One University – Nurturing Our Diversity, Embracing Our Inclusive Future

An Action Plan for Diversity and Inclusion at Bay Path University
Introduction

The Bay Path University mission statement compels the institution to prepare students for a “constantly changing world.” While formally stated for the first time in the 2015 mission statement revision, change has been a constant at Bay Path. In fact, Bay Path University in 2016 looks remarkably unlike its iterations as Bay Path Institute, Bay Path Secretarial School, Bay Path Junior College and Bay Path College. Now, women in our traditional undergraduate population are more likely to be the first in their family to go to college, more likely to be from diverse backgrounds, more likely to demonstrate significant financial need and more likely to be working in excess of 20 hours per week while going to school. Many of the adult women studying in The American Women’s College and the women and men studying in our graduate programs are working full-time while studying full-time, integrating work and family into a complex and dynamic mosaic of responsibilities that redefine the challenge of “having it all.”

Bay Path’s future will include a more diverse student body, with the demographics of the current high school population predicting only a fraction of the diversity of those who will be among our community members in the next three, five, seven years or more. The workforce our graduates will enter into is more diverse than ever, with organizations prioritizing hiring diverse candidates and creating inclusive cultures as strategic focal areas. The United States workforce is riding the Silver Tsunami, the term coined to label the wave of retirements of the Baby Boomer generation, the majority of whom are white. By 2020, the white working population is projected to decrease to 63% (a 19% drop) and the minority segment of the workforce is projected to nearly triple from 6% to 17%. Recent college graduates are mindful of the importance of diversity and inclusion in the workforce and are choosing to work for organizations where diversity – broadly defined – is embraced, promoted and nurtured. Young professionals want to work where their diversity is valued, including diversity of thought and diversity of experience. From the broadest and deepest perspectives, focusing on creating a diverse and inclusive Bay Path University is the right thing to do as we prepare our students to achieve and lead in a diverse world.

Bay Path undertakes this effort to articulate intentions regarding diversity and inclusion from holistic and prospective viewpoints, seeking to shape our collective future rather than respond to a single event or set of events that compel us to address prevailing societal issues around race, the bonds of community and the role of colleges and universities. Students pursuing higher education in the coming decades will be the most diverse in our history. Supporting the students who will choose Bay Path will require innovation in every corner of our University. Beginning this work now will prepare us to welcome students who are ready to be successful and who are ready to change the world. To do so, they need a safe, supportive, empowering and open-minded environment.

For the women and men who study at Bay Path, transformation is a theme often expressed as students reflect on their experiences and the ways in which their lives have been changed by the educational experience. That chrysalis is possible in an environment of care and compassion, safety and nurturing where an individual’s courage to try something new is supported and the perseverance to persist amid challenge is honored. Bay Path endeavors to create an environment of openness and respect where each person’s story is a source of strength and the collective story is one of continual learning, curiosity and compassion. Student transformations are guided by a committed faculty and staff who help students become the people they were meant to be, by peers and friends who listen and mentor and by an administration that ensures the University remains viable, is safe and relevant.

Through the work of the President’s Task Force on Diversity and Inclusion emerged a theme that serves as a foundation for the necessary work that lies ahead: “We are one community.” Bay Path is
diverse, with 31% of our total enrollment coming from federally-defined diverse backgrounds; however, that percentage does not encapsulate our diversity. Bay Path celebrates diversity in race, ethnicity, country and/or region of origin, socioeconomic status, gender identity and expression, sexual orientation, religion, age and physical and cognitive abilities and strives to create an inclusive community of learners where all persons can thrive.

