



PROVIDENCE
COLLEGE

CONTINUING OUR JOURNEY
TOWARD BECOMING THE BELOVED COMMUNITY

Rev. Kenneth R. Sicard, O.P. '78, '82G
President, Providence College

April 2022

TABLE OF CONTENTS

Introduction	3
Structural Diversity, Access, and Equity	4
Faculty Diversity, Retention, and Support of Faculty of Color	
Fundraising for Diversity Initiatives	
School-Level and Academic Department Diversity Initiatives	
Institutional Infrastructure	6
Board of Trustees	
Faculty Senate	
Division of Student Affairs	
Office of Academic Affairs (Provost)	
Human Resources – Professional Development	
Mission and Ministry/Institutional Diversity, Equity, and Inclusion Collaborations	
Institutional Advancement	
Title VI (Anti-Harassment and Discrimination) Policy	
Title IX of the Civil Rights Act of 1964	
Public Safety	
Climate and Intergroup Relations	10
Campus Climate Assessments	
Community Engagement and Support Initiatives	
Formal and Informal Curricula	12
School-Level, Academic Department, and Faculty Initiatives	
Student Learning and Development Training, Workshops, and Education	13
Department and Program Initiatives, Presentations, and Recognitions	

INTRODUCTION

Our ongoing progress toward becoming the Beloved Community of our aspirations is best demonstrated by the actions of those in the Providence College community.

In this update, we can clearly see that our faculty, staff, and students have – since our 2021 report – continued to work with diligence and alacrity on numerous initiatives that are making a difference. Taken as a whole, these measures demonstrate the steady, intentional improvement that is a credit to all those who are prioritizing inclusion and justice – work that is demanded of us by the ideals that unite us as a mission-driven institution.

This work takes many forms – from the structural to the targeted – and we are at various stages of progress. We have much work left to do, but I am grateful to each person contributing to the continuing progress demonstrated by the initiatives detailed in this report.

Rev. Kenneth R. Sicard, O.P.
College President

STRUCTURAL DIVERSITY, ACCESS, AND EQUITY

We continue to make progress with respect to increasing the number of people of color in the Providence College community and supporting them by furthering our commitment to the recruitment, retention, sense of belonging, and success of underrepresented faculty, staff, and students.

Faculty Diversity, Retention, and Support of Faculty of Color

The faculty hiring process has been updated to include an online toolkit, which serves as a resource for search committees conducting inclusive searches. Search committee members also engage in workshops on unconscious bias. The vice presidents for Mission and Ministry and Diversity, Equity, and Inclusion have been added to the faculty search interviewing process.

Full-time staff demographics as of December 1, 2021, listed by gender and ethnicity:

<u>Staff/Admin - Females</u>	<u>Percentage</u>	<u>Staff/Admin – Male</u>	<u>Percentage</u>
20 African American	6.5%	20 African American	8.2%
4 Asian	1.3%	5 Asian	2.1%
20 Hispanic/Latino	6.5%	11 Hispanic/Latino	4.5%
10 Multi-racial	3.2%	1 Multi-racial	0.4%
1 Native American/Alaskan Native	0.3%	0 Native American/Alaskan	0.0%
255 White (Non-Hispanic)	82.3%	206 White (Non-Hispanic)	84.8%

Faculty demographics as of December 1, 2021, listed by gender and ethnicity:

<u>Ordinary Faculty – Females.</u>	<u>Percentage</u>	<u>Ordinary Faculty – Males</u>	<u>Percentage</u>
8 African American	7.1%	8 African American	5.5%
13 Asian	11.6%	8 Asian	5.5%
9 Hispanic/Latino	8.0%	8 Hispanic/Latino	5.6%
0 Native American/Alaskan Native	0%	1 Native American/Alaskan	.7%
3 Multi-racial	2.7%	2 Multi-racial	1.4%
79 White	70.5%	117 White	81.3%

Current Faculty Retention Data

ORDINARY FACULTY	3-yr	5-yr	7-yr	10-yr
ALL retention	89% (185/207)	82% (151/185)	75% (123/163)	70% (81/116)
Female retention	92% (79/86)	84% (65/77)	78% (52/67)	70% (33/47)
Male retention	88% (106/121)	80% (86/108)	76% (73/96)	70% (48/69)
BIPOC retention	85% (41/48)	82% (32/39)	72% (21/29)	55% (12/22)
AA TARGET	90%	80%	[no target]	70%

Notes:

- Ordinary Faculty only.
- Military Science faculty are not included in the retention tracking.
- Mid-year (January) appointments are not included in the retention tracking.
- International faculty are coded based on the racial/ethnic category they self-reported.
- *Last updated: 10/28/2021*

Seven cluster hires in the following departments are in place, with three of the seven joint appointments beginning in AY2022-23.

