

**Recommendations of the President's Task Force on  
Equity and Inclusive Excellence**



**Stevens Institute of Technology**

**April 8, 2021**

## Table of Contents

I. Task Force Mission and Scope of Work.....	1
II. Task Force Membership.....	1
III. Meeting Schedule and Objectives.....	2
IV. Information-Gathering from the Stevens Community.....	3
Surveys.....	4
Student Listening Sessions.....	4
V. DEI Perspectives and Experiences.....	4
Systems and Structure.....	5
Visibility.....	5
Climate and Interactions.....	5
Curriculum and Professional Development.....	6
VI. Recommendations.....	6
Initial Priorities.....	9
VII. Concluding Remarks.....	10

## **I. TASK FORCE MISSION AND SCOPE OF WORK**

Since its inception, Stevens Institute of Technology has been committed to constructively transforming the lives of our students, faculty and staff, and the local, national and global communities we serve. Realizing that purpose requires being ever mindful and inclusive of diversity, in all its forms. Just as the science, technology and ideas we develop and impart continuously evolve, we cannot realize our full potential without continuously examining and renewing our commitment to being a diverse, equitable and inclusive university.

It is with this realization in mind that the *President's Task Force on Equity and Inclusive Excellence* was established in October 2020. While not looking to disregard ongoing efforts and progress already made, the fundamental purpose of the Task Force was to take on the question, "How can we be better when it comes to diversity, equity and inclusion (DEI)?" As President Nariman Farvardin expressed when convening the Task Force:

*"The charge of this Task Force is to implement strategies to understand racial and other inequities that may exist at Stevens by soliciting input from all campus constituencies including students, faculty, staff and alumni. Additionally, we should seek expertise and capability to help us ground this work in best practices and strategic thinking. Based on the findings, the Task Force report should identify recommendations for improvement based on qualitative and quantitative data, best practices, and applicable law with a clear intention to effect permanent cultural change and ensure ongoing accountability on matters of diversity, equity and inclusion."*

This report describes the actions the Task Force took between mid-October 2020 and the end of January 2021. It summarizes the findings derived from its information-gathering efforts and offers specific recommendations based upon what it learned.

## **II. TASK FORCE MEMBERSHIP**

Appointed by President Farvardin, the Task Force members were intentionally selected to represent the broad spectrum of the Stevens community. It included faculty from all schools/college and varied disciplines and staff from a wide array of functional areas, as well as graduate and undergraduate students and alumni. Moreover, its members came from diverse racial, ethnic and national-origin backgrounds. Listed in alphabetical order, the Task Force members include:

### **Co-Chairs**

- Peter Dominick, Teaching Professor, School of Business
- Susan Metz, Executive Director, Diversity and Inclusion, Office of the President
- Warren Petty, Vice President for Human Resources

### **Members**

- Jose Angeles '19
- Emily Ashbolt, Doctoral Student, Biomedical Engineering, Class of 2023
- Marissa Brock '99
- LaToyia Carter, Executive Assistant to the Vice President for Facilities and Campus Operations
- Tiffany Fonque, Undergraduate Student, Civil Engineering, Class of 2022
- Jaquion Gholston, Associate Director, Sponsored Accounting and Cost Analysis
- Sara Klein, Assistant Vice President for Student Affairs
- Adeniyi Lawal, Professor and Chair of the Department of Chemical Engineering and Materials Science, Schaefer School of Engineering and Science
- Yehia Massoud, Dean of the School of Systems and Enterprises
- Karla Medina, Director of Marketing, Division of University Relations
- Edmund Ocansey, Graduate Student, Engineering and Industrial Management, Class of 2021

- Maria Ouckama, Assistant Vice President for Human Resources
- Russell Rogers, Director of Athletics
- Dibyendu Sarkar, Professor, Department of Civil, Environmental and Ocean Engineering, Schaefer School of Engineering and Science and Faculty Senate Chair
- Kathy Schulz, Esq., Vice President, General Counsel and Secretary to the Board of Trustees
- Joshua Small, Undergraduate Student, Mechanical Engineering, Class of 2022
- Diane Sosa, Staff Therapist, Counseling and Psychological Services
- Lindsey Swindall, Teaching Assistant Professor, College of Arts and Letters
- Jeffrey Thompson, Associate Professor, College of Arts and Letters
- David Zeng, Vice Provost for Academic Innovation and Faculty Affairs

