



PROVIDENCE
COLLEGE

CONTINUING OUR JOURNEY
TOWARD BECOMING THE BELOVED COMMUNITY

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INTRODUCTION

This is the third annual update on our journey toward becoming a beloved community. While we continue to respond to challenges -- and have made progress toward the achievement of our aspirations -- we recognize that there is more to be done. Our progress to date is best demonstrated by the actions and efforts of those of us committed to the ideals that unite us as a mission-driven institution. In this update I share with the Providence College community the many initiatives of our students, faculty, and staff. The initiatives detailed here are in no way exhaustive. Many are ongoing and others in various stages of implementation. The details in this report illustrate the intentional contributions of many toward advancing our progress. As in earlier reports, the five focus areas addressed provide a framework and common language used to accomplish our diversity, equity, inclusion (DEI), and belonging goals. I am grateful to each person contributing to our progress.

STRUCTURAL DIVERSITY, ACCESS, AND EQUITY

We recognize that this is a continuous effort, and we have made progress increasing and supporting people of color in our campus community. We also are giving concerted attention to strategies that support retention and success of underrepresented faculty, staff, and students.

Student Recruitment, Enrollment, and Retention

The recruitment and enrollment of diverse students to Providence College continues to be a significant challenge. Prior to the pandemic, Class of 2022 and Class of 2023 diverse enrollment stood at 20%. For the classes of 2024-2027, diversity has dropped from 16.8 % (Class of 2024) to 14.1 (Class of 2027). Affordability is the biggest factor in yielding these students, a challenge amplified by the incredibly aggressive financial aid and scholarship approach many competitor institutions are taking when it comes to recruiting students who represent diversity. Now that the Supreme Court has removed race as a factor allowable for consideration in admission, it will become even more challenging to recruit and enroll students of color. PC continues to be as aggressive as possible regarding our financial aid packaging strategy, but we see students sometimes accepting offers from schools that not only meet 100% of demonstrated need, but also eliminate student loan and work-study requirements. We did receive 2,732 applications from students of color this year, the second-largest applicant group from that category in history, representing 22% of the applicant pool, but the challenge remains – we need to continue to work to make Providence College as affordable and accessible as possible.

Enrollment Report

Generated on 05/30/2023

Metric	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026	Class of 2027	1 Year Change	1 Year Change
Gross Enrolled	1178	1150	1062	1102	1203	1254	51	4.2%
Gender								
F	632	610	582	556	638	682	44	6.9%
M	512	510	437	509	546	538	-8	-1.5%
Total	1144	1120	1019	1065	1184	1220	36	3.0%
Race/Ethnicity								
Asian	26	19	21	13	20	14	-6	-30.0%
Black or African...	43	29	39	35	35	24	-11	-31.4%
Hispanic of an...	131	141	97	106	92	117	25	27.2%
Native America...	0	0	0	1	0	0	0	
Native Hawaiian...	0	0	2	1	2	0	-2	-100.0%
Two + Races	26	31	22	23	32	17	-15	-46.9%
White Applicants	890	852	796	835	935	999	64	6.8%
Unknown	28	48	42	51	68	49	-19	-27.9%
Percent of Color	19.8%	19.6%	17.8%	16.8%	15.3%	14.1%		
Percent White	77.8%	76.1%	78.1%	78.4%	79.0%	81.9%		
Percent Unknown	2.4%	4.3%	4.1%	4.8%	5.7%	4.0%		

**Student Retention and Graduation Rates
By Selected Populations and Admissions Categories
Classes of 2018 – 2025**

Category		Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	3-Year Average	4-Year Average
Overall	FR Retention	90.4%	93.2%	92.0%	92.8%	91.2%	92.0%	91.7%	89.9%	91.2%	91.2%
	4-Year Grad Rate	81.5%	85.3%	83.0%	86.3%	83.2%				84.2%	84.5%
	5-Year Grad Rate	84.4%	88.1%	85.4%	87.4%					87.0%	86.3%
	6-Year Grad Rate	85.0%	89.0%	85.6%						86.5%	-
Gender											
Male	FR Retention	91.3%	93.1%	92.9%	93.4%	91.5%	92.7%	92.7%	89.3%	91.6%	91.5%
	4-Year Grad Rate	79.6%	80.8%	81.5%	86.8%	81.5%				83.3%	82.7%
	5-Year Grad Rate	82.3%	85.0%	84.4%	87.6%					85.7%	84.8%
	6-Year Grad Rate	83.6%	86.6%	84.4%						84.9%	-
Female	FR Retention	89.7%	93.3%	91.3%	92.2%	90.9%	91.5%	90.9%	90.5%	91.0%	91.0%
	4-Year Grad Rate	83.0%	88.5%	84.3%	85.8%	84.6%				84.9%	85.8%
	5-Year Grad Rate	85.9%	90.3%	86.2%	87.2%					87.9%	87.4%
	6-Year Grad Rate	86.1%	90.7%	86.6%						87.8%	-
Race/Ethnicity Summarized - Includes International Students.											
Students of Color <small>(Includes: Asian; Black or African American; Hispanic/Latino; Native American/Alaska Native; Native Hawaiian/Pacific Islander; Two or more races)</small>	FR Retention	92.5%	93.6%	92.3%	89.3%	90.4%	90.4%	90.6%	87.2%	89.4%	89.7%
	4-Year Grad Rate	77.5%	76.9%	80.3%	76.0%	77.2%				77.8%	77.6%
	5-Year Grad Rate	80.9%	83.2%	82.0%	78.6%					81.3%	81.2%
	6-Year Grad Rate	82.7%	85.0%	82.5%						83.4%	-
Race/ethnicity unknown	FR Retention	87.1%	93.3%	87.8%	85.1%	90.9%	86.5%	100.0%	84.6%	90.4%	90.5%
	4-Year Grad Rate	81.8%	91.1%	82.9%	76.1%	84.1%				81.0%	83.6%
	5-Year Grad Rate	81.8%	91.1%	85.4%	82.6%					86.4%	85.2%
	6-Year Grad Rate	81.8%	91.1%	85.4%						86.1%	-
White	FR Retention	90.1%	93.1%	92.2%	94.0%	91.4%	92.7%	91.6%	90.7%	91.7%	91.6%
	4-Year Grad Rate	82.4%	86.7%	83.7%	89.3%	84.7%				85.9%	86.1%
	5-Year Grad Rate	85.2%	88.9%	86.2%	89.8%					88.3%	87.5%
	6-Year Grad Rate	85.7%	89.7%	86.3%						87.2%	-
Race/Ethnicity Disaggregated - Includes International Students											
Asian	FR Retention	100.0%	92.3%	100.0%	86.4%	83.3%	89.5%	95.2%	100.0%	94.9%	92.0%
	4-Year Grad Rate	92.3%	84.6%	92.3%	81.8%	79.2%				84.4%	84.5%
	5-Year Grad Rate	100.0%	92.3%	92.3%	81.8%					88.8%	91.6%
	6-Year Grad Rate	100.0%	92.3%	92.3%						94.9%	-
Black or African American	FR Retention	95.8%	91.4%	92.1%	92.7%	91.1%	89.3%	97.6%	90.9%	92.6%	92.2%
	4-Year Grad Rate	72.9%	65.7%	80.0%	68.3%	68.9%				72.4%	70.7%
	5-Year Grad Rate	77.1%	74.3%	82.5%	70.7%					75.8%	76.2%
	6-Year Grad Rate	81.3%	74.3%	82.5%						79.4%	-
Hispanic/Latino	FR Retention	88.4%	94.0%	91.6%	87.4%	90.9%	91.3%	87.4%	85.7%	88.1%	88.8%
	4-Year Grad Rate	76.5%	77.0%	80.4%	77.5%	77.7%				78.5%	78.2%
	5-Year Grad Rate	80.0%	84.0%	81.3%	80.2%					81.8%	81.4%
	6-Year Grad Rate	81.2%	87.0%	81.3%						83.2%	-
Native American/Alaska Native	FR Retention	100.0%	100.0%	100.0%	100.0%	-	-	-	100.0%	100.0%	100.0%
	4-Year Grad Rate	100.0%	100.0%	100.0%	100.0%					100.0%	100.0%
	5-Year Grad Rate	100.0%	100.0%	100.0%	100.0%					100.0%	100.0%
	6-Year Grad Rate	100.0%	100.0%	100.0%						100.0%	-

