WHO WE ARE

Mission
The Office of Community, Equity and Diversity (CED) strives to create a diverse, equitable, and inclusive university in which every individual can learn, work, and thrive.

Values
- Nurturing development from a holistic perspective
- Affirming multiple and intersecting identities
- Fostering cultural competence through transformative learning
- Advancing equity, inclusion, and diversity in the global community
- Modeling honesty, integrity, and social justice

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University Diversity Council
Bias Resource Team
Inclusion Project Advisory Board
Affinity Groups and Partners
Student Senate Liaison
Co-Sponsored Events

2019–2020 CED STAFF

Mary Grace A. Almandrez
Associate Vice President and Chief Diversity Officer

Joanna N. Ravello '97, M.S. '99
Director, Community and Organizational Development

Eileen Orabone
Executive Assistant

Monifa Akowe Halsey '22
Web and Social Media Content Strategist

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Graduate Intern

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Diversity Dialogues Coordinator

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Graduate Intern

Maya Moran '21
Diversity Dialogues Coordinator

Victor Omoayo '06, M.S. '20
Graduate Assistant

Cheridania Peña '20
Undergraduate Scholar in Residence

Veronica Seay '21
Diversity Dialogues Coordinator

Not shown: Safie Sanga, M.A. '16 Doctoral Scholar in Residence
CHIEF DIVERSITY OFFICER’S MESSAGE

Complexity theorists argue that change is the only constant in organizations. Indeed, the 2020 academic year was full of change, with a number of highs as well as several lows. We began the fall with great momentum. Six additional student scholars joined the Office of Community, Equity and Diversity (CED) team. Graduate students, Chen-Hong (Tony) Chen, M.S. ’20, and Safie Sagna, M.A. ’16, provided assistance with the Inclusion Project, now called the Social Justice & Inclusion Micro-credential, and facilitated workshops for the Diversity & Inclusion Badge Program (DIBP). Undergraduate scholars Carlee Kerr ’21, Maya Moran ’21, and Veronica Seay ’21 launched the Diversity Dialogues project and a subsequent “train-the-trainers” program. They worked closely with our graduate intern, Marelyn Maces, M.S. ’21. Monifa Akowe Halsey ‘22 came on board to assist with the CED website and social media content strategies. We hosted the inaugural CED Summit that highlighted promising practices in faculty recruitment, student retention, and institutional transformation. Tony Chen received the National Association of Student Personnel Administrators (NASPA) Richard F. Stevens Outstanding Graduate Student award for the state of Rhode Island, as well as for Region I. Joanna N. Ravello ’97, M.S. ’99, director, community and organizational development, co-presented, “What’s Safety Got To Do With It: Cognitive and Emotional Bandwidth,” at the 12th annual Academic Summit. URI was selected as one of the recipients of the Think Indian Community Awareness Grant by the American Indian College Fund.

Throughout most of 2020, however, we have been dealing with the continuously evolving issues related to COVID-19 and the pervasive, systematic anti-Black racism still present in our society. Community members have expressed their frustration, grief, anger, and pain. They have called on University leaders to respond to issues immediately. In the midst of these crises and the precarity of our nation’s future, the CED team has remained steadfast in our commitment to social justice and liberation. We continue to listen, reflect, amplify, and address concerns. We are thankful to those who partner with us to dismantle the structural barriers that prevent the full participation, recognition, and success of minoritized community members. We remain hopeful that on the other side, URI will rise as a more socially just and equitable University community.

This report reflects updates and progress from August 2019 to August 2020. It begins with an overview of several developments that have helped build institutional capacity for inclusive excellence efforts. This is followed by a discussion of professional and educational opportunities that are offered by CED. Next are common themes that have emerged from community feedback. This report concludes with updates and new initiatives for the upcoming year.

