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# ADMINISTRATIVE RESPONSE To I AM – URI UNITY IN DIFFERENCE STUDENT EQUITY CONFERENCE 2010

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I AM – URI UNITY IN DIFFERENCE
STUDENT EQUITY CONFERENCE

# ADMINISTRATIVE RESPONSE

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**STUDENT AFFAIRS RESPONSE**

I wanted to provide some additional information in responding to several recommendations made by students who attended the student equity conference held this past February at Alton Jones. Students took this event seriously and made several positive recommendations to improve campus climate, improve inclusion and to celebrate diversity.

This response is not intended to be comprehensive, will provide additional information and will embrace much of what the students recommended.

ISSUES-GLBT STUDENTS

We understand and hear you regarding the campus climate for GLBT students, however, we know of no such reports to residence hall staff or to the Vice President that were ignored or given "minimal response." We have reported any and all complaints to the campus police.

"Students are harassed by a majority of the larger community." This statement needs to be backed up by data, as it is a sweeping generalization and condemnation of this community.

We agree that the GLBT Center should be relocated or enlarged. In the meantime, Housing and Residential Life will continue to provide a home for the GLBT Center, including administrative offices, live in quarters at no rental cost and at a loss of student associated rental income.

ISSUES-STUDENTS WITH DISABILITIES

The Disability Services for Students Office has the largest staff in its history and recently hired an additional full time staff member. URI is in full compliance with federal law, which requires access to all programs, not access to all facilities. While we agree that some buildings are not easily accessible, URI has 40% of all state buildings and improving accessibility has focused on program access.

All new and renovated buildings are accessible. As we continue to renovate university buildings they too will be accessible. Examples of recent renovations that have improved accessibility include: residence halls - nine elevators installed since 2000; several fraternities and sororities; Lippitt Hall; Women's Center; and of course all new construction.

ISSUES-ACADEMIC AND STUDENT AFFAIRS

Fraternities and sororities have been recognized regionally for their multicultural diversity programs. We agree membership should be more diverse and we need to expand diversity education to these students.

Vice President for Diversity-currently under review.

Judicial System-By law student conduct records are considered educational records and therefore subject to privacy laws. Exceptions are victims of sexual assault who can be told of conduct case results, as can parents when students violate drug or alcohol policies. Publishing outcomes of a student conduct case, even anonymously, could lead to the identification of a student and thus his/her conduct record. Judicial statistics are compiled and are available annually.

We support more multicultural programming on the Quad and elsewhere. Students and student organizations should take the lead in this area. We will support these efforts financially.

We support general neutral bathrooms wherever reasonably implemented and await specific requests from students and staff.

HOUSING AND RESIDENTIAL LIFE-ISSUES

The fees for on-campus housing are approved annually by the Board of Governors for Higher Education. Cost is affected by state law that forbids use of state funds to support residence halls; therefore students must bear 100% of the cost. Over 25% of the residence life budget goes to debt service ($150 million debt) as a result of mandated state unfunded fire code upgrades, deferred maintenance and new construction.

Room changes-we certainly are willing to review this policy and procedure, but with over half of all freshmen in triple rooms, HRL has very little capacity for room changes especially during fall semester. Our first priority is to try to resolve conflicts between roommates and to then determine those situations that are severe and intractable in nature. We are severely limited in space during the first month of school and we cannot begin the room change process until the end of September. In our most recent HRL quality of life survey 13 per cent of students expressed dissatisfaction with our room change process while 72 percent of students indicated satisfaction with the job their RA was doing relative to diversity.

RAs receive diversity training annually during their pre-opening training in August as well as a diversity awareness training session during January pre-opening training. This August RA training will include an eight-hour diversity-training program. In addition, all RAs will be required to fulfill additional hours of in service training during the academic year.

Relative to understanding and sensitivity to underrepresented groups we offer the following:

HRL chief live-in supervisors from underrepresented groups-25%
Female live-in supervisors-50%
Undergraduate live-in assistants (RAs) from underrepresented groups 2008-2010-20%. This does not include GLBT RAs on staff as student employment does not include sexual orientation, as this is not tracked internally for student employment.
Female RAs-52%
Central administrative office student employees-80% from underrepresented groups.

