

# PROGRESS REPORT ON STUDENT DEMANDS

## SPRING 2017

Submitted by the Diversity and Inclusion Implementation Committee

<b><u>Article I: Inclusive Curriculum</u></b>	<b><u>Article I: Inclusive Curriculum</u></b>	<p>A number of diversity-related initiatives are either in process, or are being planned, in Academic Affairs:</p> <ol style="list-style-type: none"> <li>1. Funds have been budgeted for departmental training for diversity course development, for faculty and staff to visit other institutions, and for a comprehensive campus climate survey.</li> <li>2. Senior Vice President for Academic Affairs/Provost Dr. Hugh Lena has authorized all department chairs to set up cultural competency training. These efforts will address faculty development in the areas of cultural competence and inclusive pedagogy. Associate Vice President/Chief Diversity Officer Rafael Zapata, in collaboration with Drs. Laurie Grupp and Bill Hogan, are partnering with academic departments to design customized faculty development workshops. Their goal is to support the creation of a customized faculty development program based on the unique strengths and needs of individual departments to support the academic and personal development of all students at Providence College.</li> <li>3. The President's Cabinet and senior administrators participated in a four-hour workshop facilitated by Dr. Jamie Washington, president of the Washington Consulting Group on June 28. Staff participated on the following day. Follow-up sessions have been scheduled in November.</li> <li>4. Dr. Comfort Ateh has been appointed Core Diversity Fellow to assist faculty in developing proficiency courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the spring semester, Human Resources completed the training on diversity and inclusion for all administrators and support staff. Of 385 possible attendees, only 39 were unable to attend a session. A makeup session will be scheduled during the summer. These sessions are providing a common basis of value and understanding of diversity and inclusion across all employee levels. Human Resources and the Office of Institutional Diversity are formulating plans for workshops that will target related topics for 2018.</li> <li>2. Working with the Center for Teaching Excellence and the Office of Institutional Diversity, in 2016-2017, ten faculty members participated in a year-long Faculty Seminar in the Sciences. The goal was to enhance access and success for historically underrepresented groups, and will result in the development of individual, departmental and institutional recommendations and action plans. Funds have been allocated for 2017-2018 to replicate the success of the faculty seminar in both the humanities and social sciences.</li> <li>3. Twelve faculty and the Chief Diversity Officer attended the <i>STEM Teaching and Learning Conference</i> held in Boston, MA, November 3-5, 2016, sponsored by the Association of American Colleges &amp; Universities.</li> <li>4. In the Spring 2017 semester, the Social Work Department hosted a workshop on inclusive pedagogy and equity in the classroom.</li> <li>5. In 2017-2018, OID and CTE will partner with faculty in the Public &amp; Community Service Studies (PSP) program to host workshops on engaged scholarship and inclusive pedagogy.</li> <li>6. In March 2017, the College hosted the first ever Rhode Island Coalition for Educators of Color (RICEC) attended by over 200 students and educators of color from K-12, colleges and universities, as well as representatives from college access, youth development and other Rhode Island non-profit organizations. The College again hosted this conference in early April 2017</li> </ol>
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<p>B. Providence College Department of Elementary and Special Education Demands:</p> <ol style="list-style-type: none"> <li>1. The Department of Elementary and Special Education by next academic year will require all students in the program to take EDU Course 211, titled Urban Education.</li> <li>2. The Department of Elementary and Special Education will integrate culturally responsive teaching into all of their courses to promote multicultural teaching practice and theory.</li> <li>3. All student teachers placed in Rhode Island public schools take required cross-cultural competence training.</li> <li>4. Suspend all Elementary and Special Education assessments for admission and continuation in the department.</li> </ol>	<p>The Department has completed a self-study. The self-study will inform an external review that will take place in early November. The external review will be conducted by two faculty members with expertise in diversity issues from the University of Connecticut who will meet with students, faculty, and staff and will provide feedback and recommendations. Dr. Lena, senior vice president for academic affairs/provost, and Dr. Brian McCadden, dean of the School of Professional Studies, have reviewed the qualifications of the reviewers, and along with Dr. Susan Skawinski, Elementary/Special Education department chair, are providing oversight to the process. The study will include, among many other things, a review of the processes in place in the areas of admission, retention, and assessment of students of color. The RI Department of Education also has a role in the oversight of the Department. A sub-committee of the DIIC will be established before Thanksgiving to review the recommendations of the CIP report and to ensure that the department has the resources to carry out the recommendations made during the process. The Committee is especially concerned about the disproportion between the increasing percentage of students of color in the Providence area and the small percentage of teachers of color.</p>	<p>In December 2015 the Elementary/Special Education Department (ESE) agreed to participate in a Continuous Improvement Program (CIP) Focused Review. As reported in the original responses to the Student Demands, three central areas of focus for the CIP were the Department's assessment system, efforts to prepare teacher candidates who demonstrate culturally responsive teaching practices, and the recruitment and retention of diverse candidates. The CIP included a self-study by the Department, as well as an external review conducted by two faculty members from the University of Connecticut with expertise in diversity issues. The external review consisted of individual interviews with ESE faculty and the dean of the School of Professional Studies, as well as focus groups of ESE students and cooperating and practicum teachers. This review was completed in early November and a final report was issued in January 2017.</p> <p>Both the self-study and the external review confirmed that changes were necessary in the three focus areas, and that serious tensions within the Department needed to be addressed. In March 2017, the provost and the dean of the School of Professional Studies drafted a detailed action plan to address the recommendations that came out of the CIP process. As of this writing, the Department is reviewing the plan.</p> <p>In addition, partly in response to a request from the department, the College engaged a consulting firm, Alliance Consulting for Human Resource Development, LLC, to work with departmental faculty to improve interpersonal relations and build trust. After the initial meetings with departmental faculty it was determined that this group was ill-prepared to deal with the deeper issues in the department. The College is in the process of locating a more suitable consultant.</p> <p>On May 3, the provost assumed responsibility for the administration of the Department and will hire an interim administrator who will be given oversight of the Department for an indefinite period of time.</p>
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## STUDENT DEMAND

