than the average for our comparison group of Fairfield, Holy Cross, Loyola, Stonehill, and Villanova (13%). In part, to remedy its lack of diversity, the College has returned to its roots and once again targeted as prospective students those from economically disadvantaged backgrounds and children of immigrant families.

Two strategic initiatives have been launched by Providence College to close the "student accessibility gap." In July 2005, the College shifted a greater portion of its resources away from exclusively merit-based scholarships and toward need-based financial aid. In July 2006, the College approved a four-year test-optional admission policy for all applicants. First-year results of the test-optional pilot program demonstrate record enrollment of students from diverse backgrounds and first-generation college bound students, resulting in a freshman class that better balances gender and creates more socioeconomic, cultural, and geographic diversity.

In its 2007 accreditation report, the NEASC visiting team took note of the College's desire to increase both the number of academically gifted students and the number of first-generation students and students of color it enrolls. Pointing out that many of the students in both of these groups will expect and/or need a significant amount of financial aid if they are to attend Providence College, the visiting team cited the need for the College to establish clear priorities and put in place good financial planning ". . . in order to ensure that the College does not put itself at risk by trying to undertake too much at the same time."

The number, quality, and diversity of faculty continue to increase. An enhanced and streamlined faculty hiring process attracts ever-greater numbers of highly qualified candidates; improved starting salaries ensure successful searches in the face of an increasingly competitive market; and the numbers of terminally-qualified, women, and Dominican faculty have increased over the last seven years.

Conclusions; p. 17

While student interest in Providence College continues to grow, declining yields in the face of demographic changes suggest that the College should further focus on increasing the diversity of its student body and on strengthening its academic reputation, which has been shown to be the single most important factor in student decision making.

Objectives; pp. 19-20

- 2.4 Priority: (1) Recruit, and retain, high quality and diverse students, particularly those who are first generation college students; faculty; and staff who value the mission of the College, who embrace rigorous academic programs, and who welcome engaged learning opportunities.

Year of Implementation: (1)

Assignment of Accountability: Vice President for Academic Affairs;
Associate Vice President for Enrollment Management and Dean of Admission

Metric: *Increase minority enrollment to 12% of student head count.*

Trend analysis of student demographics, faculty and staff hiring.

- 2.6 Priority: (3) Enhance the Providence College academic experience, both in study abroad and for international students, through the Center for International Studies.

Year of Implementation: (1)

Assignment of Accountability: Vice President for Academic Affairs;
Dean of International Studies

Metric: *Increase study abroad participation to 30% of undergraduate students. Counts and analysis of the Center for International Studies/ programs/ services; counts and related data for international students studying at PC.*

- 2.8 Priority: (1) Increase scholarship funds to eventually meet the full financial need of all qualified students.

Year of Implementation: (1)

Assignment of Accountability: Vice President for Academic Affairs;
Vice President for Institutional Advancement; Vice President for Finance and Business

Metric: *Analysis of need gap; increase meeting demonstrated need to 100% and eliminating loans for targeted populations; and yield and retention data.*

Pillar III: Refashioning the Campus Culture

Situational Analysis; p. 23

Diversity is essential to the kind of campus culture to which Providence College aspires. However, AHANA [African-American, Hispanic, Asian, and Native American] student enrollment statistics, external and internal perceptions, and comments included in the 1997 and 2007 NEASC accreditation reports all support the conclusion that Providence College is currently not a sufficiently diverse community.

Yet, in its Mission Statement, the College publicly affirms the “the unity of the human family that proceeds from its one creator... [and] encourages the deepest

respect for the essential dignity, freedom, and equality of every person....” In addition, Pope John Paul II’s *Ex Corde Ecclesiae* of 1990 states that the overarching goal of Catholic colleges and universities is the integration of knowledge, of peoples, of intellect, and of faith, noting that such integration cannot be achieved without directly engaging diversity.

The College also recognizes that the current composition of faculty and administrators reflects neither the demographics of our time nor the inclusive community that is always our goal. It is important that the faculty, administrators, and staff reflect the face of diverse cultures and backgrounds to enhance and reinforce students’ learning experiences.

