



---

# BACKGROUND



In the wake of the death of George Floyd and the subsequent calls for racial justice across the world, Regis College issued an [Institutional Action Plan to Address Systemic Racism](#), which included nine specific goals to be accomplished over the course of 12-18 months.

Each goal has a leader who is responsible for ensuring that we accomplish what we set out to do. The leaders are supported by several volunteers, including students, faculty, staff, the Administrative Council, and members of our Board of Trustees.

It has been six months since the launch of the action plan. Many of the goal leaders have made great strides to accomplish their goals, with some nearing completion.

**“ I am impressed with how comprehensive the plan is and with how quickly you have proceeded to accomplish numerous tasks towards all the goals. Well done! ”**

---

# A LETTER FROM PRESIDENT HAYS

It has been eight months since George Floyd's death, but the memory and influence of those tragic 8 minutes and 46 seconds lives on around the world and at Regis.

We have not forgotten the Black and Latinx students who this past summer shared the biases they face every day just to learn; the alumni who opened themselves up, shared their pain, and told us to do better; and the Black faculty and staff who continue to show up to work and be there for our students, while also experiencing their own trauma.

We listened, we heard, and we committed to real action.

We know that to build a welcoming and inclusive global society we must act. We cannot stand by and hope for things to change on their own. That is why I made a commitment to do better – because actions speak far louder than words.

As this progress report details, we are taking real, tangible steps to ensure the future of Regis College is one that is actively anti-racist. I know this is hard, ongoing work. But, as the past six months have shown, we are not afraid of hard work especially when it comes to ensuring that Black Lives Matter at Regis and that we truly love, serve, and respect each other without distinction.

## AN EXAMINE FOR RACIAL JUSTICE

- Have I fully loved God and fully loved my neighbor as myself?
- Have I caused pain to others by my actions or my words that offended my brother or my sister?
- Have I done enough to inform myself about the sin of racism, its roots, and its historical and contemporary manifestations? Have I opened my heart to see how unequal access to economic opportunity, jobs, housing, and education on the basis of skin color, race, or ethnicity, has denied and continues to deny the equal dignity of others?
- Is there a root of racism within me that blurs my vision of who my neighbor is?
- Have I ever witnessed an occasion when someone "fell victim" to personal, institutional, systematic or social racism and I did or said nothing, leaving the victim to address their pain alone?
- Have I ever witnessed an occasion when someone "fell victim" to personal, institutional, systematic or social racism with me inflicting the pain, acting opposite of love of God and love of neighbor?
- Have I ever lifted up and aided a person who "fell victim" to personal, institutional, systematic or social racism and paid a price for extending mercy to the other? How did I react? Did my faith grow? Am I willing to grow even more in faith through my actions?

- [To Go Forth](#)

---

# SIGNIFICANT ACHIEVEMENTS

## A SUMMARY OF OUR PROGRESS

- Dozens of **volunteers** from across the community came together to accomplish our goals.
- Members of our Administrative Council and Student Affairs and Enrollment leadership team engaged in an **in-depth racial healing experience**, which continues to influence our work today.
- Our commitment to listen, learn, take accountability and be anti-racist was featured in *Regis Today*. The article, **Do Better**, captured our community's stories and inspiration which drives all these efforts.
- We launched an institution-wide **self-identification campaign**. Accurate demographic data is essential not only to give us a better sense of the diversity of our community, but also to help benchmark and assess the impact of our work.
- **Founders' Day** brought together over 700 community members in a daylong dialogue on racism, equity, and social justice. Participants left the experience calling for more.
- Regular **community feedback** is essential to the success of this plan and the future of all of our anti-racism work. The feedback we collected on our action plan progress is incorporated throughout our progress report.

---

# GOAL #1

## EXPANDED AND REQUIRED LEARNING AND PROFESSIONAL DEVELOPMENT

Under the leadership of Audrey Grace, Associate Vice President for Inclusive Excellence and Chief Diversity Officer, we expanded diversity, equity, and inclusion (DE&I) learning opportunities for faculty and staff.

- We worked with **student leaders** in the Student Government Association (SGA) and the Multicultural Student Association (MCSA) on determining the content of these learning opportunities.
- We successfully held an **in-depth racial healing experience** for the administrative council and the student affairs and enrollment leadership teams.
- In partnership with Human Resources, we rolled out a **required diversity and inclusion webinar** to all faculty, staff, and trustees.
- Finally, volunteers supporting this goal are hosting monthly faculty and staff **lunch and learn conversations**. We are rolling out departmental learning opportunities, but we need to determine goals and metrics for these workshops.

