# 🕈 Diversity Infographic

A Snapshot of Assessment Findings on Structural Diversity, Diversity Interactions, and Diversity Initiatives

#### Structural Diversity, Access, and Equity

Full-Time Staff Demographics & Faculty Demographics\* (as of 12/1/2022, listed by gender and ethnicity)

# Structural Diversity, Access, and Equity

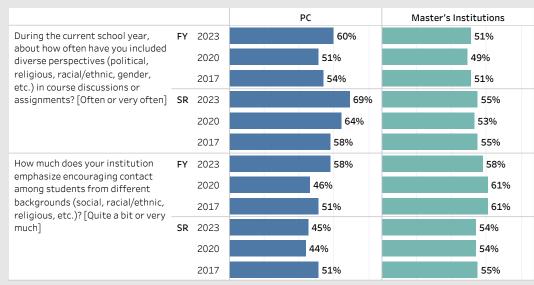
Undergraduate Day School Demographics (Source: PC At-A-Glance Fall 2022)

|                      | Ordinary Faculty | Staff/Admin | Status            |  |
|----------------------|------------------|-------------|-------------------|--|
| Male                 | 57%              | 44%         | Male              |  |
| Female               | 43%              | 56%         | Female            |  |
|                      |                  |             |                   |  |
|                      | Ordinary Faculty | Staff/Admin | Status            |  |
| White (Non-Hispanic) | 75%              | 84%         |                   |  |
| BIPOC                | 25%              | 16%         | Students of Color |  |

\* Note: International faculty are coded based on the racial/ethnic category they self-reported.

#### Diversity Interactions: National Survey of Student Engagement (NSSE)

[Response options: Frequency - 1=Never, 2=Sometimes, 3=Often, 4=Very Often and Emphasis - 1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much]



## Diversity Interactions: One-Year Out Alumni Data, UG Day School

[Response options: Importance 0= Not at all, 1=Somewhat, 2=Very, 3=Extensive; Extent 0=Not at all, 1=minimally, 2=moderately, 3= greatly]

|   | Class of<br>2021 | Class of<br>2020 | Class of<br>2019 | Class of<br>2018 | Class of<br>2017 | Class of<br>2016 | Class of<br>2015 |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| In your personal and<br>professional life, how<br>important is understanding<br>people different than<br>yourself? [% responding very<br>or extensive]          | 92%              | 89%              | 92%              | 90%              | 92%              | 89%              | 90%              |
| During your UG experience,<br>how much was your ability to<br>understand people different<br>than yourself enhanced? [%<br>responding moderately or<br>greatly] | 77%              | 79%              | 71%              | 79%              | 85%              | 78%              | 76%              |
| 71%   |                  |                  |                  |                  |                  |                  | 92%              |

## Diversity Interactions: HEDS Diversity and Equity Campus Climate Survey

46% 54%

17%

(administered to faculty, staff, and students)

Respondents were asked if they ever felt discriminated against or harassed on the Providence College campus, at an off-campus residence, or at a program/event affiliated with Providence College.

|        | PC Overall |      |  |
|--------|------------|------|--|
|        | 2023       | 2020 |  |
| Yes    | 21%        | 21%  |  |
| No     | 69%        | 71%  |  |
| Unsure | 10%        | 9%   |  |

## Notable Diversity Initiatives

\* Appointed Dr. Quincy Bevely as inaugural vice president for Institutional Diversity, Equity, and Inclusion

\* Established the presidential series, With Mutual Respect: Discussions on

Contemporary Challenges

\* Reconstituted the Black Studies Program as a department which will now offer a Black Studies major

\* Received a substantial, six-year grant from the Howard Hughes Medical Institute (HHMI) to promote inclusive excellence in Science, Technology, Engineering, and Math (STEM) \* Launched a new programmatic initiative to fund co-curricular learning opportunities

created by students and faculty called Intellectual Engagement Communities (IEC) \* Established the Dialogue, Inclusion, and Democracy (DID) Lab which supports the

development of well-informed and engaged students through deliberative, community-based discourse to promote

equity and democracy \* Instituted a dialogue series with the local

Smith Hill Community - The Conversations for Change Project