Native Hawaiian/Pacific Islander	FR Retention	100.0%	100.0%	100.0%	100.0%	100.0%	75.0%	100.0%	-	87.5%	91.7%
	4-Year Grad Rate	100.0%	100.0%	100.0%	50.0%	100.0%				83.3%	87.5%
	5-Year Grad Rate	100.0%	100.0%	100.0%	75.0%					91.7%	93.8%
	6-Year Grad Rate	100.0%	100.0%	100.0%						100.0%	-
Two or more races	FR Retention	96.0%	93.3%	92.3%	93.8%	92.3%	89.7%	85.7%	82.8%	86.1%	87.6%
	4-Year Grad Rate	80.0%	80.0%	64.3%	81.3%	84.6%				76.7%	77.6%
	5-Year Grad Rate	80.0%	80.0%	71.4%	81.3%					77.6%	78.2%
	6-Year Grad Rate	80.0%	80.0%	78.6%						79.5%	-
First Generation Status											
First Generation (Includes Parents w/some college) <small>(Includes students where neither parent attended college)</small>	FR Retention	91.8%	91.9%	89.9%	91.8%	89.9%	92.0%	89.5%	88.3%	89.9%	89.9%
	4-Year Grad Rate	74.8%	75.0%	74.2%	80.0%	76.4%				76.9%	76.4%
	5-Year Grad Rate	77.6%	80.6%	77.4%	82.4%					80.1%	79.5%
	6-Year Grad Rate	79.6%	82.5%	77.4%						79.8%	-
Not First Generation	FR Retention	90.2%	93.5%	92.3%	93.3%	91.4%	92.1%	92.1%	90.3%	91.5%	91.5%
	4-Year Grad Rate	82.8%	87.3%	84.6%	87.8%	84.5%				85.6%	86.1%
	5-Year Grad Rate	85.7%	89.4%	86.8%	88.7%					88.3%	87.7%
	6-Year Grad Rate	86.1%	90.1%	87.1%						87.8%	-

Admission Marketing

The Office of Marketing and Communications, in collaboration with the Admission Office, created a *Seek Community* marketing initiative for prospective students of color as part of the *Seek Something More* Class of 2027 admission campaign. This work included print and digital student profiles, informational content, and first-person commentary to describe the resources available to students of color in the context of the college’s commitment to equity and inclusion.

Ad-Hoc Committee on Race in Admission and Aid

The U.S. Supreme Court’s Fall 2022 review of two cases challenging the consideration of race in the college admission process led PC to form a campus-wide committee with three primary goals: develop clarity of aims and confirm the institutional importance of diversity, inventory existing practices involving the use of race and ethnicity, and prepare to adapt and evolve to maintain the commitment to diversity should the Court rule in favor of the plaintiffs. The committee began meeting in January 2023 with representatives from the offices of Admission, Financial Aid, Finance and Business, General Counsel, Institutional Advancement, Institutional Diversity, Equity, and Inclusion, Marketing and Communications, Public Affairs, and Academic Affairs.

Staff and Faculty Recruitment/Retention

Academic Affairs

Cluster hires in the following departments were successfully concluded in Academic Year 2022-23: Health Policy and Management and Women’s and Gender Studies; Art/Art History and Women’s and Gender Studies; and Global Studies and Black Studies.

Department of Athletics

In March 2023, Erin Batth was named the 11th head women’s basketball coach in the program’s 49- year history. Coach Batth is PC’s first Black female head coach and the BIG EAST’s eighth Black women’s basketball coach.

Human Resources

A Talent Acquisition Recruitment Plan for hiring and retaining Black, Indigenous, People of Color (BIPOC) staff is evolving and a new working document by Human Resources is being developed to outline best practices, strategies, and resources to proactively hire and retain qualified BIPOC staff. The plan aims to increase

awareness about Providence College’s commitment to affirmative action, while also explaining the importance of -- and reaffirming its obligation to -- diversifying candidate pools and promoting an inclusive work environment. The document also will educate, engage, and assist hiring managers, department heads, and supervisors with identifying and retaining diverse employees.

Full-time staff demographics as of August 1, 2022, listed by gender and ethnicity

Staff/Admin - Female	Percentage	Staff/Admin – Male	Percentage
19 African American	6.1%	21 African American	8.5%
4 Asian	1.3%	5 Asian	2.0%
21 Hispanic/Latino	6.7%	10 Hispanic/Latino	4.1%
13 Multi-racial	4.0%	3 Multi-racial	1.2%
1 Native American/Alaskan Native	0.3%	0 Native American/Alaskan Native	0.0%
254 White (Non-Hispanic)	81.4%	207 White (Non-Hispanic)	84.1%

Faculty demographics as of August 1, 2022, listed by gender and ethnicity

Ordinary Faculty - Female	Percentage	Male	Percentage
6 African American	5.3%	8 African American	5.5%
15 Asian	13.2%	9 Asian	6.1%
10 Hispanic/Latino	8.8%	8 Hispanic/Latino	5.4%
0 Native American/Alaskan Native	0.0%	1 Native American/Alaskan Native	0.7%
5 Multi-racial	4.5%	2 Multi-racial	1.4%
78 White	68.4%	120 White	81.1%

Full-time staff demographics as of December 1, 2022, listed by gender and ethnicity

Staff/Admin - Female	Percentage	Male	Percentage
16 African American	4.9%	23 African American	9.1%
3 Asian	0.9%	5 Asian	2.0%
24 Hispanic/Latino	7.3%	11 Hispanic/Latino	4.4%
14 Multi-racial	4.2%	3 Multi-racial	1.2%
1 Native American/Alaskan	0.3%	0 Native American/Alaskan	0.0%
1 Native Pacific Islander, Hawaiian	0.3%	0 Native Pacific Islander, Hawaiian	0.0%
271 White (Non-Hispanic)	83.6%	211 White (Non-Hispanic)	84.1%

Faculty demographics as of December 1, 2022, listed by gender and ethnicity

Ordinary Faculty - Female	Percentage	Male	Percentage
6 African American	5.3%	8 African American	5.5%
15 Asian	13.3%	9 Asian	6.1%
10 Hispanic/Latino	8.8%	8 Hispanic/Latino	5.4%
0 Native American/Alaskan Native	0.0%	1 Native American/Alaskan Native	0.7%
5 Multi-racial	4.4%	2 Multi-racial	1.4%
77 White	68.1%	120 White	81.1%