- Public and Community Service Studies and Black Studies – 7/1/2020
- Foreign Language Studies and Black Studies – 7/1/2021
- Sociology and Anthropology and Black Studies – 7/1/2021
- Health Policy and Management and Black Studies 7/1/2021
- Health Policy and Management and Women’s and Gender Studies – 7/1/2022
- Political Science and Women’s and Gender Studies – 7/1/2022
- Art/Art History and Women’s and Gender Studies – 7/1/2022

The Department of Foreign Language Studies also hired a tenure track faculty member of color to teach French beginning in the 2021-22 academic year.

Fundraising for Diversity Initiatives

[The Office of Institutional Advancement](#) continues to secure gifts in support of diversity, equity, and inclusion. Thanks to the leadership and generosity of Providence College School of Business (PCSB) [Dean Sylvia Maxfield](#), the [Berkley Scholars Program](#), an endowed scholarship established to support PCSB students, has been established. The application process is completed, and the scholars are being selected. In addition to the commitment from Dean Maxfield, \$75,000 from the PCSB Dean’s Fund will be allocated to this critical priority.

School-Level and Academic Department Diversity Initiatives

[The Providence College School of Business](#) (PCSB) reports that the number of students of color in business majors has grown 8% and the number of business degree completers who are students of color has grown 4% over five years, based on fall enrollment from 2016 to 2020. The PCSB dean’s office staff and PCSB DEI Committee have ongoing conversations with the Office of Admissions regarding supporting the recruitment of underrepresented students to the PCSB. The number of School of Business faculty of color has also increased 22% over the past five years (2016-2020). Read more about [PCSB Diversity, Equity, and Inclusion initiatives](#).

Following one of the recommendations from the [School of Arts and Sciences](#) (SAS) Task Force for Faculty Inclusion (TFFI), a working group formed to examine best and promising practices to improve the retention of faculty of color. The SAS dean’s office worked with the office of Sponsored Programs and Research Compliance to expand mentoring capacity for (probationary) faculty of color. With the support of Academic Affairs, SAS created a program that will allow for 1-3 probationary faculty per year to participate in the National Center for Faculty Development and Diversity’s *Faculty Success Program* (FSP). This 12-week, online program is designed to help faculty learn to effectively manage the demands of teaching, scholarship, and service and put them on the road to achieving tenure. It provides mentorship (both peer and professional) and gives participating faculty members the tools they need to succeed. A nomination and selection process will be created for faculty who wish to participate, as well as an annual panel for participants to share what they gained from the program with a wider group of faculty.

- Based on feedback and discussion with the Faculty Senate Diversity Committee, SAS has updated the prompts in the Post-Tenure Review and Development process to encourage faculty to reflect on the ways in which their teaching, scholarship, and service involves supporting DEI efforts, and on the ways in which it could.
- SAS is in the process of selecting the next Arts & Sciences department that will host a teaching fellow through the Consortium for Faculty Diversity (CFD). Dr. Alexandria Caple, from the psychology department, was the first hosted teaching fellow, from 2019-2021. The interdisciplinary review committee has received the proposals from three SAS departments and will return their rankings. The new fellow will be appointed for a two-year term beginning in the fall of 2022.

[The School of Professional Studies \(SPS\)](#) has established a student advisory committee on diversity, equity, and inclusion (DEI). SPS has developed a strategic plan that outlines several initiatives across undergraduate and graduate programs to ensure that recruitment, hiring, and retention practices are fair, just, and equitable for all its members. Initiatives include:

- Developing a formal mentoring program for faculty of color.
- Implementing a requirement for all SPS faculty candidates to submit a DEI statement and request that inclusive pedagogies be part of candidates' teaching demonstrations.
- Increasing opportunities for professional association memberships, conferences, and other professional development to further DEI.
- Reviewing compensation, overload, stipend distribution, teaching loads, and releases etc. to ensure equity.
- Promoting and ensuring that practitioner and policy work, including work in diverse communities, is valued for promotion within and among campus constituencies who participate in the promotion process.

[The School of Continuing Education \(SCE\)](#) has updated and implemented new outreach efforts and revised position descriptions to broaden and diversify the adjunct faculty candidate pool. Further, SCE has developed open position listings as well as a review process to recruit new adjunct faculty on an ongoing basis.

Women of Color (WOC) Association at Providence College: [Dr. Comfort Ateh](#), associate professor of Secondary Education, secured through the office of IDEI an Equity and Engagement Innovation mini-grant to support the convening of an affinity group of faculty and staff women of color. This is an effort to formalize a group that met informally in past years during social events sponsored by the College. The mission of WOC is as follows: "The Woman of Color (WOC) Association at Providence College provides opportunities for staff and faculty who identify as a WOC (women from historically underrepresented and marginalized backgrounds) to develop a sense of community while elevating their identities to strengthen professional and social networks that enhance their professional development, as well as inclusivity and representation on campus.