In addition to the Task Force members, several Stevens staff contributed to our information-gathering efforts across the Stevens community. They include:

- Deborah Berkley, Dean, Student Development & Enrichment Programs, Director, STEP and EOF Programs
- Liliana Delman, Assistant Director for Diversity Education
- Kody Guedes, Coordinator for Diversity Education
- Matthew Gwin, Assistant Vice President for Annual Giving and Alumni Engagement
- Edlyn Thompson-Mettle, Associate Director for Diversity Programs
- Nathalie Waite Brown, Director of Graduate Student Life

Staff support and project management were handled by Zulejha Osmani, Administrative Assistant, Office of the President.

### **III. MEETING SCHEDULE AND OBJECTIVES**

The Task Force convened three separate times. The meetings were conducted via Zoom and lasted from 90 minutes to two hours each. Each meeting was preceded by information-gathering. During meetings, this information was shared and explored in further detail. Zoom break-out groups were formed to enable Task Force members to use the information to guide our collaborative work and ultimately to formulate recommendations. The meeting dates and activities are described below:

*11/6/20* The Task Force formally received its aforementioned charge from President Farvardin. Our overall meeting objective was to establish a shared understanding of DEI at Stevens and to use that shared understanding as a framework for gathering additional information.

Prior to the meeting, Task Force members were polled via Google Survey about their impressions of Stevens' current state in relation to DEI. They each were asked to share thoughts in relation to the following two topics:

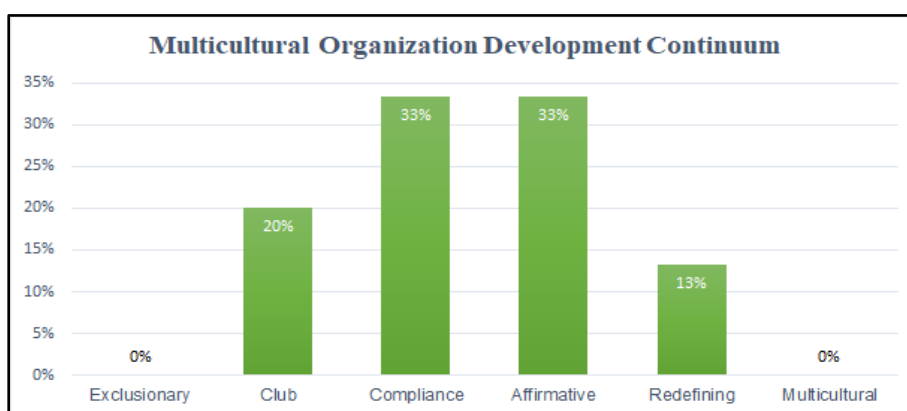
- Based on what you have seen, heard and/or experienced, please describe one or two examples of when we fall short in relation to equity and inclusion at Stevens.
- Based on what you have seen, heard and/or experienced, please describe one or two examples of when we are succeeding at equity and inclusion at Stevens.

Fifteen of the 20 Task Force members responded. Their survey responses were organized into four key areas and, during the meeting, were presented to the Task Force for discussion and elaboration. The key areas were Systems and Structures, Visibility, Climate and Interactions, and Curriculum and Professional Development.

In addition, prior to the meeting, Task Force members were asked to provide their personal assessment of where they felt Stevens currently resided on the Multicultural Organization Development Continuum (MCO) (<http://inspirusconsulting.com/survey/>). The MCO is a single-item measure to help an

organization obtain members' impressions of its current state in relation to DEI. From least to most inclusive, the categories and responses given by 15 Task Force members are: 0% Exclusionary (majority group dominance and openly hostile to social justice); 20% Club (maintains traditionally held power and engages in social distance only when comfortable doing so); 33% Compliance (hires/allows some people of difference if it doesn't change the status quo); 33% Affirmative (hires and supports some diverse social groups, and provides some DEI training); 13% Redefining (intentional about hiring, developing and retaining a diverse workforce, as well as intentional about using a multicultural perspective to manage and lead); 0% Multicultural (reflects contributions and interests of a multicultural constituency and includes diverse members in key decisions).