## PROGRESS AS OF OCTOBER 31, 2016

## PROGRESS AS OF MAY 15, 2017

C. Revise the Development of Western Civilization curriculum and make it more inclusive by significantly integrating the contributions of African, Asian, Native American, Latino/Latina civilizations.	<ol style="list-style-type: none"><li>1. The DWC program is currently undertaking a CIP, which will take place in spring of 2017. The director of the DWC program has met with the DIIC to update us on the work to date, and has constituted a diversity subcommittee for the CIP, including members of the English, History, Philosophy, and Theology departments. Currently, the program is working on developing the self-study, including the goals and questions to be addressed during the CIP process. While the director has contacted Thomas Hibbs from Baylor as one possible outside reviewer, the program is actively looking for more candidates. The committee actively encourages the director to invite an external reviewer from Columbia's great books program: Roosevelt Montas and Christia Mercer have been suggested by DWC faculty. A sub-committee of the DIIC will be formed before Thanksgiving to work together with the DWCP to share observations and offer assistance in the CIP process, as well as working together with the DWCP to ensure that the necessary resources are allocated to implement the CIP recommendations.</li><li>2. The DWC program hosted a workshop in May 2016 that discussed issues of inclusivity in DWC with the assistance of Rafael Zapata and Bill Hogan, and plans more inclusive pedagogy workshops for the future. The Office of Academic Affairs has allocated resources for this initiative.</li><li>3. As part of the CIP process, the program will review core objectives and discuss an addition AFTER the CIP self-study and external evaluation is complete.</li><li>4. The focus groups are planned as part of the CIP process.</li><li>5. The DWC program has already placed all of the syllabi from 2013-2016 on a publicly accessible Sakai site, including colloquia syllabi, to enable the larger campus community to see the kinds of curricula being pursued within the program.</li><li>6. This piece of the demands has not yet been addressed in our conversations. We are currently focused on moving the CIP forward, and will implement the hiring of a Core fellow following the CIP process. The infrastructure for a Resource Center has been set up, and information is being collected.</li></ol>	<p>While DWC is not a program that <i>intentionally</i> institutionally supports racism, sexism or imperialism (as determined in a review of the syllabi), there is a widely felt need among faculty and students to make the program more inclusive and engaging for all of our student body. The students of color and students of faiths other than Catholicism who have asked that DWC be more respective of their histories and traditions must be heard, and the program must work to ensure that European and American culture is explored from the perspective of those who have often <i>not</i> been considered part of the dominant culture. It is necessary to focus on the experiences, lives, and voices of those who were placed outside of dominant communities, or whose ideas and thoughts were appropriated into western culture through processes of structural marginalization.</p> <p>The first draft of the Program's self-study is complete, and current DWC faculty were offered an opportunity to comment on the draft. One component of the self-study included a review by Drs. Robert Barry and Jennifer Illuzzi of two full years of DWC 101, 102, and 201 syllabi to identify ways in which DWC teams currently draw attention to marginalized and underrepresented people in each of the first three semesters of the course. The second component consisted of faculty and student listening sessions to draw conclusions about the current status of inclusivity in DWC. Their report was presented to the DWC faculty in March and is included as an appendix to the self-study. In addition, the College's Office of Institutional Research conducted six focus groups of faculty and three focus groups of students addressing inclusion in the DWC curriculum. These data also were presented to the DWC faculty and will be included as an appendix to the self-study.</p> <p>A DWC faculty workshop addressing student engagement and inclusive pedagogy coordinated by Rafael Zapata and Laurie Grupp took place in May; Dr. Chandani Patel from the Center for Teaching at the University of Chicago was the guest speaker. Afternoon discussions addressed the variety of texts used, student common experience, and ways by which each team draws attention to diverse voices in the course. Budget requests have been made for faculty workshops next year focusing on inclusivity in each of the</p>