Conclusions; p. 24

There is a striking lack of diversity in the campus community. This restricts the College from being truly catholic (universal) and deprives students of the kind of social and intellectual experience that broadens their thinking and prepares them for a true global society.

Conversely, the student body exhibits a high level of shared community responsibility through its volunteer efforts and service learning programs. This shared responsibility is so important to building community that more opportunities to volunteer or engage in service learning need to be offered.

Opportunities; pp. 24-25

The College’s mission, as well as its Catholic and Dominican culture, offer fertile ground for developing a diverse community, as do the realities of the shifting demographic profile of tomorrow’s student. Providence College’s decision to go “beyond the numbers” and drop SAT scores as a criterion for acceptance, if continued, will change the composition of the student body over the next few years.

New educational partnerships with area schools, such as the Providence after School Alliance (PASA) and the mentoring program at San Miguel School for Boys, will offer additional volunteer opportunities for students as will the fast-growing Smith Hill immigrant neighborhood adjacent to the College.

Objectives; pp 26-28

3.6 Priority: (2) Create a culture that is welcoming and appreciative of a diverse cross-section of students, faculty, and staff, and removes barriers to cross-cultural understanding.

Year of Implementation: (1)

Assignment of Accountability: Vice President for Student Affairs Administration; Vice President for Academic Affairs; Associate Vice President for Human Resources

Metric: *Trend analysis of student demographics, faculty and staff hiring. EBI and ACUHO benchmarking data.*

- 3.7 Priority: (2) Further develop and foster a distinctive campus culture committed to community service and the improvement of the welfare of others. Provide meaningful community service opportunities that are sufficiently diverse in breadth and scope as to engage the entire student body in some form of community service experience.

Year of Implementation: (1)

Assignment of Accountability: Vice President for Student Affairs Administration; Vice President for College Relations and Planning

Metric: *Number of students, faculty and staff involved with community service; new community service opportunities; new partnerships with Church, non-profit, neighborhood, city and state agencies.*

- 3.8 Priority: (3) Contribute to the long-term stability of the Elmhurst neighborhood by assuming a leadership role in the development of a structured neighborhood improvement district featuring educational, housing, safety, and other quality of life benefits for off-campus PC students, disadvantaged K-12 students, immigrant adult learners and other stakeholders.

Year of Implementation: (3)

Assignment of Accountability: Vice President for College Relations and Planning; Vice President for Student Affairs Administration

Metric: *Number of students, faculty and staff involved with community service; new community service opportunities; new partnerships with Church, non-profit, neighborhood, city and state agencies.*

Pillar IV: Commitment to Stewardship

Objectives (p. 32)

- 4.2.1 Priority: (1) Build and communicate a comprehensive case for support that articulates the College's Catholic and Dominican mission and provides resources to enhance diversity, endowment, faculty support, academic excellence, and campus infrastructure.

Year of Implementation: (1)

Metric: *Annually secure 20,000 overall donors; increase undergraduate alumni participation from 27% to 37% by focusing on donor acquisition and retention; increase average gift per donor from \$694 to \$1,000.*

EXHIBIT C

Peer Institution Diversity Support Structures

Boston College

Office for Institutional Diversity (<http://www.bc.edu/offices/diversity/>)

F/T Staff: 3 (Executive Director, Associate Director, Administrative Assistant)

Mission/Description: In support of the University and its goals, the mission of the Office for Institutional Diversity is to facilitate efforts to advance and sustain an organizational culture and climate that fully welcomes diversity and inclusiveness for all members of the Boston College community. Our objective, through effective management of our diversity, is to use it to create a competitive advantage for the University, and at the same time to help us live out the social justice imperatives inherent in our Jesuit and Catholic heritage. Officers of the University and all Deans, Directors, Department Heads, and Managers are responsible and accountable for the proactive implementation of our diversity mission and are expected to exercise leadership towards its achievement.