#### *Task Force Members' Responses*



**12/4/20** The objective for this second meeting was to prioritize Stevens' DEI challenges and improvement opportunities. Prior to the meeting, the Task Force co-chairs conducted one-on-one meetings with Task Force members. In addition to the three co-chairs, 17 Task Force members participated in these discussions. During these conversations, Task Force members elaborated on what they interpreted to be our most significant DEI challenges. Their interpretations were summarized in relation to the four focal areas (Systems and Structures, Visibility, Climate and Interactions, and Curriculum and Professional Development). During the meeting, working in break-out groups, Task Force members identified their top 3 priorities in relation to focal areas. The break-out groups subsequently shared their conclusions with the rest of the Task Force for further consideration.

**1/14/21** Our objective for this final meeting was to prioritize recommendations and related actions to address DEI challenges and opportunities. Drawing upon additional information collected from students, faculty, staff and alumni (see Section V), Task Force members worked in break-out groups to draft recommendations in relation to the four focal areas (Systems and Structures, Visibility, Climate and Interactions, and Curriculum and Professional Development). Each break-out group subsequently shared its recommendations with the rest of the Task Force for further consideration.

Working with the recommendation ideas developed during this meeting, the Task Force co-chairs drafted recommendations that were subsequently reviewed by all Task Force members between 1/25 and 1/28. The resulting final recommendations appear in Section VI of this report.

#### **IV. INFORMATION-GATHERING FROM THE STEVENS COMMUNITY**

As described in Section III, the views and experiences of Task Force members were systematically sought via surveys, in one-on-one meetings and through discourse during the Task Force meetings. Input from the entire Stevens community was also sought. One objective for seeking community input was to better gauge the extent to which the DEI perspectives shared by Task Force members were consistent with the

views and experiences of others. A second objective was to ensure that any members of the Stevens community who felt invested in DEI had an opportunity to share their experiences, opinions and feelings. In this sense, we were seeking a qualitative assessment or DEI “pulse” of Stevens. We did not, however, feel that at this point that it was prudent to undertake a comprehensive DEI culture and climate survey. Although such a survey will eventually be very worthwhile, we felt that the qualitative information gathered during this initial phase would serve as a foundation for designing a more meaningful assessment model and put Stevens in a better position to interpret the information it could provide.

In total, our information-gathering efforts yielded input from 158 members of the Stevens community in addition to the perspectives of the 23 Task Force members. It is important to stress that across all forms of information-gathering, we were seeking the unique personal perspectives of respondents. We did not want any one individual ever to feel as though they had to speak on behalf of a group with which they identified.

### **Surveys**

The same two survey questions posed to Task Force members were used to solicit input from faculty and staff, students and alumni. Separate surveys were set up for each stakeholder group. The invitations to participate in the staff and faculty surveys were sent via the Stevens Weekly Event Bulletin Board (SWEBB). Responses from undergraduate students were solicited through announcements by Student Affairs. Input from graduate students was sought through an announcement by Graduate Student Affairs. The Offices of Development and Alumni Engagement and Student Development and Enrichment Programs assisted us in seeking input from alumni. In this case, we sought input from alumni who graduated within the past five years and who self-identified as Black or Hispanic and/or who were STEP (Stevens Technical Enrichment Program) alumni.

A total of 84 responses were obtained across the four survey outreach efforts. These included 19 responses from undergraduate students, 29 responses from graduate students, 25 responses from faculty and staff and 11 responses from alumni.

