In Response to Racism and Anti-Blackness at Providence College: Demands for Redress 2020

Presented by:

Classes of 2021, 2022, 2023, 2024, Student Congress, Organization of Latin American Students, Asian American Society, African American Society, Afro-Caribbean Association, Circolo Italiano, Society Organized Against Racism, Gaelic Society, Providence Immigrant Rights Coalition, Portuguese Alliance of Lusophone Speakers, Motherland Dance Group, SHEPARD, Best Buddies, PC Democrats, PC Democratic Socialists of America, Active Minds, PC Esports, PC A Cappella, PCTV, PC Debate Society, PC Coalition Against Racism, WDOM 91.3 FM PC Radio, The Board of Multicultural Student Affairs, Board of Programmers, *The Cowl*, PC Pals

November 20, 2020

Dear President Fr. Sicard:

On behalf of marginalized students, faculty, staff and their allies at Providence College, we present a set of demands that are designed to create a more racially diverse, inclusive, and academically excellent community. Rooted in the work of student activists whose demands to the College administration remain mostly unrealized almost five years later, this document serves as a call for accountability and action. We write out of concern not only for current members of the campus community, but also for those in the larger community who are impacted by the practices and processes of the College. At a time of immense polarization, both physically due to the COVID-19 pandemic, and socially due to the current political climate, we have the opportunity to use our platform as a Catholic institution to unite the Providence College community in pursuit of the Truth—equity and dignity for all. As community members and allies, we seek to realize our vision for the Beloved Providence College Community, in unity with administration and external review boards, by addressing and dismantling the longstanding, systemic harm inflicted upon our BIPOC students, faculty, and staff. In order to achieve equity, the College must first make a statement to the entire PC community stating that it not only acknowledges the existence of these demands, but it must also recommit itself to urgently working towards the accomplishment of each of these demands. The following demands are expected to be met by the 2021-2022 academic school year at the very latest. Our vision for a systemically inclusive Friar Family includes: an inclusive academic environment; the improvement of the Office of Institutional Diversity, Equity, and Inclusion; the establishment of a Center for the Study of the Black Diaspora in Moore Hall; an inclusive campus environment; the hiring of a third-party firm by the Diversity and Inclusion Steering Committee; the hiring of an ombudsperson; immediate and comprehensive changes to the Office of Public Safety; and representation in College leadership.

Respectfully submitted,

Classes of 2021, 2022, 2023, 2024, Organization of Latin American Students, Asian American Society, African American Society, Circolo Italiano, Society Organized Against Racism, Gaelic Society, Providence Immigrant Rights Coalition, Portuguese Alliance of Lusophone Speakers, Motherland Dance Group, SHEPARD, Best Buddies, PC Democrats, PC Democratic Socialists of America, Active Minds, PC Esports, PC A Cappella, PCTV, PC Debate Society, PC Coalition Against Racism, WDOM 91.3 FM PC Radio, The Board of Multicultural Student Affairs, Board of Programmers, *The Cowl*, Student Congress, Afro-Caribbean Association, PC Pals

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Article I: Foster an Inclusive and Enriching Academic Environment

Section A: Implementation of Anti-Bias and Diversity Training for Faculty, Staff, and Administration

Effective anti-bias and diversity training programs at all levels of College authority are necessary for creating inclusive and educated community members. The expectation is that as a result of these anti-bias and diversity training programs, faculty members will be better equipped to create diverse curricula, staff members will be better equipped to implement programs that are celebratory of differences among students, and administration will be better equipped to proactively identify and dismantle systems of oppression built into structures of leadership. Those who participate in these programs are expected to be better equipped to support Providence College students, and, as such, regular evaluations will be conducted to measure both the success of the anti-bias and diversity training programs and the progress of the attendees.

1. **Require all faculty, staff, and administration to attend and participate in anti-bias and diversity training programs on a (semi-anual or annual) basis.**
    a. Each anti-bias and diversity training program will address a unique topic having to do with: self-awareness as it pertains to diversity and representation, implicit and explicit biases, acceptance of differences, students' cultures and identities, allyship, etc...
    b. The Board of Multicultural Student Affairs Outreach Committee will select who conducts the training programs developed by their team.
    c. The anti-bias and diversity training programs will be a combination of lecture, discussion, and interactive activities/exercises.
    d. There will be two forms of anti-bias and diversity training programs:
        i. An integrated program for all members of faculty, staff, and administration.
        ii. A department- or position-specific program.
    e. Programs will occur multiple times a year so that if a person cannot attend a program, they can attend a program on another day.
        i. Participation in the yearly programs should be incentivized and voluntary; however, all members of the faculty, staff, and administration must attend *at least* one of the integrated programs and *at least* one of the department- or program-specific programs.
2. **A series of evaluations will be provided on a regular basis to measure: 1) the effectiveness of the anti-bias and diversity training programs and 2) the improvement in the individuals' awareness and incorporation of the tools necessary for creating an inclusive, beloved community. Data acquired from these evaluations must be kept in a file that can be accessed by anyone at Providence College and reviewed regularly.**