College of the Holy Cross

Office of Multicultural Education (http://www.holycross.edu/multicultural_education/)

F/T Staff: 3 (Assistant Dean, Associate Director, Assistant Director)

Mission/Description: Guided by Ignatian principles, the Office of Multicultural Education upholds and works for social justice through our commitment to advocate, educate, and empower members of the College community. For students especially, this work involves providing opportunities to be of service, prepare for leadership, and undertake civic responsibility. As a resource for information, assessment, and research and as a liaison to the diverse populations on and surrounding the campus, we are a catalyst for change. By offering ways to engage in critical dialogue and responsive action through the curricular and co-curricular, we encourage a deeper understanding of one's self and others through all aspects of identity – age, gender, culture, race, ethnicity, religion, sexual orientation, and ability. Our proactive approach is complemented by a willingness for collaborative leadership in providing support, encouragement, and outreach to resolve issues that impede and threaten the sense of a secure and just community. We assist and challenge the College community to be intentional and deliberate in valuing the importance of diversity, equity, and access. Through these efforts, we seek to create an inclusive and caring community that moves beyond tolerance to the acceptance of differences within an increasing global society. In keeping with the College Mission, we work to instill respect, recognition, and regard for the value and contribution that each person brings to the College community, thus enriching the total experience for all.

Fairfield University

Office of Student Diversity Programs (http://www.fairfield.edu/student/sd_about.html)

F/T Staff: 3 (Assistant Dean, Assistant Director, Operations Assistant)

Mission/Description: The Office of Student Diversity Programs seeks to develop and implement programs and services which will increase the engagement of students in programs that promote and foster an inclusive, living and learning community. Students will obtain a greater understanding and appreciation of diversity, multiculturalism, and social justice through participation and celebration in a variety of activities. The office will work collaboratively with student organizations, faculty, and other university offices to further integrate diversity into developmental and social programs for students. As a result, the office will establish meaningful relationships with students in order to effectively address their needs, interests, and concerns.

Office of Institutional Diversity Initiatives (no dedicated Web site)

F/T Staff: Director (there may be others, but unable to determine)

Mission/Description: The Office of Institutional Diversity Initiatives was launched to provide institutional leadership and to encourage collaboration across university divisions, offices and departments. This office is responsible for the promotion of an institutional culture that supports human diversity and multicultural education.

Fordham University

Office of Multicultural Affairs

(http://www.fordham.edu/student_affairs/multicultural_affair/index.asp)

F/T Staff: 3 (Assistant Dean/Director, Assistant Director, Program Associate)

Mission/Description: The Office of Multicultural Affairs of Fordham University upholds the University's mission to honor and revere the dignity and uniqueness of each person, in keeping with the Jesuit and Catholic fundamentals of faith, hope, and love. We seek to engage the entire Fordham community in thoughtful and authentic dialogue by providing space for reflection and exploration of the self, and reciprocal exchange and learning amongst the entire student population. We continuously challenge ourselves and the community at large to be globally minded change agents committed to viewing the world through a lens of social justice.

Loyola University (Maryland)

College Diversity Committee (<http://www.loyola.edu/academics/diversity/cdc/>)

Membership: 11 voting members, 4 associate members

Charter: With the advice of the Assistant Vice President for Academic Affairs and Diversity the committee forms task forces to consider diversity matters raised by committee members or Loyola campus constituencies. These task forces may study problems, propose and pursue special projects, convene meetings, and propose that the committee take specific action. Task force leaders are appointed by the Chair. Task forces are composed of committee members, and others as necessary to the task force's work. // *Charge:* Working in conjunction with the Assistant Vice President for Academic Affairs and Diversity, the committee provides campus leadership on diversity issues. These issues include: diversity in undergraduate and graduate student populations; curricular diversity in undergraduate and graduate programs; recruitment, mentoring, and

retention of faculty of color; creating a campus climate that assumes, accepts, and engages diversity as necessary to the pursuit of the Jesuit educational mission; creating mutually supportive linkages, and enhancing the College's reputation, in Baltimore; creating mutually supportive relationships with other colleges and universities in the Greater Baltimore area; and other issues as they arise and complement the committee's charge. The committee reports annually, in writing, to the Conference.