–Mary Grace A. Almandrez
INSTITUTIONAL CAPACITY

University Leadership

There were several transitions in key leadership positions that individually and collectively propelled diversity efforts across campus. These campus partners include:

• Cultural Chair, Student Senate
  Elected in spring 2019, Lulu Alryati '22 served as the student senate liaison to CED and led the cultural affairs committee. The cultural affairs committee is focused on issues related to campus community, creating and sustaining University traditions, promoting multiculturalism, and ensuring equal opportunity.

• Director of Institutional Research (IR)
  Appointed in July 2019, John Stringer provides leadership and administrative oversight for all institutional research activities that provide information and data to support institutional planning, policy formulation, and decision-making. Director Stringer will serve as the principal investigator of URI’s first comprehensive campus climate survey.

• Vice Provost for Academic and Faculty Initiatives
  Appointed in July 2019, Anne Veeger assists the provost with academic and curricular transformations, academic program reviews, and program accreditation; promotes diversity and equity within the University community; assists with the tenure and promotion process; interfaces with the Faculty Senate on curriculum and academic programs; and works closely with the deans and as a member of the provost’s team.

• Assistant Dean of Diversity, Retention, and Student Success Initiatives, College of the Environment and Life Sciences (CELS)
  Appointed in September 2019, Michelle Fontes ’96, M.A. ’11, was promoted from assistant director of diversity, recruitment, and retention to assistant dean. In this expanded role, she provides support for CELS students, faculty, and staff while offering assistance to underrepresented populations.
• **Associate Vice President and Chief Diversity Officer (CDO)** Appointed to the permanent position in March 2020, Mary Grace A. Almandrez advises and informs the president and vice presidents on all issues related to diversity, equity, and social justice. She provides strategic leadership and partners with students, staff, faculty, and alumni on University-wide priorities focused on access and equity, transformative education, and campus climate.

• **Interim Coordinator, Women’s Center** Appointed in June 2020, Christiana Molinski transitioned from interim co-coordinator of Violence Prevention and Advocacy Services (VPAS) to her new role in the Women’s Center. She creates and delivers education, programming, and training for the URI community that focus on issues that affect women.

• **Assistant Vice President for Enterprise Risk Management, Title IX Coordinator** Appointed in June 2020, Kara Larsen is responsible for the leadership, innovation, governance, and management necessary to identify, evaluate, mitigate, and monitor the University’s operational and strategic risk. Areas under her oversight include affirmative action, equal opportunity, and diversity, along with Title IX.

• **Co-Chair, University Diversity Council** Appointed in July 2020, Dean Jeanette Riley serves as the co-chair of the University Diversity Council. In this role, she works closely with the chief diversity officer to ensure that the council is a conduit for advocacy, information, critique, and feedback from the community to the University’s senior leadership team.

• **Executive Director of Inclusive Excellence, College of Business** Appointed in June 2020, Sean Rogers serves on the college’s leadership team bringing considerations of equity, diversity, and inclusion into the college’s strategic planning, academic programs, initiatives, stakeholder relationships, and day-to-day operations.

• **Interim Assistant Director, Multicultural Student Services Center (MSSC)** Appointed in July 2020, Robert (Bobby) Britto-Oliveira ’06, M.S. ’11, coordinates MSSC programs and events, provides mentorship and advising for student groups, and promotes leadership development within multicultural student organizations.

• **Interim Director, Multicultural Student Services Center (MSSC)** Appointed in August 2020, Joshua Seguí provides strategic leadership and departmental oversight of MSSC programs, operations, and facilities. He also serves as a campus resource on issues that affect communities of color at URI.

**University Diversity Council (UDC)**

The University Diversity Council was established in February 2020 in response to recommendations from the CED external review (completed September 2018), as well as a proposal developed by an ad hoc working group in the summer of 2019.