a. Participants will receive a questionnaire immediately following the program they attend to evaluate the effectiveness of the program. The questionnaire is mandatory for all participants.
b. Participants will receive a questionnaire at the end of every school year to evaluate the effectiveness of the programs and their application of the programs to their positions in the College. The questionnaire is mandatory for all participants.
c. An "anti-discrimination" section will be added to student evaluations of professors wherein students can evaluate the inclusivity of the classroom environment.
    i. Students can use this section to report on incidents of bias, discrimination, or inappropriate/offensive behavior which they witnessed or experienced in the classroom.

3. **Members of the faculty, staff, and administration found to be acting in discriminatory or offensive ways must be held accountable.**
    a. The respective department chair and school dean will investigate all claims and document them in a permanent file.
    b. Repeat offenders will be subjected to progressive discipline and potential termination

Section B: Universal Implementation of Culturally Responsive Teaching

All departments will integrate culturally responsive teaching into their courses so as to validate and reflect the diversity, identities, and experiences of all students within those courses. Culturally responsive teaching makes meaningful connections between students' education and their cultures and life experiences. All academic departments will be expected to demonstrate that every course they teach has culturally responsive teaching practices as the focus of all content curricula.

Section C: Continued Improvement and Oversight of the Elementary and Special Education Department

Despite the work that has been already completed to eliminate the discriminatory practices of the Elementary and Special Education department, this work has been largely superficial and unsuccessful. Given that the condition of the ESE department has direct implications on the condition of the surrounding community of Providence and Rhode Island, it is imperative that improvements to the department are comprehensive and made swiftly.

1. **All Elementary and Special Education assessments for student admission to and continuation in the department must be overseen by a group of ESE majors and experts outside the department.**

    The student assessments which have been historically used by the Elementary and Special Education department are a significant reason the department is one of the least diverse departments on campus. These assessments, in the past, were neither rigorous in

scope, relevant to the unique work of teachers, nor used as a tool to improve relationships among faculty, staff, and students. Should the ESE department choose to reimplement assessments that impact student standing, a number of qualifications must be met.

a. Student assessments must be designed by a diverse group of experts in teaching pedagogy.
    i. These experts must come from outside of the ESE department to ensure objectivity, rigor, and relevance to the work of potential teachers before any assessment can be implemented.
b. A diverse group of students in the ESE department must contribute to the design and grading of potential future assessments before any can be implemented.
c. No assessment may be implemented without the explicit, written approval of these students and experts.

Further considerations must be made regarding future student assessments:

a. Students who are in need of support will be given the opportunity to choose how and in what ways they will be supported.
b. All assessments will be reviewed using the anti-bias protocol of Providence College.

2. **All Elementary and Special Education majors must take EDU 211- Urban Education.**

   EDU 211- Urban Education prepares students in the Elementary and Special Education department to effectively teach in an urban environment. Given that some student teaching placements are in urban schools, ESE majors must be competent in urban education policy, environment, and practice before they are put in the field. EDU 211 must be taught by individuals who have experience teaching in urban schools.

   a. The ESE department must provide students teaching in urban schools the experience and education necessary to promote the welfare of their students.
   b. The ESE department must build respectful and mutually beneficial partnerships with schools in the Providence and Rhode Island area.

3. **Integrate cross-cultural training into every ESE course.**

   All ESE majors must become aware of and competent in cultural differences through regular cross-cultural training, which will be incorporated into every ESE course's curriculum. Cross-cultural competency is imperative for student teachers and future teachers, who will encounter students of varying cultures, beliefs, and traditions. In addition to the cross-cultural training that will be integrated into ESE students' courses, the same tenets of cross-cultural training should be applied in each teaching practicum and student teaching experience.

   a. Make cross-cultural humility a learning objective and core trait of every ESE course.
   b. Apply the tenets of cross-cultural training in each teaching practicum and student teaching experience.

c. All ESE professors must become proficient in cross-cultural training.
    i. ESE professors must be trained by a specialist in cross-cultural training before (a.) and (b.) can be implemented.
d. Use assessments that support the learning of these competencies in a strength-based manner which will 1) help teachers grow and 2) ensure the training is being done properly.
e. Rebuild the department in the image of inclusion, universal design, and cultural competence.
    i. Demonstrate strength-based teaching and dynamic supports for learning in all courses.