Full-time staff demographics as of April 1, 2023, listed by gender and ethnicity

Staff/Admin - Female	Percentage	Male	Percentage
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16	African American	4.9%	23	African American	9.1%
3	Asian	0.9%	5	Asian	2.0%
24	Hispanic/Latino	7.3%	11	Hispanic/Latino	4.4%
14	Multi-racial	4.2%	3	Multi-racial	1.2%
1	Native American/Alaskan	0.3%	0	Native American/Alaskan	0.0%
1	Native Pacific Islander, Hawaiian	0.3%	0	Native Pacific Islander, Hawaiian	0.0%
271	White (Non-Hispanic)	83.6%	211	White (Non-Hispanic)	84.1%

Faculty demographics as of April 1, 2023, listed by gender and ethnicity

Ordinary Faculty - Female			Percentage	Male			Percentage
6	African American	5.3%	8	African American	5.5%		
14	Asian	12.5%	9	Asian	6.1%		
10	Hispanic/Latino	8.8%	8	Hispanic/Latino	5.4%		
0	Native American/Alaskan	0.0%	1	Native American/Alaskan	0.7%		
	Native			Native			
5	Multi-racial	4.5%	2	Multi-racial	1.4%		
77	White	68.1%	120	White	81.1%		

Faculty Retention

The Division of Academic Affairs closely tracks faculty retention of the three, five, seven, and 10-year cohorts. The results are as follows:

ORDINARY FACULTY	3-yr	5-yr	7-yr	10-yr
ALL retention	90% (193/215)	82% (159/193)	77% (136/175)	70% (93/133)
Female retention	91% (82/90)	85% (69/81)	78% (57/73)	69% (37/54)
Male retention	89% (111/125)	80% (90/112)	77% (79/102)	71% (56/79)
BIPOC retention	86% (43/50)	84% (36/43)	75% (27/36)	54% (13/24)
AA Target	90%	80%	[no target]	70%

Notes:

- Based on cohorts beginning with Fall 2004.
- 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: Nov. 29, 2022.

Staff Diversity by Division as of April 1, 2023

							December 1, 2022	
	Population			Race/Ethnicity		Staff of Color	Staff of Color	Staff of Color
	Male	Female	Total	White	Staff of Color	Percent		Percent
President's Office	3	6	9	8	1	11.1%	1	11.1%
Institutional Diversity	2	3	5	2	3	60.0%	3	60.0%
Executive Vice President	9	29	38	33	5	13.2%	6	15.8%
Human Resources	2	9	11	9	2	18.2%	3	25.0%
Marketing & Comm.	6	9	15	12	3	20.0%	3	20.0%
Public & Comm. Aff.	1	2	3	3	0	0.0%	0	0.0%
Priory	0	1	1	1	0	0.0%	0	0.0%
College Events	0	8	8	8	0	0.0%	0	0.0%
Academic Affairs	47	133	180	155	25	13.9%	24	13.6%
Athletics	52	35	87	72	15	17.2%	15	17.2%
Finance & Business	79	39	118	97	21	17.8%	21	17.8%
General Counsel	1	2	3	3	0	0.0%	0	0.0%
Institutional Advancement	14	35	49	43	6	12.2%	4	8.9%
Mission & Ministry	3	5	8	7	1	12.5%	1	12.5%
Student Affairs	<u>41</u>	<u>43</u>	<u>84</u>	<u>62</u>	<u>22</u>	26.2%	<u>20</u>	23.0%
Total	251	330	581	482	99		95	

Overall average = 17.4% Staff of Color Overall average = 16.5%

Elementary and Special Education Department

The Elementary/Special Education (ESE) department, under the leadership of its chair, Dr. Bret D. 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 it. The plan is to launch the pilot in the summer of 2023. The ESE department reviewed and addressed policy issues that may negatively affect the progress and retention of students of color. All policy updates have been communicated to students, faculty, and prospective students.

School of Arts and Sciences

A January 2020 Task Force for Faculty Inclusion (TFFI) report summarizes an assessment of the concerns, barriers, and needs of faculty of color and provides a comprehensive set of recommendations. The report is used as a touchstone and starting place for several of the DEI (Diversity, Equity, and Inclusion) initiatives that have been implemented or are in progress. Most of the recommendations outlined require collaborative efforts involving several divisions, which are being actively pursued, such as partnering with SPaRC (Sponsored Projects, and Research Compliance) and Academic Affairs to support faculty participation in the Faculty Success Program. The associate dean in SAS is developing a comprehensive program to advance faculty retention through work being done with the HERS (Higher Education Resource Services) Women Leaders in Higher Education program. This initiative involves creating a collaborative working group, with administrative support, to continue addressing the

initiatives conceived in the TFFI. The School of Arts and Sciences continues mentoring efforts to support the Consortium for Faculty Diversity post-doctoral teaching fellow in the department of history.

School of Nursing and Health Sciences

SNHS will welcome its first class in Fall 2023. Much of the time to date has been dedicated to start-up tasks, including recruiting the inaugural student class and faculty. To reach unrepresented students, SNHS collaborated with the admission office to conduct outreach to local high schools with nursing and health careers programs. Additionally, SNHS is committed to hiring a diverse faculty and has used resources such as the national Black Nurses Association to reach BIPOC faculty candidates.

Student Affairs divisional diversity since January 2022: 21% BIPOC. New FT hires since January 2022 41% BIPOC, 53% Female.

Student Leader diversity as reported by Student Affairs for 2022/23

RAs: BIPOC 49% | 34/66 male/female

Summer/Fall 2022 Orientation Leader Staff 29% BIPOC | 33/67 male/female

Student Congress (Spring 2022): 15% BIPOC | 45/55 male/female

BMSA (Spring 2022): 57% BIPOC | 28/72 male/female

BOP (Spring 2022): 25% BIPOC | 35/65 male/female

INSTITUTIONAL INFRASTRUCTURE

Grounded in and driven by our Catholic and Dominican mission, Providence College has been unwavering in its commitment to be a just, inclusive, and diverse community. We continuously strive to implement measures to reinforce this commitment within the overall college infrastructure. We recognize that bringing these aspirations to fruition requires an understanding by members of our community, both present and future, about the inextricable link between Catholic and Dominican principles and those of diversity, equity, and inclusion, and how to incorporate those principles throughout the entire organization.

Board of Trustees

The Board Affairs Committee of the Board of Trustees at Providence College continues to seek to increase diversity and the number of women on the board. With the newest additions to the board, nine of 40 (23%) lay trustees are women; five of 40 (13%) are people of color.

Committees of the Board of Trustees

The Diversity, Equity, and Inclusion and Catholic and Dominican Mission committees have held two joint meetings. The primary topic of the first meeting was to review and provide feedback on draft presidential statements about DEI and LGBTQ matters. Members of the committee provided feedback on the documents, which will be disseminated college-wide in the fall 2023 semester. The follow-up meeting, in May 2023, featured discussion on how the two committees are inextricably connected and can work together on critical issues around mission and DEI.