**The Purpose of this Plan**

This Diversity and Inclusion Action Plan acts in tandem with Vision 2019, affirming the University's commitment to intentionally prioritizing our efforts as inextricably linked to, not separate from, other goals that will enhance the educational experience for our students and the employment satisfaction of our faculty and staff. The plan is the product of the work of the President's Task Force on Diversity and Inclusion, which was convened in January 2016 and charged with "identify[ing] short- and long-term initiatives that will intentionally support and nurture a climate of acceptance and mutual respect...." (the complete charge is included as Appendix A) The Task Force of 47 includes representatives from all Bay Path constituencies, Board of Trustees, faculty, staff, students and alumni. The complete membership is included as Appendix B. Given the breadth of the charge and the holistic view of diversity and inclusion Bay Path embraces, the Task Force completed its work in six subgroups:

- Consultant Selection and Oversight
- College Affordability and Student Recruitment
- Faculty and Staff Hiring, Retention, Professional Development and Leadership Representation
- Communications, Data Collection, Reporting and Accountability
- Curriculum, Academic Programs and Support
- Student Life Programming and Support

These subgroups were tasked to address one or more of 13 goals that would define success. See Appendix C for a complete list of the goals. A critical starting place for each subgroup is developing a knowledge base around our current demographics. The subgroups reviewed institutional data from University Fact Books and a range of nationally-normed and locally-developed survey to tease out data elements that assisted in the group meeting their mandate to address one or more of the articulated goals for the Task Force. The subgroups spent the Spring 2016 researching best practices, understanding the Bay Path context and ultimately made a set of recommendations that have been merged into this action plan. An essential component that connects the action steps is accountability – for follow through and for assessing the effectiveness of our efforts. Diversity at Bay Path must become an integral part of all that we do. Success will be dependent on our commitment to embracing diversity and inclusion as an imperative and not an option, extending the work far beyond the conclusion of Vision 2019. The Vision 2019 planning timeframe provides a period of intense focus to make significant strides forward. The annual reporting process will be the opportunity for assessment of our efforts, with revisions and enhancements made as required. The report as written today represents our best thinking at this point in time; however, the best plans are dynamic and responsive to culture and to changing conditions. We intend for this plan to be a living document that serves as a catalyst for important work; but, not an obstacle to opportunity and innovation.

**How Bay Path University Defines Diversity and Inclusion**

Diversity and inclusion at Bay Path are broad and holistic terms that reflect traditional representational categories of diversity, while also celebrating the myriad other ways our community is enriched by the various identities and experiences of those in our community. The development and ongoing support for this work requires open and assertive encouragement of fundamental system
changes, compensatory resource allocations, specialized and focused educational activities and the establishment of operational priorities that promote the community that we aspire to be. At the most basic level, cross-sectional institutional changes spurred by a sense of urgency are needed. At Bay Path, we embrace the concept of multicultural diversity, referring to an inter-relational environment in which persons of various races/ethnicities, physical and cognitive conditions, religions, national origins, citizenship, genders, ages, socioeconomic backgrounds, sexual orientation and gender identity are understood, appreciated, supported and celebrated within an atmosphere of acceptance and mutual respect.

Inclusion is an educational concept and educational imperative that represents both a strategy and a goal. The President’s Task Force on Diversity and Inclusion embraced the definition of inclusion articulated by the New England Resource Center for Higher Education’s Project Inclusion: “The active, intentional and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical). This engagement with diversity has the potential to increase one’s awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact with systems and institutions.” An inclusive community is one where all members develop the capacity to create intellectual and physical spaces where all can thrive.

In embarking on this work, we are cognizant that we are making an intentional and long-term commitment to a developmental model of diversity, where the education, application and learning associated with diversity and inclusion concepts are on-going. For many in the Bay Path community, engaging with this work will require re-learning fundamentals that have been part of our fabric since youth and that learning first requires developing awareness and then exploration and reinforcement until a new way of thinking and being becomes part of who we are. Such work takes courage and time and requires immersive experiences that fundamentally change the way we think. Simply stated, this is hard work. Bay Path is committed to providing opportunities within the boundaries of Vision 2019 and beyond. Most of all, achieving our goals will require openness and grace as we work through experiences and issues that will potentially trigger the range of emotions.