NEXT STEPS	TIMEFRAME
<b>DEVELOP STUDENT LEARNING OPPORTUTNITIES</b> WORKING WITH STUDENT LEADERS AND STUDENT AFFAIRS	ONGOING
<b>FACULTY AND STAFF RETREATS</b> WORK WITH HR TO DEDICATE TIME TO ENGAGED LEARNING	SUMMER 2021
<b>ENGAGE TRUSTEES</b> CONTINUE TO WORK WITH THE BOARD OF TRUSTEES INCLUSIVE EXCELLENCE COMMITTEE	ONGOING

---

# GOAL #2

## AFFIRMATIVELY HIRING FOR DIVERSITY

Under the leadership of Mary Erina Driscoll, Vice President of Academic Affairs, and Joan D. Sullivan, Associate Vice President of Human Resources, and Audrey Grace, we are reviewing our search and hiring practices for equity and inclusion. This work is aligned with the revised NECHE standards.

We joined **New England HERC**, which will help provide the institutions with resources and trainings to increase the diversity of our applicant pools. HERC also provides webinars and search committee training materials.

The subcommittee responsible for this goal has reviewed the relevant literature and is working to roll out best practices for search committees and a toolkit for hiring managers.

---

### NEXT STEPS

### TIMEFRAME

#### REVIEW DEMOGRAPHIC DATA

ON FACULTY AND STAFF BY SCHOOL OR DEPARTMENT

MARCH 2021

---

#### ESTABLISH METRICS TO IMPROVE RECRUITMENT AND RETENTION OF DIVERSE FACULTY & STAFF

DEVELOP AN ASSESSMENT PLAN AND USE TO CONDUCT PERIODIC REVIEW OF EFFORTS

SUMMER 2021

---

#### DEVELOP A HIRING AND RETENTION PLAN

INCORPORATE WORKSHOPS FOR SEARCH COMMITTEES, PROGRAM DIRECTORS, AND HIRING MANAGERS

SUMMER 2021

“Consider how you are implementing each of these goals at the program level. How are the programs supported in their work, empowered to accomplish their own diversity goals?”

---

# GOAL #3

## REVIEW OF COURSE CONTENT AND OUTCOMES

Kate Edney, Dean of the College of Arts and Sciences, is leading the review of our course and curriculum to **ensure that they reflect the diversity of our student body**. The ongoing work of this committee is to gather and report disaggregated demographic data on course and program completion and core learning outcomes.

Among other accomplishments, we have created a **rubric and faculty survey** to help assess current practices and experience with incorporating diversity into the curriculum, as well as identify where additional support or interventions might be needed. In addition, this team is working to **embed DE&I standards** into the new course form, new program pre-proposal form, and new program proposal form, and syllabus template.

NEXT STEPS	TIMEFRAME
<b>REVIEW FACULTY SURVEY DATA</b> ESTABLISH BENCHMARKS FOR CHANGE AND IDENTIFY PROFESSIONAL DEVELOPMENT NEEDS	SPRING 2021
<b>REVIEW ANNUAL REPORT LANGUAGE</b> INCORPORATE DE&I INTO THE FACULTY AND PROGRAM ANNUAL REPORTS	SPRING 2021
<b>REVISE COURSE AND PROGRAM PROPOSAL FORMS</b> ENSURE THAT ALL COURSES OR PROGRAMS INCORPORATE DE&I	SUMMER 2021

“The review of course content is important - it spreads trust throughout our classes.”

“There should be a mandatory DE&I class for all students.”

“...there is an extreme need to dig deeper in the course content and outcomes group.... Right now, there is a focus on individual classes, and this is important; however,... there is a need to ensure equity across program design matters as well.”

---

# GOAL #4

## INCREASE STUDENT PARTICIPATION IN INSTITUTIONAL DECISION-MAKING

Dean of Students, Walt Horner, is working with a committee to complete an initial **assessment of existing opportunities** for student voice in decision-making as well as the efficacy of those opportunities. We have created draft catalog of existing opportunities for student engagement in decision-making and are working with undergraduate and graduate student leaders from across the institution to set short-term and long-term goals for student involvement in decision-making.

The working group's future goals focus on expanding and deepening the involvement of graduate and online students and **building an institutional culture** where student involvement in decision-making is integral to the operations of the university.

NEXT STEPS	TIMEFRAME
<b>FINALIZE ASSESSMENT OF EXISTING OPPORTUNITIES</b> INCORPORATE RESULTS INTO SHORT- AND LONG-TERM GOALS FOR STUDENT INVOLVMENT IN DECISION-MAKING	SPRING 2021
<b>FORMALIZE OPPORTUNITIES FOR STUDENT FEEDBACK</b> ESTABLISH A CALENDAR OF EVENTS AND CATALOG OF OPPORTUNTIES	ONGOING
<b>STUDENT LEADERSHIP DEVELOPMENT</b> INCREASE REPRESENTATION OF STUDENTS OF COLOR IN LEADERSHIP POSITIONS	SUMMER 2021

“I am pleased to hear that for Goal # 4 that the online and graduate student population has become more active in institutional decision making.”