Institutional Diversity, Equity, and Inclusion

During spring semester, PC concluded a national search for the inaugural vice president for Institutional Diversity, Equity, and Inclusion. The process was extensive, thoughtful, and involved a great many members of our community. Dr. Quincy Bevely, who had been PC's assistant vice president for institutional diversity, equity, and inclusion, was appointed to this critical position and assumed this new role as a member of the cabinet in July 2023. This year, under Dr. Bevely's leadership as assistant vice president, the IDEI team developed an internal strategic plan that will guide their work over the next two years. Implementation of the plan will begin Academic Year 2023-24.

I would like to express my gratitude for the leadership of Jacqueline Peterson, who served the college admirably as a special adviser on institutional diversity, equity, and inclusion since 2018. While Jackie was with us on an interim basis, she identified the needs of the community, established a staff to support and address those needs, and created a range of DEI-related developmental opportunities for students, faculty, and staff.

Institutional Advancement

In addition to having created an Institutional Advancement divisional DEI Advisory Committee, the Office of Alumni Relations established a position that works closely with alumni based on their affinity to Providence College. The person in this role manages the alumni of color volunteer committee which includes five trustees, volunteer leaders, and campus partners that develop programming to increase engagement with the college by alumni of color.

Office of Academic Affairs

Dr. Comfort Ateh assumed the role of Associate Provost for DEI in July 2022. During this year, she earned a DEI officer certification through the National Association of Diversity Officers in Higher Education (NADOHE). Dr. Ateh has focused on recruitment and retention of BIPOC faculty and members of other underrepresented groups. Specifically, she meets with search committee chairs and members of search committees before a search starts and facilitates sessions on conducting inclusive searches and addressing implicit bias. Post hiring, she meets with committee chairs for input on the successes and challenges of the process and areas for improvement. One of her priorities is to ensure that growth opportunities and structures are inclusive and support the professional development and retention of BIPOC faculty and members. Dr. Ateh facilitates faculty efforts to diversify the curriculum and incorporate more inclusive pedagogy in their teaching.

Office of Mission and Ministry

Recognizing the importance of cultivating a shared language that integrates mission identity into the works of the college as it relates to on-boarding, professional development, student development, and education, the position of assistant vice president for mission integration has been created. Ms. Pamela Tremblay, formerly director of service immersion and social justice, was appointed to this position. She will guide strategic planning and execution on the overlap of Catholic and Dominican mission with diversity, equity, and inclusion initiatives, orientation programs for new students, faculty, and staff, as well as community and leadership formation. Ms. Tremblay will work collaboratively with central institutional offices (Institutional Diversity, Equity and Inclusion, Student Affairs, Athletics, Human Resources, and Academic Affairs) to advise in the creation of training and educational opportunities that are specific to the operations and needs of each office while incorporating a variety of topics including diversity, equity, inclusions, allyship, intercultural competency, emotional intelligence, listening and dialogue, creating a just community, advocacy, justice, and introduction to Catholic and Dominican

mission and identity. In this way, the AVP for mission and integration will coordinate a change process aimed at cultivating shared responsibility for building structures and a campus culture that integrates Catholic and Dominican mission and identity across campus to cultivate the beloved community at Providence College.

Office of Marketing and Communications

A dedicated staff liaison will work with IDEI on strategies related to marketing materials, e.g., newsletters, social media postings, etc., to maximize opportunities for spreading awareness of DEI-related initiatives and news, and to foster consistency in messaging.

Ombudsperson

The Providence College Faculty Ombudsperson position was created in 2022 with the primary mission to provide confidential and impartial assistance that enables individuals to manage their own conflicts, as informally as possible, without the need to pursue more formal grievance processes. The Faculty Ombuds is neither an advocate for individual faculty, nor does it represent the college administration. Rather, the Faculty Ombuds is an advocate for respectful dialogue, fair practices, and mutual understanding. The Ombudsperson also will provide education and information to faculty about existing avenues for addressing conflict when informal means are not sufficient. The Faculty Ombudsperson communicates with college officials about systemic problems or general trends that merit further review or consideration for the good of the college community.

Providence College School of Business

The Providence College School of Business created a new position, the assistant dean of DEI, who will begin this summer. The assistant dean will manage the execution of PCSB [DEI objectives](#) with the dean in support of the college's (and PCSB's) strategic plans. The person in this position will collaborate with the established PCSB Diversity, Equity, and Inclusion Committee, the Dean's Diversity Council, IDEI, Mission and Ministry, and Institutional Advancement to oversee PCSB diversity, equity, and inclusion initiatives.

Employee Professional Development

The Office of Human Resources, in collaboration with the Office of Institutional Diversity, Equity, and Inclusion; the Office of Mission and Ministry; and Academic Affairs, has worked to establish an ongoing educational and professional development initiative for all staff and faculty to increase awareness of -- and comfort with -- diversity, equity, and inclusion in the workplace. First implemented in February 2021, the multi-dimensional initiative begins as part of the onboarding of all new faculty and staff. New employees are asked to complete an online seminar developed by Vector Solutions, a renowned leader in providing evidence-based trainings to more than 1,300 academic institutions, including more than a dozen Catholic colleges. As of April 2023, the vast majority of fulltime faculty and staff had completed both modules, with an 83% overall completion rate. These offices are strategizing and reviewing the next components of the workforce-wide professional development opportunities. They are currently reviewing the Human Resources training module entitled *Enhancing Communication Across Diverse Identities* to assess content, delivery, timeline, and resources needed to further the initiative.

Student Affairs staff are encouraged to annually attend student-led DEI programs and events as part of the division's cultural agility/DEI goals. Additionally this year, the Personal Counseling Center staff individually attended professional development programs, including race-based traumatic stress and healing, the history of and theoretical framework for engaging the complexity of the term "gender," treating addictions specific to the

LGBTQ+ population, and a training on supporting neuro-diverse students. The Chirico Career Center staff engaged in an in-service program on working with diverse students.

IDEI Equity and Engagement Innovation Mini-Grants and Community and Diversity Mini-Grants

This award program began in 2018 to advance the college's efforts around diversity, equity, inclusion, and belonging. An invitation to apply for a grant is communicated college wide. The grants support initiatives that address at least one of the college's five DEI focus areas, which are: 1) Structural Diversity, Access, and Equity; 2) Institutional Infrastructure; 3) Climate and Intergroup Relations; 4) Formal and Informal Curricula; and 5) Student Learning and Development. Below are the eight grants awarded in 2022-23.