More diversity is expressed on our campus than emerges from a review of the data; yet the quantitative element is important to understand. The representative diversity present on our campus helps us to understand the starting point, in some ways, and helps to articulate the charge ahead of us. Bay Path University is nestled in a suburban community that is heterogenous, with 95.4% of the Longmeadow, MA community self-reporting as White. The contiguous communities of Springfield, MA and Enfield, CT are more diverse with 27% and 16% self-reporting as from diverse backgrounds. That the student body at Bay Path is more diverse than the communities in which students live and learn presents additional challenges to which we must attend. Students studying at Bay Path range in age from 17-70, with the majority of the traditional undergraduate population coming from the 18-22 age group. Students in the American Women’s College and our graduate programs are between the ages of 25 and 49. The percentage of first-generation students in our undergraduate population continues to rise, with 38% of those entering in Fall 2015 and 70% overall the first in their families to attend college. Bay Path continues to draw from a primarily regional area, with 77.2% of undergraduate students making Connecticut and Massachusetts their home; however, the geographic diversity of the graduate program is growing, with 23% of students from states other than Massachusetts and Connecticut. The race/ethnicity profile of our entire community is provided in the tables that follow, signaling a catalyst for prioritizing diversity and inclusion on our campus so that the diversity of our faculty and staff reflects that of our student body.
## Self-Reported Race/Ethnicity at Bay Path University

### TOTAL ENROLLMENT BY RACE/ETHNICITY

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### FULL-TIME AND PART-TIME FACULTY BY RACE/ETHNICITY

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The Action Plan
Goals and Strategies

The President’s Task Force on Diversity and Inclusion recommends an action-oriented and bold set of goals and strategies that will push the University to actively promote diversity and inclusion and to thread it through all that we do. Inherent in the implementation of the plan is a commitment to transparency – to communicating about our triumphs and challenges, to taking ownership for our missteps and to pledging a continual effort to do better. Equally important is accountability. With leadership from the Board of Trustees, the Executive Staff and the Provost’s Cabinet, each element of the plan will have a responsible party, metrics and an annual evaluation. The plan is ambitious and success will require the focus and intention of the whole of the University community.

1. Establish and proactively nurture a campus-wide community and culture that promotes and ensures safety, respect and inclusion for all members.

- Retain a consultant to work with diversity and inclusion leadership team in developing and implementing a developmental, multi-year plan.
- Administer the Intercultural Development Inventory (IDI) to assess current level of intercultural competence across all constituencies (Board of Trustees, administration, staff, faculty and students).
- Transition from the President’s Task Force on Diversity and Inclusion to institutionalize the commitment by establishing the Inclusion Community Council to provide ongoing oversight of the Diversity and Inclusion Action Plan roll-out, monitoring and assessment.
- Revise mission statement and Thumbprint aspirations to include a more intentional commitment to nurturing and sustaining an inclusive campus culture.
- Launch a community-wide "I Am Bay Path" campaign to illustrate and affirm the wide varieties of diversity that exist within our community. #IAMBAYPATH
- Promote the inclusion of transgender students by finalizing and implementing the transgender admissions policy and by establishing the Transgender Working Group to examine policies, systems and support services to ensure compliance with federal law and community expectations for belonging.

2. Implement an ongoing professional development program for the entire campus community focused on building diversity and inclusion awareness and sensitivity.

- Include a session during the June Board of Trustees Retreat to introduce draft Diversity and Inclusion Action Plan.
- Send team of individuals representing faculty, staff and administration to the Beyond Diversity Summer Immersion Institute in July 2016.
- Hold a campus-wide ‘Crucial Conversations Series’ community kick off in January 2017 with classes cancelled and featuring prominent speaker (e.g. Melissa Harris-Perry).
- Develop a series of diversity and inclusion workshops to be offered each semester to build awareness and sensitivity in support of diversity and inclusion goals and IDI assessment findings.
3. **Establish methods for holding University and leadership accountable for follow through on commitment to diversity and inclusion.**

- Establish and publicize a series of diversity data dashboards organized around key principles corresponding to diversity goals: composition of student body, faculty, staff; student achievement and satisfaction; student engagement; and student, faculty, and staff awareness.
- Institute and publish an annual report documenting the inclusion activities of each instructional location and instructional and non-instructional department.
- Incorporate inclusion awareness and sensitivity measures in the annual performance evaluation for all faculty, staff, and administration.
- Audit and revise Operations Manual, Faculty Handbook and Student Guidebook to ensure policies, procedures and processes are supportive of inclusion goals and values.
- Incorporate and track responses over time for diversity and inclusion assessment items in student surveys.
- Establish a safe 'bias-reporting' mechanism and process.
- Administer to students biannually the HERI Diverse Learning Environments survey.