Section D: Revision of the Development of Western Civilization Program According to Student Recommendation

The Development of Western Civilization program requires significant reevaluation to better serve Providence College students. While the DWC program is often touted as an interdisciplinary educational experience unique to Providence College, it is not without its flaws. The work being done to improve DWC is occurring too slowly given the significant harm students have experienced in the program, especially within the past few years. The College, the directors of the DWC program, and the Development of Western Civilization committee must listen to student concerns and recommendations regarding the DWC program. Such recommendations include:

1. **Abolish the Development of Western Civilization as it currently exists.**
   From the title to the content, the DWC program is Eurocentric. Students often critique this core aspect of the curriculum as unrepresentative of their history or culture, which makes it more difficult for them to engage with the subject matter. More often than not, these students are members of marginalized groups. However, students of all races, ethnicities, sexualities, and religions recognize the harm that the Eurocentric nature of DWC has on students' education and mental health. Additionally, professors in the DWC program have been allowed to harm people of color, non-English speakers, members of the LGBT+ community, and people with disabilities without consequence. Professors are able to engage in gratuitous, off-topic, and self-serving discussions that either directly or indirectly harm students, and then hide behind academic freedom when students file grievances. Given that DWC is mandatory for all students, the College is forcing students into classes which harm them.
2. **Restructure the program to meet a 21st century, decolonized, and global curriculum for Providence College students.**
   While there are several paths that the College may take in restructuring the new program, the three most popular, feasible, and potentially successful are 1) incorporating more diverse and inclusive content and departments into the program, 2) creating thematic tracks similar to colloquia wherein students can follow a track of their choosing, and 3)

requiring students to take courses in several interdisciplinary areas of study, similar to the core curriculum. Students should have the final say on how the new program is structured.

a. Incorporate more diverse and inclusive content and departments into the program.
   While many members of faculty and administration are working towards making the new program more inclusive, their efforts do not go far enough. The new program cannot be inclusive if it exists within its own bubble. Non-European cultures and histories must be integrated into the discussion of "Western civilizations," given that all Western civilizations were built on the contributions and achievements of African, Asian, Middle Eastern, Latin American, and Indigenous civilizations. While some faculty in the current DWC program are equipped to incorporate non-European cultures and histories into their lessons, the exclusion of faculty from departments specializing in non-European cultures means it will necessarily fail.
   i. The social sciences—global studies, sociology and anthropology, Black studies, women and gender studies, Latin American studies, etc.—must be integrated into the new program as a complement to discussions of theology, philosophy, English, history, and the fine arts.
   ii. Experts in the aforementioned non-European civilizations and social sciences must be invited to participate in the new program, if not as a full-time team member, then as an auxiliary lecturer to ensure topics are being taught correctly and fully.
   iii. The title of the program must be changed. Suggestions include the "Development of World Civilization," among others.

b. Create thematic tracks similar to colloquia wherein students can decide which track to follow.
   The nature of the current DWC program as a mandatory program in which all students are automatically enrolled is problematic if the College is committed to academic excellence and freedom. Students should have the option of selecting courses which will result in their academic and personal advancement.
   i. Several courses of study will be offered to incoming first-year students. Students will be able to select the thematic track they want to follow in addition to the courses they choose to take within the track.
   ii. Students will be required to take a culmination course such as a capstone or colloquium in the spring semester of their sophomore year as the final course required in their track.

c. Require students to take courses in several interdisciplinary areas of study, similar to the core curriculum.

If the DWC program is abolished, students will be able to participate in a more robust, well-rounded core curriculum. This could be an expansion of the current core curriculum or a separate program entirely.

i. The core curriculum will be expanded to include a language requirement, a contemporary social issues requirement, and a Black studies requirement.
ii. An interdisciplinary program will be created in place of the current DWC program, through which students will be exposed to diverse perspectives and cultures that they may not be exposed to within their major or that may not be included in the core curriculum.

3. **Students must have the final say in any decisions made regarding the restructuring of the new program which will take the place of DWC.**
   Any decisions to reform or restructure the current DWC program must involve student groups in a primary, not peripheral role. Given that the current DWC program is mandatory, students must be allowed to contribute to the discussions among faculty and administration regarding the program. No decision will be made final without the explicit approval of the students involved.
   a. A diverse group of students will be included in discussions with faculty and administration regarding the new program.
   b. An explicit list of student-centered objectives for the reformation of the current DWC program will be created with the help of these students.
   c. No decision may be made without student advisement and approval.

<u>Section E: Expansion of Racial, Ethnic, Cultural, and Women's Studies</u>

Programs which focus on topics such as race, ethnicity, and gender continue to be under-resourced—specifically Asian studies, Black studies, Latin American and Latino/a studies, and women and gender studies. It is imperative that the College support these programs with the necessary resources and fully integrate them into the larger mission of the College.