---

# GOAL #5

## DOCUMENT AND MAKE PUBLIC EXPERIENCES OF BLACK STUDENTS AT REGIS

Justyna Szulc-Maziarz, the University Archivist, has developed a statement of purpose and call for **Black oral histories**, as well as a deed of gift. This group’s work has been delayed slightly due to staffing changes, but progress has resumed in earnest this semester.

One question that came up is why the focus of this goal is on Black students and not all BIPOC or other minoritized students. We chose to center Black voices for this purpose because they have historically been excluded, but we do not intend to exclude other voices. Additionally, this model for documenting minoritized student voice is one that we can replicate in the future for other identities.

NEXT STEPS	TIMEFRAME
<b>WORK WITH FACULTY TO INCORPORATE INTO CURRICULUM</b> TARGET COURSES THAT HAVE AN INTERVIEW OR ORAL HISTORY COMPONENT	SPRING 2021
<b>CONDUCT INTERVIEWS OF STUDENTS AND ALUMS</b> DEVELOP A PLAN TO FOLLOW UP WITH THOSE WHO SHARED THEIR STORIES AND CREATE A BOUND TRANSCRIPT OF INTERVIEWS	ONGOING
<b>PRESENTATION OF ORAL HISTORIES</b> HOLD AN EVENT OR PROGRAM TO PRESENT THE COLLECTION	TBD

“Consider how you are presenting this work so that it is accessible to everyone. Is there a way to use social media or present student stories similar to what they do with story corps.”

---

# GOAL #6

## UPDATE AND MAKE MORE ACCESSIBLE OUR BIAS RESPONSE PROTOCOLS

Bridget Buoniconti, Assistant Dean of Student Affairs and Chief Conduct Officer and Director of Residence Life, has worked to ensure that our **bias protocols are clear and accessible** so that no one feels as though their voice was ignored.

In order to ensure that our processes are clear, we have reviewed all web and print materials and begun updating the website to be **consistent**. We have added links to the reporting page to the Regis App and Regis Engage and more prominent links have been placed on the website. The student handbook has been updated to reflect the difference between Bias Incidents, Diversity and Inclusion expectations, and the Center for Inclusive Excellence.

NEXT STEPS	TIMEFRAME
<b>GATHER FEEDBACK ON THE PROTOCOLS</b> FROM STUDENTS, FACULTY, AND STAFF TO ENSURE THE PROTOCOLS ARE CLEAR AND ACCESSIBLE	SPRING 2021
<b>IMPLEMENT CHANGES</b> FINALIZE WEBSITE UPDATES AND REPORTING LINKS	SPRING 2021
<b>PUBLICIZE CHANGES</b> ENSURE THAT THE ENTIRE COMMUNITY IS AWARE OF AND FAMILIAR WITH THE UPDATED PROTOCOLS.	SPRING 2021

“ There has been substantial progress over the course of this year, and I am very encouraged by this committee's determination and enthusiasm. ”

---

# GOAL #7

## DIVERSIFY THE ALUMNI COUNCIL AND BUILD ALUMNI AFFINITY GROUP

Under the leadership of Molly Zuccarini, Director of Alumni Relations, is working with the Alumni Council to ensure that diversity is an important consideration in their member recruitment process. As part of those efforts, the Alumni Council updated its charter to include a subcommittee for **graduates of the last decade (GOLD)**.

In addition, we have developed the **Racial Healing and Equity Series**, which are bimonthly virtual dialogues on race, racism, and racial healing for the alumni community.

Finally, *Regis Today* featured the article, "Do Better," about Regis' commitment to listen, learn, take accountability and be anti-racist. Read the article [here](#).

NEXT STEPS	TIMEFRAME
<b>CONTINUE RACIAL HEALING &amp; EQUITY SERIES</b> REGULARLY ENGAGE THE ALUMNI COMMUNITY WITH THE CONVERSATIONS THAT ARE HAPPENING ON CAMPUS AND IN OUR WORLD	ONGOING
<b>RECRUIT GOLD SUBCOMMITTEE MEMBERS</b> INTENTIONALLY REACH OUT TO RECENT GRADUATES AND PROMOTE THE BENEFITS OF INVOLVEMENT	ONGOING
<b>DEVELOP ALUMNI AFFINITY GROUPS</b> AS ENGAGEMENT INCREASES, ESTABLISH IDENTITY-BASED ALUMNI COMMUNITIES	ONGOING

“All of the goals listed are important and in order to process to successfully implement will take time, energy and commitment from many people.”