[The Elementary and Special Education \(ESE\) department](#), under the leadership of its chair, [Dr. Bret Cormier](#), developed a program called *Someone Like Me in Front of the Classroom* to recruit students of color and underrepresented students in education. Dr. Cormier is currently seeking internal/external funding for the program and working with Providence and North Providence public schools to partner and pilot the program. The plan is to launch in the summer of 2022.

- The ESE department has reviewed and addressed policy issues that may have a negative impact on the progress and retention of students of color. All policy updates have been communicated to students, faculty, and prospective students.

The College awarded Urban Innovate Partnership Grants (UIP) to Providence Public School District (PPSD) in 2020. These scholarships included a) full tuition and waived fees for five paraprofessionals from PPSD to complete their degrees in PC's School of Continuing Education; and b) full tuition and waived fees for 10 graduate scholarships for teachers from PPSD to complete their master's degrees in Literacy, School Leadership, School Counseling, and Urban Education. The estimated value of the UIP grants is more than \$400,000.

INSTITUTIONAL INFRASTRUCTURE

Board of Trustees

A Diversity, Equity, and Inclusion Committee of the Board Trustees was created as a standing committee during the 2020-2021 academic year. At its October, 2021 meeting, the committee, chaired by Andre Owens '85, convened a subcommittee to review and discuss the Statement on Justice, Equity, and Inclusion published by the Association of Governing Boards (AGB) of Universities and Colleges in March, 2021. The document provides recommendations for governing boards of

colleges and universities pursuing justice, equity, and inclusion goals in three areas: (1) assessing governance structures and processes of boards of trustees; (2) assessing diversity, equity, and inclusion throughout a college/university community; and (3) assessing a college's/university's contribution to diversity, equity, and inclusion in the surrounding community. The subcommittee recommended utilizing the AGB statement as a template for ongoing review and assessment of Providence College's progress toward diversity, equity, and inclusion and, more broadly, to PC's pursuit of a "beloved community." As set forth in the committee's mission, Providence College's efforts in this regard are to be guided by Catholic teaching and St. Dominic's embrace of all people. Therefore, any DEI guidance, including the AGB Statement, must be considered from this perspective.

Faculty Senate

The Faculty Senate passed the bill amending its bylaws making the Ad Hoc Committee on Diversity, Equity, and Inclusion a permanent standing committee. The charge of the new Faculty Senate Committee on Diversity, Equity, and Inclusion is to "consider legislation that supports PC's Mission insofar as its faculty and Faculty Senate activities contribute to diversity, equity, and inclusion; serve as consultant for other Faculty Senate committees when their activities address questions/issues; serve as liaison between the faculty, Faculty Senate, and the Office of Institutional Diversity, Equity, and Inclusion." A focus of the committee this academic year is developing a proposal for the creation of a faculty ombudsperson.

Division of Student Affairs

The Student Affairs Diversity, Equity, and Inclusion Taskforce is currently working to develop a divisional DEI action plan focused on assessing, adjusting, and engineering co-curricular and extracurricular programs that foster inclusion and mutual respect, as well as improving/creating DEI professional development for student affairs staff. Each staff member is also required to develop annual DEI goals in their areas.

The Office of Residence Life and Housing is conducting quantitative and qualitative analysis to identify and understand race and ethnicity trends in housing. Bias and bystander training for resident assistants was developed and implemented in the 2021 RA training program and will be included going forward to equip the staff with a skill set for addressing and reporting bias-related incidents.

Office of Academic Affairs (Provost)

The school deans and other administrators, on behalf of the provost, work to ensure that diversity, equity, and inclusion are integrated across all academic planning and [Academic Affairs](#) initiatives. The associate provost for faculty affairs position has been vacant since June 2020. Initially, the position wasn't filled because of the hiring freeze in response to the pandemic. In the fall of 2020, Dr. Sheila Adamus Liotta, dean of the School of Arts and Sciences, chaired the Associate Provost Task Force (APTF), which consisted of faculty and administrators and was charged with considering the need for the position, as well as proposed duties.

The APTF produced a draft position description and identified points to consider. These included the need to establish compensation, including teaching load, and the length of the appointment term. Additionally, given the extensive nature of the proposed duties, two positions have been created, one focused on diversity, equity, and inclusion and one focused on faculty development. Earlier this month, Dr. Comfort Ateh, associate professor of education, was appointed to the associate provost for diversity, equity, and inclusion position, a three-year appointment with possible renewal by mutual agreement. Dr. Ateh will work closely and collaborate with the Office of Institutional Diversity, Equity, and Inclusion, the school deans, the Office of Mission and Ministry, and other campus leaders. The duties of this position include:

- Creating and supporting initiatives designed to further the goal of recruiting and retaining faculty and staff who have demonstrated a commitment to the human flourishing of each member of the campus community.
- Assisting in the support and maintenance of a robust recruitment and retention program for Black, Indigenous, and People of Color (BIPOC) faculty and members of other underrepresented groups.