Comprised of undergraduates, graduate students, staff, faculty, and alumni, the UDC’s primary objective is to advise the chief diversity officer on University-wide policies, procedures, and initiatives that advance diversity, equity, and inclusion. In May 2020, two additional members were appointed to provide timely updates and consultation on issues affecting students during the COVID-19 pandemic: Jacqui Tisdale, Ph.D.’14, assistant dean of outreach and intervention for the Dean of Students Office, and Kristina Perrelli ’04, M.S. ’08, director, New Student Programs. The UDC continued to meet throughout the summer to identify and investigate the most pressing social justice issues on campus. Recommendations to the president’s senior leadership team will be presented this academic year.
Bias Resource Team (BRT)
Equity and inclusion are critical components for campus community members to thrive. The Bias Resource Team is an interdisciplinary group comprised of URI staff and faculty from the Feinstein, Kingston, and Narragansett Bay Campuses.

The BRT reviews information about reported bias incidents and refers campus resources to those who have witnessed or experienced an act of bias. The BRT also tracks trends and shares information with appropriate departments to address these concerns, but does not adjudicate student conduct code violations, affirmative action cases, Title IX cases, or issues of state or federal law. The BRT is convened by the chief diversity officer. In the 2020 academic year, the BRT received and responded to reports for 16 unique incidents: seven in the fall, seven in the spring, and two in the summer. Nine of them occurred in the residence halls. All but one involved students. Reports indicated micro-aggressions and harmful behavior based on race (eight), sexual orientation (three), religion (two), gender identity and expression (two), and disability (one). The BRT will conduct training in the 2020–2021 academic year regarding reporting procedures and campus resources.

CED Summit
The inaugural CED Summit took place on October 15, 2019. The event featured Michelle Fontes (CELS), Anne Veeger (Office of the Provost), and Joanna N. Ravello (CED).

Panelists discussed promising practices in faculty recruitment, student retention, and institutional transformation, moderated by Marcus Nevius, assistant professor, Department of History. More than 50 people attended. The second annual CED Summit will take place on November 12, 2020.
Diversity Dialogues

The Diversity Dialogues program began in the spring of 2019 and is coordinated by three CED undergraduate scholars in residence: Carlee Kerr, Maya Moran, and Veronica Seay. It is an undergraduate-led initiative that offers interactive, dialogue-based workshops for student groups and organizations on campus.

The ultimate goal of this initiative is to create a safe space for students to explore and discuss difficult topics centered around race, social inequality, diversity, and social justice.

During the 2019–2020 academic year, Kerr, Moran, and Seay facilitated five workshops for Jumpstart corps members, undergraduate admission student leaders (i.e., “the Flock”), and new resident advisors. Approximately 125 students participated in these workshops.

Since its inception, the program has grown to include new workshops in response to student needs, as well as a “train-the-trainers” component to offer more workshops for the campus community. At present, Diversity Dialogues facilitates conversations on the following topics:

- Implicit bias
- Imposter syndrome
- Microaggressions
- Race in the United States
- Social identity, power, and privilege

An inaugural cohort of student facilitators has also been selected and will complete training during the fall 2020 semester.

Engaged Departments

Each academic year, CED works closely with a select group of University departments, programs, and/or colleges to make internal improvements in the areas of diversity, equity, inclusion, social justice, or decolonization (DEISJD).

Director Ravello works closely with these engaged departments on a short-, mid-, or long-term basis to define an area that requires change and to develop, implement, and/or evaluate a change that is aligned with the University, CED, and/or departmental DEISJD strategic goals. Examples of interventions include professional development; policy analysis and review; strategic planning; process improvement; strengths, weaknesses, opportunities, and threats (SWOT) analyses; and self-studies.

The framework for this program is based on research, theory, and praxis from critical scholarship, organizational development, and higher education organization imperatives, including appreciative inquiry, Black feminist thought, inclusive excellence, multicultural organizational development, and transformational change theory.

In the 2019–2020 academic year, Director Ravello provided support and consultation to several University leaders and their departments/units:

- Diversity & Inclusion Badge Program, Graduate School, Alycia Mosely Austin, interim assistant dean
• Jumpstart, Julia Krasnow
• PRS 100: Introduction to Public Relations, Amber Edwards

Change intervention strategies included strategic planning, process improvement, and educational development.