### **Student Listening Sessions**

In coordination with the Task Force co-chairs, the Division of Student Affairs assisted in organizing four, one-hour student listening sessions. In total, 74 students participated. The first three sessions were held between December 8 and December 10. Each session was led by two facilitators accompanied by a note-taker. Although students could attend any session, each was established with different audiences in mind, including: student athletes, members of social fraternities and sororities, Student Government Association (SGA) members and members of other student organizations; first-generation students, STEP students, and Clark and Pinnacle Scholars; and students who self-identified as people of color and/or were seeking an affinity space to share their experiences/feedback. The fourth listening session was held January 28 for any student interested in participating who was unable to participate in December.

The views and experiences expressed by students during the first three sessions were summarized and shared with Task Force members during the 1/14 meeting. Because it occurred after the formal Task Force meetings, the input from the fourth session was reviewed separately by the Task Force co-chairs to ensure those views were also considered when preparing this report.

## **V. DEI PERSPECTIVES AND EXPERIENCES**

The perspectives and experiences shared by Task Force members and others in the Stevens community who participated in the information-gathering phase of our work were organized into a conceptual framework. This framework was used to facilitate thinking about DEI more broadly. In this section, we provide an overview of each of the four areas embodied in the framework. For each, we especially highlight those points that were consistently raised across all constituencies.

### **Systems and Structure**

*“I grew up in a low-income all-Black community. There was nothing in place to help me transition or a safe space to acknowledge this. (It’s better now.)”* – Undergraduate Student

*“Stevens needs to seriously think about raising stipends and covering health insurance for Ph.D. students if you want any chance of having a diverse group of students.”* – Graduate Student

Observations about Stevens’ policies and practices that directly or indirectly impacted how respondents experienced DEI might best be described as self-reinforcing aspects of our culture. For instance, some commented that lower-than-ideal levels of racial and ethnic diversity within our community make it harder to attract underrepresented minority (URM) students. In addition, the inherent cost of Stevens creates a barrier to attending for many students without significant financial assistance. Other comments emphasized how DEI considerations need to be elevated in Stevens’ strategic planning process. Similarly, others stressed that each school/college should do more to make DEI issues central to their missions and how they pursue growth, development and impact.

Comments about policies noted ways in which selection practices could be changed to increase the representation, engagement and support for URM. From this perspective, some respondents described how cultural norms do not yet fully support open and candid conversations about race, ethnicity and other forms of diversity. The desire for a meditation/prayer space was raised.

### **Visibility**

*“I have felt like myself and other (URM) students were tokenized by Stevens’ media (promotional materials like photos and videos).”* – Young Alum

*“After the first year, there isn’t much for people that looked like me (Black man) to stay, unless people like me did the outreach.”* – Undergraduate Student

Many comments and concerns focused on the relatively low levels of racial and ethnic diversity across all levels of our community. These included comments about the lack of racial diversity in our student body and among our faculty. Many acknowledged the progress we have made in regard to gender diversity, particularly among our faculty, and racial diversity among our staff. Many, however, also noted that the same level of diversity does not apply to senior leadership. The lack of racial and ethnic diversity among our Board of Trustees was also consistently noted. Along these lines, people soberly observed how the lack of diversity within our ranks deprives all students, but especially URM, of relatable role models to inspire and help guide their development.

### **Climate and Interactions**

*“Of course you did well, you’re a student of color — Stevens wants you to do well” or “Of course you did poorly, you’re a person of color.”* – Undergraduate Student

*“Bro-culture exists and seems to dominate and silence other voices.”* – Staff Member

A substantial number of comments spoke directly to day-to-day interactions and their implications for DEI. Several people described times when they encountered micro-aggressions in classrooms and in other

interactions. They described how such interactions promoted feelings of “onliness” and undermined their sense of belonging and safety. Others described the pressure many URM feel about the need to succeed on behalf of their identity groups and the energy it takes to overcome implicit and explicit stereotypes.

People also commented about encountering DEI cultural norms that are more reactive than proactive. For example, some noted there is a prevailing assumption that if individuals are not raising concerns about DEI, there must not be any problems. They went on to explain how under such conditions, it is frustrating to feel as though they are always the ones speaking up.