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	<p>Faculty are being encouraged to make contributions and suggestions at this point.</p> <p>7. The Director of DWC is initiating a series of lectures and faculty discussions that are expected to begin this semester under the title of "Teaching DWC in the 21st Century" that will directly address concerns raised by the student Demands. The format will be a public lecture with accompanying small-group discussions for faculty to support implementation of suggestions and ideas presented by the lectures.</p> <p>8. A substantial amount of money has recently been allocated to support faculty development in the area of inclusive pedagogy. This money will be used to make resources, including outside speakers and faculty discussion, available to all faculty teaching in DWC. Events are in the planning stages, but will begin in the next few weeks.</p>	<p>DWC disciplines with the intention of offering a public lecture followed by closed faculty discussion groups.</p> <p>As part of the CIP process, Dr. Thomas Hibbs from Baylor University will conduct the external review in September. The History Department as a whole, and individual faculty members, have expressed concern with having a single external reviewer for such a large program. The DWC program is pursuing a review of both the administrative and programmatic aspects of DWC, as well as the program's work on issues of diversity and inclusion. Having more than one reviewer, including one with more pointed expertise in the areas of creating more inclusive interdisciplinary courses, would add credibility and objectivity to the review, and would increase buy-in by both DWC faculty and students. The DIIC strongly concurs with this recommendation and will continue to provide updates as the review unfolds.</p>
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D. Expansion of race, ethnic, cultural studies, and Women's Studies	<p>1. Dr. Lena has announced plans for the creation of a Center for Interdisciplinary Studies in Feinstein. This will occur when currently occupied space in Feinstein becomes available. The DIIC will monitor this process and provide periodic updates.</p> <p>2. Father David Orique, O.P. has been appointed as the Director of Latin-American and Latino Studies and has been given a budget for the Program.</p> <p>3. Dr. Colin Jaundrill has been named as the Program Advisor for Asian Studies.</p>	<p>In the last hiring cycle, the College added tenure track faculty positions in Medieval Arabic Philosophy, and Spanish Language and Linguistics, with a specialization in teaching Spanish language heritage speakers. In next year's hiring cycle, the History Department will be searching for a U.S. 20<sup>th</sup> Century historian specializing in African American history, and the Social Work department is adding a position and exploring an area of specialization focused on trauma and healing from the impact of racism. In addition to diversifying the curriculum, these positions are also serving to diversify the faculty.</p> <p>Fr. David Orique, Director of the Latin American and Latino Studies Program, has convened associated faculty to shape the program's vision and future direction.</p> <p>Women's Studies will participate in a CIP review in the fall; this will provide an additional opportunity to address concerns expressed in the original demands.</p>	
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E. Cluster hiring of Black Faculty and other Faculty of Color	<p>The practice of cluster hiring is being evaluated to determine if this is the best approach for PC. A sub-committee of the DIIC will be formed before Thanksgiving to study this further and to make appropriate recommendations. According to the 2014-2015 Fact Book, 39% of tenure-track faculty were women, and 12% were faculty of color. In 2015, 12 new tenure-track faculty were hired, which included six women and six men; seven of these were faculty of color. In 2016, nine new tenure-track faculty were hired, which included five men and four women; two of these were faculty of color. In January 2017, the College will appoint its first Andre Owens post-doctoral minority fellow.</p>	<p>The DIIC has been in conversation with Human Resources on staff and faculty diversity, and exploring best practices for mentoring and career development. While some progress has been made, developing critical mass again is an important consideration, especially within faculty and management positions. Strategies for recruiting diverse faculty have shown positive, if inconsistent, results. The Committee will continue to monitor this area and will assist in devising intentional programs to support faculty of color and create a sense of belonging. Note that, for the 2017-2018 academic year, six of ten new faculty hires were diverse: four faculty of color, and two international.</p>
F. Release of recent and historical Campus Climate Surveys	<p>The Campus Climate Report was released several months ago and is available at: <a href="https://friarsprovidence.sharepoint.com/institutional-effectiveness/Pages/default.aspx">https://friarsprovidence.sharepoint.com/institutional-effectiveness/Pages/default.aspx</a></p> <p>Funds have been set aside for another Campus Climate Survey that is scheduled for the spring semester.</p>	<p>The Campus Living, Learning, and Working Environment survey was distributed to all faculty, staff, and students at the end of March and participants were asked to complete the survey by the third week of April. Two reminders were sent in April to encourage participation. The survey was administered by the Higher Education Data Sharing Consortium. Other participating institutions, whose data will be available for cross-institutional comparison, included Wabash College, Cornell College, Augustana College, and Hampden-Sydney College.</p> <p>The response rate at PC was 20%, which, according to the Office of Institutional Effectiveness (OIE), is about the average response for surveys. These data will be analyzed by OIE over the summer, with the goal of having a completed report and presentation ready by September 2017. A communication plan to share the results with the campus community will be developed over the summer.</p>