HRL has facilitated student growth and leadership with an annual 20% minority hiring history in its RA program. HRL has sponsored and co-sponsored and/or funded multicultural diversity programs in the residence halls, the university-wide Pangaea Roots music program and houses and financially supports, including staffing the GLBT Center.

HRL secured a facility for the Rainbow Diversity House in 1999 and recently extended this lease until 2012.

Room change procedure- This procedure will be reviewed but know that as long as the number of room change requests exceeds the number of rooms available HRL staff will be seen as the gatekeepers.

The GLBT Center/Programs and various other multicultural and diversity related departments have previously been involved in RA training. These departments along with the HRL Diversity Committee will involve our staff and others external to the university in training.

HRL has a programming model that includes diversity and in the past has used a model that includes a multicultural element as the primary component. While this model is currently under review, future models will have a diversity component.

HRL does not determine the billing and financial aid program for housing and residence life. That responsibility falls to enrollment services. There is currently a payment plan offered all students and information can be found on the enrollment services web site.

We are willing to work with students on a social justice living learning community with disappointment that the current Rainbow Diversity House (HRL's original attempt since 1999) has apparently failed to meet expectations in its execution. The creation of a Social Justice LLC in 2011-12 will be coordinated with the termination of the Rainbow Diversity House as the lease expires in 2012.

## STUDENT LEADERS AND STUDENT GROUPS

The Student Senate website, accessible through the Memorial Union web page, lists all student organization and their meeting times.

On going leadership training for student senate members and student groups is provide through the staff and students of the Center for Student Leadership.

The student senate advocates for diversity through its student organizations and regularly provides funding for student organizational diversity programming.

The Homecoming committee meets on a regular basis and is always open to interested students. Next years homecoming committee has held its first meeting for homecoming 2010 and their minutes and other information can be found at http//advance.uri.edu/alumni/events/homecoming.

The Student Affairs Division's five-year plan includes significant strategies to address issues of diversity, inclusion and community. The plan is being finalized but supports strategies articulated in the Academic Plan as well as the recommendations of the Student Equity Group.

We look forward to working with the Student Equity Council and are grateful for your leadership and your courage.

## INTERCOLLEGIATE ATHLETICS

The athletic department is very committed to equity in athletics, not only because of our legal obligations but also because of the fact that it is the right thing to do. Over the past 2 years the athletic department has elevated 4 assistant coaching/staff positions for women's sports from part time to full time. Our paid marketing efforts are focused on our revenue generating sports, which include men's basketball, women's basketball and football. Many times we will cross promote our ads to advertise multiple events more efficiently and effectively. All of our non-revenue sports are marketing equitably in terms of promotional schedule posters and cards. We also set up marketing tables at many of our events and this is also done on an equitable basis.

Attendance at women's events as compared to men's events is always tough. Unfortunately, we can promote a game to the best of our ability, but that doesn't always generate fan interest. We will continue to work with both our women's and men's programs to provide them with the best possible support we can to ensure success. Winning teams have a much greater chance of drawing in fan support.

UNIVERSITY ADVANCEMENT RESPONSE
Robert Beagle, Vice President

We agree with the observations about reflecting diversity and community. That is why the Division of University Advancement consistently strives to reflect and represent diversity and community in all of our communications (i.e. the alumni magazine, the website, special electronic communications such as inAdvance, advertising, and other vehicles). Activities and achievements of students, faculty, staff, and alumni of color are regularly reported and emphasized. For example, the special video prepared for President Dooley's inauguration had a coherent mix and focus on diversity, as well as an integrated community. Our TV branding ads have a strong component representing URI diversity plus achievement of minority faculty and students. The Division will continue to pursue these objectives.

Our emphasis on community also includes international, global education as reflected by students and faculty. The latest issue of QuadAngles (our alumni magazine) illustrates this with its cover story on China.

As a specific response to the Student Leadership Conference report, Divisional videographers and photographers have been requested to focus attention on pictures and images that show minority students and non-minority students working, studying, and socializing together.