In the 2021 academic year, the program will be enhanced and expanded to include group mentoring and debrief sessions.

Social Justice & Inclusion (SJ&I) Micro-credential

In July 2020, Director Ravello and Safie Sagna launched the Social Justice & Inclusion Micro-credential for URI faculty, staff, and affiliates.

Inspired by CED’s previous inclusion project, which was conceptualized by Mailee Kue, Ph.D. ’10, former assistant director of the Multicultural Center, and Gender and Sexuality Center Director Annie Russell, and the Diversity & Inclusion Badge Program (DIBP) within the Graduate School, the SJ&I Micro-credential offers contextualized, scaffolded anti-oppression modules for individuals and departments that focus on the workplace.

To earn the micro-credential, participants must complete four modules in sequential order and submit a portfolio to the SJ&I Micro-credential advisory board. The modules are:

• **Advancing Anti-Oppression in the Workplace.** This session focuses on the knowledge, skills, and dispositions that are necessary to advance anti-oppression in the workplace. The objectives of this module are to articulate foundational concepts associated with anti-oppression and multicultural competence; outline the social justice and inclusion competencies as identified by the Association of College Student Personnel Administrators (ACPA) and the National Association of Student Personnel Administrators (NASPA); and brainstorm the hallmarks of an anti-oppressive, multiculturally competent workplace.

• **Understanding Social Identity, Power, and Privilege in the Workplace.** This session highlights the ways social identity, power, and privilege shape the work experiences of most social groups. The objectives of this module are to define the concept of social identity; outline some of the major forms of social identity in the United States; describe the three processes of social identity development; define systems of power, privilege, and oppression, and the ways that binary thinking reinforces each; identify aspects of one’s own social identity; and apply the lessons learned to cultivate an anti-oppressive workplace.

• **Disrupting Implicit Bias with Inclusive Behaviors in the Workplace.** This session discusses the ways deeply hidden biases shape decision-making and how to implement actions that disrupt these patterns at various levels. The objectives for this module are to describe the roots of bias; differentiate between explicit and implicit bias; discuss the common manifestations of implicit bias; explain the Implicit Association Test (IAT), aggregated results, and controversies; outline the types of change and targets of change in the multicultural change intervention matrix (MCIM); and apply the MCIM tool to brainstorm change interventions that will disrupt implicit bias in the workplace.

• **Combatting Microaggressions with Inclusive Language in the Workplace.** This session presents the contours of microaggressions, offering examples of inclusive language to combat microaggressions as a target or bystander. The objectives for this module are to describe the origins of the term microaggressions; define microaggressions and explain how they differ from macroaggressions; differentiate between agents and targets of microaggressions; identity the manifestations and consequences of microaggressions; delineate the three types of microaggressions; delineate the 10 microaggression themes; and practice strategies for responding to microaggressions as a target or bystander.
COMMUNITY FEEDBACK

Black Lives Matter

Throughout the summer, numerous campus departments issued statements in solidarity with Black community members. Students, staff, faculty, and alumni participated in Black Lives Matter demonstrations and protests. Black community members came together for support and healing. Letters were sent to University leaders calling for tangible, sustainable, and structural change to address anti-Black racism on campus.

On June 3, 2020, CED convened the “Black Lives Matter: Navigating Institutional Racism in the New Normal” panel discussion in recognition of the persistent disregard for Black lives in the U.S., resulting in the senseless deaths of Ahmaud Arbery, Breonna Taylor, George Floyd, and countless others. The virtual panel discussion centered and privileged the experiences and perspectives of Black people and Blackness. Panelists Vanessa Wynder Quainoo, director, Africana Studies, and Carnell Jones, director, Enrollment Services, along with Director Ravello, discussed their personal experiences, scholarship, and activism as they relate to learning, teaching, researching, and leading within a predominantly white institution. Approximately 420 people attended the virtual event.

Beginning fall 2020, CED will provide grants to student leaders and organizations for on-campus programs and initiatives that promote Black excellence, achievement, and success. This new initiative will be managed by Eileen Orabone, CED executive assistant.