- **BMSA Motherland Dance Group Fashion Show:** Motherland aspires to foster a loving, inclusive, and equitable community by bringing to light various cultures and ethnicities of the Providence College community, as well as the surrounding communities and colleges/universities. Motherland gives an immersive experience through the arts with performers, artists, and designers.
- **Global Studies PC Global Crossing Board:** A week-long service trip to Tijuana, Mexico, to support a student in a course that focuses on interacting with the community as its members build homes and create relationships within the community.
- **Health Sciences Senior Seminar Health Equity Speaker Series:** Class sessions dedicated specifically to engage students with a diverse group of guest speakers who are experts in the healthcare field and dedicated to equity.
- **Phillips Memorial Library Dear Future Friars Oral History Project:** This initiative captures oral and video histories from the Providence College community, beginning with the stories of Black alumni. The project is part of a broader goal to capture stories from alumni, faculty, staff, and students presenting the college history in a holistic way to create a resource for students looking to find themselves and others like them in history.
- **Psychology SACNAS National Diversity in STEM (Science, Technology, Engineering, and Mathematics) Conference:** Support for students accepted to present their summer research projects at the SACNAS National Diversity in STEM Conference in San Juan, Puerto Rico.
- **Sociology and Global Studies Justice Across Borders:** Provides an opportunity for students to engage with Esperanza International, an organization based in Tijuana, Mexico, that builds houses for families near the Mexico – U.S. border. Their mission is to cultivate global citizenship through international service.
- **Theater, Dance and Music, Film Opera and Musical Theater Workshop Performance:** Two-hundred local Providence elementary school students from underserved populations who have little or no arts programming in their school were invited to attend a 45-minute opera and musical theater performance by PC students, followed by a 15-minute Q&A session.
- **Women and Gender Studies and Art History Envisioning Feminist Futures:** An interdisciplinary inquiry into anti-racist and feminist arts as methods of repairing forms of historical erasure, especially histories

of women of color, LGBTQ+ people, and Black and Indigenous people from dominant historical narratives. Students visit artist studios of local BIPOC and women activist-artists and write about their experiences for the PC Gallery publication and Providence Arts and Letters. The goal is to empower students to address pressing contemporary issues using creative approaches that center the visual and creative, public-facing writings as modes of social change.

Fundraising for Diversity Initiatives

The Office of Institutional Advancement continues to solicit and secure funds in support of diversity, equity, and inclusion efforts at Providence College. Approximately \$50,000 was received through the Fund for Providence College's Diversity, Equity, and Inclusion designation and scholarship dollars were secured for underrepresented students and the Berkeley Scholars.

Following the SHEPARD 20th Anniversary there is interest in supporting the SHEPARD program and contributing to the endowed fund started by John and Justin Crouteau. Institutional Advancement is following up with those attendees who have expressed interest.

A grant from the Newman's Own Foundation fosters a collaboration between PC and Onward We Learn, a college readiness program that prepares students for postsecondary education, serving students as early as middle school all the way through the early years of college. PC will host area and middle and high school students who aspire to be the first in their families to attend and complete college.

A grant from Enterprise Holdings contributed to the IDEI Initiatives Fund. This fund supports impactful programming and initiatives that promote antiracism, inclusivity, and equity efforts through campus and in the broader community.

Office of Public Safety

Mr. Chad Carnegie, associate vice president and director of public safety, began work at PC in Spring 2022, following a national search. Since that time, there has been increased focus on departmental hiring, officer in-service training, and community outreach. Four officers of color and one female officer have been added to the ranks of the department. Officers have received training on hate crimes, impartial policing, gender bias, active shooter scenarios, Title IX, and LGBTQ inclusion. Additionally, to provide greater communication and transparency with the college community, public safety has established a social media presence by creating channels on [Twitter](#), [Instagram](#), and [Facebook](#).

School of Nursing and Health Sciences

Opening in Fall 2023, this new school aims to build an equity-centered culture that is the responsibility and accountability of all, faculty, staff, and students. In preparation for its opening, administrators convened a working group to begin to set goals and operationalize diversity, inclusion, equity, and belonging efforts.

School of Education and Social Work

The School of Education and Social Work anticipates final approval by the provost of its strategic plan for fall 2023 implementation. In April, the student diversity committee, which is composed of undergraduate and graduate students and meets three times a year, conducted a panel discussion of diverse representatives to

share successes and challenges. This initiative provided valuable experiences for education and social work students.

Student Affairs

Student Affairs continues to implement actions in the areas of Curriculum/Programming; Retention/Recruitment; and Ongoing Assessment/Commitment to a beloved community based on the recommendation of the division's 2021 DEI taskforce. Priorities include the creation of a student cultural agility curriculum and assessment strategy; establishment of working groups involving IDEI and other areas of the college; and the development of staff recruitment and training programs. The implementation plan will be refined as informed by the results of the recent Higher Education Data Sharing (HEDS) climate study, which was administered in Spring 2023. To ensure achievement and accountability for implementing the actions, Student Affairs will develop a continuous assessment and improvement strategy to measure progress. [A full copy of the taskforce recommendations is available here.](#)

Through recent reorganization and revision of positions in Student Affairs, DEI responsibilities have been embedded into several positions focusing on departments with key student-facing roles. They include:

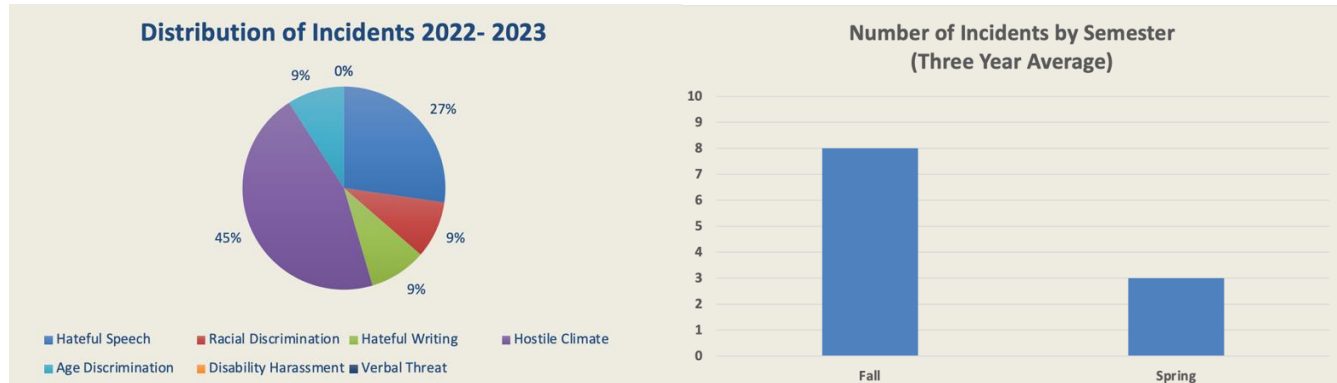
- **Center for Orientation, Transitions and Leadership – Associate Director Transition Programs** Advises peer mentor programs and first-generation and multicultural student programming.
- **Title IX Coordinator (New Spring '22)** Full-time position charged with ensuring the college's overall compliance with Title IX and related College policy.
- **Chirico Career Center (CCC) Associate Director of Diversity, Inclusion and Early Engagement (new Fall 2022)** Leads the development and implementation of proactive diversity, equity, and inclusion initiatives that will support the objectives of the CCC.
- **Associate Director of Residence Life for Personnel Development and Community Cultivation (new Fall 2023)** Manages and develops community cultivation curriculum and residential programs, including integration of institutional and divisional DEI imperatives.
- **Assistant Director of Programming and Diversity, Equity, and Inclusion (new Spring 2023)** Provides leadership in developing strategies that advance the overall goals for diversity, equity, and inclusion, specifically for student clubs and organizations. Collaborates with the IDEI office to integrate the DEI five focus areas into student programming.
- **Personal Counseling Center – Identity-Focused Multicultural Specialist Counselor (new Spring 2023)** Enhances the Personal Counseling Center's commitment to culturally sensitive and inclusive treatment by striving to decrease barriers to accessing services among those from marginalized and underserved populations. In addition to offering clinical services within the PCC, this position is also dedicated to embedded and integrated outreach to marginalized and underserved populations in the fabric of the campus community.