The Division shares the frustration of the Student Leadership Conference regarding reflections of unity and community. All too often, minority students or minority alumni do not participate in events and programs, or if they do, their participation is low compared with the overall URI minority population. As just one example, alumni of color tend to prefer attending special events hosted by Talent Development, rather than the broad-based programs sponsored by the University or the Alumni Association. Such a singular preference does not promote community; it also makes it difficult for the Advancement Division to present visual images of community when minorities are not present. Unfortunately this is the case with many student event or campus life situations as well. We urge all students and alumni (regardless of color, sexual preference, or ethnic background) to fully participate in campus and University activities. The Advancement Division would be especially pleased if students from underrepresented populations joined our Student Alumni Association.

The Advancement Division, through Alumni Relations and the Alumni Association, sponsors a series of mentoring programs for URI students of color. Such activities have a number of important outcomes, including the opportunity to create the kinds of visuals/images suggested in the Student Leadership Conference report.

2) The suggestions on Homecoming are reasonable and good. Some of them already exist. But, some of them require increases in available budget for the Student Life Division, and therefore have not occurred in the past due to lack of resources. The Homecoming Committee (chaired by a person of color from our Alumni Relations staff) is open to anyone. We invite students from underrepresented groups to participate. We also encourage students from underrepresented groups to participate in Rhodyville, which has become a popular feature of Homecoming.

It should also be noted that one of the highlights of Homecoming weekend is the annual Distinguished Achievement Awards. This has become a signature event for the University. We recognize alumni whose careers exemplify our "Think Big. We Do" brand. This Awards program has consistently involved and recognized alumni of color (including international alumni).

3) The University will not change its branding theme and branding statement. Branding themes and logos must be brief, easy to grasp, and sharply defined. The sentence suggested in the Committee report is not applicable to branding themes and statements. It is the kind of suggestion that is placed on official documents, stationary, or other such non-marketing entities.

Our University of Rhode Island brand was determined after two years of extensive study and research, which included input from internal and external stakeholders. It has also been (and continues to be) enthusiastically received by our wide array of internal and external constituents. Alumni of color serving in volunteer leadership positions within the Alumni Association are among those who like the brand and what it is achieving.

ACADEMIC AFFAIRS RESPONSE TO THE STUDENT EQUITY LEADERSHIP REPORT

I have read your thoughtful report summarizing the work and recommendations of those who attended the Student Leadership Conference in February 2010. In the report, problems that URI faces with regard to multiculturalism and inclusion were identified, and a series of goals and actions that the URI community might take to meet the challenges of becoming a more inclusive, just, and equitable institution were presented. On behalf of the Division of Academic Affairs, I would like to take the opportunity to share with you current initiatives that we are engaged in that respond to some of your concerns in the report, as well as communicate a number of future plans and actions we are developing to build a positive, caring, and culturally competent learning environment for all at URI.

With regard to developing a climate and culture of awareness of and respect for human differences:

> We have arranged for the URI Cornerstones, a clear statement of URI community values developed several years ago, to be branded, framed, and

posted in prominent places in buildings across campus. These will serve as constant reminders of our community values.

In addition, the Cornerstones will be highlighted at Freshman Orientation and re-enforced at the beginning the URI 101 course that is taken by all URI freshman. Furthermore, the Cornerstones will be printed on bookmarks to be distributed with the book chosen for the Summer Reading Program. The book selected is "A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League" by Ron Suskind, which chronicles the journey of Cedric Jennings from an inner city high school through his first year at Brown University in the mid 1990's. We are also in negotiations to bring Mr. Jennings to campus for a visit with students in the fall. Our hope is that by emphasizing URI community values and respect for difference frequently during the initial experience of new URI students, we will make a clear statement about expectations of the citizens of our university.

The Honors Colloquium this year is on race and racism in U.S. society. This series of events and lectures will engage the campus community in a dialogue both within and outside the classroom on issues of racial prejudice, discrimination, power, and privilege.

URI 101 has included modules on diversity that instructors may use as a topic in the course. In addition, as part of URI 101, students are required to attend a Diversity Week session and write a reflective paper in response to the session. There may be ways to strengthen this requirement in the future. However, we are not certain that URI 101can or should become the primary introductory venue for teaching and learning about issues of diversity and equity at URI. Because it is a one-credit course designed to broadly assist students in the transition to college and is presented in many sections with many instructors, it may not be possible to ensure comprehensive coverage of diversity topics.