Diversity, Equity, and Inclusion (DE&I) 365 Symposium

The “Black Lives Matter: Navigating Institutional Racism in the New Normal” panel discussion was the impetus for the Diversity, Equity, and Inclusion (DE&I) 365 Symposium as a virtual “third space” for URI students, faculty, staff, alumni, and affiliates to have critical conversations about diversity, equity, inclusion, social justice, and decolonization.

Officially launched in July 2020, the symposium is an organic and grassroots effort that brings together a multitude of voices and perspectives to grapple with the topics that impact the community within and beyond the University.

“Black Lives Matter” is the theme for this year’s symposium, providing our community one of many spaces to engage in authentic, inclusive, and at times uncomfortable, but necessary, conversations that amplify the issues and concerns of Black people within, and beyond, URI. In addition to standing in solidarity with Black
communities, the purpose of this space will be to:

- problematize, interrogate, and deconstruct the systems of oppression that Black people encounter in the U.S.
- mobilize to accelerate the conditions and structures that facilitate and celebrate Black achievement, excellence, and success

While the symposium emphasizes topics that address anti-Black racism, it will also simultaneously shed light on the ways racism intersects with other forms of subjugation that affect communities within the diaspora including, but not limited to: age, disability, gender identity and expression, religion, sexual orientation, socioeconomic status, sex, and other social identities. The DE&I 365 Symposium is co-chaired by Director Ravello and Safie Sagna.

**Assessment**

Throughout the year, CED continued to gather community feedback as it relates to diversity, equity, and inclusion issues through open hours held by the chief diversity officer for students on the Feinstein, Kingston, and Narragansett Bay Campuses; listening sessions; and open fora.

Three priorities have emerged consistently across all campus constituents:

- diverse faculty recruitment and retention
- curriculum development
- professional development for faculty and staff

Diverse faculty recruitment, with particular attention to Black, Indigenous, and Latinx professors, continues to be a top concern at URI. Throughout the year, there have been several conversations among affinity groups, diversity and inclusion committees, department/program chairs, and deans regarding the need for innovative and affirmative recruitment and selection procedures. In addition to recruitment, underrepresented faculty and staff have also raised concerns about retention efforts and advancement opportunities. Intentional and sustained programs focused on community-building, faculty/leadership development opportunities, and mentorship outside of home departments may help improve retention. Furthermore, consistent communication and collaboration between CED and college leaders (e.g., deans, department and program chairs, diversity coordinators, diversity and inclusion committees) will also provide a comprehensive system of support for Black, Indigenous, and Latinx professors at every level.

Curriculum development across all colleges is another critical goal and includes both the review of existing courses with C3 (cultural competence learning outcome of the general education requirement) designation and the creation of new courses. Community members advocate for C3 courses that intentionally interrogate issues of power, privilege, and oppression more explicitly. Additionally, these courses should be accessible to students in all majors. These concerns have been shared with the Faculty Senate executive committee and they look forward to working with the campus community on this effort. Furthermore, the Office of the Provost has been working in collaboration with the Academic Affairs Diversity Task Force and college leaders on an academic affairs agenda focused on addressing anti-Black racism.

Community members continue to call for systematic and comprehensive professional development for all faculty and staff. In addition to CED programs, the Office for the Advancement of Teaching & Learning offers inclusive pedagogy workshops for faculty; the Graduate School coordinates the Diversity & Inclusion Badge Program for graduate students; and United Educators provides workplace harassment prevention training for all new employees. Colleagues across campus agree that there are several distinct, yet interconnected objectives related to professional development:

- Faculty and staff be conversant in inclusive pedagogy and practice.
- Faculty and staff be knowledgeable of University policies as mandated by law (e.g., Title IX).
- Faculty and staff increase their knowledge, skills, abilities, and dispositions to transform URI’s culture so that inclusive and equitable practices are integrated into all units across campus.
Collaboration between various departments across campus (e.g., Affirmative Action, Equal Opportunity and Diversity; Faculty Senate; Human Resources; Title IX) will be necessary to enact a professional development strategy that addresses diversity, inclusion, and equity for faculty and staff at all levels.