<b><u>Article II: Vice President for Inclusion and Diversity</u></b>	<p>A. Appointment of a Senior Vice President for Inclusion and Diversity.</p> <p>B. Rigorous sensitivity training for all students at Providence College.</p>	<ol style="list-style-type: none"> <li>1. Associate Vice President/Chief Diversity Officer Rafael Zapata now reports directly to Father Shanley. They meet on a weekly basis, and Rafael participates on a regular basis in Cabinet meetings. A sub-committee of the DIIC will be formed before Thanksgiving to provide recommendations as to the proper staffing of the Office of Institutional Diversity</li> <li>2. Student Affairs has taken steps to diversify its Orientation Leaders and RA staff and has introduced a number of programs that support all students and build lasting communities. All RAs are now trained in the StepUp! Bystander program and Difficult Dialogues.</li> <li>3. A sub-committee of the DIIC will be formed to make recommendations to Student Affairs to ensure that issues of diversity and inclusion are addressed, beginning with New Student Orientation, and continuing through the academic year.</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing on the latest scholarship on diversity and organizational change in higher education, the DIIC is considering best practices and organizational structures that foster successful institutional change around diversity, equity and inclusion, and engaged research and practice emerging from highly regarded professional organizations. These include the National Association of Diversity Officers in Higher Education (NADOHE), the Association of American Colleges and Universities (AAC&amp;U), the Association of Catholic Colleges and Universities (ACCU) and the Liberal Arts Diversity Officers (LADO).</li> <li>2. Related to the above, numerous faculty, students, and administrators (including the President, CDO, and over 10 faculty in STEM fields) have attended relevant conferences addressing these themes.</li> <li>3. How to fully engage the Board of Trustees to ensure that the work of diversity and inclusion is addressed at the highest level remains an institutional priority. With the College currently in a Strategic Planning process, this is an especially opportune time for this discussion.</li> <li>4. The College is exploring how to transform its structures, policies, and practices to successfully attract, retain, and support the success of the country's increasingly diverse college-aged population, reflecting greater numbers of historically underrepresented groups, first generation college students, and low-income students.</li> <li>5. The CDO has been charged with collaborating with the Dean of Students in developing Orientation and post-Orientation programs to address issues of diversity and inclusion.</li> </ol>
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<b><u>Article III: Title VI Coordinator</u></b>  A. An expansion of the Bias Response Team protocol  B. Random Security Office screening	<ol style="list-style-type: none"><li>1. Protocols to address all discrimination (Title VI) cases have been developed and are under review. These will be released to the campus community before the end of the fall semester.</li><li>2. The Margolis-Healy report of the review of Safety and Security was released to the campus community on October 19. Their recommendations are being evaluated, and a plan will be shared with the campus community. Directions for accessing the Report, Summary Report, and Transcript of Comments: Please go to the <a href="#">campus data</a> page of the MyPC Portal and scroll down to the "Public Safety Management Study" section. If you have not yet set-up access to the MyPC Portal, please see <a href="#">here</a> for instructions.</li></ol>	<ol style="list-style-type: none"><li>1. Associate Vice President/Chief Diversity Officer Rafael Zapata has been named Title VI Coordinator, and 11 deputy coordinators also have been named. Comprehensive protocols were developed and shared with the campus community several months ago. The Faculty Senate asked for additional time to review the protocols, and the Senate President appointed a group of faculty to work with the General Counsel's Office and the executive vice president. They have met several times and are in the process of making final revisions to the policy. The final revisions should be completed before the end of June. The policy can be found at: <a href="#">Anti-Harassment Policy</a></li><li>2. The recommendations made in the Margolis-Healy Report continue to be evaluated and information will be shared with the campus community at the beginning of the fall semester.</li></ol>