---

# GOAL #8

## SUPPORT AND GROW IDENTITY-BASED SPACES FOR STUDENTS

Denise Mashmasarmi, Associate Director of the Center for Inclusive Excellence, is leading this team. Because there were few students on campus in the fall and student engagement is not as strong, most of the work with this goal related to on campus spaces has been delayed. However, we are finalizing a student survey to help assess existing spaces and resources, how they are utilized, and whether they contribute to their **sense of belonging**.

We have benchmarked the design and structure of identity-based spaces at other institutions. We have requested additional signage for the Center for Inclusive Excellence and started to build **a more welcoming physical space**. We have also begun to establishing a **more robust online presence** through a YouTube channel. We are in the process of updating our website and building out a SharePoint page for internal resources, including a virtual **Thrive Guide** which is a compellation of all of the resources for students.

NEXT STEPS	TIMEFRAME
<b>ADMINISTER STUDENT SURVEY</b> TO ASSESS THE NEED FOR IDENTITY-BASED SPACES ON CAMPUS, FOLLOWED BY STUDENT FOCUS GROUPS IN FALL 2021	SPRING 2021
<b>DEVELOP PLAN FOR IMPROVING EXISTING SPACES ON CAMPUS AND ONLINE</b> BASED ON STUDENT FEEDBACK	SUMMER 2021
<b>COMMUNITY EDUCATION &amp; OUTREACH</b> ENGAGE THE COMMUNITY AROUND THE PURPOSE OF THESE SPACES & ENHANCE OTHER SPACES TO SERVE THE NEEDS OF ALL STUDENTS	ONGOING

---

# FOUNDERS' DAY 2020

A DAY-LONG COMMUNITY DIALOGUE ON RACISM, EQUITY, AND SOCIAL JUSTICE



Under the leadership of Dr. Mary Lou Jackson, this year's theme was **"Calling All Neighbors, Get into Good Trouble,"** inspired by the legacy, words and actions of Congressman John Lewis. The Dear Neighbor Task Force, made up of students, faculty, and staff, worked tirelessly to develop engaging content and manage the logistics of highly populated event on Zoom.

Over **700** students, faculty, staff, CSJ sisters, and Board members participated in this event. Over the course of several hours, we engaged in panel and small group discussions about race and racism.

A majority of the participants were extremely satisfied or very satisfied to the overall event. Feedback indicated that the community **wants more** of this type of community dialogue.

WATCH FOUNDERS' DAY:  
[PART 1](#)      [PART 2](#)

---

# MOVING FORWARD

OVER THE NEXT SIX MONTHS AND BEYOND

➤ Continue with our progress on the action plan

➤ Continue to collect and incorporate community feedback

➤ Work with the Inclusive Excellence Council on a longer term strategic plan for inclusive excellence

“ I just wanted to take the time to reach out to you and voice how proud I am to be a part of the Regis community.... Seeing how people within the institution... are dedicated to making concrete change to make the community better rather than assuming that there is nothing to fix is comforting to say the least.... I have been so taken with the way that those at Regis not only "talk the talk", but "walk the walk" as well. Thank you so much for the incredible effort that you are putting in to illuminate and empower the voices of all students. You are doing some of the most critical work that is long overdue, it absolutely does not go unnoticed. ”



---

# GET INVOLVED

JOIN ONE OF OUR EXISTING WORKING GROUPS BY CONTACTING THE GOAL LEADER

**AUDREY GRACE**

AUDREY.GRACE  
@REGISCOLLEGE.EDU

LEARNING &  
PROFESSIONAL  
DEVELOPMENT

**MARY ERINA  
DRISCOLL**

MARYERINA.DRISCOLL  
@REGISCOLLEGE.EDU

HIRING & RETENTION

**KATE EDNEY**

KATHRYN.EDNEY  
@REGISCOLLEGE.EDU

COURSE & CURRICULUM  
REVIEW

**WALT HORNER**

WALTER.HORNER  
@REGISCOLLEGE.EDU

STUDENT VOICE IN  
DECISION-MAKING

**JUSTYNA SZULC-  
MAZIARZ**

JUSTYNA.SZULC-MAZIARZ  
@REGISCOLLEGE.EDU

DOCUMENTING STUDENT  
EXPERIENCES

**BRIDGET  
BUONICONTI**

BRIDGET.BUONICONTI  
@REGISCOLLEGE.EDU

BIAS RESPONSE  
PROTOCOLS

**MOLLY  
ZUCCARINI**

MOLLY.ZUCCARINI  
@REGISCOLLEGE.EDU

DIVERSIFY ALUMNI  
COUNCIL

**DENISE  
MASHMASARMI**

DENISE.MASHMASARMI  
@REGISCOLLEGE.EDU

IDENTITY-BASED  
SPACES

**MARY LOU  
JACKSON**

MARYLOU.JACKSON  
@REGISCOLLEGE.EDU

CONTINUING  
FOUNDERS' DAY  
CONVERSATIONS