1. **Hire more faculty to the programs that are especially under-staffed and under-resourced.**
   While the College has performed cluster hiring in the Black Studies Program, it is necessary for the same process to be completed across all of the aforementioned academic departments. Cluster hiring across various programs will improve campus culture and make students more aware of diversity on campus and in the greater community.
2. **Highlight the work and achievements of the faculty in these programs.**
3. **Establish a Black Studies department, which will offer its own major and minor programs.**
   Currently, faculty who teach in the Black Studies Program cannot receive tenure through the program. Other academic departments in the College decide which Black Studies

professors receive tenure promotions, which can be extremely problematic. Additionally, professors in the Black Studies Program are faculty members of other departments, meaning they have to split their time and resources between departments.

a. The College will establish a Black studies department, which will exist as an independent academic department.
b. The tenure promotion decision should only be made by the Black Studies department.

Section F: Cluster Hiring and Retention of Black Faculty, Indigenous Faculty, and Other Faculty of Color

Providence College has increased the percentage of minoritized faculty by 4% within the last four years, but this does not demonstrate sufficient enough dedication to providing a well-rounded education to students, nor a realistic depiction of the national average. While the College has initiated cluster hiring in the Black Studies Program, this process must be extended to all departments and administrative positions. The College must set specific targets via percentages (but not quotas) in the overall increase of Black, Indigenous, and other faculty of color. The racial composition of faculty at the College should match that of the overall U.S. population (approximately 13% Black, 2% Indigenous (including Native Hawaiian), 19% Hispanic/Latinx, 6% Asian). A Chief Diversity Officer and Vice President for Diversity, Equity, and Inclusion are necessary to facilitating these hires.

1. **Write a report detailing how the diversity of faculty has changed over the past years.**
    a. This report must be released to the Providence College community as soon as it is finished.
    b. Special attention must be given to departments and programs that have not improved the diversity of their staffing or not retained faculty of color.
2. **Present a plan to the Providence College community on how the College will improve retention efforts of female faculty and faculty of color for the 2021-2022 academic year and beyond.**
3. **Provide programs and resources to hire and retain Black faculty, Indigenous faculty, and other faculty of color.**
    While these resources will be useful to all departments and programs, those which have not improved the diversity of their staffing or not retained faculty of color should receive additional support from the College.

Section G: Improvement of the Creation and Distribution of HEDS Diversity and Equity Campus Climate Surveys

While the College has been much more transparent in recent years by publicly releasing the campus climate reports, significant improvements must be made in order for the data gathered from the campus climate surveys to be usable.

1. **Campus climate surveys must be developed in conversation with experts in diversity, equity, and inclusion as well as survey design.**
2. **Attempts should be made to obtain as many responses as possible before the surveys are closed. Accurate conclusions cannot be drawn with only a 17% response rate.**
    a. All clubs must be given access to distribute the survey to their members and build it into their agenda for two weeks (if they so choose), so as to give as many of their members as possible an opportunity to respond.
    b. All faculty must be given access to distribute the survey to their students, so as to give as many students as possible an opportunity to respond.
3. **Make the data accessible to the public in a timely fashion that does not surpass the period of two months since the closure of the survey. Providence College community members have the right to continued transparency, along with access to findings by social group (by race, gender, faculty rank, etc.).**

Section H: Formalize Standards for Courses That Meet the Diversity Proficiency

Courses which qualify as diversity proficiency courses must be reevaluated—many courses that should qualify do not, and vice versa. Additionally, a standard of expertise must be established for professors teaching courses that qualify as diversity proficiency courses. Professors who are allowed to teach diversity courses without expertise or knowledge in the area create environments which foster racism, ignorance, and harm.

1. **The College must conduct regular, comprehensive analyses of courses which qualify as diversity proficiency courses.**
    a. The list of courses must be updated to reflect the additions of courses that meet the diversity proficiency requirements and subtractions of those that do not, and this list should be referred to on a yearly basis, at least.
2. **Professors who are teaching diversity courses must have an expertise in the content area they are teaching.**

Article II: Improvement of the Office of Institutional Diversity, Equity, and Inclusion

Section A: Creation of a Vice President for Diversity, Equity, and Inclusion Position

Although Fr. Shanley did not consider the appointment of a Vice President for Diversity, Equity, and Inclusion necessary, the continued disorganization and underperformance of the office indicates that a change must be made in IDEI leadership. Furthermore, it makes little sense that the Office of IDEI should have an Assistant Vice President position without a Vice President position. The Vice President of Diversity, Equity, and Inclusion will serve as a fully participating member of the President's Cabinet to bring the vision of diversity as articulated in the College's mission to fruition.

1. **The Senior Vice President for Diversity, Equity, and Inclusion must have the following qualifications:**
    a. Have expertise in a field relevant to the position.

b. Have experience in progressively responsible roles in diversity, equity, and inclusion.
c. Have experience in supervisory and management roles in a college, university, or corporate setting.