### **Curriculum and Professional Development**

*“I would like to see social justice issues be part of the curricula for students and (professional development) for employees.” – Faculty Member*

Comments in this category focused on the importance of making DEI education a more integral part of the students’ educational experience across all schools/college. There is value in integrating DEI issues within the curriculum for a number of reasons, such as: ensuring students have a better understanding about the intellectual contributions of people from diverse backgrounds; and understanding how STEM has created and perpetuated inequities, on the one hand, while also providing solutions for the most challenging issues.

Also included in this category were comments about the current state of DEI-related professional development for faculty, staff and university leadership. As some explained, although we offer such training and support, attendance and participation are far from universal, with seemingly the same subset of our community attending. In addition, the process and scheduling for training are problematic. The quality of professional development can also be improved.

## **VI. RECOMMENDATIONS**

The initial Task Force recommendations that emerged during the 1/14/20 Task Force meeting were reviewed, edited and consolidated by the Task Force co-chairs. These revised recommendations were then disseminated to Task Force members for further review between 1/25 and 1/28. The resulting final recommendations are grouped into five related areas: 1) increasing faculty and staff diversity; 2) increasing student diversity; 3) enhancing DEI’s presence in Stevens’ values, culture and climate; 4) integrating DEI issues and perspectives into our curricula and co-curricular activities; and 5) enriching how DEI issues and opportunities are incorporated into Stevens’ strategic planning processes and operations. Each is described in more detail below.

### **1. Increase Faculty and Staff Diversity of Underrepresented Minorities (URM<sup>1</sup>)**

#### ***1A. Hiring Practices (Faculty and Staff): Ensure hiring practices across Stevens consistently utilize best practices throughout the process.***

- a. Develop a checklist based on best practices to ensure that the hiring process is consistent across positions. Require the hiring manager to sign off on the process once it is completed.
- b. Require that all persons serving on search committees receive training about unconscious bias, behavioral interviewing and the use of rubrics to ensure selection processes are equitable and inclusive.
- c. Standardize the criteria to appoint a search committee or interview panel for a given position to ensure consistency across the university. In accordance with best practices, this should include

---

<sup>1</sup> Underrepresented minority (URM) in STEM is defined by the National Center for Education Statistics as persons who identify as Black, Latinx, American Indian or Alaskan Native.



having members from other departments/divisions be on search committees to improve racial/ethnic and gender diversity.

- d. Establish a policy that requires a base level of URM in the applicant pool before the hiring process can proceed, or require a justification for an exception.

***1B. Hiring Practices (Faculty): The following additional practices are recommended for implementation for all faculty hiring and search processes.***

- a. Review [Guidelines and Best Practices to Conduct a Faculty Search](#).
- b. Identify a DEI champion/committee within each school/college. A major role for this champion or committee would be to ensure DEI considerations are fully addressed during any selection process. DEI champions will receive professional development prior to their appointment.
- c. Require faculty candidates to include a DEI statement as part of their submission package, similar to their teaching philosophy statement. Make the evaluation of the DEI statements one of the selection criteria.
- d. Expand networks to increase the diversity of the hiring pool, including for adjunct faculty.
- e. Develop opportunities to include undergraduate and graduate student perspectives in the selection process.
- f. Establish a Presidential Strategic Hiring Initiative that sets aside a specified number of positions annually, available to schools/college/departments that have successfully hired URM faculty — e.g. if the Business School hires a faculty member from a URM, another slot from the Presidential Hiring Initiative will be given to them to recognize their success.

**2. Increase Recruitment and Retention of URM Undergraduate and Graduate Students**

- a. Increase funding for high school students to attend pre-college programs.
- b. Undertake a systematic evaluation of our strategy for student recruitment to better understand why certain Black and Hispanic students apply/enroll in Stevens or do not apply/enroll.
- c. Increase funding for scholarships/fellowships to make Stevens more affordable.
- d. Provide sufficient staff support and a university-wide repository of information about external scholarships/fellowships that students can apply for, with focus on URM.