Student Success Center

The newly established Student Success Center, under the leadership of Dr. Bryan Marinelli, has developed a strategic plan current through 2025. All supervisors within the center are charged with incorporating DEI into their strategic planning. Each supervisor must provide written strategic plan updates each spring so that progress toward priorities can be tracked. Progress made toward priorities is factored into annual performance evaluations. A professional development committee for SSC was created with consideration being given to creating a DEI sub-committee.

Title VI (Anti-harassment and Discrimination) Policy

To improve transparency and communication about the Title VI-Anti-harassment and Discrimination policy and procedures for reporting, a dashboard summarizing incidents was created and posted [on the IDEI website](#). Summary statistics of the number of Title VI reports filed and how reports were processed and resolved are provided annually.



Juneteenth Recognition

Effective for 2023, the president's cabinet authorized recognition of Juneteenth as an official college holiday, replacing Victory Day.

CLIMATE AND INTERGROUP RELATIONS

We recognize the importance of climate assessment with respect to diversity, inclusion, and equity on campus. The information gathered from faculty, staff, and students about their perspectives, insights, and experiences helps to identify where we have made progress and areas that need attention.

The Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate Survey

This is a triennial initiative implemented as an ongoing college practice to inform the areas to address for improving campus climate. The third iteration of the HEDS Diversity and Equity Campus Climate Survey was administered to all full-time faculty, staff, and students in April 2023. The survey asks respondents about: perceptions of their institution's climate, impressions of how their institution supports diversity and equity, and experiences with discrimination and harassment. Institution-specific questions were revised to gather more actionable data about the five focus areas for institutional diversity. Other questions ALSO WERE added to support a new campus-wide initiative, titled *Conversations for Change*, which aims to promote civil discourse across both the campus and surrounding community. Survey results are expected to be made available to the college later this summer/early fall. The full report from the 2020 HEDS survey can be found [here](#).

During the past year, there have been multiple opportunities for meaningful interactions across our differences, enhanced dialogue, and ongoing intercultural learning across campus and beyond. Continuing these types of initiatives, and continuing participation in them, is instrumental in creating a beloved community of mutual respect and civility.

Presidential Dialogue Series

In fall semester we launched the presidential series, *With Mutual Respect: Discussions on Contemporary Challenges*. This series provides opportunities for our community to discuss issues that challenge and at times divide us, both nationally and on our campus. As a Catholic, Dominican liberal arts college animated by the pursuit of veritas, we have an obligation to explore and discuss matters that are uncomfortable and, at times, divisive, in a thoughtful and respectful manner. As our mission statement suggests, at Providence College we are confident in the idea that engaging both sides of a “disputed question” is intellectually fruitful. Such exercises also help us grow as a beloved community insofar as they provide valuable opportunities to practice deep listening and charitable dialogue even in contexts where there are significant differences.

The first conversation in the fall was between faculty on the topic of abortion after the Supreme Court’s *Dodd v. Jackson Women’s Health* decision. The faculty who agreed to take part did an outstanding job modeling this type of conversation for the community. That event was an immense success. More than 500 faculty, staff, students, and trustees attended, and feedback afterward was resoundingly positive. Conversations about the event continued in residence halls and classrooms for weeks, confirming our sense that many crave opportunities for dialogues like this.

After the first dialogue, we heard from students who were interested in joining the conversation; they asked whether we’d be willing to host a *With Mutual Respect* conversation between students on the same subject and students volunteered to participate. This was an excellent idea and the second *With Mutual Respect Discussion* occurred in April. Once again, the event was well-received. This will become an annual event held in fall and spring semesters with conversation on various controversial topics. A suggested topic for this year relates to the national conversation around DEI programs and initiatives, exploring the responsibilities of institutions like PC to discuss these subjects and educate students on these topics. A related topic would be the matter of whether such efforts promote inclusivity and belonging or if they create more exclusion and division.

LGBTQ+ Initiatives

We have made some progress on issues relative to the LGBTQ+ (lesbian, gay, bisexual, transgendered, queer/questioning) plus community. There is still more to be done and we continue addressing pressing concerns. Some of the areas of note this year are as follows:

- **Planning for Campus Conversations**

Members of the offices of Diversity, Equity, and Inclusion and Mission and Ministry: assistant vice presidents Quincy Bevely, Robert Pfunder, Pamela Tremblay, and director Erin Corry Kole, are preparing for an Academic Year 2023-24 campus-wide conversation around a series of three presidential statements on diversity, which will include a document entitled *Responding in Love and Respect: Our Commitment to the LGBTQ+ Members of Our Community*.

- **Employee Resource Group**

A recently established LGBTQ+ Staff, Faculty, and Allies Network works to connect LGBTQ+ members of the PC community and allies to support the college in its mission to extend respect, sensitivity, and education about LGBTQ+ identities and experience as we work toward becoming a beloved community.

- **First, Only, Different: An Alumni Panel**

In February, the Office of Institutional Diversity, Equity, and Inclusion and the Department of History and Classics presented a panel of three PC alumni speaking on their experiences in their various workplaces as diverse individuals, often the “first, only, different.” More than 100 community members gathered for the panel discussion. Panelists answered questions specifically related to their careers and the paths that led them there, how they learned to advocate for themselves and others in the workplace, and how PC helped them navigate these processes. The alumni panelists included: Maeve DuVally ’83, the principal of the consulting firm Glasheen and Co.; Rhode Island Superior Court Judge Linda Rekas Sloan ’91; and Osvaldo Jose Marti ’07, Head of Lower School at Moses Brown in Providence.

- **LGBTQ+ Awareness Week Teach-Ins**

During LGBTQ+ Awareness Week in March, an annual week of programming run by the student organization SHEPARD (Stopping Homophobia, IDEI partnered to highlight the scholarship of three of our faculty whose research highlights LGBTQ+ experience. Dr. Chris Chambers, assistant professor of sociology, offered a teach-in on his research titled: *The Best Little Boys in the World: Black Gay Men’s Stories of Identity*. Dr. Virginia Thomas, assistant professor, Women’s and Gender Studies and Art History, offered a teach-in titled: *Queer Nightlife as Worldmaking: Reframing the Club Q Shooting as Colonialist Violence*. The final teach-in was offered by Dr. Maureen Outlaw, associate professor in the Department of Sociology, titled: *Revolving Closet Doors: Navigating Outness in Response to Audience and Context*. Videos of the teach-ins:

- Dr. Chambers’ teach-in [here](#) (passcode: jLA2=%V)
- Dr. Thomas’ teach-in [here](#) (passcode: 1f9Z=zqb)
- Dr. Outlaw’s teach-in [here](#) (passcode:h+mh09r!)

- **SHEPARD 20th Anniversary**

In April 2023, the Office of Alumni Relations partnered with SHEPARD (Stopping Homophobia, Eliminating Prejudice and Restoring Dignity), our LGBTQ+ student group, to recognize the group’s 20th anniversary at a celebratory brunch. This was the first time that the college co-sponsored the gathering. Fifty-five members of SHEPARD, past and present, attended to mark the occasion. Paige Clausius-Parks ’03 delivered the keynote address, telling the story of how she and her co-founder began the student organization in 2002. Jenn O’Meara, president of the National Alumni Association, presented Paige with that organization’s 2023 Exemplary Citizenship Award. It was a powerful and emotional gathering of alumni, students, staff, and faculty who shared anecdotes and sentiments of LGBTQ+ experience at PC over the years and deep gratitude for the continued movement toward becoming a beloved community.