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<b><u>Article IV: Establishment of a Center for the Study of the Black Diaspora</u></b>	<p>This is still under review. A sub-committee of the Diversity and Inclusion Implementation Committee will visit Centers at other colleges and will make appropriate recommendations. This will occur during the spring semester</p>	<p>The subcommittee on the Center for the Black Diaspora has spoken with the Director of the Center for the Black Diaspora at DePaul University, Christina Rivers, and the director (Martin Summers) and assistant director (Richard Paul) of the Boston College African and African diaspora studies program, and also has met with Dr. Julia Jordan-Zachary, director of the Black Studies Program at PC, to seek input on possible future directions for the establishment of a Center for the Black Diaspora at Providence College. In our final recommendations, we will work closely with the hiring subcommittee to ensure that the Center will be adequately staffed, and will work together to integrate the center with the new intercultural center (Moore Hall). Given the changing demographics of our undergraduate student population, a mission driven Center for the Black Diaspora that focuses on the social justice tradition and liberation theology, while also simultaneously being aware of the Church's fraught racial history, would only enhance the attractiveness of our campus and transform our students towards the kind of responsible, thoughtful, and ethical human beings we claim to foster.</p> <p>From our discussions, we have concluded that the work of the center should be driven by action oriented research ("praxis oriented scholarship"): inter- and multidisciplinary work that engages with the communities of Black Diaspora in our midst. Thus, focusing hires and programming on the Dominican, Cabo Verdean, and Liberian diasporic populations would be most relevant for our community and would encourage community engagement with Rhode Island as a whole.</p> <p>Creating a center that is relevant and indispensable to our campus must be pursued carefully and thoughtfully to maximize student and faculty engagement.</p>
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<p><b><u>Article V: Establishment of a new Multicultural Center in Moore Hall</u></b></p>	<p>A committee of faculty, staff, and students has been meeting to develop plans for the conversion of Moore Hall. The Moore Hall Steering Committee met on Wednesday, October 26, 10:30a.m.-11:30a.m. After previous significant discussion and visioning of the space of Moore Hall, and consideration of the challenges and opportunities the space affords, the committee was eager to get to specifics about what can be done to transform the space. Guests at the meeting were Mark Rapoza, AVP for Capital Projects &amp; Facilities Planning, and architect Gerry Sullivan.</p> <p>Mr. Rapoza suggested an expedited engineering study to better understand what structural modifications to the building are possible. He noted that aesthetic modifications (colors, lighting, etc.), are much easier to do, once we have an understanding of what structural changes are going to be made.</p> <p><b><u>NEXT STEPS</u></b></p> <ol style="list-style-type: none"> <li>1 Mr. Rapoza will get them started on a structural assessment to be completed in 2 weeks.</li> <li>2 Architects will eventually lay out possible plans and solicit the committee's feedback.</li> <li>3 Mark Rapoza will send the committee a pdf of the current blue prints of Moore Hall, FYI.</li> <li>4 Early next week the Office of Institutional Diversity will send out a <a href="#">Campus Feedback Survey</a> along with the narrative proposal, and pdf of the power point presentation for Moore Hall. Going forward, Rafael and Tierra will also make themselves available for presentations to student organizations, departments and offices who would like a more engaged conversation.</li> </ol> <p>The next meeting will be held on WEDNESDAY, NOVEMBER 16, 10:30a.m. – 11:30a.m., in Moore Hall 109. We'll review structural assessment, integrate feedback, and begin considering concrete possibilities.</p>	<p>The Moore Hall Steering Committee, consisting of students, faculty, and staff, has met consistently since September to translate the vision of for the center into actual plans. Here are substantive updates:</p> <ol style="list-style-type: none"> <li>1. In mid-March, the committee submitted its final comments on the designs of Moore Hall to the Department of Facilities Planning.</li> <li>2. The estimated cost for the renovation project is \$1.3 million dollars. The College is working with the architects and engineers to try to bring the costs down.</li> <li>3. The architectural firm Sullivan Buckingham is preparing a presentation outlining the time-line and other details of the project for the end of May.</li> <li>4. Renovations are scheduled to begin on June 1, 2017. The goal is to have the building renovations completed by September 30, 2017. Allowing time for safety inspections and permits from the City of Providence, the building should be ready for actual use by October 15, 2017.</li> </ol>
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	<p><u>Additional Considerations</u></p> <ul style="list-style-type: none"><li>• Cultural arts organizations that have informed the vision of Moore Hall: the <a href="#">Schomburg Center for Research in Black Culture</a>, <a href="#">Hi-Arts</a> (formerly known as <i>The Hip Hop Theater Festival</i>), <a href="#">The Nuyorican Poets Café</a>, and the Philadelphia-based artist <a href="#">Betsy Casañas</a>.</li><li>• Exploring the possibility of hiring a minority-owned architectural firm for this project.</li><li>• Keeping the bathrooms in place will save significant \$.</li><li>• For the committee, consider the flow of the space, and what aspects of the space need to be located next to each other.</li></ul> <p>Vision for the plaza in front of Moore Hall.</p>	
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## STUDENT DEMAND