Human Resources - Professional Development

In the spring of 2021, the Office of Institutional Diversity, Equity, and Inclusion (IDEI), Academic Affairs, and Human Resources were charged to provide a workforce-wide DEI professional development opportunity for faculty and staff. To that end, a three-part professional development program was developed and implemented. Part One of the program complements the DEI online training modules entitled *Diversity, Equity, and Inclusion for Students* that all incoming and transfer PC students began receiving in 2019. Faculty and staff were asked to complete an online module called *Diversity: Inclusion in the Modern Workplace and Managing Bias*. Both programs were developed by Everfi, a renowned leader in providing evidence-based modules that promote best prevention practices. The program is used by more than 1,300 academic institutions nationally, including Catholic institutions.

Overall, there were high completion rates of more than 90% for the Part One (2021) online introductory module by full-time employees at all levels, with full-time faculty participation at more than 75%. Completion rates were lower among employees who did not have full-time status, including part-time faculty, part-time staff, and temporary workers. The recently revised online module is now included in onboarding materials for new employees, including new faculty. Once received, the impact report data from both the student and employee programs will be analyzed and reported.

In Spring 2022, IDEI, Academic Affairs, and Human Resources launched part two of the professional development initiative by offering a series of opportunities for faculty, staff, and senior leadership, with a program called [DEI @ PC: Moving Toward Action and Fostering Change. What Can You Do?](#) The topics addressed included Creating Inclusive Classrooms, Equity and Belonging in the Workplace – Your Role in Making it Real, and Behind Words: What Does DEI Leadership Really Look Like? Sessions were well-attended over a two-week period.

In addition to this comprehensive professional development, the College has offered several cultural intelligence educational workshops for students, faculty, and staff on topics such as creating anti-racists organizations, inclusive leadership, bystanders and allyship, addressing micro-aggressions, creating equitable and inclusive classrooms and work environments, and examining implicit bias.

Mission and Ministry/Institutional Diversity, Equity, and Inclusion Collaborations

The College understands its commitment to building a more diverse, equitable, and just community as an indispensable component of its Catholic and Dominican identity. Fidelity to our mission and the promotion of diversity initiatives are two sides of the same coin. As such, members of the IDEI and Mission and Ministry divisions continue to work together to articulate and demonstrate the interrelated nature of their work. To that end, Father James Cuddy (vice president for mission and ministry) and Jacqueline Peterson (special adviser to the president) have met with all final candidates for faculty positions to help them to understand better the interwoven roles of diversity and mission at Providence College.

- The Office of Mission and Ministry (OMM) and Institutional Diversity, Equity, and Inclusion (IDEI) teams continue to make progress on an initiative that will engage the broader community in conversation about Church teaching as it relates to better support and create a greater sense of belonging LGBT+ students, faculty, staff, and alumni. They have collaborated with SHEPARD to facilitate trainings for the community related to LGBT+ issues.
- OMM partnered with the Center at Moore Hall to establish an emergency food assistance program for members of the community in need.
- As part of the College's anti-racism discussion series, OMM offered a lecture on the Catholic foundations of DEI work. OMM has sought to cultivate relationships with community partners for service programs that make explicit the importance of justice, equity, and inclusion as part of the service of the Gospel.