The Conversations for Change Project

In collaboration with Brown University, PC has launched a dialogue series with the local Smith Hill Community. One event focused on how Providence College, Brown University, and the Smith Hill community can come together for sustained dialogue and collaborative work to advance DEI on campuses and in the local community through capacity building, “town and gown” relationships, and strategic partnerships. Specifically, the event considered the role of “third spaces,” such as Providence College’s Smith Hill Annex and Brown University’s Fidler

Family Campus/Community Center, and how to mobilize campus and community resources for the purposes of collectively solving complex problems.

In addition to working with the Smith Hill community, four professional development opportunities were provided for faculty, which included various authors and guest lecturers from other universities. Students were offered many educational opportunities, including a culminating event to define what an inclusive community is in the context of Providence College. This was led by Dr. Silas Pinto, the director of Diversity, Equity, Inclusion, and Belonging for the City of Providence.

Office of Public Affairs, Government, and Community Relations

Under the leadership of Associate Vice President Steven Maurano, the office has worked to strengthen relationships with the city of Providence organizations such as meeting regularly with the state's NAACP and supporting key events hosted by the Minister Alliance.

Student Affairs

The Sexual Violence Advisory and Implementation Taskforce oversees the implementation action plan developed following staff 2019-20 participation in the NASPA (National Association of Student Personnel Administrators), Culture of Respect initiative. While the first version of the implementation plan was approved in Fall 2019, the effort to address campus sexual violence is ongoing and iterative. A community update on the action plan was scheduled for Spring 2023, after receiving the results of the Spring 2022 Sexual Violence Campus Climate Survey. Actions implemented to date include the hiring of a full-time Title IX Coordinator and creating an online reporting tool for Title IX cases. A workshop/training curriculum for faculty, staff, and students was developed and is offered annually. An education program on sexual violence was included in the Study Aboard preparation program. Additionally, "Supporting Difficult Conversations" program has been included in parent orientation.

Student Success Center-Accessibility Services

Accessibility Services recently partnered with students to re-establish a student disability advocacy club called BELIEVE (Be Educated, Live with Inspiration and Evaluate Equity). Accessibility Services is collaborating to enhance impact by educating the campus community on disability, neurodiversity, and access. Another Accessibility Services strategic initiative is to develop local partnerships for low-cost screening and evaluations to provide wider access to reasonable accommodations. A connection with URI's Psychological Consultation Center recently was established to refer students for low-cost evaluations. Disability training and resources for faculty, administrators, and tutors also were increased so that more effective and inclusive support can be offered. One of the training initiatives was with the Center for Teaching Excellence and the Learning Spaces and Instructional Technology Committee to bring a universal design for learning (UDL) expert to campus.

FORMAL AND INFORMAL CURRICULA

Black Studies Department

In April, the Faculty Senate unanimously voted to reconstitute the Black Studies Program as the Black Studies Department at the beginning of the Fall 2023 semester. The transformation to a department will include the initiation of a Black Studies major. Constituting Black Studies as a department will reflect the continuing commitment of Providence College to supporting the Black Studies unique academic perspective. The Black Studies department will now have greater resources, security, and support for the faculty. Further, in addition to

the recent cluster hiring and recruitment of senior level director/chair of the department, the change in status will allow for hiring interdisciplinary faculty members required for teaching about the Black experience at a Catholic and Dominican liberal arts institution.

School of Continuing Education

SCE is actively designing a non-credit, professional development certificate program based upon DEI principles. This pilot program will be offered in Fall 2023. The design, led by Jacqueline Peterson, advisor to the president/IDEI, will be influenced by authentic feedback from the professional world via alumni focus groups as well as best practices via market research. The long-term goal of this program is to offer an innovative, agile, and flexible platform that can adapt to industry changes and demands relating to DEI. The specific audience will be determined once we have collected the necessary data.

Additionally, SCE is working with the Distance Learning Taskforce to develop a course rubric and faculty development program for its online offerings. Through this initiative, SCE is providing training and best practices for faculty to integrate Universal Design for Learning concepts into SCE courses and its formal curriculum. Incorporating UDL principles will lead to enhanced inclusion through a wider range of opportunities for engagement and representation.

In professional development and academic programs, SCE has tried to expand the diversity of instructors so that programs incorporate a wide range of perspectives and approaches. Also, by expanding the adjunct group of education faculty, the program has achieved gender parity.

Elementary and Special Education Department

The Elementary/Special Education (ESE) department has been revising its curriculum with two-thirds of the revisions completed and a new theoretical framework about social justice and anti-racist teacher education developed. The ESE department also is developing a proposal and a curriculum to offer a new Urban Education degree.

Institutional Diversity, Equity, and Inclusion and The Center at Moore Hall

In April, the Office of Institutional Diversity and the Center at Moore Hall launched a new programmatic initiative to fund co-curricular learning opportunities created by students and faculty called *Intellectual Engagement Communities* ([IEC](#)). This program will support thematically organized, year-long learning experiences focusing on race, racism, antiracism, and other intersectional forms of inequality that align with the center's overall mission. The IEC program will produce a variety of exciting new learning opportunities, such as weekly discussions/seminars, reading groups, research projects, writing, film series, art installations, performances, colloquia, new course proposals, service learning, community-based activities, and more.

Selection of the inaugural cohort of communities for the 2023-24 academic year was completed at the end of the spring semester. This year, two proposals were selected. The first is a community entitled The Queer Stories Project, and will be directed by Dr. Virginia Thomas, assistant professor Women's and Gender Studies and Art History. The second community selected is entitled Black Europe: Identities, Histories, and Experiences, and will be directed by Dr. Eva Michelle Wheeler, associate professor of Spanish and Black Studies. Both communities will launch in the fall.

Human Resources Learning Spanish Initiative

The enrollment of students who self-identify as Hispanic has steadily increased over the last decade and is projected to continue growing. Human Resources, the School of Continuing Education, and Public Affairs are exploring an initiative to begin in Fall 2023 entitled *Learning Spanish at PC for Interested Faculty and Staff*. The aim of this initiative is to support faculty and staff in building greater connections with Hispanic students and their families.

School of Nursing and Health Services

SNHS is collaborating with community-based providers such as Clinca Esperanza and the Rhode Island Free Clinic to develop clinical placement opportunities for students in Spanish-speaking communities. This will be further enhanced by a Spanish for Health Professions minor, which is being developed in partnership with the Department of World Languages and Cultures. Additionally, SNHS students will have access to immersive global experiences that provide experiential learning and cultural competence. For-credit programs will be piloted in London, Mexico, and Puerto Rico. SNHS has committed to making these programs financially accessible for students from underrepresented groups by offering need-based scholarships.

School of Arts and Sciences

The School of Arts and Sciences (SAS) collaborated with the library staff on the creation of *The Faculty DEI Resources Library*, which launched in July. This is an online resource where faculty can find resources about inclusive pedagogy, faculty search tips, racial equity and privilege, navigating academia as persons of color, and much more.