2. **The Senior Vice President for Diversity, Equity, and Inclusion will have the following responsibilities:**
    a. Oversee the functioning of the Office of IDEI.
    b. Research, develop, implement, and maintain successful practices for supporting a College climate which values and prioritizes equity, diversity and inclusiveness.
    c. Assess the effectiveness of institutional equity and diversity goals and outreach efforts.
    d. Engage in a comprehensive review of all departments, programs, and institutions to formulate appropriate plans for cluster hiring and anti-bias and diversity training.
3. **Students, faculty, and staff representing marginalized groups will have a primary role in the hiring of the Vice President of Diversity, Equity, and Inclusion.**

Section B: Increased Transparency of Title VI and Title IX Response Team Protocol and Less Burden on Individuals Filing Reports of Bias Incidents

The College needs to centralize bias reporting and the response to racialized hate crimes in addition to other bias assaults. The Federal Bureau of Investigation and the National Center for Education list hate crimes predicated on race to be among the top hate crimes committed on college campuses. Thus, we need to change the current reporting system to create accountability and to remove consistent offenders from the faculty. We demand that Providence College create spaces of accountability and a framework to address consistent offenders from faculty, particularly tenured faculty members. Currently, the burden of proof is on students, staff and junior faculty.

We need procedures to ensure transparency around the process in which bias incidents get reported to ensure that student experiences are not invalidated. IDEI must create a publicly available reporting system that tracks who is seeking to file a bias complaint (i.e., students, staff, or administration), how many complaints are submitted (even the ones that are not processed) every two months, and how each complaint is handled. Streamline the reporting process so that filers are not overburdened with repetitive and unnecessary meetings that may be traumatizing. Title IX protocols were reduced by the federal government under Donald Trump—all lessened protocols must be ignored—rather the College should increase them and ensure that survivors are adequately protected. When bias incidents occur, and the Providence College administration is aware, there should be a written and specific detailed alert sent to the entire community within 24 hours. All students on this campus should feel safe, therefore, all bias incidents occurring on

campus and surrounding areas should be addressed urgently. When an incident is investigated and a decision is reached, the campus community should also be alerted of such.

Section C: Implementation of Quantitative Performance Measures to Evaluate the Work Conducted by IDEI

The Office of Institutional Diversity, Equity, and Inclusion exists to develop purposeful collaborations between all members of the College and to create an environment in which people of all backgrounds, cultures, identities, and perspectives can flourish. While the Office of IDEI coordinates diversity programs on campus, its unique position as an administrative office means it has the ability to make an impact in students' lives on an institutional level. As such, more attention should be given to the administrative work done by the Office of IDEI so that the office's focus expands beyond programming and event-planning. Many of the office's goals can and must be measured so as to ensure the success of the office and the overall College community.

1. **The impact of the Office of Institutional Diversity, Equity, and Inclusion must be measured using quantitative performance measures. Examples of performance measures include:**
    a. The percent of annual goals met by the office at the end of each academic year.
    b. The time it takes for bias incident reports to be investigated and closed.
    c. The percent of bias incident reports on which action was taken.
    d. Recruitment and retention rates of faculty, staff, and administration of color.

Section D: Hire a Chief Diversity Officer

The position of Chief Diversity Officer has remained unfilled since December 2017, and the College seems to have no plans of filling the position. It is imperative that the College begin an immediate, national search for a Chief Diversity Officer. The CDO has a significant role on campus as a member of IDEI and the President's Cabinet.

1. **The Chief Diversity Officer must have the following qualifications:**
    a. Have expertise in a field relevant to the position, preferably a PhD.
    b. Have experience in progressively responsible roles in diversity, equity, and inclusion.
    c. Have extensive experience in supervisory and management roles in a college, university, or corporate setting.
    d. Be knowledgeable of all forms of discrimination, including racism and LGBT+ issues.
    e. Be knowledgeable of the role systemic racism has on college campuses and of the tools proven to be effective in ending systemic racism.
2. **The Chief Diversity Officer will have the following responsibilities:**
    a. Support the Vice President for Diversity, Equity, and Inclusion in collaborating with administration, faculty, staff, and students on diversity projects.

b. Design, distribute, and maintain the campus climate surveys.
c. Organize anti-bias and diversity trainings.
d. Collaborate with departments, programs, and institutions to integrate diversity initiatives into all facets of academic and campus life.

3. **Students, faculty, and staff representing marginalized groups will have a primary role in the hiring of the Chief Diversity Officer.**

Section E: The Need for Expertise Within the Office of IDEI

All staff in the Office for Institutional Diversity, Equity, and Inclusion must have the experience, education, and expertise necessary to carry out anti-bias and diversity training as well as assist departments, programs, and institutions in cluster hiring and diversifying their curricula. The College must develop expertise and capacity within IDEI so that the responsibility of ending systemic racism on campus does not continue to fall to students and external consultants.