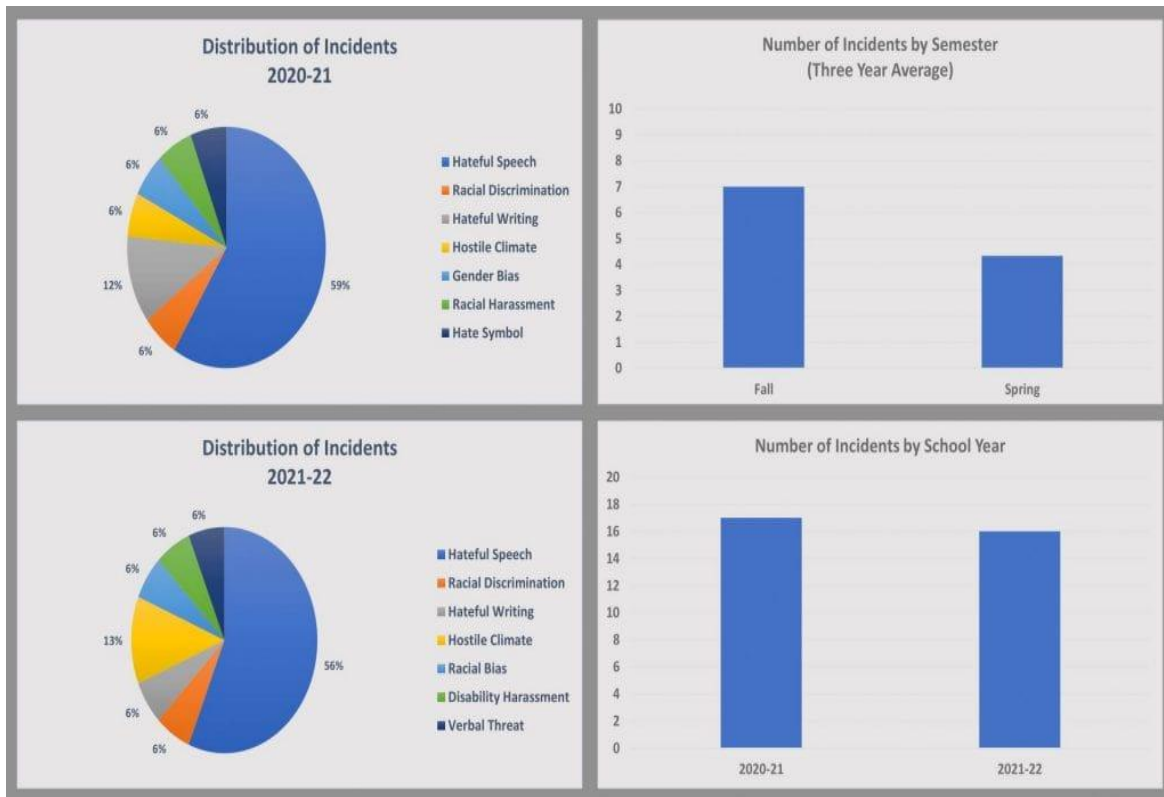
Institutional Advancement

The Office of Institutional Advancement (OIA) created divisional DEI Advisory group which will partner with OIA leadership to develop a more inclusive and welcoming department. Following are concrete goals for the next 12 months:

- Diversifying OIA candidate pool and providing hiring managers with implicit bias training as it relates to recruiting and hiring.
- Creating small OIA follow-up discussion groups after institution-sponsored events. We hope to coordinate with the Office of Instructional Diversity Equity and Inclusion in terms of facilitation or developing a series of questions to prompt discussions.
- Work with the College to develop a glossary of shared language that would help build awareness and promote inclusion.
- Develop a focus DEI elements within OIA's performance reviews.

Title VI (Anti-Harassment and Discrimination) Policy

Transparency and communication regarding the Title VI -Anti-Harassment and Discrimination Policy and Procedures for reporting continue to improve. Beginning in the spring semester of 2022, a [Title VI dashboard](#) summarizing the incidents reported through online reporting and follow-up on by the Title VI Coordinator, will be posted on the IDEI website each semester. Below is a summary of reported incidents dating back to Spring 2019. The summary provides the nature of the incidents, location, and outcome.



Title IX of the Civil Rights Act of 1964

The College has appointed a full time Title IX Coordinator who is responsible for overseeing compliance with Title IX of the Civil Rights Act prohibiting discrimination on the basis of sex, (including sexual harassment), in education programs and activities.

Public Safety

Upon the resignation of the College's Public Safety Chief in December 2020, the College contracted with Renz Consulting LLC to assess the strengths and weaknesses of our Public Safety division. The firm, which specializes in community policing, conducted personal interviews and open forums with several key constituent groups to gain insight into how Public Safety

is perceived by the community. More than 300 members of the community engaged with the Renz consultants during this feedback-gathering period.

Feedback from all engagement sessions was then consolidated to identify the emergence of trends. The consultants submitted [a final report of their findings](#) in the fall, and this feedback helped to inform the position description and qualifications the College would seek in hiring a new chief.

The College contracted with the Spelman Johnson Executive Search firm to assist with the search process. Dr. Steven Sears and Ms. Jacqueline Peterson co-chaired the eight-member search committee, which was comprised of faculty, staff, and students. Four candidates were identified as finalists for the position, and two of the four finalists were invited to campus as part of a daylong interview process.

On April 4, the College announced to the College community the selection of Chad Carnegie as the new associate vice president and chief of public safety. Mr. Carnegie served at Georgetown University since 2011, and most recently served as a lieutenant with the University's police department where he was the commander of patrol operations for both sworn and non-sworn officers. He also coordinated and planned emergency operations for Georgetown's Police Department and was the principal liaison between the department and Georgetown's Office of Emergency Management. At Georgetown, Mr. Carnegie was the institution's primary liaison to their Office of Neighborhood Life, which is responsible for students who live in the neighborhoods surrounding that university and was a liaison to outside public safety and first responder agencies in the community.

CLIMATE AND INTERGROUP RELATIONS

Campus Climate Assessments

The second iteration of the **HEDS Climate Survey** was collected in April of 2020. The overall response rate was 17%, with the employee (faculty and staff) response rates being higher (52%) than that of students (10%). It is worth noting that across all institutions that participated in the HEDS survey, the average employee and student response rates were 42% and 19%, respectively. Thus, the PC response rate was comparable to its peer institutions, and participation for all may have been negatively impacted by the global COVID-19 outbreak.