STEM Initiatives

A six-year grant from the Howard Hughes Medical Institute (HMMI) promotes inclusive excellence in STEM. Led by Dr. Lynne Lawson of the Engineering and Physics faculty, the project aims to develop and share policies and modes of instructor development with the goal of creating a comprehensive, flexible faculty professional development program that promotes inclusive teaching practices. A secondary focus is to develop peer evaluation tools and processes and integrate multiple sources of evidence for evaluating the effectiveness of inclusive teaching, including retention data and measurement of student belonging.

The Dialogue, Inclusion, and Democracy (DID) Lab

Student and faculty fellows who will participate in the *Conversation for Change* project have been solidified for the 2023-24 academic year. It was a competitive application process with more than 30 student applicants representing a cross-section of disciplines and the classes of 2024 through 2026, and 23 faculty applicants, comprising a dynamic and diverse group of faculty and student leaders working to bridge divides on campus next year and beyond.

The Student Dialogue Fellows 2023-2024 are: Aliyat Adeboye '24, Lexi Delano '25, Connor Flynn '25, Sofia Lamas '24, Ella McIntire '24, Rachel Medeiros '25, Amari Mims '25, Johandalys Montas '25, Bryn Morgan '24, Joemari Pulido '24, and Daniel Singh '26. The Faculty Dialogue Fellows include the following professors: Edmund Dain, philosophy; Dana Dillion, theology/public and community service; Robert Hasson, social work; Amy Foley, English/DWC; Arati Kale, finance; Colin King, philosophy; Lynne Lawson, physics and engineering; Adam Myers, political science; Kelly Ramirez, Ryan Incubator; Erin Schmidt, theater, dance, and film; Virginia Thomas, art/women and gender studies; and Gizem Zencirci, political science.

STUDENT LEARNING AND DEVELOPMENT TRAINING, WORKSHOPS, AND EDUCATION

Office of Mission and Ministry Service Immersion

This year marked the long-awaited return to New Orleans for the annual January Break immersion trip. Serving as a powerful testament to the inclusive nature of immersion trips, this transformative journey attracted individuals from diverse faith backgrounds, cultural heritages, and social circles on campus. One student, who grapples with social challenges, candidly expressed that this trip became one of the rare spaces where he truly felt a profound sense of belonging and acceptance for who he truly is. Whether it entailed constructing porches, selflessly serving meals, or uniting in communal worship during Mass, immersion trips forge an environment where students experience an authentic and profound understanding of themselves, while simultaneously forging meaningful connections with their peers and deepening their relationship with Christ.

Student Affairs

Student Affairs has developed targeted programs and resources to support different segments of our student population. The following is a list of recent initiatives:

Class Ring and Events Scholarships (SAIL) Offers all senior students the ability to apply for scholarships to cover the cost of class rings and certain senior year events. Expanded to all class years for Spring 2023.

Housing Instability Support (Res Life) Students experiencing housing instability are given the opportunity to apply to live on campus during breaks.

Financial Assistance for Student Conferences/Travel Programs Students can apply to receive financial help to attend events like PC in Hollywood, PC in DC, and club/organization-related conferences and programs.

Financial Assistance for Internships and Job-Search Expenses (Chirico Career Center) The Funded Internships Program helps students who have secured unpaid internships or who have paid internships but cannot afford the related costs of the internship (transportation, housing, etc.)

Career Expo Diversity Initiatives (Chirico Career Center) During the Career Expo, the Chirico Career Center developed a program to identify and highlight employers that feature diversity initiatives.

Survivors of Sexual Violence Support Group (Title IX/Counseling Center) Began in February 2023 to offer confidential support for any student affected by sexual violence.

Lightening Others' Loads A program developed as a collaboration between residence life and campus ministry. This is a collection and distribution equity initiative whereby students donate residence hall and school items at the end of the academic year for use by first-year students the subsequent fall semester.

Pop-Up Food Pantries A collaboration between the dean of students' office and the Center at Moore Hall which provides non-perishables for students unable to leave campus during break.

Student Success Center

Student Success Center is the hub for helping students navigate academic challenges, explore program options, and connect with life-changing, high impact learning experiences. The center developed a strategic plan that

includes a variety of DEI initiatives. The full description can be obtained from the center upon request. The following are a few recent examples.

- In collaboration with Dean Addie Dare from Multicultural Student Success and Mr. Sokeo Ros, director, the Center at Moore Hall, the Tutoring Center is working to increase access to tutorial services, to recruit a more diverse pool of tutors, and to ensure equity-minded hiring practices and policies. This year a certification badge program was introduced, giving tutors multiple opportunities to engage in training on diversity and antiracism.
- The director of academic advising, in partnership with the assistant director for success and retention, hosted a summer workshop for multicultural scholars to cover many transition-oriented opportunities to help ensure their success.
- The Friars' Success programs, provided through Student-Athlete Services, have been redesigned with an antiracism lens. A process was designed to evaluate and support ELS students through more individualized writing support. Staff members also are conducting readings and screening documentaries around DEI.

Office of Human Resources

Wendy McRae-Oweye, assistant vice president of human resources, launched a mentoring and professional development program for students. The program provides talented and diverse students with opportunities to enhance their leadership skills while promoting more inclusive and equitable communities within higher education. Students have access to mentoring and networking with BIPOC staff and faculty members.

New Student DEI Education and Training

In 2019, the Office of Institutional Diversity, Equity, and Inclusion began administering the EVERFI/Vector DEI online training modules entitled *Diversity, Equity, and Inclusion for Students* to all incoming and transfer PC students. Ninety-five percent of the incoming Class of 2026 completed the online training module as part of the August 2022 New Student Orientation program. [Read the full 2021-2022 Everfi Impact Report for Diversity, Inclusion, and Belonging for Students here.](#) In the future, data from the impact reports will be analyzed to identify where progress has been made and will inform future student DEI educational initiatives.

As a follow-up to the online modules, the Center for Orientation, Transition, and 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 including 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. Ongoing diversity, equity, and inclusion trainings and workshops are provided to various student organizations and associated paraprofessionals, including those in Campus Ministry, Student Congress, Dirigo, Social Justice and Immersion, and Residence Life, throughout the year.

Providence College Athletics Program

The Athletics Department is strongly committed to efforts and initiatives aimed at making our athletics program a national model for diversity, equity, and inclusion. The department is planning to launch its second athletic department climate assessment during the coming academic year. The first assessment was conducted in 2018 and informed the department's strategic plan in which advancing diversity, equity, and inclusion is one of the priority goals. In September 2022, the department launched a new program called The Friar Edge, a four-year

model that promotes a comprehensive approach to student-athlete development. The program launch included the establishment of [a dedicated website](#). DEI is among the six pillars that make up the program. The department intentionally plans and implements student programs that include speakers and workshops on topics such as diversity concepts, anti-racism, allyship, and social justice. Also this year, the department formed the International SA Affinity Group/Friar Women Leaders.

Student Clubs and Organizations

Over the past 18 months, student clubs and organizations, with the support and guidance provided by the Division of Student Affairs, IDEI, the Center at Moore Hall, and other campus offices, have developed and executed more than 100 cultural events and DEI-related programs.