4. **Establish a transparent process for communicating the University's commitment to an inclusive campus community and culture.**

- Ask each department to report annually on diversity and inclusion action plans and publish annual report summaries on website.
- Establish website pages to promote and update community on Diversity and Inclusion Action Plan and progress.
- Audit website, press releases and University marketing to ensure messaging is consistent with and supporting of diversity and inclusion goals and values.
- Provide annual updates on diversity and inclusion action plan and progress at meetings of the Board of Trustees, State of the University addresses, Executive Staff meetings, Provost’s Cabinet meetings and Faculty Assembly meetings.

5. **Strengthen recruitment, retention and persistence of students from diverse backgrounds.**

- Develop a targeted recruitment strategy for all divisions, including a campus visit program for women from ethnically diverse backgrounds (see Smith College Women of Distinction program).
- Revise website, admissions collateral and communication flow for prospective students and parents to incorporate more intentional messaging about diversity and inclusion resources and support.
- Conduct a comprehensive retention analysis to better understand enrollment and attrition flow of students from diverse backgrounds.
- Enhance promotion of SALT program for incoming students and their families.
- Revise financial aid awarding model to create incentives for high financial need returning students who achieve academic success.
- Establish and grow the Bay Path presence in the regional Spanish media markets (e.g. radio, television, print).
Incorporate an ongoing inclusion training component for Resident Assistants, Peer Advisors, WELL 100 advisors and Orientation staff.

Incorporate an inclusion training component for admissions staff in all divisions, including student ambassadors and counselors.

Incorporate an inclusion sensitivity focus in new student orientation activities.

Establish end-of-sophomore year celebration event for students from diverse backgrounds who have successfully completed 60 credits.

Expand University Theme program to include an inclusion focus (e.g. once per semester speaker/program, Film Festival).

Establish a "crucial conversations" or "dialogues on diversity" series of workshops in residence halls to foster a climate of inclusion and train a team of student leaders to facilitate these conversations with their peers.

Join the Association for Non-Traditional Students in Higher Education (ANTSH) and establish support group for non-traditional aged students studying in the traditional undergraduate program.

Establish multi-cultural advocate/mentoring program.

Hold monthly celebrations of diversity, i.e. Black History Month, Hispanic Heritage Month, Women’s History Month.

Collaborate with CCGS schools to create opportunities to celebrate all types of diversity within and among area institutions.

Establish multi-faith support and awareness program.

6. Increase the representation of individuals from diverse backgrounds at all levels of the organization.

Develop messaging for job postings to articulate the Bay Path story and mission, including a diversity and inclusion statement.

Expand job posting venues and conduct targeted recruitment as needed to attract a more diverse candidate pool,

Expand opportunities for recruitment of diverse faculty and staff through enhanced networking opportunities, search firm utilization, earlier faculty postings and adjunct faculty identification.

Standardize process for searches across all instructional locations including training for hiring managers, consistent messaging in postings and job descriptions, core list of diversity and inclusion questions for every search, requirement that all searches include qualified diverse candidate in finalist pool and at least one diverse search committee member.

Expand the mentoring program for full-time faculty to include training faculty mentors, ongoing evaluations from mentor and new faculty and promotion of mentoring opportunities in faculty job postings.

Create a formal on-boarding program and process for new staff across all divisions and departments designed to integrate new employees into their new work environment.

Consider longer term faculty contracts to attract high quality diverse candidates.

Every two months, the President will host a reception for all new employees (including part-time staff and adjunct faculty), with the Executive Staff in attendance.

Assess and track over time the retention, satisfaction and acclimation of new faculty and staff at the end of their first year of service.
7. **Review and enhance campus facilities planning, student support and communications vehicles to ensure appropriate compliance with ADA.**

- Review and enhance website to ensure appropriate ADA compliance.
- Strengthen staffing to better support students with documented disabilities.
- Update campus master plan as necessary to address facility accessibility needs.
- Develop a reasonable plan for updating online courses to ensure minimum level of accessibility.