Northeastern University

Office of Institutional Diversity and Equity (<http://www.northeastern.edu/diversity/>)

F/T Staff: 4 (Dean/Director, Associate Director, Diversity Coordinator, Staff Assistant)

Mission/Description: The Office of Institutional Diversity and Equity leads and promotes the University's commitment to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. Our mission is to provide leadership by cultivating an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. We also ensure compliance with relevant federal, state and local anti-discrimination laws.

Stonehill College

Office of Intercultural Affairs (<http://www.stonehill.edu/x10510.xml>)

F/T Staff: 2 (Director, Assistant Director)

Mission/Description: The mission of Intercultural Affairs at Stonehill is to contribute to the creation, influence, and sustainability of a community where the dignity of all people is respected.

University of Connecticut

Office of Diversity and Equity (<http://www.ode.uconn.edu/>)

F/T Staff: 11 (led by Associate Vice President for Diversity and Equity)

Mission/Description: Related to compliance with federal/state laws

University of Massachusetts Amherst

Office of Equal Opportunity and Diversity (<http://www.umass.edu/eod/>)

F/T Staff: Can't determined from Web site

Mission/Description: Related to compliance with federal/state laws

Community, Diversity, and Social Justice Initiative

(<http://www.umass.edu/ohr/cdsj/index.html>)

Staff: At least 10 senior staff lead the Initiative

Mission/Description: The Mission of the CDSJ Initiative is to improve the quality of the UMass Amherst community through a systemic change process focused on the following CDSJ goals: create a more inclusive and equitable teaching, learning, working and living

community; develop proactive (rather than reactive) management practices regarding CDSJ; increase local responsibility and initiative regarding CDSJ; fully integrate CDSJ into the campus mission of teaching, research, and outreach.

Villanova University

Center for Multicultural Affairs

(<http://www.villanova.edu/studentlife/multiculturalaffairs/>)

F/T Staff: 6 (Assistant Vice President, Associate Director, Assistant Director, Assistant Director, Counselor, Secretary)

Mission/Description: The Center for Multicultural Affairs provides a welcoming atmosphere and services to support the University's mission of respecting individual differences and adhering to the principle that mutual love and respect should animate every aspect of University life. Individually and in collaboration with others, the Center promotes and provides multicultural education and activities on campus. Events include a Multicultural Night and a Martin Luther King, Jr celebration. The staff also reaches off-campus to inform assist and promote the efforts of the University in becoming a more diverse community. The center sponsors the Multicultural Affairs Electronic Bulletin Board.

EXHIBIT D

Draft

Strategic Plan for Diversity

The preliminary recommendations of the strategic plan for diversity are based on the theoretical framework of Umbach and Kuh. The plan is projected to be phased in over a 5 – 10 year period depending on financial resources.

Structural Diversity

Who makes up the community? What does the College represent in terms of attitude, composition, and structure vis-à-vis diversity in five (5) years and ten (10) years?

***Foundation** – Ensure that diversity, in its many forms, is considered in every aspect of campus life by making diversity a factor in, and component of, all decision-making, and resolving to increase and retain the diversity, in its many forms, on campus.*

Student, Faculty and Staff focused:

- Provide mentorship programs for new faculty, staff, and students of color.

Student focused:

- Establish a target goal for students of color to represent a minimum of 18 percent of the student body in five years and 25 percent in ten years. These numbers are not meant as a quota, but rather a target based on changing demographics.
- Develop specific, multi-year, measurable planning goals for the recruitment, admission, and enrollment of students from underrepresented populations.
- Create an academic immersion program designed to assist students from underrepresented populations who require additional services/skill development to help them succeed at the College.
- Consider articulation agreements with two-year and/or other institutions to increase enrollment of students from underrepresented groups.
- Establish a diversity requirement in the College's Core Curriculum. (See course requirement in the new Core Curriculum.)