## PROGRESS AS OF OCTOBER 31, 2016

## PROGRESS AS OF MAY 15, 2017

<b><u>Article VI: Critical and conscious diversification of the Division of Student Affairs staff</u></b>	<ol style="list-style-type: none"><li>1. Since December 2015, the staff of color in the Student Affairs Division have increased from 15.7% (14) to 24.5% (23) of the total.</li><li>2. Three students have been nominated to, and currently serve on, the Diversity and Inclusion Implementation Committee.</li><li>3. Student Affairs has begun hosting weekend workshops that will include students, faculty, staff, and alumni. The special interest topic of focus during the fall semester will be LGBTQ allies and partners; the focus in the second semester will be cultural agility.</li></ol>	The staff of color in the Student Affairs division has remained consistent. As of the beginning of April there were 22 staff of color, representing 23.7% of the total staff in Student Affairs. Overall, staff of color represent 12.93% of the staff population at PC. Efforts to attract and retain more staff of color are ongoing.
<b><u>Article VII: Diversity and Inclusion Implementation Committee</u></b>	The Committee has been formed and has met regularly since its inception, including three all-day retreats during the summer. The Committee is comprised of three faculty, three administrators, and three students, and regularly releases updates to the campus community.	The Committee created several sub-committees to address follow-up on student demands. The Committee and sub-committees will continue to meet throughout the summer. A new faculty member will be selected to replace Dr. Cedric de Leon, and a new student will be selected to replace Taylor Gibson, who graduated in May.