1. **Students must be involved in the hiring process of all staff in IDEI to ensure that candidates are qualified and will meet the needs of Providence College students.**
2. **IDEI staff must participate in diversity training when they are hired and then regular training, at least semi-annually, for the entirety of their tenure at Providence College.**
    a. The training must be conducted by an individual or organization outside of the College that specializes in anti-bias and diversity training.

Article III: Finalizing the Center for the Black Diaspora in the Former Moore Hall

A Center for the Black Diaspora must be added to Moore Hall, as was originally intended in the 2015 Demands for Redress. Moore Hall must be named the Center for the Black Diaspora as originally intended, and must house both the multicultural space and a research and community engagement space. With respect to research and engagement between the College and the community, this Center will serve as a site for research and exploration of race and racism that extends into and beyond the classroom. The work of the Center will be guided by action-driven research, with an emphasis on the connection between the Center and the Black diasporic populations on campus and in Rhode Island, including the Cabo Verdean, Liberian, Dominican, and other Caribbean communities.

1. **The Center will offer:**
    a. Programs and services focused on the Black Diaspora for all members of the College community.
    b. Space for a counselor/advisor to assist students in need
        i. The counselor must be specifically trained to work with marginalized populations.
    c. Office space for:
        i. Vice President for Diversity, Equity, and Inclusion
        ii. Director of Center for the Black Diaspora

iii. Manager of Programming

2. **The College must hire a Director for the Center of the Black Diaspora.**
    a. This individual must have expertise in the Black Diaspora and the Catholic and Dominican mission.
    b. A representative from the Black Studies Program must participate in the hiring process for this individual.
3. **The College must aim to have the aforementioned positions filled for the 2021-2022 academic year.**
    a. Students must be involved in and instrumental to both the hiring process for the positions at the Center as well as in the governance structure for the Center's overall vision and daily operations.

Article IV: Foster an Inclusive and Enriching Campus Environment

Section A: Implementation of Anti-Bias and Diversity Training for Students

In order to create a beloved community on Providence College's campus, all students enrolled in the College must participate in rigorous and regular anti-bias and diversity training. The @BlackatPC Instagram posts have highlighted the immediate need for such trainings. The trainings will begin during the New Student Orientation and will continue throughout each student's tenure at Providence College, occurring annually.

1. **Student anti-bias and diversity training will emphasize the following concepts:**
    a. What it means to be culturally competent
    b. Understanding racism and prejudice
    c. Recognizing unconscious bias, unintentional racism, and microaggressions
    d. Understanding privilege and racial consciousness among white people
2. **Elements (b), (c), (d), and (e) of Article I, Section A- faculty, staff, and administration anti-bias and diversity training also apply to student training.**

Section B: Critical and Conscious Diversification of the Division of Student Affairs Staff

The Division of Student Affairs must be diversified in a manner that extends beyond symbolic representation through cluster hiring. All current staff and potential hirees must have anti-bias and diversity training and must have experience working with students of diverse races, cultures, genders, and sexual orientations. Students must have primary roles in the hiring and restructuring processes of the Division of Student Affairs.

Section C: Increase the Level of Freedom of Speech Afforded to Students on Campus

Recent events have demonstrated that the College must do immediate work to ensure students are being exposed to various, diverse perspectives and voices. Censorship of any kind must be discouraged and, in its place, the College must allow dialogue between the campus community and any speakers brought on campus. However, this does not mean individuals should be invited onto campus without being properly vetted.

1. **All speakers being invited onto campus must be properly vetted by the individual, organization, or department inviting them.**
    a. The College must institute a formal vetting procedure which all individuals, organizations, and departments seeking to invite a speaker on campus must follow.
        i. There must be evidence that the procedure was followed before any external speaker may come to campus.
2. **All members of Providence College must be given the opportunity to respond to speakers invited to campus.**
    a. A platform either during or at the end of the event must be provided to ensure the proper dialogue occurs.
    b. If individuals have concerns with the speaker's personal beliefs or topic of discussion, these concerns must be taken seriously and addressed properly.
3. **The College must not censor speakers, organizations, and events that do not align with its Catholic and Dominican values.**
    Above all else, the College's job is to serve its students. Censoring speakers, organizations, and events negatively impacts a student's exposure to diverse ideas and opinions. In many cases, doing so also directly and indirectly harms students. Regardless of a speaker's topic or affiliations, they should be invited to speak on campus as long as they are properly vetted, especially if there is student demand.

Article V: Diversity and Inclusion Steering Committee to Hire Third-Party Firm

Due to a history of silencing tactics used amongst administration, faculty, and students alike, a third-party firm is necessary to highlight our community's opportunity for growth and rebuilding at a time when trust is lacking within the Friar Family. Providence College must redirect the efforts of the existing Diversity and Inclusion Steering Committee to the process of selecting a third-party national firm to review the goals of the Diversity and Inclusion plan, assess progress toward these goals, and decide on action steps the College must take to ensure that the goals of the plan are met.