Student and Faculty focused:

- Consider methods by which the DWC curriculum can introduce non-Western material.

Student and Staff focused:

- Staff the Admissions office with a diverse group of admissions counselors who represent the various racial/ethnic groups reflected in the student population for the purposes of recruiting more students of color and helping applicants who need/request assistance with the application process (including first-generation college students).

Faculty and Staff focused:

- Utilize the College's Affirmative Action Plan explicitly to meet goals for faculty and staff from underrepresented populations for all EEO categories.

Recruitment/Retention: *Aggressively recruit, support and retain diverse faculty, staff and students.*

Student focused:

- To recruit multicultural students, create/enhance on-campus enrichment opportunities for high-school students and invite students from local high schools to attend campus events (e.g., courses, competitions, performances, speakers, camps/clinics, workshops – of variable duration with possible overnight visit).
- To recruit a more diverse student body, including economically disadvantaged students and/or first-generation college students, offer specific assistance during the application process, and provide campus visitation opportunities.
- To accelerate admissions and enrollment of a more diverse student body, investigate participation in established targeted programs for high school students which guarantee post-secondary enrollment, such as the Posse Program. (www.possefoundation.org).
- To recruit international students, send a recruiter overseas to attend college fairs and conduct informational seminars at least once per year.
- Create/enhance services for students with disabilities through a mentorship program.
- Expand recruitment of multicultural students by partnering, or strengthening existing partnerships, with established programs such as Times2 Academy and Upward Bound.
- Include a focus on multicultural students in recruiting plans for graduate and continuing education programs.

Faculty and Staff focused:

- Implement protocols and practices to expand the application pool by encouraging more faculty and staff of color to submit applications.

Faculty focused:

- Engage women faculty more fully in recruitment and professional development efforts.
- Proactively recruit ABD (“all but dissertation”) candidates of color by seeking out and encouraging applications for open faculty positions.

Organizational Support: *Ensure that institutional goals and objectives on diversity are intrinsic parts of all pillars of the strategic plan and its implementation.*

Student, Faculty and Staff focused:

- Sponsor workshops and forums throughout the year related to diversity and inclusiveness within and across the College's populations.

- Ensure that College publications (print and electronic) consistently reflect a diverse student/faculty/staff population and perspective.
- Establish a diversity resource guide for all members of the community.
- Continue to strengthen the communication infrastructure regarding diversity-related matters.

Diversity Initiatives

What diversity initiatives do we want the College to have in place to support all members of the campus community in five (5) years and in ten (10) years?

Initiatives and Programming: Create and sponsor initiatives and programs that not only support diverse students, faculty and staff, but also establish and maintain curriculum, campus life and workplace environments that value and appreciate diversity.

Student, Faculty and Staff focused:

- Establish a program featuring high profile speakers of color to draw a cross-section of interest from all campus constituencies.
- Establish a visiting scholar program focused on a variety of issues dealing with understanding and acceptance of differences.
- Enhance educational programs that promote awareness and acceptance of, and respect for, people of different sexual orientations and identities.¹¹

Student focused:

- Require diversity sensitivity programming during new/transfer student orientation (including inviting students to share their personal stories) and expand programming to focus on the first-year experience; support additional diversity programming within Residence Life and SAIL for all students.
- Encourage more diverse representation and leadership within student clubs and organizations (Friars Club, etc.) and other high-profile areas (Orientation staff, RAs, etc.).
- Create a distinctive orientation program, and/or distinctive programming within existing orientation activities, for international students.

Diversity Interactions

What do we want the College to look like in terms of how diverse people interact with and treat each other in five (5) years and ten (10) years?

Interactions: Create, organize, and implement opportunities for community interactions to facilitate greater understanding of, and appreciation for, the value of diverse perspectives and voices.

Student, Faculty and Staff focused:

¹¹This may include lesbian, gay, bisexual, transgender, queer, and questioning students, faculty, and staff.