**3. Strengthen DEI's position as integral and highly valued characteristics of Stevens' culture and climate in order to improve the retention, engagement and success of URM**

***3A. Faculty, Staff, Undergraduate and Graduate Students***

- a. Conduct a climate study to assess such areas as engagement, belonging and inclusion. A proposal to Stevens from the Center for Diversity and Inclusion in Higher Education at the University of Maryland, College Park was provided.
- b. Provide forums university-wide for students, faculty and staff to engage in meaningful dialogue about race, ethnicity and other differences.
- c. Develop opportunities within the curriculum or co-curricular opportunities to support respectful, transparent, civil discourse on controversial, uncomfortable and difficult topics. Exploring partnerships with organizations like Sustained Dialogue (<https://sustaineddialogue.org>) is one such example.
- d. Provide opportunities for affinity groups to meet to build community among URM and provide a safe space for discussing concerns and issues.
- e. Identify scholars and other accomplished people from URM to speak at high-profile events such as the President's Distinguished Lecture Series, Provost's Lecture Series on Women in Leadership, Dean's Seminar Series and other events. Review and report on annual participation.
- f. Establish trained DEI champions/committees for administrative units throughout the university. These champions/committees should provide input into hiring and evaluation processes and help address concerns related to culture and climate.

- g. Conduct a DEI audit of the campus, Stevens.edu website and social media to ensure that portraits, photos, art and other imagery reflect Stevens' DEI values and foster belonging, not tokenism.
- h. Increase internal communications from the president and other university leadership about DEI as a core value and Stevens' commitment to maintain a safe, supportive and inclusive environment. Communications are encouraged to include *proactive messaging* to address social, economic and political issues that impact the well-being and success of our students, faculty and staff from underrepresented groups.

**3B. Undergraduate and Graduate Student Retention: The following additional practices are recommended to specifically support student retention and success.**

- a. Provide professional development to better prepare faculty, teaching assistants and staff to interact with students from URM in ways that acknowledge the lived experiences of “onliness,” tokenism, pressures to succeed and adapt, issues of trust, vulnerability and other aspects of belonging. This training should include scenario-based learning modules (similar to what was implemented in 2020 to help faculty and staff recognize and address mental health concerns); cultural sensitivity and awareness workshops/modules; instruction on how to recognize and confront micro-aggressions; how to have difficult conversations; and other aspects of supportive communication.
- b. Adopt a Safe Zone model for DEI training. Faculty and staff who participate in the training would receive a “safe-space” designation — indicating a place where students could count on receiving support and guidance.
- c. Provide students with guidelines and context to express peaceful dissent, protest and advocacy regarding DEI and other issues.

**4. Integrate DEI into Curriculum and Co-Curricular Activities in the Schools/College**

- a. Integrate DEI concepts and principles into the Stevens educational experience across schools/college. Stevens graduates should recognize the role DEI plays in STEM research and in fostering personal and organizational success, social well-being and general economic prosperity.
- b. Schools/college should begin a process of curriculum review to identify how DEI-related concepts are currently represented in what and how people learn. They should also articulate plans to enrich such efforts. Examples include: DEI curriculum threads; creation of new courses; capstone projects; a first-year seminar; and a lecture series. Require all schools/college to submit an update annually.
- c. Establish co-curricular programming to help students develop their capacity to critically reflect on contemporary social challenges and the role they can play in creating a more inclusive and equitable society. Such programs could include: residence hall events; collaborations with members of social fraternities and sororities; student professional organizations; athletic teams; and other university interest groups.

**5. Elevate DEI in Stevens Strategy and Operations**

- a. Ensure that DEI efforts and professional development are acknowledged in the reward and recognition systems across all levels of the university. This includes promotion and tenure decisions.
- b. Elevate DEI as an essential strategic priority. Such efforts should include qualitative aspects of DEI connected with how members of our community experience Stevens' climate and culture.
- c. Include separate and specific DEI qualitative goals for all stakeholder groups. These include undergraduate students, graduate students, faculty, staff, Stevens leadership and the Board of Trustees.
- d. Ensure that the strategic plans for all schools/college fully articulate a DEI vision, as well as plans and goals that include qualitative considerations.
- e. Include Board of Trustee members among those who participate in university-wide DEI training.

- f. Maintain the *President's Task Force on Equity and Inclusive Excellence* as a standing university committee with a mission that focuses on regularly reviewing DEI progress, challenges and opportunities.
- g. As DEI functions and commitments expand, there needs to be a commensurate increase in staffing and budget.