In conjunction with the Office of Institutional Diversity, Equity, and Inclusion (IDEI), [the Office of Institutional Effectiveness](#) developed a plan to analyze the 2020 data by focusing on questions that approximately mapped onto the five strategic pillars of Goal 2 of the [PC200 strategic plan](#). Furthermore, a decision was made to prioritize areas in which significant differences emerged between members of majority versus minority groups on campus, especially when those responses fell below the midpoint (i.e., more negative side) of the scale. Specifically, statistical comparisons were made for men vs. women, Whites vs. non-Whites, Catholics vs. non-Catholics, and heterosexuals vs. non-heterosexuals.

Importantly, the HEDS survey findings complement the results from the college's **EVERFI initiative**, which was piloted in the same spring of 2020 *before* the pandemic (January/February). Students from the School of Arts and Sciences and the School of Professional Studies (note: majors within the School of Business received a similar training opportunity through Franklin Covey) were invited to participate in the EVERFI *DEI for Students Learning Module*. Almost 1,000 students (N = 959) volunteered to complete the pilot study. Women and students of color respectively represented 64% and 18% of the sample, closely matching the PC student body demographic. The College decided to have all future incoming students complete the EVERFI courses as part of their onboarding, beginning with the Class of 2024. Noteworthy is that as of the August 2021 New Student Orientation program, 96% of the incoming Class of 2025 completed the online module. As a follow-up to the Everfi online modules, the Center for Orientation, Transition, & Leadership, in partnership with the Office of Institutional Diversity, Equity, and Inclusion (IDEI), implemented new student DEI trainings for the orientation staff and new students covering topics of identifying microaggressions, bystander intervention, building inclusive environments, and Title VI reporting. The orientation staff also received *Safe Space* training from the LGBTQ+ resource coordinator in the office of IDEI.

Efforts thus far demonstrate that there are perceived differences among our students based on important group memberships. However, quantitative methods have only been able to identify what differences exist and where they fall within the DEI pillars of the *PC200* strategic plan. Qualitative data may help answer why these experiences differ, when they begin to emerge, and how we can address them. In consultation with the Office of Institutional Effectiveness, the Office of IDEI is proposing organizing focus groups this spring semester that can highlight more specific areas of concern. The goal is to conduct five total sessions of 90 minutes each, with 8-10 student volunteers per session being invited from select groups on campus that provide diverse perspectives.

The Providence College School of Business (PCSB) will administer a spring 2022 survey to graduating PCSB students. The survey will assess their experiences and the PCSB's alignment with *PC200* aspirations for a community in which all feel included and have a strong sense of belonging.

Community Engagement and Support Initiatives

Anti-Racism Series In recognition of the College's MLK Convocation and February Black History Month, the Office of Institutional Diversity, Equity, and Inclusion [sponsored its third Anti-Racism series](#), beginning on January 25, 2022 and continuing through the month of February.

The Offices of Mission and Ministry and Institutional Diversity, Equity, and Inclusion have engaged in a capacity-building process for LGBTQ+ inclusion developing foundational documents that will provide institutional clarity and direction for providing appropriate LGBTQ+ support. The documents are in their first round of receiving feedback from key community stakeholders. The Proximity Project, an initiative to be launched in Spring 2022, will provide many opportunities to understand the institutional posture on LGBTQ+ inclusion as it arises from its Catholic and Dominican mission.

The Justin P. and Jon Derek Croteau Endowed Fund for the student organization [SHEPARD \(Stopping Homophobia, Eliminating Prejudice, and Restoring Dignity\)](#) was established in July 2021 to support programmatic needs of SHEPARD. While PC has received outright gifts in support of this important student organization, this is its first endowed fund that will support this effort in perpetuity.

The Office of Alumni Relations has developed an engagement plan to further engage and enhance relationships of our alumni with diverse backgrounds, including alumni of color, and to create and enhance opportunities for education, collaboration, and discussion related to diversity, equity, and inclusion. The opportunities in the engagement plan aim to leverage and amplify ethnic, cultural, holiday, and other celebrations throughout the year as they relate to advancement goals, to provide opportunities for connection and engagement in our BIPOC and LGBTQ+ community. Also included are efforts to amplify women's voices and celebrate [the 50th Anniversary of Women at Providence College](#).

Community Dialogue, Inclusion, and Democracy (DID) Wall, an initiative aimed at creating a safe space that supports the development of well-informed and engaged students through civil discourse, was installed in the Ryan Center for Business Studies Palmisano Atrium. Twelve student DID Fellows, with the help administrative advisors, produce prompts, collect information from the board, and discuss how to use the information. Introduced as a temporary wall, it will transition to a digital, interactive format in the spring of 2022. Additionally, a permanent DID Wall has been installed in the Center at Moore Hall, and there is one in the athletics department.