1. **The Providence College Diversity and Inclusion Steering Committee will be responsible for searching for and deciding upon a national firm that will be tasked with the following on a yearly basis:**
    a. Conducting an official examination of the Office of IDEI's policies, procedures, structures, and communications (including those of Title VI and Title IX report filings) in order to provide suggestions for growth and improvement.
    b. Conducting an official examination of Providence College's academic and co-curricular programs to provide suggestions for growth and improvement.
    c. Conducting an official examination of the Office of Public Safety's policies, procedures, structures, communications, and hiring procedures to provide suggestions for growth and improvement.

2. **The results of these three yearly audits must be released in the form of a public report to the Steering Committee and the campus wide community in a timely fashion, no later than three months after the conclusion of the examinations. The final report on the audit of the Office of IDEI shall also publicly release numerical data to the campus wide community detailing:**
    a. The total number of Title VI and Title IX reports filed within the given year.
    b. The total number of those cases that were resolved.
    c. In general terms (the complainant and the accused) who the cases were resolved in favor of.
3. **The Providence College Diversity and Inclusion Steering Committee shall be comprised of:**
    a. 4 faculty members with backgrounds in matters of diversity, equity, and inclusion
    b. 4 students who have shown interest in joining the committee and exemplary leadership skills; these students shall be chosen by either a representative from the Dean's Office (any one of the class deans) or the combination of BMSA (2 students) and Student Congress' Awareness, Education, and Collaboration committee (2 students)
    c. 4 staff members with backgrounds in matters of diversity, equity, and inclusion
    d. 2 alumni members of color with backgrounds in matters of diversity, equity, and inclusion work

Article VI: Hire an Ombudsperson

The Office of Institutional Diversity, Equity and Inclusion currently possesses the power to informally handle student and faculty complaints, but the lack of resolutions, corrective actions, and record keeping of Title VI and Title XI complaints demonstrates the need for a third-party to oversee the faulty processes of our reporting system. An ombudsperson would provide complete confidentiality and be independent of other organizational units on campus They would serve as a non-partisan third party in settling disputes between faculty, students, and administration regarding Title VI and Title IX complaints that do not reach legal requisites. Residential Assistants currently bear the burden of acting as informally recognized ombudspersons, and should not be forced to maintain such a position as college students. This problem can be eliminated through the use of third party ombudspersons that are specifically trained in these areas. Faculty currently do not have an independent reporting mechanism, and thus do not have a support system when making a Title VI or Title IX complaint. An ombudsperson specific to harassment and racism in the workplace is necessary to handle, document, and resolve informal disputes. This would provide an option for students to report microaggressions and other forms of discrimination that fall within the narrow definition of an official complaint. An ombudsperson would report to administration any harmful trends, such as systemic racist/sexist issues, as well as repeat offenders of Title VI and/or Title IX.

1. **The ombudspersons must abide by the International Ombudsman Association (IOA) to prevent biases from administration or students in decision making.**
2. **Two ombudspersons are necessary: one focused on claims made by faculty and a second focused on claims made by students.**
3. **The ombudspersons must be hired during the first half of 2021 to have their independent unit fully functional for the start of the 2021-2022 academic year.**

Article VII: Immediate and Comprehensive Improvements to the Office of Public Safety

The Office of Public Safety has historically been and continues to be one of the biggest perpetrators of systemic racism on Providence College's campus. The department has had town halls held in response to its actions and has been mentioned on numerous occasions on the @BlackatPC Instagram page. The Office of Public Safety must significantly improve in order to break its pre-existing habits and provide a safe campus for all.

Section A: Implement Rigorous, Comprehensive Training Led by Professionals

Current OPS training is not extensive nor rigorous enough. Training must occur far more frequently than just annually for 12 hours. The number of hours per year must be doubled, at a minimum, and training should occur throughout the year, not just to be done in a week or a weekend. The organization(s) used to perform such trainings should also be made known to the public. Accurate training must be held by professionals who are knowledgeable of and certified in specific subjects—especially those pertaining to implicit bias, stereotyping, and microaggressions.

1. **Training for all members of the Office of Public Safety will occur regularly throughout the year.**
2. **Training will be conducted by a professional unaffiliated with the College and the Providence Police Department.**
    a. The individual must specialize and be certified in training of law enforcement or public safety officers.
    b. The individual must be knowledgeable of the role implicit bias, stereotypes, and microaggressions play in the work of public safety officers.
3. **The impact of training on OPS officers must be quantifiably measured through data collection and regular conduct evaluations.**

Section B: Conduct Random, Undercover Monitoring of OPS to Screen for Racial/Ethnic Profiling

The Office of Public Safety furthers stereotypes of Black and Latinx people as being dangerous. The decision to release a safety advisory when a Latinx male spoke in Spanish to a PC student off campus and the decision not to release a safety advisory when a white student bit a public safety officer demonstrates the double standard that exists within the Office of Public Safety. The blatant profiling of people of color on and off campus is incredibly problematic.