With regard to building an academic curriculum that is interdisciplinary, inclusive, and concerned about educating students and faculty on multicultural competence:

The Division of Academic Affairs created a Divisional Diversity Task Force last summer. See Appendix A for the charge to the Task force. The Task Force comprises faculty from all Colleges and is exploring strategies and actions relevant to the diversity and equity goals outlined in the URI Academic Plan (See Appendix B and hyperlink "http://www.uri.edu/provost/documents/academic_plan_handbook.pdf" http://www.uri.edu/provost/documents/academic_plan_handbook.pdf).

The Academic Affairs Diversity Task Force is currently developing a set of multicultural competencies that can serve as a context for multicultural learning at URI and be proposed through appropriate Faculty Senate

committees for incorporation as learning outcomes in curriculum development. I have listed below the 10 draft competencies that have emerged from our discussions and that are currently under consideration:

Exposure/Awareness

- Awareness of the meaning of diversity and multiculturalism, including the legal and ethical aspects of affirmative action, prejudice, and discrimination;
- Awareness of identity formation and development, and how our own identities and those of others affect attitudes and behavior;
- Development of a multidisciplinary appreciation of the multicultural diversity and origins of American society as well as diverse cultures around the globe, including recognizing both the commonalities and differences across cultures;

Knowledge/Understanding

- Knowledge and understanding of power structures, privilege, and explicit and implicit prejudice toward underrepresented groups in American society;
- Knowledge and understanding of the history and patterns of difference with regard to race, ethnicity, gender, sexual orientation, class, ability, and culture in American society and the implications for differential pursuit of opportunity;
- Knowledge and understanding of the social construct of race in society and the organizing role of culture and mindsets in creating a dominant social structure of societal "norms" that guide behavior;

Skills

- Development of problem solving and analytical skills about diversity as a means of constructing action plans for addressing diversity issues in the community and resolving conflicts linked to difference;
- Ability to carry out meaningful cross cultural discourse with people whose voices, experiences, and ideas are different from our own for the purpose of a creating a shared vision of American and global society;
- Development of advocacy and change management skills for achieving social equity;

Transformation

- Developing the capacity for deep understanding and empathy with regard to the current and past experiences of marginalized groups at URI and across the nation, including issues of discrimination, injustice, and hate, and summoning the internal courage to confront such issues.

Appendix C includes a draft framework for the broader incorporation of multiculturalism into the curriculum at URI. The specific framework for delivering this set of competencies through the curriculum (i.e., general education program and/or academic major) will need to be further

developed in collaboration with the appropriate faculty committees responsible for the curriculum.

The Task Force on Advancing General Education is working on an initiative to promote new courses in the general education program that focus on the "grand challenges" in the world today. These grand challenges involve health care, environmental sustainability, alternative energy, ethics, multiculturalism, and globalization, among others. We have at least two new course proposals focused on racism and multiculturalism.

With regard to developing more effective training for faculty on issues of diversity and multiculturalism:

The Diversity Task Force is framing ideas on faculty development that will help prepare faculty to integrate issues of diversity, equity, and multiculturalism in their courses and disciplines. Currently, the plan is to hold half-day workshops within each academic college in which facilitators will assist faculty in developing an inclusive environment in the classroom where diverse viewpoints and backgrounds of all individuals are respected. We will begin revising the New Faculty Guide to incorporate information on campus diversity and multiculturalism, as well as expand on these topics in the New Faculty Orientation program.

With regard to hiring faculty with diverse backgrounds:

We have implemented a new Multicultural Faculty Apprentice Fellowship Program and are in the process of developing a program to hire a Fellow in Clinical Psychology who will teach and perform research in multiculturalism. In addition, we are in the process of hiring a Lecturer in the Communications Studies Department who may organize and manage large lecture courses (with small recitations sessions) focused on some or all of multicultural competency learning outcomes articulated above.

## Appendix A

## Diversity Task Force
## Division of Academic Affairs
## The University of Rhode Island

### Statement of Purpose

Issues pertaining to diversity, equity, and justice are integral to creating and sustaining an open and inclusive learning community at The University of Rhode Island (URI). The Diversity Task Force of the Division of Academic Affairs is

committed to serving as the "conscience" of the academic community around issues of tolerance, respect, and equal opportunity with respect to learning and discovery within the university. The Task Force will promote a broad understanding and appreciation of diversity issues – engendering in our selves and the faculty, staff, and students of the university the wisdom to listen to and respect voices and ideas different from our own.