8. **Review and enhance curricular and co-curricular offerings, experiences and support to ensure students are well prepared for living and working in a 21st Century world and workplace.**

- Establish a faculty standing committee on diversity and inclusion to audit curriculum, recommend enhancements and monitor progress.
- Develop new experiential opportunities that provide exposure to new cultures (e.g. specific courses that foster diversity and inclusion and that include experiential learning component, Puerto Rico history and trip course, J-Term Diversity in Your Backyard experience).
- Establish a campus-wide common reading with small group discussion opportunities with a theme around diversity and inclusion.
- Diversify curriculum to ensure ample electives that highlight different voices and perspectives as well as expanded options for the Global, Cultural and Community Engagement requirement (consider a required common option).
- Center some ENG 114 sections on social justice and inclusion themes.
- Develop coursework and minor in intercultural communication, including online offerings.
- Participate in the First Gen Summit at Tufts University in 2017.
- Add diversity and inclusion course outcomes for all Core Curriculum course options to make curricular commitment more visible and intentional.
- Develop a statement to be placed on all course syllabi outlining the values and expectations regarding classroom climate.
- Establish paid internship program to support first-generation students from lower socioeconomic backgrounds obtain paid work experience.
- Strengthen ESL offerings to better support ELL students.
- Institutionalize and expand ALLI program.
- Revise course evaluation questions to include assessment of classroom climate and instructor respect for diverse perspectives.
- Conduct a curricular audit to assess extent to which diversity and inclusion is currently addressed and/or embedded in curriculum. Develop additional courses as needed.
- Require diversity and inclusion training in pedagogy for all newly hired faculty, all SLAs, Tutors, Learning Coaches and all academic staff interacting with students.
- Develop formal means and process for recognizing and incentivizing faculty participation in programming on diversity and inclusion in the classroom.
Conclusion

This action plan is intended to provide a framework for the Bay Path University to take concrete steps toward enriching our campus culture to be more inclusive of all who choose to live, learn and work on any of our campuses. This work is inextricably linked with Vision 2019 and the University is committed to investing resources through the vision planning process as a critical first step to making the progress that is needed. We are one University that opens our hearts and minds to conversations, to learning and to creating a community that is welcoming of all.
Appendix A. President’s Task Force on Diversity and Inclusion
Statement and Charge

Bay Path University Mission

A Bay Path University education empowers undergraduate women and graduate men to become leaders in their careers and communities with an innovative approach to learning that prepares students to flourish in a constantly changing world.

The Bay Path experience is nothing less than transformational. Our women-only undergraduate programs and our coeducational graduate programs are offered both on campus and online, providing a flexible, 21st-century education for learners at all stages of life and career. Bay Path students find a supportive and diverse community, close mentoring, and rigorous preparation for success in a complex and globally interdependent society. Students graduate with the applied knowledge, portable skillset, and confidence to thrive in their professions, identify and realize their dreams, and make a lasting difference in the world.

Statement and Charge

Multicultural Diversity refers to an inter-relational environment in which persons of various races, physical and cognitive conditions, religions, national origins, citizenship, genders, ages, socio-economic backgrounds, sexual orientation and gender identity are understood, appreciated, supported and celebrated within an atmosphere of acceptance and mutual respect.

The development and ongoing support for Multicultural Diversity requires open and assertive encouragement of fundamental system changes, compensatory resource allocations, specialized and focused educational activities and the establishment of operational priorities in relation to historical and traditional resistance to diversity and the need for cross-sectional institutional changes.

Under the leadership of the Provost, the Assistant Provost and Dean of Student Engagement and Liberal Studies and the Assistant to the Provost for Diversity and Inclusion and with the consultation of a member of the Bay Path University's Board of Trustees, a Diversity and Inclusion Task Force will be appointed in December 2015 to convene in January 2016. The primary objective of the Diversity and Inclusion Task Force is to identify short-term and long-term initiatives that will intentionally support and nurture a climate of acceptance and mutual respect with regard to the dimensions of diversity described above. This group reports through the Provost to the President and includes representation from students, alumni, faculty, staff and the Board of Trustees. The Task Force will meet monthly and will utilize sub-committees to focus on specific issues.