Additionally, aggression toward marginalized groups and incidents reported by people of color is routinely ignored by public safety officers. This is largely the reason many students, faculty and staff of color do not feel safe on campus.

1. **Public safety officers must immediately stop asking students, faculty, and staff of color for proof that they attend or work at the College solely on the basis of race.**
2. **A revision of the process employed by OPS to issue safety advisories must be undertaken immediately.**
    - **a.** The original and revised process must be made available to the Providence College community.
3. **OPS must be continuously, randomly monitored to screen for racial/ethnic profiling.**
    a. The individual(s) conducting the monitoring must work undercover.
    b. The individual(s) must be objective parties.
4. **Reports of the audits' findings must be released annually to the Providence College community.**

Section C: Increased Transparency from the Office of Public Safety

1. **All cases of sexual assault, hate crimes, and general misconduct against students, faculty, and staff must be made public.**
   The Office of Security should report all cases of sexual assault, racial violence, and all cases of misconduct against students, faculty, and staff. The Clery Act should be made aware on campus and these reports must be made public, whether or not, it expresses that students, faculty, and staff acted against the Catholic mission of the college.
2. **A full report of the Office of Public Safety's budget must be made public every fiscal year.**
   A breakdown of the OPS budget must be made public to show how funds are allocated and spent. Purchases of new equipment such as pick-up trucks and barred vehicles, in particular, should be justified and explained. These purchases intimidate students on campus and are not necessary as no security officer can arrest individuals.

Section D: Make the Office of Public Safety Community-Oriented, Not Police-Oriented

Departmental purchases have proven to be more intimidating than comforting for students and community members. These excessive purchases—pick-up trucks, barred SUVs—make public safety officers look and act like police. Public safety officers must become integrated members of the Providence College community, not an external, anonymous police force. They should regularly interact with members of the Providence College community in order to fully immerse themselves into the community.

1. **Implement procedures to make the Office of Public Safety more community-oriented.**
   Instead of resembling a police force, the Office of Public Safety should prioritize helping to create an inclusive environment. Resources currently devoted to purchasing expensive

equipment, such as SUVs with bars, could be allocated elsewhere so that public safety officers perform their rounds around campus on foot, interacting with and getting to know community members. Additionally, the Office of Public Safety should replace the current uniforms with something more casual, such as khakis and polos, which are the uniform of public safety officers at other institutions of higher education.

2. **Hire social workers to respond to calls either along with public safety officers or alone.**
   Students, faculty, and staff in crisis are best served with a professional trained in therapeutic de-escalation. Members of our community have been unnecessarily placed in custody of police, sent to the hospital, and escorted out of buildings by aggressive public safety officers when a trained expert could have de-escalated the situation without harm to the one in crisis.

Section E: Immediately Replace the Current Chief of the Office of Public Safety

The College must begin an immediate search to replace the current chief of the Office of Public Safety. Given the release of the inappropriate and offensive safety advisory on Sept. 10 and the fact that members of the Providence College community, including members of OPS, opposed Koren Kanadanian's hiring, there must be an immediate change made to the leadership of the Office of Public Safety. If this change is not made, instances of racial profiling will continue and worsen, putting marginalized members of the campus and local communities at risk. Additionally, public safety officers deserve and need a leader who can support them and help them grow in their personal and professional lives.

Article VIII: Ensure College Leadership Is Representative of the Campus Community

Given the significance of College leadership on the personal, academic, and professional lives of students, faculty, and staff, it should be representative of the communities it is serving. In addition to diversifying College leadership, there must be more interaction between administrators and members of the campus community.

Section A: Mandatory, Open Hiring Process for All Higher-Level Administrative Positions

1. **All higher-level administrative positions must be filled through a hiring process.**
   a. Students and faculty must hold a primary role in the hiring of administrators.
2. **The College must diversify its leadership through the hiring process.**
   a. All members of administration must be competent and educated in institutional leadership and must be capable of working with individuals different from themselves.
   b. While it is important that members of the campus community feel symbolically represented by administration, this representation must not be superficial.

Section B: Diversify the Members of the Board of Trustees

1. **Two student representatives must be invited to attend Board of Trustees meetings.**
    a. The representatives must hold elected positions on campus and represent a majority of or the entire student body through their position
        i. Ex: President of Student Congress
    b. The students will not have a vote but will be able to contribute to any and all conversations occurring within Board of Trustees meetings.