During the 2020 academic year, Victor Omoayo conducted several focus groups to explore and document the experiences and perceptions of students of color at URI. Four specific topics were discussed:

- inclusive campus spaces
- diversity programs and activities
- race relations at URI
- University support of students of color

Participants revealed several themes, specifically that students of color face difficulties and barriers in key offices on campus, including those that are focused on support and resources for students of color. Participants revealed several themes, including:

- The Memorial Union is an inclusive space.
- Classes and programs are excellent places to promote inclusion and equity.
- The lack of adequate exposure and promotion of diversity-related events do not draw diverse audiences.
- White allies can participate in cultural competence training.
- It is common for Black and Latinx students to either experience or witness stigmatization, marginalization, or structural racism on campus.
- It is important to see compositional diversity among URI staff and faculty.

The qualitative data that has been collected and analyzed thus far will be complemented by a campus climate survey scheduled for spring 2021. The University Diversity Council will work with Rankin & Associates Consulting to create, distribute, and analyze the survey.
ON THE HORIZON

Updates and Initiatives
CED is pleased to announce the following updates and projects for the 2020-2021 academic year:

Scholars
In fall 2020, we welcomed two new graduate scholars from college student personnel, William Melendez and Manuela Vadis ’17, to the CED team.

Diversity Dialogues
Also this fall, Diversity Dialogues facilitators will provide training for URI fraternities and sororities, as well as selected URI 101 classes.

CED Summit
The second annual CED Summit will be co-sponsored by the Office of the Provost.

Director Search
CED will convene feedback sessions with faculty, the University Diversity Council, University leaders, and community members to help re-envision the director of diverse faculty recruitment and retention position and leverage it for success. The search for a new director will be re-opened the 2020–2021 academic year.

Awareness Grant
With guidance from URI’s Native American Advisory Council (NAAC), CED will work closely with Native American student and community leaders on the Think Indian Community Awareness Grant. The grant will be used to revitalize the Native American Student Organization (NASO) and sponsor various virtual events to engage Native American youth, on and off campus, throughout the fall semester.

Engaged Departments
The 2020–2021 Engaged Departments are:
- Department of English
- Harrington School of Communication and Media Studies (COM 100 sections)
- Master Gardener Program
- Rose Butler Browne Peer Mentoring Program

Survey
Plans are underway to launch the campus climate survey in spring 2021. CED will partner with deans, college diversity coordinators, and college diversity committees on communication and coordination efforts.

Congratulations
We also extend our congratulations to several campus partners who have been appointed to new roles to advance equity and inclusion:
- Katherine Fernandez, M.S. ’20, interim TD coordinator, Talent Development
- Cortney Lima, assistant director, retention and graduation, Talent Development
- Ximena Sevilla Benavides, multicultural faculty fellow, Department of History
- Joseph Squillace Jr., multicultural faculty fellow, Department of Computer Science and Statistics
- Bolu Taiwo, cultural chair, Student Senate
University Diversity Council
Gifty Ako-Adounvo
Mary Grace Almandrez (co-chair)
Lulu Alryati
Jacqueline Britto
Marland Chang
Erin Earle
Maling Ebrahimpour
Corey Fernandez
Michelle Fontes
Nisanne Ghonem
Brian Heikes
Trish Morokoff
Holly Nichols
Eileen Orabone
Kristina Perrelli
Jen Riley (co-chair)
Martha Elena Rojas
Mary Stanley
Jacqui Tisdale
Annemarie Vaccaro

Bias Resource Team
Mary Grace Almandrez
Amanda Downey
Dan Graney
Brian Heikes
Gerard Holder
John O’Leary
Michael Jagoda
Frankie Minor
Paige Ramsdell

Inclusion Project Advisory Board
Katherine Fernandez
Melissa Boyd-Colvin
Keith Labelle
Joanna N. Ravello