- Facilitate numerous and varied ways in which the community can interact with one another and engage in ongoing (frequent and over the long-term) dialogue to encourage intercultural communication and exchange.
- Sponsor conferences, e.g., job fairs or college fairs that are marketed widely outside the College to reach out to prospective students, faculty and staff.

Student focused:

- Consider reviewing the roommate assignment process with the goal of providing students of different backgrounds and experiences the opportunity to live with, and to develop a better understanding of, appreciation of, and respect for one another.

Organizational and Financial Structure to Support Diversity Initiatives

What organizational and financial structure is in place to ensure the College achieves its diversity goals and plans?

***Organizational and Financial Structure:** Establish an organizational structure that is charged with coordinating and promoting diversity initiatives across the campus. Partner with Finance and Business and Institutional Advancement to identify funds that will be targeted to fulfill the initiatives outlined in the strategic plan for diversity.*

Organization/Physical Location

- Create an Office for Institutional Diversity (OID) to coordinate the College's diversity initiatives and programs and to provide expertise and senior level leadership on diversity issues facing the College. This office would facilitate College-wide efforts to advance and sustain an organizational culture and climate that welcomes diversity and inclusiveness in its many forms.
- Identify appropriate and sufficient space in a prominent location to house the OID.

Financial/Fundraising/Resources

- Establish targeted fundraising for diversity which articulates the case for funding and supporting specific needs and new initiatives based on various recommendations in the diversity strategic plan, and merge this campaign into the College's overall capital campaign.
- Appoint a development fundraiser whose responsibilities would include targeting diversity-focused needs and initiatives.
- Fund an annual guest speaker/multicultural lecture series.
- Create an alumni event for the sole purpose of raising money for Multicultural Scholarships.
- Establish funds to recruit top faculty and staff of color, such as endowed chairs or visiting professor-in-residence.

- Generally, increase the amount of funds available for financial aid; ensure sufficient funding to meet the full financial need of students of color and students with limited resources.
- Seek enhanced funding for graduate fellowships for students from underrepresented populations.
- Establish funding to support a culturally-inclusive curriculum.
- Provide additional financial aid to consider unique needs of commuter students for on-campus living and scholarship awards.
- Provide additional financial aid to selectively consider the unique needs of international students vis-à-vis tuition, tuition increases, and living expenses.
- Explore endowing a faculty position for a person of color in each school.
- Support the School of Continuing Education's efforts to provide financial aid to multicultural students.

Assessment Plan

- Continue cycled student survey administration (e.g., CIRP, EBI Resident Study, NSSE, alumni surveys).
- Add to survey cycle diversity climate/programming survey.
- Continue annual data collection, Re: structural diversity statistics (e.g., recruiting/hiring statistics, student/faculty/staff headcount statistics, etc).
- Regularly audit diversity in the curriculum.
- Regularly benchmark diversity data vs. comparison institutions.
- Periodically conduct a diversity review by a peer evaluator(s).
- Provide to the College community an annual report of diversity initiatives, metrics, and assessment results.

EXHIBIT E

Estimated Timeline for Implementation and Associated Costs

The Strategic Plan for Diversity was created with a 5-10-year timeframe for implementation. The following estimated timeline focuses on actions that can be achieved in the first 5 years. These estimates are assuming that the Diversity Initiatives Committee recommendation to establish an Office for Institutional Diversity (OID), staffed by a Chief Diversity Officer (CDO), are accepted, and these recommendations become a top institutional priority to fulfill the goals of the College's overall strategic plan.

Assuming the recommendation is accepted, the committee believes that the search for a CDO should begin in September, 2010, with the goal of having the CDO in place in early 2011.

Assuming the hiring of the CDO occurs in January 2011, implementation of the plan can begin in July 2011. This would allow the new CDO six months to gain knowledge of Providence College, review the plan with the Diversity Initiatives Committee, and make any adjustments before implementation began.

As stated in the committee's report, if the College is unable to make the recommended organizational changes, the committee believes that a number of goals can still move forward under a reconstituted Diversity Steering Committee.