As a Diversity Task Force seeking to encourage a community of inclusion, we aspire to promote an atmosphere that celebrates diversity and respect, supports learning, and encourages understanding, integrity, and justice. With a rapidly changing demographic profile of our nation, this endeavor becomes urgent and vital. Attracting and retaining people from diverse backgrounds and experiences are critical issues to URI and our Division. Equally important is to create an inclusive, equitable, and truly pluralistic learning environment for all. This will require reviewing what and how we teach and ensuring that issues of multiculturalism, privilege, and differential opportunity are incorporated into the curriculum.

**Specific Goals of the Diversity Task Force**

To raise consciousness about privilege, bias, and mutual respect in the URI community;

To gather and use data on access, retention, institutional receptivity, and quality of experience to enhance the diversity of the URI community by promoting and supporting active recruitment and retention programs throughout the Division;

To promote a welcoming and respectful community that encourages understanding and appreciation of difference;

To lead efforts to ensure that the academic and co-curricular experiences of all students reflect understanding of multicultural perspectives and the value of diversity.

## Appendix B

### URI Academic Plan, 2010-2015
### "Charting our Path to the Future: Toward a New Culture of Achievement"
### Goal V: Ensure an Equitable and Inclusive Campus Community

**Goal: Ensure a campus climate that celebrates difference and creates a rich learning community built upon respect, inclusion, and understanding of issues related to class, race, gender, sexual orientation, ability, religion, and culture.**

*A. Raise consciousness and understanding in the URI community about privilege, bias, multiculturalism, and diversity.*

1. Enhance existing activities that recognize diversity, such as Diversity Week, Black Scholar Awards, and the Multicultural Awards Banquet, by actively involving each college.
2. Enhance diversity and equity as a priority for the Division of Academic Affairs.
3. Strengthen division and college equity and diversity committees.
4. Expand integration of diversity content into honors courses, honors colloquium, URI 101, and other events.

*B. Recruit and retain diverse faculty and staff.*

1. Maintain hiring and retention standards in conjunction with Affirmative Action and academic excellence.
2. Implement programs to enhance ethnic and cultural diversity among the faculty.
3. Institute mentoring programs that help retain diverse faculty by complementing and supporting their success as teacher-scholars.
4. Sponsor cultural competence professional development seminars for faculty and staff in all units.
5. Promote policies to aid work-life balance and to assist in retention and support of productive teacher-scholars.
6. Develop an effective policy toward hiring faculty of dual-career households, including spouse/partner hiring, targeted to recruit and retain faculty of highest academic ability.
7. Establish procedures to authorize faculty searches in a manner timely to each discipline, to enable URI to compete effectively for faculty of minority or underrepresented groups in a national marketplace.

*C. Recruit and retain a diverse student community.*

1. Partner with Talent Development to target and adopt specific RI and out-of-state high schools with diverse college-bound students.
2. Develop financial aid and scholarship strategies to help enroll and retain culturally and economically diverse student populations, including use of gift and grant funds.
3. Enhance recruitment of a diverse graduate student population to serve as role models for undergraduates.
4. Create or supplement existing awards programs within colleges that recognize diversity.
5. Increase diversity of student within colleges and departments with restricted majors and provide related incentives for departments with demonstrated success.
6. Strengthen and reinforce advising programs for underrepresented students in collaboration with Talent Development, Disability Services, University College, and departments and colleges.
7. Disseminate data on recruitment and retention of underrepresented students within majors.

*D. Make continuous progress toward creating a diverse and equitable culture throughout the URI campus and community.*

1. Update the University-wide plan for access, equity, and multiculturalism, consistent with URI's mission as a research university.
2. Ensure an environment free of hostility by advancing effective processes for reporting and addressing any incidents or violations.
3. Partner across campus to regularly conduct "climate" evaluations.
4. Support initiatives that emphasize understanding differences for faculty, staff, and students.

*E. Prepare the URI community to engage in a multicultural world and to understand human differences.*

1. Promote and support learning about diversity throughout the curriculum.
2. Offer courses, in addition to GenEd Diversity overlay, on multiculturalism and diversity as options for all students.
3. Increase student learning about societies and cultures throughout the world, through both curricular and extracurricular programs.
4. Continue to support faculty and staff development through workshops focused on diversity, tolerance, and respect, especially in relation to pedagogy.
5. Offer learning opportunities related to diversity and multiculturalism for doctoral students as preparation for their future roles in the academy.