Providence College Smith Hill Annex and the Center at Moore Hall supervised by [Sokeo Ros](#), director of [the Center at Moore Hall](#), have seen increased utilization as platforms for events that support the College's commitment to building relationships, communication, and collaborations with artists, community leaders, and nonprofit organizations in the Providence community. As pandemic restrictions are lessening, planning is underway for greater community engagement. Additionally, there is increased utilization of the spaces in Moore Hall by PC courses that align with its mission as a space that assures diverse perspectives and inclusive pedagogies.

FORMAL AND INFORMAL CURRICULA

School-level, Academic Department, and Faculty Initiatives

The School of Arts and Sciences (SAS) hosted a speaking series and workshops (virtual) during Spring 2021 semester, titled “Decolonizing the Arts and Sciences.” The series combined two goals of the *PC200* strategic plan: to promote interdisciplinary approaches and integrative thinking across disciplines and to create a campus and curriculum that includes and affirms the diversity of all people, perspectives, and experiences. Three speakers were hosted—one with a background in science, one from the social sciences, and one from the humanities. All speakers addressed how interdisciplinary thinking can be used as a mechanism to challenge the sources of knowledge and expand our perspectives. As a culminating event last spring, Dr. David Carson, Harvard Divinity School, who was one of the speakers, partnered with [Prof. Theresa Moore](#), visiting instructor in diversity and inclusion, to facilitate a “Decolonizing our Courses” workshop with interested faculty. More than 200 faculty attended across the four events. Building on the enthusiasm of the faculty for this initiative, this semester, SAS, in partnership with the [Center for Teaching Excellence](#), will showcase some of the work being done across the campus to decenter dominant perspectives and include and center historically underrepresented groups.

Providence College School of Business (PCSB) developed a case repository containing more than 90 business cases and other business school teaching materials that include individuals with a variety of ethnic, racial, gender, religious, disability, and other identities. As a follow up to this work, PCSB hosted two case writing workshops as an opportunity to create new cases with diverse protagonists. The workshops were offered in June 2021 and there are plans for an in-person case writing workshop June 29-July 1, 2022.

- The diversity module in a PCSB core course required for all business majors was shifted from a focus on global cultural competency to a focus on race and ethnicity.
- PCSB first-year students, in addition to the Everfi DEI online module, are required to participate in ongoing related programs. Students learn about the importance of diversity in the classroom and the workplace as well as work on developing the skillset to be an asset to diverse teams.
- PCSB Assurance of Learning program goals for undergraduate and MBA students were revised to specify “ability for cultural agility in the workplace,” as a curriculum learning goal.
- PCSB collaborated with The PhD. Project on [a two-day, international, virtual workshop designed to encourage the writing and publishing of more diverse case materials](#). An in-person workshop is planned for June 2022.

The Theater, Dance and Film Department held Diversity, Equity, and Inclusion workshops in Spring 2021 for both adjunct and full-time faculty. As a follow-up, individual consulting sessions were offered to interested faculty to review and revise their syllabi and curricula selections for the Spring 2022 semester.

Indigenous Voices in the Curriculum is a new graduate course developed and taught Prof. Theresa Moore, visiting instructor in diversity and inclusion, and Dr. Nuría Alonso-García, Global Studies. The course was a collaboration with Rhode Island PBS, focused on their documentary *Indigenous Invisibility*, and the coursework engaged local indigenous representatives. Students created curriculum for high school students to be presented to Rhode Island PBS executives and content producers this summer.

In January 2022, Dr. Comfort Ateh, associate professor of secondary education, and [Dr. Heather Allcock](#), assistant professor of education, commenced a research project called **Conceptualization of Diversity, Equity, and Inclusion** (DEI) in the School of Professional Studies (SPS). The purpose of this research project is to enhance faculty intentionality in implementing DEI elements in their instructional practices based on the findings of the study. The study has two critical phases that include: (1) evaluation and reflection of the Principal Investigators’ (PIs) instructional practices to determine the extent to which they are intentionally including elements of DEI in their instructional practices and (2) engaging faculty from various SPS departments and programs to share the extent to which their instructional practices embody elements of DEI. During Phase 1, Assistant Vice President for Institutional Diversity/Title VI Coordinator [Dr. Quincy A. Bevely](#) facilitated an interview with principal investigators (PIs), Dr. Ateh and Dr. Allcock, to identify DEI elements in their instructional practices. In Phase 2,

members of SPS departments and programs will be interviewed to explore the extent to which they include DEI elements in their practice and are inclusive in their teaching.

The Elementary and Special Education (ESE) department has implemented efforts designed to **update and rebrand programs and the department** for 2022 and beyond. Initiatives have included curricula review with an emphasis of DEI in all courses; DEI framework developed to guide the work of faculty and education of students; proposal for a new Urban Elementary/ESL program to launch Fall 2024.