Affinity Groups and Partners
Academic Affairs Diversity Task Force
Africana Studies
Alumni of Color Network (ACN)
Center for Nonviolence and Peace Studies

Center for Student Leadership Development
College of Arts and Sciences Diversity Committee
College of Business, Executive Director of Inclusive Excellence
College of Engineering, Assistant Director of Diversity
College of the Environment and Life Sciences, Assistant Dean of Diversity, Retention and Student Success Initiatives
College of Health Sciences Diversity Committee
College of Nursing
College Student Personnel Program
Department of Computer Science and Statistics
Department of English
Department of History
Department of Landscape Architecture
Department of Modern and Classical Languages and Literatures
Department of Nursing

CAMPUS COMMUNITY LEADERS AND COLLABORATORS
Department of Psychology
Inclusion and Diversity Committee
Disability Services for Students
Diversity & Inclusion Badge Program (DIBP)
Division of Administration and Finance
Division of Student Affairs
External Relations and Communications
Faculty Senate Executive Committee
Faculty Staff Association of the African Diaspora (FSAAD)
Foundation & Alumni Engagement
Gender and Sexuality Center (GSC)
Graduate School, Interim Associate Dean of Academic Affairs, Graduate Recruitment and Diversity Initiatives
Graduate Student Association (GSA)
Greek Life Inclusion Task Force
Honors Program
Housing and Residential Life (HRL)
Jumpstart
Multicultural Student Services Center (MSSC)
Native American Advisory Council (NAAC)
Office for the Advancement of Teaching and Learning (ATL)
Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD)
Office of Enrollment Services
Office of Institutional Research
Physical Therapy Department
PRS 100: Introduction to Public Relations
Rainbow Network
School of Education
Student Senate
Talent Development (TD)
Title IX Coordinators
Undergraduate Admission
University College for Academic Success (UCAS)
URI Chaplains Association
URI Hillel Foundation
University of Rhode Island Chapter of the American Association of University Professors (AAUP), Executive Director
Veterans Affairs and Military Programs
Women of Color Network (WoCN)
Women’s Center

Student Senate Liaison
Lulu Alryati ’22, Cultural Chair

Co-Sponsored Events
Alumni of Color 2020 Alumni Panel (Alumni of Color Network)  
Canceled due to COVID-19 (funding has been designated for spring 2021)
Armistice Day (Student Veterans Organization)
Avi Schaefer Multicultural/Multifaith Shabbat Dinner (URI Hillel)
Black History Month (Africana Studies)
Black Scholar Awards (Faculty Staff Association of the African Diaspora)  
Canceled due to COVID-19 (funding has been designated for spring 2021)

Chinese Moon Festival (Modern and Classical Languages and Literatures; Chinese)
Diversifying Individuals Via Education (DIVE) R.I. Conference (Multicultural Unity and Student Involvement Council)  
Canceled due to COVID-19 (funding has been designated for spring 2021)

Emotional Intelligence Mentoring Training (Black Male Mentoring Team)
End-of-the-Year Dinner (Faculty Staff Association of the African Diaspora)  
Canceled due to COVID-19 (funding has been designated for spring 2021)

Holocaust Memorial Day and Vigil (URI Hillel)  
Canceled due to COVID-19 (funding was allocated to purchase new flags)
Multicultural Overnight Program (Undergraduate Admission)
Networking Dinner/Discussion on Campus Climate (Black Student Union)
“Rethinking America’s Urban Water Infrastructure” (Civil/Environmental Engineering)
Shark Camp (College of the Environment and Life Sciences)
Spring Humanities Festival (Center for the Humanities)  
Canceled due to COVID-19 (funding has been designated for spring 2021)

“Tales of North & South in Antebellum America: A Complicated Web” (Department of Textiles, Fashion Merchandising and Design)
Witness: Lessons from Elie Wiesel’s Classroom (URI Hillel)
“To educate as the practice of freedom is a way of teaching that anyone can learn.”
— bell hooks