Cost Estimates in Support of the Office of Institutional Diversity

FY 2011

Chief Diversity Officer Search (utilizing a search firm)	\$ 40,000
Chief Diversity Officer Salary and Benefits (Annual cost)	130,000
Office and Programs	<u>10,000</u>
Total:	\$180,000

FY 2012:

Office Assistant Salary and Benefits (Annual cost)	\$ 40,000
Diversity Initiatives Programs	<u>35,000</u>
Total:	\$ 75,000

FY 2013:

Diversity Initiatives and Programs	<u>\$ 50,000</u>
Total:	\$ 50,000

FY 2014

Diversity Initiatives and Programs	<u>\$ 75,000</u>
Total:	\$ 75,000

FY 2015

Diversity Initiatives and Programs	<u>\$100,000</u>
Total:	\$100,000

EXHIBIT F

Draft Job Description for Chief Diversity Officer

Assistant or Associate Vice President/Chief Diversity Officer
Office of Institutional Diversity

SUPERVISOR : Executive Vice President

OVERVIEW: Reporting to the Executive Vice President, responsible for the development, coordination, and implementation of diversity programs and initiatives, across College divisions, to advance a campus climate, with a common vision, that respects, values, and supports the academic, social, and personal development of diverse students, faculty, and staff. Ensure programs are in accord with the mission of the College, as well as the Statement on Diversity. Working across campus constituencies, ensure the successful accomplishment of diversity-related goals within the College's strategic plan. Identify funding opportunities to support the vision of the Office of Institutional Diversity. In collaboration with related offices, develop strategies to achieve greater diversity, in its many forms, in recruiting and retaining students, faculty, and staff.

ESSENTIAL DUTIES:

1. Ensure that diversity, in its many forms, is considered in institutional decision-making. Coordinate the College's diversity initiatives and programs and provide expertise on diversity issues facing the College.
2. Consult with the Office of Mission & Ministry to ensure the mission of the College is at the forefront of deliberations, recommendations, and decisions.
3. In concert with Admissions, Academic Affairs, and Student Affairs Administration, enhance structural diversity, equity, and success across the College by helping to increase the number of underrepresented students with targeted pre-college, recruitment and retention strategies.
4. In concert with Academic Affairs and Human Resources, increase the number of underrepresented faculty and staff through targeted recruitment, and retention strategies.
5. Support academic departments and programs in their efforts to integrate diversity into the College's curriculum.
6. Cultivate diversity awareness and appreciation on campus and in the community. Provide consultation, assistance, training and resources for climate surveys, campus programming, seminars, and workshops for faculty, staff, and students.
7. In coordination with involved College offices, seek external funding support for programs and initiatives.
8. In collaboration with College divisions and offices, implement the components of the Strategic Plan for Diversity that enhance diversity awareness and support.

9. In concert with the Associate Vice President for Academic Affairs, identify criteria and establish and implement a measurable assessment plan to determine the success of equity and inclusion initiatives, outcomes, and goals.

MARGINAL DUTIES:

1. Perform all other duties as may be required.

EDUCATION AND EXPERIENCE REQUIRED:

- Doctoral degree from an accredited institution in a related field required
- Seven to ten years experience in successfully advancing diversity initiatives in a college or university setting or equivalent combination of experience and training
- Ability to endorse and support the mission of the College as a Catholic and Dominican liberal arts institution
- Demonstrated ability to communicate and maintain effective interpersonal and professional relationships with all constituent groups
- Proven ability to connect multiple groups, build collaborative relationships, and reconcile competing interests
- In-depth knowledge of the dynamics and leadership required to effect organizational change
- Proven ability to initiate and lead large-scale programs and projects
- Record of success in obtaining grants and external funding for equity, diversity, and inclusivity initiatives
- Excellent oral and written communication skills
- Demonstrated experience in working with a variety of internal and external groups toward consensus and support for innovative plans and solutions
- Strong leadership and organizational skills