The charge to the Task Force includes:

1. Research current literature and best practice for diversity and inclusion in higher education with a particular focus on colleges and universities similar to Bay Path University;

2. Review Bay Path University student and employee demographics by instructional location, division and academic program;

3. Identify current issues and factors that are helping and/or limiting a supportive campus climate;
4. Develop short-term and long-term goals and strategies to create a more supportive campus climate for diversity and inclusion;

5. Develop a comprehensive three-year strategic plan for Diversity and Inclusion that will be incorporated within Vision 2019;

6. Establish a comprehensive communication plan to regularly report the progress and activities of the Task Force.

In conducting its review of current issues, the Task Force should consider the following areas:

1. Faculty and staff hiring and retention practices;

2. Diversity representation among faculty, staff, senior leadership, Board of Trustees and other advisory groups;

3. Curricular enrichment and integration;

4. Faculty and staff professional development and sensitivity awareness;

5. Student retention practices and intervention strategies;

6. Student recruitment and financial aid awarding practices;

7. Student life programming and support strategies (with a particular focus on residential life, commuter students, student activities, and student leadership development);

8. Community-building support and interventions;

Appendix B. President’s Task Force on Diversity and Inclusion
Task Force Membership

Student Representatives:
Turki Alrowli, Graduate Student, 2016
Isatu Barrie, Undergraduate Student, 2019
Raynique Brown, Undergraduate Student, 2017
Dawa Drolma, Undergraduate Student, 2017
Shayonna Fulcher-Valentin, Undergraduate, President of the Student Government Association, 2016
Chelsea Green-Williams, Undergraduate Student, 2018
Yismel Rosario, Undergraduate Student, 2016
Michelle Soto, Undergraduate Student, 2017

Faculty Representatives:
Brenda Hardin Abbott, Writing Program Coordinator, Assistant Professor of English
Kevin Barlowski, Director of Theatre and Performance Studies
Janine Fondon, Adjunct Professor of Business
Melissa Green, Assistant Professor of Occupational Therapy
Sandra Haddad, Co-Director, Master of Science in Forensics, Assistant Professor of Biology and Forensic Science
Andrea Hickson, Coordinator, Graduate Program in Curriculum & Instruction, Assistant Professor of Education
Courtney Patrick-Weber, Assistant Professor of Composition and Rhetoric
Princy Quadros-Mennella, Founding Director, Neuroscience Program and Associate Professor of Psychology
Felix (Trey) Mireles, Interim Program Director for Psychology, TAWC
Decorti (Dee) Rodgers-Tonge, Chair of Accounting and Assistant Professor of Accounting
David Wallace, Faculty Athletics Representative and Associate Professor of Psychology
Shannon Widderick, Director of Didactic Education and Assistant Professor of Physician Assistant Studies
Shakenna Williams, Adjunct Faculty, TAWC