### **Initial Priorities**

Based on the recommendations identified above, with input from the Human Resources Committee of the Board of Trustees, the President's Cabinet and Academic Council, five initial priorities and actions are proposed.

#### **1. Embed diversity, equity and inclusion (DEI) into all relevant major areas of the 2022-2032 Stevens strategic plan to strengthen university commitment to DEI.**

##### *Actions:*

- a. Establish a working group to ensure that DEI qualitative and quantitative metrics where appropriate, are embedded in all relevant components of the Stevens strategic plan.
- b. Create a standing university DEI committee to focus on the implementation of recommendations outlined in this report, beginning with these initial priorities. The committee would report to the Human Resources Committee of the Board of Trustees.

#### **2. Increase faculty diversity with a focus on individuals from underrepresented groups to inspire student engagement and drive innovation in research and teaching.**

##### *Actions:*

- a. Employ best practices to recruit, hire, retain and advance Stevens faculty, particularly those from underrepresented groups (see 4b for process).

#### **3. Enable Stevens graduates to be versed in the challenges, opportunities and issues of DEI and to effectively interact in a diverse workplace.**

##### *Actions:*

- a. Enhance how DEI is represented in the curriculum. This includes but is not limited to incorporating DEI topics and discussions, case studies and contributions by people with diverse backgrounds.
- b. Increase "DEI cultural competency" of our students. Create opportunities for students to engage in civil discourse and sustained dialogue on DEI topics to develop their ability to communicate and interact effectively with peers, faculty and staff, co-workers and the broader community.

#### **4. Build capacity among faculty and staff to influence Stevens' culture and climate to ensure all members of the community feel a sense of belonging and experience Stevens as a place where they can thrive.**

##### *Actions:*

- a. Equip faculty and staff with tools and resources to become more competent and comfortable interacting with students from all backgrounds. This includes understanding inclusive teaching practices and developing the ability to use culturally sensitive language and behavior in and out of the classroom with students, colleagues and co-workers.
- b. Engage relevant faculty and staff in professional development on how to increase diversity of applicant pool, equitable assessment of candidates, and performance evaluation of current employees. Examples include awareness of unconscious bias, as well as best practices in search committee and promotion and tenure processes and practices.
- c. Develop guidelines to enable faculty and staff to assess how images, artifacts and symbols in campus physical spaces (offices, labs, conference rooms, hallways, etc.) and on websites promote or detract from a culture of inclusion.

**5. Enhance communications to the campus community to increase awareness of DEI activity and progress and to reinforce how DEI is valued at Stevens.**

*Actions:*

- a. Post regular progress updates, professional development and events on the [Diversity & Inclusion](#) website to keep the campus community informed.
- b. Increase internal communications from the president and other university leadership about DEI as a core value and Stevens' commitment to maintain a safe, supportive and inclusive environment.

**VII. CONCLUDING REMARKS**

We hope that the efforts and recommendations described in this report play an instrumental role in advancing Stevens' ongoing commitment to DEI. We hope, too, that readers will regard the report itself as an example of how embracing DEI in principle and in practice enriches all of us. Members of this Task Force were from varying backgrounds and brought a wide range of personal and professional experiences to the work we did together. This report is better because of that diversity.

We further encourage readers to regard this report as an incremental part of a longer and ongoing process. The recommendations outlined herein will matter to the extent that we are able to implement them, and in that sense, much work remains. Important decisions still need to be made about: who and how to involve others in implementation efforts; the best ways to utilize limited resources; and, perhaps most importantly, how we will continue to support one another while holding ourselves accountable.

With good reason, so many of us are proud to be members of the Stevens community. Our university plays an admirable role in the world's higher education network. Even still, it is exciting to contemplate how much more impactful we will be as we continue our journey toward being a more equitable, inclusive and diverse enterprise. Our earnest commitment to that journey can only elevate the extent to which people from all backgrounds value Stevens as a welcoming and desirable place to work, study and learn, and from which they can give back to society.