## Appendix C

***DRAFT***

## Diversity in the Curriculum:
## A Framework for Multicultural Learning and Equity in the URI Community

**Produced by URI Academic Affairs Diversity Task Force**

## Rationale

The 21st century is characterized by a rapidly expanding demographic profile of our nation and a global society replete with cross cultural opportunities, communication, and exchanges. Issues pertaining to understanding, respect, inclusion, and equity are critical to creating vibrant and inclusive learning communities at URI as well as to promoting a viable and functional global society. Multicultural learning and competence is a critical element of this fundamental understanding that must be developed and advanced in order to achieve a truly inclusive and pluralistic learning environment and community on our campus and throughout the nation and world.

As a community, URI is making insufficient progress in its goal of becoming an

inclusive, respectful, and just campus. According to a recent report developed by students attending the Equity Leadership Conference, some students from underrepresented groups experience disrespect, prejudice, and discrimination on our campus. Often the needs of these students are inadequately addressed, which may signify that many community members are ignorant of issues of social justice, including prejudice, discrimination, and hate.

In order to produce a community of learners who are educated about these issues and are prepared personally and professionally to live in a diverse world, the Diversity Task Force of the Division of Academic Affairs believes developing and enhancing knowledge pertaining to multicultural competence is critical. Furthermore, the Task Force believes the primary vehicle to create multicultural learning and competency is through the curriculum. URI students have also recognized that they need to better understand injustice and develop "cultural intelligence" to become productive global citizens. They have identified "lack of knowledge" about issues related to cultural awareness as one of the "biggest challenges" at URI and also emphasized that the curriculum is a primary means for providing that learning and awareness. The URI Academic Plan, *Charting Our Path to the Future,* also explicitly pushes us to "raise consciousness …. about privilege, bias, multiculturalism, and diversity" and "support learning about diversity throughout the curriculum." Now is the time to enhance multicultural learning as a core value of our institution toward the larger goal of encouraging a deep and profound understanding of diversity for all at URI.

## Multicultural Competency

### Goal

The Academic Affairs Diversity Task Force proposes a set of ten **Multicultural Competencies** that will serve as learning goals for all URI students and as core elements for multicultural curriculum development. The goals are to ensure that all students at URI develop knowledge, awareness, and skills in regard to diversity, equity, and multiculturalism and to provide a foundation for individual transformation and the development of inclusive and pluralistic communities on campus and throughout the world.

## Framework for Multicultural Learning in the Curriculum

After vetting the proposed competencies with the broad URI community, modifying them as appropriate, and reaching consensus on a set of principles upon which they are based, the Task Force believes that our university is obliged to put in place a mechanism to support URI students in acquiring these competencies and advancing diversity in the URI academic community through curricula and co-curricula efforts.

These efforts may include the:

Establishment of a new multicultural requirement for all undergraduate

students built upon the learning outcomes defined by the set (or a subset) of multicultural competencies;
Development of courses and/or experiential learning opportunities that serve to develop these competencies in our students and satisfy the requirement;
Establishment of a Faculty Senate Diversity Curriculum Review Committee advisory to the Curriculum Affairs Committee to evaluate and certify courses that appropriately address the agreed upon set of multicultural competencies.

An academic requirement for all URI students, built upon the agreed upon set of multicultural competencies, can be achieved through a general requirement for all students or by a set of courses or learning experiences offered through the perspective of the disciplines/professions associated with each college. In either case, the learning outcomes associated with the course/experience would need to explicitly address at least half of the defined competencies.