Staff Representatives:
Rachel Alter, Reference and Instruction Services Librarian
Lynette Beldon, Accounts Receivable Specialist
Jill Bodnar, Director of International Admissions and Student Support
Trish Bonica, Director of Assessment
Stephanie Bradshaw, Administrative Assistant, TAWC
Stephen Brand, Senior Director of Business Programs
David Brant, Director, Graduate Admissions Eastern, MA Campuses
Dawn Bryden, Dean of Undergraduate Admissions
Heather Bushey, Assistant Director of Advising and Student Support, TAWC
Rebecca Capuano, Executive Director, Enrollment Marketing & Analytics
Vea Carabine, Deputy Chief of Enrollment, TAWC
Laurie Cirillo, Assistant Dean for Student Success
Jill Cooney, Web Application Developer
Marisol Cruz, Campus Director, One Day A Week College Program
Sharon Davenport, Advancement Office
Emma Evans, Communications and Multi-Platform Specialist
Daniel Feliciano, Campus Public Safety Officer
Nancy Fontes, Coordinator of Institutional Research
Dawn Gurski, Administrative Support Assistant for the Health Science Center
Krystal Keena, Associate Director Operations of Student Financial Services
Jemi Kuberski, Director of Student Academic Support Services
Dora Lewis, Career Coach
Tom Loper, Associate Provost, Dean of School of Science and Management
Kathleen Martin, Vice Provost and Chief Educational Compliance Officer and Title IX Coordinator
Kathleen Halpin Robbins, Assistant Vice President and Director of Human Resources
Veronica Santana, Assistant Director of Transfer Admissions.
Shannon Sarkisian, Admissions Counselor
Melissa Sippel, Electronic Communications Manager
Natalie Stothart, Director of Residence Life
Peter Testori, Executive Director, Center for Online and Digital Learning
Jennifer Walsh, Campus Counselor
Kathleen Wroblewski, Director of Communications & Institutional Marketing
David Yelle, Dean of Students, Title IX Administrator

**Alumna Representatives:**
Victoria Rodriguez, Alumna, Paralegal Analyst, Babson Capital
Millie Roman-Buday, Alumna Trustee

**Leadership:**
Melissa Morriss-Olson, Provost
Kristine Barnett, Assistant Provost, Division of Student Engagement and Liberal Studies Dean of Liberal Studies
Elizabeth Cardona, Assistant to the Provost for Diversity and Inclusion
Estela Lopez, Board of Trustees
Appendix C. President’s Task Force on Diversity and Inclusion

Our Big Goals

Note: Each sub-committee will have responsibility for addressing one or more of these goals. Subgroup assignments shown in parentheses and highlighted.

1. Utilizing an external consultant with experience in higher education as well as other possible resources, conduct a full environmental scan of diversity, equity, and inclusivity issues on campus (1).
2. Review and recommend new methods and strategies for making a Bay Path education affordable for all students with particular attention given to the incidental costs of obtaining a college degree (housing, books and other incidentals) (2).
3. Strengthen our approach and effectiveness in recruiting and retaining faculty, staff, senior leaders and board of trustee members who reflect the diversity of our student body and the workforce of the future (3).
4. Maintain and enhance our effectiveness in recruitment and retention of students from diverse backgrounds (2, 5, 6).
5. Increase diversity at the senior level of the institution (including Board of Trustees and Executive staff) (3).
6. Develop and implement an ongoing professional development and educational program for all faculty (including adjuncts) and staff (focused on diversity and inclusion awareness) (3).
7. Review and strengthen curricular offerings and experiential learning opportunities to better reflect our diverse student body and explore new cultures in our global, 21st-century world (consider making mandatory) (5).
8. Enhance our students’ diversity related educational opportunities and experiences to ensure that all students graduate with the knowledge, skills, habits of mind necessary for living and working as members of a diverse, globally integrated world (5).
9. Review and strengthen student outreach, support/mentoring and student life programming (including residential life) to enhance the transition, retention, and personal comfort and security of students from diverse backgrounds (6).
10. Establish and proactively nurture a campus community and culture that promotes and nurtures safety, respect and inclusion for all members (3, 4, 5, 6).
11. Proactively educate campus community (on campus and beyond) about the changing composition of our student body and implications for service and support (3, 4, 6).
12. Review and strengthen University wide messaging and clarify University intent as it relates to diversity and inclusion (website, marketing and recruitment collateral, handbooks and catalogs and other communication vehicles) (4)
13. Using the website, social media and other communication vehicles, establish a transparent process for communicating the work and progress of the Task Force to the entire campus community (4).
14. Develop a process for ensuring accountability for the Task Force and the University community in pursuit of these goals including regularly assessing and reporting on campus climate and diversity efforts (4).
15. Develop a three-year strategic plan for enhancing diversity and inclusion that will be incorporated into Vision 2019 (4).
16. Establish an ongoing mechanism for nurturing a University wide commitment to and awareness of diversity and inclusion (4).
17. Establish a budget to support an ongoing diversity and inclusion initiative (MMO).