The School of Continuing Education (SCE) has introduced several **new courses** from 2017 to Fall 2021 that address societal issues around race, inequity, and justice. Associate Dean Madeleine Metzler began an initiative to review the Perspectives on Western Civilization program.

Intellectual Engagement Communities at the Center at Moore Hall is an initiative developed by [Dr. Christopher Chambers](#), assistant professor of sociology and IDEI Faculty in Residence. The new initiative will add to the portfolio of diversity, equity, inclusion, and justice programs and activities occurring at the Center at Moore Hall that will support co-curricular activities that enhance dialogue on and direct engagement with matters of race and racial justice on campus and in the community. The initiative has already received positive support from many faculty. The program is designed to encourage student-faculty collaborations and inspire faculty to observe and explore the connections between their intellectual and teaching interests and the College's commitment to DEI. An infrastructure group, to include an advisory group of students, faculty, and staff, will convene during the spring to work on details, create logistics, and ultimately select the pilot communities to launch during the 2022-2023 academic year.

[The Social Work Department](#) was awarded a **mini-grant** from IDEI in the summer of 2021, to begin taking more formal steps in becoming an anti-racist department. The department hired two graduates of its program to de-colonize the syllabus for each of its classes. The demographics of authors, presenters, etc. were ascertained and it became clear whose voices were being heard in the classroom and by students through their readings. The two graduates, working as consultants, conducted research, including speaking with professionals whose area of expertise is anti-racist work in higher education, and found social work resources that they recommend be included in course work for classes moving forward. These changes will be incorporated for the 2022-23 academic year. Recognizing that de-colonizing the syllabi for courses is just the first step in becoming an anti-racist department, the Social Work Department has applied for a second mini-grant to continue its work in becoming an inclusive and beloved community within the College. This second phase of the work will have the consultants continuing their conversations with experts in this area and learning what the department needs to do, including examining classroom set-up/environment, assignments, grading, ways in which faculty engage with students, etc. The information learned will be put into a PowerPoint that will be offered by the consultants to social work faculty, adjuncts, and field instructors as a workshop, allowing them to then make the necessary changes to their work.

There is an ongoing effort in the **Development of Western Civilization (DWC)** program to expand the curriculum through modules that incorporate traditionally marginalized voices. These modules are archived as part of a growing repository that the faculty can access and use in their own DWC courses. This academic year, DWC faculty have focused on developing clear student-centered learning outcomes in the DWC curriculum to improve equity across teams and throughout the program.

STUDENT LEARNING AND DEVELOPMENT TRAINING, WORKSHOPS, AND EDUCATION

Department and Program Initiatives, Presentations, and Recognition

Friar Edge/RISE (Athletics) [The Providence College Athletic Department](#) remains engaged in a program called [RISE](#), a national nonprofit that "educates and empowers the sports community to eliminate racial discrimination, champion social justice, and improve race relations." RISE programs feature interactive curricula, which increase the understanding of racial equity and build cultural competence. The program equips collegiate athletes, coaches, and administrators with the tools to address matters of racism, prejudice, and inclusivity. Participation RISE is one element of [The Friar Edge](#) program, a four-year model based on six pillars of student-athlete development, including personal enhancement, academics, community, leadership, career, and diversity, equity, and inclusion.

DID Research Lab Presentation Students of the Dialogue, Inclusion, and Democracy (DID) Research Lab, along with lab co-directors, Dr. Quincy A. Bevely, assistant vice president for institutional diversity/Title VI coordinator, and [Dr. Nicholas V. Longo](#), professor of global studies, accepted an invitation to present their research on civil discourse at the Minnesota Humanities Center in St. Paul, Minn., in December 2021. The event, Civic Studies: The University as Civic Catalyst, is an international research conference convened with the support of the American Educational Research Association (AERA). The purpose of the event was to gather a diverse community to study the civic purposes, practices, and potential of universities, colleges, and other institutions of higher education, with an eye toward disseminating learning outcomes and encouraging civic transformation. In the spring of 2022, the DID Research Lab, along with other conference presenters, will compile their case studies for publication in an edited volume or special journal issue of AERA.

Training and Student Development Support The Division of Student Affairs created the position of Assistant Director of Training and Student Development to provide leadership collaborating with other departments on campus in developing strategies that advance the overall goals for diversity, equity, and inclusion and provide DEI educational programs for students.

Psychology Student Recognition Several students studying under the guidance of [Dr. Saaid Mendoza](#), associate professor of psychology and Faculty in Residence in the Office of Institutional Diversity, Equity, and Inclusion, have received honors, recognition, and invitations to conferences to present their research on DEI related topics. The topics include: the effects of anti-Asian COVID-19 language on expressions of intergroup bias; a study examining the effects of gender and power on perceptions of sexual harassment; and a study examining the gendered social treatment of COVID-19 positive individuals.