STUDENT AFFAIRS CONTINUING EFFORTS TO EFFECT COMMUNITY, DIVERSITY, AND INCLUSION

- CAMPUS CLIMATE
    - Collaborate with the URI College Student Personnel Graduate Program to continue a weekly Sustained Dialogue series launched in the fall of 2009. (MCC)
    - Work with staff and planning committees to increase the capacity of URI Diversity Week, URI Diversity Awards, URI MLK Week, and the URI Annual Lecture on Multiculturalism for harmonizing campus climate. (MCC, DSS, WC, GLBT)
    - Provide educational and training programs on GLBTQ topics for classes and staff development (GLBT)
    - Have submitted proposals for GLBT Center and DSS relocation (recommendation has been included in Student Affairs Division Strategic Plans) (GLBT and DSS)
    - Conduct dialogues with faculty, staff, students, and community members on GLBTQ topics during regularly scheduled conversation groups and many other programs (GLBT)
    - Students, faculty, staff, and community members collaborate to present the Annual GLBTIQQ Symposium (GLBT)
    - Broad array of diverse GLBTIQQ programs developed by, an offered through the URI GLBT Center advertised and open to all (GLBT)
    - The URI GLBT Center regularly collaborates with URI Academic and Student Affairs Departments to provide various cultural, educational, and social programs and activities (GLBT)
    - The URI GLBT Center facilitates participation in social and political events designed to enhance awareness and promote GLBTIQQ Equality (GLBT)

- The URI GLBT Center is in the process of developing and presenting recommendations for gender neutral bathrooms and other changes supportive of gender identity and expression (GLBT)
- The URI GLBT Center staff and students are working in support of student sub-committee in ongoing efforts to address their broad social justice agenda (GLBT)
- The URI GLBT Center staff is working in support of updating the existing URI Diversity webpage (GLBT, MCC)
- The URI GLBT Center is working in conjunction with the Student Affairs Diversity Committee to develop and promote diversity and multicultural staff development opportunities (GLBT, MCC, WC, DSS)
- Many students of color and international students were recruited to serve as Peer Advocates for Violence Prevention & Advocacy Services (WC)
- Carolyn is working with students to start a social group for lesbians and bi-sexual women. (WC)
- The Women's Center co-sponsored the second annual "UNSUNG WOMEN" with PINK and the Women of Color Conference with the Student Leadership Program. (WC)

- VICE PRESIDENT FOR DIVERSITY AND EQUITY
  - Convene the Equity Council subcommittee to prepare a draft job description for the proposed Vice President for Diversity and Equity position. (MCC)

- DIVERSITY CURRICULA AND CO-CURRICULA
  - Collaborate with faculty to plan a URI Diversity Week course for academic credit. (MCC)
  - Collaborate with URI 101 faculty and staff to strengthen feedback loops to URI Diversity Week. (MCC)
  - P. Rohland is Student Affairs representative on UC General Education Curriculum sub-Committee (DSS)
    - "I AM U- URI Unity in Difference" report was introduced to the Gen Ed Committee in the redesigning of the General Education Curriculum. (DSS)
  - URI responded to ADA/504 civil rights/equal opportunity laws by allowing the addition of new full-time academic year DSS Coordinator as response to greatly increased population of students with disabilities during a time when funding and staffing is being downsized
  - Regular consultation on campus regarding Disability Law, Rights, Responsibilities, including Deans offices, URI Police, Departments, individual faculty etc.

- LIVING-LEARNING COMMUNITY

    - Work with the Department of Housing and Residential Life to plan and develop a new Living-Learning Community focused on social justice, with the MCC in a support role. (MCC)

- STUDENT ORGANIZATIONS AND STUDENT LEARNING
    - Collaborate with student leaders and Student Senate to complete a proposal for a funded multicultural umbrella group similar to the URI Intramural Sports Council. (MCC)
    - Collaborate with staff and faculty to develop a more engaged and integrated advising system for student organizations. (MCC)
    - The URI GLBT Center has supported the development of a new Gay Straight Alliance GSA (Andrew Winters currently serves as advisor to this organization) (GLBT)
    - SMAC-Students for a More Accessible Campus – a student-senate recognized and award winning group of students with and without disability, and which is advised by Disability Services for Students, creates information fairs and training activities to educate the URI community and build disability awareness for Faculty Students and Staff.

- FACULTY RECRUITMENT AND RETENTION
    - Collaborate with the Equity Council to develop and implement a strategy for faculty recruitment and retention. (MCC)
    - The Women's Center sponsors WOMEN OF COLOR AT URI a social group for faculty and staff women of color.

- MISCELLANEOUS
    - All areas are represented on the Equity Council, Department of Justice and Student Affairs Diversity Committees
    - Bias Response Team development
    - Requested by URI Police and other departments to conduct training or lectures that enhance disability awareness.